

# Fluency Tutor

## Training Guide



Sept 2011





# Account Details

Schools Fluency Website:

[www.fluencytutor.com/](http://www.fluencytutor.com/)\_\_\_\_\_

Website Administrator:

Name: \_\_\_\_\_

For technical support please phone:

028 94 428105

Or email:

[support@texthelp.com](mailto:support@texthelp.com)

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## Introduction

Fluency Tutor is designed to address the issues of struggling readers. This online product will develop and improve reading ability and fluency levels. The software allows users to record and listen to themselves reading passages of text aloud and then submit them for scoring. A teacher can utilise the software to score users recorded passages, identifying the type of fluency errors made, frequency of errors, they can record the number of words correct per minute and score the reading expression levels. Fluency Tutor collates individual's scores and can generate reports measuring the improvement in fluency and comprehension levels over time.

This innovative software package from Texthelp Systems can therefore assist early and struggling readers to gain confidence in their ability to read with ease, ensuring that reading becomes a more enjoyable and progressive experience.

This training guide is divided into three sections:

### **Administrators**

This section is for those responsible in the school for administering the Fluency Tutor account. It explains:

- How to log in
- How to set up and manage the teachers using Fluency Tutor
- How to set up and manage the students using Fluency Tutor
- How to export Student results
- How to customise the schools Fluency Tutor website

### **Teachers**

This section is for those teachers who will be using Fluency Tutor with their students. It explains:

- How to log in
- How to create a group of students
- How to assign an exercise to a group/student
- How to mark a student's assessment
- How to view the progress of a student

### **Students**

This section is for those teachers who will be using Fluency Tutor with their students. This is to help them teach the students how to use Fluency Tutor. It explains:

- How to log in
- How to practise their reading
- How to complete an assessment
- How to see the scores for their assessments
- How to see their progress

## System Requirements for Fluency Tutor

### Computer:

- Windows PC or Apple Mac
- Fast Internet access (broadband speed or equivalent)

### Web browser to be at least:

- Internet Explorer 8
- Firefox 3
- Google Chrome 10
- Safari 4

### Minimum Flash Version:

- Adobe Flash Player version 10.1

Note: it is recommended that you always use the most up-to-date version of your browser software and Flash.

### Other hardware:

- Headphones or speakers
- Microphone for students
- A headset with microphone

If you would like to check that the computer can run Fluency Tutor go to:

[www.texthelp.com/ftcheck](http://www.texthelp.com/ftcheck)

## Administration

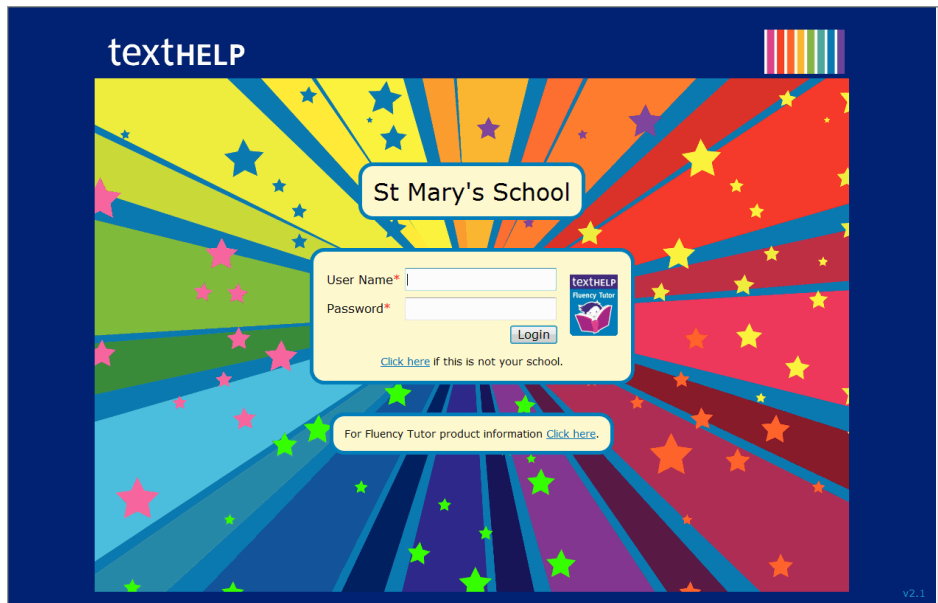
In this section you will learn how to:

- Log in
- Set up and manage the teachers
- Set up and manage the students
- Export student results
- Customise the website

### Log in

**N.B. To log in to your schools Fluency Tutor website you will need the User Name and Password provided by Texthelp.**

1. Open your web browser and enter the schools Fluency Tutor website address. When the homepage opens, enter your **User Name** and **Password**.



2. Click on **Login**.
3. You will now be in your schools Fluency Tutor website. From here you will be able to:
  - a. Manage the teachers who have access to your school's Fluency Tutor.
  - b. Manage the students who have access to your school's Fluency Tutor.
  - c. Export the student results.
  - d. Customise the schools Fluency Tutor website.

This is an example of a school's Fluency Tutor website:



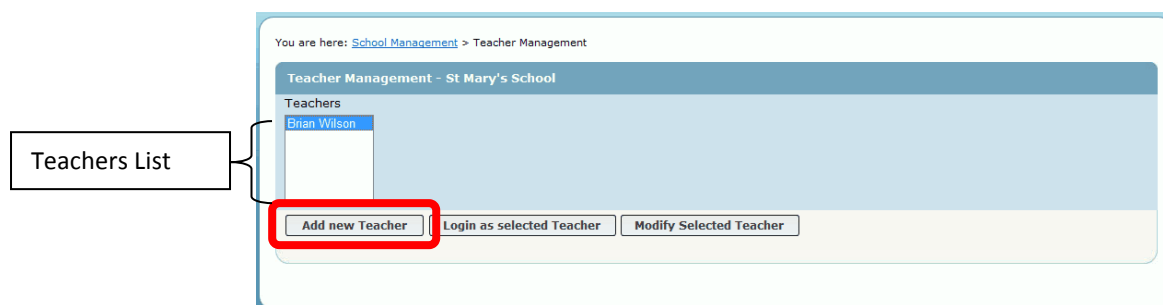
4. At any time when you have finished with Fluency Tutor you should **Logout**.
5. If you need help in using Fluency Tutor, click on **Help**.

## Setting up and managing teachers

As the Administrator you set up and manage the teachers who have access to your school's Fluency Tutor. This includes assigning a password for each teacher. Before continuing with this exercise have the list of teachers prepared and decide how best to assign passwords. For information on Username and Password limitations please see the Appendix.

### Adding teachers

1. Click on **Manage Teachers**. This will bring up the Teacher Management section:



2. To add a teacher click on **Add new Teacher** to bring up the Add New Teacher section:

You are here: [School Management](#) > [Teacher Management](#) > Add New Teacher

**Add New Teacher - St Mary's School**

First Name\*  Email address\*

Middle Initial(s)  User Name\*

Last Name\*  Password\*

3. Complete all Teacher fields with the relevant information. For information on Username and Password limitations please see the Appendix.  
**N.B. you will not be able to save unless you have entered information in the First Name, Last Name, Email address, User Name and Password fields.**
4. Once complete click on **Save**.
5. You will be returned back to the Teacher Management section. There will be a message saying the Teacher details have been added successfully and the Teachers name will now appear in the Teachers List. Make sure you give the log in information to all your teachers.

You are here: [School Management](#) > [Teacher Management](#)

Teacher details of 'Caroline Cuddy' have been added successfully

**Teacher Management - St Mary's School**

Teachers

Brian Wilson  
Caroline Cuddy

6. Repeat steps 2-4 to add more teachers as required.

### Modifying a teacher's details

You may need to change the details held for a teacher. For example, you may need to reassign a password or Disable/Enable the teacher's ability to use Fluency Tutor.

1. To modify a Teacher's details, click on the Teacher in the Teacher List and then click on **Modify Selected Teacher**. This will bring up the Modify Teacher section:

You are here: [School Management](#) > [Teacher Management](#) > Modify Teacher

**Modify Teacher - St Mary's School**

First Name\*  Caroline Email address\*  c.cuddy@stmarys.sch.uk

Middle Initial(s)  User Name\*  Caroline

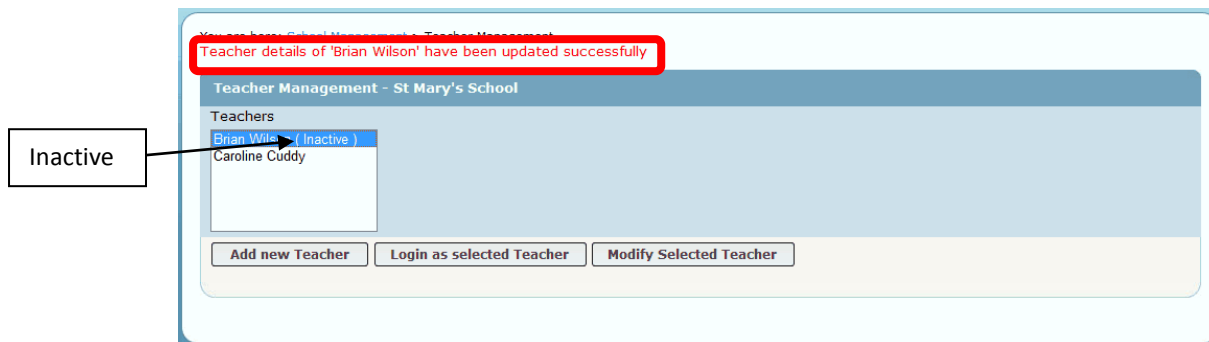
Last Name\*  Cuddy Password\*  caroline

☒ Enable ☐ Disable

2. From here you can:
  - a. Edit any fields for the teacher, including the Password.

- b. Enable or Disable the teacher from using Fluency Tutor.
3. Once you have made the changes, click on **Save**.
4. You will be returned to the Teacher Management section. There will be a message to say that the Teacher's details have been updated successfully.

***N.B. Any teacher who has been disabled will be shown with Inactive beside their name:***

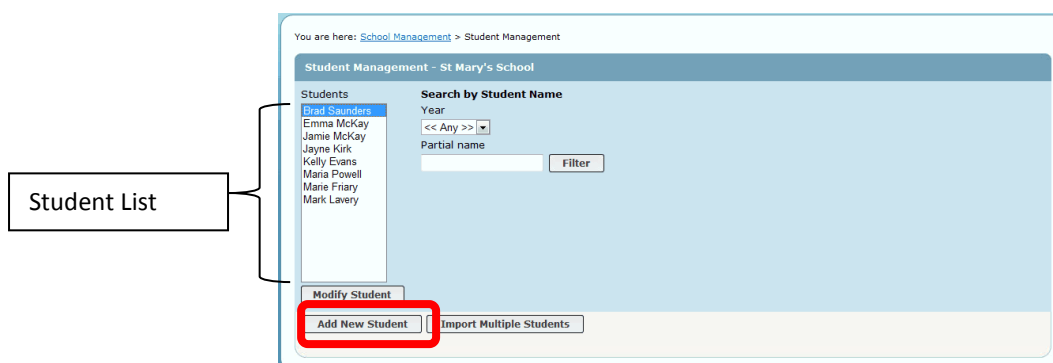


## Setting up and managing students

As the Administrator you set up and manage the students who have access to your school's Fluency Tutor. This includes assigning a password for each student. Before continuing with this exercise have the list of students prepared and decide how best to assign a password. For information on Username and Password limitations please see the Appendix. You can add students individually or import multiple students using a \*.CSV file. For more information on .CSV files please see the Appendix.

### Adding students individually

1. Click on **Manage Students**. This will bring up the Student Management section:



2. To add a student, click on **Add New Student** to bring up the Add New Student section:

The screenshot shows the 'Add New Student' form. A bracket on the left labeled 'Student fields' points to the input fields for First Name, Middle Initial(s), Last Name, Identifier, User Name, Password, Year, Date of Birth, Gender, and Application Skin. A box labeled 'Save' has an arrow pointing to the 'Save' button at the bottom left of the form.

You are here: [School Management](#) > [Student Management](#) > Add New Student

**Add New Student**

First Name\* Identifier Year\*  
Middle Initial(s) User Name\*  
Last Name\* Password\*  
Application Skin\*  
Primary

Save Cancel

3. Complete all Student fields with the relevant information.  
**N.B. you will need to share the User Name and Password with the student as they will need it to login.**
4. Once complete click on **Save**.  
**N.B. You will not be able to save unless you have entered information in the First Name, Last Name, User Name, Year, Date of Birth, Gender and Application Skin fields.**
5. You will be returned back to the Student Management section. There will be a message saying the Student details have been added successfully and the Student's name will now appear in the Student List.

The screenshot shows the 'Student Management - St Mary's School' page. A red box highlights a message at the top: 'Student details of Mathew Radcliffe have been added successfully'. Below this is a list of students, with 'Mathew Radcliffe' at the bottom. A bracket on the left labeled 'Student List' points to this list. At the bottom are buttons for 'Modify Student', 'Add New Student', and 'Import Multiple Students'.

Student details of Mathew Radcliffe have been added successfully

**Student Management - St Mary's School**

Students  
Brad Saunders  
Emma McKay  
Jamie McKay  
Jayne Kirk  
Kelly Evans  
Maria Powell  
Marie Friary  
Mark Lavery  
Mathew Radcliffe

Search by Student Name  
Year  
<< Any >>  
Partial name  
Filter

Modify Student  
Add New Student Import Multiple Students

6. Repeat steps 2-4 to add all students required.

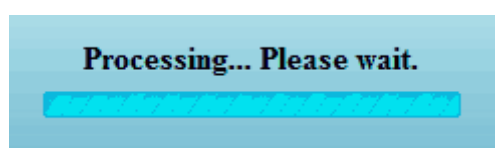
## Importing multiple students

If you have a .CSV file with the students who are to use Fluency Tutor you can easily add them.

1. Click on **Manage Students**. This will bring up the Student Management section:

2. Click on **Import Multiple Students**.
3. This will bring up the Import Students section:

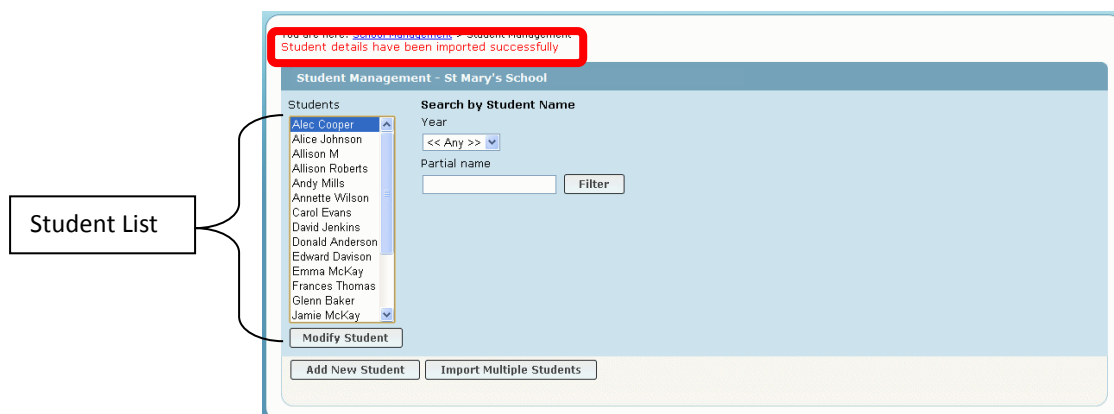
4. Click on **Choose File** and find the relevant \*.csv file.
5. Click on **Open**.
6. Click on **Preview** and a processing bar will ask you to wait:



7. The details for the students will appear:

Name	User name	Password	Gender	Year	Identifier	Date of Birth
Alec Cooper	aleccooper	password	M	3	s21	01/01/2005
Alice Johnson	alicejohnson	password	F	3	s22	02/01/2005
Allison Roberts	allisonroberts	password	F	3	s23	03/01/2005
Andy Mills	andymills	password	M	3	s24	04/01/2005
Annette Wilson	annettewilson	password	F	3	s25	05/01/2005
Carol Evans	carolevans	password	F	3	s26	06/01/2005
David Jenkins	davidjenkins	password	M	3	s27	07/01/2005
Donald Anderson	donaldanderson	password	M	3	s28	08/01/2005
Edward Davison	edwarddavison	password	M	3	s29	09/01/2005

8. Check the details and then click on **Import**.
9. There will be a processing bar and then you will be returned to the Student Management section:



10. There will be a message to say that the student details have been imported successfully.
11. The students that you have imported will appear in the Student List.

### Modifying a student's details

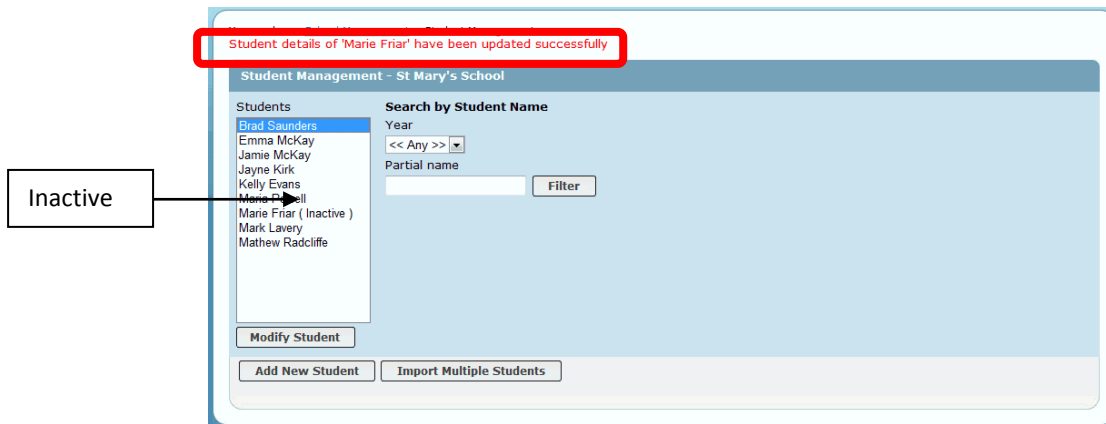
You may need to change the details held for a student. For example, you may need to reassign a password or Disable/Enable the student's ability to use Fluency Tutor.

1. To modify a Student's details, click on the Student in the Student List and then click on **Modify Student**. This will bring up the Modify Student section:

2. From here you can:
  - a. Edit any fields for the student, including the Password.
  - b. Enable or Disable the student from using Fluency Tutor.
3. Once you have made the changes, click on **Save**.

- You will be returned to the Student Management section. There will be a message to say that the Student's details have been updated successfully.

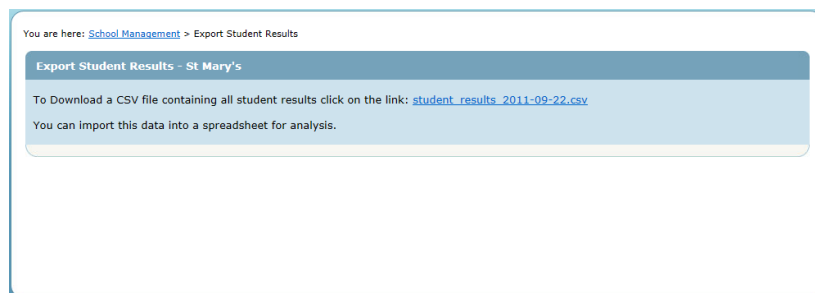
**N.B. Any students who have been Disabled will be shown with Inactive beside their name:**



## Exporting Student Results

You can export student results.

