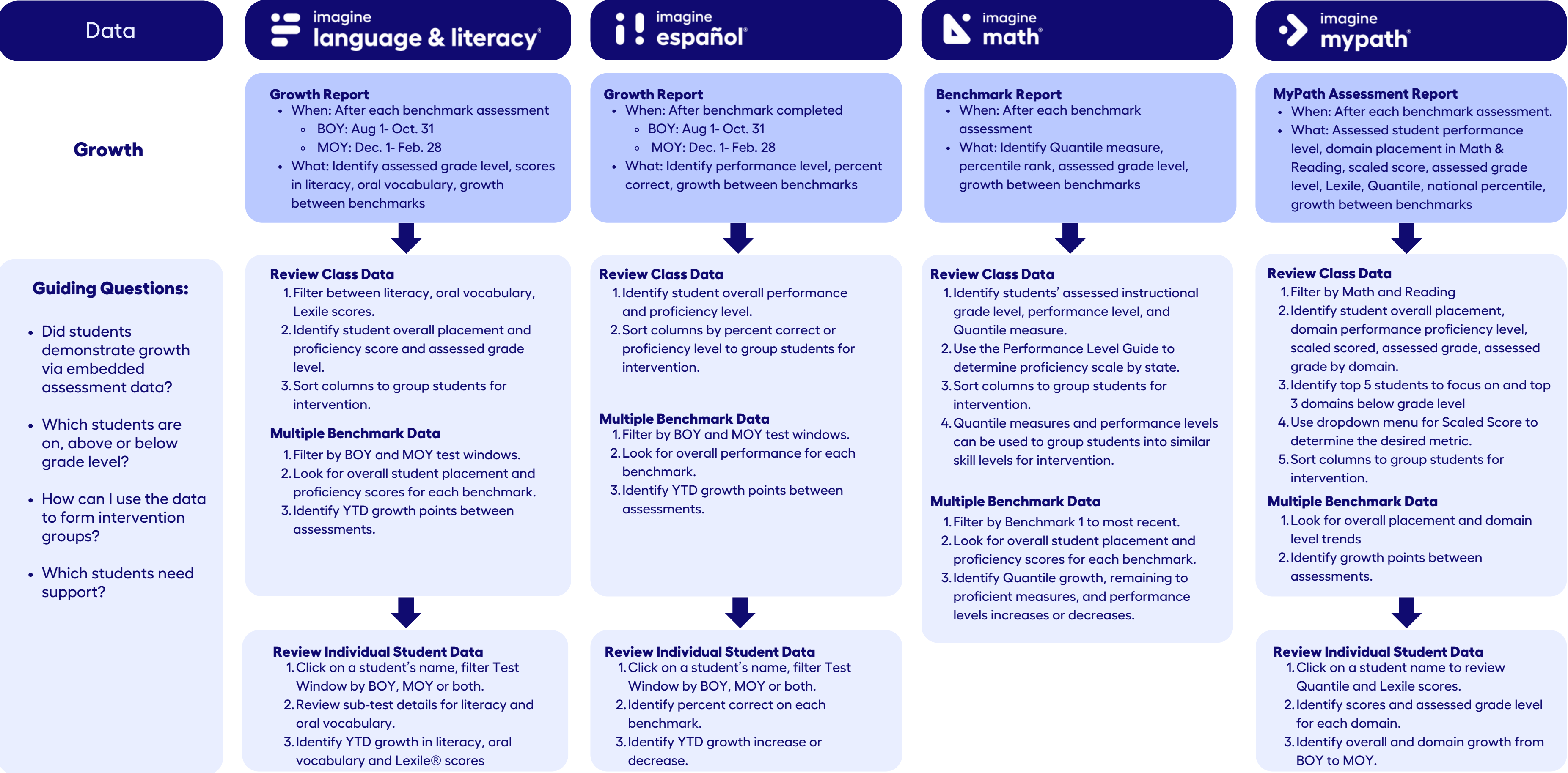


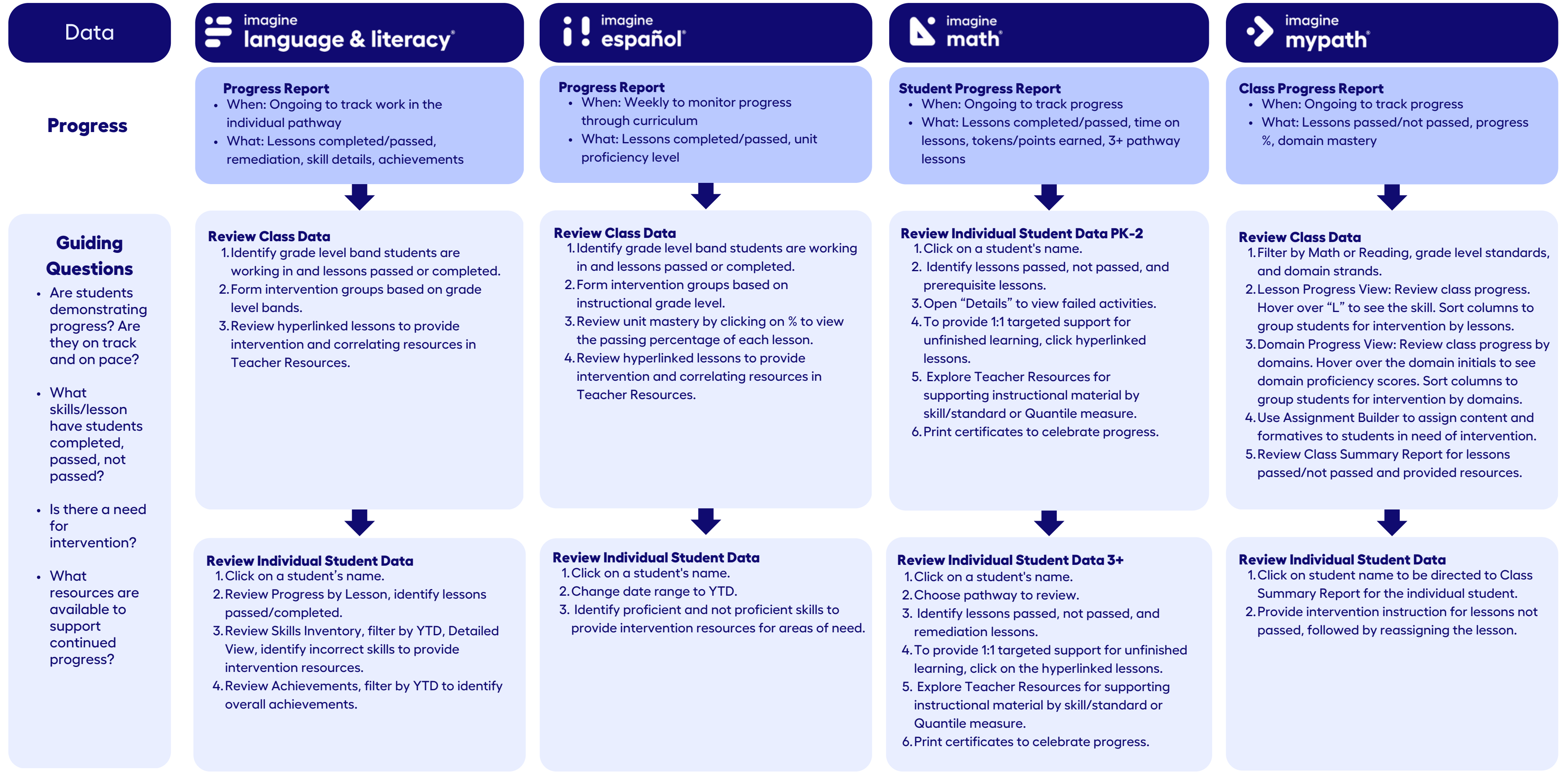
Mid-Year Reports and Data Review

Data	 imagine language & literacy®	 imagine español®	 imagine math®	 imagine mypath®
Usage	Usage Report - When: Weekly to monitor fidelity of usage - What: Average weekly minutes, total YTD, predicted EOY - Action: Student trackers, progress charts, celebrate meeting usage goals of 60 minutes per week, 20 hours YTD	Usage Report - When: Weekly to monitor fidelity of usage - What: Average weekly minutes, YTD usage, - Action: Student trackers, progress charts, celebrate meeting usage goals of 60 minutes per week, 20 hours YTD	Usage Report - When: Weekly to monitor fidelity of usage - What: Average weekly minutes, total usage time, lessons passed/completed, 3+ Math Helps/Live Teacher, tokens or points earned - Action: Activity Report to monitor usage in real time, student trackers, progress charts, celebrate usage goals met, 30 lessons passed, tokens and point earned	Class/Student Usage Report - When: Weekly to monitor fidelity of usage - What: Average weekly minutes, active time, lessons completed/passed - Action: Student progress trackers and goal setting sheets, celebrate usage goals met of 60 minutes per week
	Growth Report - When: After each benchmark assessment - BOY: Aug 1- Oct. 31 - MOY: Dec. 1- Feb. 28 - What: Identify assessed grade level, scores in literacy, oral vocabulary, growth between benchmarks - Action: Identify performance level, compare BOY to MOY scores, YTD growth	Growth Report - When: After benchmark completed - BOY: Aug 1- Oct. 31 - MOY: Dec. 1- Feb. 28 - What: Identify performance level, percent correct, growth between benchmarks - Action: Identify performance levels, compare BOY to MOY scores , YTD growth	Benchmark Report - When: After each benchmark assessment - What: Identify