



Getting Started Guide



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# ABOUT THIS GUIDE

The Imagine Learning Getting Started Guide provides everything that you need to know to successfully implement and use Imagine Learning at your school. This guide is written for school administrators who make decisions on how to set up Imagine Learning, IT personnel who are responsible for setting up and implementing Imagine Learning, and teachers who manage and monitor students as they use Imagine Learning.

In this guide, you'll learn about the Imagine Learning experience, including the breadth and depth of curriculum and the instructional methodologies that make Imagine Learning effective. You'll learn how much time and how often your students should use Imagine Learning in order to have the best possible experience. You'll also learn about Imagine Manager, the Imagine Learning management system, and how to set up and manage your schools, classrooms, and students. Lastly, you'll learn how to track student progress using reports and how to use Imagine Learning resources to enhance your students' experience with Imagine Learning.

For additional help with Imagine Learning, you can access the *Getting Started Guide*, along with other resources such as video tutorials, through Imagine Manager. The *Getting Started Guide* available through Imagine Manager will always contain the most recent information for your software version. For more information on how to access these resources, see ["About resources" on page 71](#).





## Understanding the Imagine Learning experience

Imagine Learning is your own classroom language and literacy tutor, providing one-on-one instruction adapted to your student's learning levels. Imagine Learning is a supplemental program designed to aid and enrich the learning experience of the classroom. Imagine Learning is available on desktop and iPad.

Imagine Learning also offers Imagine Learning Español. Imagine Learning Español is a program designed to build language and literacy proficiency in Spanish for students in younger grades. The following diagram outlines the curriculum that best fits students at specific proficiency levels.

	Grade Level Equivalency							
	Pre-K	K	1	2	3	4	5	6
<b>Imagine Learning®</b>								
<b>Imagine Learning® Español.</b>								

These sections explain the breadth of the Imagine Learning curriculum, the instructional and assessment methodologies Imagine Learning uses, and how to best implement Imagine Learning in your school or class room.

- ["Curriculum overview" on page 1](#)
- ["Instructional strategies" on page 2](#)
- ["Implementation" on page 4](#)

## Curriculum overview

Imagine Learning offers a comprehensive language and literacy curriculum to help students learn the skills they need to succeed. Imagine Learning teaches skills in these curriculum areas:

Curriculum area	Description
<b>Print concepts</b>	Students learn letter names, letter sounds, and how to write each letter. Students play activities and listen to songs that reinforce letter names and help build automaticity in identifying letters.
<b>Phonological awareness</b>	Students learn phonological awareness through rhyming, sounding, blending phonemes, and segmenting phonemes.
<b>Speaking &amp; listening</b>	Students learn important speech concepts through songs, chants, and practice conversation. Students also record themselves speaking to help evaluate their progress in speaking English.

Curriculum area	Description
<b>Phonics and word recognition</b>	Students learn phonics rules that prepare them to learn how to spell regularly-spelled words. Students also practice high-frequency words to help them recognize words in context while reading.
<b>Basic vocabulary</b>	Students learn nouns, verbs, adjectives, adverbs, and prepositions for simple subjects like animals, clothes, and food.
<b>Reading lessons</b>	Students learn to read with read-along books, beginning books, and leveled texts.
<b>Spelling</b>	Students learn to spell regularly-spelled words and recognize word family patterns.
<b>Comprehension</b>	Students learn specific comprehension skills such as informational text features, main idea, compare and contrast (for both literature and informational text), literal questions, inferential questions, story map, and vocabulary. Students receive instruction on these comprehension skills and then read stories or passages to practice these skills.
<b>Academic vocabulary</b>	Students learn nouns, verbs, adjectives, adverbs, and prepositions for domain-specific subjects like Math, Science, and Language Arts.
<b>Grammar</b>	Students learn important grammar concepts about the English language, including sentence structure, tense, plurals, question words, articles, and more.

## Instructional strategies

Imagine Learning employs several instructional strategies to ensure that students get the most out of their time in the curriculum. Sequenced activities, placement tests, and formative assessments all work together to provide a specialized learning path for each student so that they only receive the curriculum that they need. Imagine Learning also provides native language support (or "first language" support) during instruction to help English Language Learners.

### Sequencing of activities

Imagine Learning uses placement and assessment data to create an individualized student sequence that controls which activities students see when they use Imagine Learning. The individualized student sequence assigns instructional activities, guided and independent practice activities, and assessment activities to students for each skill that they are learning. The individualized student sequence also allows students to review any skills that they have learned previously and see their overall progress.

This individualized sequence continually adapts to your student's changing needs and tailors the curriculum to each student. By giving students a unique order of activities based on academic history within Imagine Learning, students can test out of skills that they already know or play reteaching activities for skills that they struggle with. This individualized student sequence also uses past student scores to assign activities at the appropriate level of difficulty, and increases the level of difficulty as students progress.

The individualized student sequence ensures that students receive curriculum at the right time by assigning grade level-appropriate activities and by ensuring that skills are learned in a logical and progressive order. The student sequence also helps reduce cognitive load by varying the curriculum that students receive.

## Placing students in the curriculum

Imagine Learning creates an individualized student sequence (see "[Sequencing of activities](#)" on page 2) that constantly evaluates student progress so that students are assigned activities at the appropriate level of difficulty. Imagine Learning uses initial placement scores and formative assessments to create each student's individualized sequence and to place them within the curriculum.

### Placing students initially in Imagine Learning

When students first begin using Imagine Learning, they take an initial placement test to determine which skills they need to learn and which activities should be assigned to them. The placement test is adaptive, so it tests students on basic skills and then uses those scores to determine how to test students on more intermediate skills. When students finish the placement test, their scores are used to make instructional assignments, including selecting the appropriate level of difficulty for each curriculum area, and determining the best starting point within a curriculum area. The initial placement test assesses these curriculum areas: beginning books comprehension, grammar, letter recognition, listening comprehension, leveled text comprehension, vocabulary knowledge, and word recognition. The initial placement test works hand-in-hand with formative assessments that are given throughout the curriculum so that students receive the instruction that they need.



Teachers may administer an interim assessment test by reassigning the initial placement test as the student completes more curriculum. However, the initial placement test is designed to place students efficiently within the Imagine Learning curriculum, not to comprehensively assess all aspects of English language development or literacy skills. Thus, the initial placement test does not optimally support comparing a student's initial placement test results with their interim test results as a measure of academic growth. For other ways to view student growth, see "[Using reports](#)" on page 43.

### Formative assessments

Formative assessments work together with the initial placement test to identify a student's placement, monitor performance, and adjust instruction so that each student gets individualized and relevant instruction. Imagine Learning provides checkpoints to help continually assess a student's progress. A checkpoint refers to a placement assessment where Imagine Learning makes decisions about a student's individualized instruction. There are two types of checkpoints: Predictive Checkpoints and Evaluative Checkpoints.

Checkpoint type	Description
<b>Predictive checkpoint</b>	Predictive checkpoints determine if a student needs an upcoming section of the curriculum. This checkpoint uses previous scores to establish proficiency or, if previous scores are inconclusive, administers a pretest prior to administering the next section of curriculum. The pretest score then determines whether the student needs the upcoming lesson.
<b>Evaluative checkpoint</b>	Evaluative checkpoints analyze a student's ongoing performance throughout the curriculum and adjust or remediate the student's path when necessary. This checkpoint looks back at prior work to determine how much scaffolding or additional practice should be administered.

## Supporting first-languages

For students who are English Language Learners, Imagine Learning provides language support in the student's native language (or "first-language") to help them feel more comfortable and learn quickly. Imagine Learning currently provides first-language audio support in these 15 languages:

- Arabic
- Cantonese
- French
- Haitian Creole
- Hmong
- Japanese
- Korean
- Mandarin
- Marshallese
- Portuguese
- Russian
- Somali
- Spanish
- Tagalog
- Vietnamese

Imagine Learning provides first-language support using direct vocabulary translations, giving instructional audio in the student's first-language, providing new sounds instruction, and giving instructional feedback. When first-language support is enabled for a student, Imagine Learning provides instructional audio in the student's first-language the first time that the student hears the instruction. When the student hears the instruction a second or third time, the instruction is played in English, but the student has the option to translate the audio if necessary. After the student hears the instructional audio a third time, they only hear the instruction in English, unless they pause for a long time before clicking. When the student pauses, they will hear the instruction again in their first language.

## Implementation

In order to maximize student learning, it is important that students use Imagine Learning regularly. The best way to ensure that students get the time that they need in Imagine Learning is to create a usage schedule for your classroom. Studies show that observing recommended usage guidelines provides the best learning outcome for your student. The Imagine Rewards and Imagine Nation programs also reward teachers and students for meeting and exceeding recommended usage guidelines.

## Adpoting recommended usage

Imagine Learning, Inc. recommends that students use Imagine Learning 90-100 minutes per week. Session times should be 20-30 minutes long. Imagine Learning recommends that student sessions do not exceed 30 minutes.

Work with your school administrators to find a schedule that works for your students and your classroom. You can use these sample schedules to achieve the recommended weekly usage for a single student or for a classroom of students in a computer lab.

Scheduling Suggestion	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Total
<b>Schedule #1</b>	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes	100 minutes
<b>Schedule #2</b>	25 minutes	25 minutes	25 minutes	25 minutes	Whole group instruction	100 minutes
<b>Schedule #3</b>	25 minutes + small group 1	25 minutes + small group 2	25 minutes + small group 3	25 minutes + small group 4	25 minutes + small group 5	100 minutes



For more scheduling resources, as well as suggestions on how to use Imagine Learning in a blended learning environment, visit Imagine Learning's blog, [Imagine This!](http://www.imaginelearning.com/blog) (at [www.imaginelearning.com/blog](http://www.imaginelearning.com/blog)).

## Earning rewards for using Imagine Learning

Imagine Learning wants to reward you for using Imagine Learning! You can earn rewards for using Imagine Learning in two ways: through the Imagine Rewards and Imagine Nation programs.

### Imagine Rewards

With Imagine Rewards, you can earn points every time your students use Imagine Learning. Imagine Learning automatically tracks the amount of time that the students in your class use Imagine Learning. One minute equals one Imagine Rewards point. For the first 30 days after you sign up for the Imagine Rewards program, you can earn double points!

### To sign up for Imagine Rewards

1. Log in to Imagine Manager.
2. In the right column, click **Sign Up** under Imagine Rewards.  
A new browser tab opens with the Imagine Rewards login screen.
3. Click **Sign Up**.
4. Complete the registration form and click **Create Account**.
5. After you create your Imagine Rewards account, you must link it to your Imagine Manager account to automatically track your points. To link your Imagine Rewards account to your Imagine Learning account, wait until your Imagine Learning Server updates. This typically occurs nightly between midnight and 5 a.m.

Home | Program Overview | Success Stories | Product Demo | About Us | Contact Us

Rewards Home | Sign Up | Log In

**Imagine Learning Teachers**

### Registration almost complete

You must log in to your Imagine Rewards account through Imagine Manager for us to track student usage and award you points. Once we have linked the two accounts, you may access your Rewards account on any computer with Internet access. To link your account and complete your registration, please do the following:

1. On a computer with Imagine Learning installed, click the Imagine Manager icon.
2. Log in to Imagine Manager using your own login and password. Do not log in as Administrator.
3. Click the Imagine Rewards button (*Note: In newer versions of Imagine Learning, click the Sign Up button in the Imagine Rewards section*). A unique Rewards homepage will open in a Web browser. Log in to your Imagine Rewards account to automatically link your Rewards account with your Manager account. This will complete your registration.

**Note:** If your school computer does not have access to the Internet, copy the exact URL from the Web browser that opens in Step 3. You can then paste this URL into a Web browser at home or another location with Internet access to complete your registration.

Rewards Home | Sign Up | Log In | Contact Us

6. Log in to Imagine Manager.

7. Click **Sign Up** again.
8. Click **Log In**.
9. Enter your Imagine Rewards username and password (not your Imagine Manager username and password), and click **Log In**.

Your Imagine Manager account and Imagine Rewards account are now linked, and the number of points you've accumulated appear in the right sidebar of the Imagine Manager Home page.

You can check your point balance and redeem rewards at any time by logging in to your Imagine Rewards account. You can earn Imagine Learning student licenses, Imagine Island TV series DVDs, gift cards, and Imagine Learning supplies. For a full list of rewards, visit [rewards.imaginelearning.com](https://rewards.imaginelearning.com).

## Imagine Nation

Imagine Nation is a customer recognition program that celebrates schools for their stellar usage, above-and-beyond enthusiasm, and amazing dedication to providing the best in language and literacy instruction to their students. Imagine Nation recognizes schools with 4 different awards: World-Class Schools, Top 50 Schools, Top 10 Percent, and Super Schools. These awards are given to Imagine Learning customers during the September following the school year when they earned the reward.

Award	Description
<b>World-Class Schools</b>	The World-Class Schools award is given to schools who meet the recommended standards for weekly use of Imagine Learning for an entire school year. World-Class candidate schools receive a letter in January to notify them if they are on-track to receive World-Class status. World-Class Schools receive a personalized banner and trophy, as well as a free 10% increase in Imagine Learning licenses.
<b>Top 50 Schools</b>	The Top 50 Schools award is given to the top 50 Imagine Learning schools with the highest usage. Top 50 candidate schools receive a letter in January to notify them if they are on-track to be in the top 50 Schools for usage. Top 50 Schools are recognized with both a plaque and a banner to display at their school.
<b>Top 10 Percent</b>	The Top 10 Percent award is given to schools who are in the top 10% of all Imagine Learning customers for usage. Top 10 Percent schools are recognized with a certificate of recognition.
<b>Super Schools</b>	Super Schools are nominated by their Imagine Learning Area Partnership Managers for exceptional enthusiasm, innovative uses of Imagine Learning, or good citizenship as Imagine Nation citizens. They receive a personalized banner and a Booster kit filled with Imagine Learning posters, stickers, and more.

To view current citizens of Imagine Nation and find resources to help your school become a citizen of Imagine Nation, visit [www.imaginelearning.com/nation](https://www.imaginelearning.com/nation).

## Using Imagine Manager

This section explains how to use Imagine Manager, the Imagine Learning management system. Imagine Manager controls all student, teacher, and schooldata for Imagine Learning. These sections help you access Imagine Manager, set up Imagine Learning at your school, manage your students and groups, start Imagine Learning sessions, and view student progress.

## Accessing Imagine Manager

This section explains how to access and maintain your Imagine Manager account. You can log in to Imagine Manager and edit your account details.

For more information on accessing Imagine Manager, see these sections:

- ["Logging in to your Imagine Manager account" on page 7](#)
- ["Editing your account details" on page 7](#)

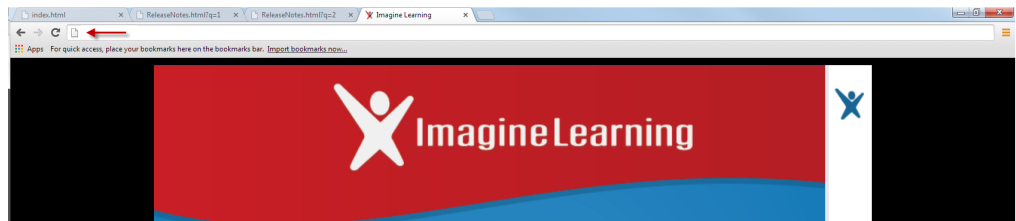
## Logging in to your Imagine Manager account

All teacher and administrator activities in Imagine Learning are performed through Imagine Manager. You need to know the server name or IP address of your Imagine Learning Server to log in to your Imagine Manager account.

If you are using Imagine Learning on a desktop computer, you may have a shortcut already set up that points directly to your Imagine Learning Server.

### To log in to your Imagine Manager account

1. Obtain the IP address or server name of your Imagine Learning Server from your IT administrator.
2. In a web browser, enter the IP address or server name of your Imagine Learning Server.



3. When the Login screen displays, enter your account name and password, then click **Login**.

## Editing your account details

You can edit the details of your Imagine Manager account at any time. You can edit details such as your name, phone number, account name, Imagine Manager language, password, and role.

## To edit your account details

1. From the Imagine Manager Home page, click your name in the top right corner of the screen.



2. Modify these fields, as necessary:

Field	Description
<b>Title</b>	Sets your preferred title, such as Mr., Mrs., or Dr.
<b>First Name</b>	Sets your first name.
<b>Last Name</b>	Sets your last name.
<b>Display Name</b>	Sets how your name displays to students.
<b>Phone Number</b>	Sets your phone number. User phone numbers can only be seen by administrative users.
<b>Account Name</b>	Sets the name that you use to log in to Imagine Manager for this account. Imagine Learning recommends that you use your email address as the account name so that you can reset your password if you forget it.
<b>Language</b>	Sets the language that Imagine Manager uses to display the interface to you.
<b>Password</b>	Sets the password that you use to log in to your Imagine Manager account.

3. Click **OK** to save your changes.

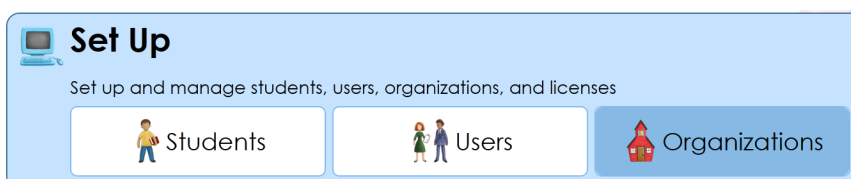
## Managing organizations

In Imagine Manager, organizations represent the districts and schools that are using Imagine Learning at your site. If you are a user with administrative rights, you can view the Organizations page in Imagine Manager. The tasks associated with managing organizations are primarily done by district-level administrators.



Only users with administrator rights can see the Organizations page in Imagine Manager. For information on user roles, see "[Creating a new user account](#)" on page 14.

To access your organizations, click **Organizations** in the Set Up area of the Imagine Manager Home page.





Imagine Manager displays a list of the current organizations on your Imagine Learning Server.



For more information on how to manage organizations, see these sections:

- ["Creating a new organization" on page 9](#)
- ["Editing organization details" on page 10](#)
- ["Moving an organization" on page 11](#)
- ["Deleting an organization" on page 11](#)
- ["Managing organization licenses" on page 12](#)

## Creating a new organization

If you are an administrative user, you can create a new organization. An organization represents a school or district that uses your Imagine Learning Server.



Only an administrative user can create organizations. For more information on user roles and permissions, see ["Creating a new user account" on page 14](#).

### To create a new organization

1. From the Organization screen, select the existing organization under which you want to create the new organization.
2. Click **Create Organization** in the right sidebar.
3. Enter this information for the new organization:

Option	Description
Name	Sets the name of the organization.

