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Step-by-Step Instructions

To improve your experience and implementation please follow the step-by-step instructions. Each section is followed by a quick [video tutorial](#).

*You may see differences between the layout on the video directions and what is visible on your screen

Understanding the *Great Leaps Digital Terms*

Depth of Knowledge - Questions designed to build critical thinking, language growth, and comprehension.

Fidelity - Use of the program 3-5 times per week by adhering to the program's specific instructions.

Immediate correction - Immediate interjection upon student's verbal error. The timer does not stop as the instructor teaches the student how to say the word/phrase correctly.

Modeling - Instructor correction through demonstration.

Exercise - The lesson that the student reads in each of the three sections: Phonics, Phrases, and Stories.

Errors - when a student either reads a word or letter incorrectly or when the student does not know the word.

Phonics - the first section of Great Leaps Digital exercises. One exercise in Phonics gets done every day.

Sight Phrases - the second section of Great Leaps Digital exercises. One exercise in Sight Phrases gets done every day.

Stories - the third set of Great Leaps Digital exercises. One exercise in Stories gets done every day.

Sharing a student - giving another person access to that student's records and/or the ability to work exercises with that student. Sharing means that two or more people can help a student and see their records.

Transferring a student - giving that student to someone else fully, freeing up that student's license for another student. Everything leaves your device, including that student's records.

Archiving a student - making a student inactive, freeing up their license for another student. You still have their records and, for a \$25 fee you can re-activate that student.

Setting up your Digital Account

- Click the **Sign Up** button on the upper left hand side of the screen and fill out the information.

Select an easy username as your students will need to enter this daily.

- Confirm your subscription in the email that was used to sign up for the program.

[Instructional Video: How to Sign Up](#)

Setting up a new Student

- Select **Students** on the top menu bar (or under the three bar button if you are working on a smaller screen). Click the **Add Student** button.
- Enter the student's name, their birth year and the number of their birth month. Then select **Add**.

[Instructional Video: Adding Students](#)

If you have not placed your student, read this section and watch the video. Then proceed to the placement section. The placement of your student is the first **Great Leaps Digital session.*

Let's Get Started

Linking the Teacher and Student Devices

To work **Great Leaps Digital** both instructor and student devices need to be connected to the Internet.

Any combination of tablets, laptops or desktop computers can be used to work the program. As a last resort, the instructor may use a cell phone, but the screen is too small for a student to read the exercise accurately.

- Go to www.digital.greatleaps.com on the teacher device and log in with your username and password.
- Select your student from the home page immediately visible after logging in
 - A five-digit **Student Code** will show at the top of the screen.
 - Now log into the student device by first selecting **Student**.
 - Enter your username into the teacher username space and enter that 5-digit code into the student code space.
 - Select **Log In** and you are ready to go!

[Instructional Video: Linking the Devices](#)

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Implementation

The most important tools we have in our teaching toolbox are immediate correction, modeling and positive encouragement. These three tools should be used every time you work the program initially as the students read the exercises and again right after each timing. Here is an explanation of the tools and how and when they should be implemented.

1) Immediate Correction: When a student makes an error, immediately correct the error by saying the correct word or phrase aloud right after the wrong word is said. Here is an example of immediate correction.

[Instructional Video: Immediate Correction](#)

- **Examples of items that are not to be recorded as errors**
 - ✓ Words that the student corrects on their own
 - ✓ Local (dialect) pronunciations of words
 - ✓ Sounding out a word and taking a few seconds to get it (after a few seconds you should give them the correct word and keep going)
 - ✓ Flat or expressionless reading (this will improve as the student works with you during modeling)
- **Examples of items that are recorded as errors**
 - ✓ Saying the wrong word
 - ✓ Mispronouncing the word
 - ✓ Skipping a word
 - ✓ Skipping a line

2) Modeling: After a student has completed the timing you should implement the second tool, which is modeling. Select a line or two where your student made an error. If your student has a persistent error pattern choose a section with those errors, and do the following three things.

