



SAM  
Settings and Reports  
for  
*FASTT Math*



For use with *FASTT Math* EEv1.9 and SAMv1.9

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## Overview

*FASTT Math* is a mathematics intervention program that uses the FASTT system (Fluency and Automaticity through Systematic Teaching with Technology) to help students develop fluency with basic math facts. *FASTT Math* automatically differentiates instruction based on students' individual fluency levels in customized, daily sessions.

Teachers and administrators may use the Scholastic Achievement Manager (SAM) to customize students' learning experiences, keep track of their progress, and monitor their performance in the software. Teachers may also view and print reports.

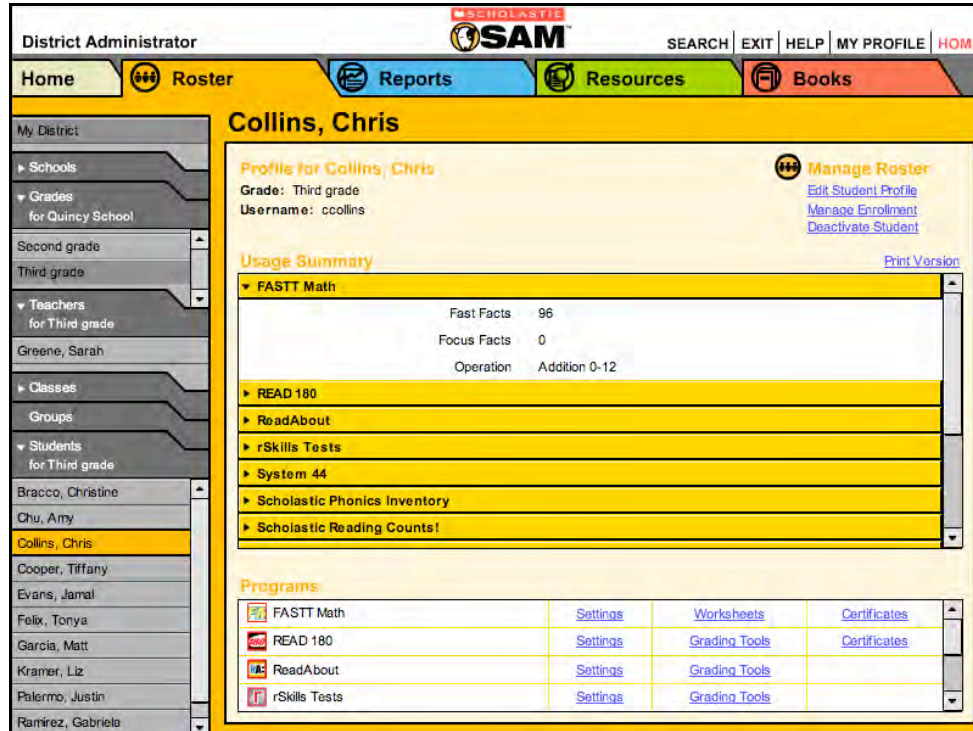
With the tools in SAM, teachers may:

- Change settings for their students or classes;
- Enroll and unenroll students in *FASTT Math*;
- Assign operations in the *FASTT Math* software;
- View and print reports.

This manual covers setting SAM Program Settings for using *FASTT Math*, as well as generating and using *FASTT Math* reports. For other reference issues, see the guide below. All manuals are available at the [Scholastic Education Product Support](#) Web site.

For information on:	See:
Using the <i>FASTT Math</i> software	<a href="#">FASTT Math Software Manual</a>
Installing <i>FASTT Math</i> software	<a href="#">FASTT Math Installation Guide</a>
Getting started in SAM and setting up accounts at the district and school level	<a href="#">Getting Started with Scholastic Achievement Manager</a>
Adding and enrolling students in SAM	<a href="#">Enrolling and Managing Students Using Scholastic Achievement Manager</a>
SAM Resources	<a href="#">Using Resources in Scholastic Achievement Manager</a>
The Book Expert	<a href="#">Using the Book Expert in Scholastic Achievement Manager</a>
Setting up a SAM Data Aggregation Server	<a href="#">SAM Data Movement Manual</a>

## FASTT Math Program Settings



The screenshot shows the SAM interface for a District Administrator. The top navigation bar includes Home, Roster, Reports, Resources, and Books. The main content area is titled "Collins, Chris" and displays the student's profile, including their grade (Third grade) and username (ccollins). Below the profile is a "Usage Summary" section for FASTT Math, showing usage statistics for Fast Facts (96), Focus Facts (0), and Operation (Addition 0-12). A list of programs is shown below, including FASTT Math, READ 180, ReadAbout, rSkills Tests, System 44, Scholastic Phonics Inventory, and Scholastic Reading Counts!. Each program has a "Settings" link.

Program	Settings	Worksheets	Certificates
FASTT Math	<a href="#">Settings</a>	<a href="#">Worksheets</a>	<a href="#">Certificates</a>
READ 180	<a href="#">Settings</a>	<a href="#">Grading Tools</a>	<a href="#">Certificates</a>
ReadAbout	<a href="#">Settings</a>	<a href="#">Grading Tools</a>	
rSkills Tests	<a href="#">Settings</a>	<a href="#">Grading Tools</a>	

Teachers may individualize students' *FASTT Math* experiences by adjusting Program Settings in SAM. Use the Program Settings tab to:

- Enroll or unenroll individual students or the whole class in *FASTT Math*;
- Assign students to an operation and a fact range;
- Assign one or two lessons per day;
- Set problem format;
- Set response time limit;
- Set number of problems per activity;
- Reset the Placement Assessment;
- Enable accessibility supports for students with physical challenges;
- Enable ELL Support.

Access students' profiles from the **Roster** screen in SAM. Click the **Roster** button on the SAM Home Page or the **Roster** tab along the top of any SAM screen. To access students' Program Settings, double-click a name in the **SmartBar** to access that student's Profile screen, then click the **Settings** link next to the *FASTT Math* icon in the Programs menu to access the *FASTT Math* Program Settings screen. Settings are also available at the class and group levels.

## Enrolling Students in FASTT Math

**FASTT Math Settings**

Settings | Advanced Settings | **Enrollment**

Use the check boxes to enroll or unenroll students in FASTT Math. The check box at the top of each column selects all students.

Students	FASTT Math
Bracco, Christine	<input checked="" type="checkbox"/>
Chu, Amy	<input checked="" type="checkbox"/>
Collins, Chris	<input checked="" type="checkbox"/>
Cooper, Tiffany	<input checked="" type="checkbox"/>
Evans, Jamal	<input checked="" type="checkbox"/>
Felix, Tonya	<input checked="" type="checkbox"/>
<b>Total seats remaining:</b>	<b>981</b>

Item(s) 1 through 11 of 11

Buttons: Cancel, Cancel & Return, Save, Save & Return

Use the **Enrollment** tab in SAM to enroll and unenroll students in *FASTT Math*.

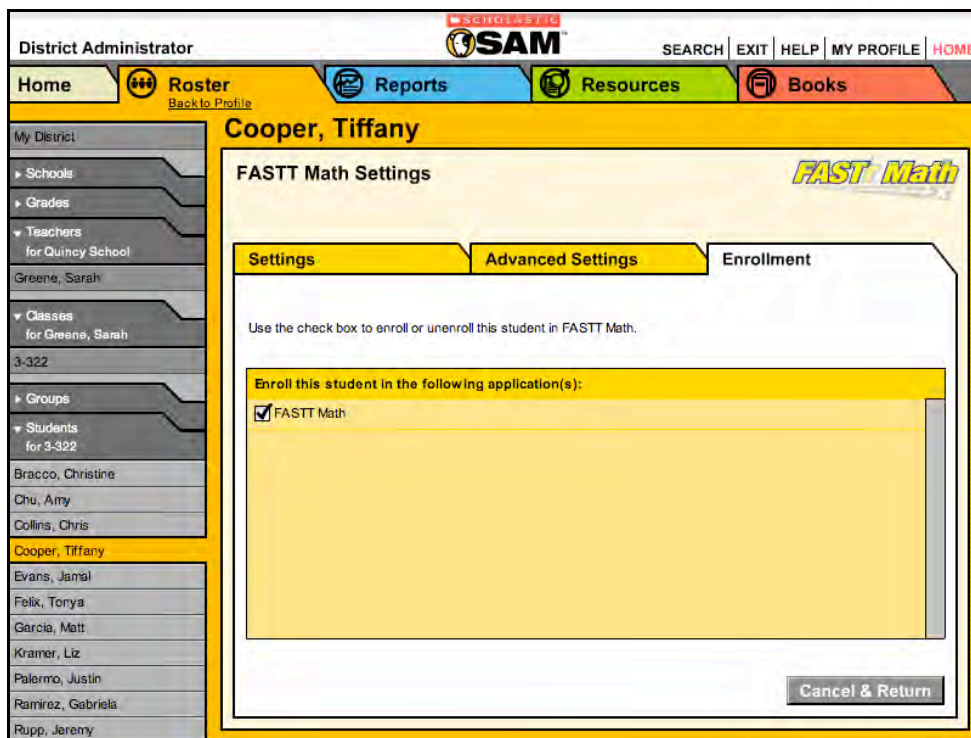
To open a class or group's Enrollment tab, select **FASTT Math Settings** from the class or group's Profile screen, then click the Enrollment tab. The Enrollment tab is available at all levels of the **SmartBar**. The tab displays every student in that class, group, school, or district. The student list may include students already enrolled in *FASTT Math*, students added to SAM but not enrolled in any Scholastic programs, or students added to SAM and enrolled in Scholastic programs other than *FASTT Math*.

