



SAM

Settings and Reports

for

Reading Inventory

For use with *Reading Inventory* 3.x or later
and Student Achievement Manager version 3.x or later



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Overview

Reading Inventory is a reading assessment program that provides immediate, actionable data on students' reading levels and growth over time. *Reading Inventory* helps educators forecast a student's trajectory to grade and college readiness, differentiate instruction, make meaningful interventions, and demonstrate accountability.

The program is designed to help prepare students for Next Generation Assessment. It is recommended that teachers use *Reading Inventory* to determine the starting level for students in *READ 180* as well as to measure students' reading growth over time.

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

With the tools in SAM, teachers may:

- Enroll students in programs and change settings for students and classes
- Customize students' learning experiences and track their progress
- Monitor student performance in the software
- View and print reports

The Portfolio Tab



Districts with Next Generation programs installed on their servers will see a sixth SAM tab, the **Portfolio** tab. Only teachers with students enrolled in Next Generation programs are able to access the functions on the **Portfolio** tab.

Student Achievement Manager Manuals

For information on using *Reading Inventory* software, see the [Reading Inventory Software Manual](#). For information on installing *Reading Inventory* software, see the [Reading Inventory Installation Guide](#). For other reference issues, see the chart below. All manuals are available at the [Reading Inventory Product Support](#) website.

For information on:	See:
Using <i>Reading Inventory</i> software	Reading Inventory Software Manual
Installing <i>Reading Inventory</i> software	Reading Inventory Installation Guide
Getting started in SAM and setting up accounts at the district and school levels	Getting Started With Student Achievement Manager
Adding and enrolling students in SAM	Enrolling and Managing Students Using Student Achievement Manager
Using SAM Resources	Using Resources in Student Achievement Manager
Using the Book Expert	Using the Book Expert in Student Achievement Manager
Using SAM Connect	SAM Connect User's Guide
Managing SAM services, functions, and data	SAM Data Management Manual

Enrolling Students

Students are enrolled in *Reading Inventory* through SAM. If the school's technical coordinator has already added students into the management system, then teachers may enroll students in *Reading Inventory* and use the *Reading Inventory* Program Settings to individualize the program for students.

To add students to SAM, see [Enrolling and Managing Students Using Student Achievement Manager](#).

Greene, Sarah

Profile for Greene, Sarah
 Email: sgreene@quincy.org
 Type of Account: Teacher
 Username: sgreene
 Number of Students: 6

Usage Summary

Class	Common Core Code X Course I	Common Core Code X Course II	Common Core Code X Course III	Do The Math Modules	Do The Math Next	Fraction Nation	FAST Math	FAST Math Next Generation	MATH 180 Course I	MATH 180 Course II	READ 180 NG Stage A	READ 180 NG Stage B	READ 180 NG Stage C	READ 180
5-501	0	6	0	6	6	6	1	6	6	1	0	0	0	
Teacher totals	0	6	0	6	6	6	1	6	6	1	0	0	0	

Programs

Program	Settings	Grading Tools	Portfolio	Certificates
System 44	Settings	Grading Tools	Portfolio	Certificates
iRead	Settings	Assignments	Portfolio	Certificates
System 44 Next Generation	Settings	Assignments	Portfolio	Certificates
Math Inventory	Settings	Grading Tools		
The Phonics Inventory	Settings			
Reading Counts!	Settings	Grading Tools		Certificates
The Reading Inventory	Settings	Grading Tools		

Check if students are enrolled in *Reading Inventory* by clicking **My Classes** at the top of the SmartBar to access the **Classes** Profile screen. Locate the number of students who are enrolled in each program in the Usage Summary table.

To enroll students in *Reading Inventory*, click the **Manage Student Enrollment** link from the class's, teacher's, or student's Profile screen.

Manage Student Enrollment

Use the check boxes to enroll or unenroll students in programs. Use the check box at the top of each column to enroll all students in that program.

Students	Common Core Course X Course I	Common Core Course X Course II	Common Core Course X Course III	Do The Math Modules	Do The Math Now!	Fraction Nation	FASTT Math	FASTT Math Generation	MATH 180 Course I	MATH 180 Course II	READ 180 NG Stage A	READ 180 NG Stage B
Chu, Amy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Collins, Chris	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Total seats remaining: 820 445 955 232 107 192 45 293 845 155 664 674

Item(s) 1 through 3 of 3

Cancel **Cancel & Return** **Save** **Save & Return**

From the Manage Student Enrollment screen:

1. Use the check boxes to enroll students in programs, or use the check boxes at the top of the chart to enroll every student in the list at the same time. Use the scroll bar to horizontally scroll through the program choices.
2. Click **Save & Return** to save changes and return to the Profile screen. Click **Save** to save changes and remain on the **Student Enrollment** tab. Click **Cancel** to cancel the changes, or click **Cancel & Return** to return to the Profile screen without saving changes.
3. Enroll additional students in *Reading Inventory* by double-clicking another class or group in the SmartBar.

Reading Inventory Program Settings

Teachers may adjust *Reading Inventory* Program Settings for students, groups, or classes to individualize the program experience. Administrators may also adjust settings on the teacher, grade, school, and district levels. Use the settings to:

- Set an estimated reading level before students take their first *Reading Inventory* test to obtain more accurate test results
- Adjust the minimum number of days between assessments
- Give students the option to choose reading topics that interest them and see a list of recommended books based on their choices
- Allow students to see their Lexile® measures
- Determine the Lexile measure ranges for reading proficiency (administrators only)

To adjust *Reading Inventory* Program Settings from the Profile screen:

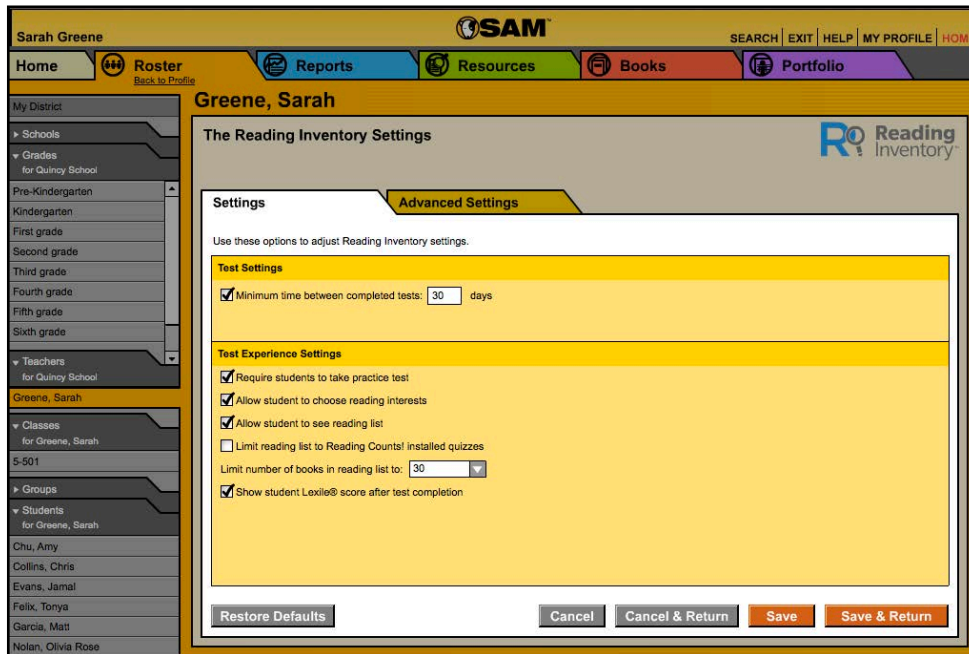
1. Double-click the class, group, or student's name on the SmartBar. Administrators may choose any type of cohort from the SmartBar.
2. Click the **Settings** link next to the *Reading Inventory* icon in the Programs menu.



Teacher Tip

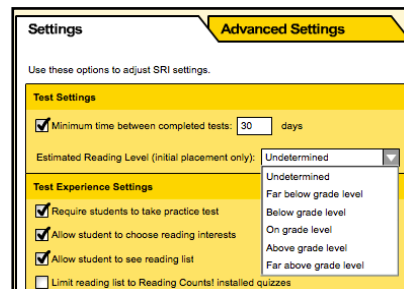
Remember that some settings might make sense for your whole class and others might make sense for just one student. Use the SmartBar to adjust settings for a whole class, for groups, or for individual students.

Changing Student Settings



The following is a list of Program Settings for *Reading Inventory*. Click the boxes to check or uncheck items and use the pull-down menus to make selections. *Reading Inventory* has the following options:

- Minimum Time Between Completed Tests:** Set the minimum number of days between completed assessments. Click the check box to select this option and then enter the minimum number of days before students may take another assessment. The default is 30 days. Administrator permissions are required for changing this setting.
- Estimated Reading Level:** Select a reading level prior to students taking their first Reading Comprehension Assessment. This option is not available after the first assessment is taken. Use the pull-down menu to select a reading level based on test scores, teacher observations, or other data. This setting only appears in students' program settings and administrator permissions are required for changing this setting.
- Require Students to Take the Practice Test:** Use the check box to ensure that students take the Practice Test before taking the Reading Comprehension Assessment. This option is available only for students who have been newly enrolled in *Reading Inventory*. The default setting for this option is checked.

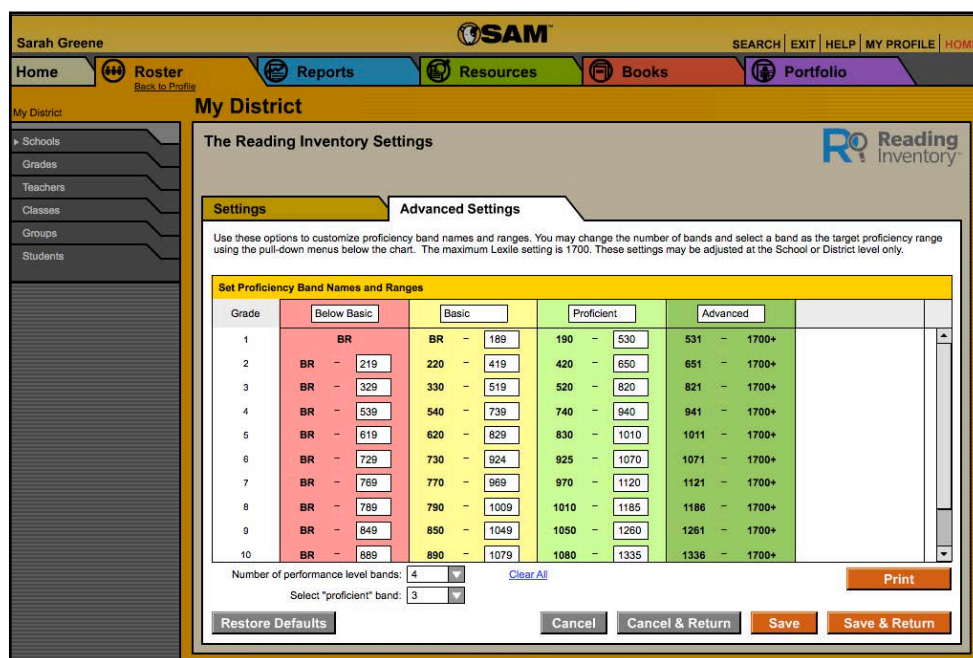


Allow Students to Choose Reading Interests: Set whether students may choose between one to three genres that interest them the most. The program uses students' self-reported reading interests in determining which books to include in their Recommended Reading Reports. It is checked by default.

