# map Reading Fluency

with Coach
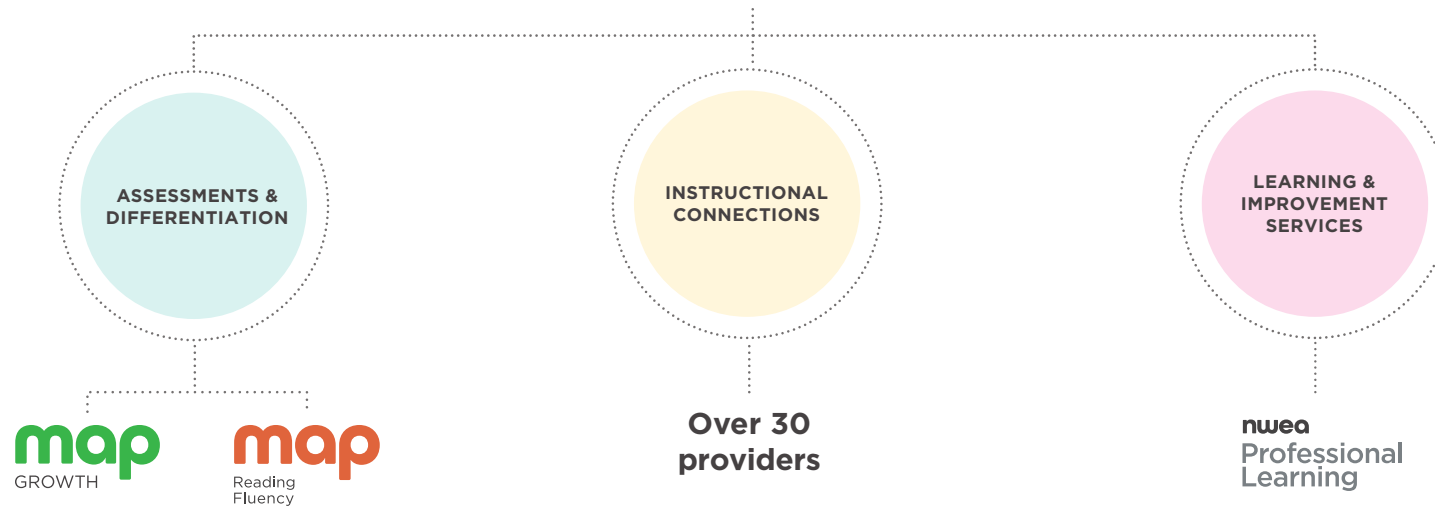
# Reports portfolio

**V 4.0 | FALL 2024**

nwea

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**ASSESSMENTS & DIFFERENTIATION**

**INSTRUCTIONAL CONNECTIONS**

**LEARNING & IMPROVEMENT SERVICES**

map GROWTH    map Reading Fluency

**Over 30 providers**

nwea Professional Learning

## High-quality assessments

High-quality measures with the trustworthy data educators need to help advance student growth and equitable learning outcomes.

## Curriculum and instructional connections

With connections to over thirty instructional partners, you can use MAP® Growth™ data to kickstart student learning in math, reading, language usage, and science—maximizing the value of tools you may already use.

## Learning and improvement services

Say goodbye to tedious, one-size-fits-all learning. NWEA® offers a robust, holistic suite of professional learning experiences designed by experienced educators to bring curriculum, instruction, and assessment into alignment.

## Evolving to meet your needs

Founded by educators, NWEA has been a trusted name in academic measurement for over 40 years. Our mission— Partnering to help all kids learn®—is the driving force behind the big questions, groundbreaking research, and innovative solutions we're known for.

But as the education landscape shifts, so does our approach. Our goal is to help educators make more confident decisions in service of long-lasting, equitable change.

Guided by our mission, we continue to enhance our ecosystem of products and services to help our partners bring together assessment, curriculum, and instruction to improve outcomes for all kids.

# MAP Reading Fluency with Coach reports

## Actionable results to support reading instruction

MAP® Reading Fluency™ enables you to quickly and accurately assess your pre-K–5 readers—so you can spend less time testing and more time teaching. The automatically scored results appear in practical, easy-to-use reports to help you advance reading development for all students.

## Key benefits of MAP Reading Fluency reports

### Get a more complete picture of early literacy
Aligned to the science of reading, MAP Reading Fluency measures oral reading fluency plus literal comprehension and foundational skills.

### Screen and monitor progress
Use MAP Reading Fluency for universal screening and more frequent progress monitoring for students at risk of developing reading difficulties, including older students who may still be working on essential literacy skills.

Dyslexia screening test forms are also available for K–3 students. A predictive flag notes student performance that suggests possible risk factors for dyslexia or other reading difficulties.

### Find personalized results for each student
Reports provide students' performance compared to grade-level expectations and suggestions for instructional next steps tailored to each student.

### Bring learning into focus for Spanish-speaking students
Gain insights on your Spanish speakers with benchmark assessments, reports, and instructional next steps aligned to how students learn to read in Spanish.

### Revisit student recordings
Review recorded student audio anytime—and share it with other teachers, parents, and even students.

### Explore reading performance across a class, school, or district
Easy-to-navigate reports offer results for grouping students, differentiating instruction, and informing program-level decisions.

# Table of contents

**MAP Reading Fluency reports**

**MAP Reading Fluency with Coach reports**

# Benchmark Matrix

# Benchmark Matrix—Key information

## What this report offers

- A quick overview of student performance across various literacy skills for a selected term.

- The report allows sorting and filtering by different criteria.

## Questions it helps answer

- How are students performing in foundational skills and oral reading?

- Which students are excelling or struggling in specific areas?

- How do different classes or grades compare?

## When to use it

- At the end of a term or assessment cycle to identify overall performance trends and group students for targeted instruction.

## Things to consider

- The report uses color-coded performance levels for easy identification of student performance relative to grade-level expectations.

- Utilize the sorting and filtering options to focus on specific areas or groups.

**Notes**

# Benchmark Matrix



**map** Reading Fluency

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PROCTOR DASHBOARD    ASSIGNMENTS    STUDENT PASSWORDS    REPORTS ▾

Viewing as: School Administrator ▾

Term: Fall 2022-2023    School: Bryce Canyon Elementary Scho    Current Grade: 2nd Grade    Class: All Classes    Language: English    Print

Benchmark Matrix    Filter Results ☰      All Classes | 50 Students

| Student | Tested Grade | FOUNDATIONAL SKILLS | | | | Sentence Reading Fluency | ORAL READING | | | | |
| | | Listening Comprehension | Picture Vocabulary | Phonological Awareness | Phonics/Word Recognition | | Oral Reading Rate | Accuracy | Oral Reading Level* | Literal Comprehension |
|---|---|---|---|---|---|---|---|---|---|---|
| Scott, Johnny | 2 | B 53% | A 60% | A Phonemic Manipulation | B Decodable: CVC | A 10/11 | | | | |
| Ball, Horace | 2 | M 100% | M 100% | B Blending & Segmenting | A Decodable: One-syllable | A 12/15 | | | | |
| Moore, Heather | 2 | M 87% | M 100% | A Phonemic Manipulation | A Decodable: One-syllable | A 14/18 | | | | |
| Boone, Peter | 2 | | | | | A 16/18 | M 54 | M 98% | 500L | A |
| Bryant, Carlos | 2 | | | | | M 23/25 | M 82 | M 96% | 575L | M |
| Crouse, Donn | 2 | | | | | M 25/25 | M 79 | A 90% | 530L | M |
| Davis, Samuel | 2 | | | | | M 25/26 | E 127 | E 98% | 570L | E |
| Estrada, Casey | 2 | | | | | M 20/21 | M 79 | M 95% | 475L | M |
| Faulk, Jennefer | 2 | | | | | A 15/20 | A 38 | B 71% | 375L | B |
| Garcia, Lawrence | 2 | | | | | M 22/23 | E 90 | E 98% | 500L | M |
| James, Brian | 2 | | | | | M 23/25 | E 118 | M 96% | 550L | E |
| King, Clarence | 2 | | | | | A 21/24 | E 87 | M 97% | 515L | M |
| Lopez, Inez | 2 | | | | | M 20/21 | M 79 | M 95% | 420L | M |
| Patterson, Jack | 2 | | | | | M 20/20 | M 79 | E 98% | 580L | E |

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**A**   **Benchmark Matrix report:** An at-a-glance summary of all students assessed during the selected term. All columns can be sorted for easy grouping. In the default view; only the most recent assessment results will be shown for each student.

An option to view all test results in the term is found under "Filter Results."

**B**   **Term/school/grade/class/language:** Student results will display in the Benchmark Matrix report for the term, school, grade(s), class(es), and language selected only. Prior terms are always saved for review.

**C**   **Students:** Student names will display in alphabetical order by last name as the default. All student names are hyperlinked to the associated individual student report.

**D**   **Performance-level reporting legend:** All reports use the following color indicators and associated letters:

- ■ **Blue:** <u>Exceeds</u> grade-level expectations
- ■ **Green:** <u>Meets</u> grade-level expectations
- ■ **Yellow:** <u>Approaching</u> grade-level expectations
- ■ **Red:** <u>Below</u> grade-level expectations
- ■ **Gray:** <u>NS</u> No score
- ■ **Dark gray:** <u>NE</u> No grade-level expectations

**E**   **Foundational skills:** Data will show in this section for students who took the Foundational Skills portion of the assessment during their most recent test session—through teacher assignment or adaptive testing.

**F**   **Listening comprehension & picture vocabulary:** Results show percent correct, in addition to performance level compared to grade-level expectations, for listening comprehension and picture vocabulary measures.

**G**   **Phonological awareness & phonics/word recognition:** Results show students' zone of proximal development (ZPD) category, in addition to performance level compared to grade-level expectations.

**H**   **Sentence reading fluency:** Results show number correct and number attempted, in addition to performance level compared to grade-level expectations.

**I**   **Oral reading:** Data will show in this section for students who took the Adaptive Oral Reading portion of the assessment during their most recent test session.

**J**   **Oral reading rate:** Results show the highest words correct per minute (WCPM) score the student achieved from the passages the student read during the assessment, in addition to performance level compared to grade-level expectations.

**K**   **Oral reading accuracy:** The student's highest decoding accuracy score from the passages read is displayed along with the color-coded performance level indicator.

**L**   **Oral reading level:** Indicates a student's ability to read text aloud with good rate and accuracy. It is reported as a Lexile® oral reading measure, based on the Lexile oral readability (difficulty) of passages read and the student's oral reading performance.

**M**   **Literal comprehension:** Results show performance level compared to grade-level expectations. Expectation levels are based on a student's ability to demonstrate comprehension of grade-level passages.

# Student report: Foundational skills

# Student report: Foundational skills—Key information

## What this report offers

- Detailed insights into individual student performance in foundational literacy skills such as phonological awareness, phonics, and word recognition.

## Questions it helps answer

- What are the student's specific strengths and weaknesses in foundational literacy?

- How does the student's performance compare to grade-level expectations?

- What instructional strategies can help improve the student's skills?

## When to use it

- During parent-teacher conferences or when developing personalized learning plans based on recent assessments.

## Things to consider

- Pay attention to the ZPD (zone of proximal development) levels for targeted instruction.

- Review the instructional recommendations to guide classroom activities or interventions.

**Notes**

# Student report: Foundational skills



**map** Reading Fluency

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PROCTOR DASHBOARD    ASSIGNMENTS    STUDENT PASSWORDS    REPORTS ▾

Term:
Fall 2022-2023

Test & Date:
Adaptive Oral Reading, English    **A**

Print

← Back to report    Horace Ball - 2nd Grade (Tested Grade)

Benchmark    Progress Monitoring

**B** 🚩 Flagged. Student performance suggests possible reading difficulty.
Monitoring and/or intervention may be appropriate to improve this student's reading outcomes.

**DECODING** **C**

**B** *Below grade level*

Phonological Awareness: Horace is working at the Blending & Segmenting level (3)

**A** *Approaching grade level*

Phonics/Word Recognition: Horace is working at the Decodable: One-syllable level (4)

**LANGUAGE COMPREHENSION** **D**

**M** *Meets grade level*

Listening Comprehension: Horace understood 100% of complex oral sentences.

**M** *Meets grade level*

Picture Vocabulary: Horace matched pictures to 100% of oral vocabulary words.

