imagine plus diagnostic

Imagine+ Diagnostic Report Summary

Purpose:

- Assess student's instructional grade level to support 'just right' instruction
- Pinpoints specific areas of academic need
- Identifies students in need of additional assistance to meet learning goals
- Provides domain-level data
- Informs personalized learning in *Imagine MyPath* and *Imagine Language & Literacy*

Key Look-fors:

- Assessed grade level
- Lexile / Quantile
- Percentile Rank
- Domain grade classification
  - 2+ Grades Below
  - 1 Grade Below
  - On Grade Level
  - Above Grade Level

Helpful Metrics:

- Progress - Improved domain performance
- Achievement - Increased grade level placement
- Growth - Increased levels and scores

Guiding Questions:

- Which students are on track to meet goals? Which students need more support?
- Which domains are students successful with? Which domains are students struggling with?

Plan Next Steps:

- Identify students in need of additional support and plan instruction, intervention, enrichment.
- Form small groups of students with similar needs and plan small group instruction and reteaching.
- Use data to develop tailored intervention plans at the appropriate tier of support.

Notes:

imagine plus formatives

Imagine+ Formatives Dashboard Summary

Purpose:
- Provide a quick picture of learning in support of day-to-day classroom instruction and intervention
- Guides instruction and/or intervention aligned to skills and standards
- Measures student progress on skills and knowledge targeted for instruction
- Frequent, ongoing usage informs small groups

Key Look-fors:
- Completion status
- Average score per standard
- Student count in each proficiency category
- Average score per item

Helpful Metrics:
- Progress - Increased skills and standards mastery scores
- Growth - Improved standards mastery category

Guiding Questions:
- Which standards and skills are students demonstrating mastery?
- Which standards and skills are students *not* demonstrating mastery?
- What items did students answer correctly? Incorrectly? Common misconceptions?
- How can I group students for reteaching or enrichment?

Plan Next Steps:
- If using the Formative as a pre-test before instruction, adapt instruction to address student needs revealed by their performance.
- If using the Formative as a post-test after instruction, plan reteaching or enrichment to differentiate instruction for students.
- Review common misconceptions identified with the whole class or small groups.
- Provide students with another opportunity to demonstrate proficiency with the standard or skill after additional instruction or practice.

Notes:

For more information, visit the **Help Center**.

Imagine+ Screener Report Summary

Purpose:
- Flags students at risk of severe word reading issues, including dyslexia
- Identifies strengths and weaknesses in critical subskills aligned to the five components of reading
- Highlights areas for intervention based on normed percentiles
- Links to Next Steps teacher resources to support instruction and intervention

Key Look-fors:
- K-3rd Individual student Predictive Profiles:
  - Low
  - Moderate
  - High
- Nationally Normed Percentiles in each subskill:
  - Well Below
  - Below
  - At/Above

- PreK Reading Readiness:
  - Emerging
  - Ready

Helpful Metrics:
- Progress - Improving scores from Predictive Profile across assessments
- Achievement - Demonstrating skills at or above the 41st percentile
- Growth - Maintaining / increasing normed percentiles between assessments

Guiding Questions:
- Which students are on track? Which students are at risk?
- Which skills are students successful with? Which are students struggling with?
- How are students performing relative to other students nationwide?

Plan Next Steps:
- Identify students in need of additional support and plan instruction, reteaching and enrichment.
- Leverage customized lesson plans and next steps resources to address skills in need.
- Form small groups of students with similar needs and plan small group instruction and reteaching.
- Use data to develop tailored intervention plans at the appropriate tier of support.
- Share student performance information with involved educators and caregivers.

Notes:

For more information, visit the **Help Center**.