- To export student results click on **Export student results**. This will bring up the Export Student Results section:

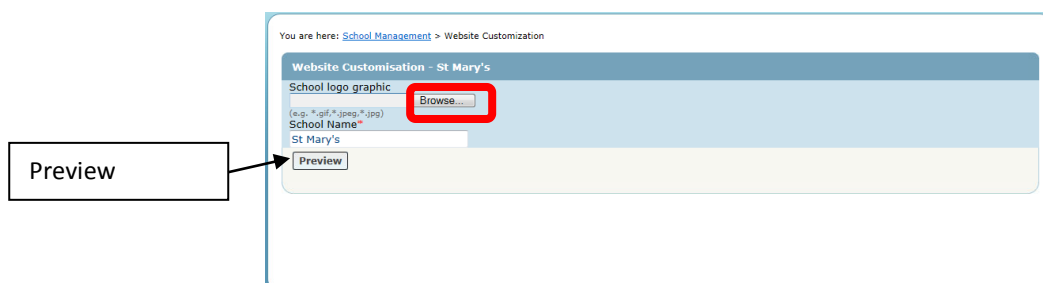


- Click on the link and choose to open or save the file.
- The .CSV file that is produced will have data for each marked student exercise in the school to include:
  - Student Last Name
  - Student First Name
  - Student Middle Initials
  - Teacher Last Name
  - Teacher First Name
  - Teacher Middle Initials
  - Group Name
  - Completion Date
  - Exercise Title
  - Lexile Level
  - WCPM
  - % Words Correct
  - Fluency Score
  - Comprehension Score

## Customising the website

You can customise the appearance of your schools Fluency Tutor website by adding a picture and a welcome message.

1. To customise the website click on **Website Customization**. This will bring up the Website Customization section:



2. If you want to add a picture click on **Browse**. Navigate to where the picture is and then click on **Open**.
3. You can edit the School Name.
4. To see how it will appear click on **Preview**.
5. If you are happy with the Preview click on **Save**. If you don't want to save the customisation click on **Cancel**.

## Teachers

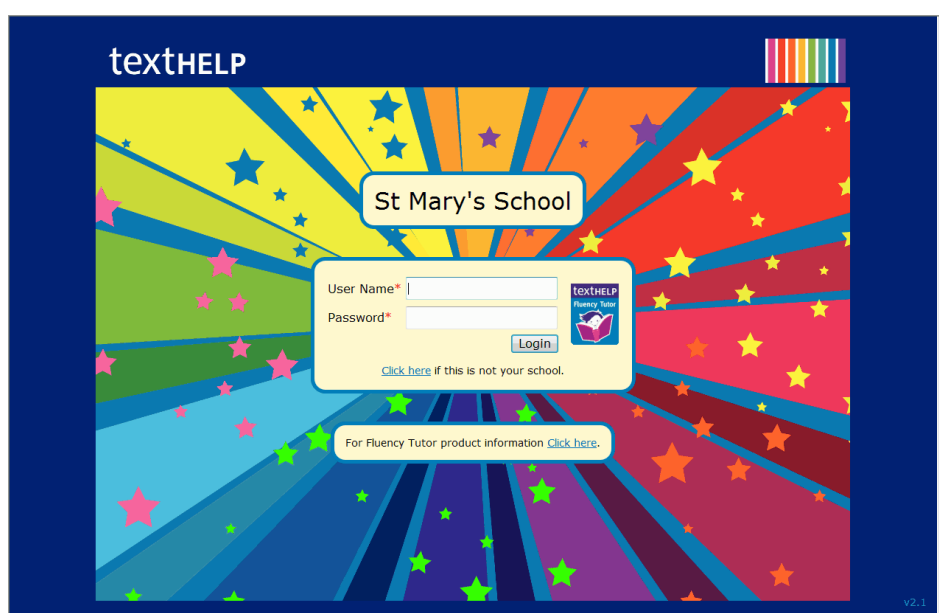
In this section you will learn how to:

- Log in
- Creating a group
- Assign a practise exercise
- Assign an assessment
- View completed assessments
- Mark completed assessments
- View a student's fluency record
- View a group's progress

### Log in

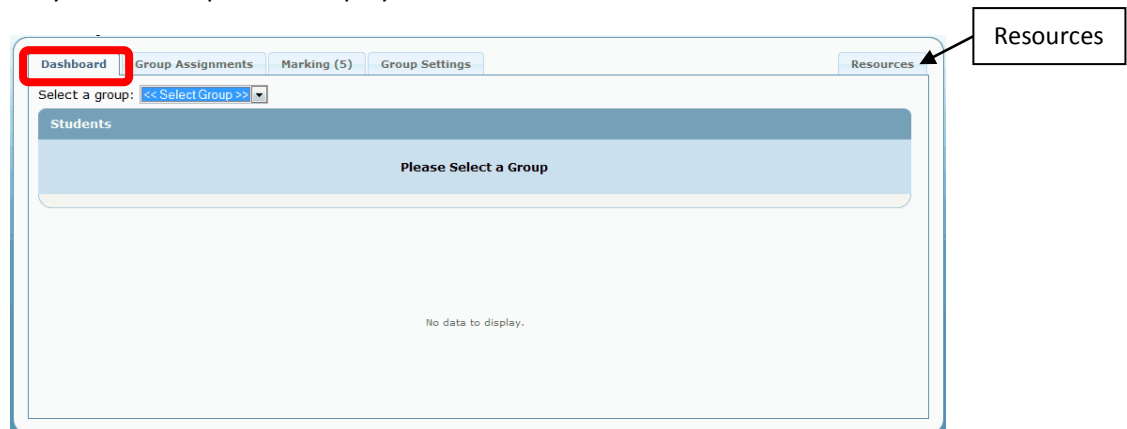
**N.B. To log in to your school's Fluency Tutor website you will need the User Name and Password provided by your school's Fluency Tutor Administrator.**

1. Open your web browser and enter the school's Fluency Tutor website address. When the homepage opens, enter your **User Name** and **Password**.



2. Click on **Login**.

3. Fluency Tutor will open and display the **Dashboard**:

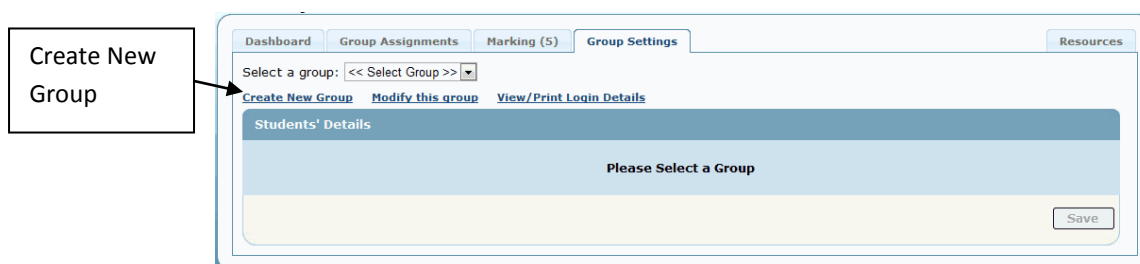


4. When you first start to use Fluency Tutor, your **Dashboard** will be empty because you have not set up your groups. As you use Fluency Tutor with your students this will have information about how they are progressing.
5. To see resources to help you use Fluency Tutor with your students click on **Resources**.
6. At any time when you have finished with Fluency Tutor you should **Logout**.
7. If you need help in using Fluency Tutor, click on **Help**.

## Creating a group

Before you can begin to use Fluency Tutor you will first need to create a group or groups. These will be made up of the students you will be using Fluency Tutor with.

1. Click on the **Group Settings** tab.
2. The Group Settings section will open:




3. Click on **Create New Group**.


4. This will bring up the Create New Group window:


5. Type in a name for the Group in the Group Name field. You can add notes for the group if you wish.

6. The Available students list will be a list of all the students you have available to work with.  
***N.B. This list is created by the Administrator. If a student is not in the list you will need to get the Administrator to add them.***

7. From the list of Available students, select a student and then click on the  button.

8. If you wish to add all the students from the Available students list click on the  button.

9. To remove a student from the group, select them in the Students in group list and click on the  button.

10. To remove all the students from the group, click on the  button.

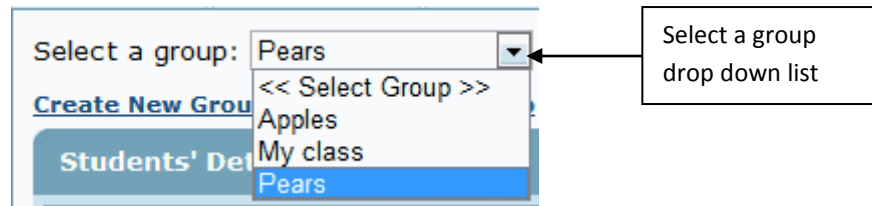
***N.B. You can filter the list of Available Students by Year or by Partial Name.***

11. When you have all the students you need for the group added to the Students in Group list, click on **Save**:

12. You will be returned to the **Groups Settings** tab.

13. You can create as many groups as you need. Students can be in more than one group.

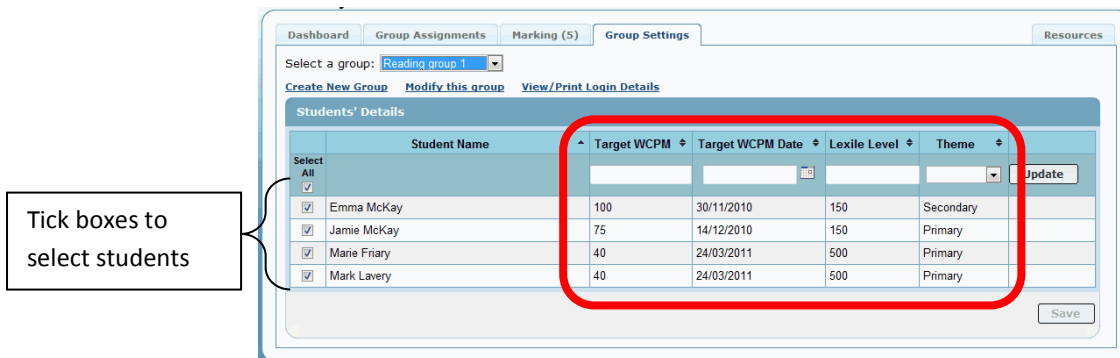
- At any time when you need to work with a group select it from the **Select a group** drop down list:



## Setting Students a Target Fluency Level

It is possible to set students a target fluency level that you wish them to aim for.

- In the **Group Settings** tab when you choose any group that you have created from the **Select a group** drop down you will notice that beside each student there is Target WCPM, Target WCPM Date, Lexile Level and Theme:



- These were automatically set depending on the student's year.
- If you wish to change these, choose which student(s) you wish to change by checking or unchecking the tick box to the left of each student's name. By default all students are selected.
- You can enter Target Words Correct Per Minute, Target Words Correct Per Minute Date and Lexile Level.
- In the theme, you have the choice of Primary or Secondary. The Primary theme has a younger appealing interface, while the Secondary theme has a more mature look.

- Enter the new values for whichever target(s) you want changed and/or choose the different Theme then click on **Update**:

Dashboard | Group Assignments | Marking (5) | **Group Settings** | Resources

Select a group: Reading group 1

Create New Group | **Modify this group** | View/Print Login Details

Select	Student Name	Target WCPM	Target WCPM Date	Lexile Level	Theme	
<input type="checkbox"/>		100	19/03/2011	200		<b>Update</b>
<input type="checkbox"/>	Emma McKay	100	30/11/2010	150	Secondary	
<input checked="" type="checkbox"/>	Jamie McKay	75	14/12/2010	150	Primary	
<input type="checkbox"/>	Marie Friary	40	24/03/2011	500	Primary	
<input type="checkbox"/>	Mark Lavery	40	24/03/2011	500	Primary	

Save

Save

- Then click on **Save**.
- A message will appear asking if you are sure you want to apply the changes:

Message from webpage

Are you sure you want to apply changes to all selected students?

OK Cancel

- If you are happy with the changes, click on **OK**.
- If you don't want to make the changes, click on **Cancel**.

## Modify a Group

- If you need to modify a group select the group from the **Select a group** drop down list in the **Group Settings** tab and then click on **Modify this group**:

Dashboard | Group Assignments | Marking (5) | **Group Settings** | Resources

Select a group: Reading group 1

Create New Group | **Modify this group** | View/Print Login Details

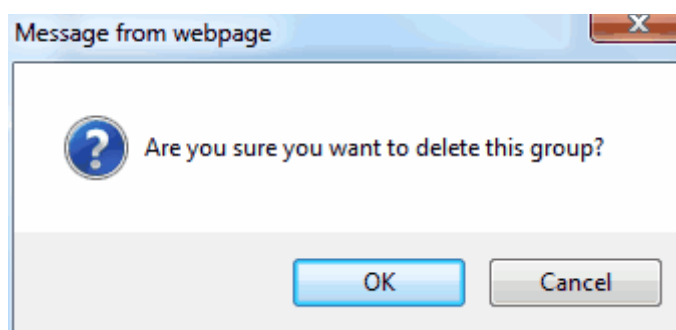
Select	Student Name	Target WCPM	Target WCPM Date	Lexile Level	Theme	
<input checked="" type="checkbox"/>						<b>Update</b>
<input checked="" type="checkbox"/>	Emma McKay	100	30/11/2010	150	Secondary	
<input checked="" type="checkbox"/>	Jamie McKay	75	14/12/2010	150	Primary	
<input checked="" type="checkbox"/>	Marie Friary	40	24/03/2011	500	Primary	
<input checked="" type="checkbox"/>	Mark Lavery	40	24/03/2011	500	Primary	

Save

Modify this group

2. This will open the Modify Group Settings section:

3. From here you can add or remove students from the group.
4. If you wish to delete the whole group, click on **Delete this Group**.
5. A message will appear asking if you are sure you want to delete the group. If you wish to delete the group, click on **OK**:



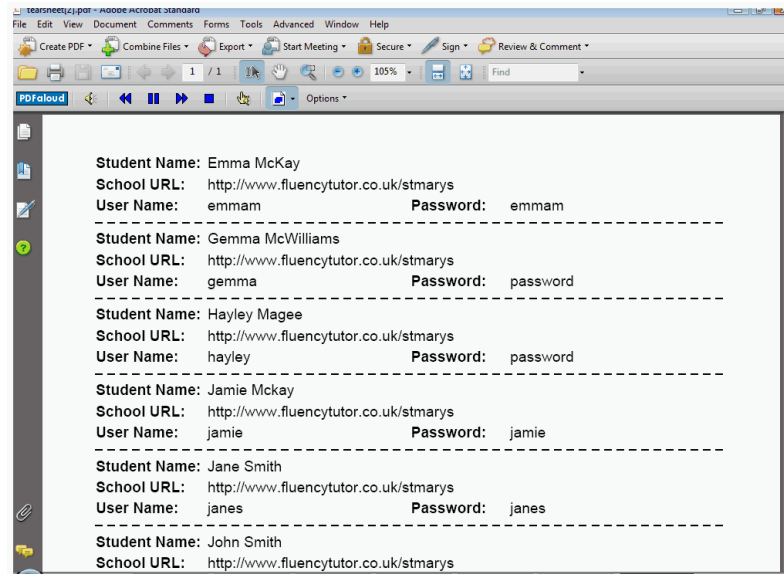
6. If you make any changes to the group, click on **Save**.
7. You will be returned to the **Group Settings** tab.

## View/Print Login Details

1. There is the ability to view and print a list of the students in a group, with the schools Fluency Tutor website details and each student's User Name and Password. To do this select the group from the **Select a group** drop down list in the **Group Settings** tab and then click on **View/Print Login Details**:

Select	Student Name	Target WCPM	Target WCPM Date	Lexile Level	Theme	Update
<input checked="" type="checkbox"/>	Emma McKay	100	30/11/2010	150	Secondary	
<input checked="" type="checkbox"/>	Jamie McKay	75	14/12/2010	150	Primary	
<input checked="" type="checkbox"/>	Marie Friary	40	24/03/2011	500	Primary	
<input checked="" type="checkbox"/>	Mark Lavery	40	24/03/2011	500	Primary	

2. You can Open or Save the file.
3. A PDF document will be created with each of the students in the group, the Fluency Tutor school website (School URL) and each student's User Name and Password:



4. This can then be printed and separated for each student. The student can take this home to easily access Fluency Tutor from a computer at home.

## Assign a practise or assessment exercise to a group

You can assign exercises to a group as a practise or as an assessment.

Practise exercises:

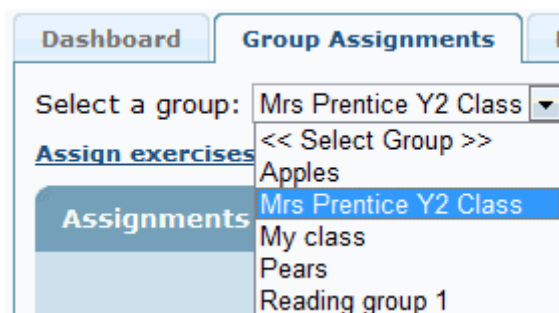
- allow the student to practise their reading
- allow the student to check their comprehension
- are not marked by the teacher
- do not have a completion date

Assessment exercises:

- are to assess the student's reading fluency
- test their comprehension
- are marked by the teacher and Fluency Tutor (comprehension questions)
- have a completion date

For information on assigning exercises according to Lexile level, please see the Appendix: Approximate Age to Lexile Level.

1. Click on the **Group Assessments** tab.
2. If you need to change to a different group, select it from the **Select a group** dropdown list:



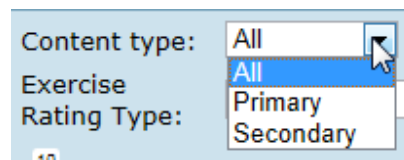
3. Click on **Assign exercises to this group**. The Assign group exercise section appears:

The screenshot shows the 'Assign exercise' section for the group 'My class'. It includes an 'Exercise list' table, a 'Filter exercise list' section, and an 'Assign exercise' form. Annotations with arrows point to specific elements:

- Exercise List**: Points to the table listing exercises and their Lexile levels.
- Description**: Points to the 'Description:' text area.
- Preview**: Points to the 'Preview' button.
- Filter exercise list**: Points to the 'Filter exercise list' section, which includes filters for 'Content type' (All), 'Exercise Rating Type' (Lexile level), a 'Keyword' search bar, and 'Reset Search'/'Search' buttons.
- Assign exercise**: Points to the 'Assign exercise' form, which includes radio buttons for 'Assessment' (selected) and 'Practise', a 'Due Date' field (22/09/2011), and 'Assign'/'Back' buttons.

