



Comprehensive Core Reading Program Self-Evaluation

A completed self-evaluation must be submitted on or before October 31, 2011 to: textbook@doe.in.gov.

Subject Area in which submitting	Reading													
Category for which submitting	Comprehensive Core Reading Program													
Publisher	School Education Group, a division of The McGraw-Hill Companies, Inc.													
Title of submission	SRA Imagine It!													
Copyright date	2008													
Intended Grade Levels	K	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>

In addition to the information required on this form, please also submit an attachment of the following documents:

- Licensing Policy and Agreements (required for digital programs only)
- A complete scope & sequence for each applicable grade level that analyzes how instruction progresses throughout the program
- Correlation to curriculum standards (Indiana’s Academic Standards & Common Core State Standards)

Guidance on completing the form:

- Be as thorough as possible, as this will be provided to the reviewers of your program and will be made public as part of the review guidance provided to school corporations.
- While text is required in each section, you may want to submit additional documents that offer further explanation of the requested information.

PREPARATION OF SELF-EVALUATION

Person preparing the self-evaluation:

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Vanessa Wara

Signature

10-27-11

Date



WHAT STATES OR LARGE DISTRICTS HAVE ADOPTED THIS SUBMISSION?

Charlotte Mecklenburg Schools NC
School District of Philadelphia Empowerment Schools PA
Leon County School District FL
Orange County School District FL
Winston-Salem/Forsythe county, NC
Pensacola/Escambia County, FL
Orlando, FL
Laurel County, KY
Rockcastle County, KY

HOW DOES YOUR PROGRAM MEET THE NEEDS OF ALL STUDENTS?

Please provide the research to support the learning needs of all students within your program.

English Learner Students: Comprehensive reports from the National Reading Panel and the National Institute of Child Health and Human Development (NICHD) support the strategies and instructional models used to develop SRA Imagine It!. Field testing shows that the explicit, systematic instructional approach used to develop Imagine It! is more effective for at-risk students than other approaches as measured by a variety of tests, including standardized measures. SRA Imagine It! has designed literacy instruction to meet the individual needs of each student (Snow, Burns, & Griffin, 1998). SRA Imagine It! has over 45 years of program research and data with field testing and revising to ensure that SRA Imagine It! students get maximum gains regardless of their learning or language levels.

Specifically for English Language Learners, SRA Imagine It! follows the research of front-loading language teaching with the purpose of ensuring access to content instruction taught in English by preteaching for upcoming language demands. The content is determined by demands of upcoming subject matter and the teacher is teaching sentence structures and vocabulary needed to engage with content skills or concepts. The research also supports maximizing the teachable moment: (1) Help ensure access to English language expression throughout the day and; (2) Utilize odd moments for expanding and deepening language. (See attached research document "Rethinking English Language Instruction".

SRA Imagine It!—the Open Court Reading program—provides targeted support to ensure that English Learner students can be successful in the core program by pre-teaching critical skills, vocabulary and content. At the beginning of each lesson, a Differentiating Instruction Workshop Planner lists different activities to do with English Learners for every part of every lesson. At point of use in the lessons themselves, differentiated instruction items are provided that contain tips and suggestions for activities to do with ELLs. A Progress Monitoring to Differentiate Instruction box appears also at point of use during the lesson to use as an informal assessment tool. In addition, differentiated instruction is available immediately following the lesson assessments when these tests are taken online. Specific prescriptions are available for ELLs. Components include:

- Differentiating Instruction Workshop Planners within the Teacher's Edition provide ideas, activities, and resources for print and /or digital practice of skills. Suggestions are provided for learners at four differing levels of ability, including English Learner students.
- English Learner Support Guide with lesson-by-lesson support to accompany the instruction in the regular program. English Learner Support Activities (Workbook, BLM, and ATE) provide additional practice and



support for each lesson in the English Learner Support Guide. Students complete the activities after the teacher has taught the lesson from the EL Support Guide.

