



Reports Guide

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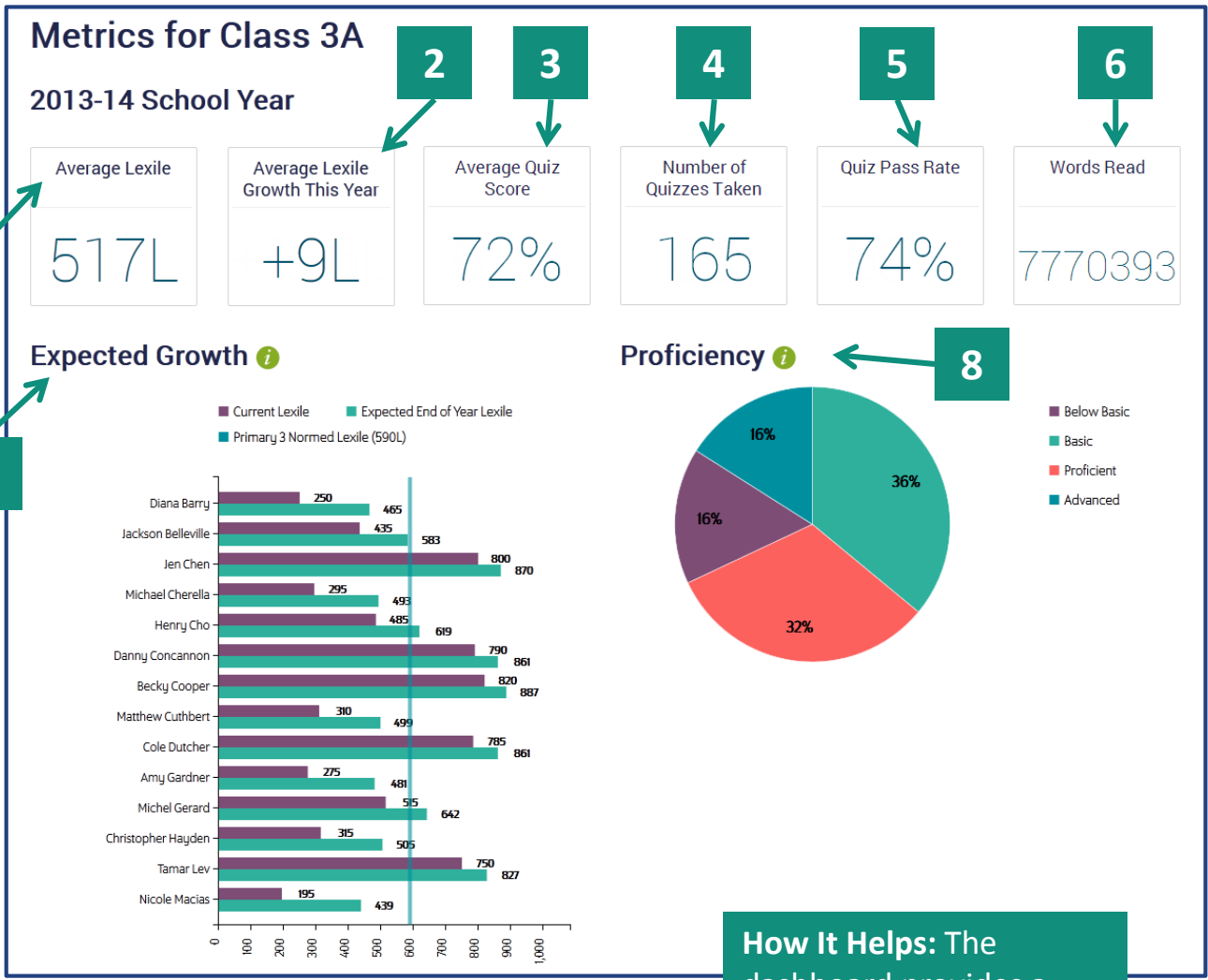
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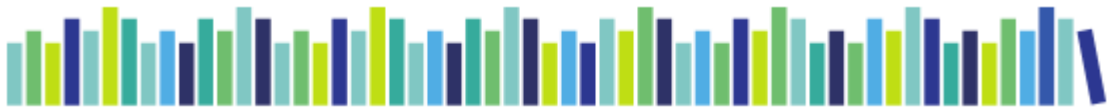
Home Dashboard

Purpose: The dashboard shows the key metrics for a teacher's class and consolidated reports of students' expected Lexile® growth and reading proficiency.



How It Helps: The dashboard provides a real-time view of how students are performing

Note: This is the dashboard view for schools that have selected to use the LitPro Standard Benchmark.



Using the Data:

Who: Teachers

When: Weekly

How: Use key metrics to monitor the class's reading development and view current performance.

Understanding the Data:

1) Average Lexile: The average of students' most recent Lexile measures.

2) Average Lexile Growth This Year: The average Lexile growth of students in the class over the current school year, as defined by the Scholastic Learning Zone calendar.

3) Average Quiz Score: The average score of all book quizzes students have taken during the current school year.

4) Number of Quizzes Taken: The total number of book quizzes students have attempted during the current school year.

5) Quiz Pass Rate: The percentage of the number of book quizzes students have passed, divided by the number of quizzes students have attempted.

6) Words Read: The total number of words of all the books whose quizzes students have passed.

7) Expected Growth: This report shows Lexile growth expected over a school year by showing the current and expected ending Lexile measures. It also compares those values to the norm for the class's year/grade level. See page 7 for more information on how to use this report. Note: this graph may appear as the Lexile Growth Report if your school is using a benchmark other than the LitPro Standard Benchmark.

8) Reading Proficiency: This report shows the percentage of students in each reading proficiency band. See page 5 for more information on how to use this report.

Data in Action:

By viewing multiple metrics, teachers are given a snapshot of students' reading level and development, as assessed by the LitPro Test and reading comprehension success.

Visual data provides actionable insights quickly and efficiently.

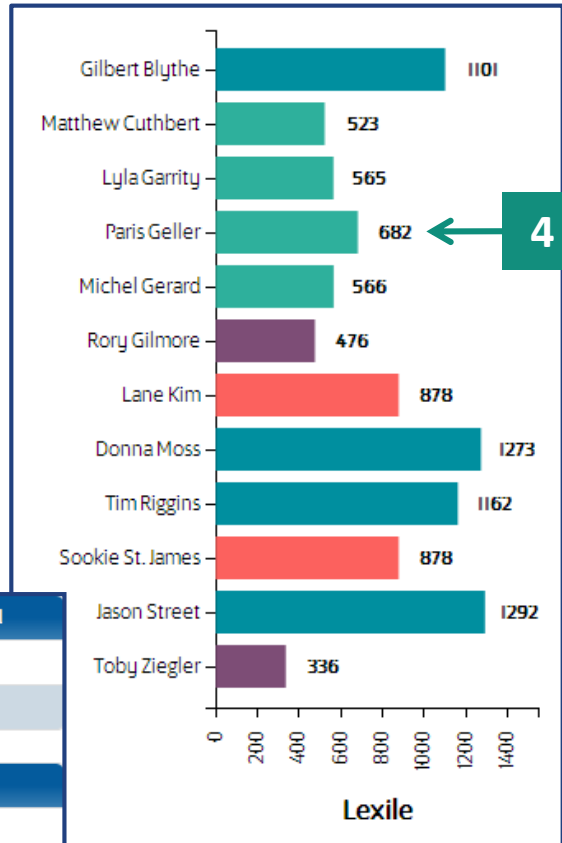
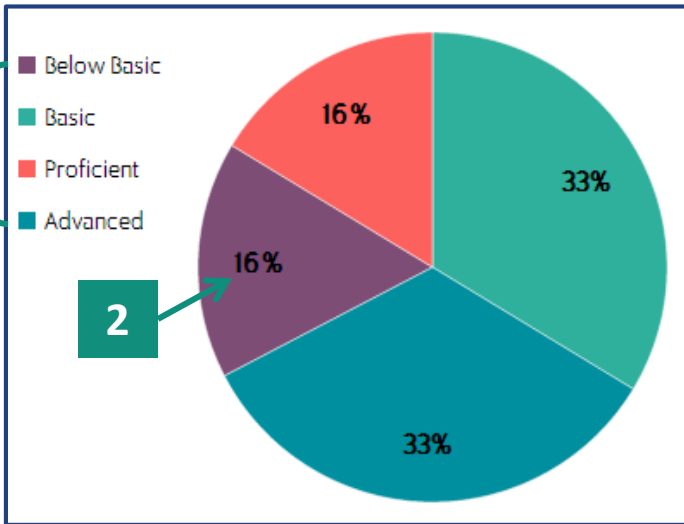
Follow-up:

Identify how students are performing from the graphs and view their detailed quiz and LitPro Test data by selecting them on the Reports screen so that you can personalize instruction according to need.