- **Allow Students to See Reading List:** Decide whether to let students view the Recommended Reading Report after taking the Reading Comprehension Assessment. This list of titles is selected from a database of more than 10,000 appropriate titles. It is checked by default.
- **Limit Reading List to Reading Counts! Installed Quizzes:** Choose this option to limit the Recommended Reading Report exclusively to titles with *Reading Counts!* quizzes installed in SAM. To turn the setting on, make sure that students are enrolled in *Reading Counts!* It is unchecked by default.
- **Limit Number of Books in Reading List:** Teachers may select the number of titles to include in the Recommended Reading Report. The default number of titles in the reading report is 30.
- **Show Student Lexile Measure After Test Completion:** This option allows students to view their Lexile measures after completing a Reading Comprehension Assessment. The default setting is checked.

When finished making selections, click **Save & Return** to go back to the Profile screen. Click **Save** to remain on the Settings tab. Use the SmartBar to change the settings for another class, group, or student.

Using Advanced Settings



The Reading Inventory Settings

Settings **Advanced Settings**

Use these options to customize proficiency band names and ranges. You may change the number of bands and select a band as the target proficiency range using the pull-down menus below the chart. The maximum Lexile setting is 1700. These settings may be adjusted at the School or District level only.

Grade	Below Basic	Basic	Proficient	Advanced
1	BR - 189	190 - 530	531 - 1700+	
2	BR - 219	220 - 419	420 - 650	651 - 1700+
3	BR - 329	330 - 519	520 - 820	821 - 1700+
4	BR - 539	540 - 739	740 - 940	941 - 1700+
5	BR - 619	620 - 829	830 - 1010	1011 - 1700+
6	BR - 729	730 - 924	925 - 1070	1071 - 1700+
7	BR - 769	770 - 969	970 - 1120	1121 - 1700+
8	BR - 789	790 - 1009	1010 - 1185	1186 - 1700+
9	BR - 849	850 - 1049	1050 - 1260	1261 - 1700+
10	BR - 889	890 - 1079	1080 - 1335	1336 - 1700+

Number of performance level bands: 4
Select "proficient" band: 3

Buttons: Restore Defaults, Cancel, Cancel & Return, Save, Save & Return, Print

The Advanced Settings tab is where school or district administrators may customize the name and Lexile measure range of *Reading Inventory* proficiency bands. Assessment scores are correlated to these bands. The Proficient and Advanced bands may be used as markers for college and career readiness.

Only administrators may make changes to the Lexile measures in the proficiency bands, and the changes must be made for the entire district or school. Not all Lexile measures are modifiable.

The four proficiency bands are:

- **Advanced:** Students scoring in this range exhibit superior performance when reading text that is grade-level appropriate. They may be considered as reading "above grade level."
- **Proficient:** Students scoring in this range exhibit competent performance when reading text that is grade-level appropriate. They may be considered as reading "on grade level."
- **Basic:** Students scoring in this range exhibit minimally competent performance when reading grade-level appropriate text. They may be considered as reading "below grade level."
- **Below Basic:** Students scoring in this range do not exhibit minimally competent performance when reading grade-level appropriate text. They may be considered as reading "significantly below grade level."

To change the values for a proficiency band:

1. Enter a new number into one or more of the text fields. SAM automatically fills in the lower score for the next range.
2. Click **Save & Return** to save the material and go back to the Profile screen. Click **Save** to save changes and remain in the Advanced Settings tab.

To change the number of bands:

1. Use the Number of Performance Level Bands pull-down menu to select the desired number of bands. The default setting is four.
2. The table onscreen shows the number of bands selected. The upper-limit scores for each band appear blank.
3. Type the name for each band at the top of each column. For a choice other than four, the column heads are blank. For four bands, SAM fills in the columns with suggested headings. Edit those names by typing in the fields.
4. Type the Lexile measure that marks the upper-limit cutoff for each band and grade combination. SAM automatically fills in the lower score for the next range. The table must be filled in completely before SAM can save the new proficiency band settings.
5. Customize the band to reflect the class' or group's abilities. Select which of the bands represents the Proficient band by selecting a number from the Select "Proficient" Band pull-down menu. The numbers of the columns proceed from left to right.
6. Click **Save & Return** when finished to go back to the school or district Profile screen. Click **Save** to remain on the Advanced Settings tab.

To print the proficiency bands:

1. Access the Advanced Settings tab in the *Reading Inventory* Program Settings.
2. Click the **Print** button. A chart displaying the proficiency bands for the school or district will open in a web browser. Use the browser's print function to print the screen.

The Grading Tool



The screenshot shows the SAM Reading Inventory Grading Tool interface. The top navigation bar includes links for Home, Roster, Reports, Resources, Books, and Portfolio. The left sidebar lists the user's district, schools, grades, teachers, and classes. The main content area is titled "Collins, Chris" and "The Reading Inventory Grading Tool". It includes a table for entering test scores and a "Cancel & Return" button.

Test Name	Test Date	Lexile® Score		
RI Print Test	12/10/15	970	Edit	Remove

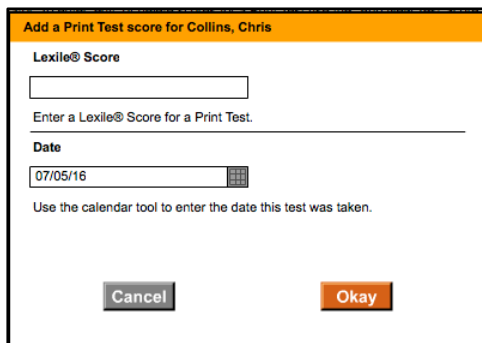
Use the *Reading Inventory* Grading Tool to enter, edit, and track students' reading progress through their Lexile measure. Entering the print test scores into SAM provides teachers with a complete picture of students' assessment history.

View Test Results

To view a list of all the test scores that have been recorded for a student from the My Classes Profile screen in SAM:

1. Double-click a student's name in the SmartBar to access the student's Profile screen.
2. Click the **Grading Tool** link next to *Reading Inventory* in the Programs menu to open the *Reading Inventory* Grading Tool screen.

Add, Edit, or Delete Test Results



Teachers and administrators may add and edit student *Reading Inventory* print test scores in SAM to be included in the *Reading Inventory* reports. Only administrators may delete *Reading Inventory* computer test scores. Teachers may delete print test scores once they have been added. To add, edit, or delete a test from the *Reading Inventory* Grading Tool:

1. Access the Grading Tool from the student's Profile screen.
2. To add a test score, click the **Add New Test Score** link to open the Add a Print Test Score screen. Enter the student's Lexile measure in the Lexile measure field, use the calendar tool to select the date when the student took the test, and then click **Save**.
3. To edit an existing print test score, click the **Edit** link to open the Edit a *Reading Inventory* Print Test screen. Update the student's score in the Lexile Score field, use the calendar tool to correct the assessment date, and then click **Okay**.
4. To delete an existing print test score, click the **Remove** link next to a score value to open the Remove a Print Test Score screen.
5. To delete an existing computer test score, log into SAM as an administrator and click the **Remove** link next to that score value. Click **Okay** at the prompt.
6. Click **Save & Return** to save changes and return to the Profile screen, or click **Save** to keep the changes and stay in the Grading Tool.



Teacher Tip

If a test is deleted in error, immediately click **Cancel** in the *Reading Inventory* Grading Tool screen. The test score will be restored next time the screen reloads.

Running and Using Reports

When students work in HMH's SAM Suite programs, SAM automatically collects and saves students' performance data. To access *Reading Inventory* data reports in SAM, click the **Reports** icon on the SAM Home screen or the Reports tab at the top of any screen in SAM. Reports provide data-driven information on student, class, and group progress in a variety of formats, including charts, graphs, and tables. They help monitor student progress, check software usage, plan instruction, and diagnose student needs.

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

Types of Reports

There are five types of *Reading Inventory* reports in SAM:

- **Progress Monitoring:** These reports provide information on student progress with particular skills as well as time spent in the program. They also keep teachers up-to-date on how individual students, classes, or groups are performing over time.
- **Instructional Planning:** These reports help teachers plan targeted, data-driven instruction. In these reports, teachers may group students according to their skill needs.
- **Growth:** These reports monitor student Lexile measures over several Reading Comprehension Assessments.
- **School-to-Home:** These are letters to parents or guardians that include student-specific progress information as well as home-involvement suggestions. They are available in English, Spanish, Cantonese, Haitian Creole, Hmong, and Vietnamese.
- **Management:** These reports provide lists of enrolled students and (for administrators) teachers and schools using SAM Suite programs.

