

Dashboard & Reports

Teacher's Manual

MAXSCHOLAR

READING INTERVENTION PROGRAMS

This Teacher's Manual will help teachers understand how to use our Dashboard & Reports Teacher's Manual to guide them in their goals of monitoring and helping their students as they learn to read with understanding.

--The MaxScholar Team

MAXSCHOLAR

©2017 MaxScholar, LLC

All rights reserved. No part of this publication may be reproduced in whole or in part, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the written permission from the publisher.

Printed in the United States of America

MAXSCHOLAR

READING INTERVENTION PROGRAMS

Dashboard & Reports

TEACHER'S MANUAL

	Page
DASHBOARDS & REPORTS, OVERVIEW	2
REPORTS	3
REPORTS, SCHOOL	4
REPORTS, CLASSES/GROUP	7
REPORTS, STUDENT	15
REPORTS, TEACHERS	31
CLASSES/GROUPS	32
CLASSES/GROUPS, ALL CLASSES/GROUPS	33
CLASSES/GROUPS, CREATE NEW	35
CHANGE SETTINGS FOR AN ENTIRE CLASS	39
SOFTWARE ACCESS ("LOCKING")	41
STUDENTS	44
EDIT EXISTING STUDENT (LOCKOUTS)	49
TEACHERS	50
LICENSING	52
MATERIALS	53
CHANGE PASSWORD	70

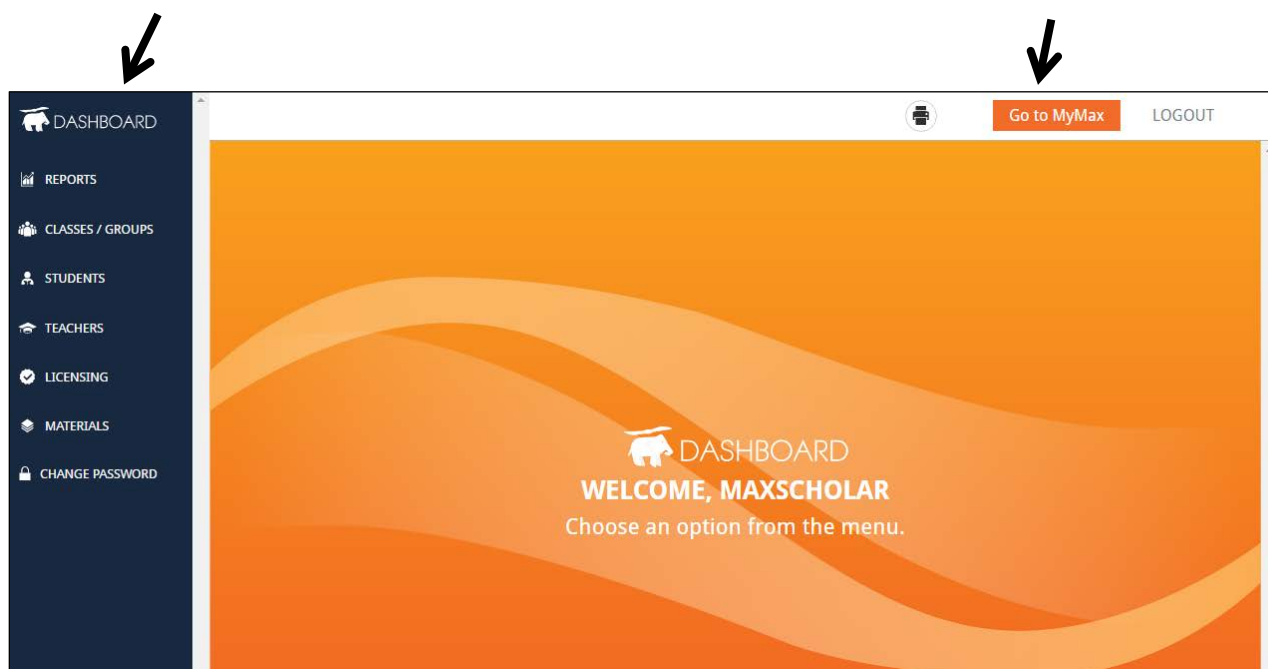


DASHBOARD & REPORTS, OVERVIEW

In this site, the Principal, School Administrator, or Teacher will learn to use the tools that are on our Dashboard, including the reports to be generated, how to prepare class lists, how to adjust users' levels, and how to perform many other functions. A major feature of this site is the Materials section which contains many downloadable documents.

Log in to the MaxScholar site by opening Google Chrome or Safari web browser, then go to www.maxscholar.com. Google Chrome is a free download for Windows computers/tablets and for iOS computers/tablets including iPads. Log in with your username and password and you will be directed to our Administrative Site. We call this site our “**DASHBOARD**.” This screen will not be seen by students when they login.

This is what the **DASHBOARD** looks like. Note the word “DASHBOARD” in the left upper corner of the screen.

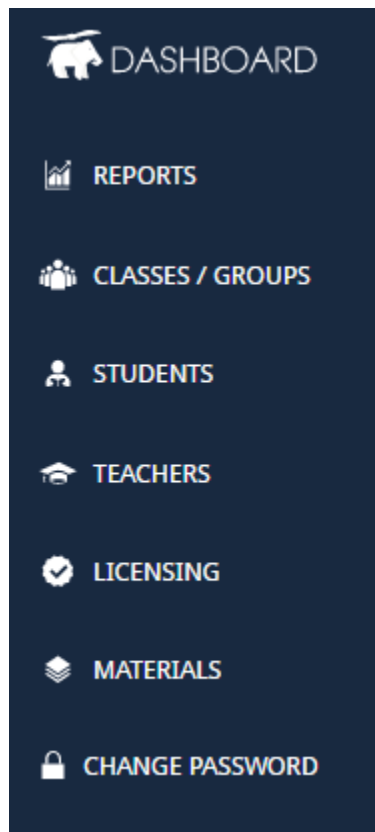


We will explain each tab on the menu, and then the **Go to MYMAX** on the right.

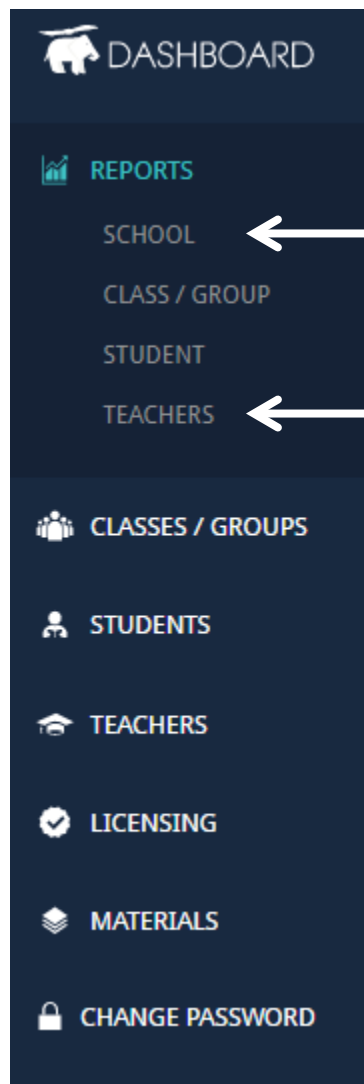
Please note that **teachers** will have one set of tabs, while **principals** and **administrators** will have a different set of tabs, all of which will be discussed in this manual.

REPORTS

The reports section is where educators can go to create a report, to enter certain types of data about students, or to see information about the performance of a class or of an individual student. The report generator is very flexible and easy to use.



Left-click on the REPORTS tab to be taken to the Main Menu for REPORTS.



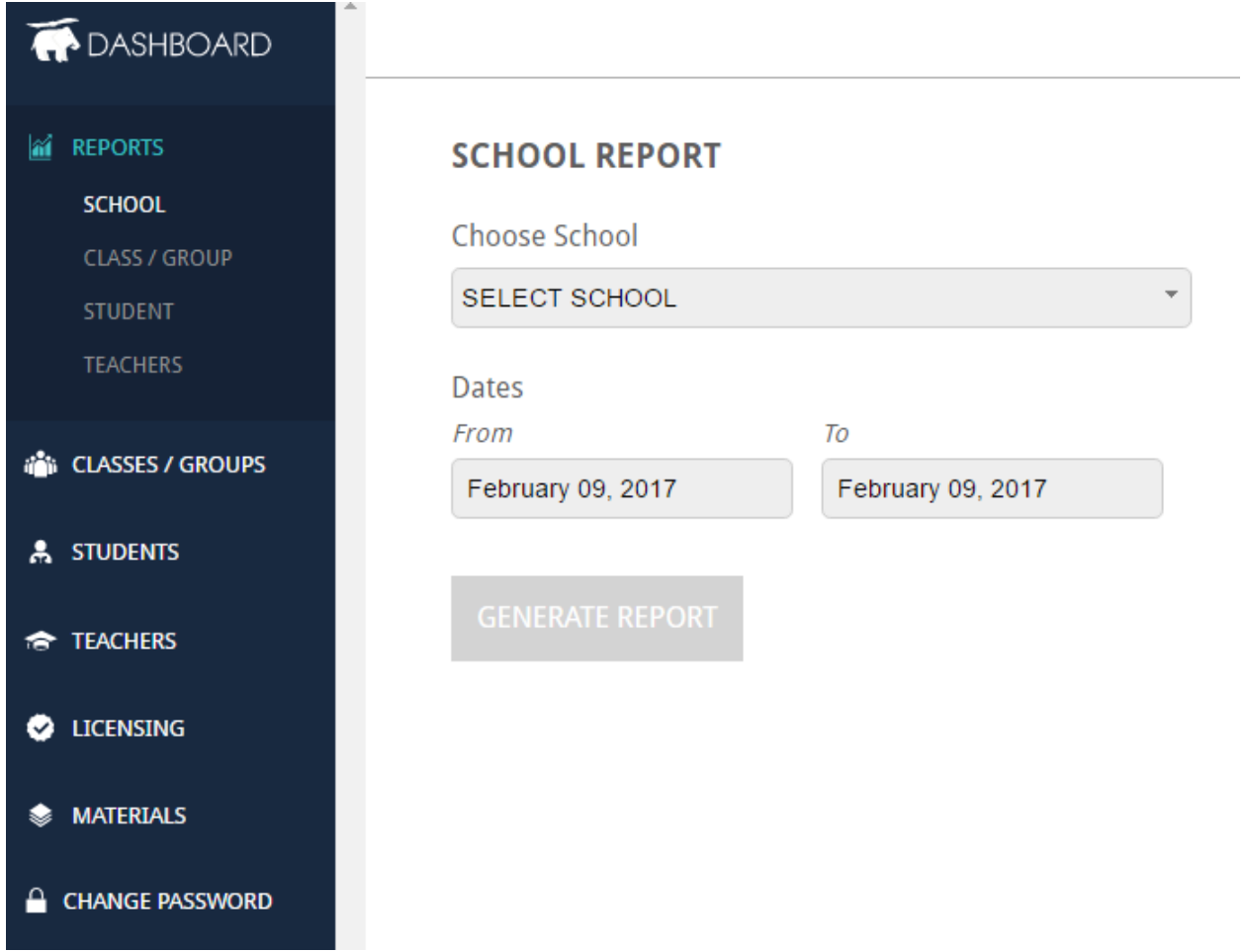
You will know that you are in a tab because the color of the title of the tab will change and sub-tabs will be displayed.

For example, the image on the right with sub-tabs displayed shows that you are in REPORTS.

Only principals and administrators have the option of selecting SCHOOL or TEACHERS reports. Everyone will have the ability of selecting CLASS/GROUP or STUDENT.

REPORTS, SCHOOL (For principals and administrators, only)

The principal/administrator will use this tab to generate reports of usage, scores, and performance for each of the classes in the school that are set up to use MaxScholar. Each report will be sorted by class.



The screenshot displays the 'SCHOOL REPORT' interface. On the left is a dark blue sidebar with a 'DASHBOARD' header and a list of menu items: 'REPORTS' (highlighted with a bar chart icon), 'SCHOOL', 'CLASS / GROUP', 'STUDENT', 'TEACHERS', 'CLASSES / GROUPS' (with a group of people icon), 'STUDENTS' (with a person icon), 'TEACHERS' (with a graduation cap icon), 'LICENSING' (with a checkmark icon), 'MATERIALS' (with a book icon), and 'CHANGE PASSWORD' (with a lock icon). The main content area is titled 'SCHOOL REPORT' and contains a 'Choose School' section with a dropdown menu labeled 'SELECT SCHOOL'. Below this is a 'Dates' section with 'From' and 'To' labels, each followed by a date input box containing 'February 09, 2017'. At the bottom of the main area is a large grey button labeled 'GENERATE REPORT'.

The name of your school will usually populate upon entering this screen. If you are an administrator of more than one school, you will see the screen above. By clicking anywhere on the bar, your different schools will be available to select.

Select the starting date and ending date for the report by choosing the appropriate dates in each of the boxes. For example, if you want a report from January 1, 2017 to June 30, 2017, select those dates by using the calendar that opens up in each of the boxes.

Then left click on GENERATE REPORT. On the next page is a sample report to view.

An example of the first part of a School Report and an explanation of each section of the report:

1

School name: (FL) Demo School
Active students: 176 of 820
Report dates: January 01, 2017 - February 09, 2017

2

3

4

Search by name

Q

Sort by

Name

5

Class / group name

Total time on programs

MaxPhonics

MaxReading

MaxWords

MaxMusic

MaxPlaces

MaxBios

Performance

Agustina	9h 56m	90%	69%	62%	-	-	-	Satisfactory
Edwin's students	23h 27m	94%	66%	81%	-	-	-	Excellent
fl_demo_school_masterlist	562h 37m	96%	75%	74%	-	73%	70%	Satisfactory
Homeschoolers	99h 55m	99%	81%	73%	-	-	-	Excellent
Huntington	6m	-	65%	-	-	-	-	Satisfactory
Maria's Class	3h 55m	100%	83%	70%	-	-	-	Excellent
Michael L	30h 56m	99%	83%	78%	-	-	-	Excellent
Michael's students	12m	-	-	-	-	-	-	Not available
Online	215h 39m	99%	77%	83%	-	88%	70%	Excellent
Rene	58h 14m	91%	85%	84%	-	-	-	Excellent

6

1

“Active Students” refers to the number of students who have used the program in the selected time. The remaining students have been assigned usernames but have not used the program during the selected dates.

2

The “search by name” box will allow the principal/administrator to search for a specific class. The “sort by” box is a dropdown menu to allow a change in the order that the results are displayed.

3

This column shows all the classes set up in a school. There will always be a class with the school’s name and the word “masterlist” which is automatically updated to reflect ALL the students in the school. By clicking on the name of a specific class, you will be directed to the report of that class. The class report will be discussed in the next section.

4

“Total time on programs” provides the total number of hours/minutes that all the students together in each class have spent on the programs.

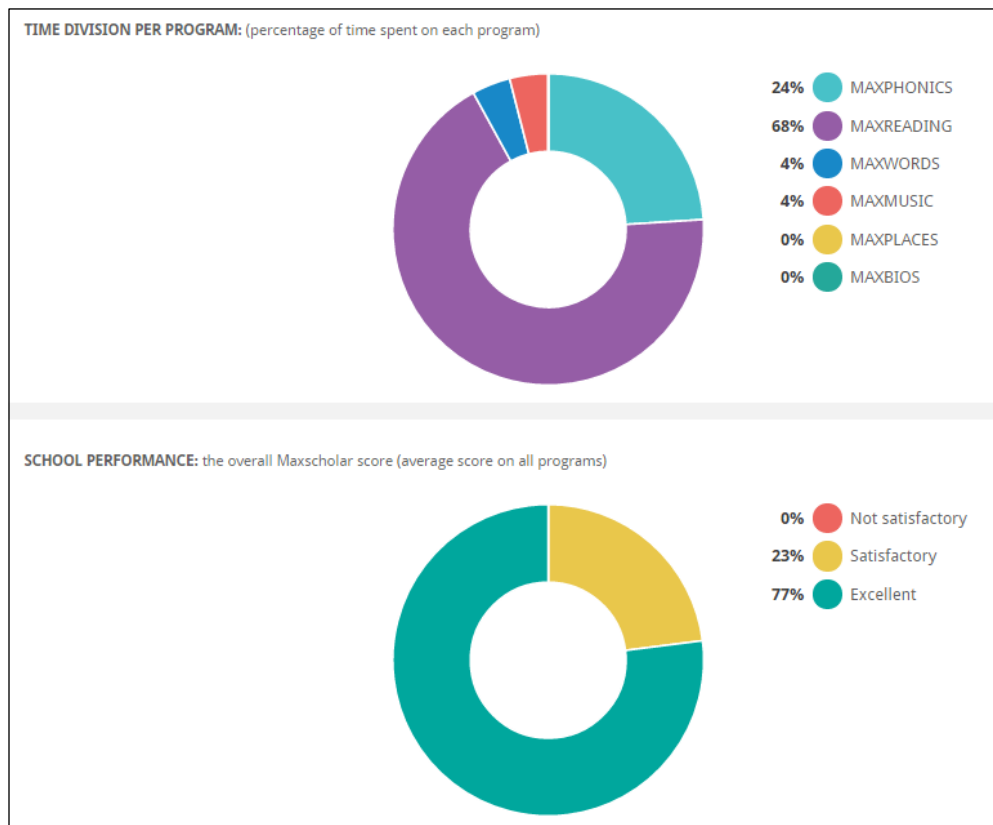
5

These six columns refer to the individual programs within MaxScholar. The scores represent the average score of all the students in the class, based on completed exercises only. Students could login time on a program, but if they do not complete a section, there will be no scores generated. A dash means that no exercises have been completed by any of the students in that class.

