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Welcome to English in a Flash RP

English in a Flash, Renaissance Place (RP) is a computer-based system that quickly builds English language learners' listening vocabulary, increasing their listening comprehension skills and building phonics and phonemic awareness capacity.

English in a Flash automatically performs these essential tasks:

- Provides students with a series of lessons that help them learn to recognize the sounds and core vocabulary of the English language
- Takes students through a short, assisted-response (multiple choice) quiz following each lesson
- Gives you daily diagnostic information through individual student and class reports

English in a Flash helps teachers:

- **Differentiate Instruction:** English in a Flash places students according to their vocabulary knowledge so that each student spends the time learning the vocabulary they need.

- **Optimize Exposure to Comprehensible Input:** English in a Flash helps students learn faster and retain more by providing input that contains language just beyond the student’s current ability.

- **Increase Core-Subject Vocabulary:** English in a Flash concentrates on increasing students' vocabulary, including Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

- **Utilize Practice Activities, including Printable Flash Cards:** English in a Flash incorporates listening, speaking, reading, and writing activities to reinforce the use of vocabulary and grammatical structures after they are introduced.

- **Select Appropriate Books:** Use AR BookFinder to locate books at students’ appropriate vocabulary levels so students can enjoy and understand authentic literature as they first build vocabulary.
Components of English in a Flash

English in a Flash has three components:

1. **Individualized Language Learning with the English in a Flash Listening Program:**
   This is the core of the English in a Flash program. It is aimed at helping your English Language Learners (ELLs) learn English vocabulary quickly. It consists of computer-based vocabulary pretests, listening lessons, and assessment quizzes.

   Please refer to the Getting Results with English in a Flash booklet (see the English in a Flash Resources in the software—number 3 below). This document describes the educational research that supports the program and best practices for using English in a Flash with your curriculum.

2. **Personalized Reading Practice in Conjunction with Accelerated Reader Books:**
   When students complete chapter nine of the English in a Flash program, they will have the English vocabulary necessary to start reading Accelerated Reader books. Recommended Reading Lists are provided (see page 85). Each list is linked to a student vocabulary level, so all students can find books they will understand and enjoy. The Recommended Reading Lists include “regular” books that native-speaker classmates will probably have read as well. Every subsequent week with English in a Flash dramatically increases the number of books available to students.

3. **Resources for Additional Activities:**
   English in a Flash includes a number of resources for aiding your implementation, including worksheets, reports, and flashcards. The resources are provided as PDFs. The activities are available for various library, chapter, grade, and skill levels. They support, reinforce, and recycle the vocabulary and grammatical structures up to and including those in the corresponding English in a Flash chapter. See page 76.

How It Works in Your Classroom

A typical English in a Flash classroom operates like this:

1. You prepare your students for using the program by demonstrating how it works; see page 35.
2. Students go through a one-time tutorial the first time they log in to the program.
3. Each chapter begins with a unique, 90-word pretest.
4. Students work through six sessions in each chapter.
5. After the third session, students have the option to practice via the My Practice session (see page 28), print reports (see page 74), or continue working in their current chapter.

6. You print reports and practice activities to monitor your students’ progress and provide them with more exposure to the English language.

7. Students may use the Student Progress Chart (see page 76) to track their progress.

Libraries, Chapters, and Lessons

English in a Flash provides three libraries of vocabulary that include progressively harder words. Each library is divided into 15 chapters for a total of 45 chapters.

Each chapter begins with a pretest to find out if the student

- needs to learn the chapter vocabulary,
- needs to review the chapter vocabulary, or
- already knows the chapter vocabulary.

English in a Flash provides not just practice, but the right practice for each student. Each lesson is neither too hard nor too easy, because it builds on what the student already knows.

Using the results from the pretest, the English in a Flash program immediately places students in the appropriate lesson.

- Students who need to learn the vocabulary automatically begin in Lesson 1.
- Students who need to review the vocabulary automatically begin in Lesson 3.
- Students who already know the vocabulary automatically move to the next chapter’s pretest.

Within each chapter, students will receive 3–5 brief and intense lessons (plus one review lesson), all devoted to developing familiarity with the words they either need to review or learn. English in a Flash exposes students to each word up to 14 times over the course of the chapter. A chapter is typically covered in one week, with one short lesson each day.

How English in a Flash Places Students

English Language Learners (ELLs) are typically grouped by proficiency and grade level in school. But, there are still differences in vocabulary knowledge between individual students at the same proficiency level. To catch gaps in vocabulary, English in a Flash places students not by proficiency or grade level, but according to their listening vocabulary.
Although teachers understandably want to place students in the program, the only way to ensure any gaps in vocabulary are filled is by testing students’ listening vocabulary. While teachers know what vocabulary words they have taught their students, knowing for sure that their students have actually learned this vocabulary is a different matter. Using English in a Flash software to place students by listening vocabulary assures teachers that students are spending time in English in a Flash on the vocabulary they need to learn, not what they already know.

**Student Review**

English in a Flash offers two types of individualized reviews so that students who need a little more exposure to words have the opportunity to learn them.

1. **Focused Review** is an automatic part of the lesson sequence. It give students one more lesson containing items they missed (or were unable to test on) in Quizzes 3, 4, or 5. Following the Review lesson, students take a final quiz on those items. Correct answers are added to the student’s total score for the lesson.

2. **My Practice**, available only from the student home page, functions outside the automatic lesson sequence. An optional review, it allows students to select their own vocabulary words (up to 90 per chapter) to review. No quiz follows this practice.

Students may select My Practice for any chapter (once they have completed Lesson 3 and its Focused Review).

Students find My Practice to be an extremely useful study tool because it offers many different types of reviews. Students may create study lists by selecting words

- from the Words to Study Report (see page 67)
- within a category (for example, all the animals in a chapter)
- with similar sound (for example, all words with a long “e”)
- by type (for example, all proper nouns)
Programs You Will Use

English in a Flash includes two programs:

- English in a Flash software
- Renaissance Place

English in a Flash Software

The English in a Flash software, which is accessible from the Home page, manages the program in your classrooms and keeps track of students’ progress.

Use English in a Flash to: | See Page
---|---
Prepare students for using the program | 35
Provide students with lessons | 35
Print reports | 68
Get tips for getting started, manuals, and other documents to help you use English in a Flash in your classroom | 13
Renaissance Place

The Renaissance Place management system functions—found under the products A and under Dashboards and Reporting B on the Home page—let you view and manage district, school, student, teacher, parent, course, and class information in the Renaissance Place database, which is shared by all Renaissance Place software used in your district or school.

The tasks you can perform in the management program depend on your user group. For more information about user groups, see “Capabilities” on page 88.

For example, administrators have more management tasks to perform than teachers. Sample tasks may include:

- Adding, editing, or deleting courses and classes
- Assigning teachers and students to classes
- Selecting a different school year to work in
- Viewing student information
- Clearing locked accounts (when students or personnel can’t log in)
- Printing reports with data from multiple Renaissance Place programs
Other Software You May Need

Adobe Flash Player

Adobe Flash Player must be installed on any computer used by students to take English in a Flash tests.

English in a Flash checks for the Adobe Flash Player whenever a student tries to take a test on a computer. If the computer doesn’t have the player installed, the student will see a message, which tells the student to ask for help.

See “Checking for the Software You Need (Downloads Page)” on page 19.

PDF Viewer (such as Adobe Reader)

To view or print reports, a PDF viewer (such as Adobe Reader) must be available on the computer being used.

See “Checking for the Software You Need (Downloads Page)” on page 19.

Also, on the bottom of the Reports page, you can select Get Adobe Reader. You will go to a site where you can download Adobe Reader.

Other Programs that Relate to English in a Flash

AR BookFinder?

AR BookFinder (www.arbookfind.com) is a free web-based search tool that allows anyone to search for appropriate Accelerated Reader (AR) books. AR BookFinder contains all of the book and quiz information Renaissance Learning has available. This information is updated weekly.

You can find English in a Flash recommended reading lists in AR BookFinder; see page 85. AR BookFinder is available in both English and Spanish.

AR BookGuide?

AR BookGuide (purchased separately) is the computerized collection management and development tool that automates alignment of your books with AR quizzes. AR BookGuide and AR BookFinder can work together to share information about available AR quizzes, books available at the school and teacher lists of books for students.

Accelerated Reader (AR)?

Accelerated Reader (AR) is a computer program that helps teachers manage and monitor children’s independent reading practice. Children pick books at their own
levels and read the books at their own pace. When finished, children take a short quiz on the computer. (Passing the quiz is an indication that the children understand what they read.) AR gives both children and teachers feedback based on the quiz results, which the teacher then uses to help children set goals and direct ongoing reading practice. Teachers can use AR to change the interest level of a quiz.

AR BookFinder can be used with AR to help students, parents, librarians, and teachers find appropriate books.
Tour of the Home Page

For more information on the Home page and the program functions that can be accessed from it, see either the Help or the Renaissance Place Software Manual.

If you belong to more than one user group, or are assigned to more than one school, use this drop-down list to change your role (or to log out).

For help, select the ?

- Select Help to open a help page related to the software page you're viewing.
- Select Manuals to access all the products’ software manuals.

Select the live support icon to chat with a member of our support staff.

Select the home icon to return to the Home page.

Alerts let you know when there is new information about your software or if it needs administrative attention (for example, a subscription renewal).

Did You Know?

Did you know? articles provide information about program functions and resources to help you use the software more effectively.
Did You Know?

On the bottom of the Home page, the Did you know? area displays information about program features to help you use the software more effectively. The software will automatically cycle from one topic to the next each time the Home page is refreshed. You can click the left or right arrows to move through the topics at your own pace, or you can click View All to go to a new page where all the current topics (and some of the previously featured items) can be seen. For each topic, you can click Learn more to get more in-depth information about that feature.

Alerts

When you log in to Renaissance Place, you will see an Alerts area on the bottom of the Home page. You may see one or more alerts, depending on your role:

There are three types of alerts:

- **General product information**: Inform you of new product features or other changes to your software. For example, if the server hosting Renaissance Place for you will be undergoing maintenance, you would be notified in an alert.

- **Action necessary**: You must take specific action in the software. For example, if a parent has requested access to Renaissance Place, you will see an alert here so you can view the request and choose to accept or deny it.

- **Immediate attention**: You must take immediate action. For example, if the terms of the Renaissance Place License Agreement change, you will need to agree to the new terms before you can use the software.

Alerts will have whatever links are necessary for you to take action, view more information, or dismiss the alert. License agreement alerts and subscription alerts require special attention:

- **License agreement alerts**: District administrators and school administrators will be presented with a notice that they must view and accept the terms of the Renaissance Place License Agreement. They will be provided with a link to view the license; on the license page, they can choose to accept or not accept the agreement.
If an administrator-level user does not accept the agreement within 30 days after the alert first appears, the alert will appear on the Home pages for district staff, school staff, and teachers. At least one user per site must agree to the license agreement.

- **Subscription alerts:** When 90 days remain before your subscription runs out, an alert appears to remind you. This alert can be dismissed, but it will reappear again when the subscription is down to 60 days, then 30, then 15. During this time frame, if your subscription is renewed, Renaissance Learning will enter the new subscription code, and this alert will not reappear until 90 days prior to the end date of the new code (next year).

**Tools to Help You with English in a Flash**

These tools will help you use English in a Flash.

- Help in the software (see page 12)
- Manuals and other documents (see page 13)
- Resources (see page 76)
- Training (see page 13)
- Live Chat Support (see page 13)
Help in the Software

To access the help, select Help in the upper-right corner of any page. The help opens in a separate window, as shown below.

