

Purpose: to help you evaluate a participant’s performance in Fast ForWord to Literacy Advanced. It can be used to determine whether a participant needs intervention, or should stop using the Fast ForWord to Literacy Advanced product.

Cautionary Note: These are only guidelines. The *Intervene*, *Switch* and *Complete* flags in *Progress Tracker* are based on different ‘percent complete’ values for minute-based participation up to 600 minutes. At 600 minutes 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 to Literacy Advanced 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 has 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 to Literacy Advanced

Criterion	Definition of Criterion
1. Meteor Ball	Current percent complete in Meteor Ball (Used only for Intervention calculation)
2. Laser Match	Current percent complete in Laser Match (Used only for Intervention calculation)
3. Lunar Leap	Current percent complete in Lunar Leap (Used only for Intervention calculation)
4. Galaxy Theater	Current percent complete in Galaxy Theater
5. Sky Rider	Current percent complete in Sky Rider
6. Average Word Score	Average of Current Percents Complete in Meteor Ball, Laser Match and Lunar Leap (Meteor Ball + Laser Match + Lunar Leap / 3)

Assessing Results

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 every 5 participation days. Use the **Participant Status** with the tables in this document.

To determine participant status in the product, use the table below which corresponds to the number of minutes 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 intervals in between (i.e. the values for 91-100 minutes are accurate for that period, but are not the same as the values for 115 minutes). If you have questions about a student’s progress, you should contact **Scientific Learning’s Instructional Support at 888-358-0212**.

Terms

May Need Intervention: Any exercise 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 move to the appropriate Reading product, if applicable

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 *At Completion Level* column.

91-100 Minutes			
Criterion	Participant Status		
	May Need Intervention	At Switch Level	At Completion Level
Meteor Ball	14	NA	N/A
Laser Match	8	NA	N/A
Lunar Leap	10	NA	N/A
Galaxy Theater	9	79	90
Sky Rider	8	65	81
Average Word Score	NA	70	92

191-200 Minutes			
Criterion	Participant Status		
	May Need Intervention	At Switch Level	At Completion Level
Meteor Ball	37	NA	N/A
Laser Match	20	NA	N/A
Lunar Leap	20	NA	N/A
Galaxy Theater	22	79	90
Sky Rider	17	65	80
Average Word Score	NA	84	92

291-300 Minutes			
Criterion	Participant Status		
	May Need Intervention	At Switch Level	At Completion Level
Meteor Ball	62	NA	N/A
Laser Match	25	NA	N/A
Lunar Leap	36	NA	N/A
Galaxy Theater	40	72	85
Sky Rider	25	60	77
Average Word Score	NA	85	91

391-400 Minutes			
Criterion	Participant Status		
	May Need Intervention	At Switch Level	At Completion Level
Meteor Ball	81	NA	N/A
Laser Match	45	NA	N/A
Lunar Leap	45	NA	N/A
Galaxy Theater	50	70	80
Sky Rider	32	60	73
Average Word Score	NA	80	90

491-500 Minutes			
Criterion	Participant Status		
	May Need Intervention	At Switch Level	At Completion Level
Meteor Ball	87	NA	N/A
Laser Match	55	NA	N/A
Lunar Leap	49	NA	N/A
Galaxy Theater	56	68	76
Sky Rider	38	59	68
Average Word Score	NA	65	80

591+ Minutes			
Criterion	Participant Status		
	May Need Intervention	At Switch Level	At Completion Level
Meteor Ball	87	NA	N/A
Laser Match	64	NA	N/A
Lunar Leap	53	NA	N/A
Galaxy Theater	59	65	75
Sky Rider	42	58	65
Average Word Score	NA	61	75

Notes On Intervention Strategies

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**.