- English Learner Glossary, compiled from abstract English words found in the SRA Imagine It! program, is designed to assist the English Learner, or any teacher, in explaining the meanings of these English words.
- Newcomer English Language Development BLM and CD-ROM with lessons for non-English speaking students who are new to the country and need survival vocabulary in three main areas: Personal, School, and Community. Lessons contain an introduction, a guided practice section, an apply section, and take-home pages. In addition to the visuals present on the take-home the Photo Library CD includes images that relate to lesson topics that can be printed out and used throughout most of the lessons.
- Photo Library with grade specific photo library cards that help visual and English learners build strong vocabulary and oral language skills with collections of original photographs and terms translated in 11 key languages.
- Oral Language Development Kit with lessons for four proficiency levels that focus on oral language production. Explicit instruction in Contrasting Sounds, Exploring Language Structures, and Comprehension provide practice using vocabulary and sentence frames so students can confidently participate in discussions.

Special Education Students: SRA Imagine It! provides a full in-program intervention to help those students needing additional help in accessing and using the core program. Students needing additional support beyond Tier I instruction are provided with the resources and instruction necessary to help fast-track them to grade level. Components include:

- Differentiating Instruction Boxes in every part of every lesson of the Teacher's Edition with extra support or extensions for learners at four differing levels of ability, including Below level students.
- Differentiating Instruction Workshop Planners in the Teacher's Edition with ideas, activities, and resources for print and /or digital practice of skills. Suggestions are provided for learners at four differing levels of ability, including Below level students.
- Intervention Guide at every grade level containing instruction in all the key reading and writing areas and support instruction in the core program while enabling the teacher to provide supplemental instruction for short periods of time in academic areas that specifically address instructional needs where the students are falling behind.
- Intervention Workbook (BLM, ATE) containing opportunities for students to practice and apply skills as well as passages for developing comprehension and for improving fluency.

High Ability Students: SRA Imagine It! provides support and extensions for students who are above grade level through activities:

- Challenge Activities: Each lesson in all grade levels in the SRA Imagine It! program has a corresponding Challenge activity to help students stretch to the next level of understanding.
- Challenge Novels: A trade book is available for each unit (Grades 4-6) with a lesson for each book. These books connect to the unit theme and provide the opportunity for students to read complete trade books. Challenge Novels include a variety of fiction and non-fiction books.
- Differentiating Instruction Boxes: Extended lessons in the Teacher's Editions provide extra support or extensions for learners at four differing levels of ability, including Above Level students.
- Differentiating Instruction Workshop Planners: Ideas, activities, and resources for print and /or digital practice of skills are provided in the Teacher Editions. Suggestions are provided for learners at four differing levels of ability, including Above Level students.
- eInquiry: Entirely driven by student interest, this engaging electronic component aids students' research as they not only find answers to their questions but also develop more questions along the way.



DESCRIPTION OF SUBMISSION

I. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE COMPREHENSIVE CORE

READING PROGRAM *The Comprehensive Core Reading Program (CCRP) is comprised of the items necessary to meet the standards and requirements for which it is designed and submitted.*

Ia. Educational Approach

As part of this section, include a description of the educational approach of the submission. The information provided here will be used as a program description in the case of state approval.

SRA Imagine It!—Today's Open Court Reading program—incorporates a research base spanning over 45 years. Developed and refined by best practices in educational research, the instructional methods of SRA Imagine It! align not only with the Common Core State Standards (CCSS) but also with the recommendations in Put Reading First. Explicit, systematic instruction in reading—phonemic awareness, phonics, vocabulary, fluency and comprehension—combine with the systematic instruction of writing and the solid, research-based assessment measures to create the backbone of SRA Imagine It! This systematic instruction is key to helping students meet the CCSS as they access complex literature and informational text, master foundational skills, research and write different text types for different purposes, attain listening comprehension skills, collaborate with peers, understand the conventions of English, and build their vocabulary.

SRA Imagine It! is a K-6 reading/language arts program in both English and Spanish. SRA Imagine It! provides the resources, activities, and materials teachers need to reach and engage every learner at every level. Using the features provided in SRA Imagine It! students are able to develop critical reading and writing strategies and skills needed for success. SRA Imagine It! combines both award-winning, high-quality literature and comprehensive reading and writing instruction that results in not only successful readers and writers but students who have the capacity and vision to explore new ideas, research answers to their questions, and contribute to learning beyond the classroom.

