

istation

ISIP™ and istation Reading User's Guide



She had a pig. Jan said it was **big**

was **dog farm**. Jan and

to lie in the sun.

older, it got bigger. It

Crater
Width marble
golf ball
tennis ball
0 1
cm

DROP
2 ft

For questions about
istation Reading Program
or reports please contact
Support services at support@istation.com
or 1-866-883-7323 x 2.

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Four Components to Facilitate Data-Informed Decisions

1 Automated Progress Monitoring (Universal Screening)

ISIP™, *istation's* Indicators of Progress, is a computerized adaptive, automated assessment that...

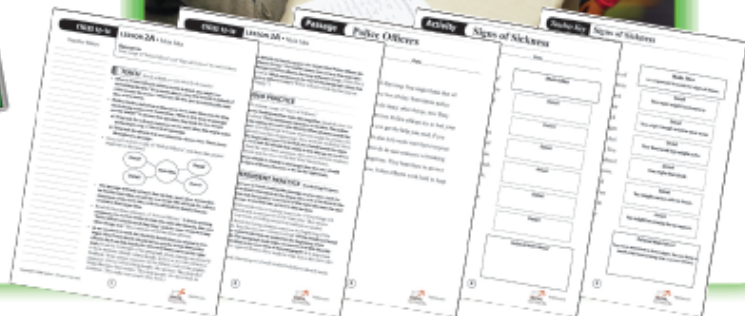
- Leverages technology to automatically assess monthly with additional capability of on-demand assessments.
- Benchmarks and Progress Monitors in less than 20 minutes.
- Links assessment data to instructional planning.
- Predicts student success on high stakes achievement tests.
- Accurately screens and tracks students for RTI.
- May be purchased as a stand-alone program!



1

4 Small Group Instruction

Teacher-directed lessons and supplemental materials link online curriculum to classroom instruction. Downloadable Teacher Resources facilitate small- and whole-group instruction.



4

istation
Technology Transfo

NEW Computerized Adaptive Testing assesses in less than 20 minutes.

Differentiated Instruction 2

istation automatically places students on their own individualized learning path from ISIP assessment results. The five key reading areas are threaded carefully throughout with explicit, direct and systematic instruction.



Phonics Vocabulary Fluency



Phonological and Phonemic Awareness



Comprehension

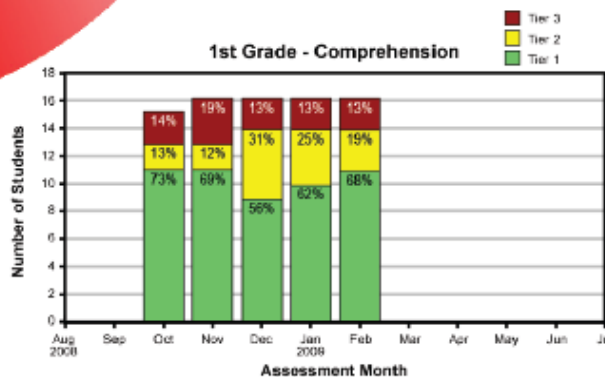
- Character
- Setting
- Sequence
- Problem/Solution
- Cause & Effect
- Main Idea
- Inference
- Compare & Contrast
- Summarization
- Author's Purpose



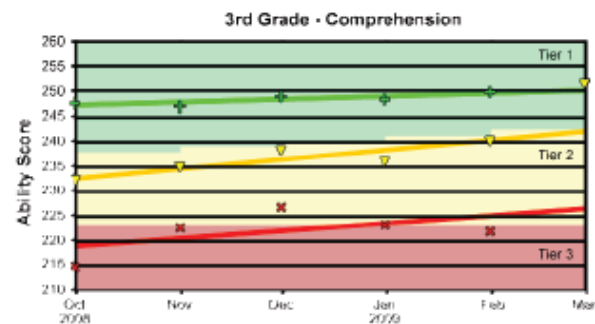
Comprehensive Reports 3

Computer-generated, real-time, comprehensive reports that provide districts, schools and teachers with accurate, individualized reports on each child's...

Instructional Tier, Overall Reading Ability, Skill Growth, Program Use



Tier Movement Reports



Comprehension Growth by Tier

Logging In

Logging into the Web site

In order to view your reports you must first log into the istation Reading's Reports Web site.

1. From your browser, type www.istation.com into your address bar.

Note: Your Browser will be:

Internet Explorer



Safari

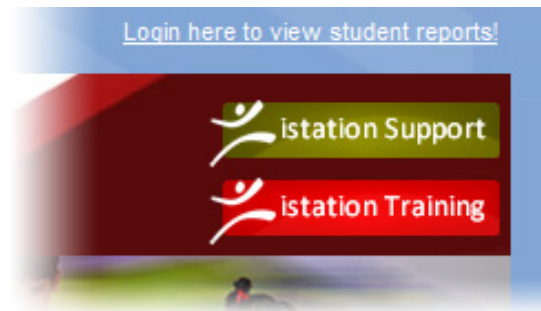


Mozilla Firefox



2. Move your cursor to the top right corner of the istation home page and click on the words Login here to view student reports!

Note: A Security Information box may appear. Click Yes or OK to proceed.



3. You will be asked to identify your Domain (or school) so that your account can be identified.

istation Domain Selection

Before you login to our website, you must specify your istation Domain (location) so that we can properly identify your account.

Find your domain (location)
Note: If you are using a demo account, [login here](#).

State:
City or district:

or search by school name:

Demo Account Login
If you are you using a preview demo account, [login here](#).

Can't find your school?
You can request a school domain be created by completing the [School Information Form](#).

[Legal](#) | [Privacy](#) | [Terms of Use](#)
Copyright © 1998-2009 istation.com

Logging In

4. Move your cursor to the State text box. Click on the down arrow to see a listing of states. Select your state.



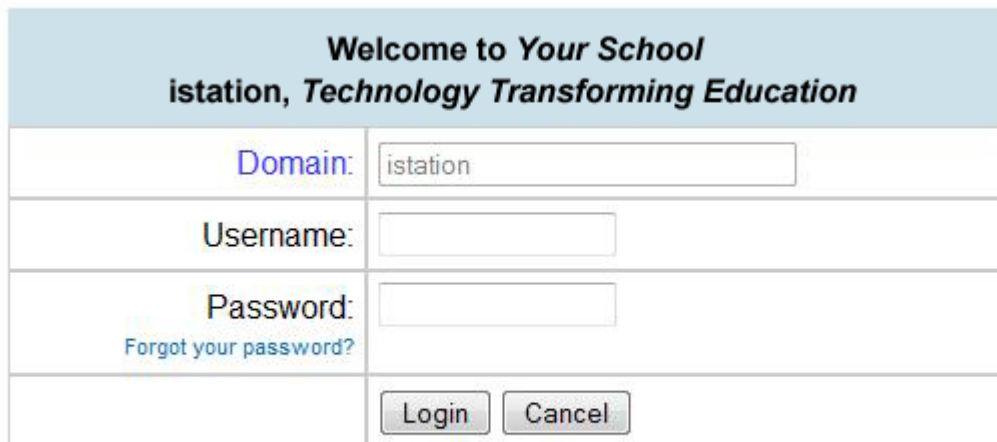
A screenshot of a web form element. It consists of a rectangular box with a light gray border. On the left side of the box, the word "State:" is written in a dark font. To the right of "State:" is a white rectangular input field with a small black downward-pointing arrow on its right side, indicating it is a dropdown menu.

5. Move your cursor to the City or District text box. Click on the down arrow to see a listing of cities or district names. Select your city or district.



A screenshot of a web form element. It consists of a rectangular box with a light gray border. On the left side of the box, the words "City or District:" are written in a dark font. To the right of "City or District:" is a white rectangular input field with a small black downward-pointing arrow on its right side, indicating it is a dropdown menu.

6. If there are several schools using istation® in your city or district, a list of schools will appear. Click on your school.
7. You will now see a place for your Username and Password.



A screenshot of a login form. The form has a light blue header with the text "Welcome to Your School" and "istation, Technology Transforming Education" in bold. Below the header is a table with four rows. The first row has "Domain:" in blue text and a text box containing "istation". The second row has "Username:" in black text and an empty text box. The third row has "Password:" in black text and an empty text box, with a blue link "Forgot your password?" below it. The fourth row has two buttons: "Login" and "Cancel".

Welcome to Your School istation, Technology Transforming Education	
Domain:	<input type="text" value="istation"/>
Username:	<input type="text"/>
Password:	<input type="password"/>
Forgot your password?	<input type="button" value="Login"/> <input type="button" value="Cancel"/>

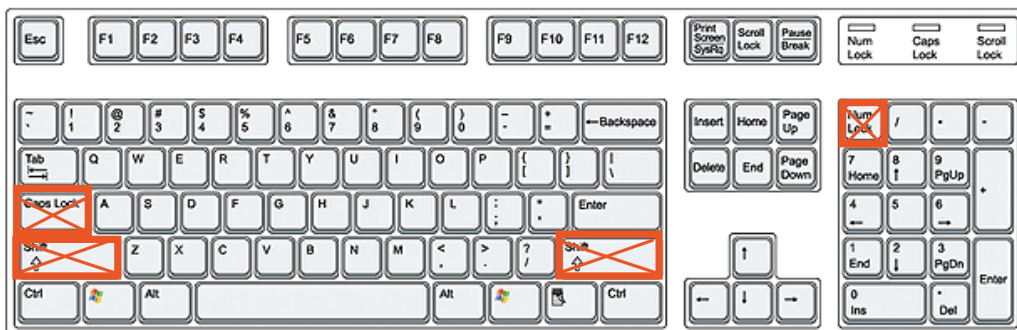
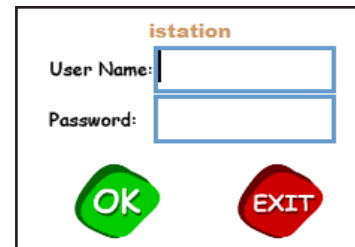
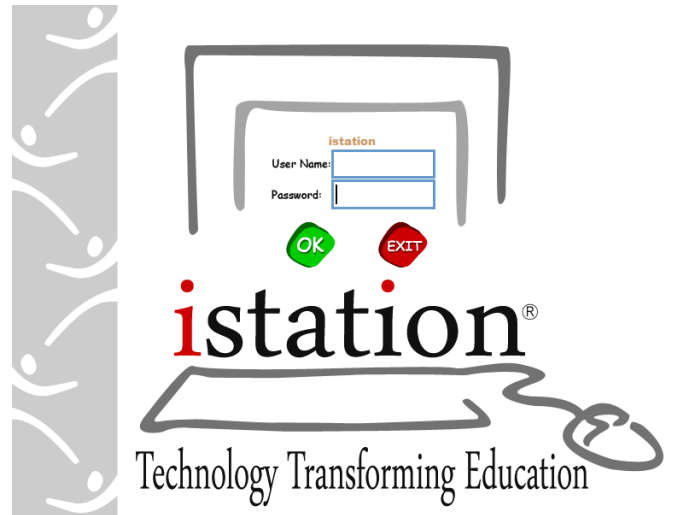
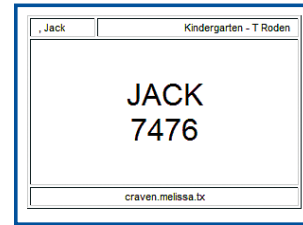
Note: You should have received an email containing your User Name and Password.

Logging In

Student Login

Students will need their login cards in order to access the istation® Reading Program.

1. Double-click on the istation® icon on your desktop.
OR
2. In Windows, click the Start button in the lower left corner of the desktop. Click on Programs. Locate the istation® icon and click. The login screen will appear.
3. Move your cursor to the User Name box and type the user name as it appears on the login card.
4. Press Tab or move your cursor to the Password box and type the password as it appears on the login card.
5. Click OK.



