



SuccessMaker 5.0

Teacher Guide

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Customer Support

Customer Tools

MyTrainingConnection.com provides on-demand training through product tutorials and interactive webinars, as well as a library of resources including training guides, step sets, implementation ideas and more. Scheduled office hours give Teachers access to product experts in the Teacher's Lounge, and other live chat options are available.

Community Connection provides online support for all preK-12 software from Pearson. Visit often to view information regarding SuccessMaker, SuccessMaker FAQs, and downloads.

You must be registered to gain access to Community Connection and MyTrainingConnection.com. You will need your customer number.

Your Customer Number: _____

Your Pearson Team:

Educational Consultant _____

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1. Open an internet browser.
2. Go to <http://mytrainingconnection.com/>
3. Click **Register** in the right portion of the window.
4. Enter your customer number and press **Lookup**.
5. Complete the "Create Profile" form.
6. Click the **Submit** button when the form is completed. You should receive confirmation of your registration within 24 hours.



Community Connection Registration

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2. Go to <http://support.pearsonschool.com/#>
3. Click **Register** on "Register /Forgot Password?".
4. Complete the "Create Profile" form.
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Customer Contact Guide

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Product Support

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Telephone: 888-977-7100
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Email: technical.support@pearson.com

Customer Service

Contact Customer Service for information on contracts, support renewals, billing, order or shipment status, and other customer issues.

Telephone: 888-977-7100, Option 2

Sales Information

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Telephone: 888-977-7100, Option 1

2

Overview

SuccessMaker is educational software that differentiates and personalizes reading and math instruction for students in grades K-12. The SuccessMaker program:

- Provides instruction, practice and assessment while reinforcing mastery of critical skills and concepts
- Accommodates a full array of different learning styles--including those served by special education, gifted, at-risk and English language learners
- Focuses on the individual needs of students and educators
- Is based on research that included an extensive analysis of state standards by leading researchers and teams of experts
- Correlates to Common Core Standards for both mathematics and language arts at all grade levels



Principals, Administrators, and Teachers will benefit from:

- Detailed reports that promote data-driven instruction
- Forecasting data that assist with scheduling students for optimum performance on high stakes tests
- Courses that can be customized by concepts or state standards
- At-a-glance progress monitoring on the Teacher dashboard

This guide provides you with information and steps for tasks in the SuccessMaker Teacher dashboard as well as ways you can monitor student progress.

For details about SuccessMaker Math and Reading, please refer to the *SuccessMaker 5.0 Courseware Guide*, *Math Reference Guide*, or *Reading Reference Guide*.

SuccessMaker Reading at a Glance

Grade Levels: K-12*

Overview: SuccessMaker Reading is an interactive multimedia course, designed to provide instruction and practice in essential and critical reading skills.

Contents: Instruction Strands:

- Concepts of Print (K-1)
- Comprehension (K-8)
- Fluency (K-5)
- Grammar (2-8)
- Phonics (K-5)
- Phonological Awareness (K-1)
- Spelling (2-8)
- Vocabulary (2-8)

Features:

- Engaging environment
- Initial Placement
- Motion
- Higher order thinking skills in Reading
- Aligned to State Standards
- Flexible course customization options

Organization: Each Reading lesson may include the following components:

- Focused Instruction
- Check for Understanding in Grades 2-5
- Interactive Text Readers
- Interactive Practice Activities
- Offline Print Partners

* Students in demographic grades 9-12 can be enrolled in the course and SuccessMaker will adapt instruction based on each student's abilities and needs. If student levels drop into the grades 3-5 range, the instructional videos will have an appearance that is age appropriate for secondary students.

Motion

Motion is how a student navigates through the learning sequence based on individual student performance. There are two kinds of motion:

- **Initial Placement (IP) Motion** places each student at a more appropriate level in the course.
- **Standard Motion** begins at the completion of IP and provides a dynamic sequence of instruction, practice, and intervention based on each student's progress.

Initial Placement

Initial Placement (IP) is designed to adjust a student's course level to one that more accurately reflects the student's ability. For students in demographic grades K-2, key skills from the actual course display to determine the student's appropriate course level. For students in demographic grades 3-12, IP presents a series of lessons at particular Lexile[®] level followed by a number of assessments to determine the student's reading comprehension level and corresponding course level. See [Table 3-1](#) for IP ranges for each starting grade level.

Grades K-2

- IP is adaptive and places the student at the course level most commensurate with the student's ability in the key skills.
- Students are assessed on key skill groups at quarter-grade intervals.
- At each interval, a series of questions (minimum of four) for each skill group is presented and the student is given a status of Mastered or Not-Mastered for that skill group. Mastered status is 65% accuracy.
- Once the skill groups have been completed, Motion determines if the skill mastery rate (65% accuracy) is high enough to move the student up a quarter grade or down a quarter grade.
- For each level, once a point of inevitable judgment has been reached, meaning the student will pass or fail the level regardless of further results; Motion will exit the level and move to the next. This allows a student performing very well or very poorly to see fewer exercises, move up or down sooner, and complete IP in a shorter period.

Grades 3-12

- IP is adaptive and placed at the instructional reading level, which is the Lexile level at which the student can comprehend with 75% accuracy.
- In grades 3-5, students read short passages (250-500 words) followed by 1-5 comprehension questions.
- In grades 6-12, students read short Lexile slices (125-175 words) followed by 1-5 comprehension questions.

Three types of comprehension questions are presented in Initial Placement:

- Literal
- Interpretive
- Applied

IP decisions are made following every 5 questions:

- **81-100%** = Current Lexile Level + 100 Lexile points
- **61-80%** = Current Lexile Level + 50 Lexile points
- **41-60%** = Current Lexile Level + 0 (no change)
- **21-40%** = Current Lexile Level – 50 Lexile points
- **0-20%** = Current Lexile Level – 100 Lexile points

Other notes about Initial Placement:

- Placement typically occurs between 30-50 questions (but can be less) and generally requires between 15-60 minutes, depending on the student's reading rate.
- Interrupted sessions are bookmarked at the interruption point and student progress is saved.
- A teacher can manually override the grade level in which a student will begin IP. This means that students can experience IP for any grade level, regardless of the student's enrolled grade level. See Assigning Custom Courses by Setting in the [Online Assistance](#)

Table 3-1 Initial Placement Ranges

Starting Course Level	Course Range	
	Lowest Course Level	Highest Course Level
K-2	0.0	4.5
3	0.0	4.5
4	0.0	5.5
5	0.0	6.0
6	4.5	7.0
7	5.0	7.5
8-12	5.5	8.25

Motion After Initial Placement

SuccessMaker Reading's adaptive agent called "motion" directs each student's path through the content. As a student moves through the course, the choice of strands and subsequent learning objectives is not random. Learning objectives within and across strands have been organized into a coherent sequence of learning objectives. Therefore, movement is personalized by the student's responses to and interaction with the course learning objectives. The decision to move forward, extend the time on a learning objective, or to review prerequisite skills depends on the student's mastery performance.

Motion is able to eliminate the random aspects of ordered navigating decisions because it takes into account the course content, the student, and the student's progress. Prerequisite reinforcement, delayed presentation, and retention are all part of SuccessMaker motion.

Should a student complete all of the Guided Practice reading lessons at the top level, motion will continue to function and the student will be able to continue on adaptively-presented Independent Practice lessons of challenging Lexile® levels up to 1250.

For further details, see the *SuccessMaker 5 Reading Reference Guide*.

Remediation and Delayed Presentation

If the student is struggling with the content of a lesson, SuccessMaker's adaptive agent makes the following decisions about a student's progress through the course:

- To provide additional remediation activities in an effort to support the student in this content area. If the decision is made to present remediation, it occurs at the end of the lesson.
- To place an activity in delayed presentation, whereby the student takes a break from the content that is too challenging. The content is presented again later after the student has had the opportunity to receive instruction elsewhere or acquire the skill through maturation while the delayed activity is on hold. Once delayed presentation occurs, the student is moved on to the next objective in the sequence.

The decision for Review or Delayed Presentation is based on the student's performance. If the student's performance in a lesson is less than 65%, then SuccessMaker Reading marks items for Remediation and Delayed Presentation.

Retention

If a student passes an objective within a lesson, the objective is marked for retention by the adaptive agent. Retention activities are presented to students at the end of each lesson cycle, beginning with the fifth cycle.

Course Content and Organization

The scope and sequence of SuccessMaker Reading incorporates the six strands of reading instruction for grades K-5 and four strands for grades 6-8, as outlined by the National Reading Panel:

Concepts of Print (Grades K-1 only)

The Concepts of Print content is embedded within the instruction for K-1 and guides students through the fundamental strategies of print.

Phonological Awareness

The Phonological Awareness strand helps students distinguish sound structures of language and parts of speech, such as syllables and phonemes.

Phonics

The Phonics strand helps students with the basic principles of phonics, including how to connect sounds with letters or groups of letters.

Fluency

SuccessMaker Reading provides practice in the top three priorities in teaching fluency: letter/word/phrase recognition, pacing, and prosody.

Note: The fluency strand can be included or disabled based on the availability of a required microphone. Microphone specifications are provided in the SuccessMaker System Requirements.

Vocabulary

SuccessMaker Reading provides attention to high frequency, content area, and academic vocabulary words with grade-level appropriate treatment throughout the program.

Additional support of vocabulary development is provided through the Glossary that is student-accessible at any point during the course

Comprehension

The Comprehension strand provides lessons and activities designed to provide instruction and practice of reading skills and strategies as well as assess understanding of textual passages.

Grammar (Grade 2-8)

The Grammar strand provides instruction and activities designed to reinforce student understanding of parts of speech, sentence structure, subject and verb agreement, and punctuation.

Spelling (Grades 2-8)

The Spelling strand provides instruction and activities designed to reinforce student understanding of spelling applications that involve vowel combinations, consonant and syllable patterns, common endings, and unusual spellings.

Lesson Structure

Grades K-1 Instructional Model

- Adaptive Initial Placement
- Guided Practice (four lessons), including Remediation
- Fluency Assessment
- If required, Delayed Presentation/Delayed Presentation 2, including Remediation
- Retention

Grades 2-5 Instructional Model

- Adaptive Initial Placement
- Guided Practice (four lessons), including Remediation
- Fluency Assessment
- Independent Practice
- If required, Delayed Presentation/Delayed Presentation 2, including Remediation
- Retention

Grades 6-12 Instructional Model

- Adaptive Initial Placement
- Guided Practice (three lessons), including Remediation
- Independent Practice
- If required, Delayed Presentation/Delayed Presentation 2, including Remediation
- Retention

Standard Motion within Lesson Models

Grades K-1

Based on performance, K-1 students navigate through a carefully articulated sequence of steps determined by a progression table. Movements within these steps are personalized to the student and prerequisite skill mapping improves opportunities for remediation.

- **Guided Practice:** The core of the Reading program where students receive instruction based on the students' instructional reading level and the appropriate strand level.

The Grades K-1 set is comprised of four lessons in the Lexile levels range from 80-410. Additional Text Readers are Lexiled at a higher level to ensure students are exposed to a wider range of vocabulary and build listening comprehension.

- **Instruction:** Focused Instruction introduces the lesson objective.
- **Application:** Interactive Text Readers provide passages and assessments.
- **Practice:** Interactive Practice and Print Partners provide practice activities.
- **Remediation:** Follows each Guided Practice lesson when the student is assessed at less than 65% accuracy on responses to phonics, comprehension, or vocabulary items. Remediation activities that are not passed are reintroduced in Delayed Presentation.
- **Fluency Assessment:** Allows students to practice their fluency by recording and assessing their performance. Students can practice letters, words, phrases, or familiar texts. Recorded fluency files are stored for teachers to access. Each of the four fluency assessment types is associated with a specific scorecard: Elapsed Time, Retelling, Speed Drill, and Fluency. SuccessMaker provides opportunities for two types of fluency instruction:
 - **Word Fluency:** The ability to read a word correctly on sight. It includes high-frequency words, phonetic words, and phrases.
 - **Reading Fluency:** The ability to read a passage with accuracy, speed, and inflection. This can include re-telling and is comprised of both fiction and non-fiction.
- **Retention:** Provides a mixed presentation of retention items or those items that the student passed before moving them to the next lesson set.

Grades 2-5

- **Guided Practice:** The core of the Reading program where students receive instruction based on their instructional reading level and strand level.

The Grades 2-5 Guided Practice set is comprised of four lessons in the Lexile levels range from 280-930. Some Text Readers are Lexiled at a higher level to ensure students are exposed to a wider range of vocabulary and build listening comprehension.

- **Instruction:** Focused Instruction introduces the lesson objective.

- **Application:** Interactive Text Readers provide passages.
- **Practice:** Interactive Practice and Print Partners provide practice activities.
- **Remediation:** Allows each Guided Practice lesson when the student is assessed at less than 65% accuracy on responses to phonics, comprehension, or vocabulary items. Remediation activities that are not passed are reintroduced in Delayed Presentation
- **Fluency Assessment:** Allows students to practice their fluency by recording and assessing their performance. Students can practice letters, words, phrases, or familiar texts. Recorded fluency files are stored for teachers to access. Each of the four fluency assessment types is associated with a specific scorecard: Elapsed Time, Retelling, Speed Drill, and Fluency. SuccessMaker provides opportunities for the following two types of fluency instruction:
 - **Word Fluency:** The ability to read a word correctly on sight. It includes high-frequency words, phonetic words, and phrases.
 - **Reading Fluency:** The ability to read a passage with accuracy, speed, and inflection. This can include re-telling and is comprised of both fiction and non-fiction.
- **Independent Practice:** Provides a passage that the student reads, and then answers questions. The passage is at a lower Lexile level, the student's independent reading level, or the level at which the program determines the student can comprehend with 90% accuracy. There is no audio support in Independent Practice because students are working at their independent reading level.
- **Retention:** Provides a mixed presentation of retention items or those items that the student passed before moving them to the next lesson set.

Grades 6-12

- **Guided Practice:** The core of the Reading program, where students receive instruction based on the student's instructional reading level and the appropriate strand level. Strategies include the key skills in which readers at the middle grades must be proficient: summarizing, questioning, predicting, previewing, and understanding organizational patterns of text.

The Grades 6-12 Guided Practice set is comprised of two lessons in the Lexile levels range from 850-1150 (approximately the end of grade 3 to grade 9). Remediation within Guided Practice is presented in the same format in the 450-550 (grade 6) Lexile range.

- **Instruction:** Focused Instruction introduces the lesson objective.
- **Application:** Interactive Text Readers provide passages.
- **Practice:** Interactive Practice and Print Partners provide practice activities.

If a student completes the top level of the Guide Practice lessons, the motion in reading will continue to provide adaptively-presented Independent Practice lessons of challenging Lexile® levels up to 1250.

- **Remediation:** Follows each Guided Practice lesson when the student is assessed at less than 65% accuracy on responses to phonics, comprehension, vocabulary, spelling, or grammar items. Remediation activities that are not passed are reintroduced in Delayed Presentation
- **Independent Practice:** Provides a passage that the student reads, and then answers questions. The passage is at a lower Lexile level, the student's instructional reading level, or the level at which Motion determines the student can comprehend with 90% accuracy. There is no audio support in Independent Practice because students are working at their independent reading level.
 - **Mini Vocabulary Passage** is a passage of 1-2 paragraphs using five targeted vocabulary words for the lesson in context. All targeted words are linked to the glossary.
 - **Interactive Practice** is an activity using the five words from the mini passage in the That's a Match, Fill in the Blanks, or Take Your Pick template.
 - **Application** is a 500-750 word passage in the Lexile range of 200-1250 followed by five general comprehension (multiple-choice) questions. The same five targeted vocabulary words introduced in the mini passage are also used and hyperlinked to the glossary.
 - **Vocabulary Review** is the final activity using the five words from the mini and Application passages presented in the That's a Match, Fill in the Blanks, or Take Your Pick template.

Note: Although identical templates are mentioned in both Interactive Practice and Vocabulary Review, none are repeated within a lesson.

- **Delayed Presentation:** Presents any items not passed in Remediation. Remediation activities that are not passed in Delayed Presentation are delivered again Delayed Presentation 2 following Independent Practice in the next Guided Practice cycle.
- **Retention:** Provides a mixed presentation of retention items or those items that the student passed before moving them to the next lesson set.

Lesson Components

- **Focused Instruction:** Introduces the primary objective of each Reading lesson through an animation or a 2-3-minute instructional video facilitated by an age-appropriate host. Focused Instruction reinforces a specific skill objective that is associated with a single strategy.
- **Interactive Practice:** Allows the student to experience applied practice in the concept or skill that was presented. These independent activities are driven by skills and objectives, and are designed to address all Reading strands. Supportive feedback provides assistance when students have difficulty with items. Interactive Practice presents 4-15 questions or tasks based on the student's performance.
- **Interactive Text Readers:** Permit students to practice key skills and objectives in context. Text Readers are Lexiled passages followed by a comprehension activity. Each passage contains art and/or photos, as well as rollover audio for hyperlinked glossary words. Each Text Reader has assessment items that measure comprehension and application of

key skills and strategies. The three types of Text Reader assessment activities are multiple-choice questions, highlighting activities, and graphic organizers.