Reading Proficiency Report

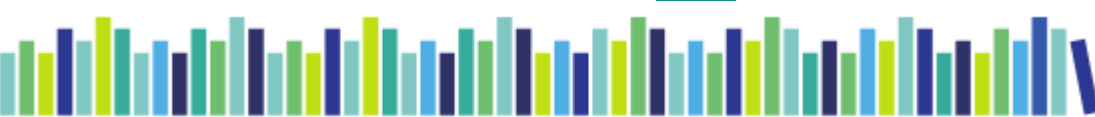
Purpose: This report is used to show the distribution of students across pre-determined reading proficiency bands. Reading proficiency bands are based on the benchmarked Lexile ranges of texts that students are expected to be able to read at their year/grade level.



n=12	Below Basic	Basic	Proficient	Advanced
# of students	2	4	2	4
% of students	16%	33%	16%	33%

Student	Lexile	Date	Proficiency
Gilbert Blythe	1101	23 Dec 2013	Advanced
Matthew Cuthbert	523	23 Dec 2013	Basic
Lyla Garrity	565	23 Dec 2013	Basic
Paris Geller	682	23 Dec 2013	Basic
Michel Gerard	566	26 Dec 2013	Basic
Rory Gilmore	476	20 Dec 2013	Below Basic
Lane Kim	878	18 Dec 2013	Proficient
Donna Moss	1273	20 Dec 2013	Advanced
Tim Riggins	1162	20 Dec 2013	Advanced
Sookie St. James	878	20 Dec 2013	Proficient
Jason Street	1292	20 Dec 2013	Advanced
Toby Ziegler	336	20 Dec 2013	Below Basic

How It Helps: This report helps to identify the actual reading proficiency of students compared to the texts they are expected to read at their year/grade level. It may be used to set performance goals and identify strategies for differentiated instruction.



Using the Data:

Who: Teachers

When: After each LitPro Test is administered, usually 3-4 times per year

How: Establish and monitor expected annual proficiency goals. Use the information to set instructional goals and set appropriate targets for the class and for individual students.

Data in Action:

This report provides a clear breakdown of students' reading levels. Use this data to differentiate instruction according to need so that you can accelerate growth.

Understanding the Data:

1) Proficiency Bands: These are the proficiency bands for your school, based on the benchmark selected. The proficiency bands vary by year/grade level. There are four proficiency bands based on the Lexile range of texts that students are expected to read at their year/grade level.

These are:

Advanced	Reading above the Lexile text level expected for the year/grade level
Proficient	Reading within the year/grade level range
Basic	Reading below the year/grade level range
Below Basic	Reading well below the year/grade level range

2) Percentage: The percentage of students that fall into this proficiency band.

3) Count: The number of students that fall into this proficiency band.

4) Lexile: The student's most recent Lexile measure.

5) Date: The date of the most recent LitPro Test.

Follow-up:

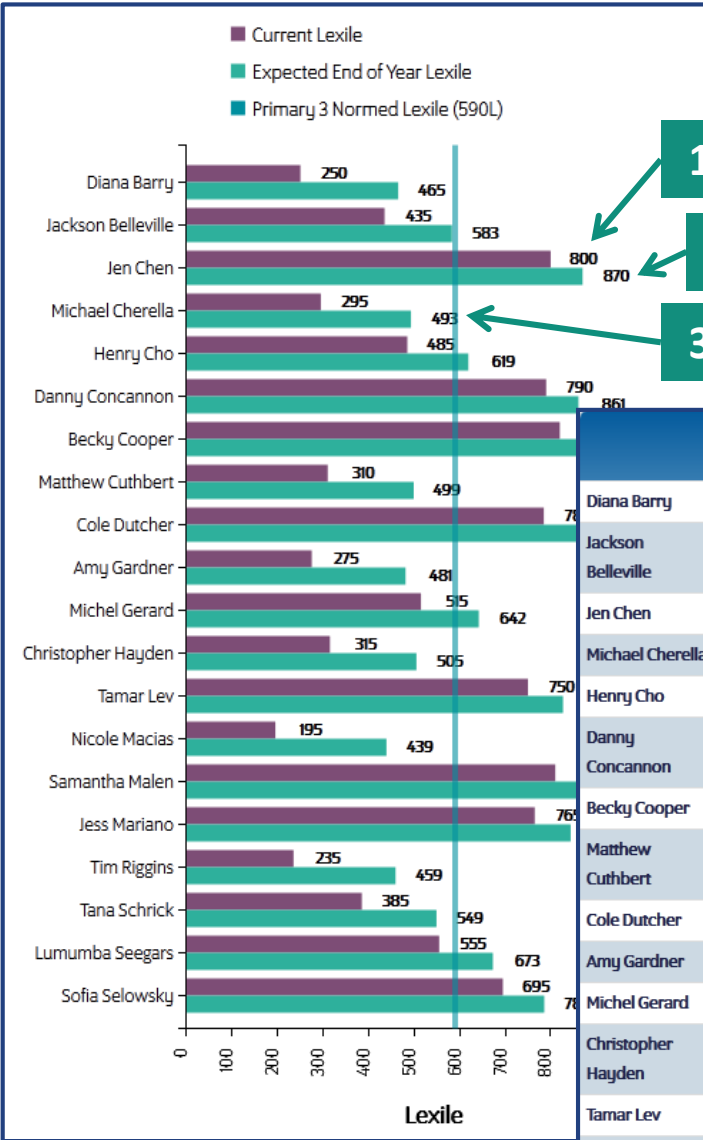
Group students according to proficiency levels and tailor intervention to address specific needs.

Organize small group lessons that provide more explicit, targeted instruction for those in basic and below basic proficiency bands; and challenge your advanced students with more complex questions and concepts



Expected Lexile Growth Report*

Purpose: This report shows the Lexile growth expected over a school year based on the start-of-year Lexile. It also compares the current and expected ending Lexile measures to the year/grade end-of-year norm.



How It Helps: This report monitors each student's progress toward their expected end-of-year Lexile.

	Current Lexile	Expected End of Year Lexile	Expected Growth	Variance: Expected EOY Lexile to Norm
Diana Barry	250	465	+215	-125
Jackson Belleville	435	583	+148	-7
Jen Chen	800	870	+70	+280
Michael Cherella	295	493	+198	-97
Henry Cho	485	619	+134	+29
Danny Concannon	790	861	+71	+271
Becky Cooper	820	887	+67	+297
Matthew Cuthbert	310	499	+189	-91
Cole Dutcher	785	861	+76	+271
Amy Gardner	275	481	+206	-109
Michel Gerard	515	642	+127	+52
Christopher Hayden	315	505	+190	-85
Tamar Lev	750	827	+77	+237
Nicole Macias	195	439	+244	-151
Samantha Malen	810	878	+68	+288
Jess Mariano	765	844	+79	+254
Tim Riggins	235	459	+224	-131
Tana Schrick	385	549	+164	-41

*Note: This report will only display for schools that have selected to use the LitPro Standard Benchmark.