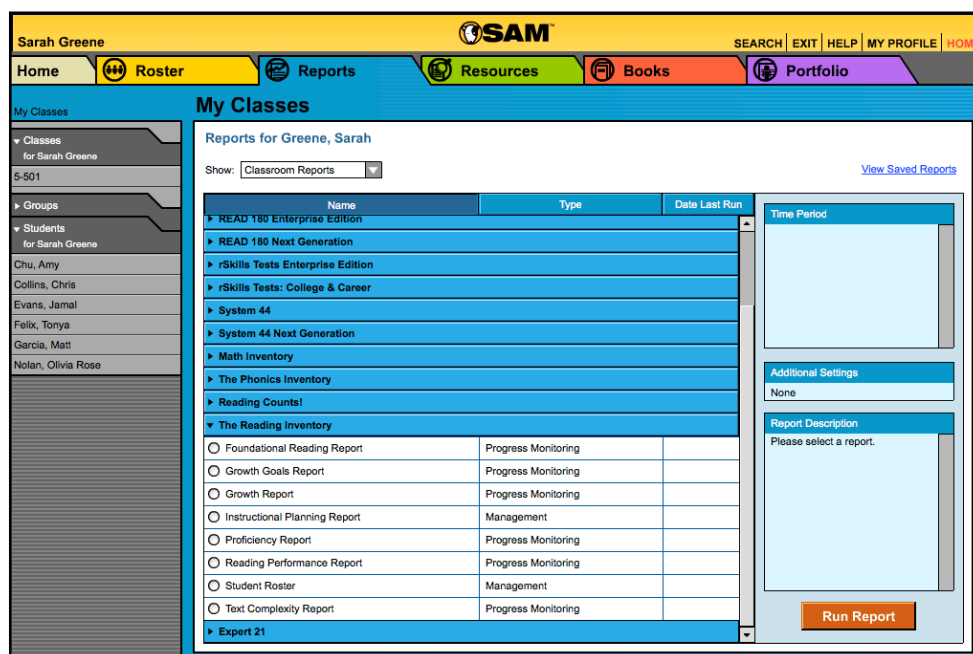
Some reports are tailored specifically to district and school administrators to facilitate district-wide reporting requirements.



Teacher Tip

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

The Reports Index



The Reports Index lists the available reports for a SmartBar selection. Access the Reports Index by clicking the **Reports** icon on the SAM Home screen or the Reports tab at the top of any screen. Clicking **My Classes** (or **My District** for administrators) at the top of the SmartBar shows all available reports according to permissions level in the main display.

Filtering the Reports List

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

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

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

Running Reports

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

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

To run the same report for another time period, or to change the time period:

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

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



Teacher Tip

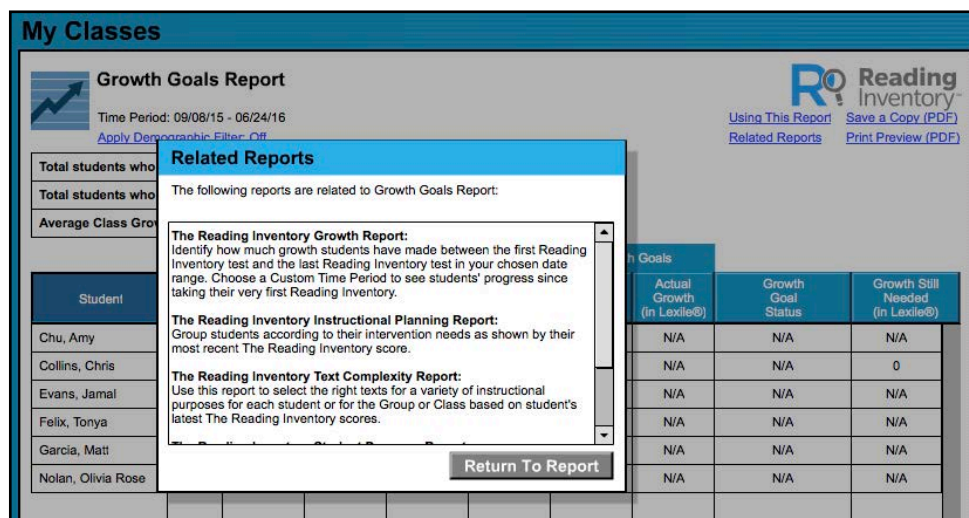
Click the **Using This Report** link on the top of any report for suggestions on how to apply each report to your class or students' goals.

Viewing Reports

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

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

Viewing Related Reports



The screenshot shows the 'My Classes' interface with the 'Growth Goals Report' selected. A 'Related Reports' window is open, listing three reports: 'The Reading Inventory Growth Report', 'The Reading Inventory Instructional Planning Report', and 'The Reading Inventory Text Complexity Report'. The 'Growth Goals Report' is currently displayed, showing a table with columns: 'Actual Growth (in Lexile®)', 'Growth Goal Status', and 'Growth Still Needed (in Lexile®)'. The table lists data for six students: Chu, Amy; Collins, Chris; Evans, Jamal; Felix, Tonya; Garcia, Matt; and Nolan, Olivia Rose.

Actual Growth (in Lexile®)	Growth Goal Status	Growth Still Needed (in Lexile®)
N/A	N/A	N/A
N/A	N/A	0
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

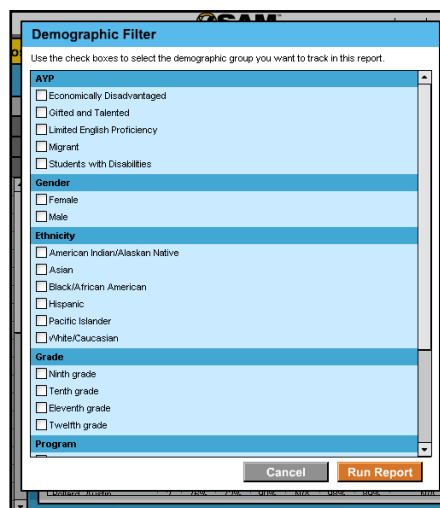
Each report contains a list of related reports that it recommends for further data exploration and analysis.

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

Using the Demographic Filter

Student Profiles contain demographic categories that help districts and schools to track, monitor, and demonstrate that they are meeting their Adequate Yearly Progress (AYP) goals. The Demographic Filter provides focused reporting based on various categories, including:

- **AYP criteria:** Make distinctions between students with economic disadvantages, gifted and talented students, students with limited English proficiency, students with disabilities, and migrant students
- **Ethnicity:** Identify students from various ethnic backgrounds, such as Asian, American Indian/Alaskan Native, Hispanic, Pacific Islander, Black/African American, and White/Caucasian
- **Grade:** Filter reports depending on which grade the student or class is associated with
- **Gender:** Choose between Male and Female
- **Program:** Make distinctions based on what program a student or class is enrolled in



Use the Demographic Filter to run any Multi-Classroom or Classroom reports (up to 30 students in a class) by one or more of the demographic categories. Choosing more than one category will generate more specific reports. To apply demographic filters to a report from a reports screen:

1. Click the **Apply Demographic Filter** link on the top of the Reports screen to open the Demographic Filter window.
2. Use the check boxes to select the categories of students wanted in a report.
3. Click **Run Report** to rerun the report that now displays the students in the selected categories.



Teacher Tip

To run a report using a different set of criteria, click **Apply Demographic Filter** and check the appropriate categories. This will allow teachers or administrators to compare data among different groups or students in the school or district.

Returning to the Reports Index

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

Printing a Report

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

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

Saving a Report to Your Computer

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

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



Teacher Tip

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

Saving a Report in SAM

My Classes			
Saved Reports for Greene, Sarah			
Return to Reports Index			
Report Name	Type	Date Saved	
▼ The Reading Inventory			
Growth Goals Report	Progress Monitoring	12/10/2015	Delete

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

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

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

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



Teacher Tip

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

Reading Inventory Reports

Choosing the Right Report

Reading Inventory has five types of reports to choose from. The following table shows the report types and the names of the *Reading Inventory* reports that go along with them.

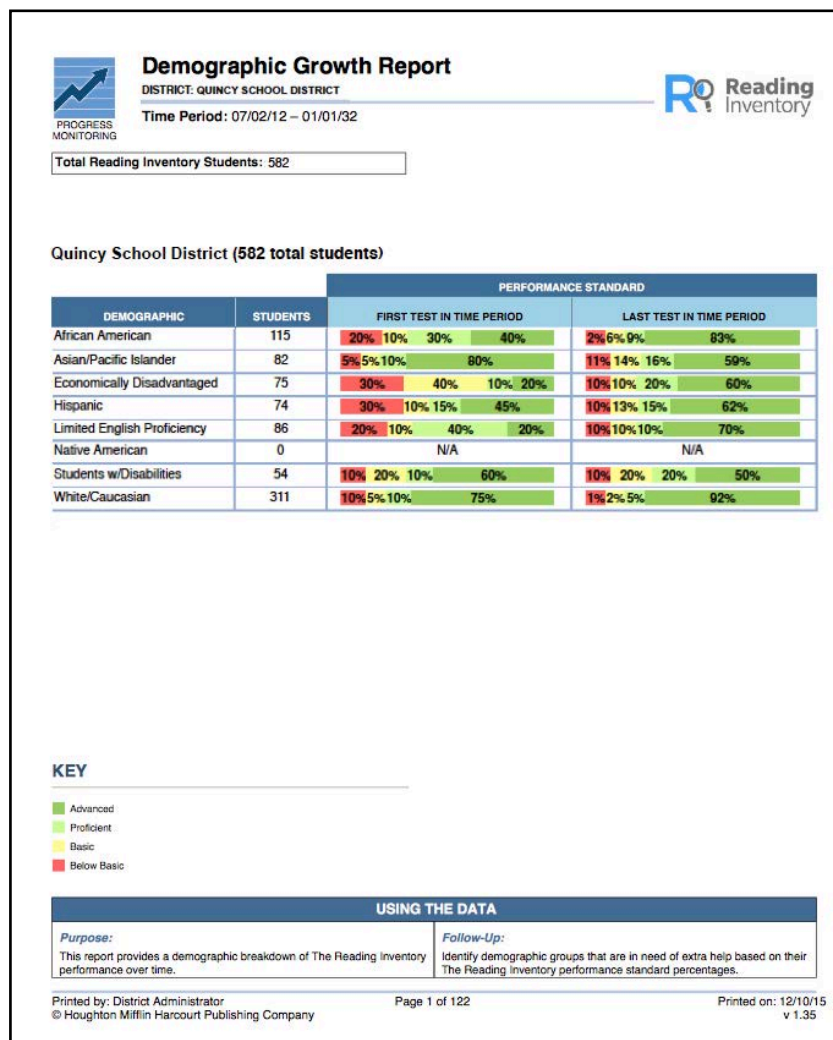
Report Type	Reading Inventory Report Names
Progress Monitoring reports track skill progress and time spent on various activities to let teachers know how individual students, classes, or groups are doing over time.	<ul style="list-style-type: none"> • Demographic Growth Report • Demographic Proficiency Report • District/School Proficiency Report • Growth Summary Report • Proficiency Report • Proficiency Growth Report • Proficiency Summary Report
Growth reports monitor student Lexile measures over several Reading Comprehension Assessments.	<ul style="list-style-type: none"> • Growth Report • Growth Goals Report • Progress to College and Career Report
Instructional Planning reports help teachers plan targeted, data-driven instruction. With these reports, teachers may group students according to their skill needs or according to the activities or texts on which students are working.	<ul style="list-style-type: none"> • Foundational Reading Report • Instructional Planning Report • Recommended Reading Report • Student Action Report • Student Test Printout • Text Complexity Report
School-to-Home reports are letters that are available in English, Spanish, Cantonese, Haitian Creole, Hmong, and Vietnamese. They include student-specific progress information as well as home-involvement suggestions.	<ul style="list-style-type: none"> • Parent Report I • Parent Report II
Management reports provide lists of enrolled students and all teachers using SAM.	<ul style="list-style-type: none"> • Student Roster • Test Activity Report • Teacher Roster



Teacher Tip

District Administrators can run a report for a single grade across all of their schools by using the Demographic Filter.

