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## R® <br> Reading Inventory" Professional Learning Guide

Grades K-12


# Professional Learning Guide 

An Overview of Reading Inventory Software, Teacher Support, and Training

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## About the Reading Inventory

## Are your students making progress in reading? Are they on a path to college and career

 readiness?The Reading Inventory is designed specifically to help educators answer those questions. The Reading Inventory is a computer-adaptive reading assessment program that provides immediate, actionable data on students' reading levels and growth over time. The Reading Inventory helps educators forecast students' trajectories to grade-level proficiency and college and career readiness in a low-pressure environment.
The Reading Inventory measures students' reading growth from kindergarten to Grade 12 with two powerful subtests:

- NEW! Foundational Reading Assessment: A foundational reading assessment for students in Grades K-2. Items focus on phonological awareness, letter-sound and letter-word identification, decoding, and sight word recognition. Results are reported as total fluency scores.
- Reading Comprehension Assessment: A reading comprehension assessment for students across Grades K-12. Items contain literary and informational text passages that students are likely to encounter both in and out of school. Test items are drawn from a variety of content areas. Test questions focus on literal comprehension of the passages. Items do not require prior knowledge of ideas outside the passage, do not test on vocabulary taken out of context, and do not require formal logic. Scores are reported in Lexile measurements.

Together the two subtests track students' reading growth from the acquisition of foundational reading skills to the development of the advanced reading comprehension skills that are necessary for understanding the complex texts that are required to be college and career ready.

At the school and district levels, Reading Inventory results help administrators monitor students' reading growth and gauge the effectiveness of reading programs. In the classroom, these results allow teachers to monitor students' reading progress, differentiate instruction, make meaningful interventions, establish goals, and match students to complex texts.

## THE READING INVENTORY IS AN EFFECTIVE ASSESSMENT TO . . .

- Identify struggling readers and make meaningful interventions
- Apply as a universal screener and progress-monitoring tool
- Establish obtainable and realistic growth goals for students
- Monitor progress toward grade-level expectations
- Monitor effectiveness of instruction
- Support Response to Intervention implementation
- Indicate expected performances on state tests


## About This Guide

The Reading Inventory Professional Learning Guide features practical instructions for administering Reading Inventory assessments, generating reports, and interpreting test results. The guide also features best practices and guidelines for making data-driven decisions to inform instruction.

The Reading Inventory Professional Learning Guide includes five sections:
Welcome to the Reading Inventory (pp. 7-30) provides an overview of The Reading Inventory and explains the purpose, reliability, validity, and scoring of the two subtests.

Administering the Reading Inventory (pp. 31-52) outlines how teachers and administrators use the Student Achievement Manager (SAM), a state-of-the-art data management system, to set up the test, capture student test data, generate reports, and monitor student progress. This section also includes an overview of the Reading Inventory student experience.

Using Reading Inventory Results (pp. 53-116) provides detailed information on how educators can use Reading Inventory reports to screen and place students, monitor student progress, and plan appropriate instruction.

Reading Inventory Best Practices (pp. 117-128) provides a go-to list of instructional practices to use before, during, and after each Reading Inventory administration.

Resources (pp. 129-141) includes professional learning materials and reproducible resources to support reading instruction. Reproducibles can also be downloaded from SAM.

# Professional Learning Guide Welcome to the Reading Inventory 

## Assessment Overview

The Reading Inventory is designed for quick administration across Grades $\mathrm{K}-12$. The Reading Inventory contains two subtests that work together to monitor reading skill development from foundational reading skill acquisition to the comprehension of complex texts.

## SEE ALSO

 For more information on the student experience with accessing Reading Inventory subtests, see page 45.
## Foundational Reading Assessment (Grades K-2)

The Foundational Reading Assessment monitors the acquisition of foundational reading skills for students in Grades K-2. These skills include phonological awareness (rhyme identification; initial, medial, and final sound identification), letter-word identification (uppercase and lowercase letter recognition, sight word recognition), and phonics/word attack skills (letter-sound identification, decoding).
The Foundational Reading Assessment can be used to assess students at the beginning of the school year and as a progress-monitoring tool throughout the year. The assessment items are designed to measure students' fluency with foundational reading skills. Students receive fluency scores that indicate whether their knowledge of foundational reading skills is either on or below grade level.
In addition to assessing and progress monitoring, the Foundational Reading Assessment helps teachers determine whether students have developed a level of fluency that is necessary to comprehend texts. Students in Grades K through 2 who demonstrate proficiency with foundational reading skills may be ready to take the Reading Comprehension Assessment.

## Reading Comprehension Assessment (Grades K-12)

The Reading Comprehension Assessment can be used to assess and monitor students' growth in reading comprehension. The assessment includes nearly six thousand test items for readers at all levels. Each item consists of a literary or informational text passage, a sentence stem, and four answer choices. Item passages include texts that students encounter both in and out of school and are drawn from a variety of content areas. Questions assess students' comprehension skills as applied to the passages.
Reading Comprehension Assessment results indicate students' reading levels on the Lexile ${ }^{\circledR}$ Framework for Reading scale, a scientifically accurate system for measuring the comprehension levels of readers and the complexity of texts. Lexile ${ }^{\circledR}$ measures are used to find the range of texts with which students are most likely to succeed, meaning a text is just hard enough to challenge students and allow them to grow, but not so hard that students become discouraged.

## Overview | Foundational Reading Assessment

The Foundational Reading Assessment helps educators monitor students' development of foundational reading skills and indicates readiness for the Reading Comprehension Assessment.

## AUDIENCE

Students in kindergarten through Grade 2.

## PURPOSE

The Foundational Reading Assessment is a valid and reliable measure of students' foundational reading skills. In Grades K-2, use the Foundational Reading Assessment for the following purposes:

## Grades K-2

- Initial Assessment: Administer at the beginning of the year to get an initial assessment of students' foundational reading skills.
- Progress Monitor: Use up to two more times during the school year to monitor students' development of foundational reading skills.
- Determine Readiness for the Reading Comprehension Assessment: The Foundational Reading Assessment measures readiness for the Reading Comprehension Assessment. The Foundational Reading Assessment indicates that students have achieved a level of fluency with foundational reading skills to sufficiently support comprehension. Teachers should review the Foundational Reading Report to view each student's fluency score and to see whether this score indicates readiness for the Reading Comprehension Assessment. Students with a fluency score of 49 or above are recommended for the Reading Comprehension Assessment.


## ACCESSING THE ASSESSMENTS

Note that teachers must direct K-2 students on which subtest to take. See page 46 for more information.

## Overview | Foundational Reading Assessment

## SEE ALSO

See the best practices for administering the Foundational Reading Assessment on page 118.

For more information on establishing a testing calendar, see page 32.

## TESTING CALENDAR

Teachers should follow the testing calendar that is established by their administrations. The Foundational Reading Assessment may be administered up to three times per year. It is recommended that teachers administer the assessment at the beginning, middle, and end of the school year to allow time for students to make measurable progress.

## ADMINISTRATION TIME

## 20-25 minutes

## FORMAT AND CONTENT

The Foundational Reading Assessment begins with a simple test to ensure that students can effectively use the computer's mouse or track pad. Then, students will complete up to 82 items in three skill strands. Each section begins with an animated trial that models the task, plus two practice items. All students receive a base set of items from each strand listed below. Additional items are administered based on performance. Test items assess skills from these strands:

- Phonological Awareness: This strand includes items designed to measure students' rhyme identification skills and initial, final, and medial sound identification skills.
- Letter-Word Recognition: This strand measures students' knowledge of uppercase and lowercase letter names, as well as sight words.
- Phonics (Word Attack) Skills: This strand measures students' ability to identify letter sounds and to decode nonwords.


Initial Sound Identification

## FOUNDATIONAL SKILLS SUPPORT FOR STUDENTS IN GRADES 3 AND UP-

Students in Grades 3 and up do not take the Foundational Reading Assessment, as it is not an appropriate measure of fluency for students at these levels. Instead, administer the Phonics Inventory or another assessment that is designed to measure fluency for students in Grades 3 and up who struggle with foundational reading skills.

## Overview | Foundational Reading Assessment

## SCORING AND RESULTS

Accuracy and fluency are two components used when measuring students' foundational reading skills. The scoring system for the Foundational Reading Assessment has been designed to assess fluency, which refers to the combination of accurate and efficient, or speedy, responding. Fluency is important because it frees the reader to attend to comprehension. If a student is accurate but slow, it is likely that reinforcement of basic skills, along with ongoing practice and corrective feedback, will increase fluency. Therefore, in order to receive credit for an item, the student must answer the item correctly within a specified, empirically based time limit. These thresholds vary from 1.2 seconds to 8.0 seconds, depending upon the difficulty of the item.

Students' Foundational Reading Assessment fluency scores are reported as either on or below grade-level expectations.

# FOUNDATIONAL READING ASSESSMENT FLUENCY RANGES 

| Grade | Grade-Level Fluency Range |
| :---: | :---: |
| $\mathbf{K}$ | $0-35$ |
| $\mathbf{1}$ | $36-58$ |
| $\mathbf{2}$ | $59-82$ |

## MONITORING FOUNDATIONAL SKILLS DEVELOPMENT

The Foundational Reading Assessment is just one measure of students' foundational reading skills. Teachers may review multiple measures of assessment, such as reading records, fluency checks, projects and portfolios, self-appraisals, and teacher observations to gain a comprehensive picture of students' foundational skills.

## Welcome to the Reading Inventory

## Overview | Foundational Reading Assessment

## SEE ALSO

To learn how to review students' Foundational Reading Assessment subtest scores, see the Foundational Reading Subtest Report on page 78.

For information on interpreting Foundational Reading Assessment results, see the Foundational Reading Report on page 62 or the Progress to Career and College Report on page 80 .

## RESULTS

Understanding the Foundational Reading Assessment results helps teachers and administrators make informed choices about instruction and intervention. The chart below details instructional recommendations based on students' Foundational Reading Assessment scores.

## FOUNDATIONAL READING ASSESSMENT SCORING GUIDE

Foundational Reading
Assessment Fluency Score $\quad$ Recommended Instruction

| $\mathbf{0 - 1 5}$ | Uppercase and Lowercase Letter Recognition; <br> Phonological Awareness |
| :---: | :--- |
| $\mathbf{1 6 - 3 0}$ | Letter-Sound Correspondence; Phonological Awareness |
| $\mathbf{3 1 - 3 5}$ | Basic Decoding and Word Recognition—-focus on words with <br> consonants and short vowels (CVCs) |
| $\mathbf{3 6 - 4 8}$ | Intermediate Decoding and Word Recognition-including <br> words with short vowels, consonant blends and digraphs, <br> and closed syllables |
| $\mathbf{4 9 - 5 8}$ | Advanced Decoding and Word Recognition-including words <br> with long vowels, variant vowels, diphthongs, and a variety <br> of syllable types |
| $\mathbf{5 9 - 8 \mathbf { 8 2 }}$ | Morphology |

Instructional Recommendations Based on Foundational Reading Assessment Fluency Score Range

## Overview | Foundational Reading Assessment

## ALIGNMENT WITH DIBELS NEXT

Student performance on the Foundational Reading Assessment is correlated with student performance on DIBELS Next. In addition, students' Foundational Reading Assessment fluency scores are linked to students' DIBELS Next composite scores as well as the corresponding DIBELS Next percentile rank scores.

SEE ALSO<br>For more information on DIBELS Next, see https://dibels.org/ dibelsnext.html.

## RELIABILITY

Reliability analyses of the Foundational Reading Assessment indicate that its fluency scores meet the highest standard of reliability. Reliability was established for all of the items in each strand and subscale of the assessment. Results indicate that the items within each strand and subscale have high levels of internal consistency, ranging from .75 to .94 . That is, the items within each of the subscales reliably measure the same construct.

## FIELD TESTING

The Reading Inventory Foundational Reading Assessment was field tested in conjunction with the development of iRead, a K-2 digital foundational reading program. The iRead development and evaluation sample consisted of 1,390 students from 75 classrooms, representing four school districts in geographically dispersed regions of the United States. The sample included 457 kindergarten students from diverse backgrounds. The representativeness of the sample with respect to reading skills is evidenced by the percentage of students who fell into the various categories of performance based on their DIBELS Next composite scores (administered in September and October 2012).

| DIBELS Next Benchmark <br> Classification | Kindergarten | First Grade | Second Grade |
| :---: | :---: | :---: | :---: |
| At or Above | $60 \%$ | $55 \%$ | $49 \%$ |
| Below | $17 \%$ | $14 \%$ | $5 \%$ |
| Well Below | $23 \%$ | $31 \%$ | $46 \%$ |

Percentages of Students Falling Into Three DIBELS Next Composite Score Benchmark Classifications
These results indicate that the sample included considerable numbers of students who performed either At or Above Benchmark or Well Below Benchmark in reading as measured by DIBELS Next. The trend across grades was for fewer students to be At or Above Benchmark and more to be Below Benchmark or Well Below Benchmark with increasing grade level.

## Overview | Foundational Reading Assessment

SEE ALSO
For more information on the Foundational Reading Assessment reliability and validity, see the Reading Inventory Technical Guide on the Reading Inventory Product Support page at http://www.hmhco.com/ product-support/ products/ri/info

## VALIDITY

Validity indicates whether a test measures what it is supposed to measure. There are several ways to examine the validity of a test like the Foundational Reading Assessment. Each type of validation asks an important question about the test.

## Content Validity Does the test content match the test purpose?

The Foundational Reading Assessment assesses phonological awareness, letter-name knowledge, letter-sound knowledge, sight word recognition, and decoding of nonwords. The phonological awareness items include rhyming and identification of first, last, and medial sounds. The letter items include both uppercase and lowercase letters. The sight word items were sampled from the first one hundred of Fry's (2000) 1,000 Instant Words. The nonword items include commonly taught phonics skills, including CVC patterns, blends, digraphs, and long-vowel patterns. All items were reviewed by an expert panel for content validity and bias.

Construct Validity Does the test measure what it sets out to measure?
Construct validity is a form of validity that encompasses evidence provided about the contentdescription validity and criterion-prediction validity of a test, but includes other evidence as well. The construct validity was supported by the results of confirmatory factory analyses of both correct and fluent responses.

## Criterion-Related Validity Does the test accurately predict performance?

Criterion-related validity was demonstrated by the predictive validity coefficients generated when Foundational Reading Assessment accuracy and fluency scores were used to predict DIBELS Next scores. DIBELS Next was administered to the sample along with the Foundational Reading Assessment. Predictive validity coefficients were calculated using the Foundational Reading Assessment accuracy and fluency scores as predictors of DIBELS Next criterion scores. The criterion-predictive validity was demonstrated by how much the predictive validity coefficients were able to predict DIBELS Next criterion scores. The resultant validity coefficients are presented below. The results show that student performance on the Foundational Reading Assessment correlates with performance on DIBELS Next.

CRITERION-RELATED VALIDITY COEFFICIENTS

| Foundational Reading <br> Assessment | Kindergarten | Grade 1 | Grade 2 |
| :---: | :---: | :---: | :---: | :---: |
| Total Accuracy | .70 | .71 | .50 |
| Total Fluency | .58 | .73 | .62 |

[^0]
## Overview | Reading Comprehension Assessment

The Reading Comprehension Assessment helps educators monitor the growth of reading comprehension skills on the Lexile Framework for Reading, a scientifically accurate system for matching readers to texts.

## AUDIENCE

Students in Grades K-12.

## PURPOSE

The Reading Comprehension Assessment is a valid and reliable measure of students' comprehension skills. This subtest is used for the following purposes across Grades K-12:

## Grades K-12

- Initial Assessment: Administer at the beginning of the year to measure students' reading comprehension levels and assess students' reading ability.
- Progress Monitor: Administer two to four more times per year to monitor students' development of reading comprehension skills and to help select reading materials according to both students' Lexile measures and interests, thereby encouraging reading success.


## Overview | Reading Comprehension Assessment

## ADMINISTRATION TIME

The Reading Comprehension Assessment is not timed. Each student will answer approximately $20-25$ questions. Most students take 20-30 minutes to complete one administration.

## FORMAT

The Reading Comprehension Assessment is a computer-adaptive test that adjusts item difficulty to students' responses. As students progress through the assessment, the difficulty levels of questions change according to students' performance. As the student correctly answers questions, the Lexile measure of each question increases. When the student answers a question incorrectly, the next question presented is at a lower Lexile measure. The assessment ends once the student has answered a sufficient number of questions to determine an accurate Lexile measure.


The bar graph above represents a sample student's performance on one Reading Comprehension Assessment test. Each question is numbered. Questions answered correctly are blue; incorrect answers are orange. Note how the level of test items adjusts to the student's responses. This graph of Reading Comprehension Assessment performance is only a sample. The total number of questions and the Lexile level of each question depends on individual student performance.

## TARGETING STUDENTS

One way to ensure accurate Reading Comprehension Assessment results is by targeting students for the initial assessment. See page 42 for information on how to target students. After the initial administration, the assessment relies on previous assessment results to determine the starting level for each subsequent test.

## Overview | Reading Comprehension Assessment

## CONTENT

Reading Comprehension Assessment passages are selected from texts that students encounter both in and out of the classroom, such as textbooks, literature, magazines, and newspapers. Passage topics span a variety of interest areas. Each passage develops one main idea or contains information that comes before or after the passage in the source text. No prior knowledge is required to understand a passage.
Each test question, or item, includes a statement and four answer choices. This is considered an embedded completion item format, which has been shown to accurately measure the ability to draw inferences and establish logical connections between ideas.

Statements are written to enable students to arrive at the correct answer by comprehending the passage. All four answer choices are plausible when the statement is read independently of the text. Item reading levels are controlled to be easier than the most difficult word in the passage. All items were reviewed by an expert panel for content validity and bias.

SAMPLE READING COMPREHENSION ASSESSMENT ITEMS


## Overview | Reading Comprehension Assessment

## SEE ALSO

For more information on Reading Comprehension Assessment performance levels, see page 23.

## SCORING AND RESULTS

The Reading Comprehension Assessment results are based on the Lexile Framework for Reading, a scientifically accurate system for matching readers to text and measuring the comprehension levels of readers. Reading Comprehension Assessment results are actionable because teachers can guide instruction as well as book selection based on each student's test score (Lexile score)—leading to reading success. Understanding this system allows students, teachers, and administrators to draw useful conclusions from Reading Comprehension Assessment reports, make informed choices about intervention, and encourage independent reading.

## The Lexile Framework

The Lexile Framework is a system that matches readers to text. It is based on the theory that readers will be successful and their reading skills will progress when they are matched to appropriately challenging texts. The framework determines the text complexity (Lexile text measure) of any written material, as well as a student's reading comprehension level (Lexile reader measure). When the Lexile measures of the text and reader are matched, the reader experiences confidence and control, enabling him or her to comprehend what is read, build his or her vocabulary by reading words in context, respond to text, and improve his or her independent reading skills. Matching students appropriately to texts fosters motivation for reading independently.

The Lexile Framework provides Lexile measures for literary and informational texts, from high-quality literature to newspapers and magazines, for readers at all levels. Tens of thousands of books have been leveled according to the Lexile Framework. Grade-level ranges and performance standards correlate to Lexile text measures, providing a common frame of reference with which teachers can view students' performance.

## DETERMINING TEXT COMPLEXITY

When determining the complexity of a text, consider not only quantitative measures such as Lexile, but also qualitative measures and aspects of reader and task. See page 112 for more information on text complexity.`

## Overview |Reading Comprehension Assessment

## Lexile Text Measure

A Lexile text measure is the specific number assigned to any text, based on analysis conducted by MetaMetrics. A Lexile text measure is based on two strong predictors of how difficult a text is to comprehend-word frequency and sentence length. Lexile text measures are rounded to the nearest 5 L and range from 0 L to 2000L. Text measures at or below 0 L are reported as BR , for Beginning Reader.

## Lexile Reader Measure

A Lexile reader measure is generated from the results of the Reading Inventory. When a reader and text are matched (have the same Lexile measure), the reader is "targeted." A targeted reader can read a book at an engaging and appropriate level of challenge. When the text is too difficult for a reader, the reader can become frustrated. If the text is too easy, the reader is often bored. When the text is just right for the reader, the reader can understand what he or she is reading and still be challenged enough to actively apply and build reading skills. Texts are considered targeted for independent reading when they are within the range of 50 L above to 100 L below the student's Lexile measure. Comprehension is a function of the match between reader and text. Lexile measures enable teachers to motivate students to read by matching them with material that they can understand.
Of course, targeting the reader with the Lexile Framework or any other system is only a starting point. Individual readers' levels of motivation, their subject-matter interests, and the qualitative aspects of a text, such as text structure, levels of meaning, and age appropriateness must also be taken into account.

## MONITORING LEXILE MEASURES

Consider the following suggestions for effective monitoring of students' Lexile measures:

- Analyze the Progress to College and Career Report (page 80) and the Growth Report (page 66) to gauge student achievement from one Reading Inventory administration to the next.
- Use the Instructional Planning Report (page 70) to group students for reading support.
- Review the Recommended Reading Report (page 82) with students to ensure that they are selecting books at the appropriate levels. Guide students to read books within their independent reading ranges to maintain and ultimately increase their reading comprehension.

SEE ALSO
To learn more about Lexile measures, visit www.lexile.com.

To learn how to run reports in SAM, see page 43.

## Overview | Reading Comprehension Assessment

## SEE ALSO

Both teachers and students can plot independent reading progress using the modified version of the Lexile Framework Map on page 132.

## THE LEXILE FRAMEWORK FOR READING MAP

The Lexile Framework for Reading Map provides a context for understanding reading comprehension levels (Lexile measures). Lexile measures are displayed on the map, as are benchmark texts, sample text passages, and grade-level ranges. In this way, the map provides a comprehensive picture of the reading spectrum.