- **Print Partners:** Provide further skill practice after SuccessMaker sessions or allows the student to complete items for homework. They include opportunities for open-ended response and provide writing practice. Print partners are PDF files that are printed and completed offline.

Student Rewards

All students using Math or Reading default or custom-by-settings courses will be rewarded for advancing in the course. The first reward is unlocked at the completion of IP and then every 0.25 gain thereafter. The rewards motivate the students to take ownership of their learning and progress. Students have one minute at the start of a session to use their reward, or they can go immediately to the course.

- **Reading Rewards for Grades K-5**– Students in grades K-5 select a reward category at the same reward interval as other grades (IPM complete and then every 0.25 gain), but they may *use* their rewards at the beginning of each session. If IP is off, the first reward is unlocked at the start of the course.
- **Reading Rewards for Grades 6-12**– Students in grades 6-12 choose a background from an additional set of backgrounds as a reward. Their selected background is retained for each following session until another background is selected. If IP is off, the default background displays at the start of the session.

Experiencing a Reading Session

Sign in to the Reading course using the instructions provided by your Educational Consultant.

Signing in to SuccessMaker Reading

To sign in to SuccessMaker Reading:

6. Launch the program. The favorite character page appears.
7. Click the graphic to open the **Sign in** page.

Figure 3-1 Start Page



8. Enter the **Username** and **Password** supplied by your Educational Consultant, and then click **Sign in**.

Figure 3-2 Sign in Page



9. Click the course name to launch the program, and then click the Reading program to proceed to the reading activities.

Figure 3-3 Courseware Launch

Subject	Assignment	Assigned By	Start Date
Mathematics	Math	Mrs. Larrabee	08/12/11
Language Arts	Reading	Mrs. Larrabee	08/12/11

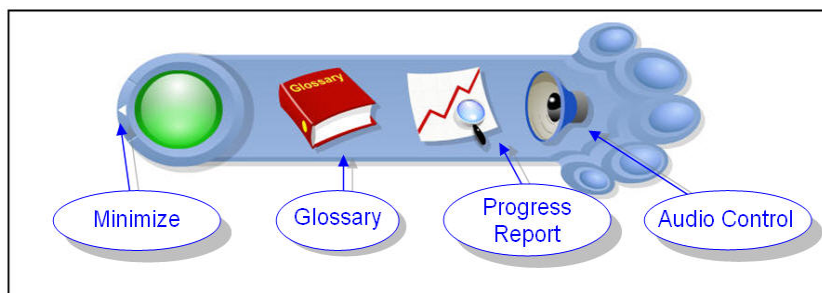
Activity

During your reading session, familiarize yourself with answers to the following questions for your future reference:

1. Throughout Focused Instruction, which feature is not active?

2. Identify the following tools in the grades K-5 **Progress Paw**.

Figure 3-4 Progress Paw



3. During the Text Reader portion of the course, when the pop-up question box appears, what should you instruct your students to do?

4. How does a student change an answer during the Text Reader portion of the reading course?

5. Identify the following grades K-5 icons and their purposes:

Page Navigation

Read it Myself

Repeat Instructions








Rollover Audio

Read to Me

Help

Back to Passage/Back to Activity

Table 3-2 K-5 Icons

Icon	Name of Icon	Purpose
		Pages forward or backward within the Text Reader
		After reading a passage, allows the student to hear the story on the page again
		Indicates the student is allowing the SuccessMaker Reading audio to read the passage aloud
		Indicates the student is currently reading the passage independently
		Repeats the instructional audio
		Starts a flash tutorial that demonstrates all functionality associated with navigating the current page
		Plays an audio reading of the text when the cursor is hovering over a sentence while in a Text Reader's Read It Myself mode

6. Identify the following grades 6-8 icons and their purposes:

Sticky Notes

Highlighter

Listen to Passage

Text Tracker









Annotation Toggle

Help

Repeat Instructions

Cognitive Coach

Table 3-3 Grades 6-12 Icons

Icon	Name of Icon	Purpose
		Avatar that provides prompts and cues to help the student master key concepts and strategies presented in a lesson
		Helps the student track the line being read
		Repeats the instructional audio
		Allows the student to make a note within text
		Starts a flash tutorial that demonstrates all functionality associated with navigating the current page
		Allows student to highlight text
		Allows students to toggle between a page view with the sticky notes and highlighting they may have used, and a page view without
		Allows the student to hear the passage read aloud

7. Click on each of the 6-12 resources on the task bar to get acquainted with them: :

Table 3-4 Grades 6-12 Resources

Resource	Description
Glossary	This resource provides definitions of glossary terms found within the Text Readers. The part of speech is included with the definition.
Progress Report	Provides students with information about their progress and success on the current lesson or assignment
Volume	Controls volume
Background Chooser	Gives students the choice of backgrounds, colors, and brightness
Next	Activates next item in the course progression

8. What Interactive Practice activities did you see during your session?

9. What are the two ways to end a session?

10. What types of reading passages did you experience?

Ending Your Session

When the time expires, the system shows you the progress for this session, signs you out of the course, and returns you to the Sign in page.

If a session is inactive for more than 30 minutes, the session is closed and you are returned to the Sign in page.

You can exit the course prior to the end of the session time by clicking on the **X** in the top right of the screen. If you choose to exit the course, the system records the data for that session and returns to the list of assignments.

What did you like best about your reading session?

SuccessMaker Math at a Glance

Grade Levels: K-12*

Overview: SuccessMaker Math is a standards-based interactive multimedia course designed to develop and maintain fundamental Math concepts.

Contents: Seven Strands of instruction:

- Number Sense and Operations
- Data Analysis
- Probability and Discrete Mathematics
- Geometry
- Measurement
- Patterns, Algebra, and Functions
- Fluency (Speed Games)

Features:

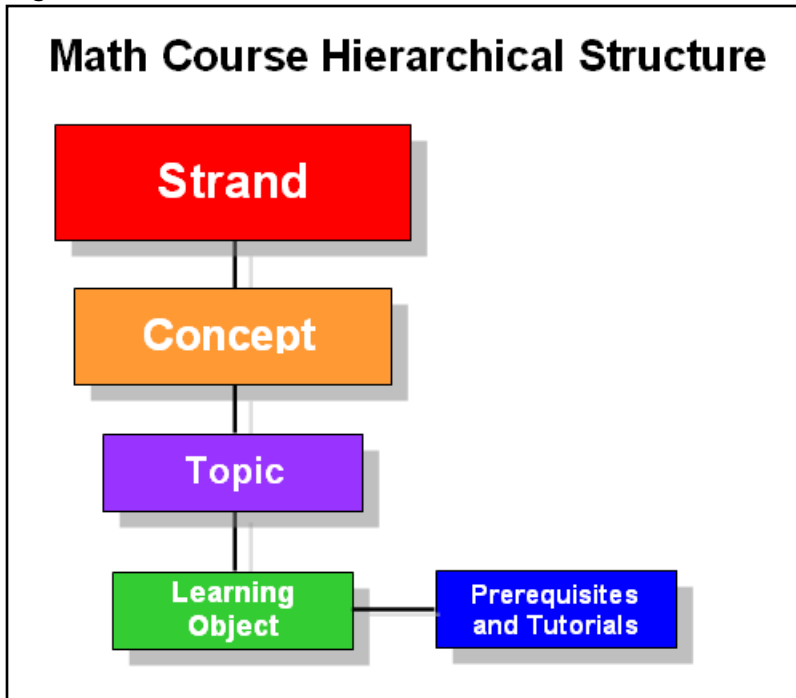
- Engaging interface with a choice of seven animated themes:
- Aligned with State and National Standards
- Initial Placement
- Motion guided by students' responses and interaction
- Mastery Assessment
- Tutorials that use a scaffolded, or step-by-step, model of instruction
- Online tools, such as ruler, protractor, and scratchpad

* Students in demographic grades 9-12 can be enrolled in the course and it will adapt each student's instruction based on their individual abilities and needs. If student levels drop into the grades 3-5 range, the background theme will have an appearance that is age-appropriate for secondary students.

Course Content and Organization

Each grade level in SuccessMaker Math is organized in a hierarchical structure.

Figure 4-1 Math Structure



Features of the Course

The main features of SuccessMaker Math are:

- **Initial Placement:** A diagnostic placement which ensures students are working at an appropriate level
- **Standard Motion:** The capability to adapt to the student's performance and sequence the course accordingly
- **Mixed Presentation:** Random selection of exercises and strands within a particular level. The resulting pool of exercises provides such variety during a session that students rarely see the same combinations of strands, numbers and graphics repeated with the exercises.
- **Mastery Assessment:** The application of a weighted performance formula that examines patterns of response

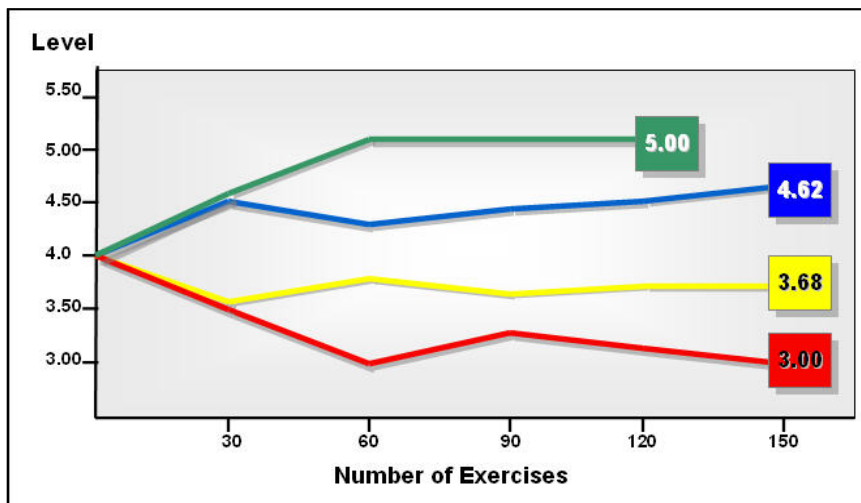
Initial Placement

Initial Placement (IP) ensures each student works at an appropriate level in the course. During IP, the course monitors a student's progress during the first 150 exercises. The course then uses that information to place the student at a level that is neither too easy nor too difficult.

IP monitors progress and makes performance judgments which make the process dynamic. Every 30 exercises, the student's performance at the current level is judged. By the end of IP, students can be moved a maximum of 2 ½ levels up or down from their enrollment level. Once a student completes two sets of 30 exercises with no movement up or down, IP is complete.

- The starting level for IP is the student's demographic level, unless this level is manually set by the teacher. A teacher can manually override the grade level in which a student begins IP, which means the student can experience IP for any grade level, regardless of the enrolled grade level. This functionality can only be applied to assignments in which a student has not yet started working. For detailed instructions, see *Creating Custom Courses by Setting* in the Online Assistance.
- If IP is turned off, the student will begin the course at the enrollment level selected by the teacher.
- As long as the student's level is adjusted in the same direction, adjustment is in broad increments. If the adjustment level changes direction, the increments decrease by half to become more refined until IP is complete.
- Upon completion of IP, the student immediately enters instruction at the IP level. The student has no notification that IP is complete. If IP is completed in the middle of a session, the session will continue.

Figure 4-2 IP Progress



Decisions during IP

One of three decisions can occur as a result of these judgment points:

- If doing well, the student's current level adjusts one-half of a grade level higher in order to challenge the student. This movement will continue until the student changes direction or completes IP.
- If not doing well, the student's current level adjusts down one-half of a grade level, in an effort to better identify the functional level of the student. This movement will continue until the student changes direction or completes IP.
- If the student seems to be functioning with an average performance at the current level, the level will not change for another set of 30 exercises after which another judgment is made.

scaffolded tutorial, the student is presented two problems with the following three steps to teach a concept:

Step 1: The program presents a problem similar to the concept of the skill objective in which the student is struggling. If the student answers incorrectly, the program assumes that the student needs to have problem simplified or restated.

Step 2: The problem is simplified or restated. If the student answers incorrectly once again, the program moves the student into a third step.

Step 3: The instruction is presented with concept-building, hands-on activities. This final step relies heavily on virtual manipulative and visual models.

- **Review of prerequisite material:** The student could receive exercises from Prerequisite Skill in an effort to facilitate understanding of the current skill.

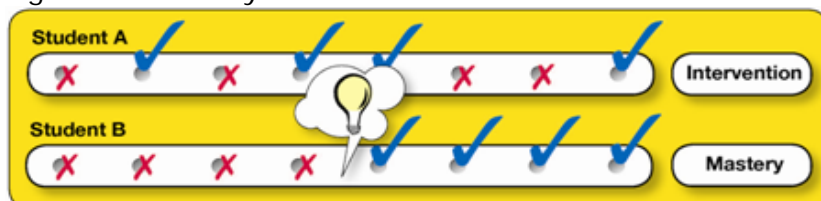
After intervention, the skill is returned to the mix of exercises being presented through Mixed Presentation. The student has another opportunity in a set of 6-8 exercises to show understanding of the skill.

- If understanding is proven, the skill is marked completed/mastered and the student moves on.
- If understanding is not proven, the skill can be placed into Delayed Presentation and goes into the Intervention Cycle, which can be entered three times.

Mastery

SuccessMaker determines the Mastery of a particular objective by analyzing a student's answer pattern, not simply the number of correct answers.

Figure 4-4 Mastery

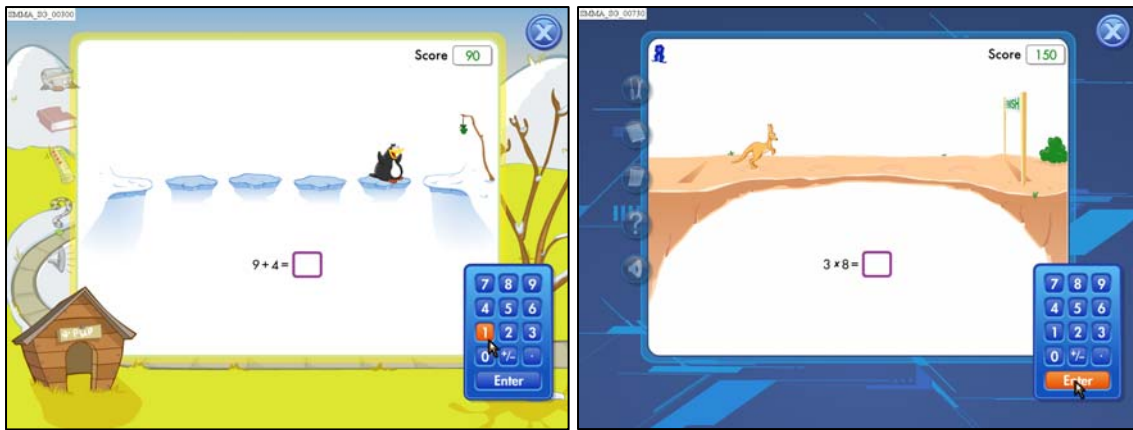


Fluency (Speed Games)

The Fluency strand employs "Speed Games" which enable students in grades 2-12 to practice their basic math skills in addition, subtraction, multiplication, and division. These exercises build automaticity, allowing students to access math facts readily. The Fluency (Speed Games) strand contains a total of 70 exercise sets of 20 facts each.

A scoreboard on the screen reports the cumulative score after each correct response. The points received for each correct answer depend on the speed of the student's response.

Figure 4-5 Fluency (Speed Games)



Themes

Every session consists of a background theme and, in most cases, an animated character that guides you through the course. This character also provides feedback for correct and incorrect answers. The background theme and the animated character change according to the grade level and session.

A neutral theme, which has no animated character, is available in grades 6-12. When a character is available, students in these grades can select from a male or female character.

Students are allowed to choose their theme at the start of the course. If a student does not select a theme, the default theme for that grade is assigned to the student.

The student's current theme will determine the look of the icons. Sample themes are shown in Figure 4-6. For detailed information about themes, see the *SuccessMaker Math Reference Guide*.

Figure 4-6 Sample themes



Rewards

As a reward for every 0.25 level gain in the course, students can select a new theme. If a new theme is not selected within one minute, the system randomly selects a new theme.

Experiencing a Math Session

Sign in to the Reading course using the instructions provided by your Educational Consultant.

Signing in to SuccessMaker Math

To sign in to SuccessMaker Math:

1. Launch the program. The start page appears.
2. Click the graphic to open the **Sign in** page.

Figure 4-7 Sign In Page



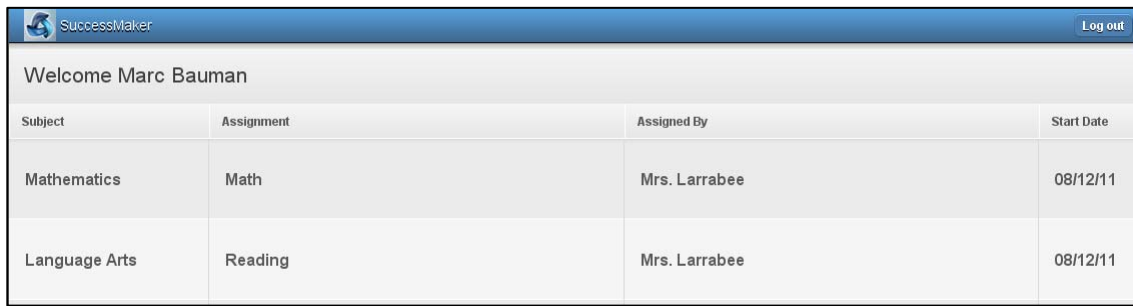
3. Enter the **Username** and **Password** supplied by your Educational Consultant, and then click **Sign in**.