From a student Profile, the Enrollment screen shows enrollment by program.



### Teacher Tip

Students must be enrolled in Scholastic programs for SAM to include their data in reports. Unenrolled students still appear in the SmartBar, and their profile data may be viewed and edited.



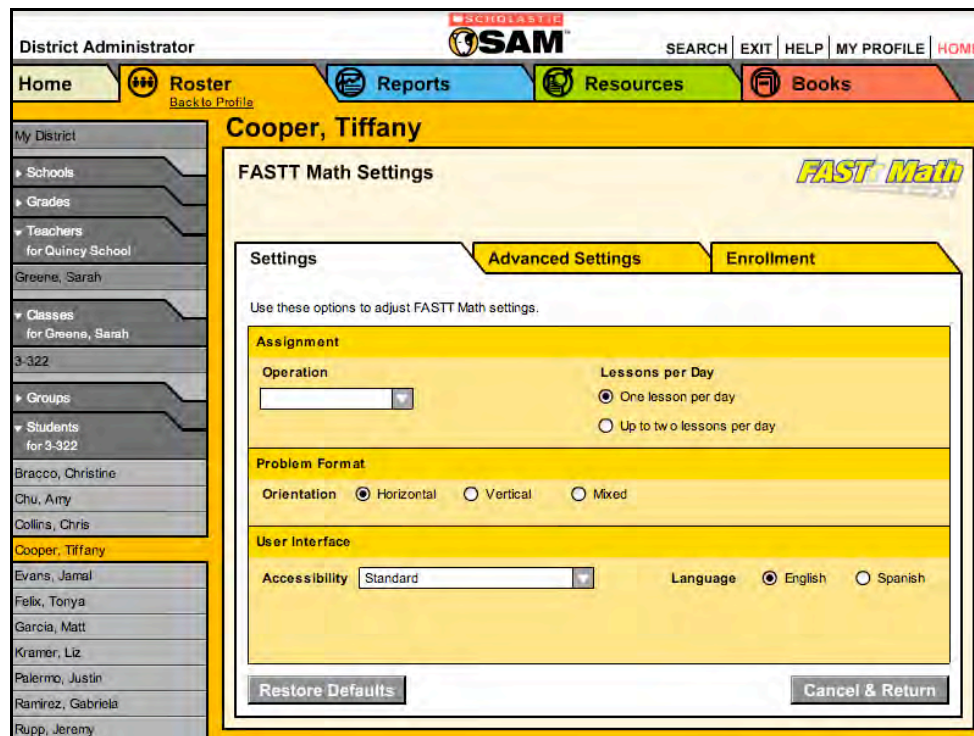
Individual students or entire classes may be enrolled in *FASTT Math* from the **Enrollment** tab.

To enroll students in *FASTT Math* from the **Enrollment** tab:

1. Select any profile level in the **SmartBar**.
2. Use check boxes to enroll or unenroll students in *FASTT Math*. Use the check boxes at the top of each column to enroll all students in the class or group.
3. Click **Save** to keep enrollment changes and remain on the **Enrollment** tab or click **Save & Return** to go back to the Profile screen.

Students may only be enrolled in *FASTT Math* if there are licenses available. An error message appears if sufficient licenses are unavailable. Contact the district or school technical coordinator if additional licenses are needed.

## Using the Settings Tab



District Administrator

SEARCH | EXIT | HELP | MY PROFILE | HOME

Home Roster Reports Resources Books

My District

Schools

Grades

Teachers for Quincy School

Greene, Sarah

Classes for Greene, Sarah

3-322

Groups

Students for 3-322

Bracco, Christine

Chu, Amy

Collins, Chris

Cooper, Tiffany

Evans, Jamal

Felix, Tonya

Garcia, Matt

Kramer, Liz

Palermo, Justin

Ramirez, Gabriela

Rupp, Jeremy

### FASTT Math Settings

Settings Advanced Settings Enrollment

Use these options to adjust FASTT Math settings.

**Assignment**

Operation  Lessons per Day

One lesson per day

Up to two lessons per day

**Problem Format**

Orientation  Horizontal  Vertical  Mixed

**User Interface**

Accessibility  Language  English  Spanish

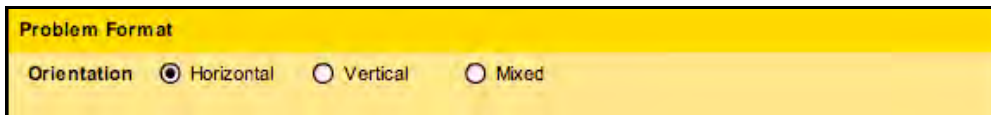
Restore Defaults Cancel & Return

The *FASTT Math* Program Settings screen has three tabs: **Settings**, **Advanced Settings**, and **Enrollment**. Click the tab headings to move between each screen.

Before students may use *FASTT Math*, they must be assigned to an operation and fact range. From the **Settings** tab, select an operation and fact range from the **Operation** drop-down menu. There is no default choice as each operation and fact range must be set individually for each student. Students who are not assigned an operation and fact range may not log into *FASTT Math*.

To change students' operations, select a different operation and fact range from the drop-down menu. Students should finish one operation before starting a new one. If teachers try to change students' operations before they are finished, a warning appears reminding teachers that the student is not finished with the operation.

**NOTE:** Changing students' fact range without changing their operation will require them to take a shortened Typing and Fact Assessment the next time they log in.



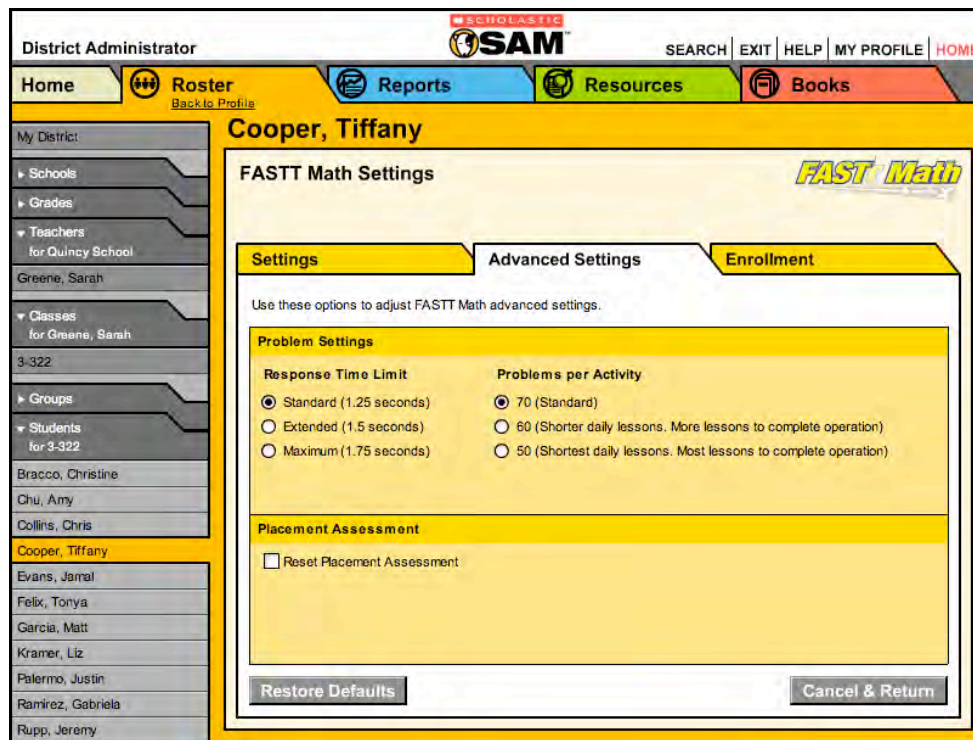
In **Problem Format**, teachers may select the horizontal, vertical, or mixed problem orientation to give students practice in viewing problems in various formats. The default setting is horizontal.



**Accessibility** allows teachers to select high-contrast displays for visually impaired students. Teachers may select standard, which uses a variety of colors; high contrast with dark background (blue); or high contrast with light background (yellow) from the drop-down menu. The default setting is standard.

**Language** allows teachers to select which language is used for narration and text. *FASTT Math* supports both English and Spanish. The default setting is English.

## Using the Advanced Settings Tab



District Administrator **SAM** SEARCH EXIT HELP MY PROFILE HOME

Home Roster Reports Resources Books

My District:

- Schools
- Grades
- Teachers for Quincy School
- Greene, Sarah
- Classes for Omens, Sarah
- 3-322
- Groups
- Students for 3-322
- Bracco, Christine
- Chu, Amy
- Collins, Chris
- Cooper, Tiffany**
- Evans, Jamal
- Felix, Tonya
- Garcia, Matt
- Kramer, Liz
- Palermo, Justin
- Ramirez, Gabriela
- Rupp, Jeremy

### FASTT Math Settings

Settings Advanced Settings Enrollment

Use these options to adjust FASTT Math advanced settings.

**Problem Settings**

<b>Response Time Limit</b>	<b>Problems per Activity</b>
<input checked="" type="radio"/> Standard (1.25 seconds)	<input checked="" type="radio"/> 70 (Standard)
<input type="radio"/> Extended (1.5 seconds)	<input type="radio"/> 60 (Shorter daily lessons. More lessons to complete operation)
<input type="radio"/> Maximum (1.75 seconds)	<input type="radio"/> 50 (Shortest daily lessons. Most lessons to complete operation)

**Placement Assessment**

Reset Placement Assessment

Restore Defaults Cancel & Return

In the **Problem Settings** box of the **Advanced Settings** tab, teachers may set students' **Response Time Limit** and **Problems per Activity**.