6

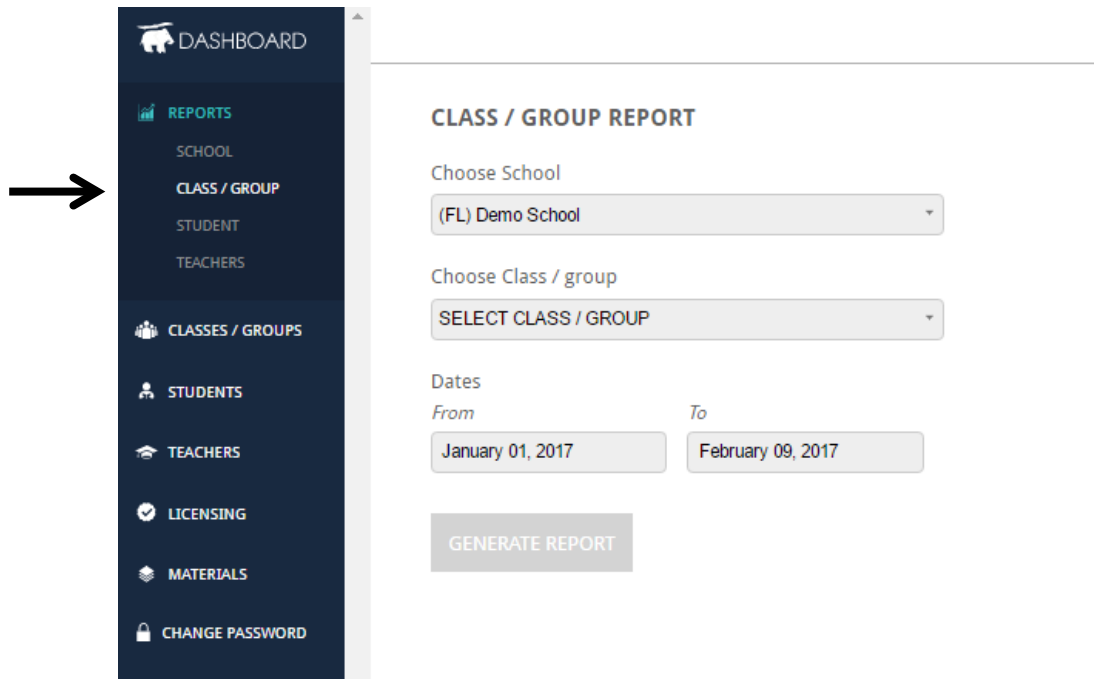
The “Performance” column represents an average of all work done by the students in the class. The rating could be “**Not Satisfactory**” which is 0% to 59%. “**Satisfactory**” is 60% to 79%. “**Excellent**” is > 80%. “**Not available**” means that there were no scores available for the calculation.

The last report shows the percentage of time all the students in all the classes in the school spend on each program (top) and the overall performance score of the students (bottom).



REPORTS, CLASSES/GROUP

This report is for a teacher to use for his or her own students, but it can be viewed by principals and administrators. Start by left clicking on CLASS/GROUP. The report generator appears.



In the dropdown box called “Choose School” the administrator of different schools will be able to select the specific site that he or she wants to see. If a teacher or principal is using this report generator, he or she will not see the box at all.

The next dropdown box called “Choose Class / group” enables a teacher to see all of the classes or groups in which he or she has been selected as the teacher. (If no classes or groups appear, this indicates that the classes or groups have not been set up correctly. This will be discussed in the section called “CLASSES/GROUPS.”)

The next dropdown boxes are “Dates” in which a teacher can select the dates for which to look at specific scores.

This report will provide usage, scores on each section, extent of the work, breakdown of skills, and automated reports.

Here is a sample report for a class. This screenshot is the first part of the report.

CLASS / GROUP REPORT								
Class / group name: After school 2017 Teacher name: Carol Smith Contact email: a@myemail.com Active students: 24 of 38 Report dates: January 01, 2017 - February 09, 2017								
See automated reports								
Search by name <input type="text"/> <input type="button" value="Q"/> Sort by Name								
Student name	Total time on programs	MaxPhonics	MaxReading	MaxWords	MaxMusic	MaxPlaces	MaxBios	Performance
[REDACTED]	6h 16m	100%	-	-	-	-	-	Excellent
[REDACTED]	2h 54m	100%	79%	-	-	-	-	Excellent
[REDACTED]	7h 50m	100%	79%	-	-	-	-	Excellent
[REDACTED]	0m	100%	-	-	-	-	-	Excellent
[REDACTED]	5h 46m	-	79%	80%	-	-	-	Satisfactory
[REDACTED]	0m	-	-	-	-	-	-	Not available
[REDACTED]	13h 20m	93%	85%	81%	-	-	-	Excellent
[REDACTED]	0m	-	-	-	-	-	-	Not available
[REDACTED]	33h 16m	-	67%	86%	-	-	-	Satisfactory
[REDACTED]	36h 21m	100%	-	66%	-	-	-	Excellent
[REDACTED]	77m	100%	-	-	-	-	-	Excellent
Class / group average		6h 17m	99.4%	78.4%	86.1%	-	88%	70%

This report is useful for a teacher to see what is going on in his or her class. In the upper left corner is a description of the class including the name of the class, the name of the teacher, the email address of the teacher, and the inclusive dates of the report. Please note that “Active students” refers to the number of students who are using the program. The remaining students are those who have been assigned usernames but have not used the program during those specified dates.

The columns indicate the average score for completed exercises within a program. This report does not specify which sections were attempted by a student. The “Performance” column represents an average of all work done by the individual students in the class. The rating could be “**Not Satisfactory**” which is 0% to 59%. “**Satisfactory**” is 60% to 79%. “**Excellent**” is > 80%. “**Not available**” means that there were no scores available for the calculation.

The bottom row provides a class average.

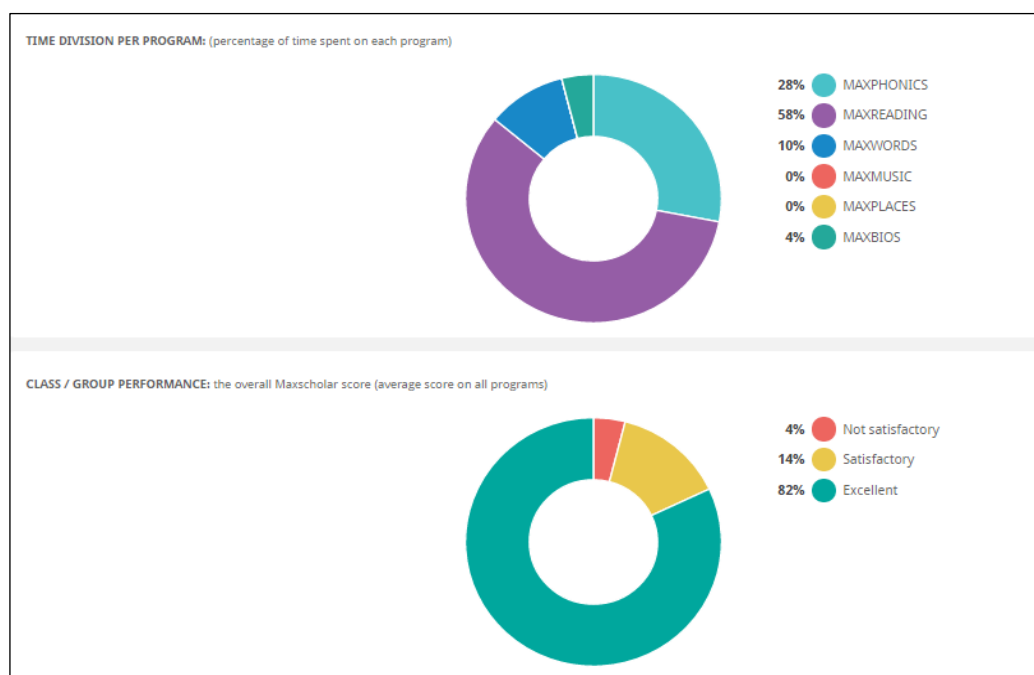
If you left click on a student’s name in the left column, you will be directed to his/her individual report.

The second part of this report is called the “Tests” section. It contains the results of our Pretest assessments in MaxPhonics, MaxWords, and MaxReading, along with Interim tests for each student.

TESTS				
Name	Maxphonics Pretest	MaxWords Pretest	MaxReading Pretest	MaxReading Interim 1
[REDACTED]	Date: Nov 29, 2016 Score: 100% Ending level: MaxWords	Date: Nov 25, 2016 Score: 0% Ending level: 1	-	-
[REDACTED]	Date: Oct 12, 2016 Score: 100% Ending level: MaxWords	-	Date: Oct 20, 2016 Score: 10% Starting level: 1 Ending level: 1	-
[REDACTED]	Date: Oct 03, 2016 Score: 88% Ending level: Digraphs	Date: Nov 16, 2016 Score: 0% Ending level: 1	Date: Sep 28, 2016 Score: 9% Starting level: 3 Ending level: 3	Date: Jan 28, 2017 Score: 9% Starting level: 3 Ending level: 4
[REDACTED]	-	-	-	-
[REDACTED]	-	Date: Jan 17, 2017 Score: 0% Ending level: 1	Date: Jan 10, 2017 Score: 5% Starting level: 9 Ending level: 7	-

In this specific class, student 4 has dashes in each box. That means that he or she has not taken any of our assessments. This is a teacher-driven option, meaning that if a teacher (or principal) does not want to require the student to take a Pretest, he or she can indicate that in the Classes or Student section. How to do this will be discussed below.

The third part of this report is the graphic representation of how the students in this class spent their time (top graph) and their overall performance (bottom graph).



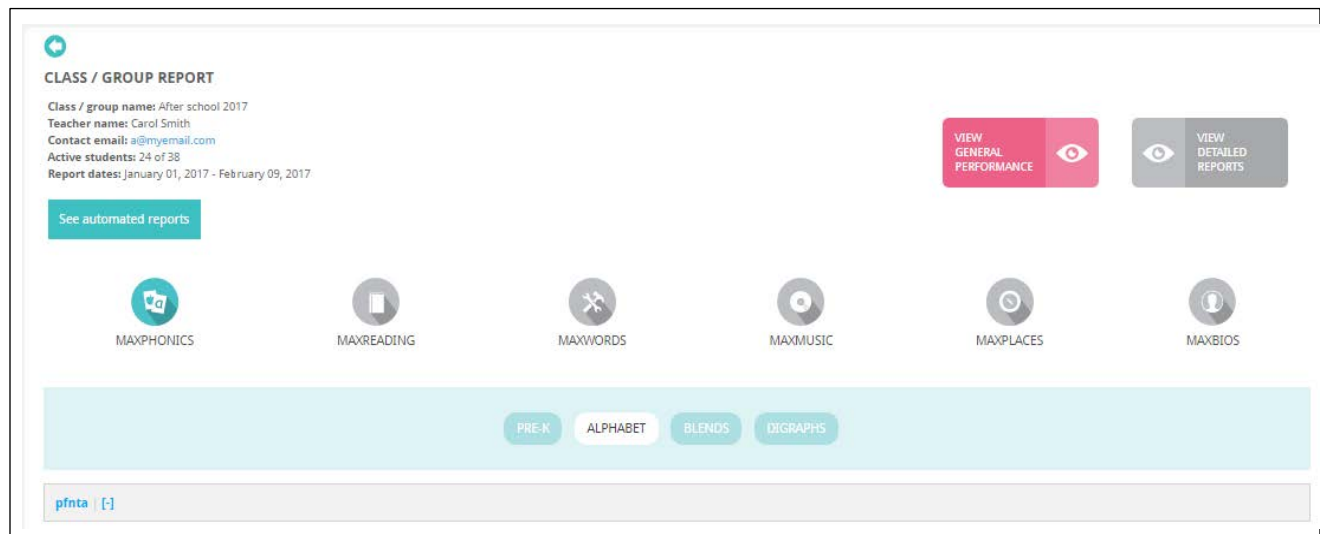
In the upper right corner of this CLASS / GROUP REPORT, there are two buttons:



The default selection is the **VIEW GENERAL PERFORMANCE**, which was discussed in pages 8, 9, and 10.

By left-clicking on the **VIEW DETAILED REPORTS** button, the teacher is taken to a report which provides extensive details on each student in the class.

This is the first screen in this section.

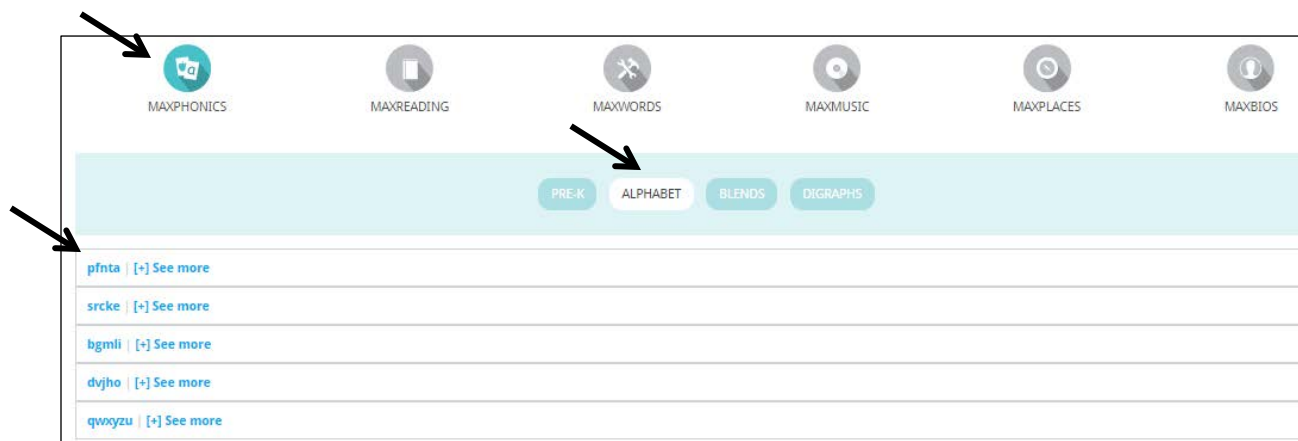


The 6 icons in the row (MAXPHONICS, MAXREADING, MAXWORDS, MAXMUSIC, MAXPLACES, MAXBIOS) are the individual programs that together form the MaxScholar program. Each section has assessments of mastery. By looking at each section, a teacher can get an idea of how the class is doing on each individual section as well as the amount of work completed.

On the next two pages are specific examples.

First, here is an example from MaxPhonics (*Alphabet*) (pfnta):

First left click on the relevant button. In this example, left click on ALPHABET, then left click on pfnta.



This is an example of what might be seen:

PRE-K

ALPHABET

BLENDS

DIGRAPHS

pfnta [-]

In the following table you will see the amount of students that have successfully or unsuccessfully completed the Master Quiz Exercises for this chapter.

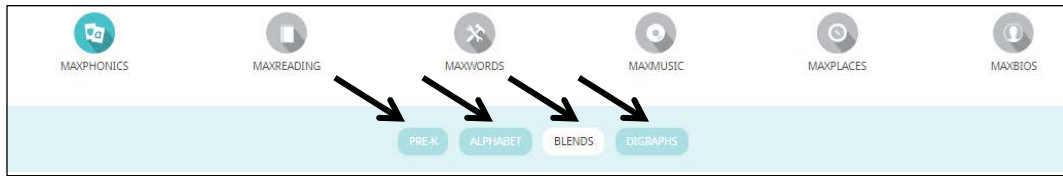
Auditory Motor Drill	Sound Blends	Sight Words	Controlled Readers
✓7	✓7	✓7	✓7

In the following table you will see the amount of students that have successfully or unsuccessfully completed the exercises for each skill and sound in this chapter.