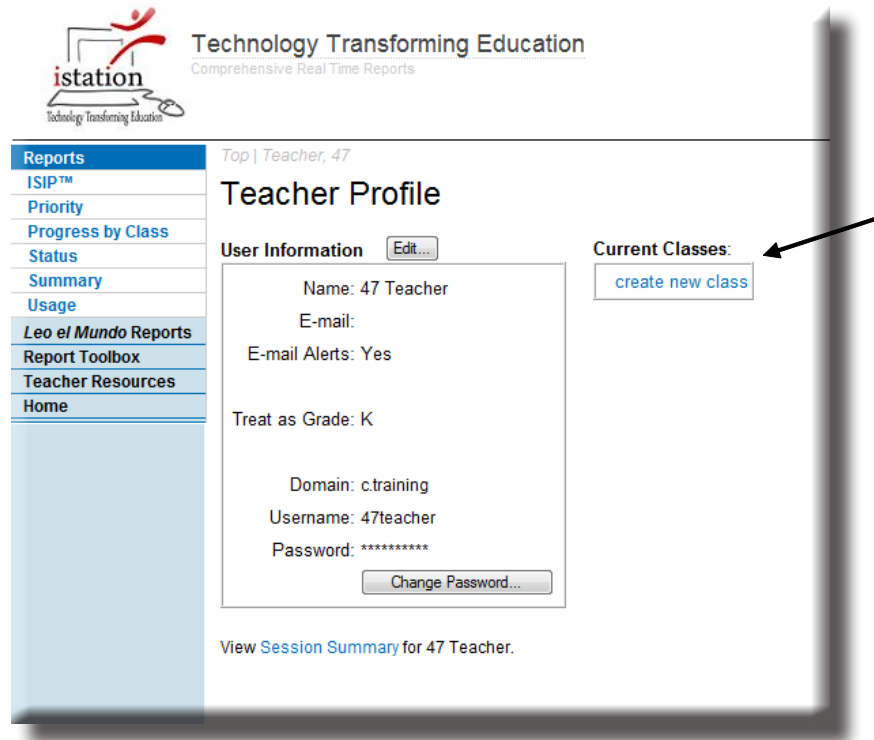
Note: If the students hold down the Shift Key, Num Lock Key, or Caps Lock, they will not be able to log in.

Managing Accounts

Creating a New Class

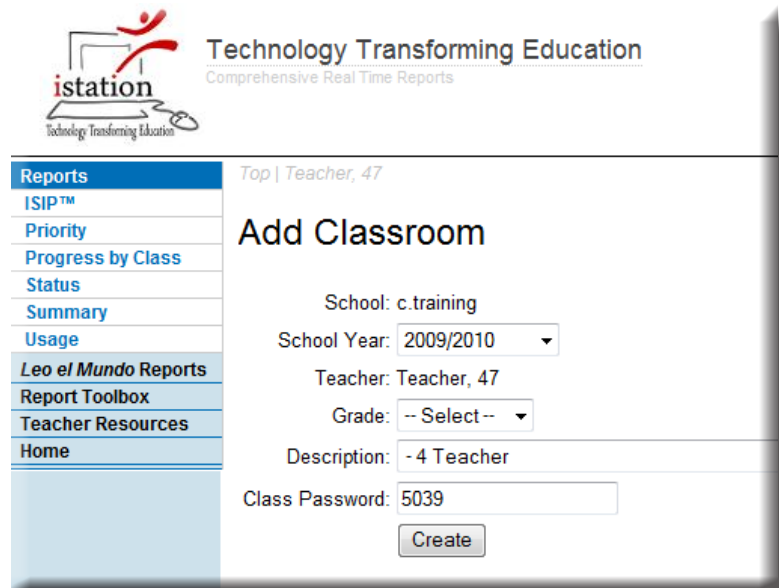
After logging in, you will be prompted with a link to create a new class, or the Manage Classroom screen will be displayed. Before adding students to the program, a classroom must be created.

1. Click [create new class](#).



The screenshot shows the 'Teacher Profile' page for user '47 Teacher'. The page includes a navigation menu on the left with options like 'Reports', 'ISIP™', 'Priority', 'Progress by Class', 'Status', 'Summary', 'Usage', 'Leo el Mundo Reports', 'Report Toolbox', 'Teacher Resources', and 'Home'. The main content area displays 'User Information' with fields for Name (47 Teacher), E-mail, E-mail Alerts (Yes), and Treat as Grade (K). It also shows login details: Domain (c.training), Username (47teacher), and Password (masked with asterisks). A 'Change Password...' button is present. On the right, the 'Current Classes' section contains a 'create new class' button, which is highlighted by a black arrow.

2. From the Add Classroom Page, select the appropriate Grade. If you are a Manager, select the Teacher and Grade.



The screenshot shows the 'Add Classroom' page. The navigation menu is the same as in the previous screenshot. The main content area contains a form with the following fields: School (c.training), School Year (2009/2010), Teacher (Teacher, 47), Grade (-- Select --), Description (- 4 Teacher), and Class Password (5039). A 'Create' button is located at the bottom of the form.

Managing Accounts

Adding Students

1. Click [Manage](#), and then click [Students](#) to view the Manage Classroom page and menu options.
2. Click [Add Student\(s\)](#).

Technology Transforming Education
Comprehensive Real Time Reports

Top | c.training | Kindergarten - 4 Teacher

Manage Classroom
Kindergarten - 4 Teacher
2009/2010

Teacher: [\[add Teacher\]](#)
Teacher, 49

Students	Online	Last
Dumpty, Humpty		
Horner, Jack		
Muffet, Miss		
Peep, Bo		
Sprat, Jack		
Total: 5		

3. Click on or move your cursor to the Student ID field and enter a unique student ID (PEIMS, Skyward, etc.).
4. Press the Tab key to enter the student's first and last name.

Technology Transforming Education
Comprehensive Real Time Reports

Add Students
Kindergarten - 4 Teacher
School Year 2009/2010
Craven Elementary

Student ID	First Name	Last Name
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

If you prefer to paste student information from an existing document, click on: [Advanced](#)

Note: Clicking in the fields inserts the cursor so you can begin typing.

Note: The More Entries... button reveals additional Student ID fields.

5. Press the Tab key to move to the next line.
6. Continue this process until all student account information has been entered.
7. Click [Process>>](#) to add the student accounts to your class list.

Managing Accounts

Removing Students

1. Click **Manage**, and then click **Students** to view the Manage Classroom page and menu options.

2. Click **Remove Student(s)**.

Technology Transforming Education
Comprehensive Real Time Reports

Top | c.training | Kindergarten - 4 Teacher

Reports
Leo el Mundo Reports
Report Toolbox
Manage
Students
Teacher Resources
Home

Manage Classroom
Kindergarten - 4 Teacher
2009/2010

- Add Student(s)
- Remove Student(s)
- Class Listing
- Login Cards
- Language Settings
- On Demand Assessments
- Student Demographics
- Show History

Teacher: [add Teacher]
Teacher, 49

Students	Online	Last
Dumpty, Humpty		
Horner, Jack		
Muffet, Miss		
Peep, Bo		
Sprat, Jack		
Total: 5		

3. Click the check box next to the student name you wish to remove.

4. Click **Remove**.

Technology Transforming Education
Comprehensive Real Time Reports

Reports
Leo el Mundo Reports
Report Toolbox
Manage
Students
Teacher Resources
Home

Remove Students
Kindergarten - 4 Teacher
School Year 2009/2010

Select the students you wish to remove from your class view

	Student ID	Name
<input type="checkbox"/>	201238	Dumpty, Humpty
<input checked="" type="checkbox"/>	201235	Horner, Jack
<input type="checkbox"/>	201236	Muffet, Miss
<input type="checkbox"/>	201234	Peep, Bo
<input type="checkbox"/>	201237	Sprat, Jack

Remove Cancel

Managing Accounts

Login Cards

1. Click [Manage](#), and then click [Students](#) to view the Manage Classroom page and menu options.
2. Click [Login Cards](#) to display the class Login Cards.

Technology Transforming Education
Comprehensive Real Time Reports

Top | c.training | Kindergarten - 4 Teacher

Manage Classroom
Kindergarten - 4 Teacher
2009/2010

Teacher: [\[add Teacher\]](#)
Teacher, 49

Students	Online	Last
Dumpty, Humpty		
Homer, Jack		
Muffet, Miss		
Peep, Bo		
Sprat, Jack		
Total: 5		

- Add Student(s)
- Remove Student(s)
- Class Listing
- **Login Cards**
- Language Settings
- On Demand Assessments
- Student Demographics
- Show History

Technology Transforming Education
Comprehensive Real Time Reports

Kindergarten - 4 Teacher

[Select cards to print](#) [Print cards](#)

Dumpty, Humpty	Kindergarten - 4 Teacher	HUMPTYD 7766	c.training
Homer, Jack	Kindergarten - 4 Teacher	JACKH 7766	c.training
Muffet, Miss	Kindergarten - 4 Teacher	MISSM 7766	c.training
Peep, Bo	Kindergarten - 4 Teacher	BOP 7766	c.training

3. To print login cards for the entire classroom, click the [Print cards](#) link in the upper right corner.
4. To print login cards for individual students, click the [Select cards to print](#) link in the upper right corner. Click the check box next to the appropriate student name(s). Click [Select](#). Click the [Print cards](#) link.

Managing Accounts

ISIP Instructions Language

ISIP Assessment instructions are available in Spanish. Teachers may use this feature for students with limited English proficiency. To run assessments with Spanish instructions, you must first login to the istation Web site, then complete the following steps.

1. Click [Manage](#), and then click [Students](#) to view the Manage Classroom page and menu options.
2. Click [Language Settings](#).
3. Under ISIP Instructions Language heading, click [\[Edit\]](#).
4. In the text boxes that appear next to each student's name, select [Spanish](#) for the students that you wish to have Spanish instructions for ISIP.
5. When you have finished....click [Update](#).

istation Technology Transforming Education
Comprehensive Real Time Reports

Top | c.training | Kindergarten - 4 Teacher

Language Settings
Kindergarten - 4 Teacher - Craven Elementary
School Year: 2009/2010

Spanish Curriculum is istation's *Leo el Mundo*, reading instruction with science content in Spanish. For more information and to determine for whom this curriculum is appropriate see the *Leo el Mundo Reports* Web page.

Name	ID	Spanish Curriculum [Edit]	ISIP Instructions Language [Edit]
Dumpty, Humpty	201238		
Horner, Jack	201235		
Muffet, Miss	201236		
Peep, Bo	201234		
Sprat, Jack	201237		

On the student's next login, the assessments will run with Spanish instructions, and the assessment items will be presented in English. To change the instructions to English...repeat these steps ...selecting English in the instruction text box.

Spanish Curriculum

istation's Leo el Mundo offers reading instruction with science content in Spanish. Students are exposed to science topics presented in both narrative and expository texts with interactive activities aimed to support students' cognitive academic language Proficiency (CALP) in their native language (NL). For more information and to determine student placement in the program, see the Leo el Mundo Reports Web page.

Once it is determined that a student will be placed into Leo el Mundo, complete the following steps.

1. Click [Manage](#), and then click [Students](#) to view the Manage Classroom page and menu options.
2. Click [Language Settings](#).
3. Under the [Spanish Curriculum](#) heading, click [Edit](#).
4. In the text boxes that appear next to each student's name, select Yes for the students that you wish to be placed into Leo el Mundo.
5. When you have finished....click [Update](#).

Managing Accounts

On Demand Assessments

1. Click [Manage](#), then click [Students](#) to access the Manage Classroom page and menu options.
2. Click [On Demand Assessments](#).

Technology Transforming Education
Comprehensive Real Time Reports

Top | c.training | Kindergarten - 4 Teacher

Manage Classroom
Kindergarten - 4 Teacher
2009/2010

Teacher: [\[add Teacher\]](#)
Teacher, 49

Students	Online	Last
Dumpty, Humpty		
Horner, Jack		
Muffet, Miss		
Peep, Bo		
Sprat, Jack		
Total: 5		

3. Click the checkbox for the skill(s) assessments you want to administer for each student. Then click [Select Appropriate Assessments](#).

Technology Transforming Education
Comprehensive Real Time Reports

Top | c.training | Kindergarten - 4 Teacher

On Demand Assessments
for Kindergarten - 4 Teacher at Craven Elementary

This screen allows you to schedule specific assessments for your students. All the assessments available with ISIP™ Computer Adaptive Testing (CAT) are listed. The assessments appropriate for each child's ability level are indicated as checkboxes shaded in green. These identified subtests will give the most accurate information on future student performance. The student's overall reading ability score is used to determine which subtests are presented in subsequent assessment periods.