Find A Book! Build your custom reading list at Lexile.com/fab
Lexile Framework Map

## USING THE MAP

Implement these tips for effective use of the Lexile Framework Map:

- Compare your students' Lexile measures with their grade levels to check reading proficiency.
- Notice the titles and consider the rigor of texts at increasing Lexile levels.


## Overview |Reading Comprehension Assessment

The Reading Comprehension Assessment is a research-based assessment that has been field tested and validated to ensure that it is a reliable indicator of reading comprehension.

## FIELD TESTING

The Reading Comprehension Assessment is based on the Lexile Framework for Reading. A linking study between the Reading Comprehension Assessment and the Lexile Framework developed normative information based on a sample of 512,224 students from a medium-to-large state. The sample's distributions of scores on norm-referenced and other standardized measures of reading comprehension were similar to those reported for national distribution.

## VALIDITY

Validity indicates whether the test measures what it is supposed to measure. There are several ways to examine the validity of a test like the Reading Comprehension Assessment. Each type of validation asks an important question about the test.

## Content Validity Does the test content match the test purpose?

The Reading Comprehension Assessment consists of short passages and questions that measure comprehension by focusing on skills readers use when studying written materials from a variety of content areas. These skills include identifying main ideas and key details, drawing conclusions, and establishing logical connections between ideas in a text, all of which are the component skills of reading comprehension. All items are reviewed by an expert panel for content validity and bias.
Items generally follow a developmental continuum that emphasizes literal understanding of the texts at the lower Lexile levels and more complex thinking at the higher Lexile levels. This progression mirrors the development of reading comprehension skills generally.

SEE ALSO
For more information on the validity and reliability of the Reading Comprehension Assessment, see the Reading Inventory Technical Guide on the Reading Inventory Product Support page at http://www.hmhco.com /product-support /products/ri/info.

## Overview | Reading Comprehension Assessment

## Construct Validity Does the test measure what it sets out to measure?

The Reading Comprehension Assessment was examined for construct validity using two measures: developmental changes in test scores for traits that are expected to increase with age, and correlations with similar tests that measure reading comprehension.

## Developmental Nature of the Reading Comprehension Assessment

Reading is a skill that typically develops with age—as students read more, their skills improve, and they are able to access more complex texts. Because growth in reading is uneven, with the greatest growth usually taking place in earlier grades, the Reading Comprehension Assessment measures should show a similar trend of decreasing gains as grade levels increase. Multiple studies indicate that performance on the Reading Comprehension Assessment increases with grade level. These studies also demonstrate that the growth is not a straight-line slope; that is, the growth in earlier grades is steeper than growth in later grades, which supports the construct validity of the Reading Comprehension Assessment. The graph below is an example of how students' Lexile measures can grow from grade to grade.

READING COMPREHENSION ASSESSMENT GROWTH BY GRADE LEVEL


In addition to the changes in growth expectations on the Reading Comprehension Assessment from one grade to the next, studies reveal that older struggling readers receive lower scores on the Reading Comprehension Assessment than do their peers who are reading at grade level, which is also reflected in their performance results on state assessments. This discrepancy between results for struggling readers and grade-level readers further supports the construct validity of the Reading Comprehension Assessment.
Studies indicate that while growth for grade-level readers decreases as students move to higher grade levels, this should not be the case for older struggling readers who receive reading intervention. When compared to grade-level readers, struggling readers should demonstrate greater growth from one Reading Comprehension Assessment to the next, thus closing the reading gap.

## Overview | Reading Comprehension Assessment

## Performance Levels for the Reading Comprehension Assessment

 The chart below displays the correlation between Reading Comprehension Assessment Lexile measures and their equivalent grade levels. These performance levels reflect the grade-level expectations of college and career readiness standards. Districts or schools that wish to adjust the Lexile performance levels to match district or state performance standards may do so using Reading Inventory Settings in the SAM Roster.READING COMPREHENSION ASSESSMENT PERFORMANCE LEVELS


## Overview | Reading Comprehension Assessment

Criterion-Related Validity Does the test accurately predict performance?
The Reading Comprehension Assessment has been directly correlated with numerous state assessments. All studies reveal statistically significant and positive correlations between the Reading Comprehension Assessment and other reading measures. Large-scale correlations have been conducted in Florida, California, and Ohio. Published professional papers documenting these large-scale and significant results can be found on the Reading Inventory Career website (hmhco.com/readinginventory).
In addition to the correlations from the Reading Comprehension Assessment to other reading assessments, the Lexile Framework is correlated with a number of other standardized reading comprehension tests. The following norm-referenced and criterion-referenced tests have been correlated to, or linked to, the Lexile Framework:

- TerraNova (CAT/6 and CTBS/5)
- Tests of Adult Basic Education (TABE)
- Stanford Achievement Tests (Ninth and Tenth Editions)
- Metropolitan Achievement Test/8 (MAT)
- ERB: Comprehensive Testing Program, Fourth Edition (CTP 4)
- The lowa Tests (ITBS and ITED)
- Gates-MacGinitie Reading Tests, Fourth Edition
- Dynamic Measurement Group: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Test of English as a Foreign Language (TOEFL)

Many state assessments link to the Lexile Framework, and the Reading Comprehension Assessment provides extrapolated cut scores for these states. This allows for customized performance-standards alignment to state outcome expectations. See Appendix on page 144 to review the list of assessments currently aligned to the Lexile Framework.

## Overview | Reading Comprehension Assessment

## RELIABILITY

To be useful, assessment results should be reliable-stable, accurate, and dependable. One way a test's accuracy can be estimated is by a number called the standard error of measurement (SEM). The SEM provides information about how accurately a test is able to measure a student's ability. Once the SEM in a test score is known, it can be taken into account when reviewing test results. In reality, all test scores include some measure of error, or level of uncertainty.
The computer algorithm that controls the administration of the Reading Comprehension Assessment uses a statistical procedure designed to estimate each student's ability to comprehend text. The algorithm uses prior information about students' levels to control the selection of questions and the calculation of each student's reading ability after he or she responds to each question. When students take a computer-adaptive test, they all receive approximately the same raw score, or number of items answered correctly. This occurs because all students answer questions that are targeted for their unique ability.
Each student takes a unique test; therefore, the SEM associated with any one score or student is also unique. The initial SEM, or uncertainty, for a Reading Comprehension Assessment score is shown in the table below. When students are appropriately targeted, using both grade level and initial reading level, students can respond to fewer test questions and not increase the error associated with the measurement process. When only the grade level of a student is known, the more questions the student answers, the more the SEM decreases.

## MEAN SEM ON READING COMPREHENSION ASSESSMENT BY EXTENT OF PRIOR KNOWLEDGE

| Number <br> of Items | SEM Grade <br> Level Known | SEM Grade <br> and Reading <br> Levels Known |
| :---: | :---: | :---: |
| 15 | 104 L | 58 L |
| 16 | 102 L | 57 L |
| 17 | 99 L | 57 L |
| 18 | 96 L | 57 L |
| 19 | 93 L | 57 L |
| 20 | 91 L | 56 L |
| 21 | 89 L | 56 L |
| 22 | 87 L | 55 L |
| 23 | 86 L | 54 L |
| 24 | 84 L | 54 L |

SEE ALSO
For more information on targeting students for their initial Reading Comprehension Assessment, see page 43.

## Response to Intervention

Response to Intervention (RTI) is a tiered approach to teaching and learning that calls for increasingly intensive interventions accompanied by progress-monitoring assessments. The goal is to provide effective interventions to meet the needs of all students through a coherent instructional plan that coordinates instruction for students at every level.
Tiers of Intervention
States and districts may define the RTI instructional model according to students' needs. One of the most common structures is the Three-Tier Intervention Model, shown below.
The Reading Inventory supports and complements the implementation of RTI through its universal screening measures, validated and research-based assessment, and ongoing progress monitoring to facilitate data-based decision making. Use Reading Inventory results to guide instruction and meet key principles of RTI.


## Reading Inventory Alignment to RTI

As a proven research-based assessment of foundational reading and comprehension skills, the Reading Inventory supports school- and district-wide RTI initiatives by providing actionable data that can be used for screening students and identifying performance-level skills, as well as supporting benchmarking, progress monitoring, and evaluating program effectiveness.

The Reading Inventory supports RTI by helping educators identify and support students who need intervention. The Foundational Reading Assessment monitors reading development in the early years. The subtest identifies readers who are not meeting grade-level expectations, ensuring that those students are flagged for additional support during this key period in their reading development, thus keeping them from requiring more intensive intervention later on. The Reading Comprehension Assessment can be used to identify older readers who are struggling with comprehension and may require intensive levels of intervention, especially those students who are two or more years behind grade level.

## RTI Requirement: Multitiered Instruction and Intervention Models

Multiple tiers of intervention allow schools to offer increasingly intensive interventions to those students who are not making adequate progress in the core curriculum (Tier I).
The Reading Comprehension Assessment provides accurate screening, placement, and growth monitoring for all tiers of instruction. Use the Reading Comprehension Assessment performance standards to establish benchmarks for performance levels for each tier. See the chart below for recommended benchmarks.

## READING COMPREHENSION ASSESSMENT BENCHMARKS BY TIER

| Tier | Performance Level | Outcomes Educators Are Targeting |
| :--- | :--- | :--- |
| Tier I | At or above the <br> 50th percentile | - Adequate or better progress |
| Tier II | Between the 25th <br> and 50th percentiles | - Adequate or better progress <br> - Gap reduction |
| Tier III | At or below the <br> 25th percentile | - Adequate or better progress <br> - Gap reduction |

## ASSESSING FLUENCY OF OLDER STUDENTS

Administer the Phonics Inventory to elementary students in Grades 3-5 who score below 400L on the Reading Comprehension Assessment and to students in Grades 6 and up who score below 600L.

## Reading Inventory Alignment to RTI

## RTI Requirement: Scientifically Validated and Research Based Interventions should be validated by scientific efficacy studies and based on research-proven practices.

The Reading Inventory received the highest rating of Reliability and Validity from the National Center on Response to Intervention (NCRTI). The National Center's Technical Review Committee (TRC) on Instruction independently established a set of criteria for evaluating the scientific rigor of studies demonstrating the efficacy of instructional programs.

## RTI Requirement: Universal Screening

All students should be screened regularly to identify students who are not making expected academic progress. Screening measures should be brief, reliable, and valid, and should appropriately identify those students who require more intense intervention.
The Reading Inventory offers fast, accurate, and scalable computer-based assessment for both foundational reading skills and reading comprehension skills. The Reading Inventory can be administered to multiple students simultaneously and completed within 20 to 30 minutes per subtest. Once testing is completed, results are immediately available to:

- Identify students in Grades $\mathrm{K}-2$ who are struggling with foundational reading skills
- Identify students in Grades $\mathrm{K}-12$ with reading comprehension challenges
- Define student performance-level skills
- Support benchmarking of reading performance

Note that the Foundational Reading Assessment is not recommended as a screener or progress monitor of fluency skills for students in Grades 3 and up. For those students, administer the Phonics Inventory or another similar assessment that is designed to assess the fluency skills of older readers. Such an assessment can help educators target specific skills instruction for students who struggle with reading comprehension. The Phonics Inventory can also be used for students in Grades 3 and up whose initial Reading Comprehension Assessment results place them below the 25th percentile. For those students, an additional screening for potential placement in a foundational reading program is recommended.

## Reading Inventory Alignment to RTI

## RTI Requirement: Frequent Monitoring of Student Progress

Regular progress-monitoring measures should be brief, target specific skills, be administered easily, and be accompanied by decision rules to inform instruction.
The Reading Inventory tracks student growth on a developmental scale as well as in relation to grade-level performance goals. The Foundational Reading Assessment alerts educators to students who need support with foundational reading skill development. The Reading Comprehension Assessment uses the highly accurate Lexile Framework for Reading as a diagnostic tool to determine instructional and independent reading levels so that students can read with success. Both subtests provide results that can be used for instructional planning, intervention, and progress monitoring.

## ALIGNING WITH RTI

Meet RTI requirements with the Reading Inventory by:

- Administering Reading Inventory subtests as universal screeners to inform placement decisions for all students.
- Using Reading Inventory subtests to monitor student growth and determine whether interventions are working. Administer each assessment according to the recommended calendar to monitor overall reading growth.


## Welcome to the Reading Inventory

## SEE ALSO

For more information on Reading Comprehension Assessment performance bands, see page 23.

## Common Core State Standards Alignment

Reading Inventory performance standards align with expectations outlined by the Common Core State Standards (CCSS) and similar standards of college and career readiness. The Foundational Reading Assessment measures the development of the foundational reading skills required by the Common Core State Standards, including phonological awareness, phonics, word recognition, and fluency. The Reading Comprehension Assessment uses authentic passages drawn from literary and informational texts to test overall comprehension and track student progress in reading complex texts required for college and career.

## Reading Comprehension Assessment Lexile Alignment

With support from MetaMetrics, the developers of the Lexile Framework, the Reading Comprehension Assessment supports realigned Lexile ranges to match the Common Core State Standards' text-complexity grade bands, on which teachers and administrators can opt to track growth. The new performance levels reflect a shift in the text complexity required to ensure that students meet college and career readiness expectations. The chart below outlines shifts in the level of texts considered appropriate for each grade range. Reading Comprehension Assessment results can help educators determine whether students are reading texts of sufficient complexity. District or school administrators can use the Reading Inventory Settings in SAM to adjust Reading Inventory proficiency bands. See page 39 for more information on adjusting proficiency bands in SAM.

RECOMMENDED LEXILE RANGES FOR COLLEGE AND CAREER READINESS

| Grade Band | Old CCSS Lexile Ranges | New CCSS Lexile Ranges <br> for College and Career <br> Readiness |
| :---: | :---: | :---: |
| K-1 | N/A | N/A |
| $\mathbf{2 - 3}$ | $450 \mathrm{~L}-725 \mathrm{~L}$ | $420 \mathrm{~L}-820 \mathrm{~L}$ |
| $\mathbf{4 - 5}$ | $645 \mathrm{~L}-845 \mathrm{~L}$ | $\mathbf{7 4 0 L - 1 0 1 0 \mathrm { L }}$ |
| $\mathbf{6 - 8}$ | 860L-1010L | 925L-1185L |
| $\mathbf{9 - 1 0}$ | 960L-1115L | $1050 \mathrm{~L}-1335 \mathrm{~L}$ |
| $\mathbf{1 1}-\mathbf{C o l l e g e}$ and <br> Career Ready | $1070 \mathrm{~L}-1220 \mathrm{~L}$ | 1185L-1385L |

## REFLECTION

I will use the Lexile bands to plan reading instruction by

## Professional Learning Guide

 Administering the Reading Inventory
## For Administrators | Testing Calendars

At the beginning of each school year, establish Reading Inventory testing calendar for your district. Throughout the year, use the Leadership Dashboard and Student Achievement Manager (SAM) to streamline administrative tasks, such as setting up schools and classes to take the assessment, monitoring progress, and running reports.

## Establishing Reading Inventory Testing Calendars

Reading Inventory subtests can be used to inform screening and placement decisions, as well as for progress monitoring throughout the year. Administrators should establish a testing calendar for each of the Reading Inventory subtests to ensure consistent administrations and data collection.

In addition to establishing a testing calendar, schools and districts often establish "windows" of two to four weeks to administer each round of testing. Testing windows enable teachers and students to prepare for an optimal testing experience and to address challenges that may occur with the testing experience. School- or district-wide testing windows also ensure that accurate growth comparisons can be made.

## Foundational Reading Assessment Testing Calendar

The Foundational Reading Assessment measures the development of foundational reading skills. Use the assessment models on the following page as guides to planning your district's testing calendar. It is recommended that the test administrations are spaced evenly throughout the year in order to allow enough time for students to make measurable progress with foundational reading skills. Although there is some flexibility in each model, it is not recommended that educators administer the Foundational Reading Assessment to students more than three times per year, as students may become overly familiar with the content, making the results less reliable.

## FOUNDATIONAL READING ASSESSMENT TESTING CALENDAR MODELS

Use the Foundational Reading Assessment to assess students' foundational reading skills at the beginning of the year. Then, administer the assessment up to two more times per year to monitor progress. Below is a sample testing calendar.

SAMPLE TESTING CALENDAR


## For Administrators | Testing Calendars

Once students demonstrate readiness with a score of 49 or above, they may move on to the Reading Comprehension Assessment. However, some educators may choose to continue to use the Foundational Reading Assessment with all students to monitor the development of foundational reading skills through the end of Grade 2.

SAMPLE TESTING CALENDAR


It is not recommended to administer the Foundational Reading Assessment to students in Grades 3 and up. Use the Phonics Inventory or another assessment designed to assess the fluency of older students to determine their instructional needs.

## MY TESTING CALENDAR

Use the chart below to plan testing calendars.
FOUNDATIONAL READING ASSESSMENT

| TEST 1 | TEST 2 | TEST 3 |
| :---: | :---: | :---: |
|  |  |  |

Administration Dates

## READING COMPREHENSION ASSESSMENT

| TEST 1 | TEST 2 | TEST 3 | TEST 4 | TEST 5 |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |

[^1]
# For Administrators | Testing Calendars 

## SEE ALSO

For more information on the Reading Comprehension Assessment, see page 15.

## Reading Comprehension Assessment Testing Calendar

The Reading Comprehension Assessment measures the growth of reading comprehension skills. It is recommended to administer the assessment according to one of the calendars below.

## Grades K-12 Reading Comprehension Assessment Model

At the start of each school year, students in Grades K through 2 begin by taking the Foundational Reading Assessment. Once students demonstrate readiness by achieving a Foundational Reading Assessment fluency score of 49 or higher they may take the Reading Comprehension Assessment. If students in Grades K through 2 are taking both subtests in close succession, administer the subtests at least one day apart to reduce testing fatigue. Students in Grades 3 and up will begin by taking the Reading Comprehension Assessment at the start of the year.
Use the Reading Comprehension Assessment for screening and placement decisions, as well as for monitoring reading comprehension growth throughout the year. Subsequent tests are based on a student's previous score. Therefore, the starting point for each subsequent test is determined by the student's previous performance.

The assessment assumes that instruction will occur between administrations, and it assumes that the student will grow a certain number of Lexile measures in a set range of time. It is recommended that students take the Reading Comprehension Assessment three to five times each year, with each test administration at least 30 days apart, but ideally about 8 weeks. Spacing the assessments in this way allows time between tests for students to make gains through instruction and practice and for teachers to make informed instructional decisions.
It is common, but not necessary to front-load the Reading Comprehension Assessment by administering the assessment twice in the fall, followed by one test in the winter and a final, summative test in the spring. In this way teachers and administrators can ensure a reliable fall score for determining instructional plans and appropriate placement. Subsequent administrations are completed to monitor reading growth.

## TARGETED READING COMPREHENSION ASSESSMENT TESTING CALENDAR MODEL



## For Administrators | Testing Calendars

## Targeting

Targeting is a practice that assigns an entry level for each student before he or she takes the Reading Comprehension Assessment for the first time. If teachers have specific prior information showing the student is significantly above or below the average reading level, it is recommended that teachers target students before the first administration of the assessment to achieve a shorter testing time and more accurate results. However, sometimes schools choose not to target students who are far from the average reading level for the initial administration of the Reading Comprehension Assessment. They make this choice deliberately because they do not have the resources to expend for consistent data input. The decision of whether to target students may affect the Reading Comprehension Assessment testing calendar. If a teacher has no prior knowledge of a student's reading ability it is best not to target those students.

For untargeted students, it is possible for schools to complete the initial administration of the Reading Comprehension Assessment at the beginning of the year and a second administration approximately 45-60 days later, with the resumption of the regular schedule of spring and midterm testing. This schedule could assist in providing greater accuracy of scores.

A school may add a test administration in the spring for a total of five test administrations. At least 30 days must elapse between test administrations.


* NOTE -
READ 180 Universal
customers who use
Reading Inventory can
access data via
HMH Teacher Space.


## TIP

See your technical administrator if the Educator Access Screen is not bookmarked.

## For Administrators | Leadership Dashboard

## Getting to Know the Leadership Dashboard

Administrators use the Leadership Dashboard to access school- and district-wide data. Launch the dashboard by opening an Internet browser window and navigating to the Educator Access Screen, bookmarked at the top of the browser window. Click Next Generation Dashboards and log in using your SAM username and password.
Then click Go On.
Access the following information and resources directly from the Leadership Dashboard.

1. Data Snapshots: Click on the data snapshots to view important performance data. There are three data snapshots available on the dashboard:

- Current Performance Levels: A snapshot of the Reading Comprehension Assessment data by performance level
- Average Lexile Growth: A snapshot of the Reading Comprehension Assessment growth between assessments
- Growth Goals Status: A snapshot of the percentage of students who met their expected growth goals

2. School Results: Drill down to see performance at the school and class levels.
3. Reports Scheduler: Use the Reports Scheduler to schedule and view SAM reports.
4. Gateway: Click on the Gateway to access Internet-based program components and the HMH Product Support site, where you will find software manuals, product updates, and technical guides.

Welcome, Cory Easton $\boldsymbol{\nabla} \quad$ | Friday, Feb. 28, 2014
Notifications | Server Status | Log Out

Leadership Dashboard


[^2]
## For Administrators | SAM

## Using SAM to Manage Districts or Schools

The Student Achievement Manager (SAM) is a computer-based management and reporting system. Administrators use SAM to manage schools, teachers, and classes; manage program settings; generate reports; and locate resources to share with teachers. Access SAM using the Educator Access Screen. Click the SAM icon, and log in with your SAM username and password. Then click Go On.