Exercise	Letter identification	Phonemic Awareness	Phoneme Recognition	Kinesthetic/tactile
p	✓11	✓11	✓11	✓11
f	✓8	✓8	✓8	✓8
n	✓8	✓8	✓8	✓8
t	✓7	✓7	✓7	✓7
a	✓7	✓7	✓7	✓7

The teacher can look at each group of letters to see where the students are, as a group. The checkmark (✓) and the number that follows indicates the number of students who answered that question correctly. Since the students move at their own pace, the number displayed indicates only the number who successfully answered the mastery assessment for that letter, no matter how many times it took for a student to master a letter. If students are in the process of mastery, but have still not mastered a specific letter, there will be a red “x” before the number who have tried the assessment, but not mastered the letter.

The same process is in place for all the modules of MaxPhonics.



Just left click on the module you want to look at for your students. When you left click on each button, you will see the menu of letters that will be learned in each module. (PRE-K and ALPHABET are the same.)

PRE-K & ALPHABET	BLENDS	DIGRAPHS
pfnta [+] See more	cl-bl-pl-fl-gl-sl-a [+] See more	sh-th-wh-ch-ph-qu [+] See more
srcke [+] See more	br-cr-dr-fr-gr-pr-tr-e [+] See more	ck-nk-ng-tch [+] See more
bgmli [+] See more	sk-sw-st-tw-i [+] See more	mb-ss-zz-dge [+] See more
dvjho [+] See more	sc-sm-sn-sp-o [+] See more	
qwxzyu [+] See more	thr-scr-str-spr-spl-u [+] See more	

By left clicking on [\[+\] See more](#) you will have the report displayed for you to view just as in the second report on page 12 above.

The next example of a CLASS/GROUP Report is for MaxReading.

In this report you will see usage by each student in two ways: the total time spent, starting and current level, chapters started, chapters completed, summaries written, and outlines written. A teacher can compare all the students in his/her class to see how long the students are spending on the program, how many chapters they have read, and whether they are writing their outlines and summaries. (Outlines and Summaries are only required for Levels 2 and higher.)

See automated reports

MAXPHONICS MAXREADING MAXWORDS MAXMUSIC MAXPLACES MAXBIOS

Search by name Sort by **Name**

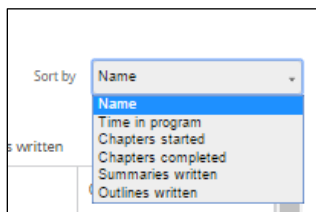
Student Name	Time in program	Starting level	Current level	Chapters started	Chapters completed	Summaries written	Outlines written
Sort: Matthew (matthews)	0m	-	Level 12	0	0	0	0
[REDACTED]	2h 56m	Level 1	Level 1	15	7	0	0
[REDACTED]	6h 22m	Level 3	Level 4	12	14	14	14
[REDACTED]	0m	-	Level 2	0	0	0	0
[REDACTED]	5h 8m	Level 9	Level 7	19	10	11	11
[REDACTED]	0m	Level 9	Level 9	0	0	0	0
[REDACTED]	9h 34m	Level 6	Level 6	8	6	6	6
[REDACTED]	0m	-	Level 4	0	0	0	0
[REDACTED]	17h 31m	Level 9	Level 12	43	40	40	40
[REDACTED]	8h 28m	Level 4	Level 4	6	0	1	1
Plus			Level 17	0	0	0	0
Average	4h 2m			7.8	6	5.4	5.4

It is easy to see how much time each student in the class has spent on the program, the level that he or she started on, the chapters started and completed, the number of summaries and outlines written. Teachers should look at this report often to encourage students to work on the program or to find out why an individual student is not using it.

To look at the usage by a specific student in the CLASS/GROUP, the teacher can scroll down to that student or enter the student's first or last name in the "Search by name" box and left click on the magnifying glass icon.

Search by name Sort by **Name**

The "Sort by" dropdown box allows a teacher to sort the students by the greatest usage. The default is alphabetical, but he/she can also sort them by information in each column from greatest to least.



Below that chart are graphic presentations of how the class performed on highlighting and answering comprehension questions. Below each circle graph are displayed the percentage correct of the questions answered after each chapter.



As explained on page 9, the information obtained by left clicking on the “View General Performance” button is different than above. When the teacher left clicks on that button, the percentage listed in the column called “MaxReading” represents the average score for all the chapters completed, highlighting scores, and all the questions answered. The circle graphs above, break the responses down into different sub-areas, such as identifying the main idea, important details, inference, compare and contrast, and vocabulary. It is common for classes to have problems in one or more specific area. You can use that report to identify when the class/group needs more work on a specific area.

Similar reports are available for the other programs in MaxScholar:

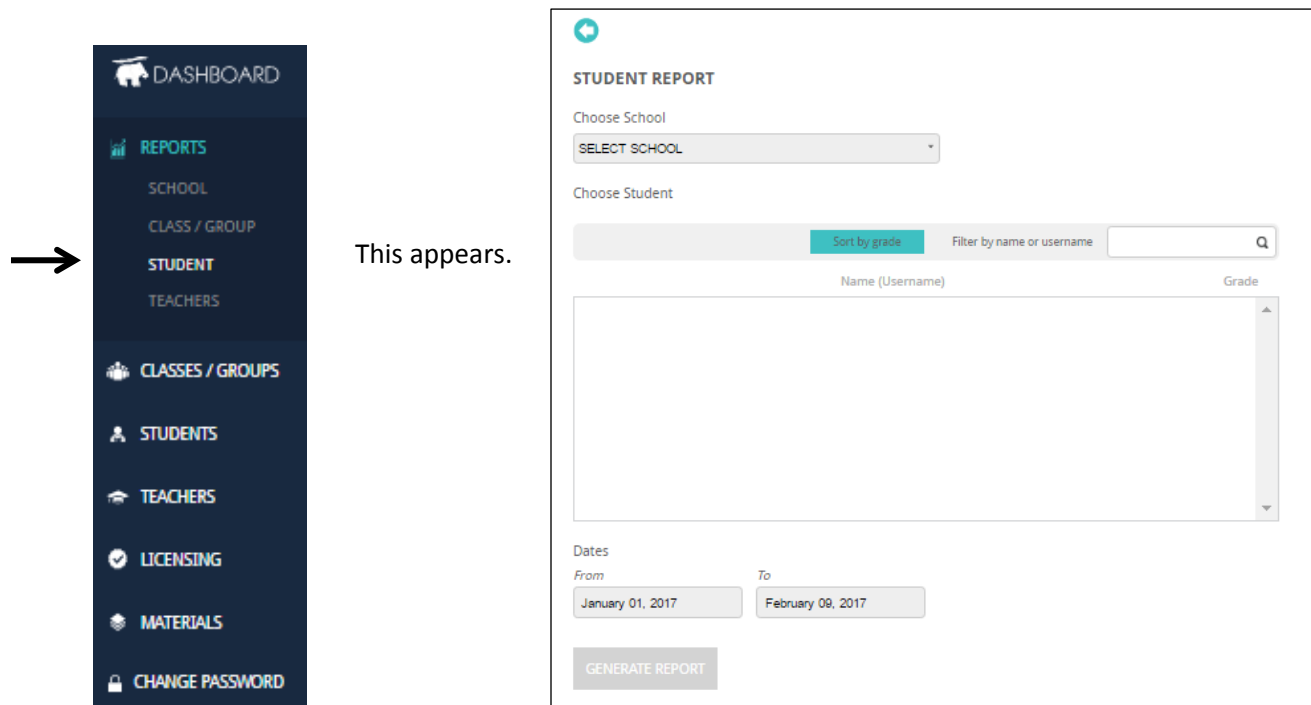


Left clicking on any of the programs will direct the teacher to the proper report. All the buttons in these sections function the same as they do in MaxPhonics and MaxReading.

REPORTS, STUDENT

The next tab, STUDENT, is a way to look at the individual students and their progress. These reports are the most detailed of all the reports in MaxScholar.

In the DASHBOARD menu, left click in the REPORTS section, and the word STUDENT.



As noted previously, if an administrator opens this screen, he/she will have to select a specific school. If a principal or teacher opens the screen, the name of their school will immediately populate.

Here is our demo school. An alphabetical list of students appears. This can be changed to look at all the students in one grade or by name or username by clicking on the appropriate button.



For the most part, if a principal or administrator will open this report, he/she will want to look at students in a specific grade or look at individual students. Some teachers (like special ed teachers) might have students in many different grades. Most teachers will have students in one grade. This is a totally flexible report generator.

In this example, the name of a specific student is identified by left clicking on his/her name. The student we will look at is the third from the top in this screenshot.

The screenshot shows a web interface for generating a student report. At the top, there is a teal circular icon with a left arrow. Below it is the title "STUDENT REPORT". The interface includes a "Choose School" dropdown menu with "(FL) Demo School" selected. Below that is a "Choose Student" section with a search bar and a "Sort by grade" button. A table lists students with columns for "Name (Username)" and "Grade". The third row is highlighted in yellow, and a black arrow points to it. Below the table is a "Dates" section with "From" and "To" date pickers. The "From" date is "January 01, 2017" and the "To" date is "February 09, 2017". A black arrow points to the "From" date picker. At the bottom is a teal "GENERATE REPORT" button with a black arrow pointing to it.

Name (Username)	Grade
[Redacted]	-
[Redacted]	-
[Redacted]	6
[Redacted]	-
[Redacted]	-
[Redacted]	-

After selecting a specific student, the entire background changes. You will know which student you have selected.

Choose the specific dates and left click on "GENERATE REPORT."

The very detailed individual report will appear as shown below. Each section will be described. This is what is seen in the “VIEW GENERAL PERFORMANCE” section.

STUDENT REPORT

Student name: [REDACTED]
Username: [REDACTED]
Reading level: Level 6
Last login: February 13, 2017
Report dates: January 01, 2017 - February 09, 2017

VIEW GENERAL PERFORMANCE

VIEW DETAILED REPORTS

	MaxPhonics	MaxReading	MaxWords	MaxMusic	MaxPlaces	MaxBios	Total
Score	93%	85%	81%	-	-	-	86.0%
Time on software	2h 9m	9h 34m	1h 37m	0h 0m	0h 0m	0h 0m	13h 20m
Performance	Excellent	Excellent	Excellent	Not available	Not available	Not available	Excellent

MAXREADING PRE-TEST:

Date	Starting level	Score	Ending Level	
November 15, 2016	6	9/10	6	SHOW DETAILS

MAXREADING INTERIM TESTS:
The student has not completed a MaxReading interim test yet.

MAXPHONICS PRE-TEST:

Date	Starting Level	Score	Assigned chapter	
November 15, 2016	Level 2	94%	Alphabet	SHOW DETAILS

MAXWORDS TESTS:

Date	Score	Ending Level
November 15, 2016	0%	1

The first section shows the same usage information as shown in CLASS/GROUP (demonstrated on page 9). The difference is that both usage time and Performance rating will be assigned per program, not the overall average.

	MaxPhonics	MaxReading	MaxWords	MaxMusic	MaxPlaces	MaxBios	Total
Score	93%	85%	81%	-	-	-	86.0%
Time on software	2h 9m	9h 34m	1h 37m	0h 0m	0h 0m	0h 0m	13h 20m
Performance	Excellent	Excellent	Excellent	Not available	Not available	Not available	Excellent

The next section shows the assessment information for that student. This includes the pre-test scores for MaxReading, MaxPhonics, and MaxWords.

In this example, this student took pre-tests in MaxReading, MaxPhonics, and MaxWords. He has not completed a MaxReading interim test. If he had not taken any of the three pre-tests, the report would indicate, the program would specify that he had not taken the pre-test.

MAXREADING PRE-TEST:				
Date	Starting level	Score	Ending Level	
November 15, 2016	6	9/10	6	SHOW DETAILS
MAXREADING INTERIM TESTS:				
<i>The student has not completed a MaxReading interim test yet.</i>				
MAXPHONICS PRE-TEST:				
Date	Starting Level	Score	Assigned chapter	
November 15, 2016	Level 2	94%	Alphabet	SHOW DETAILS
MAXWORDS TESTS:				
Date	Score	Ending Level		
November 15, 2016	0%	1		

You can look at the student profile in the upper left hand corner of this report and seen that this student is in grade 6. His pre-test for MaxReading indicated that he should start in Level 6, that he answered 9 out of 10 questions correctly, and that he was assigned to start in Level 6. That is what the column “Ending Level” means.

Left click on the box “SHOW DETAILS,” and you will see the exact pre-test that this student took, including the passage read, the questions asked, the student’s answers, the scores on the learning games, and the vocabulary words.

MAXREADING PRE-TEST

Exercise title: Maximum Sports > Basketball

Text:

Basketball is a ball sport most usually played on a wooden floor with two baskets on either end of the court. It is one of the most popular sports in the United States and around the world. It can be played easily in so many places. All you need is a ball and a basket. You can practice dribbling and shooting too. You can practice passing and designing plays even without a court. The history of basketball is very interesting. In the 1890s, a Massachusetts gym teacher thought of the sport on his own. He wanted to make a game to play inside when it was raining outside. One day, he hung a peach basket ten feet high on a wall inside the gym. With a common round soccer ball, the gym teacher taught his students to pass and shoot the ball into the basket. A team would score a point for every basket. The team with the most points at the end would win. By 1900, the sport had spread to many parts of the country. Basketball is played from lower schools to universities. It is played in the street as well as in the professional arena. The basic rules are the same. The team with the ball is on offense, and the team on defense tries to take it away from them. Points are scored when the ball passes through the other team's hoop. The most points that can be scored in one shot is three. The team with the most points wins. Professional games have four quarters of twelve minutes each. However, the clock is stopped often at the end of plays or with time-outs. This makes games last around two hours. Today, basketball is competitive all around the world. It can be safe to say, however, that the United States' National Basketball Association (NBA) draws the most talented players. In the Olympics, the United States team has won 14 times. The sport has always been popular because it is accessible. That means that it is not expensive to play, it is not confusing to understand, and it reaches a very wide audience. Although the professional league in the United States is today the strongest league, maybe in the future other countries may rival them.

Questions:

Closely reread this selection from the passage: "It can be safe to say, however, that the United States' National Basketball Association (NBA) draws the most talented players." In this context, "draws" most clearly means: | Answered correctly

• passes and shoots • designs and organizes • attracts and incorporates (CORRECT ANSWER) • repels and rejects

Closely reread this selection from the passage: "The history of basketball is very unique. In the 1890s, a Massachusetts gym teacher thought of the sport on his own." Why does the narrator say this? | Answered correctly

• to describe how basketball was transported to China in the 1950s • to show that some sports have specific origins and others unclear origins (CORRECT ANSWER) • to offer examples of critics that hate

Look next at the MAXPHONICS PRE-TEST.

MAXPHONICS PRE-TEST:				
Date	Starting Level	Score	Assigned chapter	
November 15, 2016	Level 2	94%	Alphabet	SHOW DETAILS

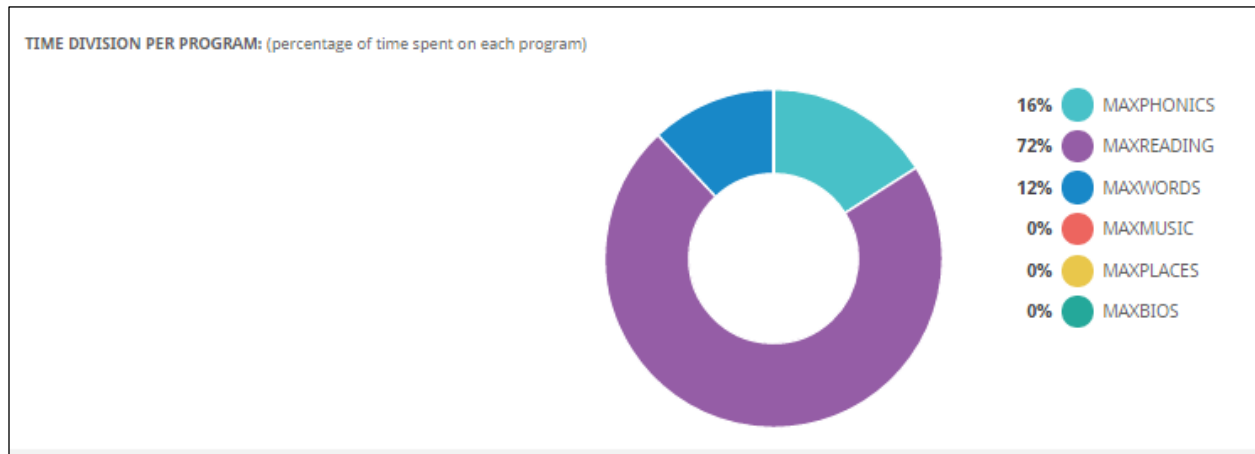
This student is in grade 6, but his pre-test indicated that his Phonics level is that of Level 2. He was assigned to the Alphabet section of MaxPhonics. This suggests that his reading ability might have been as a result of his guessing at the answers to the questions. He needs more work on his phonics. Again, left clicking on “SHOW DETAILS” shows why he achieved that score.

