

# Reading Edge Educator's Guide



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# Introduction

Welcome to Reading Edge!

Reading Edge is an assessment software program that allows educators to determine which students may have difficulty learning to read and to chart all students' progress throughout the year. Reading Edge can be used with students who are currently learning to read as well as students who haven't yet started to read.

Designed by an independent advisory board of national experts in learning and reading disabilities, Reading Edge provides a unique opportunity to measure critical pre-reading skills in 1st and 2nd graders and to chart their reading progress throughout the school year.

## Why Use Reading Edge?

For those students who need extra help in learning to read, early assessment is a vital key to success. Research has shown that students who are at risk for reading difficulties benefit greatly from early intervention, while those left to struggle through school, or who receive help later, may have continuing problems.

Phonological skills are widely understood by experts in education to be a strong predictor of future reading success. The assessments included in Reading Edge evaluate phonological skills, including:

- Phonological processing
- Phonological awareness
- Phonemic decoding
- Letter-sound identification

Each skill is measured in an engaging game that creates a comfortable, non-threatening environment for assessment.

## What Information Does Reading Edge Provide?

After students have completed the assessment, you can view four reports of their results:

**Raw Scores:** A student's percent correct on each test.

**Percentile Scores:** A student's individual standing in each test as compared to other students their age.

**Composite Score:** A numerical representation of a student's skill level as compared to other students their age. The composite score includes a color-coded graph that shows the student's risk of developing reading difficulties.

**Classroom Report:** Students' raw, percentile, and composite scores listed in a table.

The results from Reading Edge give a general picture of students' reading skills. Assessing students with Reading Edge throughout the school year shows you trends and accomplishments in students' reading skills. If a student's results indicate they are at risk for reading difficulties, more specific assessment may be required.

## The Importance of Phonological Skills

Research has shown that students' phonological skills reliably predict whether they will develop successful reading skills. Many people think of reading as a visual process and see the printed word as the first step in learning to read. However, research has revealed that reading also requires active participation of the parts of the brain used for processing sounds and spoken language. In fact, one of the key findings of the last 20 years of research in neurology and other related fields is that reading is a language-based skill involving visual *and* auditory processes.

The role language skills play in reading helps explain why so many children have difficulty learning to read. It is deficiencies in language skills, not visual skills, that typically create obstacles for children with reading problems. Research done by reading experts has led to the identification of the particular language skills that are essential for early reading success. Foremost among these skills are phonological processing, phonological awareness, and phonemic decoding.

## Phonological Processing

Phonological processing involves many skills, two of which are critical for reading success:

- 1 The ability to perceive and manipulate individual spoken sounds (*phonological perception*).
- 2 The ability to temporarily remember sounds (*phonological memory*).

Phonological perception is necessary for acquiring spoken language skills. Phonological memory is important for success in both spoken and written language because it is used to learn letter-to-sound correspondences. Phonological memory also allows beginning readers to remember several letter sounds so they can blend the sounds into a new word. When phonological perception and memory are developed, they help students follow a teacher's instructions.

A large body of research has confirmed that phonological processing plays an important role in the acquisition of early reading skills.

## Phonological Awareness

Phonological awareness is the conscious realization that spoken words break down into units of sound or *phonemes*.

But phonological awareness is more than just perceiving the distinct components of words like *cat* and *hat*. Successful readers must also understand how the words are alike—they rhyme—and how they differ—they start with different consonants. When beginning readers understand the similarities and differences among the letters of the alphabet, they can then learn how to segment strings of letters into sounds and then blend them together into words.

Research has confirmed that low performance on tasks measuring phonological awareness can predict reading difficulties.

## Phonemic Decoding

Phonemic decoding is the ability to break printed words (or nonsense words) into appropriate segments.

Understanding letter-to-sound correspondences is critical for reading success. Good readers can read words they have never seen before—as well as nonsense words—because phonemic decoding allows them to understand how letters relate to

spoken words. When readers with strong decoding skills encounter a visually unfamiliar word, they can break the word into segments and then blend them into a word.

Phonemic decoding has been shown to be an important indicator of early reading success.

For more information about resources on language and reading—including books, organizations, and products related to reading and the process of learning to read—visit Scientific Learning’s Web site at [www.ScientificLearning.com](http://www.ScientificLearning.com).



# About This Guide

This guide is for educators who are using Reading Edge to assess students' reading abilities. This guide gives you the information you need to use Reading Edge to assess students' reading strengths and weaknesses.

## Document Conventions

The Reading Edge Educator's Guide uses a number of formatting conventions and mouse commands to help you easily follow the instructions.

### Formatting Conventions

**Bold** text highlights menu items and program names (e.g., From the **File** menu, select **Quit**.)

**IMPORTANT** Pay close attention to the information in these boxes.

**NOTE:** These asides give you additional information.

**tip**

You'll find helpful hints in Tips.

### Mouse Commands

**Click:** point to an object, then press and release the mouse button

**Double-click:** rapidly press and release the mouse button twice

**Drag:** point to an object, then press and hold the mouse button while you move the mouse

**Point:** move your cursor to a menu command

**Select:** point to a menu command and click





# Chapter 1

## Installing Reading Edge

Before you install Reading Edge—Educator version, check the list of system requirements for your computer.