1. Read the line aloud at a regular pace for the student while the student follows with their eyes. Use appropriate expression if it is a story exercise. You can also have the student use a pointer to follow along.
2. Read the line aloud **with** the student. Have the student begin and stay a fraction of a second behind them. The instructor is there for support this time.
3. Have the student read the line again. This time should go better and you can praise their work as they get it right!

Here is an example of modeling.

[Instructional Video: Modeling](#)

3) Encouragement: Learning to read, like learning to ride a bike, may often involve several unsuccessful attempts but the end result can bring joy forever! Be sure to give a quick word of encouragement when your student gets things right, especially if they have previously struggled with that word or phrase. Those earned words of encouragement are an integral component of the *Great Leaps* program.

Here is an example of encouragement.

[Instructional Video: Encouragement](#)

Working the Program

Using *Great Leaps Digital* daily consists of a one-minute timing in each of three sections: Phonics, Sight Phrases and Stories. The stories are followed by Depth of Knowledge (DOK) Questions.

All three exercises and the DOK questions are done each time you work the program. For the best results, you should work the program five days a week and never less than three. Here is a listing of the steps to success.

1. Link the instructor and student tablet as shown above.
2. The instructor selects the highlighted exercise, which will then appear on the student's device waiting to be selected. The student selects the exercise and it opens on their device.
3. The instructor makes sure the student is ready to read, says to start and then clicks **start** on the bottom of the exercise.
4. The instructor follows along with the student, immediately correcting errors and clicking on them so they appear highlighted in red on the instructor's device. If the student does not know the word after a few seconds the instructor will give the student the word and click it as an error. You will notice that the student's errors from previous timings are highlighted in a lighter shade of red.
5. When the student finishes the exercise, the instructor selects **Stop** at the bottom of the exercise. If the timer runs out before the student is finished with the exercise the instructor tells the student to stop reading and double clicks (or taps) **the last word** read by the student to indicate the word count.
6. The instructor models a line or two with the student (as shown above), selects **Submit** and repeats the procedure for the next two exercises.
7. At the end of the Stories exercise when the instructor selects submit the program will open to the **DOK Questions**. The instructor picks a question or two and asks them of the student, with the goal being to elicit expressive language and to give the instructor the opportunity to get some higher level vocabulary words into the conversation. If the student does not respond well to the question the instructor can choose to move on to another question. Not all questions will resonate with all students!

Here is what an entire *Great Leaps Digital* session looks like:

[Instructional Video: Complete Lesson](#)

Placement by Section

Begin the placement procedures by starting in Phonics then proceeding to Sight Phrases and finally placing your student in Stories. The placement exercises constitute the first Great Leaps session with your student.

➤ Phonics

Begin by placing your student in Phonics. Your student should read the last exercise in Section 1 of Phonics, which is Exercise 7. If they complete this exercise on the first try with two or less errors in the allocated minute, then the next day they would begin on Exercise 8. If the student doesn't finish reading the exercise in the allocated minute or makes more than two errors, then they would begin on Exercise 1.

If the student is placed in Exercise 1, it will be necessary to manually select Exercise 1 for your initial timing the next day. After that session, the program will automatically pick the correct exercise for your student.

➤ Sight Phrases

Next proceed to Sight Phrases. Initially select Exercise 14 for the student's placement timing. Exercise 14 is the last Exercise in section 1. If they complete this exercise on the first try with two or less errors in the allocated minute, then the next day they would begin on Exercise 15. If the student doesn't finish reading the exercise in the allocated minute or makes more than two errors, then they would begin on Exercise 1.

If the student is placed in Exercise 1, it will be necessary to manually select Exercise 1 for your initial timing the next day. After that session, the program will automatically pick the correct exercise for your student.

➤ Stories

In the Stories section begin your student's placement by reading the last exercise in the first section. The exercise number will differ depending upon the student's age. You will either be in Elementary, Middle or High School stories.