**PROFILE & NEXT STEPS** **E**

Horace has solid language comprehension and can decode many one-syllable words. Additionally, Horace shows some awareness of phonemes.

Mapping phonics patterns to phonemes

🚩 Follow-up for students flagged in universal screening

**F**

Test Details and Results

| Activity | Raw Score **J** |
|---|---|
| Sentence Reading Fluency ⓘ **G** | 12/15 |
| Listening Comprehension ⓘ **H** | 15/15 |
| Picture Vocabulary ⓘ **I** | 15/15 |

---

**A** **Term/test & date:** Indicates the test subtype and date of the results shown for the selected term.

**B** **Universal screener outcome:** An orange flag will display here on the report if the student's performance suggests possible reading difficulties. A flag on the screener does not indicate a diagnosis of reading disability.

**C** **Decoding:** Summary information on the student's phonological awareness and phonics/word recognition results is shown, including color/letter indicators of how the student's performance compares to grade-level expectations on those measures. The student's ZPD for the related foundational skills is shown for each.

**D** **Language comprehension:** Summary information on the student's listening comprehension and picture vocabulary results is shown, including color/letter indicators of the student's performance compared to grade-level expectations.

**E** **Profile & next steps:** A summary of the student's current foundational skills development. Links are provided with instructional suggestions for teachers based on the student's early literacy profile.

**F** **Test details & results:** This section provides raw scores that are not reported in the ZPD grid.

**G** **Listening comprehension:** Results show number correct and number attempted. This untimed measure asks students to listen to a complex sentence and identify the matching picture.

**H** **Picture vocabulary:** Results show number correct and number attempted. This untimed measure asks students to listen to a vocabulary word and identify the matching picture.

**I** **Sentence reading fluency:** Results show number correct and number attempted. This timed measure asks students to read simple sentences and identify the matching picture, completing as many as possible in two minutes.

**J** **Raw score:** Shows the number of items correct and number attempted.

# Student report: Foundational skills

Continued

Zone of Proximal Development (ZPD) **L**

## PHONOLOGICAL AWARENESS

| | Reinforce with practice | ZPD | Introduce with support |
|---|---|---|---|
| **Rhymes & Syllables** | **Initial Sounds** | **Blending & Segmenting** | **Phonemic Manipulation** |
| Rhyme Completion ❓ | Onset-rime Blending ❓ | Blending Phonemes ❓ | Phoneme Addition/Deletion ❓ |
| — | — | 10/12 | 5/11 **K** |
| Counting Syllables ❓ | Initial Sound Matching ❓ | Phoneme Counting ❓ | Phoneme Substitution ❓ |
| — | — | 8/10 | 4/9 |

**M** ☆ Instructional Recommendations: [Phoneme Counting Sort](#)   [Final Phoneme Spin](#)

## PHONICS/WORD RECOGNITION

| | Reinforce with practice | ZPD |
|---|---|---|
| **Letters & Sounds** | **Letters in Words** | **Decodable: CVC** | **Decodable: One-syllable** |
| Letter Sound Fluency ❓ | Build Words: One letter ❓ | Decoding: CVC ❓ | Decoding: Single Syllable ❓ |
| — | 15/15 | 8/10 | 7/7 **K** |
| Letter Knowledge ❓ | Word Families: Initial Letter ❓ | Building Words: CVC ❓ | Building Words: Single Syllable ❓ |
| — | — | — | 4/5 |

**M** ☆ Instructional Recommendations: [Change My Word](#)   [Fishing for Vowel Digraphs](#)

**K** **Raw score:** Shows the number of items correct and number attempted. All measures in the phonological awareness and phonics progression are timed. The number of items a student attempts varies for timed measures based on how quickly the student progresses through the items.

**L** **Zone of proximal development for foundational skills:** Identifies the student's ZPD in phonological awareness and phonics/word recognition by highlighting their skill level in each of the learning progressions.

- Four skill stages are shown in each progression with a total of six possible levels, 0–5. Levels 1–4 align to ZPD-like performance in each skill stage. They are reflected in the four boxes on the report.
- The Foundational Skills Beginner test subtype limits the testing and reporting to levels 0–2.
- Color-coding indicates if the ZPD performance level is exceeding, meeting, approaching, or below grade-level expectations or if no expectations are present.
- Level 5 is near-perfect performance on the highest skills, and 0 is near-chance performance on the lowest skills.
- For the sample student, the highest level of phonological awareness is marked "ZPD" (level 3) while the phonics box is marked "ZPD" (level 4).
- The full range of levels is reflected in the summary information shown at the top of the individual student report and within the Term Summary report data.

**M** **Instructional recommendations:** Links connect to teacher resources for small group and individual student activities. The resources are specific to the identified ZPD for a given student.

# Student report: Adaptive oral reading

# Student report: Adaptive oral reading—Key information

## What this report offers

- Provides measures of a student's oral reading fluency, accuracy, and comprehension.

- Includes Lexile measures and words correct per minute (WCPM) scores.

## Questions it helps answer

- How fluent is the student's oral reading relative to their grade level?

- What areas need improvement in the student's reading fluency and comprehension?

- What instructional next steps are recommended?

## When to use it

- For progress monitoring or when planning interventions focused on improving reading fluency and comprehension.

## Things to consider

- Use the audio-review feature to listen to the student's reading and better understand their fluency and accuracy.

- The report provides detailed comprehension data that can guide follow-up activities.

**Notes**

# Student report: Adaptive oral reading



**map** Reading Fluency

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PROCTOR DASHBOARD    ASSIGNMENTS    STUDENT PASSWORDS    REPORTS ▾

Term:
Fall 2022-2023

Test & Date:
Adaptive Oral Reading, English    (A)

🖶 Print

← Back to report    Jennefer Faulk - 2nd Grade (Tested Grade)    (B)

Benchmark    Progress Monitoring

**ORAL READING RATE** (C)

| A | Approaching grade level<br>Jennefer is approaching grade level expectation. |

Fall expectation: 50 wcpm (scaled)

**ORAL READING LEVEL** (D)    ⊘

Jennefer's Lexile® oral reading measure is 375L.

Oral reading materials in 2nd grade typically have Lexile oral readability measures from 460L to 700L.

**PROFILE & NEXT STEPS** (E)

Jennefer's decoding and fluency are not yet at a level that supports deeper comprehension.

**Building readers**

(F)    Test Details and Results

| Passage Title | Lexile® Text Measure (G) ❓ | WCPM (Scaled) (H) ❓ | Accuracy (I) | Comprehension (J) | Actions (K) |
|---|---|---|---|---|---|
| Jay and Gus | 450L | 36 | 71% | 2/6 (33%) | Review Audio ▶ |
| Bird Nests | 220L | 38 | 71% | 3/6 (50%) | Review Audio ▶ |
| Lemon Pie | 370L | FIELD TEST | - | - | Review Audio ▶ |

| Picture Book (Warm-up) (L) | | WCPM (Raw) | Accuracy | | Actions |
|---|---|---|---|---|---|
| Duck in the Sink | | 36 | 68% | | Review Audio |

(N)

| Activity | Raw Score |
|---|---|
| Sentence Reading Fluency ❓ (M) | 15/20 |

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**(A) Term/test & date:** Indicates the test subtype and date of the results shown for the selected term.

**(B) Universal screener outcome:** An orange flag will display here on the report if the student's performance suggests possible reading difficulties. A flag on the screener does not indicate a diagnosis of reading disability.

**(C) Oral reading rate:** A summary of the student's oral reading fluency rate. Expectations are based on Hasbrouck and Tindal's (2017) Oral Reading Fluency norms. Thresholds are set at the 25th, 50th, and 75th percentiles.

**(D) Oral reading level:** Indicates a student's ability to read text aloud with good rate and accuracy. It is reported as a Lexile® oral reading measure, based on the Lexile oral readability (difficulty) of passages read and the student's oral reading performance. Includes a reference to typical grade-level oral reading materials.

**(E) Profile & next steps:** A summary of the student's strengths and areas for instructional focus based on the results of several passage attempts. Profile considers the student's rate, decoding accuracy, and comprehension subscores. Links are provided with instructional suggestions for teachers based on the student's reading profile.

**(F) Test details & results:** This section provides details on the passages read and raw scores for nonpassage measures.

**(G) Lexile text measure:** A measure of text complexity of a passage read for understanding.

**(H) WCPM (scaled):** Scaled words correct per minute for each passage. Students are given time to complete each passage, and the duration spent reading is used to compute WCPM (raw). This is transformed to WCPM (scaled) to account for variation in passage difficulty. Note that Spanish test results will show WCPM (raw) scores in place of WCPM (scaled).

**(I) Accuracy:** Percentage of words read correctly in the passage.

**(J) Comprehension:** After each passage, the student is presented with six comprehension questions focused on literal understanding. Results show percent of questions answered correctly by the student.

**(K) Review audio:** This link can be used to access the audio-review page, where you can listen to a recording of the student reading out loud while following along with the text on screen. Even if the student receives an NS, an audio recording may still be available for review and hand-scoring.

**(L) Picture book:** The WCPM raw score and decoding accuracy are shown for the picture book measure. An "NS" indicates no score. Students will receive an NS if they do not read at least 75% of the picture book in the allotted time or if the audio is unscorable.

Picture book scores are not considered in student summary reporting. The measure functions as a warm-up. Audio recordings are available for teachers to review. This report section will be labeled as "Graphic Novel" for students in grades 3+ who see a graphic novel item in place of the picture book.

**(M) Sentence reading fluency:** Results show number correct and number attempted. This timed measure asks students to read simple sentences and identify the matching picture, completing as many as possible in two minutes.

**(N) Raw score:** Shows the number of items correct and number attempted. The number of items a student sees varies for timed measures based on how quickly the student progresses through the items.

# Audio review/hand-scoring

# Audio review/hand-scoring—Key information

## What this report offers

- Allows teachers to review and manually score student audio recordings of oral reading passages.

- The report provides both system-generated and hand-scored results.

## Questions it helps answer

- How accurately does the system-generated score reflect the student's reading performance?

- Are there any discrepancies in the automated scoring that need to be adjusted?

- What specific reading behaviors are evident in the audio recordings?

## When to use it

- After an oral reading assessment, particularly when there is a need to manually verify or adjust scores.

## Things to consider

- Use the hand-scoring feature to ensure the most accurate reflection of student performance.

- Take notes on specific reading behaviors or issues that can inform future instruction.

**Notes**

# Audio review/hand-scoring



**map Reading Fluency**

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**PROCTOR DASHBOARD**　　**ASSIGNMENTS**　　**STUDENT PASSWORDS**　　**REPORTS**

← Back to Report　**Jennefer Faulk - 2nd Grade** (Tested Grade)

**(E)** SAVE

**REVIEW AUDIO** **(A)**

↺ ↻ ▶ 0:00 / 0:00 🔊 ⋮ ⬇

**Jay and Gus** **(B)**

↶ Undo　↷ Redo　Clear Changes　⊘ Omit Passage

Jay has a dog who loves to run. His dog is named Gus. Jay and Gus want to go to the dog park today. Jay's dad says that he will come along too.

At the park, they play ball. Jay throws the ball. Gus dashes to get it, then brings it back. He drops it by Jay's feet. "Good boy," Jay says. Gus wags his tail back and forth. Jay tosses the ball again, and Gus fetches it. They play ball for a long time.

It is hard to get Gus tired out. He can run and run. But Jay is ready to go home. His dad says, "Wait. Let me throw the ball." Gus drops the ball, and Jay hands it to his dad.

"Ready, Gus?" asks Dad. Gus wags his tail and barks. Then Dad lets it fly, and the ball goes up and up. It goes over a tree, and keeps flying. Jay cheers. His dad can really throw! Gus takes off across the field and finally catches up to the ball.

Gus comes back to Dad with the ball. Then Gus stops. He looks at Jay. Gus walks away from Dad. He drops the ball by Jay's feet, instead. Dad smiles. "That's your dog!"

**System Score** **(C)**　　**Hand-Score** **(D)**

**43**　　—

WCPM (Scaled) ?