The authors of SRA Imagine It! are recognized as the leaders in their fields of research, and their findings have been incorporated into all grade levels. SRA Imagine It! authors include Carl Bereiter and Marlene Scardamalia, world-renowned cognitive psychologists; Andy Biemiller, recognized as one of the leading vocabulary researchers in North America; Steve Graham and Karen Harris, whose research in the fields of writing as well as special education have been recognized by the International Reading Association as well as the Council for Exceptional Children; Doug and Lynn Fuchs, who have conducted over 25 years of research in curriculum-based assessment; and the late Michael Pressley, whose research about comprehension strategies is cited in any work in that field.

See following attachments:

"SRA Imagine It! Comprehensive Scope and Sequence"

"SRA Imagine It! Research in Action"

"Open Court Legacy for Effective Reading Instruction"

Ib. Teacher components of the Comprehensive Core Reading Program

(Please include the format description of each item & alignment with scientifically-based reading research.)

SRA Imagine It!, a comprehensive K-6 Reading and Writing program that is aligned horizontally and vertically to provide coherent and consistent instruction within and across the grade levels, offers teachers a wealth of print and technology tools. Scaffolding in the form of resources, activities, and materials help teachers reach and engage every learner at every level with print and technology. All technology resources align with and enhance print resources and are also available in print. SRA Imagine It! instruction contains explicit, systematic instruction in areas such as phonemic awareness, print and book awareness, alphabetic knowledge, phonics, fluency, word structure, vocabulary, comprehension, spelling and writing,



appropriate to the specific grade level. In kindergarten, instruction follows a research-based developmental progression, beginning with phonological awareness activities that include working with words and word parts, rhyming activities, clapping syllables, and blending syllables. Instruction then progresses to working with individual sounds with an emphasis on oral blending and oral segmentation with Elkonin-type activities.

The instructional sequence in phonological and phonemic awareness is supported by the research in The Report of the National Reading Panel (2000) and Torgesen, J.K. (2002). Vocabulary instruction in SRA Imagine It! is based upon the research of Andrew Biemiller (2005, 2003, 2001). Words from these lists form the foundation of the words selected for instruction and are explicitly taught, reviewed, and applied throughout each lesson. Activities like those recommended by Beck and Marzano are also incorporated into the lessons. Fluency instruction is explicitly taught by the teacher and then students practice using familiar activities such as partner reading, echo reading, and readers theatre. This is consistent with the research cited in Put Reading First (2001). Comprehension instruction is based on the reciprocal teaching research of Brown and Palincsar, the transactional strategy research of Pressley and the collaborative strategy research of Valerie Anderson and Marsha Roit. Initially strategies are modeled by the teacher using think-alouds, teacher modeling, explicit instruction of skills and strategies and ample opportunities for students to practice and develop meaningful thinking strategies. Explicit spelling instruction is included in every lesson beginning in grade 1. Spelling in the early grades is linked to phonics elements being taught while spelling in the upper grades is connected to Word Analysis elements. Assessment in SRA Imagine It! is based upon the research of Drs. Doug and Linda Fuchs, who are nationally recognized for their work in special education as well as curriculum-based assessments. The program provides teachers with different types of assessments including lesson tests, informal assessments and summative assessments as well as rubrics.

- Teacher's Editions (K–6) [Grades K-1: Ten Teacher Editions at each grade level; Grades 2-6: six Teacher Editions at each grade level, also available as eTeacher's Edition on CD-ROM and through online eSuite]. Common Core State Standards are highlighted in the weekly tab for each lesson.
- Phonemic Awareness and Phonics Kits (K–3): Phonemic awareness and phonics instruction and review play a crucial role in SRA Imagine It!, especially in the primary grades. Components include alphabet and sound/spelling cards, game mats, write-on/wipe-off boards with magnetic uppercase and lowercase letters, and other items to support instruction, including Willy the Wisher in grade K which helps kindergarteners develop listening, comprehension and thinking skills, and provide a natural opportunity for building oral language.
- Language Arts Big Book (K–1) are designed to present essential language arts and writing skills in an engaging and developmentally appropriate manner to young students..

I.c. Student component of the Comprehensive Core Reading Program

(Please include the format description of each item and alignment with scientifically-based reading research.)

