



SAM  
Settings and Reports  
for

*FASTT Math*  
Next Generation

For use with *FASTT Math* Next Generation version 2.4 or later  
and Student Achievement Manager version 2.4 or later

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## Overview

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

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

## Student Achievement Manager Manuals

This manual covers setting SAM Program Settings for using *FASTT Math* Next Generation, as well as generating and using *FASTT Math* Next Generation reports. For other reference issues, see the guide below. All manuals are available at the [FASTT Math Next Generation Product Support](#) website (page 32).

<b>For information on:</b>	<b>See:</b>
Using the <i>FASTT Math</i> Next Generation software	<a href="#"><i>FASTT Math Next Generation Software Manual</i></a>
Installing <i>FASTT Math</i> Next Generation software	<a href="#"><i>FASTT Math Next Generation Installation Guide</i></a>
Getting started in SAM and setting up accounts at the district and school levels	<a href="#"><i>Getting Started With Student Achievement Manager</i></a>
Adding and enrolling students in SAM, adding classes and searching SAM	<a href="#"><i>Enrolling and Managing Students Using Student Achievement Manager</i></a>
Using SAM Resources	<a href="#"><i>Using Resources in Student Achievement Manager</i></a>
Using the Book Expert in SAM	<a href="#"><i>Using the Book Expert in Student Achievement Manager</i></a>
Managing SAM functions and data	<a href="#"><i>SAM Data Management Manual</i></a>

## Enrolling Students

Students are enrolled in *FASTT Math* Next Generation through SAM. If students have been enrolled and have profiles in SAM, then teachers may enroll students in *FASTT Math* Next Generation and use the *FASTT Math* Next Generation Program Settings to individualize the software for students. To add students to SAM, see [Enrolling and Managing Students Using Student Achievement Manager](#).

**Profile for Quincy School**

Contact Name: Greene, Sarah  
 Title:  
 Email: sgreene@quincy.org  
 Phone Number: 518-555-7320  
 Number of Students: 0

**Usage Summary**

Class	Teacher	FASTT Math Next Generation
School totals		
		0

**Programs**

FASTT Math Next Generation	Settings	Worksheets	Certificates

Check if students are enrolled in *FASTT Math* Next Generation by clicking **My Classes** at the top of the SmartBar to access the My Classes Profile Screen. Locate the number of students who are enrolled in each program in the Usage Summary table.

To enroll students in *FASTT Math* Next Generation, click the **Manage Enrollment** link in the upper right corner of the class, teacher, or student Profile Screen.

The screenshot shows the 'Manage Enrollment' interface for Sarah Greene. The left sidebar contains navigation options for My District, Schools, Grades (Pre-Kindergarten to Seventh grade), Teachers, Classes (2-201), Groups, and Students. The main content area is titled 'Manage Enrollment' and includes instructions: 'Use the check boxes to enroll or unenroll students in Scholastic programs. Use the check box at the top of each column to enroll all students in that program.' Below this is a table with columns for 'Students' and 'FASTT Math Next Generation'. The table lists six students, each with a checked checkbox. At the bottom of the table, it states 'Total seats remaining: 5658'. At the bottom right, there are four buttons: 'Cancel', 'Cancel & Return', 'Save', and 'Save & Return'. The page number 'Item(s) 1 through 6 of 6' is also visible.

Students	FASTT Math Next Generation
Chu, Amy	<input checked="" type="checkbox"/>
Collins, Chris	<input checked="" type="checkbox"/>
Felix, Tonya	<input checked="" type="checkbox"/>
Garcia, Matt	<input checked="" type="checkbox"/>
Kramer, Liz	<input checked="" type="checkbox"/>
Nolan, Olivia Rose	<input checked="" type="checkbox"/>

From the Manage Enrollment Screen:

1. Use the check boxes to enroll students in *FASTT Math* Next Generation, or use the check boxes at the top of the chart to enroll every student in the list at the same time. Use the scroll bar to horizontally scroll through the program choices.
2. Click **Save & Return** to save changes and return to the Profile Screen. Click **Save** to save changes and remain on the Enrollment tab. Click **Cancel** to cancel the changes, or click **Cancel & Return** to return to the Profile Screen without saving changes.

Enroll additional students in *FASTT Math* Next Generation by double-clicking another class or group in the SmartBar.

## FASTT Math Next Generation Program Settings

The screenshot displays the SAM interface for user Sarah Greene. The top navigation bar includes Home, Roster, Reports, Resources, Books, and Portfolio. The left sidebar shows a tree view of the user's district, schools, and classes. The main content area is for user Collins, Chris, and shows the 'FASTT Math Next Generation Settings' screen. The 'Settings' tab is selected, showing options for Assignment (Operation: Addition 0-9, Lessons per Day: One lesson per day), Problem Format (Orientation: Horizontal), and User Interface (Accessibility: Standard, Language: English). Buttons for 'Restore Defaults', 'Cancel', 'Cancel & Return', 'Save', and 'Save & Return' are visible at the bottom.

Teachers may individualize students' *FASTT Math* Next Generation experiences by adjusting Program Settings in SAM. The Program Settings Screen has two tabs: Settings and Advanced Settings. Click the tab headings to move between each screen.

Use the Program Settings to:

- Assign students to an operation and a fact range
- Assign one or two lessons per day
- Adjust problem format
- Adjust response time limit
- Adjust number of problems per activity
- Reset the Placement Assessment
- Set High Contrast options
- Set language (English or Spanish)

Access students' profiles from the Roster Screen in SAM. Click the **Roster** button on the SAM Home Screen 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 and then click the **Settings** link next to the *FASTT Math* Next Generation icon in the Programs menu to access the Program Settings Screen for *FASTT Math* Next Generation. Settings are also available at the class and group levels.

## Using The Settings Tab

**Collins, Chris**

FASTT Math Next Generation Settings

Settings **Advanced Settings**

Use these options to adjust FASTT Math settings.

**Assignment**

Operation: Addition 0-9

Lessons per Day:  One lesson per day  Up to two lessons per day

**Problem Format**

Orientation:  Horizontal  Vertical  Mixed

**User Interface**

Accessibility: Standard

Language:  English  Spanish

Restore Defaults Cancel Cancel & Return Save Save & Return

The Settings Tab allows users to set program settings for student assignments, problem formats, and user interfaces. By default, all students enrolled in *FASTT Math* Next Generation are assigned to the Addition 0–9 operation. To change students' operations, select an operation and fact range from the pull-down menu. Teachers should not change students' operations before they have finished; if they attempt to, a warning appears reminding them that the student is not finished with the operation. Changing students' fact range from 0–9 to 0–12 in the same operation will require them to take a shortened Placement Assessment at their next login.