- The Help link A is on every page in the program. Select it to get more information about the page currently displayed in the program.
- This logo B lets you know you’re in the English in a Flash help. If you go to another program’s help, the logo for that program will appear.
- To close the help, select the close button C.
- To search, use the search field at the top of the help page. Enter words to look for in the help, and select the search icon D to see the results. When you do this, the program searches the help for all the installed Renaissance Place programs. Since the search covers all available help, this is the best way to find what you need.
- To navigate the help, use the icons E at the top of the help page:
  To view previously selected help, select the back arrow 🔄.
  Select the book icon 📚 and choose Contents, Index, or Other Help.
    - **Contents**: Displays the table of contents for the current product help.
    - **Index**: Displays an alphabetical list of topics for the current product help.
    - **Other Help**: Takes you to a page where the Renaissance Place products installed on this server are listed, including English in a Flash and Renaissance Place. When you select one of the products, the Contents for that product’s online help will open.
    - To print the current help topic, select the print icon 📹.
Manuals and Other Documents

To access the software manuals and other useful documents, click Manuals in the upper-right corner of any page. (On the Home page, click ?; then Manuals.) Clicking that link lists the documents available for the Renaissance Learning programs on your server. For English in a Flash, you’ll find these documents helpful:

<table>
<thead>
<tr>
<th>Document</th>
<th>Includes</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>English in a Flash Software Manual</em></td>
<td>▶ General information about the program</td>
</tr>
<tr>
<td></td>
<td>▶ Step-by-step instructions for working with the program</td>
</tr>
<tr>
<td><em>English in a Flash Tips for Getting Started</em></td>
<td>▶ Helpful hints to get you started using the program</td>
</tr>
<tr>
<td><em>Renaissance Place Software Manual</em> (listed under Renaissance Place)</td>
<td>▶ Procedures for managing all school and district information</td>
</tr>
<tr>
<td></td>
<td>▶ Instructions for consolidating data and generating custom reports</td>
</tr>
</tbody>
</table>

Live Chat Support

Click the chat icon on the Home page or Live Chat Support on other pages (shown to the right) to chat with a member of the support staff. By default, you can access chat from any Renaissance Place page; however, district administrators can set a preference to make it accessible from the Home page only or to turn it off entirely. See the Renaissance Place Software Manual for details.

Training

On the Renaissance Learning Customer Center (www.renaissance.com/Customer-Center), you can find recorded web seminars and on-demand sessions to help you learn more about Renaissance Place software.

Renaissance Learning also offers on-site and remote technical consulting and training to help you better manage the technical aspects of your implementation, or assess your technical environment with our Educational Technology Assessment service. For more information, including pricing, call (800) 338-4204.

For practical guidance on techniques and best practices to help you maximize implementation of English in a Flash, go to the Resource page for Accelerated Reader and select Getting Results with English in a Flash.
Need More Help?

- **Knowledge Base:** For technical support information, search the Renaissance Learning Knowledge Base on the web at: support.renaissance.com/techkb/
- **Email:** Send general questions to: answers@renaissance.com. Send technical questions to: support@renaissance.com.
- **Phone:** For assistance, call (800) 338-4204. Outside the US, call 1.715.424.3636.
Getting Started

Logging In (Personnel)

Use these instructions to log in to Renaissance Place, change your password (either by choice or when the software requires it) and access English in a Flash.

**Note:** User names and passwords are not case-sensitive. However, if the CAPS LOCK key is engaged, you may experience problems logging in (symbols may be substituted for numbers).

1. Start the web browser and go to the Renaissance Place address (URL).
2. On the Login page, select *I’m a Teacher/Administrator*.
3. Enter your user name and password.
4. Select **Log In**.

   If the Home page opens, you have successfully logged in. See page 9.

   If the Login Settings page opens, you have to change your password (either your system administrator wants you to change your password for security reasons or the software wants you to change your password. You must change your password once a year).

   If you see an error message, you have entered an invalid user name or password. You can try to log in again (make sure to enter your user name and password correctly) or you can select **Forgot Your User Name or Password?**

---

**If you have forgotten your user name or password, click Forgot Your User Name or Password? on the right side of the login page.**

You can use your email address or security questions to verify your identity and retrieve your user name or reset your password. You can only use this feature if you have previously entered your email address on the Renaissance Place Login Settings page and verified that address. For more information, see the Renaissance Place Software Manual.
## Setup Checklist for the English in a Flash Software

The tasks listed below must be performed before you start using English in a Flash in your classroom. You may or may not be the one required to complete any of these tasks.

### Checklist: English in a Flash Classroom Preparation

**Note:** Make sure the setup tasks have been completed (see the table above).

1. Assemble an English in a Flash resource binder. Include:
   - Tips for Getting Started (see “Manuals and Other Documents” on page 13)
   - Status of the Class Record Sheet (see “Resources” on page 76)
   - List of Student User Names and Passwords (see page 37)
   - Getting Results with English in a Flash (see “Resources” on page 76)

2. Establish English in a Flash schedules for students:
   - 15 minutes per day is best.
   - Post the schedule for students (if appropriate).

3. Check equipment:
   - Test audio, volume, and screen saver settings (use a setting of 20 minutes or more).
   - Use headphones that cover the ears (best for blocking out background noise).

4. Explore English in a Flash to become comfortable with the program.

### Task | Usually Performed By | Where to Find Instructions
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District</strong></td>
<td><strong>School</strong></td>
<td><strong>Teacher</strong></td>
</tr>
<tr>
<td>Admin.</td>
<td>Staff</td>
<td>Admin.</td>
</tr>
<tr>
<td>Add school marking periods</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Add days off—used in calculations in some reports</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Add school administrators and district staff</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Add teachers, school staff, and students; add parents, if desired</td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>Add courses and classes, assign teachers, and enroll students in classes</td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>Make sure teacher and student computers have the necessary software installed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Renaissance Place Software Manual*

*Page 19*
Navigating the Software

The navigation bar at the top of each page shows you where you are in the software, as shown here.

If you need to go back to a previous page, use the links in the navigation bar rather than the web browser’s Back button, which can sometimes give you unexpected results. For example, if you’re on the Flash Cards page and want to display the Home page, select Home in the navigation bar.

Changing the School Year You Are Working In

The school year that you are working in now is shown to the right of your name in the upper-right section of any Renaissance Place program page.

You may want to work in a different school year if you are adding information for the next school year or reviewing results from a previous school year. To work in another school year, follow these steps:

1. On the Home page, select School Years.
2. On the School Years page, select Work in a Different School Year.
3. The Work in a Different School Year page lists the school years that are in your school’s database.
   - Select the school year that you want to work in.
   - You will return to your Home page.
4. If you choose to work in a past or future school year, you will see a gold bar at the top of every page with a message reminding you of the school year you are working in.
Switching Roles and Schools from the Home Page

Some people in your district or school may be assigned more than one role, or they may be assigned to more than one school. For example, the librarian in the high school might also teach a class in one of the middle schools.

Renaissance Place keeps track of these multiple roles and school assignments. You can switch between roles or schools after you log in or any time while you are using the software.

People normally change their user types or location in order to perform tasks in the program that are restricted to specific user groups. If you are trying to perform a task and finding you don’t have access, try switching your user type in the drop-down list.

On the Home page, select your user name, then select Change Role. Then, choose the role you want to work as and click Done.

Logging Out and Closing the Software

When you’ve finished working in English in a Flash, log out to keep your data secure.

1. On the Home page, select your user name on any page, then click Log Out. On other pages, select Log Out in the top-right corner of the page.
2. Close the software by closing your web browser.
Software Requirements

Current Requirements

For the most up-to-date software, hardware, operating system, and browser requirements for Renaissance Place, visit www.renaissance.com/customer-center#systemrequirements.

Checking for the Software You Need (Downloads Page)

Many Renaissance Place programs require supporting software programs, such as Adobe Reader to print reports. The supporting software must be installed on each individual computer used to work with Renaissance Place programs. If some of the software that you need to use Renaissance Place is not installed, or is outdated, you or your students may see messages about the missing software.

There are two ways to go to the Downloads page to get this software:

- Before logging in, click **Check Software Requirements** on the Renaissance Place welcome page.

- After logging in, on the Home page, click **Product Administration**. Then, on the Product Administration page, below Setup and Maintenance, click **Download Supporting Software**.

Click **Downloads** on the left to see which Renaissance Place and third-party downloads are available or required.

For more information about the System, Downloads, and Support tabs, refer to the Renaissance Place Software Manual.
Getting Ready for a New School Year

Before you start each new school year, you need to check, add, edit, and delete information as needed so that your teachers are ready to use English in a Flash with their new classes.

Perform these tasks after the previous school year has ended but before the start of the next school year.

**Note:** If you have the Renaissance Data Integrator (RDI) service, your Renaissance Place database is automatically linked to your student information system (SIS) data. Do not follow the steps in this section; instead, contact your Technical Support representative.

### Renaissance Place Tasks for the New School Year

Before you get English in a Flash ready for the new school year, **administrators or other non-teaching staff** need to perform these tasks in Renaissance Place. For details, see the help or *Renaissance Place Software Manual*.

- Add the new school year (must be done by district administrators or district staff). When the new school year begins, it will be the year that all users are working in automatically when they log in.
- Add the marking periods for each school (used for goals and reports) or copy the marking periods from the previous school year.
- Add the days off for each school (used for report calculations) or copy the days off from the previous school year.
- Set reporting periods for Renaissance Place consolidated reports.
- If a properly formatted file is available from a student information system, import student, personnel, class, and/or course information. You may also be able to import updates to student enrollments and personnel assignments.
- Check to see which personnel are in the software and add, edit, or delete personnel as needed.
- Check to see which students are in the software and add or delete students as needed. You can also transfer students from one school to another, edit student information, and edit student characteristics.
- Review the course list for each school and add, edit, or delete courses as needed.
☐ Copy classes from the previous school year, or add classes to the new school year. (Classes do not carry over from one school year to the next, so you need to add them each year.)

☐ You must also assign personnel to each class, choose the products the class will use, and enroll students in each class.

### Technology/Computer Coordinator Tasks for the New School Year

<table>
<thead>
<tr>
<th>Task</th>
<th>Where to Find Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Check for required supporting software on new and updated desktop computers and laptops, and recheck other desktop computers or laptops to make sure they have the latest versions of the software. Note: You must be logged in to each desktop computer or laptop with the rights required to install software for all users.</td>
<td>See “Software Requirements” on page 19.</td>
</tr>
<tr>
<td>☐ Make sure each desktop computer or laptop that will be used with English in a Flash has a shortcut or favorite set up for the current Renaissance Place address.</td>
<td>See the help for your operating system and/or browser.</td>
</tr>
</tbody>
</table>

### English in a Flash Tasks for the New School Year

Do the Renaissance Place setup tasks for the school year before these tasks so that your classes are available for English in a Flash; see page 20.

Unless otherwise noted, these tasks can be performed by district administrators, school administrators, and teachers.

<table>
<thead>
<tr>
<th>Task</th>
<th>Where to Find Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ For each class and/or teacher, provide the student user names and passwords.</td>
<td>Page 35</td>
</tr>
<tr>
<td>☐ Print a Student Progress Chart for each student.</td>
<td>1. On the Home page, select <strong>English in a Flash</strong>, then <strong>Resources</strong>. 2. Select <strong>Forms and Charts</strong>. 3. Select <strong>Student Progress Chart</strong>. 4. Print the number of copies you need. For more information, see page 76.</td>
</tr>
<tr>
<td>Task</td>
<td>Where to Find Instructions</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| When class starts, use Teacher Mode to demonstrate how the program works. | 1. On the Home page, select **English in a Flash**, then **Teacher Mode**.  
2. Choose a school from the drop-down list if necessary.  
3. Select a library, then a chapter, and then a lesson.  
For more information, see page 32. |
An Overview of English in a Flash

Structure

Refer to the “English in a Flash Organization Chart (Library, Chapter, Session, Lesson)” on page 24.