Students can practice CCSS skills with the multitude of components available in print or through technology resources. In the lower grade levels students can practice foundational skills with Big Books and Decodable Readers. Students at all levels can use the resources provided to access complex text. In addition, students can practice vocabulary and language skills using the Skills Practice Books. The technology resources, which are updated frequently, allow students to enhance what they learn in a dynamic environment. Most components available in print are also available electronically.

Big Books/Little Books (12 each in grades K and 1) encourage young students to interact with fine literature, explore concepts of print and book awareness, expand vocabulary knowledge, and develop listening comprehension. Big Books are also available in Little Book students to read independently or in small groups during Workshop. Additionally a book for Science and a book for Social Studies are included, each containing multiple selections that provide additional support for science and social studies content at the kindergarten level.

Student Readers (Grades 1-3: 2 per grade level, Grades 4-6: 1 per grade level; also available as eStudent Readers available for each grade level with audio and vocabulary support) Each Student Reader contains literature and nonfiction, as well as poetry, which is organized into themes. The selections in all grade levels represent the diversity of our society. The use of authentic and multicultural literature has much research behind it, including that of Au (1993) and others. In addition, science and social studies informational texts teach students to read in the content areas and reinforce key science and social studies concepts.



First Reader (Grade 1) helps students in Grade 1 make the transition from controlled decodable text to the authentic literature in the Student Readers.

Getting Started Reader (Grade 2) offers introductory support and fluency practice for students as they transition from first to second grade. Research shows that students lose much of what they learned in first grade over the “summer slump,” so the Getting Started Reader helps bridge the gap during the first two weeks of school as first-grade material is reviewed.

Pre-Decodable and Decodable Stories (K–3; also available as eDecodables with audio support and interactive phonics activities) Pre-Decodable Stories help students at K and grade 1 learn about concepts of books and print, and practice reading essential high-frequency sight words. Decodable stories provide fluency practice through totally controlled, connected text. Research shows that students benefit when they practice letter-sound correspondences in decodable text (Foorman, Fletcher, and Francis, 1997; Armbruster, Lehr, and Osborn, 2001).

DESCRIPTION OF SUBMISSION

2. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS *Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).*

2a. Ancillary Materials – Teacher Components

(Please include the format description of each item and alignment with scientifically-based reading research.)

The teacher ancillary components of SRA Imagine It! help teachers structure lessons through a Teach/Practice/Apply model. The ancillaries also help to convey the Common Core State Standards through modeling of fluent reading, writing, and speaking/listening.

Transparencies (K–6) Overhead transparencies support group instruction for comprehension, writing, vocabulary, handwriting, and grammar lessons in the program. Models for writing informative and narrative compositions are provided here, as well as supports such as graphic organizers.

Read-Aloud Collections (K–6) Each unit begins with a teacher read-aloud that introduces students to the theme concept and builds background while providing a model of fluent reading. Reading aloud to children improves not only their reading skills but their writing, speaking, and listening skills as well (Trelease, 2006).

Story Time Selections are additional teacher read-aloud books used as a culminating activity for each kindergarten unit, and ties together what the students have been learning.

Home Connection (K–6) Letters in both English and Spanish for families enhance and strengthen their child’s learning. Letters include information on reading strategies and skills, routines, commonly used reading definitions, and additional practice activities. Suggestions for family projects are included, as research has shown that parents can help their children’s literacy skills (Weinberger, 1996).

Sound and Letter Lesson Cards (K) and Preparing to Read Lesson Cards (1–6) contain all phonics and word knowledge lessons on convenient reference cards for teachers to use during instruction.

Workshop Kits (K–6) include a variety of manipulatives and games for differentiating instruction. There is one kit per grade level. Examples of what is included in these kits are an individual pocket chart, magnetic letters, foam letters, letter cubes, letter cards, generic game boards, tokens, and game cards (1-6) for each grade level to help students practice phonics,



grammar, usage, mechanics, spelling, and other skills. A Teacher Resource Book with games and activities is included in each kit.

