SUPPLEMENTAL + INTERVENTION

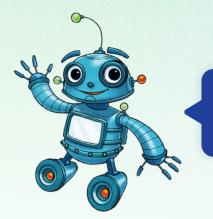


# **Imagine Language** & Literacy Reporting

Data to drive breakthroughs in literacy and English language proficiency



imagine language & literacy



Booster

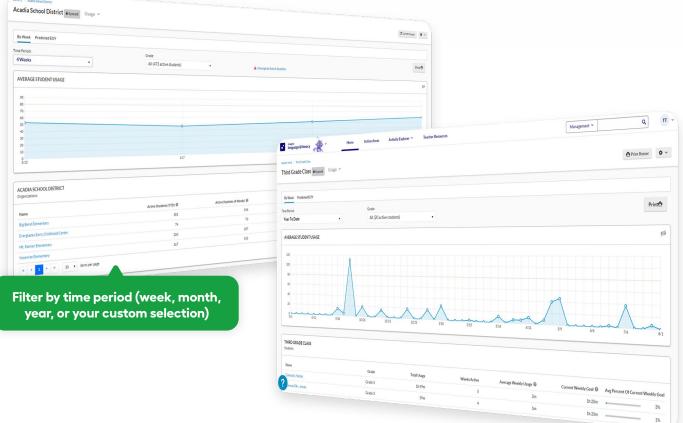
Hi! I'm Booster. Let's take a look at some of the reports and data points that Imagine Language & Literacy can deliver to classroom educators, campus leaders, and district administrators!

# **Clear, Measurable Data and Reports**

#### **Usage Report**

#### Available for teachers, campus leaders, and district administrators

- Provide usage reports for any school, class, or student assigned
- Give insight into current weekly student usage and predicted end-of-year student usage
- Help you determine if there is a need to adjust usage to meet your goals



#### **Benchmark Assessment Report**

#### Available for campus leaders and district administrators

- Indicate status of the benchmark assessment (not started, in progress, or complete)
- Give insight into how student performance evolves over time