✛ **Keyboard Controls** **(F)**

| → | Next word | c | Correct |
| ← | Previous word | s | *Substitution* |
| SPACE | Start/Stop audio | o | ~~Omission~~ |
| r | Rewind (5 sec) | u | Unattempted |
| f | Fast forward (5 sec) | | |

✎ **Shared Notes** **(G)**　　? Learn More

struggles with -ed

18 / 500

---

**(A)** **Audio review controls:** Use the controls to play, pause, rewind, or skip ahead in the audio recording. Click on the down arrow to download the audio recording as a .wav file.

**(B)** **Passage text:** The text that the student read is displayed for teachers to follow along in reviewing the audio and hand-score if desired.

**(C)** **System score:** Shows the student's calculated scaled words correct per minute or WCPM (scaled) for the passage. This is the machine-assigned score. Students are given time to complete each passage, and the duration spent reading is used to compute WCPM (raw). This is transformed to WCPM (scaled) to account for variation in passage difficulty. Note that Spanish test results and all picture books will show WCPM (raw) in place of WCPM (scaled).

**(D)** **Hand-score:** This shows the recalculated WCPM (scaled) based on the hand-scoring and marking of the passage. The score will automatically calculate as the hand-scoring is in process.

**(E)** **Save:** This will save the hand-scored results. Once saved, the hand-scored results will replace the automated system scores in student and class reports. This action can be reversed at any time and the system scores restored.

**(F)** **Keyboard controls:** Teachers can use the various keyboard keys shown to move through the passage text and recording and to hand-score and mark the passage.

**(G)** **Shared notes:** Use this field to type notes that will be visible to other educators with access to this student record.

# Screener Outcomes report

# Screener Outcomes report—Key information

## What this report offers

- Summarizes the results of literacy screening assessments, highlighting students who may be at risk for reading difficulties, including potential dyslexia.

## Questions it helps answer

- Which students are flagged as at risk for reading difficulties?

- How does each student's screening outcome compare to grade-level expectations?

- What next steps are needed for students flagged in the screener?

## When to use it

- At the beginning of a term or year to identify students who may need further diagnostic assessments or interventions.

## Things to consider

- A screener flag indicates potential risk but is not a diagnosis; follow-up assessments may be necessary.

- The report helps in planning early interventions to address potential reading difficulties.

  — The dyslexia screener provides RAN data.

**Notes**

# Screener Outcomes report



**map** Reading Fluency

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⚖ PROCTOR DASHBOARD    📝 ASSIGNMENTS    🔒 STUDENT PASSWORDS ****    📈 REPORTS ▾

Viewing as: School Administrator ▾

| Term: | School: | Current Grade: | Class: | |
|---|---|---|---|---|
| Fall 2022-2023 ▾ | Bryce Canyon Elementary Scho ▾ | 2nd Grade ▾ | All Classes ▾ | 🖨 Print |

**Screener Outcomes | 2nd Grade**    Filter Results ≡    All Classes | 50 Students

What does flagged mean? ❓

**FOUNDATIONAL SKILLS**    **ORAL READING** ❓

| Student | Universal Screener ↑ Outcome | Dyslexia Screener Outcome | Phonological Awareness | | Phonics/Word Recognition | | Language Comprehension | | Oral Reading Rate (scaled) |
|---|---|---|---|---|---|---|---|---|---|
| | | | Domain Score | Percentile | Domain Score | Percentile | Domain Score | Percentile | |
| Moore, Heather | 🚩 Flagged | N/A ❓ | 502 | 45th | 502 | 49th | 504 | 61st | - |
| Ball, Horace | 🚩 Flagged | N/A ❓ | 492 | 7th | 501 | 44th | 507 | 74th | - |
| Wood, Samantha | 🚩 Flagged | N/A ❓ | - | - | - | - | - | - | 0 WCPM |
| Scott, Johnny | 🚩 Flagged | N/A ❓ | 501 | 44th | 500 | 36th | 499 | 33rd | - |
| Faulk, Jennefer | Not Flagged | N/A ❓ | - | - | - | - | - | - | 38 WCPM |
| Sanchez, Elizabeth | Not Flagged | N/A ❓ | - | - | - | - | - | - | 36 WCPM |
| Patterson, Jack | Not Flagged | N/A ❓ | - | - | - | - | - | - | 79 WCPM |
| Lopez, Inez | Not Flagged | N/A ❓ | - | - | - | - | - | - | 79 WCPM |
| Garcia, Lawrence | Not Flagged | N/A ❓ | - | - | - | - | - | - | 90 WCPM |
| Taylor, Maria | Not Flagged | N/A ❓ | - | - | - | - | - | - | 86 WCPM |
| Taylor, Barbara | Not Flagged | N/A ❓ | - | - | - | - | - | - | 94 WCPM |
| Bryant, Carlos | Not Flagged | N/A ❓ | - | - | - | - | - | - | 82 WCPM |

**A** **Screener outcomes report:** At-a-glance report allows you to easily analyze data, including scaled domain scores, user norms, and screener outcomes. All columns can be sorted for easy grouping. In the default view; only the most recent assessment results will be shown for each student.

An option to view all test results in the term is found under "Filter Results."

**B** **Term/school/grade/class:** Student results will display in the screener outcomes report for the term, school, grade(s), and class(es) selected only. Prior terms are always saved for review.

**C** **Students:** Student names will display in alphabetical order by last name as the default. All student names are hyperlinked to the associated individual student report.

**D** **Universal screener outcome:** An orange flag will display in this column if the student's performance on a benchmark assessment suggests possible reading difficulties. A flag on the screener does not indicate a diagnosis of reading disability. N/A—Not Applicable will display if the student completed the dyslexia screener or other benchmark test form which does not provide a universal screener outcome. "Insufficient data" will display when the student did not answer enough questions to calculate a universal screener outcome.

**E** **Dyslexia screener outcome:** A purple flag will display in this column if the student's performance on the dyslexia screener assessment suggests possible risk factors for dyslexia or other reading difficulties. A flag on the screener does not indicate a diagnosis of dyslexia or reading disability. N/A—Not Applicable will display if the student completed a benchmark test form other than the dyslexia screener, which does not provide a dyslexia screener outcome. "Insufficient data" will display when the student did not answer enough questions to calculate a dyslexia screener outcome.

**F** **Foundational skills:** Data will show in this section for students who took the foundational skills portion of the assessment during their most recent dyslexia screener or benchmark test session—through teacher assignment or adaptive testing.

**G** **Domain score:** Scaled domain score will display for each assessed foundational skills domain. Scaled score refers to scores placed onto a common unit of measurement.

The foundational skills domains of phonological awareness, phonics & word recognition, and language comprehension each have a separate scale.

The scaled domain scores are constructed so that scores within a given domain (e.g., Phonological awareness) may be compared across test forms, school terms, school years or grades, and students

**H** **Percentile:** Displays the achievement status user norm percentile for the student's scaled domain score.

Status norms are presented as a percentile that communicates how students compare in relation to their peers in the same construct, grade, and term.

**I** **Oral reading rate:** Results show the highest scaled words correct per minute (WCPM) score the student achieved from the passages the student read during the assessment.

# Student report: Dyslexia screener

# Student report: Dyslexia screener—Key information

## What this report offers

- Detailed results from the dyslexia screening assessment, focusing on phonological awareness, phonics, and language comprehension.

- Includes risk indicators and instructional next steps.

## Questions it helps answer

- Does the student show potential risk factors for dyslexia or other reading difficulties?

- What are the student's strengths and weaknesses in literacy skills?

- What instructional strategies should be employed to support the student?

## When to use it

- Use this report as part of a comprehensive assessment strategy when dyslexia is suspected or as part of a routine screening process.

## Things to consider

- Follow up with more in-depth assessments if the student is flagged as at risk.

- Use the instructional recommendations to support targeted literacy interventions.

**Notes**

# Student report: Dyslexia screener



**A** **Term/test & date:** Indicates the test subtype and date of the results shown for the selected term.

**B** **Dyslexia screener outcome:** A purple flag will display here if the student's performance suggests possible risk factors for dyslexia or other reading difficulties. A flag on the screener does not indicate a diagnosis of dyslexia or reading disability.

**C** **Decoding:** Summary information on the student's phonological awareness and phonics/word recognition results is shown, including color/letter indicators of how the student's performance compares to grade-level expectations on those measures. The student's ZPD for the related foundational skills is shown for each.

**D** **Language comprehension:** Summary information on the student's listening comprehension and picture vocabulary results is shown, including color/letter indicators of the student's performance compared to grade-level expectations.

**E** **Profile & next steps:** A summary of the student's current foundational skills development. Links are provided with instructional suggestions for teachers based on the student's early literacy profile.

**F** **Test details & results:** This section provides raw scores that are not reported in the ZPD grid.

**G** **Listening comprehension:** Results show number correct and number attempted. This untimed measure asks students to listen to a complex sentence and identify the matching picture.

**H** **Picture vocabulary:** Results show number correct and number attempted. This untimed measure asks students to listen to a vocabulary word and identify the matching picture.

**I** **Sentence reading fluency:** Results show number correct and number attempted. This timed measure asks students to read simple sentences and identify the matching picture, completing as many as possible in two minutes.

**J** **Raw score:** Shows the number of items correct and number attempted.

# Student report: Dyslexia screener
Continued

## Zone of Proximal Development (ZPD) Ⓛ

### PHONOLOGICAL AWARENESS

| *Reinforce with practice* | *ZPD* | *Introduce with support* | |
|---|---|---|---|
| **Rhymes & Syllables** | **Initial Sounds** | **Blending & Segmenting** | **Phonemic Manipulation** |
| Rhyme Completion ❓ | Onset-rime Blending ❓ | Blending Phonemes ❓ | Phoneme Addition/Deletion ❓ |
| — | 3/7 | 3/7 | — Ⓚ |
| Counting Syllables ❓ | Initial Sound Matching ❓ | Phoneme Counting ❓ | Phoneme Substitution ❓ |
| 2/4 | 3/4 | 2/5 | — |

Ⓜ ☆ **Instructional Recommendations:** Sound It – Bag It    See It – Sound It

### PHONICS/WORD RECOGNITION

| *Reinforce with practice* | *ZPD* | *Introduce with support* | |
|---|---|---|---|
| **Letters & Sounds** | **Letters in Words** | **Decodable: CVC** | **Decodable: One-syllable** |
| Letter Sound Fluency ❓ | Build Words: One letter ❓ | Decoding: CVC ❓ | Decoding: Single Syllable ❓ |
| 3/5 | 3/6 | 1/4 | — Ⓚ |
| Letter Knowledge ❓ | Word Families: Initial Letter ❓ | Building Words: CVC ❓ | Building Words: Single Syllable ❓ |
| 5/5 | 5/6 | 2/4 | — |

Ⓜ ☆ **Instructional Recommendations:** Medial Phoneme Spin    Letter-Sound Train    Ⓝ

## Naming Speed

| Rapid Automatized Naming (RAN) ❓ | Duration ❓ | Accuracy | Pictures Correct Per Second ❓ | Actions |
|---|---|---|---|---|
| Overall Score | 40 sec | 63% | 0.33 | |
| Page 1 | 20 sec | 75% | 0.15 | Review Audio ▶ |
| Page 2 | 20 sec | 50% | 0.18 | Review Audio ▶ |

---

Ⓚ **Raw score:** Shows the number of items correct and number attempted. All measures in the phonological awareness and phonics progression are timed. The number of items a student attempts varies for timed measures based on how quickly the student progresses through the items.

Ⓛ **Zone of proximal development for foundational skills:** Identifies the student's ZPD in phonological awareness and phonics/word recognition by highlighting their skill level in each of the learning progressions.
- Four skill stages are shown in each progression with a total of six possible levels, 0–5. Levels 1–4 align to ZPD-like performance in each skill stage. They are reflected in the four boxes on the report.
- The Foundational Skills Beginner test subtype limits the testing and reporting to levels 0–2.
- Color-coding indicates if the ZPD performance level is exceeding, meeting, approaching, or below grade-level expectations or if no expectations are present.
- Level 5 is near-perfect performance on the highest skills, and 0 is near-chance performance on the lowest skills.
- For the sample student, the highest level of phonological awareness is marked "ZPD" (level 3) while the phonics box is marked as "ZPD" (level 2)
- The full range of levels is reflected in the summary information shown at the top of the individual student report and within the Term Summary report data.

