



Professional Learning Guide

Grades K–12



Reading Inventory

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 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.

G 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[®] Framework for Reading scale, a scientifically accurate system for measuring the comprehension levels of readers and the complexity of texts. Lexile[®] 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 <u>page 46</u> for more information.

SEE ALSO

For more information on Foundational Reading Assessment fluency scores and grade-level performance benchmarks, see <u>page 11</u>.

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 <u>page 32</u>.

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.

Grade	Grade-Level Fluency Range	
К	0–35	
1	36–58	
2	59–82	

FOUNDATIONAL READING ASSESSMENT FLUENCY RANGES

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.

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 <u>page 62</u> or the Progress to Career and College Report on <u>page 80</u>.

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	Recommended Instruction			
0–15	Uppercase and Lowercase Letter Recognition; Phonological Awareness			
16-30	Letter-Sound Correspondence; Phonological Awareness			
31–35	Basic Decoding and Word Recognition—focus on words with consonants and short vowels (CVCs)			
36-48	Intermediate Decoding and Word Recognition—including words with short vowels, consonant blends and digraphs, and closed syllables			
49-58	Advanced Decoding and Word Recognition—including words with long vowels, variant vowels, diphthongs, and a variety of syllable types			
59-82	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.

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 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.

🕂 SEE ALSO -

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

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 are presented below. The results show that student performance on the Foundational Reading Assessment correlates with performance on DIBELS Next.

Foundational Reading	DIBELS Next		
Assessment	Kindergarten	Grade 1	Grade 2
Total Accuracy	.70	.71	.50
Total Fluency	.58	.73	.62

CRITERION-RELATED VALIDITY COEFFICIENTS

Criterion-Related Validity Coefficients for Foundational Reading Assessment Accuracy and Fluency Scores With DIBELS Next

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.

TESTING CALENDAR

Teachers should follow the testing calendar that is established by their administrations. The Reading Comprehension Assessment should be used three to five times per year for screening and progress monitoring. The Reading Comprehension Assessment is based on prior knowledge of a student's ability, and the starting point for each subsequent test is determined by the student's previous performance. The Reading Comprehension Assessment assumes that instruction will occur between administrations, and it assumes that the student cannot grow more than a certain number of Lexile measures in a set range of time. It is recommended that each Reading Comprehension Assessment administration be spaced a minimum of 30 days apart. However, eight weeks is the ideal amount of time between administrations as it allows students to make gains through instruction and practice so teachers can make informed instructional decisions based on results.

DETERMINING READINESS

Administer the Foundational Reading Assessment to students in Grades K–2 prior to administering the Reading Comprehension Assessment to indicate whether they have developed the foundational reading skills necessary to comprehend texts. Consult the **Foundational Reading Report** or the **Progress to College and Career Report** to view students' scores on the Foundational Reading Assessment and to see whether the scores indicate readiness for the Reading Comprehension Assessment. See <u>page 9</u> for more information on the Foundational Reading Assessment.

SEE ALSO

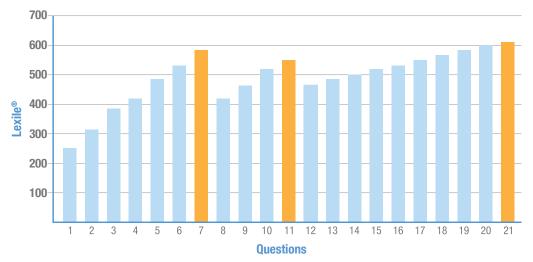
See <u>page 34</u> for more information on establishing a testing calendar for the Reading Comprehension Assessment.

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.



SAMPLE STUDENT READING COMPREHENSION ASSESSMENT PERFORMANCE

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 <u>page 42</u> 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.

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.

Maya Cooper Log Out	AA Font Size Skip → 3 Left 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 answering singing trying	
	Re Maya Cooper Log Out	AA Skip >> Next > Font Size 3 Left
	African elephants must stay cool in hot weather. They spray water on their bodies. They also cover their bodies with dust. The dust helps block the sun.	The elephants get dirty sleepy
Maya Cooper Log Out	AA Font Size Skip ►► Next ►	loud
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 used for many purposes games secrets decades	sick

SAMPLE READING COMPREHENSION ASSESSMENT ITEMS

SEE ALSO

For more information on Reading Comprehension Assessment performance levels, see <u>page 23</u>.

Overview Reading Comprehension Assessment

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 <u>page 112</u> for more information on text complexity.`

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 5L and range from 0L to 2000L. Text measures at or below 0L 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 50L above to 100L 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 <u>page 43</u>.

Welcome to the Reading Inventory

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 <u>page 132</u>.

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.



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.

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 -

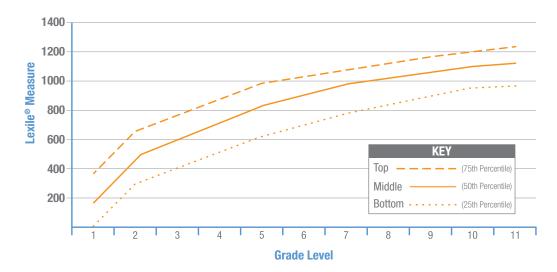
For more information on the validity and reliability of the Reading Comprehension Assessment, see the *Reading Inventory Technical Guide* on the *Reading Inventory* Product Support page at http://www.hmhco.com /product-support /products/ri/info.

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.

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.

SEE ALSO -

For information on how administrators can use SAM to adjust. performance levels, see <u>page 39</u>.

Grade	Below Basic	Basic	Proficient	Advanced
К	N/A	BR	0L to 275L	280L and Above
1	BR	0L to 185L	190L to 530L	535L and Above
2	BR to 215L	220L to 415L	420L to 650L	655L and Above
3	BR to 325L	330L to 515L	520L to 820L	825L and Above
4	BR to 535L	540L to 735L	740L to 940L	945L and Above
5	BR to 615L	620L to 825L	830L to 1010L	1015L and Above
6	BR to 725L	730L to 920L	925L to 1070L	1075L and Above
7	BR to 765L	770L to 965L	970L to 1120L	1125L and Above
8	BR to 785L	790L to 1005L	1010L to 1185L	1190L and Above
9	BR to 845L	850L to 1045L	1050L to 1260L	1265L and Above
10	BR to 885L	890L to 1075L	1080L to 1335L	1340L and Above
11/12	BR to 980L	985L to 1180L	1185L to 1385L	1390L and Above

READING COMPREHENSION ASSESSMENT PERFORMANCE LEVELS

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 Iowa 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 <u>page 144</u> to review the list of assessments currently aligned to the Lexile Framework.

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

SEE ALSO -

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

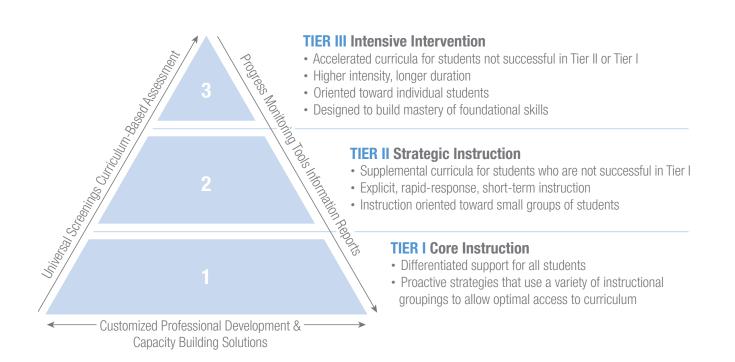
Response to Intervention

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.

Tier	Performance Level	Outcomes Educators Are Targeting
Tier I	At or above the 50th percentile	· Adequate or better progress
Tier II	Between the 25th and 50th percentiles	 Adequate or better progress Gap reduction
Tier III	At or below the 25th percentile	 Adequate or better progress Gap reduction

READING COMPREHENSION ASSESSMENT BENCHMARKS BY TIER

► 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 K-2 who are struggling with foundational reading skills
- · Identify students in Grades 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.

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 <u>page 39</u> for more information on adjusting proficiency bands in SAM.

Grade Band	Old CCSS Lexile Ranges	New CCSS Lexile Ranges for College and Career Readiness
K–1	N/A	N/A
2–3	450L-725L	420L-820L
4–5	645L-845L	740L-1010L
6-8	860L-1010L	925L-1185L
9–10	960L-1115L	1050L-1335L
11–College and Career Ready	1070L-1220L	1185L-1385L

RECOMMENDED LEXILE RANGES FOR COLLEGE AND CAREER READINESS

► REFLECTION

I will use the Lexile bands to plan reading instruction by . . .

Professional Learning Guide Administering the Reading Inventory

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

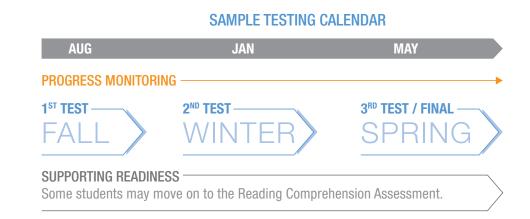
Use the Foundational Reading Assessment to assess students' foundational reading skills at the beginning of the year. Then, administer the assessment up to two more times per year to monitor progress. Below is a sample testing calendar.