Curriculum Connections (K-6) offer activities for Science, Social Studies, Math, and Art and Artists include leveled reading passages that can be used for differentiated instruction and guided reading. These support students' reading at their instructional level and encourage students working in small groups or independently on cross-curricular activities. Comprehension, vocabulary and word study activities can be self-checked. This kit also includes opportunities for functional reading which is commonly found in high stakes testing. There is a Teacher's Guide for each of the Curriculum Connections, which support not only the CCSS but also 21st Century Skills instruction.

Listening Library CDs (K-6) provides a recording of each Big Book and Student Reader selection and can be used in a variety of ways to model reading fluency, for read-alongs, to review and reinforce story content, and for preteaching of selections. Research has shown that listening to models of fluent reading can help students become better readers (Pikulski and Chard, 2005; Chard, Vaughn, and Tyler, 2002).

2b. Ancillary Materials – Student Components

(Please include the format description of each item and alignment with scientifically-based reading research.)

-Leveled Readers for Fluency, Comprehension, and Vocabulary (1-6) are correlated to each theme at each grade level provide practice at different independent reading levels for building fluency. They can be used for independent reading or in small instructional groups. For each grade, there are books above, on, and approaching grade level as well as books for English Learners. In addition, there is support for second language learners. While the focus of these readers is to build fluency, students also work on developing background, vocabulary, and comprehension. A Teacher's Guide with explicit fluency instruction accompanies each grade level set of readers.

-Leveled Science Readers (1-6) provides selections which help students make connections between what they are working on in their reading lessons and science standards. Instruction is included for practicing study and research skills that support inquiry. Four different levels allow students to read about the same topics on their individualized reading levels. A Teacher's Guide with explicit fluency instruction accompanies each grade level set of readers.

-Leveled Social Studies Readers (1-6) provides selections which help students make connections between what they are working on in their reading lessons and social studies standards. Instruction is included for practicing study and research skills that support inquiry. Four different levels allow students to read about the same topics on their individualized reading levels. A Teacher's Guide with explicit fluency instruction accompanies each grade level set of readers.

Skills Workbooks (K-6; also accessible on eSuite) Two Skills Workbooks are available at each grade level, one for each half of the year. Each workbook has skill sheets conveniently organized by lesson. These pages provide students the opportunity to practice and apply the skills they are learning. Teachers model the skill and guide students as they answer the first problem or two before turning over the practice entirely to the students.

Language Arts Handbook (2-6; also accessible on eSuite) provide lessons in writing, grammar, and mechanics provide students a reference book to learn about and check critical writing, revising, and editing skills. The Language Arts Handbook is an integral part of the writing lessons.

eLiteracy Handbook (K-6, available through eSuite) provide lessons for students to practice any Common Core State Standard. Age-appropriate activities and worksheets are provided for all reading, writing, speaking/listening, and language standards.

2c. Does your program have a companion intervention included with this submission?

SRA Imagine It! provides a full in-program intervention to help those students needing additional help in accessing and using the core program. Components include:



- **Intervention Guide:** At every grade level a grade-specific Intervention Guide is available, containing instruction in all the key reading and writing areas. Lessons in these guides directly support the instruction in the core program and enable the teacher to provide supplemental instruction for short periods of time in academic areas that specifically address instructional needs where the students are falling behind. Lessons from the Intervention Guide are intended to be used with small groups of students needing additional support in one or more areas of the reading and writing. Each daily lesson is divided into three parts that correspond to the three parts in the core program: Preparing to Read, Reading and Responding, and Language Arts. Ongoing assessments are included in the guide. Program Benchmark Assessments should be used to monitor student progress, to identify specific instructional needs, and to regroup students based on their needs.
 - **Intervention Workbook (BLM, ATE):** The Intervention Workbook contains opportunities for students to practice and apply skills as well as passages for developing comprehension and for improving fluency.
- Other Intervention supports include:
- **Reading Intervention Classroom Kit** that provides strategic intervention lessons for skills in phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. The kit is intended for use with small groups of students who need additional instruction and practice in one or all of these areas. Components of the kit include: Activity Cards in the five key technical areas (90 lessons per key area), Teacher's Guide, Decodable Takehome, Individual Sound/Spelling Cards, Pocket Chart Picture Cards, and Songs and Rhymes CD
 - **The Intensive Vocabulary Kit** is designed to enhance the SRA Imagine It! vocabulary strand. It will help to increase the vocabulary knowledge of students who require extra support. Components of the kit include a read aloud anthology, teacher's resource book, and vocabulary picture cards. Lessons provide fifteen to twenty minutes of daily vocabulary instruction and include a weekly instructional plan and suggested extension activities.