> MAXPHONICS PRE-TEST	
Section: Consonants	
Missed consonants:	
"x" "k" "t"	
Section: Short Vowels	
No mistakes.	
Section: Blends	
No mistakes.	
Section: Digraphs	
No mistakes.	
Section: Spelling	
No mistakes.	
Match	
Missed word matches:	
"ring"	

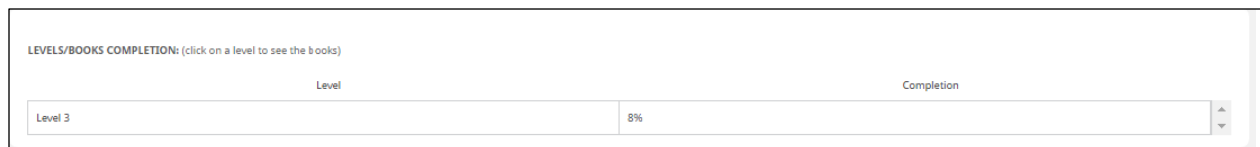
MaxWords does not have a “SHOW DETAILS” button because of the way the test is designed.

MAXWORDS TESTS:			
Date	Score	Ending Level	
November 15, 2016	0%	1	

The circle graph shows the distribution of time that this student spent on the various programs within MaxScholar. As you can see, he spent 16% of his time on MaxPhonics, 72% on MaxReading, and 12% on MaxWords. He did not spend any time during those dates on the other programs within MaxScholar.

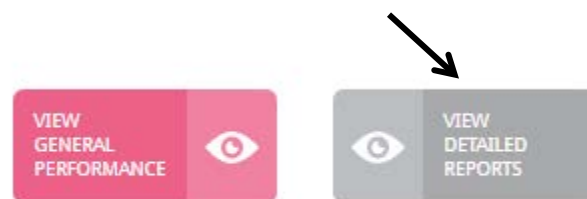


The next section shows how far along a student is in completing a book in a specific level and how far into a book he is. In this case, the teacher started the student at level 3.



By left clicking on the words “Level 3,” you will be directed to all the books in that level and can see which books he has started and how far along he has come. In this case, there are five books in Level 3. This student has started only one of them and is 30% finished with that book.

To learn more about the **individual performance** of this student, click on the “VIEW DETAILED REPORTS” button.



MaxPhonics has four modules: PRE-K, ALPHABET, BLENDS, and DIGRAPHS. A very large amount of information about the student can be found there. These data are very important to assessing whether a student is ready to progress from one letter to the next, and from one group of letters to the next. Prior to the MaxScholar program, teacher observation was the only way to assess mastery.

After left clicking on VIEW DETAILED REPORTS, you will be sent to this screen:

The screenshot shows the 'STUDENT REPORT' interface. At the top, there is a 'Choose School' dropdown menu with '(FL) Demo School' selected. Below it is a 'Choose Student' section with a 'Sort by grade' button and a 'Filter by name or username' search box. A large downward arrow points to the search box. Below the search box is a table with two columns: 'Name (Username)' and 'Grade'. A horizontal arrow points to the table. The table contains the following data:

Name (Username)	Grade
(1028s)	2
A, Ethan (ethana)	6
A, Sabrina (sabrina)	-
aaaaa, aaaaa (aaaaaa)	4
(aaaaaaaaaaaaa)	10
(aaaaaaaaaaaaaaaaaaaaa)	3

Below the table is a 'Dates' section with 'From' and 'To' date pickers. The 'From' date is 'January 01, 2017' and the 'To' date is 'February 09, 2017'. At the bottom is a 'GENERATE REPORT' button.

You can find a specific student by scrolling down the list using the slider on the right (←) or by typing in the student's first name, last name, or username in the box (↓).

Once you find the student, set the date parameters, then left click on GENERATE REPORT. You will be directed to the screen with the detailed reports for an individual. Select MAXPHONICS. You will be directed to this screen.

The screenshot displays the 'ALPHABET' report for a student named 'pfnta'. The dashboard features tabs for PRE-K, ALPHABET, BLENDS, and DIGRAPHS. The 'ALPHABET' tab is selected. Below the tabs, there are two main sections. The top section shows a summary for the 'pfnta' group, with columns for Chapter, Auditory Motor Drill, Sound Blends, Sight Words, Controlled Readers, Score, and WPM. The 'pfnta' group has a 100% score. The bottom section shows a detailed report for the 'pfnta' group, with columns for Exercise, Sand Writing, Paper Writing, Letter Identification, Phonemic Awareness, Phoneme Recognition, Kinesthetic/tactile, and Score. The exercises listed are p, f, n, t, and a, all with 100% scores. A right arrow indicates that the teacher can scroll to see more groups.

Chapter	Auditory Motor Drill	Sound Blends	Sight Words	Controlled Readers	Score	WPM
pfnta	✓	✓	✓	✓	100%	Type words per minute

Exercise	Sand Writing	Paper Writing	Letter Identification	Phonemic Awareness	Phoneme Recognition	Kinesthetic/tactile	Score
p	See image	See image	✓	✓	✓	✓	100%
f	See image	See image	✓	✓	✓	✓	100%
n	See image	See image	✓	✓	✓	✓	100%
t	See image	See image	✓	✓	✓	✓	100%
a	See image	See image	✓	✓	✓	✓	100%

Chapter	Auditory Motor Drill	Sound Blends	Sight Words	Controlled Readers	Score	WPM
srcke	✓	✓	✓	✓	100%	Type words per minute

You will have four options: PRE-K, ALPHABET, BLENDS, DIGRAPHS. The sequence of the reports for each of these modules is exactly the same. The module that will load as the default is the module to which the student was assigned (initially). It can be overridden.

In the image above, the teacher has selected ALPHABET and the group of “pfnta.” To see the remaining groups, just scroll down using the slider on the right.

This particular student has demonstrated mastery in each of the five letters in the group. He has also successfully completed the Auditory Motor Drill, Sound Blends, Sight Words, and Controlled Readers. His group score is 100% (➡). It is not necessary to complete the Word per Minute Timing (WPM) to be ready to go on.

Included in this report, is the opportunity to see how the student wrote each letter.

PRE-K

ALPHABET

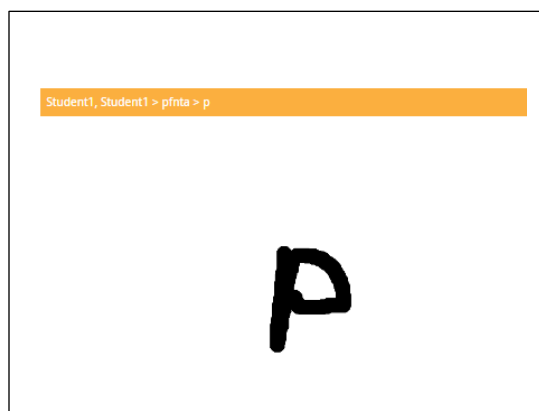
BLENDS

DIGRAPHS

Chapter	Auditory Motor Drill	Sound Blends	Sight Words	Controlled Readers	Score	WPM
pfnta	✓	✓	✓	✓	100%	2/9: 37

Exercise	Sand Writing	Paper Writing	Letter identification	Phonemic Awareness	Phoneme Recognition	Kinesthetic/tactile	Score
p	See image	See image	✓	✓	✓	✓	100%
f	See image	See image	✓	✓	✓	✓	100%
n	See image	See image	✓	✓	✓	✓	100%
t	See image	See image	✓	✓	✓	✓	100%
a	See image	See image	✓	✓	✓	✓	100%

Please note that if a student has completed the image section, the color of the box will be orange. If not, the box will remain grey.



This is an example of a student who has done everything, including the WPM timing.

Chapter	Auditory Motor Drill	Sound Blends	Sight Words	Controlled Readers	Score	WPM
pfnta	✓	✓	✓	✓	100%	2/9: 37

The teacher must manually enter the results of the WPM in that box.

WPM

Type words per minute


This box will not appear until all individual sounds and skills in that group of letters have been mastered.

A teacher can next see results from PRE-K, BLENDS, or DIGRAPHS simply by left clicking on the appropriate buttons to be directed to the proper section.




Each of these sections will be similar to the reports just described in ALPHABET. The directions will not be repeated.


The detailed report for a student using **MaxReading** looks like this:




MAXPHONICS




MAXREADING




MAXWORDS



MAXMUSIC



MAXPLACES



MAXBIOS

Sort by

Choose

Chapter	Book	Level	Highlighting score	Comprehension score	Activities	Date finished
Israel	Ethnic Foods	Level 3	90%	100%	<div>Highlighting</div> <div>Outline</div> <div>Summary</div>	Jan 18, 2017
Czechia	Ethnic Foods	Level 3	89%	100%	<div>Highlighting</div> <div>Outline</div> <div>Summary</div>	Jan 18, 2017
Germany	Ethnic Foods	Level 3	84%	100%	<div>Highlighting</div> <div>Outline</div> <div>Summary</div>	Jan 16, 2017
Sweden	Ethnic Foods	Level 3	83%	60%	<div>Highlighting</div> <div>Outline</div> <div>Summary</div>	Jan 16, 2017
France	Ethnic Foods	Level 3	89%	60%	<div>Highlighting</div> <div>Outline</div> <div>Summary</div>	Jan 11, 2017
Italy	Ethnic Foods	Level 3	80%	80%	<div>Highlighting</div> <div>Outline</div> <div>Summary</div>	Jan 11, 2017

This student has only worked in Level 3, book *Ethnic Foods*, during the time we selected (January 1 through February 9). He might have started other chapters, but he has only completed 6 chapters, the ones listed above. You can see his Highlighting score, his Reading Comprehension score, and his activities. When a box has an orange-colored background, it means that there is something that can be seen by left clicking on it. If it is gray, there is nothing to see. The column on the right indicated the date the chapter was completed.

Here is an example of his work on the chapter entitled “Germany.”

Highlighting:

Level 3 > Ethnic Foods > Germany > Highlighting
Dansinger, [redacted] Jan 16, 2017

Sally enjoyed eating German food.

She traveled to Germany to visit her uncle who lived there. Sally quickly found out that Germans ate many different foods. Her uncle taught her about German food. 'Germans like to eat pork,' he said. Sally said, 'I like to eat beef. Do they eat beef here?' 'Of course,' he said. 'They also like to eat poultry, such as chicken, turkey, ducks, and geese.'

Sally said, 'Poultry is a favorite of mine, too. What else do they eat?' 'They eat lamb and goat. They like fish, too,' her uncle said. 'I read that people love to hunt in Germany.' Sally asked, 'What do they hunt?' He said, 'They hunt boar, rabbit, and deer.'

Sally asked, 'For which food is Germany most?' 'Ah!' he said. 'They are famous for their sausages. They have 1,500 types of sausage.' 'What else do they eat?' asked Sally. He answered, 'Germans eat vegetables. They put them in stews and soups. They like carrots, turnips, peas, beans, and cabbage. They like to add fried onions to meat dishes.'

Sally learned so much about German food. She wanted to try cooking some German food for her family when she got home.

Outline

Level 3 > Ethnic Foods > Germany > Outline

TOPIC German food

IDEA sally enjoyed eating german food

DETAIL german like to eat pork beef poultry chicken

DETAIL turkey duck geese and lamb goat fish

DETAIL and german love to hunt boar rabbit deer

DETAIL Sally asked whats german famous food is

DETAIL sausage

Summary

Level 3 > Ethnic Foods > Germany > Summary

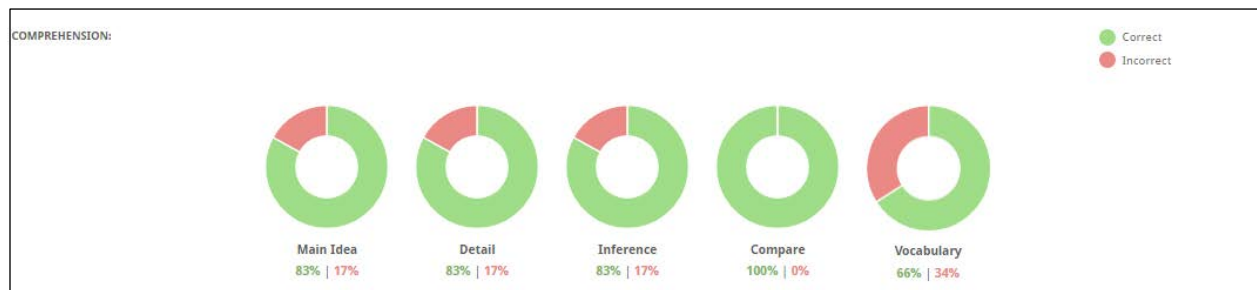
Dansinger, Hershel Jan 16, 2017

Summary

German food german like to eat pork beef poultry chicken turkey duck geese and lamb goat fish and german love to hunt boar rabbit deer Sally asked whats german famous food is sausage

The outline and summary are not graded by the computer.

Here is a graphic representation of his results:

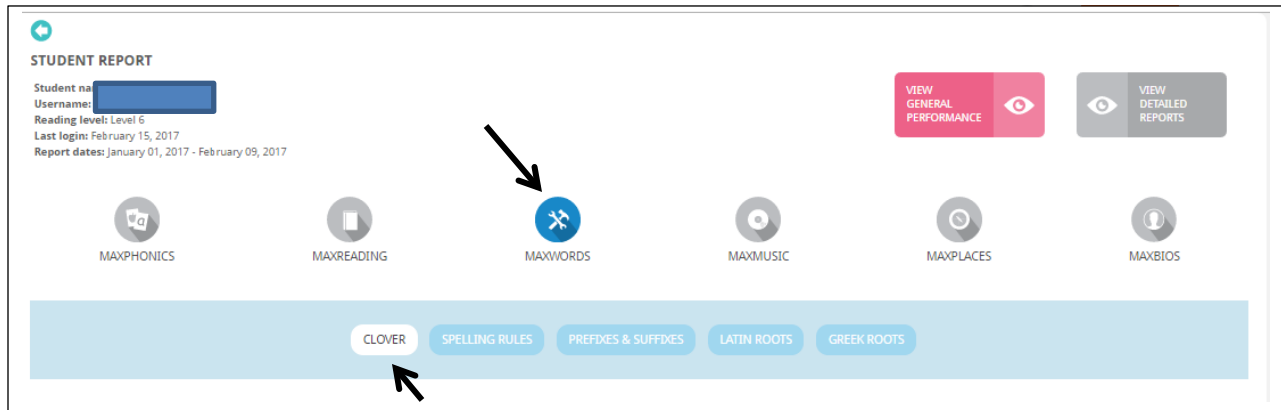


Here is the last chart of this section which indicated the different books in the level and the progress in the level.

LEVELS/BOOKS COMPLETION: (click on a level to see the books)

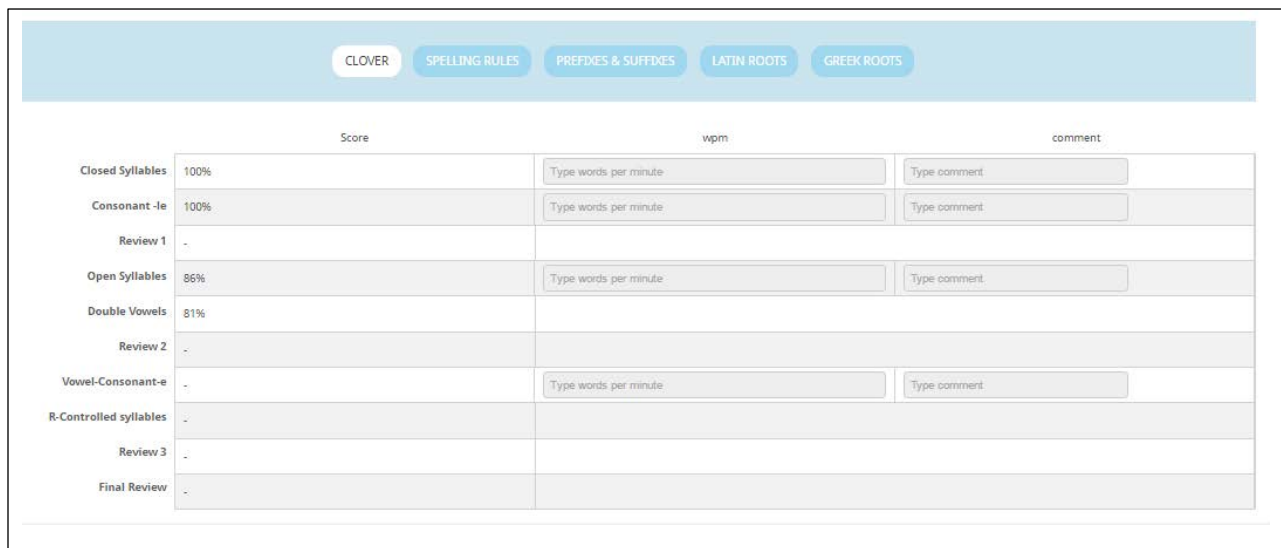
Level	Completion
Level 3	8%
Ethnic Foods	30%
Useful Facts	0%
Travels	0%
Household Chores	0%
My Neighborhood	0%

The next section of Reports is **MaxWords**.