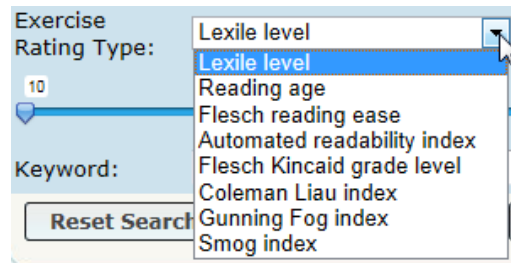
Title	Lexile level
Pumpkins	480
Being a Friend	340
Diamonds	410
The Windy Day	420
Flying High	450
Pandas at the Zoo	410
Comic Books	430
The Beatles	400
The Norfolk Broads	470
The Earl of Orford	460

4. First, if you wish, you can filter the exercises by Content type:



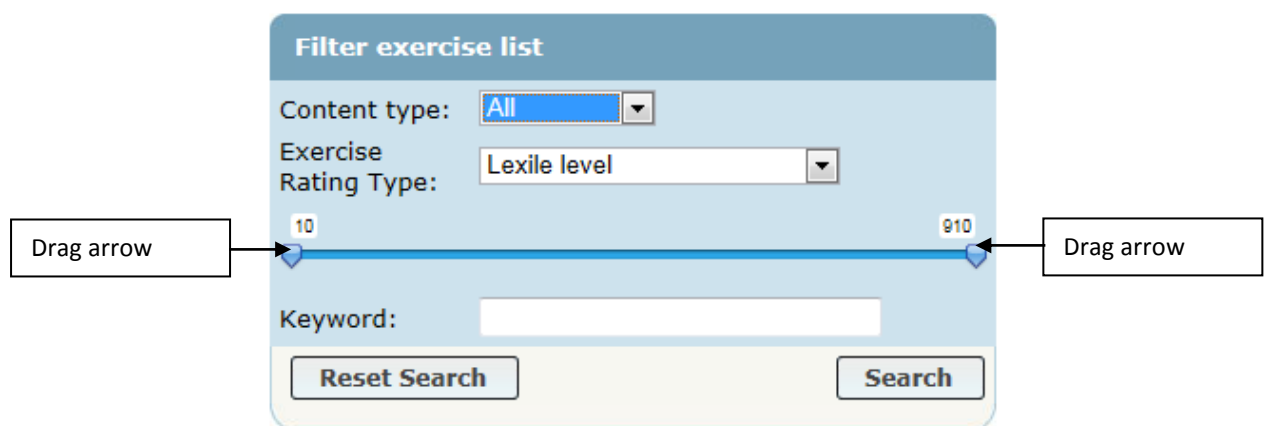
A screenshot of a web interface showing a dropdown menu for 'Content type'. The menu is open, displaying options: 'All', 'All', 'Primary', and 'Secondary'. A mouse cursor is pointing at the 'All' option. To the left of the dropdown, the labels 'Content type:', 'Exercise Rating Type:', and 'Keyword:' are visible, along with a 'Reset Search' button.

5. Next you can choose the Exercise Rating Type:



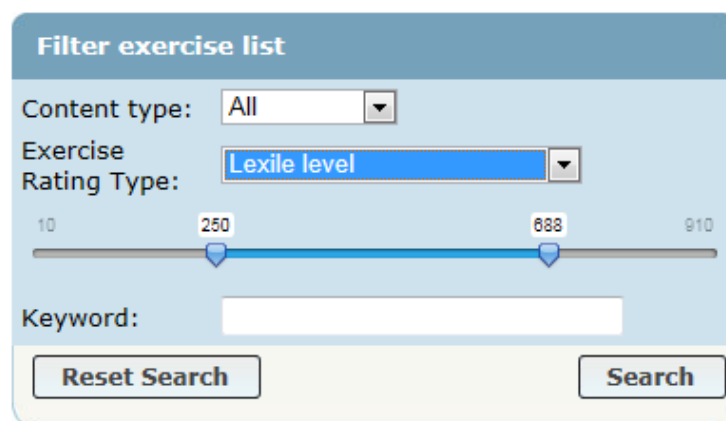
A screenshot of a web interface showing a dropdown menu for 'Exercise Rating Type'. The menu is open, displaying options: 'Lexile level', 'Lexile level', 'Reading age', 'Flesch reading ease', 'Automated readability index', 'Flesch Kincaid grade level', 'Coleman Liau index', 'Gunning Fog index', and 'Smog index'. A mouse cursor is pointing at the 'Lexile level' option. To the left of the dropdown, the labels 'Exercise Rating Type:', 'Keyword:', and 'Reset Search' are visible.

6. Once you have the score type you can filter the exercise range, click on either of the drag arrows and keeping the left mouse click down, drag the arrow across:



A screenshot of the 'Filter exercise list' form. The 'Content type' is set to 'All' and the 'Exercise Rating Type' is set to 'Lexile level'. A horizontal range slider is shown with a blue bar and two blue diamond handles. The left handle is at '10' and the right handle is at '910'. Two callout boxes with arrows point to the handles, each containing the text 'Drag arrow'. Below the slider is a 'Keyword' input field, a 'Reset Search' button, and a 'Search' button.

7. As you do this the range will change:



A screenshot of the 'Filter exercise list' form, showing the range slider updated. The 'Content type' is 'All' and the 'Exercise Rating Type' is 'Lexile level'. The range slider now has a blue bar with two blue diamond handles. The left handle is at '250' and the right handle is at '688'. The 'Keyword' input field, 'Reset Search' button, and 'Search' button are also visible.

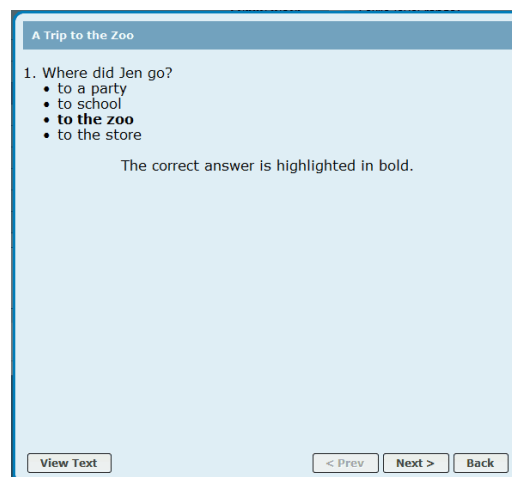
8. When you are happy with the filter, click on **Search**.

9. To see an exercise, click on it in the Exercise List and click **Preview**. The exercise will open:



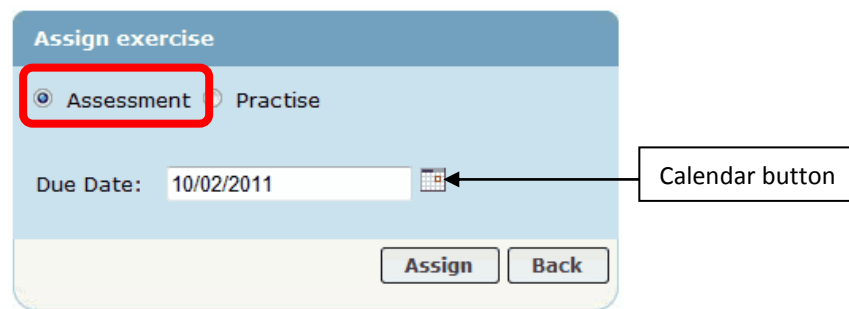
10. To view the Quiz for this exercise, click on **View Questions**.

11. The Quiz questions will be shown:



12. You can navigate through the questions by clicking on the **Next** or **Prev** buttons.
13. If you wish to return to the exercise, click on **View Text**.
14. After reviewing the exercise return to the Assign group exercise section by clicking on **Back**.

15. To assign the exercise as an Assessment, have the Assessment option selected:

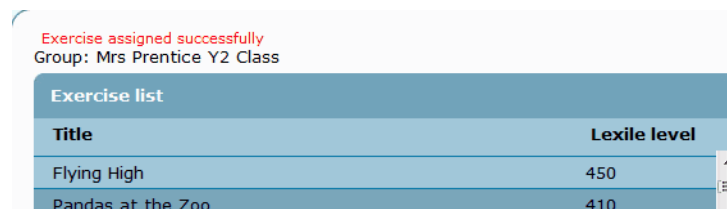


The screenshot shows a form titled "Assign exercise". It has two radio buttons: "Assessment" (which is selected and highlighted with a red box) and "Practise". Below the radio buttons is a "Due Date:" field with the date "10/02/2011" and a small calendar icon to its right. An arrow points from the text "Calendar button" to the calendar icon. At the bottom of the form are two buttons: "Assign" and "Back".

16. To change the Due Date for the assessment from the current date, click on the Calendar button.

17. Choose the required date by clicking on it and then click on **Assign**.

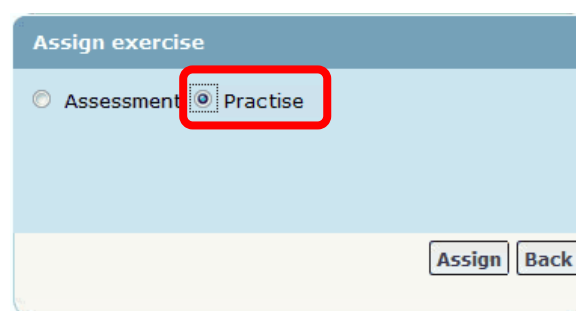
18. A message will appear above the group name to say the exercise has been assigned successfully:



The screenshot shows a confirmation message: "Exercise assigned successfully" in red text, followed by "Group: Mrs Prentice Y2 Class". Below this is a table titled "Exercise list".

Title	Lexile level
Flying High	450
Pandas at the Zoo	410

19. To assign an exercise as a Practise, select the Practise option:



The screenshot shows the "Assign exercise" form. The "Practise" radio button is now selected and highlighted with a red box, while the "Assessment" radio button is unselected. The "Assign" and "Back" buttons are still at the bottom.

20. Then click on **Assign**.

21. A message will appear above the group name to say the exercise has been assigned successfully.

22. You can continue to assign further exercises if needed.

23. When you have finished assigning exercises to the group, click on **Home** or **Back** to return to the **Dashboard**.

24. Beside each of the student's names you will see the number of assessments that are pending:

Dashboard

The screenshot shows the 'Dashboard' interface. At the top, there are tabs: 'Dashboard', 'Group Assignments', 'Marking (5)', and 'Group Settings'. Below these is a dropdown menu 'Select a group: Mrs Prentice Y2 Class'. The main section is titled 'Students' and contains a table with the following columns: 'Actions', 'Name', 'Pending', 'Overdue', 'Target WCPM', 'Highest WCPM', 'Highest % Words Correct', '% Target Reached', and 'Progress'. Three students are listed: Emma McKay, Kelly Evans, and Mark Lavery. Each student has a 'Pending' value of 1, which is highlighted by a red box. Below the table is a line graph labeled 'WCPM' on the y-axis (0 to 100) and 'Oldest' to 'Newest' on the x-axis.

Actions	Name	Pending	Overdue	Target WCPM	Highest WCPM	Highest % Words Correct	% Target Reached	Progress
	Emma McKay	1	0	100	0	0	0	?
	Kelly Evans	1	0	30	0	0	0	?
	Mark Lavery	1	0	40	0	0	0	?

25. If you click on a student's name, a list of pending assessments and assigned practise exercises will be shown. You can see if an exercise has been set as an assessment or a practise under Type:

The screenshot shows the 'Exercises for: Emma McKay' page. It features a table with the following columns: 'Actions', 'Title', 'Completed', 'Due', 'Time', 'Type', 'Status', 'Scope', and 'WCPM'. The 'Type' column is highlighted by a red box. Below the table are radio buttons for 'All', 'Assessments only', and 'Practises only', and a 'Back' button.


Actions	Title	Completed	Due	Time	Type	Status	Scope	WCPM
	Bell's Inventions	30/07/2010	04/08/2010					77
	Bobbing for Apples	16/11/2010		29mins (10)				
	Charles Dickens	04/08/2010	04/08/2010					102
	Chewing Gum		04/08/2010					
	Come to Mount Everest!	28/07/2010	04/08/2010					65
	Desert Survival	02/08/2010	04/08/2010					80
	Dog Sitting	31/07/2010	04/08/2010					78
	Mountain Lions	01/08/2010	04/08/2010					
	Pen Pals	16/11/2010		1mins (2)				
	Starting a Vegetable Patch	29/07/2010	04/08/2010					76
	The Car Wash	25/10/2010		34mins (7)				
	The Outdoor Lunch	25/10/2010		47mins (24)				
	The Toad		27/10/2010					
	The Triathlon	03/08/2010	04/08/2010					
	The Windy Day	25/10/2010		46mins (10)				
	Volcanoes	27/07/2010	04/08/2010					58

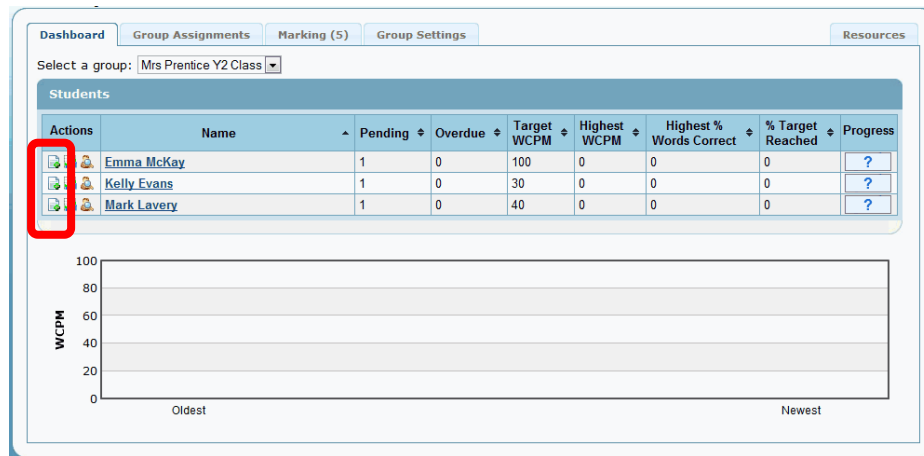
26. An assessment will be shown with the Assessment button beside it.

27. A practise will be shown with the Practise button beside it.

28. To return to the **Dashboard**, click on **Back**.

## Assign a practise or assessment exercise to an individual

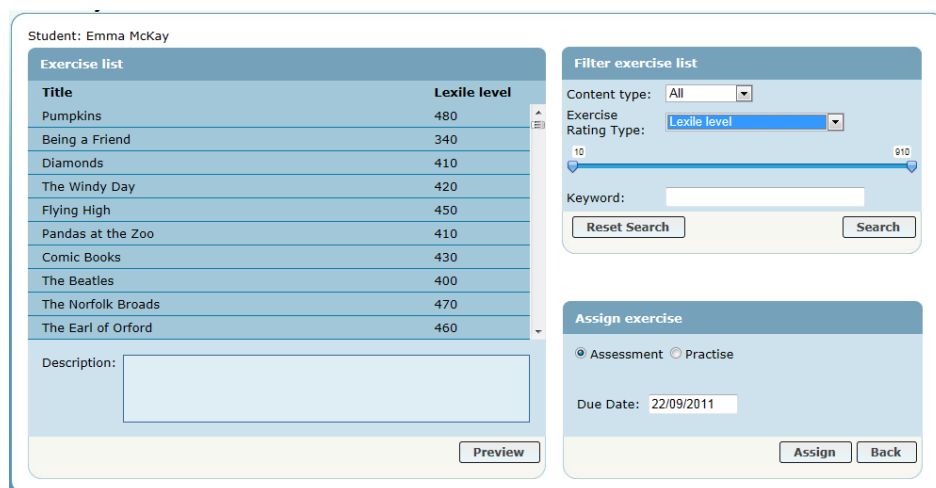
1. To assign a practise or assessment exercise to an individual, click on the Assign Individual Exercise  button beside the student on the **Dashboard**:



The screenshot shows the 'Dashboard' tab selected. Below the navigation tabs, there's a dropdown for 'Select a group: Mrs Prentice Y2 Class'. A table titled 'Students' lists three students: Emma McKay, Kelly Evans, and Mark Lavery. The 'Actions' column for each student contains an 'Assign Individual Exercise' button (a green icon with a plus sign). Below the table is a line graph showing WCPM (Words Correct Per Minute) over time, with the x-axis labeled 'Oldest' and 'Newest'.

Actions	Name	Pending	Overdue	Target WCPM	Highest WCPM	Highest % Words Correct	% Target Reached	Progress
	Emma McKay	1	0	100	0	0	0	?
	Kelly Evans	1	0	30	0	0	0	?
	Mark Lavery	1	0	40	0	0	0	?

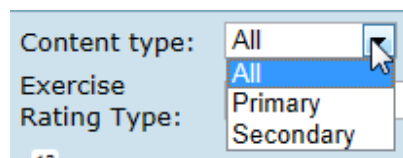
2. This will bring up the Assign individual exercises section:



The screenshot shows the 'Assign individual exercises' section for 'Student: Emma McKay'. On the left, there's a table titled 'Exercise list' with columns 'Title' and 'Lexile level'. Below it is a 'Description' field. On the right, there's a 'Filter exercise list' section with dropdowns for 'Content type' (set to 'All') and 'Exercise Rating Type' (set to 'Lexile level'). Below these is a 'Keyword' field and 'Reset Search' and 'Search' buttons. At the bottom right, there's an 'Assign exercise' section with radio buttons for 'Assessment' (selected) and 'Practise', and a 'Due Date' field set to '22/09/2011'. 'Assign' and 'Back' buttons are at the bottom right.

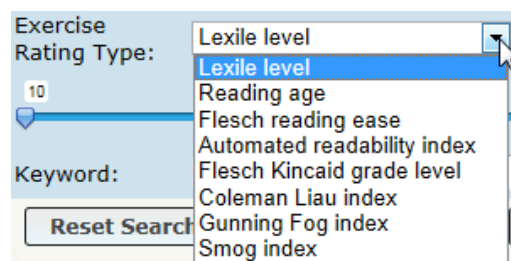
Title	Lexile level
Pumpkins	480
Being a Friend	340
Diamonds	410
The Windy Day	420
Flying High	450
Pandas at the Zoo	410
Comic Books	430
The Beatles	400
The Norfolk Broads	470
The Earl of Orford	460

3. First, if you wish, you can filter the exercises by Content type:



This close-up shows the 'Content type' dropdown menu. The 'All' option is selected and highlighted in blue. Other visible options are 'Primary' and 'Secondary'.

4. Next you can choose the Exercise Rating Type:



This close-up shows the 'Exercise Rating Type' dropdown menu. The 'Lexile level' option is selected and highlighted in blue. Other visible options include 'Reading age', 'Flesch reading ease', 'Automated readability index', 'Flesch Kincaid grade level', 'Coleman Liau index', 'Gunning Fog index', and 'Smog index'.