Using the Data:

Who: Teachers

When: After each LitPro Test administration

How: Conference with students, discuss growth achievement, and set goals and expectations

Understanding the Data:

1) Current Lexile: This is the current Lexile of students, based on their most recent LitPro Test.

2) Expected End-of-Year Lexile: This is the Lexile measure a student is expected to reach by the end of the school year, based on their start-of-year Lexile.

Note: If a student's starting Lexile exceeds the highest expected end-of-year Lexile for her year/grade level, no expected Lexile value will be shown.

3) Normed Lexile: This is the normed end-of-year Lexile for the class's year/grade level.

4) Expected Growth: This is the difference between the expected end-of-year Lexile and the student's current Lexile. It shows how much more students need to increase their Lexile measure in order to reach the targeted end-of-year Lexile measure.

Note: The data upon which this report is based only allows for expected growth values to be generated for students in years/grades 3 through 10.

5) Variance: Expected End-of-Year Lexile to Norm: This is the difference between the student's expected end-of-year Lexile and the normed end-of-year Lexile for their year/grade level.

Data in Action:

A student in Year/Grade 3 with a starting Lexile of 420L is expected to grow to 570L by the end of the school year (an increase of 150L).

However, another student in Year/Grade 3 with a starting Lexile of 630L is expected to grow to 730L by the end of the school year--an increase of only 100L.

Behind the Numbers:

Expected growth values are based on a normative study with over 370,000 U.S. students. This study showed that students who started at a lower Lexile at the beginning of the school year grew more than students in the same year/grade level who started at a higher Lexile. This data is considered valid in similar multicultural countries where English is the first language.

Follow-up:

If students are not on track to meet the expected end-of-year goal, or if there is still a gap to reach the norm for their year/grade level, teachers may need to decide on a plan of intervention and support. This may include providing explicit teaching of reading skills and strategies, encouraging them to read more in their range, and acknowledging their successes.

If students are on track to meet their expected end-of-year Lexile and are likely to achieve a Lexile that is above the norm for their year/grade level, teachers may consider ways to challenge and extend their growth beyond what is expected.

This report is also a tool for measuring the effectiveness of classroom reading programs.



Lexile Growth Report

Purpose: This report measures each student's Lexile growth from the first LitPro Test of the school year to the most recent.



How It Helps: This report is used to monitor how students' reading level is developing over time.

Using the Data:

Who: Teachers

When: After students have taken at least two LitPro Tests

How: Monitor growth rates to ensure that students are on track to meet annual growth expectations

Understanding the Data:

1) First Test: The student's Lexile measure from the first test of the school year.

2) Most Recent Test: The student's Lexile measure from the most recent test taken.

3) Test Date: The date each LitPro Test was completed.

4) Variance: The difference between the student's Lexile measure from the most recent test and the first test. Growth can be positive or negative.

Data in Action:

Students' Lexile reading measures should grow over the course of a school year.

The growth is greater for students in lower years/grades than in upper years/grades.

There is not likely to be significant growth in a short period of time.

At all times, students should be encouraged to take the test carefully, so that their true reading level is able to be measured.

Follow-up:

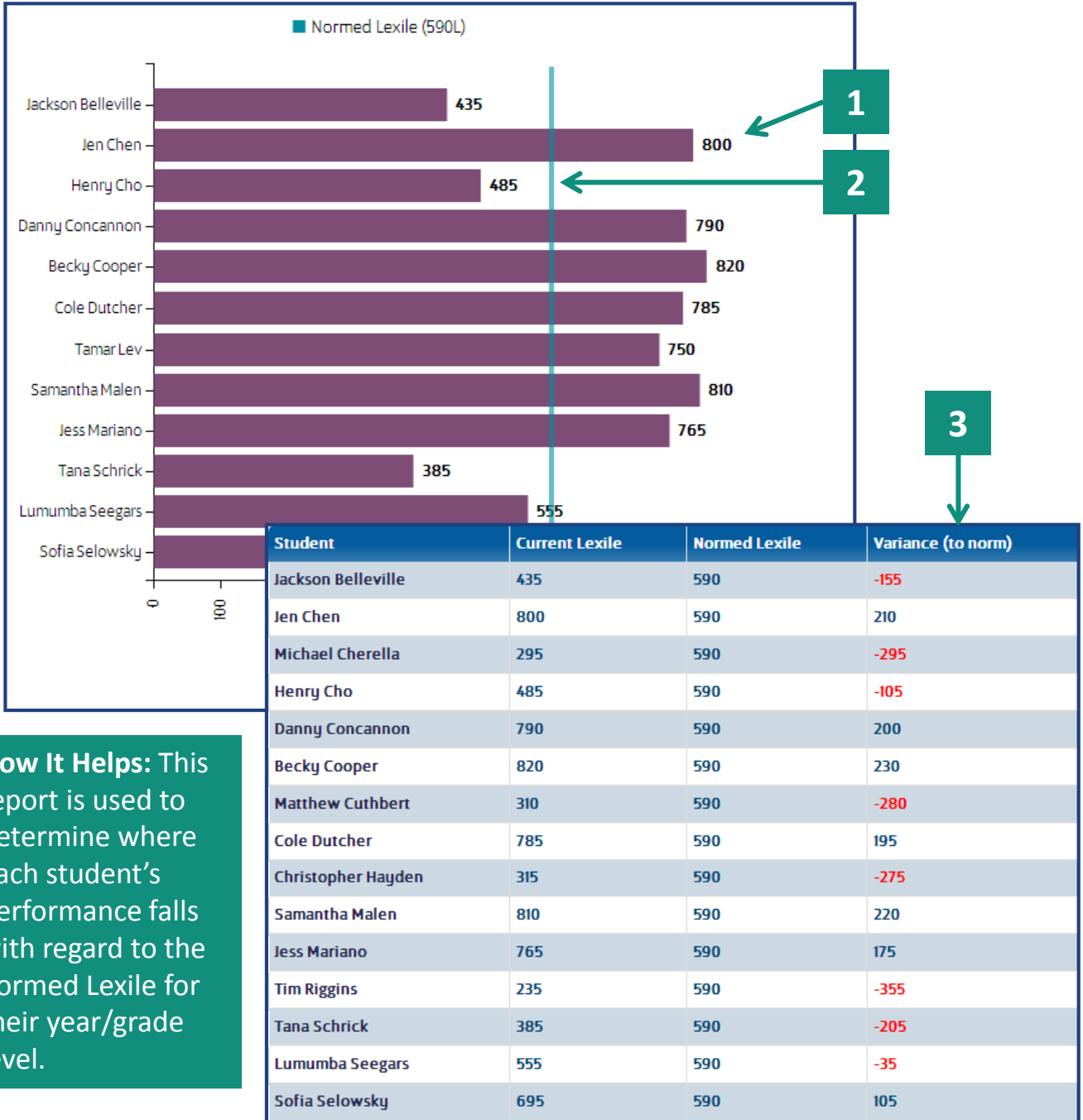
If a group of students is showing significant growth, teachers may acknowledge the success, determine which strategies may have led to that success, and incorporate any appropriate methods to help other students.

Teachers may also identify individuals who are not showing adequate growth over time and provide extra help to optimize reading development, as measured by the LitPro Test.

If negative or no growth is recorded, teachers may check to see if a student's test experience was problematic in some way and retest accordingly.

Lexile Compared to Norm Report*

Purpose: This report compares each student's Lexile to the end-of-year Lexile norm (50% percentile) for their year/grade level.



How It Helps: This report is used to determine where each student's performance falls with regard to the normed Lexile for their year/grade level.

