

Assessing Student Progress

The best way to determine if a student may need intervention or may be ready to move to the next product is to consult the completion status flags within Progress Tracker. However, it is sometimes appropriate to use these Progress Guidelines to fine tune the motivation and intervention strategies you use with your students. The tables in this document can help you determine what course of action, if any, to take with a student. Students should be evaluated at least every five participation days. Use the Progress Tracker Participation report to determine a student's total minutes worked, then use the tables in this document to determine the student's completion status.

USING THE TABLES

- 1) To determine a student's status in the product, locate the *Minutes Worked* range for each exercise in the tables below and note the corresponding percent complete scores. A student may have a different number of minutes worked for each exercise. In this case, use the appropriate minutes range to evaluate each exercise separately.
- 2) To determine the Average Decoding, Average Comprehension, and Average Exercise status, average the percent complete scores for each exercise individually. This is the Actual Average. Then, average the total minutes worked in those exercises and locate the *Minutes Worked* range in the tables below. The corresponding percent complete score is the Expected Average. For example:
 - Actual Average = Exercise 1 % + Exercise 2 % + Exercise 3 % / # of Exercises
 - *Minutes Worked* range (Expected Average) = Exercise 1 Minutes + Exercise 2 Minutes + Exercise 3 Minutes / # of Exercises
- 3) To determine the recommended course of action, use these guidelines.
 - **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 the *May Need to Intervene* chart, which will also trigger an *Intervene* flag in Progress Tracker.
 - **At Switch Levels:** The student may be ready to move to the next appropriate product, if applicable, if **ALL** of the exercises meet the percent complete values for **ALL** criteria in the *Switch* chart.
 - **At Completion Levels:** The student may be ready to stop using the product or move to the next appropriate product if his/her percent complete values for **ALL** of the exercises are at least as high as those in the *Complete* chart.

When evaluating a student's progress, keep in mind that each student will progress at his/her own rate through the exercises. *If a student is benefiting from the product regardless of his/her rate of completion, he/she should always continue working on that product.* 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 student will progress on a product more slowly than a 13-year old student.

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

MAY NEED TO INTERVENE						
Minutes Worked	Bear Bags	Magic Rabbit	Flying Fish	Quail Mail	Bedtime Beasties	Buzz Fly
1-10	0%	0%	0%	0%	0%	0%
11-20	4%	1%	0%	7%	1%	0%
21-30	8%	3%	2%	15%	1%	3%
31-40	12%	7%	5%	22%	7%	7%
41-50	16%	10%	7%	30%	14%	10%
51-60	20%	13%	10%	37%	20%	13%
61-70	24%	17%	12%	44%	26%	17%
71-80	28%	20%	14%	52%	33%	20%
81-90	32%	23%	17%	52%	39%	23%
91-100	36%	26%	19%	52%	39%	26%
101-110	40%	30%	22%	53%	40%	30%
111-120	44%	33%	24%	53%	40%	33%
121-130	48%	36%	26%	53%	41%	36%
131-140	52%	40%	27%	53%	41%	40%
141-150	52%	43%	27%	54%	42%	43%
151-160	53%	46%	27%	54%	42%	46%
161-170	53%	46%	28%	54%	43%	47%
171-180	53%	47%	28%	55%	43%	47%
181-190	54%	47%	29%	55%	44%	47%
191-200	54%	47%	29%	55%	44%	48%
201-210	54%	47%	29%	55%	45%	48%
211-220	54%	48%	30%	56%	45%	48%
221-230	55%	48%	30%	56%	46%	49%
231-240	55%	48%	30%	56%	46%	49%
241-250	55%	48%	31%	56%	46%	49%

MAY NEED TO INTERVENE, cont.						
Minutes Worked	Bear Bags	Magic Rabbit	Flying Fish	Quail Mail	Bedtime Beasties	Buzz Fly
251-260	56%	48%	31%	57%	47%	50%
261-270	56%	49%	31%	57%	47%	50%
271-280	56%	49%	32%	57%	48%	50%
281-290	57%	49%	32%	57%	48%	51%
291-300	57%	49%	32%	58%	49%	51%
301-310	57%	50%	33%	58%	49%	51%
311-320	57%	50%	33%	58%	50%	52%
321-330	58%	50%	33%	59%	50%	52%
331-340	58%	50%	34%	59%	51%	52%
341-350	58%	50%	34%	59%	51%	53%
351-360	59%	51%	34%	59%	52%	53%
361-370	59%	51%	35%	60%	52%	53%
371-380	59%	51%	35%	60%	53%	54%
381-390	59%	51%	36%	60%	53%	54%
391-400	60%	51%	36%	60%	54%	54%
401-410	60%	52%	36%	61%	54%	55%
411-420	60%	52%	37%	61%	55%	55%
421-430	61%	52%	37%	61%	55%	55%
431-440	61%	52%	37%	62%	56%	56%
441-450	61%	53%	38%	62%	56%	56%
451-460	62%	53%	38%	62%	57%	56%
461-470	62%	53%	38%	62%	57%	57%
471-480	62%	53%	39%	63%	58%	57%
481-490	62%	53%	39%	63%	58%	57%
491-500+	63%	54%	39%	63%	58%	58%