5. Once you have the score type you can filter the exercise range, click on either of the drag arrows and keeping the left mouse click down, drag the arrow across:

Filter exercise list

Content type: All

Exercise Rating Type: Lexile level

10 910

Drag arrow

Drag arrow

Keyword:

Reset Search Search

6. As you do this the range will change:

Filter exercise list

Content type: All

Exercise Rating Type: Lexile level

10 250 688 910

Keyword:

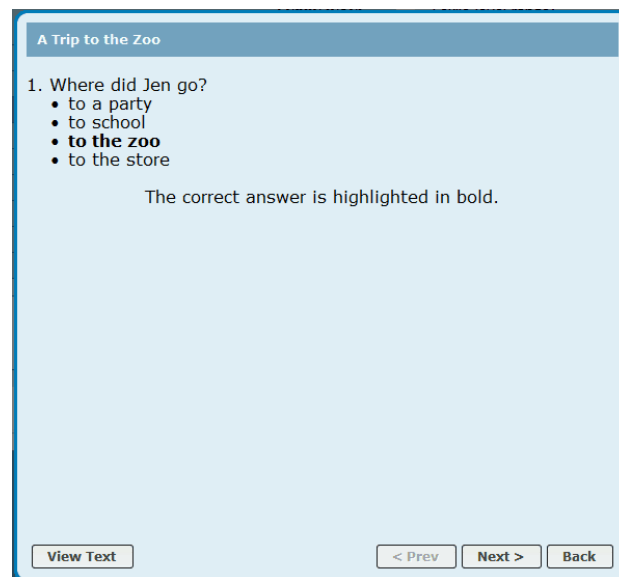
Reset Search Search

7. When you are happy with the filter, click on **Search**.
8. The list of exercises available will change to reflect the adjusted range.
- N.B. Alternatively you can search the exercises by Keyword by typing the keyword in to the Keyword text box and clicking on Search.***
9. To see an exercise, click on it in the Exercise List and click **Preview**. The exercise will open:



10. To view the Quiz for this exercise, click on **View Questions**.

11. The Quiz questions will be displayed:



A Trip to the Zoo

1. Where did Jen go?

- to a party
- to school
- **to the zoo**
- to the store

The correct answer is highlighted in bold.

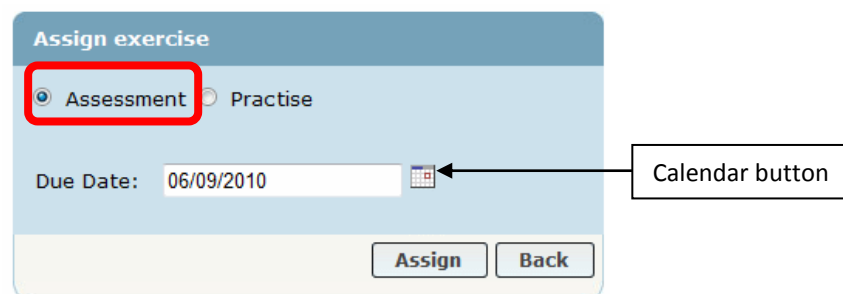
View Text < Prev Next > Back

12. You can navigate through the questions by clicking on the **Next** or **Prev** buttons.

13. If you wish to return to the exercise, click on **View Text**.


14. After reviewing the exercise return to the Assign individual exercise section by clicking on **Back**.

15. To assign the exercise as an Assessment, have the Assessment option selected:



Assign exercise

☒ Assessment ☐ Practise

Due Date: 06/09/2010 

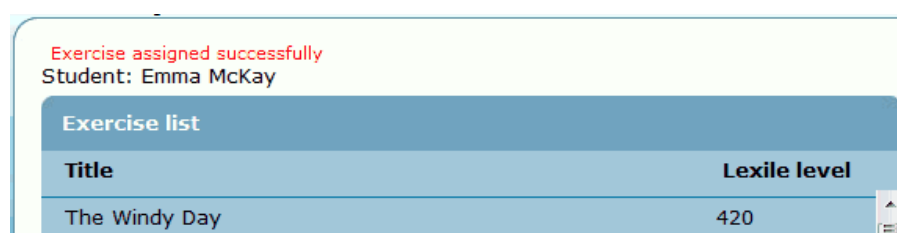
Calendar button

Assign Back

16. To change the Due Date for the assessment from the current date, click on the Calendar button.

17. Choose the required date by clicking on it, then click **Assign**.

18. A message will appear above the student's name to say the exercise has been assigned successfully:

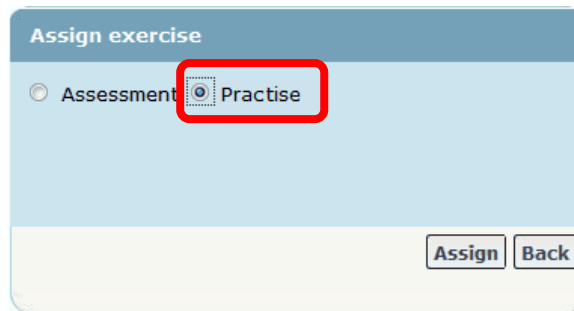


Exercise assigned successfully

Student: Emma McKay

Exercise list	
Title	Lexile level
The Windy Day	420

19. To assign an exercise as a Practise, select the Practise radio option:



The 'Assign exercise' dialog box has a light blue header and a light blue body. It contains two radio buttons: 'Assessment' and 'Practise'. The 'Practise' radio button is selected and is highlighted with a red rectangle. At the bottom right, there are two buttons: 'Assign' and 'Back'.

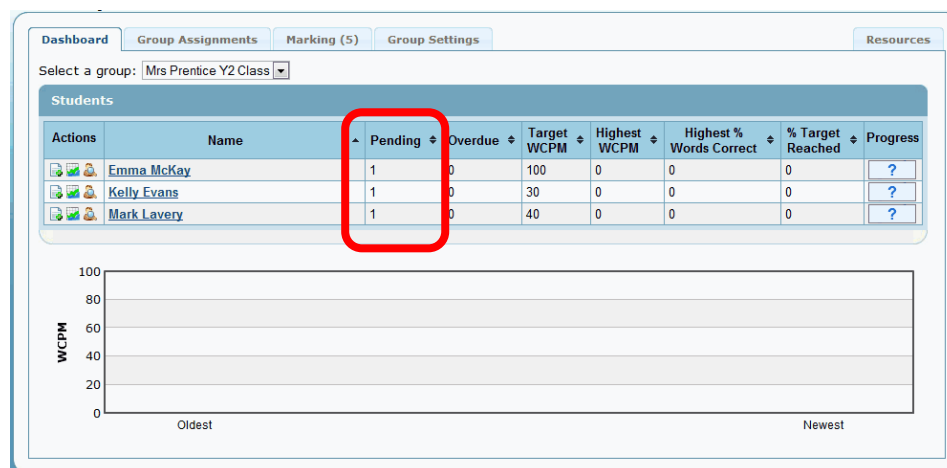
20. Click on **Assign**.

21. A message will say the exercise has been assigned successfully.

22. You can continue to assign further exercises if needed.

































































23. Click on **Home** or **Back** to return to the **Dashboard**.

24. Beside each of the student's names you will see the number of assessments that are pending:





25. If you click on a student's name, a list of pending assessments and assigned practise exercises will be shown. You can see if an exercise has been set as an assessment or a practise under Type:

Exercises for: Emma McKay Help

Actions	Title	Completed	Due	Time	Type	Status	Scope	WCPM
	Bell's Inventions	30/07/2010	04/08/2010					77
	Bobbing for Apples	16/11/2010		29mins (1)				
	Charles Dickens	04/08/2010	04/08/2010					102
	Chewing Gum		04/08/2010					
	Come to Mount Everest!	28/07/2010	04/08/2010					65
	Desert Survival	02/08/2010	04/08/2010					80
	Dog Sitting	31/07/2010	04/08/2010					78
	Mountain Lions	01/08/2010	04/08/2010					
	Pen Pals	16/11/2010		1mins (2)				
	Starting a Vegetable Patch	29/07/2010	04/08/2010					76
	The Car Wash	25/10/2010		34mins (7)				
	The Outdoor Lunch	25/10/2010		47mins (2)				
	The Toad		27/10/2010					
	The Triathlon	03/08/2010	04/08/2010					
	The Windy Day	25/10/2010		46mins (1)				
	Volcanoes	27/07/2010	04/08/2010					58

☒ All ☐ Assessments only ☐ Practises only Back

26. An assessment will be shown with the Assessment  button beside it.

27. A practise will be shown with the Practise  button beside it.

28. To return to the **Dashboard**, click on **Back**.

## Marking completed assessments







- To mark any assessments which have been completed, click on the **Marking** tab. The number of assessments that are waiting for you to mark will be shown in brackets:

Dashboard **Group Assignments** **Marking (5)** Group Settings Resources

Select a group: Mrs Prentice Y2 Class

Marking

Students

Actions	Name	Pending	Overdue	Target WCPM	Highest WCPM	Highest % Words Correct	% Target Reached	Progress
	Emma McKay	1	0	100	0	0	0	
	Kelly Evans	1	0	30	0	0	0	
	Mark Lavery	1	0	40	0	0	0	

WCPM

100  
80  
60  
40  
20  
0

Oldest Newest

- This will bring up a list of assessments that have been completed by your students:

Dashboard Assignment **Marking (4)** Group Settings Resources

Select a group: Apples (4) ☐ Show Marked Exercises

Actions	Group	Student	Title	Due Date	Status	Scope
	Apples	Jamie McKay	The Music Box	04/08/2010		
	Apples	Jamie McKay	My Walk Home	04/08/2010		
	Apples	Emma McKay	Mountain Lions	04/08/2010		
	Apples	Emma McKay	The Triathlon	04/08/2010		

- To mark an assessment, click on the button that appears beside the assessment in the Actions column:

Actions	Group	Student	Title	Due Date	Status	Scope
	Apples	Jamie McKay	The Music Box	04/08/2010		

- The exercise will appear:

Student Name: Jamie McKay Exercise Title: The Newspaper

Mark Exercise



Jim's family gets a newspaper. It comes in the morning. Jim picks it up. His mum likes to read the news. His sister reads the garden section. His dad reads the travel section. Jim likes to read the newspaper, too. His favourite part is the sports section.

[View Questions](#)

Playback Control

00:00 / 00:41

☒ Auto Page Turn

[Play](#) [Pause](#) [Stop](#)

Details

Mispronunciations: 0  
Hesitations: 0  
Insertions: 0  
Omissions: 0  
Substitutions: 0  
Repetitions: 0  
Transpositions: 0  
Self-corrections: 0

WCPM: 68.85  
% words correct: 100

[Clear all errors](#)

[Re-assign exercise](#)

[Complete](#) [Back](#)

Exercise

View Questions

Playback controls

Error Details

Re-assign exercise

Complete

- By clicking **View Questions**, you can see your students' answers on the comprehension quiz that have been automatically marked by Fluency Tutor:

Student Name: Jamie McKay Exercise Title: The Newspaper

Mark Exercise

1. When does the newspaper come?

at noon  
at night  
 in the morning  
in the afternoon

A green tick indicates the student chose the correct answer.  
A red cross indicates the student chose an incorrect answer.  
A green arrow indicates the correct answer.

[View Text](#) [< Prev](#) [Next >](#)

Playback Control

00:00 / 00:41

☒ Auto Page Turn

[Play](#) [Pause](#) [Stop](#)

Details

Mispronunciations: 0  
Hesitations: 0  
Insertions: 0  
Omissions: 0  
Substitutions: 0  
Repetitions: 0  
Transpositions: 0  
Self-corrections: 0

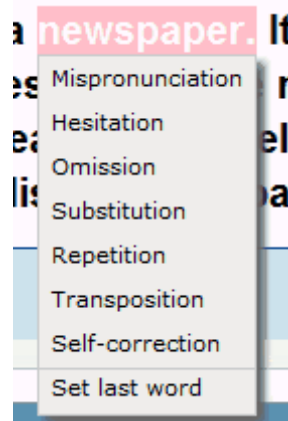
WCPM: 68.85  
% words correct: 100

[Clear all errors](#)

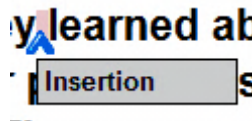
[Re-assign exercise](#)

[Complete](#) [Back](#)

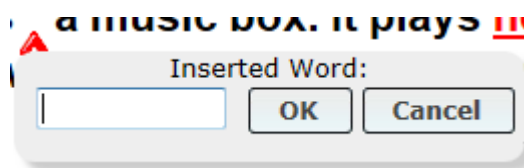
6. To navigate through the questions, click on **Next** or **Prev**.
7. To return to the exercise, click on **View Text**.
8. To begin marking the assessment, click on the **Play** button.
9. You will hear the student read the text.
10. When the student makes an error, click on the word and choose the type of error from the list that appears:



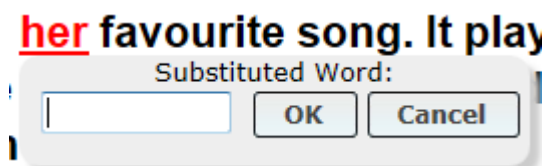
11. The word will change to red unless you choose Self-correction in which case the word will turn green.
12. If the student inserts a word, click on the blue arrow that appears between the words and choose Insertion:



13. A popup window will appear where you can type in the word that the student inserted and then click **OK**. If you do now want to add the word click **Cancel**.

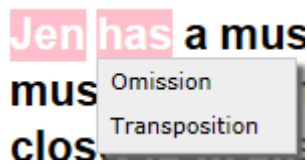


14. If you choose Substitution as the type of error a popup window will appear:



15. Type in the word that the student substituted and then click **OK**. If you do not wish to add the word click **Cancel**.

16. If the student omits a word or skips words, select the relevant text and select Omission:

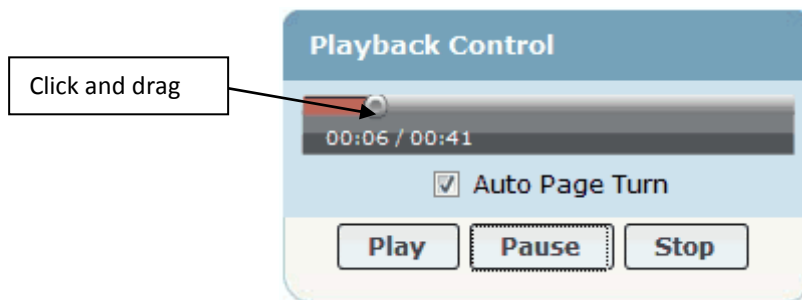


17. If it is a Transposition you should select all the relevant words involved then click on Transposition.

18. If the student self-corrects, select "Self Correction." The word will turn green to show that self-correction is not an error and will not be deducted from the student's score.

19. If you need to stop at any stage, click on **Stop**.

20. If you need to listen again to any part of the recording, you can click and drag the play back control using your mouse:



21. The recording will stop after one minute of the recording. If the student has failed to read the whole exercise, click on the last word read and select **Set last word**.

22. To review any marked error hover your mouse over the word. The type of error will be displayed:



23. As you mark the exercise the Details panel will change to reflect the type of errors and the Words Correct Per Minute (WCPM):

The 'Details' panel displays the following error counts:

Error Type	Count
Mispronunciations:	1
Hesitations:	0
Insertions:	0
Omissions:	0
Substitutions:	0
Repetitions:	0
Transpositions:	0
Self-corrections:	0

Below the error counts is a 'Clear all errors' button. At the bottom, the WCPM is 67.38 and the % words correct is 98. There are also 'Re-assign exercise', 'Complete', and 'Back' buttons.

24. At any stage, you can start the marking process again by clicking on **Clear all errors**.
25. When you have finished marking the assessment, click **Complete**.
26. The next stage of the marking process is to rate the student for:
- Expression:

The 'Rate student for exercise' screen shows the 'Expression' rating section. It contains four radio button options:

- ☐ 1 Reads with little expression or enthusiasm in voice. Reads words as if simply to get them out. Little sense of trying to make text sound like natural language.
- ☐ 2 Some expression. Begins to use voice to make text sound like natural language in some areas of the text, but not others. Focus remains largely on saying the words.
- ☒ 3 Sounds like natural language throughout the better part of the passage. Occasionally slips into expressionless reading.
- ☐ 4 Reads with good expression and enthusiasm throughout the text. Sounds like natural language. The reader is able to vary expression to match his/her interpretation of the passage.

A 'Next >' button is located at the bottom right.

Choose which description best fits the student's reading of the passage and then click **Next**.

b. Phrasing:

Rate student for exercise

**Phrasing:**

- ☐ 1 Monotonic with little sense of phrase boundaries, frequent word-by-word reading.
- ☒ 2 Frequent two- and three-word phrases giving the impression of choppy reading; improper stress and intonation that fail to mark ends of sentences and clauses.
- ☐ 3 Mixture of run-ons, mid-sentence pauses for breath, and possibly some choppy reading; reasonable stress/intonation.
- ☐ 4 Generally well phrased, mostly in clause and sentence units, with adequate attention to expression.

< Prev Next >

Choose which description best fits the student's reading of the passage and then click **Next**.

c. Smoothness:

Rate student for exercise

**Smoothness:**

- ☐ 1 Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.
- ☐ 2 Several 'rough spots' in text where extended pauses, hesitations, etc., are more frequent and disruptive.
- ☒ 3 Occasional breaks in smoothness caused by difficulties with specific words and/or structures.
- ☐ 4 Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction.

< Prev Next >

Choose which description best fits the student's reading of the passage and then click **Next**.

d. Pace:

Rate student for exercise

**Pace (during sections of minimal disruption):**

- ☐ 1 Slow and laborious.
- ☐ 2 Moderately slow.
- ☒ 3 Uneven mixture of fast and slow reading.
- ☐ 4 Consistently conversational.

< Prev Next >

Choose which description best fits the student's reading of the passage and then click **Next**.

27. The program will automatically average the prosody scores. If you wish, you can provide written feedback for the student:

Rate student for exercise

Score: 2.8

Note for student about this assignment:

< Prev Finish

28. Click on **Finish**.

29. You will be returned to the **Marking** tab.

## Mark, Re-marking, reviewing or removing an assessment

1. On the **Dashboard** first if you need to change to a different group, choose it from the **Select a group** dropdown list.

Dashboard

Select a group dropdown

Dashboard Group Assignments Marking (5) Group Settings Resources

Select a group: Mrs Prentice Y2 Class

Actions	Name	Pending	Overdue	Target WCPM	Highest WCPM	Highest % Words Correct	% Target Reached	Progress
	Emma McKay	1	0	100	0	0	0	?
	Kelly Evans	1	0	30	0	0	0	?
	Mark Lavery	1	0	40	0	0	0	?