|   | t Reading Level Assessment Scaled S   |  |  |  |   |   |                       |               |                          |
|---|---|--|--|--|---|---|-----------------------|---------------|--------------------------|
| C The Durd  | A SHOLD SHOULD SHO  | score  |  |  |   |   |                       |               |                          |
| The Perf  | rormance report shows which students are  | performing above, at, or below grade level, as assessed by t   | The Banchman Tau Tau T   |  |   | Viewb   | y organizo            | ntion are     |                          |
| de:   | Curriculum Area:  |  | the secondark test illustrates students  | growth in Uteracy and Oral Vocabulary skills. Students receive the   | Benchmark Test three times during the smooth association  |   |                       |               | up, gruu                 |
| ai  | Literacy  | Testing Time Periods:     Beginning and Middle   |  |  |   |   | and                   | student       |                          |
| ENCHMAD   | K TEST PERFORMANCE  | ergenning eine middle  |  |  |   |   |                       |               |                          |
|   | TEST PERFORMANCE  |  |  |  |   |   | the root till befores |               |                          |
| Grade   |   |  |  |  |   |   |                       | •             |                          |
| Pre-K   |   | Beginning  |  | Shutents Testa   | 2 Abbve<br>29 625   | On New  | • 18tice O > 5tics    |               |                          |
|   |   | Middle<br>End  |  |  | N case  |   |                       |               |                          |
| ĸ   |   | Beginning  | admin 1 / Acadia School District   |  |   |   |                       |               |                          |
|   |   | Middle End   | Acadia School District   | Synced Growth Y  |   |   |                       |               | 😂 Full CSV Export        |
|   |   | Beginning  | Acaula School District   | Synceu State   |   |   |                       |               |                          |
| Grade 1   |   | Middle End   |  |  |   |   |                       |               |                          |
|   |   | Beginning  |  |  |   |   |                       |               |                          |
| Grade 2   |   | Middle End   | Benchmark Test Reading Level   | Assessment Scaled Score  |   |   |                       |               |                          |
|   |   | Beginning  | Benchmark Test Reading Level   |  |   |   |                       |               |                          |
| Grade 3   |   | Middle<br>End  |  |  |   |   |                       | View          | Status Gains Performance |
|   |   | Beginning  | Grade:   | Testing Period:  |   |   |                       | Ven.          |                          |
| Grade 4   |   | Middle<br>End  |  | Middle of Year Test: Dec 1st - Feb 28  | h 🔹   |   |                       |               |                          |
|   |   | Beginning  | Grade 3  |  |   |   |                       |               |                          |
| Grade 5   |   | Middle<br>End  |  |  |   |   |                       |               |                          |
|   |   | Beginning<br>Misole  | BENCHMARK TEST STATUS  |  |   |   |                       | Not Started @ | Expired @                |
| Grade 6   |   | End  |  |  |   | Completed   | In Progress           |               | 0                        |
|   |   |  |  | E  | gible Students @  |   | 0                     | 66            |                          |
|   |   |  | Organization   |  | 66  | 0   |                       | 26            | 0                        |
|   |   |  | a a dElementary  |  |   | 0   | 0                     | 22            | 0                        |
|   |   |  | Big Bend Elementary  |  | 26  |   | 0                     | 22            |                          |
|   |   |  | Mt. Rainier Elementary   |  | 22  | 0   |                       |               | 1-3 of 3 items           |
|   |   |  |  |  | 22  |   |                       |               |                          |
|   |   |  | 0  |  |   |   |                       |               |                          |
| STUD  | DENTS   |  |  |  |   |   |                       |               |                          |
|   |   |  |  |  |   |   |                       |               |                          |
|   |   |  |  |  |   |   |                       |               |                          |
|   |   |  | 😚 Above Level 🤡 On Level 😵 1   | Below Level 🏮 2+ Below Level   |   |   | -                     |               |                          |
| This rep  | port shows which students in a gro  | up have taken the Benchmark Test and wh  |  |  | he Placement Test instead of the Beg  | jinning-of-Year Benchmark   | -                     |               |                          |
