

## Mid-Year Checklist: Academy of READING® & Academy of MATH®

After a long holiday break both students and teachers need a review of AutoSkill programs. Use this checklist as a resource to ensure that you and your students get back on track and are prepared for success in the second half of the school year.

### Logistics

- Scheduling
  - Are you meeting the suggested criteria of at least three sessions a week?
- Technical Infrastructure
  - Are all machines working properly?
  - Are headphones working properly?
  - Do students know how to control the volume?

### Classroom/Lab Environment

- Teacher Interventions
  - Have you been monitoring student progress during or after students have used the program?
  - Have you been printing out the class snapshot report? Have you viewed and evaluated the class average for the following areas:
    - What % of the program has been completed and are there students in your class who are not getting the recommended levels of usage?
    - How many skills have been mastered? Which student has mastered the most skills; which student has mastered the least? *Look at the training details of the students with the lowest number of mastered skill and provide additional support to those students.*
    - How much time in the program has your class spent? Time in program is the total time logged into the program
    - How much time on task are the students getting? Time on task is when students are answering questions as part of practice or training. In most instances, time on task should be around 50% of time in program.
    - How many average sessions per week are being calculated? The target is normally three sessions.
    - How much average time on task per week has been spent in the program? A student who uses the program 3 times a week, for 30 minutes each period, should have an average of 30 minutes of time on task per week.
  - When a student is assigned a Teacher Time, have you been assessing the situation and giving individual assistance before clearing the Teacher Time?
  - Are you modifying mastery criteria when necessary?
    - In the Academy of READING, after reviewing the trial details for students who have been on a skill for over 35 trials, were modifications made to the mastery criteria that might help the student move on to the next skill?

- In the Academy of MATH, after reviewing the trial details for students who have been on a skill for over 12 trials, were modifications made to the mastery criteria that might help the student move on to the next skill?

**Note:** *Students that have had a mastery criteria change will redo that skill automatically at the default mastery criteria when they have completed the stream on which they are working.*

- Motivational Strategies

- Is the Achievement Poster displayed?
- Are character stickers being used as rewards?
- Are certificates being printed and displayed?
- Are the checklists being used to track student progress?
- Do students have notebooks or folders (for use with the Academy of MATH)?
- Are you using other motivational strategies?

- Observing Student Training

- Are students engaged?
- Do students understand the purpose of the program?
- How is support/intervention being handled for students having difficulty?
- Can students interpret progress charts and graphs?

## Evaluating the Program

What's Going Well?

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Areas of Improvement

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New Year Resolutions

List 2 resolutions that will help improve your implementation; *(i.e.) I will focus on the progress of three students each session by reviewing their overall progress in the program.*

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