Left click on MaxWords to enter the report section. CLOVER is highlighted, but a teacher can select any of the other modules, if he/she wants. (SPELLING RULES, PREFIXES & SUFFIXES, LATIN ROOTS, GREEK ROOTS)

We will start with CLOVER.



	Score	wpm	comment
Closed Syllables	100%	Type words per minute	Type comment
Consonant -le	100%	Type words per minute	Type comment
Review 1	-		
Open Syllables	86%	Type words per minute	Type comment
Double Vowels	81%		
Review 2	-		
Vowel-Consonant-e	-	Type words per minute	Type comment
R-Controlled syllables	-		
Review 3	-		
Final Review	-		

There are 6 different “syllable rules” which are listed in the left column (Closed Syllables, Consonant –le, Open Syllables, Double Vowels, Vowel-Consonant-e, R-Controlled). This student completed 4 of the 6 sections, with his score recorded in the column called “Score.” The next column to the right, wpm, is a place where a teacher can enter manually the word per minute timing results for each section. The column on the right is for any additional comments that the teacher might feel is important to document.

The next program is “SPELLING RULES.” Left click on the button to enter that section.

STUDENT REPORT

Student name: Dandinger, Hershel

Username: hershel

Reading level: Level 6

Last login: March 03, 2017

Report dates: January 01, 2017 - March 07, 2017

VIEW GENERAL PERFORMANCE

VIEW DETAILED REPORTS

MAXPHONICS

MAXREADING

MAXWORDS

MAXMUSIC

MAXPLACES

MAXBIOS

CLOVER

SPELLING RULES

PREFIXES & SUFFIXES

LATIN ROOTS

GREEK ROOTS

	Score	wpm	comment
ff, ll, ss			
ld, nd, st			
y says /y/			
/k/ spelled k and ck			
/ch/ spelled ch and tch			
/j/ spelled ge and dge			
/ij/ ... spelled age			
/ou/ ... spelled ou and ow			
/ai/ ... spelled ai and aw			
Plural			
Homonyms			
Homonyms—Two, To, Too			
Homonyms—There, Their, They're			
Contractions			
Doubling Rule (1-1-1 Rule)			
ie, ei Rule			
/br/ ... spelled ough and ought			
Silent e Rules			

The first column will populate with the results of his scores on each spelling rule. The second column (wpm) needs to be completed by his/her teacher. The last column is a place for any comments.

The next three sections (PREFIXES & SUFFIXES, LATIN ROOTS, and GREEK ROOTS) are all displayed in the same way. A score is shown for each of the sub-sections in the program.

PREFIXES

PREFIXES:					
	Final Score	Meaning	Questions	Sentences	comment
Latin numbers	-	-	-	-	
Greek numbers	-	-	-	-	
Group 1	-	-	-	-	
Group 2	-	-	-	-	
Group 3	-	-	-	-	
Group 4	-	-	-	-	
Group 5	-	-	-	-	
Group 6	-	-	-	-	
Group 7	-	-	-	-	
Group 8	-	-	-	-	
Group 9	-	-	-	-	
Group 10	-	-	-	-	
Chameleon	-	-	-	-	

SUFFIXES

SUFFIXES:					
	Final Score	Meaning	Questions	Sentences	comment
Group 1	-	-	-	-	
Group 2	-	-	-	-	
Group 3	-	-	-	-	
Group 4	-	-	-	-	
Group 5	-	-	-	-	

LATIN ROOTS

	Final Score	Syllabication	Definition	Roots into words	Roots into sentences	Roots words (each root)	Roots sentences (each root)	Writing	WPM
Set 1	-	-	-	-	-	-	-	See writing	Type words per minute
Set 2	-	-	-	-	-	-	-	See writing	Type words per minute
Set 3	-	-	-	-	-	-	-	See writing	Type words per minute
Set 4	-	-	-	-	-	-	-	See writing	Type words per minute
Set 5	-	-	-	-	-	-	-	See writing	Type words per minute
Set 6	-	-	-	-	-	-	-	See writing	Type words per minute

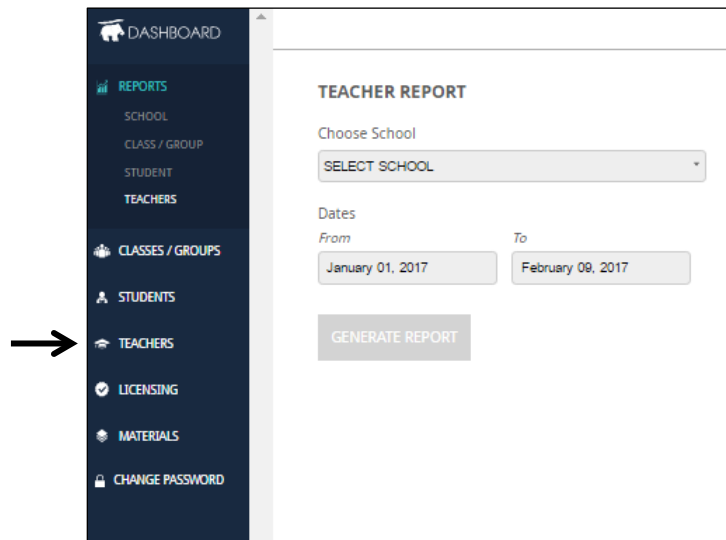
GREEK ROOTS

	Final Score	Syllabication	Definition	Roots into words	Roots into sentences	Roots words (each root)	Roots sentences (each root)	Writing	WPM
Set 1	-	-	-	-	-	-	-	See writing	Type words per minute
Set 2	-	-	-	-	-	-	-	See writing	Type words per minute
Set 3	-	-	-	-	-	-	-	See writing	Type words per minute
Set 4	-	-	-	-	-	-	-	See writing	Type words per minute

One of the purposes of all the reports is to judge mastery. It is recommended that students who score less than 80% on any given section should repeat that section.

MaxMusic, MaxPlaces, and MaxPlaces are programs that do not have reports, as of March 2017. They will be added soon.

REPORTS, TEACHERS



The last section of the REPORTS module in the DASHBOARD is called TEACHERS. This section will only be visible for Principals and School Administrators. It will not appear on the screen for someone who has a “teacher’s license.”

As noted in the section called “SCHOOL,” only administrators will see the dropdown box to select a school. A principal will have his/her school populate automatically.

This specific report is designed to show how much time each teacher in a school spends logged in on the software. This would apply to teachers who do group teaching sessions, especially in the lower grades.

TEACHERS REPORT								
Report dates: January 01, 2017 - February 09, 2017								
<div>Search by name <input type="text"/></div> <div>Sort by Name</div>								
Name	Dashboard*	MaxPhonics	MaxReading	MaxWords	MaxMusic	MaxPlaces	MaxBios	Total Time
Becerril, B	0h 4m	21h 32m	0h 5m	0h 0m	0h 0m	0h 0m	0h 0m	21h 41m
Kirkland, I	0h 1m	9h 37m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	9h 38m
Orlando, Ms.	0h 47m	12h 56m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	13h 43m
Sager-Villarreal, Lilian	0h 1m	2h 31m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	2h 32m
Shenloogian, Simone	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m
Sisenwein, Mr.	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m
Stein, Samantha Stein	0h 0m	27h 20m	0h 0m	0h 0m	0h 0m	0h 0m	0h 0m	27h 20m

* Time on the Dashboard has only been available since January 23rd, 2017. Prior dates will show no data.

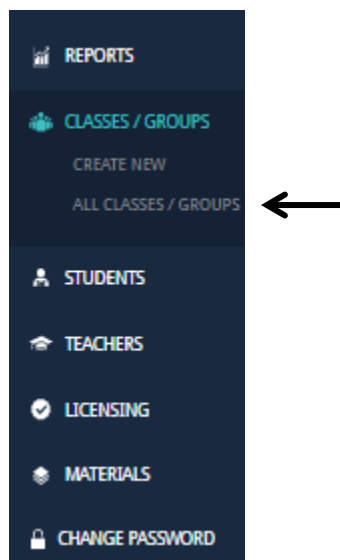
CLASSES/GROUPS

This section of DASHBOARD allows a teacher to

- a. create a class or group
- b. modify a class or group
- c. adjust the settings for the entire class or group

Principals and school administrators have access to everything above for all classes/groups.

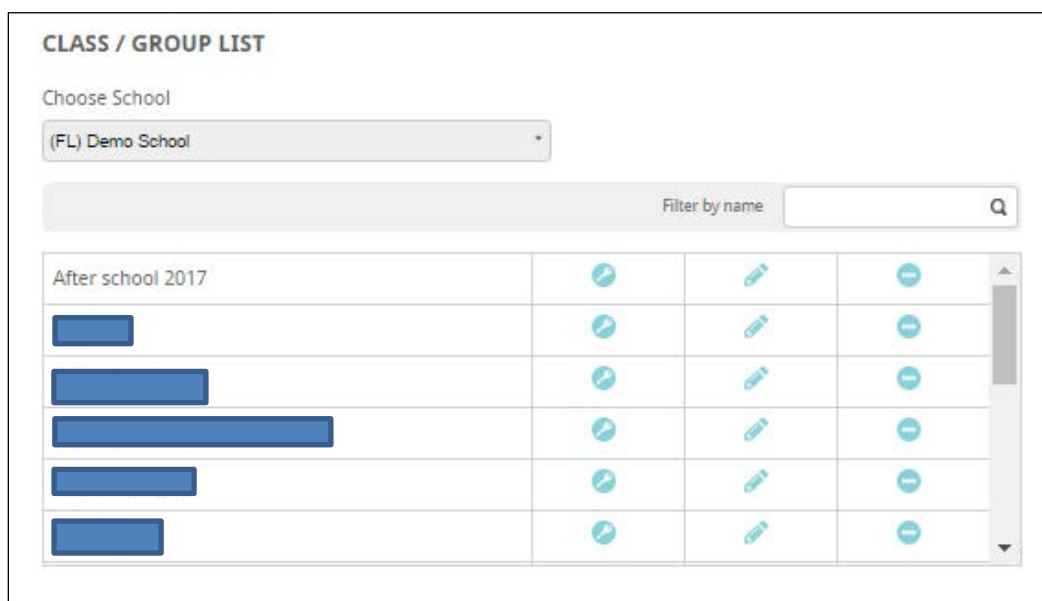
Teachers will only be able to see their class/group. This can be seen by left clicking on ALL CLASSES/GROUPS.



CLASSES, ALL CLASSES/GROUPS

By left clicking on ALL CLASSES/GROUPS, you will see one of two options.

1. If you are a teacher, you see your name or the name you assigned to the class. If nothing appears, then you have no classes/groups assigned to you.



CLASS / GROUP LIST			
Choose School (FL) Demo School			
Filter by name <input type="text"/>			
After school 2017			

In this example, this teacher has 5 classes or groups assigned to him/her.

If a teacher sees nothing populated in the box, then he/she will have to create a list. See below.

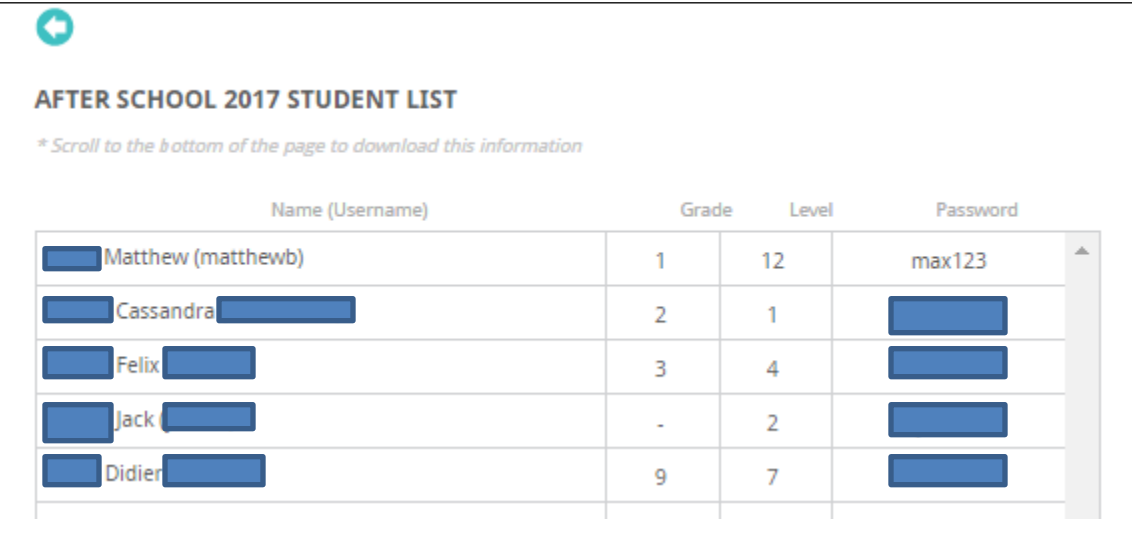
2. If you are a principal or school administrator, you will see all the classes/groups in a school that have already been created. In addition, there will a line that says “_____masterlist.” It will say the name of the school, followed by an underscore line (__) followed by “masterlist.” The masterlist is a group that includes all the students in a school, regardless of teacher or grade.



--	--	--

Left clicking on the key icon will show the teacher all the students who have already been assigned to the class/group. This will include the student’s name, grade, and password. Please note that the password will not appear until the student has logged in for the first time.

Left clicking on the pencil will allow the teacher to edit a name. The minus sign is used to delete a class. Deleting a class will not delete the students, only the group. See below.

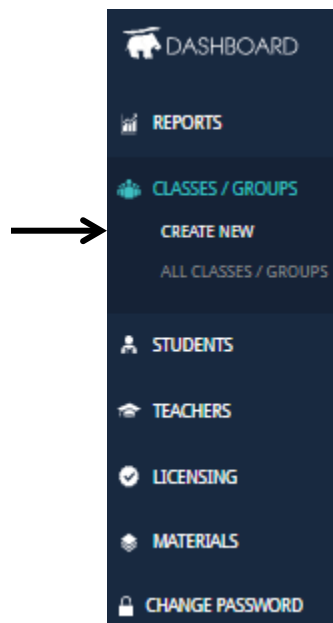


AFTER SCHOOL 2017 STUDENT LIST
** Scroll to the bottom of the page to download this information*

Name (Username)	Grade	Level	Password
Matthew (matthewb)	1	12	max123
Cassandra	2	1	
Felix	3	4	
Jack	-	2	
Didier	9	7	

How to create a class/group list

1.



Start by left clicking on the line that says CREATE NEW.

In order for a teacher, principal, or school administrator to assign a student to a class/group, the student must already have been assigned a username/password. This process is explained in detail in the section entitled “STUDENTS.”

CLASSES/GROUPS, CREATE NEW

This is the screen that a teacher will see when he/she left clicks on the CREATE NEW tab.

CHOOSE SCHOOL
(FL) Demo School

CREATE CLASS / GROUP
Class / group name
Alphanumeric, _ @, +, - and - characters. No spaces.

Contact email(s)
(Separated by commas)

Teacher(s)

Class / group teacher(s)

Available school teacher(s)

Filter by name

Students

Class / group student(s)

Available school student(s)

Filter by name

CLASS / GROUP SETTINGS & SOFTWARE ACCESS
[Click here to edit class / group settings & software access](#)

CREATE

The teacher first types in a name for the class. Suggestions include the teacher's name or the room number or a specific group name.

The screenshot shows a web form with two main sections. The first section, 'CHOOSE SCHOOL', contains a dropdown menu with '(FL) Demo School' selected. The second section, 'CREATE CLASS / GROUP', has two input fields. The first is labeled 'Class / group name' with a note below it: 'Alphanumeric, @, +, . and - characters. No spaces.' The text 'Room 103 9 am TTH' is entered in this field. The second input field is labeled 'Contact email(s)' with a note: '(Separated by commas)'. The email 'abcd@maxscholar.com' is entered in this field.

It is very important for the teacher to enter an email that he/she checks often. MaxScholar automatically sends out a usage report every week during the school year to the email entered in this box. It contains useful information about all the students who are assigned to that class.