|   |   | up have taken the Benchmark Test and wh<br>anguage & Literacy. Returning Imagine Lea   | at their scores are for each testing period  | New Imagine Learning students take 1   |   | jinning-of-Year Benchmark   |                       |               |                          |
| Test the  | e first time they log in to Imagine Li  |  | at their scores are for each testing period<br>ming students take the Beginning-of-Ye  | . New Imagine Learning students take t<br>ar Benchmark Test the first time they k  | ag in.  | finning-of-Year Benchmark   |                       |               |                          |
| Test the<br>See Ne:   | e first time they log in to Imagine L<br>xt Steps below the table to compar   | anguage & Literacy. Returning Imagine Lea<br>re your students' test scores with grade lew  | at their scores are for each testing period<br>ming students take the Begiming: of Ye<br>el ranges and see suggestions on how yo   | New Imagine Learning students take<br>ar Benchmark Test the first time they k<br>i can help them improve their test score  | ng in.<br>25.   |   |                       |               |                          |
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| Test Un<br>See Ne<br>PL   | e first time they log in to imagine Li<br>xt Steps below the table to compar<br>Name  | anguage & Literacy. Returning Imagine Lea<br>re your students' test scores with grade lev<br>Placement<br>Literacy   Oral Vocob  | at their scores are for each testing period<br>ming students take the Beginning-of-Ye<br>el ranges and see suggestions on how you<br><b>Beginning</b><br>Aug 1st - Qct 31st<br>Uteracy   Oral Yocob  | New Imagine Learning students take I<br>ar Berkhmark Test ühe finst ühre idrey k<br>u can help them improve their test scon<br>Middle<br>Dec 1st - Feb 28m<br>Literacy   Oral Vocab  | ng in.<br>25.<br>End<br>Apr 1st - Jul 30th<br>Literacy   Oral Vocab   | YTD<br>Literacy   Oral Vocab  |                       |               |                          |
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| Test that<br>See Net<br>PL  | e first time they log in to Imagine La<br>xt Steps below the table to compar<br>Name<br>Ashbaugh, Camie<br>K<br>Beene, Trula<br>K   | erg voor students' lest scores with grade leve<br>Placement<br>Literary (0 rol Vocab<br>302   303<br>307   247<br>577   247<br>5.61   308  | at their scores are for each testing period<br>rining students Lake the Beginning of YE<br>eliranges and see suggestions on how you<br>Beginning<br>Aug Et - C0-33 is<br>Literary (Oral Vecab<br>3 02 1308<br>3 03 013 7<br>577 1267<br>150 11308  | New Imagine Learning students take<br>or Benchmark. Test the first time they to<br>care thelp them improve their test score<br>the time the or their test score<br>best to the or DBM<br>terrary (Oral Vecab<br>577) 360<br>5731 360<br>5231 360   | s.<br>End<br>Arr 1x - Ad 30m<br>Ltrary (Vol Vocab<br>608 [582<br>4/12/18<br>- A/12/18<br>657   331  | YTD<br>Literacy[0ra]Vecab<br>♠306   ♠274<br>  ♠93   |                       |               |                          |
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| PL<br>PL<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O | First line they begin to Imagine Le<br>xt Steps below the table to compare<br>Name     Aubaugh, Camie     K     Researd, Trula     Beard, Trula     K     Beard, Trula     C     C     Beard, Trula     C     Beard, Trula     C     C     Beard, Trula     C     C     Fore, Kanne     C     Fore, Farme     Forewell, Yon     Forewell, Yon     Forewell, Yon   | anguage & Lineary, Returning Integrate Actionary, Returning Integrate Actionary, Returning Integrate level<br>Placement Literary (Voal Vocato 2021/03 2  | their scores are for each testing period<br>mining students take the Beginning of YP<br>ell ranges and see suggestions on how you<br>Beginning 2021/308<br>3 0x10177<br>2 021/308<br>3 0x10177<br>2 021/308<br>9 07/117<br>2 021/318<br>9 07/117<br>2 021/318<br>9 07/117<br>2 021/318<br>1 01/0177<br>2 021/318<br>1 01/0177<br>2 021/318<br>1 01/0177<br>2 021/318<br>1 01/0177<br>2 021/318<br>1 01/0177<br>2 021/318<br>2 021/ | New Imagine Learning students take<br>at Benchmark. Test the first time they is<br>care help them improve their tests soon<br>better to 2008 (331<br>577) 1360<br>5731 1360<br>5331 300<br>5331 300<br>5331 300<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>51100<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110<br>5110 | rgen.<br>24.<br>26.<br>26.<br>26.<br>26.<br>26.<br>26.<br>27.<br>27.<br>27.<br>27.<br>27.<br>27.<br>27.<br>27   | YTD           Literary [Ord Vocab           \$306 [ \$274]           \$306 [ \$274]           \$936 [ \$23]           \$961 [ \$23]           \$936 [ \$251]           \$938 [ \$272]           \$926 ] \$22]           \$920 [ \$12]           \$946 [ \$21] |                       |               |                          |