### System Requirements

#### Windows Computers

Each Windows computer must have the following to run Reading Edge:

- Microsoft® Windows® 95, 98, or NT (version 4.0 or higher)
- 100 megahertz (MHz) Intel® Pentium® or compatible processor (166 MHz or faster recommended)
- 16 megabytes (MB) of random access memory (RAM) (32 MB recommended); 24 MB of RAM (32 MB recommended) for Windows NT
- CD-ROM drive, quad-speed (4x) (8x or higher recommended) with a Windows 32-bit driver
- 16-bit sound (audio in and out)
- High quality stereo headphones that completely cover the ear and are designed for use with digital signals
- Mouse or other pointing device
- SVGA 256-color graphics adapter
- The latest drivers for your sound and video cards

#### Macintosh Computers

Each Apple Macintosh (or compatible) computer must have the following to run Reading Edge:

- Power PC 601 processor (Power PC 603, 604, or G3 processor recommended)

- 24 megabytes (MB) of random access memory (RAM) with at least 8 MB available
- Macintosh® System Software (Mac OS) version 7.5.5 (version 7.6.1 or higher recommended)
- CD-ROM drive, double-speed (2x) (quad-speed [4x] or higher recommended)
- 16-bit sound (audio in and out)
- High quality stereo headphones that completely cover the ear and are designed for use with digital signals
- Mouse or other pointing device
- 256-color graphics capability
- The latest drivers for your sound and video cards

## Installing the Game

### Windows Computers

- 1 Insert the Reading Edge CD into the CD-ROM drive.
- 2 Double-click **My Computer**, then double-click the CD-ROM drive.
- 3 Double-click **Install Reading Edge**.
- 4 Follow the installation instructions on screen. The installation procedure installs both Reading Edge and Apple QuickTime for Windows 2.1.2, which is required by Reading Edge.



If you already have QuickTime 2.1.2 installed, a dialog box informs you that the installer found QuickTime 2.1.2 and gives you several options. Click **Skip All**.

**NOTE:** If you do not have a more current version of QuickTime on your computer, this process also installs QuickTime 3.0.1.

### Macintosh Computers

- 1 Insert the Reading Edge CD into the CD-ROM drive.
- 2 Double-click the **Reading Edge** CD icon.
- 3 Double-click **Install Reading Edge**.
- 4 Follow the installation instructions on screen. The installation procedure installs Reading Edge. If you do not have a more current version, the installation also installs Apple QuickTime 3.0.1, which is required by Reading Edge.



# Chapter 2

## Getting Started

This chapter gives you the tools you need to make sure your students are prepared to take the Reading Edge assessment.

**NOTE:** Although Reading Edge is an assessment program, you will get the most accurate results if you present it to students as a game.

### Deciding How to Use Reading Edge

We recommend that you use Reading Edge first to assess your students and then to chart their progress throughout the school year. Alternatively, you could use Reading Edge as a practice tool for students who are learning to read.

However, you should avoid using Reading Edge both as an assessment tool *and* a practice tool. Students who practice with Reading Edge can complete many of the rounds from memory, which renders the assessment invalid.

If you decide to use Reading Edge as an assessment tool, do not let students play Reading Edge in between assessments.

### Before Beginning the Assessment

Before students start the Reading Edge assessment, do the following:

- Set up a test environment that is conducive to concentration
- Select an assessment mode: accelerated or normal
- Enroll students

A discussion of these considerations follows.

## Setting Up the Test Environment

There are many factors that can influence students' performance on Reading Edge. Students' scores can be influenced by the physical setting and the student's familiarity with computers and computer games. Although some of these factors may be difficult to control, try to provide the following:

**A quiet, comfortable test environment:** A quiet room without distractions, such as noise from other computers or people talking, will help students concentrate.

**Headphones:** It is best to provide headphones for each student; headphones are important because several assessments require students to distinguish between subtle differences in speech sounds.

**Comfortable chairs:** Students should be seated in comfortable chairs appropriate for their size.

## Accelerated Mode or Normal Mode?

Reading Edge—Educator version provides two assessment modes that you can choose from: accelerated and normal.

Reading Edge is set to accelerated mode as its default. In accelerated mode, students only complete the assessments that measure their risk of having difficulties learning to read. For first graders, only three tests are used in this assessment: initial-sound different, letter-sound knowledge, and nonword recognition. For second graders, four tests are used: initial-sound different, final-sound different, nonword recognition, and phoneme blending. See Chapter 3, "Descriptions of the Games and Assessments," on page 15 for a full discussion of each of the assessments.

In accelerated mode, results can be generated for first graders in as few as 20 minutes and in as few as 35 minutes for second graders.

**NOTE:** Students do not play *Space Chick* nor *Copycat Academy* in accelerated mode.

Normal mode also has its benefits. Students playing Reading Edge in normal mode take more assessment tests, including those for phonological memory and visual sequencing. Therefore, you collect more information about potential areas of strength and weakness in each student, which may contribute to your judgment about a student's reading skills. The average completion time for first and second graders playing in normal mode is 60 minutes.

Using Reading Edge in normal mode can also minimize the amount of supervision required during testing. Normal mode allows students to enjoy the full entertainment value of the games, which will keep them engaged for longer.

In short:

Accelerated Mode	Normal Mode
<ul style="list-style-type: none"><li>• Shorter testing time (20-35 min.)</li><li>• More supervision required</li><li>• Only reading-specific information gathered</li></ul>	<ul style="list-style-type: none"><li>• Longer testing time (60 min.)</li><li>• Less supervision required</li><li>• More information gathered overall</li></ul>

---

## Enrolling Students in Normal Mode

To save time, enroll students in Reading Edge before they are scheduled to be assessed.

If you want to assess students in normal mode, you must assign normal mode to each student's name when you enroll students in Reading Edge. Those names are then permanently assigned to normal mode.

You only need to switch Reading Edge to normal mode once if you enroll all your students at the same time.

### To enroll students in normal mode:

- 1 Make sure the Reading Edge CD is in the CD-ROM drive.
- 2 Launch Reading Edge.
  - On a Windows computer, go to the **Start** button in the computer's taskbar, point to **Programs**, point to **Scientific Learning**, and select **Reading Edge**.
  - On a Macintosh, open the **Reading Edge** folder and double-click the **Scientific Learning** folder, and double-click **Reading Edge**.