WCPM

100  
80  
60  
40  
20  
0

Oldest Newest

2. Click on any student to view a list of assessments and assigned practise exercises:






Exercises for: Emma McKay Help


Actions	Title	Completed	Due	Time	Type	Status	Scope	WCPM
	Bears Inventions	30/07/2010	04/08/2010					77
	Bobbing for Apples	16/11/2010		29mins (10)				
	Charles Dickens	04/08/2010	04/08/2010					102
	Chewing Gum		04/08/2010					
	Come to Mount Everest!	28/07/2010	04/08/2010					65
	Desert Survival	02/08/2010	04/08/2010					80
	Do Sitting	31/07/2010	04/08/2010					78
	Mountain Lions	01/08/2010	04/08/2010					
	Pe Pals	16/11/2010		1mins (2)				
	Planting a Vegetable Patch	29/07/2010	04/08/2010					76
	The Car Wash	25/10/2010		34mins (7)				
	The Outdoor Lunch	25/10/2010		47mins (24)				
	The Toad		27/10/2010					
	The Triathlon	03/08/2010	04/08/2010					
	The Windy Day	25/10/2010		46mins (10)				
	Volcanoes	27/07/2010	04/08/2010					58

All Assessments only Practises only

Back


3. In the Actions column you can:

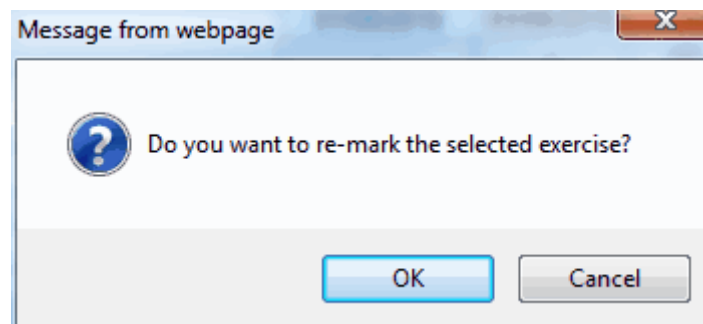
- a.  Mark a completed assessment.
- b.  Remark a completed assessment.
- c.  Review a completed assessment.
- d.  Preview an exercise.
- e.  Remove a practise or assessment exercise.

4. Click on the Mark  button to mark a completed assessment – this will bring up the exercise and you can mark it as explained in the previous section:



The screenshot shows the 'Mark Exercise' window for a student named Jamie McKay. The exercise title is 'The Newspaper'. The main content area displays a cartoon of a boy reading a newspaper and a paragraph of text: 'Jim's family gets a newspaper. It comes in the morning. Jim picks it up. His mum likes to read the news. His sister reads the garden section. His dad reads the travel section. Jim likes to read the newspaper, too. His favourite part is the sports section.' Below the text is a 'View Questions' button. On the right, there is a 'Playback Control' section with a progress bar, a checkbox for 'Auto Page Turn', and buttons for 'Play', 'Pause', and 'Stop'. Below that is a 'Details' section showing various statistics: Mispronunciations: 0, Hesitations: 0, Insertions: 0, Omissions: 0, Substitutions: 0, Repetitions: 0, Transpositions: 0, Self-corrections: 0. There is a 'Clear all errors' button. At the bottom right, it shows 'WCPM: 68.85' and '% words correct: 100'. There are buttons for 'Re-assign exercise', 'Complete', and 'Back'.

5. Click on the Remark  button to remark a completed assessment – you will be asked if you wish to remark the exercise:



6. Click on **OK** and this will bring up the exercise and you will be able to remark it by clicking on Re-mark Exercise:

Review Marked Exercise - Student Name: Emma McKay

Desert Survival Lexile Level: 880

Did you know that less than one percent of **the** world's people live in the desert? The human body is not able to stand such extreme heat. But some animals **thrive** in the desert. They survive by **learning** how to save, store **or** recycle water.

What does a camel store in its hump? Many people think the answer is water, but a camel's **hump** is actually used for **storing** fat. The hump is the **animal's** cooling system that allows it to survive for a long time without water. A human being would die if he or she lost more than 12 percent of his or her body weight in water. The camel can lose up to 40 percent of its body weight in water. It is able to survive on the small amounts of moisture it gets from thorny plants and dry grass. When it does find water, the camel can drink up to 25 gallons in just a few minutes. That's enough water to take a 5-minute shower!


View Questions < Prev Next >

Playback Control  
00:00 / 02:57  
☒ Auto Page Turn  
Play Pause Stop

Details

Mispronunciations:	2
Hesitations:	1
Insertions:	0
Omissions:	0
Substitutions:	2
Repetitions:	0
Transpositions:	0
Self-corrections:	2
WCPM:	80.0
% words correct:	94

Re-mark Exercise

7. Click on the Review  button to review the marks for a completed assessment – this will bring up the exercise and show all the markings:

Review Marked Exercise - Student Name: Emma McKay

Desert Survival Lexile Level: 880

Did you know that less than one percent of **the** world's people live in the desert? The human body is not able to stand such extreme heat. But some animals **thrive** in the desert. They survive by **learning** how to save, store **or** recycle water.

What does a camel store in its hump? Many people think the answer is water, but a camel's **hump** is actually used for **storing** fat. The hump is the **animal's** cooling system that allows it to survive for a long time without water. A human being would die if he or she lost more than 12 percent of his or her body weight in water. The camel can lose up to 40 percent of its body weight in water. It is able to survive on the small amounts of moisture it gets from thorny plants and dry grass. When it does find water, the camel can drink up to 25 gallons in just a few minutes. That's enough water to take a 5-minute shower!

View Questions < Prev Next >

Playback Control  
00:00 / 02:57  
☒ Auto Page Turn  
Play Pause Stop

Details

Mispronunciations:	2
Hesitations:	1
Insertions:	0
Omissions:	0
Substitutions:	2
Repetitions:	0
Transpositions:	0
Self-corrections:	2
WCPM:	80.0
% words correct:	94

Re-mark Exercise View Rubric Back

8. You can see the Rubric by clicking on **View Rubric**. This will bring up the Rubric showing the marks for Expression, Phrasing, Smoothness, Pace, the average score for prosody and any written feedback for the student:

Ratings for exercise

**Expression:** 4  
Reads with good expression and enthusiasm throughout the text.  
Sounds like natural language. The reader is able to vary expression to match his/her interpretation of the passage.

**Phrasing:** 3  
Mixture of run-ons, mid-sentence pauses for breath, and possibly some choppieness; reasonable stress/intonation.

**Smoothness:** 3  
Occasional breaks in smoothness caused by difficulties with specific words and/or structures.

**Pace (during sections of minimal disruption):** 4  
Consistently conversational.

**Score:** 3.5

**Note for student about this assignment:**  
Good Job Emma!

Back

9. Click on **Back** to return to the exercise and **Back** again to return to the list of exercises.

10. Click on the Preview  button to see the exercise:


The Newspaper Lexile Level: 280

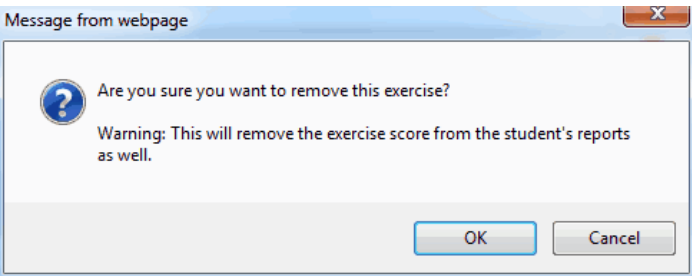


Jim's family gets a newspaper. It comes in the morning. Jim picks it up. His mum likes to read the news. His sister reads the garden section. His dad reads the travel section. Jim likes to read the newspaper, too. His favourite part is the sports section.

View Questions View Questions Back

11. To see the questions for the exercise, click on **View Questions**.
12. Click on **Back** to return to the list of exercises.

13. Click on the Remove  button to remove a practise or assessment exercise – you will be asked to confirm if you wish to remove the exercise:



14. Click on **Yes** to remove or **No** to keep the exercise:  
 15. The Title column will have the title of each practise or assessment exercise:

Title
Bell's Inventions
Bobbing for Apples
Charles Dickens
Chewing Gum
Come to Mount Everest!
Desert Survival
Dog Sitting
Flying High
Mountain Lions
Pandas at the Zoo

16. The Completed column will have the date on which any completed assessment was submitted by the student or the last date practised when it is a practise exercise:

Completed
30/07/2010
-
04/08/2010
-
28/07/2010
02/08/2010
31/07/2010
-
01/08/2010

17. The Due column will have the date you have set for each assessment to be completed by:

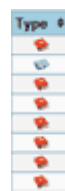
Due
04/08/2010
-
04/08/2010
04/08/2010
04/08/2010
04/08/2010
04/08/2010
28/02/2011



If the date is shown in red, it is overdue.

18. The Time column will have the amount of time that a student has spent practising on an exercise you have set them as a practise:

Time
29mins (10)
5mins (3)



19. The Type column will show if an exercise is a practise or an assessment:



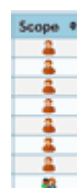
- a.  Is a practise exercise
- b.  Is an assessment



20. The Status column will show if an assessment is new or completed:



- a.  Is a New assessment
- b.  Is a Completed assessment
- c. The column will be blank if it is a practise exercise

21. The Scope column will show if an exercise has be set for an individual or for the group:



- a.  Shows it has been set for the individual
- b.  Shows that is has been set for the group

22. The WCPM will show the current Words Correct Per Minute:

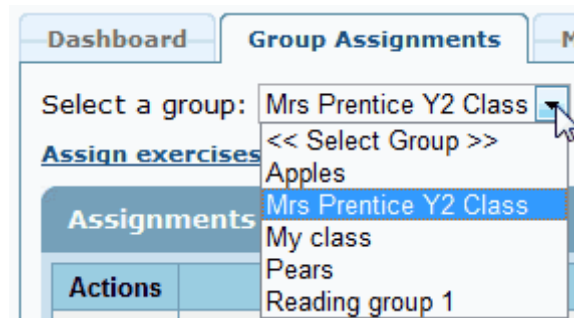
WCPM
77
102
65
80
78

This may adjust once you mark the assessment.

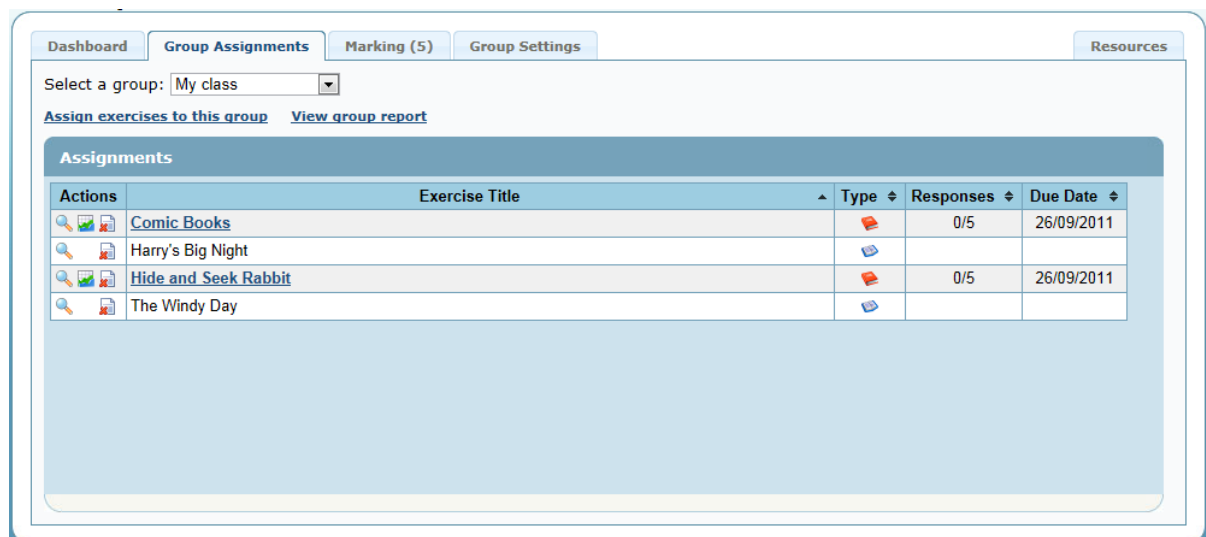
23. Click on **Back** or **Home** to return to the **Dashboard**.





## View the exercises for the group

1. It is possible to see the exercises that have been set for the group including how the students in that group have all performed on the same exercise.
2. Click on the **Group Assignments** tab.
3. Choose the group from the **Select a group** drop down list:

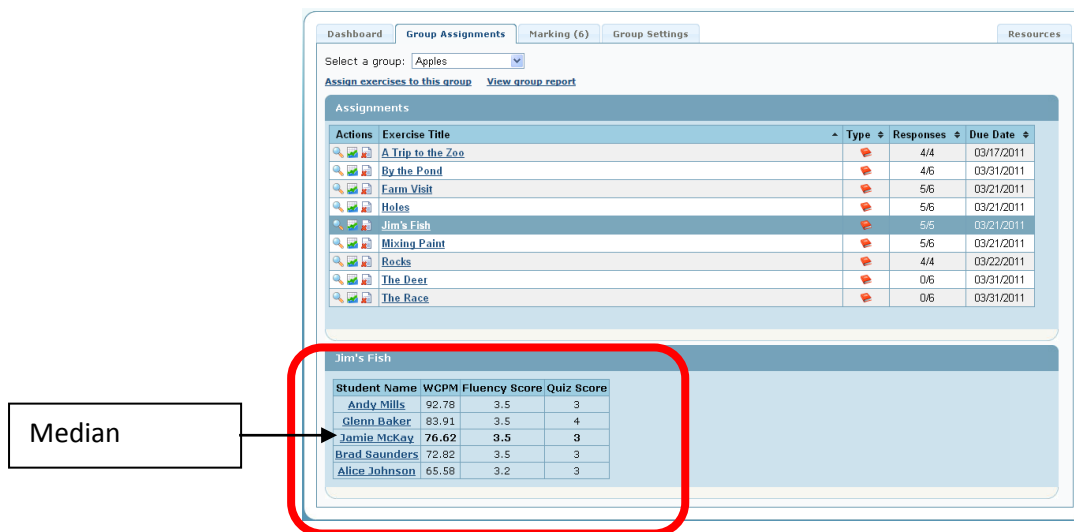


4. A list of exercises will be shown below:



5. You will see the list of exercises that have been assigned for the group, the type of exercise, how many responses have been received and the due date.
6. In the Actions Column you can choose to:
  - a.  Preview the exercise
  - b.  View a group report for that exercise
  - c.  Remove the exercise
7. To view a report for any selected assessment, click on the View Group Report  button or click on the Exercise Title.

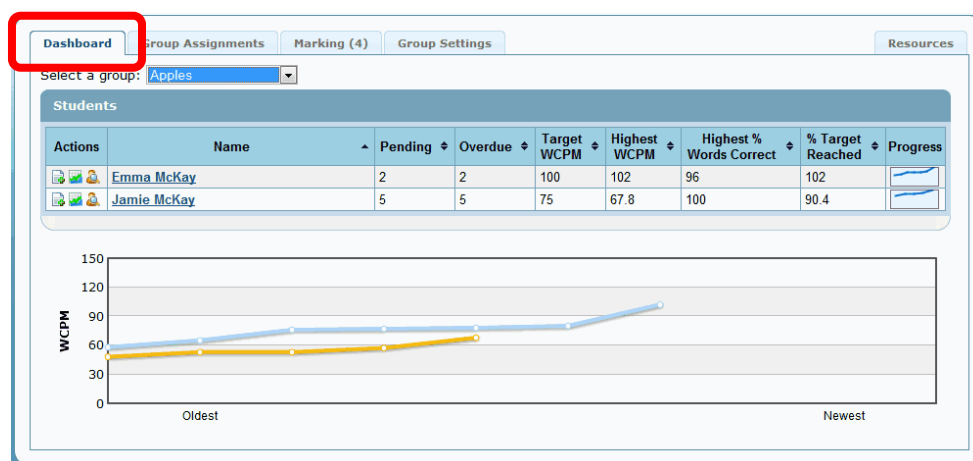
- A report will appear below showing the WCPM, Fluency Score and Quiz Score for each of the students who have completed the exercise:



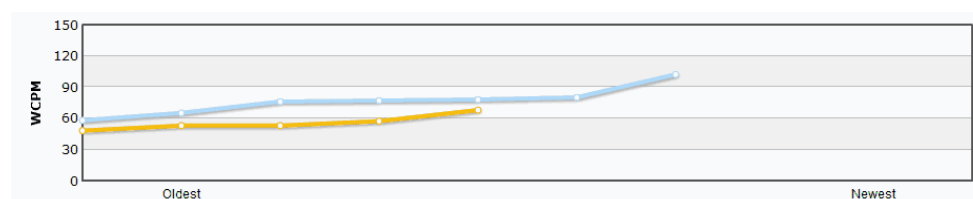
- The Median (middle) score is in bold.

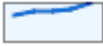
## View a student's progress

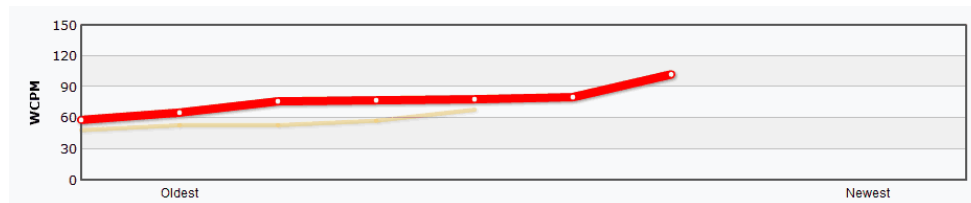
- To view a student's progress, click on the **Dashboard**. If necessary, select the group from the **Select a group** dropdown list:

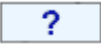


- The graph at the bottom will show the progress for each of the students in the group:

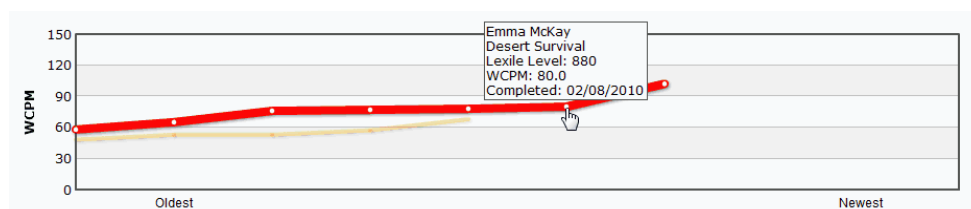


3. If you click on the Progress  button beside the student, the associated graph will be highlighted:








**N.B** If a student has not completed any assessment the Progress button will appear like this: 

4. When you hover your mouse over any of the points in the graph, a tooltip will provide more detail – the student's name, the Exercise title, the Lexile Level, the Words Correct Per Minute (WCPM) and the date the exercise was completed:



5. To remove the highlight, click on the  button beside the student's name:

Actions	Name	Pending	Overdue	Target WCPM	Highest WCPM	Highest % Words Correct	% Target Reached	Progress
	Emma McKay		2	100	102	96	102	

6. To the right of each student, is the number of Pending assessments and the number of assessments overdue.
7. Each student's performance is listed under Target WCPM, Highest WCPM, Highest % Words Correct and % Target Reached.
8. Under the Progress you will see a small thumbnail picture  showing the student's progress.
9. To see more detail on how a student is progressing, click on the View Reports  button to the left of each student's name, under the Actions column.
10. This will display the reports for the student:

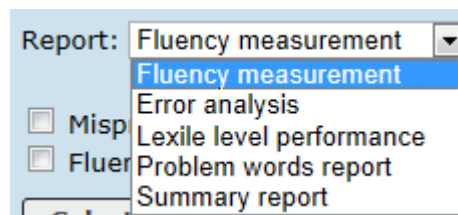
Reports for: Emma McKay

Report: Fluency measurement
Start date: 27/07/2010
End date: 04/08/2010

☐ Mispronunciation
☐ Hesitation
☐ Insertion
☐ Omission
☐ Substitution
☐ Repetition
☐ Transposition
☐ Self-correction
☐ Fluency Score
☐ Quiz Score
☒ WCPM
☐ Target WCPM


Select All
Select None
Update

11. You can choose the Report from the Report drop down:



12. There is a choice of 5 different reports that can be created:

- a. Fluency measurement
- b. Error analysis
- c. Lexile level performance
- d. Problem words report
- e. Summary report

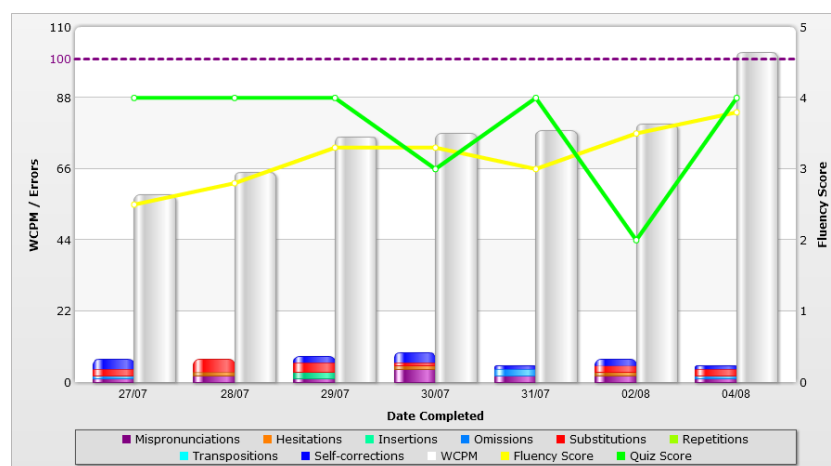
13. To set the Time period, click on the relevant Calendar  button. This will open the calendar and choose the date.