**Problem Format**

Orientation  Horizontal  Vertical  Mixed

The Problem Format setting allows users to select horizontal, vertical, or mixed problem orientation to give students practice with various formats (the default setting is horizontal).

**User Interface**

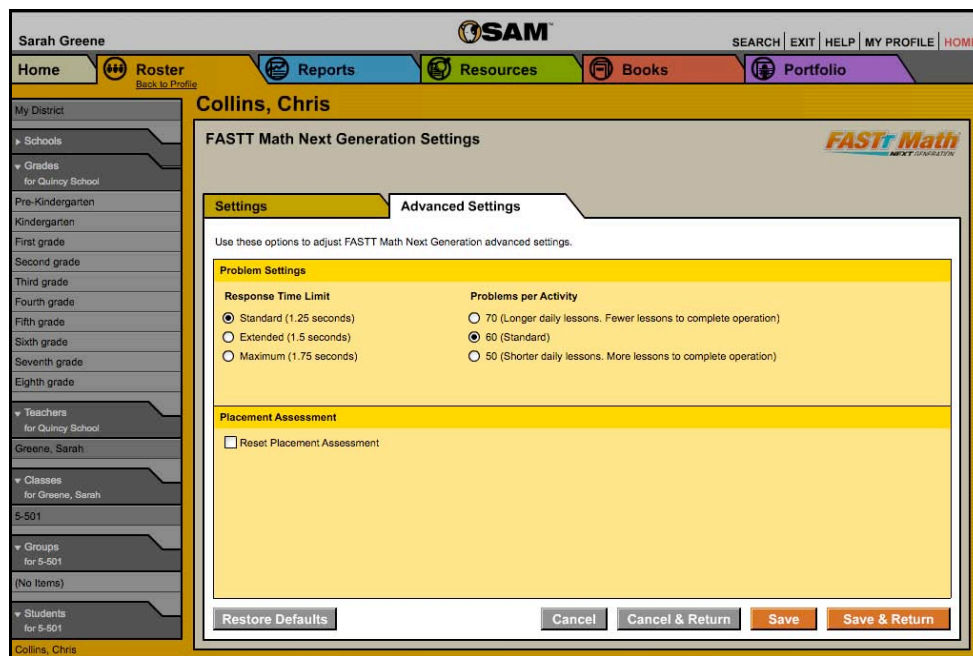
Accessibility: Standard

Language:  English  Spanish

The User Interface setting allows users to change the contrast on the student interface from a standard setting to a high contrast setting to accommodate students with accessibility issues (the default setting is standard). It also allows users to change the default language from English to Spanish.



## Using the Advanced Settings Tab



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 number of problems presented during student instruction. The default setting is 60 problems; teachers may change 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 Problems 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 Placement Assessment reset.

## FASTT Math Next Generation Worksheets

SAM allows teachers to create and print worksheets customized for students and their fact fluency. Worksheets 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 Next Generation worksheet in SAM:

1. Double-click a student name in the SmartBar to open that student's Profile Screen.
2. From the Programs table, click the **Worksheets** link in the FASTT Math Next Generation row to open the FASTT Math Next Generation 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* Next Generation 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 operations. 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* Next Generation Facts is selected in Problem Type, all orientation options are available. Any other selection has only the vertical orientation 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.

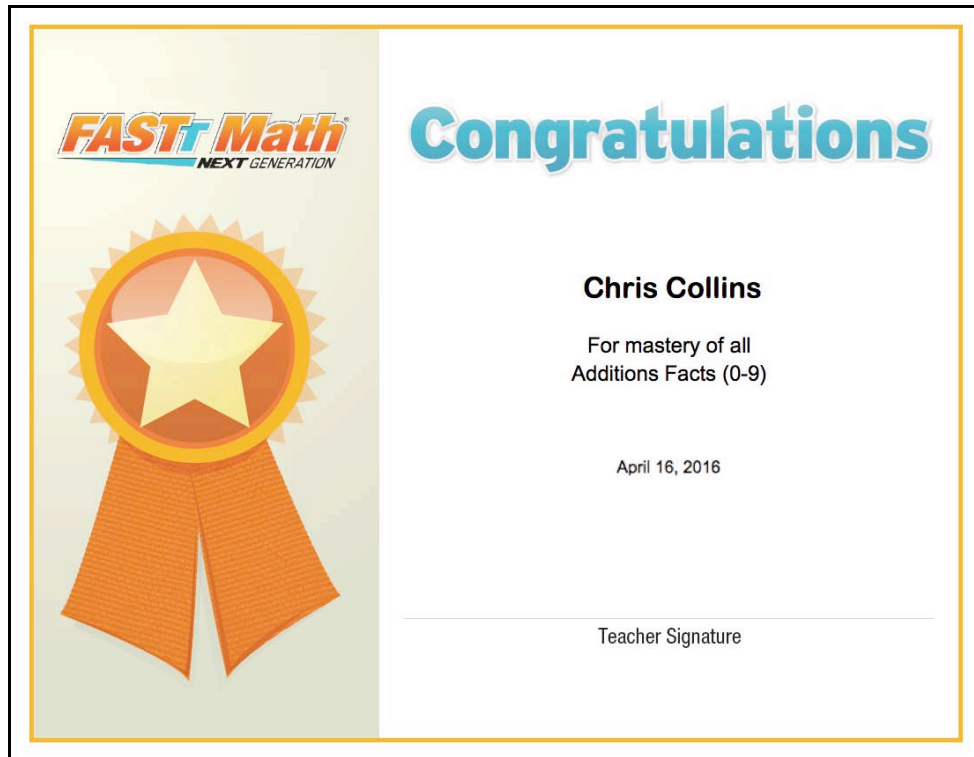


### Teacher Tip

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

## **FASTT Math Next Generation Certificates**

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



### **Generating and Printing Certificates Automatically**

When students complete a FASTT Math Next Generation operation, teachers receive a notification through the Teacher Dashboard (see the [Next Generation Educator Dashboard Guide](#)). The teacher can then generate a certificate marking the student's achievement in SAM (page 13).