**Response Time Limit** is the amount of time allotted to students to correctly answer a fact. Response Time is the measure that determines when a Study Fact becomes a Focus Fact. The *FASTT Math* default Response Time setting is 1.25 seconds. Teachers may adjust students' Response Time Limit to account for learning differences. However, Response Time should be adjusted judiciously, since giving students more time will increase the amount of practice students need to turn a Focus Fact into a Fast Fact (which requires answering the fact in 0.8 seconds or less).

**Problems Per Activity** is the amount of problems presented during student instruction. The default setting is 70 problems; teachers may decrease this number for students who need more time to learn new information or have trouble completing lessons on time. It takes students more lessons to complete an operation if their Problem Per Activity amount is reduced.

**Placement Assessment** allows teachers to reset students' Placement Assessment. Teachers may want to reset the Placement Assessment of students who performed poorly on their first Assessment or who need more foundation work. Resetting the Placement Assessment does not delete students' performance data; however, some reports will not include performance data prior to the Assessment reset.

## FASTT Math Worksheets

SAM allows teachers to create and print worksheets customized for students and their fact fluency. Worksheets are ideal for timed math drills, since they allow students to practice facts they are currently learning. Practicing facts on worksheets enables students to transfer their growing fact knowledge to another format.

To generate a *FASTT Math* worksheet in SAM:

The screenshot shows the SAM interface for a District Administrator. The top navigation bar includes 'Home', 'Roster', 'Reports', 'Resources', and 'Books'. The main content area is titled 'Cooper, Tiffany' and 'FASTT Math Worksheets'. It contains the following configuration options:

- Operation \*:** Radio buttons for Current (checked), Addition, Subtraction, Multiplication, and Division.
- Problem Type:** A dropdown menu set to 'FASTT Math Facts' and a checkbox for 'Remainder'.
- Problem Orientation:** A dropdown menu set to 'Horizontal (30 facts)'.
- Printing Option:** A checkbox for 'Print Answer Key'.

Below the configuration options is a table with columns for 'Students', 'Operation', 'Fast Facts', and 'Focus Facts'. At the bottom of the form are 'Cancel & Return' and 'Print Preview (PDF)' buttons.

1. Double-click a student name in the **SmartBar** to open their Profile.
2. From the Programs table, click the **Worksheets** link in the *FASTT Math* row to open the *FASTT Math Worksheets* screen.

Worksheets may also be printed for classes or groups by clicking those choices in the **SmartBar**. Worksheets are also available to teachers through the classes Profile. SAM customizes worksheets for each student in the class or group based on students' fact fluency.



### Teacher Tip

Students must be assigned to an operation in order to generate worksheets for them.

## Customizing Worksheets

Use the **FASTT Math Worksheets** screen to customize students' worksheets.

Operation *		
<input checked="" type="checkbox"/> Current <input type="checkbox"/> Addition <input type="checkbox"/> Subtraction <input type="checkbox"/> Multiplication <input type="checkbox"/> Division		
Worksheets with mixed problems will be generated from all selected operations up to and including the most advanced operation the student has been assigned to in FASTT Math.		
* Required Field		
Problem Type	Problem Orientation	Printing Option
FASTT Math Facts <input type="checkbox"/> Remainder	Horizontal (30 facts)	<input type="checkbox"/> Print Answer Key

**Operation** is a required field for generating worksheets. The program generates worksheets based on students' current operation. Teachers may select more than one operation to generate a worksheet with mixed problems. For example, students currently assigned to multiplication may receive a worksheet with problems in addition and subtraction if those operations are also selected.

**Problem Type** allows teachers to choose the type of problems. The default setting is **FASTT Math Facts**, which generates worksheets with students' current Fast Facts and Focus Facts. Problems using 2-digit or more facts may also be selected.

**Problem Orientation** allows teachers to choose how problems are presented: horizontally (default setting), vertically, or mixed. Selecting horizontal orientation produces a worksheet with 30 problems; vertical and mixed orientation both create worksheets with 15 problems. If **FASTT Math Facts** is selected in Problem Type, all orientation options are available. If **2-digit facts** or **2-digit or more facts** are selected, then only the vertical orientation is available.

**Printing Option** enables users to print the answer key for every worksheet generated by the program. Each worksheet and answer key contains students' names.

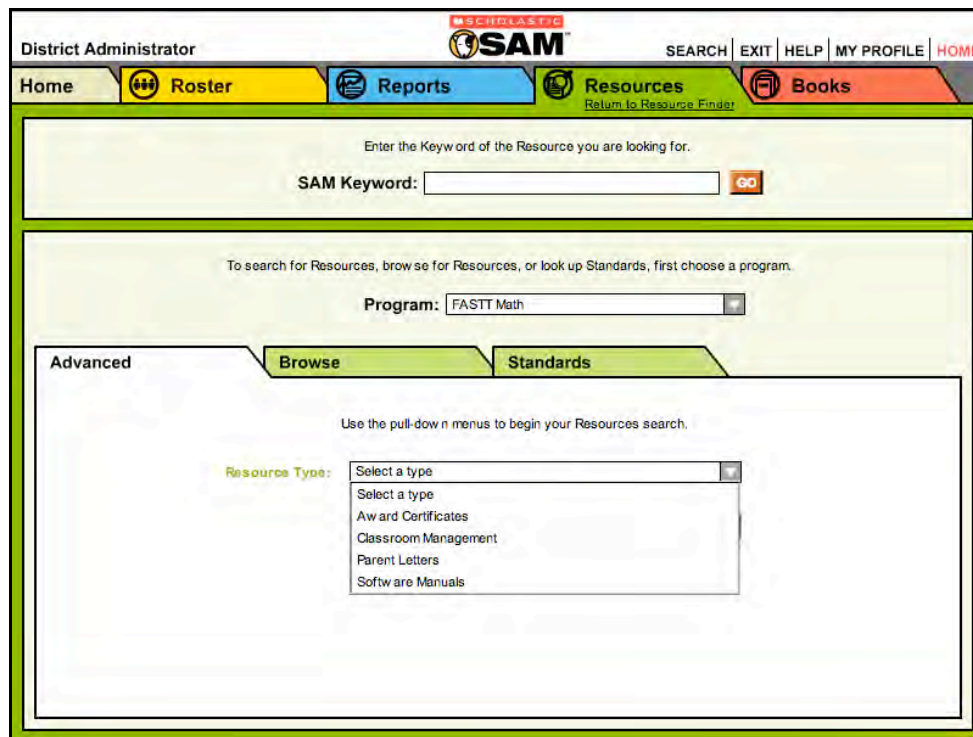


### Teacher Tip

Click **Print Preview (PDF)** to preview all worksheets and answer keys for the student, class, or group.

## FASTT Math Resources

SAM contains a variety of resources that support *FASTT Math* instruction as well as professional development needs.



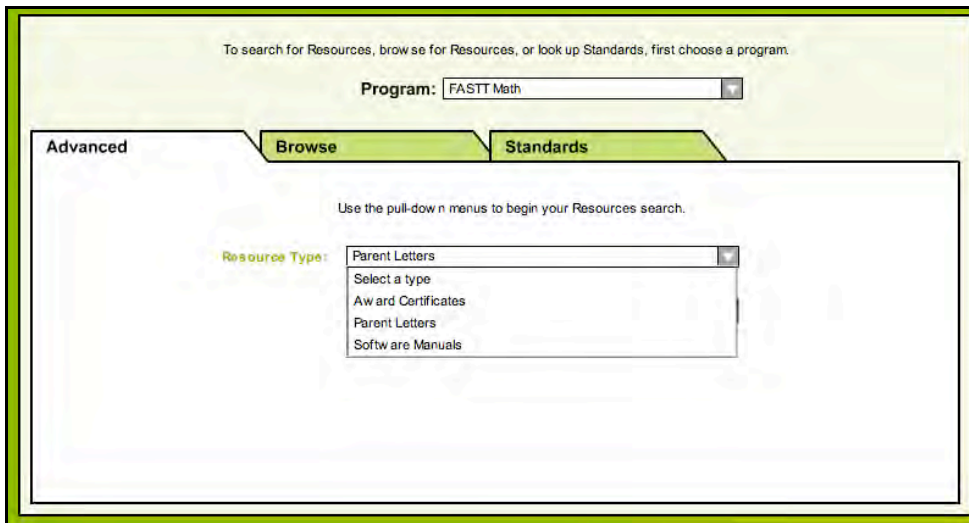
To access *FASTT Math* Resources, click the **Resources** tab or **Resources** button from the Home Page. Select **FASTT Math** from the **Program** drop-down menu.