Option	Description
<b>Address fields</b>	Sets the street address of the organization.
<b>Licenses: Allow or Limit</b>	<p>Sets the way that you want Imagine Learning licenses to be allocated for this organization. Choose one of these options:</p> <ul style="list-style-type: none"> <li>• <b>Allow this organization to use any or all unused licenses:</b> This option allows an organization to use any licenses currently available (or unused) on the Imagine Learning Server.</li> <li>• <b>Limit this organization:</b> This option restricts an organization to a set number of licenses that you specify. In the field, enter the number of licenses that the new organization is allowed to use.</li> </ul>
<b>Create an Administrator Account</b>	<p>Creates an administrator account under the new organization. In the field, specify the account name that you want to assign to the administrator account. This account name is used to log in as the administrative user. You can edit this account name at any time. (For more information on editing the account name, see <a href="#">"Editing user account details" on page 15</a>).</p> <p>Leave this option unselected if you want to manually create an administrator account for this account later.</p>

4. Click **OK** to save your changes.

Verify that your new organization appears in the list of organizations.

## Editing organization details

If you are an administrative user, you can edit the details for an organization. An organization represents a school or district that uses your Imagine Learning Server. Editing organizations allows you to manage licenses and media servers for that organization. You can only edit one organization at a time. (For more information on managing Imagine Learning licenses, see ["Managing organization licenses" on page 12](#).)




Only administrative users can edit organizations. For more information on user roles and permissions, see ["Creating a new user account" on page 14](#).

### To edit organization details

1. From the Organization page, select the organization that you want to edit.
2. Click **Edit Organization Details** in the right sidebar.
3. Modify these fields, as necessary:

Option	Description
<b>Name</b>	Sets the name of the organization.
<b>Address</b>	Sets the street address of the organization.

Option	Description
<b>Licenses: Allow or Limit</b>	<p>Sets the way that you want licenses to be allocated at this organization. Choose one of these options:</p> <ul style="list-style-type: none"> <li>• <b>Allow this organization to use any or all unused licenses:</b> This option allows an organization to use any licenses that are currently available (or unused) on the Imagine Learning Server.</li> <li>• <b>Limit this organization:</b> This option restricts an organization to a set number of licenses that you specify. In the field, enter the number of licenses that the organization is allowed to use.</li> </ul> <p> License options are not available for the highest-level organization because that organization automatically controls all licenses on the Imagine Learning Server.</p>
<b>Media Servers</b>	<p>Specifies the media servers that are currently running in your school or district that are associated with your Imagine Learning Server. Your district may install a media server at the school or district level, but you can also install a media server on an individual workstation. For more information on how media servers work and how to install them, see the Imagine Learning <i>Client Setup Guide</i>. (For information on accessing the <i>Client Setup Guide</i>, see <a href="#">"Using resources" on page 71.</a>)</p>

4. Click **OK** to save your changes.

## Moving an organization

You can change the hierarchy of organizations by moving them above or below other organizations. Moving organizations allows you to better organize groups of students in to schools, grades, or classrooms, grades.



You cannot move the organization at the highest level. You can only move organizations *under* the highest organization.

### To move an organization

1. From the Organization page, select the organization that you want to move.
2. Click **Move Organization** in the right sidebar.
3. Select the location where you want to move the organization.
4. Click **OK** to save your changes. Verify that the organization appears in its new location in the list of organizations.

## Deleting an organization

Deleting an organization removes all information for that organization. All users associated with the organization are permanently deleted, and any students within that organization are placed in the Unassigned student group. Licenses for these students are released back to the parent organization, but student usage information and scores are kept.



You cannot reverse this action. Once you delete an organization, all users associated with the organization are permanently deleted. Students in that organization are placed in the Unassigned student group, and the Imagine Learning licenses are released back to the parent organization.

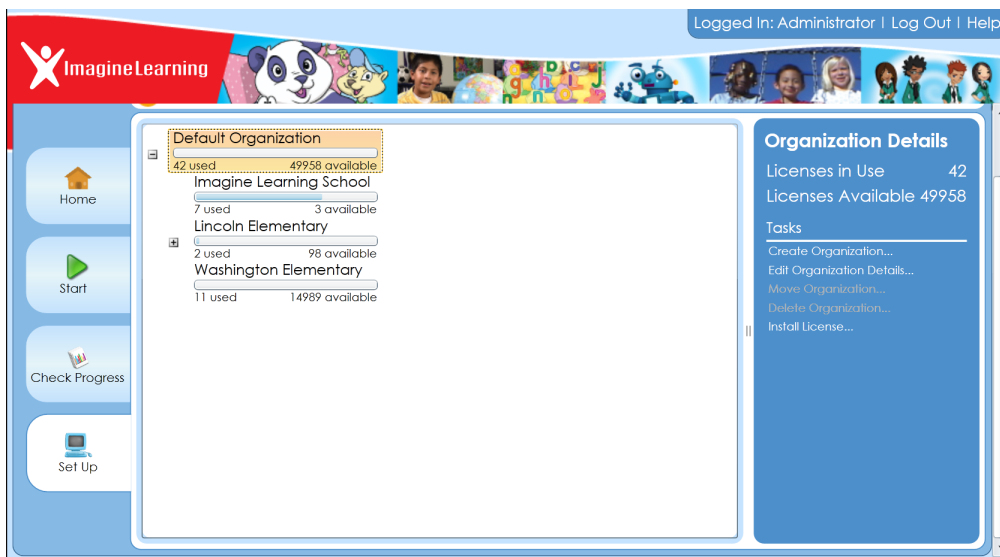
### To delete an organization

1. From the Organization page, select the organization that you want to delete.
2. Click **Delete Organization** in the right sidebar.
3. When prompted, click **Yes** to confirm that you want to delete the organization.

## Managing organization licenses

You can view the number of Imagine Learning licenses for each organization from the Organizations page in Imagine Manager. The page lists the number of used licenses out of the number of available licenses for each organization. You can change the number of Imagine Learning licenses that are allowed for each organization by editing the organization's details.

To edit the number of licenses allowed for an organization, click **Edit Organization Details** in the right sidebar.



## Installing licenses

When you first install Imagine Learning, it automatically connects to the Imagine Learning central database in order to check the number of licenses that can be used on your Imagine Learning Server. As students use licenses, your Imagine Learning Server connects to the Imagine Learning central database to update the license count shown in Imagine Manager. If your Imagine Learning Server can't connect to Imagine Learning's central server, you may need to update and install licenses from a separate license file. If this is the case, Imagine Learning will provide you with the license file so that you can install the correct number of licenses on your Imagine Learning Server.



Installing licenses from a file is only used in rare cases. If you need to install licenses from a file, Imagine Learning Customer Support will guide you through the installation process.

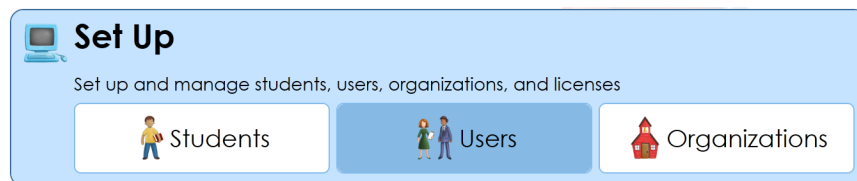
### To install licenses from a file

1. Obtain a custom license file from Imagine Learning Customer Support.
2. From the Organization page, select the organization for which you want to install licenses.
3. Click **Install License** in the right sidebar.
4. Browse to the license file provided by Imagine Learning.
5. Click **Open**. Verify that the license count on the right sidebar has been updated with the correct number of new student licenses.

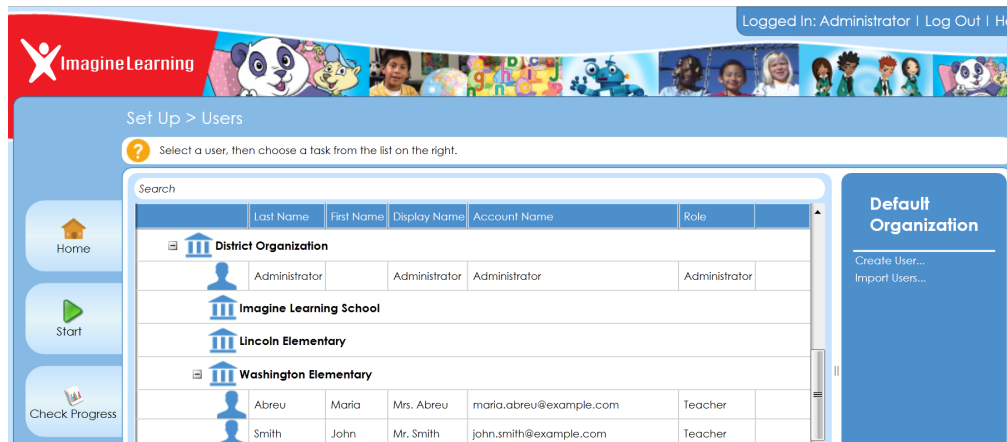
## Managing user accounts

Users are individuals who use Imagine Learning to manage students, start sessions, and administer Imagine Learning. They can be administrators, teachers, interventionists, coordinators, or other student advocates. If you are an administrative user, you can create, edit, move, and delete user accounts in Imagine Manager.

To manage the users in your organizations, click **Users** in the Set Up area of the Imagine Manager Home page.



Imagine Manager displays a list of your current organizations and the users in each organization.



For more information on how to manage user accounts, see these sections:

- ["Creating a new user account" on page 14](#)
- ["Editing user account details" on page 15](#)

- ["Moving users to a different organization" on page 17](#)
- ["Deleting user accounts" on page 17](#)

## Creating a new user account

Users are individuals who use Imagine Learning to manage students, start sessions, and administer Imagine Learning. They can be administrators, teachers, interventionists, coordinators, or other student advocates. Each user needs an individual account in order to access Imagine Manager and interact with Imagine Learning. Depending on the role assigned to your user account, you can perform different tasks in Imagine Manager.

If you are an administrative user, you can create new user accounts. There are two ways to create new user accounts: you can create new user accounts individually, or you can create multiple user accounts at the same time by importing data into Imagine Manager.

For more information on how to create new user accounts, see these sections:

- ["Creating individual user accounts " on page 14](#)
- ["Creating new user accounts by importing users" on page 15](#)

### Creating individual user accounts

You can create new user accounts individually or by importing user data into Imagine Manager. Creating new user accounts individually is best when you need to create a small number of user accounts. If you need to create many user accounts at once, you may want to automatically create user accounts when you import user data.

For more information on creating multiple user accounts by importing user data, see ["Creating new user accounts by importing users" on page 15](#).

#### To create an individual user account

1. From the Users page, select the organization under which you want to create the new user account.
2. Click **Create User** in the right sidebar.
3. Enter this information for the new user account:

Field	Description
<b>Title</b>	Sets the user's preferred title, such as Mr., Mrs., or Dr.
<b>First Name</b>	Sets the user's first name.
<b>Last Name</b>	Sets the user's last name.
<b>Display Name</b>	Sets how the user's name displays to students.
<b>Phone Number</b>	Sets the user's phone number. User phone numbers can only be seen by administrative users.
<b>Account Name</b>	Sets the name used to log in to Imagine Manager for this account. Imagine Learning recommends that you use the user's email address as the account name so that the user can reset their password if they forget it.
<b>Language</b>	Sets the language that Imagine Manager uses to display the interface to the user.

Field	Description
<b>Password</b>	Sets the password used to log in to Imagine Manager for this account.
<b>Role</b>	<p>Sets the role assigned to this user account. The role determines which Imagine Manager features a user can use. There are 3 roles that provide different levels of access to Imagine Manager.</p> <p>Choose one of these options:</p> <ul style="list-style-type: none"> <li>• <b>Administrator:</b> This role allows users to create and manage organizations and users, as well as view all students on the Imagine Learning Server.</li> <li>• <b>Teacher:</b> This role allows users to see only their classroom of students. Teachers do not have permissions to create or manage organizations or users.</li> <li>• <b>Inactive:</b> This role does not allow users to log in to Imagine Manager.</li> </ul>

4. Click **OK** to save your changes. Verify that the new user account that you created is listed under the organization that you specified.

### Creating new user accounts by importing users

You can create multiple user accounts at the same time by importing user data from a Microsoft Excel file into Imagine Manager. Imagine Learning recommends importing user information when you need to create a multiple user accounts in Imagine Manager.

If you are importing user information from an Excel file, you should prepare this data using the Imagine Manager Import Template. The Import Template specifies the columns and data that can be imported into Imagine Manager successfully. You can download the Import Template from the Import Users window in Imagine Manager. After you download the Import Template, you can enter the data for all the user accounts that you want to create.

#### To create user accounts by importing users

1. From the Users page, select the organization where you want to create new user accounts.
2. Click **Import Users** in the right sidebar.
3. When prompted, browse to the Import Template file that contains your user data. Click **Open**.
4. When the Import Details window appears, verify that the import information is correct.
5. Click **Finish Import**.
6. When the Import Report window reappears, it displays a report about what data was imported. Click **Save Report** to save the report, or click **Close** to close the report without saving. Verify that the users that you imported are listed under the organization that you specified.

### Editing user account details

For each user account, you can specify unique account details such as the user's first and last name, phone number, language, role, etc. If you are an administrative user, you can edit a user's account details at any time. You can edit the account details for an individual user account, or you can edit some account details for multiple users at the same time. If you are a user with a teacher role, you can only edit your own user account details. For information on editing your own account details, see ["Editing your account details" on page 7](#).



You can edit the account details for multiple users at the same time. However, you can only change the Language and Role options when you edit multiple user accounts.

### To edit user account details

1. From the User page, select the user account that you want to edit.
2. Click **Edit User Details** in the right sidebar.
3. Modify these fields, as necessary:

Field	Description
<b>Title</b>	Sets the user's preferred title, such as Mr., Mrs., or Dr.
<b>First Name</b>	Sets the user's first name.
<b>Last Name</b>	Sets the user's last name.
<b>Display Name</b>	Sets how the user's name displays to students.
<b>Phone Number</b>	Sets the user's phone number. User phone numbers can only be seen by administrative users.
<b>Account Name</b>	Sets the name used to log in to Imagine Manager for this account. Imagine Learning recommends that you use the user's email address as the account name so that the user can reset their password if they forget it.
<b>Language</b>	Sets the language that Imagine Manager uses to display the interface to the user. <div data-bbox="373 1102 1445 1192" style="background-color: #0070C0; color: white; padding: 5px; margin-top: 10px;">  You can change this setting for multiple user accounts at the same time.           </div>
<b>Password</b>	Sets the password used to log in to Imagine Manager for this account.
<b>Role</b>	Sets the role assigned to this user account. The role determines which Imagine Manager features a user can use. If you are an administrative user, you can change your role at any time. There are 3 roles that provide different levels of access to Imagine Manager. <p>Choose one of these options:</p> <ul style="list-style-type: none"> <li>• <b>Administrator:</b> This role allows users to create and manage organizations and users, as well as view all students on the Imagine Learning Server.</li> <li>• <b>Teacher:</b> This role allows users to see only their classroom of students. Teachers do not have permissions to create or manage organizations or users.</li> <li>• <b>Inactive:</b> This role does not allow users to log in to Imagine Manager.</li> </ul> <div data-bbox="373 1606 1445 1696" style="background-color: #0070C0; color: white; padding: 5px; margin-top: 10px;">  You can change this setting for multiple user accounts at the same time.           </div>

4. Click **OK** to save your changes.



## Moving users to a different organization

If you are an administrative user, you can move users to a different organization from their original organization. You can move one or more users at the same time. When you move a user, any students that are assigned to that user will also be moved.



You can only move a user to another organization if there are enough Imagine Learning licenses assigned to that organization to support the number of students that will move with the user. For information on how to see your available licenses, see "[Managing organization licenses](#)" on page 12.

### To move users to a different organization

1. From the User page, select the user account(s) that you want to move.
2. Click **Move User** in the right sidebar.
3. Select the organization to which you want to move the user account(s).
4. Click **OK** to save your changes. Verify that the user account(s) that you selected appear under the organization that you specified.

## Deleting user accounts

If you are an administrative user, you can delete a user account at any time. Deleting a user account removes all account information for that user from Imagine Learning and unassigns any students that are assigned to that user. If you want to keep a user's account information, you can deactivate the user's account rather than deleting it. (For information on deactivating a user account, see "[Editing user account details](#)" on page 15.)



You cannot reverse this action. Once you delete a user account, all user information is removed and any students associated with that user are placed in the Unassigned group within the organization of the deleted user.


### To delete a user account

1. From the User page, select the user account(s) that you want to delete.
2. Click **Delete User** in the right sidebar.
3. When prompted, click **Yes** to confirm that you want to delete the selected user account(s). Verify that the deleted account no longer appears under the organization.

## Managing student groups


Groups are used to organize students by school, classroom, grade, teacher, or other organizational parameters. You can create student groups under any user account. Groups can differ by default session time and print options, and can also be used to filter how students are displayed in reports. Students can be assigned to multiple groups.

To manage your student groups, click **Students** in the Set Up area of the Imagine Manager Home page.

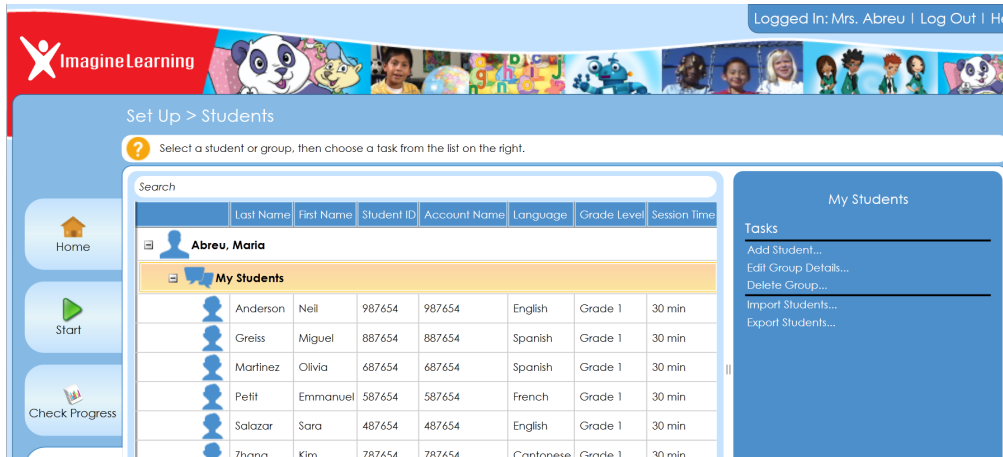


## Set Up

Add or remove students, create groups, or edit student settings


Students

Imagine Manager displays a list of your current student groups and which students are assigned to each group.



For more information on how to manage student groups, see these sections:

- ["Creating a new student group" on page 18](#)
- ["Editing student group details" on page 19](#)
- ["Adding students to a student group" on page 20](#)
- ["Deleting a student group" on page 21](#)


## Creating a new student group

You can organize students into student groups to more easily track their progress and usage. You can create new student groups under a specific school, teacher, or class. After you create a new student group, you can assign specific students to the group. You can also specify print options and session times for a student group.

### To create a new student group

1. From the Students page, select your name.
2. Click **Create Group** in the right sidebar.
3. Enter this information for the new student group:

Field	Description
<b>Name</b>	Sets the name of the new group. This name appears in Imagine Manager and on any group reports.