If a checkbox is selected, the assessment(s) will be administered upon the students' next login. For a history of each student's on demand assessments, select the student's name.

Name	Student ID	Overall Tier	LC Listening Comprehension Tier	LK Letter Knowledge Tier	PA Phonemic Awareness Tier	AD Alphabetic Decoding Tier	CMP Comprehension Tier	VOC Vocabulary Tier	SPL Spelling Tier
Teacher, 49			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dumpty, Humpty	201238		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Horner, Jack	201235		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Muffet, Miss	201236		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peep, Bo	201234		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sprat, Jack	201237		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Select Appropriate Assessments](#)

Key Interactive Devices

Key Interactive Devices

Within the istation® Reading Program there are key interactive devices which assist students.



Green Arrow When a green arrow appears on screen, click on it to advance to the next item.



Chips-n-Bits When you need help click on Chip-n-Bits, then, click on Yes. The instructions will play again.



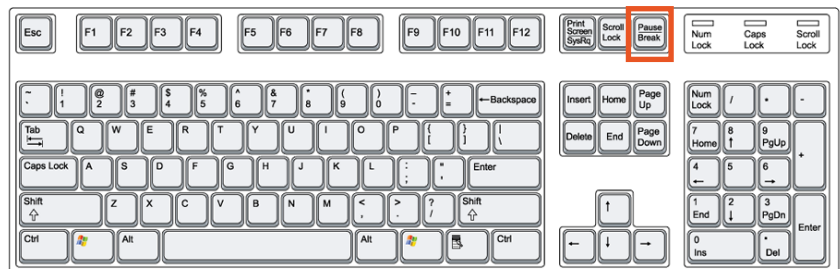
School Bus Clicking on the bus and the Stop sign will return you to the login screen. Exiting an activity before completion will result in the activity being restarted on the next login.

Pausing the Program

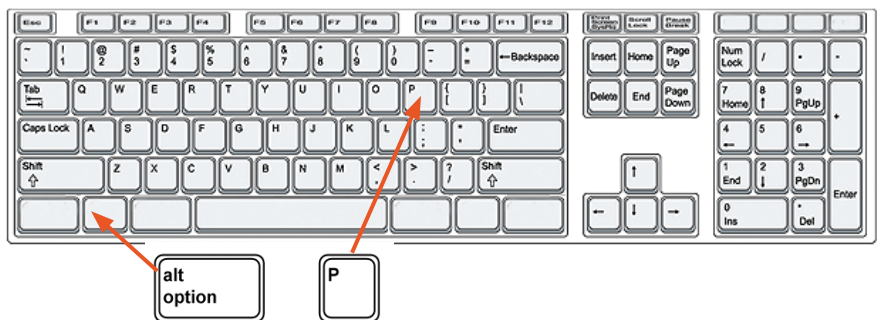
Pressing the Pause key on the keyboard will pause the program.

This is helpful when students need a break or redirection.

Once the student is ready to return to the program, simply click Pause again to resume activity.



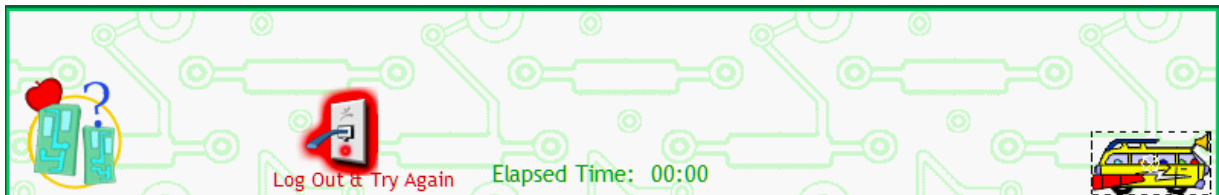
On a Mac, pressing alt option + P will pause the program.



On Screen Indicators

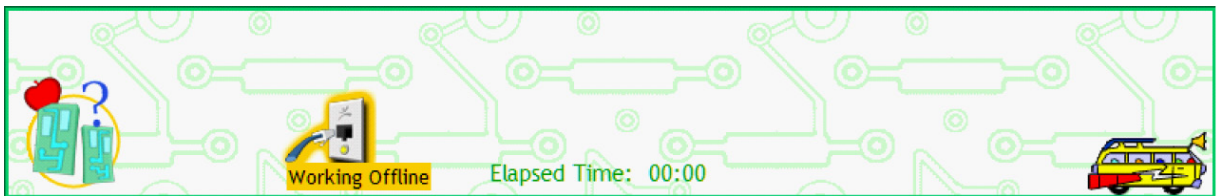
Log Out and Try Again:

The red alert icon indicates the computer is connected to the network, but it has failed to synchronize with istation. The student should log off and log back in at which time the computer will attempt to synchronize again.



Working Offline:

The yellow offline icon appears if the computer is not connected to the network and the student is working offline. When the network connection is restored, the computer will synchronize student activity with istation and remove the alert icon from the screen.



ISIP Assessment in Progress:

The ISIP Assessment in Progress banner will show ONLY when a student is taking ISIP Assessments. Once the student has moved seamlessly back into istation Reading Curriculum, the banner will disappear.



ISIP™: iStation's Indicators of Progress

ISIP Assessment

ISIP, iStation's Indicators of Progress, is an Internet-delivered computer adaptive testing system for monthly or more frequent benchmark or progress monitoring assessments. ISIP assesses all critical areas of early reading development for Pre-Kindergarten through 3rd grade students and intervention students in 4th and 5th grades. These critical areas include phonemic awareness, letter knowledge, alphabetic decoding, vocabulary, comprehension, spelling and text fluency. ISIP accomplishes this through the administration of student-friendly, short tests that measure a student's overall reading ability.

Computerized Adaptive Testing (CAT)

ISIP™ integrates computerized adaptive testing that accurately reflects the reading ability level of each student and measures growth over time.

Adaptive assessments use interactive content to measure a student's reading ability and skill development. Test questions range from easy to hard for each reading domain for Pre-Kindergarten through 3rd grade students and intervention students in 4th and 5th grades. To identify the student's overall reading ability and individual skill ability, the difficulty of the test questions presented changes with every response. If a student answers questions correctly, ISIP presents more challenging questions until the student shows mastery or responds with an incorrect answer. When a student answers a question incorrectly, ISIP will present less difficult questions until the student begins answering correctly again. The ability score shows how a student is doing compared to their previous performance and to other students at the same grade level.

Ability Score

ISIP assessments use a measurement scale that aligns student performance levels with test question difficulties on the same scale. The scale used is divided into equal parts. These parts are called ability scores. All test questions are placed on the ability score scale according to their difficulty. Each increasing ability score is assigned a numeric value that indicates a higher level of difficulty. As a student takes an ISIP assessment, he or she is presented with test questions of varying ability scores or levels of difficulty. Once ISIP determines the difficulty level at which the student is able to perform, the test ends and the student is assigned an overall reading ability score, as well as ability scores for individual subtests.



Since ISIP is adaptive and the test questions are displayed based on student performance, not age or grade, identical ability scores across grades mean the same thing. For example, a first grader who received a score of 215 and a third grader who received a score of 215 are performing at the same level. This ability score can be used by teachers to inform instruction around their students' strengths and weaknesses. Targeted instruction leads to better performance and maximum growth.

ISIP: iStation's Indicators of Progress

ISIP Subtests

Each student will begin the school year by taking an assigned set of assessments based on her/his grade level. More challenging or less difficult assessments will be added based on the student's estimated overall reading ability score.

Below is the chart indicating which subtests are initially given to students based on their grade level.

Grade	Subtests
Pre Kindergarten	Phonemic Awareness Letter Knowledge Vocabulary
Kindergarten	Listening Comprehension** Phonemic Awareness Letter Knowledge Vocabulary
1 st Grade	Phonemic Awareness Letter knowledge Vocabulary Alphabetic Decoding Comprehension Spelling
2 nd Grade	Vocabulary Comprehension Spelling Text Fluency +
3 rd -5 th Grade	Vocabulary Comprehension Spelling Text Fluency +

*Listening Comprehension subtest is given in Kindergarten only.

+These subtests are not used in determining the Overall Reading ability score.

ISIP: iStation's Indicators of Progress

ISIP Subtests Descriptions

ISIP™ measures progress of each critical domain of reading instruction.

Domain	Subtests
Phonemic Awareness	1. Phonemic Awareness
Phonics	2. Letter Knowledge 3. Alphabetic Decoding 4. Spelling
Reading Fluency	5. Text Fluency
Vocabulary	6. Vocabulary
Comprehension	7. Listening Comprehension 8. Reading Comprehension

Each of the subtests is described below: (assessment screenshots next to each description)

Phonemic Awareness (PA) -

There are two types of items used to measure a student's Phonemic Awareness. In the first assessment type, four pictures appear on the screen at once. The narrator says the name of each picture, as the box around it highlights. Students are asked to click on the picture that has the same beginning sound as the sound produced orally by the narrator. In the second item type, four pictures appear on the screen, with a box in the middle of the pictures that contains an animated side view of a head. The narrator says the name of each picture, as the box around it highlights. The narrator says one of the words phoneme by phoneme, as the animated head produces each sound. The student is asked to click on the picture showing the word that has been spoken phoneme by phoneme.



ISIP: **i**station's Indicators of Progress

Letter Knowledge (LK) - Letter Knowledge subtest asks students to identify the symbol for a letter's name and sound. The computer presents items representing various upper and lower case letters. Five letters appear on the screen for each item. The narrator asks students to click on a particular letter or letter that represents a sound orally produced by the narrator.

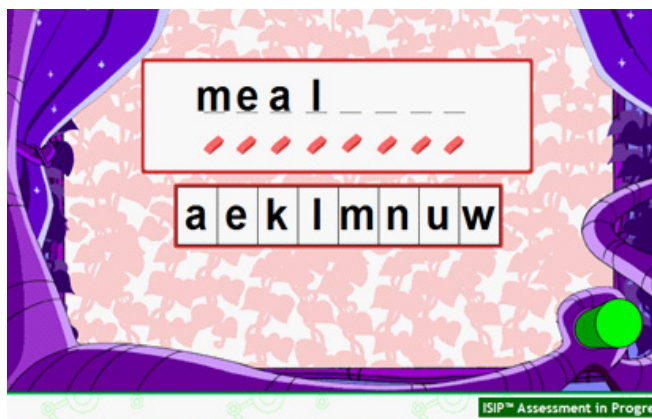


Alphabetic Decoding (AD)-

The objective of the Alphabetic Decoding subtest is for students to correctly identify non-words that are pronounced by the narrator. The narrator pronounces a non-word and the students choose from four items that appear on the screen. In this subtest, letters represent their most common sounds.



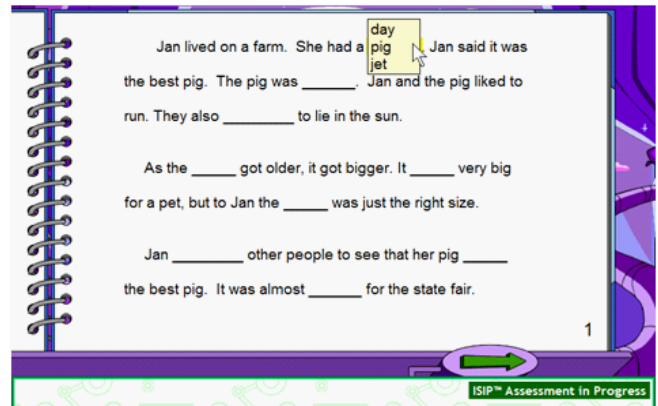
Spelling - The objective of the Spelling assessment is to determine if students are developing fully specified orthographic representation of words. For each item, an array of letters appears on the screen and the computer asks the student to spell a specific word using those letters. The student then spells the word by clicking on each letter. As each letter is selected, the word is formed on a line that appears directly above the letter array.



ISIP: iStation's Indicators of Progress

Text Fluency (TF)–

Text Fluency is constructed in a very different manner than the other subtests. Students are assessed on their skills in reading text with meaning in a specified period of time. In order to assess text reading on the computer, a maze task is utilized in which every 5th or 8th word of grade-level stories is left blank from the text. The student is given 3 choices for each blank from which to choose the word that works best in the sentence. It is the student's job to read the text, selecting the correct maze response for two minutes. This task has been shown to be highly correlated to measures of both fluency and comprehension.