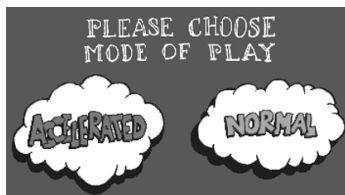
The main Reading Edge window appears.



- 3 Click **New**.
- 4 Enter the word *teacher* in the **Please Type Your Name** field.



- 5 Click **OK**. The two choices, **Accelerated** and **Normal**, appear.



- 6 Click **Normal**. The main Reading Edge window appears.
- 7 Click the **New** button to enroll a new student.

- 8 Enter the student's name and click **OK**.

**NOTE:** To track each student's performance, every individual must have a unique name. If, for example, there are two students with the same name, enter a first name and last name (or last initial) to get separate results.



- 9 Click the icon describing the student's grade level. The game begins. If you are pre-enrolling a student, click **Earl the Weasel** to exit this game.
- To enroll another student, click **New Game**, then repeat from step 7.
  - To exit Reading Edge, click **Quit**.



You can check the current mode at any time by pressing **Ctrl** and **t** simultaneously on the keyboard.

## Enrolling Students in Accelerated Mode

To save time, enroll students in Reading Edge before they are scheduled to be assessed.

Reading Edge defaults to accelerated mode. Therefore, if you decide to assess students in this mode, you do not need to designate the mode. After you enroll students in accelerated mode, those names are permanently assigned to that mode.

**To enroll students in accelerated mode:**

- 1 Make sure the Reading Edge CD is in the CD-ROM drive.
- 2 Launch Reading Edge.
  - On a Windows computer, go to the **Start** button in the computer's taskbar, point to **Programs**, point to **Reading Edge**, and select **Reading Edge**.
  - On a Macintosh, open the **Reading Edge** folder and double-click **Reading Edge**.

The main Reading Edge window appears.



- 3 Click **New**.
- 4 Enter the student's name and click **OK**.

**NOTE:** To track each student's performance, every individual must have a unique name. If, for example, there are two students with the same name, enter a first name and last name (or last initial) to get separate results.



- 5 Click the icon describing the student's grade level.  
The game begins. If you are pre-enrolling a student, click **Earl the Weasel** to exit this game.
  - To enroll another student, click **New Game**, then repeat from step 3.
  - To exit Reading Edge, click **Quit**.

## Assessing Students

Before students are scheduled to be assessed, make sure they are not overly tired and are able to be attentive. In addition, make sure each student is able to use a mouse.

Present Reading Edge to your students as a game. Reading Edge is designed to be humorous and engaging, but students might have difficulty completing the assessment if they are feeling pressured or scrutinized.

### To start the Reading Edge assessments:

- 1 Make sure the student is seated and is wearing headphones.
- 2 Adjust the computer's volume to a level that is comfortable for the student.
  - On a Windows computer, click the **Volume** icon on the right side of the taskbar and drag the volume control as appropriate.
  - On a Macintosh, go to the **Apple** menu, point to **Control Panels**, and select **Monitors & Sound**. Click the **Sound** button and use the volume bar to adjust the sound.
- 3 Make sure the Reading Edge CD is in the CD-ROM drive.
- 4 Launch Reading Edge.
  - On a Windows computer, go to the **Start** button in the computer's taskbar, point to **Programs**, then **Reading Edge**, and select **Reading Edge**.
  - On a Macintosh, open the **Reading Edge** folder and double-click **Reading Edge**.
- 5 If you have already enrolled the student, click the **Resume** button.

**NOTE:** If you have not already enrolled the student, follow the instructions under "Enrolling Students in Normal Mode" on page 5 or "Enrolling Students in Accelerated Mode" on page 7.

- 6 From the **Choose a Saved Game** list, click the student's name.



The game begins.

## Learning to Play Each Game

Every assessment contains two practice rounds in which students are told whether their answers are correct or not. These responses help students understand how to play each game.

**NOTE:** Practice rounds count toward the student's final score.

In subsequent rounds, students receive no feedback indicating whether the answers chosen were correct or incorrect. This format matches the way standardized tests are administered and is used so all students continue the assessment without becoming discouraged.

Students automatically progress from one game to the next.

## Getting Help

If a student needs help, click **Earl the Weasel** in the lower right corner, then click **Help**. The Help screen appears with instructions on how to play the current game.



## Taking a Break

To get the most accurate results, students should complete each game in one sitting. When this is not possible, a student can exit a game completely. To do so, click **Earl the Weasel** in the lower-right corner, click **Quit**, and then click **Yes** to confirm that you really do want to quit.

## Resuming a Game

To continue playing after a break, launch Reading Edge, click **Resume**, and, in the scrollable **Choose a Saved Game** list, click the student's name.



The game will resume where the student left off.

## Completing the Assessment

If first graders are playing Reading Edge in accelerated mode, the main Reading Edge window appears after a student has completed *Squid Sisters*. Second graders playing in accelerated mode see the main Reading Edge window after they have completed *Scrappy and Jimmy*. A new player can then start Reading Edge, or you can click **Quit** to close Reading Edge. If students are playing Reading Edge in normal mode, they can play *Movie Game*—in which main characters star in a short movie scene—for any length of time. When they are ready to stop playing, click **Earl the Weasel** and do one of the following:

- Click **New Game** to get to the main Reading Edge window and start a new player
- Click **Quit** and then **Yes** to confirm that you are ready to quit

Assessment results are only available after a student has completed all the rounds in a particular game. For example, before you can review the results for *Jules Rampart Cooks with Gusto*, which measures phonological awareness, a student playing in normal mode has to complete all the menu items in the dinner and dessert sections of the game.