## Customizing Certificates

**Greene, Sarah**

**Certificate Manager**

Select a Certificate:

Enter a custom message:

Line 1:

Line 2:

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 checked="" type="checkbox"/>	Classes/Students	Grade	Lexile® Score	READ 180 Level	Books Read	Points Earned
<input checked="" type="checkbox"/>	2-201	2	N/A	N/A	N/A	N/A
<input checked="" type="checkbox"/>	Amy Chu	2	N/A	N/A	N/A	N/A
<input checked="" type="checkbox"/>	Chris Collins	2	N/A	N/A	N/A	N/A
<input checked="" type="checkbox"/>	Liz Kramer	2	N/A	N/A	N/A	N/A
<input checked="" type="checkbox"/>	Matt Garcia	2	N/A	N/A	N/A	N/A
<input checked="" type="checkbox"/>	Olivia Rose Nolan	2	N/A	N/A	N/A	N/A
<input checked="" type="checkbox"/>	Tonya Felix	2	N/A	N/A	N/A	N/A

Teachers may also create and print customized Award Certificates for a student, multiple students, groups, classes, 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 Next Generation* row of the Programs menu to open the Certificate Manager Screen.
3. Enter a custom message that will appear on the Award Certificate in the appropriate fields, if desired.
4. Check the box next to the students, groups, classes, 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.

## Running and Using Reports

When students work in SAM-based technology programs, SAM automatically collects and saves students' data. To access *FASTT Math* Next Generation data reports in SAM, click the **Reports** icon on the SAM Home Screen 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, including charts, graphs, and tables. They help monitor student progress, check software usage, plan instruction, and diagnose student needs.

Depending on their permission settings in SAM, teachers may have access to different report options. For example, teachers may only run reports for classes, groups, and students assigned to them; however, accounts with administrator permissions may run reports on the school or district level.

## The Reports Index

Name	Type	Date Last Run
<b>FASTT Math Next Generation</b>		
<input type="radio"/> Intervention Grouping Report	Instructional Planning	
<input type="radio"/> Progress Report	Progress Monitoring	
<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 Monitoring	

The Reports Index lists the available reports for a SmartBar selection. Access the Index by clicking the **Reports** icon on the SAM Home Screen 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 pull-down menu shows all available reports.



## Filtering the Reports List

At the top of the Reports Index, the Show pull-down menu provides four options for filtering reports. The reports displayed change, based on the filter selected:

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

Click the column headings to sort the Reports Index. Double-clicking a student, group, class, teacher, grade, school, or district (depending on your account) in the **SmartBar** from the Reports Index shows the recommended reports for that selection.



### **Teacher Tip**

The icon in the upper left corner of any onscreen or PDF report quickly identifies the type of report.

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## 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 Screen 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. The Reports Index lists each of the programs the school is using and the recommended reports to run for the SmartBar selection. By default, All Reports is selected and all bars are open; clicking the bar closes that program's list. Under the *FASTT Math* Next Generation bar in the Reports Index is a list of all *FASTT Math* Next Generation reports available to the SmartBar selection.
4. Select a report by clicking the 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 onscreen.

To run the same report for another time period:

1. Click the **Time Period** link at the top of the report and use the calendar tool to customize a new time period to rerun the report.
2. Click **Run Report** to run the same report for the new time period.

To run a report for a different SmartBar selection from the Report Screen, double-click the desired profile on the SmartBar. The report will run for the new selection, if applicable. Some reports are valid for multiple SmartBar selections and others are not. Thus, running a student report and double-clicking a class name on the SmartBar does not run the report but returns the user to the Reports Index.



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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 or students' goals.

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## Viewing Reports

**5-501**



**Intervention Grouping Report**

Time Period: 11/04/15 - 12/04/15

[Apply Demographic Filter: Off](#)

  
[Using This Report](#) [Save a Copy \(PDF\)](#)  
[Related Reports](#) [Print Preview \(PDF\)](#)

When the report is selected and run, it appears in the Reports Index. Click the column headings to sort the results. The PDF of the report will reflect the sorts made. The onscreen report offers several options:

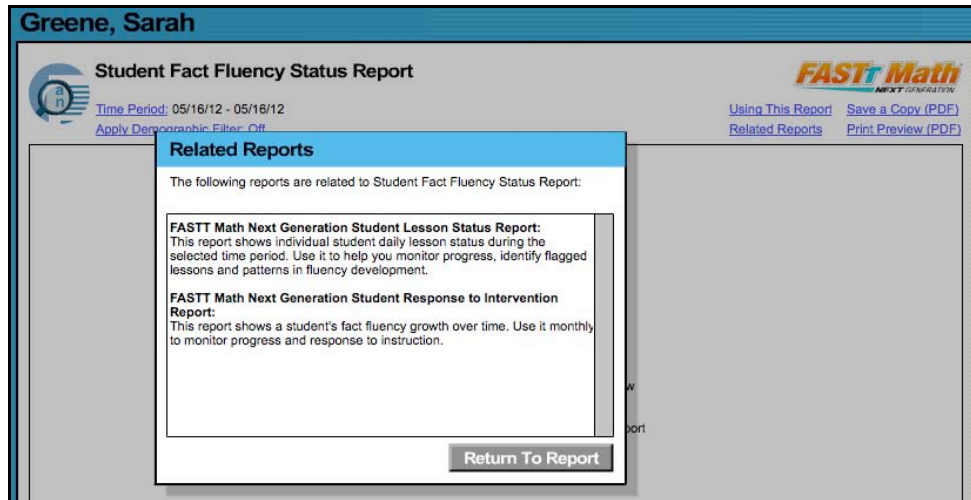
- **Related Reports:** Opens a window showing a list of related reports
- **Apply Demographic Filter:** Launches the Demographic Filter, which helps filter the information for specific groups
- **Time Period:** Changes the time period covered in the report
- **Save a Copy (PDF):** Allows the report to be saved as an Adobe PDF
- **Print Preview (PDF):** Launches the printing process for printing the report



### **Teacher Tip**

When viewing a report onscreen, change the SmartBar selection to view the same report type for a new profile without going back to the Reports Screen.

