



We are pleased to announce the introduction of SuccessMaker software to St. Gabriel School. Every student at St. Gabriel has access to the SuccessMaker Computer-Assisted-Instruction Program at least once a week. This program is made available to them in the computer lab and library media center, and additionally in their homerooms at teacher discretion. All students in grades K-8 are enrolled in grade appropriate reading and math courses, and students in grades 2-8 are also enrolled in a spelling course. The reading and spelling courses support instruction in fundamental skills and strategies. The mathematics course supports the development and maintenance of essential concepts, strategies, and skills in mathematics instruction. Most educators will tell you it takes a long time to figure out what a student knows and does not know, and even more time is required to give students an individualized path for learning. With the limited time teachers have to give individualized instruction to students in the classroom, a program like SuccessMaker is just what the doctor ordered!

SuccessMaker® Enterprise is a learning environment that offers a powerful combination of management system, assessment, and curriculum resources to provide administrators, teachers, and students with tools to improve academic performance. Educators use SuccessMaker to support classroom instruction and increase student achievement. With strong bases of both underlying and effectiveness research, SuccessMaker can help St. Gabriel provide individualized, targeted instruction to help your child(ren) reach their greatest potential.

SuccessMaker offers the core learning students need, with 6,000 hours of standards-based reading/language arts, mathematics, and English language development. It also provides cross content learning, with science and social studies lessons incorporated into the math and reading curriculum.

SuccessMaker individualizes instruction to the specific needs of each student by:

- Automatically presenting instruction at the level at which a student is ready to learn—a level neither too easy nor too difficult—creating a successful learning experience
- Adjusting the presentation of content to find the optimal sequence of instruction based on student response
- Guiding learning by employing a variety of instructional strategies when a student has difficulty and providing multiple opportunities to master each concept
- Periodically activating retention checks during the learning process to ensure retention of previously presented skills
- Emphasizing specific content areas where students need to focus.
- Reporting powerful data to identify student areas of difficulty and help teachers effectively target instruction

The reports you receive periodically from your child's teacher, will let you see how your child is doing. All students go through IPM for each class they are enrolled in, that requires them to respond to over 300 questions before they are placed at a level individualized specifically for their ability. After IPM is completed, the reports will tell you at what overall level your child is performing, further break it down to skill levels in specific math, reading, and spelling strands, and inform you of your child's area(s) of difficulty.

Below are a list of some of the terms you may see on one or more of your reports and what they mean:

- Initial Placement Motion (IPM): Time frame given to the computer to adjust the starting level of the student in a course according to the prior knowledge of the student
- Gain since IPM: A measure of student's exposure to content in a course after IPM completion; their increase in level since placement
- Current Course Level: An index of a where a student is working currently in the course.
- Percentage of skills mastered: A score greater than 90% indicates reasonable performance
- *** Asterisks mean data is not yet available; (in spelling) game scores should not be used for evaluation
- Starting level – the level at which the student was manually enrolled to begin the IPM (generally their grade level)
- Session length – how long an individual session lasts in a course; usually 10-18 minutes per course
- TOP – means a student has maxed out / completed this course or a particular strand in a course
- Skills in Delayed/ 1st Delayed / 2nd Delayed Presentation – skills a student is having a difficult time with; so much so that their presentation has been delayed to a later time so as not to frustrate the learner; in 2nd delayed they have been attempted for a second time and still present a challenge for the student
- NA – not active at this time
- CRI – computation retention index
- --- strand is on but level not yet reached or data not available or applicable
- NAI – not active during IPM
- Strand Level – beginning/starting level for a particular skill/strand within a course; will not begin until student has reached that level