Demographic Growth Report



Report Type: Progress Monitoring

Purpose: Report shows a demographic breakdown of *Reading Inventory* performance over time.

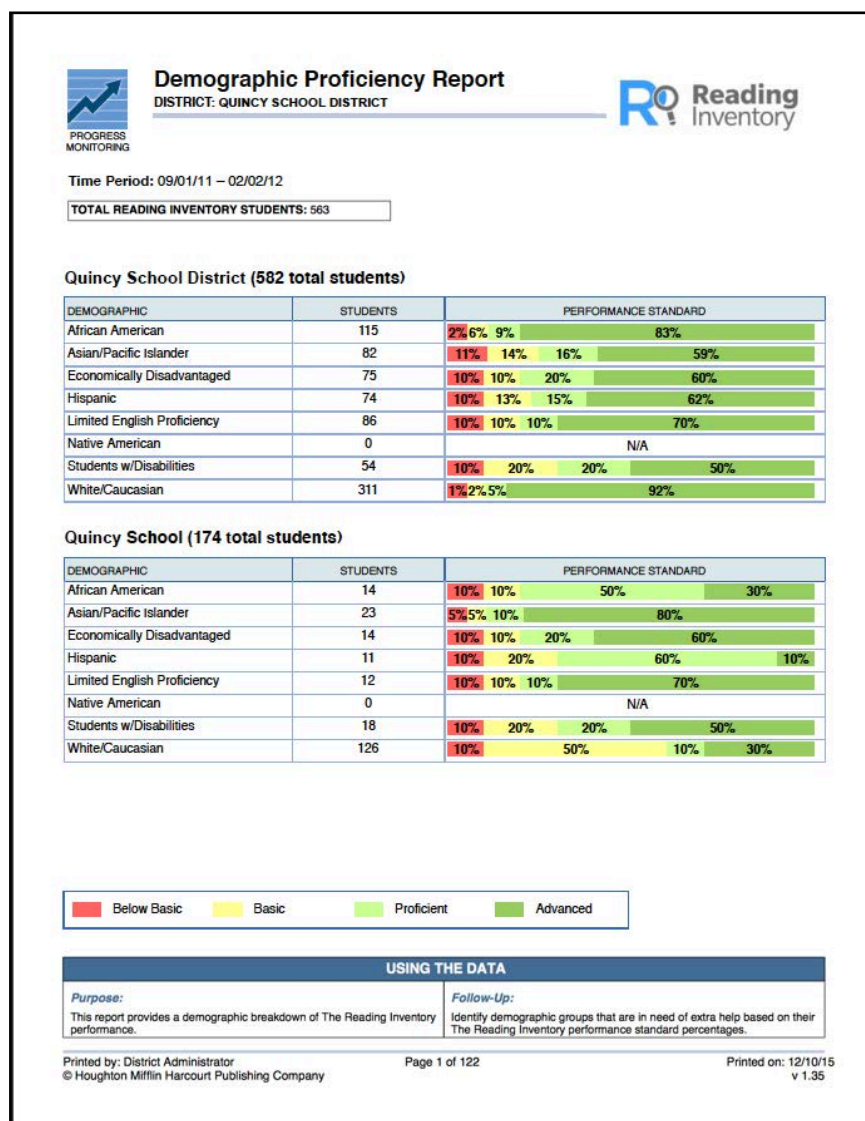
Follow-Up: Identify demographic groups that are in need of extra help based on their *Reading Inventory* Performance Standard percentages.

SmartBar Selection: District, School, Grade

Related Reports: District/School Proficiency Report, Growth Summary Report, Proficiency Summary Report, Proficiency Growth Report, Demographic Proficiency Report, Proficiency Report

NOTE: The report breaks down scores for groups of 10 or more students. The report displays **N/A** for demographic groups of fewer than 10 students.

Demographic Proficiency Report



Report Type: Progress Monitoring

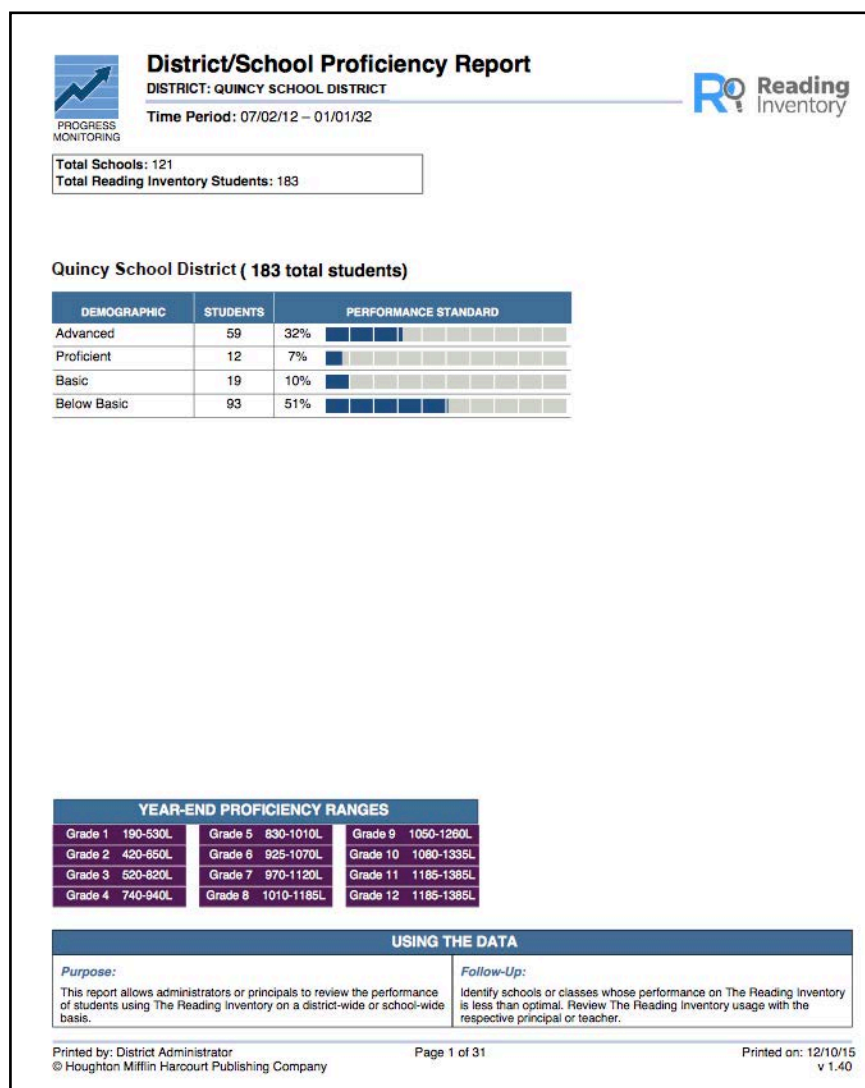
Purpose: This report provides a demographic breakdown of *Reading Inventory* performance.

Follow-Up: Identify demographic groups that are in need of extra help based on their *Reading Inventory* Performance Standard percentages.

SmartBar Selection: District, School, Grade

Related Reports: District/School Proficiency Report, Growth Summary Report, Proficiency Summary Report, Proficiency Growth Report, Demographic Growth Report, Proficiency Report

District/School Proficiency Report



Report Type: Progress Monitoring


Purpose: This report allows administrators or principals to review the performance of students using *Reading Inventory* on a district-wide or school-wide basis.

Follow-Up: Identify schools or classes whose performance on *Reading Inventory* is less than optimal. Review *Reading Inventory* usage with the respective principal or teacher.

SmartBar Selection: District, School, Grade, Teacher

Related Reports: Growth Summary Report, Proficiency Summary Report, Proficiency Growth Report, Demographic Proficiency Report, Demographic Growth Report, Proficiency Report


Foundational Reading Report



Foundational Reading Report

TEACHER: SARAH GREENE

School: Quincy School
Grade: 5
Group: Sarah Greene
Time Period: 09/08/15 – 06/24/16



STUDENT	GRADE	TEST DATE	TOTAL FLUENT (OF 82)	PERFORMANCE LEVEL	READY FOR COMPREHENSION
Brown, Russell	1	02/21/14	69	■	✓
Connor, Olivia	1	02/21/14	56	■	✓
Gracia, Matt	1	02/21/14	50	■	✓
Huang, Hsin	1	02/21/14	44	■	-
Iarstock, Shalanda	1	02/21/14	41	■	-
Jnocki, Jenna	1	02/21/14	32	■	-
King, Charles	1	02/21/14	36	■	-
Merril, Tiffany	1	02/21/14	34	■	-
Norton, Rachel	1	02/21/14	20	■	-

KEY

■ ON GRADE LEVEL

■ BELOW GRADE LEVEL

▶ Test taken in less than 15 minutes

GRADE LEVEL FLUENCY RANGES

GRADE K 0-35	GRADE 1 36-58	GRADE 2 59-82
--------------	---------------	---------------

USING THE DATA

<p>Purpose: This report details student performance on the Foundational Reading Assessment.</p>	<p>Follow-Up: Provide targeted instruction and support to students performing below grade level. Administer the Reading Comprehension Assessment to those indicated, to further assess their reading development.</p>
--	--