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.

🕂 SEE ALSO -

For more information on the Foundational Reading Assessment, see <u>page 9</u>.



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
Administration Dates				

SEE ALSO

For more information on the Reading Comprehension Assessment, see <u>page 15</u>.

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

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.

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For information on targeting students in SAM, see page 42.

For Administrators | Leadership Dashboard

*****NOTE

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

🔁 TIP -

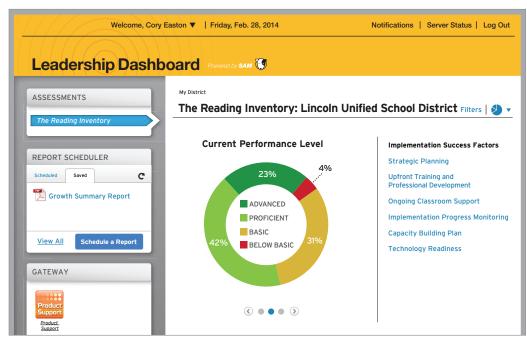
See your technical administrator if the Educator Access Screen is not bookmarked.

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.



Leadership Dashboard

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:

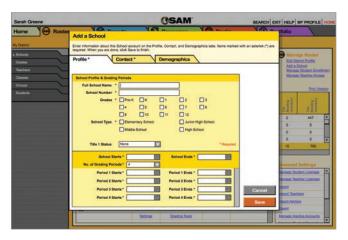
- **Roster:** Use the yellow tab to enroll students in the *Reading Inventory* and manage program settings.
- · Reports: Explore the blue tab to generate data-driven reports for growth monitoring.
- · Resources: Click the green tab to download teacher and student resources.
- **Books:** Select the red 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

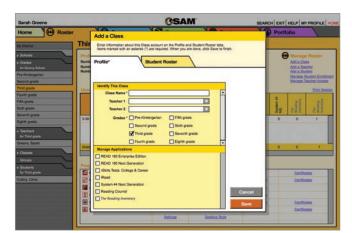
SAM needs to be initially set up by someone with administrator rights to your computer network.

DIRECTIONS

- 1. Log in to SAM. Click Roster.
- Click Add a School under Manage Roster on the district profile screen to open the Add a School window.
- Use the Profile and Contact tabs to enter basic information about the school. Items marked with an asterisk (*) are required.
- Use the **Demographics** tab to enter population information. This will allow you to generate a demographics report and filter data.
- 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*."

🔁 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 <u>page 46</u> for more information.

- 4. Use the checkboxes under **Manage Application** to associate the *Reading Inventory* with the class.
- 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 <u>page 23</u> for more information on performance levels.

ADD A TEACHER

Add teachers to SAM, and associate them with classes.

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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.
- Enter the teacher's information in the Profile tab of the Add a Teacher window. For example: "Schirmer, P1, *Reading Inventory*."

🔁 TIP –

For teachers using more than one HMH program, be sure to assign the same SAM username and password for data consistency.

- Click the School & Classes tab, and use the checkboxes to assign the teacher to classes.
- 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.

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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.
- Click the Advanced Settings tab. Click the text boxes to type new performance level names and/or Lexile ranges.
- 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.

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**.

🔁 TIP

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

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).

Sarah Greene		()S	AM	SEARCH EXIT	HELP MY PROFILE HO
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SAM Home Page

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.

Sarah Greene		(SAM		SEARCH EXIT HELP MY PROFILE HOM
Home Hoster	Reports	Resources	Books	Portfolio
My Classes	Add a Student			
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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.

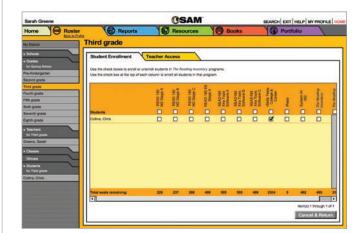
🗩 TIP -

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.

- Click the **Demographics** tab. Use the checkboxes to enter demographic information about the student.
- 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*.

🔁 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.

 Click Save & Return to return to the class profile screen, or click Save to save your changes and stay on the Manage Enrollment screen.

🔁 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**.

SEE ALSO

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

TIP 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 <u>not</u> 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.

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.

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	Restore Defaults			Ca	ncel & Return

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.
- 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.

🔁 TIP –

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.

- Click Okay on the confirmation window to confirm the changes.
- 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.

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lins, Chris	O District School Proficiency Report	Progress Monito	ring		- 1
	O Proficiency Growth Report	Progress Monito	ring		
	O Proficiency Summary Report	Progress Monito	ring		
	O Teacher Roster	Progress Monito	ring		
				Addoned Beinge Nore Reset Reset Description Please select a report.	
				Run Repo	vt

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.

🗩 TIP -

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

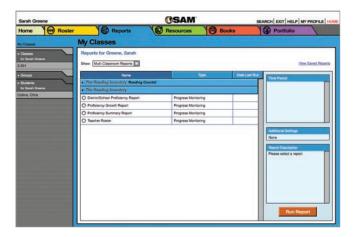
- Choose from the pull-down menu next to Show to sort the reports by Multi-Classroom, Classroom, or Student Reports.
- 4. Click the button next to the report you want to run. Read the **Report Description** to the right of the Reports Index to review the report purpose. Check and choose the time period on the upper right side of the screen.
- Click Run Report to view an on-screen or printpreview version of the selected report.

🔁 TIP –

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

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.
- 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.

5. To print the report, click **File** in the Adobe Acrobat toolbar. Then select **Print** from the pull-down menu.

SEARCH FOR RESOURCES

Find resources to support testing and progress monitoring.

Sarah Greene			(SAM)		SEARCH EXIT HELP N	Y PROFILE
Horme (Roster	Reports	Resources	Books	Portfolio	1
			Enter the Keyword of the Resource y	Sand Grand		
		SAM Ke	yword:		8	
	To search (or Resources, browse for Reso	irces. look up Standards, or access t	he interactive Teaching System, I	frat choose a program.	
			Program: The Reading Inventory	College & Career		
Advanced	B	owse	Standards			
			se the pull-down merus to begin you Select a type Select a type Assessment Classroom Management/Teacher R Professional Articles The Reading Inventivy Research Re	1000/000		

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.
- 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 resource, strand, and/or skill. Then click **Go**.
- 6. To view specific resource links grouped by category, click the **Browse** tab.

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 iPad[®] 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

R			
	Username		
	Password	Go On	

🔁 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[©] 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/info/.

DIRECTIONS

- 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[®], 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 iPad[®] skills.
- For students taking the Reading Comprehension Assessment, review the test format and basic test-taking strategies.

TIP

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.



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 <u>page 15</u> for information on determining the appropriate subtest for students.

Reading Inventory Grades 1-2 Landing Page



Reading Comprehension Assessment Book Interests Page

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 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[®]. Students are asked to click or tap on the black circle.

DIRECTIONS

- 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 <u>page 48</u>.

DIRECTIONS

- 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.
- 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.

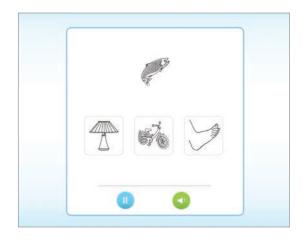
🔁 TIP -

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 Foundational Reading Assessment

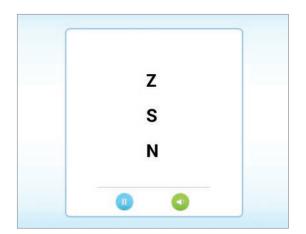
Foundational Reading Assessment Strands

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



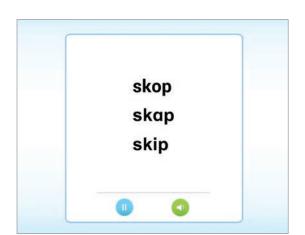
PHONOLOGICAL AWARENESS

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.

Taking the Reading Comprehension Assessment

Students in Grades K–12 can take the Reading Comprehension Assessment. See the "Determining Readiness" box <u>page 15</u> 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: 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 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.

SEE ALSO

For more information on student book recommendations, see the Recommended Reading Report on page 82.



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.

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 iPad[®] 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.

🔁 TIP

Monitoring Students If a student is prompted to ask you for help, review the test directions and purpose. Then monitor as he or she retakes the Practice Test, and provide follow-up support as needed.

RQ Maya Cooper Log Out	A Å Font Size	Skip 🄛 3 Left	Next 🕨
"You're a winner because you're here. It doesn't matter when you cross the finish	He had kept	-	
line." She smiled at him. "Some people	answering		
are winners because they don't give up, no matter what happens to them."	singing		
	trying		
	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.

DICATOR 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.

Reading Comprehension Assessment Test Items

Students will answer 20 to 25 questions.

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Roman coins were	used for man	y
purposes		
games		
secrets		
decades		
	purposes games secrets	Roman coins were used for man purposes games secrets

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.