This is the structure of English in a Flash work that students do:

- Three Libraries (1, 2, and 3)
- 15 Chapters in each Library
- 6 Sessions in each Chapter
- Sessions include
  - a Pretest
  - 5 lessons with quizzes
  - 3 review lessons with quizzes

When students log in to English in a Flash for the first time, they must complete a tutorial. The tutorial explains how to use the desktop computer or laptop and mouse and the basics of English in a Flash.

Once the mouse tutorial is finished, students will begin working in Library 1.

Below is a chart that explains the focus of the lessons in each session.
Understanding English in a Flash

To view the student portion of the program sequence and demonstrate it to students, use Teacher Mode; see page 32.

For more details on the sessions and how students will complete them, see the steps beginning on page 35.
# Student Work by Session

The table below provides an overview of what students will do in each of the six sessions for each chapter.

<table>
<thead>
<tr>
<th>Session</th>
<th>Activity</th>
<th>Provides</th>
<th>Stops After</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Mouse Tutorial</td>
<td>Tutorial</td>
<td>Explanation of how to use the desktop computer or laptop and basics of the program</td>
<td>When complete or when user presses Ctrl+S to skip</td>
<td>The tutorial is only seen the first time students use the program.</td>
</tr>
<tr>
<td>Pretest</td>
<td>90 vocabulary words</td>
<td>14 incorrect answers</td>
<td></td>
<td>Students who miss 0 to 6 items advance to the Pretest for the next chapter; if 7 to 13 are missed, students skip to Lesson 3 for the current chapter. Each vocabulary word answered correctly in the pretest is only offered once during Lessons 1–3. All incorrect words, or words not seen in the pretest, are presented four times in Lesson 1 and five times in Lessons 2 and 3.</td>
</tr>
<tr>
<td>Lesson 1</td>
<td>4 repetitions of the 90 vocabulary words</td>
<td></td>
<td>Uses graphics and audio.</td>
<td></td>
</tr>
<tr>
<td>Quiz 1</td>
<td>Quiz on words missed and those not seen in pretest</td>
<td>3 incorrect answers</td>
<td>Students who get 90 correct won’t be presented with the quiz after Lesson 3.</td>
<td></td>
</tr>
<tr>
<td>2 Lesson 2</td>
<td>5 repetitions of the same 90 words</td>
<td></td>
<td>There is text on the page along with the images.</td>
<td></td>
</tr>
<tr>
<td>Quiz 2</td>
<td>Quiz on words missed and those not seen in Quiz 1</td>
<td>3 incorrect answers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Lesson 3</td>
<td>5 repetitions of the same 90 words</td>
<td></td>
<td>Students have access to the Repeat and Back Up buttons.</td>
<td></td>
</tr>
<tr>
<td>Quiz 3</td>
<td>Quiz on words missed and those not seen in Quizzes 1 and 2</td>
<td>3 incorrect answers</td>
<td>After completing Quiz 3, students can access and use My Practice and Reports from the Home page.</td>
<td></td>
</tr>
<tr>
<td>4 Review lesson and quiz</td>
<td>Review of Lesson 3 content; quiz contains items missed and those not seen in Quiz 3</td>
<td>N/A—students must answer all questions</td>
<td>Not required for students who answer all 90 items correctly in Quiz 1, or 88 or more correctly on Quiz 2 or Quiz 3.</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>4 repetitions of 40 phrases and sentences</td>
<td></td>
<td>Combines vocabulary learned in Lessons 1–3.</td>
<td></td>
</tr>
<tr>
<td>Quiz 4</td>
<td>40 phrases and sentences</td>
<td>6 incorrect answers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session</td>
<td>Activity</td>
<td>Provides</td>
<td>Stops After</td>
<td>Notes</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>Review lesson and quiz</td>
<td>Review of Lesson 4 content; quiz contains items answered incorrectly or those not seen in Quiz 4</td>
<td>N/A—Students must answer all questions</td>
<td>Not required for students who answer all Quiz 4 items correctly.</td>
</tr>
<tr>
<td></td>
<td>Lesson 5</td>
<td>4 repetitions of 50 sentences and dialogs</td>
<td></td>
<td>Uses learned vocabulary.</td>
</tr>
<tr>
<td></td>
<td>Quiz 5</td>
<td>40 sentences and dialogs</td>
<td>6 incorrect answers</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Review lesson and quiz</td>
<td>Review of Lesson 5 content; quiz contains items answered incorrectly or those not seen in Quiz 5</td>
<td>N/A—Students must answer all questions</td>
<td>Not required for students who answer all Quiz 5 items correctly.</td>
</tr>
<tr>
<td></td>
<td>Student may begin Session 1 of the next chapter</td>
<td>Pretest, lesson, and quiz as described in Session 1 above, but with 90 new vocabulary words</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### English in a Flash Chapter Sequence

<table>
<thead>
<tr>
<th>Step</th>
<th>Each Step Takes 15–20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter Pretest</strong></td>
<td>Pretest results are the first step in individualization.</td>
</tr>
<tr>
<td></td>
<td>Each chapter begins with a vocabulary test which determines whether the student should remain in the chapter or be taken to the next chapter. Students hear a word and see three graphics.</td>
</tr>
<tr>
<td></td>
<td>Using the mouse, they highlight the word that matches the audio they hear. Any choice moves the program forward. If students do not make a choice within 10 seconds, the program continues to the next item. Encourage students to do their best and to complete every item.</td>
</tr>
<tr>
<td></td>
<td>If the student misses six or less items on the pretest, the program automatically moves on to the pretest for the next chapter.</td>
</tr>
<tr>
<td></td>
<td>If the student misses seven to thirteen items, the program moves on to Lesson 3.</td>
</tr>
<tr>
<td></td>
<td>The pretest stops if a student misses fourteen items, and the program automatically moves to Lesson 1.</td>
</tr>
<tr>
<td><strong>Lesson 1</strong></td>
<td>Lesson 1 is approximately 10–12 minutes of practice with 90 basic vocabulary words. Students listen to words as the graphics are presented on the screen. During this segment, students should watch and listen. They can repeat words aloud if they want to, but they do not need to do anything else. Encourage students to relax and absorb the language.</td>
</tr>
<tr>
<td><strong>Quiz 1</strong></td>
<td>Quiz 1 immediately follows Lesson 1. This quiz begins with words that students missed on the pretest, and continues with words the student hasn’t tested on yet. The quiz stops if the student misses three items.</td>
</tr>
<tr>
<td></td>
<td>If students have a total of 88 or more correct at this point, they skip Lesson 2 and move forward to Lesson 3.</td>
</tr>
<tr>
<td><strong>Lesson 2</strong></td>
<td>After Lesson 2, students take another quiz, which is a continuation of the Pretest and Quiz 1.</td>
</tr>
<tr>
<td><strong>Quiz 2</strong></td>
<td>Quiz 2 begins with words a student has already missed, and it continues with words the student hasn’t tested on yet. The quiz stops if a student misses three items. If the student gets 88 or more correct on the quiz, the student will skip Lesson 3 and advance to Lesson 4.</td>
</tr>
<tr>
<td><strong>Lesson 3</strong></td>
<td>Lesson 3 gives more practice with the same set of vocabulary words. Like in Lesson 2, written words appear on the screen.</td>
</tr>
<tr>
<td><strong>Quiz 3</strong></td>
<td>After Lesson 3, students take another quiz. This is a continuation of the Pretest, Quiz 1, and Quiz 2. It, too, contains items the student hasn’t seen or has missed previously. It does not include items the student has already answered correctly. Quiz 3 stops if the student misses three items.</td>
</tr>
<tr>
<td><strong>Focused Review Lesson 3 Quiz 3</strong></td>
<td>This session begins with an individualized review of the words the student missed in Quiz 3. Called “Focused Review,” (FR) it contains vocabulary words missed in Lessons 1–3 before moving on to Lesson 4.</td>
</tr>
<tr>
<td><strong>Lesson 4</strong></td>
<td>Lesson 4 places vocabulary words in context. It combines words practiced in Lessons 1–3 into longer chunks of language. Students see and hear multiple repetitions of 40 different phrases and short sentences.</td>
</tr>
<tr>
<td><strong>Quiz 4</strong></td>
<td>After Lesson 4, students take a quiz on language covered in this lesson. If six items are missed on Quiz 4, the quiz stops and an on-screen feedback page is shown. The next time the student logs in, the Focused Review for Lesson 4 will be presented.</td>
</tr>
</tbody>
</table>
Pretest and Quiz Items

Items for the pretest and quiz (vocabulary words, voices, graphics, and distractors) are fixed. Students see three graphics and hear one vocabulary word pronounced. The student must select the graphic that matches the word. There is no indication of whether or not the student has selected the correct answer, but the next question appears after an answer is selected. The students will have ten seconds after the audio stops to answer each question; they cannot select an answer until the audio stops. If the item times out before the student responds, the student moves on to the next lesson item.

My Practice

My Practice automatically selects practice items from the items missed on Quiz 3. In addition, My Practice lets students select their own personal list of words to practice. They can add or delete up to 90 vocabulary words per chapter. There is no quiz associated with My Practice. It is strictly a practice session based on words missed on Quiz 3 and words that the student selects.

The first time that students can access My Practice for a chapter is after they complete Quiz 3. For more information about setting up and using My Practice, see page 58.
Symbols Seen in the Program

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Name</th>
<th>What It Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Repeat</td>
<td>Replays the audio for the current item. It's available in the pretest, quizzes, and Lessons 3, 4, and 5.</td>
</tr>
<tr>
<td></td>
<td>Back Up</td>
<td>Goes back one item and replays the audio. It's available only in Lessons 3, 4, and 5.</td>
</tr>
<tr>
<td></td>
<td>Pause</td>
<td>Temporarily pauses the program.</td>
</tr>
<tr>
<td></td>
<td>Stop</td>
<td>If the student selects <strong>stop</strong> during a quiz, when the student logs back in, the program will start at the beginning of the quiz. If the student selects <strong>stop</strong> during a lesson, when the student logs back in, the lesson will start where the student left off.</td>
</tr>
<tr>
<td></td>
<td>Continue</td>
<td>Restarts the program after pausing it.</td>
</tr>
</tbody>
</table>

Pages You Will See in the Program

The figures on the next few pages represent typical pages the student will see (and you will see in Teacher Mode). This section is designed to familiarize you with the buttons and icons students will see and need to use.

For an overview of the sessions in the program, see the table starting on page 25. Complete descriptions of the sessions and pages start on page 35.

You can demonstrate the student portion of the program using Teacher Mode; see page 32.
An Overview of English in a Flash
Pages You Will See in the Program

Pretest Page

Lesson Page

Transition Page
Feedback Pages

The feedback pages provide on-screen feedback for a student and open automatically after a quiz is completed.

- For the pretest, Quizzes 1–3, and the review quiz, the feedback page shows how many words the student answered correctly on the current assessment compared with the number answered correctly on the previous assessment(s).

- For Quizzes 4 and 5, and the review quiz, the feedback page shows how many items a student correctly answered on Quiz 4 or 5 and the review quiz.
Teacher Mode

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 88.

Note:

Refer to the “English in a Flash Organization Chart (Library, Chapter, Session, Lesson)” on page 24.

English in a Flash has 3 libraries (1, 2, and 3).

- Each library has 15 chapters
- Each chapter has 6 sessions
- Each session has
  - a pretest
  - 5 lessons with quizzes
  - 3 review lessons with quizzes

1. On the Home page, select English in a Flash, then Teacher Mode.
2. Select your school from the School drop-down list, if necessary.
3. Select the library that contains the chapter and lesson you want to use.
4. Select the Chapter ❶. Then, select the lesson or quiz ❷ you wish to demonstrate.