Figure 4-8 Sign in



4. Click the course name to launch the program.

Figure 4-9 Courses



The screenshot shows the SuccessMaker interface. At the top, there is a blue header with the SuccessMaker logo and a 'Log out' button. Below the header, a grey bar displays 'Welcome Marc Bauman'. The main content is a table with four columns: Subject, Assignment, Assigned By, and Start Date. The table contains two rows of data.

Subject	Assignment	Assigned By	Start Date
Mathematics	Math	Mrs. Larrabee	08/12/11
Language Arts	Reading	Mrs. Larrabee	08/12/11

5. If this is your first time signing in to SuccessMaker Math, select the character theme you want during your math sessions. You are allowed 15 seconds to select a character.

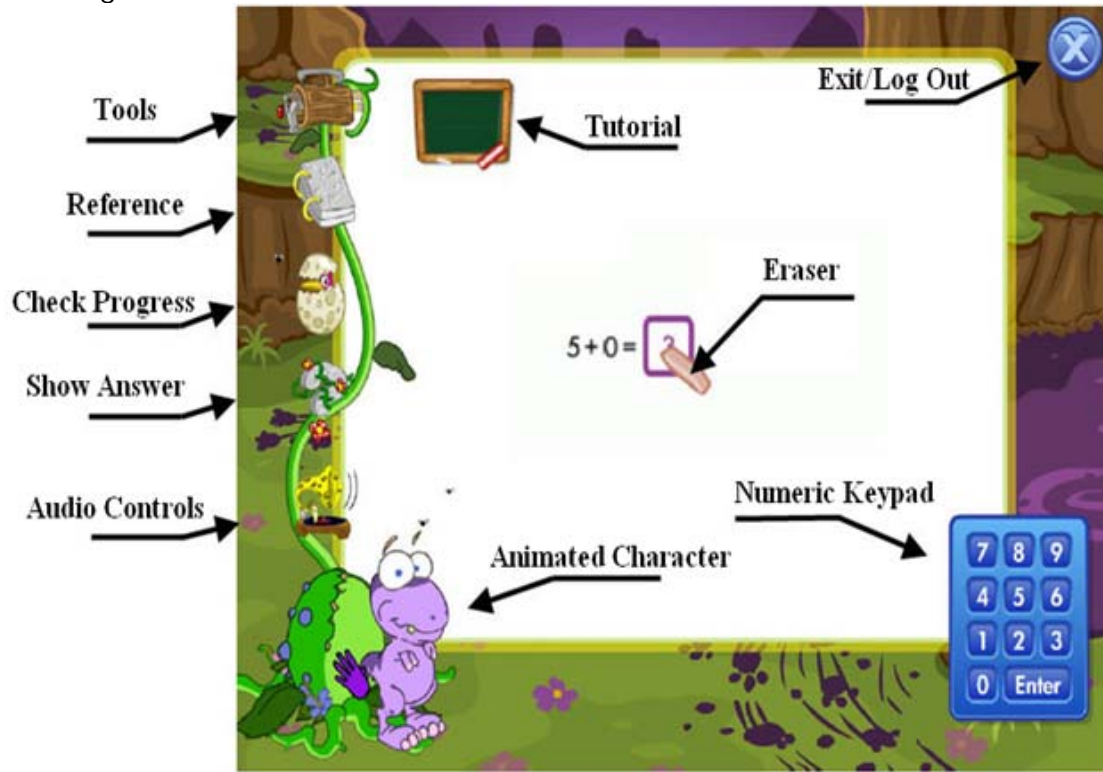
Strategies for Answering the Exercises

- If you are asked to draw a line, click at the beginning point of the line, and then click at the end point of the line. DO NOT click and drag.
- Certain learning objects contain the following three student choices for computation:
 - Scratchpad
 - I Know the Answer
 - Column by Column
- Since students have used the scratchpad for computation or already know the answer, they must enter their answers from *left to right*, just as they would type the number. Students that depend on a traditional algorithm to acquire an answer are directed through the process of working *right to left* through the algorithm with the Column by Column choice.

Resources

While working in your session, practice using the following resources:

Figure 4-10 Math Session Reference



Activity

Match each of the following resources with its functionality:

Glossary

Enables students to access a progress report that shows their score in the current session.

Show Answer

Contains a ruler, protractor, tape measure, and calculator.

Tables

Repeats the instructions and increases or decreases the volume of the audio.

Tools

Provides definitions, illustrations, and animations for terms and concepts included in the SuccessMaker Math course.

Check Progress

Provides a glossary, tables, and currency cards.

Reference

Provides sets of cards with useful mathematical information.

Audio

Solves the current problem. It can be used up to three times for a given skill in the current session. When used, the question is counted as incorrect to ensure an accurate account of the student's abilities.

Ending Your Session

When the time expires, the system shows you the progress for this session, signs you out of the course, and returns you to the Sign in page.

You can exit the course prior to the end of the session time by clicking on the **X** in the top right of the screen. If you choose to exit the course, the system records the data for that session and returns to the list of assignments.

What did you like best about your math session?

5

Getting Started

Before students are able to work in the SuccessMaker courseware, Teachers and/or System Administrators must enroll students into the database. System Administrators can accomplish this with a bulk import of students. Teachers enroll students manually. No matter the method, once enrollment is complete, Teachers and System Administrators need to perform tasks such as grouping students and assigning courses. Steps are provided in this chapter.

In order to get started, you will first need to understand how to [sign in](#), how to use the [Help feature](#), and how to navigate the [Teacher dashboard](#).

Signing In to SuccessMaker

Signing in to the teacher dashboard requires a username and password. Your Educational Consultant will provide you with both.

To sign in to SuccessMaker:

1. Write your Username and Password in the spaces provided below:

Username: _____ Password: _____

2. Launch the program. The start page appears.
3. Click the characters to open the start page.

Figure 5-1 Start Page



4. Enter the **Username** and **Password** supplied by your Educational Consultant, and then click **Sign In**.

Figure 5-2 Sign In



To access support from Pearson Community Connection, click the link under the Sign in button. If you need to call Product Support (888-977-7900) for assistance, your version information is displayed under the Pearson bar.

Help/Online Assistance

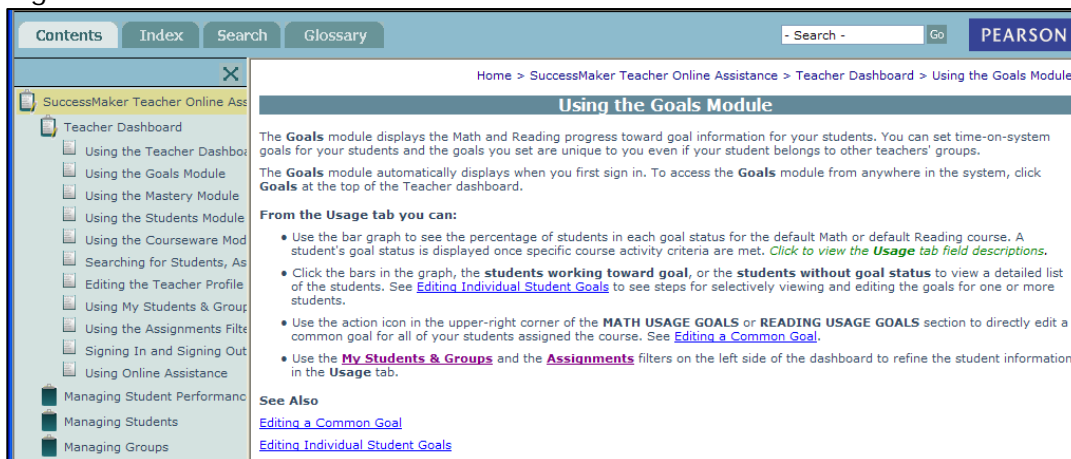
Before beginning any tasks in the Teacher dashboard, it's important to be familiar with the Help feature, also known as Online Assistance. Help provides useful information and step-by-step instructions.

Generally, the **Help** button can be found in the upper right corner or at the bottom of a SuccessMaker window.

Online Assistance offers the following features to help you find the information you need:

- **Contents:** View and drill-down through the contents
- **Index:** View indexed keywords in alphabetical order
- **Search:** Search by keyword
- **Glossary:** Find definitions of key terms
- **Pearson logo:** See copyright information or visit the Pearson School website

Figure 5-3 Online Assistant

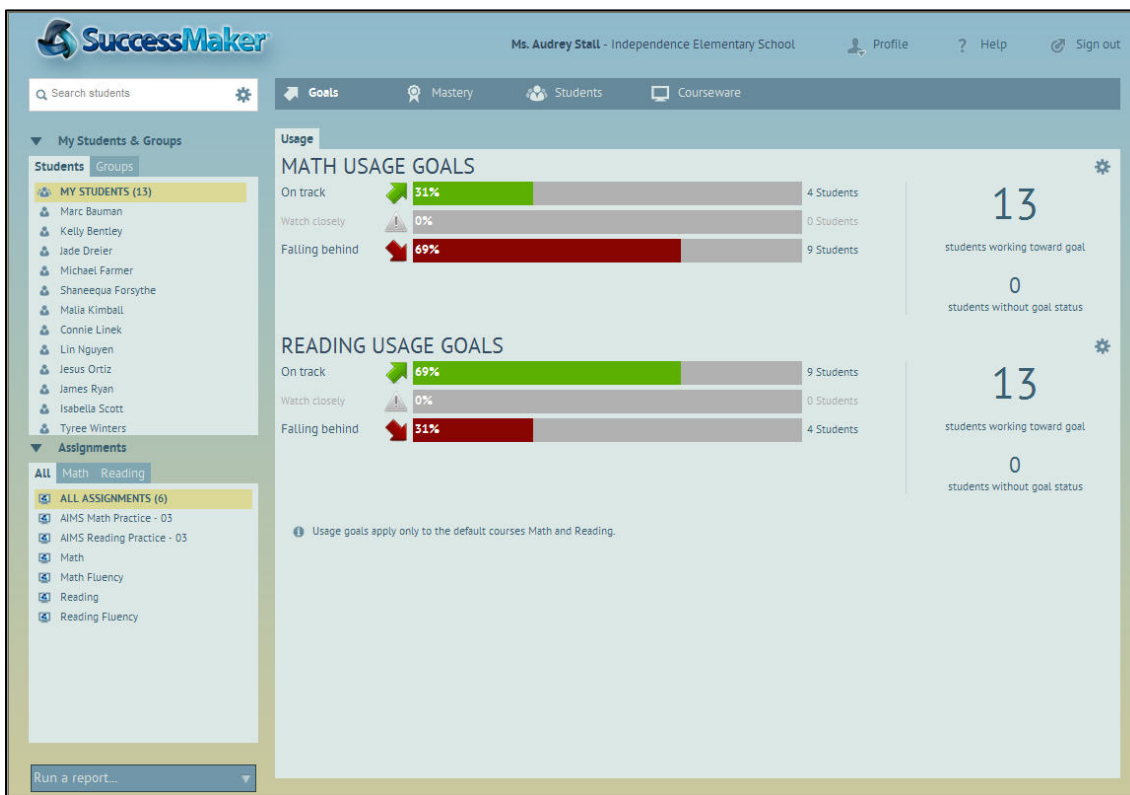


Navigating the Teacher Dashboard

The Teacher dashboard enables you to manage students, groups, and courseware. It displays a summary of your groups' performance, based on assignments skills and state standards.

Because the Teacher Dashboard is comprehensive, general information is provided in [Table 5-1](#) and details will be provided later in this guide.






Figure 5-4 Teacher Dashboard



The teacher dashboard displays the following navigation menu icons:

Table 5-1 Teacher Dashboard Icons

Icon	Name	Purpose
	Goals	Displays the Math and Reading progress toward goal information for your students. You can set time-on-system goals for your students and the goals you set are unique to you even if your student belongs to other teachers' groups.
	Mastery	Displays assessed skills for the default and custom courses based on settings Math and Reading courses. Use the My Students & Groups and Assignments filters on the left to filter the list of assessed items. Only selected students that have been assigned one or more default courses or custom courses based on settings are included in the mastery status tracking.

Icon	Name	Purpose
	Students	Allows you to view student performance, add a new student, assign students to a course/assignment, add students to a group, remove students from assignments or groups, and manage groups using the Performance, Roster, or Groups tabs.
	Courseware	Allows you to view and manage your assignments, custom courses, and to access all courses within your school course repository.
	Profile	Allows a teacher can view and update basic teacher profile information details, including password changes.
	Help	Displays the Online Assistant that applies to the task you are performing. The Online Assistant is always available to you when you use the SuccessMaker Learning Management System (LMS).
	Sign Out	Allows you to exit the Teacher Dashboard and return to the SuccessMaker Sign In screen.

Tasks for Getting Started

Adding Students

Your System Administrator may have already added students to the SuccessMaker system using the File Import. Before adding any students, confirm with your System Administrator.



Only users with administrative rights can perform a file import.

To add a student:

1. Click **Students** at the top of the Teacher dashboard, and then click the **Performance** tab or the **Roster** tab.
2. Click **Actions** to the right of the tabs, and then click **Add**.
3. In the **ACTIONS** menu, click **Add new student**.
4. In the **ADD NEW STUDENT** panel, enter the student registration details (see [Table 5-2 Registration Fields](#)). Press the **Tab** key to move between fields or click in specific fields.

Table 5-2 Student Registration Fields

Fields	Descriptions
<p>Entries in all fields, except the Grade and Birthday fields, must meet the following conditions:</p> <ul style="list-style-type: none"> • May be from 1 through 255 characters in length • May include special characters and numbers • Must exclude spaces at the beginning or end of the entry • May include one space between characters 	
First Name	Student's first name.
Middle Name	Student's middle name.
Last Name	Student's last name.
Grade	Student's grade.
Birthday	Student's birth date in mm/dd/yyyy format.
Student ID	Student's identification number, usually assigned by the district. The Student ID must be unique.
Username	Student's user name. The user name must be unique and is case-sensitive. Pearson Digital Learning recommends the student's first name and last name in all lowercase letters (for example, janedoe) or the unique student ID as the naming convention for student usernames. Please confirm with your school's System Administrator or your PDL Educational Consultant.
Password	The student's password. The password does not need to be unique. Your school may have adopted a system for student passwords, please confirm with your school's System Administrator.
Confirm Password	Re-type the password.

5. If applicable, enter the additional student demographic information (see [Table 5-3 Demographic Details](#)).

- If demographic information is required by your administrator, the demographic fields will display automatically.
- If demographic information is optional, click **Edit Demographics** to view the fields or click **Hide Demographics** to hide the fields.

Table 5-3 Demographic Details

Name	Filters
Disability Status	Filters: All, Yes, No, Not Specified

Name	Filters
English Lang. Proficiency	Filters: All, English, English Lang. Learner, Not Specified
Gender	Filters: All, Female, Male, Not Specified
Migrant Status	Filters: All, Migrant, Non-migrant, Not Specified
Race/ Ethnicity	Filters: All, African American, Asian/Pacific Islander, Caucasian, Hispanic/Latino, Native American/Alaskan, Other, Not Specified
Socioeconomic Status	Filters: All, Economically disadvantaged, Not economically disadvantaged, Not Specified
Special Services	Filters: 504 Plan, Gifted/Talented, IEP, No Special Services, Other

- Click **Save** to finish creating the student, or click **Cancel** to exit without saving your changes.
- Click **Done** to exit multi-edit mode.

Checking Your Enrollments Using the Roster Tab

Once you have added students, or if your System Administrator has imported students, you can display a list of students on the **Roster** tab under **Students**. Here, you can also add a new student, add students to a group, remove a student from a group, and edit a student.

Figure 5-5 Roster Tab

The screenshot displays the SuccessMaker interface for a user named Ms. Audrey Stall at Independence Elementary School. The main content area is titled 'Roster' and shows a table of students. The table has the following columns: Name, Grade, Username, Student ID, and Teachers. The students listed are:

Name	Grade	Username	Student ID	Teachers
Marc Bauman	Grade 3	stumb	stumb	Ms. Stall
Kelly Bentley	Grade 3	stulb	stulb	Ms. Stall
Jade Dreier	Grade 3	stujdas	stujdas	Ms. Stall
Michael Farmer	Grade 3	stulf	stulf	Ms. Stall
Shanequa Forsythe	Grade 3	stulf	stulf	Ms. Stall
Maja Kimball	Grade 3	stulk	stulk	Ms. Stall
Connie Linek	Grade 3	stuldas	stuldas	Ms. Stall
Lin Nguyen	Grade 3	stuln	stuln	Ms. Stall
Jesus Ortiz	Grade 3	stulo	stulo	Ms. Stall
James Ryan	Grade 3	stulr	stulr	Ms. Stall
Isabella Scott	Grade 3	stulk	stulk	Ms. Stall
Tyree Winters	Grade 3	stulws	stulws	Ms. Stall
Isaac Yahya	Grade 3	stulyas	stulyas	Ms. Stall

The interface also includes a sidebar with 'My Students & Groups' (showing 'MY STUDENTS (13)') and 'Assignments' (showing 'ALL ASSIGNMENTS (6)' including AIMS Math Practice - 03, AIMS Reading Practice - 03, Math, Math Fluency, Reading, and Reading Fluency). A 'Run a report...' button is visible at the bottom left of the roster view.