*Note: This report will only display for schools that have selected to use the LitPro Standard Benchmark

Using the Data:

Who: Teachers

When: After each LitPro Test administration

How: Monitor progress to compare actual student results with normed data of students in the same year/grade level

Understanding the Data:

1) Current Lexile: The student’s Lexile measure from the most recent test.

2) Normed Lexile: The average (50% percentile) end-of-year Lexile for students in a particular year/grade level.

3) Variance (to norm): The variance between the student’s current Lexile and the year/grade norm.

Grade (US)	Normed Lexile
1	150L
2	475L
3	590L
4	700L
5	810L
6	880L
7	955L
8	1000L
9	1045L
10	1080L
11	1090L
12	1100L

Data in Action:

By comparing students’ current Lexile to the end-of-year norm, teachers are able to position each child relative to normative performance.

For example:

If a student in Year/Grade 3 has a current Lexile of 460L, the teacher doesn’t know whether that performance is relatively good or not for a student in Year/Grade 3.

When compared to the end-of-year norm of 590L, the teacher is able to see that this student is currently performing well below the norm.

Behind the Numbers:

A linking study between the LitPro Test and the Lexile Framework developed normative information based on a sample of 512,224 students from a medium-to-large U.S. state. The sample’s distribution of scores on norm-referenced and other standardized measures of reading comprehension are similar to those reported for national distribution.

Follow-up:

By identifying how well students are performing relative to the norm, teachers are able to make decisions about the type of support, intervention, or challenge that may be required to continue to develop individual students’ reading ability.



Class Lexile History Report

Purpose: This report shows a table view of students' Lexile measures by test date and their growth over the course of the school year.

	1	2				3	
	Test 1	Test 1	Test 2	Test 2	Test 3	Test 3	Variance
	Date	Lexile	Date	Lexile	Date	Lexile	
Diana Barry	12 Dec 2013	669	16 Dec 2013	451	20 Dec 2013	510	+63
Jed Bartlet	18 Nov 2013	828	12 Dec 2013	1156	20 Dec 2013	1183	+186
Luke Cafferty	17 Dec 2013	BR	18 Dec 2013	181	20 Dec 2013	240	+273
Lorelai Gilmore	10 Dec 2013	1044	17 Dec 2013	1105	20 Dec 2013	1174	+130
Julia Graham	12 Dec 2013	617	17 Dec 2013	720	20 Dec 2013	792	+175
Christopher Hayden	20 Nov 2013	1790	17 Dec 2013	1849	20 Dec 2013	1764	-26
Josh Lyman	12 Dec 2013	1081	17 Dec 2013	1276	20 Dec 2013	1308	+227
Matt Saracen	16 Dec 2013	654	17 Dec 2013	675	20 Dec 2013	712	+58
Anne Shirley	16 Dec 2013	BR	17 Dec 2013	BR	20 Dec 2013	177	+331

Using the Data:

Who: Teachers

When: After each LitPro Test administration

How: Monitor progress of each student over the course of the school year

Understanding the Data:

1) Test Date: The test date of the student's Lexile.

2) Test Lexile: The student's Lexile measure from that test date.

3) Variance: The variance between the student's first and most recent tests of the school year.

Data in Action:

Look for a steady increase in reading development over time. Identify students who are experiencing declines or unusual fluctuations in their Lexile measures. Ensure that test conditions are consistent, students are not under pressure to complete the test, and there is no excessive noise or distractions.

Follow-up:

If a student is progressing particularly well, acknowledge the success, and share that student's strategies with others. Identify students who are not showing adequate growth over time and provide extra help to optimize performance.



Class Reading Report Card

Purpose: This report shows a table view of students' Reading Report Cards, including information about student Lexile and book quiz activity.

	1	2	3	4	5	6	7	8	9	10	11	12
Student	Lexile	Lexile Growth	Date of Last Completed LitPro Test	Proficiency Band	Certificate Level	# of Quizzes Passed/Attempted	Average Quiz Score	Average Lexile of Quizzes Passed	Words Read	Quiz Points Earned	Teacher-Added Points	
Diana Barry	792	+123	18 Jun 2014	Advanced	Bronze	15/30	55%	780	1144656	240	0	
Jed Bartlet	1014	+186	16 Jun 2014	Advanced	Silver	10/20	57%	892	1339015	258	0	
Luke Cafferty	240	+692	16 Jun 2014	Proficient	Red	6/11	63%	886	486647	93	0	
Lorelai Gilmore	1174	+130	16 Jun 2014	Advanced	Blue	6/11	65%	840	196941	48	0	
Julia Graham	1029	+412	16 Jun 2014	Advanced	Bronze	11/16	73%	722	670472	127	0	
Christopher Hayden	1692	-98	16 Jun 2014	Advanced	Red	6/9	67%	677	215851	64	0	
Charlie Young	BR	+369	16 Jun 2014	Basic	Bronze	5/6	90%	912	657626	135	0	
Josh Lyman	1214	+133	16 Jun 2014	Advanced	Bronze	6/7	78%	971	901987	194	0	
Anne Shirley	177	+618	16 Jun 2014	Proficient	Red	4/4	97%	925	381328	76	0	
Julie Taylor	312	-393	16 Jun 2014	Proficient	Red	5/8	66%	897	347192	82	0	

Using the Data:

Who: Teachers

When: Once or twice a month

Understanding the Data:

- 1) **Student:** The name of the student.
- 2) **Lexile:** The student's current Lexile measure.
- 3) **Lexile Growth:** The student's growth in Lexile since the beginning of the school year.
- 4) **Date of Last LitPro Test:** The date of the last LitPro Test the student completed.
- 5) **Proficiency Band:** This shows which proficiency band the student falls into, based on the Lexile measure from the last completed LitPro Test.
- 6) **Certificate Level:** The student's current certificate level. It is based on either the number of book quizzes taken or the number of points earned. For more information on setting certificate levels, see the Settings tab or contact the school administrator.
- 7) **# of Quizzes Passed/Attempted:** The number of book quizzes the student has passed vs. the number of book quizzes the student has attempted.
- 8) **Average Quiz Score:** The student's average score of all book quizzes taken during the current school year.
- 9) **Average Lexile of Quizzes Passed:** The average Lexile measure of books whose quizzes the student has passed.
- 10) **Words Read:** The total number of words read. It is based on the word count of the books for which the student has passed the quiz.
- 11) **Points Earned:** The total number of points the student has earned from passing book quizzes.
- 12) **Teacher-Added Points:** The total number of teacher-added points the student has earned.

How It Helps: This report may be discussed with students so they can monitor their own progress and address any challenges they are experiencing.

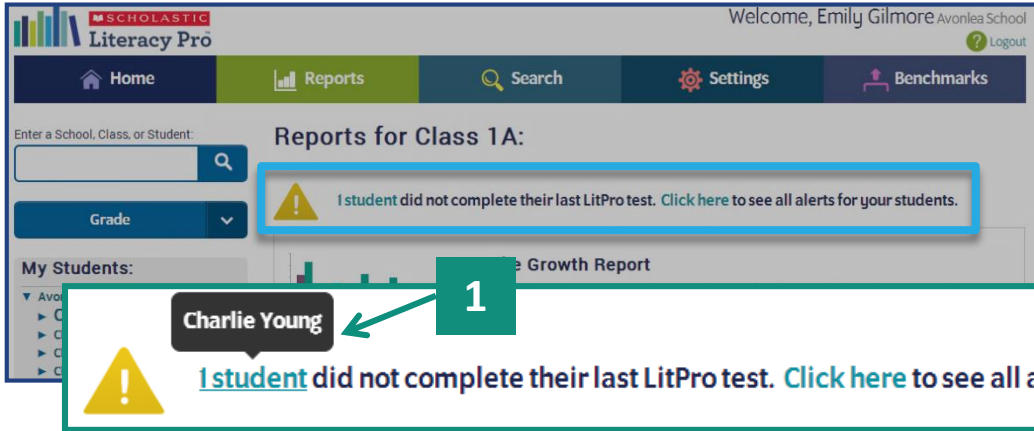
Data in Action: Students benefit from consistent monitoring of their reading progress

Follow-up:

Review the data points for each student to understand performance. Use this data to prepare for one-on-one monthly conferences, to set goals, and to provide direction that will lead to desired performance gains. This could include daily goals for pages or words read, or quarterly goals for books read or book quizzes passed.