## Viewing Related Reports



**Greene, Sarah**

**Student Fact Fluency Status Report**

Time Period: 05/16/12 - 05/16/12  
Apply Demographic Filter: Off

[Using This Report](#) [Save a Copy \(PDF\)](#)  
[Related Reports](#) [Print Preview \(PDF\)](#)

**Related Reports**

The following reports are related to Student Fact Fluency Status Report:

**FASTT Math Next Generation Student Lesson Status Report:**  
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.

**FASTT Math Next Generation Student Response to Intervention Report:**  
This report shows a student's fact fluency growth over time. Use it monthly to monitor progress and response to instruction.

[Return To Report](#)

Each report contains a list of related reports recommended for further data exploration and analysis.

To view Related Reports, click the **Related Reports** link in the upper right corner of the Reports Index 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: American Indian/Alaskan Native, Asian, Black/African American, Pacific Islander, and White/Caucasian
- **Grade:** Filters reports by grade
- **Gender:** Filters reports by gender
- **Program:** Filters reports by program

**Demographic Filter**

Use the check boxes to select the demographic group you want to track in this report.

**AYP**

- Economically Disadvantaged
- Gifted and Talented
- Limited English Proficiency
- Migrant
- Students with Disabilities

**Gender**

- Female
- Male

**Ethnicity**

- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic
- Pacific Islander
- White/Caucasian



**Grade**

- Pre-Kindergarten
- Kindergarten
- First grade
- Second grade
- Third grade

Cancel Run Report

To apply demographic filters to a report from the Reports Index:

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.

<b>Greene, Sarah</b>	
	<b>Progress Report</b> Time Period: 04/08/12 - 05/08/12 <a href="#">Apply Demographic Filter: Off</a>
 <a href="#">Using This Report</a> <a href="#">Save a Copy (PDF)</a> <a href="#">Related Reports</a> <a href="#">Print Preview (PDF)</a>	

## 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.

## Printing a Report

Teachers may print any report for record-keeping purposes or sharing with administrators, students, or parents. To print a report from the Reports screen:

1. Click the **Print Preview (PDF)** link to open the report in a new window.
2. Select **File** and then **Print** from the menu.

## Saving a Report to Your Computer

Users may save any report to their computer or workstation after running it. To save a report from the Reports Index:

1. Click the **Print Preview (PDF)** link to open the report as a PDF file.
2. Select **File** and then **Save As** in Adobe Reader or Acrobat to save the report, or select the **Save** icon in the toolbar.
3. Select the location to save the report and then click **Save**.



### **Teacher Tip**

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

## Saving a Report in SAM

**Greene, Sarah**

Reports for Greene, Sarah

Show:  [View Saved Reports](#)

Name	Type	Date Last Run
▼ FASTT Math Next Generation		
<input type="radio"/> Intervention Grouping Report	Instructional Planning	05/16/12
<input type="radio"/> Progress Report	Progress Monitoring	05/16/12
<input type="radio"/> Student Fact Fluency Status Report	Diagnostic	05/16/12
<input type="radio"/> Student Lesson Status Report	Diagnostic	
<input type="radio"/> Student Response to Intervention Report	Progress Monitoring	

Time Period

Reports may be saved in SAM and quickly accessed from the **Reports Index** using the **View Saved Reports** link.

**Greene, Sarah**

Saved Reports for Greene, Sarah

[Return to Reports Index](#)

Report Name	Type	Date Saved
▼ FASTT Math Next Generation		
<a href="#">Student Fact Fluency Status Report</a>	Diagnostic	5/16/2012

[Delete](#)

To save a generated report, click the **Save a Copy (PDF)** link in the upper right corner of the onscreen report. This saves the report in PDF format in SAM with the appropriate profile information included.

To access a report saved in SAM from any SAM screen:

1. Double-click a selection in the SmartBar.
2. Click the Reports tab to access the Reports Index.
3. Click the **View Saved Reports** link in the upper right corner of the Reports Index. The system will display a list of saved reports for that selection in the SmartBar.
4. Click the report name link to open the PDF file for that report.



### Teacher Tip

When saving a copy of a report, the report is stored on the computer's hard drive. When saving a report in SAM, it is stored on the SAM server and may only be accessed from the Reports Index.

## **FASTT Math Next Generation Reports**

FASTT Math Next Generation reports provide detailed information about targeting instruction, monitoring progress, and motivating students. The charts show which reports contain information on students, groups, classes, schools, and districts.

### **Student Reports**

<b>Report Name and Description</b>	<b>When to Use It</b>
<b>Student Fact Fluency Status Report</b> This report shows an individual student's fluency with each fact in the specific operation for the selected date.	<b>First Time:</b> When students finish the Placement Assessment. <b>Ongoing:</b> Weekly; when teachers receive a Low Performance During Placement Assessment message; 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; when teachers receive these messages: Slow Progress with Current Study Facts, Infrequent Program Use, Incomplete Lessons, Excessive Time on Instruction
<b>Student Response to Intervention Report</b> This report shows individual students' fact fluency growth over time.	Monthly; when teachers receive a Slow Progress in Fact Fluency message.

### **Class and Grade Reports**

<b>Report Name and Description</b>	<b>When to Use It</b>
<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 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**

<b>Report Name and Description</b>	<b>When to Use It</b>
<b>Summary Progress Report</b> This report shows the number of students enrolled in FASTT Math Next Generation and assigned to each operation.	Quarterly, to help monitor student fluency with facts.
<b>Growth and Usage Report</b> This report shows a high-level summary of FASTT Math Next Generation usage at the district level or school level.	Quarterly, to help monitor student fluency with facts.
<b>Implementation Report</b> This report shows student fact fluency growth during the selected time period.	Quarterly, to track frequency of use and assess overall progress.
<b>Demographic Growth Report</b> This report provides a demographic breakdown of FASTT Math Next Generation performance over time.	Monthly, to help monitor student fluency with facts.