Editing a Student

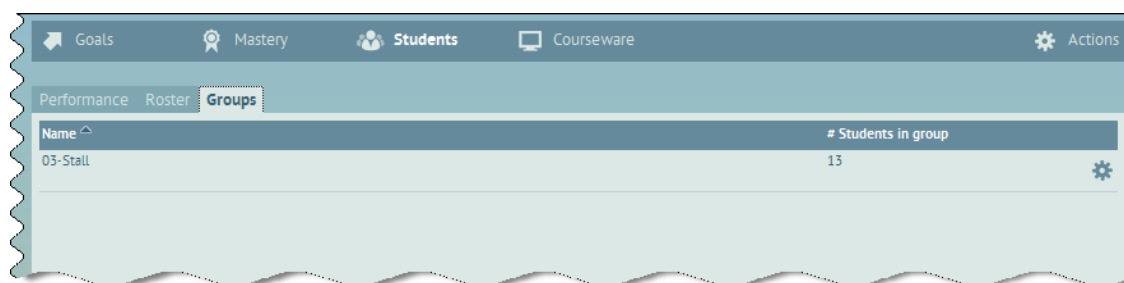
You can change a student's personal and/or demographic information (e.g., birth date, migrant status, etc.) using the following procedure:

1. Click **Students** at the top of the Teacher dashboard, and then click the **Roster** tab.
2. Click the action icon next to the student you want to edit.
3. In the **ACTIONS** menu, click **Edit student details and demographics**.
4. In the **EDIT** panel, click in the fields to change student registration details. Press the **Tab** key to go to the next field, or click to move between the fields. See [Table 5-2 Student Registration fields](#) for descriptions.
5. Click **Edit Demographics** to change demographic information for the student. See [Table 5-3 Demographic Details](#) for descriptions of each field.
 - If demographic information is required by your administrator, the demographic fields will display automatically.
 - If demographic information is optional, click **Edit Demographics** to view the fields or click **Hide Demographics** to hide the fields.
6. Click **Save** to save your edits, or click **Cancel** to exit without saving your changes.
7. Click **Done** to exit edit mode.

Adding Groups

Your System Administrator may have already added students to groups using the File Import. Before creating groups and adding any students, confirm with your System Administrator.

Figure 5-6 Groups Tab (Partial)



To add a group:

1. Click **Students** at the top of the Teacher dashboard, and then click the **Groups** tab.
2. Click **Actions** to the right of the tabs, and then click **Add**.
3. In the **ACTIONS** menu, click **Add new group**.

4. Enter a unique name for the new group using up to 35 characters.
5. Click **Save** to finish creating the group, or click **Cancel** to exit without saving your changes.
6. Click **Done** to return to the **Groups** tab.

To rename a group:

1. Click **Students** at the top of the Teacher dashboard, and then click the **Groups** tab.
2. Click the action icon to the right of the selected group.
3. In the **ACTIONS** menu, click **Rename group**.
4. In the **RENAME** panel, type the group's new name, and then click **Save** to confirm the change, or click **Cancel** to exit without saving changes.
5. Click **Done** to return to the **Groups** tab.

Adding Students to Groups

Grouping students has a variety of advantages such as viewing data for demographic groups in addition to your class(es). You can add one or more students to one or more groups from tabs using **Students** at the top of the Teacher dashboard.

Choose one of the following scenarios and refer to the steps below to complete your task:

- [Adding One Student to One or More Groups](#)
- [Adding One or More Students to a Group](#)
- [Adding One or More Students to One or More Groups](#)

Adding One Student to One or More Groups

1. Click **Students** at the top of the Teacher dashboard, and then click the **Roster** tab.
2. Click the action icon to the right of the student you want to add to a group.
3. In the **ACTIONS** menu, click **Add student to group**.
4. In the **ADD STUDENTS to** panel, do one of the following:
 - Click to select one or more groups in the list, or
 - Click **Select All** to select all of the groups in the list or **Deselect All** to remove all selections from the list, or
 - Type the name of the group in the **Find** filter, and then click the search icon. Select the groups from the search results, or
5. Click **Add**, or click **Cancel** to close the panel without adding the students.

Adding One or More Students to a Group

1. Click **Students** at the top of the Teacher dashboard, and then click the **Groups** tab.
2. Click the action icon to the right of the group to which you want to add students.
3. In the **ACTIONS** menu, click **Add one or more of my students to group**.
4. In the **SELECT STUDENTS TO ADD** panel, do one of the following:
 - Click each student you would like to add to the group, or
 - Click **Select All** to select all of the students in the list or **Deselect All** to remove all selections from the list, or
 - Type the name of the student in the **Find** filter, and then click the search icon. Select the students from the search results.
5. Click **Add**, or click **Cancel** to close the panel without adding the students.

Adding One or More Students to One or More Groups

You can add one or more students to one or more groups using the **Groups**, **Roster**, or **Performance** tabs.

Using the Groups Tab

1. Click **Students** at the top of the Teacher dashboard, and then click the **Groups** tab.
2. Click **Actions** to the right of the tabs.
3. Click in the list to select the groups to which you want to add students, and then click **Add**.
4. In the **ACTIONS** menu, click **Add one or more of my students to groups**, and then do one of the following:
 - Click each student you would like to add to the groups, or
 - Click **Select All** to select all of the students in the list or **Deselect All** to remove all selections from the list, or
 - Type the name of the student in the **Find** filter, and then click the search icon. Select the students from the search results.
5. Click **Add**, or click **Cancel** to close the panel without adding the students.
6. Click **Done**.

Using the Roster or Performance Tab

1. Click **Students** at the top of the Teacher dashboard, and then click the **Roster** or **Performance** tab.
2. Click **Actions** to the right of the tabs.

3. Click in the list to select one or more students, and then click **Add**.
4. In the **ACTIONS** menu, click **Add students to existing group**, and then do one of the following:
 - Click each group to which you would like to add the student, or
 - Click **Select All** to select all of the groups in the list or **Deselect All** to remove all selections from the list, or
 - Type the name of the group in the **Find** filter, and then click the search icon. Select the groups from the search results.
5. Click **Add**, or click **Cancel** to close the panel without adding the students.
6. Click **Done**.

Assigning Default Courses

Reading and Math courses are available for you to assign to your students. “Default” courses utilize motion algorithms for individual student instruction.

Default courses are located in the **School Course Repository** tab found in **Courseware** at the top of the Teacher dashboard. On this tab, the default courses are identified by the author “SuccessMaker”.



If you will be forecasting student achievement through Prescriptive Scheduling reports in your implementation, you **MUST** enroll students in the default courses with Initial Placement on.

To assign the default math and reading courses:

1. Click **Courseware** at the top of the Teacher dashboard.
2. Click the **School Course Repository** tab. Any of the following columns can be sorted in ascending or descending order:

Table 5-4 School Course Repository Tab Columns

Name	Purpose
Name	Name of the custom course. The system default courses and any course authored by another person display with a lock icon, indicating that the course cannot be edited. Locked courses can be assigned to a student or group of students by any teacher.
Subject	Course subject area.
Author	The author of the course. “SuccessMaker” is the author of the default math and reading courses. Courses created by teachers in the school display the Teacher’s name.
Created	Displays the date the course was created.
Assigned	Displays the latest date the course was assigned by any teacher within the school. This information assists with clearing outdated, unused courses from the school repository.

3. Click the **Author** column heading to sort the columns in ascending or descending order by author.
4. Click **Actions** in the toolbar at the top right of the Teacher dashboard.
5. Scroll down until you locate the Math and Reading courses with the author "SuccessMaker." Then, select one or both courses.

Figure 5-7 Default Math and Reading Courses (partial)

Name	Subject	Author	Created	Assigned
Reading Spelling 5 Easily confused words	Language Arts	Spencer	06/13/2012	06/13/2012
Math	Mathematics	SuccessMaker	05/12/2010	08/15/2011
Reading	Language Arts	SuccessMaker	05/12/2010	08/15/2011
Copy of Math	Mathematics	Thomas	06/13/2012	--
Reading-Thompson-3	Language Arts	Thompson	06/13/2012	06/13/2012
Math CC No Scratchpad	Mathematics	Wayland	06/05/2012	--
READING NO IP--3YW	Language Arts	Whitmore	06/13/2012	06/13/2012
Zellmer Custom	Language Arts	Zellmer	06/12/2012	--
Zellmer math custom	Mathematics	Zellmer	06/12/2012	--

6. Click **Assign** in the toolbar at the top right of the Teacher dashboard.
7. Select either **One or more of my students** or **One or more of my groups**.
8. Select one or more names of students or groups. You can also elect to click **Select All** instead.
9. Click **Assign** at the bottom of the **Assign to...** window or click **Cancel** to end this task.
10. Click **Done** in the toolbar at the top of the Teacher dashboard and return to the course list.



Once a course has been assigned to one or more students, it is referred to as an "Assignment".

Viewing/Editing Settings of Default Course Assignments

You can edit assignment settings from the **Performance** tab in **Students** or from the **Assignments** tab in **Courseware**.

To view or edit assignment settings:

1. Do one of the following:
 - Click **Courseware** at the top of the Teacher dashboard, and then click the **Assignments** tab.
 - Click **Students** at the top of the dashboard, and then click the **Performance** tab.
2. Click the action icon next to the assignment.

3. In the ACTIONS menu, click **View assignment settings** to view the settings, or click **Edit assignment settings** to make changes to the course. The ASSIGNMENT or EDIT ASSIGNMENT panel displays.
4. Click the **Settings** tab to view or update fields. See [Table 5-5 Reading Courseware Settings](#) and [Table 5-6 Math Courseware Settings](#) for recommended settings, change options, and function descriptions.

Table 5-5 Reading Courseware Settings

Course Setting	Recommended Setting	Can Change After Assignment is Launched?	Function
Session Length	Default, 20 min. It is inadvisable for any grade to exceed 40 min per day (ideally, in separate sessions).	YES	Sets the amount of time (5-180 minutes) a student is allowed to work in a course for each session. When the session ends, the progress report is displayed and the student must sign in again.
Idle Time	Default, 5 min	YES	Sets the elapsed time limit (2-6 minutes) for student inactivity. One minute prior to the idle time elapsing, a warning indicator is displayed until the idle time elapses, and then the student is signed out.
Initial Placement	Default, ON	NO	Activates or deactivates IP for the student/group. If the students or groups begin the course with IP Off, they cannot be placed into IP later. If the starting point has been set manually, you can modify the setting to activate IP.
Display LO information	Default, ON	YES	Enables the display of the Learning Objective ID.
Help Icon Active	Default, ON	YES	Enables access to Help.

Course Setting	Recommended Setting	Can Change After Assignment is Launched?	Function
Spanish Glossary	Default, OFF	YES	<p>Enables or disables the Spanish toggle button. When Off, the Spanish toggle button is not displayed. When On, the Spanish toggle button is displayed in the Glossary window below the definition.</p> <ul style="list-style-type: none"> • If changed at the assignment level, the change is applied to all groups and students with the assignment. • If changed for a specific group or student, the change is only applied to the designated group or student.
Fluency	OFF	YES	<p>Enables or disables fluency activities. When Fluency is On, the student can perform fluency activities. When Fluency is changed to Off to disable fluency activities, a confirmation message is displayed and the Fluency recording time is changed to 0.</p>
Fluency Recording Time	Default, 5 min	YES	<p>Sets the amount of time (1-10 minutes) a student is given to record each reading of the fluency activities. When the time limit is reached, the recording stops.</p> <p>Fluency activities include retelling of a passage and the oral reading of words, phrases, or a passage.</p>
Manually Set Course Level	Default, OFF	NO	<p>Enables you to override the enrolled grade level and manually set the course level when customizing a default course based on settings.</p>

Course Setting	Recommended Setting	Can Change After Assignment is Launched?	Function
Course Level	Default, unless turning off Manually Set Course Level	NO	Displays only when Manually set course level is On and enables you to adjust the course level by moving the slider using the mouse pointer. Since IP affects the course level, you can either manually set the Course level or rely on IP to set the course level.

Table 5-6 Math Courseware Settings

Course Setting	Recommended Setting	Can Change After Assignment is Launched?	Function
Session Length	Default, 15 min. It is inadvisable for any grade to exceed 40 min per day (ideally, in separate sessions).	YES	Sets the amount of time (5-180 minutes) a student is allowed to work in a course for each session. When the session ends, the progress report is displayed and the student must sign in again.
Idle Time	Default, 5 min	YES	Sets the elapsed time limit (2-6 minutes) for student inactivity. One minute prior to the idle time elapsing, a warning indicator is displayed until the idle time elapses, and then the student is signed out.
Show/limit progress report	Default, 3 times per session	YES	Limits the number of times (0-10) a student can view the Progress Report during a session. Set this option to 0 to deactivate the Progress Report. When the setting is deactivated or the student reaches the limit, the Progress Report icon is not displayed.
Initial Placement (IP)	Default, On	NO	Activates or deactivates IP for the student/group. If the students or groups begin the course with IP Off, they cannot be placed into IP later.

Course Setting	Recommended Setting	Can Change After Assignment is Launched?	Function
Calculator	Default, Off	YES	Enables or disables access to the calculator. If the calculator is required by the Learning Objective , it will be available to the student regardless of this setting.
Display LO information	Default, On	YES	Enables the display of the Learning Objective ID.
Scratchpad	Default, On	YES	Enables or disables the Scratchpad feature as often as you choose. When Off, the icon is not displayed. Changes made while an assignment is in progress will be visible to the student the next time the course is launched.
Show Answer	Default, On	YES	Enables the Show Answer icon, which provides the answer to the current exercise. Each use will count as incorrect. Show Answer can be used a maximum of three times per skill and then the icon becomes grayed out.
Speed Games	Default, On	NO	Enables speed games, including addition, subtraction, multiplication, and division games.
Speed Games Time Per Question	Default, 3 seconds	YES	Sets the number of seconds (6 second or less) a student is allowed for each question during a speed game session.
Speed Games Total Time	Default, 1 minute	YES	Sets the number of minutes (1-3) for a game's duration.
Manually Set Course Level	Default, Off	YES	Enables you to override the enrolled grade level and manually set the course level when customizing a default course based on settings.

Course Setting	Recommended Setting	Can Change After Assignment is Launched?	Function
Course Level	--	NO	<p>Displays only when Manually set course level is On and enables you to adjust the course level by moving the slider using the mouse pointer.</p> <p>Since IP affects the course level, you can either manually set the Course level or rely on IP to set the course level.</p>

6

Custom Courses

The ability to customize SuccessMaker courses presents endless possibilities to meet students' instructional needs. You can create custom assignments that remediate specific skills or concepts; offer intervention for struggling students; isolate lessons correlated to specific Common Core or state standards; or provide simple modifications such as more time in a session. If you need to customize the courses in any way, you have several options:

- [Create a new course based on another course's settings](#)
- [Create a new course based on another course's skills](#)
- [Create a new course based on another course's state standards](#)
- [Create a new course based on an existing course in the School Course Repository](#)
- [Create a new course based on one of your own custom courses](#)

Creating a Course Based on Settings

You can create a custom course based on:

- The settings in an existing default course
- The settings in a custom course created by another teacher
- The settings in a custom course created by you

To create a custom course based on settings:

1. Click **Courseware** at the top of the Teacher dashboard.
2. Do one of the following:
 - Click the **My Custom Courses** tab to select from your custom courses, and then click the action icon next to the course, or
 - Click the **School Course Repository** tab to select from the default courses and courses created by other teachers, and then click the action icon next to the course.
3. In the Actions menu, click **Create new course based on this course's settings**.
4. In the **CREATE NEW COURSE** panel, type a unique name for the new course in **Enter the name for the course**.

5. In the Settings tab, complete your setting selections. Refer to Chapter 5, [Table 5-5 Reading Courseware Settings](#) and [Table 5-6 Math Courseware Settings](#) for descriptions of each.
6. Once you have made all of your selections, click **Save** to save your changes, click **Reset** to reset the original settings, or click **Cancel** to exit without saving the new course.

Creating a Course Based on Skills

You can create a custom course based on:

- The skills in an existing default course
- The skills in a custom course created by another teacher
- The skills in a custom course created by you

To create a custom course based on skills:

1. Click **Courseware** at the top of the Teacher dashboard.
2. Do one of the following:
 - Click the **My Custom Courses** tab to select from your custom courses, and then click the action icon next to the course, or
 - Click the **School Course Repository** tab to select from the default courses and courses created by other teachers, and then click the action icon next to the course.
3. In the ACTIONS menu, select **Create new course based on this course's skills**.
4. In the **CREATE NEW COURSE** panel, type a unique name for the new course in Enter the name for the course.
5. Click the **Skills** tab, and then select a grade level for the new course in the Grade box. The strands for the selected grade level display in the tab.
6. To review the entire course hierarchy of strands, concepts, skills, and learning objects:
 - a. Click the right arrow icon for a parent object (e.g., strand) and continue to click the right arrow icon to move down through the parent and child objects and eventually to the learning object.
 - b. When necessary, use the **Back** button to navigate back to the previous level.
7. To preview a learning object or Print Partner:
 - a. Click down to the learning object level.
 - b. Click the **Learning Objects** tab or the **Print Partners** tab in the right panel.