## **Progress Reports**

#### **Program Level Gains Report**

#### Available for campus leaders and district administrators

- Give insight into student growth by comparing students' current placement with their initial starting point
- Indicate if a student, group, grade level, or campus is working above, on, or below grade level based on their initial and current placement
- Provide current weekly student usage and predicted end-of-year student usage
- Show the average number of literacy, grammar, and oral vocabulary lessons passed per active student



#### **Progress by Lesson**

#### Available for teachers, campus leaders, and district administrators

- Indicate student placement into the learning sequence
- Provide insight into student progress on lessons
- Showcase student achievement in the program what they have accomplished and what's new

| cherthird / ThirdGradeClass  | ynced | Pro   | gress    | ~ 🗖     | PD      |                  |         |                                      |                     |                        |                   |                 |                   |                      |                                | 🔁 Print Rost | r <b>Q</b> ~                     |                      |
|--|-------|-------|----------|---------|---------|------------------|---------|--------------------------------------|---------------------|------------------------|-------------------|-----------------|-------------------|----------------------|--------------------------------|--------------|----------------------------------|----------------------|
| Progress by Lesson Achieve   | ments | Kind  | ergarten | Readine | 155     |                  |         |                                      |                     |                        |                   |                 |                   |                      |                                |              |                                  |                      |
| urriculum Area   |       |       |          |         |         |                  |         |                                      |                     |                        |                   |                 |                   |                      |                                |              |                                  |                      |
| Literacy •   | 3     | Teste | d out 😡  | ~       | Comple  | ted durin        | gcurren | school year 🛛 & Completed dur        | g previous school   | ears 4/6 Lesso         | ns Completed over | Lessons Total   |                   |                      |                                |              |                                  |                      |
| PROGRESS BY LESSO  |       |       |          |         | RS      |                  |         |                                      |                     |                        |                   |                 |                   |                      |                                |              |                                  |                      |
|  | Pre-K |       | anderga  |         |         | Grade            |         | Grade 2                              | Grade 3             | Grade 4                | Grade 5           | Grade           |                   |                      |                                |              |                                  |                      |
| Book Level   |       |       |          |         |         |                  |         | <u>G H 1</u> 450L - 670L             |                     | 7501 - 88              |                   | 701. 94         |                   |                      |                                |              |                                  |                      |
|  |       |       |          |         |         |                  |         | 3 4 5 1 2                            |                     |                        |                   |                 | 4 3               |                      |                                |              |                                  |                      |
| annady. <u>Harlan</u>  |       |       |          |         |         |                  |         | * * * * *                            | •                   | > > >                  | * ~ ~             | 7/12            |                   |                      |                                |              |                                  |                      |
| Commission Contract C | >     | >     | * 1      | *       | >       | >                | 0       | 9 9 9 0/4                            |                     |                        |                   |                 |                   |                      |                                |              |                                  |                      |
| Guillermo. Mandie  | •     | >     | ⇒ -)     | • •     | >       | >                | >       | edmin 1 / Acodia School District / Y | semite Elementary / | Third Grade Class / Hi | eman, Melvin      |                 |                   |                      |                                |              |                                  |                      |
| lanson, Jason  | >     | >     | → →      | +       | >       | >                | >       | Hileman, Melvin es                   | nced • Progr        | ess ~                  |                   |                 |                   |                      |                                |              |                                  | 7 of 11 students < > |
| lendrick, Alfonso  | ÷     | ÷     | ÷ +      |         | +       | ÷                | >       |                                      |                     |                        |                   |                 |                   |                      |                                |              |                                  |                      |
| lerrod. Sara   | +     | >     | → -)     |         | -       | >                | +       | Progress By Lesson Skills            | wentory Achiev      | ements                 |                   |                 |                   |                      |                                |              |                                  |                      |
| Hileman, Melvin  |       | *     |          |         |         | >                |         | → Tested out      ✓ Com              | eted during currer  | t school year          | Completed during  | r previous scho | ol years 4/6 Lace | ons Completed over L | ssons Total                    |              |                                  |                      |
|  | 7     | 7     | 7 7      | 7       | 7       | 7                | 7       | , (childran - ) (childran - )        |                     |                        | completes sum     |                 |                   |                      |                                |              |                                  |                      |
| Lest   |       |       |          |         |         |                  |         | LITERACY                             |                     |                        |                   |                 |                   |                      |                                |              |                                  |                      |
|  |       |       |          |         |         |                  |         |                                      |                     | dergarten              | Grade 1           |                 | Grade 2           | Grade 3              | Grade 4                        |              | irade 6                          |                      |
|  |       |       |          |         |         |                  |         | Book Leve                            |                     |                        |                   |                 |                   |                      |                                | 830L - 970L  |                                  |                      |
|  |       |       |          |         |         |                  |         | Lesson Group                         |                     |                        |                   |                 |                   | 1 2 3                | 1 2 3                          | 1 2 3        | 1 2 3                            |                      |
|  |       |       |          |         |         |                  |         |                                      | 7 7 7               | > > -                  | 777               | 7 7             | ~ ~ ~             |                      |                                |              |                                  |                      |
|  |       |       |          |         |         |                  |         | ORAL VOCABULAR                       | v                   |                        |                   |                 |                   |                      |                                |              |                                  |                      |
|  |       |       |          |         |         |                  |         | 01012 1 0 01 10 02 1                 | Basic               |                        | Beginni           | ng Academic     | Intermediate A    | cademic Advanced     | Academic                       |              |                                  |                      |
|  |       |       |          |         |         |                  |         | Lesson Group                         | 1 2                 | 3 4                    |                   |                 |                   | 2 1                  |                                |              |                                  |                      |
|  |       |       |          |         |         |                  |         |                                      | > >                 | > >                    | > >               | > -             | ~                 | ✓ 4/12               |                                |              |                                  |                      |
|  |       |       |          |         |         |                  |         |                                      |                     |                        |                   |                 |                   |                      |                                |              |                                  |                      |
|  |       |       |          |         |         |                  |         |                                      |                     |                        |                   |                 |                   |                      |                                |              |                                  |                      |
|  |       |       |          |         |         |                  |         |                                      |                     |                        |                   |                 |                   |                      |                                |              |                                  |                      |
|  |       |       |          |         |         |                  |         |                                      |                     |                        |                   |                 |                   |                      |                                |              |                                  |                      |
|  |       |       |          |         |         |                  |         |                                      |                     |                        |                   |                 |                   |                      |                                |              |                                  |                      |
| RAMMAR   | 1.    | ANI 2 |          | 1       | Level 3 |                  |         | Level 4                              |                     |                        |                   |                 |                   |                      |                                |              |                                  |                      |
| Lesson Group 1   |       | 1     | 1        |         |         |                  |         |                                      |                     |                        |                   |                 |                   |                      |                                |              |                                  |                      |
| ~  |       | ~     |          |         | -       |                  | *       | 4/5                                  |                     |                        |                   |                 |                   |                      |                                |              |                                  |                      |
|  | _     | _     | -        | -       | _       | -                | -       |                                      |                     |                        |                   |                 |                   |                      |                                |              |                                  |                      |
|  | m Are | 85    |          |         |         |                  |         |                                      |                     |                        |                   |                 |                   |                      |                                |              |                                  |                      |
| esson Details: All Curriculu   |       |       |          |         |         |                  |         |                                      |                     |                        |                   |                 |                   |                      |                                |              |                                  |                      |
|  |       |       |          |         |         |                  |         |                                      |                     |                        |                   |                 |                   |                      |                                |              |                                  |                      |
|  |       |       |          |         |         |                  |         |                                      |                     |                        |                   |                 |                   |                      |                                |              |                                  |                      |
| Filter by<br>All lessons: 239<br>Curriculum Area 🛊   |       |       |          |         | Lesson  |                  |         |                                      |                     | Tested Out             |                   | Passed          | Comple            |                      | Time Spent 💲                   |              | ittempted 💲                      |                      |
| Fites by<br>All lessons: 239<br>Curriculum Area :<br>Litercoy<br>Grammer   |       |       |          |         | Book    | ¢<br>64: Don't F |         |                                      |                     | Tested Out             |                   | Passed          | Comple<br>V       |                      | Time Spent 🔹<br>12:03<br>05:32 |              | ittempted \$ 3/29/2018 3/29/2018 |                      |