SAM Home Page

## SmartBar

The SmartBar, the core of SAM navigation, appears as a gray column along the left side of every SAM screen. Use the SmartBar to find information on districts, schools, or classes that are using the Reading Inventory. Anything you double-click in the SmartBar will appear in the main display in the center of the screen.

## Color-Coded Tabs

SAM is divided into five sections, identified by color-coded tabs along the top of every screen:

- Roster: Use the yellow tab to enroll students in the Reading Inventory and manage program settings.
- Reports: Explore the blue tab to generate data-driven reports for growth monitoring.
- Resources: Click the green tab to download teacher and student resources.
- Books: Select the red tab to access the Book Expert Online to search for instructional and independent texts.
- Portfolio: Access the Student Digital Portfolio (active with Next Generation programs).


## For Administrators | SAM

Administrators must enroll schools and classes in SAM before administering the first assessment. Once schools and teachers are set up in SAM, teachers may use SAM to enroll students in the Reading Inventory, track student results and data by running reports, and search for resources.

## ADD A SCHOOL

Set up your school(s) in SAM.


TIP
SAM needs to be initially set up by someone with administrator rights to your computer network.

## DIRECTIONS

1. Log in to SAM. Click Roster.
2. Click Add a School under Manage Roster on the district profile screen to open the Add a School window.
3. Use the Profile and Contact tabs to enter basic information about the school. Items marked with an asterisk (*) are required.
4. Use the Demographics tab to enter population information. This will allow you to generate a demographics report and filter data.
5. Click Save to save your entries and return to the district profile screen, or click Cancel to exit without saving your changes.
6. Add additional schools by repeating steps 2-4.

## ADD A CLASS

Add classes within a school to SAM.


## DIRECTIONS

1. Log in to SAM. Double-click a school name in the SmartBar.
2. Click Add a Class under Manage Roster on the profile screen.
3. Enter the class information, including grade level, in the Profile tab of the Add a Class window. Consider the following recommended naming conventions when entering a Class Name: Teacher name, Class period, Program name. For example: "Schirmer, P1, the Reading Inventory."

## $\rightarrow$ TIP

Pay careful attention when entering the grade level for each class. The assigned grade level determines which subtests students can access when they log in to the Reading Inventory. See page 46 for more information.
4. Use the checkboxes under Manage Application to associate the Reading Inventory with the class.
5. Click Save to return to the school profile screen. The class name will now appear in the SmartBar.

## For Administrators | SAM

Once schools and classes have been set up in SAM, administrators may add teachers to SAM. Administrators can also choose to change the preset performance levels for reporting Reading Comprehension Assessment scores.
See page 23 for more information on performance levels.

## ADD A TEACHER

Add teachers to SAM, and associate them with classes.


## DIRECTIONS

1. Log in to SAM. Double-click a school name in the SmartBar.
2. Click Add a Teacher under Manage Roster on the school profile screen.
3. Enter the teacher's information in the Profile tab of the Add a Teacher window. For example: "Schirmer, P1, Reading Inventory."

## $\Theta$ TIP

For teachers using more than one HMH program, be sure to assign the same SAM username and password for data consistency.
4. Click the School \& Classes tab, and use the checkboxes to assign the teacher to classes.
5. If you want to allow the teacher to remove students from SAM when they leave the school, click the Permissions tab and the Deactivate Student checkbox.
6. Click Save to return to the school profile screen. The teacher's name will appear in the SmartBar.

## ADJUSTING PERFORMANCE LEVELS

Performance levels allow administrators to determine the level of performance students must demonstrate in order to meet certain reading performance standards. SAM allows school or district administrators to customize the number, name, and Lexile range of performance levels that are used for reporting Reading Comprehension Assessment scores. Although anyone using SAM may view this information, only those with administrator permissions may make changes. This ensures consistency of performance levels across an entire school or district, allowing for reliable growth monitoring. Any change applies to the entire school or district selected on the SmartBar.


## DIRECTIONS

1. Log in to SAM. Double-click My District or a school name in the SmartBar to access the profile screen.
2. Click Reading Inventory Settings, next to the Reading Inventory in the Programs menu at the bottom of the screen, to access the Reading Inventory Settings.
3. Click the Advanced Settings tab. Click the text boxes to type new performance level names and/or Lexile ranges.
4. Click Save \& Return to go back to the profile screen, or click Save to save your changes and remain on the Reading Inventory Settings screen.

## For Teachers | SAM

Manage enrollment, adjust program settings, and monitor student performance data with the Student Achievement Manager (SAM). Launch SAM from the Educator Access Screen. Click the SAM icon, and log in using your SAM username and password. Then click Go On.

## Using SAM to Manage Classes and Students

SAM is a computer-based management and reporting system that gathers usage and performance data for many HMH software programs, including the Reading Inventory. SAM collects and organizes data after each test administration so you can easily monitor students' reading growth and make data-informed decisions.
SAM provides teachers with tools for managing class rosters and program settings; generating reports on student performance at the individual, group, class, school, and district levels; and locating helpful resources for instruction.

## NAVIGATING SAM

After logging in to SAM, you will see the home page, showing the SmartBar and labeled tabs.
The SmartBar appears as a gray column along the left side of every SAM screen. It is the core of SAM navigation and the quickest route to accessing information about classes and students who are using the Reading Inventory. Anything you double-click in the SmartBar appears in the main display.

SAM is divided into five sections, identified by color-coded tabs along the top of every screen.

- Roster: Use the yellow tab to enroll students in the Reading Inventory and manage program settings.
- Reports: Explore the blue tab to generate data-driven reports for growth monitoring.
- Resources: Click the green tab to download teacher and student resources.
- Books: Select the red tab to access the Book Expert Online to search for instructional and independent texts.
- Portfolio: Access the Student Digital Portfolio (active with Next Generation programs).



## For Teachers | SAM

Administrators register teachers and classes in SAM. Once a teacher and class have been set up in the SAM system, teachers use SAM to enroll students into the program, track student results and data by running reports, and search for resources.

## ADD A STUDENT

Add students to SAM, and assign them to a Reading Inventory class.


## DIRECTIONS

1. Log in to SAM. Double-click a class name in the SmartBar.
2. Click Add a Student under Manage Roster on the class profile screen.
3. Enter the student's information in the Profile tab of the Add a Student window.
4. Use the checkboxes under Add to Classes \& Groups to assign the student to a particular class and group.

## $\Theta$ TIP

Pay careful attention when assigning grade levels. The assigned grade level determines which subtests students can access when they log in to the Reading Inventory. See The Student Experience on page 45 for more information.
5. Click the Demographics tab. Use the checkboxes to enter demographic information about the student.
6. Click Save to return to the class profile screen. The student's name will appear in the SmartBar.

ENROLL STUDENTS IN THE READING INVENTORY Enroll students in the Reading Inventory.


## DIRECTIONS

1. Log in to SAM. Double-click a class name in the SmartBar to see the class profile screen.
2. Click Manage Enrollment under Manage Roster.
3. Use the checkboxes next to students' names to enroll them in the Reading Inventory.

## $\rightarrow$ TIP

Enroll all students in the program at once by checking the box at the top of the column. To unenroll students from the programs, uncheck the checkboxes.
4. Click Save \& Return to return to the class profile screen, or click Save to save your changes and stay on the Manage Enrollment screen.

## $\rightarrow$ TIP

To remove a student's profile from SAM, double-click the student's name in the SmartBar, and click the Deactivate Student link under Manage Roster.

## For Teachers | SAM

## SEE ALSO

For more information on how targeting may impact Reading Comprehension Assessment testing calendars, please see page 34.

The Foundational Reading Assessment does not rely on targeting. All students who take the Foundational Reading Assessment subtest begin the test at the same place.

## Targeting Reading Comprehension Levels

Targeting is important for students who will be taking the Reading Comprehension Assessment in order to assign an entry level for the first test administration if a student is known not to be at an average reading level. Said differently, if a student is a known high or low performer in reading they will benefit from being targeted. The more the assessment knows about a student, the more accurately it can select a starting point. How the assessment is administered influences the accuracy of the student scores and the data reported. Targeting helps determine the difficulty of the first Reading Comprehension Assessment item that is administered to the students.
Targeting is accomplished by selecting an ability target in SAM for each student. This should be done in preparation for the first Reading Comprehension Assessment for some students. Targeting is based on teacher observation, previous knowledge of the student's ability, and other test scores. Here are five levels of targets in the Reading Comprehension Assessment that correspond to these percentiles for the student's grade level.


For example, a fifth-grade student targeted at far below grade level would receive a first question at 90L. His friend targeted at far above grade level would receive a question at 1155L.
The Reading Inventory was developed to measure growth, so it is better to under-target than over-target. When in doubt, assign a student to the lower target. The test will adjust up to the student's reading level as he or she answers questions correctly. However, do not mass target students all below or far below unless you know, as described earlier, that all students in the class need it.

## TARGETING STUDENTS

Consider the following suggestions for estimating a student's ability target:

- Review standardized test scores. Refer to the chart on this page to apply test data to targeting students.
- Use normative data. Review other data points, such as normative data, when targeting students' reading levels.
- Gather teacher observations. Talk with students' former teachers, review past report cards, and consider Individualized Education Plans.
- Target low if unsure. The test will adjust up to the student's reading level as he or she answers questions correctly.
- Note that untargeted students receive a test question at the 50th percentile. This may be significantly higher or lower than their reading levels.


## For Teachers $\mid$ SAM

## USE SAM TO TARGET READING LEVELS

Use SAM to target reading levels before students take the first Reading Comprehension Assessment．You may also use SAM to customize the Reading Inventory testing experience．

## DIRECTIONS

1．Log in to SAM．Double－click a student name in the SmartBar to access the student profile screen．

2．Click Settings，next to the Reading Inventory in the Programs menu at the bottom of the screen，to access Reading Inventory Settings．
3．Use the pull－down menu next to Estimated Reading Level under Test Settings．Choose Far below grade level，Below grade level，On grade level，Above grade level，or Far above the student＇s reading level to estimate the student＇s reading level．

If all students are reading Below or Far below grade level，double－click the class name in the SmartBar instead． Then follow steps 2 and 3 to target them all at once．

4．Click Okay on the confirmation window to confirm the changes．
5．Click Save \＆Return to return to the student profile screen，or click Save to save your changes and stay on Reading Inventory Settings screen．

## USE THE REPORTS IN SAM

Review students＇test results by running reports for your district，school，classes，groups，or students．
See page 58 for more information on reports．


## DIRECTIONS

1．Log in to SAM with your username and password． Click the Reports tab．

2．Double－click the district，school，class，group，or student name in the SmartBar．

## $\rightarrow$ TIP

Double－click a student name in the SmartBar to see the Reports Index for that student．

3．Choose from the pull－down menu next to Show to sort the reports by Multi－Classroom，Classroom， or Student Reports．

4．Click the button next to the report you want to run． Read the Report Description to the right of the Reports Index to review the report purpose．Check and choose the time period on the upper right side of the screen．

5．Click Run Report to view an on－screen or print－ preview version of the selected report．

Click the column headings in reports to sort data in ascending or descending order．

## For Teachers SAM

## SAVE AND PRINT A REPORT

Save and print reports to track student progress.


## DIRECTIONS

1. Log in to SAM. Click the Reports tab.
2. Double-click a district, school, class, group, or student name in the SmartBar to access the Reports Index for that district, school, class, group, or student.
3. Click the button next to the report you want to run. Then click Run Report to view an on-screen version of the selected report.
4. To save the report to your computer, click Print Preview (PDF) at the top of the screen to open the report in Adobe Acrobat. Click File in the Adobe Acrobat toolbar, and then select Save from the pull-down menu.

## TIP

To save the report to the SAM server, click Save a Report (PDF) at the top of the screen, and then click Save. To view reports saved in SAM, click the View Saved Reports link in the Reports Index.

## SEARCH FOR RESOURCES

Find resources to support testing and progress monitoring.


## DIRECTIONS

1. Log in to SAM. Click the Resources tab.
2. If you know the Keyword for a resource, enter it in the SAM Keyword field. Then click Go.
3. If you do not know the Keyword for a resource, select Reading Inventory from the Program pulldown menu.
4. Click the Advanced tab to search for a resource based on your needs.
5. Use the pull-down menus to select the type of
6. To view specific resource links grouped by category, click the Browse tab.
7. To print the report, click File in the Adobe Acrobat toolbar. Then select Print from the pull-down menu.

## Student Experience

## Accessing the Reading Inventory

Once your students are enrolled in the Reading Inventory in SAM, they are ready to $\log$ in and take the test. The assessment can be taken on a variety of devices, including desktop computers, laptops, and $\mathrm{PPad}^{\circledR}$ mobile devices. The assessment does not require dedicated computers. Review the Reading Inventory testing process below with students before administering the test.

## LOG IN TO THE READING INVENTORY



## DIRECTIONS

1. On a desktop or laptop, launch the Reading Inventory by opening your Internet browser and clicking the Student Access Screen bookmark. See your teacher if the Student Access Screen is not bookmarked. On an iPad ${ }^{\circledR}$, launch the Reading Inventory by tapping on the Reading Inventory icon.
2. At the Reading Inventory login screen, type in your username and password.
3. Click or tap Go On, or press the Enter or Return key.
4. If you receive an error message, check with your teacher to ensure that you are enrolled in the program and are using the correct login information.

## PREPARING STUDENTS FOR THE TEST

Prepare students for the subtest they will take.

- For students taking the Foundational Reading Assessment, practice basic computer and $\mathrm{iPad}^{\circledR}$ skills.
- For students taking the Reading Comprehension Assessment, review the test format and basic test-taking strategies.

> TIP
> Mobile Device Functionality The Reading Inventory functions identically on a workstation or mobile device. If students are planning to take the test via mobile device (iPads ${ }^{\circ}$ only), first download the Reading Inventory app from the iTunes stores. Then follow the Reading Inventory Mobile Access Guide located on the product support site: https://www.hmhco.com /product-support /products/ri/iinfo/.

If students do not see the Reading Inventory bookmark, ask your school's technical coordinator about the server-specific URL that he or she received as part of the Reading Inventory installation process. Enter the URL into the browser address bar to launch the Student Access Screen.

## Student Experience

## Accessing the Subtests

After students log in to the Reading Inventory, they will see different subtest options, depending upon their grade levels.


Reading Inventory Grades 1-2 Landing Page


Reading Comprehension Assessment Book Interests Page

## GRADES K-2

Students in Grades K-2 have access to both the Foundational Reading Assessment and the Reading Comprehension Assessment. After logging in to the Reading Inventory, students will be taken to a landing page with buttons for each subtest. Teachers must direct students on which subtest to take during a given administration. See the "Determining Readiness" box on page 15 for information on determining the appropriate subtest for students.

## GRADES 3 AND UP

Students in Grades 3 and up will have access to only the Reading Comprehension Assessment. After logging in to the Reading Inventory, students will be taken directly to the Reading Comprehension Assessment, where they will be prompted to select three genres of books they like to read. Then, students will receive three practice comprehension items before moving on to scored assessment.

## Student Experience <br> Foundational Reading Assessment

## Taking the Foundational Reading Assessment

Students in Grades K-2 will take the Foundational Reading Assessment. After launching the assessment, students click or tap the blue arrow to go on.

## MOUSE CHECK

The assessment begins with an activity that ensures students know how to make a selection on a computer or iPad ${ }^{\circledR}$. Students are asked to click or tap on the black circle.

## DIRECTIONS

1. Use your headphones to listen to the directions as they are read aloud.

Then click or tap Go On to move on.
2. Click or tap on the black circle on each screen.
3. When you are done with the activity, click or tap Go On.

## FOUNDATIONAL READING ASSESSMENT ITEMS

After students complete the mouse check, they will move on to the assessment items. The Foundational Reading Assessment includes three strands: Phonological Awareness, Letter-Word Identification, and Phonics (Word Attack). Each of the three sections begins with an animated trial that models the task, plus two practice items. All students complete a basic set of items in each strand. Additional items are administered based on performance.
See the sample test items on page 48.
DIRECTIONS

1. Use your headphones to listen to the directions as they are read aloud. Then click or tap Go On.
2. Watch the example animation for each new activity. After, you will receive two practice items, followed by a number of test items.
3. For each item, listen to the directions, and then click or tap on the correct answer.
4. Use the Arrow button to go to the next item.
5. When you have reached the end of a section, you will be prompted to click or tap the Go On button.
6. You may click or tap the Pause button at any time if you need to take a brief break. When you are ready to return to the test, click or tap the Play button.
7. Do your best to answer each question quickly and correctly. Look for a test completion screen that appears when you are done with the assessment.

## ASSISTING WITH MOUSING SKILLS

If students do not correctly complete six of the ten items in the mouse check, they will be prompted to raise their hands for assistance. Help students by showing them how to use their mouse or track pad to click or tap on the black circle.

The Foundational Reading Assessment calculates final scores based on both accuracy and fluency. Remind students to use the Pause button when they need to take a break so that it does not impact their scores.

## Student Experience <br> Foundational Reading Assessment

## Foundational Reading Assessment Strands

Foundational Reading Assessment item types are broken into the following strands:


## PHONOLOGICAL AWARENESS

This strand assesses students' awareness of rhyme and initial, medial, and final sounds. Students will be asked to select the words that rhyme or the words with the same initial, medial, or final sounds.

## LETTER-WORD IDENTIFICATION

This strand assesses students' recognition of uppercase and lowercase letters and sight words. Students will be asked to select the letter or word they hear.

## PHONICS (WORD ATTACK)

This strand assesses students' knowledge of letter sounds and decoding skills. Students will be asked to select the nonsense word they hear.

## Student Experience <br> Reading Comprehension Assessment

## Taking the Reading Comprehension Assessment

Students in Grades K-12 can take the Reading Comprehension Assessment. See the "Determining Readiness" box page 15 for more information about assigning subtests.

## CHOOSING BOOK INTERESTS

Before taking the Reading Comprehension Assessment, students indicate the types of books they like to read on the Book Interest Screen by selecting up to three genres of books from categories such as "friends and family," "sports and fun," and "earth and space." These categories vary based on grade level: $\mathrm{K}-2,3-5$, and $6-12$.
At the completion of the test, each student receives an individualized Recommended Reading Report. The books included on the Recommended Reading Report are based on the student's

For more information on student book recommendations, see the Recommended Reading Report on page 82. reading interests and current Lexile score, ensuring that recommended books are engaging and at an appropriate reading level. Students' selected reading interests do not, however, influence the selection of items on the test.


## DIRECTIONS

1. Click or tap on a genre icon to select a category of interest. You may choose up to three categories.
2. Click or tap again to deselect the choice.
3. Click or tap Next to move on.

## Student Experience <br> Reading Comprehension Assessment

## Reading Comprehension Assessment Practice Test

After logging in, students are presented with the test directions. When they finish reading or listening to the directions, they click or tap Next to begin the practice test. Practice questions ensure that students understand the test directions and are comfortable using the computer or $\mathrm{iPad}^{\circledR}$ to take the test. Students will answer three practice questions that are formatted like the actual test. The Lexile measure of the practice questions that the student receives will be easier than the targeted reading level.

| P( Maya Cooper \| Log Out | AA Font Size | $\text { Skip } \underset{3 \text { Loft }}{>}$ | Next $>$ |
| :---: | :---: | :---: | :---: |
| "You're a winner because you're here. It doesn't matter when you cross the finish line." She smiled at him. "Some people are winners because they don't give up, no matter what happens to them." | He had kept $\qquad$ <br> answering <br> singing <br> trying <br> resting |  |  |

## DIRECTIONS

1. Use your headphones to listen to the directions as they are read aloud. Then click or tap Next to move on.
2. Answer three Practice Test questions, one at a time. For each question, click or tap the circle next to your answer choice. Then click or tap Next.
3. If you miss a Practice Test question, a message will pop up telling you to see your teacher for help.

## LOCATOR TEST WITHIN THE TEST

Students in Grades 7 and above who do not have estimated reading levels in SAM complete two practice items, followed by two to five additional items, to determine the appropriate levels of difficulty for the first test administration.

## Student Experience <br> Reading Comprehension Assessment

## Reading Comprehension Assessment Test Items

Students will answer 20 to 25 questions.

| (1) Maya Cooper \| Log Out | AA <br> Font Size | $\text { Skip } \underset{3 \text { Left }}{>}$ | Next $>$ |
| :---: | :---: | :---: | :---: |
| Roman coins were not just objects for buying things. They often carried a portrait of the emperor to show people throughout the Empire what their ruler looked like. A coin was also like a small newspaper, announcing great events, such as the building of a new temple in Rome. Other coins praised the emperor's generosity or wise rule. | Roman coins were <br> purposes <br> games <br> secrets <br> decades | for many | - |

## DIRECTIONS

1. Read each passage.
2. Read the corresponding question. Choose an answer by clicking or tapping on the answer. Change your answer by clicking or tapping on a different choice. You can also click or tap Skip to receive a new passage and question.

## TIP

Students can use up to three skips on each Reading Comprehension Assessment without penalty. Suggest using skips if students are struggling with a particular item.
3. Click or tap Next. You will not be able to return to previous questions.
4. Look for a test completion screen that appears when you are done with the assessment.

## $\rightarrow$ TIP

Tell students to press Esc if they need to exit before finishing the test. Their progress will be saved, so they can pick up exactly where they left off the next time they log in to the Reading Comprehension Assessment.

## Student Experience

## Reading Comprehension Assessment

## Reading Comprehension Assessment Results

At the completion of the assessment, students will receive their Lexile measures along with a list of books at their reading levels. To exit the program, students simply click or tap the

SEE ALSO
For more information on the Recommended Reading Report, see page 82.

Log Out button at the top of the screen.


## REVIEW RESULTS WITH STUDENTS

Once students have completed the Reading Comprehension Assessment, schedule time to conference with students about their results. See page 125 for recommendations for conferencing with students.