Ⓜ **Instructional recommendations:** Links connect to teacher resources for small group and individual student activities. The resources are specific to the identified ZPD for a given student.

Ⓝ **Rapid automatized naming (RAN):** Displays the student's results on the RAN measures, including pictures correct per second, duration, overall score (summary of results from two series of RAN items), and a link to review audio. RAN assesses a student's naming speed by timing them on retrieving and saying the name for a simple object shown on screen.

**Important note:** RAN is used only as a cognitive screening measure—it is not a literacy skill or part of any standards. Research does not support the effectiveness of teaching or practicing RAN. In fact, the RAN measure is designed with the idea that students have not practiced at all and will be ineffective if used otherwise.

# Instructional Planning report

# Instructional Planning report—Key information

## What this report offers

- Provides actionable insights and resources for classroom instruction, tailored to students' performance in foundational literacy skills.

## Questions it helps answer

- How should instruction be differentiated to meet the needs of students with varying skill levels?

- What resources are available to support students at different stages of literacy development?

- How can instruction be adjusted to support students' progress in specific areas?

## When to use it

- During lesson planning or small group instruction to tailor activities based on assessment results.

## Things to consider

- Use the ZPD groupings to create targeted instruction plans.

- Explore linked resources for additional instructional support.

**Notes**

# Instructional Planning report



**A** **Instructional Planning report:** Report provides actionable class- and student-level insights on foundational skills performance from English and Spanish benchmark tests.

**B** **Term/school/grade/class/language:** Student results will display in the Instructional Planning report for the term, school, grade(s), class(es), and language selected only.

**C** **Foundational skills domain:** The foundational skills domain is noted at the top of each section. Domains include phonological awareness, phonics & word recognition, and language comprehension.

**D** **Hide and expand toggle:** Toggle between expanded and collapsed to display or conceal additional information including student names and linked instructional resources.

**E** **Zone of proximal development (ZPD):** Learning progressions are shown as ZPD levels for phonological awareness and phonics & word recognition. In addition, the spring expectation is highlighted for the selected grade.

**F** **Students:** Student names will display grouped by zone of proximal development (ZPD) level based on the students' performance on the benchmark assessment for the selected term.

# Instructional Planning report
Continued

**INSTRUCTIONAL RESOURCES**

✏️ In Class Activities

Matching Rhyme Time

Syllable Hopscotch

✏️ In Class Activities

Sound It – Bag It

Popular Pals (G)

✏️ In Class Activities

Phoneme Hopscotch

Picture Slide

✏️ In Class Activities

Drop and Say

What's Left?

(G) **Instructional resources:** Links connect to instructional resources including in-class and at-home activities and teacher guides. The resources are specific to the identified ZPD or percentile grouping.

(H) **Percentile:** Achievement status user norm percentile groupings are displayed for the language comprehension domain. Students are grouped based on their user norm percentile from the benchmark assessment for the selected term.

## Phonics/Word Recognition | Kindergarten

Show Students and Resources ⌄

◄------ Below          Spring Expectation          Above ------►

| | Level 1 and Below | Level 2 | Level 3 | Level 4 and Above |
|---|---|---|---|---|
| **ZPD** | Letters & Sounds | Letters in Words | Decodable: CVC | Decodable: One-syllable |
| **TOTAL** | 14 students | 8 students | 1 students | 1 students |

## Language Comprehension | Kindergarten

Show Students and Resources ⌄

Students are grouped according to percentile. There are no grade-level expectations.

(H)

| | 1st - 25th | 26th - 50th | 51st - 75th | 76th - 99th |
|---|---|---|---|---|
| **TOTAL PERCENTILE** | 5 students | 3 students | 14 students | 2 students |

# Progress Monitoring dashboard

# Progress Monitoring dashboard—Key information

## What this report offers

- Displays the status of an assigned progress monitoring test

## Questions it helps answer

- Are students currently being assigned progress monitoring tests?

## When to use it

- Regularly throughout the school year to monitor student progress.

## Things to consider

- Dashboard helps to monitor and track student's progress-monitoring assessments.

  — Regular updates to the dashboard are essential to keep track of students' progress and adjust interventions accordingly.

  — Use this report to ensure students are on track with their literacy goals.

**Notes**

# Progress Monitoring dashboard



**A** **Progress monitoring dashboard:** At-a-glance view of student status (monitoring/not monitoring) for each progress monitoring area.

**B** **School/grade/class:** Student information will display in the Progress Monitoring dashboard for the school, grade(s), and class(es) selected only. Prior terms are always saved for review.

**C** **Progress monitoring areas and status:** Available progress monitoring areas include foundational skills (phonological awareness and phonics & word recognition) and oral reading. The latest student status (monitoring/not monitoring) shows for each area.

# Student report: Progress monitoring— Foundational skills

# Student report: Progress monitoring—Foundational skills—Key information

## What this report offers

- Provides a detailed view of a student's progress in foundational literacy skills over time, including scaled scores and ZPD levels.
  - Allows educators to set student goals in foundational skills in order to track progress over time.

## Questions it helps answer

- Is the student making consistent progress in foundational skills?
- What areas need further support or adjustment in instruction?
- How does the student's performance compare across different assessment periods?

## When to use it

- Use for individual student progress reviews, particularly during parent-teacher conferences or for intervention planning.

## Things to consider

- Analyze trends in the student's performance to identify areas of strength and need.
- Adjust instructional strategies based on the student's progress over time.

**Notes**

# Student report: Progress monitoring—Foundational skills



**A** **Academic year:** All completed progress monitoring tests will display for the selected academic year only.

**B** **Progress monitoring tab/sub-tabs:** Toggle to the individual student's Progress Monitoring Reports by selecting the Progress Monitoring tab from their benchmark report or by selecting their name from the Progress Monitoring dashboard. Switch between progress-monitoring areas by selecting the appropriate sub-tab.

**C** **Progress monitoring chart—Foundational skills:** Line graph plots scaled domain scores for each progress-monitoring test in that foundational skills domain area. Hovering on the dot will display the related test event information.

**D** **Progress monitoring test details:** List results for all completed progress-monitoring tests within the selected academic year.

**E** **Domain score:** Scaled domain score will display for the assessed foundational skills domain. Scaled score refers to scores placed onto a common unit of measurement.

The foundational skills domains of phonological awareness, phonics & word recognition, and language comprehension each have a separate scale.

The scaled domain scores are constructed so that scores within a given domain (e.g., Phonological awareness) may be compared across test forms, school terms, school years or grades, and students.

**F** **Benchmark test details:** This section displays data on the student's benchmark test results including test date, domain score, and ZPD level for the given foundational skills domain being progress monitored.

**G** **ZPD level:** Displays the student's learning progression in the given foundational skills domain as a ZPD level from the student's benchmark test.

# Student report: Progress monitoring— Oral reading

# Student report: Progress monitoring—Oral reading—Key information

## What this report offers

- Tracks a student's oral reading fluency and comprehension over time, providing a detailed view of their progress.

## Questions it helps answer

- How is the student's oral reading fluency developing?

- What trends are emerging in the student's reading accuracy and comprehension?

- What instructional adjustments are needed to improve the student's reading fluency?

## When to use it

- Regularly throughout the year to ensure students are improving in oral reading skills, especially for those in intervention programs.

## Things to consider

- Use the report to track WCPM and comprehension scores to guide instruction.

- Regular review of audio recordings can provide deeper insights into the student's reading fluency.

**Notes**

# Student report: Progress monitoring—Oral reading



**A** **Academic year:** All completed progress-monitoring tests will display for the selected academic year only.

**B** **Progress monitoring tab:** Toggle to the individual student's progress monitoring report by selecting the progress monitoring tab from their benchmark report or by selecting their name from the progress monitoring matrix.

**C** **Progress monitoring chart:** Line graph plots WCPM (scaled) scores for each progress-monitoring test. Hovering on the dot will display the related test event information.

**D** **Grade-level percentiles:** Choosing grade level percentiles will add the percentile lines to the graph and allow you to compare the student's performance to grade-level percentiles.

**E** **Test details:** List results for all completed progress-monitoring tests within the selected academic year.

**F** **Lexile text measure:** A measure of text complexity of a passage read for understanding.

**G** **WCPM (scaled):** Scaled words correct per minute for each passage. Students are given time to complete each passage, and the duration spent reading is used to compute WCPM (raw). This is transformed to WCPM (scaled) to account for variation in passage difficulty.

**H** **Accuracy:** Percentage of words read correctly in the passage.

**I** **Comprehension:** After each passage, the student is presented with six comprehension questions focused on literal understanding. Results show percent of questions answered correctly by the student.

**J** **Review audio:** This link can be used to access the audio-review page, where you can listen to a recording of the student reading out loud while following along with the text on screen. Even if the student receives an NS, an audio recording may still be available for review and hand-scoring.

# Term Summary report

# Term Summary report—Key information

## What this report offers

- Summarizes student performance for the entire term, with detailed breakdowns by foundational skills and oral reading fluency.

## Questions it helps answer

- What was the overall performance of students during the term?

- Which areas showed significant progress or need improvement?

- How do different groups or classes compare?

## When to use it

- At the end of a term to review and analyze overall student performance and to plan for the next term.

## Things to consider

- Use the summary data to identify trends and inform instructional planning for the next term.

- Consider the overall class or grade performance when planning curriculum adjustments.

**Notes**

# Term Summary report
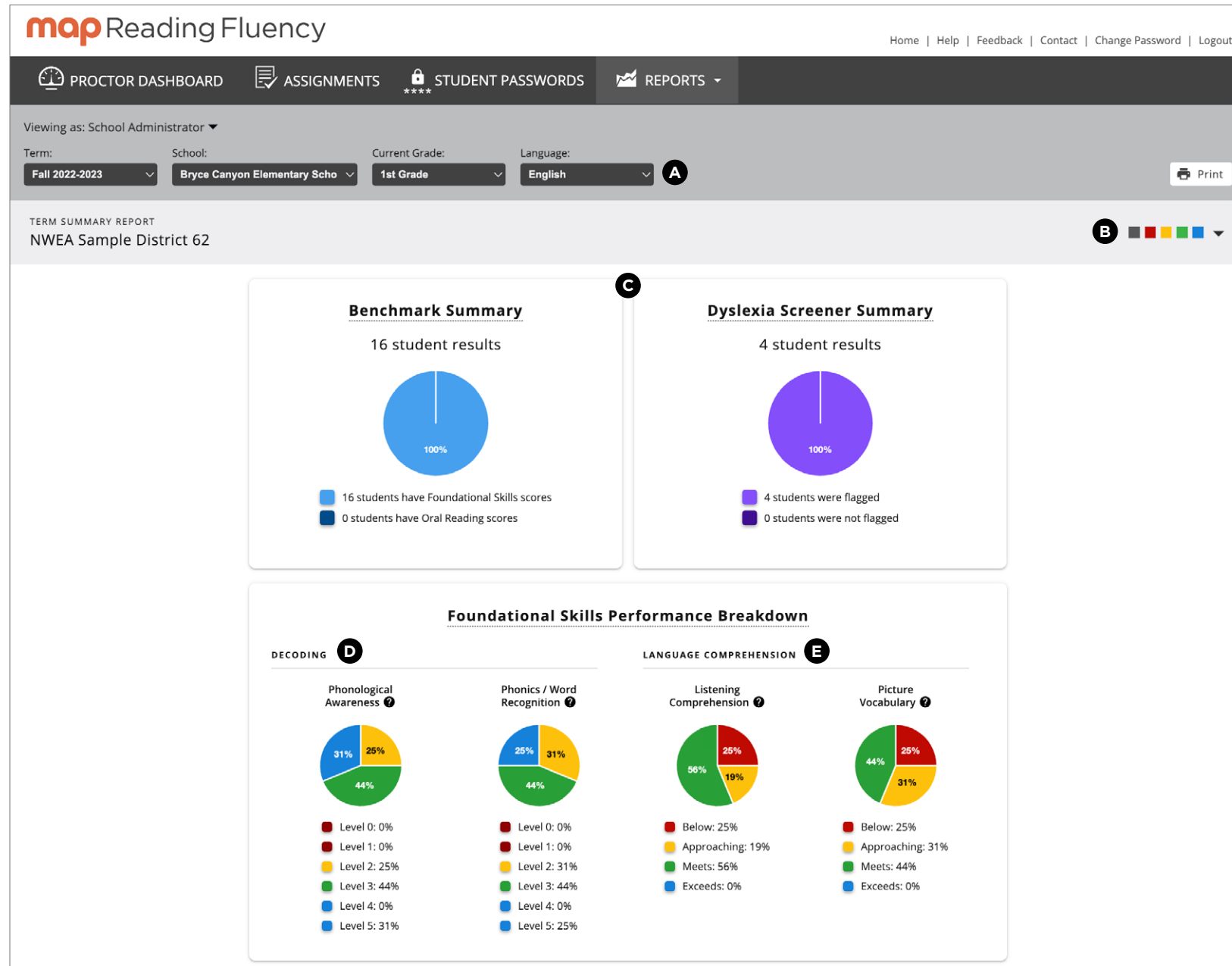


**A** **Term/school/grade/language:** Use the term, school, grade, and language filters to select and view the summary details for an entire grade.