Alerts

Purpose: This report highlights the level of participation and a variety of challenges individual students may be experiencing with LitPro Tests or book quizzes. It alerts teachers performance or activities that are outside the usual range of expectations.



The screenshot shows the 'Reports for Class 1A:' section. A yellow warning icon and text box state: '1 student did not complete their last LitPro test. Click here to see all alerts for your students.' A callout box labeled '1' points to the student name 'Charlie Young' in the 'My Students:' list. A larger callout box labeled '1' shows the alert text: '1 student did not complete their last LitPro test. Click here to see all alerts for your students.'

By Student	Hasn't taken a quiz in 14 days	Required 3 or more attempts to pass quiz	Scored below 70% on last 3 quizzes	Has not passed at least 5 quizzes above student's Lexile	Able to pass quizzes on books at higher Lexile	Selected books significantly lower than Lexile
Jed Bartlet	X			X	X	
Julie Taylor	X			X		
Matt Saracen	X			X		
Luke Cafferty	X				X	
Luke Danes	X			X		
Josh Lyman	X			X		
Lorelai Gilmore	X			X	X	

Using the Data:

Who: Teachers

When: As appropriate

How: Monitor student participation or difficulty

How It Helps: This report provides timely alerts to teachers so that they can investigate any incomplete tests or other performance abnormalities.

Understanding the Data:

Follow-up: *Teachers should use the data to create program modifications that will help students succeed.*

1) Incomplete LitPro Test Alert: The student(s) listed did not complete their last LitPro Test. This alert may indicate that the student's current Lexile level may be inaccurate or outdated.

2) Hasn't taken a quiz in 14 days: A check in this column signals that the student has not taken a book quiz in the past 14 days. This may indicate that the student is not reading enough books to meet his/her reading goals.

3) Required 3 or more attempts to pass quiz: A check in this column signals that the student required three or more attempts to pass a particular book quiz. This may indicate that the student is failing quizzes and needs additional support.

4) Scored below 70% on last 3 quizzes: A check in this column signals that the student scored below a 70% on the last three attempted book quizzes. This may indicate that the student is failing quizzes and needs additional support.

5) Has not passed at least 5 quizzes above student's Lexile: A check in this column signals that the student has not passed at least five book quizzes above their current Lexile. This may indicate that the student is consistently reading books below his or her Lexile level and/or demonstrating a high pass rate.

6) Able to pass quizzes on books at higher Lexile: A check in this column signals that the student has successfully passed at least 3 quizzes for books that are at a higher Lexile than the student's current Lexile. This may indicate that the student is exceeding expectations and needs a new challenge or that it may be time for another LitPro Test to ensure accuracy of Lexile level.

7) Selected books significantly lower than Lexile: A check in this column signals that the student has passed at least 3 quizzes for books that have Lexiles significantly lower than the student's current Lexile. This may indicate that the student is consistently reading books below his or her Lexile level and/or demonstrating a high pass rate.

1) Guide the student to the LitPro Test screen and make sure they understand the test directions. Ensure that the student completes the test.

2) Determine if the lapse is motivational or if the student has reasons, such as prolonged absence or over-scheduling. If motivation is the issue, support the reader to ensure success. For instance, let the student hear the book read aloud, work with a reading buddy, or increase the points they receive for reading successfully.

3) Ask student if he or she really read the book. Review the expected reading level. Provide a reading buddy. Increase number of times the quiz may be taken and/or the number of days between attempts.

4) Ask student if he or she really read the book. Review the expected reading level. Provide a reading buddy. Increase number of times the quiz may be taken and/or the number of days between attempts.

5) Discuss reasons for book choices and encourage students to challenge themselves. Perhaps increase points for successfully reading at the appropriate level.

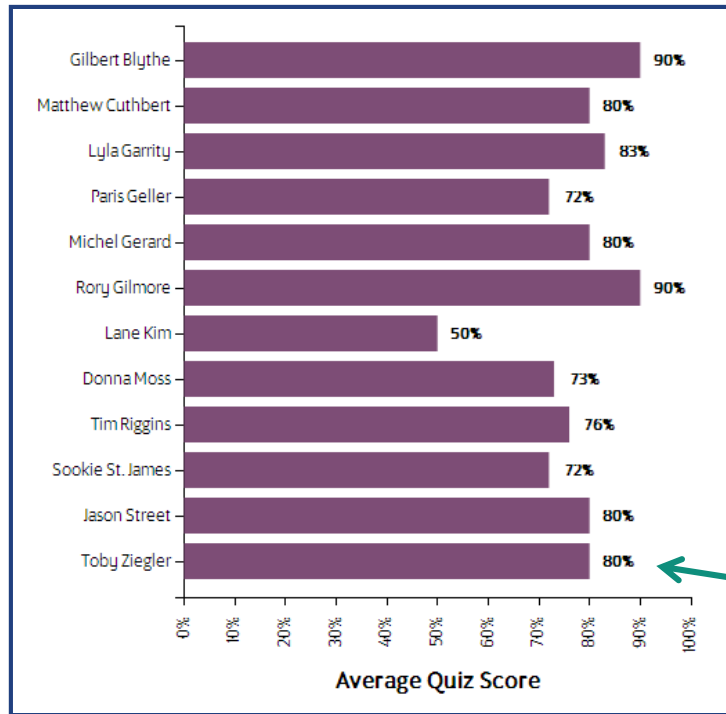
6) Encourage the student to read books in a higher Lexile range. Use points edit to encourage student to take a risk with a more challenging title.

7) Discuss reasons for book choices and encourage students to challenge themselves. Perhaps increase points for successfully reading at the appropriate level.



Book Comprehension Report

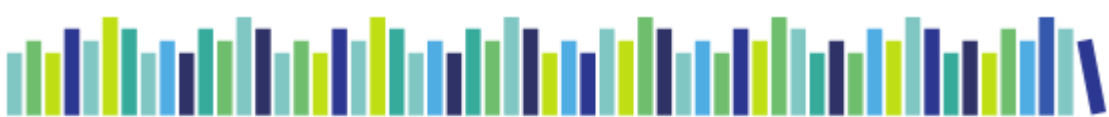
Purpose: *This report shows students' average score on book quizzes.*



How It Helps: This report is useful for tracking students' independent reading progress and for planning any necessary interventions.

1

Student Name	Average Quiz Score
Gilbert Blythe	90
Matthew Cuthbert	80
Lyla Garrity	83
Paris Geller	72
Michel Gerard	80
Rory Gilmore	90
Lane Kim	50
Donna Moss	73
Tim Riggins	76
Sookie St. James	72
Jason Street	80
Toby Ziegler	80



Using the Data:

Who: Teachers

When: Once or twice a month

How: Conference with students regularly regarding their progress. Acknowledge success and encourage continued reading growth. Establish goals for books to read and comprehension accuracy.

Understanding the Data:

1) Average Quiz Score: The average score of all completed book quizzes as a percentage.

Note: If a quiz is attempted multiple times, only the latest attempt is counted in the student's average quiz score.

Note: When a student retakes a quiz, they do not see the same quiz questions as on the first quiz. A different set of ten questions is randomly selected from the quiz bank of up to 30 questions.

Data in Action:

Students with low comprehension averages are likely to be struggling with what they are reading, or not reading with care. Students with higher comprehension averages are able to understand what they read well.