Vocabulary - There are two types of items used to measure a student's Vocabulary knowledge and to evaluate both the upper and lower bounds of knowledge. In the first item type, four pictures appear on the screen. The narrator asks the student to identify the picture that best illustrates the word spoken orally. In the second item type, four words appear on the screen. Each of the four words is spoken by the narrator. Students are asked to identify which word has the same or similar meaning of a word pronounced by the narrator.



ISIP: iStation's Indicators of Progress

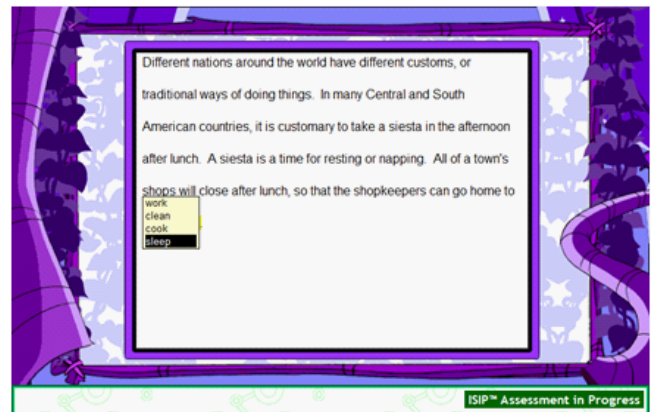
Listening Comprehension (LC) -

In this subtest, children are assessed on their ability to listen, understand, and answer comprehension questions based on short spoken stories. This is accomplished through selecting pictures to answer the questions asked by the narrator. In this task, a picture related to the story appears on the screen. The narrator reads aloud a short story to the student with no text present on the screen. The narrator then asks the student a question related to the story. The student chooses, from among four choices, the picture that best answers the question.



Reading Comprehension -

In this subtest, children are assessed on their ability to read and understand sentences and paragraphs. This is accomplished through matching sentences with pictures and sentence completion tasks. Matching sentences with pictures assesses a student's knowledge of semantic and syntactic information where pictures can support their reading. In this task, a sentence and four pictures appear on the screen. The student reads the sentence and identifies the picture that best illustrates sentence meaning. Sentence completion measures the students' ability to use word meanings and word order to understand a sentence. In this task, a sentence, sentences or a paragraph appears on screen. One word is deleted from the text. The student reads the text and must choose, from among four choices, the word that best completes the text.



ISIP: i station's Indicators of Progress

Frequency of Assessments

An ISIP assessment will be given automatically each month. For example, if a student logs in on Sept. 1st an ISIP assessment will be given. But if the student doesn't log in until Sept. 15th, an ISIP assessment will still be given because it is the first time the student has logged in for the month.

This will result in 8-12 automatic assessments per year, depending on the length of each district's school year. Additional On Demand assessments can be given at any time during the school year.

Instructional Tiers

The objective of ISIP is to identify students potentially at risk of reading failure. Ability level scores are used from each subtest to determine a student's overall reading ability score. The student's overall reading ability score is used as the dividing line to determine students potentially at risk. Students are placed into one of three instructional tiers:

Tier 1-Students performing at grade level

Tier 2-Students performing moderately below grade level and in need of intervention

Tier 3-Students performing seriously below grade level and in need of intensive intervention

Instructional Tier Goals

Below is the Instructional Tier Goals Chart that identifies the criterion for each assessment period and grade level.

Assessment Month	Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August	<167	167-175	>175	<188	188-194	>194	<204	204-214	>214	<218	218-227	>227
September	<170	170-178	>178	<191	191-197	>197	<206	206-217	>217	<220	220-229	>229
October	<173	173-181	>181	<193	193-200	>200	<207	207-219	>219	<222	222-231	>231
November	<176	176-185	>185	<196	196-203	>203	<209	209-222	>222	<224	224-232	>232
December	<179	179-188	>188	<198	198-206	>206	<211	211-224	>224	<226	226-234	>234
January	<182	182-191	>191	<201	201-209	>209	<213	213-227	>227	<228	228-236	>236
February	<185	185-195	>195	<203	203-212	>212	<215	215-230	>230	<230	230-238	>238
March	<188	188-198	>198	<206	206-215	>215	<216	216-232	>232	<232	232-239	>239
April	<191	191-201	>201	<208	208-218	>218	<218	218-235	>235	<234	234-241	>241
May	<194	194-204	>204	<211	211-221	>221	<220	220-237	>237	<236	236-243	>243
June	<197	197-208	>208	<213	213-224	>224	<222	222-240	>240	<238	238-244	>244
July	<200	200-211	>211	<216	216-227	>227	<224	224-243	>243	<240	240-246	>246

Skill goals and criteria become progressively more difficult with each assessment period. K-3rd grade criteria is based on our 2009 Reliability and Validity Study. 4th and 5th grade criteria are based on 3rd grade study findings and should only be used to measure growth of intervention students.

Usage Criteria

Usage

Usage recommendations vary depending upon district implementation of the istation program. The number of minutes recommended for students on a weekly basis is lower if istation is used to supplement another reading program. If istation is used as the primary intervention program, recommended weekly minutes per student are higher. Usage performance is classified as “Good” when the recommended minutes per week are met by students for their specific instructional tier. “Fair” usage is obtained when usage performance is within 30 minutes of the recommended minutes per week. Finally, “Insufficient” usage is noted when the number of minutes used per week fall below the recommended usage.

Criteria for Intervention Use

Intervention	Recommended Minimum Usage
Tier 1	Students use the program for 45 or more minutes per week.
Tier 2	Students use the program for 90 or more minutes per week.
Tier 3	Students use the program for 120 or more minutes per week.

Criteria for Supplemental Use

Supplemental	Recommended Minimum Usage
Tier 1	Students use the program for 30 or more minutes per week.
Tier 2	Students use the program for 90 or more minutes per week.
Tier 3	Students use the program for 90 or more minutes per week.

Best Use	Suggested Times
Computer Lab - For Student Computer Time	
Entire Class or Large Subset of the Class	Work with the Lab Manager at the beginning of year/semester to create lab rotation schedules that will ensure adequate usage
Classroom - For Student Computer Time and Teacher-Directed Instruction	
Small Group Instruction	Reading Center Workstations during the reading block Before and after School Intervention and Tutorial Programs
Individual or Small Group Instruction	Pull out interventions Repetitive times of the day where skill instruction will not be interrupted: Free Time Before class begins Calendar time Morning meeting time Rest time

You may choose to use istation with your students in the classroom or in a computer lab setting.

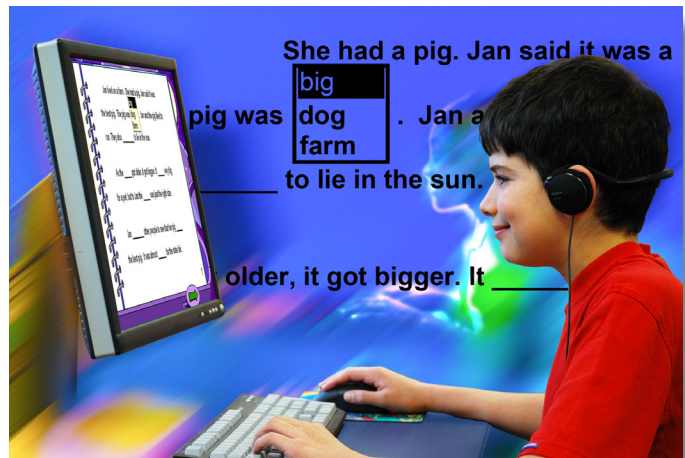
Getting Started

Installation

- Prior to administration, install the Istation Reading Program on computers that meet minimum system requirements. See Download Instructions for installation procedures.

Teacher and Lab Manager Preparation

- Prior to Initial ISIP Administration, access the Istation web site (www.istation.com), login and create your classroom and student accounts by entering student names and their unique District ID numbers. (See Managing Accounts, pg. 9). Student ID numbers are encrypted to prevent interception or identification of student information.
- After creating and processing your student accounts, print the student login cards (see Login Cards, pg. 12).
- Place the login cards in a file box near the computers in the lab and/or classroom. Login cards should be easily accessible to students during login.
- Inspect all equipment to be used (computers and headphones) to ensure that they are operable.
- Check audio volume on all computers.
- Prior to testing, become familiar with the tests to be administered and the test formats.
- Make sure the physical conditions in the testing location are satisfactory.
- Check for adequate lighting.
- Create a seating arrangement that will allow for a space between students.
- Post a “Testing – Do Not Disturb” sign on the classroom or lab door if the testing location is in a high traffic area or prone to interruption by other students.
- Develop and post a schedule to accommodate students using The Istation Reading Program.



On Assessment Day(s)

- Limit test groups to 5 students per observer.
- Ensure that students have sufficient proficiency in this medium. Students must be able to use a mouse for point and click operation.

Note: Prior to the first assessment administration, ISIP provides an activity that allows Pre-K students to practice point and click skills. You may find it appropriate to provide students without prior access to computers some instruction in basic computer terms, components (such as keyboard and mouse) and point and click operation.

Getting Started

ISIP Administration Guidelines

1. Explain the assessment process and the setting. Encourage a positive attitude toward the test.

SAY *Today we will play some reading games on the computer that will show how well you are learning to read. Smart Owlex Treebeak and his friend Batana White will help you. It is important that you listen carefully, follow the instructions and do your very best!*

2. Instruct the students to work independently and to quietly raise their hands if they need assistance.

SAY *This is a test so keep your eyes on YOUR computer. Work as quickly as possible WITHOUT guessing. If you need help or when you have finished the test, raise your hand.*

3. Pass out login cards and assist the students as they login to istation (See Student Login, pg. 8). For first time use, consider modeling the login steps on a computer or a projection screen. You may want to consider entering student login and passwords and press PAUSE until the students are ready to begin. The test will begin as soon as the student presses OK on the login screen.

SAY *Let's get started. In the first blank box, type your user name. In the second blank box, type your password. Put your headphones on and Click on OK.*

4. Observe and monitor student performance to ensure validity and reliability of test results. If students need assistance or must take a break, FIRST press the PAUSE key on the keyboard. This will interrupt the assessment currently being given without penalty to the student. The assessments are timed activities. Failure to PAUSE will result in the assessment continuing to run while assistance is being provided. When the student is ready to return to the assessment, press the PAUSE key again. The assessment will automatically return to the same question where the student left off.

Be aware of fatigue and other behavioral issues such as students losing interest, students that are easily distracted, students exhibiting frustration, and students that are not attempting to answer questions or are not trying. All of these behaviors often invalidate results. If any of these behaviors are noted, interrupt the student activity.

To assist students:

- a) Press the Pause key.
- b) Ask the student to remove the headphones.
- c) Sit with the student at the computer.
- d) Do NOT provide answers or suggestions on how to respond to questions.
- e) If students appear to have lost interest or are not trying

SAY *Remember, this is a test. It is important that you follow the instructions and do your very best.*

- f) If the student appears frustrated or has asked for assistance, ask the student to repeat the instruction for the assessment.

Getting Started

If the student responds correctly,

SAY *That's right. Follow the directions and answer each question. Remember this is a test, be sure to try hard and do your best.*

If the student responds incorrectly, provide guidance and have the student demonstrate understanding of the directions before they restart the assessment.



5. Disruptive behavior should not be tolerated. Students that are disrupting others and whose behavior is not corrected by intervention should be removed from the testing area. Computer time should be rescheduled so that the student has an opportunity to complete the assessment.

6. It is preferable but not required that the assessments be completed in a single session. Allow students to continue working in the assessment as long as they are being productive. The time allotment recommended for each assessment period is at least twenty minutes.

7. Some students will finish earlier than others. When they are finished give them a book to read.

8. Document absent students and schedule time for make up assessments.

9. Adhere to any accommodations for special education or limited English proficiency students. Accommodations should be made on an individual student basis and should take into consideration the needs of the student and whether the student normally receives accommodations.

Some accommodations to consider:

- For students with hearing difficulties, adjust the computer volume.
- For students with sight difficulties, arrange for use of a larger computer monitor.
- Oral instruction may be provided for the activities if necessary, including instructions in sign language.

Getting Started

Ongoing Use of ISIP

Continue these important steps as your students use ISIP throughout the school year.