After a student has finished playing a particular game, you can view the results. See Chapter 4, “Viewing the Results,” on page 21 for complete details on the reports available to you.

## Repeating a Game

Students who play Reading Edge in accelerated mode need to repeat the assessment using a name assigned to normal mode before they can repeat the games.

Students who play the games in normal mode can repeat games. However, before you allow them to play Reading Edge again, consider the following:

- Information from students' first run-through of a game provides the most accurate information about their reading-related skills, as each student's scores are compared to first-time scores of other students of a similar age. Subsequent performance may be influenced by practice and learning from repetition. The age standards used to create the reports do not apply if students immediately repeat the games.
- If you plan to reassess students, you will not obtain accurate results if they play the games in between assessments. If you plan to use Reading Edge to chart students' progress throughout the school year as we recommend, wait at least four weeks between assessments.

If you do not plan to reassess students, you can let students who tested in normal mode play under the name they used for the test. Because test scores are locked after the first assessment, future play under the same name will not affect students' initial results.

### To repeat a game:

- 1 Launch Reading Edge and click **Resume** at the main Reading Edge window.
- 2 Click the student's name.
- 3 Click **Earl the Weasel**.
- 4 Click **Favorite Places**.

The list of games appears. The white titles denote games that the student has already played and therefore can repeat. The gray titles mark games the student has not completed; those games cannot be repeated at this time.

## Reassessment

We recommend that you use Reading Edge to chart students' progress throughout the school year. To track your students' progress, do not let them play the games between assessments. Wait at least four weeks between assessments, unless you suspect the first assessment was influenced by factors other than a student's skills (for example, fatigue, lack of computer skills, excessive noise, or other distractions). Usually we recommend waiting at least four weeks to minimize the effects of familiarity and learning.

**IMPORTANT** When you retest, use a different name for each student. For instance, if the first game was played under *Chris*, have the student play the second game under *Chris2*. Once a student has finished the assessment the first time, those results are locked and future gameplay under that name will not be scored.

Keep in mind that performance levels in the evaluation are adjusted over time to account for the effect of age and overall learning. The scores on the tests are used in a complex formula that does not necessarily translate test score changes into composite score changes on a one-to-one basis.





# Chapter 3

## Descriptions of the Games and Assessments

This chapter introduces you to the zany cast of characters in the Reading Edge games. You'll also learn about the skills each game assesses.

The following table breaks down each assessment by test and skill measured.

Assessment	Test	Skill Assessed
<i>Space Chick</i>	Phonological memory	Phonological memory
<i>Jules and Gusto</i>	Initial sound different	Phonological awareness
	Final sound different	Phonological awareness
<i>Squid Sisters</i>	Letter-name knowledge	Letter-name identification
	Letter-sound knowledge	Letter-sound identification
	Nonword recognition	Phonemic decoding
<i>Scrappy and Jimmy</i>	Phoneme blending	Phonemic blending
<i>Copycat Academy</i>	Visual sequencing	Visual sequencing (not scored)

### *Space Chick*

Space Chick, a chicken with an attitude, flies her fried egg spaceship to a foreign land where the aliens (Zoogs) speak a strange, nonsensical language. Space Chick tries to communicate with many different groups of Zoogs, but they don't understand her, so she enlists the student's help. The student hears Space Chick say a nonsense word; for example, *nizbit*. Each Zoog repeats the word in a slightly different way (*nozbat*, *nozbit*, *nizbot*, and so on), and the student clicks on the Zoog who pronounced the word



exactly the way Space Chick did (*nizbit*). Each student starts with easier, one- and two-syllable words and gradually moves up to four-syllable words as the game progresses.



During the first two rounds, students learn whether they choose the right Zoog. If the students choose the wrong Zoog, they are corrected. In subsequent rounds, students do not receive feedback on whether their answers are correct or incorrect.

## Skill Assessed: Phonological Memory

*Space Chick* requires the ability to accurately perceive and remember the sounds of spoken words. Accurate perception of spoken words is important for many academic skills, including learning new vocabulary words and following the content of conversations and directions in class. How these sounds are encoded or absorbed into memory is especially important for both reading and writing proficiency. Phonological memory plays a unique role in helping the reader hold several letter sounds in mind while trying to blend them into an unfamiliar word. The early development of phonological memory is also important for more advanced reading. For example, often we cannot understand the beginning of a sentence until we get to the end, where there is more information. We need to be able to hold information in mind while working on other parts of a word or sentence.



*Space Chick* requires players to remember nonsense words. By using nonsense words we ensure the student is remembering pure sounds, not memorizing the order of already familiar words. If real words were used, students could use the meaning, imagery, or a familiar feature of the word to remember it, and phonological ability would be assessed less effectively.

## Jules Rampart Cooks with Gusto

In this game, Chef Jules Rampart and her monkey pal, Gusto, encourage students to cook up unique dishes—such as Moldy Beet Salad with Crunchy Toenail Croutons—in the context of two different phonological-recognition tasks: initial sound different and final sound different. For both tasks, Jules asks players to select one of four ingredients to add to the tasty mess she is making.



For the dinner recipes, students click the ingredient with the first sound that is different from the others. For example, they might hear: *bread, dirt, bird, bark*. Students then click the picture representing the word *dirt*, which starts with a different first sound.

When students cook with Jules from the dessert menu, they click on the ingredient that has a different last sound from the others. For example, a student might hear: *plant, paint, pound, point*. They have to choose the picture representing the word *pound*, which ends with a different last sound.



In the first two rounds of the game, students are told when they make a correct choice. If they choose the wrong answer, they hear an explanation of why it is incorrect. In subsequent rounds, however, there is no indication whether an answer is correct or incorrect.