Follow-up:

If students have low average comprehension results, the teacher may want to investigate whether the students are carefully reading the books and taking the quizzes, and whether they are reading books within their Lexile range.

The teacher may encourage students to read more carefully, or to reread the book before retaking the quiz to improve their results. Targeted instruction on specific reading comprehension strategies may be needed.

Additional support to improve reading and comprehension skills may be required.

For students with high average comprehension results, the teacher may consider the Lexiles of the books they are reading. Are they reading books within their Lexile range, or are they choosing easy books that do not challenge them so that they score well?

Certificates Report

Purpose: *This report shows which certificates students have earned and when. It provides a snapshot into how students are progressing in their reading.*

1

2

3

Student Name	Date Earned	Certificate Earned
Arya Stark	12 Dec 2017	★ Red
Jon Snow	10 Aug 2017	★ Gold
Jon Snow	07 Aug 2017	★ Bronze

Using the Data:

Who: Teachers

When: Once or twice a month

Understanding the Data:

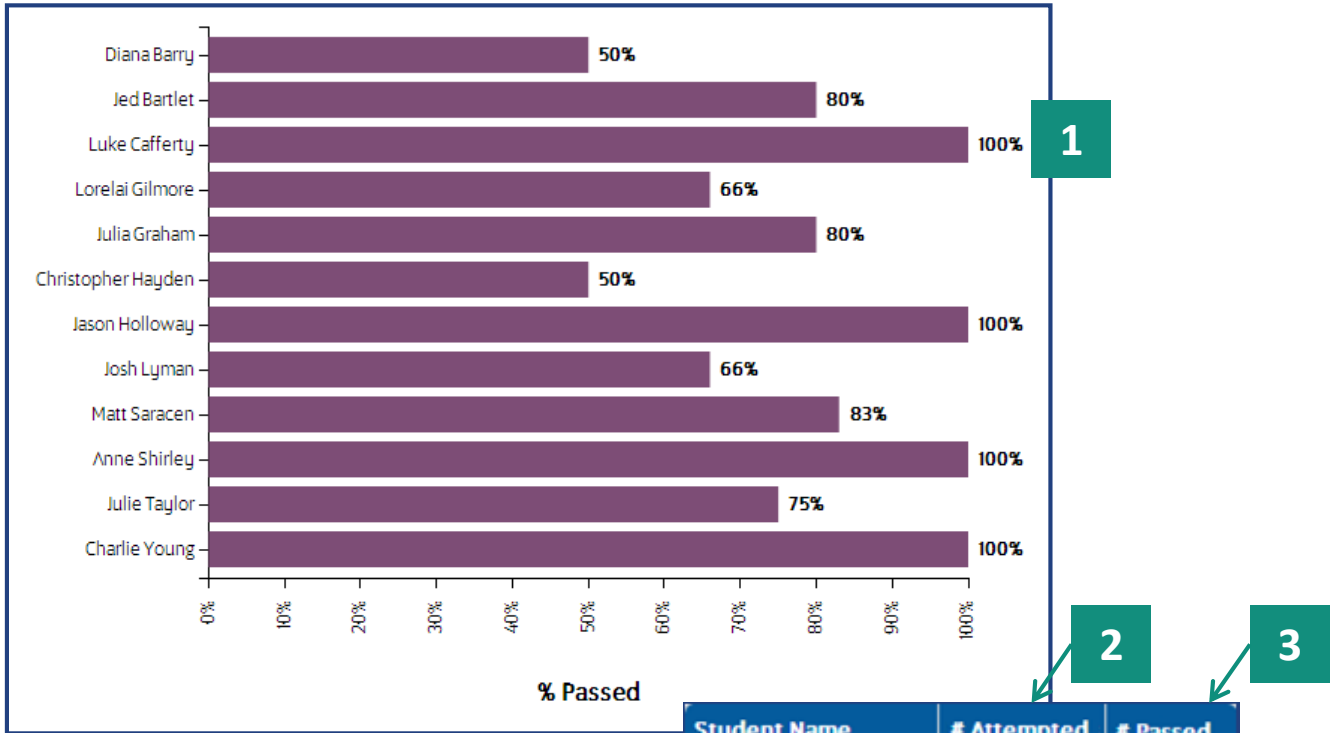
- 1) **Student:** The name of the student.
- 2) **Date Earned:** The date on which the student earned his/her certificate, listed from most recent to least recent.
- 3) **Certificate Earned:** The certificate level earned by the student.

How It Helps: This report allows educators to easily track the certificates students are earning, making it easier to encourage students to continue reading.



Quiz Pass Rate Report

Purpose: This report shows students' pass rates on book quizzes, to track how many quizzes they attempt compared to the number they pass.



Student Name	# Attempted	# Passed
Diana Barry	2	1
Jed Bartlet	5	4
Luke Cafferty	1	1
Lorelai Gilmore	3	2
Julia Graham	5	4
Christopher Hayden	2	1
Jason Holloway	1	1
Josh Lyman	3	2
Matt Saracen	6	5
Anne Shirley	1	1
Julie Taylor	4	3
Charlie Young	4	4

How It Helps: This report is useful for tracking students' independent reading progress and for planning any necessary interventions.

Using the Data:

Who: Teachers

When: Once or twice a month

How: Conference with students regularly regarding their progress. Acknowledge success and encourage continued reading growth. Establish goals for books to read and comprehension accuracy.

Understanding the Data:

1) Average Pass Rate: The average pass rate of all completed book quizzes as a percentage. The pass rate is calculated by dividing the number of passed book quizzes by the number of attempted book quizzes.

2) # of Attempted Book Quizzes: The number of book quizzes attempted by the student.

3) # of Passed Book Quizzes: The number of book quizzes passed by the student.

Data in Action:

Students with low pass rate averages are likely to be struggling with what they are reading, or not reading with care. Students with higher pass rate averages are able to understand what they read well.

Follow-up:

If students have low average pass rates, the teacher may want to investigate whether the students are carefully reading the books and taking the quizzes, and whether they are reading books within their Lexile range.

The teacher may encourage students to read more carefully, or to reread the book before retaking the quiz to improve their results. Targeted instruction on specific reading comprehension strategies may be needed.

Additional support to improve reading and comprehension skills may be required.

For students with high average pass rates, the teacher may consider the Lexiles of the books they are reading. Are they reading books within their Lexile range, or are they choosing easy books that do not challenge them so that they score well?



My Results

Purpose: This report allows students to see an overview of their key performance metrics and a history of all the book quizzes they have taken.

The dashboard displays the following metrics:

- 1** My Lexile: 732L
- 2** Certificate Level: ★ Bronze
- 3** Quizzes Passed: 14
- 4** Words Read: 1072688
- 5** Average Quiz Score: 83%

Navigation and Action Buttons:

- 6** Print My Results
- Print All My Comments
- Print Award Certificate
- 7** (points to the action menu)
- 8** Title
- 9** Author
- 10** Lexile
- 11** Word Count
- 12** Score
- 13** Points
- 14** Date
- 15** See My Book Rating

Title	Author	Lexile	Word Count	Score	Points	Date
Ring of Endless Light, A	Madeleine L'Engle	810L	83744	80%	13	27 Dec 2013

Book Description: As the Austin family copes in various ways with a friend's death and Grandfather's deteriorating health caused by leukaemia, fifteen-year-old Vicky is further confused by the attentions of three very different young men.

How It Helps:
Students are motivated by seeing their scores and tracking their progress.

Congratulations, Diana

You Passed!

Ring of Endless Light, A by Madeleine L'Engle

8 out of 10 correct **80%**

Here is how you rated the book: Liked it

Here are the comments you made about the book:

I loved it!!!!

Done



Using the Data:

Who: Students

When: After every LitPro Test or book quiz is completed, if desired

How: Monitor comprehension success and reading development

Understanding the Data:

1) My Lexile: The student's current Lexile measure, based on the last LitPro Test completed.