- Arrange lab or classroom computer time to ensure all students are tested in accordance with your school's assessment calendar.
- Document absences and schedule time for make up tests.
- Monitor student performance and follow the administration guidelines to ensure result reliability.

Ongoing Use of Istation Reading

Continue these important steps as your students use the Istation Reading Program throughout the school year.

1. Access the Istation web site (www.istation.com) and login. You will see the Priority Report if there are students currently active on the report. Identify students who need additional intervention or are not using the program as recommended. Print the Recommended Teacher-Directed Lessons, and follow their instructions.
2. View the Usage Report to identify students that need additional intervention time. Modify student usage schedule as necessary.
3. View classroom ISIP results after each test administration. Modify student's intervention plan as necessary based upon cumulative skill growth.
4. View classroom Progress and Summary Reports as needed for conferences or intervention meetings.

Reports Homepage


The Reports Homepage allows for an overview and easy access to all reports available on the Istation Reading's Report Web site. Reports are divided into two categories: ISIP reports and Istation Reading curriculum reports. Descriptions and thumbnail images are available to help visualize and direct teachers to the desired report.


To access the Reports Homepage:

After logging into www.istation.com, click on the Reports link on the left side of the screen.

Reports for Sample School 2008-2009


Istation Reading keeps educators informed and facilitates data informed decision making through easy to use reports that provide immediate access to student results. Several reports are offered to explain each student's reading progress. These reports allow teachers and administrators to identify students in need of additional instructional support, differentiate student instruction based on reliable data, monitor progress in skill acquisition and help evaluate their overall instructional effectiveness.

Downloads
 [Quick Guide](#)




Priority Report

The Priority Report alerts teachers of students needing additional support & provides lessons based on demonstrated weaknesses.




Progress by Class Report

The Progress Report by Class shows students progress through the Istation Reading Program's cycles of instruction & all reading areas within the cycle.




Progress by Skill Report

The Progress Report by Skill shows students progress through the Istation Reading Program's cycles of instruction by specified reading areas.




Status Report

This Status Report shows student distribution and movement throughout the Istation Reading Program's cycles of instruction.



Summary Report

The Summary Report provides student performance data from the most recently completed ISIP assessment and informal curriculum assessments. Student Summary Handouts are available to use when discussing student progress with instructional teams or parents.




Usage Report

The Usage Report shows recent student usage for all students using the Istation Reading program.


ISIP™ Reports

Istation's Indicators of Progress (ISIP) provides reports that identify students at risk of reading difficulties and groups students according to instructional tier status and skill need. ISIP reports summarize and compare results throughout the school year and measure skill growth against performance goals.




ISIP Summary

The ISIP Summary Report shows the number and percentage of students at each instructional tier for the current month.




Skill Growth

The Skill Growth Reports show each skill assessed and the progress made by the students through the current month as measured against performance goals.



ISIP Skill Growth by Tier Level

The Skill Growth by Tier Level Report show each skill assessed and the progress made by the students through the current month as measured against performance goals within tier groups.



Tier Movement

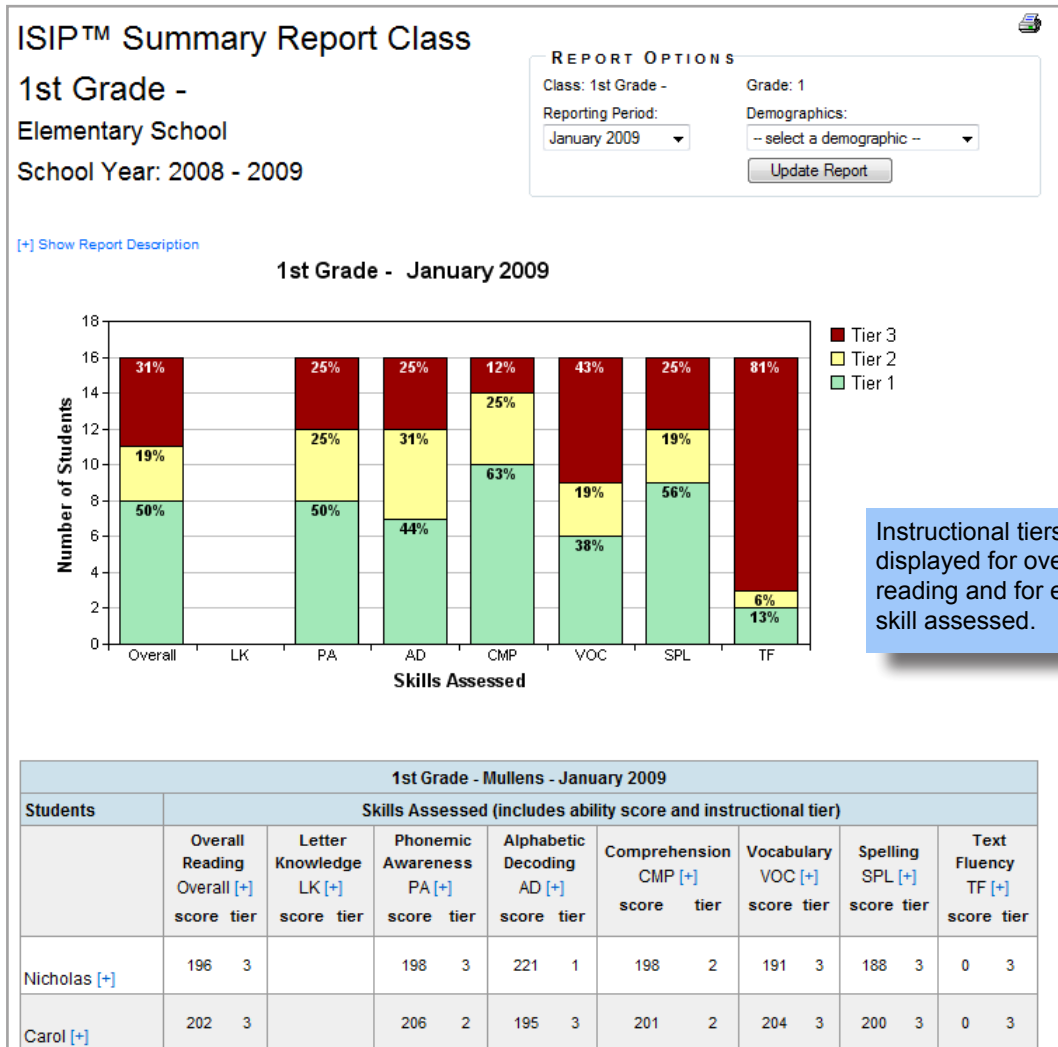
The Tier Movement Report shows a comparison of the number and percentage of students who were categorized at each instructional tier of Tier I, Tier II, Tier III through the current month.

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Reports

ISIP Summary

This report shows the number and percentage of students in the classroom at each risk level, for each skill assessed, during the current assessment period. Individual student results are listed in the table underneath the graph. Students are grouped by risk level. Overall risk level and fluency rates and risk levels for each skill are provided for each student in the classroom.



To access this report:

- After logging into www.istation.com, click on the Reports link on the left side of the screen.
- Then click ISIP Summary link in the ISIP Reports box.

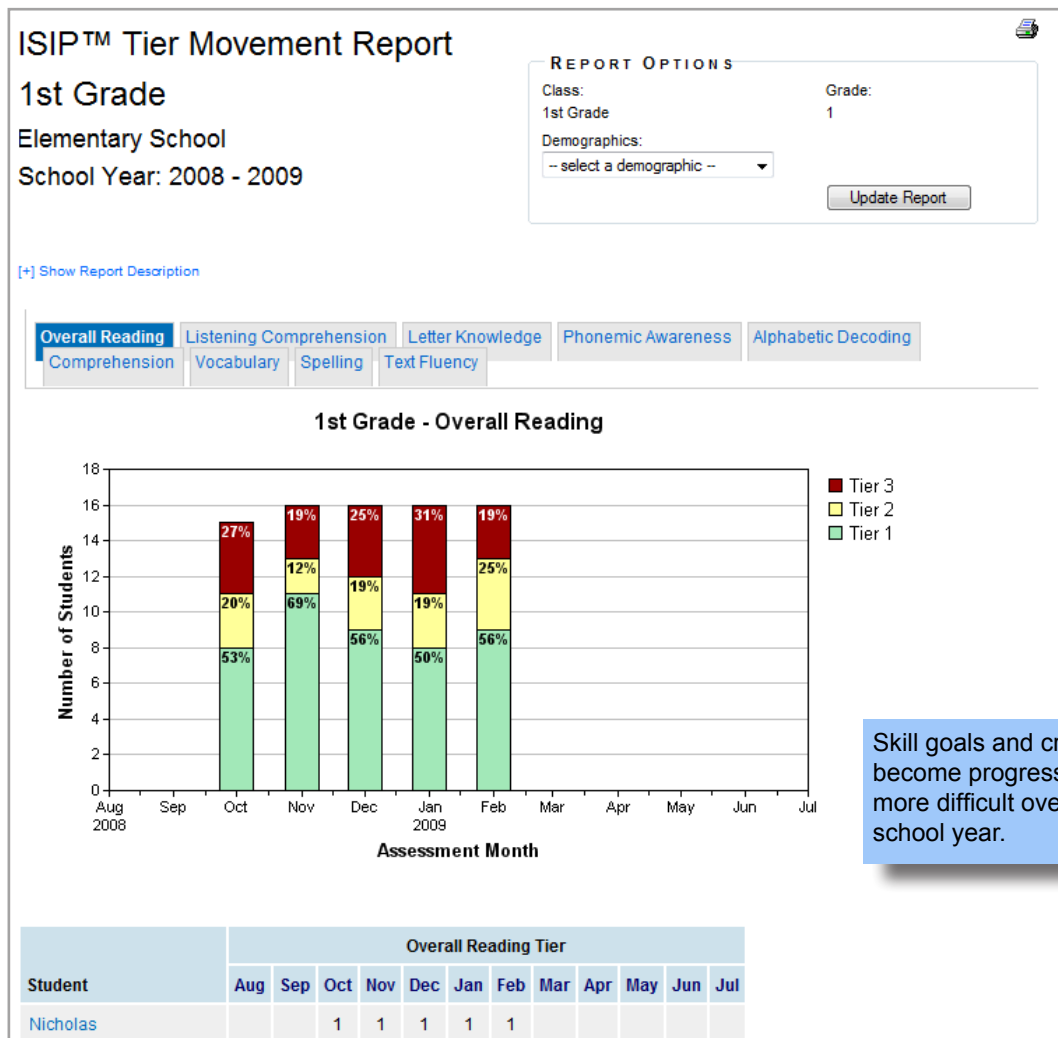
Use this report to:

- Identify skills that need to be emphasized in the classroom.
- Identify students in need of additional support.
- Group students for targeted instruction.

Reports

ISIP Tier Movement

This report shows a comparison of the number and percentage of students who were categorized at each instructional tier of Tier 1, Tier 2, Tier 3 through the current month. Assessments are given each month to monitor growth in these critical skills. Each assessment measures critical skills that are predictive of students learning to read, and identifies those who are in need of more instructional support to be successful. Skill goals and criteria become progressively more difficult over the school year. Individual student tier movement is presented in the table underneath the graph.



To access this report:

- After logging into www.istation.com, click on the Reports link on the left side of the screen.
- Then click Tier Movement link in the ISIP Reports box.

Use this report to:

- Evaluate student growth over the school year.
- Evaluate effectiveness of instructional support.

Reports

ISIP Skill Growth

These reports show each skill assessed and the progress made by the classroom through the current month as measured against performance goals. Skill goals and criteria become progressively more difficult with each assessment period. The values plotted on the graph are the average student performance for the group of students identified. Individual student scores are presented in the table underneath the graph.



To access other skill growth reports, click the appropriate tab at the top of the graph.

Graph represents measure of growth over entire school year.

To access this report:

- After logging into www.istation.com, click on the Reports link on the left side of the screen.
- Then click Skill Growth link in the ISIP Reports box.
- To view other Skill Growth reports, click the appropriate tab at the top of the graph.