- c. Click the filename link. The learning object or Print Partner opens in a new browser tab.
8. To turn on parent or child objects for your custom course, click the **OFF** button.
 - If all child objects for the selected parent object are turned on, then the button displays **ON**.
 - If all child objects for the selected parent object are turned off, then the button displays **OFF**.
 - If some but not all child objects for the selected parent object are turned on, then the button displays **ON** with diagonal stripes.
9. In the Settings tab, complete your selections. Refer to Chapter 5, [Table 5-5 Reading Courseware Settings](#) and [Table 5-6 Math Courseware Settings](#) for descriptions of each.
10. Click **Save** to save your changes, click **Reset** to reset the original settings, or click **Cancel** to exit without saving the new course.

Creating a Course Based on Standards

You can create a custom course based on:

- The standards in an existing default course
- The standards in a custom course created by another teacher
- The standards in a custom course created by you

To create a custom course based on standards:

1. Click **Courseware** at the top of the Teacher dashboard.
2. Do one of the following:
 - Click the **My Custom Courses** tab to select from your custom courses, and then click the action icon next to the course, or
 - Click the **School Course Repository** tab to select from the default courses and courses created by other teachers, and then click the action next to the course.
3. In the **ACTIONS** menu, click **Create new course based on this course's state standards**.
4. In the **CREATE NEW COURSE** panel, type a unique name for the new course in Enter the name for the course.
5. Click the Standards tab, and then select a standard in the standards framework box.
6. Select the appropriate grade level for the new course in the grade box. The selected standards display in the tab.

7. To review the entire course hierarchy of strands, concepts, performance objectives, and learning objects:
 - a. Click the right arrow icon for a parent object (e.g., strand) and continue to click the right arrow icon to move down through the parent and child objects and eventually to the learning object.
 - b. When necessary, use the **Back** button to navigate back to the previous level.
8. To preview a learning object:
 - a. Click down to the learning object level.
 - b. Click the **Learning Objects** tab in the right panel.
 - c. Click the filename link. The learning object opens in a new browser tab.
9. To turn on parent or child objects for your custom course, click the **OFF** button.
 - If all child objects for the selected parent object are turned on, then the button displays **ON**.
 - If all child objects for the selected parent object are turned off, then the button displays **OFF**.
 - If some but not all child objects for the selected parent object are turned on, then the button displays **ON** with diagonal stripes.
10. In the **Settings** tab, complete your selections. Refer to Chapter 5, [Table 5-5 Reading Courseware Settings](#) and [Table 3-6 Math Courseware Settings](#) for descriptions of each.
11. Click **Save** to save your changes, click **Reset** to reset the original settings, or click **Cancel** to exit without saving the new course.

Creating a new course based on an existing course in the School Course Repository

The **School Course Repository** tab allows you to access all courses created within your school. Using courses in the repository saves you time and effort. Also, sharing courses ensures consistency in instructional initiatives within grade levels and the school.



The My Students & Groups and Assignments filters are not designed to work with the School Course Repository tab.

To use the School Course Repository tab:

1. Click **Courseware** at the top of the Teacher dashboard.
2. Click the **School Course Repository** tab. Click a column heading to sort the columns in ascending or descending order.

Table 6-1 School Course Repository Tab Columns

Name	Purpose
Name	Name of the custom course. The system default courses and any course authored by another person display with a lock icon, indicating that the course cannot be edited. Locked courses can be assigned to a student or group of students by any teacher.
Subject	Course subject area.
Author	The author of the course. "SuccessMaker" will be the author of the default math and reading courses. Courses created by teachers in the school will bear the Teacher's name.
Created	Displays the date the course was created.
Assigned	Displays the latest date the course was assigned by any teacher within the school. This date assists with cleaning up older, unused courses from the school repository.

3. Click **Actions** to the right of the tabs to change to multi-edit mode.
4. Once in multi-edit mode, do one of the following:
 - Click to select one or more courses in the list, or
 - Click **Select All** to select all of the courses in the list, or **Deselect All** to clear all selections, or
 - Type the course name in the **Find** filter, and then click the search icon. Select from the results.
5. With one or more courses selected, click **Assign** to assign selected courses to one or more students or groups of students.
6. Click **Done** to exit multi-edit mode and return to the course list.

Use the action icon to the right of a single course to:

- [Assign a course to one or more of your students.](#)
- [Assign a course to one or more of your groups of students.](#)
- [View course settings.](#)
- [Create a new course based on the selected course.](#)
- [Rename your own course.](#)
- [View other teachers who have assigned your custom course.](#)

Create a new course based on one of your own custom courses

The **My Custom Courses** tab displays all custom courses you have created. Use the **School Course Repository** tab to view the system default courses and other teacher's courses.



The My Students & Groups and Assignments filters are not designed to work with the School Course Repository tab.

To open the My Custom Courses tab:

1. Click **Courseware** at the top of the Teacher dashboard.
2. Click the **My Custom Courses** tab. Click a column heading to sort the columns in ascending or descending order.

Table 6-2 My Custom Courses Tab Columns

Name	Purpose
Name	Name of the custom course. The system default courses and any course authored by another person display with a lock icon, indicating that the course cannot be edited. Locked courses can be assigned to a student or group of students by any teacher.
Subject	Course subject area.
Author	The author of the course. "SuccessMaker" will be the author of the default math and reading courses. Courses created by teachers in the school will bear the Teacher's name.
Created	Displays the date the course was created.
Assigned	Displays the latest date the course was assigned by any teacher within the school. This date assists with cleaning up older, unused courses from the school repository.

3. Click **Actions** to the right of the tabs to change to multi-edit mode.
4. Once in multi-edit mode, do one of the following:
 - Click to select one or more courses in the list, or
 - Click **Select All** to select all of the courses in the list, or **Deselect All** to clear all selections, or
 - Type the course name in the **Find** filter, and then click the search icon. Select from the results.
5. With one or more courses selected, click **Assign** to assign the selected courses to [one or more students or groups of students](#).
6. Click **Done** to exit multi-edit mode and return to the course list.

Use the action icon to the right of a single course to:

- [Assign a course to one or more of your students.](#)
- [Assign a course to one or more of your groups of students.](#)
- [View course settings and edit if the course has not yet been assigned.](#)
- [Create a new course based on the selected course.](#)
- [Rename your own course.](#)
- [Remove a course.](#)
- [View other teachers who have assigned your custom course.](#)

Modifying Custom Course Settings

You can edit your own unassigned custom courses within *Courseware* on the toolbar at the top of the Teacher dashboard. For information about editing settings for assigned courses, see [Viewing and Modifying Assignment Settings](#).

To view or edit the settings for a course:

1. Click **Courseware** at the top of the Teacher dashboard.
2. Do one of the following:
 - Click the **My Custom Courses** tab, and then click the action icon next to the course.
 - Click the **School Course Repository** tab, and then click the action icon next to the course.
3. Click **View course settings** to view the settings, or click **Edit course settings** to make changes to the course. The **COURSE** or **EDIT COURSE** panel displays.



You can only modify settings for a course that you created. To modify settings for a system default course, or another teacher's course, create a new course based on the selected course.

- For custom courses based on Settings, click the **Settings** tab to view or update fields. Refer to [Table 5-5 \(Reading Settings\)](#) and [Table 5-6 \(Math Settings\)](#) for descriptions of each setting.
- For custom courses based on skills:
 - Click the **Settings** tab to view or update fields. Refer to [Table 5-5 \(Reading Settings\)](#) and [Table 5-6 \(Math Settings\)](#) for descriptions of each setting.
 - Click the **Skills** tab to view or change the Strands, Concepts, Skills, or specific Learning Objects. You cannot edit skills for an assigned course. For more information on selecting skills, see [Creating a Course Based on Skills](#).

- For custom courses based on standards:
 - Click the **Settings** tab to view or update fields. Refer to [Table 5-5 \(Reading Settings\)](#) and [Table 5-6 \(Math Settings\)](#) for descriptions of each setting.
 - Click the **Standards** tab to view or change the performance objectives and learning objects for the course based on state standards. For more information on selecting standards, see [Creating a Course Based on Standards](#).
- 4. Click **Save** to save your changes, click **Reset** to reset the options to their original settings, or click **Cancel** to exit without saving the new course.

Renaming Custom Courses

You can rename a course from the **My Custom Courses** tab or from the **School Course Repository** tab only if you have authored the course.

To rename a custom course:

1. Click **Courseware** at the top of the Teacher dashboard, and then click the **My Custom Courses** tab or the **School Course Repository** tab.
2. Click the action icon next to the course, and then click **Rename course**.
3. In the RENAME COURSE? panel, type the new name for the course, and then click **OK**, or click **Cancel** to exit without saving the changes.

Removing a Custom Course

You can remove a course from the **My Custom Courses** tab or from the **School Course Repository** only if the course is not assigned to a student.

To remove a custom course:

1. Click **Courseware** at the top of the Teacher dashboard, and then click the **My Custom Courses** tab or the **School Course Repository** tab.
2. Click the action icon next to the course, and then click **Remove course**.
3. In the REMOVE COURSE? panel, type **delete** to confirm deletion, and then click **OK**, or click **Cancel** to exit.

Assigning Custom Courses

If you have created courses, from the Teacher dashboard, you can:

- Assign a single course to one or more students or groups
- Assign multiple courses to one or more students or groups.

Assigning a Single Course to a One or More Students or Groups

1. Click **Courseware** at the top of the Teacher dashboard, and then do one of the following:
 - Click the **Assignments** tab.
 - Click the **My Custom Courses** tab.
 - Click the **School Course Repository** tab.
2. Click the action icon next to the assignment or course you want to assign.
3. In the **ACTIONS** menu, do the following:
 - Click **One or more of my students**, or
 - Click **One or more of my groups**.
4. In the **ASSIGN to** panel, select the students or groups as follows:
 - Click to select one or more students or groups, or
 - Click **Select All** to select all of the students or groups in the list, or **Deselect All** to clear all selections, or
 - Type the name of the student or group in the **Find** filter, and then click the search icon. Select the students or groups from the search results.
5. After making your student or group selections, click **Assign** or click **Cancel** to exit with saving the changes.

Assigning One or More Courses to One or More Students or Groups

1. Do one of the following:
 - Click **Courseware**, and then click the **Assignments** tab.
 - Click **Courseware**, and then click the **My Custom Courses** tab.
 - Click **Courseware**, and then click the **School Course Repository** tab.
2. Click **Actions** in the upper-right side of the dashboard to open multi-edit mode.
3. Click in the list to select the courses you want to assign, or click **Select All** or **Deselect All** to either choose all the courses listed, or remove all selections.
4. Click **Assign** at the top of the dashboard.
5. In the **ACTIONS** menu, do one of the following:
 - Click **One or more of my students**.
 - Click **One or more of my groups**.
6. In the **ASSIGN to** panel, select the students or groups as follows:

- Click to select one or more students or groups, or
 - Click **Select All** to select all of the students or groups in the list, or **Deselect All** to clear all selections, or
 - Type the name of the student or group in the **Find** filter, and then click the search icon. Select from the search results.
7. After making your student or group selection, click **Assign** or click **Cancel** to exit with saving the changes.



Once a course has been assigned to one or more students, it is referred to as an "Assignment".

Modifying Assignment Settings

You can edit assignment settings from the **Performance** tab in **Students** or from the **Assignments** tab in **Courseware**.

To view or edit assignment settings:

1. Do one of the following:
 - Click **Courseware** at the top of the Teacher dashboard, and then click **the Assignments** tab.
 - Click **Students** at the top of the dashboard, and then click the **Performance** tab.
2. Click the action icon next to the assignment.
3. In the ACTIONS menu, click **View assignment settings** to view the settings, or click **Edit assignment settings** to make changes to the course. The ASSIGNMENT or EDIT ASSIGNMENT panel displays.
 - For assignments of courses based on Settings, click the **Settings** tab to view or update fields. Refer to [Table 5-5 \(Reading Settings\)](#) and [Table 5-6 \(Math Settings\)](#) for descriptions of each setting.
 - For assignments of courses based on Skills:
 - Click the **Settings** tab to view or update fields. Refer to [Table 5-5 \(Reading Settings\)](#) and [Table 5-6 \(Math Settings\)](#) for descriptions of each setting.
 - Click the **Skills** tab to view the Strands, Concepts, Skills, and specific Learning Objects. You cannot edit skills for an assigned course. For more information on navigating the skills hierarchy or for creating a new course based on the existing course's skills, see [Creating a Course Based on Skills](#).
 - For assignments of courses based on Standards:
 - Click the **Settings** tab to update any fields necessary. Refer to [Table 5-5 \(Reading Settings\)](#) and [Table 5-6 \(Math Settings\)](#) for

descriptions of each setting.

- Click the **Standards** tab to view the performance objectives and learning objects for the course based on state standards. You cannot edit performance objectives for an assigned course. For more information on navigating the hierarchy or for creating a new course based on this course's standards, see [Creating a Course Based on Standards](#).
4. Click **Save** to save your changes, click **Reset** to reset the options to their original settings, or click **Cancel** to exit without saving the new course.

Activating and Deactivating Student Assignments

Assignments are active by default. Deactivating an assignment for a student removes the assignment from the student's view while retaining the assignment.

Activating or Deactivating an Assignment for One Student

1. Click **Students** at the top of the Teacher dashboard, and then click the **Performance** tab.
2. Click the action icon next to the selected student.
3. In the **ACTIONS** menu, do one of the following:
 - To deactivate an assignment, click **Deactivate assignment**.
 - To activate an assignment, click **Activate assignment**.

Activating or Deactivating an Assignment for One or More Students

Use these steps to activate or deactivate an assignment for multiple students or a student with a current assignment.

1. Click **Courseware** at the top of the Teacher dashboard, and then click the **Assignments** tab.
2. Click the action icon next to the assignment in the list.
3. In the **ACTIONS** menu, click **Manage assigned students**.
4. In the **ASSIGNED STUDENTS** panel, do one of the following:
 - Click to select each student, or
 - Click **Select All** to select all of the students in the list or **Deselect All** to remove all selections from the list, or
 - Type the name of the student in the **Find** filter, and then click the search icon. Select from the search results.
5. Once the appropriate students are selected, do one of the following:
 - To activate the assignment for students listed with an **Inactive** assignment status, click **Activate**.

- To deactivate the assignment for students listed with an Active assignment status, click **Deactivate**.

Viewing a List of Teachers Assigning Your Course

You can view a list of teachers who have assigned one of your custom courses.

To see a list of teachers who have assigned your course:

1. Click **Courseware** at the top of the Teacher dashboard, and then click the **My Custom Courses** tab or the **School Course Repository** tab.
2. Click the action icon next to your course, and then click **View teachers who have assigned this course**.
3. In the **COURSE ASSIGNED by...** panel, click **Close** to close the panel and return to the course list.

Removing an Assignment

There are multiple ways to remove an assignment on the Teacher dashboard.



When you remove an assignment, it is removed from the student's home page and the student's progress data is **permanently deleted**.

There are six scenarios for removing an assignment. Click on one of the following scenarios for the steps to complete your task:

- [Removing One Assignment from One Student](#)
- [Removing One Assignment from One or More Students](#)
- [Removing One Assignment from All Assigned Students](#)
- [Removing One or More Assignments from One or More Students or Groups](#)
- [Removing One or More Assignments from All Assigned Students](#)
- [Removing One or More Students from One or More Assignments](#)

Removing One Assignment from One Student

1. Click **Students** at the top of the Teacher dashboard, and then click the **Performance** tab.
2. Click the action icon next to the selected student assignment.
3. In the **ACTIONS** menu, click **Remove assignment**.
4. In the **REMOVE ASSIGNMENT?** panel, type **delete** to confirm deletion, and then click **OK** to save your changes, or click **Cancel** to exit.

Removing One Assignment from One or More Students

1. Click **Courseware** at the top of the Teacher dashboard, and then click the **Assignments** tab.
2. Click the action icon next to the selected assignment.
3. In the **ACTIONS** menu, click **Manage assigned students**.
4. In the **ASSIGNED STUDENTS** panel, do one of the following:
 - Click to select one or more students, or
 - Click **Select All** to select all of the students in the list or **Deselect All** to remove all selections from the list, or
 - Type a student's name in the **Find** filter, and then select the student from the search results.
5. Click **Remove**, or click **Cancel** to close the panel without removing an assignment.
6. In the **REMOVE ASSIGNMENT?** panel, type **delete** to confirm deletion, and then click **OK** to save your changes, or click **Cancel** to exit.

Removing One Assignment from All Assigned Students

1. Click **Courseware** at the top of the Teacher dashboard, and then click the **Assignments** tab.
2. Click the action icon next to the assignment you want to remove.
3. In the **ACTIONS** menu, click **Remove assignment**.
4. In the **REMOVE ASSIGNMENT?** panel, type **delete** to confirm deletion, and then click **OK** to save your changes, or click **Cancel** to exit.

Removing One or More Assignments from One or More Students or Groups

The following procedure removes the assignment from the students, but retains the custom course within the **My Custom Courses** or **School Course Repository** tabs.