Field	Description
<b>Default Session Time</b>	<p>Sets the default session time for all students assigned to this group. Any student assigned to this group will automatically receive this session time.</p> <p> You can override the group session time for individual students within the group. For information about setting session times for individual students, see "<a href="#">Setting session times</a>" on page 29.</p>
<b>Print Options</b>	<p>Sets the printing options that are available to the students in this group when they use Imagine Learning. Print options determine if students can print student worksheets, completion certificates, progress reports, and other documents from Imagine Learning while they are using it. Print options can only be set for student groups and not for individual students.</p> <p>Choose one of these options:</p> <ul style="list-style-type: none"> <li>• <b>None:</b> Students in this group cannot print any documents while using Imagine Learning.</li> <li>• <b>Partial:</b> Students in this group can only print progress reports while using Imagine Learning.</li> <li>• <b>Full:</b> Students in this group can print all progress reports and student worksheets while using Imagine Learning.</li> </ul>


4. Click **OK** to save your changes. Verify that the new student group appears under your user account.

## Editing student group details

If you have created any student groups under your organization or user account, you can edit the group details. You can edit the name, default session time, and print options for a group. When you edit student group details, you also change the details for each individual student in the group. For example, if you change the printing options for a student group, all students within that group will have the same printing permissions.

### To edit student group details

1. From the Students page, select the student group that you want to edit.
2. Click **Edit Group Details** in the right sidebar.
3. Modify these fields, as necessary:

Field	Description
<b>Name</b>	Sets the name of the student group. This name appears in Imagine Manager and on any group reports.
<b>Default Session Time</b>	<p>Sets the default session time for all students assigned to this group. Any student assigned to this group will automatically receive this session time.</p> <p> You can override the group session time for individual students within the group. For information on setting session times for individual students, see "<a href="#">Setting session times</a>" on page 29.</p>

Field	Description
<b>Print Options</b>	<p>Sets the printing options that are available to the students in this group when they use Imagine Learning. Print options determine if students can print student worksheets, completion certificates, progress reports, and other documents from Imagine Learning while they are using it. Print options can only be set for student groups and not for individual students.</p> <p>Choose one of these options:</p> <ul style="list-style-type: none"> <li>• <b>None:</b> Students in this group cannot print any documents while using Imagine Learning.</li> <li>• <b>Partial:</b> Students in this group can only print progress reports while using Imagine Learning.</li> <li>• <b>Full:</b> Students in this group can print all progress reports and student worksheets while using Imagine Learning.</li> </ul>

4. Click **OK** to save your changes.

## Adding students to a student group

You can add students from the same organization to a student group at any time. You can add students from different teachers and grade levels to a group. Students can be assigned to multiple student groups at the same time. When you assign a student to a group, it does not remove them from any other groups.

### To add students to a student group

1. From the Students page, select the student(s) that you would like to assign to a group.
2. Click **Assign Student to Group** in the right sidebar.
3. Choose the group that you want the student(s) to be assigned to.
4. Click **OK** to save your changes. Verify that the student appears in the group that you specified.



If a student is a member of multiple groups, they will not be able to choose from which group they will use Imagine Learning for a student session.

## Removing students from a student group

You can remove students from a student group at any time. If you remove a student from a student group, they remain a member of any other student groups that they are assigned to. If you remove a student from all student groups, they will be placed in the Unassigned Group of the parent user.

### To remove students from a student group

1. From the Students page, select the student(s) that you would like to remove from a group.
2. Click **Remove Student** in the right sidebar.
3. When prompted, click **Yes** to confirm that you want to remove the student(s) from the student group. Verify that the student(s) have been removed from the student group that you specified.

## Deleting a student group

You can delete a student group at any time. When you delete a student group, all student accounts within that group are placed in the Unassigned group of the parent organization, unless they belong to another student group. Deleting a student group does not delete any student accounts within the group.



You cannot reverse this action. Once you delete a student group, all student accounts assigned to that group are placed in the Unassigned group of the parent organization.

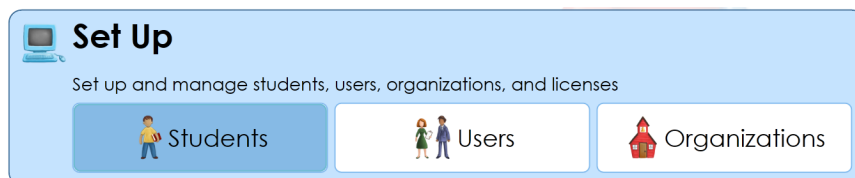
### To delete a student group

1. From the Students page, select the student group that you want to delete.
2. Click **Delete Group** in the right sidebar.
3. When prompted, click **Yes** to confirm that you want to delete the group. Verify that the group no longer appears with the other student groups.

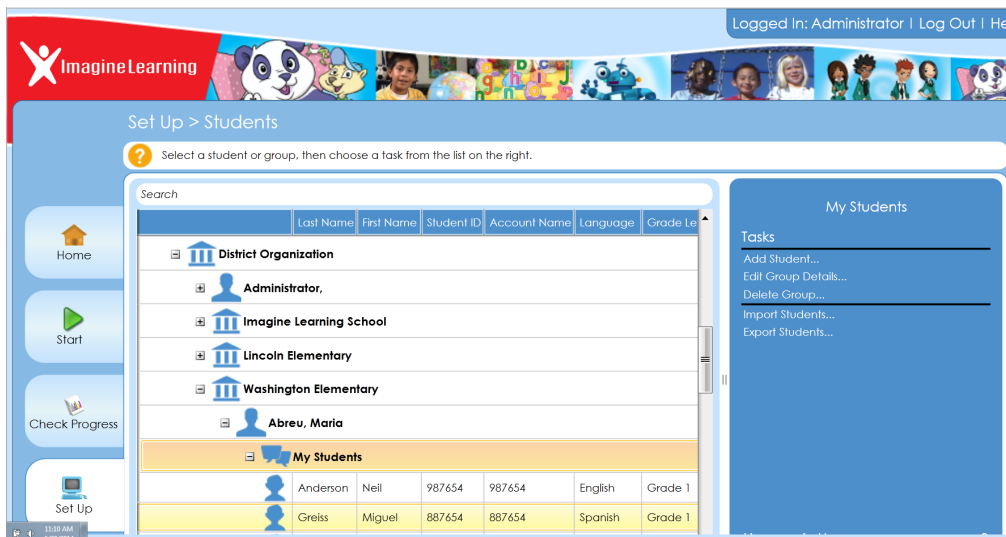
## Managing student accounts

Each student that interacts with Imagine Learning must have a student account. A student account provides access to Imagine Learning, tracks where the student is in the curriculum, and records student scores, recordings, and progress. Depending on the user role specified for your user account, you may have different permissions to manage student accounts. Administrative users can add, edit, and delete student accounts on their Imagine Learning server, while users with a Teacher role can only add, edit, or delete student accounts assigned to them. Teachers and administrative users can also set the session time associated with each student account.

To manage student accounts, click **Students** in the Set Up area of the Imagine Manager Home page.



Imagine Manager displays a list of all your current students under their assigned organization, teacher, or group.



For more information on how to manage student accounts, see these sections:

- ["Creating new student accounts" on page 22](#)
- ["Editing student account details" on page 27](#)
- ["Removing student accounts" on page 30](#)
- ["Setting session times" on page 29](#)

## Creating new student accounts

You can create new student accounts individually or by importing data for multiple students. This section explains how to create student accounts individually and by importing student data. It also explains how to export student accounts.

For more information on creating student accounts, see these sections:

- ["Creating individual student accounts " on page 22](#)
- ["Creating new student accounts by importing students" on page 25](#)
- ["Exporting students" on page 26](#)

### Creating individual student accounts

You can create new student accounts individually or by importing student data. Creating new student accounts individually is best when you need to create a small number of student accounts.

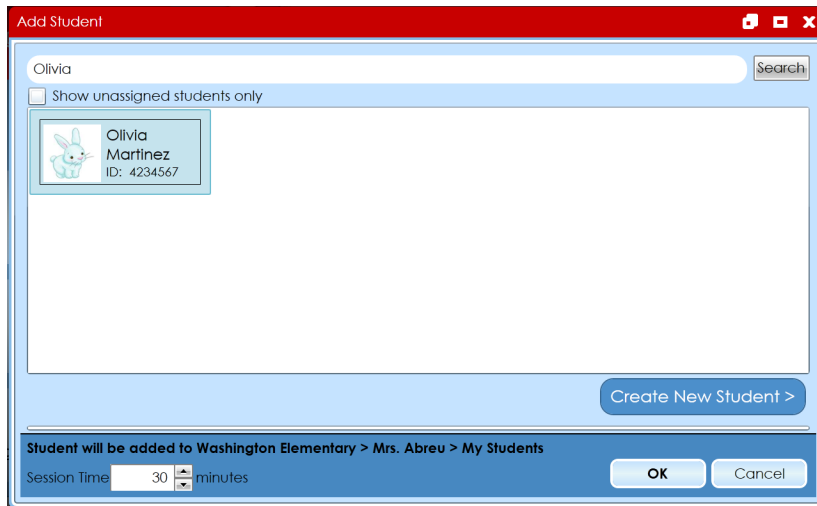


If you need to create a large amount of student accounts at once, you may want to create student accounts by importing student data. For more information on importing students, see ["Creating new student accounts by importing students" on page 25](#).

Administrative users can create new student accounts for any group or user in their organization, while users with a Teacher role can only create new student accounts for students to their own groups.


## To create a new student account

1. From the Students page, select the group where you want to create a new student account.
2. Click **Add Student** in the right sidebar.
3. You are prompted to search for the student in case his or her account has already been created. To search for a student account, enter the student's first name, last name, or student ID in the Search field at the top of the window, and click **Search**. You can select **Show unassigned students only** to limit your search to students who are not already assigned to a teacher or group.




4. If the student you searched for appears in the search results, select the student name and click **OK** to add the student to the group you selected. If the student you searched for does not appear in the search results, click **Create New Student**.
5. Enter this information for the new student account:

Field	Description
Last Name	Sets the student's last name.
First Name	Sets the student's first name.
Password	Sets the password that the student will use to log in and start an Imagine Learning session. Imagine Learning recommends that you require students to use a password so that students do not accidentally begin another student's session. If you still do not want your student to have a password, select <b>No password</b> beneath the Password field.
Preferred Name	Sets how the student's name is displayed when it appears in Imagine Learning. By default, this field is automatically populated with the student's first name, as specified in the First Name field.
Student ID	Sets the student's Student ID. This is a unique combination of letters and numbers used to identify the student.

Field	Description
<b>Account Name</b>	Sets the student's account name. This is a unique combination of letters and numbers that the student uses to log in to Imagine Learning. By default, the Account Name is automatically populated with the student's Student ID, as specified in the Student ID field.
<b>Gender</b>	Sets the gender of the student.
<b>Grade Level</b>	Sets the student's current grade level. This field helps determine what curriculum the student should receive.
<b>Language</b>	Sets the native language (or "first language") of the student. This setting enables audio translation in the student's first language while the student uses Imagine Learning. For more information on first-language support, see <a href="#">"Supporting first-languages" on page 4</a> .
<b>Printout Language</b>	Sets the language Imagine Learning uses to print certificates and printouts for the student. By default, the printout language is automatically set to the student's first language, as specified in the Language field.
<b>Student Type</b>	<p>Sets the type of the student. You can select multiple student types for each student. By default, no student type is selected.</p> <p>Choose from these options:</p> <ul style="list-style-type: none"> <li>• <b>English Learner</b></li> <li>• <b>Struggling Reader</b></li> <li>• <b>Student with Disabilities</b></li> </ul> <div style="border: 1px solid #0070C0; background-color: #0070C0; color: white; padding: 5px; margin-top: 10px;">  <p>The student type does not affect what curriculum the student receives; however, it allows Imagine Learning to collect and organize data by student population and better respond to each student population's unique needs.</p> </div>



Field	Description
Placement/Assessment	<p>Sets the placement, interim, and end-of-program test options. These options determine what type of testing is given to the student and when it is given.</p> <p>Choose from these options:</p> <ul style="list-style-type: none"> <li>• <b>Administer Placement Test:</b> This option administers an initial placement test when students begin using Imagine Learning. The placement test determines where to place the student in Imagine Learning curriculum, based on their current language and literacy skills. By default, this option is selected. After the student has completed the initial placement test, you can view their test scores in the Individual Summary Report.</li> </ul> <div style="border: 1px solid #0070C0; background-color: #0070C0; color: white; padding: 5px; margin: 10px 0;">  Imagine Learning strongly recommends that you choose this option so that students are placed accurately for the most effective learning experience. </div> <ul style="list-style-type: none"> <li>• <b>Administer End-of-Program Test:</b> This option administers an end-of-program test to the student when they have completed all of the Imagine Learning curriculum. By default, this option is not selected. After the student has completed the End-of-Program test, you can view their test scores in the Individual Summary Report.</li> </ul>
Session Time	<p>Sets the amount of time for the student session (in minutes).. This option overrides any group session time settings. By default, the student session time is 30 minutes.</p>

6. Click **OK** to save your changes. Verify that the new student account appears in the student group that you specified.

### Creating new student accounts by importing students

If you need to create a large number of student accounts, you can create them automatically when you import student data into Imagine Manager. You can import an Excel, Zip, or SIF file containing student information into Imagine Manager. Depending on which import method you use, Imagine Learning imports basic student information or full student records.

#### To create new student accounts by importing students

1. From the Students page, select the organization, teacher, or group where you want to create new student accounts.
2. Click **Import Students** in the right sidebar.
3. Choose the import method that you want to use:

Import method	Description
<b>Excel</b>	Imports student information from an Excel document. This method imports basic student information, including first and last name, preferred name, student number, grade level, gender, language, printout language, password, student type, and assessment test options. Imagine Learning provides an Import Template that contains all of the data fields that you can import into Imagine Manager. For an explanation of each data field, see " <a href="#">Creating individual student accounts</a> " on page 22.
<b>Zip</b>	Imports student information from a Zip file. This method is best for importing student information that has been exported from another Imagine Learning Server. This imports full student records, including all basic student information found in the Import Template, as well as all scores and history. For information on exporting students, see " <a href="#">Exporting students</a> " on page 26.
<b>SIF</b>	Imports students from a Schools Interoperability Framework (SIF) Zone. This method requires that you specify your SIF Zone name and URL to import student data.

4. If you are using the Excel or Zip import methods, browse to the import file and click **Open**.
5. If you are using the SIF import method, follow the steps to link your SIF zone to Imagine Learning.
6. When the Import Details window appears, verify that the import information is correct.
7. Click **Finish Import**.
8. When the Import Report window reappears, it displays a report about what data was imported. Click **Save Report** to save the report or click **Close** to close the report without saving. Verify that the students you imported are listed as new user accounts under the organization, teacher, or group that you specified.

## Exporting students

If you are moving student data from one Imagine Learning Server to another Imagine Learning Server, you can export your student data so that you can import it to the destination server. You can export student data from a specific organization, teacher, or group. You can export student information as a Microsoft Excel or Zip file. If you export student data as an Excel file, Imagine Learning exports basic student information. If you export student data as a Zip file, Imagine Learning exports full student records, including scores and student history.

### To export student information

1. From the Students page, select the organization, teacher, or group from which you want to export student data.
2. Click **Export Students** in the right sidebar.
3. Choose the export method that you want to use:

Export method	Description
<b>Excel</b>	Exports student information to an Excel file. This exports basic student information, including first and last name, preferred name, student number, account name, grade level, gender, language, printout language, password, student type, and assessment test options. Other student information such as scores and history will not be exported.

Export method	Description
Zip	Exports student information to a Zip file. This exports full student records, including all basic student information included in the Excel export method, as well as all student scores and history. This method is best for exporting student information to another Imagine Learning Server. Exporting all student scores and history allows students to continue using Imagine Learning on the new Imagine Learning Server where they left off on the previous Imagine Learning Server.

4. Click **Download**.
5. Browse to the location on your computer or network where you want to save the export file, then click **Save**.
6. To import this export file onto another Imagine Learning Server, see "[Creating new student accounts by importing students](#)" on page 25.

## Editing student account details

You can edit a student's account details at any time. Editing student details after the initial creation of a student is the only way that you can assign interim tests or a posttest in the program.





You can edit information for multiple student accounts at once. However, only grade level, language, printout language, student type, and assessment test options are available when you edit multiple student accounts.

### To edit student account details

1. From the Students page, select the student account(s) that you want to edit.
2. Click **Edit Student Details** in the right sidebar.
3. Modify these fields, as necessary:

Field	Description
Last Name	Sets the student's last name.
First Name	Sets the student's first name.
Password	Sets the password that the student will use to log in and start an Imagine Learning session. Imagine Learning recommends that you require students to use a password so that students do not accidentally begin another student's session. If you still do not want your student to have a password, select <b>No password</b> beneath the Password field.
Preferred Name	Sets how the student's name is displayed when it appears in Imagine Learning. By default, this field is automatically populated with the student's first name, as specified in the First Name field.
Student ID	Sets the student's Student ID. This is a unique combination of letters and numbers used to identify the student.

Field	Description
<b>Account Name</b>	Sets the student's account name. This is a unique combination of letters and numbers that the student uses to log in to Imagine Learning. By default, the Account Name is automatically populated with the student's Student ID, as specified in the Student ID field.
<b>Gender</b>	Sets the gender of the student.
<b>Grade Level</b>	Sets the student's current grade level. This field helps determine what curriculum the student should receive.
<b>Language</b>	Sets the native language (or "first language") of the student. This setting enables audio translation in the student's first language while the student uses Imagine Learning. For more information on first-language support, see <a href="#">"Supporting first-languages" on page 4</a> .
<b>Printout Language</b>	Sets the language Imagine Learning uses to print certificates and printouts for the student. By default, the printout language is automatically set to the student's first language, as specified in the Language field.
<b>Student Type</b>	<p>Sets the type of the student. You can select multiple student types for each student. By default, no student type is selected.</p> <p>Choose from these options:</p> <ul style="list-style-type: none"> <li>• <b>English Learner</b></li> <li>• <b>Struggling Reader</b></li> <li>• <b>Student with Disabilities</b></li> </ul> <div style="border: 1px solid #0070C0; background-color: #0070C0; color: white; padding: 5px; margin-top: 10px;"> <p> The student type does not affect what curriculum the student receives; however, it allows Imagine Learning to collect and organize data by student population and better respond to each student population's unique needs.</p> </div>

Field	Description
Placement/Assessment	<p>Sets the placement, interim, and end-of-program test options. These options determine what type of testing is given to the student and when it is given.</p> <p>Choose from these options:</p> <ul style="list-style-type: none"> <li>• <b>Administer Placement Test:</b> This option administers an initial placement test when students begin using Imagine Learning. The placement test determines where to place the student in Imagine Learning curriculum, based on their current language and literacy skills. By default, this option is selected. After the student has completed the initial placement test, you can view a their test scores in the Individual Summary Report.</li> </ul> <div style="border: 1px solid #0070C0; background-color: #0070C0; color: white; padding: 5px; margin: 10px 0;">  Imagine Learning strongly recommends that you choose this option so that students are placed accurately for the most effective learning experience. </div> <ul style="list-style-type: none"> <li>• <b>Administer End-of-Program Test:</b> This option administers an end-of-program test to the student when they have completed all of the Imagine Learning curriculum. By default, this option is not selected. After the student has completed the End-of-Program test, you can view their testscores in the Individual Summary Report.</li> <li>• <b>Administer Interim Test:</b> This option is only available once the student has begun using Imagine Learning. This option administers an interim test the next time the student begins a student session. By default, this option is not selected. After the student has completed the interim test, you can view their test scores in the Individual Summary Report.</li> </ul>
Session Time	<p>Sets the amount of time for the student session(in minutes). This option overrides any group session time settings. By default, the student session time is 30 minutes.</p>

4. Click **OK** to save your changes.

## Setting session times

You can set student session times for student groups or for individual students. If the student is assigned to a student group, setting an individual student's session time overrides the assigned group session time. For example, if you set the student session time for a student group at 20 minutes, and then set the student session time for an individual student in that group at 30 minutes, the individual student session time would override the student group session time.

