

Purpose: to help you evaluate a participant's performance in the Fast ForWord Language 75-Minute Protocol. It can be used to determine whether a participant needs intervention, may be ready to switch to the Fast ForWord Language to Reading product, or should stop using the Fast ForWord Language product.

Cautionary Note: These are only guidelines. The *Intervene*, *Switch* and *Complete* flags in *Progress Tracker* are based on different 'percent complete' values for every participation day up to day 30. At day 30 and beyond, these values remain the same. The best way to determine if the student may need intervention, be ready to *Switch* or should discontinue use of Fast ForWord Language is to consult the flags in *Progress Tracker*. If you have questions about a student's progress, you should contact **Scientific Learning's Instructional Support at 888-358-0212**.

Individuality: When evaluating a student's progress, keep in mind that each student will progress at his/her own rate through the exercises. *If a participant is benefiting from the product regardless of his/her rate of completion, he/she should always continue participating.* Younger children or children with language difficulties usually complete Fast ForWord products more slowly than older children or children without language difficulties. For example, in general, a 9-year old participant will progress on a product more slowly than a 13-year old participant.

5 Evaluative Criteria for Fast ForWord Language		Assessing Results
Criterion	Definition of Criterion	<p>The following tables will help you determine what course of action, if any, to take with a participant. Students should be evaluated at least as often as participation days 5, 10, 15, 20, and 30. Use the Participant Status with the tables in this document.</p> <p>To determine participant status in the product, use the table below which corresponds to the number of days for which the student has participated. Remember, these are the values for only these specific days. They can be used as general guidelines, but will not be accurate for the days in between (i.e. the values for Day 5 are accurate for that day, but are not the same as the values for Day 4 or Day 6). If you have questions about a student's progress, you should contact Scientific Learning's Instructional Support at 888-358-0212.</p> <p>Terms May Need Intervention: Any exercise (or group of exercises) can be assessed individually; the student may need intervention if any of the student's current percent complete values are below the values in these tables. At Switch Levels – The student may be ready to Switch to the next product if their Percent Complete values for ALL of the criteria are at least as high as those in the At Switch Level column. At Completion Levels: The student may be ready to stop using the product if their percent complete values for ALL of the criteria are at least as high as those in the <i>At Completion Level</i> column.</p>
1. Circus Sequence	Current percent complete in Circus Sequence	
2. Language Comprehension Builder	Current percent complete in Language Comprehension Builder	
3. Block Commander	Current percent complete in Block Commander	
4. Average Sound Exercises	The average of the most current percent completes in Old MacDonald's Flying Farm and Phoneme Identification; $(OMDFF + PI) / 2$	
5. Average Word Exercises	The average of the most current percent completes in Block Commander, Phonic Words, Phonic Match, and Language Comprehension Builder; $(BC + PW + PM + LCB) / 4$	

DAY 5			
Criterion	Participant Status		
	May Need Intervention	At Switch Level	At Completion Level
Circus Sequence	1	37	N/A
Language Comprehension Builder	N/A	75	N/A
Block Commander	30	93	N/A
Average Sound Exercises	1	39	N/A
Average Word Exercises	8.3	34	N/A

DAY 15			
Criterion	Participant Status		
	May Need Intervention	At Switch Level	At Completion Level
Circus Sequence	11	50	62
Language Comprehension Builder	40	87	92
Block Commander	60	83.83	95
Average Sound Exercises	17.3	70	85
Average Word Exercises	22.5	65	85

DAY 10			
Criterion	Participant Status		
	May Need Intervention	At Switch Level	At Completion Level
Circus Sequence	6	45	53
Language Comprehension Builder	20	65	88
Block Commander	55	50	68
Average Sound Exercises	65	90	95
Average Word Exercises	50	90	95

DAY 20			
Criterion	Participant Status		
	May Need Intervention	At Switch Level	At Completion Level
Circus Sequence	16	40	59
Language Comprehension Builder	32	78	91
Block Commander	60	76.89	90
Average Sound Exercises	22.7	60	85
Average Word Exercises	30	70	94

Notes On Intervention Strategies

DAY 30 and Up			
Criterion	Participant Status		
	May Need Intervention	At Switch Level	At Completion Level
Circus Sequence	22	32	50
Language Comprehension Builder	24	50	90
Block Commander	55	63	80
Average Sound Exercises	28	40	68.5
Average Word Exercises	40	70	92

If there are any concerns with a student's performance, or if he/she requires intervention, please refer to the *Intervention Strategies* found in the *Getting Results* section of *Quick Downloads* in **Customer Connect**: (www.ScientificLearning.com/gateway/support).

These intervention strategies were developed to help students start (or continue) to make progress in specific exercises in which they might be struggling. To determine whether an intervention is working, frequent reviews are recommended. If interventions are not working on a particular exercise within 8 participation days, resume normal participation and discontinue interventions. The student may start progressing on the exercise as he/she continues using the product.

Also, before a student stops participating completely, please note that students may reach plateaus in different criteria at different times. A student may plateau and remain there for several weeks, and then start progressing again. Use your judgment—if you feel that the student may benefit from further use of the product, he/she should continue using the product.

If you have questions about a student's progress, you should contact **Scientific Learning's Instructional Support at 888-358-0212**.