2) Certificate Level: The student's current certificate level. It is based on either the number of book quizzes taken or the number of points earned. Certificate levels are configured by the administrator or teacher in the Settings.

3) Quizzes Passed: The number of book quizzes the student has passed.

4) Words Read: The total number of words read. It is based on the word count of the books for which the student has passed the quiz.

5) Average Quiz Score: The student's average score of all book quizzes taken during the current school year.

6) Print Award Certificate: This opens the student's certificate in a new window, where the student can print it.

7) Print All My Comments: This opens a printable view of all the book quizzes a student has passed, with the student's rating and comments.

8) Title: The title of the book for which the student has taken a quiz.

9) Author: The author of the book whose quiz the student has taken.

10) Lexile: The Lexile measure associated with the book for which the student has taken a quiz.

11) Word Count: The word count of the book for which the student has taken a quiz.

12) Score: The student's score from his/her latest attempt of the book quiz.

13) Points: The number of points the student earned for passing the book quiz.

14) Date: The date on which the student took this book's quiz.

15) See My Book Rating: This opens a window with the student's score, rating, and comments about the book.



Reading Report Card

Purpose: *This report provides teachers with a comprehensive view of a student's key metrics.*

Reading Report Card	
Grade: Grade 1 Class: Class 1A	
1	Current Lexile 732L
2	Lexile Growth +63L
3	Date of Last Completed LitPro Test 10 Jan 2014
4	Proficiency Band Advanced
5	Certificate Level ★Bronze
6	# of Quizzes Passed/Attempted 14/27
7	Average Quiz Score 60%
8	Average Lexile of Quizzes Passed 779L
9	Words Read 1,072,688
10	Quiz Points Earned 229
11	Teacher-Added Points 5

How It Helps: This report may be discussed with students so they can monitor their own progress and address any challenges they are experiencing.



Using the Data:

Who: Teachers

When: Once or twice a month

How: Conference with students each month regarding their progress. Establish goals for words read, books read, or quizzes passed for each student.

Data in Action:

Students benefit from consistent monitoring of their reading. Implement daily goals for pages or words read, or quarterly goals for books read or book quizzes passed.

Understanding the Data:

- 1) Current Lexile:** The student's current Lexile measure, based on the last LitPro Test completed.
- 2) Lexile Growth:** The student's growth in Lexile since the beginning of the school year.
- 3) Date of Last LitPro Test:** The date of the last LitPro Test the student completed.
- 4) Proficiency Band:** This shows which proficiency band the student falls into, based on the Lexile measure from the last completed LitPro Test.
- 5) Current Certificate Level:** The student's current certificate level. It is based on either the number of book quizzes taken or the number of points earned. For more information on setting certificate levels, see the Settings tab or contact the school administrator.
- 6) # of Quizzes Passed/Attempted:** The number of book quizzes the student has passed vs. the number of book quizzes the student has attempted.
- 7) Average Quiz Score:** The student's average score of all book quizzes taken during the current school year.
- 8) Average Lexile of Quizzes Passed:** The average Lexile measure of books whose quizzes the student has passed.
- 9) Words Read:** The total number of words read. It is based on the word count of the books for which the student has passed the quiz.
- 10) Points Earned:** The total number of points the student has earned from passing book quizzes.
- 11) Teacher-Added Points:** The total number of teacher-added points the student has earned.

Follow-up:

Review the data points for each student to understand performance. Use this data to prepare for one-on-one conferences, to set goals, and to provide direction that will lead to desired performance gains.



Student Activities

Purpose: This report provides teachers with a list of specific quiz metrics for all the book quizzes taken by an individual student. Data for Teacher-Added Activities is also shown.

1 Student Activities	2 Lexile	3 Word Count	4 Date	5 Score	6 Points	i	7 View
Harry Potter & Order Phoenix J.K. Rowling	950	257045	02 Jan 2014	7/10	49	Edit	Quiz
Ender's Game Orson Scott Card	780	99709	02 Jan 2014	10/10	16	Edit	Quiz
Julius Caesar William Shakespeare		22100	30 Dec 2014	6/10	0	Edit	Quiz
Othello William Shakespeare		29824	30 Dec 2014	9/10	20	Edit	Quiz
Macbeth William Shakespeare		18792	30 Dec 2014	10/10	14	Edit	Quiz
Ring of Endless Light, A Madeleine L'Engle	810	83744	27 Dec 2013	8/10	13	Edit	Quiz
Harry Potter & Goblet Of Fire J.K. Rowling	880	190637	21 Dec 2013	9/10	37	Edit	Quiz
Harry Potter & Prisoner Azkaba J.K. Rowling	880	107253	19 Dec 2013	10/10	22	Edit	Quiz

How It Helps: This report is used to track a student's performance on individual quizzes and other reading achievements assessed and added by the teacher.

Using the Data:

Who: Teachers

When: Monthly or quarterly

How: Set class goals for books read and/or words read for each assessment period. Post class goals and track progress toward goals. Set individual student goals for books read or quizzes passed.

Understanding the Data:

- 1) Title/Author:** The title and author of the book for which the student has taken a quiz.
- 2) Lexile:** This is the Lexile measure associated with the book for which the student has taken a quiz.
- 3) Word Count:** This is the word count of the book for which the student has taken a quiz.
- 4) Date:** This is the date on which the student took this book's quiz.
- 5) Score:** This is the student's score from his/her latest attempt of the book quiz.
- 6) Points:** This is the number of points the student earned for passing this book quiz. This value is editable by the teacher.
- 7) View:** This opens a window with the student's completed quiz.

Data in Action:

Regular assessment of independent reading fosters on-task behavior.

In addition to book quizzes, encourage students to comment in writing on what they've read in their logs.

Follow-up:

Use the Search facility to identify titles for the student or class to read, based on their interests, lesson topics, or areas of focus.

Motivate struggling readers by editing their points for passing quizzes and/or adding points to acknowledge other reading responses.

Encourage good readers to complete more open-ended, teacher-assessed activities, and add points for these activities.



View All Comments

Purpose: This report serves as a record of a student's reading for the school year, showing the book title and author, along with the student's rating of the book, comments, and score on the book quiz.

How It Helps: This report is used to track a student's performance on individual quizzes and to see what students thought of the books they read. Print or save a copy of this list as a student reading log for the year.