### To set individual student session times

1. From the Students page, select the student(s) for which you want to set session times.
2. Click **Set Session Time** in the right sidebar.
3. Specify the desired student session length in minutes. (For information on recommended student usage, see ["Adpoting recommended usage" on page 4.](#))
4. Click **OK** to save your changes.

## Removing student accounts

If you need to, you can remove a student account at any time. You can remove an individual student account or you can remove multiple student accounts at the same time. When you remove a student account, the student is placed in the Unassigned group and cannot access Imagine Learning. Removing a student account does not remove that student's performance data. To fully remove a student and place the student in the Unassigned Group, you must individually remove the student from all Student Groups to which the student belongs.



Removing students does not delete student performance data. If you remove a student account, that student is moved to the Unassigned group of the parent organization. Students in the Unassigned group cannot log in to Imagine Learning.

### To remove a student account

1. From the Students page, select the student account(s) that you want to remove.
2. Click **Remove Student** in the right sidebar.
3. When prompted, click **Yes** to confirm that you want to remove the student account(s). Verify that the student account(s) have been removed from any student groups and moved to the Unassigned group of the parent organization.

## Starting Imagine Learning

You can start Imagine Learning activities in two different ways: starting an individualized student sequence or starting individual activities through the Activity Menu. Starting an individualized student sequence requires the student to log in to play through individualized, sequenced activities that have been specifically tailored for them at their skill level. Using the Activity Menu lets users choose specific activities based on curriculum area. This section describes how to start a student sequence and how to navigate through the Activity Menu.

### Starting an individualized student sequence

When students start an Imagine Learning session, they log in using their Imagine Manager account information on the Student Login screen. The Student Login screen displays when students open Imagine Learning, either through a desktop shortcut on your workstation or by launching the Imagine Learning app on your device.



When the Student Login screen displays, students enter their Account Name and password (as specified in their Imagine Manager account). For information about student account details, see ["Editing student account details" on page 27](#).

You can also access the Student Login screen from Imagine Manager. From the Home screen, click **Student Sessions** in the Start area.

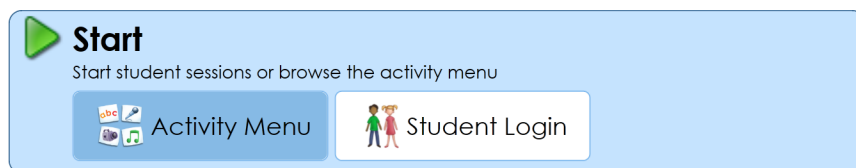
## Starting individual activities

The Activity Menu allows you to view and use all Imagine Learning activities individually. Launching activities from the Activity Menu does not initiate the student's individualized sequence, but allows you to select the specific activity you would like to see. Using the Activity Menu is optimal for teacher-led class or group instruction. Imagine Learning recommends that you do not make the Activity Menu accessible to students.



Any activities that you play individually from the Activity Menu do not affect scores that appear on student reports.

You can access the Activity Menu by clicking **Activity Menu** on the Imagine Manager Home screen. You can exit the Activity Menu by clicking your browser's Back button.



## Using the Activity Menu

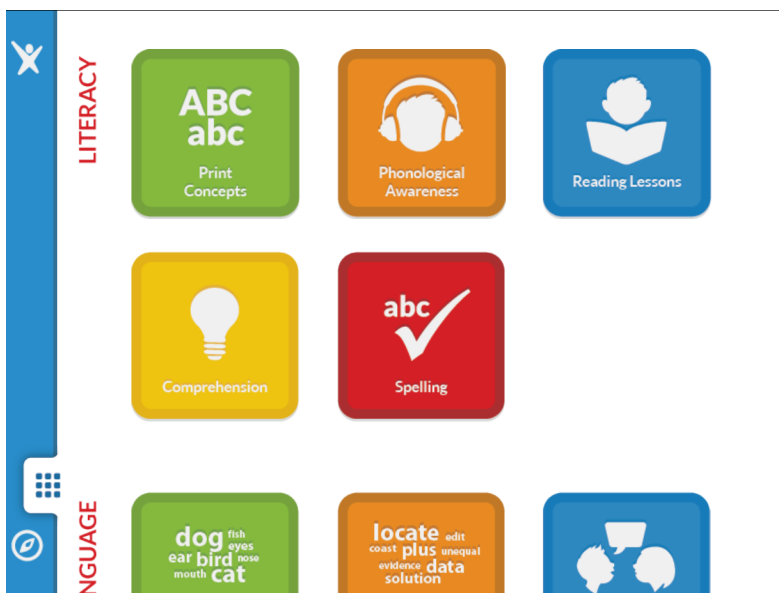
The Activity Menu allows you to access individual activities by curriculum area. The Imagine Learning curriculum is divided into two main sections: Literacy and Language. Each section includes individual curriculum areas.

The Literacy section includes these curriculum areas:

- **Print Concepts:** This curriculum area teaches uppercase and lowercase letter recognition skills. For more information, see ["Print Concepts" on page 33.](#)
- **Phonological Awareness:** This curriculum area teaches rhyming, phoneme position, onset-rime blending, and phonemic segmentation skills. For more information, see ["Phonological Awareness" on page 34.](#)
- **Reading Lessons:** This curriculum area provides an integrated approach to teaching reading, including phonics, word recognition, reading, comprehension, and vocabulary skills. For more information, see ["Reading Lessons" on page 35.](#)
- **Comprehension:** This curriculum area teaches specific reading comprehension skills such as character, compare and contrast, literal questions, plot and setting, main idea, etc. For more information, see ["Comprehension" on page 37.](#)
- **Spelling:** This curriculum area teaches how to recognize word families and spell regularly-spelled words. For more information, see ["Spelling" on page 39.](#)

The Language section includes these curriculum areas:

- **Basic Vocabulary:** This curriculum area teaches basic vocabulary words, based on category. For more information, see ["Basic Vocabulary" on page 40.](#)
- **Academic Vocabulary:** This curriculum area teaches academic vocabulary words, categorized by parts of speech (such as nouns, verbs, prepositions, etc.). For more information, see ["Academic Vocabulary" on page 40.](#)
- **Speaking & Listening:** This curriculum area teaches language production, listening comprehension, and conversational skills. For more information, see ["Speaking & Listening" on page 41.](#)
- **Grammar:** This curriculum area teaches grammar skills such as subjects, verbs, comparative adjectives, etc. For more information, see ["Grammar" on page 42.](#)





## Navigating activities

These buttons help students and teachers navigate through activities in the Activity Menu or during a student session.



### Translate

The Translate button replays the last line of audio instruction in the student's first language. This button only displays if teachers have enabled first-language support for the student's account in Imagine Manager, and then only at specific times during an activity.



### Repeat

The Repeat button repeats the last line of audio instruction in the activity.



### Move On

The Move On button advances you to the next part of the activity.



### Play Again

The Play Again button allows you to replay the activity that you just completed.



### Pause

The Pause button pauses the activity while you are playing.



### Let's Go

During an activity, the Let's Go button advances you to the next activity in the sequence. From the Activity Menu, this button exits you from the activity and returns you to the Activity Menu.



### Print

The Print button allows you to print any printouts, certificates, or progress reports that appear in Imagine Learning. This button only displays if teachers enable printing options for the student's account in Imagine Manager. For information on enabling printing options, see ["Editing student group details" on page 19](#).

## Print Concepts

The Print Concepts curriculum area includes these activities that teach students upper and lowercase letters and letter sounds.

Area	Activity description
<b>Letters</b>	<p>Letter activities are grouped by letter.</p> <p><b>Pre-K -Grade 2</b></p> <ul style="list-style-type: none"> <li>• <i>Letter Shapes and Sounds</i> (Instruction): Teach students how to recognize and name individual uppercase and lowercase alphabet letters.</li> <li>• <i>Build a Monster</i> (Practice): Help students practice identifying letters of the alphabet.</li> <li>• <i>Free the Aliens</i> (Practice): Help students practice identifying letters of the alphabet.</li> <li>• <i>Art with a Purpose</i> (Practice): Students color pictures relating to the alphabet letter.</li> <li>• <i>Underwater Adventure</i> (Practice): Help students practice identifying letters of the alphabet.</li> <li>• <i>Recognize Letters</i> (Review): Test the students' ability to recognize and identify specific alphabet letters.</li> <li>• <i>Sound Rap</i> (Review): Test the students' ability to associate a specific letter sound with a specific letter or letter combination.</li> </ul> <p><b>Grade 3 - 6</b></p> <ul style="list-style-type: none"> <li>• <i>Alphabet Action</i> (Instruction): Teach older students how to recognize and name uppercase and lowercase letters.</li> <li>• <i>Alphabet Blackout</i> (Practice): Help older students practice identifying uppercase and lowercase letters.</li> <li>• <i>Alphabet Quiz</i> (Review): Test older students' ability to identify uppercase and lowercase letters.</li> </ul>
<b>Songs</b>	<p>Song activities provide different alphabet songs to help students recognize letters of the alphabet.</p> <p>There are 5 different full alphabet songs, including <i>Circus ABC Song</i>, <i>Jazz ABC Song</i>, <i>Soup ABC Song</i>, <i>Space ABC Song</i>, and <i>Western ABC Song</i>. There is also a <i>Letter Sound Sing-Along</i> song that focuses on the sounds letters make, and an <i>AEIOU</i> song that focuses on teaching the vowels.</p>

## Phonological Awareness

The Phonological Awareness curriculum area includes these activities that teach students rhyming, onset-rime blending, phoneme blending, phoneme position identification, and phonemic segmentation skills.

Area	Activity description
<b>Rhyme</b>	<p>Rhyming activities are grouped by specific rhymes.</p> <ul style="list-style-type: none"> <li>• <i>Introduction to Rhyme</i> (Instruction): Teach students about rhyme as it is defined and illustrated with words in English.</li> <li>• <i>Identify Rhyming Words</i> (Practice): Test the students' ability to identify English rhyming words.</li> </ul>
<b>Blending</b>	<p>Blending activities are grouped by <b>Onset-Rime Blending</b> and <b>Phoneme Blending</b>.</p> <ul style="list-style-type: none"> <li>• <i>Monster Blend</i> (Practice): Test the students' ability to blend onsets and rimes to make a word.</li> </ul>

Area	Activity description
<b>Phoneme Position</b>	<ul style="list-style-type: none"> <li>• <i>Yakkity Yak</i> (Practice): Test the students' ability to hear and identify a target phoneme and its position in words.</li> </ul>
<b>Phoneme Segmentation</b>	<p>Segmenting activities are grouped by number of phonemes to segment.</p> <ul style="list-style-type: none"> <li>• <i>Sound Check</i> (Instruction): Teach students how to segment words into phonemes.</li> <li>• <i>Sound Play</i> (Practice): Help students practice segmenting words into phonemes.</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• <i>Sound Stretch</i> (Reteaching): Help students practice segmenting words.</li> <li>• <i>Sound Chase</i> (Review): Test the students' ability to segment phonemes into a word.</li> </ul>

## Reading Lessons

The Reading Lessons curriculum area includes these activities that teach students reading comprehension, vocabulary, phonics, spelling, and sight word skills.

Area	Activity Description
<b>Read-Alongs</b>	<p>Read-Along activities are grouped by book.</p> <ul style="list-style-type: none"> <li>• <i>Read-Along</i> (Practice): Help students practice phonics and high-frequency word recognition by listening to a beginning text and identifying the main characters.</li> <li>• <i>Comprehension Questions</i> (Review): Test students' ability to answer comprehension questions about a text they have read previously.</li> </ul>

Area	Activity Description
<b>Beginning Books</b>	<p>Beginning Books activities are grouped by book.</p> <p><b>Reading Practice</b></p> <ul style="list-style-type: none"> <li>• <i>Find the Word</i> (Practice): Help students practice new vocabulary words before reading them in a book. This exposes students to new words and helps them review previously learned words.</li> <li>• <i>Listen and Read</i> (Practice): Help students practice phonics and high-frequency word recognition by listening to a beginning text.</li> <li>• <i>Read on My Own</i> (Practice): Help students practice phonics and high-frequency word recognition by reading a beginning text independently.</li> <li>• <i>Read and Record</i> (Practice): Help students practice phonics and high-frequency words by recording a beginning text.</li> <li>• <i>Understand What I Read</i> (Review): Test students' ability to comprehend a story by asking comprehension questions about a beginning text.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• <i>Phonics Commercials</i> (Instruction): Teach a phonics rule in preparation for learning how to spell words that follow that rule.</li> <li>• <i>Making Music</i> (Instruction): Teach students to recognize letter sounds before reading with them in a book.</li> <li>• <i>Sound Rap</i> (Review): Test the students' ability to associate a specific letter sound with a specific letter or letter combination.</li> </ul> <p><b>Regularly Spelled Words</b></p> <ul style="list-style-type: none"> <li>• <i>Ready to Spell</i> (Instruction): Teach students to recognize word family patterns and spell regularly spelled words.</li> <li>• <i>Spellball</i> (Practice): Help students practice spelling regularly spelled words.</li> <li>• <i>Spellball Showdown</i> (Review): Test students' ability to spell regularly spelled words.</li> </ul> <p><b>Reading Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <i>Mega Mazels</i> (Instruction): Teach students the meaning of regularly spelled and key words using context sentences from books the students will read.</li> <li>• <i>Word Survivor</i> (Review): Help students practice identifying high-frequency words and regularly spelled words.</li> </ul> <p><b>Sight Words</b></p> <ul style="list-style-type: none"> <li>• <i>Note This</i> (Instruction): Teach students how to read and understand high-frequency words in context sentences from books the students will read.</li> <li>• <i>Blaster</i> (Practice): Help students practice recognizing high-frequency words.</li> </ul>

Area	Activity Description
<b>Leveled Books</b>	<p>Leveled Books activities are grouped by book.</p> <p><b>Pre-Reading Activities</b></p> <ul style="list-style-type: none"> <li>• <i>Fix It Up</i> (Instruction): Teach students to recognize common prefixes and suffixes.</li> <li>• <i>Affix Action</i> (Practice): Help students practice making new words by adding affixes and prefixes to a base word.</li> </ul> <p><b>Reading Practice</b></p> <ul style="list-style-type: none"> <li>• <i>Find the Word</i> (Practice): Help students practice new vocabulary words before reading them in a book. This exposes students to new words and helps them review previously learned words.</li> <li>• <i>Listen and Read</i> (Practice): Help students practice phonics and high-frequency word recognition by listening to a leveled text.</li> <li>• <i>Read on My Own</i> (Practice): Help students practice phonics and high-frequency word recognition by reading a leveled text independently.</li> <li>• <i>During Reading Questions</i> (Practice): Help students practice comprehending a story by asking questions about a leveled text while listening to the text.</li> <li>• <i>Read and Record</i> (Practice): Help students practice phonics and high-frequency words by recording a leveled text.</li> <li>• <i>Understand What I Read</i> (Review): Test students' ability to comprehend a story by asking comprehension questions about a leveled text.</li> </ul> <p><b>Reading Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <i>Word-A-Tron</i> (Practice): Teach the meaning of key vocabulary words used in stories and non-fiction articles the student will read.</li> </ul>

## Comprehension

The Comprehension curriculum area includes these activities that teach students about informational text features, compare and contrast (for both informational text and literature), main idea, literal questions, story map, inferential questions, and vocabulary skills.