### Using Keyword Search

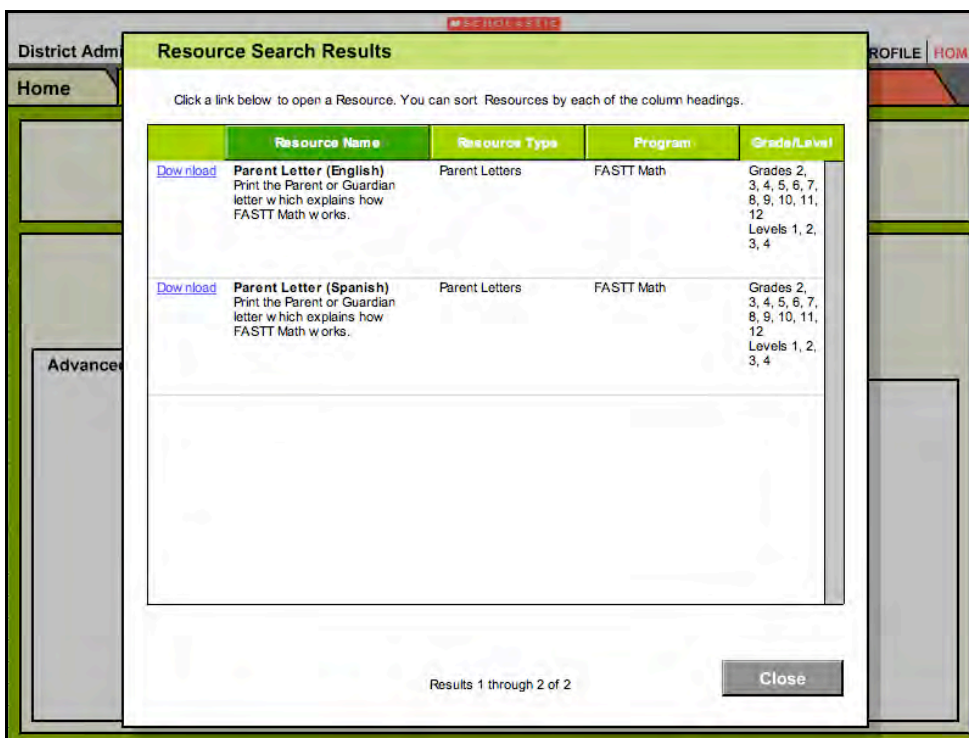


Type a keyword (listed in *FASTT Math* documentation) in the **SAM Keyword** window. Click Go to open the Search Results screen, which shows the list of resources that match the keyword.

### Using Advanced Search



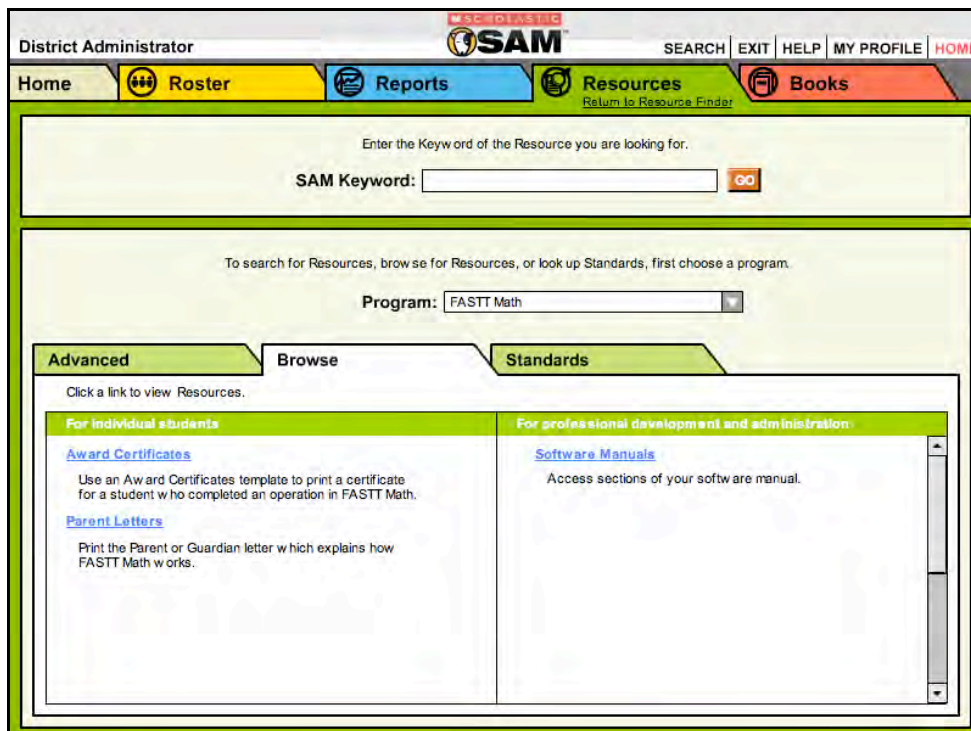
The Resource Finder has an Advanced Search function that allows searches using specific terms. From the Resource window, select **FASTT Math** in the **Program** drop-down menu. The **Advanced** tab is displayed. Click the drop-down menu and select a **Resource Type**.



Click **Go** to open the search window, which lists the selected resources.

### Browsing for Resources

Resource Type	Available Resources
Whole Class Instruction Small Group Instruction	<ul style="list-style-type: none"> <li>• Fact Fluency Foundations Guide</li> </ul>
Individual Students	<ul style="list-style-type: none"> <li>• Fact Fluency Foundations Guide</li> <li>• Addition Mastery Award Certificate</li> <li>• Subtraction Mastery Award Certificate</li> <li>• Multiplication Mastery Award Certificate</li> <li>• Division Mastery Award Certificate</li> <li>• Parent Letter</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>• Fact Fluency Foundations Guide</li> <li>• <i>FASTT Math</i> Teacher's Guide</li> <li>• Link to <a href="#">Education Product Support</a> site</li> </ul>

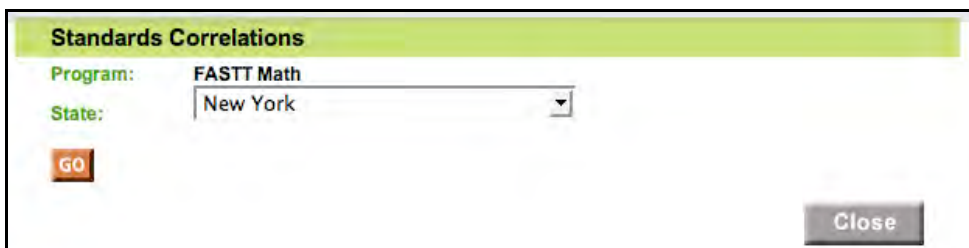


The **Browse** tab allows users to browse available *FASTT Math* resources.

### Searching for State Standards



The **Standards** tab in the Resource finder links teachers to specific state standards that relate to *FASTT Math*. Click the link to open a Web browser page listing standards by state.



Choose a state from the drop-down menu and click **Go**. The standards for the selected state appear in the Web browser.

Standards Results	
Program:	FASTT Math
State:	NY
Standards Document:	Core Curriculum
<b>New York Core Curriculum Mathematics 2005</b>	
<b>Grade 2</b>	
Number Sense and Operations	
Students will understand meanings of operations and procedures, and how they relate to one another.	
Operations	
2.N.15	Determine sums and differences of number sentences by various means (e.g., families, related facts, inverse operations, addition doubles, and doubles plus one)
2.N.16	Use a variety of strategies to solve addition and subtraction problems using one- and two-digit numbers with and without regrouping
2.N.17	Demonstrate fluency and apply addition and subtraction facts up to and including 18
2.N.18	Use doubling to add 2-digit numbers
2.N.19	Use compensation to add 2-digit numbers

Click **Close** to close the Web browser window.

## FASTT Math Award Certificates

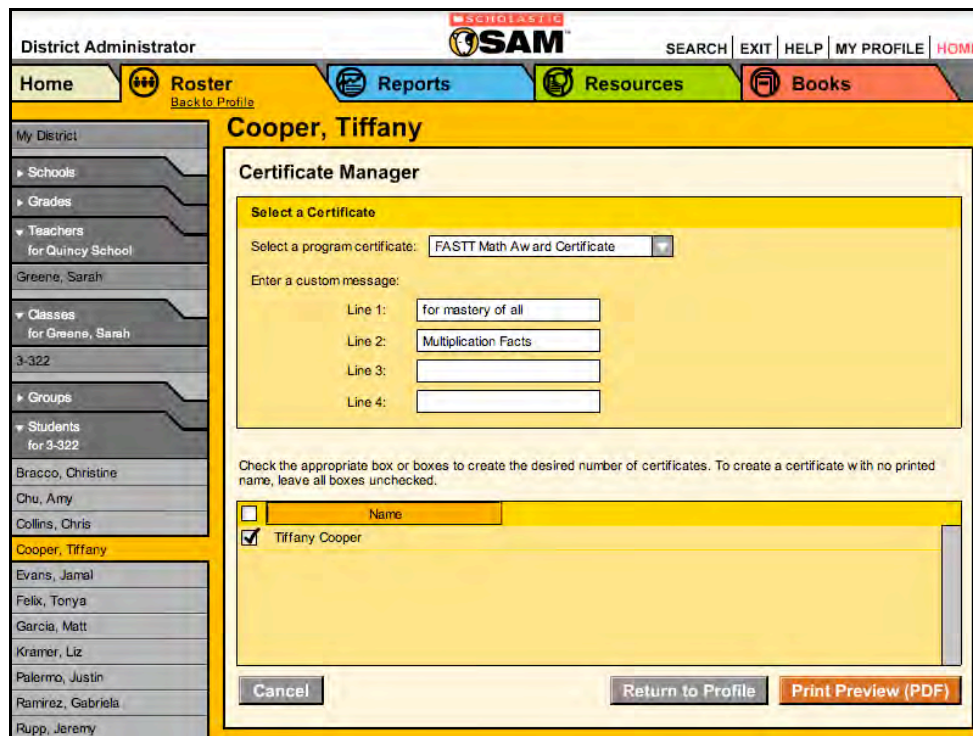
FASTT Math Award Certificates for students, teachers, classes, groups, grades, or schools may be generated through SAM. Award Certificates may be automatically generated or customized to meet classroom needs.