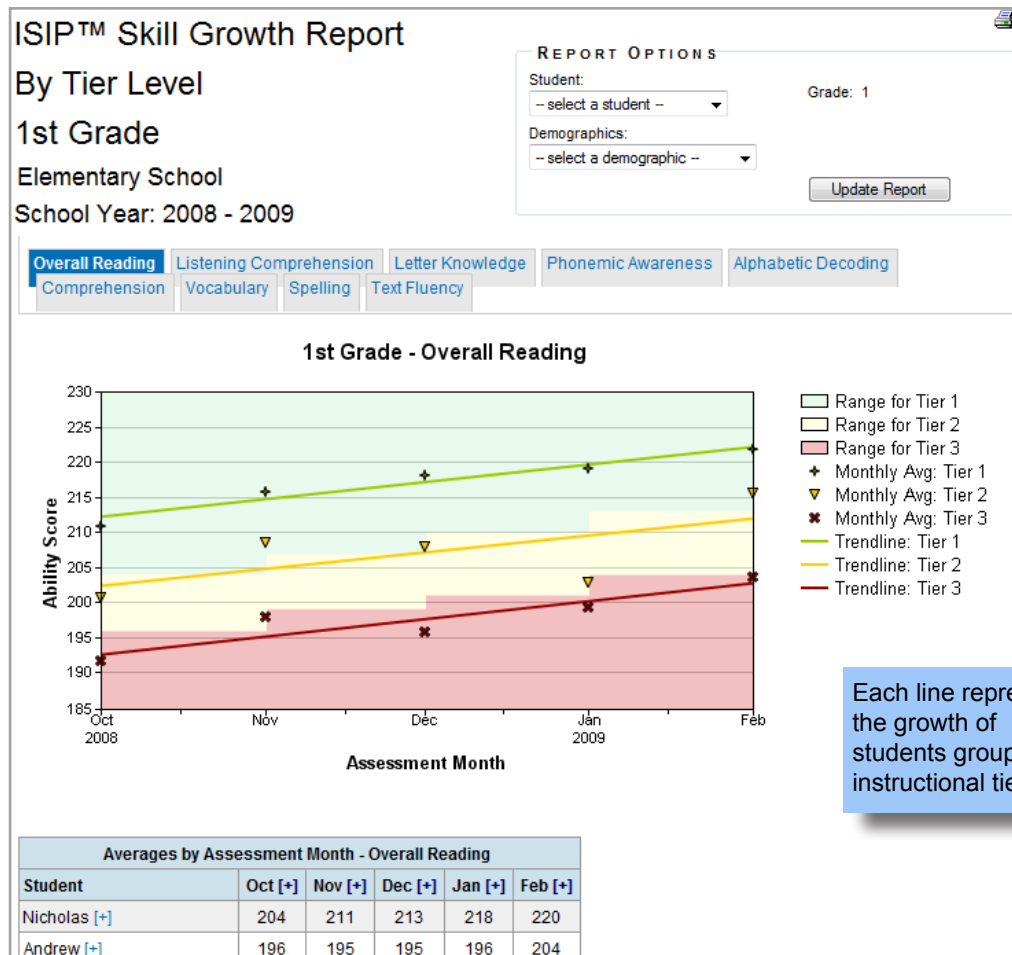
Use this report to:

- Monitor the classroom's progress in skill acquisition.
- Identify level of student support needed.
- Evaluate effectiveness of instructional support.
- Determine the need for whole group instruction.

Reports

ISIP Skill Growth by Tier

These reports show each skill assessed and the progress made by the classroom through the current month as measured against performance goals. Skill goals and criteria become progressively more difficult with each assessment period. The values plotted on the graph are the average student performance for Tier 1, Tier 2 and Tier 3 students. Individual student scores are presented in the table underneath the graph.



To access this report:

- After logging into www.istation.com, click on the Reports link on the left side of the screen.
- Then click Skill Growth by Tier link in the ISIP Reports box.
- To view other Skill Growth reports by tier, click the appropriate tab at the top of the graph.

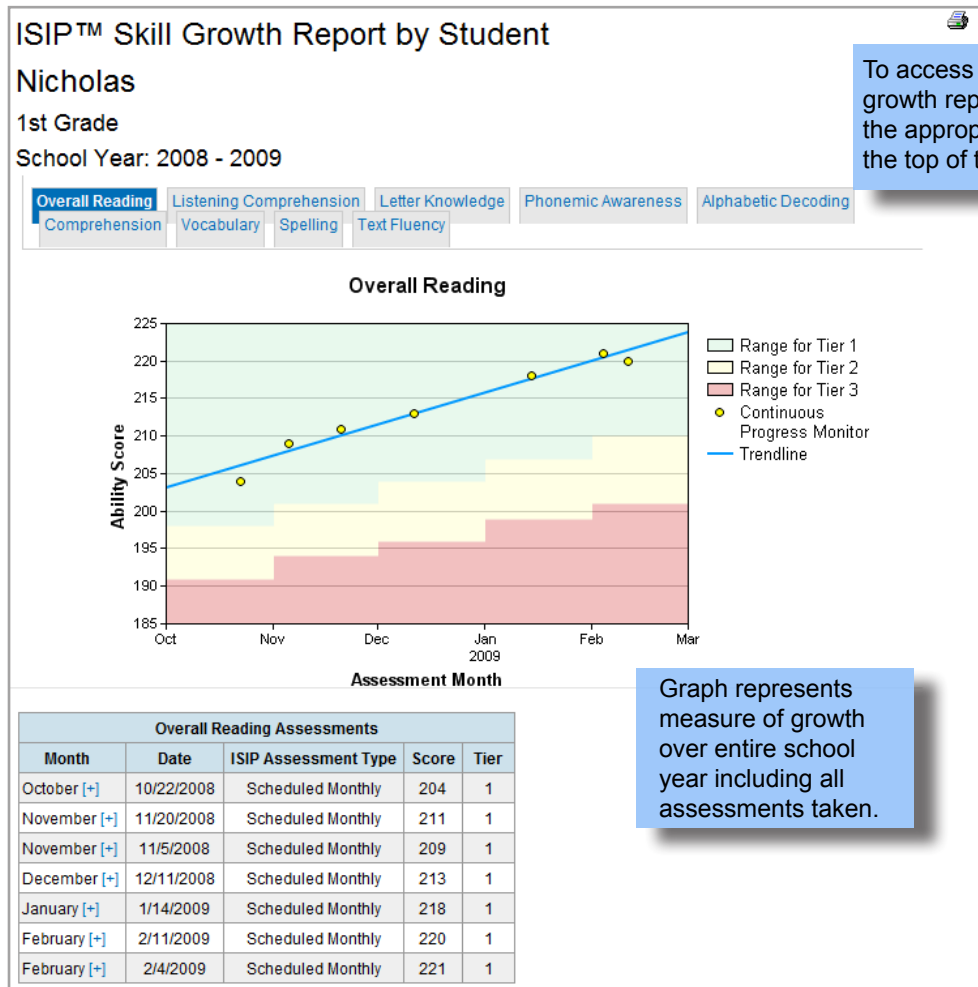
Use this report to:

- Monitor the classroom's tier movement by skill and overall reading ability.
- Monitor the classroom's progress in skill acquisition.
- Identify level of student support needed.
- Evaluate effectiveness of instructional support.

Reports

ISIP Skill Growth Reports by Student

These reports show each skill assessed and the progress made by the student through the current month as measured against performance goals. Skill goals and criteria become progressively more difficult with each assessment period. The values plotted on the graph are the results of all assessments taken in this skill area by the identified student. Individual subtest information is presented in the table underneath the graph.



To access this report:

- From the ISIP Skill Growth by Class report, click on the + next to the student's name.
- To access the student's other skill growth reports, click the appropriate tab at the top of the graph.

Use this report to:

- Identify the level of student support needed.
- Evaluate effectiveness of instructional support.
- Discuss student performance in Parent/Teacher Conferences.

Reports

Priority Report

This report identifies students who will benefit from further intervention and provides links to teacher-directed lessons and supplemental materials. Students are listed on the report if they have demonstrated weaknesses in an ISIP Assessment or lack of progress in skill acquisition in the reading program. Students are grouped by skill to facilitate whole- or small-group instruction. A student history of identified skill weaknesses and interventions is retained. Students will also be identified if they demonstrate excessive logouts and idle time.

Click on the link under Recommended Teacher-Directed Lessons to access the recommended intervention. After administering the intervention, select the checkbox next to the student's name, and click Intervention Lesson Delivered to remove the student from the list. Clicking this button will also document when a student has been given teacher-directed intervention.

Priority Report
1st Grade
Elementary
School Year: 2008 - 2009

[+] Show Report Description

ISIP: READING COMPREHENSION

Name	ISIP Tier Level	Curriculum Status	First Listed on Report	Usage Since (hh:mm)	Current Cycle	Recommended Teacher Directed Lessons
<input type="checkbox"/> Juan [+]	3	X	Thu May 7 2009	0:20	8	Reading Comprehension
<input type="checkbox"/> Michael [+]	3	X	Thu May 7 2009	1:59	9	
<input type="checkbox"/> Kristian [+]	3	X	Thu May 7 2009	3:11	6	
<input type="checkbox"/> Natalie [+]	3	X	Thu May 7 2009	1:10	7	
<input type="checkbox"/> Karla [+]	2	▼	Thu May 7 2009	0:14	8	

Intervention Lesson Delivered

To access this report:

- This report will be displayed on screen upon login to www.istation.com, if there are students currently active on the report.

OR

- Click on the Reports link on the left side of the screen. Then click on the Priority Report link.

Use this report to:


- Select students for small group instruction and obtain teacher-directed lessons and materials.
- Document interventions provided.
- Monitor student performance.
- Discuss student performance with administrators or intervention team.

Reports

Priority Report by Student




This report is a history of identified skill weaknesses for this student for the current and previous school years. The recommended teacher-directed lesson for intervention is listed along with the level of difficulty the student had with the identified skill/s.

If the recommended teacher-directed lessons were delivered as an intervention, and the teacher clicked the Intervention Lesson Delivered button on the Priority report, the date will be listed below.

Priority Report - Student History 

Nicholas
1st Grade
School Year: 2008 - 2009

SCHOOL YEAR 2008/2009

Reason / Teacher Directed Lesson	Curriculum Status	First Listed Date	Date Intervention Lesson was Delivered	Intervention Lesson Delivered By
 ISIP: Timed Reading with Meaning	✘	Mon Feb 23 2009		
 ISIP: Timed Reading with Meaning	✘	Wed Feb 11 2009		
 ISIP: Timed Reading with Meaning	✘	Wed Jan 14 2009		

The date of the intervention was delivered will be included in the student intervention history.

To access this report:

- From the Classroom Priority report, click on the + next to the student's name.

Use this report to:

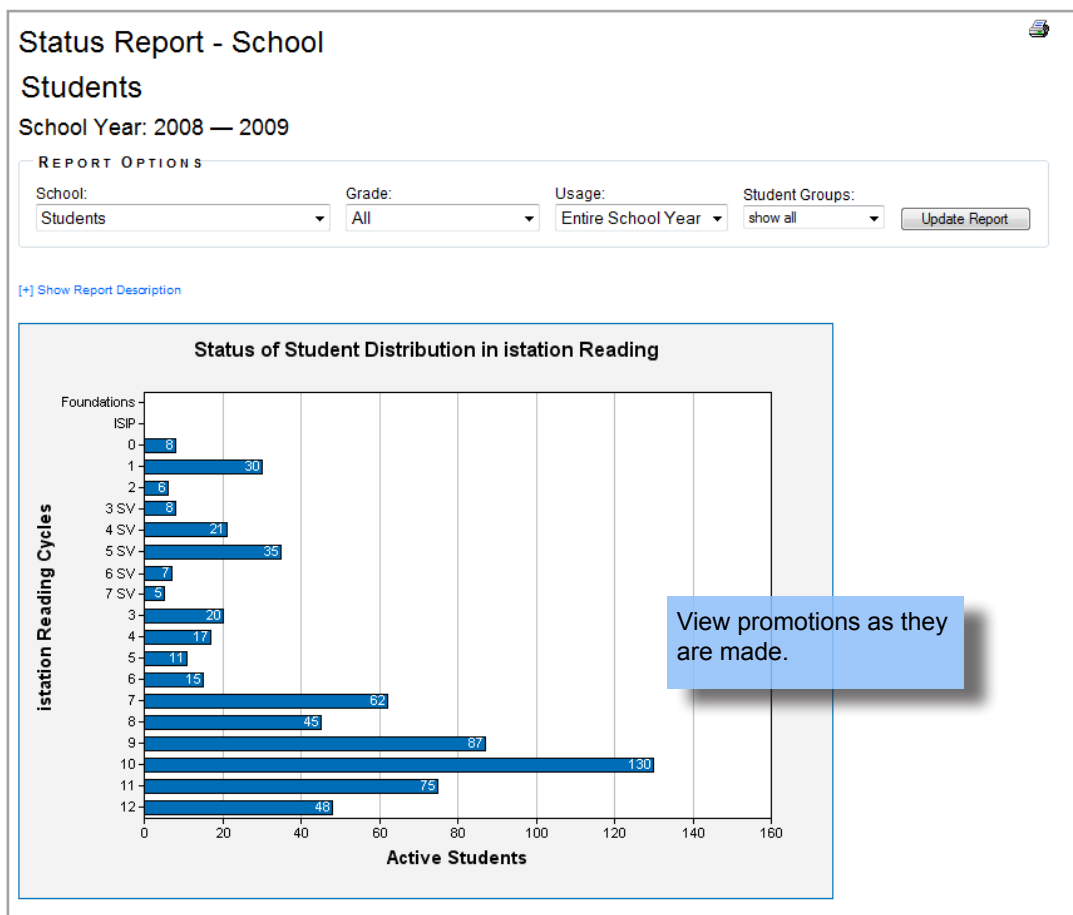
- Document interventions provided.
- Monitor student performance.
- Discuss student performance with administrators and intervention teams.