Area	Activity description
<b>Text Features (Informational)</b>	<p>Text features are grouped by grade level.</p> <p><b>Introduction to Text Features</b></p> <ul style="list-style-type: none"> <li>• <i>Text Types</i> (Instruction): Teach students the meaning of the word "text" and how to distinguish between literature and informational texts.</li> <li>• <i>Text Explorer</i> (Practice): Help students interpret key informational text features such as bold glossary words, section headings, table of contents, etc.</li> <li>• <i>Text Expert</i> (Review): Test students' ability to use informational text features to find information and understand meaning.</li> </ul> <p><b>Books</b></p> <p>Books activities are grouped by difficulty: Below Basic, Basic, and Proficient.</p> <ul style="list-style-type: none"> <li>• <i>Word Warehouse</i> (Practice): Help students practice key vocabulary words used in articles the student will read.</li> <li>• <i>Match It Up</i> (Review): Help students review key vocabulary words used in articles the student will read.</li> <li>• <i>Time to Read</i> (Practice): Help students read grade-level passages independently at appropriate reading levels, and use text features to understand information.</li> <li>• <i>Answer on Your Own</i> (Review): Tests how well students understand the grade-level reading passages by asking comprehension questions following the passage.</li> </ul>
<b>Main Idea</b>	<p>Main Idea activities are grouped by grade level.</p> <ul style="list-style-type: none"> <li>• <i>What's the Point?</i> (Instruction): Teach students how to find the main idea of a text.</li> </ul>
<b>Compare and Contrast (Literature)</b>	<p>Compare and contrast activities are grouped by grade level.</p> <p><b>Introduction to Compare/Contrast</b></p> <ul style="list-style-type: none"> <li>• <i>Sort It Out</i> (Instruction): Teach students to compare and contrast narratives by sorting information from two different stories.</li> <li>• <i>What's the Story</i> (Practice): Help students compare and contrast narratives using a graphic organizer.</li> <li>• <i>Story Circles</i> (Review): Test students' ability to compare and contrast story elements from two similar, but different stories.</li> </ul> <p><b>Books</b></p> <p>Books activities are grouped by difficulty: Below Basic, Basic, and Proficient.</p> <ul style="list-style-type: none"> <li>• <i>Word Warehouse</i> (Practice): Help students practice key vocabulary words used in articles the student will read.</li> <li>• <i>Match It Up</i> (Review): Help students review key vocabulary words used in articles the student will read.</li> <li>• <i>Time to Read</i> (Practice): Help students practice reading grade-level passages independently at appropriate reading levels, and compare and contrast the details of the passage.</li> <li>• <i>Answer on Your Own</i> (Review): Tests how well students understand the grade-level reading passages by asking comprehension questions following the passage.</li> </ul>

Area	Activity description
<b>Compare and Contrast (Informational)</b>	<p>Compare and contrast activities are grouped by grade level.</p> <p><b>Introduction to Compare/Contrast</b></p> <ul style="list-style-type: none"> <li>• <i>My Kind of Art</i> (Instruction): Teach students how to compare and contrast informational text in grade-level appropriate passages.</li> </ul> <p><b>Books</b></p> <p>Books activities are grouped by difficulty: Below Basic, Basic, and Proficient.</p> <ul style="list-style-type: none"> <li>• <i>Word Warehouse</i> (Practice): Help students practice key vocabulary words used in articles the student will read.</li> <li>• <i>Match It Up</i> (Review): Help students review key vocabulary words used in articles the student will read.</li> <li>• <i>Time to Read</i> (Practice): Help students practice reading grade-level passages independently at appropriate reading levels and compare and contrast the details of the passage.</li> <li>• <i>Answer on Your Own</i> (Review): Tests how well students understand the grade-level reading passages by asking comprehension questions following the passage.</li> </ul>
<b>Literal Questions</b>	<p>Literal question activities are grouped by grade level.</p> <ul style="list-style-type: none"> <li>• <i>Look in the Book</i> (Instruction): Teach students how to look back in the story to find the answers to reading questions.</li> </ul>
<b>Inferential Questions</b>	<p>Inferential question activities are grouped by grade level.</p> <ul style="list-style-type: none"> <li>• <i>Look and Think</i> (Instruction): Teach students how to draw correct inferences using story information and their own knowledge of the world.</li> </ul>
<b>Story Map</b>	<ul style="list-style-type: none"> <li>• <i>Map It Out</i> (Instruction): Teach students how to identify the structure of a story using story elements such as character, setting, problem, plot, and solution.</li> <li>• <i>Listen to Story</i> (Practice): Help students practice phonics and high-frequency word recognition by listening to a beginning text and identifying the main characters.</li> <li>• <i>Understand What I Read</i> (Review): Test students' ability to comprehend a story by asking comprehension questions.</li> </ul>
<b>Vocabulary</b>	<p>Vocabulary activities are grouped by grade level and book.</p> <ul style="list-style-type: none"> <li>• <i>Word-A-Tron</i> (Instruction): Teach the meaning of key vocabulary words used in stories and non-fiction articles the student will read.</li> <li>• <i>Read on My Own</i> (Practice): Help students practice phonics and high-frequency word recognition by reading a text independently.</li> <li>• <i>Find the Word</i> (Practice): Help students practice new vocabulary words before reading them in a book. This exposes students to new words and helps them review previously learned words.</li> </ul>

## Spelling

The Spelling curriculum area includes these activities that teach students how to recognize word families and how to spell regularly-spelled words.

Area	Activity description
<b>Spelling</b>	<p>Spelling activities are grouped by word groups.</p> <ul style="list-style-type: none"> <li>• <i>Ready to Spell</i> (Instruction): Teach students to recognize word family patterns and spell regularly spelled words.</li> <li>• <i>Spellball</i> (Practice): Help students practice spelling regularly spelled words.</li> <li>• <i>Spellball Showdown</i> (Review): Test students' ability to spell regularly spelled words.</li> </ul>

## Basic Vocabulary

The Basic Vocabulary curriculum area includes these activities that teach students how to recognize and read basic vocabulary words in different categories.

Area	Activity description
<b>Basic vocabulary</b>	<p>Vocabulary activities are grouped by part of speech.</p> <p><b>Nouns</b></p> <ul style="list-style-type: none"> <li>• <i>Everyday Words in Scenes</i> (Instruction): Teach students basic vocabulary words in categories (e.g., colors, shapes, food).</li> <li>• <i>Explore Everyday Words</i> (Practice): Help students practice new vocabulary words by creating a scene related to a story or topic.</li> <li>• <i>Recognize Everyday Words</i> (Review): Test students' ability to understand new vocabulary words.</li> <li>• <i>My Word Book Review</i> (Review): Help students review new vocabulary words and their meaning.</li> </ul> <p><b>Verbs and Adjectives</b></p> <ul style="list-style-type: none"> <li>• <i>Animate Everyday Words</i> (Practice): Teach students basic adjectives and verbs in categories (e.g., food, clothing, animals).</li> <li>• <i>Silly Animals</i> (Practice): Help students recognize and understand basic adjectives and verbs.</li> <li>• <i>Recognize Everyday Words</i> (Review): Test students' ability to understand new vocabulary words.</li> </ul>

## Academic Vocabulary

The Academic Vocabulary curriculum area includes these activities that teach students how to recognize and read academic vocabulary words that correspond to different parts of speech.



Area	Activity description
<b>Intermediate</b>	<p>Intermediate vocabulary activities are grouped by nouns, verbs, prepositions, and mixed.</p> <ul style="list-style-type: none"> <li>• <i>Word Videos</i> (Instruction): Teach students the meaning of academic vocabulary words from math, history, and science.</li> <li>• <i>Cool Cars</i> (Practice): Help students practice new academic vocabulary words, specifically nouns.</li> <li>• <i>Go for the Gold</i> (Practice): Help students practice new academic vocabulary words, specifically verbs, adjectives, and adverbs.</li> <li>• <i>Put It There</i> (Practice): Help students practice new academic vocabulary words, specifically prepositions.</li> <li>• <i>Name That Word</i> (Practice): Help students review academic vocabulary words that they have learned in previous activities.</li> <li>• <i>Show What You Know</i> (Practice): Test students' ability to identify the correct definition for academic vocabulary words that they have learned in previous activities.</li> </ul>
<b>Advanced</b>	<p>Advanced vocabulary activities are grouped by words taught.</p> <ul style="list-style-type: none"> <li>• <i>Word Alert</i> (Instruction): Teach students the meaning of advanced academic vocabulary words from math, history, and science.</li> <li>• <i>Galactic Goal</i> (Practice): Help students practice new academic vocabulary words.</li> <li>• <i>Show What You Know</i> (Practice): Test students' ability to identify the correct definition for academic vocabulary words that they have learned in previous activities.</li> </ul>

## Speaking & Listening

The Speaking & Listening curriculum area includes these activities that teach students conversational speaking and listening comprehension skills.

Area	Activity description
<b>Conversational Phrases</b>	<p>Conversational phrases are listed by phrase.</p> <p><b>School Readiness</b></p> <ul style="list-style-type: none"> <li>• <i>Jazz Chants</i> (Practice): Help students practice identifying and using common conversational phrases.</li> <li>• <i>Daily Conversations</i> (Practice): Help students practice previously learned conversational phrases by recording the phrases.</li> <li>• <i>Let's Talk</i> (Review): Teach students a common conversational phrase.</li> <li>• <i>Your Turn to Talk</i> (Review): Help students practice and record a common conversational phrase.</li> <li>• <i>What Should You Say?</i> (Practice): Test students' ability to choose the right conversational phrase for a given situation.</li> </ul> <p><b>English as a Foreign Language</b></p> <ul style="list-style-type: none"> <li>• <i>Rock 'n' Talk</i> (Instruction): Teach students useful phrases and social greetings.</li> <li>• <i>Comic Talk</i> (Practice): Help students practice learned conversational phrases by recording phrases for a given situation.</li> <li>• <i>Create a Comic</i> (Practice): Help students practice learned conversational phrases by choosing the correct phrase for a given situation.</li> <li>• <i>Rock 'n' Record</i> (Practice): Help students practice learned conversational phrases by repeating and recording phrases.</li> <li>• <i>Say What</i> (Review): Test students' ability to recognize conversational phrases.</li> </ul>
<b>Listening Comprehension</b>	<p>Listening comprehension activities are grouped by part of speech.</p> <ul style="list-style-type: none"> <li>• <i>Put It Together</i> (Instruction): Teach students how to use selective attention listening skills to identify items in a sentence.</li> <li>• <i>Listen Up</i> (Practice): Help students practice understanding spoken discourse in the form of a passage that they hear.</li> </ul>
<b>Songs and Chants</b>	<p>Songs and chants activities are grouped by song title.</p> <ul style="list-style-type: none"> <li>• <i>Sing and Chant</i> (Instruction): Teach students a song or chant.</li> <li>• <i>Be a Recording Artist</i> (Practice): Help students record a song or chant.</li> </ul>

## Grammar

The Grammar curriculum area includes these activities that teach students how to recognize and understand grammar concepts such as nouns, verbs, adjectives, subjects, articles, question words, and others.

Area	Activity description
<b>Grammar</b>	<p>Grammar activities are grouped by topic.</p> <ul style="list-style-type: none"> <li>• <i>Time Seekers</i> (Instruction): Demonstrate to students how grammar concepts are used in a story.</li> <li>• <i>Time Seekers Phase 2</i> (Instruction): Teach students how to use grammar concepts in context.</li> <li>• <i>History Hero</i> (Practice and Review): Help students build automaticity for grammar concepts.</li> </ul>

## Viewing student progress

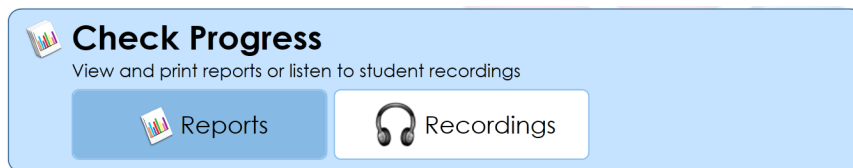
Teachers and administrators can track student progress through Imagine Manager reports, custom reports, and student recordings. Users with Teacher access can only access reports and recordings for students in their own classes, while administrative users can access reports and recordings for all students in their organization.

You can access interactive, group, and individual reports through Imagine Manager. These reports contain information about student usage, scores, and specific mastered and unmastered skills. Custom reports provide more detailed information about student progress across districts or in specific curricular areas. You must request these reports from your Imagine Learning Sales representative. Student recordings allow you to listen to any recordings that students create while using Imagine Learning. You can access student recordings through Imagine Manager.

### Using reports

Reports allow you to monitor students' progress as they advance through the Imagine Learning curriculum. Both Administrator and Teacher roles can view reports. If you are an administrative users, you can view reports for any classroom or group in your organization. If you are a user with a Teacher role, you can only view reports for your own students.

To access reports, click **Reports** in the Check Progress area of the Imagine Manager Home page.



Imagine Manager displays a list of available interactive, individual, and group reports.



Imagine Learning offers 3 different types of reports: interactive reports, group reports, and individual reports:

Report type	Description
<b>Interactive Reports</b>	<p>Interactive reports provide information about specific aspects of student progress. Interactive reports allow you to change filters that narrow results to specific students or groups of students. There are two interactive reports available: the Action Areas tool and the Growth tool.</p> <ul style="list-style-type: none"> <li>• <b>Action Areas tool:</b> Shows which skills in Imagine Learning your students are struggling with, listed by skill or student name. This tool also provides printouts and recommended activities that you can use to intervene with students who are struggling.</li> <li>• <b>Growth tool:</b> Shows a student's reading progress over time using a scaled score. Using different filters, you can compare a student's reading trend line with other students in a class or grade to see how the student is performing compared to their peers.</li> </ul>
<b>Group Reports</b>	<p>Group reports provide information about an entire class or group of students. There are two group reports available: the Group Summary Report and the Group Usage Report.</p> <ul style="list-style-type: none"> <li>• <b>Group Summary Report:</b> Provides a class- or group-level view of student scores in each major curriculum area.</li> <li>• <b>Group Usage Report:</b> Provides class- or group-level usage data, including the total time spent using Imagine Learning and average usage per week.</li> </ul>
<b>Individual Reports</b>	<p>Individual reports provide progress and mastery information for a specific student. There are two individual reports available: the Individual Summary Report and the Individual Detailed Report.</p> <ul style="list-style-type: none"> <li>• <b>Individual Summary Report:</b> Provides progress information and scores for any activities that the student has completed, organized by curriculum area.</li> <li>• <b>Individual Detailed Report:</b> Provides a list of mastered and unmastered skills for any activities that the student has completed.</li> </ul>

For more information on how to view student progress, see these sections:

- ["Using the Action Areas tool" on page 44](#)
- ["Using the Growth tool" on page 48](#)
- ["Using the Group Summary Report" on page 50](#)
- ["Using the Group Usage Report" on page 54](#)
- ["Using the Individual Summary Report" on page 56](#)
- ["Using the Individual Detailed Report" on page 66](#)
- ["Requesting custom \(Administrator\) reports" on page 68](#)

### Using the Action Areas tool

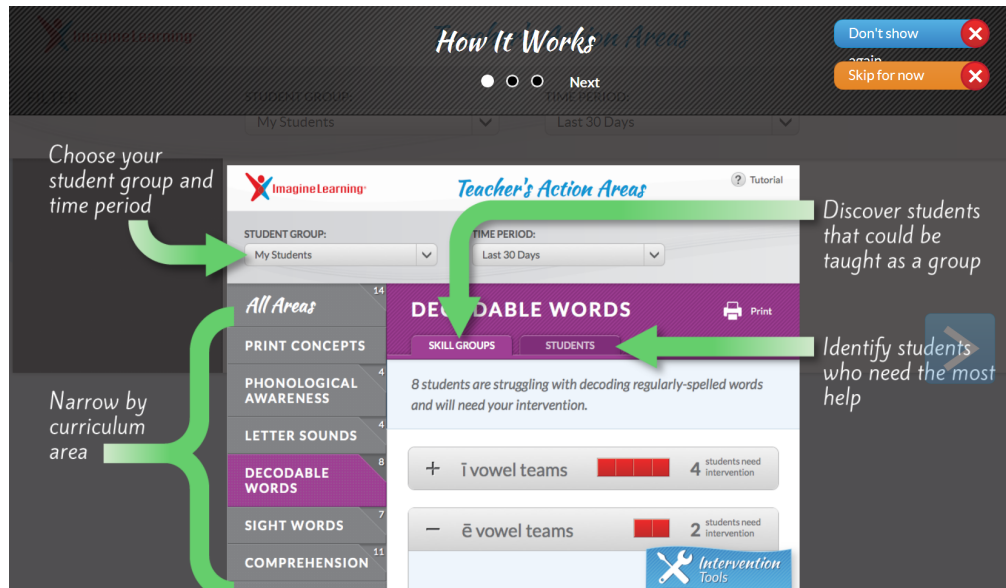
The Action Areas tool is an interactive tool that shows which skills in Imagine Learning your students are struggling with. Imagine Learning identifies a student as struggling with a skill when they have scored less than 75% correct on at least 3 activities for that skill. The Action Areas tool lets you filter struggling students by student group and date range, view unmastered skills, find targeted activities and printouts to intervene with struggling students, and print lists of struggling students for record-keeping purposes.



When you use the Action Areas tool, you can only see information for students that are assigned to your student group(s). If you do not have any student groups, no students will display in the Action Areas tool.

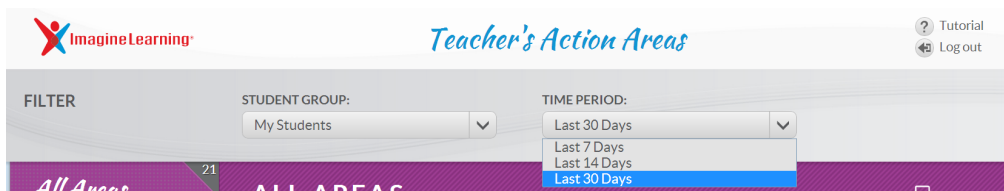
## To access the Action Areas tool

1. From the Reports page, click Action Areas **tool** under Interactive Reports on the left sidebar.
2. The first time that you access the Action Areas tool, a tutorial displays that shows you how to use key features of the tool . To access this tutorial later, click **Tutorial** in the top right corner of the page.



## Filtering the students that you see

The Student Group and Time Period drop-down filters at the top of the tool allow you to choose the student group and time period that you want to view. Administrative users will be able to view data for see all groups and students that belong to their organization. Users with a Teacher role will only be able to view the student groups or students assigned to them.



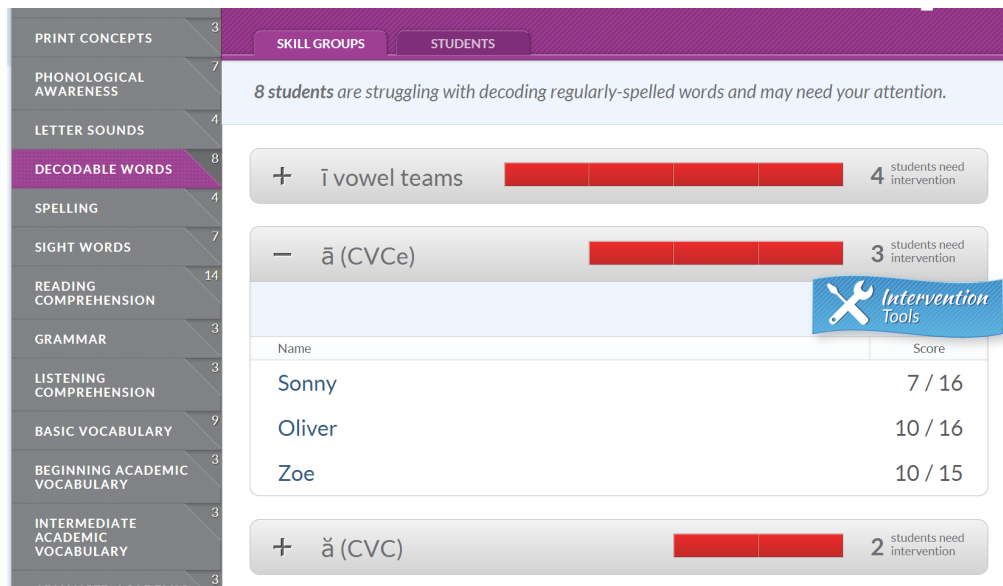
## Viewing unmastered skills

The left navigation pane lists all Imagine Learning curriculum areas. The number in the corner of each curriculum area is the number of students currently struggling with a skill in that area. Click a curriculum area to view all skills that students are struggling with in that area.



After you click a curriculum area, you can view unmastered skills by skill group or by student name. Click the **Skill Groups** or **Students** tab to toggle back and forth between skill and student information for that curriculum area. Viewing unmastered skills by Skill Groups displays each skill and the students who are struggling with that skill. Viewing unmastered skills by Students displays each student that is struggling and which specific skills they are struggling with.

Click the plus sign (+) next to the skill or student name to see details about the skill or student.



## Using Intervention Tools

When you expand a skill group or student name to see details, you can click Intervention Tools to view details, printouts, and activities for the selected skill or student.

The Quick Summary section of the Intervention Tools page allows you to see all students who are struggling with that skill area. Clicking on a student's name displays a popup that shows which specific unmastered skills the student is struggling with in that skill area. Clicking on an unmastered skill name displays a popup that shows any students who are struggling with that skill.