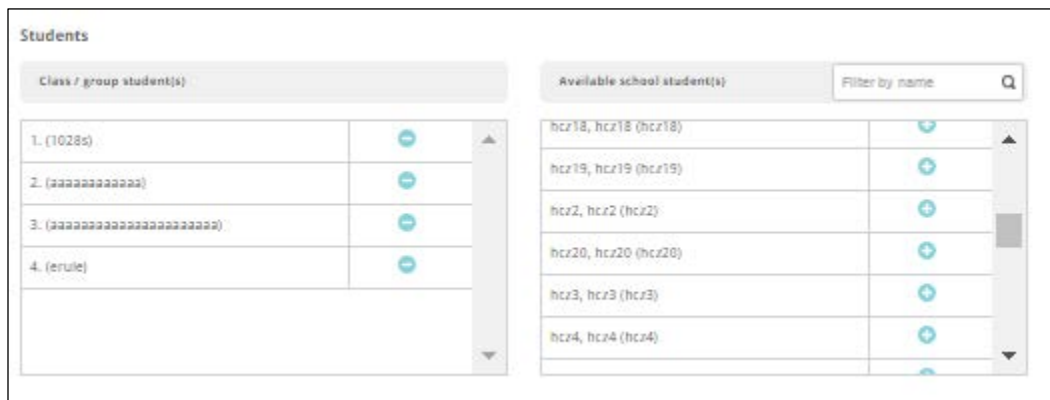
Then add the teacher and his/her students. In the right hand box, there is a list of all the teachers who have been assigned to the school. This list is created by the MaxScholar staff or by someone who has a principal's log in.

The screenshot shows a 'Teacher(s)' selection interface. On the left is a large empty box labeled 'Class / group teacher(s)'. On the right is a table titled 'Available school teacher(s)' with a search bar 'Filter by name' and a magnifying glass icon. The table has two columns: a list of teacher names and a column with plus (+) and minus (-) icons. The first row shows '(1028)' with a plus icon. The second row shows '(admindemo95)' with a plus icon. The third row shows a redacted name with a plus icon. The fourth row shows a redacted name with a plus icon. The fifth row shows a redacted name with a plus icon. The sixth row shows a redacted name with a plus icon.

The person who creates this list will select, one at a time, each teacher. This is done by left clicking on the + sign in the column on the right. You can have more than one teacher assigned to a class. If you enter a teacher by mistake, left click on the minus sign (-) and teacher is removed.

The screenshot shows the 'Teacher(s)' selection interface after one teacher has been added. The 'Class / group teacher(s)' box on the left now contains 'T. (debbyl)' and a minus (-) icon. The 'Available school teacher(s)' table on the right is the same as in the previous screenshot, but the first row now shows '(1028)' with a plus icon.

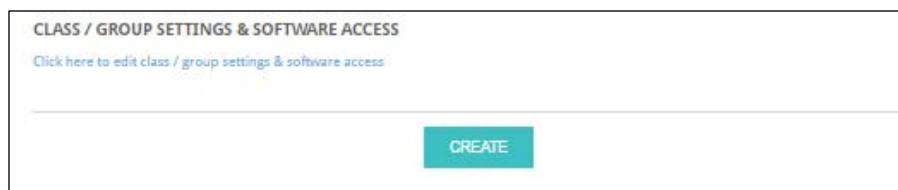
Only one class can be created or edited at one time. Creating the class/group follows the same process as assigning a teacher. The teacher scrolls down the list on the right of all the students in a school. When he/she comes across the specific student to be added, he/she left clicks on the button in the column to the right of the name. All the students in the school who have been assigned usernames/passwords will appear in that list. Once a student is selected and moves to the box on the left, that name disappears from the list of students. In another teacher creates his/her list, all the students' names will reappear, including those already assigned to one teacher. That means that theoretically one student could appear in more than one class/group. Here is an example:



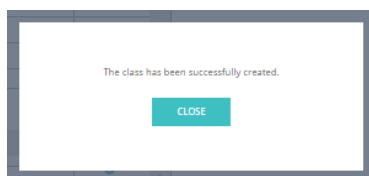
In this example only 4 students were assigned to this teacher. Often an entire class of 25 students will be assigned to one class. This number varies significantly from school to school. There is no limit to how many students can be assigned to one class/group.

We use the words “class” and “group” because some schools like to group by grade level, by gender, or by academic level. The students are pulled from several classrooms for this group. They can be assigned to a “group,” rather than a “class.”

Then, left click on CREATE.



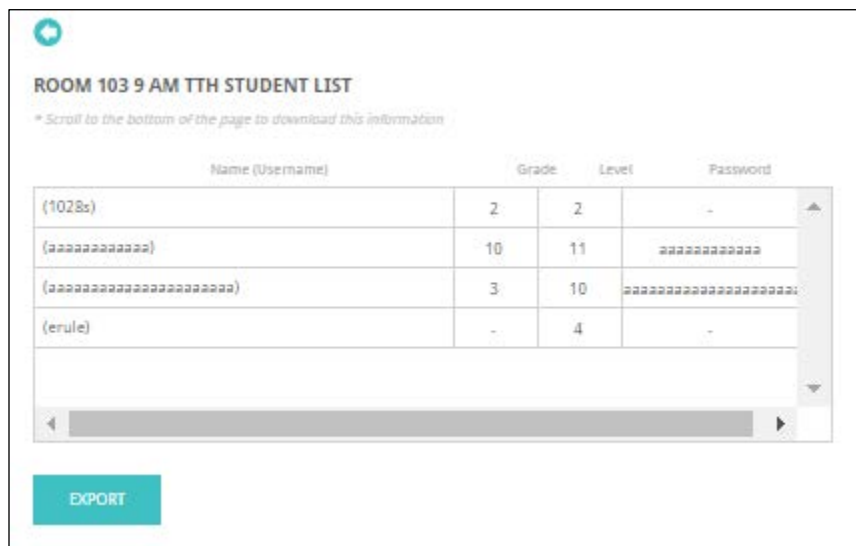
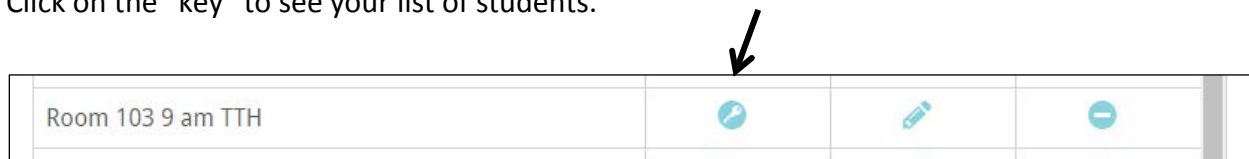
You will see a message:



The program takes you back to see all the classes assigned to that teacher.

To find your class if you are a teacher, either scroll down to find your class/group name, or start typing in the name of your class/group.

Click on the “key” to see your list of students.



This screen will show you the usernames and passwords ONLY. You cannot edit from this screen. If you want to export this information to an Excel file, left click on the EXPORT button.

To edit any information already entered (class/group name, teacher, email of teacher, students in class, or class settings), left click on the left arrow in your browser or on this screen, and you will be taken to the CLASS/GROUP LIST.

CHANGE SETTINGS FOR AN ENTIRE CLASS

To change settings (such as access to programs, assigning pre-tests or interim tests) for the entire class, click on the “pencil” in the row of your class, and after a pause, you will be taken back to a familiar screen.

EDIT CLASS / GROUP
Class / group name
Alphanumeric, ., @, -,
...and - characters. No
spaces.

Contact email(s)
(Separated by
commas)

Teacher(s)

Class / group teacher(s)

1. (debbyl)		

Available school teacher(s)

(1028)		
(admindemo95)		
Afolayan, Marvin (marvin.afolaya)		
(ageary@sunburst.com)		
(agustina)		
(arcohen)		

Students

Class / group student(s)

1. (1028s)		
2. (aaaaaaaaaaaaa)		
3. (aaaaaaaaaaaaaaaaaaaaa)		
4. (erule)		

Available school student(s)

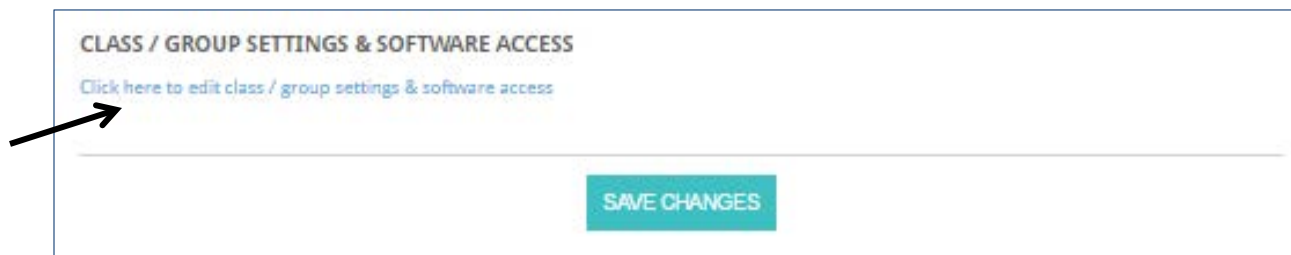
A, Ethan (ethana)		
A, Sabrina (sabrina)		
aaaa, aaaa (aaaaa)		
Abdala-Scaran, Juan (juaabd)		
Abdala-Scaran, Juan (sweetl)		
Abreu, William (wabreu)		

CLASS / GROUP SETTINGS & SOFTWARE ACCESS
[Click here to edit class / group settings & software access](#)

SAVE CHANGES

On this screen, you can change the class/group name, email of teacher, teacher, or students assigned to the teacher. To change a teacher, you can delete one by clicking on the minus sign in the left column. You can add a teacher by clicking on the button next to the teacher’s name in the right column.

To make changes in the class/group settings or software access, left click on the line with the blue font. (Click here to edit class / group settings & software access)



Here is what you will see for your class:

CLASS / GROUP SETTINGS & SOFTWARE ACCESS

Class / group grade: CHOOSE GRADE

ASSIGNED TESTS

Name	MaxReading Pretest Select all Deselect all	MaxReading Interim Select all Deselect all	MaxPhonics Pretest Select all Deselect all	MaxWords Test Select all Deselect all
1. (1028a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. (aaaaaaaaa)	✓ DONE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. (aaaaaaaaaaaaaaaaa)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. (rule)	✓ DONE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You do not have to choose the grade.

	MaxReading Pretest Select all Deselect all	MaxReading Interim Select all Deselect all	MaxPhonics Pretest Select all Deselect all	MaxWords Test Select all Deselect all
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
✓ DONE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ DONE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

There are 4 options. A teacher can choose to require a pre-test for MaxReading, for MaxPhonics, or for MaxWords. He/she can choose for the student to take the Interim test in MaxReading. This allows the teacher to override the default and eliminate the need for the pre-tests. For convenience, he/she can choose “Select all” or “Deselect all” to have all the students in the group follow that request. If a student already has taken a test, this cannot be changed.

SOFTWARE ACCESS (“LOCKING”)

This section of the DASHBOARD allows a teacher to permit a group of students to have access to specific levels, modules, sections, or programs. This purpose of these actions is to force students to work on what they are supposed to do and not to “jump around” in the program.

Each program has its own section:

MAXPHONICS, MAXREADING, MAXWORDS, MAXMUSIC, MAXPLACES, MAXBIOS, MAXVOCAB.

MAXPHONICS

MAXPHONICS:	Access to MaxPhonics:	YES		
	<i>All chapters and exercises in unlocked modules become available.</i>			
	Pre-k	Alphabet	Blends	Digraphs
	Default	Default	Default	Default
	Access to MaxPhonics Games:	YES		

The top box allows a school or a teacher to lock a class/group into one section. For example, if the teacher only wants the students in her class to work on MaxWords, he/she will change the Access to MaxPhonics to NO for a period of time, then go back to MaxPhonics later.

For Pre-K and Alphabet, the default is for the students to follow the sequence for the letter “p,” then pass the mastery quiz for “p,” then continue to the letter “f” and so on. The teacher can leave it in default or change it to “Unlocked” or to “Locked.” “Unlocked” means that the teacher for this group of students can allow the students to work on certain letters without having to demonstrate mastery of the previous letter. “Locked” means that the teacher can block all the students from accessing one or more modules.

The same situation exists for Blends and Digraphs in that the teacher can follow the default with its quizzes, can unlock the students from having to take quizzes for demonstrating mastery, or can lock his/her students from certain modules of the program.

The game section can also be locked in the same way.

It is important to know that if the teacher “locks” out certain programs (MaxPhonics, MaxReading, MaxWords, MaxMusic, MaxPlaces, MaxBios, or MaxVocab), the icon for that program on MyMax disappears until the teacher unlocks it.

MAXREADING

MAXREADING:

Access to MaxReading

Class students must highlight reading texts


Access to MaxReading Games

Access to MaxReading allows the teacher to restrict use of the entire module and causes the icon to disappear in MyMax.

By clicking on the box entitled “Set available reading levels,” the teacher can change the range of levels that the entire class can access. For example, if the levels are set from 2 to 4, no student can work on books in reading levels lower than 2 or higher than 4 without a manual change for an individual student. This is designed to focus the students on the reading levels most appropriate for the entire class. Because there are often many different reading levels within one class, it is not a good idea to change the default settings on this section. If you must do so, just left click on the left slider and drag it to the right, and left click on the right slider and drag it to the left. Again, it is not a good idea to change the defaults for the entire class. This can be changed for an individual student which will be described in the STUDENTS tab.

Access to MaxReading

Available Levels:



Class students must highlight reading texts

Access to MaxReading Games

By changing the default setting for highlighting reading texts, the students in the group do not have to highlight the topic, main idea, and important details for any passage. The icon for highlighting will disappear. The same situation will occur for the MaxReading games.

MAXWORDS

MAXWORDS:

Access to MaxWords

CLOVER ☒ Spelling Rules ☒ Prefixes & Suffixes ☒ Latin Roots ☒ Greek Roots ☒

The teacher can choose to lockout all his/her students in the class/group by changing the Access to MaxWords. He/she can lockout an individual section by unchecking any of the five boxes.

MAXMUSIC, MAXPLACES, MAXBIOS, MAXVOCAB

MAXMUSIC:

Access to MaxMusic

Access to MaxMusic games

MAXPLACES:

Access to MaxPlaces

MAXBIOS:

Access to MaxBios

MAXVOCAB:

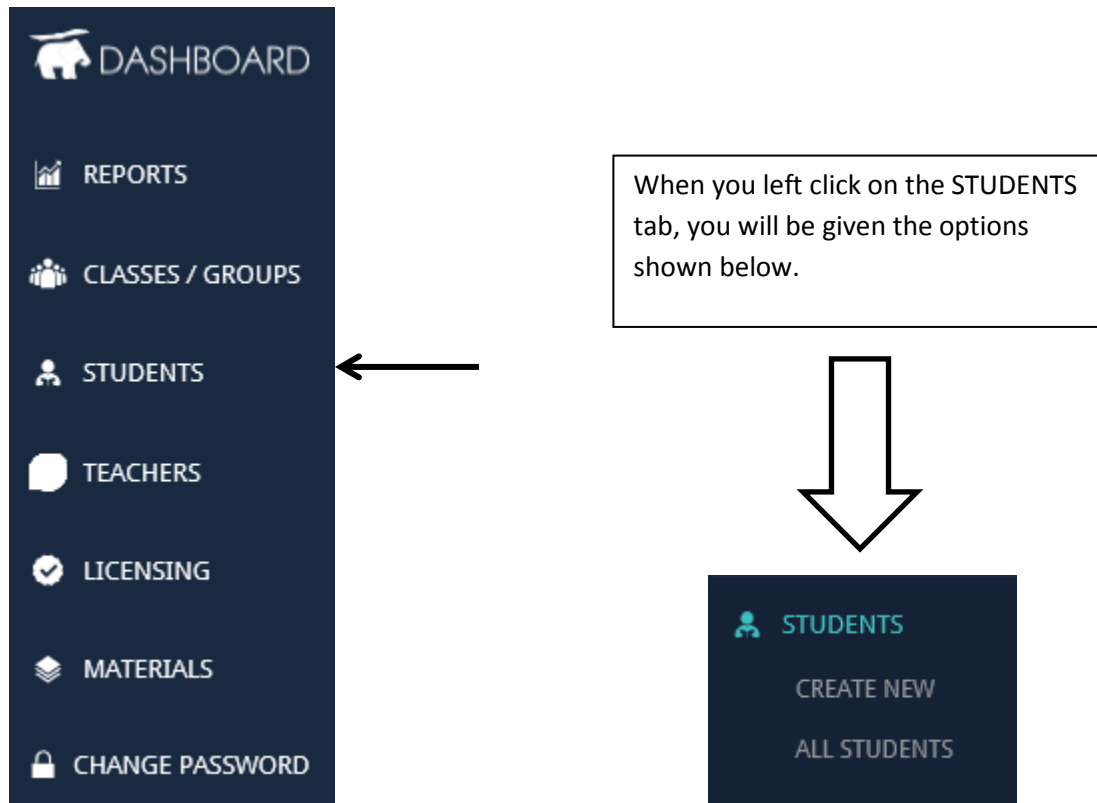
Access to MaxVocab

The teacher can choose to lock out students from any of these modules by changing their Access to “No.”