| Boo Boo              |                                      |   | Longreces | The spens . | cantronniphen , |
|----------------------|--------------------------------------|---|-----------|-------------|-----------------|
|                      | ok 64: Don't Fence Me In (480L)      | / | *         | 12:03       | 3/29/2018       |
| annar 35:            | Comparative Adjectives 1             | / | ~         | 05:32       | 3/29/2018       |
| rel Vocebulary 75.1  | locate, organize, horizontal, result | / | *         | 11.22       | 3/26/2010       |
| Boo Boo              | ok 63: I Don't Understand (500L)     | / | 4         | 30.31       | 3/26/2018       |
| annar 34:1           | Future Will Tense                    | / | *         | 04:47       | 3/23/2018       |
| rel Vocabulary 74: j | produce, substance, file, goal       | / | *         | 14:31       | 3/21/2018       |
| eracy Boo            | ok 62: World of Celebrations (570L)  |   | *         | 39:58       | 3/21/2018       |
| ammar 33.1           | Simple Present Conjugation 2         | 1 | *         | 06.50       | 3/14/2010       |
| ral Vocabulary 73:   | instead of, main, identify, method   | / | ~         | 12:12       | 3/14/2018       |
| eracy 500            | ok 61: A Perty Surprise (500L)       | / | ~         | 25-32       | 3/13/2018       |