Use SAM to print students' Recommended Reading Reports to help them find books that match their Lexile scores. See page 43 for more information on generating reports.

# Professional Learning Guide Using Reading Inventory Results 

## Understanding Reading Inventory Results

## SEE ALSO <br> For more information on Reading Inventory results, see the Reading Inventory Technical Guide on the Product Support page at www.hmhco.com/product -support/products/ri/info.

## SEE ALSO <br> For more information on Foundational Reading Assessment performance benchmarks, see page 11. <br> For more information on Reading Comprehension Assessment performance benchmarks, see page 23.

The Reading Inventory provides criterion-referenced and norm-referenced test results.

## Criterion-Referenced Results

Criterion-referenced test results indicate students' performance in relation to an established set of skills. Both Reading Inventory subtests provide criterion-referenced results that indicate the level at which students are reading.
The Foundational Reading Assessment (Grades K-2) provides a fluency score that can be reviewed against grade-level performance benchmarks in order to measure students' progress with foundational reading skills. Foundational reading skills are typically developed during Grades K-2 and are prerequisite skills for comprehending text. Teachers may administer the Foundational Reading Assessment up to three times per year to assess and monitor student progress against grade-level performance benchmarks.

The Reading Comprehension Assessment (Grades K-12), provides a Lexile measure that reflects students' reading comprehension levels. The Reading Comprehension Assessment allows teachers to monitor growth against established performance benchmarks for each grade level. In addition, teachers can use a book's Lexile measure to interpret a student's test results and reading growth. Lexile measures reflect a book's level of difficulty. A book's level of difficulty does not change; therefore, the level of reading ability needed to read that book will not change. Not only are the books fixed measures against which to interpret a student's ability, but they are also familiar benchmarks. For example, if a student's Lexile measure matches that of Charlotte's Web, then the teacher knows from experience with this classic book whether the student is reading at an appropriate level for his or her grade. Because the Lexile measure is applied to well-known books, teachers can interpret students' test results in a quantitative way-by looking at the books the student can read. Teachers may administer the Reading Comprehension Assessment up to five times per year to assess and monitor student progress against grade level performance benchmarks.

## Understanding Reading Inventory Results

## Norm-Referenced Results

Norm-referenced results indicate how a student is performing compared to the performance of others. The Reading Inventory provides norm-referenced results for the Reading Comprehension Assessment.

The Reading Comprehension Assessment provides norm-referenced results, including grade-level ranges and performance standards. A student's Lexile measure corresponds to the grade-level range at which the student is demonstrating proficiency in reading. Results indicate whether the student is reading on, above, or below grade level. The Reading Comprehension Assessment also indicates the student's performance standard (Below Basic, Basic, Proficient, Advanced)-the level of proficiency at which the student is reading at that grade.

| CORRELATION BETWEEN READING COMPREHENSION ASSESSMENT |
| :---: | :---: | :---: |
| GRADE LEVEL AND PERFORMANCE STANDARD |

## Understanding Reading Inventory Results

Norm-referenced metrics that are represented in Reading Inventory reports include national percentile rank, stanines, and normal curve equivalents (NCE). With regard to the Reading Comprehension Assessment, other nationally normed tests (e.g., Stanford 9 [SAT9], the Stanford Diagnostic Reading Test [SDRT], and the lowa Test of Basic Skills [ITBS]) have been linked to the Lexile Framework as well. For certain accountability purposes, norm-referenced measures (e.g., stanines or national percentiles) are required. Reading Inventory Reports for individual students, classes, schools, or districts display the Reading Inventory results with the following metrics:


## PERCENTILE RANK

A student's percentile rank is a score that tells the percent of students in a particular group that received lower scores on a test than the student did. It shows the student's relative position, or rank, in a group of students who are in the same grade. For example, if a student scores at the 65th percentile, it means that the student performed as well as or better than $65 \%$ of the norm group.

## Understanding Reading Inventory Results

## STANINE

A stanine is a standardized score ranging from 1 to 9 . Unlike percentile rank, stanine scores are equally distributed across the entire bell curve for all grade levels. Stanines represent a range of scores. Stanines of 1-3 are considered below average, stanines of 4-6 are considered average, and stanines of 7-9 are considered above average. Like percentiles, stanines indicate a student's standing in comparison with the norm group.

## NORMAL CURVE EQUIVALENT (NCE)

The NCE is a way of measuring where a student falls along a normal bell curve. NCE's range from 1 to 99 . If a student was to make exactly one year of progress after one year of instruction, his or her NCE score would remain the same and his NCE gain would be zero, even though his Lexile measure would increase. Students who make more than a year's progress will have made a larger gain, resulting in a larger NCE score.

## GRADE LEVEL

The grade level indicates how close to grade-level proficiency a student's reading level is, based on his or her assessment score. Grade-level equivalencies may range from Far Below Grade Level to Far Above Grade Level.

## PERFORMANCE STANDARD

A performance standard associates a student's Foundational Reading Assessment fluency score with one of two performance standards: On Grade Level or Below Grade Level. A performance standard associates a student's Reading Comprehension Assessment Lexile measure with one of four performance standards: Below Basic, Basic, Proficient, and Advanced.

## Reading Inventory Reports | Overview

Reading Inventory reports will help you assess students reading abilities and develop a plan to ensure college and career readiness.

## Understanding Reading Inventory Reports

One of the most powerful features of the Reading Inventory is its ability to generate data that can be immediately used in the classroom to monitor and assess student progress. SAM organizes and analyzes the results gathered from student tests, and presents this information in a series of clear, understandable reports that will help you track reading growth over time and evaluate progress toward performance goals. Reading Inventory reports allow educators to detect trends in reading growth, review test scores against performance standards, identify situations that might require intervention, facilitate administrative tasks, and match student interests and reading skills to appropriate books.

Reading Inventory reports are categorized according to type. Report types are listed below. Although each report is listed under only one category, reports can be used for many purposes.

| Report Type | Audience | Example Reports |
| :---: | :---: | :---: |
| Growth \& Growth Trajectory | Teachers and administrators can use these reports for ongoing progress monitoring and planning | - Growth Report, p. 66 <br> - Proficiency Report, p. 74 <br> - Progress to College and Career Report, p. 80 |
| Instructional Planning | Teachers can use these reports to plan further instruction and intervention. | Instructional Planning Report, p. 70 <br> Text Complexity Report, p. 72 <br> Student Action Report, p. 84 |
| School-to-Home | Families receive these reports, which may be sent home or shared during conferences. | - Parent Report I, p. 88 <br> - Parent Report II, p. 89 |
| Management | Administrators use these reports to manage teachers, classes, and schools. | Test Activity Report, p. 103 |

## Reading Inventory Reports | Overview

The chart below explains when and how to use Reading Inventory reports.

## Class Reports

| If You Want to . . . | > | Run This Report |
| :---: | :---: | :---: |
| analyze students' Foundational Reading Assessment scores | > | Foundational Reading Report (p.62) |
| view Student Reading Comprehension Assessment results against performance standards | > | Reading Performance Report (p. 64) |
| analyze growth between two Reading Comprehension Assessments | > | Growth Report (p.66) |
| review expected Reading Comprehension Assessment skill growth | > | Growth Goals Report (p.68) |
| group students for reading instruction | > | Instructional Planning Report (p. 70) |
| match students to text based on reading range | > | Text Complexity Report (p. 72) |
| compare students' Reading Comprehension Assessment performance with grade-level expectations | > | Proficiency Report (p. 74) |
| review student class assignments and Reading Inventory log-in information | > | Student Roster (p. 76) |

## Student Reports

| If You Want to . | > | Run This Report |
| :---: | :---: | :---: |
| view scores for each Foundational Reading Assessment Subtest | > | Foundational Reading Subtest Report (p. 78) |
| analyze student progress on the Reading Inventory in relation to college and career readiness goals | ) | Progress to College and Career Report (p. 80) |
| view a list of recommended books based on interest and Lexile measure | > | Recommended Reading Report (p. 82) |
| plan instruction based on Reading Comprehension Assessment performance | > | Student Action Report (p. 84) |
| review a student's answers on the Reading Comprehension Assessment | > | Student Test Printout (p. 86) |
| communicate Reading Inventory purposes and results with families | > | Parent Reports I \& II (p. 88) |

## Administrator Reports

## If You Want to . . .

monitor Reading Comprehension Assessment growth for demographic subgroups track Reading Comprehension Assessment performance across student demographic groups
view Reading Comprehension Assessment proficiency for a school, grade, or class examine reading growth between two Reading Comprehension Assessments note changes in Reading Comprehension Assessment proficiency distribution across performance standards over time
analyze overall current reading comprehension performance track Reading Inventory testing frequency by teacher or grade view test activity by school or teacher

## 1) Run This Report

> Demographic Growth Report (p. 90)
Demographic Proficiency Report (p. 92)
> District/School Proficiency Report (p. 94)
) Growth Summary Report (p. 96)
Proficiency Growth Report (p. 98)
) Proficiency Summary Report (p. 100)
) Teacher Roster (p. 102)
》 Test Activity Report (p. 103)

## Reading Inventory Reports | Overview

## Common Features of Reading Inventory Reports

Each time students complete a Reading Inventory assessment, results are immediately available from SAM in a series of reports designed for students, teachers, and leaders. Review the common features of Reading Inventory reports to facilitate data analysis, progress monitor, and plan instruction.
5 key
$\mathrm{BR}=$ Beginning Reader
ADVANCED
PROFICIENT
BASIC
BELOW BASIC

- Test taken in less than 15 minutes



## Reading Inventory Reports | Overview

(1) Report Type This icon represents the report category, or type. The report types include: Growth, Growth Trajectory, Instructional Planning, Alerts, School-to-Home and Management.
(2) Customized Information This area shows the students, classes, schools, or the district you have selected. This area usually includes information such as school name, student/teacher name, and time period.
(3) Common Reports Data Although Reading Inventory reports come in a variety of formats (tables, graphs, text), most will include basic information such as student names, their grade, their most recent test date, and their current results.
(4) Purposeful Data In addition to providing basic information about student results and test dates, each Reading Inventory report is designed to fulfill a specific purpose. For example, the Instructional Planning Report helps teachers group students for instruction based on performance.
(5) Report Key Much like a map, each report also includes a key that will guide your understanding of the data. For example, the Instructional Planning Report includes color-coded performance level indicators that show whether students' performance on the Reading Comprehension Assessment is Advanced, Proficient, Basic, and Below Basic for their grade level. The report also includes an alert to indicate when a student spent less than 15 minutes on the test, an indicator that the student rushed through the assessment.
(6) Proficiency Ranges Assessment-specific proficiency ranges for each grade. The relevant grade-level range will be highlighted in purple.
(7) Report Purposes Review the "Using the Data" box on each report to find suggestions for interpreting the data and to learn how to apply the data to classroom instruction.

## REPORTS FOR TEACHERS <br> Foundational Reading Report

## Purpose

This report shows students' Foundational Reading Assessment fluency scores compared to grade-level fluency benchmarks.


| STUDENT | GRADE | TEST DATE | TOTAL FLUENT (OF 82) | PERFORMANCE LEVEL | READY FOR COMPREHENSION |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Brown, Russell | 1 | 02/21/14 | 69 |  | $\checkmark$ |
| Connor, Olivia | 1 | 02/21/14 | 56 |  | $\checkmark$ |
| Gracia, Matt | 1 | 02/21/14 | 50 |  | $\checkmark$ |
| Huang, Hsin | 1 | 02/21/14 | 44 |  | - |
| larstock, Shalanda | 1 | 02/21/14 | 41 |  | - |
| Jnocki, Jenna | 1 | 02/21/14 | 32 |  | - |
| King, Charles | 1 | 02/21/14 | 36 | $\square$ | - |
| Merril, Tiffany | 1 | 02/21/14 | 34 | - | - |
| Norton, Rachel | 1 | 02/21/14 | 20 | $\square$ | - |

KEY

```
ON GRADE LEVEL
```

BELOW GRADE LEVEL
Test taken in less than 15 minutes

| USING THE DATA |  |
| :--- | :--- |
| Purpose: | Follow-Up: |
| This report details student |  |
| performance on the Foundational |  |
| Reading Assessment. |  | | Provide targeted instruction and support to students performing below |
| :--- |
| grade level. Administer the Reading Comprehension Assessment to |
| those indicated, to further assess their reading development. |


\section*{| REPORTS For | Foundational Reading Report |
| :--- | :--- |
| TEACHERS |  |}

## Use the Data

## Who: Teachers

When: After each Foundational Reading Assessment administration, up to three times per year.
How: Monitor growth rates to ensure that students are on track to meet foundational reading skill proficiency by the end of each school year.

## Understand the Data

(1) Student/Grade Names of students included in the report and their current grade levels.
(2) Test Date The date of each student's last Foundational Reading Assessment.
(3) Total Fluent Students' total fluency score.
(4) Performance Level Student foundational reading skills performance level, based on Foundational Reading Assessment performance standards: On Grade Level or Below Grade Level.
(5) Ready for Comprehension A check mark indicates that the student has achieved a score of 49 or above and is ready to take the Reading Comprehension Assessment.

## SEE ALSO

Review Related Reports

- Foundational Reading Subtest Report, (p. 78)
- Progress to College and Career Report (p. 80)

I would use this report to target students for additional support by ...

## REPORTS FOR TEACHERS <br> Reading Performance Report

## Purpose

This report shows students' performance standards based on the results of their latest Reading Comprehension Assessment.

Reading Performance Report TEACHER: MARGARET SCHIRMER

School: Lincoln Middle School
School:
Time Period: 03/16/14-04/30/14

|  | 2 |  |  |  | 4 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | NORMATIVE DATA |  |  |
| STUDENT | GRADE | LEXILE® | TEST DATE | PERFORMANCE STANDARD | PERCENTILE RANK | NCE | STANINE |
| Krynski, Theo | 7 | 1130 | 01/25/14 | Advanced | 80 | 68 | 7 |
| Collins, Chris | 7 | 968 | 01/26/14 | Proficient | 52 | 53 | 5 |
| Rupp, Jeremy | 7 | 1027 | 01/27/14 | Proficient | 63 | 59 | 6 |
| Chu, Amy | 7 | 834 | 01/26/14 | Basic | 32 | 41 | 4 |
| Kramer, Liz | 7 | 909 | 01/26/14 | Basic | 43 | 48 | 5 |
| Sanchez, Rachel | 7 | 792 | 01/25/14 | Basic | 26 | 36 | 4 |
| Cooper, Tiffany | 7 | 841 | 01/25/14 | Basic | 32 | 41 | 4 |
| Imran, Khaleel | 7 | 792 | 01/25/14 | Basic | 26 | 36 | 4 |
| Evans, Jamal | 7 | 781 | 01/25/14 | Basic | 25 | 35 | 4 |
| Bracco, Christine | 7 | 778 | 01/27/14 | Basic | 25 | 35 | 4 |
| Garcia, Matt | 7 | 770 | 09/01/13 | Basic | 23 | 34 | 4 |
| Palermo, Justin | 7 | 538 | 01/25/14 | Below Basic | 5 | 13 | 4 |
| Fernandez, Luis | 7 | 342 | 01/25/14 | Below Basic | 1 | 1 | 1 |
| Felix, Tonya | 7 | BR | 01/25/14 | BR | 1 | 1 | 1 |

## KEY

| $B R=$ Beginning Reader | YEAR-END PROFICIENCY RANGES |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Grade | 190-530L | Grade 5 | 830-1010L | Grade 9 | 1050-1260L |
|  | Grade | 420-650L | Grade 6 | 925-1070L | Grade 10 | 1080-1335L |
|  | Grade | 520-820L | Grade 7 | 970-1120L | Grade 11 | 1185-1385L |
|  | Grade | 740-940L | Grade 8 | 1010-1185L | Grade 12 | 1185-1385L |
| USING THE DATA |  |  |  |  |  |  |
| Purpose: <br> This report shows students' performance standards based on the results their latest Reading Inventory Reading Comprehension Assessment. | Follow-Up: <br> of Use the information on the report to set goals for students, and to identify students who are performing at low performance standards. |  |  |  |  |  |


| Printed by: Teacher | Page 1 of 1 | Printed on:05/3/14 |
| :--- | ---: | ---: |
| © Houghton Mifflin Harcourt Publishing Company |  | v 1.40 |


\section*{| REPORTS FOR | Reading Performance Report |
| :--- | :--- |
| TEACHERS | Real |}

## Use the Data

Who: Teachers, Administrators
When: After each Reading Comprehension Assessment administration, usually three to five times a year.
How: Monitor student performance against grade level standards and set goals for students.

## Understand the Data

(1) Student/Grade Names of students included in the report and their current grade levels.
(2) Lexile/Date Student's current Lexile measure, and date of the last test.
(3) Performance Standard Student's reading level, based on the Reading Comprehension Assessment performance standards: Below Basic, Basic, Proficient, and Advanced.
(4) Normative Data Results based on corresponding normative data. See page 55 for more information.

- Percentile Rank A score that tells what percent of students in a particular group received lower scores than this student. Percentiles range from 1 to 99.
- NCE (Normal Curve Equivalent) A comparison of student's rate of progress to the norm, based on a national sample.
- Stanine A standardized score that indicates a student's relative standing in a norm group across equal increments. Stanines 1-3 are below average; stanines 4-6 are average; stanines 7-9 are above average.
SEE ALSO
Review Related Reports
- Growth Report (p. 66)
- Growth Goals Report (p. 66)
- Progress to College and Career Report (p. 80)


## ANALYZE THE REPORT

I would use the data on this report to set goals for students by $\qquad$
no

REPORTS FOR TEACHERS

## Growth Report

## Purpose

This report measures student Lexile growth between two Reading Comprehension Assessment test dates.


## Growth Report <br> TEACHER: Margaret Schirmer

School: Lincoln Middle School
Teacher: Margaret Schirmer
Grade:
Time Period: 08/24/13-06/06/15


KEY
$\mathrm{BR}=$ Beginning Reader
ADVANCED
PROFICIENT
bASIC
beLow basic

- Test taken in less than 15 minutes

| YEAR-END PROFICIENCY RANGES |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| GRADE 1 | 190-530L | GRADE 5 | 830-1010L | GRADE 9 | 1050-1260L |
| GRADE 2 | 420-650L | GRADE 6 | 925-1070L | GRADE 10 | 1080-1335L |
| GRADE 3 | 520-820L | GRADE 7 | 970-1120L | GRADE 11 | 1185-1385L |
| GRADE 4 | 740-940L | GRADE 8 | 1010-1185L | GRADE 12 | 1185-1385L |

## USING THE DATA

## Purpose:

This report shows changes in student performance and Lexile growth on the Reading Inventory Reading Comprehension Assessment.

## Follow-Up:

Provide opportunities to challenge students who show significant growth. Provide targeted intervention and support to students who show little growth.

\section*{| REPPRTS FOR |  |
| :--- | :--- |
| TEACHERS | Growth Report |}

## Use the Data

## Who: Teachers, Administrators

When: After each Reading Comprehension Assessment administration, usually three to five times a year.
How: Monitor growth rates to ensure that schools, grades, or classes are on track to meet annual growth expectations.

## Understand the Data

(1) Student/Grade Names of students included in the report and their current grade levels.
(2) First Test in Selected Time Period Lexile results, test date, and performance level for the first Reading Comprehension Assessment completed within the selected time period.
(3) Last Test in Selected Time Period Lexile results, test date, and performance level for the last Reading Comprehension Assessment completed within the selected time period. N/A indicates a second test was not completed within the selected time period.
(4) Growth in Lexile Measure Lexile increase between the first and last tests in the selected time period. Results are sorted by overall growth. The bar graph is scaled to the student with the largest increase.

## lill Data in Action

To track growth for specific groups of students, use the SAM Reports screen to apply Demographic Filters.
SEE ALSO
Review Related Reports

- Reading Performance Report (p. 64)
- Instructional Planning Report (p. 70)
- Text Complexity Report (p. 72)
- Progress to College and Career Report (p. 80)

| REPORTS For |  |
| :--- | :--- |
| TEACHERS | Growth Goals Report |

## Purpose

This report compares actual growth in Lexile measure on the Reading Comprehension
Assessment with expected growth and grade-level proficiency goals.


KEY
$\mathrm{BR}=$ Beginning Reader
Student has met or exceeded goal
$\square$ Student has not yet met goal

- Test taken in less than 15 minutes
* Based on a representative sample of students in Grades 3-10 from a large urban school district following one year of instruction. For details of the study, see the professional paper "Growth Expectations: Setting Achievable Goals."

| USING THE DATA |  |
| :--- | :--- |
| Purpose: | Follow-Up: |
| This report shows expected growth | Use the information in this report to help set appropriate yearly Lexile |
| in Lexile measure on the Reading | growth goals for students. Note that Lexile growth is typically greater <br> for younger and/or less proficient readers but may be influenced by |
| Assessment for each student based <br> on grade level and initial Lexile score. | many factors, including language proficiency, developmental ability, <br> and degree of instructional intervention, among others. |


\section*{| REPRRTS FOR | Growth Goals Report |
| :--- | :--- |
| TEACHERS |  |}

## Use the Data

Who: Teachers, Administrators
When: After each Reading Comprehension Assessment administration, usually three to five times a year.
How: Monitor how much students need to grow in order to achieve grade-level proficiency.