**i vowel teams: *Intervention Tools***

**QUICK SUMMARY:**

Not yet mastered this skill

Lauren  
Judy  
Sonny

Todd

Specific unmastered skills

-ind -y -ight

The Skill Details section of the Intervention Tools page provides a description of the unmastered skill along with correlations to state standards. Currently, the Common Core (CCSS) and Texas Essential Knowledge and Skills (TEKS) standards are supported.

**SKILL DETAILS:**

Students recognize i words ending with -igh, -ind, and -y (e.g., night, kind, try).

[CCSS.ELA-Literacy.RF.1.3c](#)

The Resources section of the Intervention Tools page provides printouts and activities that teach and support the unmastered skill. You can filter activities and printouts by student or specific skill using the Student or Specific Skill drop-down filters. As you specify the student name or skill in the filters, the Action Areas tool displays activities and printouts that correspond to the student or skill. You can view detailed information about each activity by clicking the information (i) icon or you can launch the activity by clicking the thumbnail image.

**RESOURCES:**

**FILTER**      STUDENT:       SPECIFIC SKILL:

**Printouts**

[The Plane Race](#)

**Activities**

**INSTRUCTION**  
Regularly Spelled Words

**Recognize Words**  
*Word Survivor*

**Learning objective:** Help students practice identifying high-frequency words and regularly spelled words.  
**What students do:** Students hear words and match what they hear to the correct safari hat or animal to move forward on the safari map.

Activity duration: approx. 3 minutes      [Launch Activity](#)

**PRACTICE**  
Recognize Words

**find a word.**

**The Plane Race**

## Printing data from the Action Areas tool

If you want to, you can print a record of students who are struggling with specific skills for record-keeping purposes. By default, the Action Areas tool automatically expands the skill or student name to display details when you print.

### To print data from the Action Areas tool

1. Navigate to the student or skill group that you want to print.
2. Click **Print** in the top right corner of the main screen to print the current list of skills or students. By default, the Action Areas tool automatically expands the skill or student name to display details when you print.

The screenshot shows the 'Teacher's Action Areas' interface. At the top, it says 'Teacher's Action Areas' and 'TRU3Data REPORTS'. Below that, it says 'DECODABLE WORDS' and '8 students are struggling with decoding regularly-spelled words and may need your attention.' The interface is for 'TEACHER: Imagine Learning' and 'STUDENT GROUP: My Students' for the 'TIME PERIOD: Last 30 Days'.

Skill	Score
l (CVCl)	1 / 4
l vowel teams	1 / 4
ð (CVCe)	7 / 16
é (CVCC)	4 / 9
aw	2 / 4
l (CVCe)	8 / 12
ó (CVCe)	7 / 10
ð (CVCC)	5 / 7

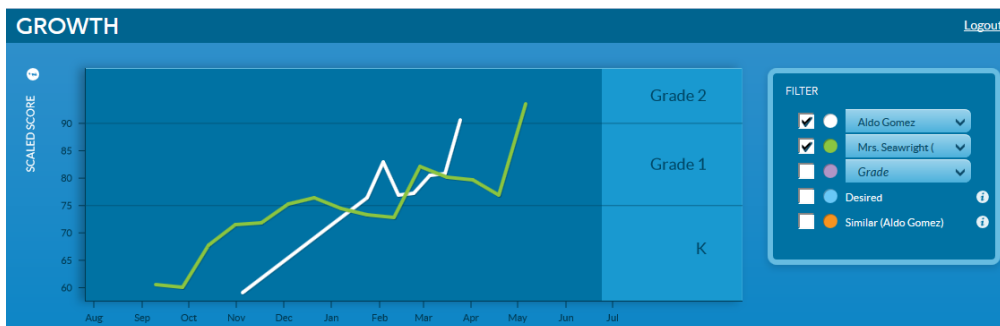
  

Skill	Score
short oo	2 / 6
-nk ending	5 / 11
ó (CVCC)	2 / 4
ð unusual teams	11 / 20

## Using the Growth tool

The Growth tool is an interactive tool that lets you see a student's growth in Imagine Learning over time. Imagine Learning displays student growth for the current school year as a trend line on a graph. The Growth tool also displays grade-level bars on the graph so that you can easily see when a student's trend line shows that they are performing at grade level.

You can use filters to display the growth trend line for a specific student, class, or grade, or you can compare a student's growth trend line with other students in another class or grade. You can also compare a student's growth trend line against other students using Imagine Learning who were placed at the same starting point in the Imagine Learning curriculum.





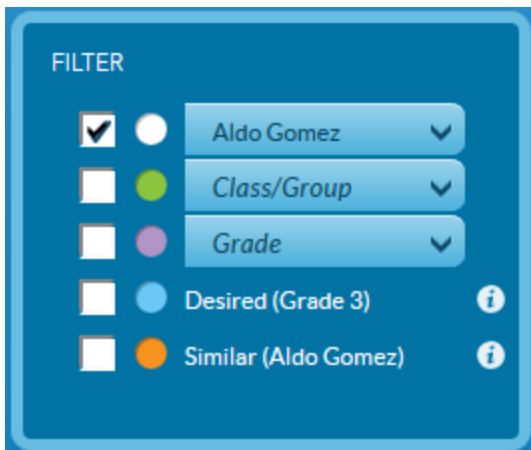
The Growth tool measures student growth using a scaled score. This scaled score is a composite reading comprehension score that takes into account the difficulty of the comprehension skill being assessed, the difficulty of the text that the student is reading, and the difficulty of the comprehension questions that the student must answer following the text. The scaled score provides a more comprehensive measure of the student's growth in reading comprehension than a single measurement of reading difficulty.

### To access the Growth tool

1. From the Reports page, click **Growth tool** under Interactive Reports on the left sidebar.

### Filtering the data that you see

The Filters that appear on the right side of the tool allow you to choose which growth trend lines you want to view. You can view up to 5 growth trend lines on the same graph, using all of the available filters. To select a filter and display its associated growth trend line on the graph, click the checkbox next to the filter name. If a drop-down menu appears after the filter name, you can filter the data further by specifying additional data. For example, if you click the checkbox for the Student filter, you can also choose the student that you want to display a growth trend line for. You can also click the information (i) icon next to a filter to learn more about the data that a specific filter displays.



If there is insufficient or conflicting data for a specific filter, Imagine Learning displays an alert over the filter and the trend line for that filter is not displayed.

These filters are available to use in the Growth tool:

Filter	Description
<b>Student</b>	Displays the growth trend line for a student that you specify. Choose the student name from the drop-down menu.
<b>Class/Group</b>	Displays the growth trend line for a class or group that you specify. Choose the class or group name from the drop-down menu.
<b>Grade</b>	Displays the growth trend line for other students in the same grade that are using Imagine Learning. If you select the Student filter and choose a student in Grade 2, the Grade filter automatically shows the growth trend line for Grade 2 students. If no student is selected, you can choose any grade for the Grade filter. Choose the grade from the drop-down menu.

Filter	Description
<b>Desired</b>	Displays the desired growth trend line for the individual student, class or group, or grade that you specify. For example, if you select the Student filter and choose a student in Grade 1, the Desired filter displays the optimal growth trend line for Grade 1 students who are using Imagine Learning. If you select the Grade filter and choose Grade 3, the Desired filter displays the optimal growth trend line for Grade 3 students.
<b>Similar</b>	Displays the growth trend line for students who are similar to the student that you specified in the Student filter. Similar students include students in the same grade. If the student that you specified in the Student filter is an English Language Learner, the Similar filter includes students who are also English Language Learners.

## Finding resources for student intervention

As you view a student's growth trend line, you may notice peaks and troughs in the student's progress over time. If you see any dips in a student's growth trend line, you can use the Action Areas tool to find out which skills the student is struggling with and get intervention resources to help the student better learn those skills. Click **You can help this student in Action Areas** to open the Action Areas tool in another tab of your web browser window. If you have specified a student with the Student filter, when you open the Action Areas tool, the Growth tool links directly to the skills that the student is struggling with.

## Using the Group Summary Report

The Group Summary Report provides an overview of how students in a specific student group or class are progressing in Imagine Learning. The report shows how many times each student has demonstrated mastery of a specific skill out of the number of times that the skill was taught. This section explains how to access, print, and interpret the Group Summary Report.

### To access and print the Group Summary Report

1. From the Reports page, click **Group Summary Report** under Group Reports on the left sidebar.
2. Select the student group for which you want to view the report.
3. Select these report options on the right sidebar:

Option	Description
<b>Language</b>	Sets the language in which the report data will be displayed.
<b>Privacy</b>	Sets the amount of information displayed about each student on the report. If no options are selected, Imagine Learning arbitrarily assigns the student a number based on their position in the report.

4. Click **View Report** in the bottom right corner to display the report in your web browser window.
5. To save or print the report, choose **Save** or **Print** from the Adobe PDF console.



Depending on which web browser you are using, the Adobe PDF console options may appear at the top or bottom of the report viewer.


## Interpreting the Group Summary Report

The Group Summary Report is grouped into three different sections: Time, Reading, and Language.

Section	Description
<b>Total Time Spent</b>	Displays the total amount of time that each student has spent using Imagine Learning, including time spent at home.
<b>Reading</b>	<p>Displays student scores for Letter Recognition, Phonological Awareness, Word Recognition, and Reading Comprehension activities. The report displays the most recent scores for a given set of activities. Percentages represent skill mastery, or the number of skills the student has mastered out of the total number of skills the student has been taught.</p> <ul style="list-style-type: none"> <li>• <b>Letter Recognition:</b> Displays scores from lowercase and uppercase letter activities. Lowercase and uppercase letter scores display separately. When students complete the lowercase letter activities, the column displays the lowercase letter scores. When students complete the uppercase letter activities, the uppercase letter scores replace the lowercase letter scores.</li> <li>• <b>Phonological Awareness:</b> Displays a composite score from individual rhyming, sounds, blending, and phonemic segmentation activities. The activities included in these scores are: <i>Identify Rhyming Words</i>, <i>Discover Similar Sounds</i>, <i>Meet New Sounds</i>, <i>Blend Word Parts</i>, <i>Sound Chase</i>, and <i>Yakkity Yak</i>.</li> <li>• <b>Word Recognition:</b> Displays a composite score from individual decodable and sight word activities. The activities included in these scores are: <i>Recognize Words</i> and <i>Fireball</i>.</li> <li>• <b>Books Recorded:</b> Displays the number of books that the student has recorded. This column includes 2 numbers: the first number is the total number of Beginning Books that the student has recorded; the second number is the total number of Leveled Books that the student has recorded.</li> <li>• <b>Reading Comprehension:</b> Displays scores from individual reading comprehension activities. The specific activities included in these scores are: <i>Understand What I Read</i>.</li> </ul>

Section	Description
Language	<p>Displays student scores for Basic Vocabulary, Academic Vocabulary, Grammar, ESL Listening Comprehension, and ESL Conversational Phrases activities. The report displays the most recent scores for a given set of activities. Percentages represent skill mastery, or the number of skills the student has mastered out of the total number of skills the student has been taught.</p> <ul style="list-style-type: none"> <li>• <b>Basic Vocabulary:</b> Displays scores from activities that teach beginning vocabulary. The activities included in these scores are: <i>Recognize Everyday Words</i>.</li> <li>• <b>Academic Vocabulary:</b> Displays scores from activities that teach intermediate and advanced vocabulary. The activities included in these scores are: <i>Show What You Know</i>.</li> <li>• <b>Grammar:</b> Displays scores from activities that teach grammar concepts, such as tenses, plurals, and parts of speech. The activities included in these scores are: <i>History Hero</i>.</li> <li>• <b>ESL Listening Comprehension:</b> Displays scores from activities that teach listening comprehension for nouns, verbs, adjectives, and connected discourse. The activities included in these scores are: <i>Listen Up</i>.</li> <li>• <b>ESL Conversational Phrases:</b> Displays scores from activities that teach common conversational phrases. The activities included in these scores are: <i>What Should You Say</i> and <i>Say What</i>.</li> </ul>

The Group Summary Report uses symbols to show when different scoring and curriculum situations may exist for specific students:

Symbol	Description
+	Denotes that a skill area has been skipped because the student scored well on placement tests and checkpoints throughout that skill area.
-	Denotes that a skill area has not been taught, so scores do not yet exist for that skill area.
‡	Appears by a student's name and indicates that a student is still taking the initial placement test.
✓	<p>Appears by a student's name and indicates when a student has finished all grade-level curriculum or all Imagine Learning curriculum.</p> <div style="background-color: #0070C0; color: white; padding: 5px; border-radius: 5px;">  It is only possible to finish all Imagine Learning curriculum if the student is in Grade 6 or above, as indicated in their Imagine Manager account. </div>

## Group Summary: Imagine Learning

3rd Grade

Martinez, Mr.

Student	Total Time Spent (hr:min)	Reading					Language				
		Letter Recognition	Phonological Awareness	Word Recognition	Books Recorded*	Reading Comp	Basic Vocabulary	Academic Vocabulary	Grammar	ESL Listening Comp	ESL Conv Phrases
Alvarez, Ana Student Number: 3050508	23:14	+	42/44 (95%)	385/400 (96%)	29   2	54/67 (81%)	+	110/129 (85%)	35/42 (83%)	+	+
Camarena, Jocelyn Student Number: 23055639	43:22	24/26 (92%)	76/85 (89%)	238/257 (92%)	29   -	28/42 (66%)	+	-	36/58 (62%)	20/24 (83%)	+
Carter, Christopher Student Number: 3051648	00:14	+	-	-	-   -	-	+	-	-	-	+
Contreras, Bianca Student Number: 3051510	39:38	+	+	38/41 (92%)	5   21	38/41 (92%)	+	203/226 (90%)	+	+	+
Hsu, Jared Student Number: 3051550	37:27	+	15/20 (75%)	98/106 (92%)	12   18	55/67 (82%)	+	124/144 (86%)	37/45 (82%)	+	+
Jones, Makayla Student Number: 3051719	37:55	+	53/91 (58%)	414/471 (87%)	43   -	69/92 (75%)	+	146/204 (72%)	43/48 (90%)	+	+
Marquez, April Student Number: 3051681	17:03	+	20/25 (80%)	78/91 (86%)	10   4	17/38 (81%)	+	22/26 (85%)	+	+	+
✓Miller, Sophia Student Number: 3051315	18:43	+	+	+	+	72/80 (90%)	+	138/166 (83%)	+	+	+
Ngo, Phuong Student Number: 3051616	24:51	+	73/103 (80%)	198/217 (91%)	22   -	31/46 (67%)	+	54/64 (84%)	25/55 (67%)	10/10 (100%)	+
Plancarte Ramirez, Jose Student Number: 3052919	38:08	+	57/99 (57%)	280/305 (92%)	23   9	68/79 (86%)	+	173/204 (84%)	46/56 (82%)	24/30 (80%)	+
Rivera, Maria Student Number: 3051531	06:51	13/14 (93%)	22/25 (88%)	40/49 (82%)	5   -	8/10 (80%)	23/25 (92%)	-	17/18 (94%)	10/12 (83%)	+
Sidorov, Anna Student Number: 3051240	33:10	+	46/65 (70%)	87/91 (95%)	6   20	55/73 (67%)	+	116/125 (93%)	+	+	+

+ Skills skipped because of placement

- Skills not yet taught and scored

\* Number of books recorded: first column = beginning books, second column = leveled text.

‡ Student is working on the initial placement test

✓ Student has completed all assigned content

## Using the Group Usage Report

The Group Usage Report provides information about how often students in a class or student group are using Imagine Learning. You can view or print this report for a specific date range or for all usage information. You can also specify how much identifying student information you want to include in the report. This section explains how to access, print, and interpret the Group Usage Report.

### To access and print the Group Usage Report

1. From the Reports page, click **Group Usage Report** under Group Reports in the left sidebar.
2. Select the student group for which you want to view the report.
3. Select these report options on the right sidebar.

Option	Description
<b>Language</b>	Sets the language in which the report data will be displayed.
<b>Privacy</b>	Sets the amount of information displayed about each student on the report. If no options are selected, Imagine Learning arbitrarily assigns the student a number based on their position in the report.
<b>History</b>	Specifies the timeframe for the usage information that you want to include in the report. Set <b>From</b> and <b>To</b> dates to include information about student usage during those dates. Select <b>Complete history</b> to show all student usage from the time students began using Imagine Learning.

4. Click **View Report** in the bottom right corner to display the report in your web browser window.
5. To save or print the report, choose **Save** or **Print** from the Adobe PDF console.



Depending on which web browser you are using, the Adobe PDF console options may appear at the top or bottom of the report viewer.

### Interpreting the Group Usage Report

When you display the Group Usage Report, the date range that you specified for the report is displayed in the report header. All columns on the report reflect information about the date range that you specified.

Column	Description
<b>Total Time Spent</b>	Displays the total amount of time (in hh:mm format) that students in the class or student group have spent using Imagine Learning, including time spent at home.
<b>Time Spent at Home</b>	Displays the total amount of time (in hh:mm format) that students in the class or student group have spent playing Imagine Learning at home.
<b>Number of Days Run</b>	Displays the number of days that the student has used Imagine Learning, including time spent at home.

Column	Description
<b>Average Usage on Days Run (Min)</b>	Displays the average amount of time per day that students in the student group or class have used Imagine Learning, including any time spent at home. This amount is calculated by dividing the Total Time Spent by the Number of Days Run.
<b>Average Usage per Week (Days)</b>	Displays the average number of days per week that students in the student group or class have used Imagine Learning. The average usage per week is based on a 7-day week.
<b>Average Time per Week (Min)</b>	Displays the average amount of time per week that students in the student group or class have used Imagine Learning. The average time per week is based on a 7-day week.

## Group Usage: Imagine Learning

Central Elementary

3rd Grade

Martinez, Mr.



11/8/2012 - 3/29/2013

Student	Total Time Spent (hr:min)	Time Spent at Home (hr:min)	Number of Days Run	Average Usage on Days Run (min)	Average Usage per Week (Days)	Average Time per Week (min)
Alvarez, Ana Student Number: 3050508	35:01	0:00	61	34	3.1	106
Camarena, Jocelyn Student Number: 3055639	43:22	0:00	81	32	4.1	132
Chambers, Alan Student Number: 3051647	41:41	3:00	65	38	3.3	126
Contreras, Bianca Student Number: 3051510	39:38	0:00	78	30	4.0	122
Hsu, Jared Student Number: 3051550	37:27	0:00	74	30	3.8	114
Jones, Makayla Student Number: 3051719	37:55	0:00	76	30	3.9	115
Mendoza, Rosa Student Number: 3051682	37:03	0:00	73	30	3.7	112
Miller, Sophia Student Number: 3051315	38:58	4:00	72	32	3.7	118
Nguyen, Thuan Student Number: 3051617	34:51	0:00	58	36	3.3	118
Plancarte Ramirez, Jose Student Number: 3052919	38:08	0:00	75	31	3.8	116
Rodriguez, Maria Student Number: 3051532	46:51	0:00	78	36	4.0	142
Sidorov, Anna Student Number: 3051240	33:10	0:00	66	30	3.4	101
Taai, Jun Student Number: 3051555	37:11	0:00	74	30	3.8	113
Tran, Alexander Student Number: 3051517	35:54	0:00	71	30	3.6	109
Vagas Perez, Vanessa Student Number: 3051469	43:46	0:00	84	31	4.3	133
Valenzuela Murillo, Yuridia Student Number: 3051500	42:52	0:00	81	32	4.1	130
Williams, Kayla Student Number: 3051501	39:22	0:00	77	31	4.0	121
<b>Class Average</b>	39:01	0:00	73	32	3.8	119

### Using the Individual Summary Report

The Individual Summary Report provides information about student usage, progress, placement, and mastery in all curriculum areas. You can view this report for an individual student or for multiple students. You can also specify how much identifying student information you want to include in the report. This section explains how to access, print, and interpret the Individual Summary Report.