**B** **Performance-level reporting legend:** All reports use the following color indicators and associated letters:

- **Blue: <u>E</u>xceeds** grade-level expectations
- **Green: <u>M</u>eets** grade-level expectations
- **Yellow: <u>A</u>pproaching** grade-level expectations
- **Red: <u>B</u>elow** grade-level expectations
- **Dark gray: <u>NE</u>** No grade-level expectations

**C** **Term testing result summary:** Summary pie charts show the total students and a high-level breakdown of those students who were tested using the benchmark and dyslexia screener test forms. The best results for each student are represented in this report if the student took more than one test form.

**D** **Foundational skills performance breakdown—Decoding:** The pie graphs show the percentage of students in each ZPD level in the domains of phonological awareness and phonics/word recognition. The colors correspond to the expected performance levels of students in the grade and term selected for the report. If all students in a grade are performing below the grade-level expectation, the pie graph will show the different shades of red to indicate the degree of skill deficit. Note that these levels, 0–5, align to the 0–5 shown at the top of a student's individual report.

**E** **Foundational skills performance breakdown—Language comprehension:** The pie graphs show the percentage of students in each performance-level category in the domains of listening comprehension and picture vocabulary. The colors correspond to the expected performance levels of students in the grade and term selected for the report.
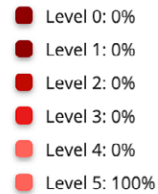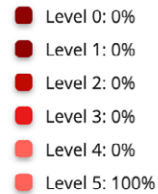
# Term Summary report
Continued

## Foundational Skills Performance Breakdown
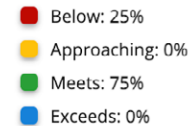
### DECODING **F**

**Phonological Awareness** ❓

100%

- Level 0: 0%
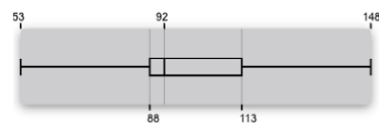- Level 1: 0%
- Level 2: 0%
- Level 3: 0%
- Level 4: 0%
- Level 5: 100%

**Phonics / Word Recognition** ❓

100%

- Level 0: 0%
- Level 1: 0%
- Level 2: 0%
- Level 3: 0%
- Level 4: 0%
- Level 5: 100%

### LANGUAGE COMPREHENSION **G**

**Listening Comprehension** ❓
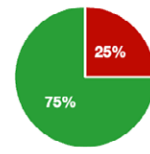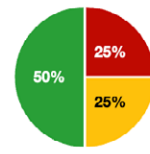
25%
75%

- Below: 25%
- Approaching: 0%
- Meets: 75%
- Exceeds: 0%

**Picture Vocabulary** ❓

25%
25%
50%

- Below: 25%
- Approaching: 25%
- Meets: 50%
- Exceeds: 0%

## Oral Reading Performance Breakdown **H**

### ORAL READING FLUENCY

**Oral Reading Rate** ❓

53  92  148
88  113

45%  14%
36%

- ■ 0% of Students
- ■ 5% of Students
- ■ 14% of Students
- ■ 36% of Students
- ■ 45% of Students

Median Score: 92
Interquartile Range: 88 to 113
Highest Score: 148
Lowest Score: 53

### ORAL READING LEVEL

**Lexile® Oral Reading Measure** ❓

500  550  690
530  660

Median Score: 550
Interquartile Range: 530 to 660
Highest Score: 690
Lowest Score: 500

---

**F** **Foundational skills performance breakdown—Decoding:** The pie graphs show the percentage of students in each ZPD level in the domains of phonological awareness and phonics/word recognition. The colors correspond to the expected performance levels of students in the grade and term selected for the report. If all students in a grade are performing below the grade-level expectation, the pie graph will show the different shades of red to indicate the degree of skill deficit. Note that these levels, 0–5, align to the 0–5 shown at the top of a student's individual report.

**G** **Foundational skills performance breakdown—Language comprehension:** The pie graphs show the percentage of students in each performance-level category in the domains of listening comprehension and picture vocabulary. The colors correspond to the expected performance levels of students in the grade and term selected for the report.

**H** **Oral reading performance breakdown:** The box-and-whisker plots show the median score and score distribution in quartiles for:

- Oral reading fluency—shown as scaled words correct per minute (WCPM—Scaled). Spanish results will be shown based on WCPM—Scaled

- Oral reading level—shown as a Lexile oral reading measure. Pie graphs show the percentage of students at each performance level. The colors correspond to the expected performance levels of students in the term and grade selected.
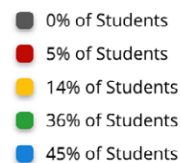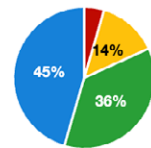
# Term Comparison report

# Term Comparison report—Key information

## What this report offers

- Allows comparison of student performance across multiple terms, highlighting growth and areas needing improvement.

## Questions it helps answer

- How has student performance changed over time?

- What trends are evident across multiple assessment periods?

- Which areas are improving or declining?

## When to use it

- At the end of a term or year to assess long-term student growth and effectiveness of instructional strategies.

## Things to consider

- Use the comparison to evaluate the impact of instructional changes.

- Focus on both strengths and areas needing continued support.

**Notes**

# Term Comparison report



**A** **School/language:** Use the school and language filters to select the group of students to include in the report. The available pick list and filter options are based on system role.

**B** **Performance-level reporting legend:** All reports use the following color indicators and associated letters:

- **Blue: <u>Exceeds</u>** grade-level expectations
- **Green: <u>Meets</u>** grade-level expectations
- **Yellow: <u>Approaching</u>** grade-level expectations
- **Red: <u>Below</u>** grade-level expectations
- **Dark gray: <u>NE</u>** No grade-level expectations

**C** **Term selection:** Select up to six terms to compare in the report. Terms can be selected from the same or different school years.

**D** **Subscores:** Select the information to display in the report from the available subscore options, including oral reading rate, phonological awareness, phonics/word recognition, listening comprehension, picture vocabulary, and sentence reading fluency. By default, all subscores will be selected.

**E** **Distribution of students by scoring categories:** A bar chart shows the breakdown of students with oral reading results and foundational skills results. Each student is represented once in the graphs, including their best benchmark scores in the selected term. Oral reading results are considered better scores than foundational skills results. Expect to see the proportion of students with oral reading results, as opposed to foundational skills results, growing from a small fraction in kindergarten to the overwhelming majority in third grade.

**F** **Separate grades toggle:** Use the toggle to view aggregate data or separate the data by grade.

**G** **Subscore display option:** Results are shown in a table view by default and may be switched to a bar chart view by clicking the chart icon. Each subscore selected will have its own chart.

**H** **Percentage toggle:** Use the toggle to view the data for each subscore by student count or percentage.

# Testing Progress report

# Testing Progress report—Key information

## What this report offers

- Provides a summary of testing completion status across schools, grades, and classes, including progress on benchmark assessments.

## Questions it helps answer

- What is the completion status of student assessments?

- Are there any groups or classes that need additional support to complete testing?

- How does testing progress vary across different groups?
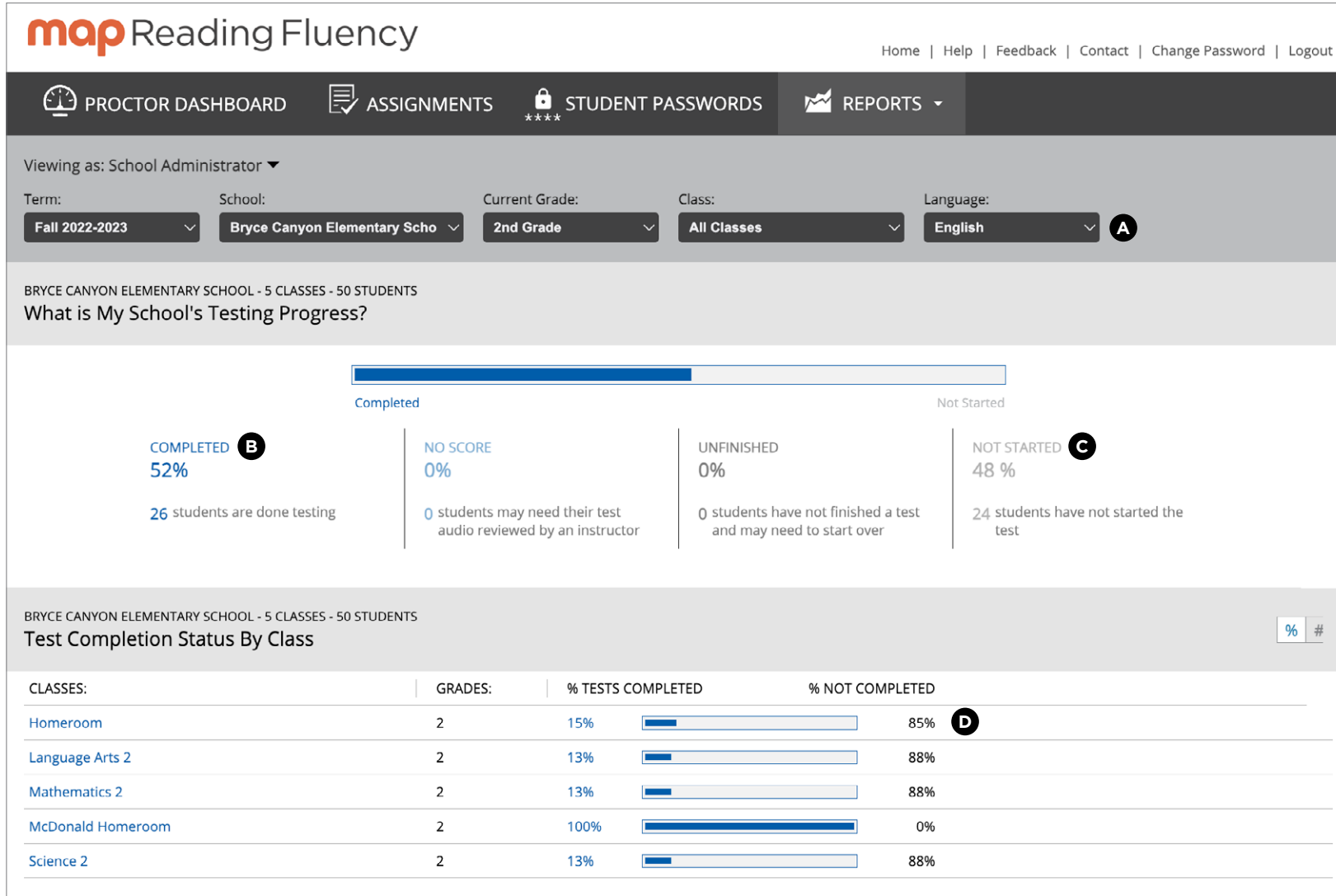
## When to use it

- During assessment periods to monitor and ensure all students complete their benchmark tests.

## Things to consider

- Regularly check this report to address any gaps in testing progress.

- Use the data to ensure timely completion of assessments across all students.

**Notes**

# Testing Progress report



**A** **Term/school/grade/class/language:** Summary benchmark testing progress will display for the testing term, school, grade(s), class(es), and language selected only.

**B** **School testing progress:** Benchmark test completion status is displayed at the school level. Data can be further filtered by class or grade. Figures show the testing status percentage for rostered students with assigned benchmark tests. Note that Spanish and English testing progress will display separately.