## Understand the Data

(1) Student/Grade Names of students included in the report and their current grade levels.
(2) First Test in Selected Time Period Lexile results and test date for the first Reading Comprehension Assessment completed within the selected time period.
(3) Last Test in Selected Time Period Lexile results and test date for the last Reading Comprehension Assessment completed within the selected time period. N/A indicates a second test was not completed within the selected time period.
(4) Expected Growth in Lexile Measure The expected Lexile measure for the last administration under typical conditions based on grade level and reading achievement.
(5) Actual Growth in Lexile Measure Lexile increase between the first and last tests in the selected time period, with an indicator of whether students met or exceeded their growth goals.
(6) Growth Needed to Reach Proficiency Target Growth in Lexile measure needed to reach the proficient range for each student's grade level. Growth needed is the difference between the last Reading Comprehension Assessment score and the lowest Lexile measure in the proficient range for the corresponding grade level.

## ANALYZE THE REPORT

I would support students who are not on track to meet their expected growth goals by ...

SEE ALSO<br>Review Related Reports<br>- Reading Performance Report (p. 64)<br>- Growth Report (p. 66)<br>- Instructional Planning Report (p. 70)<br>- Progress to College and Career Report (p. 80)

REPORTS FOR TEACHERS

## Instructional Planning Report

## Purpose

This report groups students based on Reading Comprehension Assessment performance standards.


## 

## Use the Data

Who: Teachers
When: After each Reading Comprehension Assessment administration, or when grouping students by reading level.
How: Use the report to target additional support for students whose performance is Basic or Below Basic, to group students for reading instruction, or to guide book selection.

## Understand the Data

(1) Performance Level Student reading level, based on the Reading Comprehension Assessment performance standards: Below Basic, Basic, Proficient, and Advanced.
(2) Student/Grade Names of students included in the report and their current grade levels.
(3) Lexile Measure/Date Student's current Lexile measure, and date of last test completed within the selected time period.
(4) Normative Data Results based on corresponding normative data. See page 55 for more information.

- Percentile Rank A score that tells what percent of students in a particular group received lower scores than this student. Percentiles range from 1 to 99.
- NCE (Normal Curve Equivalent) A comparison of student's rate of progress to the norm, based on a national sample.
- Stanine A standardized score that indicates a student's relative standing in a norm group. Stanines 1-3 are below average; stanines 4-6 are average; stanines 7-9 are above average.


## ANALYZE THE REPORT

I would use the data on this report to plan instruction for students who are reading below grade level by ...

| REPORTS FOR |
| :--- | :--- |
| TEACHERS |$|$ Text Complexity Report

## Purpose

This report establishes reading ranges for text difficulty based on each student's Reading Comprehension Assessment Lexile measure.


\section*{| REPORTS FOR | Text Complexity Report |
| :--- | :--- |
| TEACHERS | Tex |}

## Use the Data

Who: Teachers
When: After each Reading Comprehension Assessment administration, or according to instructional needs.
How: Use reading ranges to guide reading selections and determine what type of instructional support to provide.

## Understand the Data

(1) Student/Grade Names of students included in the report and their current grade levels.
(2) Lexile Measure/Test Date Student's current Lexile measure and date of last test completed within the selected time period.
(3) Text Difficulty Reading ranges, in Lexile measures, for Easy, On Level, and Challenging texts. Reading ranges are customized for each student based on the student's current Lexile measure.

- Simple 100L to 250 L below student's current Lexile measure. Use texts at
this level for skill instruction with struggling or reluctant readers, or to help students master a challenging subject or skill.
- Moderate 100L below to 50L above student's current Lexile measure. Use
texts at this level when asking students to read independently.
- Demanding 50L to 250 L above student's current Lexile measure. Use texts at
this level for read-alouds, guided reading, or other forms of small-group or

Demanding 50L to 250L above student's current Lexile measure. Use texts
this level for read-alouds, guided reading, or other forms of small-group or one-on-one support.

## lul Data in Action <br> - Data in Action

When students read independently, encourage them to stretch their comprehension by selecting books in the Demanding range when they have background information about the topic or are highly motivated to read.

SEE ALSO<br>Review Related Reports<br>- Instructional Planning Report (p. 70)<br>- Recommended Reading Report (p. 82)<br>- Student Action<br>Report (p. 84)

## REPORTS FOR

 TEACHERS
## Proficiency Report

## Purpose

This report shows the Reading Comprehension Assessment proficiency of a group or class, as compared to its corresponding grade.


## $\left.\begin{array}{l|l}\text { REPORTS FOR } \\ \text { TEACHERS }\end{array}\right)$ Proficiency Report

## Use the Data

Who: Teachers
When: After each Reading Comprehension Assessment administration, usually three to five times a year.
How: Compare class or group achievement in relation to their grade-level peers.

## Understand the Data

(1) Time Period Default time period setting of This School Year displays results from the most recent Reading Comprehension Assessment administration. Customize time period settings to review results from previous tests.
(2) Grade Results are displayed by grade level. Classes with students in multiple grades will display results in separate charts for each grade level.
(3) Performance Standard/Lexile Range Reading Comprehension Assessment performance standards and corresponding grade-specific Lexile ranges.
(4) Students/Percentage of Students The total number of students per performance standard is given, followed by the corresponding percentage and a bar graph scaled to 100 percent.
(5) All Grade Number and percentage of students per performance standard for each grade level. Students included completed at least one Reading Comprehension Assessment.

## ull Data in Action

The total number of students in the lower performance standards should decrease throughout the year as students make reading gains and move to higher performance standards.

SEE ALSO<br>Review Related Reports<br>- Reading Performance Report (p. 64)<br>- Instructional Planning Report (p. 70)<br>- Recommended Reading Report (p. 82)<br>- Student Action<br>Report (p. 84)

REPORTS FOR TEACHERS

## Student Roster

## Purpose

This report lists the students assigned to a selected group, class, or teacher. It includes each student's grade, ID, username, and password.


## REPORTS FOR TEACHERS <br> Student Roster

## Use the Data

Who: Teachers
When: Before each Reading Inventory test administration.
How: Use this report to help students log in to the Reading Inventory at the start of the assessment.

## Understand the Data

(1) Student/Grade Names of students included in the report and their current grade levels.
(2) Student ID Students' Reading Inventory ID numbers.
(3) User Name Students' Reading Inventory usernames.
(4) Password Students' Reading Inventory passwords.

## ull Data in Action

Keep a copy of this report on hand in case students forget their Reading Inventory login information.

# REPORTS FOR STUDENTS <br> <br> Foundational Reading Subtest Report 

 <br> <br> Foundational Reading Subtest Report}

## Purpose

This report shows results for each subtest of the Foundational Reading Assessment and provides instructional recommendations based on performance.


6
Instructional Recommendations


5 Subtest Performance

| PHONOLOGICAL AWARENESS | TOTAL ITEMS <br> IN SUBTEST | ITEMS RECEIVED | ACCURACY SCORE | FLUENCY SCORE |
| :--- | :---: | :---: | :---: | :---: |
| Rhyme | 3 | 3 | 2 | 2 |
| Sounds (Initial, Final and Medial) | 9 | 9 | 6 | 5 |


| letter identification SIGHT WORD IDENTIFICATION | TOTAL ITEMS in SUBTEST | ITEMS RECEIVED | ACCURACY SCORE | fluency score |
| :---: | :---: | :---: | :---: | :---: |
| Letter Names | 10 | 10 | 6 | 4 |
| Sight Words | 20 | 17 | 9 | 7 |

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@ Houghton Mifflin Harcourt Publishing Company

| PHONICS (WORD ATTACK) | TOTAL ITEMS <br> IN SUBTEST | ITEMS RECEIVED | ACCURACY SCORE | FLUENCY SCORE |
| :--- | :---: | :---: | :---: | :---: |
| Letter Sounds | 10 | 10 | 4 | 3 |
| Decoding | 30 | 0 | N/A | N/A |


| USING THE DATA |  |
| :---: | :---: |
| Purpose: <br> This report shows results for each subtest of the Reading Inventory Foundational Reading Assessment. It identifies the number of items students received and which items were scored as accurate and fluent. Accurate indicates an item answered correctly. Fluent indicates an item answered accurately and with an efficient or speedy response time. | Follow-Up: <br> Match a student's Total Fluency Score (*) to its corresponding grade-level fluency range for instructional recommendations. Use this information to provide opportunities to challenge high-performing students and support low-performing students. See Instructional Recommendations grid on page 2. |
| Printed by: Teacher <br> © Houghton Mifflin Harcourt Publishing Company | of 2 Printed on: 05/31/14 |

## REPORTS FOR STUDENTS <br> Foundational Reading Subtest Report

## Use the Data

Who: Teachers, Students
When: After each Foundational Reading Assessment administration, up to three times a year.
How: Monitor the acquisition of foundational reading skills and provide targeted instruction to support and challenge students in key foundational reading skill areas.

## Understand the Data

(1) Test Date Date of the last test.
(2) Test Performance Overview Overview of each Foundational Reading Assessment subtest.
(3) Total Items in Strand/Items Received The total number of assessment items
available in each strand, and the number of items in each strand that the student received during the last administration.
(4) Accuracy Score/Fluency Score The accuracy score indicates the number of items answered correctly in a given subtest. The fluency score indicates the number of items answered accurately and with an efficient or speedy response time.
(5) Subtest Performance Shows the total items available, total items received, accuracy scores, and fluency scores for the each skill assessed within a given subtest.
(6) Instructional Recommendations Instructional recommendations based on the student's current total fluency score.

## ANALYZE THE REPORT

I would use the data on this report to set goals for students by . . .

SEE ALSO
Review Related Reports

- Foundational Reading Report (p. 62)
- Progress to College and Career Report (p. 80)
$\qquad$

\section*{| REPORTS FOR |  |
| :--- | :--- |
| STUDENTS | Progress to College and Career Report |}

## Purpose

This report shows a student's performance results for both the Foundational Reading Assessment and the Reading Comprehension Assessment in relation to grade-level and college- and career-readiness benchmarks. The information displayed on this report will depend upon which subtest(s) the student has taken.


## REPORTS FOR STUDENTS <br> Progress to College and Career Report

## Use the Data

Who: Teachers, Students
When: After each Foundational Reading Assessment or Reading Comprehension Assessment.
How: Monitor growth from test to test to ensure that students are on track to meet gradelevel and college- and career-readiness benchmarks.

## Understand the Data

(1) Student Information Student name, school, class, grade, and group.
(2) Time Period Dates for which results are displayed.
(3) Student Progress Toward College and Career Readiness A graphical representation of student's Foundational Reading Assessment and/or Reading Comprehension Assessment results in relation to grade-level proficiency ranges, college- and career-readiness benchmarks, and benchmark texts (for the Reading Comprehension Assessment only). If the student has taken both subtests, the report will show information for each assessment on separate pages.
(4) Assessment History The chart displays performance data for each test administration.

- Foundational Reading Assessment Data include test date, grade level, total fluency score, performance level, and an indicator of whether the student is ready to take the Reading Comprehension Assessment.
- Reading Comprehension Assessment Data include test date, grade level, Lexile measure, performance level, and percentile rank.


## Lul Data in Action

Use this report to get a complete picture of a student's reading development and trajectory to college and career readiness.

## REPORTS FOR STUDENTS <br> Recommended Reading Report

## Purpose

This report provides an individualized list of books for each student, based on reading interests and Reading Comprehension Assessment results.


\section*{| REPORTS FOR |  |
| :--- | :--- |
| STUDENTS | Recommended Reading Report |}

## Use the Data

Who: Teachers, Students
When: After each Reading Comprehension Assessment administration, or when helping students select books.
How: Share with students, guiding them to select books that will interest them. Send this report home with students along with the Parent Report to provide caregivers guidance in helping their children select books.

## Understand the Data

(1) Test Date/Student Lexile Measure The student's most recent Reading Inventory test date and score, regardless of time period settings.
(2) Reading Interest Topics of interest the student selected at the beginning of
the Reading Inventory test. Students can select up to three topics of interest.
(3) Title Books related to the student's interests at the appropriate reading level. A quiz icon next to the book title indicates that a Reading Counts! quiz is installed and available.
(4) Lexile Measure Lexile measure for each book.

## Lul Data in Action <br> At the beginning of each Reading Comprehension Assessment administration, students choose book topics that interest them. Encourage students to select topics carefully so that their Recommended Reading Report reflects books that will truly interest them.

SEE ALSO
Review Related Reports

- Progress to College and Career Report (p. 80)
- Student Action Report (p. 84)
- Parent Report II (p. 89)


## REPORTS FOR

 STUDENTS
## Student Action Report

## Purpose

This report tracks a student's Reading Comprehension Assessment history, provides ranges for independent and instructional reading, and offers teaching recommendations.


## REPORTS FOR STUDENTS <br> Student Action Report

## Use the Data

Who: Teachers, Students
When: After each Reading Comprehension Assessment administration, or in preparation for conferencing.
How: Provide targeted instructional support based on current student reading comprehension levels.

## Understand the Data

(1) Test Date/Lexile Measure Includes date and student results for all tests completed within selected time period.
(2) Performance Standard Student's reading level, based on four Reading Comprehension Assessment performance standards. Lexile ranges for each performance standard vary by grade level.
(3) Normative Data Student results compared to normative data set. Results are displayed as Percentile, NCE, and Stanine.
(4) Targeted Reading Placement Chart Lexile reading ranges that help guide book selection for independent reading and instructional purposes. Results are based on student's current Lexile measure.
(5) Recommendations Suggested teaching strategies customized to the student's current Lexile results, grade level, and Reading Inventory performance standard.

## Lul Data in Action

Help students select books at appropriate reading levels for independent reading by using the results from this report to filter book choice options in the SAM Book Expert.

| + SEE ALSO |
| :--- |
| Review Related Reports |
| - Text Complexity |
| Report (p. 72) |
| - Progress to College |
| and Career Report |
| (p. 80) |
| - Recommended |
| Reading Report (p. 82) |

SEE ALSO
Review Related Reports

- Text Complexity Report (p. 72)
- Progress to College and Career Report (p. 80)
- Recommended Reading Report (p. 82)


## REPORTS FOR

 STUDENTS
## Student Test Printout

## Purpose

This report displays results of a student's Reading Comprehension Assessment, including each passage, answer choices, and the student's responses.


Littrell, J. J., James H. Lorenz, and Harry T. Smith. FROM SCHOOL TO WORK. Tinley Park, IL: The Goodheart-Willcox Company, Inc.,1996.

| USING THE DATA |  |
| :--- | :--- |
| Purpose: | Follow-Up: |
| This report provides a printout of the last Reading Inventory | Review the printout of the test with the <br> student, pointing out items the student <br> Reading Comprehension Assessment that the student has <br> completed. It includes each passage and all four answer choices, <br> with the student's answer choice and the correct answer choice <br> both indicated. Each passage source is also listed. |
| items with students to help them understand <br> why they came up with incorrect answers. |  |

## REPORTS FOR STUDENTS <br> Student Test Printout

## Use the Data

Who: Teachers, Students
When: After each Reading Comprehension Assessment administration, usually three to five times a year.
How: Conference one-on-one with students about their test results. Discuss questions that were answered incorrectly, helping students identify why their choices were incorrect.

## Understand the Data

(1) Test Date The student's most recent Reading Comprehension Assessment test date within selected time period.
(2) Test Time The amount of time a student spent taking the test. The test is not timed, but most students complete the test in 20-30 minutes.
(3) Student Lexile Measure Displays the student's current Reading Comprehension Assessment results.
(4) Passage/Answer Choices Displays each passage the student received. Each passage's multiple-choice options are listed below the passage. A correct answer is
indicated with a check mark if the student selected it or an X if he or she did not. passage's multiple-choice options are listed below the passage. A correct answer
indicated with a check mark if the student selected it or an X if he or she did not. Student responses are highlighted.
(5) Citation Passages are selected from authentic reading materials students may

## .ll Data in Action

Use test results to discuss test-taking strategies such as using skips, avoiding fatigue by exiting out of the test and resuming the next day, and best practices for answering multiplechoice questions.

## encounter in daily life.

SEE ALSO
Review Related Reports

- Progress to College and Career Report (p. 80)
- Recommended Reading Report (p. 82)
- Student Action Report (p. 84)

REPORTS FOR STUDENTS

## Parent Report I

## Purpose

Parent Report I introduces the Reading Inventory to caregivers, summarizes the results of the student's first testing session, and offers suggestions for how families can encourage their child to build fundamental reading skills at home.


SCHOOL-
TO-HOME
Grade: 7

September 4, 2014

## Dear Parent or Caregiver,

This year Christine will be using the Reading Inventory, a low-stakes, classroom-based assessment designed to evaluate students' reading ability, monitor their reading progress, and match students to books at their reading level.

The Reading Inventory is taken on a computer and lasts about 20 minutes. The types of questions a student receives and the results that are reported are based upon the student's grade level and reading level.

The results of Christine's Reading Inventory assessments are used in a number of ways. First, a student's score on the test is used to determine the student's reading ability compared to grade-level performance standards. These determinations can help tailor appropriate reading instruction and set goals. The results of subsequent Reading Inventory tests are then used to monitor progress over time. Student results are also used to match students to texts at their reading level, which helps to make reading rewarding, constructive, and enjoyable.

| TEST DATE | LEXILE ${ }^{\oplus}$ RESULTS |
| :--- | :--- |
| August, 2014 | 643 |

Grade 7 End-of-Year Target Range: 970-1120L

There are a number of things that you can do at home to help support Christine's reading progress. Here are some suggestions:

- Set a goal for Christine to read with you or independently for at least 20 minutes a day.
- Help Christine find books that are at an appropriate reading level. Please contact me about how to use Christine's Reading Inventory results to identify books at the appropriate reading range.
- Make connections between Christine's interests and books to read. For example, if Christine likes animals, try to locate books on animals, both fiction and nonfiction.
- Try to spend time every day with Christine looking through "nonbook" reading materials, such as websites, pieces of mail, advertisements, and food labels, to demonstrate how important a part reading plays in daily life.
- Consider sharing with Christine the kinds of things you are reading. Tell Christine about interesting things you read in the newspaper, or about a magazine article that taught you something new.

Thank you for taking the time to help build Christine's reading skills. If I can be of any assistance, or if you have any questions, please feel free to contact me.

## Sincerely,

## Parent Report II

## Purpose

Parent Report II updates caregivers by providing them with an overview of their child's progress and offering further suggestions to encourage their child to develop reading skills.


SCHOOL-
TO-HOME

June 4, 2015

## Dear Parent or Caregiver,

Christine has just completed another Reading Inventory test, a low-stakes, classroom-based assessment designed to evaluate students' reading ability, monitor their reading progress, and match students to text.

This letter is to inform you of Christine's latest results. The results of Christine's Reading Inventory test are used in a number of ways. First, a student's score on the test is used to determine the student's reading ability compared to grade-level performance standards. These determinations can help tailor appropriate reading instruction. The results of subsequent Reading Inventory tests are then used to set goals and monitor progress over time. Student results are also used to match students to texts at their reading level, which helps to make reading rewarding, constructive, and enjoyable.

| TEST DATE | LEXILE® ${ }^{\oplus}$ RESULTS |
| :--- | :--- |
| May 31, 2015 | 873 |
| Grade 7 End-of-Year Target Range: $970-1120$ L |  |

Please continue to help support Christine's reading progress at home. Here are some further suggestions. Choose the ideas you think will work best for you and Christine:

- Set a goal for Christine to read with you or independently for at least 20 minutes a day. Try to set up a regular schedule to provide some structure to Christine's reading efforts.
- Help Christine find books that are at an appropriate reading level. Please contact me about how to use the Reading Inventory results to identify books at the appropriate reading range.
- Continue to make connections between Christine's interests and things that Christine might like to read. For example, if Christine likes animals, try to locate books on animals, both fiction and nonfiction.
- Spend time every day with Christine looking through "nonbook" reading materials, such as websites, pieces of mail, advertisements, and food labels, to demonstrate how important a part reading plays in daily life.
- Share with Christine the kinds of things you are reading. Tell Christine about interesting things you read in the newspaper, or about a magazine article that taught you something new.

Thank you for taking the time to help build Christine's reading skills. If I can be of any assistance, or if you have any questions, please feel free to contact me.

Sincerely,

\section*{| $\substack{\text { REPORTS FOR } \\ \text { ADMNITTRATORS }}$ | Demographic Growth Report |
| :--- | :--- |}

## Purpose

This report provides a demographic summary of Reading Comprehension Assessment performance over time.


## REPORTS FOR ADMINISTRATORS <br> Demographic Growth Report

## Use the Data

Who: District and School Administrators
When: Run this report after at least two Reading Comprehension Assessment administrations.
How: Monitor overall reading performance for various student populations.

## Understand the Data

(1) Total Students Total students for each district, school, or grade who have completed at least two Reading Comprehension Assessments within the selected time period.
(2) District, etc. When generated for a district, the district results are displayed in the top chart, followed by school results. When generated for a school, the school results are displayed in the top chart, followed by results for each grade level.
(3) Demographic Demographic groups included in the report. Students included on this report may appear in more than one subgroup.
4) Performance Standard Percentage of students in each performance standard: Advanced, Proficient, Basic, or Below Basic. Performance standards are color coded according to the key at the bottom of the report.
(5) First/Last Test in Time Period The report is based on the first and last Reading Comprehension Assessments taken during the selected time period.

## Lul Data in Action

To review results by demographic group, add demographic information when creating student accounts in the SAM Roster. This can be done during initial student data import or completed manually by modifying student profiles.
P SEE ALSO
Review Related Reports

- Demographic
Proficiency Report
(p. 92)
- Growth Summary
Report (p. 96)
- Proficiency Summary
Report (p. 100)

SEE ALSO
Review Related Reports

- Demographic Proficiency Report (p. 92)

Growth Summary Report (p. 96)

Proficiency Summary Report (p. 100)

## REPORTS FOR ADMINISTRATORS <br> Demographic Proficiency Report

## Purpose

This report provides a demographic breakdown of Reading Comprehension Assessment performance for schools, grades, and classes.