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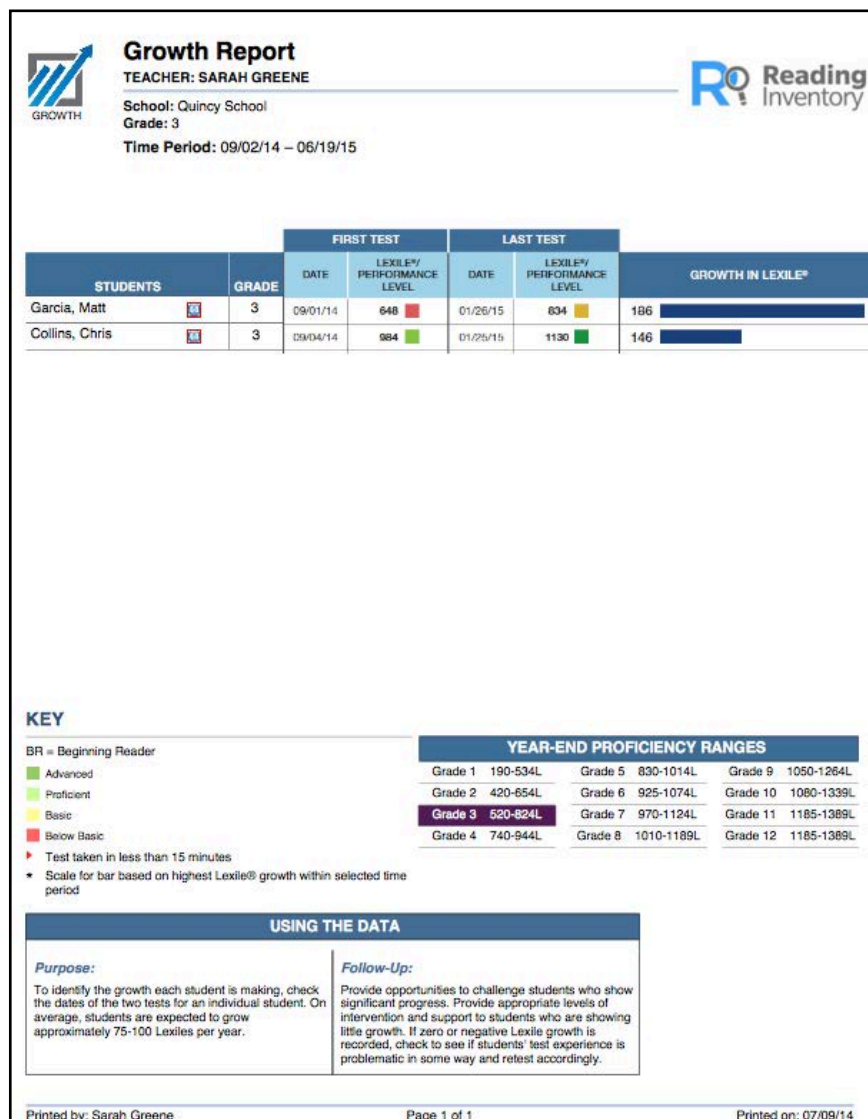
Report Type: Instructional Planning

Purpose: This report details student performance on the Foundational Reading Assessment.

Follow-Up: Provide targeted instruction and support to students performing below grade level. Administer the Reading Comprehension Assessment to the students shown as qualified.

SmartBar Selection: Grade, Teacher

Growth Report




Report Type: Growth

Purpose: This report measures student Lexile measure growth between two *Reading Inventory* test dates in a selected time period. Icons next to students' names indicate whether they are enrolled in *READ 180*®, *READ 180* Next Generation, *System 44*®, or *System 44* Next Generation.

Follow-Up: Provide opportunities to challenge students who show significant reading progress. Plan appropriate levels of intervention and support for students who are not making adequate progress.

SmartBar Selection: Grade, Teacher, Class, Group

Growth Goals Report




Growth Goals Report

TEACHER: SARAH GREENE

School: Quincy School
Grade: 3

Time Period: 08/24/13 – 09/12/14

Total Students Who Have Met/Exceeded Goal: 11 (79%)
Total Students Who Have Not Yet Met Goal: 3 (21%)
Average Growth (in Lexile): 188



STUDENTS	GRADE	FIRST TEST		LAST TEST		GROWTH GOALS		GROWTH NEEDED TO REACH PROFICIENCY
		DATE	LEXILE*	DATE	LEXILE*	EXPECTED GROWTH* (IN LEXILE*)	ACTUAL GROWTH (IN LEXILE*)	
Chu, Amy	5	09/05/14	648	05/07/14	934	30-60	286	36
Collins, Chris	5	08/31/14	200	05/08/14	388	165-240	186	584
Evans, Jamal	5	09/04/14	984	05/07/14	1164	30-60	180	0
Felix, Tonya	5	09/02/14	961	05/07/14	1088	30-60	127	0
Garcia, Matt	5	09/01/14	324	05/07/14	444	125-185	120	850
Nolan, Olivia Rose	5	09/04/14	784	05/08/14	1099	45-75	315	0

KEY

BR = Beginning Reader

■ Student has MET their expected growth goal

■ Student has NOT yet met their expected growth goal

* Test taken in less than 15 minutes

* Based on a representative sample of students in Grades 3-10 from a large urban school district following one year of instruction. For details of the study, see the Growth Expectations: Setting Achievable Goals professional paper, available on hmhco.com/research.

YEAR-END PROFICIENCY RANGES		
Grade 1 190-530L	Grade 5 630-1010L	Grade 9 1050-1260L
Grade 2 420-650L	Grade 6 925-1070L	Grade 10 1080-1335L
Grade 3 520-820L	Grade 7 970-1120L	Grade 11 1185-1385L
Grade 4 740-940L	Grade 8 1010-1185L	Grade 12 1185-1385L

USING THE DATA

Purpose:

This report shows expected growth in Lexiles for each student based on grade level and initial Lexile score.

Follow-Up:

Use the information in this report to help set yearly Lexile growth goals for students. Note that Lexile growth is typically greater for younger and/or less proficient readers but may be influenced by many factors, including language proficiency, developmental ability, and degree of instructional intervention, among others.

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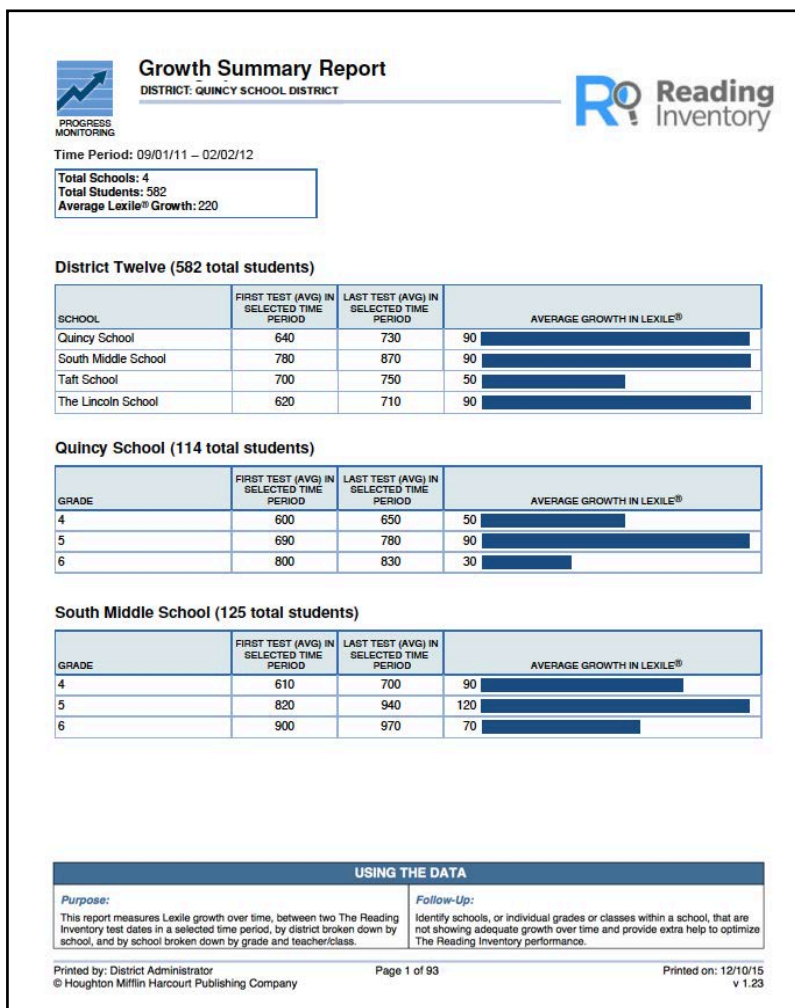
Report Type: Growth

Purpose: This report shows expected growth in Lexile measures on the Reading Comprehension Assessment for each student based on grade level and initial Lexile measure.

Follow-Up: Accelerate students' reading levels toward college and career readiness by setting obtainable goals over time. Monitor goals by checking students' Lexile measures and intensify instruction accordingly.

SmartBar Selection: Teacher, Class, Group, Student

Growth Summary Report



Report Type: Progress Monitoring


Purpose: This report measures Lexile measure growth over time by comparing two or more *Reading Inventory* tests taken during a selected time period at a particular school. The report also measures school data by grade, teacher, and class.

Follow-Up: Identify schools, grades, or classes that are not showing adequate growth over time and provide extra help to optimize *Reading Inventory* performance.

SmartBar Selection: District, School

Related Reports: District/School Proficiency Report, Proficiency Summary Report, Proficiency Growth Report, Demographic Proficiency Report, Demographic Growth Report, Proficiency Report

Instructional Planning Report



INSTRUCTIONAL
PLANNING


Instructional Planning Report

TEACHER: SARAH GREENE

School: Quincy School

Grade: 5

Time Period: 09/08/15 – 06/24/16



PERFORMANCE LEVEL	STUDENT	GRADE	LEXILE®	DATE	NORMATIVE DATA		
					PERCENTILE RANK	NCE	STANINE
■	Collins, Chris	5	970	12/10/15	75	64	6

KEY

BR = Beginning Reader

- Advanced
- Proficient
- Basic
- Below Basic
- ▶ Test taken in less than 15 minutes

YEAR-END PROFICIENCY RANGES

Grade	Range	Grade	Range	Grade	Range
Grade 1	190-530L	Grade 5	830-1010L	Grade 9	1050-1260L
Grade 2	420-650L	Grade 6	925-1070L	Grade 10	1080-1335L
Grade 3	520-820L	Grade 7	970-1120L	Grade 11	1185-1385L
Grade 4	740-940L	Grade 8	1010-1185L	Grade 12	1185-1385L

USING THE DATA

Purpose:

This report groups students under the four The Reading Inventory performance standards. The report is used to target for additional support students whose performance is Below Basic or Basic.