![Teacher Mode](image)

<table>
<thead>
<tr>
<th>Library</th>
<th>Chapter</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library 1</td>
<td>Chapter 1</td>
<td>Lesson 1 (vocabulary; no text)</td>
</tr>
<tr>
<td>Library 2</td>
<td>Chapter 2</td>
<td>Lesson 2 or 3 (vocabulary; text)</td>
</tr>
<tr>
<td>Library 3</td>
<td>Chapter 3</td>
<td>Quiz 1, 2, or 3</td>
</tr>
<tr>
<td></td>
<td>Chapter 4</td>
<td>Lesson 4 (phrases or short sentences)</td>
</tr>
<tr>
<td></td>
<td>Chapter 5</td>
<td>Quiz 4</td>
</tr>
<tr>
<td></td>
<td>Chapter 6</td>
<td>Lesson 5 (sentences or dialogues)</td>
</tr>
<tr>
<td></td>
<td>Chapter 7</td>
<td>Quiz 5</td>
</tr>
<tr>
<td></td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 15</td>
<td></td>
</tr>
</tbody>
</table>

5. The Welcome page opens. Then, the demonstration of the student portion of the program starts.

The buttons in the right margin of the program allow you to control the demonstration.

- **Select the repeat button ( )** to replay the audio for the current item. It’s available in the pretest, quizzes, and Lessons 3, 4, and 5.
- **Select the back up button ( )** to go back one item and replay the audio. It’s available only in Lessons 3, 4, and 5.
- **Select the pause button ( )** to pause the program demonstration. Next, you will see a **continue** button ( ). When you are ready, select it to resume the demonstration.
- **Select the stop button ( )** to stop the demonstration and return to the Teacher Mode page.
6. Select **continue** on the transition page to return to the demonstration. Select **exit** to return to the Teacher Mode page.

Repeat steps 2 through 4 to select a different library, chapter, lesson, or quiz.
Students—Working in the Program

This section explains how to prepare students to use English in a Flash and how to log students in to the program. It also describes what students will do in each of the six English in a Flash sessions for each chapter. For a summary of the session activities for each chapter, see the table on page 25.

What You Need to Do Before Students Start Working

Complete the Check List: English in a Flash Classroom Preparation (see page 16).

Preparing Students to Use the Program

1. Explain to students that the English in a Flash program will help them improve their English language skills.
2. To show students what the program looks like and how to use it, use the Teacher Mode (see page 32).
3. Review the buttons in the program with your students to make sure they know what they mean and how to use them; see page 29.
4. Help students log in; see page 36.
5. Remind students to raise their hands if they have a problem using the program.
How Students Log In

**Note:** User names and passwords are not case-sensitive. However, if the CAPS LOCK key is engaged, students may experience problems logging in (symbols may be substituted for numbers).

1. Start the web browser and go to the Renaissance Place address (URL).
2. On the Welcome page, select *I’m a Student*.
3. The student enters his or her user name and password, and then selects *Log In*.

When Students Forget Their User Names or Passwords

During log-in, students who don’t know their user names can select *Forgot Your User Name?*. The software will ask the student to choose the school and search for his or her name; then it will fill in the user name. Students cannot search for their passwords.

The ability to find user names is an option in Renaissance Place that can be turned on or off; if the *Forgot Your User Name?* link is not visible, contact your administrator.

If the *Forgot Your User Name?* link is not visible, contact your administrator. The ability to find user names is an option in Renaissance Place that can be turned on or off. By default, only administrators have access to this option:

1. On the Home page, select *Product Administration*.
3. In the row for Provide Student Login Assistance, select *Show the “Did you forget your user name...” option*.
4. Change the setting and select *Save*. 
List of Student User Names and Passwords (Renaissance Place)

To get a list of student user names and passwords through Renaissance Place:

1. On the Home page, select **Users**.
2. On the Personnel, Students, and Parents page, select **View Students**.
3. Use the search fields to choose which students to search for.
4. Select **Search**.
5. If results are found, select the **Passwords** tab.

   This tab lists each student’s ID, grade, user name, password, and NEO 2 or Responder PIN.

   If the list of search results is long, it will be split into multiple pages. Select \[ \] to go to the next page of results or \[ \] to go back. You can also select \[ \] to go to the last page of results or \[ \] to go back to the first page.

   To print the page of search results that you are viewing, select **Print Page**. If you have more than 50 results, only the page of results that you are viewing will print.

   To print all of the search results (and choose grouping and sorting options):
   a. Select **View PDF**.
   b. Choose the options you prefer. Select **View Report**.
   c. When the list opens, to save or print it, use the Adobe Reader buttons. If you use the browser's print function, only the top of the page will print. In Adobe Reader X or XI, the Adobe Reader buttons may be hidden until you move the mouse over the bottom center of the document or press **F8**.

   The ability to print from a tablet depends on the type of tablet being used, the type of printer being used, and/or the program or system being used to connect the tablet to a printer. Contact your school’s Technology/Computer Coordinator for assistance.

Session 1

The time required for an English in a Flash session depends on the number of

- students
- desktop computer or laptops in use

The following steps contain simplified explanations of what students will see in the program. It may be useful to some of the students if the teacher or test monitor slowly reads the steps aloud or translates the steps into the student’s language.
Mouse Tutorial and Pretest

1. Students log in. For login steps, see page 36.

2. Students select **English in a Flash** on the student’s Home page.

3. Students choose a school, if necessary.
4. Students watch and listen to the mouse tutorial to learn how the program works and how to use the mouse. The students should follow any instructions that are given.

5. At the end of the tutorial, students hear, “Let's begin. Choose the correct picture. Select the arrow to begin.”
6. The pretest starts. Students choose an answer for each question by selecting the image with the mouse.

Students scoring

- 93%–100% correct on the Pretest will see a feedback screen showing the number correct. When they select the continue button, they advance to the Pretest for the next chapter.
- 85%–92% correct on the Pretest will see a feedback screen showing the number correct. When they select the continue button, they advance to Lesson 3 for the current chapter.
- 84% or less correct (14 or more questions answered incorrectly). The pretest will stop and the students can start Lesson 1.

7. Students select continue to begin Lesson 1.
Lesson 1

1. Students listen to the word for the picture on each page. There are 90 vocabulary words in the chapter. Each word is repeated four times.

   Each vocabulary word answered correctly in the pretest is only offered once during Lessons 1–3.

   All incorrect words, or words not seen in the pretest, are presented four times in Lesson 1 and five times in Lessons 2 and 3.

2. Students select **continue** to begin the quiz after Lesson 1 ends.
Quiz 1

1. Students take the quiz by selecting the answer to each question. The quiz includes words missed or not seen in the pretest.

2. When students miss three words or complete the 90-word quiz, the quiz stops and the feedback page opens. The feedback page shows the number of words answered correctly on the pretest and Quiz 1.

3. Students select exit A to finish the work for now and log out of the program.
Session 2

Lesson 2

1. Students log in. For login steps, see page 36.

2. Students select English in a Flash on the student Home page.

3. Students choose a school, if necessary.

4. Students listen to and look at the word for the picture on each page. Students hear and see the same 90 vocabulary words that were used in Lesson 1. Each word is repeated five times.

   Each vocabulary word answered correctly in the pretest is only offered once during Lessons 1–3.

   All incorrect words, or words not seen in the pretest, are presented four times in Lesson 1 and five times in Lessons 2 and 3.
5. Students select **continue** to begin the quiz after Lesson 2 ends.

**Quiz 2**

1. Students take the quiz by selecting the answer to each question. The quiz includes the words missed or not seen in Lesson 1.

2. When students miss three words or complete the 90-word quiz, the quiz stops and the feedback page opens.
Students select **exit** to finish work for now and log out of the program.

---

**Session 3**

**Lesson 3**

1. Students log in. For login steps, see page 36.
2. Students select **English in a Flash** on the student Home page.

---

*If students gets 88 or more words correct on Quiz 2, when they log in again, the students skip Lesson 3 and start work on Lesson 4 without a Review Quiz. For more information, go to page 49.*
3. Students choose a school, if necessary.

4. Students listen to and look at the word for the picture on each page. Students hear and see the same 90 vocabulary words that were used in Lessons 1 and 2. Each word is repeated five times.

   Each vocabulary word answered correctly in the pretest is only offered once during Lessons 1–3.

   All incorrect words, or words not seen in the pretest, are presented four times in Lesson 1 and five times in Lessons 2 and 3.

5. Students select continue to begin the quiz after Lesson 3 ends.

Quiz 3

1. Students take the quiz by selecting the answer to each question. Quiz 3 includes the words missed or not seen in quizzes 1 and 2.
2. When students miss three words or complete the 90-word quiz, the quiz stops and the feedback page opens.

3. Students select **exit** to finish work for now and log out of the program.

---

**Session 4**

When students log in and select **English in a Flash**, they have three options. They can select:

- **Start Working**
  Students who select **Start Working** may do a review as described in the next section.

- **My Practice** (see page 58)

- **View Reports** (see page 74)

**Review**

A Review is not presented to students who answered all items correctly on Quiz 3. For those students, go to Lesson 4 on page 49.

1. Students log in. For login steps, see page 36.

---
2. On the student Home page, students select **English in a Flash**, then **Start Working**.

![Image of student Home page with English in a Flash selected](image)

3. Students choose a school, if necessary.

4. Students listen to and look at the word for the picture on each page. Students will hear and see the words missed or not seen in Quiz 3; each word will be repeated four times. The review quiz starts automatically as soon as the lesson ends.
5. Students take the quiz by selecting the answer to each question. Students must answer every question on the quiz.

6. The feedback page opens and shows the number of words answered correctly. Students select continue to begin Lesson 4.
Students select exit to finish work for now and log out of the program.

Lesson 4

1. Students listen to and look at the phrases and sentences describing the picture on each page. Students will hear and see 40 phrases and sentences. Each phrase or sentence is repeated four times.
2. Students select **continue** to begin the quiz after Lesson 4 ends.

3. Students take the quiz by selecting the answer to each question.

4. When students get six incorrect answers or complete the quiz, the quiz stops and the feedback page opens, showing the number of correct answers.
5. Student select exit to finish work for now and log out of the program.

Session 5

When students log in, they have two choices. Student can select:

- **Start Working, My Practice** (see page 58)
  Students who select **Start Working** may do a review as described in the following section.

- **View Reports** (see page 74)

Review

A Review is not presented to students who answered all items correctly on Quiz 4. For those students, go to Lesson 5 on page 53.

1. Students log in. For login steps, see page 36.
2. Students select **English in a Flash**, then **Start Working** on the student Home page.

![Home page of English in a Flash](image)

3. Students choose a school, if necessary.

4. Students listen to and look at the 40 phrases and sentences. Students hear and see the items missed or not seen in Quiz 4; each will be repeated four times. The review quiz starts automatically as soon as the lesson ends.
5. Students take the quiz by selecting the answer to each question. Students must answer every question on the quiz.

6. The feedback page opens and shows the number of words answered correctly. Students select continue to begin Lesson 5. Students select exit to finish work for now and log out of the program.

Lesson 5

1. Students listen to and look at the sentences and dialogs shown on each page. Students will hear and see 50 sentences and dialogs; each is repeated four times.
2. Students select **continue** to begin the quiz after Lesson 5 ends.

Quiz 5

1. Students take the quiz by selecting the answer to each question.

2. When students get six incorrect answers or complete the quiz, the quiz stops and the feedback page opens, showing the number of correct answers.
3. Students select exit A to finish work for now and log out of the program.

Session 6

Note: Session 6 is not presented to students who answered all the questions correctly on Quiz 5. When these students log in, they will start with the pretest for a new chapter, followed by a lesson and quiz with 90 new vocabulary words.

When students log in, they have three choices. Students can select

- **Start Working**
  Students who select Start Working may do a review as described below.