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.

🔁 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.

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 **Log Out** button at the top of the screen.

Congratula Your test is complete.	tions, Maya! Your Lexile score is 570	o.
Here are some great books based	on your reading level and inter	ests.
	F Bi	
TITLE	AUTHOR	LEXILE
Beautiful Land	Nancy Antle	570
Boat Ride With Lillian Two Blossom	Patricia Polacco	540
Christmas Around The World	Emily Kelley	600
Hank Aaron: Brave In Every Way	Peter Golenbock	600
Hawk, I'm Your Brother	Byrd Baylor	600
Home Front Hero, The	Susan E. Kirby	610
Illinois Facts And Symbols	Emily McAuliffe	480
Mrs. Jafee Is Daffy!	Dan Gutman	580
Sam Samurai	Jon Scieszka	550
Stolen Bones, The	Carolyn Keene	560
City Of Ink Drinkers, The	Eric Sanvoisin	610
Courage Of Sarah Noble, The	Alice Daigliesh	610

REVIEW RESULTS WITH STUDENTS

Once students have completed the Reading Comprehension Assessment, schedule time to conference with students about their results. See <u>page 125</u> 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 <u>page 43</u> for more information on generating reports.

SEE ALSO For more information

on the Recommended Reading Report, see <u>page 82</u>.

Professional Learning Guide Using Reading Inventory Results

SEE ALSO

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

SEE ALSO

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

For more information on Reading Comprehension Assessment performance benchmarks, see <u>page 23</u>.

Understanding *Reading Inventory* Results

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.

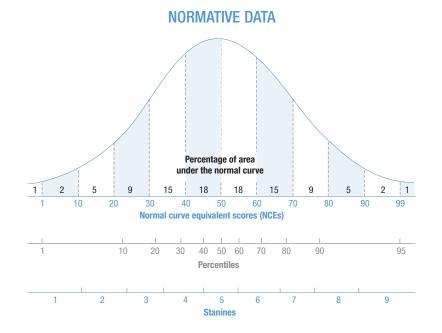
The Reading Comprehension Assessment provides norm-referenced results, including grade-level ranges and performance standards. A student's Lexile measure corresponds to the grade-level range at which the student is demonstrating proficiency in reading. Results indicate whether the student is reading 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

Grade Level	<>	Reading Comprehension Performance Standard
Above	<>	Advanced
On	<>	Proficient
Below	<>	Basic; Below Basic

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 Iowa 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, <u>p. 66</u> Proficiency Report, <u>p. 74</u> Progress to College and Career Report, <u>p. 80</u>
Instructional Planning	Teachers can use these reports to plan further instruction and intervention.	 Instructional Planning Report, <u>p. 70</u> Text Complexity Report, <u>p. 72</u> Student Action Report, <u>p. 84</u>
School-to-Home	Families receive these reports, which may be sent home or shared during conferences.	 Parent Report I, <u>p. 88</u> Parent Report II, <u>p. 89</u>
Management	Administrators use these reports to manage teachers, classes, and schools.	Test Activity Report, <u>p. 103</u>

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 <i>Reading Inventory</i> in relation to college and career readiness goals	>	Progress to College and Career Report (<u>p. 80)</u>
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	>	Run This Report
monitor Reading Comprehension Assessment growth for demographic subgroups	>	Demographic Growth Report (p. 90)
track Reading Comprehension Assessment performance across student demographic groups	>	Demographic Proficiency Report (p. 92)
view Reading Comprehension Assessment proficiency for a school, grade, or class	>	District/School Proficiency Report (p. 94)
examine reading growth between two Reading Comprehension Assessments	>	Growth Summary Report (p. 96)
note changes in Reading Comprehension Assessment proficiency distribution across performance standards over time	>	Proficiency Growth Report (p. 98)
analyze overall current reading comprehension performance	>	Proficiency Summary Report (p. 100)
track Reading Inventory testing frequency by teacher or grade	>	Teacher Roster (p. 102)
view test activity by school or teacher	>	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.



Reading Inventory Reports Overview

- 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.
- 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.
- 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.
- **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.
- 6 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.
- **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
TEACHERSFoundational Reading Report

Purpose

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

	Class: Schirmer 2	ional Rea	U 1		R 9	Reading Inventory
GROWTH	School: Lincoln Elen Teacher: Margaret Sc Grade: 1	nentary School hirmer				inventory
	Time Period: 03/28	8/14				
	1	2	3	4	5	
STUD	ENT GRAD	E 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		√	_
Huang, Hsin	1	02/21/14	44		•	_
larstock, Shalanc	la 1	02/21/14	41		•	
Jnocki, Jenna	1	02/21/14	32		•	_
King, Charles	1	02/21/14	36		•	_
Merril, Tiffany	1	02/21/14	34		•	_
Norton, Rachel	1	02/21/14	20		<u> </u>	_
	1	02/21/14	20			_
KEY		02/21/14			1	_
KEY	EVEL	02/21/14		GRADE LEVEL	FLUENCY RANGES	9-82
KEY ON GRADE L BELOW GRA	EVEL DE LEVEL	02/21/14		GRADE LEVEL	FLUENCY RANGES	9-82
KEY ON GRADE L BELOW GRA	EVEL	02/21/14		GRADE LEVEL	FLUENCY RANGES	9-82
BELOW GRA	EVEL DE LEVEL	02/21/14		GRADE LEVEL	FLUENCY RANGES	9-82
KEY ON GRADE L BELOW GRA	EVEL DE LEVEL	02/21/14		GRADE LEVEL	FLUENCY RANGES	9-82
KEY ON GRADE L BELOW GRA	EVEL DE LEVEL	02/21/14		GRADE LEVEL	FLUENCY RANGES	9-82
KEY ON GRADE L BELOW GRA	EVEL DE LEVEL	02/21/14		GRADE LEVEL	FLUENCY RANGES	9-82
KEY ON GRADE L BELOW GRA	EVEL DE LEVEL	02/21/14		GRADE LEVEL	FLUENCY RANGES	9-82
KEY ON GRADE L BELOW GRA	EVEL DE LEVEL	USING THE	GRAL	GRADE LEVEL	FLUENCY RANGES	9-82
KEY ON GRADE L BELOW GRA	EVEL DE LEVEL ess than 15 minutes	USING THE	GRAL	GRADE LEVEL DE K 0-35 GRADE	FLUENCY RANGES E1 36–58 GRADE 2 E	9-82

TEACHERS Foundational Reading Report

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.
- Performance Level Student foundational reading skills performance level, based on Foundational Reading Assessment performance standards: On Grade Level or Below Grade Level.
- 6 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.

ANALYZE THE REPORT

I would use this report to monitor students' progress toward grade-level goals by . . .

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

SEE ALSO Review Related Reports

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

REPORTS FOR
TEACHERSReading Performance Report

Purpose

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

PROGRESS	School: Lincolr Grade: 7 Time Period:						Reading Inventory			
	1		(2	3	N	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, Rach	el	7	792	01/25/14	Basic	26	36	4		
Cooper, Tiffany		7	841	01/25/14	Basic	32	41	4		
lmran, Khaleel		7	792	01/25/14	Basic	26	36	4		
Evans, Jamal		7	781	01/25/14	Basic	25	35	4		
Bracco, Christi	ne	7	778	01/27/14	Basic	25	35	4		
Garcia, Matt		7	770	09/01/13	Basic	23	34	4		
Palermo, Justir	1	7	538	01/25/14	Below Basic	5	13	4		
Fernandez, Lui	S	7	342	01/25/14	Below Basic	1	1	1		
Felix, Tonya		7	BR	01/25/14	BR	1	1	1		
KEY 3R = Beginning F	leader			Grac Grac Grac	le 1 190-530L le 2 420-650L	ID PROFICIEN Grade 5 830-10 Grade 6 925-10 Grade 7 970-11	10L Grade 9 70L Grade 1	0 1080-1335		
				Grad	le 4 740-940L	Grade 8 1010-11				
Purpose:	vs students' perfor	mance stand	ards based on t hension Assess		Follow-Up: Use the information	on the report to set	goals for students	s, and to		

Using Reading Inventory Results

REPORTS FOR
TEACHERSReading Performance Report

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

- 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.
- Performance Standard Student's reading level, based on the Reading Comprehension Assessment performance standards: Below Basic, Basic, Proficient, and Advanced.
- **Normative Data** Results based on corresponding normative data. See <u>page 55</u> 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.