Quantile measure, percentile rank, assessed grade level, growth between benchmarks - Action: Identify performance levels, remaining to proficient, compare BOY to MOY scores	MyPath Assessment Report - When: After each benchmark assessment. - What: Assessed student performance level, domain placement in Math & Reading, scaled score, assessed grade level, Lexile, Quantile, national percentile, growth between benchmarks - Action: Identify assessed grade level, domain level performance, compare BOY to MOY scores
Progress	Progress Report - When: Ongoing to track work in the individual pathway - What: Lessons completed/passed, remediation, skills inventory, achievements - Action: Review hyperlinked lesson group, skills inventory detail summary for intervention needs, celebrate achievements and Booster Bits earned	Progress Report - When: Weekly to monitor progress through curriculum - What: Lessons completed/passed, unit proficiency level - Action: Review hyperlinked lesson group, detail summary, celebrate achievements and Booster Bits earned	Student Progress Report - When: Ongoing to track progress - What: Lessons completed/passed, time on lessons, tokens/points earned, 3+ pathway lessons - Action: Review hyperlinked lessons, identify reteach or enrichment opportunities, celebrate achievements with certificates	Class Progress Report - When: Ongoing to track progress - What: Lessons passed/not passed, progress %, domain mastery - Action: Review learning pathway progress and mastery information. lesson progress, domain progress
	Action Area Tool - When: Bi-weekly/monthly to monitor intervention needs on skills/standards - What: Targeted skills for intervention, small group or 1:1 support - Action: Open Intervention Tool, assign playlist and review Teacher Resources	Grouping Report - When: Bi weekly/monthly to monitor intervention