SWITCH			
Minutes Worked	Average Decoding (Bear Bags + Magic Rabbit + Flying Fish) / 3	Average Comprehension (Quail Mail + Bedtime Beasties + Buzz Fly) / 3	Average Exercise (Sum of all exercises) / 6
1-10	95%	100%	99%
11-20	95%	100%	98%
21-30	94%	99%	98%
31-40	94%	99%	98%
41-50	94%	99%	98%
51-60	94%	99%	97%
61-70	93%	98%	97%
71-80	93%	98%	97%
81-90	93%	98%	96%
91-100	92%	97%	96%
101-110	92%	97%	96%
111-120	92%	97%	95%
121-130	91%	96%	95%
131-140	91%	96%	95%
141-150	91%	96%	95%
151-160	91%	96%	94%
161-170	90%	95%	94%
171-180	90%	95%	94%
181-190	90%	95%	93%
191-200	89%	94%	93%
201-210	89%	94%	93%
211-220	89%	94%	92%
221-230	88%	93%	92%
231-240	88%	93%	92%
241-250	88%	93%	92%
251-260	88%	93%	91%
261-270	87%	92%	91%
271-280	87%	92%	91%
281-290	87%	92%	90%
291-300	86%	91%	90%

SWITCH, cont.			
Minutes Worked	Average Decoding (Bear Bags + Magic Rabbit + Flying Fish) / 3	Average Comprehension (Quail Mail + Bedtime Beasties + Buzz Fly) / 3	Average Exercise (Sum of all exercises) / 6
301-310	86%	91%	90%
311-320	86%	91%	89%
321-330	85%	90%	89%
331-340	85%	90%	89%
341-350	85%	90%	88%
351-360	84%	89%	88%
361-370	83%	88%	87%
371-380	83%	88%	86%
381-390	82%	87%	86%
391-400	82%	87%	85%
401-410	81%	86%	85%
411-420	80%	85%	84%
421-430	80%	85%	83%
431-440	79%	84%	83%
441-450	79%	84%	82%
451-460	78%	83%	82%
461-470	77%	82%	81%
471-480	77%	82%	80%
481-490	76%	81%	80%
491-500+	76%	81%	79%

COMPLETE			
Minutes Worked	Average Decoding (Bear Bags + Magic Rabbit + Flying Fish) / 3	Average Comprehension (Quail Mail + Bedtime Beasties + Buzz Fly) / 3	Average Exercise (Sum of all exercises) / 6
1-10	100%	100%	100%
11-20	100%	100%	100%
21-30	100%	100%	100%
31-40	99%	100%	99%
41-50	99%	100%	99%
51-60	99%	100%	99%
61-70	99%	99%	99%
71-80	99%	99%	99%
81-90	98%	99%	99%
91-100	98%	99%	98%
101-110	98%	99%	98%
111-120	98%	99%	98%
121-130	98%	99%	98%
131-140	97%	99%	98%
141-150	97%	99%	98%
151-160	97%	99%	97%
161-170	97%	98%	97%
171-180	97%	98%	97%
181-190	96%	98%	97%
191-200	96%	98%	97%
201-210	96%	98%	97%
211-220	96%	98%	96%
221-230	96%	98%	96%
231-240	95%	98%	96%
241-250	95%	98%	96%
251-260	95%	98%	96%
261-270	95%	97%	95%
271-280	95%	97%	95%
281-290	94%	97%	95%
291-300	94%	97%	95%

COMPLETE, cont.			
Minutes Worked	Average Decoding (Bear Bags + Magic Rabbit + Flying Fish) / 3	Average Comprehension (Quail Mail + Bedtime Beasties + Buzz Fly) / 3	Average Exercise (Sum of all exercises) / 6
301-310	94%	97%	95%
311-320	94%	97%	95%
321-330	94%	97%	94%
331-340	93%	97%	94%
341-350	93%	96%	94%
351-360	93%	96%	94%
361-370	92%	96%	93%
371-380	92%	95%	93%
381-390	92%	95%	93%
391-400	92%	94%	92%
401-410	91%	94%	92%
411-420	91%	94%	92%
421-430	91%	93%	91%
431-440	90%	93%	91%
441-450	90%	92%	91%
451-460	90%	92%	90%
461-470	89%	92%	90%
471-480	89%	91%	90%
481-490	89%	91%	89%
491-500+	89%	90%	89%