**C** **Not started:** This figure reflects the percentage of rostered students with benchmark tests assigned and not yet completed.

**D** **Class testing progress:** Benchmark testing completion status is shown for each class in the school or those meeting the grade or class filter criteria.

# Spanish Benchmark Matrix

# Spanish Benchmark Matrix—Key information

## What this report offers

- An at-a-glance summary of performance for Spanish-speaking students, similar to the Benchmark Matrix but focused on assessments conducted in Spanish.

## Questions it helps answer

- How are Spanish-speaking students performing in foundational literacy skills?

- How does their performance compare to grade-level expectations in Spanish?

- What areas need additional support?

## When to use it

- At the end of a term or assessment period to review the performance of Spanish-speaking students and plan for targeted instruction.

## Things to consider

- Use the color-coded performance levels to quickly identify students who need additional support.

- Consider the cultural and linguistic factors that may affect performance.

**Notes**

# Spanish Benchmark Matrix



**map** Reading Fluency

Home | Help | Feedback | Contact | Change Password | Logout

PROCTOR DASHBOARD | ASSIGNMENTS | STUDENT PASSWORDS | REPORTS ▾

Viewing as: School Administrator ▾

| Term: | School: | Current Grade: | Class: | Language: |
|---|---|---|---|---|
| Fall 2022-2023 | Bryce Canyon Elementary Scho | All Grades | All Classes | Spanish |

🖨 Print

Benchmark Matrix  | Filter Results ≣ | All Classes | 331 Students |

| Student↑ | Tested Grade | FOUNDATIONAL SKILLS | | | | Sentence Reading Fluency | ORAL READING | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Listening Comprehension | Picture Vocabulary | Phonological Awareness | Phonics/Word Recognition | | Oral Reading Rate | Accuracy | Literal Comprehension | |
| Delagarza, Donte | 2 | | | | | M 21/24 | M 93 | E 95% | M | |
| Hale, Fernando | 1 | M 80% | A 67% | M Blending & Segmenting | M Decodable Words: Beginning | M 13/14 | | | | |
| Hill, Aaron | 2 | | | | | E 18/20 | E 90 | M 98% | E | |
| James, Juan | 1 | A 73% | A 67% | A Syllable Blending & Initial Sounds | M Decodable Words: Beginning | A 10/14 | | | | |
| Lopez, Candice | 1 | M 80% | A 67% | M Blending & Segmenting | M Decodable Words: Beginning | M 10/15 | | | | |
| Rodriguez, John | 2 | | | | | A 16/19 | A 94 | A 90% | A | |
| Stevenson, Ismael | 2 | | | | | M 22/24 | M 95 | M 95% | A | |
| Thomas, Jose | 3 | | | | | M 18/20 | M 92 | M 95% | E | |
| Torres, Donna | 1 | M 80% | M 87% | M Blending & Segmenting | M Decodable Words: Beginning | M 10/15 | | | | |
| Torres, Joseph | 3 | | | | | B 16/18 | B 54 | B 89% | A | |
| Adkins, Nadine | - | | | | | | | | | |
| Alexander, Eugene | - | | | | | | | | | |
| Allen, Cheryl | - | | | | | | | | | |
| Allen, Janet | - | | | | | | | | | |

**A** **Benchmark Matrix report:** An at-a-glance summary of all students assessed during the selected term. All columns can be sorted for easy grouping. In the default view; only the most recent assessment results will be shown for each student.

An option to view all test results in the term is found under "Filter Results."

**B** **Term/school/grade/class/language:** Student results will display in the Benchmark Matrix report for the term, school, grade(s), class(es), and language selected only. Prior terms are always saved for review.

**C** **Students:** Student names will display in alphabetical order by last name as the default. All student names are hyperlinked to the associated individual student report.

**D** **Performance-level reporting legend:** All reports use the following color indicators and associated letters:

- **Blue: Exceeds** grade-level expectations
- **Green: Meets** grade-level expectations
- **Yellow: Approaching** grade-level expectations
- **Red: Below** grade-level expectations
- **Gray: NS** No score
- **Dark gray: NE** No grade-level expectations

**E** **Foundational skills:** Data will show in this section for students who took the foundational skills portion of the assessment during their most recent test session—through teacher assignment or adaptive testing.

**F** **Listening comprehension & picture vocabulary:** Results show percent correct, in addition to performance level compared to grade-level expectations, for listening comprehension and picture vocabulary measures.

**G** **Phonological awareness & phonics/word recognition:** Results show student's ZPD category, in addition to performance level compared to grade-level expectations.

**H** **Sentence reading fluency:** Results show number correct and number attempted, in addition to performance level compared to grade-level expectations.

**I** **Oral reading:** Data will show in this section for students who took the adaptive oral reading portion of the assessment during their most recent test session.

**J** **Oral reading rate:** Results show the highest words correct per minute (WCPM) score the student achieved from the passages the student read during the assessment, in addition to performance level compared to grade-level expectations.

**K** **Oral reading accuracy:** The student's highest decoding accuracy score from the passages read is displayed along with the color-coded performance level indicator.

**L** **Literal comprehension:** Results show performance level compared to grade-level expectations. Expectation levels are based on a student's ability to demonstrate comprehension of grade-level passages.

# Spanish Student report: Foundational skills

# Spanish Student report: Foundational skills—Key information

## What this report offers

- Provides detailed insights into a Spanish-speaking student's foundational literacy skills, with instructional recommendations tailored to their needs.

## Questions it helps answer

- What are the student's strengths and weaknesses in foundational literacy skills in Spanish?

- How does the student compare to grade-level expectations in Spanish?

- What instructional strategies can help the student improve?

## When to use it

- During individual assessments or when developing personalized learning plans for Spanish-speaking students.

## Things to consider

- Use the instructional recommendations provided to support targeted interventions in Spanish literacy.

- Pay attention to the student's ZPD levels for more focused instruction.

**Notes**

# Spanish Student report: Foundational skills



**A** **Term/test & date:** Indicates the test subtype and date of the results shown for the selected term.

**B** **Decoding:** Summary information on the student's phonological awareness and phonics/word recognition results is shown, including color/letter indicators of how the student's performance compares to grade-level expectations on those measures. The student's ZPD for the related foundational skills is shown for each.

**C** **Language comprehension:** Summary information on the student's listening comprehension and picture vocabulary results is shown, including color/letter indicators of the student's performance compared to grade-level expectations.

**D** **Profile & next steps:** A summary of the student's current foundational skills development. Links are provided with instructional suggestions for teachers based on the student's early literacy profile.

**E** **Test details & results:** This section provides raw scores that are not reported in the ZPD grid.

**F** **Listening comprehension:** Results show number correct and number attempted. This untimed measure asks students to listen to a complex sentence and identify the matching picture.

**G** **Picture vocabulary:** Results show number correct and number attempted. This untimed measure asks students to listen to a vocabulary word and identify the matching picture.

**H** **Sentence reading fluency:** Results show number correct and number attempted. This timed measure asks students to read simple sentences and identify the matching picture, completing as many as possible in two minutes.

**I** **Raw score:** Shows the number of items correct and number attempted.

# Spanish Student report: Foundational skills
Continued

Zone of Proximal Development (ZPD) **K**

### PHONOLOGICAL AWARENESS

|  | ------ Reinforce with practice ------ | ------ ZPD ------ | ------ Introduce with support ------ |
|---|---|---|---|
| **Rhymes & Syllables** | **Syllable Blending & Initial Sounds** | **Blending & Segmenting** | **Syllable & Phoneme Manipulation** |
| Rhyme Completion ❓ | Syllable Blending ❓ | Blending Phonemes ❓ | Syllable Addition/Deletion ❓ |
| — | 6/6 | 3/7 | — **J** |
| Counting Syllables ❓ | Initial Sound Matching ❓ | Phoneme Counting ❓ | Phoneme Substitution ❓ |
| — | 4/4 | 3/7 | — |

**L** ☆ Instructional Recommendations: [Phoneme Segmenting and Blending](#)   [Phoneme Activity](#)

### PHONICS/WORD RECOGNITION

|  | ------ Reinforce with practice ------ | ------ ZPD ------ | ------ Introduce with support ------ |
|---|---|---|---|
| **Letters & Sounds** | **Initial Letters & Syllables** | **Decodable Words: Beginning** | **Decodable Words: Multisyllabic** |
| Letter Sound Fluency ❓ | Build Words: One Syllable Missing ❓ | Decoding: Beginning Words ❓ | Decoding: Multi-syllable Words ❓ |
| — | 3/8 | 7/7 | — **J** |
| Letter Knowledge ❓ | Words' Initial Letters ❓ | Build Words: Two Syllables Missing ❓ | Build Words: All Syllables Missing ❓ |
| — | 6/8 | 4/9 | — |

**L** ☆ Instructional Recommendations: [Practice Activities](#)

---

**J** **Raw score:** Shows the number of items correct and number attempted. All measures in the phonological awareness and phonics progression are timed. The number of items a student attempts varies for timed measures based on how quickly the student progresses through the items.

**K** **Zone of proximal development for foundational skills:** Identifies the student's ZPD in phonological awareness and phonics/word recognition by highlighting their skill level in each of the learning progressions.
- Four skill stages are shown in each progression with a total of six possible levels, 0–5. Levels 1–4 align to ZPD-like performance in each skill stage. They are reflected in the four boxes on the report.
- The Foundational Skills Beginner test subtype limits the testing and reporting to levels 0–2.
- Color-coding indicates if the ZPD performance level is exceeding, meeting, approaching, or below grade-level expectations or if no expectations are present.
- Level 5 is near-perfect performance on the highest skills, and 0 is near-chance performance on the lowest skills.
- For the sample student, the highest level of phonological awareness is marked "ZPD" (level 3) while the phonics box is marked "ZPD" (level 3).
- The full range of levels is reflected in the summary information shown at the top of the individual student report and within the Term Summary report data.

**L** **Instructional recommendations:** Links connect to teacher resources for small group and individual student activities. The resources are specific to the identified ZPD for a given student.

# Spanish Student report: Adaptive oral reading

# Spanish Student report: Adaptive oral reading—Key information

## What this report offers

- Measures oral reading fluency, accuracy, and comprehension in Spanish, with detailed Lexile measures and WCPM scores.

## Questions it helps answer

- How fluent is the student's oral reading in Spanish relative to grade-level expectations?

- What areas need improvement in the student's Spanish reading fluency and comprehension?

- What instructional next steps are recommended?

## When to use it

- For progress monitoring or when planning interventions focused on improving Spanish reading fluency.

## Things to consider

- Use the audio-review feature to listen to the student's reading in Spanish and understand their fluency and accuracy.

- The report provides detailed comprehension data that can guide follow-up activities in Spanish literacy.

**Notes**

# Spanish Student report: Adaptive oral reading

## MAP Reading Fluency

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PROCTOR DASHBOARD | ASSIGNMENTS | STUDENT PASSWORDS | REPORTS ▾

Term: **Fall 2022-2023**  Test & Date: **Adaptive Oral Reading, Spanish** (A)

🖨 Print

← Back to report  **Joseph Torres - 3rd Grade** (Tested Grade)

| Benchmark | Progress Monitoring |

### ORAL READING RATE (B)

**B** Below grade level
Joseph is below grade level expectation.

*Fall expectation: 83 wcpm (scaled)*

### PROFILE & NEXT STEPS (C)

Joseph shows understanding of what is read. However, Joseph's decoding and fluency are not yet at a level that supports deeper comprehension.

Building decoding accuracy, for students with strong understanding

Building automaticity and fluency

Additional focus for students performing below benchmark

### Test Details and Results (D)

| Passage Title | Lexile® Text Measure (E) | WCPM (Scaled) (F) | Accuracy (G) | Comprehension (H) | Actions (I) |
|---|---|---|---|---|---|
| La piñata | 570L | 54 | 89% | 5/6 (75%) | Review Audio ▶ |
| Mi mascota, León | 680L | 53 | 89% | 5/6 (83%) | Review Audio ▶ |
| La ocarina | 750L | FIELD TEST | - | - | Review Audio ▶ |

| Graphic Novel (Warm-up) (J) | | WCPM (Raw) | Accuracy | | Actions |
|---|---|---|---|---|---|
| Una casa para Pelu | | 58 | 91% | | Review Audio |

| Activity | Raw Score (L) |
|---|---|
| Sentence Reading Fluency ⓘ (K) | 16/18 |

---

**A** **Term/test & date:** Indicates the test subtype and date of the results shown for the selected term.

**B** **Oral reading rate:** A summary of the student's oral reading fluency rate. Expectations are based on Hasbrouck and Tindal's (2017) Oral Reading Fluency norms. Thresholds are set at the 25th, 50th, and 75th percentiles.