## $\left.\begin{aligned} & \text { REPORTS FOR } \\ & \text { ADMINTTRATORS }\end{aligned} \right\rvert\,$ Demographic Proficiency Report

## Use the Data

Who: District and School Administrators
When: Run this report after each Reading Comprehension Assessment administration. Customize time period settings to review results from previous administrations.
How: Provide targeted instructional support based on current student reading comprehension levels.

## Understand the Data

(1) Total Students Total number of students who have completed at least one Reading Comprehension Assessment within selected time period.
(2) Demographic Demographic groups included in the report. Note that students may be included in more than one subgroup.
(3) Students Total students within each demographic group.
(4) Performance Standard Percentage of students in each Reading Comprehension Assessment performance standard: Advanced, Proficient, Basic, and Below Basic. Performance standard results are color coded according to the key at the bottom of the report.

## Lll Data in Action

To review results by demographic group, add demographic information when creating student accounts in the SAM Roster. This can be done during initial student data import or completed manually by modifying student profiles.

SEE ALSO
Review Related Reports

- Demographic Growth Report (p. 90)
- Growth Summary Report (p. 96)
- Proficiency Summary Report (p. 100)


## $\left.\begin{aligned} & \text { REPORTS FOR } \\ & \text { ADMINSTRATORS }\end{aligned} \right\rvert\,$ District/School Proficiency Report

## Purpose

This report provides an overview of the performance of students who completed a Reading Comprehension Assessment administration.


## $\left.\begin{gathered}\text { REPORTS FOR } \\ \text { ADMINSTRATORS }\end{gathered} \right\rvert\,$ District/School Proficiency Report

## Use the Data

Who: District and School Administrators
When: After each Reading Comprehension Assessment. Customize time period settings to review results from previous test administrations.
How: Use results to establish and monitor expected annual proficiency goals. Communicate expectations from students moving from lower to higher performance standards throughout the year.

## Understand the Data

(1) District, etc. When generated for a school, the school is listed at the top of the report, followed by the total number of students enrolled for that school. When generated for a district, the district is listed at the top of the report, followed by the total number of students enrolled for that district.
(2) Time Period Default time period setting of This School Year displays results from the most recently completed Reading Comprehension Assessment. Customize time period settings to review results from previous assessments.
(3) Demographic Each table is broken down by Reading Comprehension Assessment performance standard: Advanced, Proficient, Basic, and Below Basic. Performance standard bands vary by grade level.
(4) Students/Performance Standard The total number of students in each performance standard is given, followed by the corresponding percentage and a bar graph scaled to 100 percent.
(5) Year-End Proficiency Lexile Range Ranges within which students are considered to be reading proficiently at their grade level. Shaded grade levels indicate the grade levels of students included in the report.

## ull Data in Action

If students in a particular school or class are performing well, acknowledge the success, explore the instructional strategies being used, and share the strategies with other teachers or schools.

SEE ALSO<br>Review Related Reports<br>- Demographic Proficiency Report (p. 92)<br>- Proficiency Growth Report (p. 98)<br>- Proficiency Summary Report (p. 100)

## $\left.\begin{aligned} & \text { REPORTS FOR } \\ & \text { ADMINITRATORS }\end{aligned} \right\rvert\,$ Growth Summary Report

## Purpose

This report measures Lexile growth between two Reading Comprehension Assessment dates in a selected time period.


Grade 6 (43 total students)

| CLASS | TOTAL <br> STUDENTS | FIRST TEST SCORE (AVG.) IN <br> SELECTED TIME PERIOD | LAST TEST SCORE (AVG.) IN <br> SELECTED TIME PERIOD | AVERAGE GROWTH IN QUANTILE |
| :--- | :---: | :---: | :---: | :---: |
| Bentley 1 | 17 | 698 | 841 | 143 |
| Bentley 2 | 9 | 794 | 877 | 83 |
| Dahlberg 1 | 13 | 613 | 682 | 69 |
| Dahlberg 4 | 4 | 885 | 957 | 72 |

## 6

| YEAR-END PROFICIENCY RANGES |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| GRADE 1 | 190-530L | GRADE 5 | 830-1010L | GRADE 9 | 1050-1260L |
| GRADE 2 | 420-650L | GRADE 6 | 925-1070L | GRADE 10 | 1080-1335L |
| GRADE 3 | 520-820L | GRADE 7 | 970-1120L | GRADE 11 | 1185-1385L |
| GRADE 4 | 740-940L | GRADE 8 | 1010-1185L | GRADE 12 | 1185-1385L |


| USING THE DATA |  |
| :--- | :--- |
| Purpose: | Follow-Up: <br> This report measures Lexile growth between two <br> Reading Inventory Reading Comprehension Assessment <br> Iates broken down by grade and teacher/class. | | Idd groups that are not showing adequate growth |
| :--- |
| and maire additional support or resources. |

## $\left.\begin{gathered}\text { REPORTS FOR } \\ \text { ADMIIITTAATORS }\end{gathered} \right\rvert\,$ Growth Summary Report

## Use the Data

Who: District and School Administrators
When: Run this report after students have taken at least two Reading Comprehension Assessments.
How: Monitor growth rates to ensure that schools, grades, or classes are on track to meet annual growth expectations.

## Understand the Data

(1) District, etc. Select whether to run this report for a district, school, or grade. When generated for a district, the district results are displayed in the top chart, followed by school results. When generated for a school, the school results are displayed in the top chart, followed by results for each grade level.
(2) Total Students Total students for each class, grade, or school who have completed at least two Reading Comprehension Assessments within the selected time period.
(3) First Test Score (Avg.) in Selected Time Period Average Lexile measures of the first test for students who have completed at least two tests within the selected time period.
(4) Last Test Score (Avg.) in Selected Time Period Average Lexile measures of the most recent test for students who have completed at least two tests within the selected time period.
(5) Average Growth in Lexile Measures Average increase in Lexile measures between the first and last test for all students who have completed at least two Reading Comprehension Assessments tests within the selected time period.
(6) Year-End Proficiency Lexile Range Ranges within which students are considered to be reading proficiently at their grade level. Shaded grade levels indicate the grade levels of students included in the report.

## lul Data in Action

To track growth for specific groups of students, use the SAM Reports screen to apply appropriate demographic filters.

SEE ALSO<br>Review Related Reports<br>- Demographic Growth Report (p. 90)<br>- Demographic Proficiency Report (p. 92)<br>- Proficiency Summary Report (p. 100)

## REPORTS FOR ADMINISTRATORS <br> Proficiency Growth Report

## Purpose

This report shows changes in Reading Comprehension Assessment performance standards over time by district, school, grade, and teacher.


## $\underset{\substack{\text { REPORTS FOR } \\ \text { ADMIISTRATORS }}}{\boldsymbol{R}} \mid$ Proficiency Growth Report

## Use the Data

Who: District and School Administrators
When: After students have completed at least two Reading Comprehension Assessments.
How: Monitor reading comprehension growth over time by comparing performance results from the first test to the most recent test. Customize time period settings to compare results between any two Reading Comprehension Assessments.

## Understand the Data

(1) Total Students Total students for each class, grade, or school who have completed at least two Reading Comprehension Assessments within the selected time period.
(2) District, etc. When generated for a district, the district results are displayed in the top chart, followed by school results. When generated for a school, the school results are displayed in the top chart, followed by results for each grade.
(3) Performance Standard Each table is broken down by Reading Comprehension Assessments performance standards: Advanced, Proficient, Basic, Below Basic. Lexile ranges for performance standards vary by grade level.
(4) Students/Percentage of Students The total number of students in each performance standard is given, for both the first and last tests in the time period, followed by the corresponding percentage and a bar graph scaled to 100 percent.

## Lul Data in Action

The total number of students in Basic or Below Basic should decrease throughout the year as students make reading gains and move to higher performance standards.

SEE ALSO<br>Review Related Reports<br>- Demographic Growth Report (p. 90)<br>- Growth Summary Report (p. 96)<br>- Proficiency Summary Report (p. 100)

## REPORTS FOR ADMINISTRATORS <br> Proficiency Summary Report

## Purpose

This report displays the Reading Comprehension Assessment performance of students within a district, school, or grade.


## $\left.\begin{aligned} & \text { REPORTS FOR } \\ & \text { ADMINSTRATORS }\end{aligned} \right\rvert\,$ Proficiency Summary Report

## Use the Data

Who: District and School Administrators
When: After each Reading Comprehension Assessment administration.
How: Use this report to gain a high-level overview of Reading Comprehension Assessment results within a district, school, or grade.

## Understand the Data

(1) District, etc. When generated for a district, the district name is listed at the top of the report, followed by the total number of students who have completed at least one Reading Comprehension Assessment within the selected time period. When generated for an individual school, the name of the school appears with the total number of students.
(2) Total Students The total number of students who have completed at least one Reading Comprehension Assessment within the selected time period.
(3) Time Period The default time period setting of This School Year displays the most recent Reading Comprehension Assessment results. Customize time period settings to review results from various Reading Inventory administrations.

4 Performance Standard The circle graph is divided among the four Reading Comprehension Assessment performance standards: Advanced, Proficient, Basic, Below Basic. Total students and percent of students in each performance standard are listed.
(5) Year-End Proficiency Lexile Range Ranges within which students are considered to be reading comprehension proficiently for their grade level. Grades included in the data are highlighted.

## .ll Data in Action

The information in this report can help you assess proficiency progress and track trends across an entire school or district.

## $\left.\begin{array}{ll}\text { REPORTS FOR } \\ \text { ADMIISTRATORS }\end{array} \right\rvert\,$ Teacher Roster

## Purpose

This report shows Reading Comprehension Assessment teacher activity. Correlate the results from this report with district testing windows to ensure that all classes are following established district testing procedures.

| TEACHER | GRADE | STUDENTS ENROLLED IN THE READING INVENTORY | STUDENTS TESTED ONCE | STUDENTS TESTED TWICE | STUDENTS TESTED THREE OR MORE TIMES | STUDENTS NOT TESTED |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bentley, Elizabeth | 6 | 30 | 0 | 5 | 25 | 0 |
| Dahlberg, Bill | 6, 7, 8 | 52 | 0 | 6 | 46 | 0 |
| Greene, Sarah | 7 | 30 | 4 | 2 | 23 | 1 |
| Kravitz, Elaine | 7, 8 | 43 | 0 | 1 | 42 | 0 |
| Schirmer, Margaret | 7, 8 | 40 | 1 | 3 | 36 | 0 |
| TOTAL TEACHERS = 5 |  | 195 | 5 | 17 | 172 | 1 |


| USING THE DATA |  |
| :--- | :--- |
| Purpose: | Follow-Up: |
| This report shows Reading Inventory Reading | Use the report to review Reading Inventory Reading |
| Comprehension Assesment usage by teacher. <br> It lists the number of students enrolled per teacher <br> and how often students have been tested. | Comprehension Assessment usage per teacher. <br> Investigate instances where Reading Inventory is not being <br> implemented according to the district or school plan. |

## REPORTS FOR ADMINISTRATORS <br> Test Activity Report

## Purpose

This report provides information on how each school or classroom uses the Reading Comprehension Assessment. Correlate the results from this report with district testing windows to ensure that all classrooms are following established testing procedures.


Test Activity Report
school: Lincoln Niddel School
RO: Reading
Time Period: 08/24/13-02/02/15
Total Students: 195

| GRADE | TEACHERS | STUDENTS ENROLLED IN THE READING INVENTORY | STUDENTS TESTED ONCE |  | STUDENTS TESTED TWICE |  | STUDENTS TESTED THREE OR MORE TIMES |  | STUDENTS NOT TESTED |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 2 | 43 | 0\% | (0) | 19\% | (8) | 81\% | (35) | 0\% | (0) |
| 7 | 4 | 78 | 5\% | (4) | 6\% | (5) | 88\% | (68) | 1\% | (1) |
| 8 | 3 | 74 | 0\% | (0) | 7\% | (5) | 93\% | (69) | 0\% | (0) |


| USING THE DATA |  |
| :--- | :--- |
| Purpose: | Follow-Up: |
| This report provides data on how each school <br> in a district is utilizing Reading Inventory. | Contact principals or other administrators in schools where student <br> Reading Inventory use is not meeting district plans or expectations. |

## Analyzing Reading Inventory Reports | Case Studies

## PRACTICE WITH DATA

Read each case study below and refer to pages 58-103 to determine the following:

- Report Selection

Which Reading Inventory reports would provide the best data to address the needs described in each case study?

- Data Analysis

What specific data from each report is most relevant to the case study?

## - Action Plan

What steps might you take to address the needs described?

## Case Study \#1

Louis, a second-grade student, has taken both the Foundational Reading Assessment and the Reading Comprehension Assessment. How might you use Reading Inventory reports to plan both foundational skills instruction and reading comprehension practice using leveled texts?

REPORT SELECTION

DATA ANALYSIS

## ACTION PLAN

## Analyzing Reading Inventory Reports | Case Studies

## Case Study \#2

Mary, a third-grade student, has expressed a lack of interest in reading during independent reading sessions. Her Daily Reading Log includes few books and shows that she is not reading many pages during each session. How might you use Reading Inventory reports to determine Mary's needs and provide her with appropriate support?

## REPORT SELECTION

## DATA ANALYSIS

## ACTION PLAN

## Case Study \#3

You are preparing to conference with Michael, a seventh-grade student who has just taken the Reading Comprehension Assessment for the second time. Michael's Lexile measure has increased significantly from the first test administration. Which Reading Inventory reports might you use at the conference to motivate Michael to continue to grow throughout the remainder of the year?

## REPORT SELECTION

## DATA ANALYSIS

ACTION PLAN

## DATA-DRIVEN DECISIONS <br> Foundational Reading Assessment

Reliable assessment data helps educators make informed instructional decisions and individualize instruction to meet the diverse needs of students. The Reading Inventory is designed to help educators make data-driven decisions and create an individualized path toward college and career readiness for each student.

## SEE ALSO

For more information on the Foundational Reading Assessment performance level benchmarks, see page 11.

## Using Results to Assess and Monitor Progress

The Foundational Reading Assessment can be use for students in Grades $\mathrm{K}-2$ at the beginning of the year to get an initial assessment of students' foundational reading skills. Then, administer the assessment up to two more times per year to monitor growth against gradelevel performance benchmarks. It is expected that students fluency scores will increase throughout the school year. Review student scores in relation to the benchmarks to see where students fall and use the Foundational Reading Assessment Scoring Guide on page 12 to determine what support they may need in order to reach grade-level proficiency.

Remember that students who have not yet scored 49 or above on the Foundational Reading Assessment should continue to take the subtest. Those who score 49 or above are ready to take the Reading Comprehension Assessment. However, you may choose to have students, regardless of previous scores, continue to take the Foundational Reading Assessment throughout the year in order to monitor foundational reading skill development and plan additional instruction as needed.

## DATA-DRIVEN DECISIONS

## Using Results for Instruction

Use the results from the Foundational Reading Assessment to help determine appropriate foundational reading skills instruction for each student. Begin by consulting Foundational Reading Subtest Report (see page 78), the Foundational Reading Report (see page 62), or Progress to College and Career Report (see page 80) to see each student's score on the assessment and compare it to grade-level performance benchmarks. Then, use the Foundational Reading Assessment Scoring Guide on page 12 or the Foundational Reading Subtest Report to locate each student's score range and to identify the skills for which he or she may need further instruction.

Although the Foundational Reading Assessment provides a useful tool for determining students' readiness to take the Reading Comprehension Assessment, there may be times when you consider data from additional sources to inform this decision. Additional sources of data include:

- Teacher observations
- Running records
- Standardized test scores


## RESOURCES FOR WHOLE-CLASS AND SMALL-GROUP INSTRUCTION

After determining which foundational reading skills to focus on with students, consider using the following resources to enhance instruction and practice:

- Learning center activities that support partner and independent practice in foundational reading skills
- Decodable books that build fluency and provide opportunities to practice foundational reading skills and strategies in context
- Daily rhymes and poems to promote phonological awareness
- Online resources that promote foundational reading skills practice
- Literacy learning resources on SAM (see page 44 for information on how to search for SAM resources).


## SELECTING BOOKS FOR INSTRUCTION

Use the following tips to select appropriate texts for students:

- Skill Building: Choose decodable books on or below students' reading levels when teaching foundational reading skills.
- Guided Reading: Select on-level or challenging books. Scaffold learning throughout instruction. Ask questions to facilitate understanding.
- Gradual Level Increase: Assign easier books for small-group reading at the beginning of the year, and gradually progress to more challenging books.


# DATA-DRIVEN DECISIONS <br> <br> Reading Comprehension Assessment 

 <br> <br> Reading Comprehension Assessment}

## Using Results to Assess and Monitor Progress

For students in Grades $\mathrm{K}-2$ who exhibit readiness, and for all students in Grades 3 and up, use the initial administration Reading Comprehension Assessment to get a baseline of students' reading comprehension skills. Then, administer the assessment up to four more times per year to monitor students' reading comprehension skill growth.

SEE ALSO
For information on the Reading Comprehension Assessment performance benchmarks, see page 23.

For information on Reading Inventory reports, see page 58.

## SEE ALSO

For more information on conferencing with students, see page 125.

## UNDERSTANDING GROWTH EXPECTATIONS

As students develop stronger comprehension skills, their reading growth is reflected in their Reading Comprehension Assessment results. When readers are young or just learning to read, their growth rate will be higher. As they become fluent, the rate of growth decreases. For example, when you were learning to read, you probably made gains in reading comprehension initially. Now that you are a fluent reader, your gains are likely very small. Determining appropriate growth expectations depends on the student's grade level and current Lexile measure. The average growth rates in the chart below are based on a representative sample of students from a large urban school district following one year of instruction. The growth rates are based on students whose normative results indicate that they are reading at the 25th, 50th, and 75th percentiles.

| Grade | Average Annual Lexile Growth |  |  |
| :---: | :---: | :---: | :---: |
|  | 25th Percentile | 50th Percentile | 75th Percentile |
| $\mathbf{3 - 5}$ | 140 L | 80 L | 60L |
| $\mathbf{6 - 8}$ | 70 L | 30 L | 20L |
| $\mathbf{9 - 1 1}$ | 50 L | 30 L | 20L |

Without intervention, students with lower initial Lexile measures may take longer to reach proficiency. Compare students' initial Lexile measure and grade-level growth expectations to determine how much growth may be expected. Note any additional growth needed to meet grade-level proficiency.

## SETTING INDIVIDUAL GROWTH TARGETS

Students who understand established growth targets derived from the results of their Reading Comprehension Assessment are more likely to be motivated to work hard in order to achieve success. Use the Growth Goals Report for your class, Reading Inventory student reports, performance standard information, and Conference Logs to discuss growth with students.

## DATA-DRIVEN DECISIONS Reading Comprehension Assessment

## Using Results for Instruction

Use the results from the Reading Comprehension Assessment to help determine appropriate reading comprehension skills instruction. Begin by consulting the Proficiency Report (see page 74) or Progress to College and Career Report (see page 80) to see each student's score on the assessment. Compare students' results to the performance level benchmarks for their grade to determine whether they need additional instruction on reading comprehension skills.
A comprehensive reading program includes both instructional and independent reading. Instructional reading provides students with an opportunity to build skills. Independent reading enables students to practice reading skills and develop a love of reading.
The chart below indicates how texts from different Lexile ranges can be used for instructional and independent reading. While students are targeted at their Lexile measures, they can also read books within a Lexile reading range-a number of Lexile measures above and below their measures. Think of a sliding scale as you consider what level of materials is appropriate for students in different reading contexts. Consult the Recommended Reading Report (see page 82) for recommended reading ranges for each student.

SELECTING TEXTS FOR INDEPENDENT \& INSTRUCTIONAL READING

| Lexile Reading Range | Purpose | Recommended Context | Student Experience |
| :---: | :---: | :---: | :---: |
| 100 L to 250 L below the student's Lexile measure | Instructional Reading <br> Skills instruction for remedial or reluctant readers. <br> Independent Reading Build fluency and confidence. | Use text at this level to help reluctant or remedial readers master a challenging subject or skill during instruction, or to motivate readers to engage in reading independently. | Simple <br> The student experiences fluency and can focus on mastering more advanced skills. |
| 50L above to 100 L below the student's Lexile measure | Instructional Reading Skills instruction on new or difficult skills and subjects. Independent Reading Build comprehension skills and acquire new vocabulary. | Use text at this level when asking students to read independently as you instruct, or when having students select books for independent reading. | Moderate <br> The student demonstrates sufficient control of vocabulary and syntax. The student experiences an appropriate level of challenge to grow as a reader. |
| 50L to 250L above the student's Lexile measure | Instructional Reading Skills instruction that exposes students to new vocabulary, syntax, and literary features. <br> Independent Reading Read for challenge. | Use text at this level when providing one-on-one support to the student, during smallgroup instruction, or during read-alouds. <br> Only use this level for independent readers who have prior knowledge or deep interest in the subject of the book. | Demanding <br> The student will not be able to read the text independently, but with the right amount of support, he or she will build reading skills. |

## DATA-DRIVEN DECISIONS <br> Reading Comprehension Assessment

## USING LEXILE MEASURES IN YOUR CLASSROOM

Within any one classroom, there will be a range of readers and a range of complexity of reading materials. As long as students are reading materials within their Lexile range, they are forecasted to comprehend what they read and will be able to practice the same skills as those reading above or below them.

Once you know the Lexile measures of your students, there are a number of ways you can use that knowledge to maximize reading instruction. Here are some tips to consider for successfully teaching in a classroom with a range of Lexile measures.