If they complete this exercise with two or less errors in the allocated minute, they would proceed to the next section and read the last exercise. This procedure differs from Phonics and Phrases in that students will continue

section by section until they make more than two errors upon reading a placement story. The student may skip several sections of stories and is not limited to only skipping the first section like in Phonics and Phrases.

If, however, they made more than two errors with the initial placement reading, or they didn't complete the passage in one minute, they would begin their session with Exercise 1.

Remember to manually select the exercise they are on the next day (the program will automatically highlight the last exercise you tested them on) but after the first day the program will select the correct exercise for your student. To place a student in the *Great Leaps Digital* program it is helpful to remember the mnemonic

“One, one, then til done.”

In a nutshell, you can skip one section in **Phonics**, one section in **Sight Phrases** and in **Stories** you can skip as many sections as needed to get to the right place in the program.

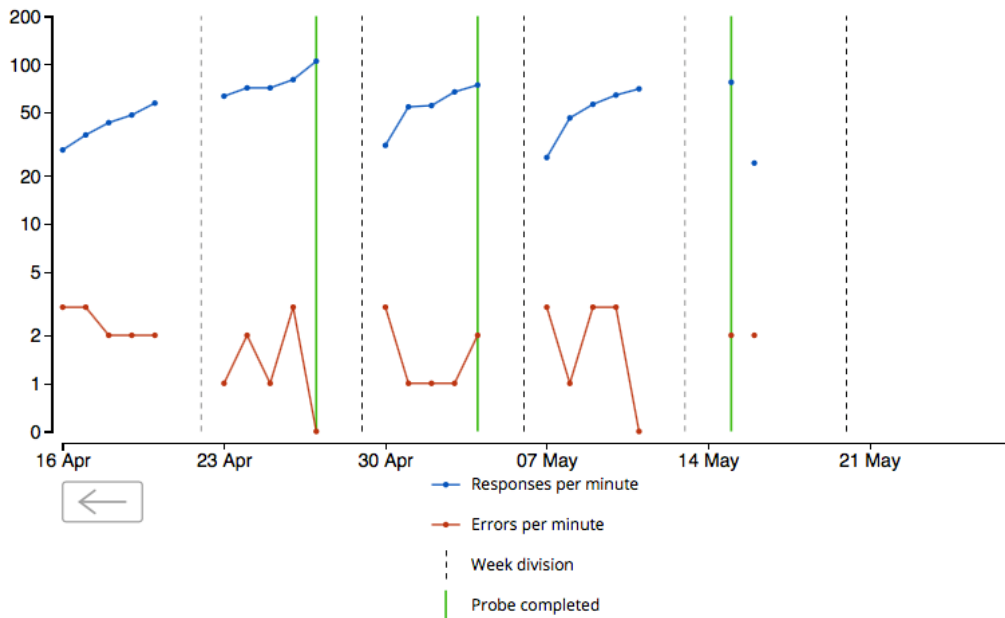
It is MUCH better to place a student at a level that is too easy for them to start out in- the program automatically moves students ahead briskly if they are in a section that is too easy for them so they will soon be on exercises that are more challenging in short order.

[Instructional Video: Placement](#)

The Chart:

When you use the *Great Leaps* program in either book or digital form you do not need to subjectively say your students are improving- we take data daily so you can see the growth in a concrete way. When you do each of the three timed exercises the program records how your student did on each exercise and that information is available in the Student Record section of the *Great Leaps Digital* program.

Student Progress Chart



- The blue dots and lines are the words per minute that your student read, the dots being connected with lines if they were consecutive days.
- The red dots and lines are errors, the dots being connected if they were consecutive days.
- The green vertical lines are goal lines - this is where the student 'got the leap' - they completed the exercise in one minute or less with two or less errors and are onto a new exercise.
- The gray, dotted vertical lines are week divisions.

Above the chart you'll notice 3 "donuts" that show how many exercises the student has completed out of the total in phonics, phrases and stories. Along with that there is a statement about the student's progress calculated from the student's performance data on the Stories section.