14. For the Fluency measurement report, you can also choose to display the different types of error which were made, Fluency Score, WCPM and the target WCPM.

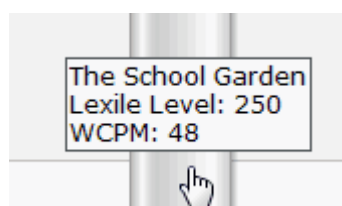
15. Click on **Go** to display the report.

16. The report will be created and displayed:

- a. Fluency measurement with all errors, WCPM, Fluency Score, Quiz Score and target WCPM:



If you hover your mouse over any of the exercise bars a tooltip will provide more detail – the title of the Exercise, the Lexile Level and the WCPM:



If you click on an exercise bar, the marked exercise will appear:

Review Marked Exercise - Student Name: Jamie McKay

The School Garden Lexile Level: 250



The class wanted to make a school garden. They cleared away the weeds. They got rid of big rocks. Each child planted some seeds. **Finally**, they watered the garden.

View Questions < Prev Next >

Playback Control  
00:00 / 01:05  
☒ Auto Page Turn  
Play Pause Stop

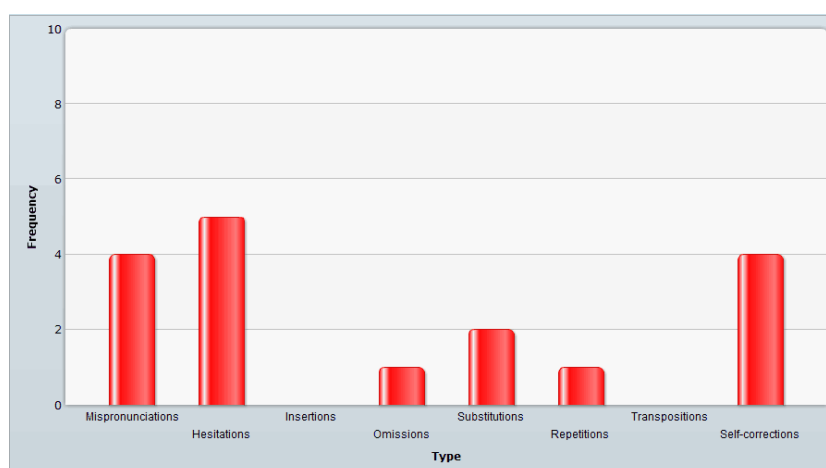
Details

Mispronunciations:	2
Hesitations:	0
Insertions:	0
Omissions:	0
Substitutions:	0
Repetitions:	0
Transpositions:	0
Self-corrections:	0
WCPM:	48.0
% words correct:	96

Re-mark Exercise View Rubric **Back**

To return to the report, click on **Back**.

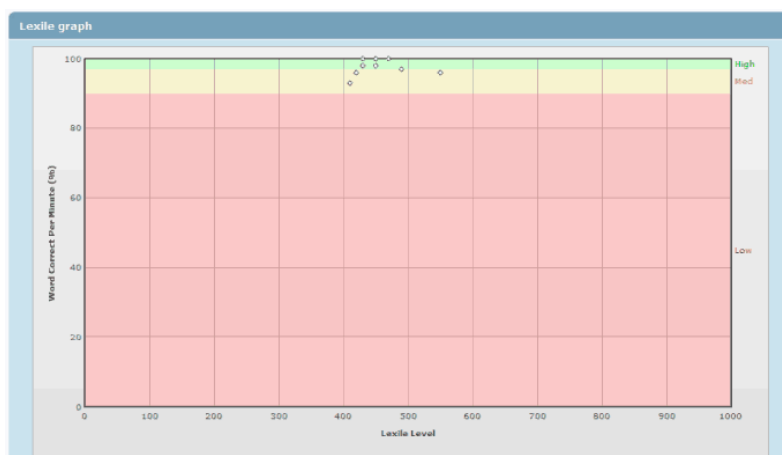
b. Error analysis:



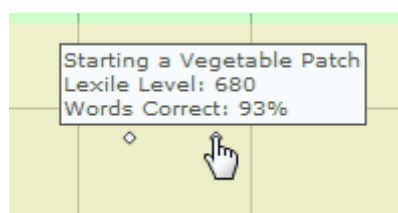
If you hover your mouse over any of the exercise bars, a tooltip will provide more detail – the error type and the number:



c. Lexile level performance graph:



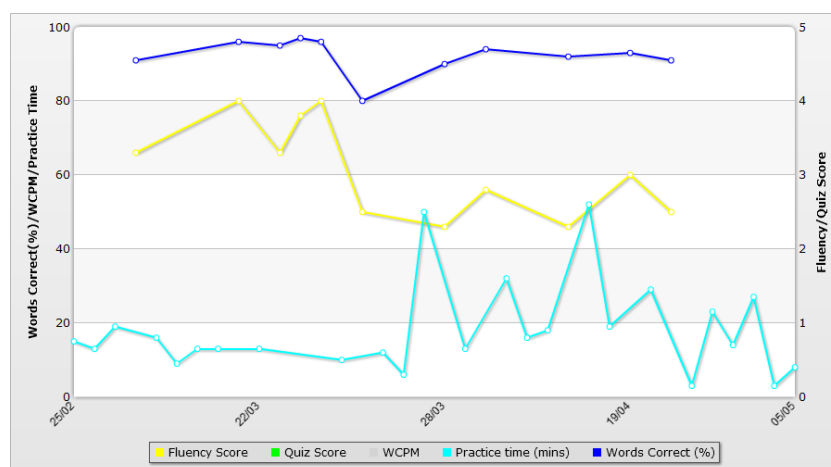
If you hover your mouse over any of the points, a tooltip will provide more detail – the title of the exercise, the Lexile Level and the percentage Words Correct:



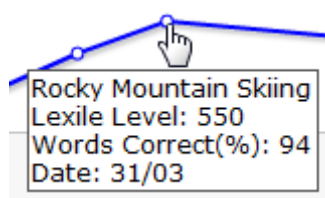
d. Problem words report:

Type	Count	Words
Mispronunciations	4	finally hidden keeps vegetables
Hesitations	5	hours rabbit searched stops wearing
Insertions	0	
Omissions	1	his
Substitutions	2	hidden it'd
Repetitions	1	rabbit
Transpositions	0	
Self-corrections	4	jim mr raced sarah

e. Summary report:



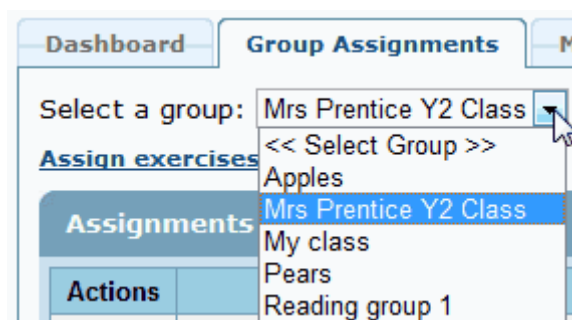
If you hover your mouse over any of the points, a tooltip will provide more detail, for example , the title of the exercise, the Lexile Level, % Words Correct and the date:



17. If you wish to print out any of the graphs, click on **Print friendly version** at the bottom of the screen.
18. A new webpage will open with the graph. Print as you would a normal webpage.  
**N.B. For further information on the graphs please see the online help.**

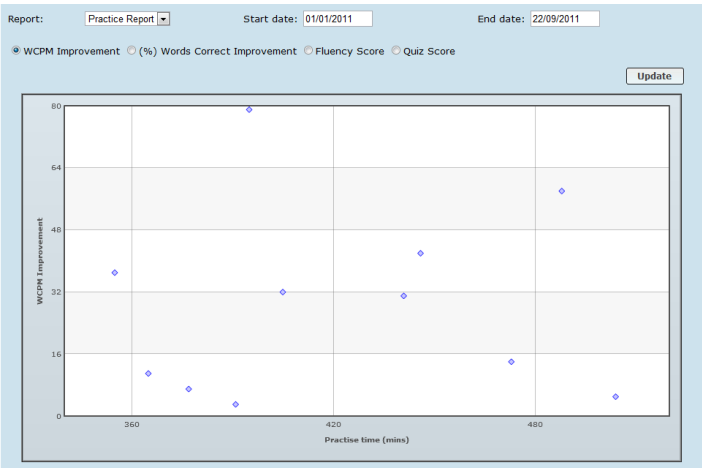
## View a group's progress

1. Click on the **Group Assignments** tab.
2. Choose the group from the **Select a group** drop down list:



3. Click on **View group report**.
4. Choose the date range by clicking on the Start and End date calendars;
5. You can then choose to show:

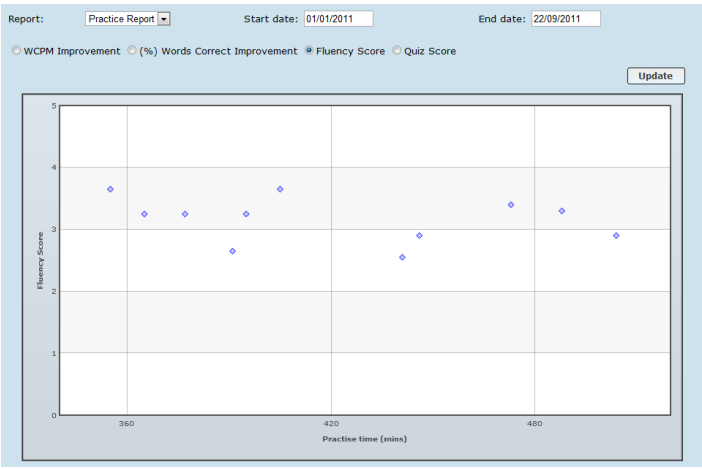
a. WCPM Improvement



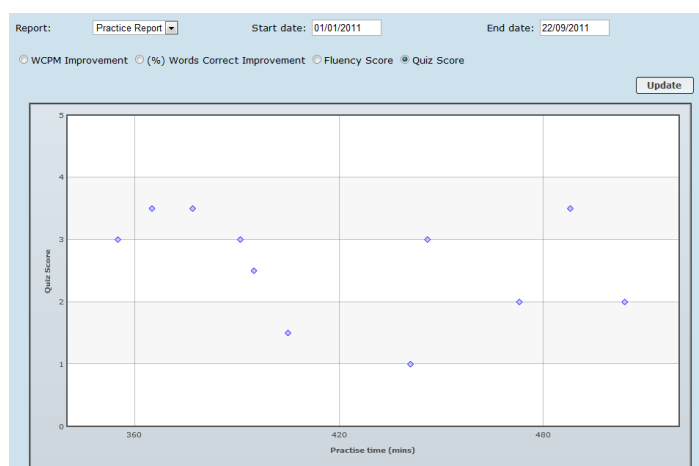
b. (%) Words Correct Improvement



c. Fluency Score



d. Quiz score



6. If you hover your mouse over any of the data points a tooltip will provide:
  - a. The student's name
  - b. The time spent practising
  - c. The first and last Lexile level of the exercise assigned
  - d. Student improvement in the chosen score type
7. If you wish to print this report click on **Print friendly version**.

## Students

In this section you will learn how to:

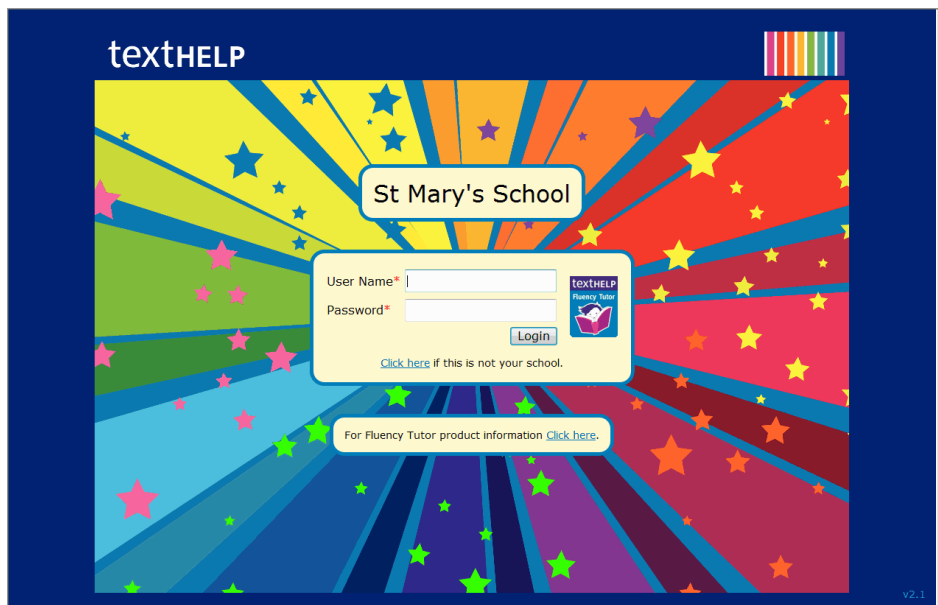
- Log in
- Practise your reading
- Measure your reading
- View marked assessments
- See your progress

**N.B.** The examples shown in this section are displayed with the Primary theme. Please be aware that if the Secondary theme has been set for the student the screen will look slightly different.

### Log in

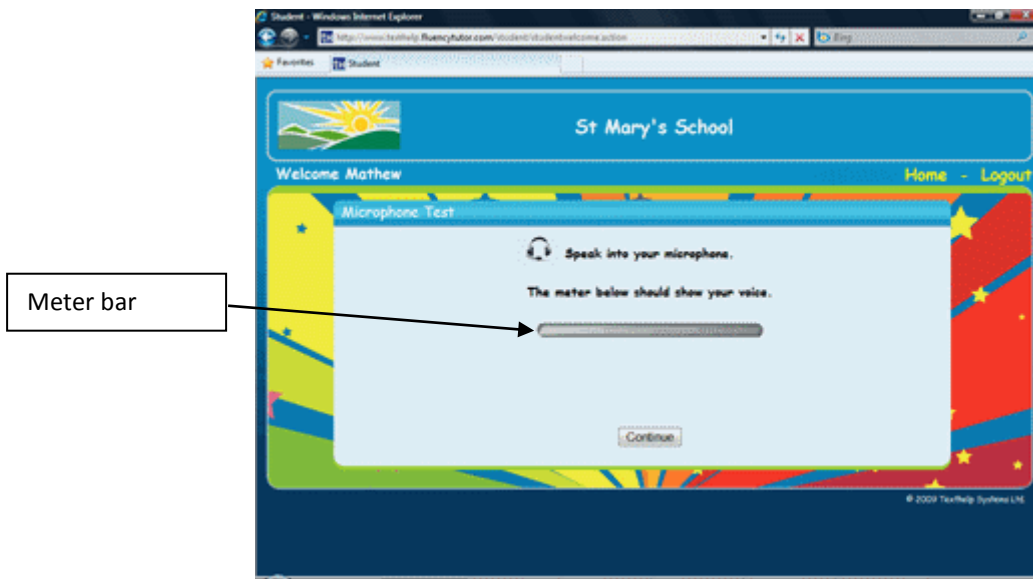
**N.B.** To log in to your school's Fluency Tutor website you will need the User Name and Password provided by your teacher.

1. Open your web browser and enter the schools Fluency Tutor website address. When the homepage opens, enter your **User Name** and **Password**.

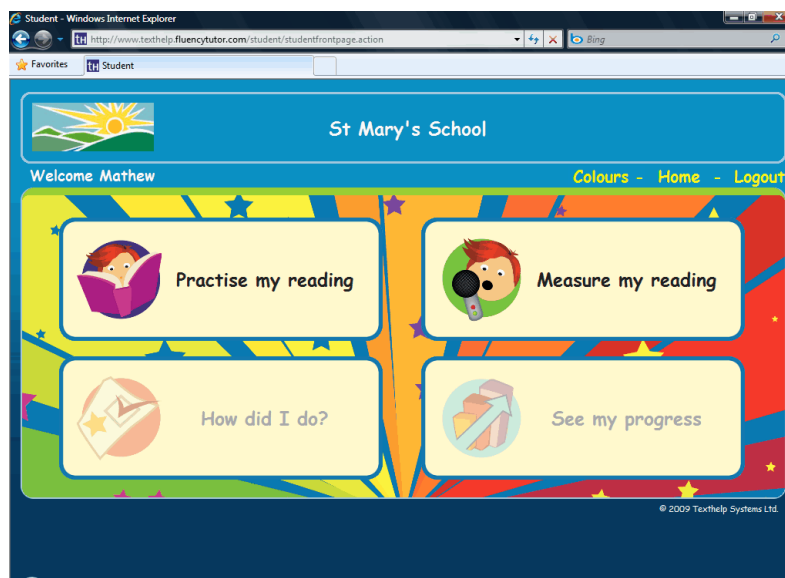


2. Click on **Login**.

3. The Microphone Assessment Page will open.
4. Put on your headset and have the microphone close to your mouth.
5. If everything is working you will see the meter bar moving:

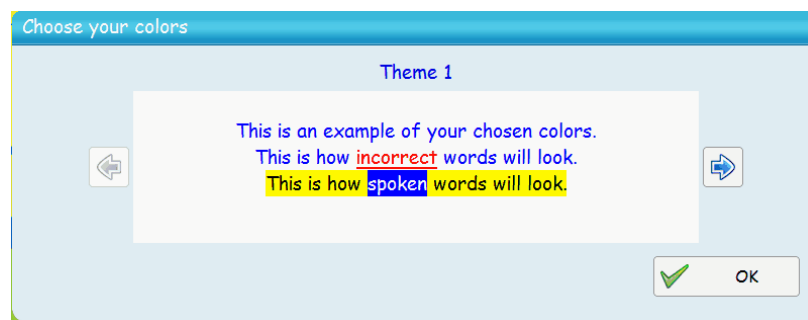



6. Click on **Continue**.
7. Your home page will open:




8. From here you can:
  - a. Practise your reading (when exercises have been assigned by a teacher)
  - b. Measure your reading (when assessments have been assigned by a teacher)
  - c. See the scores for your reading (when assessments have been completed)
  - d. See your progress graphs (when assessments have been completed)
9. You can choose how the text in the exercises will appear by clicking on **Colours**.