## Generating and Printing Certificates Automatically

When students complete a *FASTT Math* level or operation, SAM notifies teachers through the SAM Message Center (see [Getting Started with Scholastic Achievement Manager](#) for more information on the SAM Message Center). Clicking **Show Me** from the Message Center automatically generates a PDF of the certificate marking the student's achievement. Notifications that involve more than one student generate Certificate PDFs for each student.

## Creating and Printing Custom Certificates



District Administrator

SEARCH | EXIT | HELP | MY PROFILE | HOME

Home Roster Reports Resources Books

My District

- Schools
- Grades
- Teachers for Quincy School
  - Greene, Sarah
- Classes for Greene, Sarah
  - 3-322
- Groups
- Students for 3-322
  - Bracco, Christine
  - Chu, Amy
  - Collins, Chris
  - Cooper, Tiffany
  - Evans, Jamal
  - Felix, Tonya
  - Garcia, Matt
  - Kramer, Liz
  - Palermo, Justin
  - Ramirez, Gabriela
  - Rupp, Jeremy

### Cooper, Tiffany

#### Certificate Manager

Select a Certificate

Select a program certificate: FASTT Math Award Certificate

Enter a custom message:

Line 1: for mastery of all

Line 2: Multiplication Facts

Line 3:

Line 4:

Check the appropriate box or boxes to create the desired number of certificates. To create a certificate with no printed name, leave all boxes unchecked.

<input type="checkbox"/>	Name
<input checked="" type="checkbox"/>	Tiffany Cooper

Cancel Return to Profile Print Preview (PDF)

Teachers may also create and print customized Award Certificates for a student, multiple students, groups, teachers, grades, or a school. To create and print a custom Certificate:

1. Double-click a name in the **SmartBar** to select the student, group, class, teacher, grade, or school Profile for which to print the Certificate.
2. From the Profile screen, click the **Certificates** link in the *FASTT Math* row of the Programs menu to open the Certificate Manager screen.
3. Enter a custom message that will appear on the Award Certificate on the **Line** windows, if desired.
4. Check the box next to the students, groups, teachers, grades, or schools to select who will receive the Award Certificate.
5. Click the **Print Preview (PDF)** button to preview and print the Award Certificate.

## FASTT Math Reports

FASTT Math SAM reports provide detailed information about students' progress in the program. These reports help target instruction, assess student strengths and weaknesses, monitor reading progress, and motivate students. They may also facilitate administrative and management tasks and help strengthen communication between the classroom and students' parents and guardians.



SAM automatically saves students' performance data in FASTT Math. Teachers may access this information by clicking the **Reports** icon on the SAM Home Page or the **Reports** tab at the top of any screen in SAM.



Reports provide data-driven information on student, class, and group progress in a variety of formats. Each of the reports may be used for different purposes.

Teachers may run reports for classes, groups, and students assigned to them. Administrators may run reports for any cohort in the SAM database. Reports may be viewed interactively on-screen or as a print version in a PDF.

Additional information about reports is available in the *FASTT Math Teacher's Guide*.

## Report Types

There are seven *FASTT Math* SAM Reports. The charts below show which reports contain information on students, and which contain class, group, school, and district information.

### Student Reports

Report Name and Description	When to Use It
<b>Student Fact Fluency Status Report</b> This report shows individual students' fluency with each fact in the specific operation for the selected date.	<b>First Time:</b> After students have finished the Placement Assessment. This gives a baseline of students' Fast and Study Facts. <b>Ongoing:</b> Weekly; when teachers receive a Low Performance During Placement Assessment message in SAM; at the end of the grading period.
<b>Student Lesson Status Report</b> This report shows individual students' daily lesson status during the selected time period.	Monthly, and when teachers receive any of these messages in SAM: <ul style="list-style-type: none"> <li>• Slow Progress with Current Study Facts</li> <li>• Infrequent Program Use</li> <li>• Incomplete Lessons</li> <li>• Excessive Time on Instruction</li> </ul>
<b>Student Response to Intervention Report</b> This report shows individual students' fact fluency growth over time.	Monthly, and when teachers receive a Slow Progress in Fact Fluency message in SAM.

### Class and Grade Reports

Report Name and Description	When to Use It
<b>Progress Report</b> This report shows students' performance and usage information.	Monthly, to monitor student performance and program usage.
<b>Intervention Grouping Report</b> This report groups students under four <i>FASTT Math</i> performance standards: Fluent, Near Fluent, Developing, Underdeveloping.	Monthly, to target students whose performance indicates the need for additional instruction, practice, or support in a particular operation.

### School and District Reports

Report Name and Description	When to Use It
<b>Summary Progress Report</b> This report shows the number of students enrolled in <i>FASTT Math</i> and assigned to each operation.	Quarterly, to help monitor student fluency with facts.
<b>FASTT Math Implementation Report</b> This report shows student fact fluency growth during the selected time period.	Yearly, to track frequency of use and assess overall progress.

## The Reports Index

Name	Type	Date Last Run
FASTT Math		
<input type="radio"/> Intervention Grouping Report	Instructional ...	
<input type="radio"/> Progress Report	Instructional ...	
<input type="radio"/> Student Fact Fluency Status Report	Diagnostic	
<input type="radio"/> Student Lesson Status Report	Diagnostic	
<input type="radio"/> Student Response to Intervention Report	Progress Mon...	
READ 180		
ReadAbout		
rSkills Tests		
System 44		
Scholastic Phonics Inventory		
Scholastic Reading Counts I		
Scholastic Reading Inventory		

The **Reports Index** lists the available reports based on a **SmartBar** selection.

Access the Reports Index by clicking the **Reports** icon on the SAM Home Page or the **Reports** tab at the top of any screen. Clicking **My Classes** (or **My District** for administrators) at the top of the **SmartBar** shows all available reports for the permissions level in the main display. Clicking **All Reports** from the drop-down menu shows all available reports.

**Filtering the Reports List:** At the top of the Reports Index, the **Show** drop-down menu provides four options for filtering reports:

- **Multi-Classroom Reports** include data collected across several classrooms or schools;
- **Classroom Reports** show reports for students in one or more classes;
- **Student Reports** show reports for individual students;
- **All Reports** show the complete list of reports available.

The Reports Index displays changes based on the filter selected.

Clicking the column headings also sorts the Report Index. Double-clicking a student, group, class, teacher, grade, school, or district (depending on your account) in the **SmartBar** on the Reports index shows the Scholastic recommended reports for that selection.

## Running Reports

SAM reports may be filtered by type and time period. To run a report:

1. Click the **Reports** tab from any screen in SAM, or the **Reports** button on the SAM Home Page to show the Reports Index.
2. Double-click a name in the **SmartBar** to select the student, group, class, teacher, grade, school, or district for which to run a report.
3. Under the *FASTT Math* bar in the Reports Index is a list of all *FASTT Math* reports available to the **SmartBar** selection (by default, **All Reports** is selected and all bars are open; clicking the bar closes that program's list). The Reports Index lists each of the Scholastic programs the school is using and the recommended reports to run for the **SmartBar** selection.
4. Select a report by clicking the radio button next to the name of the report. Depending on the report, change the time period by making a selection in the **Time Period** menu on the right side of the screen. The recommended time period is the default setting.
5. Click **Run Report** to display the report on-screen.

To run a single report for a different **SmartBar** selection from the report screen, double-click the name of another student, group, or class on the **SmartBar** and the report will rerun according to the new selection, if applicable.



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### Teacher Tip

Click the **Using this Report** link on the top of any report for suggestions on how to apply the report data to the class's or students' goals.

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## Viewing Reports

**Collins, Chris**

**Student Fact Fluency Status Report**

Time Period: 01/22/09 - 01/22/09

Date Started Operation: 01/22/09

**Addition (0-12)**

	0s	1s	2s	3s	4s	5s	6s	7s	8s	9s	10s	11s	12s
0...	0...	0...	0...	0...	0...	0...	0...	0...	0...	0...	0...	0...	0...
1...	1...	1...	1...	1...	1...	1...	1...	1...	1...	1...	1...	1...	1...
2...	2...	2...	2...	2...	2...	2...	2...	2...	2...	2...	2...	2...	2...
3...	3...	3...	3...	3...	3...	3...	3...	3...	3...	3...	3...	3...	3...
4...	4...	4...	4...	4...	4...	4...	4...	4...	4...	4...	4...	4...	4...
5...	5...	5...	5...	5...	5...	5...	5...	5...	5...	5...	5...	5...	5...
6...	6...	6...	6...	6...	6...	6...	6...	6...	6...	6...	6...	6...	6...
7...	7...	7...	7...	7...	7...	7...	7...	7...	7...	7...	7...	7...	7...
8...	8...	8...	8...	8...	8...	8...	8...	8...	8...	8...	8...	8...	8...
9...	9...	9...	9...	9...	9...	9...	9...	9...	9...	9...	9...	9...	9...
10...	10...	10...	10...	10...	10...	10...	10...	10...	10...	10...	10...	10...	10...
11...	11...	11...	11...	11...	11...	11...	11...	11...	11...	11...	11...	11...	11...
12...	12...	12...	12...	12...	12...	12...	12...	12...	12...	12...	12...	12...	12...
Level 1	Level 2			Level 3			Level 4			Level 5			

When the report is selected and run, it appears in the SAM Reports screen. The onscreen report offers several options:

- Data may be resorted by clicking the column headings. The new sort is maintained when the report is saved as a PDF.
- **Time Period** changes the time period covered in the report. A window opens and new dates may be selected on the calendar. Clicking **Run Report** runs a new report with the new time period; clicking **Cancel** cancels the function.
- **Apply Demographic Filter** launches the Demographic Filter, which helps filter the information for specific groups.
- **Related Reports** opens a window showing a list of related reports.
- **Save a Copy (PDF)** allows the report to be saved as an Adobe® PDF.
- **Print Preview (PDF)** launches the printing process for printing the report.