needs on skills/standards - What: Targeted skills for intervention, small group or 1:1 support - Action: Find intervention resources in Lesson Explorer and Teacher Resources	Mastery Report - When: Bi weekly/monthly to monitor intervention needs on standards - What: Target standards by domains to drive instruction - Action: Identify students in each proficiency level, online (Lesson Explorer) and offline resources (Teacher Resources) to support students in developing and approaching levels, assign pathway lessons for 3+	Class Summary Report - When: Weekly to monitor intervention needs - What: Targeted skills for intervention, small group or 1:1 support - Action: Review Student Snapshot and Lessons to Reteach tabs and use provided resources for intervention on lessons not passed, reassign lessons from student level
Portfolio / Other	Portfolio - When: Weekly to review student recordings and writing artifacts - What: Growth in oral fluency and writing skills - Action: Listen to recordings, review writing, mark as reviewed, award Booster Bits, download recordings to share and print writing artifacts	Portfolio - When: Weekly to review student recordings and writing artifacts - What: Growth in oral fluency and writing skills - Action: Listen to recordings, review writing, mark as reviewed, award Booster Bits, download recordings to share and print writing artifacts	Activity Report - When: Daily to monitor real time usage and activity updates. - What: Active and inactive users, current lesson activity per student - Action: Monitor report in real time to view student activity	Cumulative Performance Report - When: Ongoing to track domain proficiency - What: Class and student proficiency by domain in Math and Reading. path instruction completion - Action: Expand domains, review hyperlinked standard for offline resource