- **My Practice** (see page 58)
- **View Reports** (see page 74)

Review

1. Students log in. For login steps, see page 36.
2. On the student Home page, students select **English in a Flash**, then **Start Working**.

3. Students choose a school, if necessary.

4. Students listen to and look at the 50 sentences and dialogs missed or not seen in Quiz 5; each is repeated four times.

   The review quiz starts automatically as soon as the lesson ends.
5. Students take the quiz by selecting the correct answer to each question. Students must answer every question on the quiz.

6. The feedback page opens and shows the number of words answered correctly. Students select exit to finish work for now and log out of the program.

Begin Next Chapter

The next time students log in, they will start with a pretest for a new chapter, followed by a lesson and quiz, with 90 new vocabulary words.
My Practice—Optional Review

My Practice is only available after students have completed Session 3.

1. Students log in. For login steps, see page 36.
2. Students select English in a Flash, then My Practice.
3. Students choose a library from the drop-down list, if necessary.
4. Students select the chapter they want to practice, if necessary.
5. Students choose the items to practice as described below.

5. Students choose the items to practice as described below.

6. Students select start \( \text{G} \) to begin the My Practice lesson.

7. The My Practice lesson starts. Students listen to and look at the word or phrase for each picture on the page. Items missed on the quizzes are pre-selected (highlighted) for practice. Students remove and add items by selecting on each item. If an item is not highlighted, it is not selected for practice. Up to 90 items can be selected for My Practice.

   - When students move the mouse over an item they wish to add, a yellow border outlines the item.

   - The count of the selected items is displayed in the upper-right corner of the page.

   - The tab indicates the page number in the selected chapter.

   - Select any of the six numbers at the bottom of the page to go to a different page and find more items.

---

If students remove any pre-selected items and begin a My Practice session, the pre-selected item list won't be saved. However, students can still see the original list of missed words by printing the Words to Study Report; see page 74.
8. There is no quiz after the practice. Students have three options:
   - Go back to step 4 to choose a chapter and practice again.
   - To return to the student Home page, select **continue**.
   - To finish work for now and log out of the program, select **exit**.
Check for a PDF Viewer (such as Adobe Reader) Before You Generate Reports

English in a Flash uses a PDF viewer (such as Adobe Reader) to generate reports. When you select **Reports** (on the Home page, under English in a Flash), English in a Flash checks for this software.

If your computer does not have a PDF viewer, you will see a message about missing software. For more information, see “Software Requirements” on page 19.

English in a Flash Reports

Use the Reports page to generate reports about your students' work in English in a Flash.

To open the Reports page, go to the Home page. Select **English in a Flash**, then **Reports**.
List of English in a Flash Reports

<table>
<thead>
<tr>
<th>Report</th>
<th>Description (see page)</th>
<th>Can be Customized?</th>
<th>How to Print (see page)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Progress</td>
<td>64</td>
<td>Yes</td>
<td>64</td>
</tr>
<tr>
<td>Class Status</td>
<td>64</td>
<td>Yes</td>
<td>64</td>
</tr>
<tr>
<td>Parent</td>
<td>65</td>
<td>Yes</td>
<td>65</td>
</tr>
<tr>
<td>Student Record</td>
<td>66</td>
<td>Yes</td>
<td>66</td>
</tr>
<tr>
<td>Word Grouping</td>
<td>67</td>
<td>Yes</td>
<td>67</td>
</tr>
<tr>
<td>Words Correct</td>
<td>67</td>
<td>Yes</td>
<td>67</td>
</tr>
<tr>
<td>Words to Study</td>
<td>67</td>
<td>Yes</td>
<td>67</td>
</tr>
</tbody>
</table>

Which Report Should I Use?

The following table should help you decide which report(s) can best serve your needs. If more than one report is listed, read the report descriptions.

<table>
<thead>
<tr>
<th>Task/Information Needed</th>
<th>Report to Use</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewing English in a Flash Information--General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’ names</td>
<td>Class Progress</td>
<td>64</td>
</tr>
<tr>
<td>Student user names and passwords</td>
<td>Get from Renaissance Place</td>
<td>37</td>
</tr>
<tr>
<td>Viewing Practice- and Quiz-Taking Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student’s cumulative work for a date range</td>
<td>Class Progress</td>
<td>64</td>
</tr>
<tr>
<td>A day-to-day overview of how all students are doing in their current chapters</td>
<td>Class Status</td>
<td>64</td>
</tr>
<tr>
<td>Student’s work completed during a reporting period</td>
<td>Student Record</td>
<td>66</td>
</tr>
<tr>
<td>Number of completed chapters (by student) and the average number of days it took to complete a chapter (by student)</td>
<td>Class Progress</td>
<td>64</td>
</tr>
<tr>
<td>Completed review sessions</td>
<td>Class Status</td>
<td>64</td>
</tr>
<tr>
<td>Completed quizzes</td>
<td>Class Status</td>
<td>64</td>
</tr>
<tr>
<td>Average percent correct for words in the pretest</td>
<td>Class Progress</td>
<td>64</td>
</tr>
<tr>
<td>Average percent correct for words in the pretest and review scores</td>
<td>Class Progress</td>
<td>64</td>
</tr>
<tr>
<td>Overall, average percent correct for the phrases/sentences from Quiz 4</td>
<td>Class Progress</td>
<td>64</td>
</tr>
<tr>
<td>Overall, average percent correct for the dialogs/ sentences from Quiz 5</td>
<td>Class Progress</td>
<td>64</td>
</tr>
<tr>
<td>Date of the last login for each student</td>
<td>Class Progress</td>
<td>64</td>
</tr>
<tr>
<td>Task/Information Needed</td>
<td>Report to Use</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>------</td>
</tr>
<tr>
<td>The percentage of students who averaged 85% or above correct on vocabulary (this is shown for each class included in the report)</td>
<td>Class Progress</td>
<td>64</td>
</tr>
<tr>
<td>The percentage of students who used English in a Flash for an average of three or more days a week</td>
<td>Class Progress</td>
<td>64</td>
</tr>
<tr>
<td><strong>Planning Instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Words students know and don’t know from each chapter.</td>
<td>Word Grouping</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Words Correct</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Words to Study</td>
<td>67</td>
</tr>
<tr>
<td>Words most students recognize</td>
<td>Word Grouping</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Words Correct</td>
<td>67</td>
</tr>
<tr>
<td>Words most students do not yet know</td>
<td>Word Grouping</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Words to Study</td>
<td>67</td>
</tr>
<tr>
<td>Identify students at similar levels of vocabulary growth</td>
<td>Word Grouping</td>
<td>67</td>
</tr>
<tr>
<td><strong>Viewing Scores</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scores (pretest and quiz)</td>
<td>Class Status</td>
<td>64</td>
</tr>
<tr>
<td>Averages over time for pretests and quizzes</td>
<td>Class Progress</td>
<td>64</td>
</tr>
<tr>
<td><strong>Gauging Growth and Progress</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High-level view of how students are progressing</td>
<td>Class Progress</td>
<td>64</td>
</tr>
<tr>
<td>View of a class’s work currently in progress</td>
<td>Class Status</td>
<td>64</td>
</tr>
<tr>
<td>View of a student’s work currently in progress</td>
<td>Student Record</td>
<td>66</td>
</tr>
</tbody>
</table>
## Report Descriptions

This table lists the reports in the English in a Flash software.

<table>
<thead>
<tr>
<th>Report</th>
<th>Why You’d Use It</th>
<th>Things You Can Change</th>
</tr>
</thead>
</table>
| Class Progress  | **Lists**  
   ▶ students’ names  
   ▶ shows the number of chapters that have been completed and the average number of days it took to complete a chapter  
   ▶ average percent correct for words in the pretest  
   ▶ average percent correct for words in the pretest and review scores  
   ▶ overall, average percent correct for the phrases/sentences from Quiz 4  
   ▶ overall, average percent correct for the dialogs/sentences from Quiz 5  
   ▶ date of the last login for each student  
   ▶ the percentage of students who averaged 85% or above correct on vocabulary (this is shown for each class included in the report)  
   ▶ the percentage of students who used English in a Flash for an average of three or more days a week  
   **Printing instructions:** See page 64.  
   **Things to Note**  
   ▶ Shows students’ cumulative work for a date range.  
   ▶ Allows teachers to monitor students’ progress and find students who need assistance.  
   ▶ For the percentage of students who used English in a Flash for an average of three or more days a week:  
     - only one login is counted per day (even if the student logs in more than once)  
     - chapters do not have to be completed to be counted.  
   For details on individual students, see the Student Record Report (page 66). | You may select:  
   ▶ classes or students to include  
   ▶ date range  
   ▶ grouping used  
   ▶ whether to show the report options |
| Class Status    | **Lists**  
   ▶ A day-to-day overview of how all students are doing in their current chapters  
   **Printing instructions:** See page 64  
   **Things to Note**  
   ▶ Allows teachers to monitor students’ progress and find students who need assistance.  
   ▶ Includes detailed information about the work each student is completing in the chapter he or she is currently working on. | You may select:  
   ▶ classes or students to include  
   ▶ grouping used  
   ▶ whether to show the report options |
### Reports
#### Report Descriptions

<table>
<thead>
<tr>
<th>Report</th>
<th>Why You’d Use It</th>
<th>Things You Can Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td><strong>Lists</strong>&lt;br&gt;  ► the library the student is currently working on  &lt;br&gt;  ► the number of chapters completed in the library  &lt;br&gt;  ► the total number of words correct in the library</td>
<td>You may select:&lt;br&gt;  ► classes or students to include &lt;br&gt;  ► date range  &lt;br&gt;  ► grouping used</td>
</tr>
</tbody>
</table>

**Printing instructions:** See page 65

**Things to Note**

► This report shows parents or guardians their child’s progression over a period of time.
► This report can be run by a teacher for presentation to the parent or guardian.
► Each student’s information is printed on a separate page.
► If a language (other than English) has been assigned to the student, a note is included in the report that’s written in both English and the language assigned to the student.

You assign a different language to the student via the Student Personal Information, see the *Renaissance Place Software Manual*.

The available languages are: Arabic, Chinese (simplified and traditional), Haitian-Creole, Hmong, Korean, Russian, Spanish, and Vietnamese.

If the language assigned to the student is not included in the list above, the report prints in English only.
<table>
<thead>
<tr>
<th>Report</th>
<th>Why You’d Use It</th>
<th>Things You Can Change</th>
</tr>
</thead>
</table>
| Student Record  | ▶ each student’s work completed during a reporting period  
▶ the number and percentage of correct answers on all five quizzes, pretests, and reviews  
▶ the total words gained  
▶ the phrases/sentences correct  
▶ the sentences/dialogs correct  
▶ the total percentage correct on each chapter  
▶ a summary (shows the Total Words Gained during the Reporting Period and the Current School Year to Date) | You may select:  
▶ classes or students to include  
▶ date range  
▶ grouping used  
▶ whether to show the report options |

**Printing instructions:** See page 66.

**Things to Note**
▶ Shows each student’s work completed during a reporting period.
▶ Higher scores replace lower scores as review scores become available.
▶ Total Percent Correct includes pretest.
▶ Total Words Gained does not include Pretest and is available after Quiz 1.
▶ For Words Correct, the Total Percent Correct only appears after Quiz 3.
▶ An “x” displays when something is skipped.
▶ A “–” (dash) displays when no work has been done.