## WHOLE-CLASS READING

- Consult the Text Complexity (see page 72) or the Proficiency Report (see page 74) to determine an appropriate level at which to select a book for whole-class reading. Make sure to select a book that is no more than 250L above the lowest measure in your class. Provide extra instructional support to students who are reading text that is more than 50L above their measure.
- Use the Book Expert to select books that represent the different Lexile measures in your class and that connect to the themes and topics you are studying, as well as the core reading programs you are using. For example, if you are studying the Civil War, select five different books on that topic that correspond to the different Lexile measures in your class. See page 115 for information on Book Expert.
- Select books at a higher Lexile measure if you are reading books aloud to the whole class or are using audiobooks. Students listen at a higher comprehension rate than that at which they read. Discuss the books and model strategies, such as comparing text to personal experience.
- Model reading strategies regularly, including making references, drawing conclusions, summarizing and visualizing text, identifying the main idea, and asking questions while reading, to make sure that all students receive the support they need.
- Provide a variety of assignments for students to respond to text in different ways through writing, speaking, acting, etc.


## GROUP READING

Use the Instructional Planning Report (see page 70) to assemble students into small reading groups according to their Lexile measures and interests. Ask each group to select common texts on their Recommended Reading Reports (see page 82) to read and discuss. Assign group projects that require responses to the books that have been read.

- Provide a sequenced approach when selecting reading materials for reading groups that are within each group's Lexile reading range. Consult the Text Complexity Report (see page 70) to identify the group's Lexile reading range. Start with easier texts at the beginning of the year and then move to more challenging texts.


## DATA-DRIVEN DECISIONS <br> Reading Comprehension Assessment

## INDEPENDENT READING

- Select books that match each student's current reading level. Include texts that are within the student's simple (100L-250L below) and moderate (100L below to 50 L above) ranges. Allow students to select their own texts as well.
- Encourage students to read books on their Recommended Reading Reports. (See page 82.)
- Encourage students to read above their Lexile measures when the text is on a topic in which they are very interested. Their familiarity with the topic, as well as their background and vocabulary knowledge, allow them to read at a more challenging level.
- Guide students who are reading about an unfamiliar or difficult topic to choose texts at the lower end of, or below, their Lexile measure. Reading lower-level texts can help them gain the necessary background information and vocabulary to continue reading and understanding the material.


## INSTRUCTIONAL READING

- When instructing students one-on-one or in small groups, choose texts with a Lexile measure that is higher than the student's current measure-up to 250 L above. With the proper guidance, scaffolding, and support, the reader is capable of comprehending more challenging materials.
- When teaching a new and challenging subject, or working with students on a difficult reading skill, select texts that are on or below the students' Lexile measures so that their comprehension level is high.


## SELECTING BOOKS FOR INSTRUCTION

Use the following tips to select appropriate texts for students:

- Skill Building: Choose books on or below student Lexile measures when teaching reading skills.
- Guided Reading: Select on-level or challenging books. Scaffold learning throughout instruction. Ask questions to facilitate comprehension.
- Gradual Level Increase: Staircase complex texts by assigning easier books for independent and small-group reading at the beginning of the year, and gradually progress to more challenging books.


# DATA-DRIVEN DECISIONS <br> <br> Reading Comprehension Assessment 

 <br> <br> Reading Comprehension Assessment}

## Planning With Complex Texts

Use Lexile measures to help develop class units and lesson plans that gradually build and deepen knowledge with complex literary and informational text.

## Considering a Range of Text

Research shows that reading a range of high-quality literary and informational texts across disciplines helps students build background knowledge, gain insights, and broaden their perspectives. In the upper grades, consider increasing the percentage of informational textsfrom $50 \%$ in elementary up to $70 \%$ in high school-because informational texts make up the majority of texts students will read in college and the workplace.

## Staircasing Complex Texts

Students benefit from exposure to units of text on a common theme or topic that gradually increase in complexity. Starting with texts in the lower Lexile range of the grade band and increasing text complexity through the unit—or staircasing the texts—provides students with the necessary background knowledge and academic vocabulary to tackle more complex texts. Struggling readers may start below their grade-level Lexile band, but by the end of the unit they are expected to engage with complex grade-level text by reading more challenging text with appropriate scaffolding and moving toward independence.


## THE MEASURES OF TEXT COMPLEXITY

TEXT COMPLEXITY KEY


When determining the complexity of a text consider multiple measures.
Quantitative Measure refers to the technical difficulty or readability of text, including factors such as word length, word frequency, and sentence length. The Lexile Framework for Reading is one method for identifying the quantitative measure of a text.

Qualitative Measure incorporates meaning, purpose, structure, organization, language conventionality, language clarity, and knowledge demands.

Reader and Task accounts for the reader's knowledge of and interest in the subject and task.

## DATA-DRIVEN DECISIONS

## Using Lexile Measures to Motivate Readers

Students are motivated to read when they have access to books that match their Lexile measure interests. Use Lexile measures and students' Recommended Reading Reports (see page 82) to help students find books that appeal to them and generate excitement about reading.

- Use the SAM Book Expert (see page 115) to find books on topics of interest to students. Consult students' Recommended Reading Reports, generated according to their interests and Lexile measures, to find similar types of books to recommend.
- Set personal goals with students to read a set number of books within their Lexile reading ranges. See My Personal Goal Reproducible (see page 137).
- Reward students if they reach their goals by posting their names and goals on the bulletin board, or by printing customizable certificates from the SAM Roster. When posting student information, be aware of district privacy rules.
- Encourage students to select their own books within their Lexile reading ranges.
- Have students recommend favorite books using the Book Recommendation Reproducible (see page 138).
- Group students and assign each group's books according to their Lexile measures so that students can read and discuss books that are on their level.
- Use Book Expert to scaffold books on the same topic, so that all students can build background knowledge and access complex text on a given topic or theme.
- Have students chart their own reading growth on the Lexile Framework for Reading Map (see page 132), to let them see their progress.
- Ask students to respond to books on their Recommended Reading Reports both orally and in writing. Give students extra credit if they write book reviews.
- Create a book corner in your classroom or library media center to highlight books that are on students' Recommended Reading Reports.
- Send the Recommended Reading Reports home to encourage families to help children select appropriate reading material.


## CONSIDERING READER AND TASK

Use the following guidelines when determining a text's suitability for reader and task:

- Knowledge and experience: Will the student be interested in this topic?
- Purpose for reading: What do I want the student to do with the text?
- Complexity of text-based tasks: Is the task engaging? Are the task's directions and required readings at the student's level?
- Complexity of text-based questions: Will the student need support to comprehend the question and locate appropriate evidence?


## DATA-DRIVEN DECISIONS <br> Reading Comprehension Assessment

## SUPPORTING STRUGGLING READERS

As students engage with complex text, consider strategies you may use to scaffold the reading experience for struggling readers in order to build confidence and fluency.

## STRATEGIZING SUPPORT

Review the list below for strategies to support struggling readers with complex text.

- Create Reading Lists Use the Book Expert (see page 115) to create reading lists tailored to your students' reading levels and interests. You can create these lists throughout the year. The Recommended Reading Report (see page 82) serves as their personal list after a test administration.
- Chunk Text Guide students to break text into more manageable parts, enabling them to examine key vocabulary and ideas to focus on meaning. Provide a specific task for each chunk, such as write a one-sentence summary and cite an interesting detail.
- Sequence Questions Build close reading skills for all students by creating questions that build on one another and allowing students to move from demonstrating a basic understanding of the text toward engaging in deep understanding focused on text-based evidence.
- Close Read With Text Marking Remind students to mark up important details of the text when rereading in order to deepen understanding and help them to easily identify evidence when responding to text-dependent questions.
- Read Aloud Choose complex texts, at a higher Lexile measure than the class average, when reading aloud. Model using comprehension strategies with these more challenging texts.


## REFLECTION

Additional strategies I will use to support struggling readers are ...

## Using SAM to Guide Book Selection

The Book Expert is a powerful tool that searches a library of thousands of titles to help you find books to match your students' needs. The Book Expert allows you to filter search results to find appropriate titles based on age, Lexile measure, and interest.

## SAM BOOK EXPERT



## FINDING THE RIGHT BOOKS

To open the Book Expert search screen, click the Books button on the main display of the SAM Home Page, or click the Books tab along the top of any screen in SAM. You can search the books included in the Book Expert by title, author, Lexile measure, or 10 other descriptive categories.

## BOOK EXPERT QUICK SEARCH

When you know the author or title of a book, you can enter that information in the top Quick Search box and click Go. Your results will display in the Search Results screen, where you can sort information and read more about each book included in the results.

SAM BOOK EXPERT SEARCH RESULTS


## BOOK EXPERT ADVANCED SEARCH

Advanced Search allows you to apply multiple filters to narrow search results. From the Advanced Search screen, select filter categories, such as book level, genre, series, comprehension skill, or interest level. Use the filters to search for books for instructional or independent reading.

- Instructional Reading: Search for titles that address specific comprehension skills, genres, themes, or topics. Narrow results by selecting Lexile measure or interest level.
- Independent Reading: Search for titles within a specific interest or Lexile range for individual students. Use Recommended Reading Reports to identify student's book interests, then narrow results by selecting interest, genre, theme, or topic.


## SEARCH RESULTS

Once you have selected your search criteria, click Search. Books that fit your filter categories will display. Click on the title of a book to review more information. Sort results by title, author, level, or points. For more information on using the SAM Book Expert, see the software manual (hmhco.com/productsupport).

## Variations in Reading Inventory Results

It is expected that over the course of a year most students will demonstrate growth on both the Foundational Reading Assessment and the Reading Comprehension Assessment. Growth on both assessments may be measured against the proficiency benchmarks. However, individual differences may influence the pace of growth for a given student. Fluctuations in the trajectory of scores may be based on a variety of factors.

## EXTERNAL FACTORS

- The student's state of mind at the time of the testing can affect the test scores. The student may be tired, hungry, or distracted, which can impact performance.
- The testing environment may not be conducive for the student, especially if the classroom environment is noisy or the student feels pressured to complete the test.

SEE ALSO
For more information on targeting for the Reading Comprehension Assessment, see page 42.

## INTERNAL FACTORS

- Administering the Foundational Reading Assessment to students in Grade 3 or up will skew results and is not recommended. The Foundational Reading Assessment is not an appropriate measure of fluency for older students. We recommend the Phonics Inventory or another assessment to assess the fluency of older readers.
- Targeting a student's initial Reading Comprehension Assessment level enables the test to set initial questions at the appropriate reading level. If a student is not targeted, it may take longer than one test administration for the Reading Comprehension Assessment to adapt the difficulty of the questions to the student's appropriate level.
- Testing the student too often diminishes the accuracy of the scores. Test administrations should be spread out evenly throughout the year to allow enough time for students to make measurable growth.


## Professional Learning Guide Reading Inventory Best Practices

# Best <br> Practices <br> <br> Foundational Reading Assessment 

 <br> <br> Foundational Reading Assessment}

Students in Grades K-2 take the Foundational Reading Assessment up to three times per year to monitor foundational reading skill growth and to determine readiness for the Reading Comprehension Assessment. Use the following best practice guidelines to effectively administer this assessment and ensure accurate results.

## Before Testing

## PLANNING FOR THE TEST

- Work with school or district administrators to determine an appropriate testing calendar and establish testing windows. Administer the Foundational Reading Assessment up to three times per year. It is not recommended to administer the test more than three times per year, as students may become overly familiar with the test content, weakening the accuracy of the results. Additionally, it is important to space administrations far enough apart that students can make measurable gains. See page 32 for more information on establishing a testing calendar.
- At the beginning of the school year, use SAM to enroll students in the Reading Inventory. Pay particularly close attention when entering students' grade levels, as that will determine which subtest(s) they have access to. See page 41 for information on using SAM for enrollment.
- K-2 students will have access to both the Foundational Reading Assessment and the Reading Comprehension Assessment. Review students' previous test scores and refer to the Foundational Reading Report for recommendations for which students are ready to move on to the Reading Comprehension Assessment. See page 62 for information about the Foundational Reading Report. Teachers may, however, choose to continue to administer the Foundational Reading Assessment to all students throughout the year to monitor foundational skills learning.
- Print the Reading Inventory Student Roster. For each student, create a card listing the student's Reading Inventory username, password, and the subtest to be taken (if applicable). Students can use the cards for reference during testing. See page 76 for information on the Student Roster.


## PREPARING THE TESTING ENVIRONMENT

- Determine a testing location. The assessment can be administered in a classroom, computer lab, or library media center. Dedicated computers are not needed.
- Separate computers or use partitions between computers to reduce distractions. If students are taking the test on a tablet, place students far enough apart so that they don't distract one another.
- Provide headphones for each computer or tablet.
- For students using computers, position screens at students' eye levels for comfort and ergonomic best practice. Provide a mouse for each computer, rather than requiring students to use a track pad. Consider placing a sticker on each mouse to show students where to click.


## Best Practices <br> Foundational Reading Assessment

## Before Testing

## SCHEDULING THE TEST

- Plan for each student to take 20-30 minutes to complete the Foundational Reading Assessment. Students may complete the test in more than one session if necessary.
- If testing in your classroom with a limited number of computers or tablets: plan time for a small group of students to take the test each day throughout the week, perhaps as part of a center or small-group rotational schedule. Provide quiet, organized activities for the rest of the students so that you are able to monitor the testing group closely as they work.
- If testing in a lab or media center where there is a computer or tablet for each student: administer the test to all students at one time. Plan enough time for all students to complete the test, understanding that some students will take more time than others. Encourage students who complete the test early to engage in quiet, independent activities to avoid disturbing those who are still testing.


## PREPARING STUDENTS FOR THE TEST

- Send home the Introductory Letter before initial testing to notify families of the testing date, and to introduce them to the Reading Inventory. See pages 88 and 140 for Parent Letters.
- Emphasize to students that the purpose of the test is to learn about their reading skills and set a path to help them become better readers. Inform students of the testing date.
- Discuss and practice appropriate use of the computer and related equipment. Practice mousing, tapping, and keyboarding skills with students prior to testing.
- Establish a silent signal for students to use if they need help while taking the test.
- Discuss with students what they should expect during each administration. See page 45 for information on the Student Experience.


## REFLECTION

I will take these steps to prepare to administer the Foundational Reading Assessment:

## Best Practices <br> Foundational Reading Assessment

## During Testing

## MONITORING TEST ADMINISTRATION

- Hand out note cards with students' login information and subtest assignments (if applicable) and assist students with the login process.
- During each administration, Grade K-2 students will log in and be taken to a page with buttons for both subtests. Direct students to click on the green Foundational Reading button Asc. See page 45 for more information on the Student Experience.
- Check that the volume is at an appropriate level on each computer and encourage students to use headphones throughout testing to avoid distraction.
- Review computer or tablet skills and testing directions with students as needed. Students who do not successfully complete the initial mouse check items or the practice items for any test section will be asked to raise their hands for help.
- Monitor students as they work to ensure they are on task and remove distractions.
- Discourage excessive and random clicking or tapping and remind students to do their best.
- Allow students to take a break as needed. Be sure that students click or tap the pause button before taking a break.


## After Testing

REVIEWING TEST RESULTS

- Access students' Foundational Reading Report to view their scores and readiness for the Reading Comprehension Assessment. See page 62 for more information on the report.
- Use each student's score range to guide foundational skills instruction. See the chart on page 12 for instructional recommendations.
- Review each student's Foundational Reading Subtest Report to determine next steps for each student. See page 62 for more information on the report.
- Send home the Follow-Up Letter or Parent Report after each test administration to inform families of students' current skills and progress. See pages 89 and 141 for more information.


## Best Practices

## Reading Comprehension Assessment

Students in Grades K-2 who demonstrate readiness, and students in Grades 3 and up, take the Reading Comprehension Assessment. Use the following best practice guidelines for before, during, and after test administration.

## Before Testing

## PLANNING FOR THE TEST

- Work with school or district administrators to determine an appropriate testing calendar and establish testing windows. See page 32 for information.
- If students are in Grades K-2, refer to the Foundational Reading Report to determine which students will take the Reading Comprehension Assessment. Students in Grades 3 and up will only have access to the Reading Comprehension Assessment.
- At the beginning of the school year, use SAM to enroll students in the Reading Inventory. See page 41 for information on using SAM for enrollment.
- Target students for their first Reading Comprehension Assessment, if appropriate. See page 42 for information on targeting.
- Print the Reading Inventory Student Roster. Write each username and password on a card that the student can use for reference during testing.
- Establish a silent signal that students can use if they need help during the test.


## PREPARING THE TESTING ENVIRONMENT

- Determine a testing location. The assessment can be administered in a classroom, computer lab, or library media center. Dedicated computers are not needed.
- Separate computers or use partitions between computers to reduce distractions. If students are taking the test on a tablet, place students far enough apart so that they don't distract one another.
- Provide headphones for each computer or tablet.
- For students using computers, position screens at students' eye levels for comfort and ergonomic best practice. Provide a mouse for each computer.


## SCHEDULING THE TEST

- Plan for each student to take 20-30 minutes to complete the assessment.
- If testing in your classroom with a limited number of computers: plan time to test a few students each day throughout the week. Assign time slots for students to take the test each day. Organize quiet activities for the rest of the class so that test takers are not disturbed and so you can monitor the testing group closely as they work.
- If testing in a lab or media center where there is a computer or tablet for each student: administer the test to all students at one time. Do not put a time limit on the test. Students will finish at different times. Allow students who finish before others to read silently upon completing the test, so that other students are not disturbed.


## Best Practices <br> Reading Comprehension Assessment

## Before Testing

## PREPARING STUDENTS FOR THE TEST

- Emphasize that the purpose of the test is to find out students' reading levels, set goals, and monitor progress. Inform students of the testing date.
- Send home the Introductory Letter before initial testing to notify families of the upcoming test date, and to introduce them to the Reading Inventory. See pages 88 and 140 for more information.
- Make sure that students have the basic computer skills necessary to complete the assessment.
- Review test-taking strategies for answering multiple-choice questions. Explain that neither the reading interests survey nor the practice items will affect their test results.
- Explain that the test is untimed, so students can take time to read and respond to each test item.
- If students need to take a break or complete the test at another time, they should press Escape to exit and save their responses.
- Share that the test is adaptive, which means questions will get harder as students answer questions correctly. Emphasize that students will not be able to return to previous questions.
- Point out that students can skip up to three test items without penalty.
- Explain that at the end of the assessment students will receive their test results. Explain that results are reported as Lexile measures, which students can use to select independent reading books.


## REFLECTION

I will take these steps to prepare to administer the Reading Comprehension Assessment:

## Best

Practices

## Reading Comprehension Assessment

## During Testing

## MONITORING TEST ADMINISTRATION

- Hand out note cards with each student's name, login information, and subtest assignments (if applicable).
- Assist students with the login process, especially if this is their first time taking the test.
- During each administration, Grade $\mathrm{K}-2$ students will be taken to a page with buttons for both subtests. Direct Grade K-2 students to click on the blue Reading Comprehension button 1 . Students in Grades 3 and up will be taken directly to the Reading Comprehension Assessment. See page 45 for more information on the Student Experience.
- Check that the volume is at an appropriate level on each computer and encourage students to use headphones during testing to avoid distraction.
- Circulate the classroom to answer questions during testing, assist with technical problems, or assist with logging on, especially with younger students.
- Make sure students understand the directions. Encourage students to read along with the spoken directions as they are read aloud before the test begins.
- Assist students who have been prompted to see a teacher because they answered a practice test question incorrectly. Review the test directions and purpose, and then monitor the student as he or she retakes the practice test to provide follow-up support as needed.
- Encourage students to give their best effort, especially if students are quickly clicking through questions. If necessary, have students who are fatigued or frustrated save the incomplete test and return to complete the test after a break or at another time.


## Best Practices

## Reading Comprehension Assessment

## After Testing

## REVIEW READING INVENTORY REPORTS

- Review classroom reports to make instructional decisions. See page 58 for more information on Reading Inventory reports.
- Use the Instructional Planning Report to create guided reading groups.
- Use the Text Complexity Report to assist with independent reading selections.
- Conference with students to establish reading growth goals based on the Growth Goals Report.
- Share the Progress to College and Career Report with students to help set and track reading growth goals.
- Encourage students to refer to their Recommended Reading Reports when making independent reading choices.
- Involve families. Print and send home the Follow-Up Letter and Parent Reports. Also send home the Recommended Reading Report to encourage reading outside of school. See page 127 for information on partnering with families.


## USE TEST RESULTS TO GUIDE CLASSROOM INSTRUCTION

- Use the Instructional Planning Report to place students in reading groups according to their test results. Use the SAM Book Expert to select appropriate books for students to read on topics you are currently teaching. See page 115 for more information on the Book Expert.
- For students who are reading below grade level, focus on skill instruction using books that are up to 250 L below their level (a level at which they read with $90 \%$ comprehension). See page 109 for more information on selecting books for students.
- Adjust the level of books you choose according to whether you are reading aloud to the class, teaching specific skills, or scaffolding reading strategies.
- Strengthen your library. Share the Recommended Reading Reports with media specialists, encouraging them to organize targeted collections and help students select books at the appropriate level. See page 82 for more information.


## REFLECTION

My next steps to effectively use Reading Comprehension Assessment results to enhance instruction include:

## Conferencing With Students

Sharing progress data with students fosters student ownership and increases motivation. One-on-one conferences allow you to help students set meaningful goals based on their assessment results, to discuss books a student has read, and to explain student report data.

## Guidelines for Conferencing

Refer to the following guidelines for planning and holding effective conferences with students:

1. Hold conferences throughout the school year. Use the Conference Log and the My Personal Goal to help guide and organize each conference. See these resources pages 136 and 137.
2. Prepare all materials before the conference. Consider using the Student Action Report, Progress to College and Career Report, Recommended Reading Report, Student Test Printout, and Daily Reading Logs, depending on your conference goals and which subtest the student has taken.
3. Consider the focus of your conference as you gather relevant information. During some conferences you may wish to discuss students' progress and goals, while at other conferences you may choose to discuss a particular book that the student is reading.
4. Ensure that students have assignments that they can complete independently while you conference with others.