1. Click **Courseware** at the top of the Teacher dashboard, and then click the **Assignments** tab.
2. Click **Actions** in the upper-right side of the dashboard to open multi-edit mode for assignments.
3. Click to select one or more assignments, and then click **Remove**.
4. In the **ACTIONS** menu, do one of the following:
 - To remove the assignment from a student, click **One or more of my students**. The **REMOVE ASSIGNMENTS FROM...** panel appears.
 - Click to select one or more students from the student list, or

- Click **Select All** to select all of the students in the list or **Deselect All** to remove all selections from the list, or
 - Type the student's name in the **Find** filter, and then select the student from the search results.
 - To remove the assignment from a group of students, click **One or more of my groups**. The **REMOVE ASSIGNMENTS FROM...** panel appears.
 - Click to select one or more groups from the group list, or
 - Click **Select All** to select all of the groups in the list or **Deselect All** to remove all selections from the list, or
 - Type the group's name in the **Find** filter, and then select the group from the search results.
5. Click **Remove**.
 6. In the **REMOVE ASSIGNMENTS?** panel, type **delete** to confirm deletion, and then click **OK**, or click **Cancel** to exit.
 7. Click **Done** to exit multi-edit mode.

Removing One or More Assignments from All Assigned Students

Use the following procedure to remove all students from an assignment and remove the assignment from the assignments list, but retain the custom course in the **My Custom Courses** and/or **School Course Repository** tabs.

1. Click **Courseware** at the top of the Teacher dashboard, and then click the **Assignments** tab.
2. Click **Actions** in the upper-right side of the dashboard to open multi-edit mode for assignments.
3. Click to select one or more assignments, and then click **Remove**.
4. In the **ACTIONS** menu, click **Remove selected assignments**.
5. In the **REMOVE ASSIGNMENT?** panel, type **delete** to confirm deletion, and then click **OK**, or click **Cancel** to exit.
6. Click **Done** to exit multi-edit mode.

Removing One or More Students from One or More Assignments

1. Click **Students** at the top of the Teacher dashboard, and then click the **Performance** tab or **Roster** tab.
2. Click **Actions** on the upper-right side of the dashboard to open multi-edit mode.
3. Click to select the students, and then click **Remove**.
4. In the **ACTIONS** menu, click **One or more assignments**.
5. In the **REMOVE STUDENTS from...** panel, do one of the following:
 - Click to select one or more assignments from the assignment list, or

- Click **Select All** to select all of the assignments in the list or **Deselect All** to remove all selections from the list, or
 - Type the assignment's name in the **Find** filter, and then select the assignment from the search results.
6. Click **Remove**, or click **Cancel** to close the panel without removing an assignment.
 7. In the **REMOVE STUDENTS FROM ASSIGNMENTS?** panel, type **delete** to confirm deletion, and then click **OK**, or click **Cancel** to exit.
 8. Click **Done** to exit edit mode.

7

Monitoring Progress on the Teacher Dashboard

At-a-glance progress monitoring is available in some areas of the Teacher dashboard. Information about goals and performance for students and groups displays in color. Filters allow Teachers to list students, groups, or assignments in numerous configurations.

My Students & Groups Filter

The **My Students & Groups** filter on the left side of the Teacher dashboard allows you to filter lists of your students, groups, and assignments in most of the tabs. Use the right/down arrow icon to expand or collapse the filter list.



This filter is **not** designed to work with the following tabs:

- Students > Roster tab
- Courseware > My Custom Courses tab
- School Course Repository tab

To use the My Students & Groups Filter:

1. Click the **Students** or **Groups** tab.
2. Click in the tabbed list to select one or more students or groups. As you make your selections, the tabbed list is filtered to display only what you have selected.
3. Click an item a second time to clear the selection.

The Assignments Filter

The **Assignments** filter on the left side of the Teacher dashboard allows you to filter lists of your students, groups, and assignments throughout the various tabs or when running reports. Use the right/down arrow icon to expand or collapse the filter list.



This filter is **not** designed to work with the following tabs:

- Students > Roster tab
- Courseware > My Custom Courses tab
- School Course Repository tab

To use the Assignments Filter:

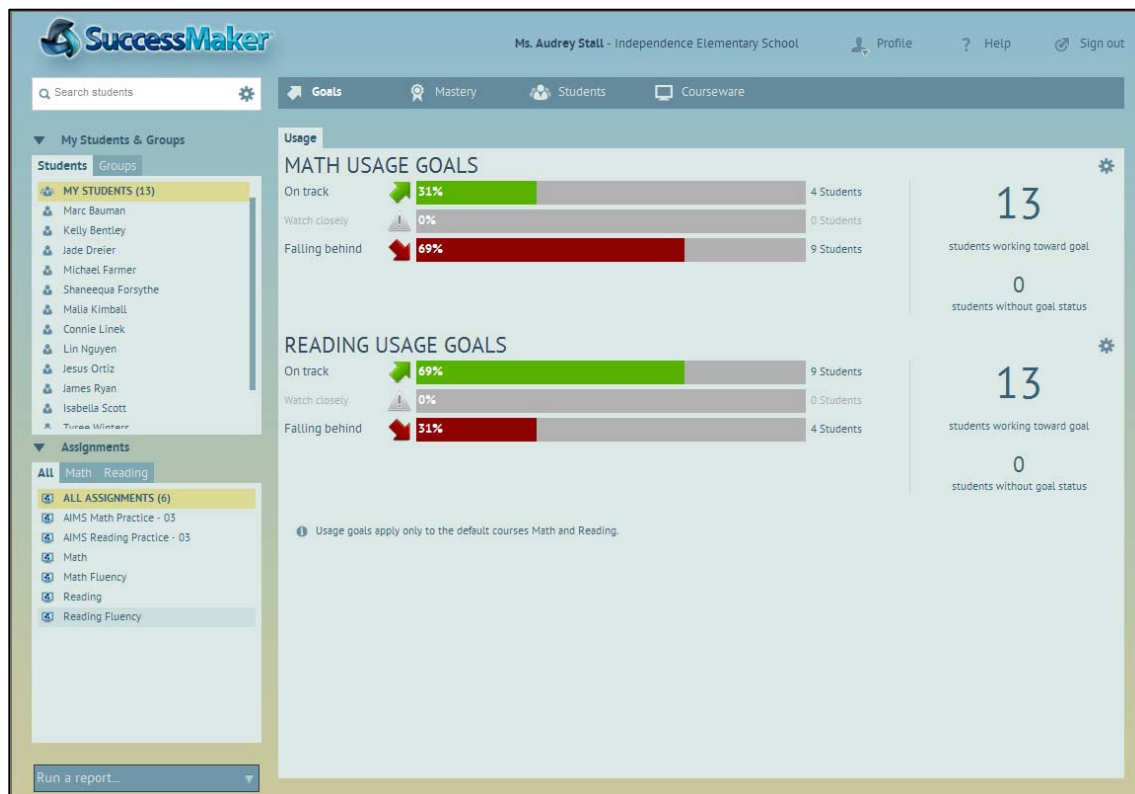
1. Click on the **All**, **Math**, or **Reading** tab to filter the assignments.
2. Click in the tabbed list to select one or more assignments. As you make your selections, the tabbed list is filtered to display only what you have selected.
3. Click an item a second time to clear the selection.

Goals

Goals shows students' Math and Reading progress toward a goal. You can set time-on-system goals for your students and the goals you set are unique to you even if your student belongs to other teachers' groups.

Goals automatically displays when you first sign in to the Teacher dashboard. To access it from anywhere in the system, click **Goals** in the toolbar at the top of the Teacher dashboard.

Figure 7-1 Goals



Usage Tab



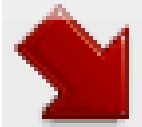
In **Goals** you will find a **Usage tab**. From this tab you can:

- Use the bar graph to see the percentage of students in each goal status for the default Math or default Reading course. A student's goal status is displayed once specific course activity criteria are met.

Table 7-1 Usage Goals

Fields	Descriptions
Math Usage Goals	<p>Displays the number of students assigned to Math, based on the selection in the My Students & Groups filter, and then the numbers and percentages of those students that have <i>On track, Watch closely, or Falling behind</i> status.</p> <p>Also displays the number of students who have yet to receive a goal status. Each student's status is based strictly on their time in the course, and not on any other performance metrics such as skill mastery or percent correct.</p>
Reading Usage Goals	<p>Displays the number of students assigned to Reading, based on the selection in the My Students & Groups filter, and then the numbers and percentages of those students that have <i>On track, Watch closely, or Falling behind</i> status.</p> <p>Also displays the number of students who have yet to receive a goal status. Each student's status is based strictly on their time in the course, and not on any other performance metrics such as skill mastery or percent correct.</p>

Table 7-2 Goals Status Descriptions

Icon	Fields	Descriptions
	On Track	These students are projected to meet the goal comfortably. This status represents students who are ahead of the target trajectory enough to miss some time or slow down slightly and still make the goal. Absent a major change to their trend, these students will make the goal.
	Watch Closely	These students are around the target trajectory and could fall on either side of the goal, depending on minor changes in their personal trajectory. Their progress should be monitored but not necessarily modified, especially early in the year when trends are based on minimal data.
	Falling Behind	These students are projected to fall short of the goal. Absent a major change in their trajectory on their own, an intervention is likely needed. Even with increased usage, a student may stay in this range for some time until the gap is closed enough to change status.

- Click the bars in the graph, the **students working toward goal**, or the **students without goal status** to view a detailed list of the students. See [Editing Individual Student Goals](#) to see steps for selectively viewing and editing the goals for one or more students.

Figure 7-2 Individual Usage Goal Status

The screenshot shows the SuccessMaker interface for Ms. Audrey Stall at Independence Elementary School. The main content area displays 'Math USAGE GOALS - On track' with a table of student progress. The table has columns for Student, Status, Time In Course (hh:mm & pace marker), Avg Min/Wk (hh:mm), Add'l Min/Wk (hh:mm), Target Hrs (hh:mm), and Target End Date. The data is as follows:

Student	Status	Time In Course (hh:mm & pace marker)	Avg Min/Wk (hh:mm)	Add'l Min/Wk (hh:mm)	Target Hrs (hh:mm)	Target End Date
Michael Farmer	On Track	29:42	--	--	23:00	05/15/2012
Shaneequa Forsythe	On Track	31:00	--	--	23:00	05/15/2012
Lin Nguyen	On Track	29:35	--	--	23:00	05/15/2012
Tyree Winters	On Track	31:40	--	--	23:00	05/15/2012

The interface also includes a sidebar with 'My Students & Groups' (listing 13 students) and 'Assignments' (listing 6 assignments like AIMS Math Practice - 03, Math, Math Fluency, Reading, and Reading Fluency). A 'Run a report...' button is at the bottom left.

- Use the action icon in the upper-right corner of the **MATH USAGE GOALS** or **READING USAGE GOALS** section to directly edit a common goal for all of your students assigned the course. See [Editing a Common Goal](#).

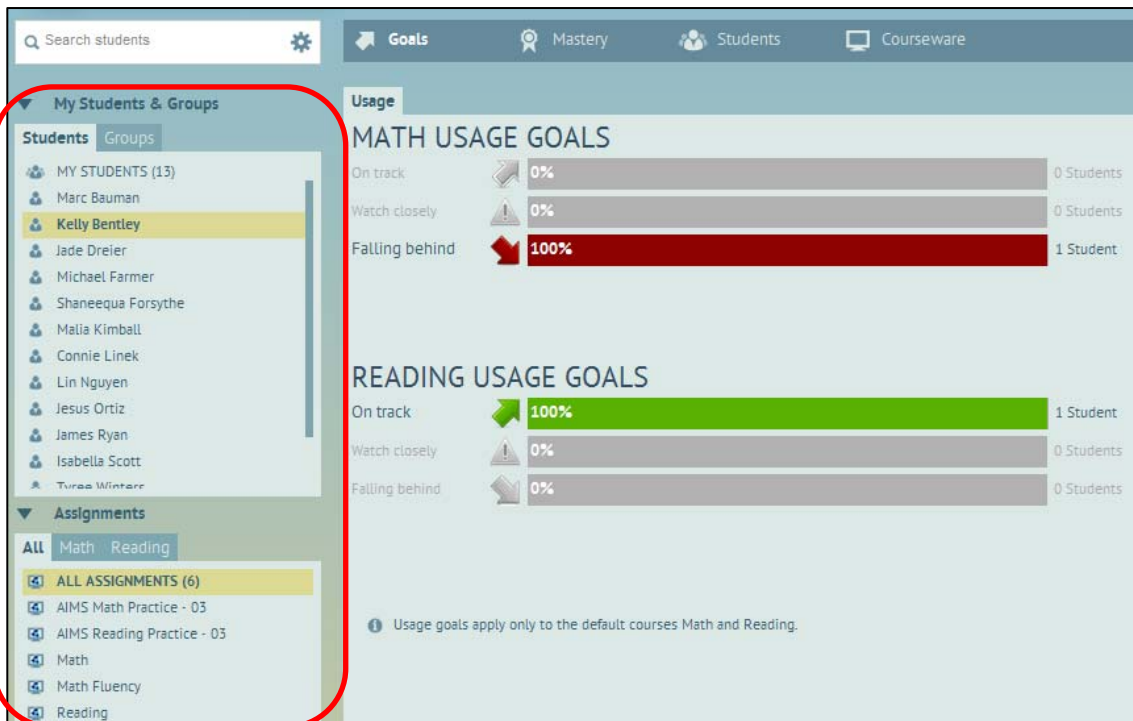
Figure 7-3 Edit Goal

The screenshot shows the 'EDIT GOAL (1 student selected)' dialog box. It contains the following elements:

- Title:** EDIT GOAL (1 student selected)
- Note:** Note: some students may have different goal settings. Changes made here will affect all selected students.
- End date:** 05/19/2012 mm/dd/yyyy
- Hours in course:** A slider control.
- Buttons:** Save, Reset, and Cancel.

- Use the **My Students & Groups** and the **Assignments** filters on the left side of the dashboard to refine the student information in the **Usage** tab.

Figure 7-4 My Students & Groups and Assignments



Editing a Common Goal

The **Usage** tab allows you to edit a common goal for all of your students assigned the default Math or default Reading course. To edit a goal for a select number of your students, see [Editing Individual Student Goals](#).

To edit a common goal for all of your students assigned the course:

1. Click **Goals** on the Teacher dashboard to view the Usage tab. See [Table 7-1 Usage Goals](#) for field descriptions.
2. To filter the information you see in the **Time in Course** tab, use the **My Students & Groups** or **Assignments** filters on the left side of the dashboard.
3. Click the action icon in the **MATH USAGE GOALS** or the **READING USAGE GOALS** section. The EDIT GOAL window displays the total number of selected students assigned the course.

Table 7-3 Edit Goal

Fields	Descriptions
End date	<p>The date by which the goal should be achieved. By default, the goal end date is May 1st.</p> <ul style="list-style-type: none"> • If the course is assigned on May 1st or later in 2012, the default goal date will be set to May 1st of 2013. • If the course is assigned prior to May 1st of 2012, the default goal date will be set to May 1st of 2012.
Hours in course	<p>The number of hours in which the goal should be achieved. By default, the goal hours are:</p> <ul style="list-style-type: none"> • Reading: 20 hours • Math: 23 hours



Multiple displays in the **End date** or **Hours in course** field when selected students currently have different goal end dates or goal hours for the course.

- To change the goal **End date**, click in the field and type the new date.
- To choose the goal hours for the selected students, use the **Hours in course** slider.
- Do one of the following:
 - Click **Save** to save the changes and return to the **Usage** tab with the updated goal status.
 - Click **Reset** to reset the goal settings to the system defaults for the school, and then click **Save** to save the settings and return to the **Usage** tab.
 - Click **Cancel** to cancel the changes and return to the **Usage** tab.

Editing Individual Student Goals

The **Usage** tab provides access to a list of your students and their progress against their goals. You can use the goal-based student list to selectively edit the individual goals for one or more students. To edit a common goal for all of your students, see [Editing a Common Goal](#).

Viewing Individual Student Goals

To view individual student goals:

- Click **Goals** on the Teacher dashboard.
- To filter the information you see in the **Usage** tab, use the **My Students & Groups** or **Assignments** filters on the left side of the dashboard.

3. In the **MATH USAGE GOALS** or **READING USAGE GOALS** section, do one of the following:
 - Click **On track** to view only students that are projected to meet the time in course goal comfortably.
 - Click **Watch closely** to view only the students that are around the target trajectory and could fall on either side of the goal.
 - Click **Falling behind** to view only the students that are projected to fall short of the goal.
 - Click **(number of) students working toward goal** to view all students with goal status for that course. In this list, students without a goal status display after students with a goal status by default.
 - Click **(number of) students without goal status** to view only the students who have yet to receive a goal status.

The corresponding student list appears. You can sort the columns in ascending or descending order by clicking the column heading.