Follow-Up:

Plan appropriate instructional support and intervention for students who are reading below grade level. Encourage students to read independently at their reading level.

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Report Type: Instructional Planning

Purpose: This report groups students under the four *Reading Inventory* performance standards. The report is used to target additional support students whose performance is Below Basic or Basic. The report is sortable from any column on the table.

Follow-Up: Plan appropriate instructional support and intervention for students who are reading below grade level. Encourage students to read independently at their reading level.

SmartBar Selection: Grade, Teacher, Class, Group


Parent Report (I & II)



**SCHOOL-
TO-HOME**

STUDENT: COLLINS, CHRIS

Teacher: Sarah Greene
Grade: 5
Class: 5-501



December 10, 2015

Dear Parent or Caregiver,

This year Chris will be using *The Reading Inventory*, a low-stakes, classroom-based assessment designed to evaluate students' reading ability, monitor their reading progress, and match students to books at their reading level.

The Reading Inventory is taken on a computer and lasts about 20 minutes. The types of questions a student receives and the results that are reported are based upon the student's grade level and reading level.

The results of Chris's *The Reading Inventory* assessments are used in a number of ways. First, a student's score on the test is used to determine the student's reading ability compared to grade-level performance standards. These determinations can help tailor appropriate reading instruction and set goals. The results of subsequent *The Reading Inventory* tests are then used to monitor progress over time. Student results are also used to match students to texts at their reading level, which helps to make reading rewarding, constructive, and enjoyable.

TEST DATE	LEXILE® TEST RESULTS
December 10, 2015	970

Grade 5 End-of-Year Proficiency Target Range: 830–1010 Lexile®

There are a number of things that you can do at home to help support Chris's reading progress. Here are some suggestions:

- Set a goal for Chris to read with you or independently for at least 20 minutes a day.
- Help Chris find books that are at an appropriate reading level. Please contact me about how to use Chris's *The Reading Inventory*'s results to identify books at the appropriate reading level.
- Make connections between Chris's interests and books to read. For example, if Chris likes animals, try to locate books on animals, both fiction and nonfiction.
- Try to spend time every day with Chris looking through "nonbook" reading materials, such as websites, pieces of mail, advertisements, and food labels, to demonstrate how important a part reading plays in daily life.
- Consider sharing with Chris the kinds of things you are reading. Tell Chris about interesting things you read in the newspaper, or about a magazine article that taught you something new.

Thank you for taking the time to help build Chris's reading skills. If I can be of any assistance, or if you have any questions, please feel free to contact me.

Sincerely,

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Report Type: School-to-Home

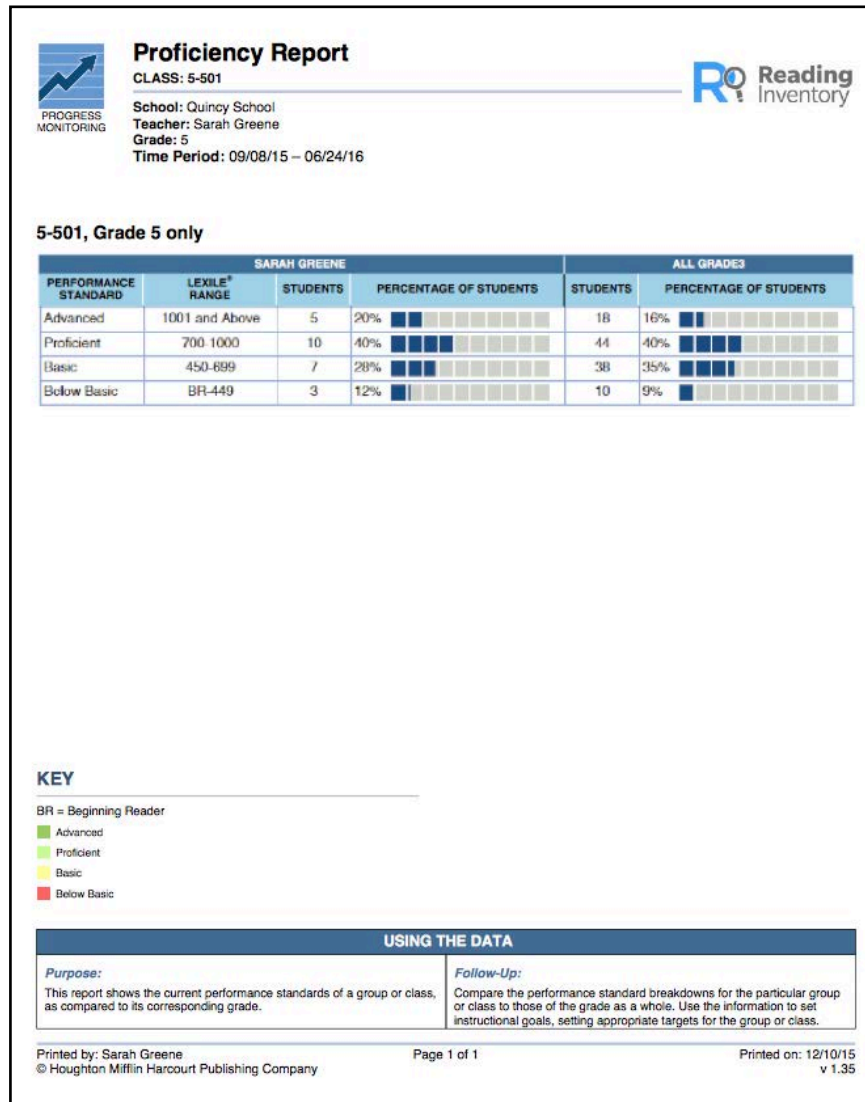
Purpose: Parent Reports introduce *Reading Inventory* to parents or caregivers, summarize the results of student's first testing session, and offer several useful suggestions for how parents may help and encourage their child to build fundamental reading skills at home.

Follow-Up: Send the report to the parent or caregiver or contact parents personally to review the contents of the report.

SmartBar Selection: Grade, Teacher, Class, Group, Student

NOTE: The Parent Report is also available in Spanish.

Proficiency Report



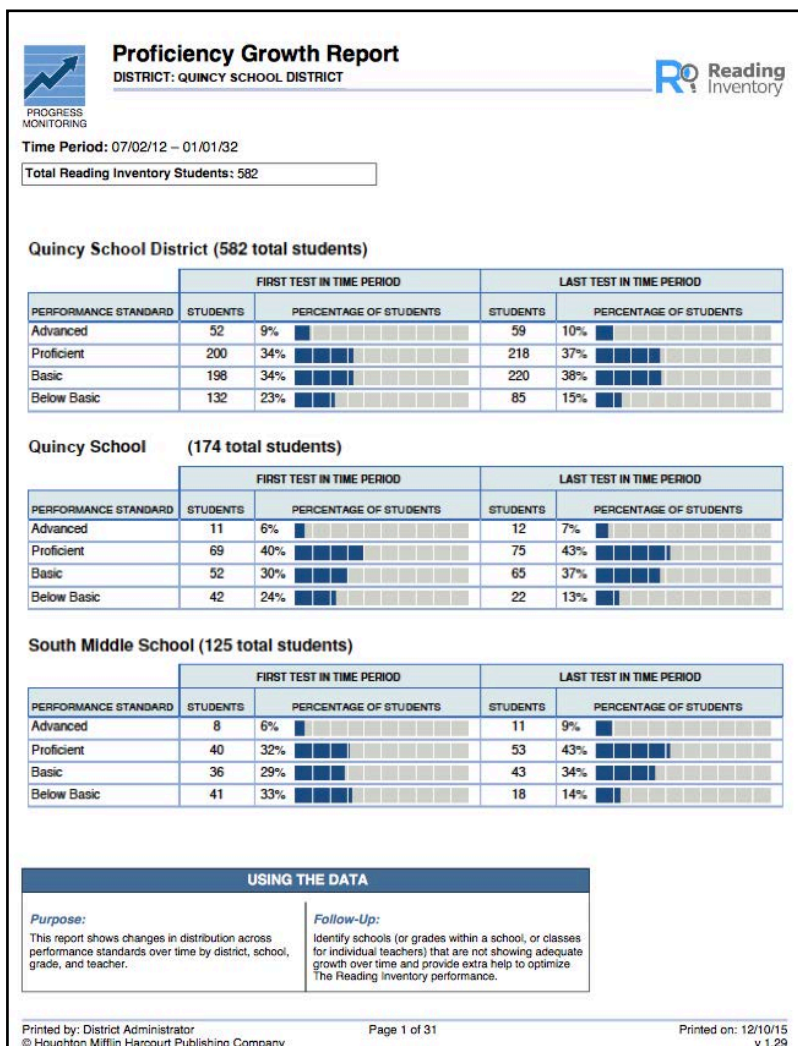
Report Type: Progress Monitoring

Purpose: This report shows the current performance standards of a group or class as compared to its corresponding grade.

Follow-Up: Compare the performance standard breakdowns for the particular group or class to those of the grade as a whole. Use the information to set instructional goals, setting appropriate targets for the group or class.

SmartBar Selection: Teacher, Group, Class

Proficiency Growth Report



Report Type: Progress Monitoring

Purpose: This report shows changes in distribution across performance standards over time by district, school, grade, and teacher.