### Skill Assessed: Phonological Awareness

In Jules' and Gusto's kitchen, players are required to segment words into phonemes or sound units and to recognize and discriminate individual phonemes in common spoken words. These skills are the main components of phonological awareness, which is a fundamental aspect of the way students understand the relationship between written and spoken language. Research has found that performance on phonological awareness tasks is an excellent predictor of reading success. In fact, performance on phonological awareness tasks has been found to predict reading success as well as—or better than—standardized reading readiness or intelligence tests. In addition,

studies have consistently shown that training in phonological awareness has a significant effect on students' ability to master reading and spelling skills.



## Squid Sisters

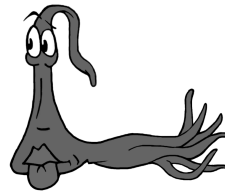


The Squid Sisters star in an underwater game show, “Hook, Line, and Sinker.” Students hear a letter (or word) and see four fish opening their mouths to reveal four letter (or word) choices. Students must click the fish to choose the letter or word they heard.

The game is divided into three levels:

**Round 1, Letter-Name Knowledge:** During this task, Charlie, the game-show host, names a letter, and the student then identifies the letter by its picture. For example, Charlie says the letter *B*, and the student clicks the correct letter from among four choices (*B, T, P, D*). Students who get five correct in a row move to round 2.

**Round 2, Letter-Sound Knowledge:** During this task, Charlie pronounces the sound of a letter, and the student identifies the letter that corresponds to the sound. For instance, after Charlie makes the sound /b/, the student chooses that letter from among four letter choices. Students who get five correct in a row move to round 3.



**Round 3, Nonword Recognition:** In this task, Charlie says a nonsense word, and the student picks the word from among a group of other nonsense words. The words start out with one syllable and then increase in difficulty. For example, Charlie says *ip*, and the student clicks one of four nonsense words (*id, ib, ip, im*) spelled out by the fish.

Students hear the correct answer in the first two trials of each round, but are not corrected during subsequent trials.

## Skills Assessed: Letter-Sound and Letter-Name Identification, and Phonemic Decoding



*Squid Sisters* measures what a student knows about letter names and sounds as well as how well they can decode nonsense words. Not surprisingly, one of the best predictors of how well students can read is their ability to pronounce and decode unfamiliar words. Students with reading problems often have difficulty with nonsense words like *mux* or *gouch* (which are guaranteed to be unfamiliar because they don't exist in the English language), even though they may do just fine with familiar words like *cat* or *dog*, which can be recognized by sight. Good readers can decode nonsense words because they understand the alphabetic code that relates letters to spoken sounds and words. For students who are too young to be able to read nonsense words, the game includes tasks that require identifying letters and letter sounds.

## Scrappy and Jimmy



Scrappy the claymation dog tries to communicate with Jimmy, his clay owner, but Scrappy only communicates in fragments of words (phonemes), which he makes through an innovative series of actions—from the buzz of a mosquito to the hiss of a blow torch. The student listens to Scrappy make a series of individual sounds. Jimmy repeats the individual sounds, names the four pictures shown to the student, then makes the individual sounds again. The student then chooses the picture matching the word described by the combined sounds.

For example, Scrappy will make the sounds: /b//u//g/. The student then sees pictures of a bag, a bug, a bus, and a rug. The student clicks on the picture of the bug.

As in previous tasks, students hear the correct answer for the first two rounds, but are not corrected during subsequent test rounds.

## Skill Assessed: Phonemic Blending

*Scrappy and Jimmy* requires the ability to correctly blend sounds into words and recognize the pictures that go with the blended words. New readers must learn to blend phonemes together in order to sound out and read words they cannot recognize by sight. In reading an unknown word, students must be able to analyze the individual sounds of a word (the skill evaluated in *Space Chick*), as well as piece (*blend*) the sounds back together. Research has shown that students' ability to blend sounds of language is one of the critical skills for early reading success.



## Copycat Academy



A classroom of feline students is told they need to copy their instructor. The teacher shows the class a chalkboard with nine objects—for example, balls of yarn—that light up in sequence. The student then clicks the balls of yarn in the same order.

For the practice rounds, students are told whether their answer is correct or not, and the correct sequence plays for those who made a mistake. After the practice rounds, there is no indication whether an answer is right or wrong.

## Skill Involved: Visual Sequencing

*Copycat Academy* is just for fun. The results from this game do not influence a student's final scores.

This game requires the ability to remember and repeat a sequence of visually presented information. Phonological (sound and letter) skills are not required to play this game, so it can provide a fun break from the tasks in the other games, which are more difficult for some students.





## Chapter 4

# Viewing the Results

After students have finished the Reading Edge assessment, you can view and print their results by student or print a group report. Reading Edge offers several different formats for reviewing class results.

Students playing Reading Edge in normal mode are scored on seven assessments: initial sound different, final sound different, letter-name knowledge, letter-sound knowledge, non-word recognition, phoneme blending, and phonological memory.

First graders playing in accelerated mode are scored only on initial sound different, letter-sound knowledge, and nonword recognition.

Second graders playing in accelerated mode are scored on initial sound different, final sound different, nonword recognition, and phoneme blending.

**NOTE:** For an explanation of how to interpret the results, see Chapter 5, “Interpreting the Results,” on page 27.

## Viewing One Student’s Results

To view the results for just one student:

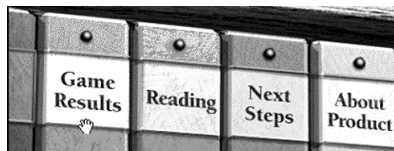
- 1 Launch Reading Edge and click **New**.



- 2 Enter the word *report* in the **Please Type Your Name** field and click **OK**. The results section appears.