### **Teacher Tip**

**STRETCH-To-Go data is not collected in SAM. It appears on the Teacher Dashboard.**

## Student Fact Fluency Status Report

**Student Fact Fluency Status Report**  
STUDENT: BRACCO, CHRISTINE

School: Lincoln Middle School  
Teacher: Margaret Schirmer  
Grade: 6  
Class: 2ND Period

**DIAGNOSTIC**

Time Period: 09/24/12 – 12/06/12

Completed FASTT Math Operations: N/A

**Multiplication (0-9)**

Date Started Operation: 09/24/12  
Individual Settings: 60 problems/1.25 seconds per problem  
Placement Assessment Fast Facts: 61/100  
Current Fast Facts: 82/100

0 x 0	0 x 1	0 x 2	0 x 3	0 x 4	0 x 5	0 x 6	0 x 7	0 x 8	0 x 9
1 x 0	1 x 1	1 x 2	1 x 3	1 x 4	1 x 5	1 x 6	1 x 7	1 x 8	1 x 9
2 x 0	2 x 1	2 x 2	2 x 3	2 x 4	2 x 5	2 x 6	2 x 7	2 x 8	2 x 9
3 x 0	3 x 1	3 x 2	3 x 3	3 x 4	3 x 5	3 x 6	3 x 7	3 x 8	3 x 9
4 x 0	4 x 1	4 x 2	4 x 3	4 x 4	4 x 5	4 x 6	4 x 7	4 x 8	4 x 9
5 x 0	5 x 1	5 x 2	5 x 3	5 x 4	5 x 5	5 x 6	5 x 7	5 x 8	5 x 9
6 x 0	6 x 1	6 x 2	6 x 3	6 x 4	6 x 5	6 x 6	6 x 7	6 x 8	6 x 9
7 x 0	7 x 1	7 x 2	7 x 3	7 x 4	7 x 5	7 x 6	7 x 7	7 x 8	7 x 9
8 x 0	8 x 1	8 x 2	8 x 3	8 x 4	8 x 5	8 x 6	8 x 7	8 x 8	8 x 9
9 x 0	9 x 1	9 x 2	9 x 3	9 x 4	9 x 5	9 x 6	9 x 7	9 x 8	9 x 9
0s	1s	2s	3s	4s	5s	6s	7s	8s	9s
Level 1		Level 2		Level 3			Level 4		

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 students to encourage enthusiasm about progress in fact fluency. If needed, reinforce fact fluency by providing additional customized practice and additional intervention to ensure success.

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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

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## Student Lesson Status Report

**Student Lesson Status Report**  
STUDENT: BRACCO, CHRISTINE

School: Lincoln Middle School  
Teacher: Margaret Schirmer  
Grade: 6  
Class: 2ND Period  
Group: 2

DIAGNOSTIC

Time Period: 09/24/12 – 12/06/12

Completed FASTT Math Operations: N/A

**Multiplication (0-9)**  
Date Started Operation: 09/24/12  
Individual Settings: 60 problems/1.25 seconds per problem  
Placement Assessment Fast Facts: 61/100  
Current Fast Facts: 82/100

DATE	TIME (MIN.)	ACTIVITY TYPE	CURRENT STUDY FACTS	CURRENT FACT STATUS	NUMBER OF EXTRA GAMES PLAYED	DAILY LESSON STATUS
Thu 12/06/12	7.3	Learn New Facts	5x9, 6x7, 7x6	Study Facts	1	Completed
Wed 12/05/12	7.4	Learn New Facts	5x9, 6x7, 7x6	Study Facts	1	Completed
Mon 12/03/12	6.9	Mastery	N/A	N/A	1	Completed
Fri 11/30/12	7.9	Practice	N/A	N/A	2	Completed
Thu 11/29/12	7.4	Learn New Facts	5x7, 7x5	Focus Facts	0	Completed
Wed 11/28/12	7.6	Learn New Facts	4x9, 9x4	Focus Facts	0	Completed
Tue 11/27/12	8.8	Learn New Facts	4x9, 9x4	Study Facts	1	Completed
Tue 11/20/12	8.0	Learn New Facts	4x8, 4x8	Focus Facts	3	Completed
Mon 11/19/12	8.5	Learn New Facts	4x8, 8x4	Study Facts	0	Completed
Thu 11/15/12	6.9	Mastery	N/A	N/A	1	Completed
Wed 11/14/12	8.2	Practice	N/A	N/A	0	Completed
Tue 11/13/12	8.7	Learn New Facts	4x7, 7x4	Focus Facts	0	Completed
▶ Mon 11/12/12	N/A	Learn New Facts	4x7, 7x4	Study Facts	N/A	▶ Incomplete
Thu 11/08/12	8.4	Learn New Facts	4x7, 7x4	Study Facts	2	Completed

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

**Using This Report**

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

**Follow-Up:** Look for flags that indicate if a student is spending too long on the software or has incomplete lessons. Observe FASTT Math use to ensure the student is on track. If needed, reinforce fact fluency by providing additional customized practice and intervention to ensure success.

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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* Next Generation 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



**INSTRUCTIONAL  
PLANNING**

**Student Response to Intervention Report**  
STUDENT: BRACCO, CHRISTINE

School: Lincoln Middle School  
Teacher: Margaret Schirmer  
Grade: 6  
Class: 2ND Period  
Group: 2



Time Period: 09/23/12 – 12/08/12

Completed FASTT Math Operations: N/A

**Multiplication (0-9)**

Date Started Operation: 09/24/12  
Individual Settings: 60 problems/1.25 seconds per problem  
Placement Assessment Fast Facts: 61/100  
Current Fast Facts: 82/100

WEEK	LESSONS	AVERAGE TIME (MIN.)	INTERVENTION LEVEL	NUMBER OF FACTS
09/23/12 - 09/29/12	2	10.8	Developing	61
09/30/12 - 10/06/12	3	9.2	Developing	61
10/07/12 - 10/13/12	4	8.4	Developing	64
10/14/12 - 10/20/12	5	7.4	Developing	66
10/21/12 - 10/27/12	4	6.8	Developing	68
10/28/12 - 11/03/12	4	8.4	Developing	70
11/04/12 - 11/10/12	3	8.1	Developing	70
11/11/12 - 11/17/12	3	7.9	Developing	76
11/18/12 - 11/24/12	2	8.3	Developing	76
11/25/12 - 12/01/12	4	7.8	Developing	76
12/02/12 - 12/08/12	3	7.1	Near Fluent	82
<b>CLASS MEDIAN RESPONSE TO INTERVENTION</b>	3.7	8.3	NA	66

■ Fast Facts: The student has quick, accurate responses to these facts.

■ Focus Facts: The student is receiving targeted practice to develop fluency with these facts.