PROFESSIONAL DEVELOPMENT

3. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? Describe the training and ongoing professional development available from the publisher for successful implementation of the program, as well as the cost associated with each session and the delivery method (online, in-service, etc.).

In your description, please address the following:

Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).

- Initial and ongoing professional development customized to meet the needs of teachers, literacy coaches, and principals.
- Teacher instruction in the administration and interpretation of assessment that accompany the program.
- Recurring professional development for new and returning teachers, literacy coaches, and principals for the duration of the LEA contract.



Professional Development Statement

I. McGraw-Hill School Education Group's Commitment

McGraw-Hill is committed to assisting educators achieve their reading curriculum goals through interactive training sessions and workshops that address research-based practices and strategies. Our comprehensive initial implementation training and on-going professional development options provide a variety of sessions and products designed to enhance teaching and learning. All initial on-site training as well as required follow up sessions will be provided at no charge.

II. Planning Meeting

Upon the adoption of Macmillan/McGraw-Hill Treasures, SRA Imagine It, or Wright Group LEAD21 an initial meeting will be scheduled with district curriculum leaders and McGraw-Hill School Education Group representatives to discuss district goals and objectives and to develop a customized training plan.

Initial training will be delivered on-site by experienced McGraw-Hill School Education Group consultants. Options for follow up sessions include additional consultant lead sessions, train-the-trainer packages, webinars and on-line training.

III. Initial Implementation Training

A. Initial Program Inservice

The goal of the initial implementation sessions is to provide teachers with a thorough introduction to their new reading program. These program-specific sessions are designed to assist classroom teachers, literacy coaches and administrators in implementing their new reading program with fidelity. This session translates research into practice and will be customized to meet district preferences and needs. Initial implementation includes topics such as:

- Overview of Print Resources
- Overview of Digital Resources
- Overview of Common Core State Standards
- Program alignment to and built-in support for the Common Core State Standards, ELA
- Lesson Overview
- Instructional Support and Tools for Teaching:
 - Phonemic Awareness and Phonics
 - Vocabulary
 - Tier 2, Academic Language
 - Tier 3, Domain Specific Vocabulary
 - Building Fluency
 - Comprehension
- Whole Group and Small Group Instruction
- Classroom Organization and Management
- Differentiated Instruction
- Rtl Support and Resources
- Assessment Options
- Language Arts Instruction
- Differentiated Spelling
- Writing Instruction



B. Hands-on Technology Training

This session provides hands-on training for maximizing the power of program digital resources. Internet and device (computer or tablet) access for teachers is required for this session.

IV. On-going Support

For the life of the adoption the McGraw-Hill School Education Group will continue to support districts by providing resources such as:

- Annual New Teacher Training
- On-site, Consultant-lead Workshops
- Webinars
- On-line Training
- SEG Digital Technical Support



The following two sections apply only to digital materials. If the materials being submitted are in print only, please check the box below and skip the *Hardware and Equipment* and *Licensing* sections. If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

The program being submitted is print only.

HARDWARE AND EQUIPMENT

4a. WHAT HARDWARE/EQUIPMENT IS REQUIRED?

Briefly list and describe the hardware and equipment needed to implement the submission in the classroom.

No hardware is required for the print product. Most components are provided in print and digital formats. For digital formats, online access is required. For CD-ROM components, the system requirements are attached. The audio CDs require a CD Player or that ability on a computer

4b. WHAT HARDWARE/EQUIPMENT IS PROVIDED?

Briefly list and describe the hardware and equipment that accompanies the core reading program.

No hardware is provided

4c. IS THE PRODUCT AVAILABLE IN E-READER FORMAT OR SMARTBOARD COMPATIBLE? IF SO, WHAT DEVICES IS IT COMPATIBLE WITH? (IPAD, NOOK, KINDLE, ETC.)