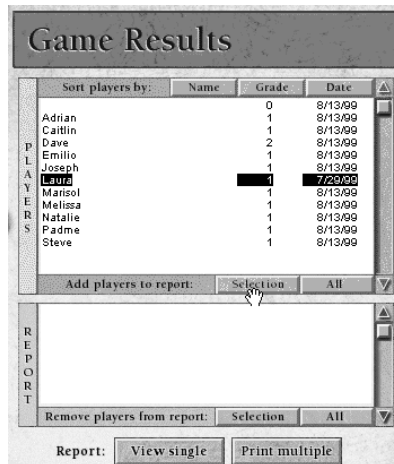


- 3 Click the **Game Results** book.



The main **Game Results** window appears. This window shows a list of all available results files in the scrollable **Players** box. The **Report** box in the lower half of the window is blank until you gather result files for a report, as described below.

- 4 Select the student's name in the **Players** box.
  - 5 Click the **Selection** button at the bottom of the **Players** box.
- The student's name moves to the **Report** box.



- 6 Click the **View Single** button at the bottom of the **Game Results** window.

- Click **View Results** to move to the first report. Click the direction arrows at the bottom of the window to move forward and backward through the reports.



You can print these reports to share with parents. To do so, click the direction arrows to move to the third report, Composite Scores, and click the **Print Results** button.

## Compiling Class Results

Results for an entire class—or any grouping of students—can be printed as a Classroom Report for review and recordkeeping. This tabular report shows each student’s raw score and percentile score in each assessment, along with the composite score and date of test completion. Students are ordered by composite score. To print this table, follow the steps below.

- Launch Reading Edge and click **New**.
- Enter the word *report* into the **Please Type Your Name** field and click **OK**. The results section appears.
- Click the **Game Results** book.

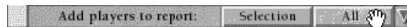
The main **Game Results** window appears. This window shows a list of all available results files in the scrollable **Players** box. The box in the lower half of the window is blank until you gather result files for a report, as described below.

**NOTE:** Files can be sorted by name, grade, or date of test completion by clicking the sort buttons along the top of the Players box. Sorting files makes it easier to group subsets of test results. For example, you might have test results for a classroom for two different test periods in the year, such as Fall and Spring. To group all Fall test results together, sort by date.

Sort players by:	Name	Grade	Date
	Laura	1	7/29/99
	Steve	1	8/13/99
	Padme	1	8/13/99
P	Natalie	1	8/13/99
L	Melissa	1	8/13/99
A	Marisol	1	8/13/99
Y	Joseph	1	8/13/99
E	Emlilio	1	8/13/99
R	Dave	2	8/13/99
S	Caitlin	1	8/13/99
	Adrian	1	8/13/99
		0	8/13/99

Add players to report:

- 4 To include students' result files in a Classroom Report, move the students' result files from the Players box to the Report box. To do so:
  - Drag the mouse over the names you want to add and click **Selection**.
  - Select the desired name in the **Players** box and click the **Selection** button at the bottom of the Players box. Repeat until all the result files you want on the report are listed in the **Report** box.
  - Click the **All** button to move all the students' files shown in the **Players** box to the **Report** box.



To move a name from the **Report** box back to the **Player** box (thus excluding this student's results from the classroom report), select the student's name in the Report box and click the **Selection** button at the bottom of the Report box. To move all names from the **Report** box to the **Player** box, click the **All** button at the bottom of the Report box.

- 5 When you have placed all the desired files in the Report box, click the **Print Multiple** button at the bottom of the **Game Results** window. Reading Edge prints a table of results for all selected names, shown below, and also creates a Classroom Report file.

Report Date: 8/27/99											
Name	Test Date	Composite		ISD	FSD	LNK	LSK	NWR	BLD	NWM	
Caitlin	8/27/99	85	% Correct:	100	NA%	NA%	94%	92%	NA%	NA%	
			Percentile:	100	NA%	NA%	100	97%	NA%	NA%	
Dave	8/27/99	92	% Correct:	100	100	NA%	NA%	100	100	NA%	
			Percentile:	97%	100	NA%	NA%	100	100	NA%	
Emilio	7/29/99	97	% Correct:	92%	92%	100	94%	100	100	100	
			Percentile:	85%	97%	100	100	100	100	100	

ISD = Initial Sound Different (Jules Rampart Cooks with Gusto)  
 FSD = Final Sound Different (Jules Rampart Cooks with Gusto)  
 LNK = Letter Name Knowledge (Squid Sisters)  
 LSK = Letter Sound Knowledge (Squid Sisters)  
 NWR = Non-word Recognition (Squid Sisters)  
 BLD = Phoneme Blending (Scrappy & Jimmy)  
 NWM = Phonological Memory (Space Chick)

Composite Score - A summary measure of the players skill level as evaluated in this product.  
 Composite scores are classified in one of three groups: Red (0-30) - At risk for having difficulties in reading,  
 Yellow (30-50) - Caution may be needed, Green (50-100) - Average to above average skills.  
 Raw Test Score(% Correct) - Displays the percentage correct in each test.  
 Percentile Ranking - Compares players score on each test with the scores of the sample population used for validation.



When you finish tracking a student—for instance, when they move to another grade or school—you can clear their results from Reading Edge. To do so, open the **Reading Edge** folder, double-click the **Players** folder, and delete the student's file(s).

## Classroom Report Tip

You can open the Classroom Report file in Microsoft Excel and use standard Excel commands to rearrange, format, and print it. To do so, follow the steps below.