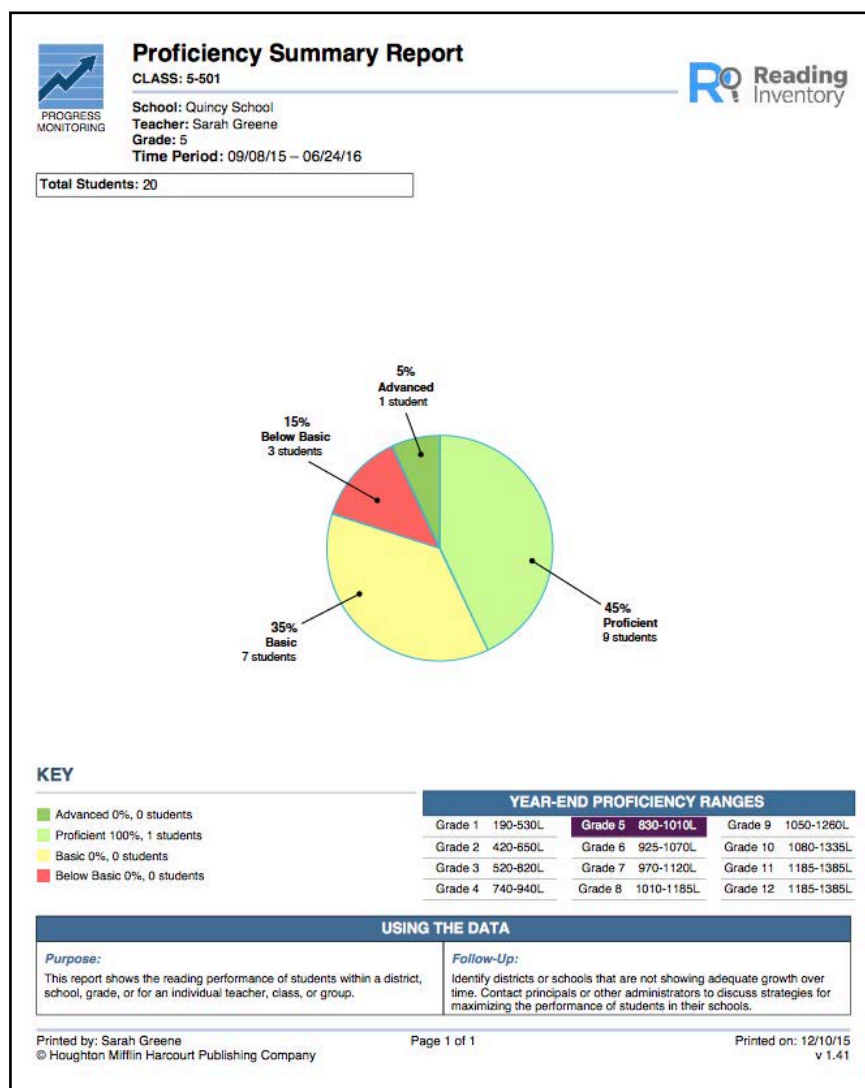
Follow-Up: Identify schools, grades, or classes that are not showing adequate growth over time and provide extra help to optimize *Reading Inventory* performance.

SmartBar Selection: District, School, Grade, Teacher

Related Reports: District/School Proficiency Report, Growth Summary Report, Proficiency Summary Report, Demographic Proficiency Report, Demographic Growth Report, Proficiency Report

NOTE: Administrator permissions are required to run this report.

Proficiency Summary Report



Report Type: Progress Monitoring

Purpose: This report shows the reading performance of students within a district, school, or grade, or for an individual teacher, class, or group.

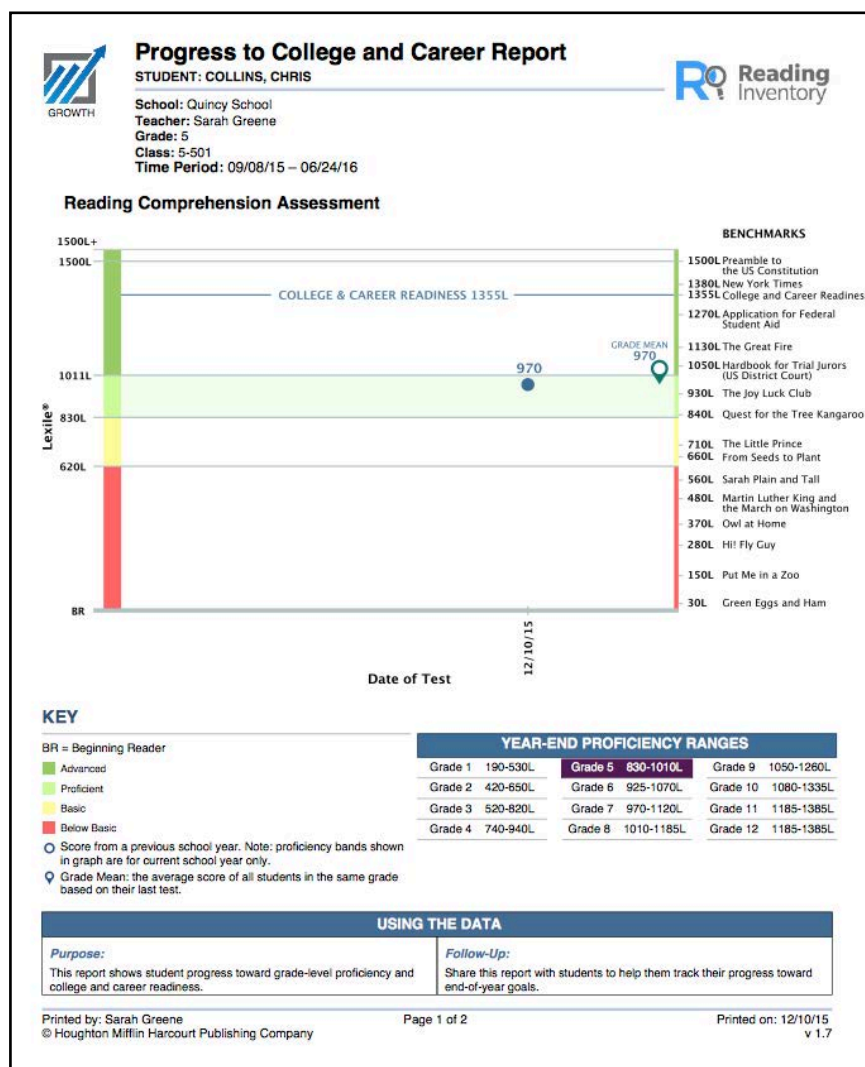
Follow-Up: Identify schools not showing adequate growth. Contact principals and administrators to discuss strategies for maximizing student performance.

SmartBar Selection: District, School, Grade, Teacher, Class, Group

Related Reports: District/School Proficiency Report, Growth Summary Report, Proficiency Growth Report, Demographic Proficiency Report, Demographic Growth Report, Proficiency Report

NOTE: Administrator permissions are required to run this report.

Progress to College and Career Report



Report Type: Growth


Purpose: This report shows student progress in Lexile measures (from the Foundational Reading Assessment and Reading Comprehension Assessment) from *Reading Inventory* tests in relation to college- and career-readiness benchmarks and the student's grade.

Follow-Up: Share this information with individual students, noting changes in performance from test to test. Demonstrate to students what reading levels are necessary to succeed in real-world situations where comprehension of various texts is required.

SmartBar Selection: Student

Related Reports: Recommended Reading Report

Recommended Reading Report



INSTRUCTIONAL
PLANNING


Recommended Reading Report

STUDENT: COLLINS, CHRIS

Teacher: Sarah Greene
Grade: 5
Class: 5-501
Time Period: 12/10/15 – 12/10/15


Test Date: 12/10/2015
Student Lexile®: 970


Chris, here are some great books at your reading level.



	QUIZ	TITLE	AUTHOR	LEXILE
Humor		Nerd Camp	Weissman, Elissa Brent	810
		Phineas L. MacGuire... Erupts!	Dowell, Frances O'Roark	810
		Charlie And The Chocolate Factory	Dahl, Roald	810
		Big House, The	Coman, Carolyn	820
		No Talking	Clements, Andrew	820
		Frindle	Clements, Andrew	830
		Charlie Bumpers Vs. The Teacher Of The Year	Harley, Bill	850
		Tapper Twins Go To War, The	Rodkey, Geoff	880
		Three Good Deeds	Vande Velde, Vivian	890
		Nicholas And The Gang	Goscinny, Rene	930

KEY

 READ 180 Title

 Reading Counts! Installed Quiz

USING THE DATA

<p>Purpose:</p> <p>This report provides an individualized list of books for a student, based on his or her reading interests and The Reading Inventory test results.</p>	<p>Follow-Up:</p> <p>Share the list with students, encouraging them to explore the recommended titles. Then, help students choose and find books.</p>
---	--

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Report Type: Instructional Planning

Purpose: This report provides an individualized list of books for a student based on his or her reading interests and *Reading Inventory* test results.

Follow-Up: Share the list with students, encouraging them to explore the recommended titles. Help students choose and find books.

SmartBar Selection: Grade, Teacher, Class, Group, Student

Student Action Report



INSTRUCTIONAL
PLANNING

Student Action Report


STUDENT: COLLINS, CHRIS

Teacher: Sarah Greene

Grade: 5

Class: 5-501

Time Period: 09/08/15 – 06/24/16



Chris's Reading Inventory Test History

Chris's Lexile® measure corresponds to the information indicated in the chart below:

TEST DATE	LEXILE®	PERFORMANCE STANDARD	TEST TYPE	NORMATIVE DATA		
				PERCENTILE RANK	NCE	STANINE
12/10/15	970	Proficient	Computer Test	75	64	6

Targeted Reading Placement Chart

For a student with a Lexile® 970, use the Lexile® ranges indicated below to help guide book selection, according to your instructional purposes.

LEXILE® RANGE	LEXILE®	PERFORMANCE STANDARD
1020 - 1220	If Chris is motivated or has background knowledge on the content, he or she should be encouraged and supported to read texts on this level.	With support, reading text at this level will build Chris's reading capacity for increasingly more complex texts.
870 - 1020	Chris can read the text with a high level of engagement and with appropriate levels of challenge.	Chris has sufficient control over vocabulary and syntax to work on applying reading skills.
720 - 870	Chris can read these texts fluently but with little challenge.	Chris is unchallenged by vocabulary and syntax. This level can be used when teaching new or challenging content.

► Recommendations for Chris

To help Chris grow as a reader, encourage Chris to:

- Read books within the target Lexile range (50 Lexiles above or 100 below Lexile measure).
- Practice reading easy text (up to 250 Lexiles below Lexile measure) in areas of interest.
- Build vocabulary by reading and discussing approximately 25 books per year (approximately 600,000 words).
- Use pictures and context clues to make story predictions.
- Use background knowledge to construct meaning from text.

USING THE DATA

Purpose:

This report shows an individual student's The Reading Inventory test history, a reading placement chart targeting appropriate Lexile ranges for different reading purposes, and teaching recommendations to help the student meet grade-level expectations.

Follow-Up:

Review the student's performance and use the placement chart and recommendations for classroom or home assignments.

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Report Type: Instructional Planning

Purpose: This report shows an individual student's *Reading Inventory* test history, a reading placement chart targeting appropriate Lexile measure ranges for different reading purposes, and teaching recommendations to help the student meet grade-level expectations.

Follow-Up: Review the student's performance and use the placement chart and recommendations for classroom or home assignments.