Table 7-4 Usage Goals

Fields	Descriptions
Students	Student's name.
Status	<p>Displays the student goal status: <i>On track, Watch closely, or Falling behind.</i></p> <p>To receive a goal status, all of the following criteria must be met:</p> <ul style="list-style-type: none"> • The student has completed two or more sessions, and • The student started the course at least seven days ago, and • The student has spent 20 minutes or more in the course.
Time In Course	The total time the student has spent in the course, including IP. The vertical line in the bar graph indicates where the student should be relative to the goal end date.
Average Min/Wk	Average minutes per week the student has spent in the course. This calculation is based on the most recent four weeks of activity.
Add'l Min/Wk	Additional minutes per week needed on top of the Average Min/Wk figure to meet the goal, relative to the goal end date.
Target Hrs	The defined target hours for the student's goal.
Target End Date	The defined end date for the student's goal.

4. Click **Back** to close the student list and return to the **Usage** tab.

Editing Individual Student Goals in the Student List

To selectively edit the goals for one or more students:

1. Complete Steps 1 through 3 of [Viewing Individual Student Goals](#).
2. In the selected **Math USAGE GOALS** or **Reading USAGE GOALS** section, click the action icon at the right, and then do one of the following:
 - Click in the list to select one or more students.
 - Click **Select All** to select all the students in the list, or **Deselect All** to remove all selections.
3. After making your selections, click the **Edit** button. The EDIT GOAL window appears.

Table 7-5 Edit Goal

Fields	Descriptions
End date	<p>The date by which the goal should be achieved. By default, the goal end date is May 1st.</p> <ul style="list-style-type: none">• If the course is assigned on May 1st or later in 2012, the default goal date will be set to May 1st of 2013.• If the course is assigned prior to May 1st of 2012, the default goal date will be set to May 1st of 2012.
Hours in course	<p>The number of hours in which the goal should be achieved. By default, the goal hours are:</p> <ul style="list-style-type: none">• Reading: 20 hours• Math: 23 hours




Multiple displays in the **End date** or **Hours in course** field when students currently have different goal end dates or goal hours for the course.

4. To change the goal **End date**, click in the field and type the new date.
5. To choose the goal hours for the selected students, use the **Hours in course** slider.
6. Do one of the following:
 - Click **Save** to save the changes.
 - Click **Reset** to reset the goal settings to the system defaults for the school, and then click **Save**.
 - Click **Cancel** to cancel the changes.
7. Click **Done** to exit edit mode and return to the list of students.
8. Click **Back** to return to the **Usage** tab.

Managing Student Performance Details

The **Student Performance Details** tab in [Goals](#) provides performance and progress information for students and groups.

To view the Student Performance Details tab:

1. Do one of the following:
 - Click **Goals** on the Teacher dashboard, and then click a goal status, **(number of) students working toward goal**, or **(number of) students without goal status** to open the student list.
 - Click **Students** on the dashboard, and then click the **Performance** tab.
2. Click the action icon to the right of the student.
3. In the **ACTIONS** menu, click **Student Performance Details**. The **Student Performance Details** tab displays, showing the following graphs:
 - [Progress Monitoring Graph](#)
 - [Last Session Graph](#)
4. Click the **Show summary** button in the lower-right corner of the tab to view a summary of the information provided in the graphs. Click **Hide summary** to remove the summary information from the view.
 If there is not enough data to display a graph, an explanatory message will appear below the graph title.
5. Use the < (Previous) and > (Next) buttons at the bottom of the tab to navigate between the students.
6. Use the scroll bar to the right of the graphs to view all graph information in the tab.
7. Click the **Back** button to close the **Student Performance Details** tab and return to the previous tab.

Progress Monitoring Graph

The **Progress Monitoring Graph** shows each student's progress (gain) over time against their target levels so you can follow their performance through the year. It is only available for default Math and Reading courses or custom courses based on settings.

The student's gain is determined by subtracting the IP level (if IP setting is On) or the Assigned Level (if IP setting is Off), from the Current level.

Figure 7-5 Progress Monitoring Graph

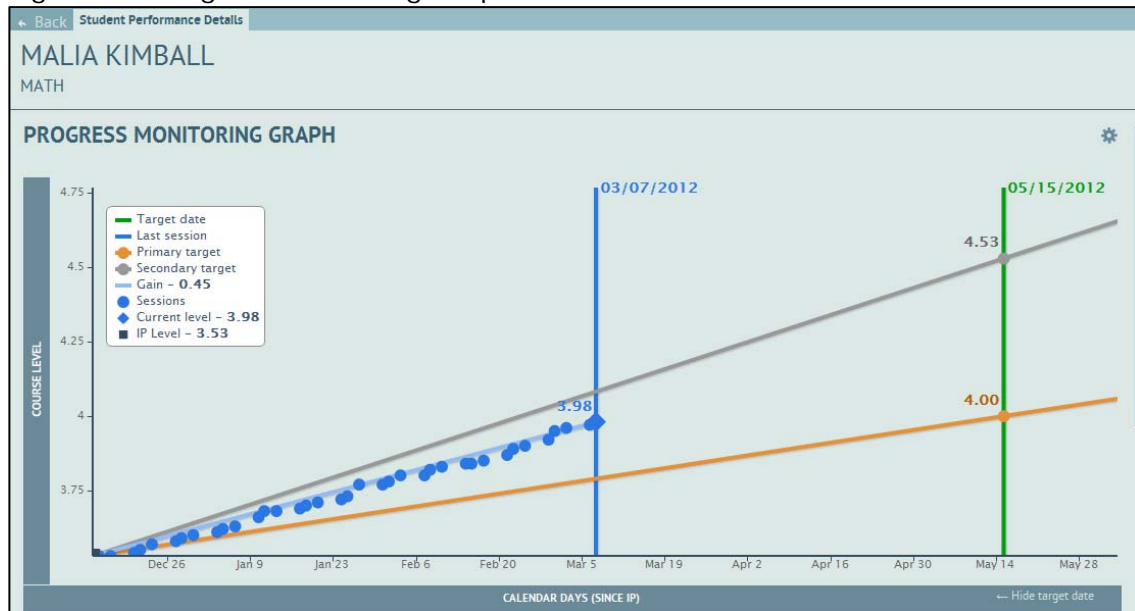


Table 7-6 Progress Monitoring Graph

Fields	Descriptions
Performance Targets	
Primary Target	<p>The presumed primary aim line for the student, represented by an orange line in the graph. The default Primary target is the Assigned level plus one year's gain, but can be adjusted by clicking the action icon in the upper-right corner of the graph.</p> <p>When the Primary target and Secondary target levels are the same, the secondary aim line will overlap the primary aim line, but both target level numbers will display in the graph.</p>
Hours in course	<p>A secondary aim line to monitor the student against two aim lines, represented by a gray line. The default target is IP level (IP On) or Assigned level (IP Off), plus one year's gain. The Secondary target can be adjusted by clicking the action icon in the upper-right corner of the graph.</p> <p>When the Primary target and Secondary target levels are the same, the secondary aim line will overlap the primary aim line, but both target level numbers will display in the graph.</p>
Target Date	<p>Date used to project the Primary target and Secondary target graph lines. The Target date defaults to 8.5 months from the student's first session. Click the action icon in the upper-right corner of the graph to modify a date.</p>
Days to Target	<p>Number of days from the current date to the Target date.</p>
Level Details	
Assigned Level	<p>Assigned start level for course. When IP is Off, the graph calculates from this starting point.</p>

Fields	Descriptions
IP Level	If IP is On, this is the level at which the student exited IP. When IP is On, the graph calculates from this starting point represented by a square symbol in the graph.
Current Level	Current course level, represented by a blue diamond symbol in the graph.
Gain	Current level minus IP level (for courses with IP On) or Assigned level (for courses with IP Off, represented by a light blue line in the graph).
Usage Details	
Last session date	Date of the student's last completed session. Displays -- in the summary for a course that has not yet launched.
Total sessions	Total number of sessions the students has completed in the course, including IP.
Session since IP	When IP is off, this is the number of sessions. When IP is On, this is the number of sessions since IP. Session level, date. Each session is represented by a blue dot in the graph.
Total time spent	Total amount of time the student spent in the course, including IP.
Avg. session time	Average amount of time the student spent per session, including IP.

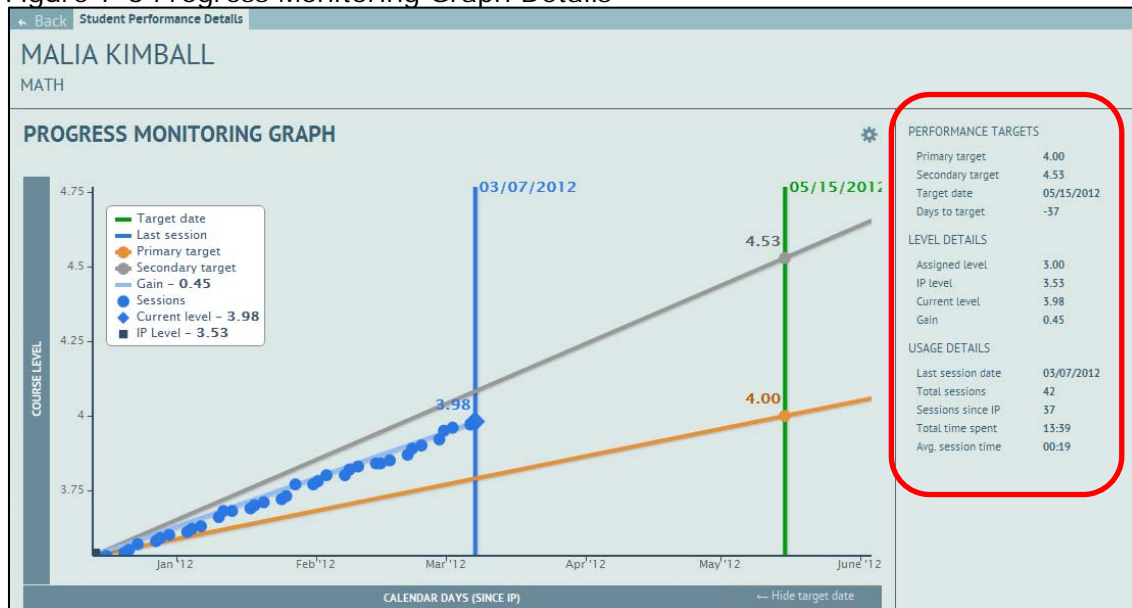
Viewing the Progress Monitoring Graph Details

The graph legend displays in the upper-left corner of the graph. You can remove or view components of the graph by clicking the component in the legend.

Each session in is represented by a blue dot in the graph. You can interact with the graph to view session details for the **Assigned level** (when IP is Off), or the **IP level** (when IP is On), the **Current level**, and **Session level**.

- To view the details, move the mouse pointer over the blue session dot. The details panel for that session disappears when you move the mouse pointer away from the session dot.
- To zoom in and view only the progress to date, click **Hide target date**.
- To zoom out and expand the graph to the default view of the entire intervention period, click **Show target date**.

Figure 7-6 Progress Monitoring Graph Details



To change target information:

- Click the action icon in the upper-right corner of the graph. The **EDIT TARGET** panel appears.
 - To change the goal **Target date**, click in the field and type the new date. Valid target dates are from 1 year prior to the current date to 1 year from the current target date.
 - To change the **Primary target** or **Secondary target**, move the corresponding slider with the mouse pointer. The numerical value changes by a difference of .05, such as 5.45, 5.50, 5.55, and so on. The maximum limit is 9.0.
 - To return to the default target date and levels, click **Reset**.
- After changing target information, do one of the following:
 - Click **Save** to save any changes and close the **EDIT TARGET** panel.
 - Click **Cancel** to close the **EDIT TARGET** panel without saving any changes.

Last Session Graph

In the **Last Session Graph**, the **CUMULATIVE PERCENT CORRECT** vertical axis represents the cumulative percent correct for the skill objective, according to the school's proficiency scale displayed in the **Legend** on the [Performance tab](#). The **LAST SESSION** horizontal axis represents the time date for the last session that was executed. The horizontal blue line represents the student's average score of assessed items during the last session.

Each bar on the graph depicts the student's performance on the skill objective. Each bar equals the intersection between the student's percent score for the

learning object and the course level associated with the progression step for the same learning object.

The **Last Session Average** displays on the right side of the graph.

Figure 7-7 Last Session Graph



To see more detailed information in the Last Session Graph:

- Move the mouse pointer over the bar to view the **Skill Objective** brief description. The information for that objective disappears when you move the mouse pointer away from the bar.
- Click a bar in the graph to view the **GRAPH DETAILS** panel.

Figure 7-8 Last Session Details

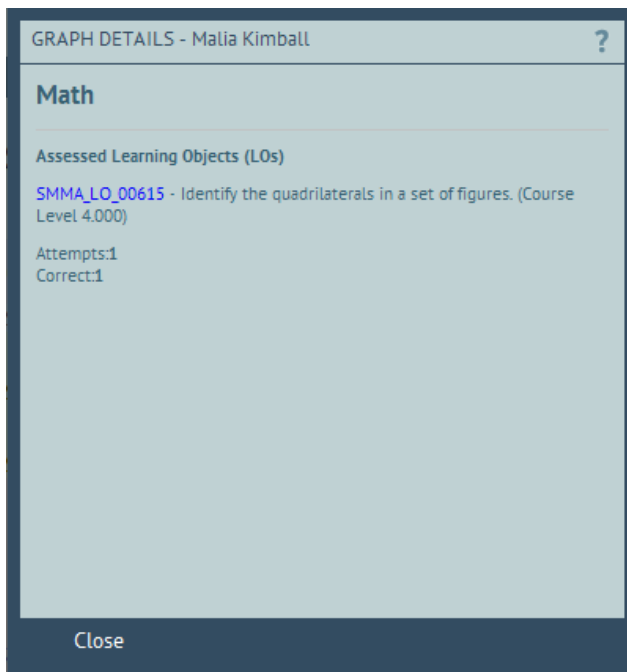


Table 7-7 Last Session Graph

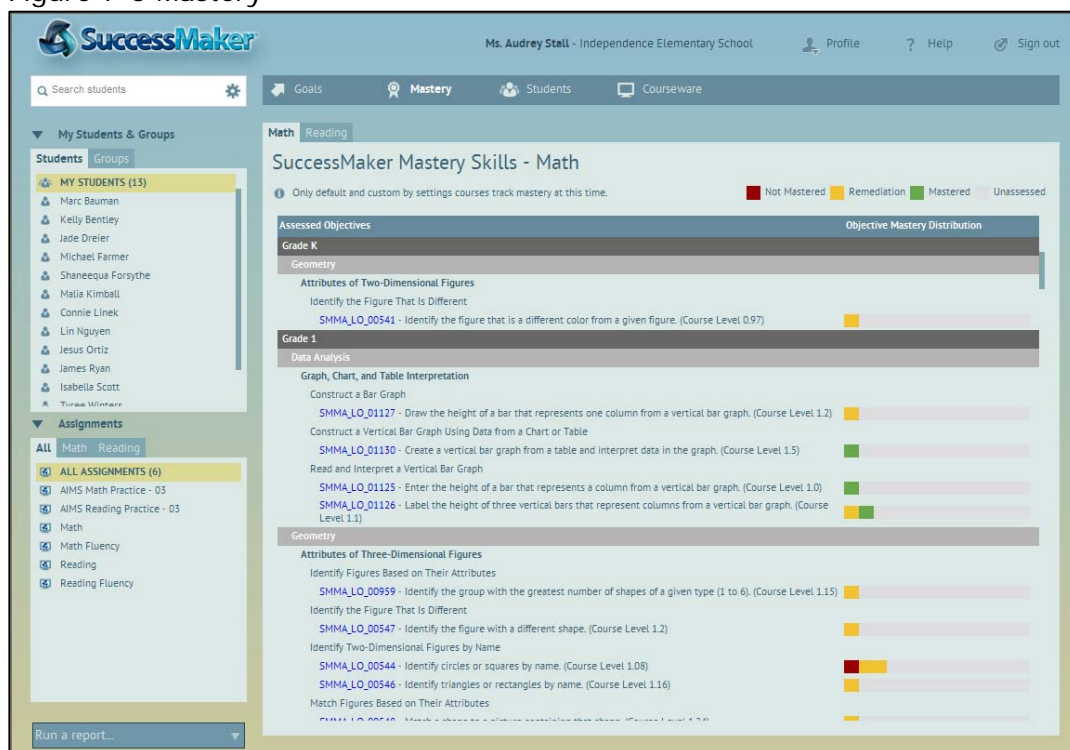
Fields	Descriptions
Assignment	Name of assignment.
Skill Objective	For a Reading assignment, name of skill objective. Skill objective information is not displayed for Math assignments.
Assessed Learning Objects (LOs)	List of all learning objects associated with the skill objective. Click the learning object filename link to preview the learning object in a new browser tab.
Attempts	Total number of attempts for LO in last session.
Correct	Number of correct attempts for LO in last session.

- Click the learning object filename link to preview the learning object in a new browser tab.
- Click **Close** to close the **GRAPH DETAILS** panel.

Mastery

Selecting **Mastery** allows you to view assessed skills for the default and custom courses based on settings Math and Reading courses. Use the My Students & Groups and Assignments filters on the left to filter the list of assessed items.