The student's grade level growth is calculated by taking the difference between the grade level difficulty of the first cold read (once the student has been placed), and the most recent cold read recorded. The reading rate

increase as a percentage is taken by comparing the words per minute read on the first cold read (after the initial placement) and the most recent cold read.

Underneath the chart is the raw data. This shows every day a student worked in a list form and can be ordered in ascending or descending order to show either the first exercise on top, or the most recent exercise on top. The sections that the student got the target words per minute, errors or both are highlighted in green.

Raw Probe Records

Date/Time	Probe Number	Responses	Time (seconds)	Errors
2017-10-10 17:28:31	1	14 / 36	60	3
2017-10-11 18:47:29	1	20 / 36	60	4
2017-10-12 18:33:30	1	24 / 36	60	3
2017-10-13 18:32:32	1	31 / 36	60	2
2017-10-16 18:34:31	1	33 / 36	60	3
2017-10-17 19:36:16	1	36 / 36	45	1

As you can see, this student started Exercise 1 on October 10th and read 14 out of 36 words with three errors on that day. On October 13th she was down to 2 errors, meaning she was within the target on errors but she only read 31 out of 36 words that day. On October 17th she got the goal, indicated by the full green line, reading 36 out of 36 words in under a minute with only one error.

[Instructional Video: Charting](#)

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Sharing and Transferring Students:

The *Great Leaps Digital* program opens up the potential to have more than one person work with a student easily and effectively as well as allowing a student to be transferred to another tutor altogether, freeing up their subscription in your account. Here is what each option is and how to do it.

Sharing a Student: Want to let a parent work with their child at home? Want to have two tutors working a student or perhaps you want to oversee the students in your district to make sure they are getting services consistently?

You can share students for now extra cost to as many people as you need to - all they need is a **Great Leaps Digital** account and you are good to go with a few easy steps!

Transferring a Student: Have a student move to a different school that is using the **Great Leaps Digital** program? Have a new tutor come into your school and want to give them some of your kids so you are free to take on a few more? Transferring a student to another account frees up space in your account so you can take on more students. All of their records go with them so their new tutor can seamlessly continue where you left - no delay for records to transfer and no fees to do so.

How to Share a Student:

- Log into your Great Leaps Digital account and go to the 'Students' tab.
- Select the student(s) you want to share by clicking the button to the left of their name then hit the '**Share**' button on the bottom of the page to share the selected students.
- Select what permissions you want to share with. Most often you will have both boxes checked but there may be times you just want someone to be able to view a students charts and not work exercises with that student. You have the flexibility to share in whatever way(s) best meets your needs.
- Enter the email address that the recipient uses for their **Great Leaps Digital** Account. If they do not know that information to give it to you they can find that information under the '**Accounts**' tab on their account.
- Hit '**Share**' and that student will be in that person's account the next time they log in. They will be on the bottom of the page under '**Shared Students**.'

[Instructional Video: Sharing Students](#)

How to Transfer Students:

- Log into your Great Leaps Digital account and go to the '**Students**' tab.
- Select the student(s) you want to share by clicking the button to the left of their name then hit the '**Transfer**' button on the bottom of the page to transfer the selected students.
- Enter the email address that the recipient uses for their **Great Leaps Digital** Account. If they do not know that information to give it to you they can find that information under the 'Accounts' tab on their account and hit '**Transfer**.'

- The recipient of the student must go to the email she has associated with the account and verify the student transfer. After they follow that step the student will now be in their ***Great Leaps Digital*** account, ready to continue getting goals!

[Instructional Video: Transferring Students](#)

Archiving a Student:

Oftentimes a student finishes the ***Great Leaps Digital*** Program before their subscription runs out. If this happens or if a student moves out of your practice for any reason you can free up that space by archiving the student. This will let you still view that student's records but you will no longer be able to work exercises with them. You cannot undo this on your own - if for some reason you need to get that student back into active status you will need to contact the ***Great Leaps*** office.

[Instructional Video: Archiving a Student](#)