10. This will bring up the themes:



11. To move to the next Theme, click on the  button.

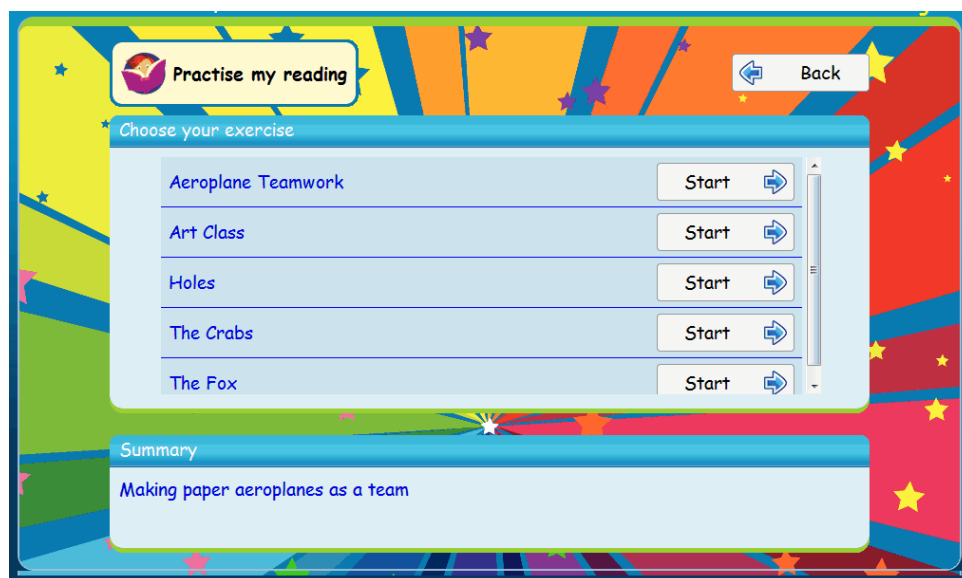
12. To move back to a previous Theme, click on the  button.

13. When you find the one you wish to use, click on the **OK** button.

14. When you have finished using Fluency Tutor, you should always **Logout**.

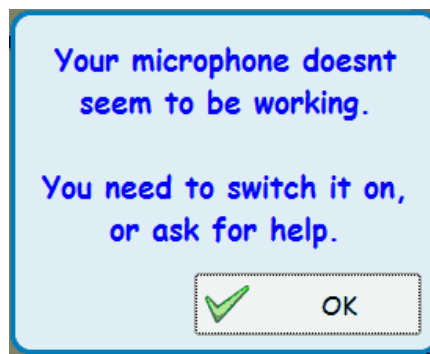
## Practise your reading

1. To practise your reading, click on **Practise my reading**.
2. This will bring up a list of the exercises the teacher has provided for you to practise your reading:



3. To see a summary of the exercise, click on the title of the exercise and it will be shown at the bottom of the screen.
4. Once you have chosen an exercise to practise, click on the **Start**.

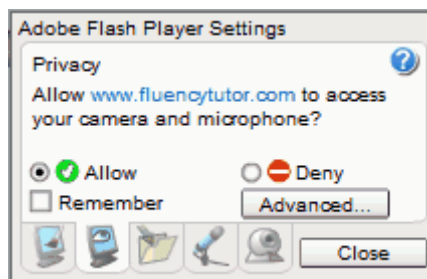
5. If your microphone is not working you will get a message:



6. The exercise will be displayed:

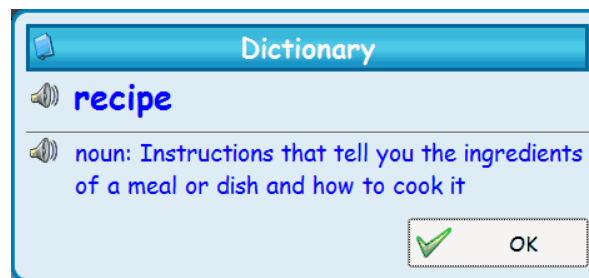



7. If the Adobe Flash Player Settings panel appears click on **Allow**. To prevent this message appearing again, select **Remember** and then click on **Close**:





8. You can have the exercise read to you using the Read back controls.
9. To have the exercise read, click on the **Play** button.
10. To pause the reading at any time, click on the **Pause** button.
11. To stop the exercise being read, click on the **Stop** button.
12. To have the last part again, click on the **Rewind** button.

13. To have the reading skip forward, click on the **Forward** button.
14. If you want the whole exercise to be read select **Continuous Reading** before you click **Play**.
15. To look a word up in the dictionary, select the word and click on the **Dictionary** button:



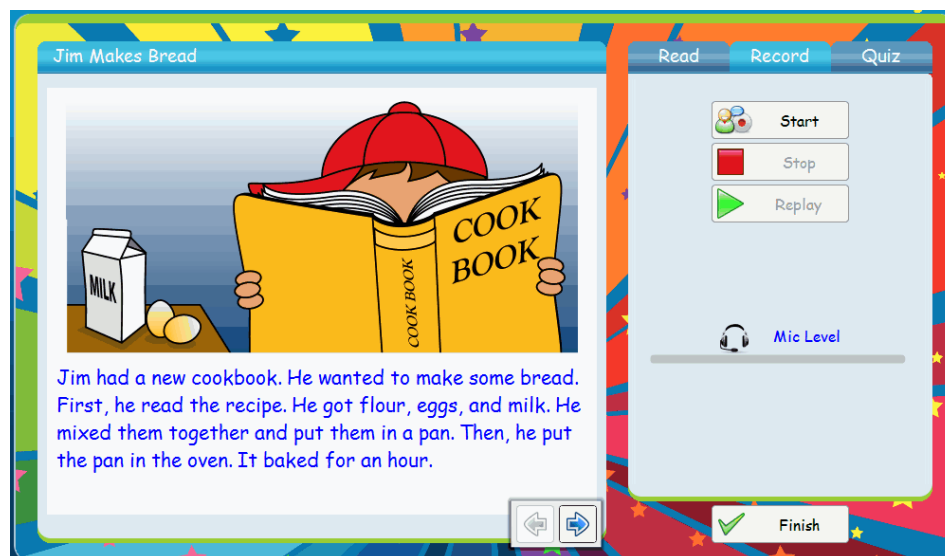
16. You can have the text read from the dictionary by clicking on the  button.
17. When you have finished, click on the **OK** button.

18. To turn to the next page of the exercise click the  button.

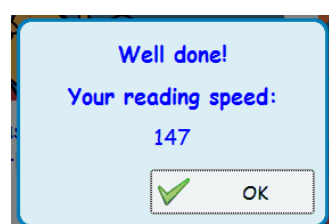
19. To turn the page back click on the  button.

20. If you wish to practise recording this exercise, click on **Record**.

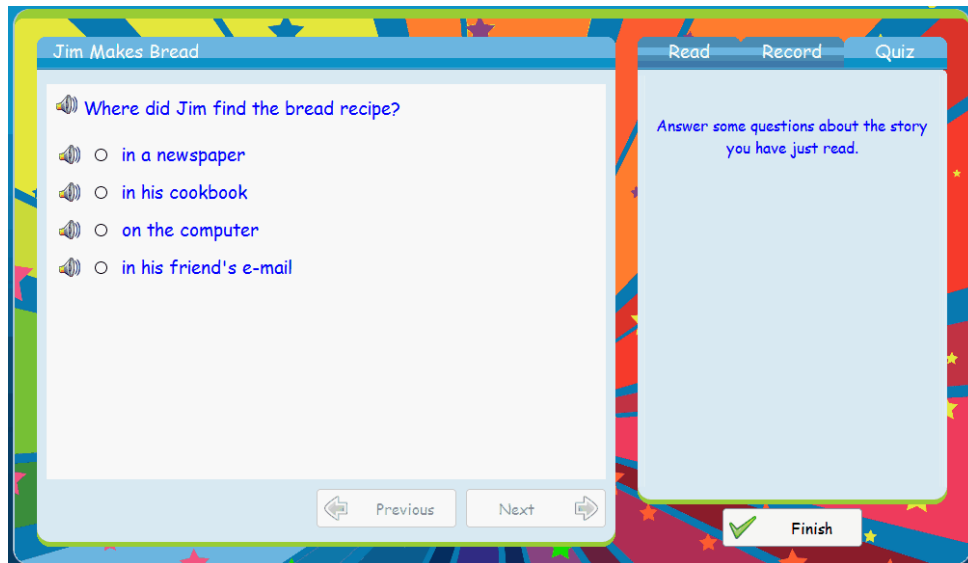
21. The display will change:




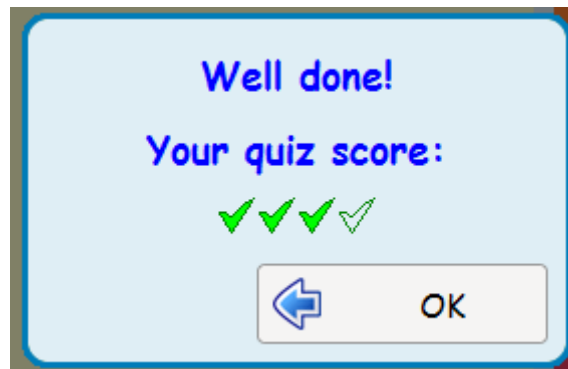
22. When you are ready click on **Start**.
23. When you have finished reading the exercise click **Stop**.
24. You will be told your reading speed:



25. You can replay your recording by clicking **Replay**.
26. To see the Quiz questions for the exercise click on **Quiz**.
27. The Quiz panel will open:



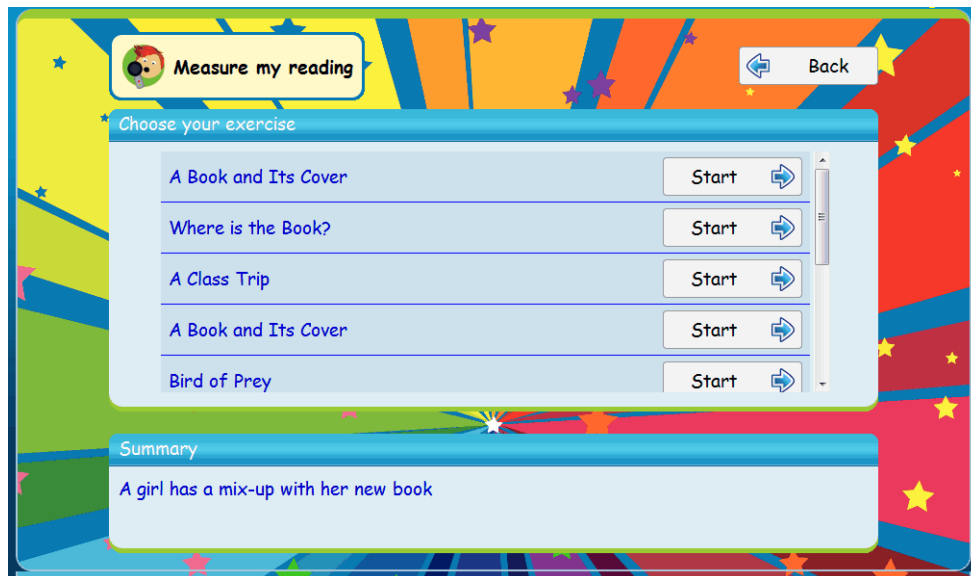
28. To have any of the text read click on the  button beside it.
29. Select an answer by clicking on it and then click **Next**.
30. You can return to the passage at any time to find the answers by clicking on **Read**.
31. If you wish to return to a previous question, click **Previous**.
32. When you have answered all of the questions, click **Finish**.
33. A panel will appear showing you how many questions you got correct:



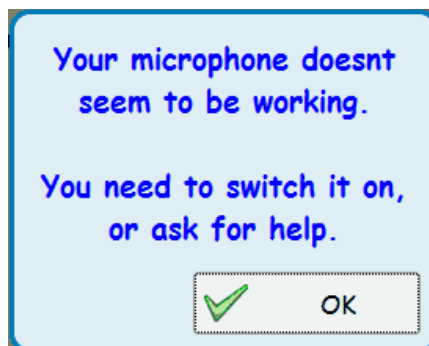
34. Click on **OK**.
35. When you have finished with the exercise click on **Back**. You will be returned to your Practise reading list.
36. To return to your homepage, click **Back**.

## Measure my reading

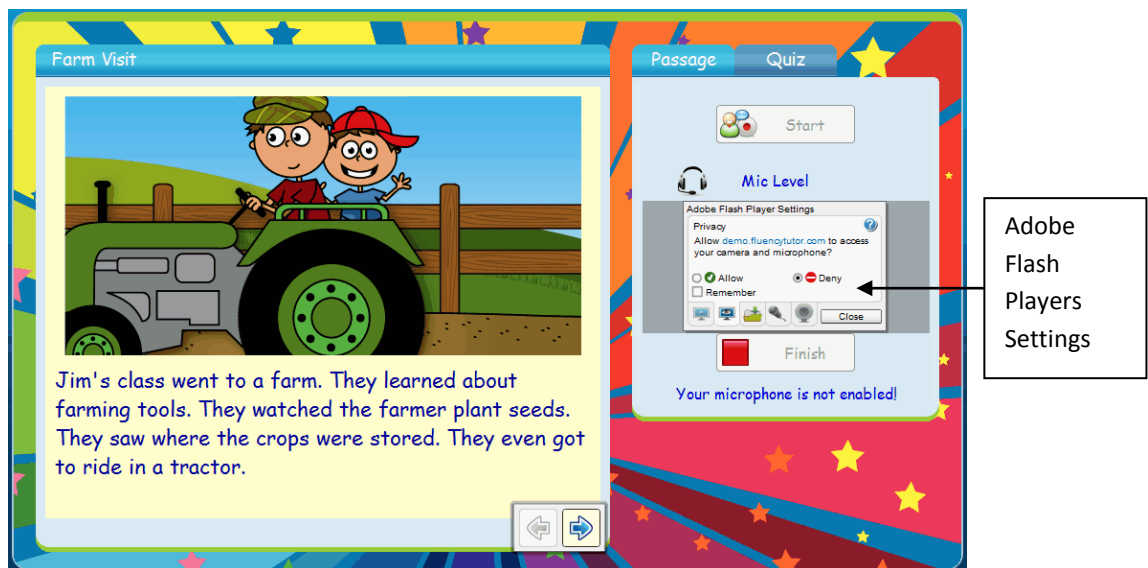
1. To complete any exercises that your teacher has set as an assessment, click on **Measure my reading**. The list of exercises that have been assigned will appear:



2. To see a summary of the exercise, click on the title of the exercise and it will be shown at the bottom of the screen.
3. To begin an exercise, click on the **Start** beside it.
4. If your microphone is not working you will get a message:



5. The exercise will be displayed:



6. If the Adobe Flash Player Settings panel appears click on **Allow**. To prevent this message appearing again, select **Remember** and then click on **Close**:



7. When you are ready click on **Start**.



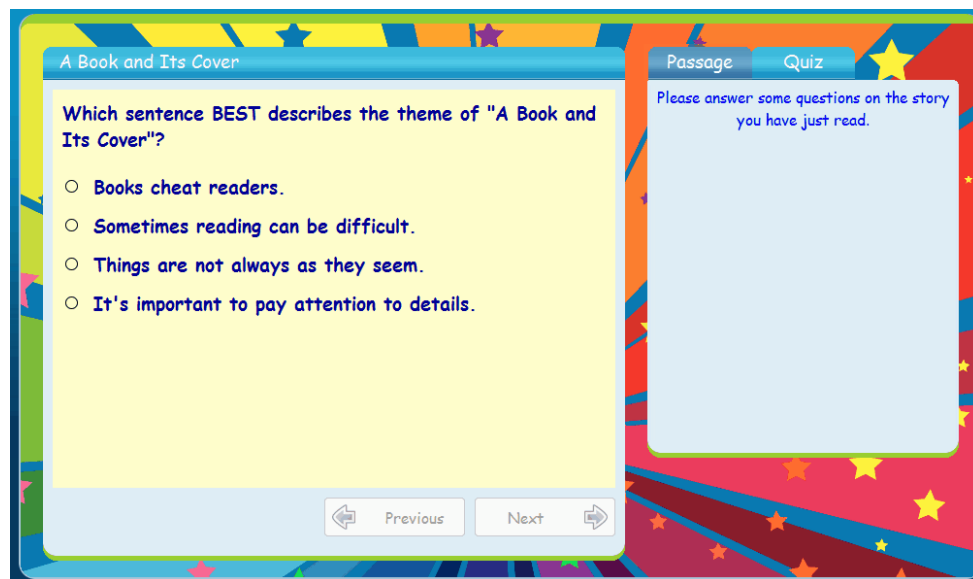
8. To turn to the next page of the exercise, click on the button.