**Using This Report**

**Purpose:** This report shows a student's fact fluency growth over time. Use it monthly to monitor progress and response to instruction.

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


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**Purpose:** To show individual students' 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 Report**  
CLASS: 2ND PERIOD  
School: Lincoln Middle School  
Teacher: Margaret Schirmer  
Grade: 6

PROGRESS MONITORING



Time Period: 09/24/12– 12/06/12

STUDENT	OPERATION	DATE STARTED OPERATION	PLACEMENT ASSESSMENT FAST FACTS	PERFORMANCE (CURRENT)			USAGE		
				FAST FACTS	FOCUS FACTS	STUDY FACTS	AVERAGE TIME (MIN.)	AVERAGE LESSONS PER WEEK	LAST LOGIN
Bracco, Christine	Multiplication (0-9)	09/24/12	61	82	2	16	8.2	3.4	12/06/12
Chu, Amy	Addition (0-9)	09/24/12	69	78	0	22	7	3.4	12/06/12
Collins, Chris	Addition (0-9)	09/24/12	47	58	2	40	5.5	3.1	12/06/12
Cooper, Tiffany	Addition (0-9)	09/24/12	53	64	6	30	9	3	12/06/12
Evans, Jamal	Subtraction (0-9)	09/24/12	64	78	8	14	9.2	4	12/06/12
Felix, Tonya	Addition (0-9)	09/24/12	74	86	4	10	7.3	3.8	12/06/12
▶ Fernandez, Luis	Addition (0-9)	09/24/12	62	68	6	26	6.9	▶ 2.3	12/06/12
Garcia, Matt	Addition (0-12)*	09/24/12	136	169	0	0	8.2	5	10/31/12
Garcia, Matt	Subtraction (0-9)	11/01/12	67	76	6	18	8.6	5	12/06/12
▶ Imran, Khaleel	Addition (0-12)	09/24/12	51	▶69	4	96	8.4	4	12/06/12
▶ Kramer, Liz	Addition (0-9)	09/24/12	14	▶29	12	63	16.3	▶ 2.1	12/06/12
Krynski, Theo	Addition (0-9)	09/24/12	61	86	3	11	9.1	5	12/06/12
Palermo, Justin	Addition (0-12)	09/24/12	89	139	4	26	7.7	5	12/06/12
Ramirez, Gariella	Addition (0-9)*	09/24/12	85	100	0	0	8.2	3	11/21/12
Ramirez, Gariella	Subtraction (0-9)	11/22/12	58	69	4	27	9	4	12/06/12
▶ Rupp, Jeremy	Addition (0-9)	09/24/12	32	▶44	6	50	6.3	3	12/06/12
Sanchez, Rachael	Addition (0-12)	09/24/12	70	95	6	68	7	4.3	12/06/12

▶ Indicates lower than expected performance (fewer than 50% Fast Facts) or fewer than 3 lessons per week on average.  
\* Indicates completed operation.

**Using This Report**

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

**Follow-up:** Look for flags that indicate students with lower than expected performance in fact fluency, fewer than 3 lessons per week, or greater than 15 minutes of average lesson time. If needed, reinforce fact fluency by providing additional customized practice and intervention to ensure success.


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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* Next Generation and encourage daily program use and/or additional practice with customized worksheets.

**Related Reports:** Intervention Grouping Report

## Intervention Grouping Report



**Intervention Grouping Report**  
 CLASS: 2ND PERIOD  
 School: Lincoln Middle School  
 Teacher: Margaret Schirmer  
 Grade: 6



INSTRUCTIONAL PLANNING

**Time Period:** 09/24/12 – 12/06/12

INTERVENTION LEVEL (BASED ON PROGRESS WITH FASTT MATH)	STUDENT	OPERATION
<b>Fluent</b> 97% or greater Fast Facts.	Garcia, Matt	Addition (0-12)
	Ramirez, Gariella	Addition (0-9)
<b>Near fluent</b> 80% or more Fast Facts and fewer than 97% Fast Facts.	Bracco, Christine	Multiplication (0-9)
	Felix, Tonya	Addition (0-9)
	Krynski, Theo	Addition (0-9)
	Palermo, Justin	Addition (0-12)
<b>Developing</b> 50% or more Fast Facts and fewer than 80% Fast Facts.	Chu, Amy	Addition (0-9)
	Collins, Chris	Addition (0-9)
	Cooper, Tiffany	Addition (0-9)
	Evans, Jamal	Subtraction (0-9)
	Fernandez, Luis	Addition (0-9)
	Garcia, Matt	Subtraction (0-9)
	Ramirez, Gariella	Subtraction (0-9)
	Sanchez, Rachael	Addition (0-12)
<b>Underperforming</b> Fewer than 50% Fast Facts.*	Imran, Khaleel	Addition (0-12)
	Kramer, Liz	Addition (0-9)
	Rupp, Jeremy	Addition (0-9)

\* The percentage of Fast Facts for this grouping may vary 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 monthly 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.


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**Purpose:** To help group students using four *FASTT Math* Next Generation 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* Next Generation to build success and develop fluency; plan appropriate math instructional support and intervention for students who are underperforming.

**Related Reports:** Progress Report

## Summary Progress Report



**Summary Progress Report**  
SCHOOL: LINCOLN MIDDLE SCHOOL



PROGRESS MONITORING

Time Period: 09/24/12 – 12/06/12

GRADE	ADDITION		SUBTRACTION		MULTIPLICATION		DIVISION	
	ASSIGNED STUDENTS	FLUENT STUDENTS	ASSIGNED STUDENTS	FLUENT STUDENTS	ASSIGNED STUDENTS	FLUENT STUDENTS	ASSIGNED STUDENTS	FLUENT STUDENTS
Grade 4	59	68% (40)	62	50% (31)	38	13% (5)	38	82% (31)
Grade 5	71	35% (25)	11	0% (0)	43	23% (10)	52	0% (0)
Grade 6	81	77% (62)	84	51% (43)	20	80% (16)	23	70% (16)
<b>TOTAL</b>	<b>211</b>	<b>60% (127)</b>	<b>157</b>	<b>47% (74)</b>	<b>101</b>	<b>31% (31)</b>	<b>113</b>	<b>59% (67)</b>

**Using This Report**

**Purpose:** This report shows the number of students enrolled in FASTT Math and assigned to each operation. Use it quarterly to monitor student's fluency with all math facts.