## Conferencing With Students

## Goal Setting Conferences

After each Reading Inventory administration, share Reading Inventory reports with students to review results and set goals. Follow the steps below when you meet with students individually to review data:

1. Explain that the purpose of the conference is to discuss the student's progress and reading growth.
2. Share individual reports to discuss growth. Use the reports to highlight successes and areas of challenge.
3. Guide the student to reflect on his or her progress and set new reading goals to help him or her prepare for the demands of college and career. Have the student record his or her goals on the My Personal Goal log, shown on page 137.
4. Have the student initial the $\log$ and take it home to share with his or her family.

## Reading Conferences

Meet with students about once a month to discuss books they are reading. While the class is working independently, call one or more students to meet with you for reading conferences. Follow these steps to meet with individuals or small groups who are reading the same book:

1. Ask students for general reactions to the book. Prompt them to give reasons for their reactions and examples from the text to support their ideas.
2. Encourage students to relate characters, events, topics, and ideas to their own lives, and to other texts they have read. Ask follow-up questions to build on their responses. Examples:

- What in the text makes you think that $\qquad$ ?
- Did anything in the text surprise you?
- How does the author show, rather than tell you what the character is like?

3. Have students complete an entry in their Daily Reading Log to track their reading and record their reactions. For students who finished and enjoyed their book, suggest that they fill out a Book Recommendation form, shown on page 138.

## REFLECTION

My "to-do" list for scheduling and preparing for student conferences include:

## Partnering With Families

Establish a strong partnership with families to support student progress. Inform families of their child's reading progress throughout the year with reports, letters, and conferences.

## Communicating With Families

Use the resources listed below to make it easy to share students' test results with families.
Consider requiring an adult signature when sending home a report or letter.

- Introductory Letter: Use this letter to inform caregivers about the Reading Inventory and to alert them to their child's first test date. Use SAM to download the letter in English, Spanish, Hmong, Chinese, Vietnamese, or Haitian Creole. See page 140 for more information.
- Follow-Up Letter: After each Reading Inventory administration, use the follow-up letter to inform caregivers about results. Use SAM to download the letter in English, Spanish, Hmong, Chinese, Vietnamese, or Haitian Creole. See page 141 for more information.
- Parent Report I: Send home this report after the first Reading Inventory test administration to share results. This report is available in English and Spanish. See page 88 for more information.
- Parent Report II: Provide updates throughout the year by sending home this report after each subsequent testing session. This report includes test results and suggestions for how parents can help build reading skills at home. This report is available in English and Spanish. See page 89 for more information.
- Recommended Reading Report: For students who have taken the Reading Comprehension Assessment, provide families with copies of their child's Recommended Reading Report. Explain that this report is based on their child's reading interests and Lexile measure, and suggest that families visit the library with their child with the list to select books for independent reading. See page 82 for more information.


## Partnering With Families

## Conferencing With Families

Schedule conferences with families to review student progress, address concerns, and discuss how they can help facilitate that progress.
Refer to the following guidelines for effective conferencing with families:

1. Determine the conference goals prior to sitting down with families. What do you hope to communicate and what can families do to help their child at home? What questions or concerns might families have regarding their child's performance?
2. Gather relevant information. Determine which reports or student work best demonstrate the topics you wish to discuss with families.
3. If a family requested the conference, begin the meeting by allowing family members to describe their questions and concerns while you listen. Repeat their concerns back to them to make sure you understood them clearly. Then address concerns one at a time.
4. Begin by discussing positive aspects of the student's performance.
5. Work with families to craft a plan to support the student. Set goals and clearly communicate how caregivers can help the student achieve those goals.
6. End the conference on a positive note, and communicate how and when the family will receive updates.

## Encouraging Home Involvement

Share these ideas for how families can support students' learning at home.

- Create a reading area. Motivating your child to read is sometimes easier if you create a cozy home reading corner. Consider spending some quiet time reading together.
- Establish a routine. Designate a specific time for your child to read a book at his or her level for at least 20 minutes every night.
- Form a book club. Encourage your child and other families to form a book club.
- Talk about books. Model talking about books. Have conversations with other adults about books they are reading or books that they want to read.
- Read aloud. Read aloud to your child regularly to model fluency.
- Read and ride. Play audiobooks while traveling so your child hears modeled fluent reading.


## REFLECTION

My first three steps for establishing a strong partnership with families are:

## Professional Learning Guide

 Resources
## Professional Learning | Agenda

The Reading Inventory professional learning session guides you to use the Reading Inventory effectively for assessing and monitoring growth to help all your students achieve reading proficiency needed for success in college and the workplace. Before the session, review the Agenda to see the content that will be covered during each part of the day.

## Agenda

The following agenda outlines how time will be spent throughout the session:
10 minutes Welcome and Introductions
30 minutes Introducing the Reading Inventory
40 minutes Assessing Foundational Reading Skills
Break
30 minutes Assessing Reading Comprehension
40 minutes Understanding the Lexile ${ }^{\circledR}$ Framework for Reading Lunch

60 minutes Analyzing and Interpreting Reports
40 minutes Managing Data and Results
Break
50 minutes Setting Goals and Monitoring Growth
30 minutes Supporting College and Career Readiness

## REFLECTION

My important notes from the session include:

## Professional Learning | Outcomes

Before the session, preview learning that will take place during the day. After the session, return to the learning outcomes to ensure that your learning needs were met.

## Learning Outcomes

This professional learning session will help participants to:

- Identify how the Reading Inventory assesses the reading development of students in kindergarten through Grade 12.
- Administer the Foundational Reading Assessment to monitor foundational skills development and readiness for reading comprehension.
- Administer the Reading Comprehension Assessment to measure comprehension skills and monitor growth.
- Use the Lexile Framework for Reading to help determine text complexity and students' reading levels.
- Generate and analyze data-rich reports to inform instruction.
- Manage test settings and data using the Dashboard and the Student Achievement Manager (SAM).
- Set realistic growth expectations and plan data-driven instruction.
- Use the Reading Inventory to support students in progressing toward college and career readiness.


## Lexile Framework ${ }^{\bullet}$ for Reading Map

- Track your reading progress by charting your Lexile ${ }^{\circledR}$ measure growth.

Write the date of your most recent Reading Inventory Reading Comprehension Assessment at the bottom of the graph, where it says DATE. Then graph your results by placing a dot at the level that lines up with the score you received. Write your exact Lexile measure in parentheses next to each dot (for example, 770 L ). Connect the dots to trace your reading progress over time.


## Book Log

I have read these books:

| Title | Author | Date Finished |
| :---: | :---: | :---: |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |
| 6. |  |  |
| 7. |  |  |
| 8. |  |  |
| 9. |  |  |
| 10. |  |  |
| 11. |  |  |
| 12. |  |  |
| 13. |  |  |
| 14. |  |  |
| 15. |  |  |
| 16. |  |  |
| 17. |  |  |
| 18. |  |  |

Book Title $\qquad$

## Daily Reading Log

| Day | Today's Response | Pages Read |  | Teacher |
| :---: | :---: | :---: | :---: | :---: |
|  | Monday |  |  |  |
|  |  |  |  |  |
| Turting Page | Ending Page | Initials |  |  |
| Tuesday |  |  |  |  |
| Wednesday |  |  |  |  |
| Thursday |  |  |  |  |
| Friday |  |  |  |  |

## Inventory ${ }^{-}$(Reading Comprehension Assessment)

Book Title $\qquad$
My Lexile ${ }^{\circledR}$ Measure Book Lexile ${ }^{\circledR}$ Measure $\qquad$
Daily Reading Log

| Day | Today's Response | Book <br> Lexile <br> Measure | Pages Read |  | Teacher |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Sonding Page | Ending Page | Initials |  |  |  |
| Monday |  |  |  |  |  |
| Tuesday |  |  |  |  |  |
| Wednesday |  |  |  |  |  |
| Thursday |  |  |  |  |  |
| Friday |  |  |  |  |  |

## Conference Log

Subject of Conference $\qquad$ Date $\qquad$
Reading Inventory Results $\qquad$
In our conference we talked about: $\qquad$

Areas of improvement are: $\qquad$

## Areas of strength are:

$\qquad$ letter-word identification

## Areas that need work are:

letter-word identification
phonological awarenessphonological awareness
vocabulary
Phonics (letter sounds and decoding nonwords)
drawing conclusions/making inferencessummarizing text
separating fact from opinion
vocabularyPhonics (letter sounds and decoding nonwords)drawing conclusions/making inferencessummarizing text identifying cause and effect separating fact from opinion
$\qquad$ identifying cause and effect recognizing the story sequence understanding literary elements such as theme, main idea, setting, point of view integrating new knowledge with prior knowledge
critical thinking responding to text, orally and in writingrecognizing the story sequence understanding literary elements such as theme, main idea, setting, point of view integrating new knowledge with prior knowledge critical thinking responding to text, orally and in writing

Number of books read: $\qquad$
Favorite books (include author, genre, topic, theme): $\qquad$

Comments: $\qquad$
$\qquad$
$\qquad$
Date to check progress: $\qquad$
Student $\qquad$ Teacher $\qquad$
Signature
Signature

Reading Inventory • Conference Log • Teaching Resource

## My Personal Goal



## Some of the books I will read:

Place a check next to those that are on your Reading Report.
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

I will try my best to reach this goal:
Student
Signature Date

## We will help to reach this goal:

Teacher $\qquad$
Parent
Signature $\quad$ Date


Reading Book Recommendation Inventory
(Grades K-4)

## Book Recommendation

Recommend a book to your classmates.
I recommend $\qquad$
by $\qquad$
What is the book about? $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

Why do you like this book? $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

Describe the characters and setting, or tell about the main idea. $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

Draw your own cover for the book (on the back of this page).

Reading Inventory •Book Recommendation • Teaching Resource

## Book Recommendation

Recommend a book to your classmates.
Book Title: $\qquad$
Author: $\qquad$
Book Summary: $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
Why do you recommend this book? $\qquad$
$\qquad$
$\qquad$
Describe the characters and setting, or main idea: $\qquad$
$\qquad$
$\qquad$
What is the theme? What message does it communicate? $\qquad$
$\qquad$
$\qquad$
What do you like about the author's style (use of metaphor, figurative language, tone, voice, use of details, etc.)? $\qquad$
$\qquad$
$\qquad$
$\qquad$


## Dear Parent or Caregiver:

This year your child will be using the Reading Inventory, a low-stakes, classroom-based assessment designed to evaluate students' reading ability, monitor student reading progress, set goals for reading growth, and match students to books at their reading level.

The Reading Inventory is taken on a computer and lasts 20-30 minutes. The types of questions a student receives and the results that are reported are based upon the student's grade level and reading level.

After each Reading Inventory administration during the year, I will send home a letter with your child's results. In addition, I may send home resources and recommendations for your child, such as recommendations for reading with your child, a list of books that reflects your child's Reading Inventory score and reading interests, or other resources.

Please make sure that your child comes to school ready to take the test on $\qquad$ _.
Remind your child that the Reading Inventory is an assessment that will help your child grow as a reader and find pleasure in reading.

Feel free to contact me with any questions. Thank you for your support.

Sincerely,

## Dear Parent or Caregiver:

This year your child is completing the Reading Inventory, a classroom-based reading test. The Reading Inventory is designed to evaluate students' reading abilities, monitor student reading progress, set goals for reading growth, and match students to books at appropriate reading levels.
This letter is to inform you of your child's latest results. The results of Reading Inventory tests are used in a number of ways. First, a student's score on the test is used to determine the student's reading ability compared to grade-level performance standards. These determinations will help inform reading instruction and set goals for your child. The results of subsequent Reading Inventory tests are used to monitor progress over time. In some cases, student results are also used to match students to texts at their reading level, which helps to make reading rewarding, constructive, and enjoyable.
Reading Inventory Results:

| Test Date: |
| :--- |
| Test Results: |
| Grade Level Performance Standard: |
| Comments: |
|  |
|  |

There are a number of ways you can help your child's reading progress at home. Here are some suggestions:

- Set a goal for your child of at least 20 minutes of reading per day.
- Help your child find books that are at an appropriate reading level. Please contact me about how to use Reading Inventory results to identify books at the appropriate reading level.
- Share with your child the kinds of things you are reading. Talk to your child about interesting things that you have read or about articles that taught you something new.

Thank you for taking the time to help improve your child's reading skills. If you have any questions, please feel free to contact me.
Sincerely,

Reading Inventory •Follow-Up Letter (English) • Teaching Resource

| The Follow-Up Letter is also available on SAM in alternate languages: |  |  |
| :--- | :--- | :---: |
| SAM Keyword: Reading Inventory Follow-Up Letter Spanish | SAM Keyword: Reading Inventory Follow-Up Letter Chinese |  |
| SAM Keyword: Reading Inventory Follow-Up Letter Hmong | SAM Keyword: Reading Inventory Follow-Up Letter Vietnamese |  |
| SAM Keyword: Reading Inventory Follow-Up Letter Creole |  |  |

## Beginning Reader (BR)

A text or student with a Lexile measure of 99L or below. BR designation is an indication that the student cannot yet comprehend continuous text.

## Computer-Adaptive Test

An adaptive test, such as the Reading Inventory, is one that is targeted to each individual examinee. As the student takes the test, the questions step up or down in difficulty, with the aid of a computer algorithm, according to the student's performance. Each examinee takes a unique appropriately leveled test designed based on abilities. In order to further reduce testing time while still producing precise results, information about the examinee's prior level of proficiency can be used to determine the optimal starting point for the test.

## Criterion-Referenced Test

A criterion-referenced test is one that provides results that indicate the knowledge or skills possessed by a student. Scores from these tests have meaning in terms of what the student knows or can do, rather than in relation to the scores of an external reference (or norm) group. The Reading Inventory is a criterion-referenced test that also provides norm-referenced results.

## DIBELS Next

DIBELS Next is an assessment used to measure the acquisition of early literacy skills from Grades K-6. DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills, and is comprised of six measures that function as indicators of the essential skills that every child must master to become a proficient reader.

## Foundational Reading Skills

Foundational reading skills are early literacy skills. The following foundational skills are assessed by the Foundational Reading Assessment:

- Phonological Awareness: Rhyme identification, and initial, final, and medial sound identification.
- Letter-Word Recognition: Knowledge of upper- and lowercase letter names, as well as sight words.
- Phonics (Word Attack): Letter sound identification and decoding nonwords.


## Grade Equivalent

A grade equivalent (GE) is a score that represents the typical (mean or median) performance of students tested in a given month of the school year. It is a decimal number that shows performance in terms of Grade Level (to the left of the decimal) and months (to the right of the decimal). It is not an equal interval scale and should not be used to measure growth. The Reading Inventory does not report in GE.

## Grade Level

Indicates whether the student is reading on, above, or below grade level as determined by the place on the norm scale. Grade Level also corresponds to the student's Performance Standard.

## High-Low

High-low texts have Lexile measures that fall much lower than the average reading ability of the intended reader age range. Media specialists and booksellers sometimes refer to young adult books with disproportionately low Lexile measures as "high-low" books, meaning "high interest" plus "low difficulty." High-low books are useful when matching older (Grade 7 and beyond) struggling readers with texts at both an appropriate complexity and an appropriate developmental level. The Reading Comprehension Assessment includes High-Low passages for older struggling readers.

## Lexile Framework

The Lexile Framework is a system that can help determine the reading level of any written material-from a book to a test item. The Framework can also be used to assess a reader's reading comprehension level. After test results are converted into Lexile measures, readers can be matched to reading materials on their own level. The Lexile Framework enables teachers to forecast what material each student can read with the desired level of comprehension.

## Lexile Measure

A Lexile measure is a unit of measurement that is used to determine the difficulty of text and the reading level of readers. It is an equal interval scale and can be used to measure growth.

## Lexile Reader Measure

The Lexile (L) measure of a student's reading level is determined by the results of a test such as the Reading Comprehension Assessment. A student whose reading skills have been measured at 500 L can confidently read a book that is also measured at 500L.

## Lexile Reading Range

The number of Lexile measures above and below the student's Lexile measure at which the student can be successful when reading for different purposes-independent reading, instructional reading, and fluent reading. Generally, the ranges for each of these are:

- Independent: 250L below the student's Lexile measure to 50L above the student's Lexile measure.
- Instructional: 250L above the student's Lexile measure to 100L below the student's Lexile measure.


## Lexile Text Measure

A Lexile text measure is the specific number assigned to any text. A computer program called the Lexile Analyzer computes this. The Analyzer carefully examines the whole text to measure such characteristics as sentence length and word frequencycharacteristics that are highly related to overall reading comprehension. The Analyzer then reports a Lexile measure for the text.

## Nonadaptive Test

A nonadaptive test is one that is not customized. Students are administered the same test questions regardless of their prior level of proficiency on the skills and knowledge being assessed. Each test includes a wide range of questions to cover the needs of both the low-achieving students and the high-achieving students. However, while some questions may be appropriate, the overall test may not be at the appropriate level for each student.

## Non-Prose (NP) Texts

A non-prose text is at least $50 \%$ nonstandard prose. Some examples are poems, plays, songs, and books with incorrect or no punctuation.

## Norm-Referenced Test

A norm-referenced test is one that produces results that relate to the performance of a comparison group. Norm-referenced interpretations tell how the scores of each student or group of students compares to the scores of the original (norm) group that took the test. The scores of the students do not necessarily produce the same distribution of scores as the scores of the norm group. The Reading Inventory provides norm-referenced as well as criterion-referenced results.

## Normal Curve Equivalent

A normal curve equivalent (NCE) is a normalized student score with a mean of 50 and a standard deviation of 21.06. NCEs range from 1 to 99. NCEs allow comparison between different tests for the same student or group of students, and between different students on the same test. NCEs have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an interval scale. That is, the difference between two consecutive scores on the scale has the same meaning throughout the scale.

## Percentile Rank

The percentile rank of a score indicates the percentage of scores less than or equal to that score. Percentile ranks range from 1 to 99. For example, if a student scores at the 65th percentile rank, it means that he performed as well as or better on the assessment than 65 percent of the norm group.

## Performance Standard

A descriptor of student performance that describes what students must do to demonstrate various levels of proficiency with respect to the specific content (for example, reading comprehension). Four default levels have been identified to describe student performance on the Reading Comprehension Assessment.

- Advanced: Students scoring in this range exhibit superior performance when reading grade-level appropriate text and can be considered as reading "above Grade Level."
- Proficient: Students scoring in this range exhibit competent performance when reading grade-level appropriate text and can be considered as reading "on Grade Level." Students performing at this level should be able to identify details, draw conclusions, and make comparisons and generalizations when reading materials developmentally appropriate for the Grade Level.
- Basic: Students scoring in this range exhibit minimally competent performance when reading grade-level appropriate text and can be considered as reading "below Grade Level."
- Below Basic: Students scoring in this range do not exhibit minimally competent performance when reading grade-level appropriate text and can be considered as reading significantly "below Grade Level."


## Raw Score

The number of correct responses by a student to a set of test items. Raw scores cannot be compared across tests, nor are they equal interval. Generally, raw scores are converted to a scale score oras with the Reading Comprehension Assessment-to a Lexile measure.

## Scale Score

A nonlinear transformation of the raw score to make the scale units equal interval, and thus useful for measuring growth.

## Stanine

Stanine is a standardized student score with a mean of 5 and a standard deviation of 2 . Stanines range from 1 to 9 . In general for all grades, stanines of 1 to 3 are considered below average, stanines of 4 to 6 are considered average, and stanines of 7 to 9 are considered above average. A difference of 2 between the stanines for two measures indicates that the two measures are significantly different. Stanines, like percentiles, indicate a student's relative standing in a norm group.

## State Assessment

Below is a list of assessments that are currently aligned to the Lexile Framework.

- Arizona's Instrument to Measure Standards (AIMS)
- Delaware Comprehensive Assessment System (DCAS)
- Georgia Criterion-Referenced Competency Test (CRCT)
- Georgia End of Course Tests (EOCT)
- Hawaii State Assessment (HSA)
- Kansas Reading Assessment
- Kentucky Performance Rating for Educational Progress (K-PREP)
- Minnesota Comprehensive Assessments (MCA-111)
- New Mexico Standards-Based Assessment (SBA)
- North Carolina End-of-Grade (NCEOG)
- North Carolina English I End-of-Course (NCEOC)
- Oklahoma Core Curriculum Test (OCCT)
- Oregon Assessment of Knowledge and Skills (OAKS)
- South Carolina Palmetto Assessment of State Standards (PASS)
- South Dakota Test of Educational Progress (DSTEP)
- Tennessee Comprehensive Assessment Program (TCAP) Achievement Test
- Virginia Standards of Learning Tests (SOL)
- West Virginia WESTEST 2
- Proficiency Assessments for Wyoming Students (PAWS)


# RO <br> <br> Reading <br> <br> Reading Inventory 

 Inventory}

## Grades K-12

The Reading Inventory is a computer-adaptive, research-based reading assessment that measures students' readiness for instruction and tracks their progress toward college and career readiness.

## Use this guide to explore the Reading Inventory:

- Program Overview
- The Educator Experience
- The Student Experience
- Understanding the Lexile ${ }^{\circledR}$ Framework for Reading
- Results and Data Analytics
- Data-Driven Decision Making
- Best Practices


[^0]:    Criterion-Related Validity Coefficients for Foundational Reading Assessment Accuracy and Fluency Scores With DIBELS Next

[^1]:    Administration Dates

[^2]:    Leadership Dashboard