### Teacher Tip

When viewing a report on-screen, change selections on the SmartBar without going back to the Reports Index.

## Viewing Related Reports

The screenshot shows the SAM interface for a District Administrator. The main content area displays the 'Intervention Grouping Report' for Sarah Greene. A 'Related Reports' window is overlaid on the report, providing information about related reports. The window title is 'Related Reports' and it contains the following text:

The following reports are related to Intervention Grouping Report:

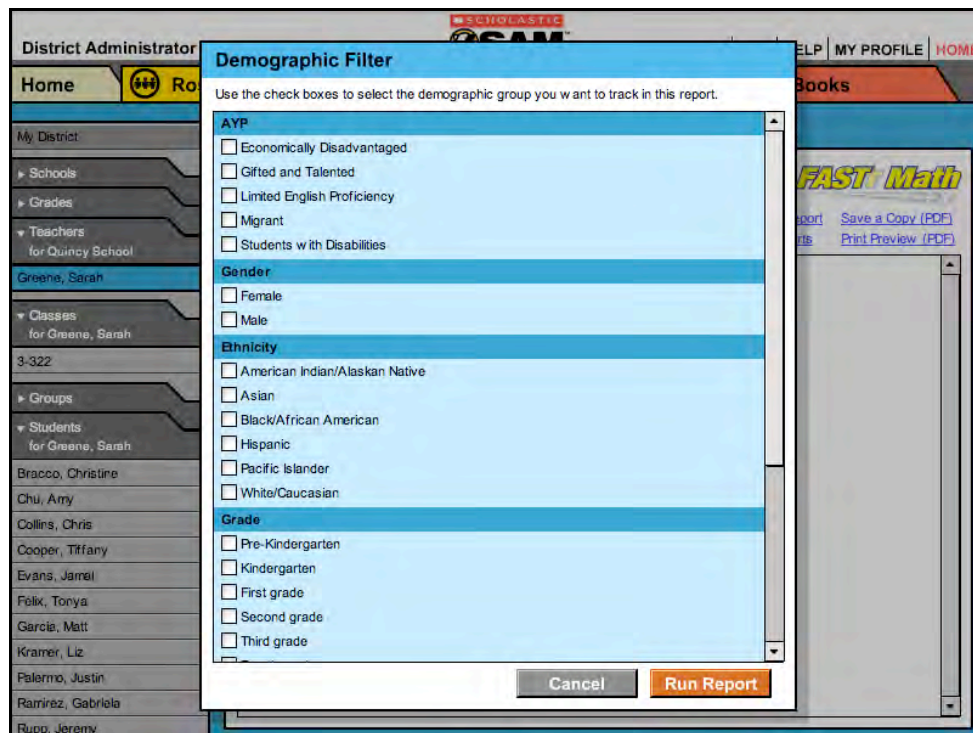
**FASTT Math Progress Report:**  
This report shows student performance and usage information. Use it to help you monitor student progress and to identify students who are not using the program successfully.

At the bottom of the window is a 'Return To Report' button. In the background, the main report page shows navigation options like 'View This Report', 'Save a Copy (PDF)', 'Related Reports', and 'Print Preview (PDF)'. The left sidebar shows a navigation tree for 'My District' including Schools, Grades, Teachers, Classes, Groups, and Students.

For each report, Scholastic has compiled a list of related reports that it recommends for further data exploration and analysis.

To view Related Reports, click the **Related Reports** link in the upper right corner of the Reports screen to open a window that displays the list of related reports.

## Using the Demographic Filter



Use the **Demographic Filter** to filter Multi-Classroom or Classroom reports by one or more of the demographic categories. Choosing more than one category generates more specific reports. The Demographic Filter focuses reports based on demographic categories:

- **AYP Criteria:** Makes distinctions between students with economic disadvantages, gifted and talented students, students with limited English proficiency, students with disabilities, and migrant students;
- **Ethnicity:** Filters reports by ethnicities: Asian, American Indian/Alaskan Native, Pacific Islander, Black/African American, and White/Caucasian;
- **Grade:** Filters reports by grade;
- **Gender:** Filters reports by gender;
- **Scholastic Program:** Filters reports by Scholastic program.

To apply demographic filters to a report from a reports screen:

1. Click the **Apply Demographic Filter** link to open the Demographic Filter.
2. Use the check boxes to select the desired demographic categories.
3. Click **Run Report** to rerun the report with the filters applied.

## Printing, Saving, and Archiving Reports

Reports may be printed as PDFs, saved on the SAM Server for future reference, or saved on users' hard drives or flash drives for their own reference or archiving.

To print a report from the reports screen:

1. Click the **Print Preview (PDF)** link to open the report as a PDF in a new window.
2. From the PDF window, select **File**, then **Print** to print the report.

To save a report to a computer or workstation hard drive or flash drive:

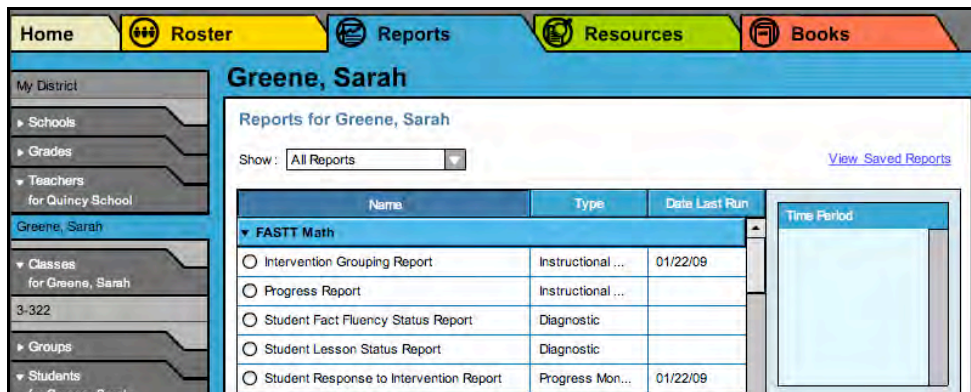
1. Click the **Print Preview (PDF)** link to open the report as a PDF file.
2. From the PDF window, select **File**, then **Save As** to save the report to a specified location. (Some versions of Adobe Reader will have the **Save a Copy** prompt rather than **Save As**; that command will work as well.)
3. Click **Save** and close the PDF viewer.

The screenshot shows the SAM Reports interface for a user named Sarah Greene. A dialog box titled "Save a Copy of This Report" is open in the center. The dialog box text reads: "This report will be saved on the SAM server. You can access this report from the Reports Index by clicking the View Saved Reports link on the upper right of that screen. Click Save to proceed with saving the report, or Cancel to return to the report." There are "Save" and "Cancel" buttons at the bottom of the dialog box. In the background, the "Progress Report" for Sarah Greene is visible, showing a "Usage" table with columns for Instruction Time Per Lesson (Min.), Login Time\* (Min.), Lessons Per Week\*, and Last Login. The table shows values: 7.5, 15.1, 2.0, and 01/... respectively. There are also links for "Using This Report", "Save a Copy (PDF)", "Related Reports", and "Print Preview (PDF)".

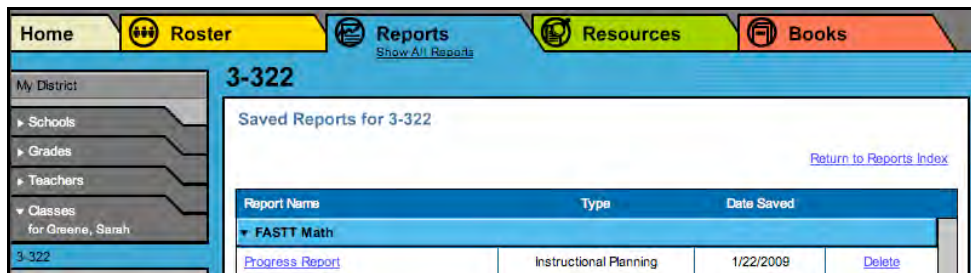
Saving reports to the SAM Server allows them to be accessed from the Reports Tab. To save a report to the SAM Server:

1. Click **Save a Copy (PDF)** in the upper right corner of the Reports screen. A window opens asking if the report should be saved on the SAM Server.
2. Click **Save** to save it to the server, or **Cancel** to cancel the operation.

Reports saved to the SAM server may be accessed from the Reports Tab by clicking the **View Saved Reports** link. To access a saved report from any screen in SAM:



1. Click the **View Saved Reports** link in the upper right corner of the Reports screen to open the saved reports for that **SmartBar** selection.



2. Click the report name link to open the PDF file for that report.
3. If the report needs to be deleted, click the **Delete** link next to the report to remove it from the SAM Server.

### Returning to the Reports Index

Click the **Show All Reports** link or the **Return to Reports Index** on the Reports tab to return to the Reports Index.



#### Teacher Tip

Although each report is listed under only one category, reports may be used for multiple purposes.