**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* Next Generation 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

## Growth and Usage Report



**Growth and Usage Report**  
DISTRICT: DISTRICT TWELVE



PROGRESS MONITORING  
Time Period: 09/24/12 – 12/06/12

**Multiplication (0-9)**

FASTT MATH AVERAGE USE	NUMBER OF STUDENTS
3 or greater times per week (recommended use)	398 (56%)
Fewer than 3 times per week	307 (44%)
<b>TOTAL</b>	<b>705 (100%)</b>

Number of Students Who Completed Operation: 155

SCHOOL NAME	3 OR GREATER TIMES PER WEEK		FEWER THAN 3 TIMES PER WEEK		TOTAL STUDENTS	TOTAL INSTRUCTIONAL TIME (HRS)	COMPLETED OPERATION
	# OF STUDENTS	% GAIN	# OF STUDENTS	% GAIN			
Bailey Middle School	76	24%	141	12%	217	95	42
Lincoln Middle School	209	37%	43	20%	252	100	39
Romeo Elementary	113	31%	123	9%	236	90	74
<b>TOTAL</b>	<b>398</b>	<b>31%</b>	<b>307</b>	<b>14%</b>	<b>705</b>	<b>285</b>	<b>155</b>

**Using This Report**

**Purpose:** This report shows student usage of the program, and the associated percent gain when using the program on-model (three or greater times per week) or off-model (fewer than three times per week). Use it to help you monitor student and school progress and identify students and schools that are not using the program successfully.

**Follow-Up:** Encourage students and schools that are using the program fewer than three times a week to use it at least three days a week. Suggest that students use the program before or after school, during lunch time, computer labs, or during daily math class.

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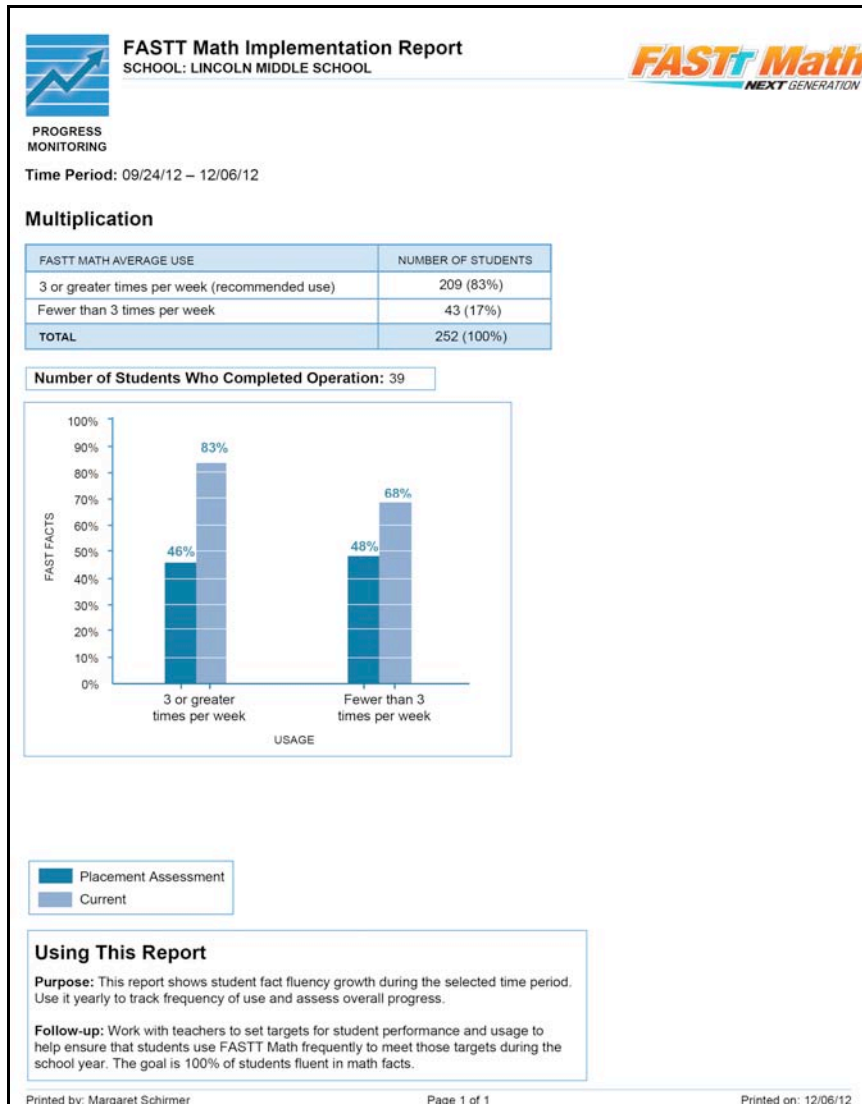
**Purpose:** To show a high-level summary of program usage at the district level or school level. The report displays students who are both on model (using *FASTT Math* Next Generation three or more times per week) and off model (using *FASTT Math* Next Generation less than three times per week). The report also shows the average percent gain for both groups of students.

**Follow-Up:** Set targets for student performance and usage; check to make sure those targets are being met as the school year progresses.

**Related Reports:** Summary Progress Report, *FASTT Math* Implementation Report



## FASTT Math Implementation Report



**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% student fluency in Fast Facts.

**Related Reports:** Summary Progress Report

## Demographic Growth Report

**Demographic Growth Report**  
DISTRICT: DISTRICT TWELVE

PROGRESS MONITORING

Time Period: 09/24/12 – 12/06/12

**District Twelve (6420 total students)**

DEMOGRAPHIC	STUDENTS	INTERVENTION LEVEL							
		PLACEMENT ASSESSMENT				CURRENT			
African American	890	21%	12%	28%	39%	2%	6%	15%	77%
Asian/Pacific Islander	740	10%	5%	10%	75%	5%	12%	3%	80%
Economically Disadvantaged	960	30%	4%	40%	7%	23%	10%	15%	55%
Hispanic	1140	30%	7%	13%	50%	9%	8%	20%	63%
Limited English Proficiency	680	20%	23%	37%	20%	13%	10%	10%	67%
Native American	0	N/A							
Student w/Disabilities	980	22%	36%	10%	22%	17%	22%	17%	45%
White Caucasian	1030	13%	15%	10%	62%	3%	12%	14%	71%