ANALYZE THE REPORT

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

SEE ALSO Review Related Reports

- Growth Report
 (p. 66)
- Growth Goals Report
 (p. 66)
- Progress to College and Career Report (p. 80)

REPORTS FOR
TEACHERSGrowth Report

Purpose

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

GROWTH	Teacher: Grade:	Lincoln Mid Margaret So 7	chirmer						Rea Inve	entory
	Time Pe	riod: 08/2	4/13 – 06/06	6/15						
				2		3	_		•	
			FIF	IST TEST	L/	AST TEST			4	
STUDENT	s	GRADE	DATE	LEXILE®/ PERFORMANCE LEVEL	DATE	LEXILE®/ PERFORMANCI LEVEL	E	GROWT	TH IN LEXILE	٥
Chu, Amy		7	09/01/14	648	01/26/15	834	186			
Krynski, Theo		7	09/04/14	984	01/25/15	1130	146			
Collins, Chris		7	09/04/14	784	01/26/15	968	184			
Ramirez, Gabriella		7	09/02/14	961	01/28/15	1042	81			
Bracco, Christine		7	08/31/14	850	01/27/15	920	70			
Evans, Jamal		7	08/31/14	770	01/25/15	824	54			
ernandez, Luis		7	08/31/14	200	01/25/15	242	42			
Palermo, Justin		7	09/12/14	400	01/27/15	438	38			
Rupp, Jeremy		7	09/02/14	991	01/27/15	1027	36			
Kramer, Liz		7	09/02/14	775	01/26/15	809	34			
Sanchez, Rachel		7	09/02/14	783	01/25/15	792	9			
mran, Khaleel		7	08/31/14	846	01/25/15	855	9			
Garcia, Matt		7	▶09/01/14	750	NA	NA			NA	
elix, Tonya		7	▶09/01/14	324	01/25/15	291	0			
Cooper, Tiffany		7	09/01/14	1100	▶01/25/15	1091	0			
EY										
R = Beginning Re	eader					YEA	R-END PR		RANGES	
ADVANCED					GRA	DE 1 190-530L	GRADE 5	830–1010L	GRADE 9	1050–1260L
PROFICIENT					GRA	DE 2 420-650L	GRADE 6	925–1070L	GRADE 10	1080-1335L
BASIC						DE 3 520-820L		970–1120L	GRADE 11	1185–1385L
BELOW BASIC					GRA	DE 4 740-940L	GRADE 8	1010-1185L	GRADE 12	1185-1385L
Test taken in les	ss than 15	minutes								
			U	SING THE DATA						
Purposo			0	Follow-Up						
Purpose: This report show	s change	s in studen	t			nallenge students	s who shov	,		
performance and						targeted interve		1		

REPORTS FOR
TEACHERSGrowth 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

- Student/Grade Names of students included in the report and their current grade levels.
- Pirst 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.
- 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.

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
TEACHERSGrowth Goals Report

Purpose

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

PROGRESS S	EACHER: Margaret So chool: Lincoln Mide eacher: Margaret So rade: 7	dle School						- K	Rea Inve	entory
т	ime Period: 08/24	1/13 – 09/12	/14							
otal Students Wh	o Have Met/Exc	eeded Goa	: 11 (79%	5)						
	o Have Not Yet I									
verage Growth (2	3		4	омтн	5	_	
	_ _	FIRST	IESI	LAST	IESI					6
STUDENTS	GRADE	DATE	LEXILE®	DATE	LEXILE®	EXPECTED GRO	OWTH* ≌)	ACTUAL GROWT	H GROWI TO PROF	TH NEEDED REACH FICIENCY
Chu, Amy	7	09/05/14	648	05/07/14	934	30-60		286		36
Fernandez, Luis	7	08/31/14	200	05/08/14	386	165-240		186		584
Krynski, Theo	7	09/04/14	984	05/07/14	1164	30-60		180		0
Ramirez, Gabriella	7	09/02/14	961	05/07/14	1088	30-60		127		0
Felix, Tonya	7	09/01/14	324	05/07/14	444	125-185		120		850
Collins, Chris	7	09/04/14	784	05/08/14	1099	45-75		315		0
Palermo, Justin	7	09/12/14	400	05/07/14	510	90-145		110		460
mran, Khaleel	7	08/31/14	846	05/08/14	920	35-65		75		50
Evans, Jamal	7	08/31/14	770	05/07/14	836	55-90		66		239
Sanchez, Rachel	7	09/02/14	783	05/08/14	823	45-75		40		147
Rupp, Jeremy	7	09/02/14	991	05/09/14	1036	30-60		45		0
Cooper, Tiffany	7	▶09/01/14	1100	05/09/14	905	15-45		0		195
Garcia, Matt	7	▶09/01/14	750	NA	NA	45-75		NA		N/A
Bracco, Christine	7	08/31/14	850	05/09/14	1000	45-75		150		N/A
Student has not y Test taken in less Based on a repres large urban schoo of the study, see th	or exceeded goal vet met goal than 15 minutes entative sample of s I district following on ne professional pape	e year of instr	uction. For	r details	GRAD	YEA E1 190-530L E2 420-650L E3 520-820L E4 740-940L	GRADE GRADE GRADE	PROFICIENCY R 5 830-1010L 6 925-1070L 7 970-1120L 8 1010-1185L	ANGES GRADE 9 GRADE 10 GRADE 11 GRADE 12	1050-12601 1080-13351 1185-13851 1185-13851
Achievable Goals: Purpose:			SING THE w-Up:	DATA						
This report shows in Lexile measure Inventory Reading Assessment for ea	on the Reading Comprehension	growth for you	goals for unger and/	students. No or less profic	ote that Le	p set appropriat xile growth is ty ers but may be ir siency, developn	pically g	reater d by		

Page 1 of 1

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Using *Reading Inventory* Results

REPORTS FOR
TEACHERSGrowth Goals Report

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

- Student/Grade Names of students included in the report and their current grade levels.
- Pirst 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.
- Expected Growth in Lexile Measure The expected Lexile measure for the last administration under typical conditions based on grade level and reading achievement.
- **6** 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

Review Related Reports

- Reading Performance Report (p. 64)
- Growth Report (p. 66)
- Instructional Planning Report (p. 70)
- Progress to College and Career Report (p. 80)

REPORTS FOR
TEACHERSInstructional Planning Report

Purpose

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

STRUCTIONAL	School: Lincoln Middle Sch Teacher: Margaret Schirmer Grade: 7 Time Period: 08/24/13 –	02/02/14					ventory
U		2		3	PERCENTILE	ORMATIVE DAT	ΓA
ERFORMANCE LEVEL	STUDENT	GRADE	LEXILE®	DATE	RANK	NCE	STANNINE
	Krynski, Theo	7	1130	01/25/14	80	68	7
	Collins, Chris	7	968	01/26/14	52	53	5
	Ramirez, Gabriella	7	1042	01/28/14	65	60	6
	Rupp, Jeremy	7	1027	01/27/14	63	59	6
	Chu, Amy	7	834	01/26/14	32	41	4
	Kramer, Liz	7	909	01/26/14	43	48	5
	Sanchez, Rachel	7	792	01/25/14	26	36	4
	Cooper, Tiffany	7	841	01/25/14	32	41	4
	Imran, Khaleel	7	792	01/25/14	26	36	4
	Evans, Jamal	7	781	01/25/14	25	35	4
	Bracco, Christine	7	778	01/27/14	25	35	4
	Garcia, Matt	7	770	09/01/13	23	34	4
	Palermo, Justin	7	538	01/25/14	5	13	2
	Fernandez, Luis	7	342	01/25/14	1	1	1
	Felix, Tonya	7	BR	01/25/14	1	1	1
EY R = Beginning F ADVANCED PROFICIENT BASIC BELOW BASIC			GRA GRA	YEAI DE 1 190-530L DE 2 420-650L DE 3 520-820L DE 4 740-940L	GRADE 5 830-10' GRADE 6 925-10' GRADE 7 970-11' GRADE 8 1010-11	IOL GRADE \$ 70L GRADE 1 20L GRADE 1	0 1080–1335L
Purpose: This report grou	ess than 15 minutes	USING THE DAT Follow-Up: Plan appropriate ins	struction for stud	ents at each perfe			

REPORTS FOR
TEACHERSInstructional Planning Report

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.
- Exile Measure/Date Student's current Lexile measure, and date of last test completed within the selected time period.
- Ormative Data Results based on corresponding normative data. See <u>page 55</u> 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 . . .

SEE ALSO

Review Related Reports

- Text Complexity Report (p. 72)
- Progress to College and Career Report (p. 80)
- Student Action Report (p. 84)

REPORTS FOR
TEACHERSText Complexity Report

Purpose

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

PLANNING Grade:	Lincoln Middle S Margaret Schirm 7 Period: 08/31/1	er				Reading Inventory
	1		2		3	
STUDENT	GRADE	LEXILE®			TARGETED TEXT CON	
Bracco, Christine	GRADE 7	778	01/27/14	SIMPLE 528-678	678-828	828-1028
Chu, Amy	7	834	01/26/14	584-734	734-884	884–1084
Collins, Chris	7	968	01/26/14	718-868	868-1018	868-1218
Cooper, Tiffany	7	841	01/25/14	591-741	741-891	891–1091
Evans, Jamal	7	781	01/25/14	531-681	681-831	831–1031
elix, Tonya	7	BR	01/25/14	N/A	BR	BR-250
ernandez, Luis	7	342	01/25/14	BR-242	242-392	392–592
Garcia, Matt	7	N/A	01/27/14	N/A	N/A	N/A
mran, Khaleel	7	792	01/25/14	542-692	692-842	842-1041
Kramer, Liz	7	909	01/26/14	659-809	809-959	959–1159
Krynski, Theo	7	1130	01/25/14	880–1030	1030-1180	1180–1380
Palermo, Justin	7	538	01/25/14	288-438	438-588	588–788
Ramirez, Gabriella	7	1042	01/28/14	792-942	942-1092	1092-1291
Rupp, Jeremy	7	1027	01/27/14	777–927	927–1077	1077–1277
Sanchez, Rachel	7	792	01/25/14	542-692	692-842	842-1042
EY R = Beginning Reader			GRA GRA	YEA DE 1 190-530L DE 2 420-650L DE 3 520-820L DE 4 740-940L	GRADE 5 830-1010L GRADE 6 925-1070L GRADE 7 970-1120L GRADE 8 1010-1185L	GRADE 9 1050–1260L GRADE 10 1080–1335L GRADE 11 1185–1385L GRADE 12 1185–1385L
Purpose: This report establishes L difficulty—simple, model each student based on t	ate, and demandin	s for text l g_for t	Follow-Up: Jse the reading ranges ext for different instruc		and to help	

REPORTS FOR
TEACHERSText Complexity Report

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

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.