**C** **Profile & next steps:** A summary of the student's strengths and areas for instructional focus based on the results of several passage attempts. Profile considers the student's rate, decoding accuracy, and comprehension subscores. Links are provided with instructional suggestions for teachers based on the student's reading profile.

**D** **Test details & results:** This section provides details on the passages read and raw scores for nonpassage measures.

**E** **Lexile text measure:** A measure of text complexity of a passage read for understanding.

**F** **WCPM (scaled):** Words correct per minute for each passage. Students are given time to complete each passage, and the duration spent reading is used to compute WCPM (scaled).

**G** **Accuracy:** Percentage of words read correctly in the passage.

**H** **Comprehension:** After each passage, the student is presented with six comprehension questions focused on literal understanding. Results show percent of questions answered correctly by the student.

**I** **Review audio:** This link can be used to access the audio-review page, where you can listen to a recording of the student reading out loud while following along with the text on screen. Even if the student receives an NS, an audio recording may still be available for review and hand-scoring.

**J** **Picture book:** The WCPM raw score and decoding accuracy are shown for the picture book measure. An "NS" indicates no score. Students will receive an NS if they do not read at least 75% of the picture book in the allotted time or if the audio is unscorable.

**K** **Sentence reading fluency:** Results show number correct and number attempted. This timed measure asks students to read simple sentences and identify the matching picture, completing as many as possible in two minutes.

**L** **Raw score:** Shows the number of items correct and number attempted. The number of items a student sees varies for timed measures based on how quickly the student progresses through the items.

# Tracking report

# Tracking report—Key information

## What this report offers

- Overview of student practice time, stories read, skill reviews, and assessment status.

## Questions it helps answer

- How much practice time has each student logged? Which students have completed the required assessments?

## When to use it

- Use weekly to monitor practice time and assess participation.

## Things to consider

- Color-coded thresholds indicate how engaged students are in their practice time.

**Notes**

# Tracking report



**A** **School and class:** If you have multiple classes, use the dropdown menu to select the one you want to view.

**B** **Testing window:** The testing window shows you which MAP Reading Fluency testing window you're looking at (fall, winter, spring). This will automatically default to the current testing window, but you can use the dropdown to select the others to see that data.

**C** **Tutoring time this week:** This shows the number of minutes each student has spent on practice this week. This time includes time spent reading as well as coaching by Maya in the form of interventions. Use the hand icon to get a more detailed view.

You may notice color coding for the minutes value. The color thresholds are:

- Red: 1–9 minutes
- Yellow: 10–29 minutes
- Green: 30 or more minutes

**D** **Stories read this week:** This tells you how many stories a student has read this week. If your student is in the Early Reader Skills Scaffold, you'll see a scaffold icon next to the count of stories in this column. Use the hand icon to get a more detailed view. Note: a student must complete a story for it to be included in the number of stories read.

**E** **Review skills:** Select the icon in the Review Skills column to go to the student's Skills Diagnostic report.

**F** **Assessment status:** This shows the status of your student's most recent MAP Reading Fluency assessment, including the date they completed the assessment, if applicable.

**Note:** If the student has not yet taken the MAP Reading Fluency assessment, you'll see "Unassessed" in this column.

# Progress report

# Progress report—Key information

## What this report offers

- Detailed view of individual student progress over time, including assessments and practice sessions.

## Questions it helps answer

- Is the student making expected progress? What trends are emerging in their reading fluency?
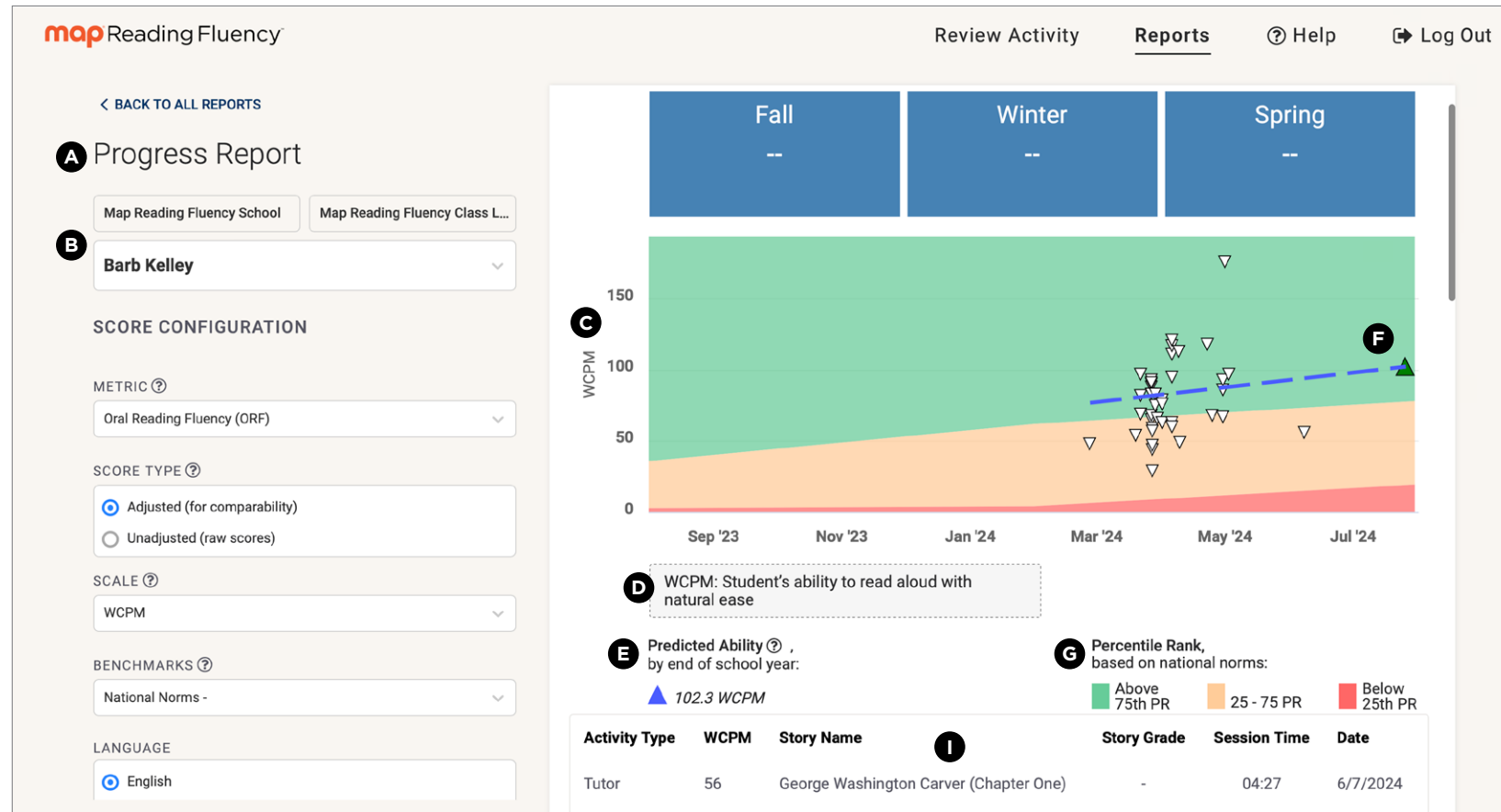
## When to use it

- Regularly throughout the year to adjust instruction based on student performance.

## Things to consider

- Compare ARM scores with predicted growth lines for a comprehensive view of student progress.

**Notes**

# Progress report



**A** School, class, and student: If you have multiple classes, use the dropdown menu to select the one you want to view. Select a student from the dropdown menu.

**B** Score configuration: Use the score configuration sidebar to change the display for different metrics, score types, scales, and benchmarking norms. When a score configuration option from the sidebar is changed, the y-axis will update the predicted ability (dashed blue line), the latest score information, and the display of the data.

**C** Progress report graph: Each symbol on the graph represents an assessment or practice session along with the corresponding score.

**D** Latest score: Amira reading mastery (ARM): Above the graph, you'll find the student's latest Amira reading mastery (ARM) score. The ARM enables you to compare scores for every single student (prereaders included), providing a basis for:

- Comparing reading ability across students within a grade
- Measuring an individual student's growth
- Placing every child in a class into instructional groups

The ARM score is focused on adjusted WCPM for students able to read connected text and on foundational skills mastery for early readers unable to read connected text. The ARM PR shows a student's percentile ranking (PR) for their grade level. You can view it as similar to a grade level equivalent (GLE) score.

**E** Predicted ability: MAP Reading Fluency with Coach generates a predicted ability forecast below the chart to project end-of-year performance. The more data points there are, the more accurate the prediction.

The system calculates an individualized growth line for each student, starting with their initial ARM score, and then estimating growth based on norms across thousands of student sessions and the weighted average change in ARM from additional Coach sessions.

**F** Growth line: The growth line shown is somewhere in between each student's observed growth rate in Coach and what is seen in the norms.

**G** Percentile rank: The percentile ranks are based on national norms, as displayed in the benchmark section of the score configuration sidebar.

**H** Activity details table: Below the progress graph is a table listing all activities the student has completed within the current school year, ordered from most recent to least recent.

| Symbol | Meaning |
|---|---|
| ● | Early reader Coach activity |
| ▽ | Standard Coach activity |
| ◆ | MAP Reading Fluency assessment |
| ✕ | Activity time of less than 30 seconds (noting to be concerned about, just a notice to the teacher) |
| ▪ ▪ ▪ | Predicted ability by end of school year |

# Progress report: Activity details table

Predicted Ability ⓘ ,
by end of school year:

🔺 2.51 ARM

Percentile Rank,
based on national norms:

| 🟩 | Above 75th PR | 🟧 | 25 - 75 PR | 🟥 | Below 25th PR |
|----|----|----|----|----|----|

| Activity Type | ARM | Story Name | Story Grade | Session Time | Date |
|---|---|---|---|---|---|
| Tutor | 2.38 | George Washington Carver (Chapter One) | - | 04:27 | 6/7/2024 |
| Tutor | 2.47 | Cold Soup for a Hot Day | - | 05:41 | 5/2/2024 |
| Tutor | 2.60 | Kickball | - | 02:08 | 4/30/2024 |
| Tutor | 2.26 | Trees | - | 05:51 | 4/29/2024 |
| Tutor | 2.33 | Paul Crawls (Chapter One) | - | 05:05 | 4/29/2024 |
| Tutor | 2.33 | Grandma's Lost Spectacles | - | 01:48 | 4/29/2024 |
| Tutor | 2.27 | Just Breathe, Bear | - | 03:28 | 4/25/2024 |
| Tutor | 2.42 | Duck Walks | - | 00:44 | 4/22/2024 |
| Tutor | 2.24 | Cam at the Park | - | 02:10 | 4/9/2024 |

Below the progress graph is a table listing all activities the student has completed within the current school year, ordered from most recent to least recent. Use the score configuration options in the sidebar to update the metric and scale displayed in the table. Select an activity type (assessment or tutor) to open the scoring activity screen to listen to and/or rescore a student's reading.  The Progress report shows the latest 600 activities (assessment or practice) starting from the beginning of the school year.

# Skills Status report

# Skill Status report—Key information

## What this report offers

- Class-wide overview of reading skills, organized by Scarborough's Reading Rope.