## Student Fact Fluency Status Report

### Student Fact Fluency Status Report

STUDENT: COLLINS, CHRIS

School: Quincy School  
Teacher: Sarah Greene  
Grade: 3  
Class: 3-322

Time Period: 01/22/09 – 01/22/09

Date Started Operation: 01/22/09

**Addition (0-12)**

0 + 0	0 + 1	0 + 2	0 + 3	0 + 4	0 + 5	0 + 6	0 + 7	0 + 8	0 + 9	0 + 10	0 + 11	0 + 12		
1 + 0	1 + 1	1 + 2	1 + 3	1 + 4	1 + 5	1 + 6	1 + 7	1 + 8	1 + 9	1 + 10	1 + 11	1 + 12		
2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	2 + 9	2 + 10	2 + 11	2 + 12		
3 + 0	3 + 1	3 + 2	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7	3 + 8	3 + 9	3 + 10	3 + 11	3 + 12		
4 + 0	4 + 1	4 + 2	4 + 3	4 + 4	4 + 5	4 + 6	4 + 7	4 + 8	4 + 9	4 + 10	4 + 11	4 + 12		
5 + 0	5 + 1	5 + 2	5 + 3	5 + 4	5 + 5	5 + 6	5 + 7	5 + 8	5 + 9	5 + 10	5 + 11	5 + 12		
6 + 0	6 + 1	6 + 2	6 + 3	6 + 4	6 + 5	6 + 6	6 + 7	6 + 8	6 + 9	6 + 10	6 + 11	6 + 12		
7 + 0	7 + 1	7 + 2	7 + 3	7 + 4	7 + 5	7 + 6	7 + 7	7 + 8	7 + 9	7 + 10	7 + 11	7 + 12		
8 + 0	8 + 1	8 + 2	8 + 3	8 + 4	8 + 5	8 + 6	8 + 7	8 + 8	8 + 9	8 + 10	8 + 11	8 + 12		
9 + 0	9 + 1	9 + 2	9 + 3	9 + 4	9 + 5	9 + 6	9 + 7	9 + 8	9 + 9	9 + 10	9 + 11	9 + 12		
10 + 0	10 + 1	10 + 2	10 + 3	10 + 4	10 + 5	10 + 6	10 + 7	10 + 8	10 + 9	10 + 10	10 + 11	10 + 12		
11 + 0	11 + 1	11 + 2	11 + 3	11 + 4	11 + 5	11 + 6	11 + 7	11 + 8	11 + 9	11 + 10	11 + 11	11 + 12		
12 + 0	12 + 1	12 + 2	12 + 3	12 + 4	12 + 5	12 + 6	12 + 7	12 + 8	12 + 9	12 + 10	12 + 11	12 + 12		
0s	1s	2s	3s	4s	5s	6s	7s	8s	9s	10s	11s	12s		
Level 1			Level 2			Level 3			Level 4			Level 5		

■	Fast Fact: The student can respond quickly and accurately.
■	Focus Fact: The student is receiving practice to develop fluency with these facts.
■	Study Fact: The student responded incorrectly or slowly during the Placement Assessment.

**Using This Report**

**Purpose:** This report shows an individual student's fluency with each fact in the specific operation for the selected date.

**Follow-Up:** Share with the student to encourage enthusiasm about progress in fact fluency. If needed, reinforce fact fluency by providing additional practice on Fast Facts and Focus Facts using flashcards and/or fact games.

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**Purpose:** To show individual students' fluency with each fact in the specific operation for the selected date.

**Follow-Up:** Share the report with students to encourage enthusiasm about progress in fact fluency. If needed, reinforce fact fluency by providing additional practice on Fast Facts and Focus Facts using flash cards and/or fact games.

**Related Reports:** Student Lesson Status Report, Student Response to Intervention Report

## Student Lesson Status Report

### Student Lesson Status Report

STUDENT: COLLINS, CHRIS

School: Quincy School  
Teacher: Sarah Greene  
Grade: 3  
Class: 3-322

Time Period: 09/09/08 – 06/19/09

Date Started Operation: 01/22/09

#### Addition (0-12)

DATE	LOGIN TIME (MIN.)	ACTIVITY TYPE	CURRENT STUDY FACTS	NUMBER OF EXTRA GAMES PLAYED	DAILY LESSON STATUS
Thu 01/22/09	15.1	Typing Assessment	N/A	0	Completed
		Fact Assessment	N/A		Completed
Wed 01/21/09	0.0	N/A	N/A	0	N/A

► Indicates instructional time greater than 15 minutes, or incomplete lesson status.

**Using This Report**

**Purpose:** This report shows individual student daily lesson status during the selected time period. Use it to help you monitor progress, identify flagged lessons and patterns in fluency development.

**Follow-Up:** Look for flags that indicate a student is spending too long on the software or has incomplete lessons. Observe FASTT Math use to ensure the student is on track. Look for current Study Facts trends and consider providing additional practice with customized worksheets and additional intervention to ensure success.

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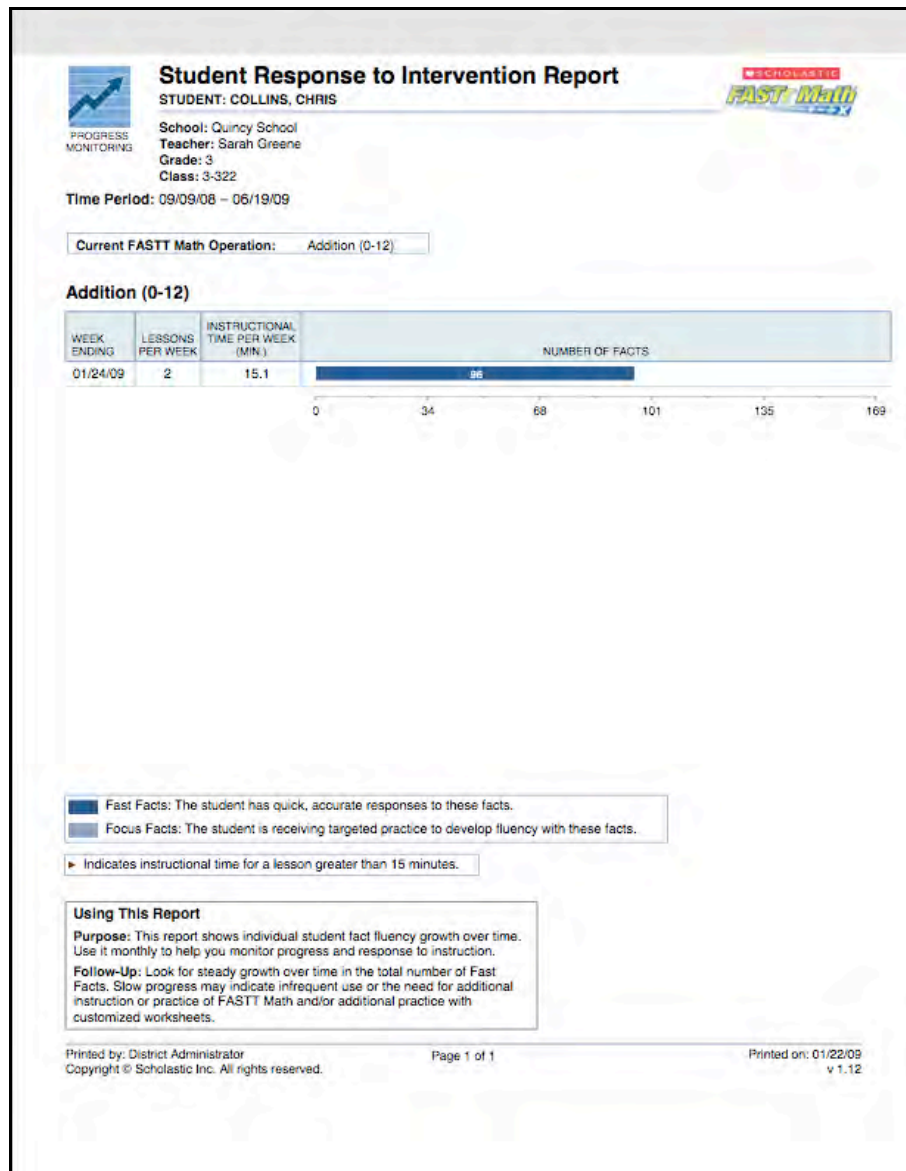
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**Purpose:** To show daily lesson status of individual students during selected time period. To monitor progress and identify flagged lessons and patterns in fluency development.

**Follow-Up:** Check for flags that indicate either students are spending too much time on the software or incomplete lessons. Observe *FASTT Math* use to ensure these students are on track. Look for current Study Fact trends. Consider providing additional practice with customized worksheets and additional intervention to ensure success.

**Related Reports:** Student Fact Fluency Status Report, Student Response to Intervention Report

### Student Response to Intervention Report




**Purpose:** To show individual student fact fluency growth over time. Use monthly to help monitor progress and response to instruction.

**Follow-Up:** Check for steady growth over time in the total number of Fast Facts. Slow progress may indicate infrequent use or the need for additional instruction or practice.

**Related Reports:** Student Fact Fluency Status Report, Student Lesson Status Report

## Progress Report




PROGRESS MONITORING

### Progress Report

CLASS: 3-322

School: Quincy School  
Teacher: Sarah Greene  
Grade: 3

Time Period: 09/09/08 – 05/19/09



STUDENT	OPERATION	DATE STARTED OPERATION	PLACEMENT ASSESSMENT FAST FACTS	PERFORMANCE (CURRENT)			USAGE			
				FAST FACTS	FOCUS FACTS	STUDY FACTS	AVG. INSTRUCTIONAL TIME PER LESSON (MIN.)	AVG. LOGIN TIME (MIN.)	AVG. LESSONS PER WEEK	LAST LOGIN
▶ Collins, Chris	Addition (0-12)	01/21/09	96	96	0	73	7.5	15.1	▶ 2	01/22/09

▶ Indicates lower than expected performance (fewer than 50% Fast Facts), average instructional time greater than 15 minutes, or fewer than 3 lessons per week on average.