If any changes are performed, left click on the SAVE CHANGES button at the bottom to save them. At any time, the teacher can go back and reactivate any of the changes.

STUDENTS

In this tab, you will be able to create an account or modify the settings for an **INDIVIDUAL** student.



When you left click on **CREATE NEW**, you will be taken to a screen that can be used to create a new username and password for an individual student and to change the default settings for that student as well. Remember, this screen is for an individual student, not for a class or group.

For the sake of ease of viewing, here is the data entry screen called “CREATE STUDENT” which is displayed in several parts. You will see it as all part of one large screen on your screen.

CHOOSE SCHOOL
(F.L.) Demo School

CREATE STUDENT

Username
Alphanumeric, _, @, -, and - characters. No spaces.

First Name

Last Name

Password

Re-type password

Student grade: CHOOSE GRADE

Student class: CHOOSE CLASS

ASSIGNED TESTS

MAXPHONICS PRE-TEST: YES

MAXREADING PRE-TEST: YES

MAXWORDS TEST: YES

Usually, all the teacher needs to complete is the first part:

Username
First Name
Last Name
Password
Re-type password
Student grade
Student class

We recommend that you leave the rest unchanged.

The information requested is self-explanatory. Your school will immediately populate, if you are a teacher or principal. If you are an administrator, you will have to choose the school from the dropdown menu.

Choose a user name that would be easy for a student to remember or one that is consistent with the other students in the school. Enter student’s first name, then last name in the appropriate boxes, then type in a password and then type it in a second time to confirm. You might use the same password for every student in the class, group, or even the school. Enter the grade of the student using the dropdown menu. This grade will determine the grade of the pre-test. If you feel that the student is performing at a lower (or even higher) level, then select a lower (or higher level) by adjusting the bar under SET AVAILABLE READING LEVEL which is described on page 48. For the student class, if you have already created it or had it created for you, select the name of the class or group from the dropdown list.

You will be given a chance to allow the student NOT to take either the MaxPhonics pre-test or the MaxReading pre-test or the MaxWords test simply by changing the default from “Yes” to “No.” Some teachers feel that their clinical skills are sufficient to place a student, or the school makes a decision to use the results of standardized tests to place the student. So this option is there for the teachers’ use.

The next section allows a teacher to change settings.

SOFTWARE ACCESS	
MAXPHONICS:	Access to MaxPhonics <input type="text" value="YES"/>
	<i>All chapters and exercises in unlocked modules become available.</i>
	Pre-k <input type="text" value="Default"/> Alphabet <input type="text" value="Default"/> Blends <input type="text" value="Default"/> Digraphs <input type="text" value="Default"/>
	Access to MaxPhonics Games <input type="text" value="YES"/>
MAXREADING:	Access to MaxReading <input type="text" value="YES"/>
	<input type="button" value="Set reading available levels"/>
	Student must highlight reading texts <input type="text" value="YES"/>
	Access to MaxReading Games <input type="text" value="YES"/>
MAXWORDS:	Access to MaxWords <input type="text" value="YES"/>
	CLOVER <input checked="" type="checkbox"/> Spelling Rules <input checked="" type="checkbox"/> Prefixes & Suffixes <input checked="" type="checkbox"/> Latin Roots <input checked="" type="checkbox"/> Greek Roots <input checked="" type="checkbox"/>

Each dropdown box allows a teacher to accept the default settings or to cause a section to be locked or unlocked. The teacher can restrict access to the MaxReading module and the MaxWords, for example, forcing the student to be able to use only MaxPhonics.

In the MaxPhonics module, “Unlocked” means that the teacher for this student can allow the student to work on certain letters without having to demonstrate mastery of the previous letter. “Locked” means that the teacher can block the student from accessing one or more modules. The teacher can restrict the use of the MaxPhonics games and allow the student to be able to access it only as a reward, for example.

The MaxReading section is a little different. Left clicking on the box entitled “Set Available Reading Levels” will display a horizontal line with sliders on each end. (See page 42.) The teacher can slide the sliders to the proper place to limit the levels the student can work on. Since there are nearly 800 chapters in 50 different books within all the levels, it might be tempting for the student to jump around, choosing topics of interest, regardless of the level. This can become very frustrating to the student who may not be able to read higher level materials. The same situation might occur if the student starts too low and is not challenged by the reading material. If you want your student to be tested at a different level than the grade the student is actually, adjust the right marker to whichever level is appropriate to you.

By changing the default setting for highlighting reading texts, the students in the group do not have to highlight the topic, main idea, and important details for any passage. The icon for highlighting will disappear. The same situation will occur for the MaxReading games.

For MaxWords similar options are available. The teacher can choose to lockout his/her student by changing the Access to MaxWords. He/she can lockout an individual section by unchecking any of the five boxes. This will allow the student to work on a specific module in a given time and not skip around. [This becomes very logical once you have been using the program for a while.]

The screenshot displays a user interface for managing student access to various MaxScholar programs. It features four distinct sections, each with a label on the left and a dropdown menu on the right. The sections are: MAXMUSIC, MAXPLACES, MAXBIOS, and MAXVOCAB. Each section has a title 'Access to [Program Name]' and a dropdown menu currently set to 'YES'. The dropdown menus have a small arrow icon on the right side, indicating they can be clicked to change the selection.

Section	Access to [Program Name]
MAXMUSIC:	YES
MAXPLACES:	YES
MAXBIOS:	YES
MAXVOCAB:	YES

The teacher can choose to lock out the student from any of these programs/sections by changing his/her Access to “No.” At any time, the teacher can go back and modify any of these changes.

The next section is optional. If you enter the information about the parents, an email will be sent to them with instructions of how to login to the Parents Section which will show the parents the reports of their child. The reports can only be viewed, not modified.

PARENT INFORMATION (OPTIONAL)

First Name

Last Name

E-mail

CREATE

After making what changes to the defaults that are necessary, left click on the button called “CREATE.”

Also, under the tab STUDENTS is the sub-tab called “ALL STUDENTS.” Left clicking on that button will open up the following screen which shows the teacher his/her students as originally set up.

STUDENT LIST

Choose School

(FL) Demo School

Sort by grade

Filter by name

Name (Username)	Grade	Edit	Disable
1. (1028s)	2		
2. A, Ethan (ethana)	6		
3. A, Sabrina (sabrina)	-		
4. aaaaa, aaaaa (aaaaa)	4		
5. (aaaaaaaaaaaa)	10		
6. (aaaaaaaaaaaaaaaaaaaa)	3		

The name of your school will appear if you are a principal or administrator. If you are a teacher only the list above will appear. The teacher can sort by Grade. He/she can find a specific student by using the slider on the right or by starting to type the letter of the student’s first name, last name, or even username. By clicking on the pencil in the column called “Edit,” you will be directed to the same screen as described above. See next page. You can also delete a student’s account by clicking the minus sign (). This opens up the “seat” for another student to be added. If there is ever any need to look at a de-activated account, there is an option to recover that by writing our customer service support.

EDITING AN EXISTING STUDENT

Here is an example of how to edit an existing student.

We will now use the first student in our example above. (row 1, 1028s). Left click on the pencil. You will be taken to that student's profile. Anything on that page can be changed, including username, password, grade, assigned tests, and software access.

EDIT STUDENT

Username
Alphanumeric, ., @, +, . and - characters.
No spaces.

First Name

Last Name

[Click here to change the student's password](#)

Student grade:

ASSIGNED TESTS

MAXPHONICS PRE-TEST:

MAXREADING PRE-TEST:

☒ MAXREADING PRE-TEST DONE

MAXREADING INTERIM-TEST:

MAXWORDS TEST:

☒ MAXWORDS PRE-TEST DONE

Note that this student was set up to skip the MAXPHONICS PRE-TEST. He did take the MAXREADING PRE-TEST which prompted the row entitled "MAXREADING INTERIM-TEST" to appear. That row was not there when the account was established, only appearing after the pre-test was done.

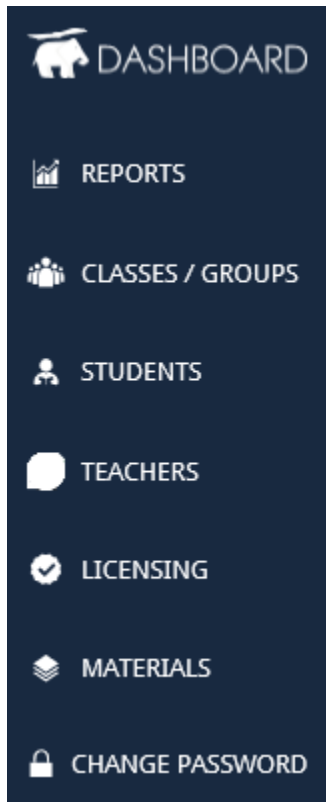
Note, also, that this student has taken the MaxWords pre-test.

When it comes to taking the Interim test, the student will be tested on the level he/she was placed after the pre-test, unless the teacher overrides that level and has the student tested on a different level by adjusting the right marker on the MaxReading section of the settings.

Other possible changes are explained on pages 47-49.

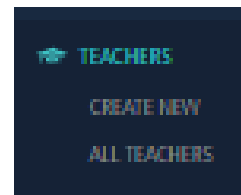
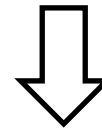
N.B., it is always recommended that the person who creates the accounts makes sure there is no duplicate of an account.

TEACHERS



Please note that this tab will only be visible to staff who are principals or administrators.

Left click on the tab "TEACHERS," and you will be directed to the sub-menu below.



CREATE NEW

CHOOSE SCHOOL

(FL) Demo School

CREATE TEACHER

Username
Alphanumeric, @, +, . and - characters. No spaces.

First Name

Last Name

E-mail

Password

Re-type password

CREATE

This screen is very similar to that for entering the information about a student. It is self-explanatory. Make sure to click on the CREATE button to save your work.

By clicking on the next tab, ALL TEACHERS, you will be directed to this screen.

TEACHER LIST

Choose School

(FL) Demo School

Filter by name

1. {1028}		
2. {admindemo95}		
3. [REDACTED]		
4. [REDACTED]		
5. [REDACTED]		
6. [REDACTED]		

As above in the STUDENT section, you can find a teacher by using the slider on the right to locate a specific teacher or by beginning to type the name of the teacher in the box entitled “Filter by name.” You can click on the pencil to make changes:

EDIT TEACHER

Username

Alphanumeric, _ , @, +, , and - characters. No spaces.

georgew

First Name

George

Last Name

Washington

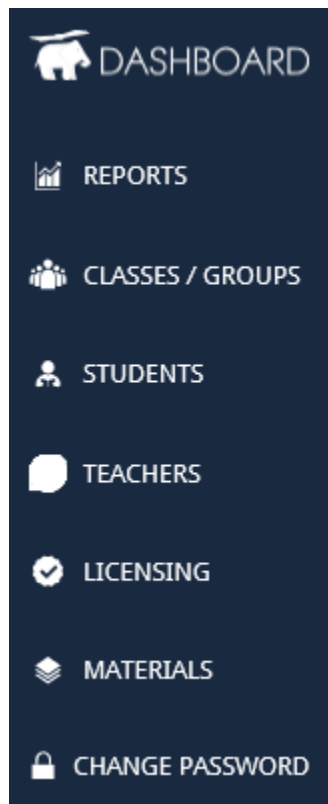
E-mail

george.washington@usa.org

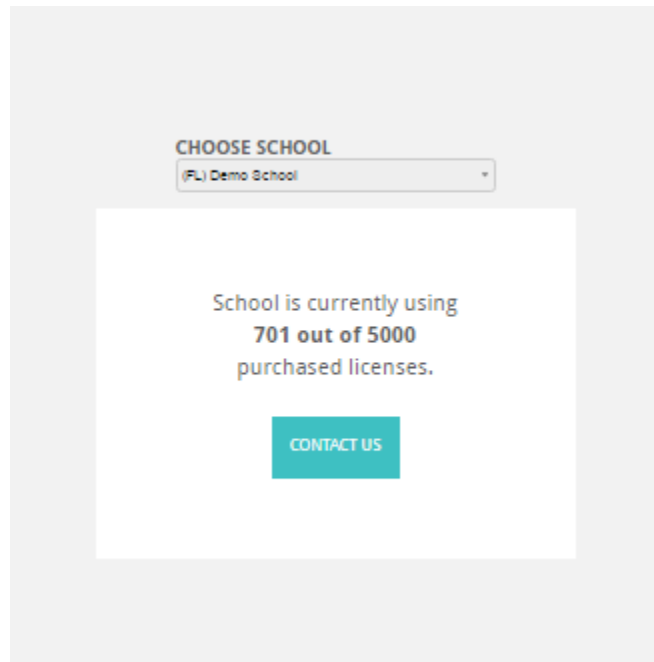
[Click here to change the teacher's password](#)

SAVE CHANGES

LICENSING

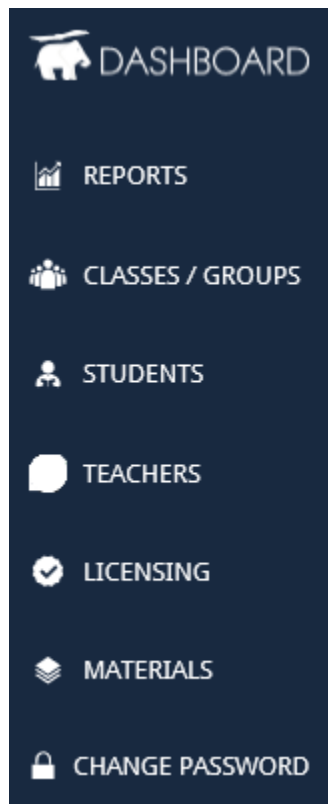


Left click on the tab called “LICENSING” and you will be taken to the sub-menu below. This is only visible to principals and administrators.

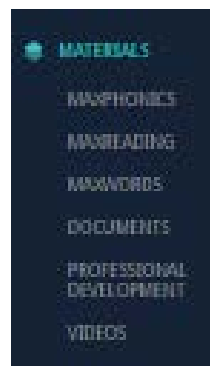


This screen tells a principal or administrator how many licenses have been assigned out of the total purchased by the school. Most schools will purchase a specific number of licenses in advance. Therefore, they will know how many more students can be enrolled.

MATERIALS



Left click on the tab called “MATERIALS,” and you will be taken to the sub-menu below.



This section is a very important resource for every teacher. This section is frequently updated with new material. There are specific materials for each section. These materials are available for a free download. They are all in PDF or Word format and can be printed out for the teacher’s use. Each of these materials and documents will be discussed below.

MAXPHONICS Materials

This section has many useful materials for download. You get there by left clicking on the sub-tab called "MATERIALS." By clicking on the printer icon in the upper right corner of the screen you can print out the list of the materials.

They are as follows:

6 step Lesson Plan sample	General instructions: MaxPhonics steps (bullet points)
6 step Lesson Plan TEMPLATE	How to make Sounds
Article: <i>Why Phonemic Awareness & Phonics are Important for Success in School</i>	Lesson tracking sheet
Controlled readers	MaxPhonics lesson plan--cooperative learning
Fluency explanation	PREVIEW Blends Manual
Fluency Norms	PREVIEW Consonants & Short Vowels Manual
Fluency words: blends & digraphs	PREVIEW Digraphs Manual
Fluency words: (short a) pfnta	Sight Words list
Fluency words: (short e) srcke	Sound cards: Blends & Digraphs
Fluency words: (short i) bgmli	Sound cards: Consonants and Short Vowels
Fluency words: (short o) dvjho	Tactile: letter tracing instructions
Fluency words: (short u) qwxyz	Template lesson plan
General Instructions: MaxPhonics lesson guide	WPM Chart (Blends)
General instructions: MaxPhonics steps	WPM Chart (Digraphs)
	WPM Chart (Letters)

Take a look at each of them. They can all be used at your discretion. The Sound Cards for Blends & Digraphs and for Consonants & Short Vowels can be downloaded, printed out, cut out and pasted on index cards. They are also available through the MaxScholar store already prepared. The same situation exists for the WPM Charts.

Here is a very brief description of some of the topics found in the documents listed above:

1. Controlled readers

This is a list of all the controlled readers which appear in all the modules of the MaxPhonics program. These readers can be printed out and used as other wpm timing drills. Record the results on the wpm timing graph.

2. Fluency Norms

This is a table of norms for reading fluency from 1st through 8th grade. It can be used as a way of judging where a student should be each year.

3. General Instructions: MaxPhonics lesson guide

This is a lesson plan which can be used to teach the student the understanding of the letters and the sounds they make.

4. General Instructions: MaxPhonics steps

This is a very detailed lesson plan for the Blends program. It goes through each step in the proper sequence of the OG lesson plan.