Figure 7-5 Mastery



To view assessed SuccessMaker Mastery Skills:

1. Click **Mastery** at the top of the Teacher dashboard.
2. Click the **Math** tab or **Reading** tab.
3. Use the scroll bar on the right to review the following in the displayed tab:
 - The **Assessed Objectives** column displays the hierarchy of the assessed skill objectives. Click the underlined learning object filename link to open it in a new browser tab.
 - The **Objective Mastery Distribution** column displays a graphical representation of the number of students with each mastery status:
 - **Not Mastered** (Math only)
 - **At Risk** (Reading only)
 - **Remediation** (Math only)
 - **Mastered**
 - **Unassessed**

Students

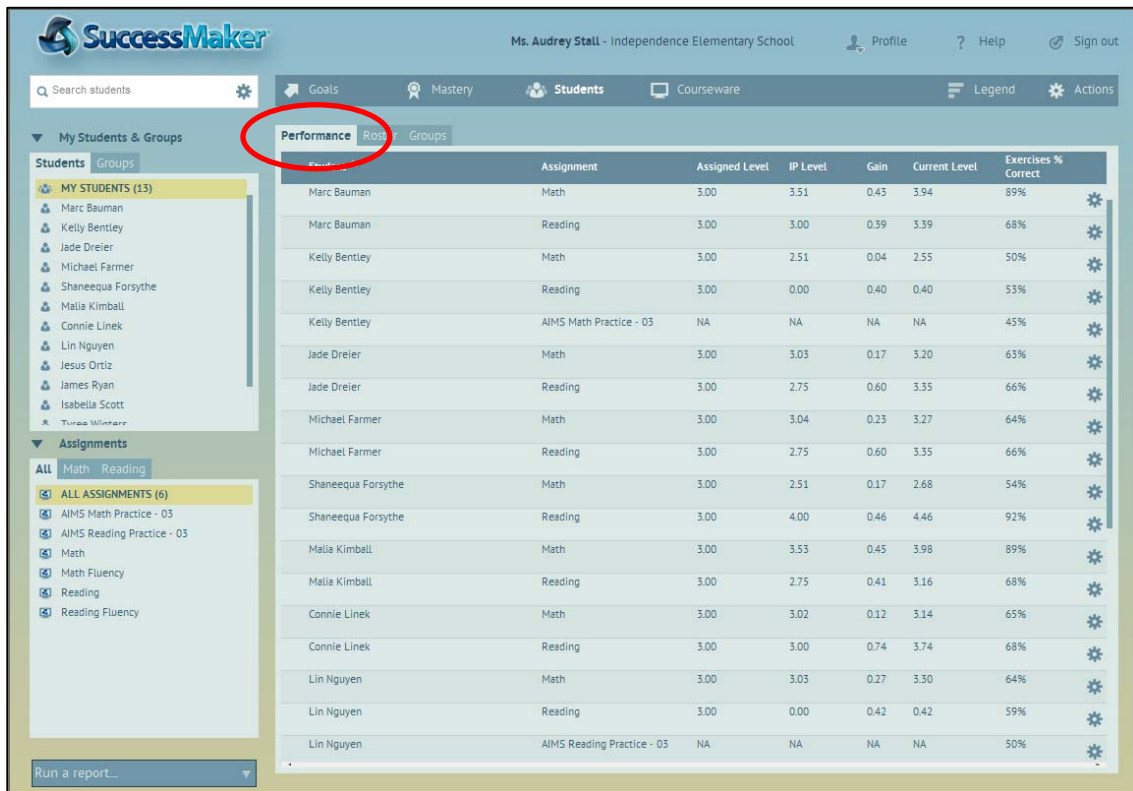
Students allows you to view student performance, add a new student, assign students to a course/assignment, add students to a group, remove students from assignments or groups, and manage groups using the Performance, Roster, or Groups tabs.

Table 7-4 Students - Tabs

Tab	Descriptions
Performance	Select this tab to view your students' performance across all assignments, add a new student, assign students to a course/assignment, add students to a group, and remove students from assignments or groups.
Roster	Select this tab to view a list of your students from which you can add a new student, add students to a group, remove a student from a group, and edit a student.
Groups	Select this tab to view a list of your groups where you can add, rename, or remove a group, add students to a group, remove students from a group, and assign a group of students to a course.

Performance Tab

Figure 7-6 Students- Performance Tab



To use the Performance tab:

1. Click **Students**, and then click the **Performance tab**. Click a column heading to sort the columns in ascending or descending order.

Table 7-5 Performance Tab Columns

Columns	Descriptions
Student	<p>Student's full name.</p> <ul style="list-style-type: none"> • If the assignment is complete, a blue star appears to the left of the student's name, and the name and remaining information display in bold text. • If the assignment is inactive, a caution sign appears to the left of the student's name, and the name and remaining information display in italicized text.
Assignment	Name of the assignment. The column also indicates if a student has not yet been assigned a course, if the assignment is completed, or if the assignment is inactive.
Assignment Level	Level assigned to the student.
IP Level	Student's Initial Placement level for the assignment.

Columns	Descriptions
Gain	Student's gain. Current Level minus IP Level (for courses with IP On) or Assigned Level (for courses with IP Off).
Current Level	Student's current course level in the assignment.
Exercise % Correct	Percentage of exercised answered correctly.

2. Click **Legend** to view the proficiency levels and labels set by your school administrator in the **Exercises % Correct Legend**.
3. Use the advanced sort features as follows:
 - To re-size a column, move the mouse pointer to the space between the two columns until the pointer becomes a horizontal arrow, and then click and drag the pointer.
 - To display a list of sorting options, move the mouse pointer to the space at the front of the column header to display the options down arrow, and then click the down arrow:
 - Click **Sort Ascending** to sort the list in ascending order by the selected column.
 - Click **Sort Descending** to sort the list in descending order by the selected column.
 - Click **Configure Sort** to configure a sort across multiple columns.
 - Point to **Columns** and then click to select or clear a check mark to choose to show or hide a column from the list.
 - Click **Group by Column Name** to group the list by the information in the selected column, or click **Ungroup** to remove a grouping.
4. Click **Actions** in the toolbar at the top of the dashboard to switch to multi-edit mode.
5. Once in multi-edit mode, do one of the following:
 - Click to select one or more student assignments in the list, or
 - Click Select All to select all of the student assignments in the list, or Deselect All to clear all selections, or
 - Type the assignment name in the Find filter, and then click the search icon. Select from the search results, or
 - Click Add to [add a new student](#).
6. With one or more student assignments selected, do one of the following:
 - Click **Assign** to [assign students to a course or assignment](#).
 - Click **Add** to [add the selected students to a group](#).

- Click **Remove** to remove students [from an assignment](#) or from one or more groups.
7. Click **Done** to exit multi-edit mode and return to the student assignments list.

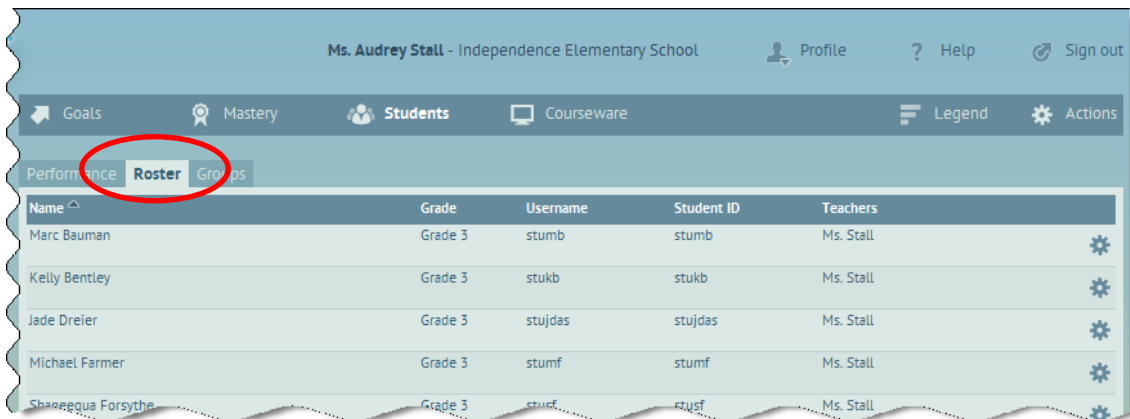
Use the action icon to the right of a student assignment to:

- [View the student's Student Performance Details.](#)
- [Edit the assignment.](#)
- [Activate or deactivate the assignment.](#)
- [Remove the assignment.](#)

Roster Tab

Click the **Roster** tab to view a list of your students from which you can add a new student, add students to a group, remove a student from a group, and edit a student.

Figure 7-7 Students- Roster Tab (Partial)



To use the Roster tab:

1. Click the **Students** button at the top of the Teacher dashboard.
2. Click the **Roster** tab. Click a column heading to sort the columns in ascending or descending order.

Table 7-5 Performance Tab Columns

Columns	Descriptions
Name	Student's full name.
Grade	Student's Grade
Username	Student's user name.
Student ID	Student's identification number issued by the district.
Teacher	Students' teacher.

3. Click the Actions button to the right of the tabs to change to multi-edit mode, and then do one of the following:
 - Click to select one or more students in the list, or
 - Click **Select All** to select all of the students in the list, or **Deselect All** to clear all selections, or
 - Type the student name in the **Find** filter, and then click the search icon to search the results.
 - Click **Add** to [add a new student](#).
4. With one or more students selected, do one of the following:
 - Click **Assign** to [assign students to a course or assignment](#).
 - Click **Add** to [add the selected students to a group](#).
 - Click **Remove** to remove students from a group or [from an assignment](#).
5. Click **Done** to exit multi-edit mode and return to the student list.

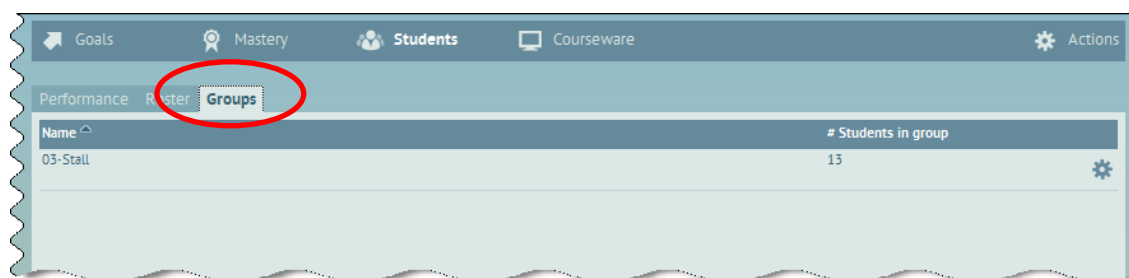
Use the action icon to the right of a student to:

- [Edit student details and demographics](#).
- [Add a student to a group](#).
- [Remove a student from a group](#).

Groups Tab

Click the **Groups** tab to view a list of your groups where you can add, rename, or remove a group, add students to a group, remove students from a group, and assign a group of students to a course.

Figure 7-8 Students- Groups Tab (Partial)



To use the Groups tab:

1. Click **Students** at the top of the Teacher dashboard.
2. Click the **Groups** tab. Click a column heading to sort the columns in ascending or descending order.

Table 7-6 Performance Tab Columns

Columns	Descriptions
Name	Group name.
# Students in group	Total number of students in the group.

3. Click **Actions** to the right of the tabs to change to multi-edit mode, and then do one of the following:
 - Click to select one or more groups in the list, or
 - Click **Select All** to select all of the groups in the list, or **Deselect All** to clear all selections, or
 - Type the group name in the **Find** filter, and then click the search icon. Select from the search results.
 - Click **Add** to [add a new group](#).
4. With one or more groups selected, do one of the following:
 - Click **Assign** to [assign students to a course or assignment](#).
 - Click **Add** to [add the selected students to a group](#).
 - Click **Remove** to remove students from a group or from an assignment.
5. Click **Done** to exit multi-edit mode and return to the list of groups.

Use the action icon to the right of a group for:

- [Adding students to a group](#)
- [Removing students from a group](#)
- [Renaming a group](#)
- Deleting a group

Courseware

Courseware allows you to view and manage your assignments, custom courses, and to access all courses within your school course repository.

To use this feature, click **Courseware** at the top of the Teacher dashboard.

- Click the [Assignments tab](#) to view and manage assignments.

- Click the [My Custom Courses tab](#) to view and manage custom courses.
- Click the [School Course Repository tab](#) to view all courses created within your school.

Using the Assignments Tab

The **Assignments** tab lists all courses that you have currently assigned to your students.

To use the Assignments tab:

1. Click **Courseware** at the top of the Teacher dashboard.
2. Click the **Assignments** tab. Click a column heading to sort the columns in ascending or descending order.

Table 7-7 Assignment Tab Columns

Columns	Descriptions
Name	Name of the assignment.
Subject	Course subject.
# Students Active	Displays the number of active students for the course.
# Students Inactive	Displays the number of inactive students for the course.
# Files	Displays the number of files generated by the courses with the Fluency option turned On .

3. Click **Actions** to the right of the tabs to change to multi-edit mode.
4. Once in multi-edit mode, do one of the following:
 - Click to select one or more assignments in the list, or
 - Click **Select All** to select all of the assignments in the list, or **Deselect All** to clear all selections, or
 - Type the assignment name in the **Find** filter, and then click the search icon. Select from the search results.
5. With one or more assignments selected, do one of the following:
 - To assign the courses to one or more students or groups, click **Assign**. For more information, see [Assigning a Course to Students](#).
 - To remove the assignments from one or more students or groups, or from all assigned students, click **Remove**. For more information, see [Removing an Assignment](#).
6. Click **Done** to exit multi-edit mode and return to the assignment list.

Use the action icon to the right of a single assignment to:

- [Assign an assigned course to one or more of your students.](#)
- [Assign an assigned course to one or more of your groups of students.](#)
- [View or edit assignment settings.](#)
- [Remove an assignment.](#)
- [Activate or deactivate assignments for students.](#)

Using the My Custom Courses tab

The **My Custom Courses** tab displays all custom courses you have created. Use the [School Course Repository tab](#) to view the system default courses and other teacher's courses.



The **My Students & Groups** and **Assignments** filters are not designed to work with the **My Custom Courses** tab.

To open the My Custom Courses tab:

1. Click **Courseware** at the top of the Teacher dashboard.
2. Click the **My Custom Courses** tab. Click a column heading to sort the columns in ascending or descending order.

Table 7-8 My Custom Courses Tab Columns

Name	Purpose
Name	Name of the custom course. The system default courses and any course authored by another person display with a lock icon, indicating that the course cannot be edited. Locked courses can be assigned to a student or group of students by any teacher.
Subject	Course subject area.
Author	The author of the course. "SuccessMaker" will be the author of the default math and reading courses. Courses created by teachers in the school will bear the Teacher's name.
Created	Displays the date the course was created.
Assigned	Displays the latest date the course was assigned by any teacher within the school. This date assists with cleaning up older, unused courses from the school repository.

3. Click **Actions** to the right of the tabs to change to multi-edit mode.
4. Once in multi-edit mode, do one of the following:
 - Click to select one or more courses in the list, or
 - Click **Select All** to select all of the courses in the list, or **Deselect All** to clear all selections, or

- Type the course name in the **Find** filter, and then click the search icon. Select from the results.
5. With one or more courses selected, click **Assign** to assign the selected courses to one or more students or groups of students.
 6. Click **Done** to exit multi-edit mode and return to the course list.

Use the action icon to the right of a single course to:

- [Assign a course to one or more of your students.](#)
- [Assign a course to one or more of your groups of students.](#)
- [View course settings and edit if the course has not been assigned.](#)
- [Create a new course based on the selected course.](#)
- [Rename a course.](#)
- [Remove a course.](#)
- [View other teachers who have assigned your custom course.](#)

Using the School Repository Tab

The **School Course Repository** tab allows you to access all courses created within your school.



The **My Students & Groups** and **Assignments** filters are not designed to work with the **My Custom Courses** tab.

To use the School Course Repository tab:

1. Click **Courseware** at the top of the Teacher dashboard.
2. Click the **School Course Repository** tab. Click a column heading to sort the columns in ascending or descending order.

Table 7-9 School Repository Tab Columns

Name	Purpose
Name	Name of the custom course. The system default courses and any course authored by another person display with a lock icon, indicating that the course cannot be edited. Locked courses can be assigned to a student or group of students by any teacher.
Subject	Course subject area.
Author	The author of the course. "SuccessMaker" will be the author of the default math and reading courses. Courses created by teachers in the school will bear the Teacher's name.
Created	Displays the date the course was created.

Name	Purpose
Assigned	Displays the latest date the course was assigned by any teacher within the school. This date assists with cleaning up older, unused courses from the school repository.

3. Click **Actions** to the right of the tabs to change to multi-edit mode.
4. Once in multi-edit mode, do one of the following:
 - Click to select one or more courses in the list, or
 - Click **Select All** to select all of the courses in the list, or **Deselect All** to clear all selections, or
 - Type the course name in the **Find** filter, and then click the search icon. Select from the results.
5. With one or more courses selected, click **Assign** to assign selected courses to [one or more students or groups of students](#).
6. Click **Done** to exit multi-edit mode and return to the course list.

Use the action icon to the right of a single course to:

- [Assign a course to one or more of your students](#).
- [Assign a course to one or more of your groups of students](#).
- [View course settings](#)
- [Create a new course based on the selected course](#).
- [Rename a course](#).
- [View other teachers who have assigned your custom course](#).

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