**The Lincoln School (947 total students)**

DEMOGRAPHIC	STUDENTS	INTERVENTION LEVEL							
		PLACEMENT ASSESSMENT				CURRENT			
African American	119	15%	40%	20%	25%	5%	20%	30%	45%
Asian/Pacific Islander	103	10%	10%	10%	70%	5%	10%	15%	70%
Economically Disadvantaged	105	20%	35%	20%	25%	5%	20%	35%	40%
Hispanic	160	35%	15%	10%	40%	20%	10%	20%	50%
Limited English Proficiency	151	20%	40%	30%	10%	10%	40%	30%	20%
Native American	0	N/A							
Student w/Disabilities	125	40%	10%	35%	15%	25%	35%	5%	35%
White Caucasian	184	10%	15%	25%	50%	5%	10%	25%	60%

Underperforming
  Developing
  Near Fluent
  Fluent

**Using This Report**

**Purpose:** This report provides a demographic breakdown of FASTT Math performance over time.

**Follow-Up:** Identify demographic groups that are in need of extra help based on their FASTT Math performance standard percentages. Plan appropriate math instructional support and intervention for students that are Underperforming.

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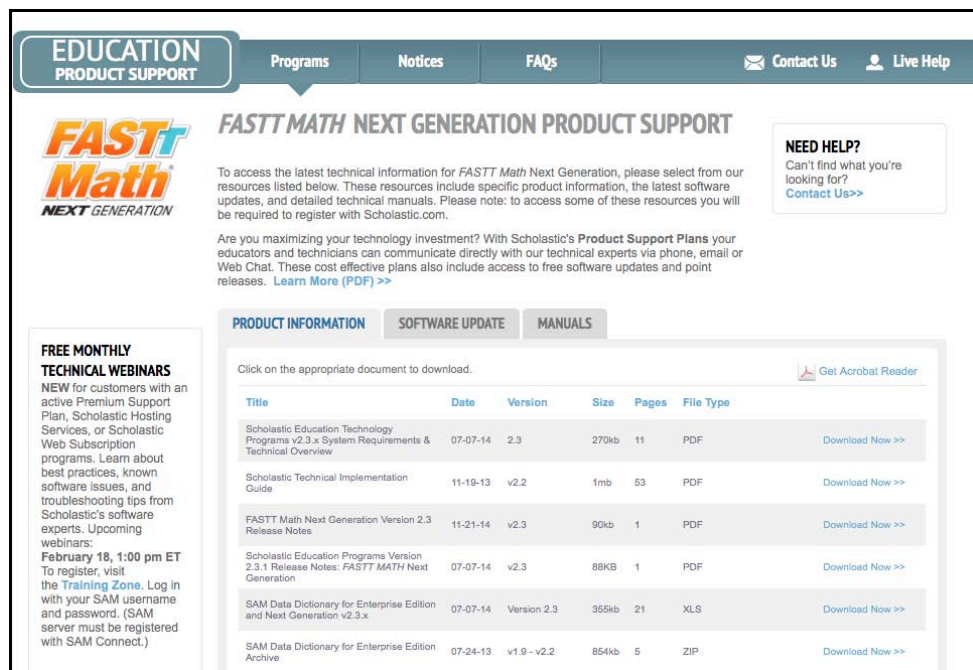
**Purpose:** This report provides a demographic breakdown of performance in *FASTT Math* Next Generation over time.

**Follow-Up:** Identify demographic groups that are in need of extra help based on their performance with *FASTT Math* Next Generation standard percentages.

**Related reports:** Growth and Usage Report, *FASTT Math* Implementation Report

## Technical Support

For questions or other support needs, visit the [FASTT Math Next Generation Product Support](http://www.hmhco.com/fasttmathng/productsupport) website at: [www.hmhco.com/fasttmathng/productsupport](http://www.hmhco.com/fasttmathng/productsupport).



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### FASTT MATH NEXT GENERATION PRODUCT SUPPORT

To access the latest technical information for *FASTT Math* Next Generation, please select from our resources listed below. These resources include specific product information, the latest software updates, and detailed technical manuals. Please note: to access some of these resources you will be required to register with Scholastic.com.

Are you maximizing your technology investment? With Scholastic's **Product Support Plans** your educators and technicians can communicate directly with our technical experts via phone, email or Web Chat. These cost effective plans also include access to free software updates and point releases. [Learn More \(PDF\) >>](#)

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**February 18, 1:00 pm ET**  
To register, visit the **Training Zone**. Log in with your SAM username and password. (SAM server must be registered with SAM Connect.)

**PRODUCT INFORMATION SOFTWARE UPDATE MANUALS**

Click on the appropriate document to download. [Get Acrobat Reader](#)

Title	Date	Version	Size	Pages	File Type	
Scholastic Education Technology Programs v2.3.x System Requirements & Technical Overview	07-07-14	2.3	270kb	11	PDF	<a href="#">Download Now &gt;&gt;</a>
Scholastic Technical Implementation Guide	11-19-13	v2.2	1mb	53	PDF	<a href="#">Download Now &gt;&gt;</a>
FASTT Math Next Generation Version 2.3 Release Notes	11-21-14	v2.3	90kb	1	PDF	<a href="#">Download Now &gt;&gt;</a>
Scholastic Education Programs Version 2.3.1 Release Notes: FASTT MATH Next Generation	07-07-14	v2.3	88KB	1	PDF	<a href="#">Download Now &gt;&gt;</a>
SAM Data Dictionary for Enterprise Edition and Next Generation v2.3.x	07-07-14	Version 2.3	355kb	21	XLS	<a href="#">Download Now &gt;&gt;</a>
SAM Data Dictionary for Enterprise Edition Archive	07-24-13	v1.9 - v2.2	854kb	5	ZIP	<a href="#">Download Now &gt;&gt;</a>

At the site, users will find program documentation, manuals, and guides, as well as Frequently Asked Questions and live chat support.

For specific questions regarding the *FASTT Math* Next Generation, contact customer service to speak to a Houghton Mifflin Harcourt technical support representative at:

- 1-800-283-5974 (current version of *FASTT Math* Next Generation)
- 1-800-927-0189 (other versions)

For specific questions about using SAM with *FASTT Math* Next Generation, click **Help** in the Quick Links along the top of any screen in SAM.