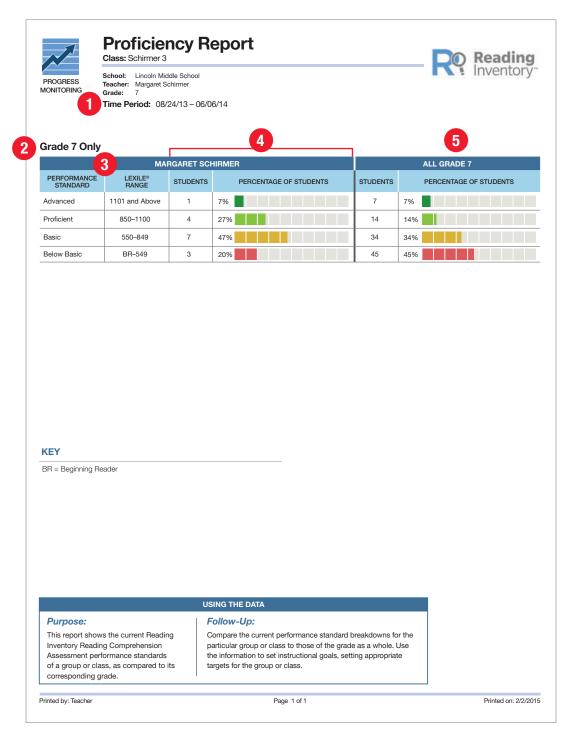
SEE ALSO

- Instructional Planning Report (p. 70)
- Recommended
 Reading Report (p. 82)
- Student Action Report (p. 84)

REPORTS FOR
TEACHERSProficiency Report

Purpose

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



REPORTS FOR
TEACHERSProficiency 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

- 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.
- **9 Performance Standard/Lexile Range** Reading Comprehension Assessment performance standards and corresponding grade-specific Lexile ranges.
- 3 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.
- 6 All Grade Number and percentage of students per performance standard for each grade level. Students included completed at least one Reading Comprehension Assessment.

III 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

- Reading Performance Report (p. 64)
- Instructional Planning Report (p. 70)
- Recommended
 Reading Report (p. 82)
- Student Action Report (p. 84)

REPORTS FOR
TEACHERSStudent 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.

ALERT Class: Grade:	Margaret Schirmer Lincoln Middle School Schirmer 3 7 priod: 08/24/13 – 02/02/1	5		Reading Inventory
	1	2	3	4
STUDENTS	GRADE	STUDENT ID	USERNAME	PASSWORD
Bracco, Christine	7	7299209	cbracco	pas5word
hu, Amy	7	10135416	achu	pas5word
collins, Chris	7	7805559	ccollins	pas5word
ooper, Tiffany	7	7897663	tcooper	pas5word
vans, Jamal	7	7813157	jevans	pas5word
elix, Tonya	7	780555	tfelix	pas5word
ernandez, Luis	7	7513484	lfernandez	pas5word
arcia, Matt	7	10405447	mgarcia	pas5word
mran, Khaleel	7	7793169	kimran	pas5word
íramer, Liz	7	8084279	Ikramer	pas5word
írynksi, Theo	7	7162902	tkrynski	pas5word
alermo, Justin	7	7471048	jpalermo	pas5word
amirez, Gabriella	7	7467053	gramirez	pas5word
lupp, Jeremy	7	7793706	jrupp	pas5word
anchez, Rachel	7	10575041	rsanchez	pas5word
Purpose:	USIN	IG THE DATA Follow-Up:	sk which students are enrolled	

Using *Reading Inventory* Results

REPORTS FOR
TEACHERSStudent 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.

Data in Action

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

REPORTS FOR STUDENTS FOR Foundational Reading Subtest Report

Purpose

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

Instructional Recom)5/31/14	4						
GRADE LEVEL	TOTAL FLUENCY							
FLUENCY RANGES	SCORE BANDS	RECOMMENDED						
	0-15	Uppercase and Lowercase Letter Recog		cal Awareness				
к	16-30	Letter-Sound Correspondence; Phonolog	gical Awareness					
	31-35	Basic Decoding and Word Recognitic and short vowels (CVCs)						
1	36-48	Intermediate Decoding and Word Revowels, consonant blends and digrap		Foundationa STUDENT: Cooper, M	al Reading Sub	test Report	B	Read
	49-58	Advanced Decoding and Word Recog vowels, variant vowels, diphthongs, a	INSTRUCTIONAL PLANNING	Teacher: Margaret Sch Grade: 2 Class: Schirmer3	hirmer		A.	s invent
2	59-82	Morphology	- 61	Group: Jaguars Time Period: 09/01/	13 - 05/31/14			
			Letter Identific Sight Word Ide Phonics (Word	entification	10 20 40 82	10 17 10 49	6 9 4 27	4 7 3 21*
		5		Performance				
			PHO	NOLOGICAL AWARENESS	TOTAL ITEMS IN SUBTEST	ITEMS RECEIVED	ACCURACY SCORE	FLUENCY SCC
			Rhyme		3	3	2	2
				ial, Final and Medial)	9	9	6	5
				ETTER IDENTIFICATION	TOTAL ITEMS IN SUBTEST	ITEMS RECEIVED	ACCURACY SCORE	FLUENCY SCC
			Letter Name		10	10	6	4
			Sight Words	ŝ	20	17	9	7
Printed by: Teacher © Houghton Mifflin Harcourt Pu	blishing Company	Page 2 of 2		ONICS (WORD ATTACK)	TOTAL ITEMS	ITEMS RECEIVED	ACCURACY SCORE	FLUENCY SCO
o noughon minin narooart ru	bioming company		Letter Sound		IN SUBTEST	10	4	3
			Decoding	us	30	0	4 N/A	N/A
								1
					USING	THE DATA		

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Printed on: 05/31/14

REPORTS FOR STUDENTS FOR 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

- 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.
- 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.
- Subtest Performance Shows the total items available, total items received, accuracy scores, and fluency scores for the each skill assessed within a given subtest.
- 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 . . .

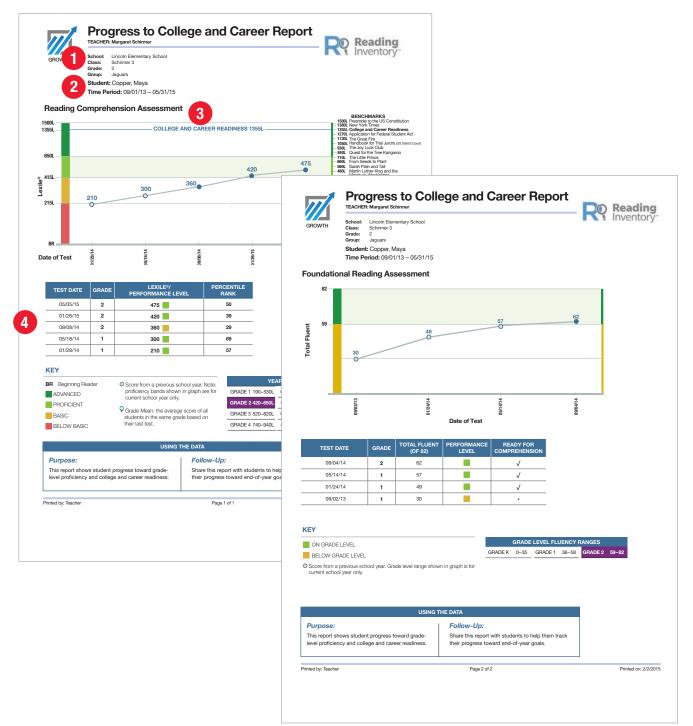
SEE ALSO

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

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.



Using *Reading Inventory* Results

REPORTS FOR
STUDENTSProgress 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.
- 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.