5. General Instructions: MaxPhonics steps (bullet points)

This is a schematic list of all the steps in the Phonics lesson and the materials required to do the lesson face-to-face.

6. Lesson tracking sheet

This is an important form to use to monitor and track an individual student's progress in the mastery of all the Phonics drills. This form should be printed out and used. In OG, teacher observation is extremely important, especially listening to the student read. As a skill is mastered, the appropriate box should be checked off. This information can be kept in the student's file or a loose-leaf notebook. Alternatively, the information can be entered into the Reports program and permanently archived.

7. PREVIEW Blends Workbook

This download contains the first few pages of the Blends Workbook. This provides a quick look at the workbook which parallels and complements the materials in our software. Everything that is in the software is in the workbook, but the workbook contains written instructions and much more drill and practice for a student. If it is used by the student, this workbook, along with all the other workbooks in our collection, serves as a permanent portfolio of the student's work. It can be purchased through the MaxScholar Store.

8. PREVIEW Consonants and Short Vowels Workbook

This download contains the first few pages of the Consonants and Short Vowels Workbook. For a detailed explanation, see #7 (PREVIEW Blends Workbook).

9. PREVIEW Digraphs Workbook

This download contains the first few pages of the Digraphs Workbook. For a detailed explanation, see #7 (PREVIEW Blends Workbook).

10. Sight Word list

This is an extensive list of nearly 1,000 sight words that students might encounter. The words are broken up into groups of 25 each. The teacher can use this list for more drill and practice. Have the student take a red Sharpie marker and some index cards and write one word on each card. He/she should practice reading sight words each day.

11. Sound Cards: Blends & Digraphs

These are the blends and digraphs and the pictures associated with them. They are the exact same images as on the software. A teacher can print these out, cut them out, and paste them on index cards. The blend/digraph should be on one side and the picture on the other side. Keep them together in groups as they are displayed.

12. Sound Cards: Consonants & Short Vowels

These are the consonants and short vowels and the pictures associated with them. They are the exact same images as on the software. A teacher can print these out, cut them out, and paste them on index cards. The letter should be on one side and the picture on the other side. Keep them together in groups as they are displayed.

13. Tactile: letter tracing instructions

This is a list of all the letters in the Consonant & Short Vowel section of the Phonics programs and the specific directions for writing each letter. All of these directions need to be memorized by the student for each letter.

14. Template lesson plan

This is a template that a teacher can use when he/she is performing a face-to-face OG lesson with a student or a group of students. It tells him or her exactly what to say and which order to follow.

15. Wordtables: Blends & Digraphs

These are wpm timing lists. They can be printed out and used for more drill and practice with a student. These specific ones are for words that contain blends and digraphs.

16. Wordtables: (short a) pfnta

This is a wpm timing list. It can be printed out and used for more drill and practice with a student. This is the same one that is on the software for Consonants & Short Vowels and the pfnta sequence.

17. Wordtables: (short e) srcke

This is a wpm timing list. It can be printed out and used for more drill and practice with a student. This is the same one that is on the software for Consonants & Short Vowels and the srcke sequence.

18. Wordtables: (short i) bgmli

This is a wpm timing list. It can be printed out and used for more drill and practice with a student. This is the same one that is on the software for Consonants & Short Vowels and the bgmli sequence.

19. Wordtables (short o) dvjho

This is a wpm timing list. It can be printed out and used for more drill and practice with a student. This is the same one that is on the software for Consonants & Short Vowels and the dvjlo sequence.

20. Wordtables (short u) qwxyzu

This is a wpm timing list. It can be printed out and used for more drill and practice with a student. This is the same one that is on the software for Consonants & Short Vowels and the qwxyzu sequence.

21. WPM Chart (Blends)

This is a chart to keep track of all the WPM timing drills for a specific student. One should be printed out for each student and kept in his/her file. The date that the timing was done should be entered, the number of correct words read in one minute should be recorded, a bar graph should be completed by the student, and the specific words read incorrectly should be written in the appropriate box.

This specific chart is for Blends, so all of the blends in the words listed are listed in the groups as we teach them. Circle the group being learned.

22. WPM Chart (Digraphs)

This is a chart to keep track of all the WPM timing drills for a specific student. One should be printed out for each student and kept in his/her file. The date that the timing was done should be entered, the number of correct words read in one minute should be recorded, a bar graph should be completed by the student, and the specific words read incorrectly should be written in the appropriate box.

This specific chart is for Digraphs, so all of the digraphs in the words listed are listed in the groups as we teach them. Circle the group being learned.

23. WPM Chart (Letters)

This is a chart to keep track of all the WPM timing drills for a student. One should be printed out for each student and kept in his/her file. The date that the timing was done should be entered, the number of correct words read in one minute should be recorded, a bar graph should be completed by the student using a colored marker or highlighter, and the specific words read incorrectly should be written in the appropriate box.

This specific chart is for Consonants & Short Vowels, so all of those letters in the words listed are listed in the groups as we teach them. Circle the group being learned.

MAXREADING Materials

This section has materials associated with the MaxReading program. As noted above, by left clicking on the printer icon, you can print out the list of all the materials. They are as follows:

General Instructions: Lesson Guide Level 1 - 12
General Instructions: Lesson Guide Level K
General instructions: MaxReading steps (bullet points)
General instructions: Visualizing and Verbalizing
Structure words

Here is a more detailed explanation of each.

1. General instructions: Lesson Guide Level 1 – 12

There are three pages of specific, step-by-step instructions of how to use MaxReading, including the Guided Reading aspect, the individual use, and all the support programs on the site. The fourth page provides an algorithm-style set of directions to follow. If this is still not sufficient, then use the MaxReading Teacher’s Manual. In this section, many of the strategies that are included in MaxScholar are taught. These include our form of annotation (highlighting), visualizing, outlining, summarizing, and answering questions.

2. General Instructions: Lesson Guide Level K

This is a similar guide to the one above, but more focused on the specific types of programs included in Level K, which we also call our “Prep Level.” In this section, there are general instructions for the Visualizing Language Drill (see item 4 for more information), then for the Controlled Readers, and then for the use of the MaxScholar electronic highlighters. This is an important section especially for a struggling reader in higher grades who needs extra help in the basics of reading comprehension. It explains how to teach the concepts of topic, main idea, and important details.

3. General Instructions: MaxReading steps (bullet points)

This is a schematic approach to all the programs and concepts taught in MaxReading.

4. General Instructions: Visualizing and Verbalizing

This is a very detailed explanation of how to perform our Visualizing Language Drill which is the basis of our Level K, Prep-1 and Prep-2 books. This is a very important strategy for all students to master as it forms the foundation of reading. It is the feeling of MaxScholar that an important part of reading is developing the concept of forming an image or a movie in the head of the reader as to what is being read. Many non-readers of any age have not yet mastered that strategy. In Prep-1 and Prep-2 there are over 60 different images to practice our Visualizing Language Drill.

5. Structure Words

This is a set of our MaxScholar Structure Words. It is advisable for the teacher to download the words, cut out each one, paste them onto 4 x 6 index cards (one word on each card), and keep them together to use. Each time a teacher does a Visualizing Language Drill with a student, he/she should use the cards to prompt the student using words on the cards that are appropriate for the picture. These drills are part of Prep-1 and Prep-2. They are very useful in teaching a student how to identify what important details are. This becomes critical for learning to read. These can also be purchased from the MaxScholar Store on-line.

MAXWORDS Materials

This section has many useful materials for download. You get there by left clicking on the sub-tab called "MATERIALS." By clicking on the printer icon in the upper right corner of the screen you can print out the list of the materials.

5 Step Lesson Plan	PREVIEW Spelling Rules Manual
5 Step Lesson Plan: TEMPLATE	Template lesson plan: CLOVER
Fluency words: CLOVER	Template lesson plan: Greek Roots
Lesson tracking sheet: CLOVER	Template lesson plan: Latin Roots
Lesson tracking sheet: Greek Roots	Template lesson plan: Prefixes & Suffixes
Lesson tracking sheet: Latin Roots	Template lesson plan: Spelling Rules
Lesson tracking sheet: Prefixes & Suffixes	Visual cards: CLOVER
Lesson tracking sheet: Spelling Rules	Visual cards: Greek roots
PREVIEW Clover manual	Visual cards: Latin roots
PREVIEW Greek Roots Manual	Visual cards: Prefixes and Suffixes
PREVIEW Latin Roots Manual	Visual cards: Spelling Rules
PREVIEW Prefixes and Suffixes Manual	WPM chart (DOUBLE VOWELS)

Here is a very brief description of each.

1. 5 Step Lesson Plan: Multi-syllabic Words

This is a lesson plan guide for using any of the modules in MaxWords. These help the teacher organize a lesson plan for those specific sections.

2. 5 Step Lesson Plan: TEMPLATE

This provides the teacher with a template which can be used for creating specific lessons to be used with your students for more drill and practice.

3. Fluency words: CLOVER

There are many different matrixes each with 36 words demonstrating one specific type of syllable. It is great practice for a student who is having fluency issues to use. The number of words read correctly in one minute can be tracked on the lesson tracking sheet below or on the MaxWords section of the report.

4. Lesson tracking sheet: CLOVER

This is a document to use for each student. It lists each syllable type and provides a place for the teacher to enter his/her observations of a student. These include, among others, the results of wpm timings. These documents should be kept in the student's file. Alternatively, this information can be entered directly into the Reports section, avoiding having to keep paper copies of a student's work. At the MaxScholar Store on-line generic scoring pads can be purchased.

5. Lesson Tracking: Greek Roots

This document is another check sheet for the teacher to use to document a student's progress. It requires a checkmark to indicate mastery. The results can be entered into the Reports section.

6. Lesson Tracking: Latin Roots

Same as for Greek Roots

7. Lesson Tracking: Prefixes and Suffixes

Same as for Greek Roots and Latin Roots

8. Lesson Tracking: Spelling Rules

Same as for Greek Roots, Latin Roots, Prefixes & Suffixes

9. PREVIEW Clover Workbook

There is a workbook which complements the software for the CLOVER section. This workbook can be used to supplement the drill and practice included in the software with even more drill and practice. In addition, having each student with his/her own workbook is another way to document progress in a permanent portfolio. Lastly, the workbook can be used in schools where there are limited number of devices in each classroom or when the Internet service is not adequate. In this Materials section is an "introduction" to the workbook. It shows the first ten pages of the workbook.

10. PREVIEW Greek Roots Workbook

Same as for PREVIEW Clover Workbook (item #7 above)

11. PREVIEW Latin Roots Workbook

Same as for PREVIEW Clover Workbook (item #7 above)

12. PREVIEW Prefixes & Suffixes Workbook

Same as for PREVIEW Clover Workbook (item #7 above)

13. PREVIEW Spelling Rules Workbook

Same as for PREVIEW Clover Workbook (item #7 above)

14. Template Lesson Plan: CLOVER

This is a template for the teacher to use when working with a student or a group of students. It provides specific instructions for what to do and in which order to do the drill. This lesson plan works very well when the student or students are using the corresponding workbook. If the student is using the software, the software actually guides the teacher through each step.

15. Template Lesson Plan: Greek Roots

Same as for Template Lesson Plan: CLOVER

16. Template Lesson Plan: Latin Roots

Same as for Template Lesson Plan: CLOVER

17. Template Lesson Plan: Prefixes & Suffixes

Same as for Template Lesson Plan: CLOVER

18. Template Lesson Plan: Spelling Rules

Same as for Template Lesson Plan: CLOVER

19. Visual Cards: CLOVER

This document lists all six syllable types which can be made into cards for drill and practice with the student. Write the syllable type on the front and write the examples on the reverse. This set of cards is to be used for the Visual Part of an OG lesson.

20. Visual Cards: Greek Roots

Another set of index cards to be made. Write the root on the front. Write the definition and the example on the back. This set of cards is to be used for the Visual Part of an OG lesson.

21. Visual Cards: Latin Roots

Another set of index cards to be made. Write the root on the front. Write the definition and the example on the back. This set of cards is to be used for the Visual Part of an OG lesson.

22. Visual Cards: Prefixes & Suffixes

Another set of index cards to be made. Write the prefix or suffix on the front. Write the definition and the example on the back. This set of cards is to be used for the Visual Part of an OG lesson.

23. Visual Cards: Spelling Rules

Another set of index cards to be made. Write the rule on the front. Write the definition and the example on the back. This set of cards is to be used for the Visual Part of an OG lesson.

24. WPM Chart (Double Vowels)

This is a set of tables which can be used for additional WPM timings. Have the student practice one time without timing. Then have a timer ready. The teacher or another student should time the student for 60 seconds. Count how many words were read correctly. Note which words were read incorrectly. Graph the results of the WPM timing on the Chart. Enter the words read incorrectly in the boxes below the bar graph. Write down the words not read correctly on a sheet of paper so that the student can practice sounding out the words before reading the timing the next time.

DOCUMENTS Materials

This section has many different types of Materials without any specific order. Each one will be explained. There are also Videos & Tutorials available to view that are the ones available in the HELP screens on the various pages of the software.

CCSS correlation Certificate: Achievement Certificate: Scholar of the Month Excel template for account creation Funding Sources Informational Booklet Letter to parents: How to use MaxScholar at home Letter to parents: Intro to MaxScholar	MaxScholar Brochure MaxScholar Brochure 2016 MaxScholar Info Sheet (2-pager) MaxScholar Leveled Software MaxScholar Leveled Texts MaxScholar Scope & Sequence Results: case studies
--	---

1. CCSS Correlation

This is a list of the alignment of the MaxScholar components with the specific Common Core State Standards.

2. Certificate: Achievement

This is a certificate of achievement which can be used as a reward for students who reach certain milestones.

3. Certificate: Scholar of the Month

This is often used by schools or classes to be given to the student who makes the most progress or who reads the most number of chapters or who spends the most time on the programs.

4. Excel template for account creation

This is the form that is used by schools to provide the MaxScholar team with the list of students and their grade levels, along with the teachers who will be using the program and their email addresses.

5. Funding Sources

MaxScholar is often asked about how a school can find funds to pay for software, workbooks, and PD. This is a list of all the government sources of funds, as well as other sources.

6. Informational Booklet

This is one of our marketing materials that describe all aspects of the MaxScholar program. It is in color.

7. Letter to parents: How to use MaxScholar at home (EN & SP)

This letter goes along with the Letter in number 8 below. These are very brief instructions for a parent to follow. We recommend that a school have a Parent Night in which someone demonstrates the use of the software. We encourage parents to use the software along with their children.

This letter is in English and in Spanish.

8. Letter to parents: Intro to MaxScholar (EN & SP)

This is a letter that MaxScholar prepared for each school to send home in backpacks to the parent(s) of each student who will be using MaxScholar at an individual school. It describes the program and what are the goals. It informs the parent(s) that the student has the ability to take his/her username/password home and can login to the software at any place where there is Internet. We encourage families to work on the software together.

At the bottom is a place where the teacher should write in the username and password for each student.

This letter is in English and in Spanish.

9. MaxScholar Brochure (2016)

This is a one-page flyer that describes MaxScholar.

10. MaxScholar Info Sheet (2-pager)

This is a two-page document with some facts about the literacy crisis facing the U.S.

11. MaxScholar Leveled Software

This chart lists are the reading comprehension books and their F & P, DRA, Basil Equivalents, and Lexile scores.

12. MaxScholar Leveled Text

This chart lists the reading comprehension workbooks and theie F & P, DRA, Basil Equivalents, and Lexile scores.

13. MaxScholar Scope & Sequence

These are several pages of information about the individual programs within MaxScholar and the appropriateness for each grade level of students.

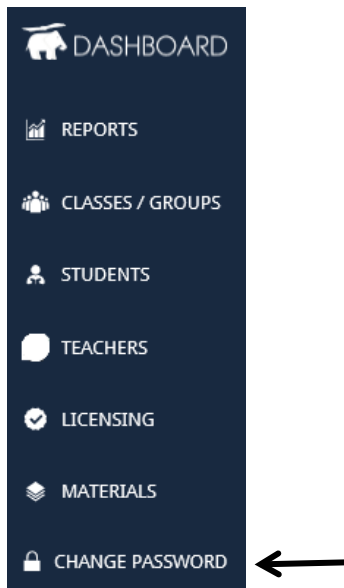
14. Results: case studies

This is a summary of results from four different public schools demonstrating the effectiveness of the MaxScholar Reading Intervention Program.

VIDEOS & TUTORIALS

This section will contain the video tutorials for the different programs in MaxScholar. They are not available as yet.

CHANGE PASSWORD



This is the screen you would use to change your password or that of any student.

A screenshot of a light gray form titled 'CHANGE PASSWORD'. It contains three text input fields. The first is labeled 'Your current password', the second 'New password', and the third 'Re-enter password'. Below the fields is a teal button with the word 'SUBMIT' in white capital letters.

You simply enter your current password, then your new password, then re-enter the new password.



www.maxscholar.com

© 2017