#### To access and print the Individual Summary report

1. From the Reports page, click **Individual Summary Report** under Individual Reports in the left sidebar.
2. Select the student for which you want to view the report. You can select multiple students to generate an Individual Summary Report for each student.



3. Select these report options on the right sidebar:

Option	Description
<b>Language</b>	Sets the language in which the report data will be displayed.
<b>Privacy</b>	Sets the amount of information displayed about each student on the report. If no options are selected, Imagine Learning arbitrarily assigns the student a number based on their position in the report.

4. Click **View Report** in the bottom right corner to display the report in your web browser window.

5. To save or print the report, click **Save** or **Print** from the Adobe PDF console.



Depending on which web browser you are using, the Adobe PDF console options may appear at the top or bottom of the report viewer.

### Interpreting the Individual Summary Report

The Individual Summary report provides information on student usage, lesson progress, and scores for Reading, Language, Foundational skills, and Literature and Informational Text. The Individual Summary Report uses symbols to show when different scoring and curriculum situations may exist for specific students.

Symbol	Description
+	Denotes that a skill area has been skipped because the student has scored well on placement tests and checkpoints throughout that skill area.
-	Denotes that a skill area has not been taught, so scores do not yet exist for that skill area.
^	Denotes that a placement test in a particular curriculum area was not given because the student scored well on other areas of the placement test.
#	Indicates a curriculum area for which a placement test was not given for any student.

### Usage and lesson progress

This section of the Individual Summary Report provides information about a student's usage, placement, and lesson progress.

Usage	
Total Time Spent (hr:min):	23:14
Number of Days Run	41
Average Usage on Days Run (min)	34
Average Usage per Week (Days)	3.1
Average Time per Week (min):	106

Column	Description
<b>Total Time Spent</b>	Displays the total amount of time (in hh:mm format) that the student spent using Imagine Learning, including spent at home.
<b>Number of Days Run</b>	Displays the number of days that the student has used Imagine Learning, including time spent at home.
<b>Average Usage on Days Run (Min)</b>	Displays the average amount of time per day that the student has used Imagine Learning, including time spent at home. This amount is calculated by dividing the Total Time Spent by the Number of Days Run.
<b>Average Usage per Week (Days)</b>	Displays the average number of days per week that the student has used Imagine Learning. The average usage per week is based on a 7-day week.
<b>Average Time per Week (Min)</b>	Displays the average amount of time per week that the student has used Imagine Learning. The average time per week is based on a 7-day week.

Lesson Progress			Placement Test Score	Post Test 1 (%)	Post Test 2 (%)
Curriculum Area	Initial Lesson	Completed Lesson			
<b>Reading: Foundational Skills</b>					
Print Concepts: Letter Recognition (1-16)	+	+	^		
Print Concepts: Read-Alongs (1-21)	16	21	#		
Beginning Books Word Recognition (1-54)	19	54	68%		
Beginning Books Comprehension (1-54)	19	54	56%		
<b>Reading: Literature and Informational Text</b>					
Grade 3 Reading Comprehension (1-8)	1	5	#		
Science Read-Alongs (1-5)	1	5	#		
Leveled Books (55-130)	55	56	^		
<b>Speaking and Listening</b>					
Songs and Chants (1-22)	11	22	#		
<b>Language</b>					
Basic Oral Vocabulary (1-50)	+	+	83%		
Academic Oral Vocabulary (1-96)	1	96	40%		
Grammar (1-15)	1	15	^		

Column	Description
<b>Curriculum Area</b>	Displays the curriculum area and number of lessons within that area. Curriculum areas are grouped into 4 categories: Reading: Foundational Skills, Reading: Literature and Informational Text, Speaking and Listening, and Language.
<b>Initial Lesson</b>	Displays the first lesson that the student played in a particular curriculum area. Each student begins in a different lesson based on their individual placement.
<b>Completed Lesson</b>	Displays the lesson in a particular curriculum area that the student most recently completed.
<b>Placement Test Score</b>	Displays the student's placement score in a particular curriculum area. The empty columns can display future interim test scores, as assigned by the teacher. For information about assigning interim tests, see <a href="#">"Editing student account details" on page 27</a> .
<b>Post Test 1 (%)</b>	Displays the student's second-to-last post test score (or last test score if the student has only taken one) for the curriculum area.
<b>Post Test 2 (%)</b>	Displays the student's most recent post test score for the curriculum area.

## Reading and language

This section of the Individual Summary Report provides information on how a student is performing in the Reading and Language curriculum areas. Scores displayed on a dark blue background show the average score for any lessons that the student has completed. Scores displayed on a light gray background show the average score for any lessons that are currently in progress. Scores displayed on a white background show the average score for lessons that the student completed prior to taking an updated placement test. A plus sign (+) indicates any lessons that were skipped because the student received high pretest scores.

For information on which skills are taught in each lesson for each curriculum area, see the *Lesson Guide by Curriculum Area*. For instructions on how to access this guide, see "[Using resources](#)" on page 71.

Reading																	
Percentages on a dark background show the average score for completed lessons. Percentages on a lighter background show scores for lessons in progress. Percentages on a white background show scores for lessons completed prior to updated placement. A white plus sign represents lessons skipped because of high pre-test scores.																	
Grade Level Equivalent	Pre-Literacy		Beginning Books (Grades K-2, Lessons 1-54)									Leveled Books (Grades 2-6, Lessons 55-130)					Average %
	Pre-K		K			1			2			2-3		3-4		4-6	
BR Levels & Average Lexile	Letters (Capital)	Letters (Lower)	A	B	C	D	E	F	G	H	I	400L	500L	600L	700L	850L	Each Category
Letter Names	+	+															-
Letter Sounds			+	+	+	+	+	94%	92%	100%							92%
High-Frequency Words			+	+	+	92%	88%	94%	95%	89%							99%
Decode Regularly-Spelled Words			+	+	+	98%	100%	98%	96%	100%	90%						97%
Comprehension			+	+	+	85%	92%	69%	85%	70%	75%	83%					80%

Skill area	Description
<b>Letter Names</b>	Displays the student's scores from lessons that teach letter names. Letter Name scores are given separately for uppercase and lowercase letters. The activities included in these scores are: <i>Recognize Letters</i> (for students Pre-K to Grade 2) and <i>Alphabet Quiz</i> (for students Grade 3 and above).
<b>Letter Sounds</b>	Displays the student's scores from lessons that teach letter sounds. The activities included in these scores are: <i>Sound Rap</i> . Letter sound activities are given in lessons 1-48.
<b>High-Frequency Words</b>	Displays the student's scores from lessons that teach high-frequency words. The activities included in these scores are: <i>Word Survivor</i> . High-frequency words activities are given in lessons 1-48.
<b>Decode Regularly-Spelled Words</b>	Displays the student's scores from lessons that teach how to decode regularly-spelled words. The activities included in these scores are: <i>Word Survivor</i> (for lessons 1-48) and <i>Fireball</i> (for lessons 49-54).
<b>Comprehension</b>	Displays the student's scores from lessons that teach reading comprehension. The activities included in these scores are: <i>Understand What I Read</i> . Comprehension activities are given in all sets of lessons, 1-130.


Language																															
Basic Oral Vocabulary (Tier 1 Words) Lessons 1-50															Mastered / Taught	Average % Overall	Grammar (% Correct)	83%													
1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	0/0	0%	Listening Comprehension (% Correct)	+																		
																	Conversational Phrases (% Correct)	+													
																	Songs and Chants (Recorded/Total)	11/11													
Academic Oral Vocabulary (Tier 2 Words) Lessons 1-96																															
Grades 1-2			Grades 2-3			Grades 3-4			Grades 4-6			Mastered / Taught	Average % Overall																		
1-6	7-12	13-18	19-28	29-34	35-38	39-44	45-48	49-52	53-58	59-62	63-66			67-71	72-77	78-83	84-87	88-92	93-96	110/129	85%										
+			+			90%			86%			82%			75%			79%			96%			78%							





Skill area	Description
<b>Basic Oral Vocabulary</b>	Displays the student's scores from lessons that teach basic vocabulary words. These scores show a percentage of number of mastered words out of the number of words taught to the student. The activities included in these scores are: <i>Recognize Everyday Words</i> .
<b>Academic Oral Vocabulary</b>	Displays the student's scores from lessons that teach academic vocabulary. These scores show a percentage of the number of mastered words out of the number of words taught to the student. The activities included in these scores are: <i>Show What You Know</i> .
<b>Grammar</b>	Displays the student's scores from lessons that teach grammar skills. The activities included in these scores are: <i>Stop the Time Bugs</i> and <i>History Hero</i> .
<b>Listening Comprehension</b>	Displays the student's scores from lessons that teach listening comprehension skills. The activities included in these scores are: <i>Listen Up!</i> .
<b>Conversational Phrases</b>	Displays the student's scores from lessons that teach conversational phrases. The activities included in these scores are: <i>Say What?</i> and <i>What Should You Say?</i> .
<b>Songs and Chants</b>	Displays the ratio of recordings that the student has completed out of the number of recordings that the student can record. The activities included in these scores are: <i>Be A Recording Artist</i> and <i>Recording Studio</i> . For EFL sites, the <i>Comic Talk</i> activity is also included.

## Foundational skills and literature/informational text

This section of the Individual Summary Report provides information about how a student is performing in Foundational Reading skills and Literature and Informational Text Reading skills. A table below the report provides a range of Lexile® measurements that correspond with the Below Basic, Basic, and Proficient comprehension levels used in the report.




Reading: Foundational Skills		
Skills	Correct/Taught	% Correct
Beginning Books Word Recognition		
Letter Sounds	42/44	95%
High-Frequency Words	121/132	92%
Decode Regularly-Spelled Words	264/268	99%
Spell Regularly-Spelled Words	48/50	95%

Row	Description
<b>Print Concepts: Letter Recognition</b>	<p>Displays student's scores from lessons that teach letter recognition. The score indicates the number of mastered letters out of the total number of letters taught to the student. The activities included in these scores are: <i>Recognize Letters</i>.</p> <p> This score only displays if the student is in Pre-K or Kindergarten.</p>

Row	Description
<b>Phonological Awareness</b>	<p>Displays the student's scores from lessons that teach phonological awareness. The activities included in these scores are: <i>Identify Rhyming Words</i>, <i>Discover Similar Sounds</i>, <i>Meet New Sounds</i>, <i>Blend Word Parts</i>, <i>Sound Chase</i>, and <i>Yakkity Yak</i>.</p> <p> This score only displays if the student is in Pre-K or Kindergarten.</p>
<b>Letter Sounds</b>	<p>Displays the student's scores from lessons that teach letter sounds. This score shows the total number of correct letter sounds out of the total number of letter sounds taught to the student. The activities included in these scores are: <i>Sound Rap</i>.</p> <p> This score corresponds to the Letter Sounds scores in the Reading section of this report.</p>
<b>High-Frequency Words</b>	<p>Displays the student's scores from lessons that teach high-frequency words. This score shows the total number of correct high-frequency words out of the total number of high-frequency words taught to the student. The activities included in these scores are: <i>Word Survivor</i>.</p> <p> This score corresponds to the High-Frequency Words score in the Reading section of this report.</p>
<b>Decode Regularly-Spelled Words</b>	<p>Displays the student's scores from lessons that teach how to decode regularly-spelled words. This score shows the total number of correct regularly-spelled words out of the total number of regularly-spelled words taught to the student. The activities included in these scores are: <i>Word Survivor</i>.</p> <p> This score corresponds to the Decode Regularly-Spelled Words score in the Reading section of this report.</p>
<b>Spell Regularly-Spelled Words</b>	<p>Displays the student's scores from lessons that teach how to spell regularly-spelled words. This score shows the total number of correct regularly-spelled words out of the total number of regularly-spelled words taught to the student. The activities included in these scores are: <i>Put It There</i>.</p>

Reading: Literature and Informational Text			
Skills	# of Reading Sections	Correct/Taught	% Correct
Beginning Books Comprehension	34	72/90	80%
Read-Alongs Comprehension	6	10/12	85%
Science Read-Alongs	5	5/6	83%
Leveled Books (Independent Reading)	2	5/6	83%
Leveled Books (Supported Reading)	0	-	-
Grade 3 Comprehension: Below Basic	0	-	-
Grade 3 Comprehension: Basic	3	6/9	67%
Grade 3 Comprehension: Proficient	0	-	-

For information on which books are taught in each lesson for Read-Alongs, Beginning Books, and Leveled Books, see the *Lesson Guide by Curriculum Area*. For instructions on how to access this guide, see ["Using resources" on page 71](#).

Row	Description
<b>Beginning Books Comprehension</b>	<p>Displays the student's scores from Beginning Books lessons. This score shows the number of Beginning Books the student has read. This score also includes the number of Beginning Books comprehension activities that the student completed successfully compared to the number of Beginning Books comprehension activities taught to the student. Beginning Books are in lessons 1-54 of the Reading section in this report. The activities that are included in these scores are: <i>Understand What I Read</i>.</p>
<b>Read-Alongs Comprehension</b>	<p>Displays the student's scores from Read-Along Books lessons. This score shows the number of Read-Along Books that the student has read. This score also includes the number of Read-Along comprehension activities that the student completed successfully compared to the number of Read-Along comprehension activities taught to the student. The activities that are included in these scores are: <i>Listen to A Story</i>.</p>
<b>Science Read-Alongs</b>	<p>Displays the student's scores from Science Read-Along Books lessons. This score shows the number of Science Read-Along Books that the student has read. This score also includes the number of Science Read-Along comprehension activities that the student has completed successfully compared to the number of Science Read-Along comprehension activities taught to the student. The activities that are included in these scores are: <i>Listen to A Story</i>.</p>
<b>Leveled Books (Independent Reading)</b>	<p>Displays the student's scores from Leveled Books lessons. This score shows the number of Leveled Books that the student has read. This score also includes the number of Leveled Books comprehension activities that the student has completed successfully compared to the number of Leveled Books comprehension activities taught to the student. The activities that are included in these scores are: <i>Understand What I Read</i>.</p> <div data-bbox="456 1037 1446 1129" style="background-color: #0070C0; color: white; padding: 5px; border-radius: 5px;">  This score only displays if the student is in Grade 1 or above. </div>
<b>Leveled Books (Supported Reading)</b>	<p>Displays the student's scores from supported Leveled Books lessons. This score shows the number of Leveled Books that the student has read with support. Students only receive this reading curriculum if they have struggled to read independently in Leveled Books. This score also includes the number of Leveled Books comprehension activities that the student has completed successfully compared to the number of Leveled Books comprehension activities taught to the student. The activities that are included in these scores are: <i>Understand What I Read</i>.</p> <div data-bbox="456 1373 1446 1465" style="background-color: #0070C0; color: white; padding: 5px; border-radius: 5px;">  This score only displays if the student is in Grade 1 or above. </div>
<b>Grade-Level Reading Comprehension: Below Basic, Basic, Proficient</b>	<p>Displays the student's scores from grade-level reading comprehension lessons. This score shows the number of reading sections given at each proficiency level (Below Basic, Basic, and Proficient) for the student's grade level. This score also includes the number of grade-level reading comprehension activities that the student has completed successfully compared to the number of grade-level reading comprehension activities taught to the student. The activities that are included in these scores are: <i>Answer on Your Own</i>.</p> <div data-bbox="456 1709 1446 1864" style="background-color: #0070C0; color: white; padding: 5px; border-radius: 5px;">  These scores only display if the student is in Grade 1 or above. For students above Grade 6 who are using Imagine Learning, the Grade 6 comprehension scores will display. </div>

### Individual Summary Report: Imagine Learning

Central Elementary  
Martinez, Mr.  
3rd Grade

<b>Student:</b>	Alvarez, Ana	<b>Lesson Progress</b>		<b>Placement (%)</b>
<b>Student #:</b>	3050508	<b>Curriculum Area</b>	<b>Initial Lesson</b>	8/2/2012
<b>School:</b>	Central Elementary	Reading: Foundational Skills		
<b>Teacher:</b>	Martinez, Mr.	Print Concepts: Letter Recognition (1-16)	+	^
<b>Class:</b>	Rm 28	Print Concepts: Read-Alongs (1-21)	16	#
<b>Grade:</b>	3rd Grade	Beginning Books Word Recognition (1-54)	19	68%
		Beginning Books Comprehension (1-54)	19	56%
		Reading: Literature and Informational Text		
<b>Total Time Spent (hr:min):</b>	23:14	Grade 3 Reading Comprehension (1-8)	1	#
<b>Number of Days Run</b>	41	Science Read-Alongs (1-5)	1	#
<b>Average Usage on Days Run (min)</b>	34	Leveled Books (55-130)	55	^
<b>Average Usage per Week (Days)</b>	3.1	Speaking and Listening		
<b>Average Time per Week (min):</b>	106	Songs and Chants (1-22)	11	#
		Language		
		Basic Oral Vocabulary (1-50)	+	83%
		Academic Oral Vocabulary (1-96)	49	40%
		Grammar (1-15)	1	^

<b>Usage</b>	
<b>Total Time Spent (hr:min):</b>	23:14
<b>Number of Days Run</b>	41
<b>Average Usage on Days Run (min)</b>	34
<b>Average Usage per Week (Days)</b>	3.1
<b>Average Time per Week (min):</b>	106

+ Lessons skipped because of grade level or placement test  
 ^ Not assessed based on grade level or performance  
 # No assessment  
 - Lessons not complete

# Individual Summary Report: Imagine Learning

Student: Alvarez, Ana

Student Number: 3050508

Central Elementary  
Martinez, Mr.  
3rd Grade

## Reading

Percentages on a dark background show the average score for completed lessons. Percentages on a lighter background show scores for lessons in progress. Percentages on a white background show scores for lessons completed prior to updated placement. A white plus sign represents lessons skipped because of high pre-test scores.