Data in Action

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

SEE ALSO

- Foundational Reading Report (p. 64)
- Growth Report (p. 68)
- Instructional Planning Report (p. 70)

REPORTS FOR STUDENTS Recommended Reading Report

Purpose

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

	RUCTION	Teacher: Margaret Schirmer AL Grade: 7 Class: Schirmer 3 Group: Jaguars		iventory
mv	1	Time Period: 02/02/13 – 02/02/14 Test Date: 01/26/2014 Student Lexile®: 834 e some great books, based on your reading interest and your	our reacting level	4
u.r.y,	QUIZ	TITLE	AUTHOR	LEXIL
		All's Fair in Love, War, and High School	Rallison, Janette	800
		Light Fantastic, The	Pratchett, Terry	820
		Wonderful Story of Henry Sugar, The	Dahl, Roald	850
œ		First Boy	Schmidt, Gary	850
HUMOR		Leap Day: A Novel	Mass, Wendy	820
Ŧ		Letters From a Nut	Nancy, Ted L.	840
		Love Among the Walnuts	Ferris, Jean	890
		Mercy on These Teenage Chimps	Soto, Gary	780
		Zen and the Art of Faking It	Sonnenblick, Jordan	840
		Gypsy Game, The	Snyder, Zilpha Keatley	880
		Lottery Winner, The	Clark, Mary Higgins	870
		Unexpected Mrs. Pollifax, The	Gilman, Dorothy	910
		Wright 3, The	Balliett, Blue	870
MYSTERY	•	Double Identity Haddix	Margaret Peterson	810
ISAN	•	Moonlight Becomes You	Clark, Mary Higgins	910
2	•	Public Enemies (On the Run)	Korman, Gordon	790
	•	Scared Stiff	Roberts, Willo Davis	840
		Theodosia and the Serpents of Chaos	LaFevers, R.L.	800
		Valley of Death	Skurzynski, Gloria	810
		Green Man: Tales From the Mythic Forest, The	Datlow, Ellen	910
NDS		Quest of the Fair Unknown, The	Morris, Gerald	840
EGE		Sun and Moon, Ice and Snow	George, Jessica Day	810
å L		Town Cats and Other Tales, The	Alexander, Lloyd	860
MYTHS, FOLKLORE & LEGENDS		Anpao	Highwater, Jamake	880
LK		Beowulf: A New Telling	Nye, Robert	790
5		Gilgamesh the Hero	McCaughrean, Geraldine	780
Ŷ	•	I Am Mordred: A Tale From Camelot	Springer, Nancy	840
Ē -	•	Once Upon a Marigold	Ferris, Jean	840

KEY

· Reading Counts! Installed Quiz

Purpose:	Follow-Up:
This report provides an individualized list of books for a student based on his or her reading interest and Reading Inventory Reading Comprehension Assessment results.	Share the list with students, encouraging them to explore the recommended titles. Then help students find and choose books.

Printed on: 2/2/2015

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.
- **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.

Data in Action

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.

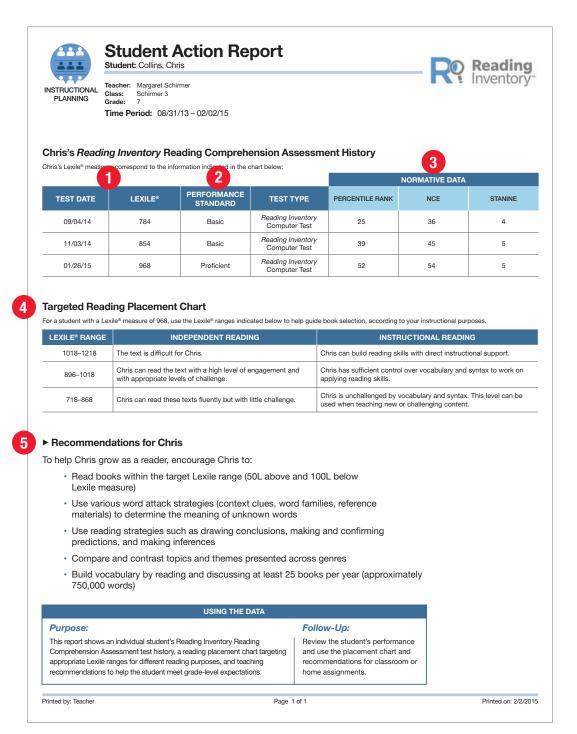
SEE ALSO

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

REPORTS FOR
STUDENTSStudent 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
STUDENTSStudent 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.
- 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.
- 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.
- 6 Recommendations Suggested teaching strategies customized to the student's current Lexile results, grade level, and *Reading Inventory* performance standard.

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

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

REPORTS FOR
STUDENTSStudent Test Printout

Purpose

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

	Student Test P Student: Cooper, Tiffany	rintout	Reading
INSTRUCTIONAL PLANNING	Teacher: Margaret Schirmer Class: Schirmer 3		
1	Grade: 7		
	Time Period: 08/24/13 – 02/02/15	5	
2-	Test Time: 22 Minutes		
3	• Student Lexile®: 841		
	snap off their tails when they're he lizard time to escape. A new	e being attacked. The dropped tail wriggles, v tail grows in a few weeks.	puzzling the enemy,
It is their _	·		
food		✓ defense	
choic	e	battle	
O'Neill, Amanda.	I WONDER WHY SNAKES SHED THEIR SP	KIN AND OTHER QUESTIONS ABOUT REPTILES. 1996. Reprint	, New York: Scholastic Inc., 1998.
-	ecided to talk with a guidance of (n) student.	counselor about her concerns.	
🗶 respo		awful	
imagi	native	grouchy	
Littrell, J. J., Jam	es H. Lorenz, and Harry T. Smith. FROM SC	HOOL TO WORK. Tinley Park, IL: The Goodheart-Willcox Comp	any, Inc., 1996.
	LISIN	IG THE DATA	_
Purposo	USIN	Follow-Up:	
Purpose:	des a printout of the last Reading Inve ehension Assessment that the studen	entory Review the printout of the test with the	
Reading Compre completed. It inc with the student	cludes each passage and all four answ 's answer choice and the correct answ Each passage source is also listed.		it ose arstand
Reading Compre completed. It inc with the student	cludes each passage and all four answ 's answer choice and the correct answ	wer choice items with students to help them under	it ose arstand

REPORTS FOR
STUDENTSStudent 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

- 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.
- 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. Student responses are highlighted.
- **6 Citation** Passages are selected from authentic reading materials students may encounter in daily life.

I 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 multiple-choice questions.

SEE ALSO

- 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	Student: Bracco, Christine Teacher: Margaret Schirmer Class: Schirmer 3 Grade: 7	ng ory~
September 4,	2014	
Dear Parent	or Caregiver,	
	nristine will be using the <i>Reading Inventory</i> , a low-stakes, classroom-based assessment designed udents' reading ability, monitor their reading progress, and match students to books at their	
	g Inventory is taken on a computer and lasts about 20 minutes. The types of questions a student the results that are reported are based upon the student's grade level and reading level.	
score on the standards. The subsequent F	of Christine's <i>Reading Inventory</i> assessments are used in a number of ways. First, a student's est is used to determine the student's reading ability compared to grade-level performance ese determinations can help tailor appropriate reading instruction and set goals. The results of <i>leading Inventory</i> tests are then used to monitor progress over time. Student results are also used lents to texts at their reading level, which helps to make reading rewarding, constructive, and	
	TEST DATE LEXILE® RESULTS	
	August, 2014 643	
	Grade 7 End-of-Year Target Range: 970-1120L	
	number of things that you can do at home to help support Christine's reading progress. ne suggestions:	
Set	a goal for Christine to read with you or independently for at least 20 minutes a day.	
	Christine find books that are at an appropriate reading level. Please contact me about how se Christine's <i>Reading Inventory</i> results to identify books at the appropriate reading range.	
	e connections between Christine's interests and books to read. For example, if Christine animals, try to locate books on animals, both fiction and nonfiction.	
web	o spend time every day with Christine looking through "nonbook" reading materials, such as sites, pieces of mail, advertisements, and food labels, to demonstrate how important a part ing plays in daily life.	
inter	sider sharing with Christine the kinds of things you are reading. Tell Christine about esting things you read in the newspaper, or about a magazine article that taught you ething new.	
	or taking the time to help build Christine's reading skills. If I can be of any assistance, or if you stions, please feel free to contact me.	
Sincerely,		
Printed by: Teacher	Page 1 of 1 Printed on: 9	9/4/2014