SmartBar Selection: Grade, Teacher, Class, Group, Student

Student Roster

Student Roster

TEACHER: SARAH GREENE

School: Quincy School

Grade: 5

Time Period: 09/08/15 – 06/24/16

Student	Grade	Student ID	Username	Password
Chu, Amy	5	101	achu	AChu001
Collins, Chris	5	001	ccollins	CCollins1
Evans, Jamal	5	103	jevans	JEvans1
Felix, Tonya	5	104	tfelix	TFelix1
Garcia, Matt	5	105	mgarcia	MGarcia1
Nolan, Olivia Rose	5	106	ornolan	ORNolan1

TOTAL STUDENTS =6

USING THE DATA

Purpose:

The Student Roster lists the students assigned to a selected group, class, or teacher. It includes each student's grade, ID, username, and password.

Follow-Up:

Review the roster to track which students are enrolled in The Reading Inventory.

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Report Type: Management

Purpose: The Student Roster lists the students assigned to a selected group, class, or teacher. It includes each student's identification, grade, username, and password.

Follow-Up: Review the roster to track which students are enrolled in *Reading Inventory*.

SmartBar Selection: Grade, Teacher, Class, Group

Student Test Printout



INSTRUCTIONAL
PLANNING


Student Test Printout

STUDENT: COLLINS, CHRIS

School: Quincy School
Teacher: Sarah Greene
Grade: 5
Class: English 10 a.m.
Group: Dream Team

Time Period: 09/01/11 – 02/02/12

Test Date: 12/7/2011
Test Time: 28 Minutes
Student Lexile: 620



Q: Margaret's Domino Push was the best game of all! Tommy won the chance to push the dominoes over. There were one hundred of them! We cheered when the last domino fell over.

We _____ the game.

☒ enjoyed
☐ caught
☐ broke
☐ started

Templeton, Shane. SPELLING AND VOCABULARY. Boston: Houghton Mifflin Company, 1998.

Q: In the living room, Ben could see his mom sitting on the sofa. She hadn't even changed for bed. He knew she always waited up till he got home. The last three hours must have been awful for her. He felt even worse.

She was probably _____.

☐ amused
☐ late
☒ worried
☐ hungry

Hall, John. WHERE THE BOYS ARE. New York: Scholastic, 1998.

Using This Report

Purpose: This report provides a complete printout of the last SRI test the individual student has completed. The printout includes each passage and all four answer choices, with the student's answer choice and the correct answer choice both indicated. The source of each passage is also listed.

Follow-Up: Review the printout of the test with the student, pointing out items the student answered incorrectly. Work through those items with students to help them understand why they came up with incorrect answers.

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Printed on: 12/10/15


Report Type: Instructional Planning

Purpose: This report provides a complete printout of the last *Reading Inventory* test an individual student has completed. The printout includes each passage and all four answer choices, with the student's answer choice and the correct answer choice both indicated. The source of each passage is also listed.

Follow-Up: Review the printout of the test with the student, pointing out items the student answered incorrectly. Work through those items with students to help them understand why they came up with incorrect answers.

SmartBar Selection: Class, Group, Student


Teacher Roster



MANAGEMENT

Teacher Roster

SCHOOL: QUINCY SCHOOL



Time Period: 07/02/12 – 01/01/32

Teacher	Grade	Students enrolled	Students tested once	Students tested twice	Students tested three or more times	Students not tested
Bentley, Elizabeth	5	20	8	2	5	5
Greene, Sarah	5	20	0	15	5	0
Maglari, Thomas R.	5	19	4	3	5	7
Velasco, Juan	5	24	3	8	10	3
TOTAL TEACHERS = 4		83	15	28	25	15

USING THE DATA

Purpose:

This report shows The Reading Inventory usage by teacher. It lists the number of students enrolled per teacher and how often students have been tested.

Follow-Up:

Use the report to review The Reading Inventory usage per teacher. Investigate instances where The Reading Inventory is not being implemented according to the district or school plan.

Printed by: District Administrator
Page 1 of 14
Printed on: 12/10/15


Report Type: Management

Purpose: This report shows *Reading Inventory* usage by teacher. It lists the number of students enrolled per teacher and how often students have been tested.

Follow-Up: Use the report to review *Reading Inventory* usage per teacher. Investigate instances where *Reading Inventory* is not being implemented according to the district or school plan.


SmartBar Selection: District, School, Grade, Teacher

Test Activity Report



Test Activity Report
DISTRICT: QUINCY SCHOOL DIST

MANAGEMENT



Time Period: 09/01/11-2/02/12

TOTAL READING INVENTORY STUDENTS: 563

SCHOOL	TEACHERS	STUDENTS ENROLLED IN SRI	STUDENTS TESTED ONCE	STUDENTS TESTED TWICE	STUDENTS TESTED THREE OR MORE TIMES	STUDENTS NOT TESTED
The Lincoln School	7	174	20	100	30	24
Quincy School	10	116	5	75	22	14
South Middle School	5	125	10	75	15	25
Taft School	11	167	15	25	100	27

USING THE DATA

Purpose:
This report provides data on how each school in a district is utilizing The Reading Inventory.

Follow-Up:
Contact principals or other administrators in schools where student The Reading Inventory use is not meeting district plans or expectations.

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Report Type: Management

Purpose: This report provides data on how each school in a district is using *Reading Inventory*.

Follow-Up: Contact principals or other administrators in schools where student *Reading Inventory* use is not meeting district plans or expectations.

SmartBar Selection: District, School

Related Reports: Teacher Roster, Student Roster

Text Complexity Report

Text Complexity Report

TEACHER: SARAH GREENE

School: Quincy School

Grade: 5

Time Period: 09/08/15 – 06/24/16

STUDENT	GRADE	LEXILE®	TEST DATE	TARGETED TEXT COMPLEXITY		
				SIMPLE	MODERATE	DEMANDING
Collins, Chris	5	970	12/10/15	720-870	870-1020	1020-1220

KEY

BR = Beginning Reader

YEAR-END PROFICIENCY RANGES

Grade 1	190-530L	Grade 5	830-1010L	Grade 9	1050-1260L
Grade 2	420-650L	Grade 6	925-1070L	Grade 10	1080-1335L
Grade 3	520-820L	Grade 7	970-1120L	Grade 11	1185-1385L
Grade 4	740-940L	Grade 8	1010-1185L	Grade 12	1185-1385L

USING THE DATA

Purpose:

This report establishes the reading demands for text based on their level of complexity: easy, on level, or stretch.

Follow-Up:

Use the reading ranges to assign appropriately leveled text for different instructional purposes and to help students choose books at a comfortable level for independent reading.

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Report Type: Instructional Planning

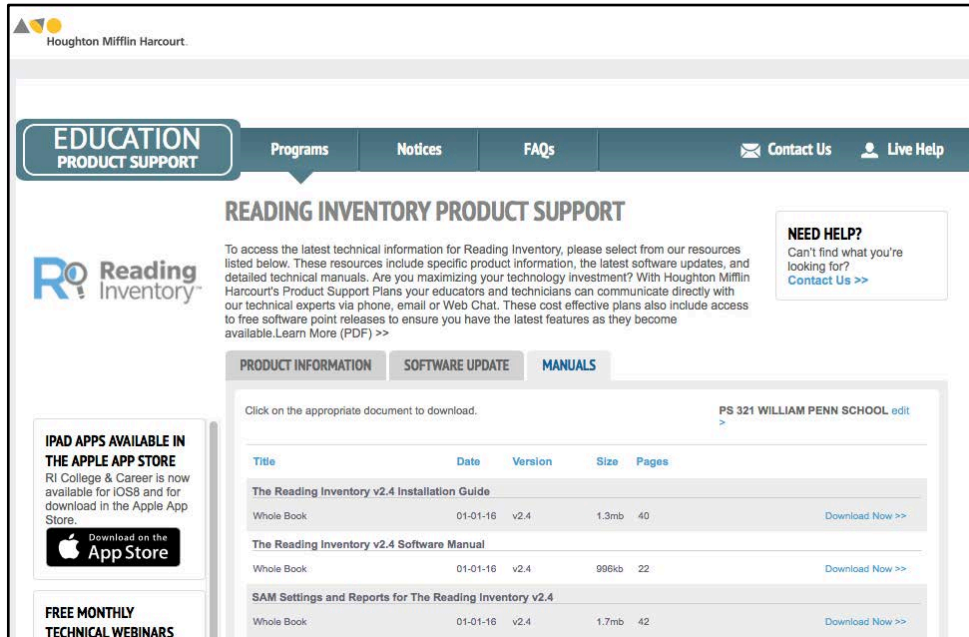
Purpose: This report establishes the reading demands for text based on students' level of complexity: easy, on level, or stretch.

Follow-Up: Use the reading ranges to assign an appropriate level of text for different instructional purposes and to help students choose books at a comfortable level for independent reading.

SmartBar Selection: Teacher, Class, Group

Technical Support

For questions or other support needs, visit the [Reading Inventory Product Support](http://Reading Inventory Product Support website at hmhco.com/ri/productsupport) website at hmhco.com/ri/productsupport.



The screenshot shows the 'Reading Inventory Product Support' page. At the top, there's a navigation bar with 'EDUCATION PRODUCT SUPPORT' and links for 'Programs', 'Notices', 'FAQs', 'Contact Us', and 'Live Help'. Below this, the main heading is 'READING INVENTORY PRODUCT SUPPORT'. A paragraph explains that users can find technical information, software updates, and manuals. A 'NEED HELP?' box offers a 'Contact Us >>' link. The main content area has tabs for 'PRODUCT INFORMATION', 'SOFTWARE UPDATE', and 'MANUALS'. Under 'PRODUCT INFORMATION', there's a table of documents for download. On the left, there's a sidebar with 'IPAD APPS AVAILABLE IN THE APPLE APP STORE' and 'FREE MONTHLY TECHNICAL WEBINARS'.

Title	Date	Version	Size	Pages	
The Reading Inventory v2.4 Installation Guide					
Whole Book	01-01-16	v2.4	1.3mb	40	Download Now >>
The Reading Inventory v2.4 Software Manual					
Whole Book	01-01-16	v2.4	996kb	22	Download Now >>
SAM Settings and Reports for The Reading Inventory v2.4					
Whole Book	01-01-16	v2.4	1.7mb	42	Download Now >>

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

For specific questions regarding *Reading Inventory*, contact customer service to speak to a Houghton Mifflin Harcourt technical support representative at: 1-800-283-5974.

For specific questions about using SAM with *Reading Inventory*, click **Help** in the Quick Links along the top of any screen in SAM.