**Example:**
For Chapter 1, the student took the pretest, scored 94%, and moved to the next chapter without taking any quizzes. All of the quizzes and the Total Words Gained columns for Chapter 1 display an “x”.
For Chapter 7, the student took the pretest, scored less than 93%, took quiz 1, and got 6 correct. No other quizzes have been completed. The remaining quiz columns show a “–” (dash).
<table>
<thead>
<tr>
<th>Report</th>
<th>Why You’d Use It</th>
<th>Things You Can Change</th>
</tr>
</thead>
</table>
| Word Grouping      | **Lists**  
➤ the library  
➤ chapter numbers  
➤ number of students who completed the chapter  

**Printing instructions:** See page 67.  
**Things to Note**  
➤ Shows which words a majority of students (at least two-thirds) answered correctly and incorrectly for each library and chapter.  
➤ The program calculates percentages by counting the number of words answered correctly by all students on the pretest, Quizzes 1–3, and review quiz.  
➤ Words in each category on the report are listed from most-known to least-known for the class. | You may select:  
➤ classes or students to include  
➤ chapters to include  
➤ grouping used  
➤ whether to show the report options |
| Words Correct      | **Lists**  
➤ the words from a selected chapter that a student answered correctly (pretest, Quizzes 1–3, and Review Quiz).  
➤ a summary section with the number of chapters completed and the total number of words correct (for the selected library).  

**Printing instructions:** See page 67.  
**Things to Note**  
➤ The words are listed alphabetically.  
➤ Students can also generate this report when they log in, but they cannot customize it. | You may select:  
➤ classes or students to include  
➤ chapters to include  
➤ grouping used |
| Words to Study     | **Lists:** the words a student answered incorrectly on the Pretest  

**Printing instructions:** See page 67.  
**Things to Note**  
➤ The words are listed alphabetically.  
➤ Students can also generate this report when they log in, but they cannot customize it.  
➤ Graphics are always included when students print this report. | You may select:  
➤ classes or students to include  
➤ chapters to include  
➤ whether to include graphics |
Printing Reports

1. Go to the Home page. Select **English in a Flash**, then **Reports**. The Reports page opens.

2. The program checks the computer for Adobe Reader.
   If Adobe Reader isn’t installed, see page 19.

3. Select your school from the **School** drop-down list, if necessary.

4. Select the desired report name.

5. The Report Options page opens. Use this page to modify the report.
   Each customizable report has its own set of options.
   For many reports, you can choose students by name or class. Use the drop-down list or select one of the provided links.
   Reporting parameter groups let you choose students with common traits.
   For more information, see page 70.
   To generate the report, select **View Report**.
6. The report generates and is displayed in Adobe Reader, either within your browser window or in a separate window.

If it opens in a browser window, to save or print the report, use the Adobe Reader buttons. If you try to use the browser’s print function instead, only the top of the page will print. In Adobe Reader X or XI, the buttons may be hidden until you move the mouse over the bottom center of the document or press F8.

To select a different report, select **Select a Different Report**.

To modify the report, select **Customize this Report**.

To save the report, select the save button.

To print the report, select the print button.
Reporting Parameter Groups

Reporting parameter groups let you limit reports to students with common traits. When you customize some reports, you can choose a reporting parameter group from a drop-down list on the Report Options page. You can also create or change a group by selecting Create New or Edit Selected.

- Use the Reporting Parameter Group Name field to name your group.
- To select students enrolled in the school before the date you specify, enter the desired date in the Enroll Date field.
- Each student’s ethnicity, gender, language, and grade can be specified when the student is added to the database or when the student’s information is edited.
- Characteristics can be assigned to students separately. You can also add your own custom characteristics and assign them to students.

For more information, see either the help or the Renaissance Place Software Manual.
Report Options

Accessing the Report Options Page

The Report Options page opens for reports that have customizable options.

The reports with customizable options are: Class Progress, Class Status, Parent, Student Record, Word Grouping, Words Correct, and Words to Study.

There are two ways to access the Report Options page:

- Method 1: From the Reports page
- Method 2: From the Generated PDF

**Method 1: From the Reports Page**

From the Reports page, select the desired report name.

The Report Options page opens (if the report can be customized).

Each customizable report has its own set of options.

If the Report Options page doesn’t open, the report cannot be customized.

**Method 2: From the Generated PDF**

1. From the Reports page, select the desired report name.
   
   The Report Options page opens (if the report can be customized).
   
   Choose the options for that report. Each customizable report has its own set of options.
   
   If the Report Options page doesn’t open, the report cannot be customized.

2. Select **View Report**.
   
   A PDF of the report generates.

3. Select **Customize this Report**.
   
   The Report Options page opens.
## Definitions of Report Options

<table>
<thead>
<tr>
<th>Option</th>
<th>Definition</th>
<th>Reports That Have It</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group By</strong></td>
<td>When this option is available, you can decide whether to group information on the report or how to group it.</td>
<td>Class Progress</td>
</tr>
<tr>
<td></td>
<td>Options are: <strong>Class, Grade, Teacher, and Do Not Group</strong></td>
<td>Class Status</td>
</tr>
<tr>
<td><strong>Things to Note</strong></td>
<td>- If a report uses both Group By and Sort By options, the Group By option is applied first.</td>
<td>Parent</td>
</tr>
<tr>
<td></td>
<td>- If a report uses both Group By and Sort By options, the Group By option is applied first.</td>
<td>Student Information</td>
</tr>
<tr>
<td></td>
<td>- If a report uses both Group By and Sort By options, the Group By option is applied first.</td>
<td>Student Record</td>
</tr>
<tr>
<td></td>
<td>- If a report uses both Group By and Sort By options, the Group By option is applied first.</td>
<td>Word Grouping</td>
</tr>
<tr>
<td></td>
<td>- If a report uses both Group By and Sort By options, the Group By option is applied first.</td>
<td>Words Correct</td>
</tr>
<tr>
<td><strong>Print Report Options</strong></td>
<td>The ability to print a list of the options you’ve chosen for a report is itself an option. If you decide to run a report again at a later date, you can refer to this list of options to make sure you’re using the same ones.</td>
<td>Class Progress</td>
</tr>
<tr>
<td></td>
<td>- If a report uses both Group By and Sort By options, the Group By option is applied first.</td>
<td>Class Status</td>
</tr>
<tr>
<td></td>
<td>- If a report uses both Group By and Sort By options, the Group By option is applied first.</td>
<td>Student Record</td>
</tr>
<tr>
<td><strong>Reporting Parameter Group</strong></td>
<td>Reporting parameter groups allow you to select students to include on a report based on characteristics assigned to the students, such as gender, ethnicity, or language.</td>
<td>Class Progress</td>
</tr>
<tr>
<td></td>
<td>- Reporting parameter groups allow you to select students to include on a report based on characteristics assigned to the students, such as gender, ethnicity, or language.</td>
<td>Class Status</td>
</tr>
<tr>
<td></td>
<td>- Reporting parameter groups allow you to select students to include on a report based on characteristics assigned to the students, such as gender, ethnicity, or language.</td>
<td>Parent</td>
</tr>
<tr>
<td></td>
<td>- Reporting parameter groups allow you to select students to include on a report based on characteristics assigned to the students, such as gender, ethnicity, or language.</td>
<td>Student Record</td>
</tr>
<tr>
<td></td>
<td>- Reporting parameter groups allow you to select students to include on a report based on characteristics assigned to the students, such as gender, ethnicity, or language.</td>
<td>Word Grouping</td>
</tr>
<tr>
<td></td>
<td>- Reporting parameter groups allow you to select students to include on a report based on characteristics assigned to the students, such as gender, ethnicity, or language.</td>
<td>Words Correct</td>
</tr>
<tr>
<td></td>
<td>- Reporting parameter groups allow you to select students to include on a report based on characteristics assigned to the students, such as gender, ethnicity, or language.</td>
<td>Words to Study</td>
</tr>
</tbody>
</table>
| **Reporting Period**    | Many reports show how test results or other data has changed over a specific period of time. The time period is either:  
|                         | - a predefined date range (set in Renaissance Place by a district administrator or school administrator), or  
|                         | - a date range of your own choice—you select the beginning and ending dates yourself.  
|                         | If no reporting periods have been set by a district administrator or school administrator, the school year itself can usually be used as a reporting period.                                                                                                                                                                                                                   | Class Progress      |
|                         | - a predefined date range (set in Renaissance Place by a district administrator or school administrator), or  
|                         | - a date range of your own choice—you select the beginning and ending dates yourself.  
|                         | If no reporting periods have been set by a district administrator or school administrator, the school year itself can usually be used as a reporting period.                                                                                                                                                                                                                   | Parent              |
|                         | - a predefined date range (set in Renaissance Place by a district administrator or school administrator), or  
|                         | - a date range of your own choice—you select the beginning and ending dates yourself.  
|                         | If no reporting periods have been set by a district administrator or school administrator, the school year itself can usually be used as a reporting period.                                                                                                                                                                                                                   | Student Record      |
| **Select Chapter**      | You can select either:  
|                         | - Use the Student’s Current Chapter  
|                         | - Select Chapters  
|                         | If you choose **Select Chapter**, you will select a library (1, 2, or 3) and then select the chapter(s) (1 through 15).                                                                                                                                                                                                                                                                                  | Word Grouping       |
|                         | You can select either:  
|                         | - Use the Student’s Current Chapter  
|                         | - Select Chapters  
|                         | If you choose **Select Chapter**, you will select a library (1, 2, or 3) and then select the chapter(s) (1 through 15).                                                                                                                                                                                                                                                                                  | Words Correct       |
|                         | You can select either:  
|                         | - Use the Student’s Current Chapter  
|                         | - Select Chapters  
<p>|                         | If you choose <strong>Select Chapter</strong>, you will select a library (1, 2, or 3) and then select the chapter(s) (1 through 15).                                                                                                                                                                                                                                                                                  | Words to Study      |</p>
<table>
<thead>
<tr>
<th>Option</th>
<th>Definition</th>
<th>Reports That Have It</th>
</tr>
</thead>
</table>
| **Select Students or**            | Use to choose one or more students or classes to include on a report. | ▶ When selecting specific students, you will see a checklist of all students enrolled in English in a Flash classes. Check each student you want on the report, or check the Student box at the top of the column to select all of them.  
▶ When selecting specific classes, you will see a checklist of all English in a Flash classes. Check each class you want on the report, or check the Class box at the top of the column to select all of them.  
Once the desired students/classes have been selected and saved, you will return to the Report Options page. | ▶ Class Progress  
▶ Class Status  
▶ Parent  
▶ Student Record  
▶ Word Grouping  
▶ Words Correct  
▶ Words to Study |
| **Select Specific Students | Classes**                                                                                                                                   |                                                                                       |
Reports Students Can Print

**Note:** A PDF viewer (such as Adobe Reader) must be installed on each individual desktop computer or laptop that students may use to print reports. For more information, see “Software Requirements” on page 19.

Students can print the Words Correct Report and Words to Study Report. These reports are available after a student completes Lesson 3.

To print a student report:

1. Log in as a student. See page 36 for instructions.
2. On the Home page, select **English in a Flash**, then **View Reports**.

3. Choose a school, if necessary.
4. Select the chapter for which you wish to print a report.
5. Select the name of the report you wish to print.

![Reports Menu](image)

**Please Select a Report**

- Words Correct
- Words To Study
- Return to Home

6. The report generates and is displayed in Adobe Reader, either within your browser window or in a separate window.

   If it opens in a browser window, to save or print the report, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. In Adobe Reader X or XI, the buttons may be hidden until you move the mouse over the bottom center of the document or press **F8**.

   To save the report, select the save button.

   To print the report, select the print button.

   To select a different report, select **Return to Reports**.
Resources

List of Resources

The resources help you learn and use English in a Flash in your classroom and school.