9. To turn the page back, click on the button.

10. When you have finished reading the exercise, click on **Finish**.

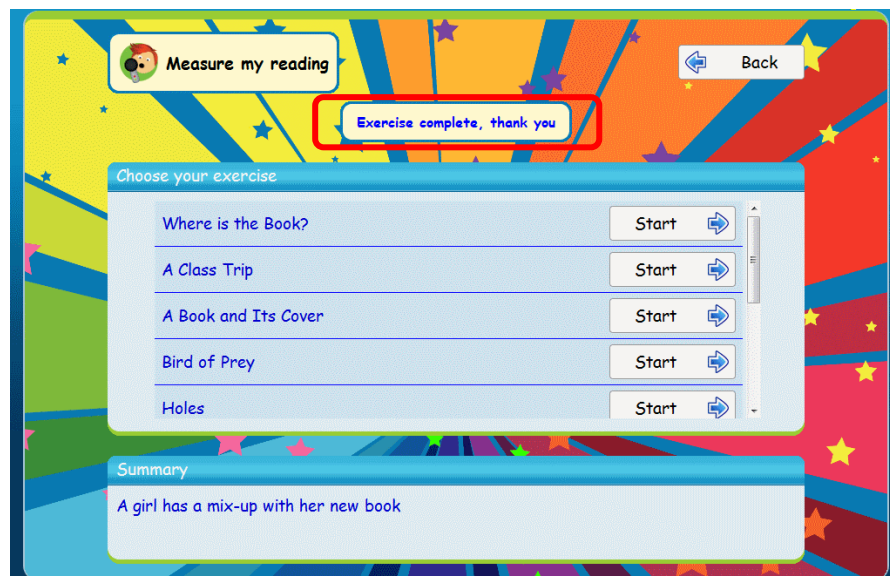
11. Next the Quiz questions will appear:



12. Select an answer and then click **Next**.

13. When you have answered all the questions, click on **Finish**.

14. You will be taken back to the list of exercises and there will be a message to tell you that the exercise has been completed:



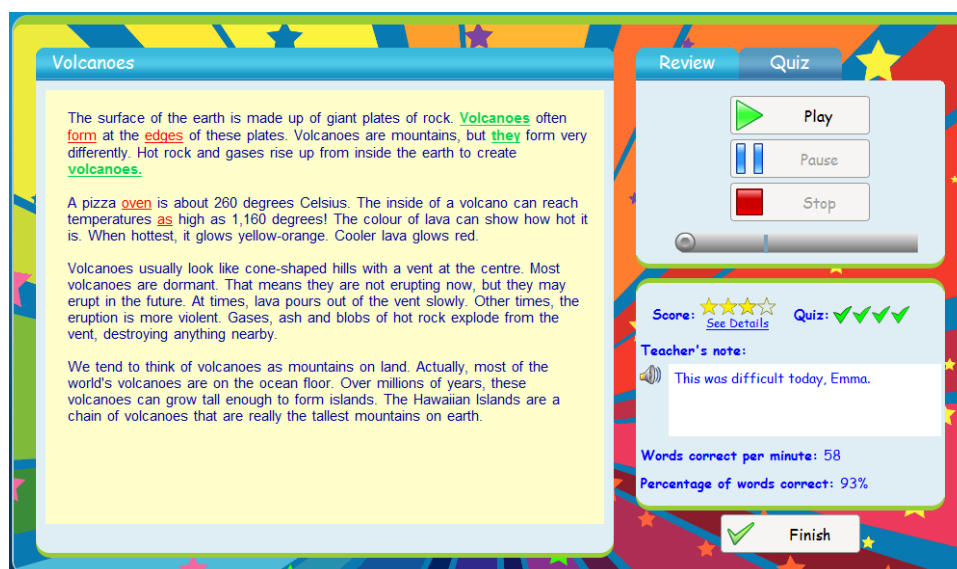
15. To return to your homepage, click **Back**.

## See marked assessments

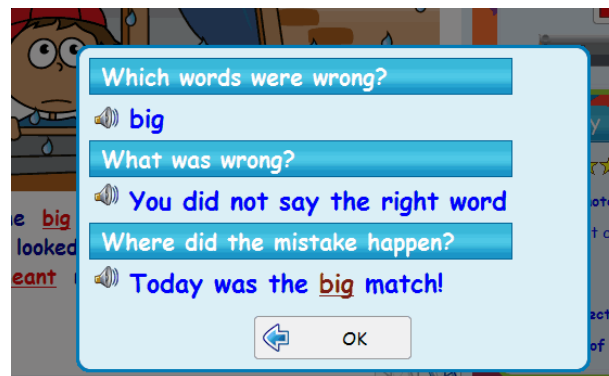
1. To see any assessments which your teacher has marked click on **How did I do?** This will open a list of any assessments which have been marked:




2. To see an exercise click on **Start**.
3. The exercise will open and you will be able to see the marks:





4. Any words where you made a mistake will be highlighted in red. If you click on any of these you will see a message saying what was wrong:



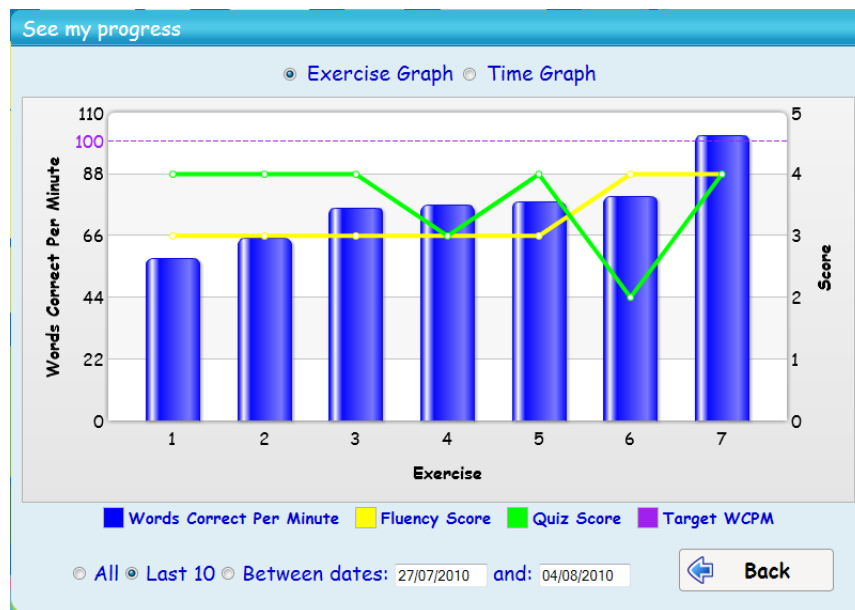
5. To have any of the text read in the panel click on the  button beside it.
6. To close the panel, click on **OK**.
7. To hear your reading of the exercise, click **Play**.
8. To pause your reading of the exercise, click on **Pause**.
9. To stop your reading of the exercise, click on **Stop**.
10. Any mistakes that you corrected yourself will be shown in green.
11. You will see the Score the teacher gave you for the assessment as stars. If you click on **See Details** a panel will open giving more detail about your Fluency Score Summary:

Fluency Score Summary				
	1 ★☆☆☆☆	2 ★★☆☆☆	3 ★★★☆☆	4 ★★★★★
Expression	No excitement, very quiet.	Some excitement in parts. May be a little quiet.	Good expression and volume.	Excellent expression and volume throughout the reading.
Phrasing	Reading mostly word-by-word. Stops at wrong places or doesn't break where there should be one.	Some reading is word-by-word. Doesn't always stop at ends of sentences and clauses (periods & commas).	Mostly correct phrasing. Stops and pauses at ends of sentences and clauses.	Reading is well-phrased with attention to stress meaning of the words.
Smoothness	Mostly long pauses, hesitations, sounding out and repetition of words.	Some pausing, hesitations, sounding out and repetition with words and phrasing.	Smooth reading. A few breaks because of problems with some words or phrases.	Smooth reading. Word problems corrected quickly without help.
Pace	Very slow or very fast reading.	Some reading may be too fast or too slow.	Easy-to-listen speed. Only a few pauses.	Good reading speed.
				OK

12. To have any of the text read click on the  button.
13. To return to the How did I do click on **OK**.
14. You will also be able to see the mark for the quiz, any notes from the teacher, the number of Words correct per minute and the Percentage of words correct.
15. If you wish the notes from the teacher read click on the  button beside it.
16. When you have finished, click on **Back**.
17. To return to your homepage, click **Back**.

## See your progress graphs

1. To see your progress click on **See my Progress**.
2. This will open with your exercise graph:



3. It shows the Words Correct Per Minute, Fluency Score, Quiz Score and Target WCPM (Words Correct Per Minute) for the last 10 marked exercises you have completed.
4. If you wish you can:
  - a. View all marked exercises
  - b. Select a date range.
5. If you hover your mouse over any of the exercises it will give you the name of the exercise, the WCPM (Words Correct Per Minute) and the date the exercise was completed:



6. If you click on one of the columns, the exercise will open so you can see your marks for it:

**Volcanoes**

The surface of the earth is made up of giant plates of rock. **Volcanoes** often **form** at the **edges** of these plates. Volcanoes are mountains, but **they** form very differently. Hot rock and gases rise up from inside the earth to create **volcanoes**.

A pizza **oven** is about 260 degrees Celsius. The inside of a volcano can reach temperatures **as** high as 1,160 degrees! The colour of lava can show how hot it is. When hottest, it glows yellow-orange. Cooler lava glows red.

Volcanoes usually look like cone-shaped hills with a vent at the centre. Most volcanoes are dormant. That means they are not erupting now, but they may erupt in the future. At times, lava pours out of the vent slowly. Other times, the eruption is more violent. Gases, ash and blobs of hot rock explode from the vent, destroying anything nearby.

We tend to think of volcanoes as mountains on land. Actually, most of the world's volcanoes are on the ocean floor. Over millions of years, these volcanoes can grow tall enough to form islands. The Hawaiian Islands are a chain of volcanoes that are really the tallest mountains on earth.

**Review** **Quiz**

Play

Pause

Stop

Score: ★★★★★ **Quiz:** ✓✓✓✓✓

Teacher's note:

This was difficult today, Emma.

Words correct per minute: 58

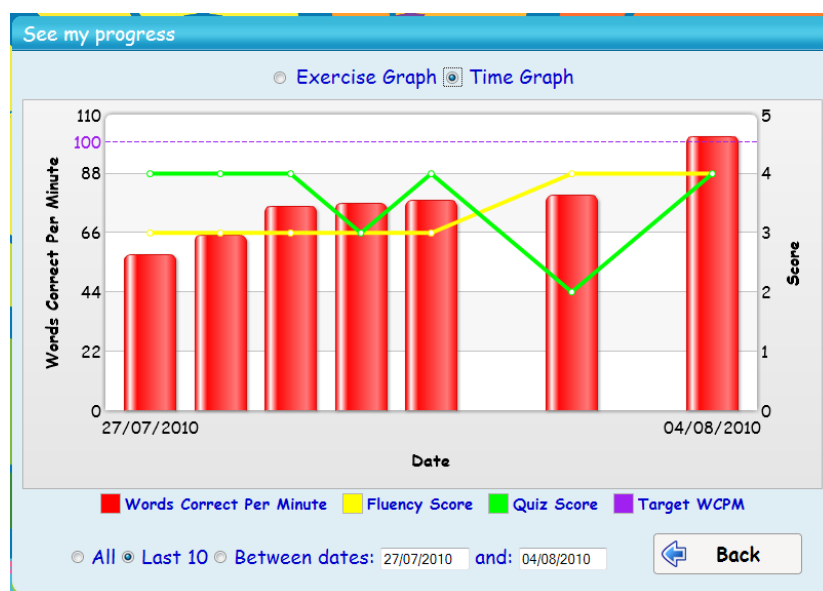
Percentage of words correct: 93%

Finish

7. To return to the Exercise Graph, click on **Finish**.
8. To see your progress over time, click on the **Time Graph**:



9. This will make another graph to show your progress over time:

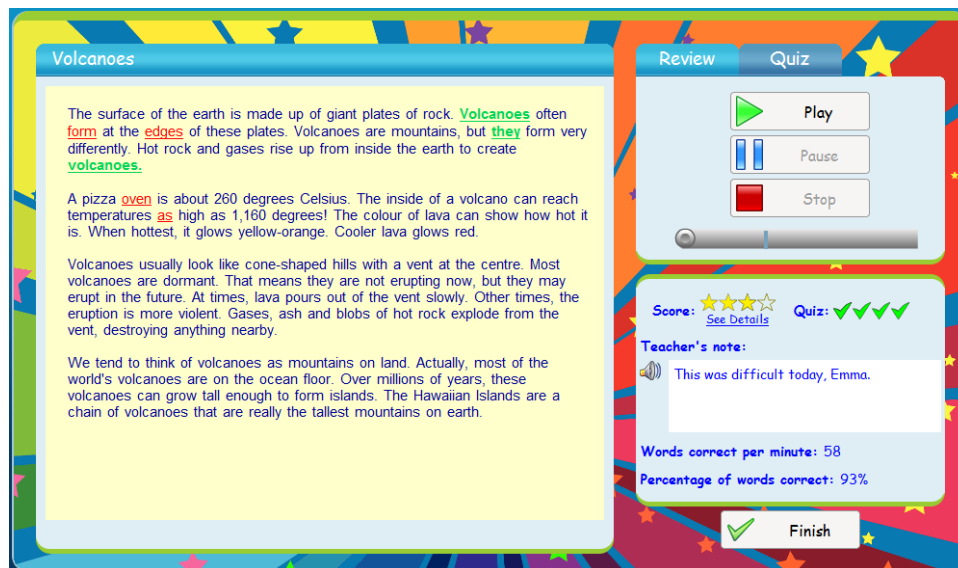


10. The last 10 marked exercises will be shown. If you wish you can:
- View all marked exercises
  - Select a date range.

11. If you hover your mouse over any date it will give you the reading speed for that date:



12. If you click on one of the columns, the exercise will open so you can see your marks for it:



13. To return to the Time Graph, click on **Finish**.

14. To return to your homepage, click **Back**.

## Appendix

### Username and Password Limitations

Username: 100 characters limit. Can use alpha-numeric and underscore characters - only the a to z, A to Z, 0 to 9 and \_.

Password: 20 characters limit. Can use alpha-numeric and underscore characters - only the a to z, A to Z, 0 to 9 and \_.

### CSV Files

This is a sample of a .csv file with the necessary field names and examples of values:

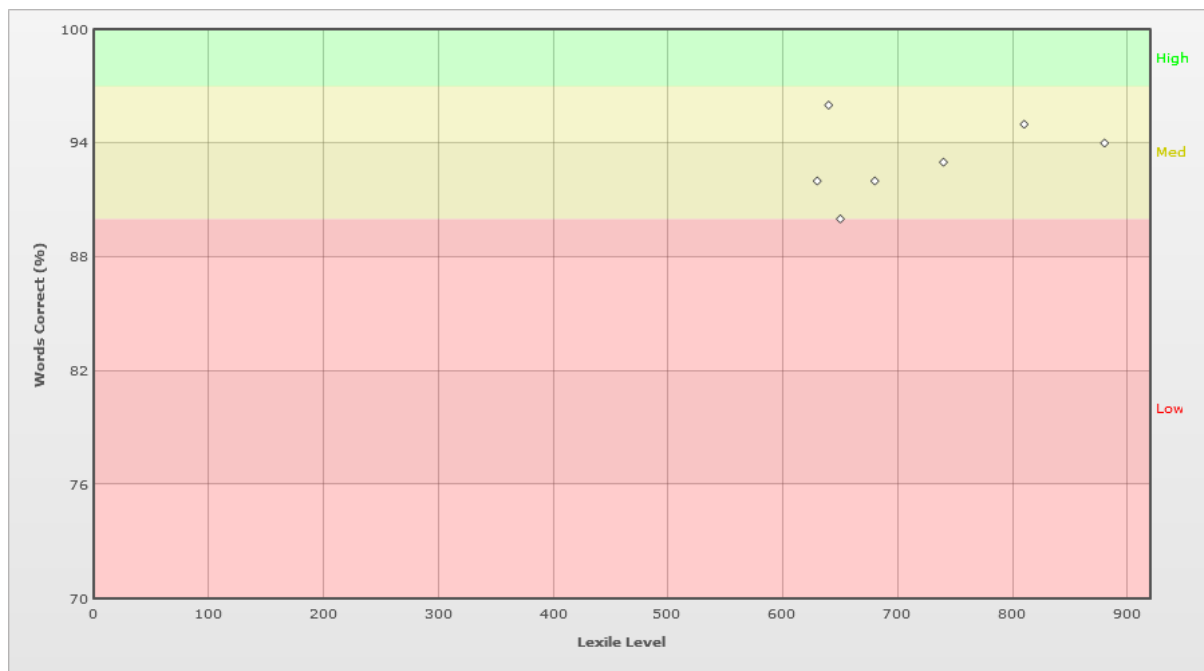
user_id	password	year_id	first_name	middle_initial	last_name	gender	date_of_birth	identifier
aleccooper	cooper	3	Alec		Cooper	M	01/01/2005	s21
alicejohnson	johnson	3	Alice		Johnson	F	02/01/2005	s22
allisonroberts	roberts	3	Allison		Roberts	F	03/01/2005	s23
andymills	mills	3	Andy		Mills	M	04/01/2005	s24
annettewilson	wilson	3	Annette		Wilson	F	05/01/2005	s25
carolevans	evans	3	Carol		Evans	F	06/01/2005	s26
davidjenkins	jenkins	3	David		Jenkins	M	07/01/2005	s27
donaldanderson	anderson	3	Donald		Anderson	M	08/01/2005	s28
edwarddavison	davison	3	Edward		Davison	M	09/01/2005	s29
francesthomas	thomas	3	Frances		Thomas	F	10/01/2005	s30
glennbaker	baker	3	Glenn		Baker	M	11/01/2005	s31
juliangreen	green	3	Julian		Green	M	12/01/2005	s32
matthewdavies	davies	3	Matthew		Davies	M	12/01/2005	s33

### Approximate Age to Lexile Level

A Lexile text level is based on two strong predictors of how difficult a text is to comprehend: word frequency and sentence length. For those new to Lexile levels we have produced an approximate age to Lexile level table (below). If you do not know at what Lexile level your student is reading we recommend that you set 3 exercises in the Lexile level range for the student's age based on the Lexile level table.

Age	Year	Key Stage	Text Measures
6	2	1	200L to 400L
7	3	1	300L to 500L
8	4	1	500L to 700L
9	5	2	650L to 850L
10	6	2	750L to 950L
11	7	2	850L to 1050L
12	8	3	950L to 1075L
13	9	3	1000L to 1100L
14	10	3	1050L to 1150L
15	11	4	1100L to 1200L
16 and 17	12 & 13	5	1100L to 1300L

After marking the exercises look at the Lexile. A sample graph is shown here:



You should always be aiming to have the student's results in the Med (yellow) region. Results in this region means that the text exercises being set are neither too easy or too hard for the student.

If the results fall in the High (Green) region the text is too easy for the student and you should set the student exercises at a higher Lexile level.

If the results fall in the Med (Yellow) region the text is set at a level that correct for the student. You should continue to set exercises at this Lexile Level. As the students reading improves the results will start to fall into the High (green) region. At this stage you should set the student exercises at a higher Lexile level.

If the results fall in the Low (Pink) region the text is set at too high a level for the student. You should set the student exercises at a lower Lexile level until the results start to fall into the Med (yellow) region.

## Scoring Students Assessment

### *Expression*

1. Reads with little expression or enthusiasm in voice. Reads words as if simply to get them out. Little sense of trying to make text sound like natural language.
2. Some expression. Begins to use voice to make text sound like natural language in some areas of the text, but not others. Focus remains largely on saying the words.
3. Sounds like natural language throughout the better part of the passage. Occasionally slips into expressionless reading.
4. Reads with good expression and enthusiasm throughout the text. Sounds like natural language. The reader is able to vary expression to match his/her interpretation of the passage.

### *Phrasing*

1. Monotonic with little sense of phrase boundaries, frequent word-by-word reading.
2. Frequent two- and three- word phrases giving the impression of choppy reading; improper stress and intonation that fail to mark ends of sentences and clauses.
3. Mixture of run-ons, mid-sentence pauses for breath, and possibly some choppiness; reasonable stress/intonation.
4. Generally well phrased, mostly in clause and sentence units, with adequate attention to expression.

### *Smoothness*

1. Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.
2. Several 'rough spots' in text where extended pauses, hesitations, etc., are more frequent and disruptive.
3. Occasional breaks in smoothness caused by difficulties with specific words and/or structures.
4. Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction.

### *Pace (during sections of minimal disruption)*

1. Slow and laborious.
2. Moderately slow.
3. Uneven mixture of fast and slow reading.
4. Consistently conversational.