- 1 Print the Classroom Report (for instructions, see “Compiling Class Results” on page 23).
- 2 Click the **Bookshelf** button, click **Quit**, and then **Yes** to confirm that you want to exit Reading Edge.
- 3 Go to the **Reading Edge** folder, where Reading Edge was installed.
- 4 Double-click the **RprtGen** folder.
- 5 Double-click the **Clsrpt** file. Select Microsoft Excel to open the file if prompted. Use standard Excel commands to rearrange, format, and print this report.

**IMPORTANT** Each time you create the Table Summary, you create a Clsrpt file that overwrites the previous file. If you wish to keep a Clsrpt file, use Excel to save it under a different filename.





## Chapter 5

# Interpreting the Results

Reading Edge provides three types of results for each student:

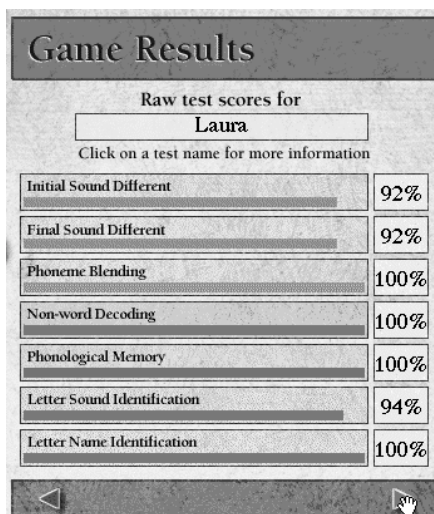
- Raw scores
- Percentile scores
- A composite score

Each type of result is described in more detail in this chapter.

## Raw Scores

Raw scores are the percentage of correct responses in each of the assessments. The bar chart provides a quick evaluation of the student across all the assessments so strong and weak performance can be readily identified.

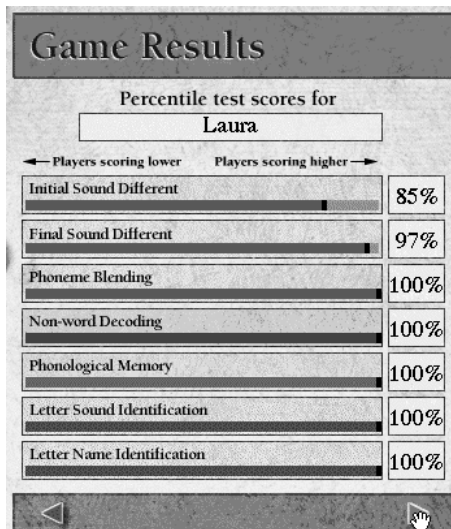
**NOTE:** The game results examples in this chapter show the scores for a student who played in normal mode.



# Percentile Scores

Percentile scores show how a student's performance on each assessment compares to the performance of a sample of peers. The sample of peers used for comparison was drawn from a cross-section of approximately 350 students in grades K-2, each of whom also completed the tests in Reading Edge. This sample is referred to as the *validation sample*.

The percentile scores can be interpreted in the same way as other percentile scores you may be familiar with. For example, a score at the 60th percentile on a particular task means that the student scored equal to or higher than 60 percent of the validation sample, but lower than 40 percent of the sample.



Percentile scores provide a way to compare your student's performance to his or her peer group. Knowing how other students of similar age perform is useful in evaluating a student's level of proficiency in any given skill. Percentile scores also enable you to compare your student's ranking in Reading Edge with his or her ranking in other academic or cognitive areas, which are often represented in percentile scores.

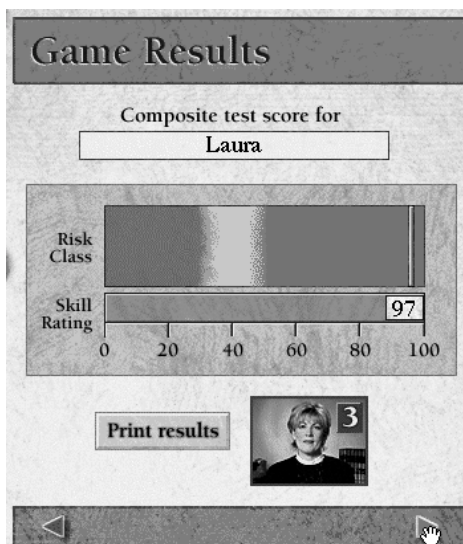
The percentile scores do not, however, relate test scores to reading skills. For that, you need a report that combines all the test results to get an overall rating of performance on a scale of reading skills, as described in the next section.

# Composite Score

The composite score is the overall rating of a student's performance on the relevant tests in Reading Edge. This score is calculated from a formula that uses all of the scores from the relevant tests, but also takes into account the relative importance of each test in predicting reading skills. The formula used for the composite score was derived from a statistical analysis of the test results of the validation sample.

The composite score is presented in two ways:

- A risk classification that places the student in one of three color-coded risk groups. This classification is discussed in the next section.
- A corresponding numerical value that indicates the student's standing on a scale of reading skills.



## The Risk Classifications

The three risk classifications are as follows:

**Green**—indicates that the student is average or above average in the critical skills measured in Reading Edge. Students scoring in the green range may develop reading proficiency at a rate that is at or above grade level, all other factors being equal.

**Yellow**—indicates that the results fall into a middle area that cannot be clearly grouped with low skills or high skills. This student should be tested again and observed for other signs of skill deficiencies. (See “Reassessment” on page 13.)

**Red**—indicates that a student may be at risk for having difficulties learning to read and could be developing the critical skills measured in this product at a rate that is significantly below the average of his or her peers.

The composite score is also represented as a numerical value, which indicates the standing of the student’s overall skill level on a scale of zero to one hundred.