Resources are divided into two groups:

- **Classroom Resources**
  - Forms and Charts, see page 76
  - Practice Activities, see page 77
  - Flash Cards, see page 78
  - Recommended Reading, see page 79
  - Library and Chapter Guides, see page 80
  - *Getting Results with English in a Flash*, see page 81

- **Manuals and Research**
  - *English in a Flash—A Breakthrough Design*, see page 81
  - *English in a Flash Software Manual* (this manual), see page 81
  - *English in a Flash Tips for Getting Started*, see page 81

Forms and Charts

Forms and charts include a mastery certificate for recognizing students, a planned reading form, a reading log, a status of the class record sheet, and a student progress chart.

Printing Forms and Charts

*Note:* A PDF viewer (such as Adobe Reader) must be installed on each individual computer used to print forms and charts. For more information, see “Software Requirements” on page 19.

1. On the Home page, select *English in a Flash*, then *Resources*.
2. Select *Forms and Charts*.
3. Select the desired form or chart.
4. The form or chart opens in a separate window. You can save or print it.
   
   To select a different form or chart, select *Return to Resources*.
Practice Activities: How to Print

Practice Activities can be printed and used by students for additional practice. Activities vary based on the library, chapter grouping, and grade ranges chosen.

**Note:** A PDF viewer (such as Adobe Reader) must be installed on each individual computer used to print practice activities. For more information, see “Software Requirements” on page 19.

1. On the Home page, select **English in a Flash**, then **Resources**.
2. Select **Practice Activities**.
3. Select a Library from the **Library** drop-down list.
4. Select a Chapter range from the **Chapter** drop-down list.
5. Check the box for each desired grade range.
6. Select the name of the activity you wish to print.

Select Library 1–3 from the **Library** drop-down list.
Select Chapters 1–5, 6–10, or 11–15 from the **Chapter** drop-down list. Each library has 15 chapters.

You can check one or more of these boxes. When you check a box, the activities available for that grade range are displayed below the boxes.
To print an activity, select the desired name ⁷. Only one activity can be printed at a time. Activities are grouped by grades.

7. The practice activity opens in a separate window and is displayed in Adobe Reader.
To save the practice activity, select the save button.
To print the practice activity, select the print button.

Flash Cards: How to Print

Flash cards vary based on the library and chapter. Flash cards can be printed and used to practice vocabulary.

Flash cards are available in small (16 cards per page), medium (9 cards per page), or large format (4 cards per page).

**Note:** A PDF viewer (such as Adobe Reader) must be installed on each individual computer used to print flash cards. For more information, see “Software Requirements” on page 19.

1. On the Home page, select **English in a Flash**, then Resources.
2. Select **Flash Cards**.
3. Select a Library from the **Select Library** drop-down list ⁸.
4. Check the boxes by the desired chapter(s) ⁹.
5. Select the number of flash cards you wish to print on each page ¹⁰.
6. Check the **On** box to include text on the flash cards ¹¹.
7. Select **Create** ¹².
8. The flash cards open and are displayed in Adobe Reader, either within your browser window or in a separate window.

If it opens in a browser window, to save or print the report, use the Adobe Reader buttons. If you try to use the browser’s print function instead, only the top of the page will print. In Adobe Reader X or XI, the buttons may be hidden until you move the mouse over the bottom center of the document or press F8.

To save the flash cards, select the save button.

To print the practice flash cards, select the print button.

To return to the Flash Cards page, select Return to Flash Cards.

Recommended Reading (Instructions for Accessing in AR BookFinder)

The English in a Flash recommended reading lists (for students doing independent reading) are provided in AR BookFinder (www.arbookfind.com, see page 87). Lists are reviewed weekly and books are added as they become available.

Renaissance Learning recommends that students use the recommended reading lists following completion of English in a Flash Library 1, chapter 9.

Recommended reading lists are provided for each library. These lists provide a list of books students can read based on the vocabulary they have learned in each chapter.

For more information about recommended reading lists, see page 85.

Note: A PDF viewer (such as Adobe Reader) must be installed on each individual computer used to print recommended reading lists. For more information, see “Software Requirements” on page 19.

1. On the Home page, select English in a Flash, then Resources.

2. Select Recommended Reading.

3. A PDF file will open with instructions for finding Recommended Reading lists in AR BookFinder. You can print or save the PDF.

To return to the Recommended Reading page, close the window.
Library and Chapter Guides: How to Print

A Library Guide is included for each of the three English in a Flash libraries. Each document gives a brief overview of the content and shows the scope and sequence for the library.

Fifteen Chapter Guides—one per chapter—are also included for each library. The Chapter Guides provide a list of the vocabulary categories, vocabulary words, oral communication tasks, and grammatical structures covered in each chapter.

**Note:** A PDF viewer (such as Adobe Reader) must be installed on each individual computer used to print library and chapter guides. For more information, see “Software Requirements” on page 19.

1. On the Home page, select **English in a Flash**, then **Resources**.
2. Select **Library and Chapter Guides**.
3. Choose a library from the **Library** drop-down list
4. There are three libraries. Each library has 15 chapters.
5. Select the Library Guide you want to see or select one of the Chapter Guides.

The Library Guide gives an overview of the library you selected and provides information about the lessons.

Each Chapter Guide shows the vocabulary categories and word lists for Lessons 1–3 as well as the grammatical structures in Lessons 4 and 5.

5. The Library or Chapter Guide opens in a separate window. You can print or save the guide. To return to the Library and Chapters page, close the window.
Getting Results with English in a Flash: How to Print

Getting Results with English in a Flash provides information on:

- using the program
- what the program does
- how the program works
- what the program covers
- how to implement the program
- how to use Teacher Mode
- reports and how to interpret them

Note: A PDF viewer (such as Adobe Reader) must be installed on each individual computer used to print the Getting Results with English in a Flash. For more information, see “Software Requirements” on page 19.

1. On the Home page, select English in a Flash, then Resources.
2. Select Getting Results with English in a Flash.
3. The document opens in a separate window and is displayed in Adobe Reader. You can print or save the document.
   To return to the Resources page, close the window.

Manuals and Research: How to Print

These resources are include the English in a Flash manual, tips for getting started, and research.

Note: A PDF viewer (such as Adobe Reader) must be installed on each individual computer used to print manuals and research. For more information, see “Software Requirements” on page 19.

1. On the Home page, select English in a Flash, then Resources.
2. Select the name of the document you want to print.
3. The document opens in a separate window and is displayed in Adobe Reader. You can print or save the document.
   To return to the Resources page, close the window.
Parents

English in a Flash Parent Flyer

The *English in a Flash Parent Flyer* is a document that helps parents and guardians understand the English in a Flash work that their children are doing.

The guide is a PDF file. It is available in both English and Spanish.

- English version, R56565
- Spanish version, R38605

Reports for Parents and Guardians

Print out the Parent Report (available in 8 languages) and present it to students along with the Mastery Certificate. The Parent Report shows how many English words the student now understands from using English in a Flash, and helps the non-English speaking parent stay in touch with their child's progress.

For more information about this report, see page 65.

By default, the Parent Report is available in English. However, if a language (other than English) has been assigned to the student when the student was added to Renaissance Place, a note is included in the Parent Report. This note is written in both English and the language assigned to the student. The available languages include Arabic, Chinese (simplified and traditional), Haitian-Creole, Hmong, Korean, Russian, Spanish, and Vietnamese. If the language assigned to the student is not included in the list above, the report prints in English only.

Parent Access to Renaissance Place

Parents and guardians can be given direct access to Renaissance Place.

For some programs, direct access to Renaissance Place allows parents and guardians to print reports themselves; however, English in a Flash does not.

To give parents and guardians direct access to Renaissance Place, your school must:

- Add the parents and guardians to the software and assign their children to them.
- Give the parents and guardians the address to the software and the ability to access the server from their browser.
Send parents and guardians their user names and passwords.

To find out how to add parents and guardians and how parents and guardians can request access, see the help or the Renaissance Place Software Manual.

When a parent is logged in to Renaissance Place, he or she can select Help in the upper-right corner of the report window to access a limited table of contents for the program.

How Parents and Guardians Log In to Renaissance Place

Use these instructions to log in to Renaissance Place as a parent or guardian, change your password, and access the English in a Flash program.

1. In your browser window, go to the web address (URL) that your child’s teacher gave you for Renaissance Place.
   For the most up-to-date browser requirements for Renaissance Place, visit www.renaissance.com/customer-center#systemrequirements.

2. On the Welcome page, select I’m a Parent.

3. Enter your user name and password. To change your password, check the Change Password box.

4. Select Log In. If you’re not changing your password, your Home page opens.
5. If you are changing your password, enter it now, type it again to verify, and select **Save** to display your Home page.

If the Change Password page opens and you didn’t choose to change it when logging in, one of two things has happened. Either your system administrator wants you to change your password for security reasons, or you have not changed it in a year and the software requires it.
Recommended Reading Lists

What Are Recommended Reading Lists?

To ensure reading success for students using English in a Flash, Renaissance Learning provides book recommendations. Current research shows that a second-language reader must know 90-98% of the words in a text in order figure out the meaning of unknown words. Most researchers agree that 95% is ideal. Books that meet this criterion are made available by chapter. However, in order to meet the interest levels of middle and upper grade English language learners, books that meet the minimum recommended criterion (90% known words) are also made available by chapter.

These books are perfect for reading both to and with your class, as well as for silent reading in and outside the classroom. Once a student has completed an indicated chapter, you can be confident that student will be familiar with most of the vocabulary in any of the books listed. As the student’s reading level grows, so does his excitement for reading. That excitement will lead each of your students to more and better books.

Accelerated Reader Reading Practice Quizzes that measure comprehension are available for these titles. In addition, Recorded Voice Quizzes that allow the learner to both hear and see the question and answer choices are available for many titles for primary-level books. Two other quiz types may be available for higher level books: Vocabulary Practice & Literacy Skills. With these quizzes, you can be proactive in motivating and monitoring your students’ reading.

Selection Criteria

English in a Flash Recommended Reading Lists are based on vocabulary knowledge, not proficiency level or grade level.

Once a student has tested out of or completed a chapter, that student will be familiar with most of the vocabulary in any of the listed books. Books are made available by Library and Chapter, beginning with Library 1, Chapter 9. The lists are continually updated. As students complete more English in a Flash chapters, the number of books from which to choose grows exponentially.

Listed below are the key features of books on the Recommended Reading Lists.

- The books are “regular” books. These books help English Language Learners (ELLs) become culturally aware. The Recommended Reading Lists reflect the books being read by native English-speaking students.
The books are rated by interest level as well as vocabulary level. Interest level is based on the content (a book’s themes and ideas) and indicates for which age group a book is typically appropriate.

The books can be used to develop content area knowledge. Lists are organized by the subject matter they support: language arts, math, science, and social studies. The language arts lists include books that have related AR Power Lessons (available from the Renaissance Learning website—www.renaissance.com). Use AR BookFinder (www.arbookfind.com) to search for books to support your curriculum.

For more information, refer to Getting Results With English in a Flash (found in the English in a Flash resources).

Where to Find

The English in a Flash Recommended Reading Lists are available in AR BookFinder. The lists are reviewed weekly and titles are added as they become available.

2. Select your user type (student, parent, teacher, or librarian).
3. Select the Advanced Search tab.
4. Use the first drop-down list in the Additional Criteria section to select one of the English in a Flash Recommended Reading Lists (Library 1, Library 2, or Library 3).
5. Use the second drop-down list in the Additional Criteria section to select one of the chapters (1–15). There are two listings for each chapter: one is 90% and one is 95%. For books with MG (middle grade) and UG (upper grade) interest levels, select listings with 90%.
6. Select Go. Review the results list. You can also print the list or add books to AR BookBag (select Add to AR BookBag for a book).
Student Capacity

What Is Student Capacity?

The student capacity determines how many students can use English in a Flash within a subscription year. The student capacity was set when you purchased the software subscription. Each student who has tested in English in a Flash counts toward your student capacity.

For teachers and administrators, alerts will appear on the Home page when (1) you are near your student capacity limit and (2) when the student capacity limit has been reached.