## Questions it helps answer

- Which skills are students mastering or struggling with? How can I group students for targeted instruction?
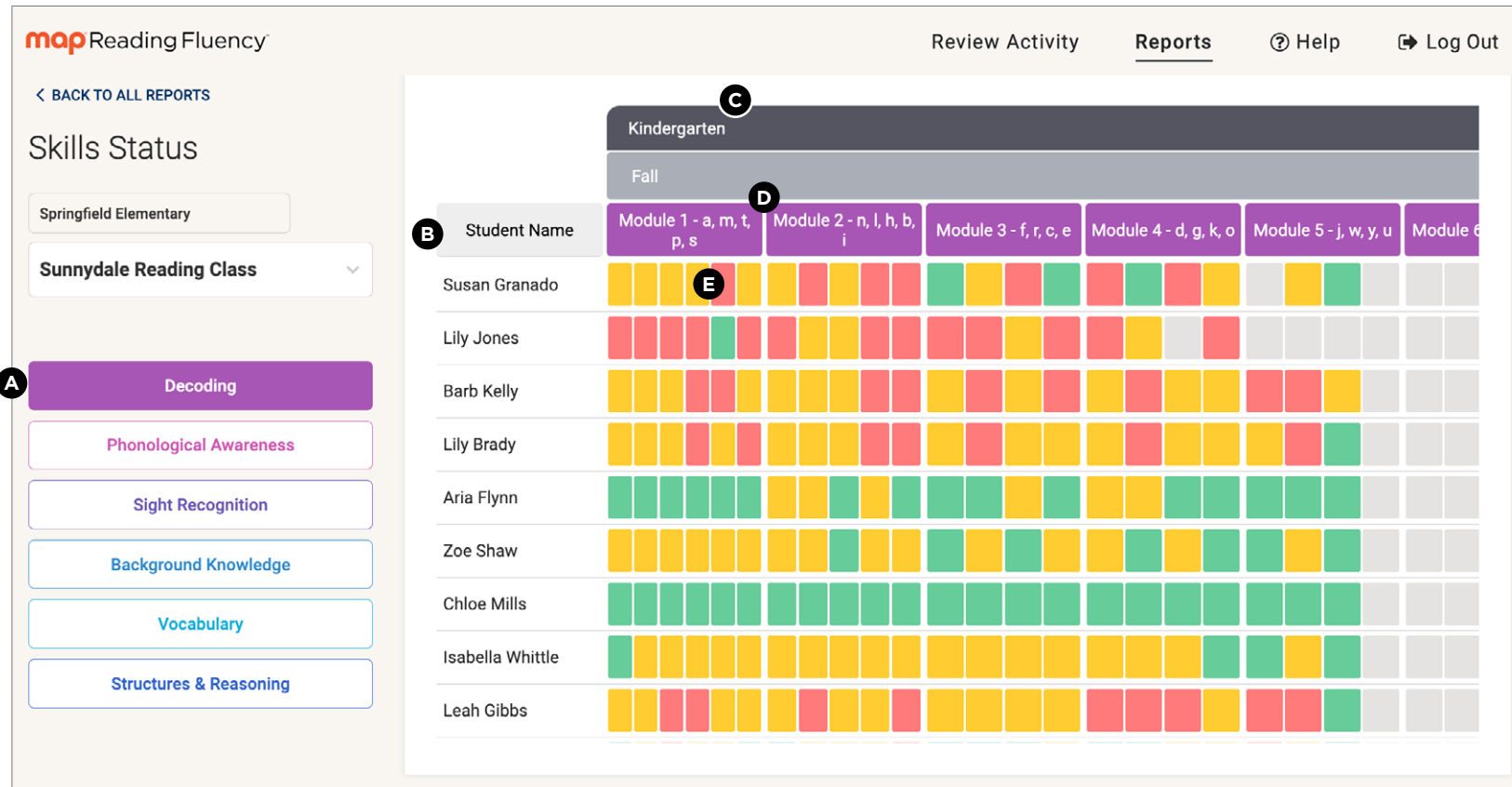
## When to use it

- Use during planning for small groups or interventions.

## Things to consider

- Pay attention to color-coding to identify skill proficiency and error rates.

**Notes**

# Skills Status report



**A** **Reading Rope alignment:** The report is organized around Scarborough's Reading Rope. You look at students through the lens of one thread of the Reading Rope at a time. To change the view to a different thread, select one of the buttons on the left of the screen.

**B** **Student order:** You can drag and drop students into a different order in the report. This lets you see students next to their reading group or intervention team peers.

**C** **Skills progression:** The report shows the Coach Learning Progression. Skill areas are ordered by their typical age of acquisition and arranged in time on a continuum from kindergarten to 5th grade. The report shows when a student "ought" to acquire skills during their journey to reading mastery.

**D** **Skill details:** Hover over the skill box for a description of the skill and a count of the number of times a student has encountered the skill and the number of errors they've made.

**E** **Color-coding details:** The red/yellow/green color-coding system evaluates a student's familiarity and proficiency with specific skills, taking into consideration two main factors:

1. **Number of exposures to the skill:** This refers to how many times a student has encountered or practiced a particular skill.

2. **Error rate percentage:** This is determined by the observations made by Maya.

**Here's how it works:**

- **Fewer exposures:** If a student has had fewer interactions with a skill, they're allowed a higher error percentage before being categorized as yellow or green.

- **More exposures:** The more a student is exposed to a skill, the lower their allowable error percentage becomes to still qualify for the yellow or green categories.

# Skills Diagnostic report

# Skill Diagnostic report—Key information

## What this report offers

- Comprehensive profile of a student's reading abilities across different skill areas.

## Questions it helps answer

- What are the student's strengths and areas for growth? What specific instructional strategies are needed?
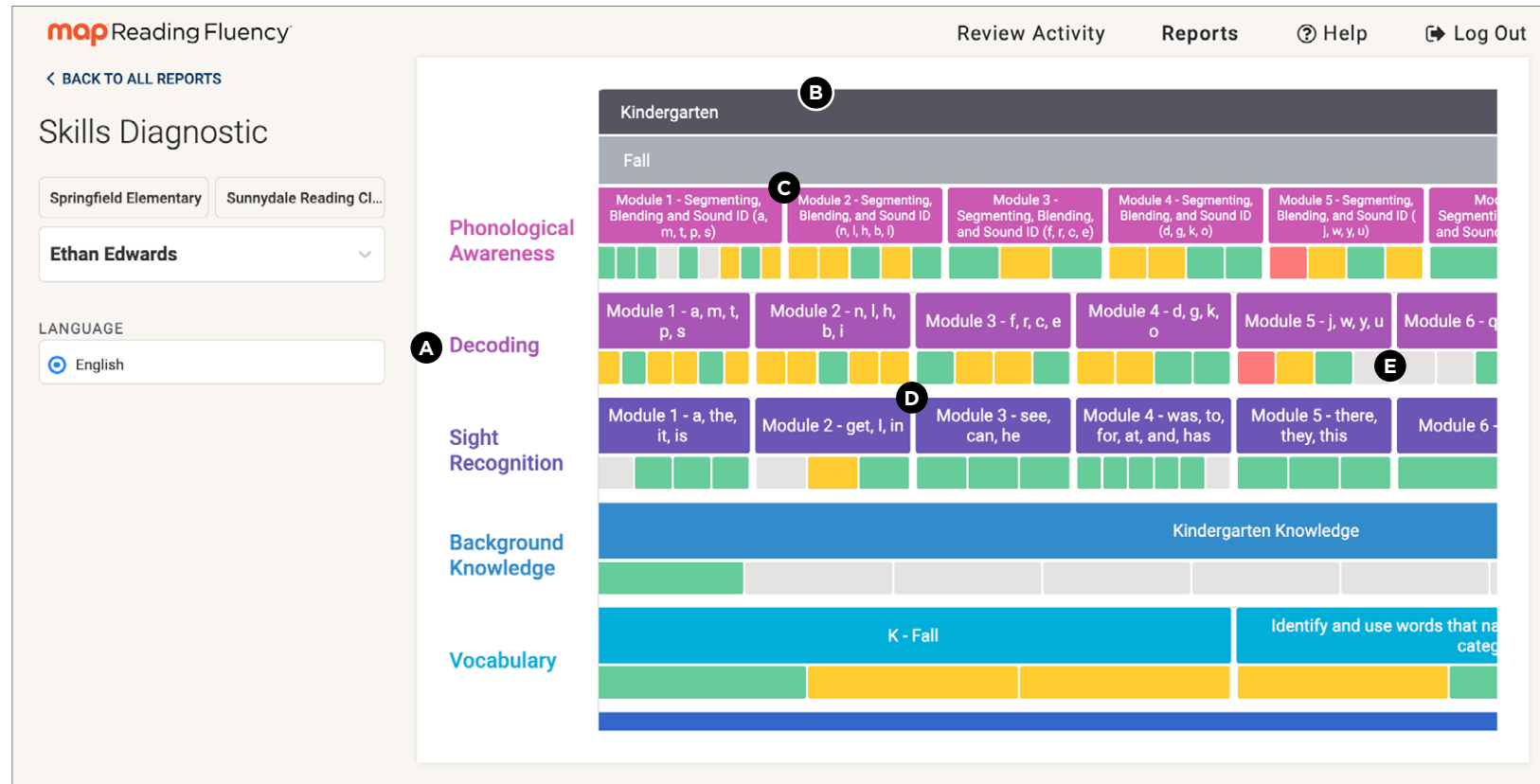
## When to use it

- Use when creating or updating individual learning plans.

## Things to consider

- Compare skills across grade levels to ensure appropriate instructional alignment.

**Notes**

# Skills Diagnostic report



**A** **Reading Rope alignment:** The report is organized around Scarborough's Reading Rope. The report lets you look at student mastery holistically, through the prism of time.

**B** **Grade-level alignment:** There are two different grade level systems at play in this report. One is the grade level of the student. The other is the grade level of each skill that might be addressed by items that the student has completed.

The grade levels of skills are assigned and sequenced based on various factors including alignment to common core/state standards and to curriculum sequencing. But there are items in every grade's screener that may touch on skills that are sequenced for higher grades. If a student completes enough items tagged with a higher grade's skill, they will get data displayed for that skill.

**C** **Skills progression:** The report shows the Coach Learning Progression. Skill areas are ordered by their typical age of acquisition and arranged in time on a continuum from kindergarten to 5th grade. The report shows when a student "ought" to acquire skills during their journey to reading mastery.

**D** **Skill details:** Hover over the skill box for a description of the skill and a count of the number of times a student has encountered the skill and the number of errors they've made.

NOTE: **Early readers**: An Early Reader Skills Scaffold (ERSS) icon will appear next to students who are working within the scaffold. They will receive a check mark in the box for a specific skill when they have completed the associated activity in the Skills Scaffold.

**E** **Color-coding details:** The red/yellow/green color-coding system evaluates a student's familiarity and proficiency with specific skills, taking into consideration two main factors:

1. **Number of exposures to the skill:** This refers to how many times a student has encountered or practiced a particular skill.

2. **Error rate percentage:** This is determined by the observations made by Maya.

**Here's how it works:**

- **Fewer exposures:** If a student has had fewer interactions with a skill, they're allowed a higher error percentage before being categorized as yellow or green.

- **More exposures:** The more a student is exposed to a skill, the lower their allowable error percentage becomes to still qualify for the yellow or green categories.

# Badging report

# Badging report—Key information

## What this report offers
- Summary of student achievements and badge awards based on practice and performance.

## Questions it helps answer
- How can I motivate students through recognition? Which milestones have students achieved?

## When to use it
- Use weekly or at the end of each term to celebrate achievements and motivate students.

## Things to consider
- Custom badges and certificates can be created for specific classroom goals.

**Notes**

# Badging report



**A** **Usage window:** Choose a week from the prepopulated drop-down menu on the left or select School Year to see data for the entire year.

**B** **Usage data:** The number of stories read and the total reading minutes for each student in the selected week will be displayed, just like in the Tracking report for the current week. You can also see a class total of the minutes and stories read for each week.

**C** **Awarding badges:** When a badge is achieved, you'll see the attainment on the Badging report. Any badge that has already been awarded will have a check mark.

To award a badge or print the certificate, simply select the students and click on the badge/s you wish to award (or award all at the top) and then select the option at the bottom you wish to proceed with.

**D** **Ways to earn badges:** There are five ways for students to earn badges automatically with Coach, plus teachers can create their own badges and certificates.

- Total sessions
- Minutes this week
- New WCPM highs
- Skills scaffold graduation (early reader)
- Fluency milestone achieved
- Created by you (the teacher)
- Levels of achievement

There are up to six levels per achievement, each with its own mascot. Not all achievements will have a badge at each level.

**E** **Print certificates:** Badges will be awarded and show on the student's progress view; you can also print physical certificates for the students.

**F** **Build certificates:** Allows you to create your own certificates for students.

# nwea