REPORTS FOR STUDENTS 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	Student: Bracco, Christine Teacher: Margaret Schirmer Class: Schirmer 3 Grade: 7		Reading Inventory
June 4, 2015			
Dear Parent	or Caregiver,		
		g Inventory test, a low-stakes, classroor monitor their reading progress, and mat	
used in a nun compared to instruction. T over time. Str	nber of ways. First, a student's sc grade-level performance standard he results of subsequent <i>Reading</i>	tt results. The results of Christine's Reactore on the test is used to determine the ds. These determinations can help tailor <i>Inventory</i> tests are then used to set goat ch students to texts at their reading level.	student's reading ability appropriate reading als and monitor progress
	May 31, 2015	873	
	Grade 7 End-of-Year Target Range:	970–1120L	
• Set up a • Help	a goal for Christine to read with yo a regular schedule to provide somo o Christine find books that are at a	Il work best for you and Christine: ou or independently for at least 20 minu e structure to Christine's reading efforts an appropriate reading level. Please con	tact me about how
Con to re	tinue to make connections betwe	 identify books at the appropriate read en Christine's interests and things that 0 animals, try to locate books on animals 	Christine might like
web		ooking through "nonbook" reading mate nts, and food labels, to demonstrate ho	
		ns you are reading. Tell Christine about in magazine article that taught you some	
	for taking the time to help build C estions, please feel free to contact	hristine's reading skills. If I can be of any	y assistance, or if you
Printed by: Teacher		Page 1 of 1	Printed on: 6/4/2015

REPORTS FOR ADMINISTRATORS Demographic Growth Report

Purpose

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

TRAJECTOR Total Students: 395	02/02/14	h Report	R	Readin Inventor
2 Lincoln Middle School		PERFORMA	4 INCE STANDARD)
DEMOGRAPHIC	STUDENTS	FIRST TEST IN TIME PERIOD	LAST TI	EST IN TIME PERIOD
American Indian/Alaskan Native	0	N/A	5	N/A
Asian	3	67% 33%	33%	67%
Black/African American	69	52% 45% 3%	34%	56% 7% 39
Economically Disadvantaged	58	63% 36% 1%	43%	47% 10%
Female	61	46% 48% 6%	28%	60% 129
Gifted and Talented	0	N/A		N/A
Hispanic	6	20% 80%	17%	83%
Limited English Proficiency	4	60% 40%	40%	60%
Male	77	63% 32% 5%	44%	44% 12%
Pacific Islander	0	N/A		N/A
Students With Disabilities	53	80% 18% 2%	59%	36% 5%
White/Caucasian	64	56% 34% 10%	38%	45% 12% 5
KEY BR = Beginning Reader ADVANCED	_	GRADE 1 190-530L GRAD	D PROFICIENCY DE 5 830-1010L	GRADE 9 1050-12
BR = Beginning Reader ADVANCED PROFICIENT	_	GRADE 1 190-530L GRAD GRADE 2 420-650L GRAD	DE 5 830-1010L DE 6 925-1070L	GRADE 9 1050-12 GRADE 10 1080-13
BR = Beginning Reader	_	GRADE 1 190–530L GRAD GRADE 2 420–650L GRAD GRADE 3 520–820L GRAD	DE 5 830-1010L	GRADE 9 1050-12
BR = Beginning Reader ADVANCED PROFICIENT BASIC	Plan appropriate	GRADE 1 190–530L GRAD GRADE 2 420–650L GRAD GRADE 3 520–820L GRAD	DE 5 830-1010L DE 6 925-1070L DE 7 970-1120L DE 8 1010-1185L	GRADE 9 1050-12 GRADE 10 1080-13 GRADE 11 1185-13

REPORTS FOR ADMINISTRATORS 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.
- **Oemographic** Demographic groups included in the report. Students included on this report may appear in more than one subgroup.
- 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.
- First/Last Test in Time Period The report is based on the first and last Reading Comprehension Assessments taken during the selected time period.

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

- Demographic Proficiency Report (p. 92)
- Growth Summary Report <u>(p. 96)</u>
- Proficiency Summary Report (p. 100)

REPORTS FOR ADMINISTRATORS Demographic Proficiency Report

Purpose

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

Scho	emog	Middle Scho	c Profici	iency	Repor		_ C		Read	ing
	Students: 19	10						I I	nvent	ory
GROWTH Time	e Period: 08	8/24/13 – 02/	/02/15							
Lincoln Middle Se	chool (19	90 3 stu	udents)		4					
DEMOGRAPHI	IC	STUDENTS			PERFORMANCE	E STANDARI	D			
American Indian/Alaskar	n Native	0			N/.	A				
Asian		3	33%			6	7%			
Black/African American		69	34%			56%		79	% 3%	
Economically Disadvanta	aged	58	43	%		47%			10%	
Female		93	28%			60%		12	2%	
Gifted and Talented		0			N/.	A				
Hispanic		6	17%			83%				
Limited English Proficien	псу	4	40%				60%			
Male		97	44	1%		44%		1	2%	
Pacific Islander		0			N/.	A				
Students With Disabilitie	es	53								
				59%			36%		5%	
White/Caucasian		64	38%	59%		45%	36%	12%	5%	
White/Caucasian			38%	59%		45%	36%	12%		
ADVANCED PROFICIENT BASIC		64		59%		45%	36%	12%		
ADVANCED PROFICIENT BASIC BELOW BASIC		64	USING THE DATA	59%		45%	36%	12%		
ADVANCED PROFICIENT BASIC	g Inventory I	64 nic Reading	USING THE DATA Follow-Up: Identify demogra	phic groups	that are in need c	of extra help	36%	12%		

REPORTS FOR ADMINISTRATORS 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.
- 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.

I 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.

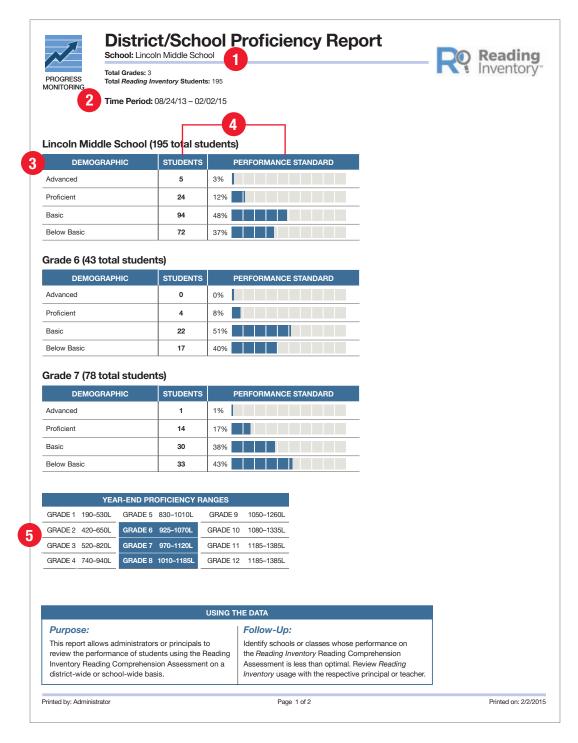
SEE ALSO

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

REPORTS FOR ADMINISTRATORS District/School Proficiency Report

Purpose

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



REPORTS FOR ADMINISTRATORS 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.
- **Oemographic** Each table is broken down by Reading Comprehension Assessment performance standard: Advanced, Proficient, Basic, and Below Basic. Performance standard bands vary by grade level.
- 3 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.

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

- Demographic Proficiency Report (p. 92)
- Proficiency Growth Report (p. 98)
- Proficiency Summary Report (p. 100)

REPORTS FOR ADMINISTRATORS Growth Summary Report

Purpose

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

GROWTH	Tim Tota	e Period al Grades		2/02/14			Reading Inventory
			g Inventory S				
	2 Ave	erage Lex	ile® Growth: 1	02			
incoln N	Middle S	School	(190 total st	udents)	4		5
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REPORTS FOR ADMINISTRATORS 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

- 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.
- 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.
- 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.

Data in Action

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

SEE ALSO

- Demographic Growth Report (p. 90)
- Demographic Proficiency Report (p. 92)
- Proficiency Summary Report (p. 100)

REPORTS FOR ADMINISTRATORS Proficiency Growth Report

Purpose

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

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REPORTS FOR ADMINISTRATORS 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.
- 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.
- 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.

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.

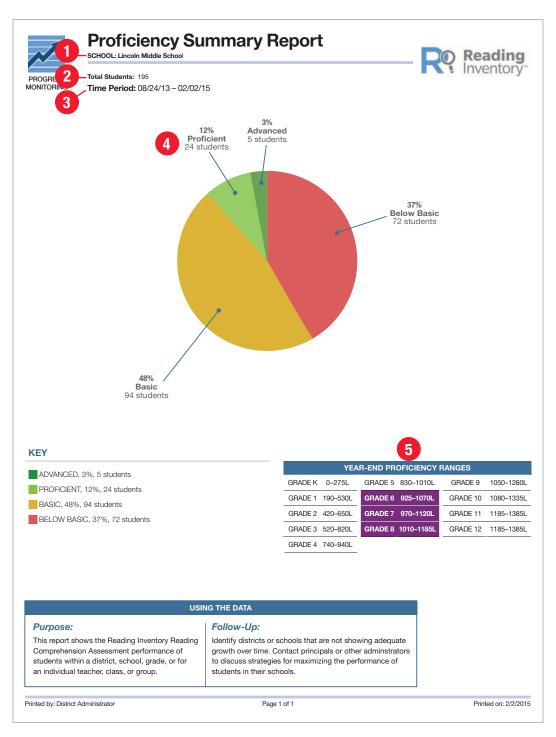
SEE ALSO

- Demographic Growth Report (p. 90)
- Growth Summary Report (<u>p. 96)</u>
- Proficiency Summary Report (p. 100)

REPORTS FOR ADMINISTRATORS Proficiency Summary Report

Purpose

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



REPORTS FOR ADMINISTRATORS 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

- 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.
- 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.
- 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.