SRA Imagine It! is Smartboard compatible. In addition, eStudent Editions, eTeachers Editions, eSkills & eGames, eDecodables, Background Builders, eSound Spelling Cards are provided with audio, word tracking, interactive glossaries, and display in Flash. All PDF materials such as Skills Practice, etc. are not in Flash and are compatible with multiple devices. A specific PDF Teacher's Edition app is available for use on the iPad through the eSuite.

4d. WHAT REPORTING STRUCTURES ARE IN PLACE FOR TEACHERS TO TRACK STUDENT USAGE, MASTERY, OR OTHER RELEVANT DATA?

SRA Imagine It! assessment is comprised of Lesson Assessment and Benchmark Assessment.

--Weekly Lesson Assessments test students on material covered in the program. A score of 80% or higher indicates student mastery. These assessments offer the opportunity for summative assessment as students are graded on their knowledge of previously-taught skills and concepts. In addition, Lesson Assessments also serve as formative measures that help teachers know when to differentiate instruction.

--Benchmark Assessments feature tests of equivalent difficulty that sample the yearlong curriculum to gauge student growth. Improving scores on these assessments indicate students' increasing mastery of the content. This assessment acts as a universal screener of student growth. Progress is measured against benchmark cutoff scores. Cutoff scores rise as student knowledge grows and help to point out gaps between student achievement and the curriculum-based goals. These two assessments offer valuable formative data as the frequency of the assessments allows for reliable progress monitoring data that can be used to ensure that all students progress.

-Lesson Assessment (K–6, print and BLM CD) measure learning in key instructional areas appropriate to each grade level. Depending upon the grade level, there are measures for comprehension, selection vocabulary, spelling, and oral fluency. These assessments provide exposure to and practice in standardized test-taking formats as well as those formats used in DIBELS and TPRI.

-Benchmark Assessment (K–6, print and BLM CD), authored by Doug and Lynn Fuchs, serve as a predictor of success on state and other high-stakes tests. These assessments are administered at the beginning of each year



and every 6 weeks thereafter.

-eAssess Online (1–6) offers real-time assessment information that can be retrieved from all program assessments and tracked over time by student, class, building, and district levels. Questions correlated to state standards help gauge student readiness for state tests. Based on test data, teachers can individualize instruction to match the performance level of each student. Hand-held technology can be incorporated with Online Assessment for easier teacher tracking. The Online Progress Reporter allows for fast test-building with immediate scoring and data collection, creates standards reports, graphical reports, and instruction planner reports provide for valuable remediation on state standards, contains question banks that consist of Lesson Assessment questions, gives students the flexibility to take the test on computer or paper, provides prescriptive feedback for students who may need additional, targeted practice or challenge activities and groups students for Workshop and differentiated instruction based upon data.

-eAssess CD-ROM (1-6) offers Lesson and Benchmark Assessments that can be taken online by the student, or data from student assessments can be entered by the teacher. This data is then used to report student achievement and to identify instructional needs. The Examview Platform builds tests quickly using Quick Test Wizard which creates a test by state standard and build using a state test format, adds new questions or edits existing questions. The question Banks consist of Lesson Assessment questions. Students can a take test on computer, paper, or scan card. Reports include: Class and Student Reports. Another advantage is that a computer can score all but short answer questions.

4e. WHAT ADDITIONAL FEATURES OR OPTIONS ARE AVAILABLE THROUGH YOUR PRODUCT FOR CUSTOMIZING LEARNING?

LICENSING

5a. WHAT SET-UP AND ONGOING SUPPORT AND LICENSING FEES APPLY TO THE DIGITAL COMPONENTS OF THE PROGRAM?

No licenses fees apply to the program. Purchase of the digital components is a subscription price only.

5b. WHAT LICENSING STRUCTURE DOES THE PROGRAM UTILIZE?

Per-student model, building model, concurrent seat model, corporation model, etc.

Classroom or Building Models

5c. IF STUDENT ACCOUNTS ARE NECESSARY, WHO IS RESPONSIBLE FOR MAINTAINING STUDENT REGISTRATION, CREATION, AND ACCESS?

Teachers have the capability to create and manage their own classrooms.

5d. IS THE PRODUCT AVAILABLE FOR STUDENT USE 24/7?

Yes



Indiana Department of Education
SUPPORTING STUDENT SUCCESS