	Pre-Literacy			Beginning Books (Grades K-2, Lessons 1-54)					Leveled Books (Grades 2-6, Lessons 55-130)						Average % Each Category					
	Pre-K	K	Letters (Capital)	Letters (Lower)	1-6	7-12	13-18	19-24	25-30	31-36	37-42	43-48	49-54	55-66		67-82	83-98	99-114	115-130	
Letter Names	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	
Letter Sounds					+	+	+	+	100%	100%	94%	92%	100%							92%
High-Frequency Words					+	+	+	+	92%	88%	94%	96%	89%							99%
Decode Regularly-Spelled Words					+	+	+	+	98%	100%	98%	96%	100%	90%						97%
Comprehension					+	+	+	+	85%	92%	69%	85%	70%	75%	83%					80%
<b>Average % All Categories</b>					+	+	+	+	94%	95%	93%	95%	94%	84%	83%					<b>91%</b>

## Language

	Mastered / Taught		Average % Overall	
	Mastered	Taught	Mastered	Taught
<b>Basic Oral Vocabulary (Tier 1 Words) Lessons 1-50</b>				
1-5	+	+	+	+
6-10	+	+	+	+
11-15	+	+	+	+
16-20	+	+	+	+
21-25	+	+	+	+
26-30	+	+	+	+
31-35	+	+	+	+
36-40	+	+	+	+
41-45	+	+	+	+
46-50	+	+	+	+
<b>Average % Overall</b>			0%	0%
<b>Academic Oral Vocabulary (Tier 2 Words) Lessons 1-96</b>				
Grades 1-2				
7-12	+	+	90%	82%
13-18	+	+	75%	79%
19-28	+	+	86%	82%
29-34	+	+	90%	82%
35-38	+	+	86%	82%
39-44	+	+	75%	79%
45-48	+	+	75%	79%
49-52	+	+	75%	79%
53-58	+	+	96%	78%
59-62	+	+	63-66	67-71
63-66	+	+	72-77	78-83
67-71	+	+	84-87	88-92
68-72	+	+	84-87	88-92
69-72	+	+	84-87	88-92
73-76	+	+	84-87	88-92
77-80	+	+	84-87	88-92
81-84	+	+	84-87	88-92
85-88	+	+	84-87	88-92
89-92	+	+	84-87	88-92
93-96	+	+	84-87	88-92
<b>Average % Overall</b>			110/129	85%

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# Individual Summary Report: Imagine Learning

Student: Alvarez, Ana

Student Number: 3050508

Central Elementary  
Martinez, Mr.  
3rd Grade

Reading: Foundational Skills			
Skills	Correct/Taught	% Correct	
Beginning Books Word Recognition			
Letter Sounds	40/44	92%	
High-Frequency Words	130/132	99%	
Decode Regularly-Spelled Words	260/268	97%	
Spell Regularly-Spelled Words	48/50	95%	
Reading: Literature and Informational Text			
Skills	# of Reading Sections	Correct/Taught	% Correct
Beginning Books Comprehension	34	72/90	80%
Read-Alongs Comprehension	6	10/12	85%
Science Read-Alongs	5	5/6	83%
Leveled Books (Independent Reading)	2	5/6	83%
Leveled Books (Supported Reading)	0	-	-
Grade 3 Comprehension: Below Basic	0	-	-
Grade 3 Comprehension: Basic	3	6/9	67%
Grade 3 Comprehension: Proficient	0	-	-

## Reading Level Lexile Measurement

Below Basic	Below 450L
Basic	450L - 570L
Proficient	570L - 790L

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## Using the Individual Detailed Report

The Individual Detailed Report provides information about which skills students have mastered or not mastered, as well as when they received instruction for each skill. You can view or print this report for an individual student or for multiple students. When you view the report, you can choose a specific date range for the report, or you can include all student mastery information. You can also specify how much identifying student information you want to include in the report. If you want, you can choose to display only unmastered skills so that you know which skills a student is struggling with. This section explains how to access, print, and interpret the Individual Detailed Report.

### To access and print the Individual Detailed Report

1. From the Reports page, click **Individual Detailed Report** under Individual Reports in the left sidebar.
2. Select the student for which you want to view the report. You can select multiple students to generate an Individual Detailed Report for each student.
3. Select these report options on the right sidebar:

Option	Description
<b>Language</b>	Sets the language in which the report data will be displayed.
<b>Privacy</b>	Sets the amount of information displayed about each student on the report. If no options are selected, Imagine Learning arbitrarily assigns the student a number based on their position in the report.
<b>History</b>	<p>Specifies the timeframe for the student information you want to include in the report.</p> <ul style="list-style-type: none"><li>• Selecting a <b>From</b> and <b>To</b> date shows scores that the student received during those dates. Selecting <b>Complete history</b> shows all student scores since they began using Imagine Learning.</li><li>• Selecting <b>Show only unmastered skills</b> displays only the skills that the student is struggling with, and does not display any skills that the student has mastered.</li><li>• Selecting <b>Sort by Curriculum Area</b> sorts all of the student's skills by the curriculum area that they belong in. Selecting <b>Sort by Date</b> displays all of the student's mastered or unmastered skills by the date when they were last assessed.</li></ul>

4. Click **View Report** in the bottom right corner to display the report in your web browser window.
5. To save or print the report, choose **Save** or **Print** from the Adobe PDF console.



Depending on which web browser you are using, the Adobe PDF console may appear at the top or bottom of the report viewer.

### Interpreting the Individual Detailed Report

When you display the Group Usage Report, the date range you specified for the report is displayed in the report header. All data included in the report reflects information about the date range that you specified.

The Curriculum Progress Details table shows the curriculum area, lesson, date that the lesson was played, and skill group for each mastered and unmastered skill. Unmastered skills are shown in bold.

Column	Description
<b>Curriculum Area</b>	Displays the curriculum area that specific lessons and skills are categorized under.
<b>Lesson</b>	Displays the lesson number in which the skills were taught. For more information on lessons, see the <i>Lesson Guide by Curriculum Area</i> . For instructions on how to access this guide, see <a href="#">"Using resources" on page 71</a> .
<b>Date</b>	Displays the most recent date that the skill was taught.
<b>Skill</b>	Displays the name of the skill area under which individual skills belong.
<b>Details</b>	Displays the specific skills taught to the student. After each skill name, Imagine Learning displays the number of times that the student answered correctly out of the total number of times that the skill was taught. If the skill names are bolded, the student did not master this skill.

# Individual Detailed Report: Imagine Learning



(8/1/2012 - 10/15/2012)

**Student:** Alvarez, Ana

**Student #:** 3050508

**School:** Central Elementary

**Teacher:** Martinez, Mr.

**Class:** Third Grade

Usage				
Total Time Spent (hr:min):	Number of Days Run	Average Usage on Days Run (min)	Average Usage per Week (Days)	Average Time per Week (min):
35:01	61	34	3.1	106

## Curriculum Progress Details

Curriculum Area	Lesson	Date	Skill	Details*
Beginning and Leveled Books	43	8/3/2012	Comprehension	<b>Inferential (0 / 1)</b> , Literal (1 / 1)
	44	8/3/2012	Letter Sounds	es (as in dishes), ing, irt
	44	8/4/2012	High-Frequency Words	covered, doctor, house, minute, opened, pouring
	44	8/5/2012	Decode Regularly-Spelled Words	arm, beat, blowing, cast, dry, going, kept, pulled, running, started, trying
	44	8/5/2012	Comprehension	<b>Inferential (1 / 2)</b>
	45	8/5/2012	Letter Sounds	ed
	45	8/11/2012	High-Frequency Words	catching, move, though, thought
	45	8/11/2012	Decode Regularly-Spelled Words	finish, laps, lead, passing, quickly, retake, retied, runners, sadly, shoelaces, slowly, stepped, uncool, unhurt, unlucky, untied
	45	8/11/2012	Comprehension	<b>Inferential (1 / 2)</b>
	46	8/11/2012	Letter Sounds	ly, re (as in retake), un
	46	10/5/2012	High-Frequency Words	quietly, water, wildly
	46	10/5/2012	Decode Regularly-Spelled Words	beat, being, cheering, dived, faster, fastest, finished, girls, happily, harder, loudly, older, smaller, smoothly, stroking, swimmers, taller, teacher, team, timer
	46	10/13/2012	Comprehension	<b>Inferential (1 / 2)</b>
	47	10/13/2012	Letter Sounds	est, ful, ness, tion (as in action)
Academic Vocabulary	29	8/4/2012	Nouns	area, center, earth, edge, planet
	30	8/4/2012	Verbs	arrive, copy
	30	8/4/2012	Adjectives	real
	31	8/4/2012	Prepositions	beside, between
	32	8/4/2012	Verbs	<b>taste, think, touch</b>
	33	8/6/2012	Prepositions	<b>far from</b> , near
	34	8/6/2012	Nouns	capital, coast, country, island, ocean
	35	8/6/2012	Verbs	discover, explore, settle
	36	8/6/2012	Nouns	army, government, holiday, leader, message
	37	8/6/2012	Verbs	vote
	37	8/19/2012	Adjectives	twice
	37	8/19/2012	Adverbs	<b>once</b>
	38	8/19/2012	Nouns	accident, grade, mistake, score, team
	39	8/19/2012	Adjectives	<b>complete</b> , correct, incorrect
40	8/19/2012	Verbs	cross out, fill in, underline	
41	10/13/2012	Nouns	climate, crop, globe, report, season	

\* **Bold text** indicates that the student did not show mastery of the skill during assessment.

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## Requesting custom (Administrator) reports

Imagine Learning offers custom reports in addition to those found in Imagine Manager. Custom reports show usage, progress, and student performance for your school or district. You can request these reports from your

Imagine Learning Sales representative and they can be scheduled and sent automatically to your school or district administrator. These custom reports are available:

Report	Description
<b>Class Summary report</b>	Provides an overview of individual student progress in the literacy and language development curriculum areas, organized by school and class. This report includes time spent in Imagine Learning, total number of lessons assigned, and the number of lessons completed.
<b>Current Students report</b>	Provides a list of all the students currently assigned in Imagine Learning. This report includes student name, student number, RTI concentration area, and total time spent in Imagine Learning.
<b>Organization Learning Gains report</b>	Shows a summary of student progress in the literacy and oral language curriculum areas, grouped by organization. This data is displayed as a bar chart and includes average progress by curriculum area, grouped by specified usage ranges.
<b>Organization Literacy report</b>	Shows a summary of student progress in the literacy curriculum area, grouped by organization and class or grade. This report includes earliest and most recent dates of student use, average time spent in Imagine Learning, number of students included in the average, and average mastery rates.
<b>Organization Usage report</b>	Shows a summary of student usage in Imagine Learning for an organization.
<b>Organization Vocabulary report</b>	Shows a summary of student progress in the oral language curriculum area, grouped by organization and class or grade. This report includes earliest and most recent dates of student use, average time spent in Imagine Learning, number of students included in the average, and average mastery rates.
<b>Student Learning Gains report</b>	Shows individual student progress in the literacy and oral language curriculum areas. This report includes students' starting points in the curriculum, students' current points in the curriculum, percentage of progress, mastery percent by curriculum area, time spent in Imagine Learning, start date, usage per week for the last 4 weeks, minutes spent in Imagine Learning in the last week, and overall number of sessions per week.
<b>Student Literacy report</b>	Shows individual student progress in the literacy curriculum area, grouped by class or grade. This report includes start date, total time, and mastery percentages for completed curriculum and overall.
<b>Student Usage by Session report</b>	Shows the date and length of all sessions run by a student within a specified date range.
<b>Student Usage report</b>	Shows individual student usage grouped by class or grade. This report includes the time and number of sessions per week for individual students during a 4-week period, along with averages for the entire period.
<b>Student Vocabulary report</b>	Shows individual student progress in the oral language curriculum area, grouped by class or grade. This report includes start date, total time spent in Imagine Learning, and mastery percentages for completed curriculum and overall.

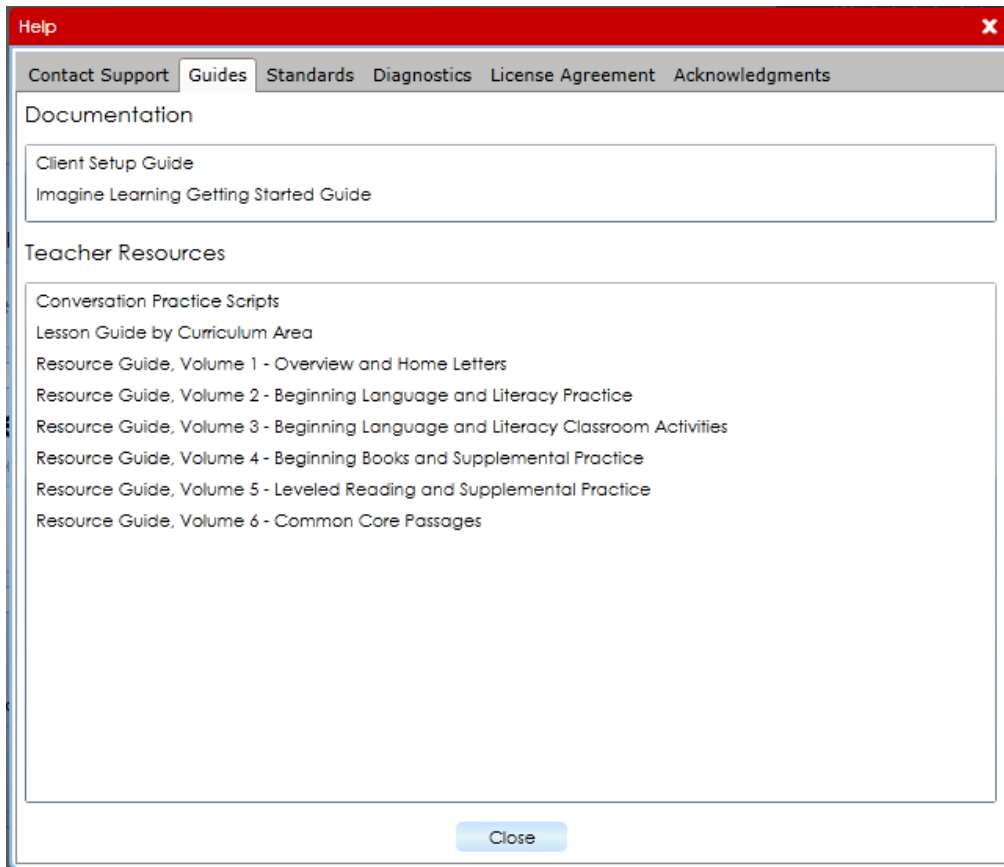


# RESOURCES

## About resources

Imagine Learning provides additional teacher and administrator resources to help you use Imagine Learning successfully at your school. These resources are designed to help you set up Imagine Learning, understand Imagine Learning lesson flow, correlate Imagine Learning with national and state standards, and use Imagine Learning as part of a blended learning environment.

To access these additional resources, click **View Guides and resources** in the right sidebar on the Imagine Manager Home screen.



## Using resources

### Product documentation

This table lists documents that provide information on how to use Imagine Learning features and functionality.

Document	Description
<b>Getting Started Guide</b>	The <i>Getting Started Guide</i> (this guide) is available through Imagine Manager as a PDF file.
<b>Client Setup Guide</b>	<p>The <i>Client Setup Guide</i> explains how to use the Imagine Learning Launcher to create shortcuts to Imagine Learning on a workstation. It also explains how to install a local Imagine Learning Media Server, if you need one on your workstation.</p> <p>This resource is intended for teachers or administrators who may be asked to configure access to Imagine Learning on user workstations.</p>
<b>Lesson Guide by Curriculum Area</b>	The <i>Lesson Guide by Curriculum Area</i> provides information for teachers about the skills that are taught in each Imagine Learning lesson, along with any printouts that are available.

### Teacher and classroom resources

This table lists the teacher resources that help you use Imagine Learning in a blended learning environment. These resources also include how Imagine Learning correlates with state and national educational standards.



Resource	Description
<b>Teacher Resource Guides</b>	<p>These guides provide overview information about Imagine Learning curriculum, along with printouts, lesson ideas, and other resources to integrate Imagine Learning into a blended learning environment. There are six volumes of the guide, each volume covering a different aspect of Imagine Learning curriculum and providing additional resources.</p> <ul style="list-style-type: none"> <li>• <i>Volume 1</i> contains the Imagine Learning course overview, providing information about Imagine Learning instructional features, characters, and activity flow. This guide also contains parent letters about Imagine Learning that can be sent to students' homes. These letters are translated for all 15 supported languages.</li> <li>• <i>Volume 2</i> contains printouts for beginning Language and Literacy skills, including vocabulary words, songs and chants, story sequence, rhyming words, uppercase and lowercase letters, and beginning stories. Students can also print these printouts from Imagine Learning if the Full printing option is enabled for their Imagine Learning account. For more information about student printing options, see <a href="#">"Editing student group details" on page 19</a>.</li> <li>• <i>Volume 3</i> contains classroom activity ideas and additional materials such as flashcards, stories, and worksheets for Language and Literacy development. These classroom activity ideas and additional materials focus specifically on vocabulary development, listening and speaking, phonological awareness, letter recognition, and school readiness.</li> <li>• <i>Volume 4</i> contains printouts for early readers that correspond to Beginning Book activities in Imagine Learning. These printouts include Beginning Book texts, high-frequency word flashcards, and spelling practice with regularly-spelled words. You can access Beginning Book activities from Imagine Manager by clicking <b>Start</b> on the Imagine Manager Home screen and going to <b>Activity Menu &gt; Reading Lessons &gt; Beginning Books</b>.</li> <li>• <i>Volume 5</i> contains printouts for Leveled Text that correspond to the Leveled Books activities in Imagine Learning. These printouts include Leveled Books texts, comprehension questions, reading response journals, and graphic organizers. You can access Leveled Book activities from Imagine Manager by clicking <b>Start</b> on the Imagine Manager Home screen and going to <b>Activity Menu &gt; Reading Lessons &gt; Leveled Books</b>.</li> <li>• <i>Volume 6</i> contains printouts for Common Core Literature and Informational Text passages that correspond to Comprehension activities in Imagine Learning. These printouts include Common Core reading texts, templates for Venn diagrams, story maps, and main idea graphic organizers for literary passages. These printouts also include Common Core reading text and graphic organizers for informational text passages.</li> </ul>
<b>Conversation Practice Scripts</b>	<p>The <i>Conversation Practice Scripts</i> guide provides additional conversation practice using phrases that students learn in Imagine Learning. This guide is designed to work hand-in-hand with video content found in the <i>Rock 'n' Talk</i> activity, which can be found by going to <b>Activity Menu &gt; Speaking and Listening &gt; Conversational Phrases &gt; English as a Foreign Language</b>.</p>
<b>State and national standards</b>	<p>Imagine Learning curriculum correlates with over 100 different state and national standards. Imagine Learning provides a document for each standard that describes how Imagine Learning meets that standard. To view these correlation documents, click <b>View guides and resources</b> from the right sidebar on the Imagine Manager Home screen, then click the <b>Standards</b> tab.</p>

# Contacting Customer Support

If you have any questions or concerns that are not addressed by this guide, please contact Imagine Learning Customer Support by phone at 1-866-ILSUPPORT (1-866-457-8776) or by email at [support@imaginelearning.com](mailto:support@imaginelearning.com).

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