Students who try to work in the program for the first time after your student capacity limit has been reached will be notified of that and they will not be allowed to work.

You can purchase an increase to your student capacity limit. For more information, contact Renaissance Learning.

How to View Student Capacity

1. On the Home page, select Product Administration.
2. Select View Subscriptions and Capacity.

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 88.
Capabilities

Things to Remember About Capabilities

Capabilities give you the right to perform specific tasks in the software.

By default, your capabilities are determined by your user group. The position you hold determines what user group you are in; you can be in more than one user group. See “User Groups” below.

There are two types of capabilities:

- Capabilities in Renaissance Place
- Product-specific capabilities (English in a Flash does not have any capabilities. Only the Renaissance Place capabilities affect how users interact with this program.)

By default, only district administrators or school administrators can change your capabilities.

User Groups in the Software

The Renaissance Place software contains these seven user groups:

- District Administrators
- District Staff
- Parents (and Guardians)
- School Administrators
- School Staff
- Students
- Teachers

Each person added to the Renaissance Place database is assigned to a user group and a specific position within that group. The positions included in each user group are listed below. Some positions appear in more than one user group and have capabilities for each category they appear in.

**District Administrators**
- Assistant Superintendent
- District Superintendent

**District Staff**
- Academic Testing Coordinator
- Admissions Director
- Curriculum Director
- Custodian—District
- Director of Education
- Other District Staff
- Personnel Director
- Reading Specialist
- Secretary—District
- Special Education Director
Capabilities
User Groups in the Software

- Food Service Director
- Gifted/Talented Director
- Library/Media Director
- Technology/Computer Director
- Title I Director
- Vocational Education Coordinator

School Administrators
- Assistant Principal
- Librarian/Reading Coordinator
- Principal

School Staff
- At Risk Coordinator
- Athletic Director
- Athletic Trainer
- Audiologist
- Custodian—School
- Educational Diagnostician
- ESL Coordinator
- Food Service Worker
- Guidance Counselor
- Interpreter
- Librarian/Media Specialist
- Occupational Therapist
- Other School Staff
- Physical Therapist
- Physician
- Reading Specialist *
- School Nurse
- School Psychologist
- Secretary—School
- Social Worker
- Speech Therapist
- Teacher’s Aide
- Teacher Appraiser
- Teacher Facilitator
- Teacher Supervisor
- Technology/Computer Coordinator

Teachers
- Teachers for each Renaissance Place Product
- ESL Teacher
- Lead Teacher
- Special Duty Teacher
- Special Education Teacher
- Substitute Teacher
- Team Teachers (general Team Teacher or Team Teacher for each Renaissance Place product)
- Visiting Teacher

Students
Students will log in to practice and test in the English in a Flash software.

Parents (and Guardians)
Parents and guardians may be added to the database by administrators or staff so they can log in to view reports on their child’s progress.
Troubleshooting and FAQs

While using English in a Flash, you can use this section to find:

- solutions to issues you might experience
- answers to frequently asked questions

For further assistance, see page 11.

Issues

Software Needs to Be Installed

Resolution 1

If any programs need to be installed or updated, contact your school’s technology/computer coordinator.

For more information, see “Software Requirements” on page 19.

Resolution 2

If you have downloaded/updated all of the required software, a pop-up blocker may be causing the error.

   Note: Contact your school’s technology/computer coordinator before disabling a pop-up blocker.

To disable a pop-up blocker in Internet Explorer

1. In your browser window, select Tools ▶ Internet Options.
2. Select the Privacy tab.
3. In the Pop-up Blocker section, remove the check from:
   Internet Explorer 6: Block pop-ups
   Internet Explorer 7 or 8: Turn on Pop-up Blocker
4. Select Apply.
5. Select OK.

To disable a pop-up blocker in Mozilla Firefox

   Note: Before performing this procedure, you need to know the web address (URL) of your Renaissance Place Server.

1. In your browser window, select Tools ▶ Options.
2. Select Content.
3. Select the Exceptions button for **Block pop-up windows**.
4. In the **Address of web site** field, enter the web address (URL) of your Renaissance Place Server.
5. Select **Allow**.
6. Select **Close**.
7. Select **OK**.

It’s the beginning of the school year. Courses and classes are set up, but my students can’t use English in a Flash.

For more information, see “Getting Ready for a New School Year” on page 20.

When students select **Start Working**, Internet Explorer stops working.

The “Active scripting” security setting in Internet Explorer 6, 7, or 8 has been disabled.

1. Open Internet Explorer. Select **Tools**. Select **Internet Options**.
2. Select the Security tab.
3. If your Renaissance Place site or domain is in the list of trusted sites, select **Trusted sites**. Otherwise, select **Internet**.
4. Select **Custom level**.
5. Below Scripting, change “Active scripting” to **Enable**.
6. Select **OK**. If prompted, select **Yes** to confirm the change.
7. Select **Apply** (if available), then **OK**.

**Frequently Asked Questions (FAQs)**

**How do I find my students’ user names and passwords?**

You can get this list from Renaissance Place. See page 37.

**How do I find personnel and/or parent user names and passwords?**

For security reasons, you cannot view or print a list of passwords for teachers, staff members, administrators, or parents. User names may be viewed by administrators. Passwords cannot be viewed, but they can be changed/reset by administrators.

Personnel who know their current passwords can change their password on the Login Settings page in Renaissance Place. If they enter an email address on that page, personnel can also retrieve their user name or reset a forgotten password later by clicking **Forgot Your User Name or Password?** on the login page.
A teacher, staff member, administrator, or parent is locked out of Renaissance Place and cannot log in.

Personnel and parents may be temporarily locked out of all Renaissance Place software if they attempt to log in too many times with an incorrect password.

If an account is locked, it will automatically be unlocked at midnight.

If the district administrator account is locked, contact Renaissance Learning.

**Clear Locked Personnel or Parent Accounts**

All locked accounts (except district administrators) are automatically unlocked at midnight.

1. On the Home page, select **Users**.
2. Select either **Clear Locked Personnel** or **Clear Locked Parents**.
3. For personnel:
   - To clear locks for all personnel at once, select **Clear All Personnel Locks**.
   - To clear locks for individual personnel members, select **Clear** in the row for each person.

   For parents:
   - To clear locks for all parents at once, select **Clear All Parent Locks**.
   - To clear locks for individual parents, select **Clear** in the row for each parent.
4. When you have finished clearing the locks, select **Done**.

A student is locked out of Renaissance Place and cannot log in.

Students may be temporarily locked out of all Renaissance Place software if they attempt to log in too many times with an incorrect password.

If an account is locked, it will automatically be unlocked at midnight.

**Clear Locked Student Accounts**

All locked student accounts are automatically unlocked at midnight.

1. On the Home page, select **Users**.
2. On the Personnel, Students, and Parents page, under Students, select **Clear Locked Students**.

   The Clear Locked Students page will list all students whose accounts are locked.
3. To clear locks for all students at once, select **Clear All Student Locks**.

   To clear locks for individual students, select **Clear** in the row for each student.
4. When you have finished clearing the locks, select **Done**.
How do I stop a practice or test?

To stop a lesson or quiz before finishing the lesson or quiz, select the button. Unfinished lessons can be completed later. If the student saw less than 90 items, the entire lesson will be repeated. If the student saw more than 90 items, the student will only see sets of items that were not shown before the lesson was stopped.

Unfinished quizzes can be finished at a later time. The next time the student logs in, the program will start the quiz over.

How do I add or delete a student from a class?

By default, district administrators, district staff, and school administrators can add or delete a student from a class. This is done in Renaissance Place.

Where do I find the Getting Results Guide?

This document is in the English in a Flash Resources.

Do I need additional software to use English in a Flash?

Yes. You will need Adobe Flash Player and Adobe Reader. For more information, see “Software Requirements” on page 19.

How do I make English in a Flash available to a class?

View the class information to make sure that the class has a primary teacher assigned to it and that English in a Flash is an assigned product for the class.

1. On the Home page, select Courses and Classes.
2. On the Courses and Classes page, select the course in which you can find the class.
3. The next page shows you more information about the course you selected, including tabs with lists of Complete and Incomplete classes. Select the name of the class that you want to view.
4. On the next page you can see the class information, including the primary teacher and assigned products.

If the primary teacher or products assigned to a class need to be changed, see the Renaissance Place Software Manual.

Can students track their progress?

Yes; use the Student Progress Chart.
To find this form, on the Home page, select **English in a Flash**, then **Resources**. Under Classroom Resources, select **Forms and Charts**. Under Forms and Charts, select **Student Progress Chart**.

Use the data from the student’s feedback screens to complete the Student Progress Charts. There is a chart for Words learned and one for Phrases, Sentences and Dialogs. Each chart will be completed using the same steps.

- Goal for the Words chart is to learn 75 out of 90 words per chapter.
- Goal for the Phrases, Sentences and Dialogs chart is to learn 70 out of 80 per chapter.

Starting with Chapter 1:

1. Take the number of correct answers from the Pre-test, Quiz or Review and shade/color in the same number of squares starting from the bottom. If the correct number was 17, shade/color 0-17 on the chart, this is demonstrated on the example chart.
2. In the shaded/colored area write the number earned for that Pre-test, Quiz or Review.
3. Continue shading/coloring after each Pre-test, Quiz or Review using a different color each time to help identify the number of correct answers earned for each session.
4. After each session the student will be able to see their progress towards achieving the goal.
5. Continue these steps until the chapter has been completed. Then repeat the same steps for each additional chapter.

**How do I demonstrate English in a Flash to a student or parent?**

Use Teacher Mode; see page 32.

Teacher Mode lets you use the software without collecting data (test scores or other information on individual students).

**How much time should students spend using English in a Flash?**

Optimal: 15 minutes per day, four-five days per week.

Minimum: 15 minutes per day, three days per week.

You may need to encourage your students to use this approach; the lessons may initially seem long or tedious because they contain a great deal of repetition and nothing for students “to do”. Students themselves will soon begin to notice how quickly their vocabulary grows and their listening comprehension improves.
**Status of the Class Record Sheet: What is it? Where do I find it?**

Use the *Status of the Class Record Sheet* to help you keep track of students and who you talk to each day.

To find this form, on the Home page, select *English in a Flash*, then *Resources*. Under Classroom Resources, select *Forms and Charts*. Under Forms and Charts, select *Status of the Class Record Sheet*.

We recommend that you include this form in your English in a Flash resource binder.

**What is covered in English in a Flash?**

English in a Flash consists of three libraries that provide exposure to comprehensible input containing over 4,000 vocabulary words. In addition to the 1,350 words taught explicitly in each library, several hundred more are covered implicitly. In all, English in a Flash includes approximately 6,000 vocabulary words.

**Does English in a Flash have recommended reading lists for students?**

Yes.

*Note:* We recommend that students use the recommended reading lists following completion of English in a Flash Library 1, chapter 9.

Additional books for middle and upper grades are also available for Libraries 2 and 3.

The most current recommended reading lists are available through AR BookFinder (see page 87). Sample lists are available under English in a Flash Resources (see page 76).

For more information, see “Recommended Reading Lists” on page 85.
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See also Setup, new school year
About Renaissance Learning

Renaissance Learning is a leading provider of cloud-based assessment and teaching and learning solutions that fit the K12 classroom, raise the level of school performance, and accelerate learning for all. By delivering deep insight into what students know, what they like, and how they learn, Renaissance Learning enables educators to deliver highly differentiated and timely instruction while driving personalized student practice in reading, writing, and math every day.

Renaissance Learning leverages top researchers, educators, content-area experts, data scientists, and technologists within a rigorous development and calibration process to deliver and continuously improve its offerings for subscribers in over one-third of U.S. schools and more than 60 countries around the world.