Reports

Status Report

This report shows student distribution throughout the iStation Reading Program's cycles of instruction. The total number of active students in the reading program and number of active students in each cycle of instruction are reported.

Students are initially placed in a cycle of instruction based on initial ISIP Assessment results. Subsequent ISIP and informal curriculum assessments provide continual data to further differentiate instruction and/or promote students to more difficult cycles to meet their individual needs.



To access this report:

- After logging into www.istation.com, click on the Reports link on the left side of the screen.
- Then click on the Status Report link.

Use this report to:

- Monitor student movement through the reading program.

Reports

Progress Report by Class

The Progress Report by Class shows student progress through the Istation Reading Program's cycles of instruction and each reading area within the cycle. Progress is color-coded to provide an understanding of how students are performing within each cycle and reading area at a glance.

Cycles of instruction move from phonemic awareness skills in the Pre-Reading cycle (PR) to skill applications in the areas of phonics, vocabulary, fluency and comprehension throughout the rest of the program cycles. Students are initially placed in a cycle of instruction based on initial ISIP assessment results. Subsequent ISIP and informal curriculum assessments provide continual data to further differentiate instruction and/or promote students to more difficult cycles to meet their individual needs.

To view further details on student performance in individual skills within a reading area, select a cycle under Program Cycle for these details.

Progress Report by Class													
1st Grade													
Elementary													
School Year: 2008 - 2009													
[+] Show Report Description													
Reading Curriculum													
Select to view progress by cycle: PR 1 2 3 4 5 6 7 8 9 10 11 12													
REPORT OPTIONS													
Reporting period: 2008 / 2009 Student Groups: show all Update Report													
Student Name	Program Cycle												
David	PR	1	2	3	4	5	6	7	8	9	10	11	12
Phonemic Awareness	→	→	→	✓	✓	✓	✓	✓	✓	▶			
Phonics	→	→	→	✓	✓	✓	✓	✓	✓	▶			
Vocabulary	→	→	→	✓	✓	✓	✓	✓	✓	▶			
Comprehension	→	→	→	⚠	✓	⚠	✓	✓	✓	▶			
Classroom Behavior	→	→	→	✓	✓	✓	✓	✓	✓	▶			
Program Usage: Sessions: 63 Minutes/Wk: 52 [+]													
Ashlea	PR	1	2	3	4	5	6	7	8	9	10	11	12
Phonemic Awareness	→	→	→	✓	✓	✓	✓	✓	✓	▶			
Phonics	→	→	→	✓	✓	✓	✓	✓	✓	▶			
Vocabulary	→	→	→	✓	✓	✓	✓	✓	✓	▶			
Comprehension	→	→	→	✓	✓	✓	✓	✓	✓	▶			
Classroom Behavior	→	→	→	✓	✓	✓	✓	✓	✓	▶			
Program Usage: Sessions: 54 Minutes/Wk: 50 [+]													

Report is organized by cycle of instruction and reading areas.

View promotions as they are made.

Status is color-coded to provide an understanding of how students are performing within the cycle.

To access this report:

- After logging into www.istation.com, click on the Reports link on the left side of the screen.
- Then click on the Progress Report by Class link.

Use this report to:

- Monitor student movement through cycles of instruction.
- Monitor student performance through cycles of instruction.
- Identify student skill weaknesses .
- Discuss student performance with administrators and intervention teams.

Reports

Progress Report by Skill

The Progress Report by Skill shows student progress through the Istation Reading Program's cycles of instruction by specified reading areas. Progress is color-coded to provide an understanding of how students are performing in a specific reading within each cycle at a glance.

Performance in a specific reading area can be seen by clicking on the tabs above the chart.

To view further details on student performance in individual skills within a reading area, select a cycle under Program Cycle for these details.

Progress Report by Skill
1st Grade
Elementary
School Year: 2008 - 2009
[+\] Show Report Description](#)

REPORT OPTIONS
Reporting period: 2008 / 2009 Student Groups: show all

Phonemic Awareness Phonics Vocabulary **Comprehension** Classroom Behavior

Reading Curriculum
Report is organized by cycle of instruction.

Select to view progress by cycle: PR 1 2 3 4 5 6 7 8 9 10 11 12

Student Name	Program Cycle												
David	→	→	→	▼	✓	▼	✓	✓	✓	▶			
Ashlea	→	→	→	✓	✓	✓	✓	✓	✓	▶			
Zachery	→	→	→	✓	✓	✓	✓	✓	✓	▶			
Juan	→	→	→	✓	✓	✓	✓	▼	▶				
Mohammad	→	→	→	✓	✓	✓	✓	✓	✓	▶			
Camila	→	→	→	✓	▼	✓	✓	✓	✓	▶			
Deborah	→	→	→	✓	✓	✓	✓	✓	✓	▶			
Phillip	→	→	→	✓	✓	✓	✓	✓	▶				

Status is color-coded to provide an understanding of how students are performing by reading area.

To access this report:

- After logging into www.istation.com, click on the Reports link on the left side of the screen.
- Then click on the Progress Report by Skill link.
- To view other reading areas, click the appropriate tab at the top of the chart.

Use this report to:

- Monitor student performance by specific reading area.
- Identify student skill weaknesses.
- Discuss student performance with administrators and intervention teams.

Reports

Classroom Usage Report

This report shows student usage for the last six weeks. The students listed in this report are sorted and grouped by instructional tiers (Tier 1, Tier 2, and Tier 3) as determined by ISIP assessments. Recommendations for use are made by student and are determined by instructional tier category.

Students not meeting the average week Usage Criteria are categorized by Fair Usage and Insufficient Usage as appropriate. Usage rating is determined based on whether istation is used as a supplemental or intervention reading program. If used to supplement another reading program, the usage requirements are lower. If used for intervention, students will be expected to use istation more minutes per week.

Usage Report - Classroom

1st Grade - 1A
 istation Demo
 School Year: 2008 - 2009

REPORT OPTIONS

Usage Criteria: Supplemental Usage for: 2008 / 2009

[Update Report](#)

[\[+\] Show Report Description](#)

TIER 3

Avg Week Usage Criteria: < 90 minutes < 60 minutes

Usage	Name	This Week		Average Week		Total Usage hh:mm	Total # of Sessions	First Login	Last Login
		Usage (mins)	# of Sessions	Usage (mins)	# of Sessions				
<input checked="" type="checkbox"/>	Aja [+]			42	1.9	8:29	23	10/22/2008	5/21/2009
<input checked="" type="checkbox"/>	Alexander [+]			47	2	28:24	74	8/28/2008	5/21/2009
<input checked="" type="checkbox"/>	Alexis [+]			52	2.4	29:54	84	9/23/2008	5/21/2009
<input checked="" type="checkbox"/>	Bessie [+]			54	2.7	23:18	69	9/23/2008	6/1/2009
<input checked="" type="checkbox"/>	Erica [+]			26	1.2	4:44	12	10/29/2008	2/24/2009
<input checked="" type="checkbox"/>	Jesus [+]			56	2.1	27:27	71	10/21/2008	5/21/2009
<input checked="" type="checkbox"/>	Jose [+]			41	1.7	6:34	18	10/22/2008	5/21/2009

TIER 2

Avg Week Usage Criteria: < 60 minutes < 30 minutes

Usage	Name	This Week		Average Week		Total Usage hh:mm	Total # of Sessions	First Login	Last Login
		Usage (mins)	# of Sessions	Usage (mins)	# of Sessions				
<input type="checkbox"/>	Alyssa [+]			46	2.1	17:08	49	9/23/2008	5/21/2009
<input type="checkbox"/>	Dylan [+]			38	2.1	32:03	94	10/2/2008	5/21/2009
<input type="checkbox"/>	Henry [+]			72	2.9	37:05	97	8/28/2008	5/28/2009
<input type="checkbox"/>	Kenleone [+]			34	1.4	26:52	76	9/23/2008	5/28/2009
<input type="checkbox"/>	Mobila [+]			48	1.8	34:06	94	8/29/2008	5/21/2009
<input type="checkbox"/>	Nicholas [+]			47	2.2	27:20	74	9/29/2008	6/1/2009

Select Usage Criteria in the drop down menu in the Report Options box, then click Update Report.

To access this report:

- After logging into www.istation.com, click on the Reports link on the left side of the screen.
- Then click on the Usage link.

Use this report to:

- Prioritize student time on istation Reading when access to computers is limited.
- Evaluate student usage plan.

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Reports


Summary Report

This report provides student performance data from the most recently completed ISIP assessment and informal curriculum assessments. Students are grouped by ISIP instructional tiers.

Skill performance results are provided from the informal curriculum assessments and practice activities in the following areas: phonemic awareness, phonics, vocabulary, and comprehension.

Trends in student performance are color coded to provide an understanding of performance at a glance.

Individual student summaries may be viewed by clicking the student's name. Student Summary Handouts are available to print for the entire class by clicking on the link under Related Reports.

Summary Report - Classroom 

1st Grade - 1A

istation Demo

School Year: 2008 - 2009

[\[+\] Show Report Description](#)

TIER 3

Name	ISIP (overall ability)	Average Weekly Usage (hours)	Current Cycle	Recent Curriculum Status				
				Phonemic Awareness	Phonics	Vocabulary	Comprehension	Classroom Behavior
Aja [+]	204	8.5	4	✓	✓	✓	✓	✓
Alexander [+]	198	28.4	8	✓	✓	✓	✓	✓
Alexis [+]	198	29.9	7	✓	✓	✓	✓	✓
Bessie [+]	204	23.3	7	✓	✓	✓	✓	✓
Erica, [+]	204	4.7	3	✓	✓	✓	✓	✓
Jesus [+]	206	27.4	8	✓	✓	✓	✓	✓
Jose [+]	199	6.6	2	✓	✓	✓		✓

TIER 2

Name	ISIP (overall ability)	Average Weekly Usage (hours)	Current Cycle	Recent Curriculum Status				
				Phonemic Awareness	Phonics	Vocabulary	Comprehension	Classroom Behavior
Alyssa [+]	207	17.1	6	✓	✓	✗	▼	✓
Dvian [+]	208	32	7	✓	✓	✓	▼	✓
One [+]	207	37.1	9		✓	✗	▼	✓
One [+]	208	26.9	7	✓	✓	✓	✓	✓
Mobila [+]	211	34.1	5	✓	✓	✓	✓	✓
Nicholas [+]	208	27.3	7	✓	✓	✓	✓	✓

Skill performance results on cycle-based curriculum assessments and practice activities

Most recent overall reading ability score on ISIP assessments

To access this report:

- After logging into www.istation.com, click on the Reports link on the left side of the screen.
- Then click on the Summary link.