III Data in Action

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

SEE ALSO

- Demographic Growth Report (<u>p. 90)</u>
- Growth Summary Report (p. 96)
- Proficiency Growth Report (p. 98)

REPORTS FOR ADMINISTRATORS **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.

	hool: Lincoln Mi				R	Reading
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
OTAL TEACHERS =	5	195	5	17	172	1
			E DATA			
Purpose:		USING TH	E DATA low-Up:			

REPORTS FOR ADMINISTRATORS **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.

\checkmark	Time Period:	Test Activity Report SCHOOL: Lincoln Middle School								Reading		
MANAGEME	NI	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)		
		USI	NG THE DATA	A								
	e: rt provides data on ho zt is utilizing Reading	w each school Co	NG THE DATA Ilow-Up: ntact principal ading Inventor	ls or other								

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 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 <u>page 11</u>.

Using Results to Assess and Monitor Progress

The Foundational Reading Assessment can be use for students in Grades 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 grade-level 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 Foundational Reading Assessment

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 <u>page 78</u>), the Foundational Reading Report (see <u>page 62</u>), or Progress to College and Career Report (see <u>page 80</u>) 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 <u>page 12</u> 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 <u>page 44</u> 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.

DECISIONS Reading Comprehension Assessment

Using Results to Assess and Monitor Progress

For students in Grades 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.

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	A	verage Annual Lexile Grov	vth
	25th Percentile	50th Percentile	75th Percentile
3–5	140L	80L	60L
6-8	70L	30L	20L
9–11	50L	30L	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.

SEE ALSO

G SEE ALSO

benchmarks, see

For information on

Reading Inventory

reports, see page 58.

page 23.

For information on the

Reading Comprehension

Assessment performance

For more information on conferencing with students, see <u>page 125</u>.

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.

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 <u>page 74</u>) or **Progress to College and Career Report** (see <u>page 80</u>) 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 <u>page 82</u>) for recommended reading ranges for each student.

Lexile Reading Range	Purpose	Recommended Context	Student Experience
100L to 250L below the student's Lexile measure	Instructional Reading Skills instruction for remedial or reluctant readers. 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 The student experiences fluency and can focus on mastering more advanced skills.
50L above to 100L 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 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. Independent Reading Read for challenge.	Use text at this level when providing one-on-one support to the student, during small- group instruction, or during read-alouds. Only use this level for independent readers who have prior knowledge or deep interest in the subject of the book.	Demanding 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.

SELECTING TEXTS FOR INDEPENDENT & INSTRUCTIONAL READING

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 <u>page 70</u>) 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 <u>page 82</u>) 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 <u>page 70</u>) 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.

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 50L above) ranges. Allow students to select their own texts as well.
- Encourage students to read books on their **Recommended Reading Reports**. (See <u>page 82</u>.)
- 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 250L 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.

Planning With Complex Texts

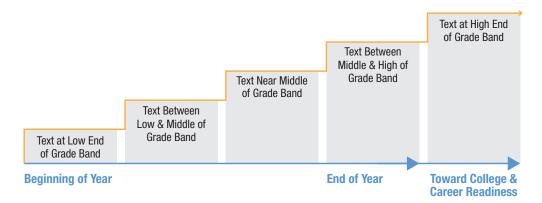
Use Lexile measures to help develop class units and lesson plans that gradually build and deepen knowledge with complex literary and informational text.

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 texts — from 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.



TEXT COMPLEXITY KEY-



When determining the complexity of a text consider multiple measures.

THE MEASURES OF TEXT COMPLEXITY

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.

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 <u>page 82</u>) 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 <u>page 137</u>).
- 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 <u>page 138</u>).
- 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 <u>page 132</u>), 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?

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 <u>page 115</u>) 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 <u>page 82</u>) 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

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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

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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.

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.

SEE ALSO

For more information on targeting for the Reading Comprehension Assessment, see <u>page 42</u>. **Professional Learning Guide**

Reading Inventory Best Practices

Best
PracticesFoundational 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 <u>page 32</u> 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 <u>page 41</u> 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 <u>page 62</u> 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 <u>page 76</u> 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
PracticesFoundational 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
PracticesFoundational 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 ABC. 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 <u>page 62</u> 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.

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 <u>page 32</u> 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 <u>page 41</u> for information on using SAM for enrollment.
- Target students for their first Reading Comprehension Assessment, if appropriate. See <u>page 42</u> 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.

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 <u>pages 88</u> and <u>140</u> 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:

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 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 . Students in Grades 3 and up will be taken directly to the Reading Comprehension Assessment. See <u>page 45</u> 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.

After Testing

REVIEW READING INVENTORY REPORTS

- Review classroom reports to make instructional decisions. See <u>page 58</u> 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 <u>page 115</u> 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 250L below their level (a level at which they read with 90% comprehension). See <u>page 109</u> 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 <u>page 82</u> 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:

- 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.
- 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 <u>page 137</u>.
- 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 _____?
 - 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 <u>page 138</u>.

► 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 <u>page 140</u> 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 <u>page 141</u> 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 <u>page 89</u> 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 <u>page 82</u> 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® 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	Setting Goals and Monitoring Growth 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.

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Reading Inventory • Reading Log • Teaching Resource

Resource Links SAM Keyword: Reading Inventory Reading Log

E

as of improvement are:	
Areas of strength are: letter-word identification phonological awareness vocabulary Phonics (letter sounds and decoding nonwords) drawing conclusions/making inferences summarizing text separating fact from opinion 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 writing	Areas that need work are:
nments:	
theme, main idea, setting, point of view integrating new knowledge with prior knowledge critical thinking responding to text, orally and in writing mber of books read: rorite books (include author, genre, topic, theme)	theme, main idea, setting, point of view integrating new knowledge with prior knowledge critical thinking responding to text, orally and in writing):

My Persona	al Goal		
Teacher/Class		Grade	_
My goal is to read	books. Fiction:	Nonfiction:	_
Goal Starting Date:	Goal End	Date:	_
	those that are on your Re	eading Report.	
			Harcourt Publis
I will try my best to Student	o reach this goal:		O O O O
-			
We will help to read			_
-			
-	Date		
Teacher	Date		

Book Recom	nmendation	
Recommend a book to y	your classmates.	
I recommend	title of book	
	author	
What is the book about? _		
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Why do you like this book?		shing C
		t Publis
		Houghton Mifflin Harcourt Publishing Company. Item 637103
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Describe the characters ar	id setting, or tell about the main idea.	— I
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		I

Book Recomm		
Recommend a book to your		
Book Title:		
Author:		
Book Summary:		
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Why do you recommend this bo	ok?	 Ipany. I
		 ng Com
		 ublishir
Describe the characters and set	ting, or main idea:	 court P
		 filin Han
		 Houghton Mifflin Harcourt Publishing Company. Item 637103
What is the theme? What mess	ge does it communicate?	 © Hough
What do you like about the auth use of details, etc.)?		

	Reading Introductory Letter Inventory (English)		
	Dear Parent or Caregiver:		
	This year your child will be using the <i>Reading Inventory</i> , 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 <i>Reading Inventory</i> 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 <i>Reading Inventory</i> 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 <i>Reading Inventory</i> score and reading interests, or other resources.		
	Please make sure that your child comes to school ready to take the test on Remind your child that the <i>Reading Inventory</i> 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.		
	Please make sure that your child comes to school ready to take the test on Remind your child that the <i>Reading Inventory</i> 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.		
	© Houghton A		
i	Inventory • Introductory Letter • Teaching Resource SAM Keyword: The Reading Inventory Intro Letter English		

The	Introductory Letter is also available on SAM in	alternate languages:
SAI	M Keyword: The Reading Inventory Intro Letter Spanish	SAM Keyword: The Reading Inventory Intro Letter Chinese
SAI	M Keyword: The Reading Inventory Intro Letter Hmong	SAM Keyword: The Reading Inventory Intro Letter Vietnamese
SAI	M Keyword: The Reading Inventory Intro Letter Creole	

Reading Follow-Up Letter Inventory (English)
Deer Devent er Gereniver
Dear Parent or Caregiver:
This year your child is completing the <i>Reading Inventory</i> , a classroom-based reading test. The <i>Reading Inventory</i> 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 <i>Reading Inventory</i> 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 <i>Reading Inventory</i> 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:
Reading Inventory Results: Itest Date: Test Results: Grade Level Performance Standard: Comments: 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 <i>Reading Inventory</i> results to identify books at the appropriate Item of the appropriate reading level.
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 <i>Reading Inventory</i> 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,
Resource Links

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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 500L 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 frequency characteristics 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 or as 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)



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[®] Framework for Reading
- Results and Data Analytics
- Data-Driven Decision Making
- Best Practices