**Using This Report**

**Purpose:** This report shows student performance and usage information. Use it to help you monitor student progress and to identify students who are not using the program successfully.

**Follow-Up:** Look for flags that indicate lower than expected performance in fact fluency, fewer than 3 lessons per week, or greater than 15 minutes of average instructional time. Observe students using FASTT Math and encourage daily program use and/or additional practice with customized worksheets.

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**Purpose:** To show student performance and usage information; to help monitor student progress; to identify students who are not using the program successfully.

**Follow-Up:** Look for flags that indicate lower than expected performance in fact fluency, fewer than three lessons per week, or greater than 15 minutes of average instructional time. Observe students using *FASTT Math* and encourage daily program use and/or additional practice with customized worksheets.

**Related Reports:** Intervention Grouping Report

## Intervention Grouping Report

### Intervention Grouping Report

CLASS: 3-322

School: Quincy School  
Teacher: Sarah Greene  
Grade: 3

Time Period: 09/09/08 – 06/19/09

INTERVENTION LEVEL: (BASED ON PROGRESS WITH FASTT MATH)	STUDENT	OPERATION
<b>Fluent</b> 97% or greater Fast Facts.	N/A	N/A
<b>Near Fluent</b> 80% or more Fast Facts and fewer than 97% Fast Facts.	N/A	N/A
<b>Developing</b> 50% or more Fast Facts and fewer than 80% Fast Facts.	Collins, Chris	Addition (0-12)
<b>Underperforming</b> Fewer than 50% Fast Facts. *	N/A	N/A

\* The threshold for this grouping varies according to number range and operation. Refer to the Teacher's Guide for more information.

**Using This Report**

**Purpose:** This report groups students under four FASTT Math performance standards. Use it to target students whose performance indicates that they need additional instruction, practice or support in a particular operation.

**Follow-Up:** Ensure students are placed in FASTT Math to build success and develop fluency. Plan appropriate math instructional support and intervention for students that are underperforming. Refer to the Fact Fluency Foundations Guide for additional intervention suggestions/plans.


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**Purpose:** To help group students using four *FASTT Math* performance standards; to target students whose performance indicates the need for additional instruction, practice, or support.

**Follow-Up:** Ensure that students are placed in *FASTT Math* to build success and develop fluency; plan appropriate math instructional support and intervention for students who are underperforming. Refer to the *Fact Fluency Foundations Guide* for additional intervention support.

**Related Reports:** Progress Report

## Summary Progress Report




PROGRESS  
MONITORING

### Summary Progress Report

GRADE: 3

School: Quincy School

Time Period: 01/21/09 – 01/22/09



CLASS	ADDITION			SUBTRACTION			MULTIPLICATION			DIVISION		
	ASSIGNED STUDENTS	FLUENT STUDENTS	(0)	ASSIGNED STUDENTS	FLUENT STUDENTS	(0)	ASSIGNED STUDENTS	FLUENT STUDENTS	(0)	ASSIGNED STUDENTS	FLUENT STUDENTS	(0)
3-322	1	0%	(0)	0	0%	(0)	0	0%	(0)	0	0%	(0)
<b>TOTAL</b>	<b>1</b>	<b>0%</b>	<b>(0)</b>	<b>0</b>	<b>0%</b>	<b>(0)</b>	<b>0</b>	<b>0%</b>	<b>(0)</b>	<b>0</b>	<b>0%</b>	<b>(0)</b>

**Using This Report**

**Purpose:** This report shows the number of students enrolled in FASTT Math and assigned to each operation. Use it to help you monitor fluency with all math facts. A student may be assigned to more than one aggregate operation.

**Follow-Up:** Work with teachers to set targets for student performance and usage to help ensure that students use FASTT Math frequently to meet those targets during the school year. The goal is 100% of students fluent in math facts.

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**Purpose:** To show how many students are enrolled in *FASTT Math* and assigned to each operation; to help monitor fluency with all math facts. Students may be assigned to more than one aggregate operation.


**Follow-Up:** Set targets for student performance and usage; the goal is 100% student fluency with fast facts.

**Related Reports:** *FASTT Math* Implementation Report

### FASTT Math Implementation Report



**FASTT Math Implementation Report**  
GRADE: 3  
School: Quincy School

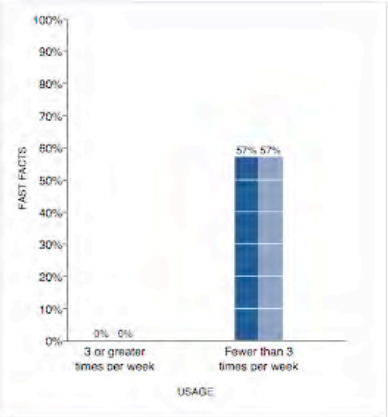


Time Period: 09/09/08 – 06/19/09

**All Operations**

FASTT MATH AVERAGE USE	NUMBER OF STUDENTS
3 or greater times per week (recommended use)	0 (0%)
Fewer than 3 times per week	1 (100%)
<b>TOTAL</b>	<b>1 (100%)</b>

Number of Students Who Completed Operation: 0



Usage: 0% (3 or greater times per week), 57% (Fewer than 3 times per week)

■ Placement Assessment

■ Current

**Using This Report**

**Purpose:** This report shows student fact fluency growth during the selected time period. Use it to track frequency of use and assess overall progress.

**Follow-Up:** Work with teachers to set targets for student performance and usage to help ensure that students use FASTT Math frequently to meet those targets during the school year. The goal is 100% of students fluent in math facts.

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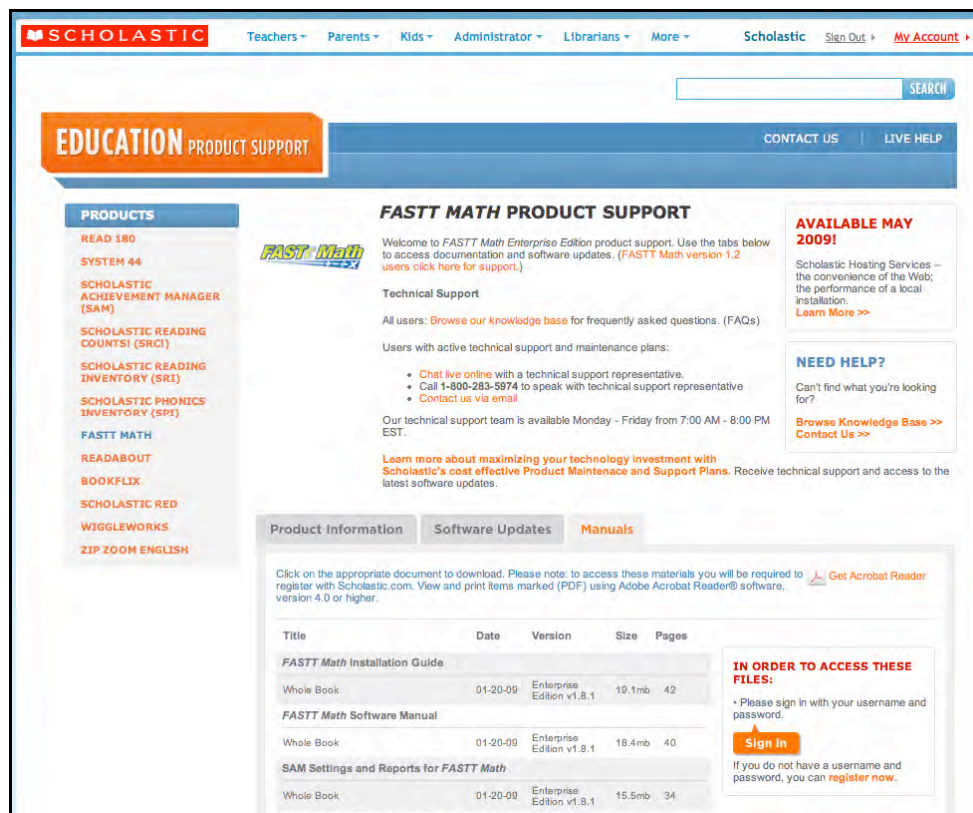
**Purpose:** To show student fact fluency growth during the selected time period; to track frequency of use and assess overall progress.

**Follow-Up:** Set targets for student performance and usage; check to make sure those targets are being met as the school year progresses; the goal is 100% students fluency in fast facts.

**Related Reports:** Summary Progress Report

## Customer Support

For questions or other support needs, visit the [Scholastic Education Product Support Web site](http://www.scholastic.com/fastmath/productsupport) at: [www.scholastic.com/fastmath/productsupport](http://www.scholastic.com/fastmath/productsupport).



At the site users will find program documentation, manuals, and guides, as well as Frequently Asked Questions and live chat support for customers with a Product Maintenance and Support plan.

For specific questions regarding the Scholastic program suite, contact customer service to speak to a representative for each program powered by SAM at:

- 1-800-283-5974 (current version through 1.7)
- 1-800-927-0189 (version 1.6 or earlier)

For general questions regarding orders and programs, call Customer Service at 1-877-234-7323