Use this report to:

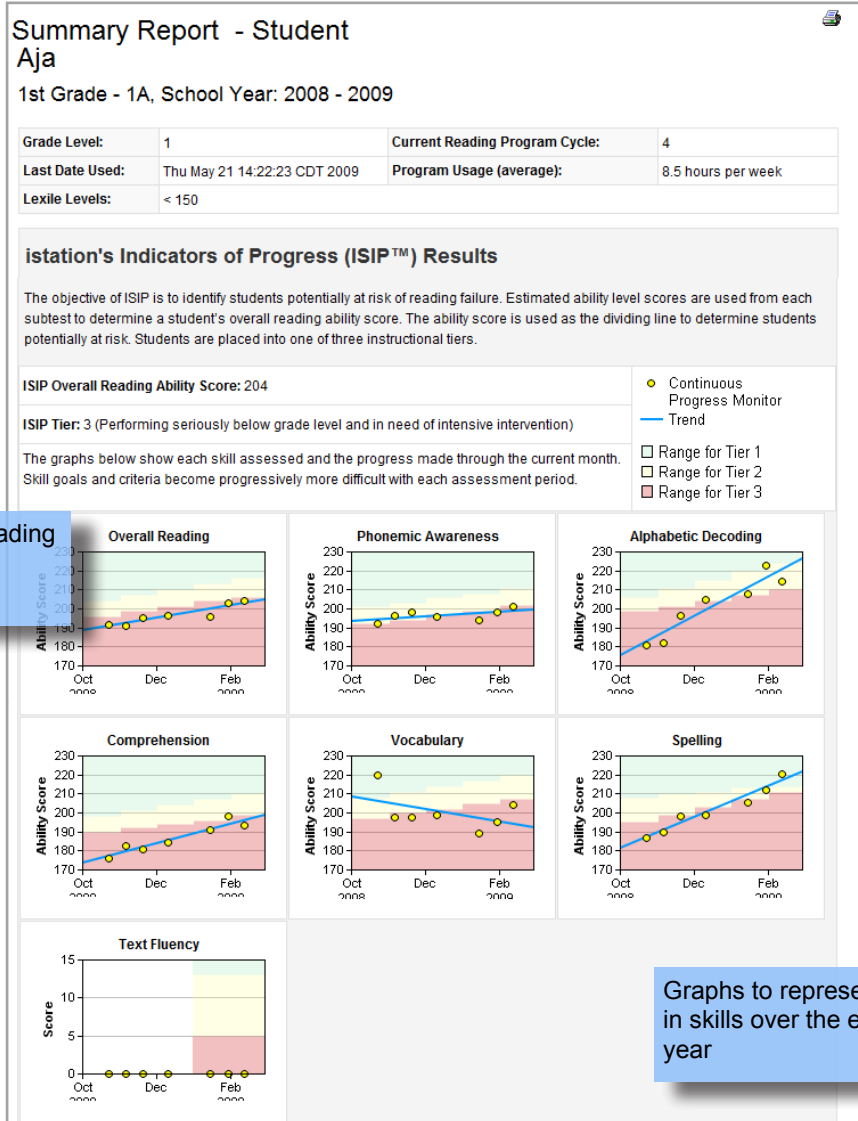
- Identify skill weaknesses that need to be emphasized in the classroom.
- Identify students in need of additional support.
- Group students for small group instruction.

Reports

Student Summary Report

This report provides summary of student performance for the current school year. All completed ISIP assessments, current Priority Report alerts, and usage information are provided on this report.

Student Summary Handouts are available to print for the entire class by clicking on the link under Related Reports from the Classroom Summary Report.



Most recent overall reading ability score on ISIP assessments

Graphs to represent growth in skills over the entire school year

To access this report:

- From the Classroom Summary report, click on the + next to the student's name.

Use this report to:

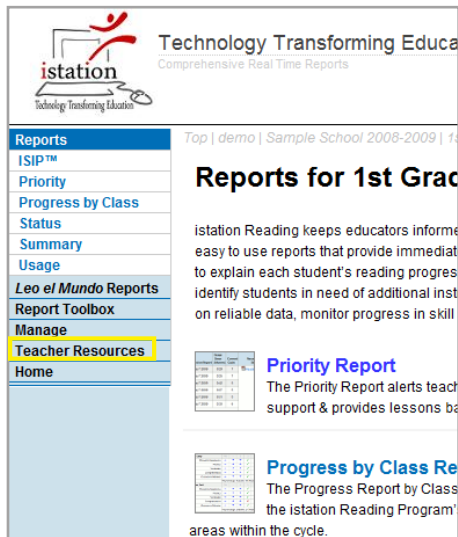
- Evaluate the student's intervention plan.
- Identify student's skill weaknesses.
- Discuss student performance with administrators and intervention teams.
- Print to use and plan for Parent/Teacher conferences.

Teacher Resources


Teacher Resources

Teacher Resources can be accessed by logging into the Web site at www.istation.com. **Note:** See login instructions on pg. 6 of this guide.

Once you have logged into the Web site, click on **Teacher Resources** on the far left side of the screen. This will open an additional window for Teacher Resources where you may access the following:



- **Teacher's Manual**
- **Teacher-Directed Lessons**
- **Books**
- **Passages**
- **Word Cards**
- **Alliterative Stories and Poems**
- **Materials**
- **User Guide**



Teacher Resources

Welcome to istation's Teacher Resources.


Because teaching reading is a challenge, this resource was designed to provide research based instruction in an easy to use format. We have assembled tools, lessons and materials that can be used to differentiate instruction in the classroom and to help students become better readers.

Here, you will find teacher support materials for use with The Imagination Station Reading and Intervention program. These materials provide information on the instructional design, implementation and usage guidelines for The Imagination Station.

You will also find comprehensive Teacher Directed Lessons and Materials that reinforce and extend the skills assessed and taught in The Imagination Station. A rich mix of differentiated approaches and leveled reading material provides formats for all types of learners. Innovative ways to use these resources are provided to energize classroom practice.

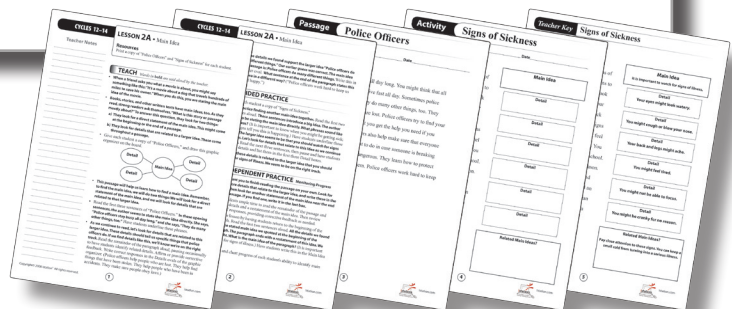
We regularly add new content, so be sure to check this page often and look for *What's New*.

All istation Teacher Resources are available in PDF format. To read them, please be sure to have Adobe® Reader® on your computer. Click the graphic below to download.



Teacher Resources

- [Teacher's Manual](#)
- [User's Guide](#)
- [Quick Guide](#)
- [Report's Quick Guide](#)
- [Grade Level Scope and Sequence](#)
- [Skill Trace](#)
- [Pronunciation Guide](#)
- [Teacher Directed Lessons](#)
 - [ISIP™ Interventions](#)
 - [Skills-based Interventions](#)
 - [Cycle-based Interventions](#)
- [Books](#)
- [Passages](#)
- [Alliterative Stories and Poems](#)
- [Materials](#)
- [Word Masters Spelling Game](#)
- [Classroom Decorations and Handouts](#)
- [Parent Letters](#)



Download Instructions

Installation for Windows

NOTE XP Users: You must be logged in as an Administrator (with Administrator rights) to the computer(s) on which you are installing the istation Reading Program.

1. Go to the Web site at www.istation.com.
2. Click the **istation Support icon** in the top right corner of the page.
3. Click **Download istation** in the top center of the white section of the page.
4. Click **Download for Windows**.
5. Click **Run** or **Open**.
6. Click **Run** again, if that is an option. (In Vista, select Allow to install.)
7. Click **Install** to accept the Default directory.
8. Click **Next** to accept the Default installation.
9. The program should run automatically. If not, minimize the Web site and click on The Imagination Station icon to start.
10. Type your **school domain** in the Default Domain box, if it is not automatically supplied.
NOTE: Do not type in the Peer Group area, if that is an option.
11. Click **OK**. The application will automatically restart.
12. Type your **username** and **password**.
13. Leave the application running while you install other computers on the network by repeating the steps above. This will allow installations on other computers to skip step 10 and automatically configure the domain information.
14. Click **OK** to begin using the istation Reading Program.

If you do not know your domain, username, or password, contact a Support Services technician at: **972-643-3440 and press 2**, or **1-866-883-7323 and press 2**, or email support@istation.com.

Download Instructions

Advanced Installation for Windows

NOTE XP Users: You must be logged in as an Administrator (with Administrator rights) to the computer(s) on which you are installing the istation Reading Program.

1. Go to the Web site at www.istation.com.
2. Click the **istation Support** icon in the top right corner of the page.
3. Click **Download istation** in the top center of the white section of the page.
4. Click **Download for Windows**.
5. Click **Run** or **Open**.
6. Click **Run** again, if that is an option. (In Vista, select Allow to install.)
7. Click **Install** to accept the Default directory.
8. Choose the **Advanced Install** option and click **Next** to accept the installation.
9. Type your **school domain** in the domain field, if it is not automatically supplied.
NOTE: Do not type in the Peer Group area, if that is an option.
10. Check both the box for **Run the Imagination Station** and **Download all assets**.
11. Click **OK**. The application will automatically restart.
12. Type your **username** and **password**.
13. Leave the application running while you install other computers on the network by repeating the steps above. This will allow installations on other computers to skip step 9 and automatically configure the domain information.
14. Click **OK** to begin using the istation Reading Program.

If you do not know your domain, username, or password, contact a Support Services technician at: **972-643-3440 and press 2**, or **1-866-883-7323 and press 2**, or email support@istation.com.

Download Instructions

Installation for Mac

1. To install the istation Reading Program, you should first log into the **Macintosh** as a user who has administrative privileges.

NOTE: *Attempting to install as a user who does not have administrative privileges will prevent you from putting the istation Reading Program into Applications in steps 6 and 7, and other users will not be able to run the istation Reading Program.*

2. Open your Safari browser and go to the Web site at www.istation.com.
3. Click the **istation Support** icon in the top right corner of the page.
4. Click **Download istation** in the top center of the white section of the page.
5. Click **Download for Macintosh** link.

On Mac OSX 10.3/10.4: The istation Reading Program application will have been downloaded to your Desktop.

On Mac OSX 10.5: The istation Reading Program application will have been downloaded to your Downloads folder. The **Download** list should have been opened in a separate window, displaying The Imagination Station icon along with the other items that have been downloaded on your computer. Move The Imagination Station to your Desktop by completing the following two steps:

- a. Click on the **Show in Finder** icon (magnifying glass) to open the **Download Directory**.
- b. Then click on the **The Imagination Station** icon in the **Download Directory** and drag the icon to the **Desktop**.

6. If you logged in as a user with administration privileges, you may move The Imagination Station into the Applications directory, if you wish to allow other users of the computer to access it. To do so, perform the following two steps:
7. Open the **Finder**, and navigate to the **Applications directory**, located within Macintosh HD.
8. You may now click the icon for **The Imagination Station** on the Desktop, and drag the icon into the **Applications directory**.
9. To run the istation Reading Program, double-click **The Imagination Station icon**.
10. Type your **school domain** in the Default Domain box, if it is not automatically supplied.

NOTE: *Do not type in the Peer Group area, if that is an option.*

11. Click **OK**.
12. Click **OK** on the message box that instructs to restart The Imagination Station.
13. Double-click The Imagination Station icon again.
14. Type your **username** and **password**.
15. Leave the application running while you install other computers on the network by repeating the steps above. This will allow installations on other computers to skip step 13 and automatically configure the domain information.
16. Click **OK** to begin using the istation Reading Program.

If you do not know your domain, user name, or password, contact a Support Services technician at:

972-643-3440 and press 2, or 1-866-883-7323 and press 2, or email support@istation.com.

User name: _____

Password: _____



Contact Us:

For Sales, Support, or Training

Toll free: 1-866-883-7323

Web Site: www.istation.com

Email: support@istation.com