#### **Action Areas Tool**

#### Available for teachers

This report can:

- Determine when students need additional help
- Identify areas for reteaching by student, skill, and standard
- Open the intervention tool to take immediate action by assigning students customized playlists of recommended resources

| ne Learning   Action Areas Tool                      |   |  | 21 Lagout                    | Imagine Learning   Action Areas Tool                            |                                       | 3 Logout                | Intervention Tools   Inferen   | ntial  |
|--|---|--|------------------------------|---|---------------------------------------|-------------------------|--|--|
| rt Greue Thre Period<br>I Grude Class * Last 30 Days | View By     Standards (MICA)     View By     Data     Socients  | Providendants View (387)                                     |                              | Student Groups Time Periods<br>Third Grade Class * Last 30 Days | View Bot     Show Standards View (S   |                         |  |  |
| Foundational Skills                                  | All Stand<br>Standards (CSS)<br>Standards (PL BEST ELA)<br>Standards (MOTLA)                                | Puldual skills listed under their<br>s needing intervention. | algement standard. 💿 Print   | All Skill Areas (10)  |                                       |                         | Summary  | Intervention Tools   |
| Print Cancepts                                       | ELD-LAS<br>Standards INCELA<br>Standards DK ELA<br>Standards DK ELA<br>Standards DK ELA<br>Standards DK ELA | n and relationships among mes                                | ing.                         | Foundational Skills   | Reading Comprehension                 | 🖨 Print                 | Students to Focus On<br>Herrod, Sara   | Filter by Student: Filter by Specific Skill:<br>All Students   |
| Phonological Awareness                               | Skill Name<br>Skill Name<br>Internet al   | Skolenis<br>2  | Texts<br>Concistential Texts | Literature & Informational     Text                             | Inferential<br>3 students to focus on | Open Intervention Taols | Hileman, Melvin<br>Rascon, Anton   | Create & Assign an Activity Playlist   |
|  | Uteral  | 2  | Over intervention Rook       |   | Student Name                          | Score                   | Skill Levels   | Choose from the suggested activities below to create and assign a playilst for your selected students. |
| Letter Sounds  | Malnidea  | 2  | Over intervention Tools      | Reading Comprehension 9   | Hileman, Melvin                       | 1/2                     | Grade K-1 Moderate   | new playlist will be assigned immediately.   |
|  | Cause Effect  | 4  | Over Intervention Tools      |   | Basero Anton                          | 6/12                    | Grade 2 (450-670L)   | Select Students Name Playlist  |
| Decodable Words                                      | Text Features (Informational)   | 3  | Quer intervention Reab       | Vocabulary & Language     4                                     | Herrord Sara                          | 2/4                     |  |  |
| Spelling   | FLD-LA.4-5.Jeform.Interpretive<br>Analyzing details and examples for law attri                              | butes, qualities and characterist                            |                              | Speaking & Listening  | Literal                               |                         | Skill Details<br>Students answer inferential<br>comprehension questions about a  | All students v<br>selected Create & Assign Playlist  |
|  | Skill Name  | Students   | Teola                        |   | 2 students to focus on                | Open Intervention Tasis | story or article. They are able to   | Unselect all 7 activities Selection  |
| Right Words  | Internal  | 1  | Gesticiensetien Texis        |   |                                       |                         | (")read between the lines[")adding   | Consenect an 7 accordes  |
| terature & Informational                             | Mahidea   | 4  | Quer intervention Rools      |   | Student Name                          | Scare                   | their own knowledge to text  | Intro to Inferential Questions   |
| od ()  | Cause/Direct<br>General (4-4)   | 1  | Coort Intervention Tools     |   | Rizzuto, Charlena                     |                         | information (e.g., they read about a girl  |  |
| Acabulary & Language                                 | Language Arta (2-4)   |  | Deer intervention Book       |   | Mccullach, Homer                      | 3/5                     | giving a gift to her teacher and infer<br>that she probably likes the teacher).  | Instruction @4min More details •   |
| Conversioner (4)                                     | - total -   |  |                              |   |                                       |                         | Beginning texts for Kindergarten and   | Read   |
| xeaking & Ustening (3)                               | ELD-LA.4-8Jeform.letterpretive<br>Analyting absenutions and descriptions in<br>activities, and behaviors    | textual er/dence for key attribut                            | es avilles divaderatios      |   | Main Idea<br>2 students to focus on   | Open interversion Taols | Grade 1 are designated by difficulty<br>(e.g. Easy, Moderate, Difficult), while<br>stories and articles for Grades 2 and | Arctice      Smin More details   |
|  | Skill Name  | Students   | Tools                        |   | Student Name                          | Score                   | above are designated by Lexile level.  | Comprehension Questions  |
|  | interendal  | 1  | Quer.intervention Tools      |   | Shaw, Rivka                           | 35                      |  | Assessment @ 2 min More details -  |
|  | Mainidea  | 2  | Constantemention Rook        |   | Walley, Criena                        | 4/6                     |  |  |
|  | Causellitect  | 4  | Concentration Reals          |   | Watey, Letena                         | 4/6                     |  | Read   |