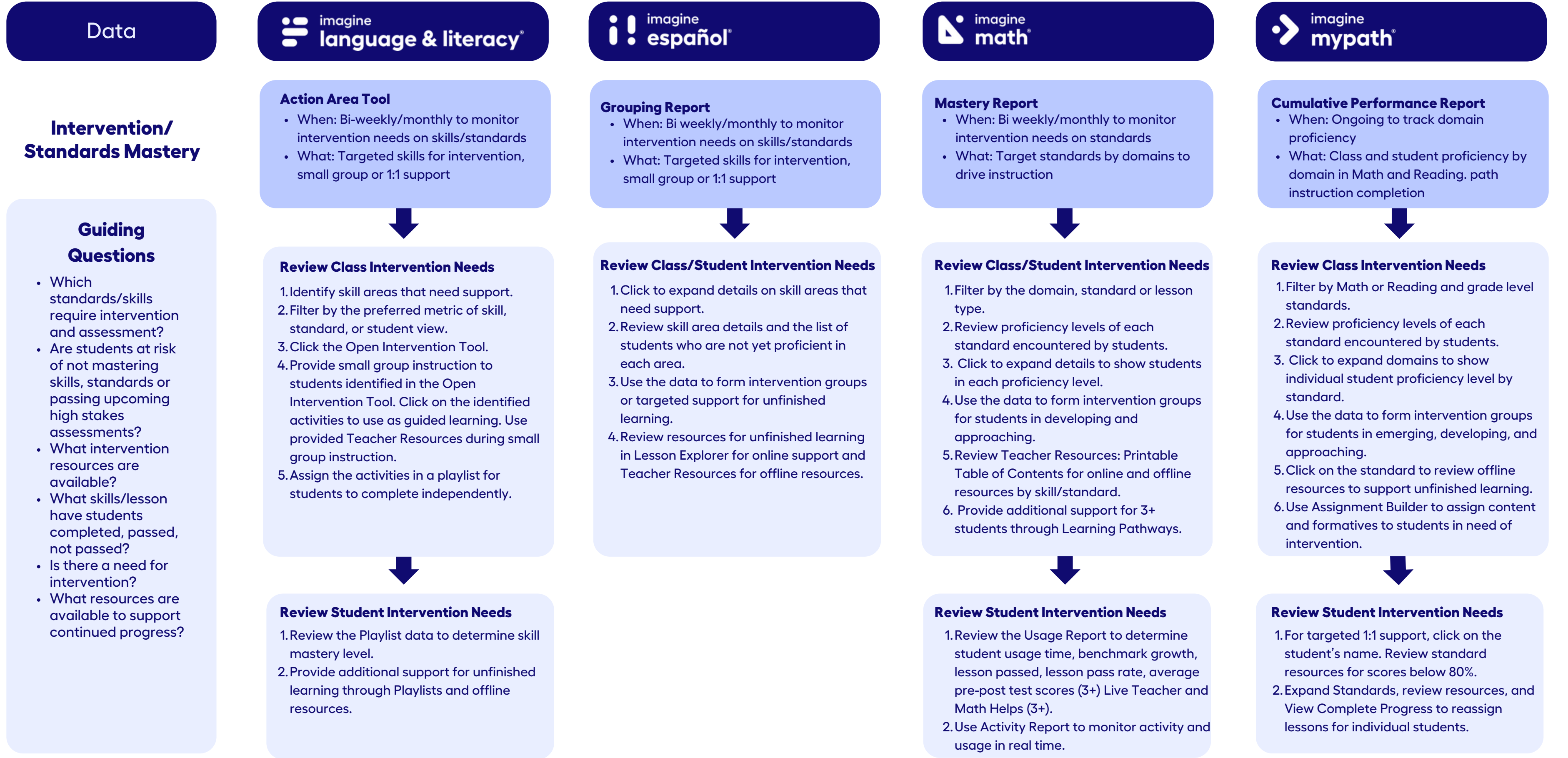
MOY Intervention & Test Prep



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Data



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language & literacy®

i! imagine
español®

Portfolio

Portfolio

- When: Weekly to review student recordings and writing artifacts
- What: Growth in oral fluency and writing skills

Portfolio

- When: Weekly to review student recordings and writing artifacts
- What: Growth in oral fluency and writing skills

Guiding Questions

- Are students engaged and completing portfolio artifacts?
- Which students have shown improved oral fluency and writing skills?
- Which students have demonstrated growth in Lexile of reading passages?

Review Individual Student Data

1. Click on a student's name and filter by type of artifacts.
2. Listen to recordings over the course of the year to determine progress in oral reading skill such as accuracy, fluency, inflection, and pacing.
3. Review writing artifacts to determine progress in conventions, cohesion, accuracy, and completion.

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Take Action

1. Download and print examples to share with students, parents, or other stakeholders to review progress and set goals.
2. Use the provided Teacher Resources in the Portfolio to target support through guided and independent practice.
3. Create additional Playlists to support unfinished learning in oral reading fluency and writing skills.

Take Action

1. Download and print examples to share with students, parents, or other stakeholders to review progress and set goals.
2. Review resources for unfinished learning in Lesson Explorer for online support and Teacher Resources for offline resources.