## Cautions in Interpreting Data

The information provided by the tests in Reading Edge can serve as a useful and valuable way to assess a student’s early reading skills. Keep in mind, however, that Reading Edge is not intended to provide a formal diagnosis, nor does it test for all the possible conditions that might explain reading problems. Other considerations outside the Reading Edge results should have a bearing on your judgment of the skill level and reading readiness of the students in your classroom. A low Reading Edge score—or any result that is a surprise—means that you should consider further investigation into your student’s progress in acquiring reading-readiness skills. Further investigation may include reassessment with Reading Edge (see “Reassessment” on page 13) and more in-depth evaluation by a reading specialist or clinical professional.

Another caution to keep in mind is that normal variations in students’ basic reading skills are greatest in the early school years. This is a period of rapid physical and cognitive growth, and there can be large differences in students’ rates of development at this time. So, while some students have reading difficulties that require special therapeutic attention, other students overcome difficulties without specialized intervention as they mature and catch up to their peers.



# Appendix A

## Troubleshooting

This appendix provides tips for troubleshooting technical issues you may have while using Reading Edge.

### Windows Computers

*Reading Edge freezes or shuts down when we play, or we keep getting error messages.*

If you get the *read errors* message, or the game freezes or stops, it may be due to a damaged or dirty CD. To keep your CD in as good condition as possible:

- Be sure to keep the CD away from direct sunlight and sources of heat.
- Hold the CD by the edges and keep in the protective case when not in use.
- Clean the CD with a lint-free, soft, dry cloth, wiping in straight lines from center to outer edge. Never use solvents or abrasive cleaners.

*The CD is clean and undamaged, but we get error messages anyway.*

If you get the *read errors* message and your CD appears to be fine, the problem is most likely an outdated CD-ROM driver or incorrect configuration of your CD-ROM drive. With Windows 95 and 98, you can review the configuration by doing the following:

- 1 Right-click the **My Computer** icon on the desktop and select **Properties** from the pop-up menu. The **System Properties** window appears.
- 2 Click the **Performance** tab, click the **File System** button, and then click the **CD-ROM** tab. Check that the **Supplemental** cache size is set to **Large** and that **Optimize Access Pattern For** matches the speed of your CD-ROM drive.

- 3 Click **Apply**, then click **OK**. At the **System Properties** window, click **OK** again.
- 4 Restart your computer.  
If you still get the error message, contact the manufacturer of the CD-ROM drive or the computer to get an updated CD-ROM driver.

*The screen is frozen.*

If you right-click twice very quickly, you can freeze Reading Edge. To remedy the situation, right-click once and then left-click once. Reading Edge should run again.

*The game is running slowly.*

You may not have enough RAM. The minimum required to run Reading Edge is 16MB. In addition, make sure your monitor display is set to 256 colors.

*The audio isn't working.*

Your CD-ROM drive may not be fast enough. The minimum required to run Reading Edge is a 4x CD-ROM drive. If your drive transfers less than the 4x standard (of kilobytes of data per second), the audio and animation may not be in sync.

*The animation in Scrapy and Jimmy doesn't play and/or the movies in the results section don't play.*

QuickTime may not be installed or may be installed incorrectly. Uninstall QuickTime and install Reading Edge again. Be sure to install QuickTime when prompted.

## Macintosh Computers

*Reading Edge freezes or shuts down when we play, or we keep getting error messages.*

If you get the *read errors* message, or the game freezes or stops, it may be due to a damaged or dirty CD. To keep your CD in as good condition as possible:

- Be sure to keep the CD away from direct sunlight and sources of heat.
- Hold the CD by the edges and keep in the protective case when not in use.
- Clean the CD with a lint-free, soft, dry cloth, wiping in straight lines from center to outer edge. Never use solvents or abrasive cleaners.

*The game isn't running properly.*

You have an extension conflict. Try one or more of these options:

- 1 Make sure you meet the system requirements for Reading Edge. To check the size of the largest unused block of memory, go to the **Apple** menu and select **About the Macintosh**. If the largest unused block of memory is less than 8 MB, close any programs you don't need and try the game again.
- 2 Check for an extension conflict. Go to the **Apple** menu, point to **Control Panels**, and select **Extensions Manager**. Turn off all extensions except:
  - Apple CD-ROM
  - All QuickTime extensions
  - All Open Transport extensions
  - Shared Library Manager
  - Shared Library Manager PPC
  - SLP Plugin
  - SOMobjects for Mac OS

**NOTE:** Not all of these extensions may be installed on your computer.

Restart the computer and try the game.

*The game is running slowly.*

You may not have enough RAM. The minimum required to run Reading Edge is 24 MB, with 8 MB available. In addition, make sure your monitor display is set to 256 colors.

*The audio isn't working.*

Your CD-ROM drive may not be fast enough. The minimum required to run Reading Edge is a 2x CD-ROM drive. If your drive transfers less than the 2x standard (of kilobytes of data per second), the audio and animation may not be in sync.

*The animation in Scrapy and Jimmy doesn't play and/or the movies in the results section don't play.*

QuickTime may not be installed or may be installed incorrectly. Uninstall QuickTime and install Reading Edge again. Be sure to install QuickTime when prompted.

# Technical Support

If after following the troubleshooting suggestions in this chapter you are still having difficulty installing or playing Reading Edge, check the online support on Scientific Learning's Web site at [www.scientificlearning.com/support](http://www.scientificlearning.com/support).

The Scientific Learning Web site contains the most updated information about technical support, and your question may already be answered there.

Alternatively, you can email us your question at [support@scilearn.com](mailto:support@scilearn.com).

You can also call our Technical Support line. Before you call Technical Support, please have the following information handy:

- Product name
- Model and configuration of your computer
- Operating system version number
- Additional system information (such as type and make of monitor, video card, printer, modem, etc.)
- Description of the problem you are having or the error message you are seeing

You can reach Technical Support at (888) 358-0212 between the hours of 6 am and 6 pm (PST).

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