### My Playlist Report

#### Available for teachers

- Indicate how students performed on their assigned playlists
- Highlight where intervention has been successful and remaining areas of need
- Suggest resources for next steps

| ectorias @ toressionplete Ad | orec Linn<br>noreg (-19% 😳 Approximing 40–49% 🔘 Producent 70–200% 🛞 G  | Complete no solare O |                                 | Manage Students & | Activities   | Average Scor |
|------------------------------|--|----------------------|---------------------------------|-------------------|--|--------------|
| rudents                      |  |                      | Time Spent in Playton 2         | Data Assigned B   | Actual version   | ~            |
| Name .                       | Averaptions 1  |                      | 100 Arrent 100                  | 11.8/21           | <ul> <li>Learn and Practice Letter Sounds: #38</li> </ul>  | 3/3 mudents  |
| Lecent, Mitchell             | 200%   | 5/5                  |                                 | 11/0/21           |  |              |
| Motes, Damel                 | 67%  | 5/5                  | 16m                             |                   | ■ Impruction © 4m<br>Learning Objective  |              |
|                              | Leanual haste stere founds (1)     Annes letter founds (1)     Annes letter founds (1)     Annes letter founds (1)     Annes detending ng nin, tun     Annes detending ng nin, tun     Annes detending ng nin, tun |                      |                                 |                   | Learning (Application)<br>Consequences (Application) and the second sector of the sector of the second sector of the |              |
| Mandel Johns                 |  | 5/5                  | 15m                             | 11.8/21           | Assess Letter Sounds, it, u.r. y   | 2/3 m.dents  |
| reviously Assigned Stude     | mts <b>0</b>   |                      |                                 |                   | * Practice Decoding rule run, sun  | 20 m.cem     |
| Nere .                       | Awaption :   | Later Access         |                                 |                   |  |              |
| Maniath Home                 |  |                      | Time Spent in PlayInt 🚦 Date Un | emitres :         | Exercise Decosing rule run, sup  | 92%          |
|                              | Learn and Practice Letter Sounds g.k.  | 35                   | 36m                             | 11/9/21           | Reconside Reading Violabulary, The New Rup   | 10 m.cem     |
|                              | Practice Decoding rug run, sun   |                      |                                 |                   |  |              |
|                              | Recognize Reading Vocabulary: The New R  | lug                  |                                 |                   |  |              |

### Portfolio

#### Available for teachers

- Indicate new student artifacts like writing or oral fluency recordings for review
- New! Fluent Reader+ auto-scores words correct per minute (WCPM) and accuracy for oral reading fluency

| TUDENT PORTFOLIO         Numeri Name       New Artitatis       Recordings       Wittings       Gade Liveri         Ganadat: Hartan       1       0       Grade 3         Satterno Mandie       1       0       Grade 3       Management × Toucher Resources       Management × Toucher Resources       Management × Toucher Resources       Management × Toucher Resources   | International Strends of Strends | Nity Explorer Y Teacher Resources              | Management * Q T                                   |   |
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| industry   | uillermo, Mandie  | 1  | Grade 3  |   |
| midd demonstration of the set   | anson Jason   | konguoge & Iterocy                             | Action Areas Activity Explorer * Teacher Resources | Management * 4  |
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