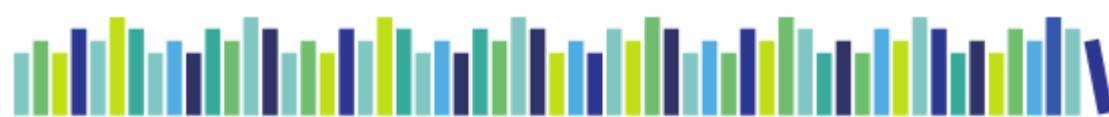


Diana Barry

Grade 1

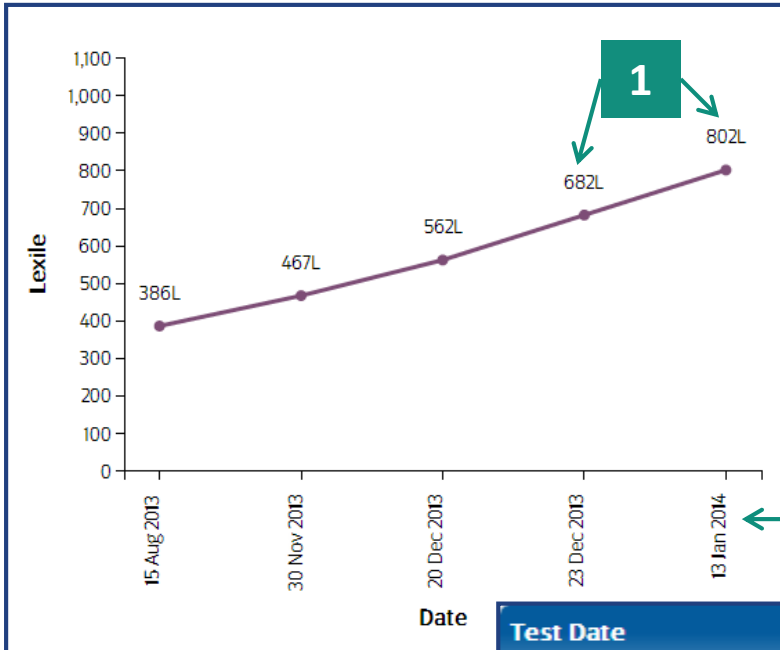
Class 1A

Date	Book Title	Author	Score	Student Rating
02 Jan 2014	Ender's Game • This book was awesome and I loved it!	Orson Scott Card	100%	Loved it!
02 Jan 2014	Harry Potter & Order Phoenix •	J.K. Rowling	70%	Loved it!
30 Dec 2014	Macbeth • Witches parts were weird! But kinda fun and spooky.	William Shakespeare	100%	Liked it
30 Dec 2014	Othello • Long, but so good! Probably better to call it Iago, though	William Shakespeare	90%	Loved it!
27 Dec 2013	Ring of Endless Light, A • I loved it!!!!	Madeleine L'Engle	80%	Liked it
19 Dec 2013	Harry Potter & Prisoner Azkaba • This book was the best! Sirius is my hero!!	J.K. Rowling	100%	Liked it
16 Dec 2013	Harry Potter & Chamber Secrets • This book was awesome!	J.K. Rowling	80%	Liked it
12 Dec 2013	Little House on the Prairie • I liked this but not as much as the first one. It had better stories, I think.	Laura Ingalls Wilder	70%	Liked it
12 Dec 2013	Little House in the Big Woods • This was so good. It was interesting to read about life back then.	Laura Ingalls Wilder	80%	Liked it
12 Dec 2013	Betsy-Tacy • This book was so funny and I liked it a lot.	Maud Hart Lovelace	90%	Loved it!
12 Dec 2013	Betsy-Tacy And Tib • They were really fun. I wish I could be their friend.	Maud Hart Lovelace	70%	Liked it



Student Lexile History Report

Purpose: This report shows the Lexile measures of all the LitPro Tests a student has taken over the course of the date range selected.



How It Helps: This report shows how students are responding to reading instruction and developing over time.

Using the Data:

Who: Teachers

When: After a student has taken at least two LitPro Tests

How: Monitor growth rates to see if the student's measures are steadily increasing

Test Date	Lexile
15 Aug 2013	386
30 Nov 2013	467
20 Dec 2013	562
23 Dec 2013	682
13 Jan 2014	802

Understanding the Data:

1) Lexile: This is the student's Lexile measure.

2) Date: This is the date the LitPro Test was completed.

Data in Action:

Look for a steady increase in reading development over time. Investigate any declines or unusual fluctuations in Lexile. Ensure that test conditions are consistent, students are not under pressure to complete the test, and there is no excessive noise or distractions.

Follow-up:

If a student is progressing particularly well, acknowledge the success, and share that student's strategies with others. Identify students who are not showing adequate growth over time and provide extra help to optimize performance.



Parent Letter

Purpose: *This letter may be sent home to parents to help them understand Scholastic Literacy Pro. The letter suggests ways they can use their child's Lexile measure to choose books for successful independent reading.*



Name: Diana Barry
School: Avonlea School
Grade: 1
Class: Class 1A

Date: 13 Jan 2014

Dear Parent or Caregiver,

Diana has completed a classroom-based reading test as part of Scholastic Literacy Pro. The program is designed to develop successful readers by evaluating student's reading abilities and motivating them to read more at appropriately challenging levels.

In the test, students read a series of short passages from books and informational materials. After each passage, the student completes a fill-in-the-blank sentence. The test is taken on a computer or tablet and lasts about 20 minutes. Test results are reported using a readability measurement called the Lexile. Think of a Lexile measure as you would the reading from an outdoor thermometer. Just as you can use the temperature on a thermometer to decide what kind of coat to wear, a Lexile measure can be used to decide how difficult a book to read compared to your reading ability.

When Diana's reading level (Lexile) is in the range of the Lexile level of a book, Diana can read that book with confidence and control. At this target rate of comprehension, material is challenging without being frustrating or boring. This encourages Diana to read more, and reading more in the targeted range will increase his/her Lexile measure, furthering reading skills.

Diana has scored a 732L Lexile measure on the last completed Lexile test. The Lexile reading range for a 1 student is 100L - 400L.

Diana may have received a personal list of recommended books that reflects his/her Lexile measure and reading interests. After reading a book, Diana will take a comprehension quiz to see if he/she understood the book. I will keep track of Diana's reading and how he/she performs on quizzes and Lexile tests throughout the year.

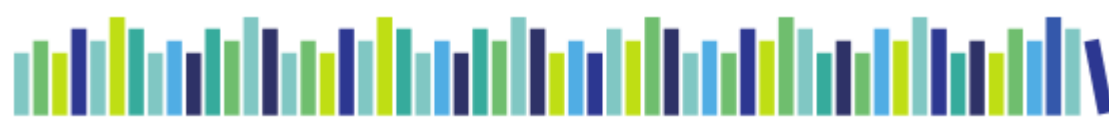
There will be plenty of classroom incentives to keep students working toward their reading goals, but we need your help too. To continue to grow as a reader, encourage Diana to:

- Read 20 minutes a day from books you find within a Lexile range of about 50 Lexile points above to 100 points below his/her current Lexile measure.
- Choose books on a variety of topics, fiction and nonfiction
- Discuss books they are reading with friends and family, asking questions before, during, and after.
- Keep track of new vocabulary learned and use new words in conversation and writing.
- Use context clues and a dictionary to understand unfamiliar words.

Your involvement is critical to Diana's success. Feel free to contact me with any questions. Thank you for working with me to help Diana read more to achieve more.

Kind regards,
Emily Gilmore

How It Helps: This letter may be sent at the beginning of the year, after the first LitPro Test results, to introduce parents to the program and suggest ways they can help with reading at home.



Student Award Certificate

Purpose: *Scholastic Literacy Pro includes an easy-to-use feature that allows teachers to print student award certificates to recognize achievement. Certificates reinforce reading success and build momentum for further progress. This award certificate recognizes a student for reaching a certain certificate level, based on how many points they have earned or how many book quizzes they have passed.*



SCHOLASTIC

Congratulations!

Bronze

This certificate is awarded to:

Diana Barry

Teacher's Signature

Date

SCHOLASTIC
Literacy Pro™

How It Helps: The certificates may be used to motivate students to reach a higher certificate level by reading more.



Student Test Printout

Purpose: This is a printout of the student's last completed LitPro Test. It includes each passage and all four answer choices, with the student's answer choice and the correct answer choice both indicated. Each passage source is also listed.

SCHOLASTIC Literacy Pro

Student: Diana Barry
Grade: 1
Class: Class 1A
Test Date: 10-January-2014

Student Test Printout

1. Even though Helen was very hungry, she extended the basket politely to Miss Sullivan. This act was very pleasing to the teacher. A little more than a year before Helen had eaten almost like an animal. Today she realized that she should share her food with other people.

Helen had _____.

- improved
- spoken
- quit
- forgotten

Source: Wilkie, Katharine E. HELEN KELLER: FROM TRAGEDY TO TRIUMPH. 1969. Reprint, New York: Simon & Schuster Children's Publishing Division, 1986.

How It Helps: This report is used to review test results with students. The teacher and student can work together to understand why particular questions were missed.

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.

Using the Data:

- Who:** Teachers
- When:** After a LitPro Test administration with a result that seems unclear
- How:** Review the questions that were answered incorrectly to determine where the student had difficulty answering questions.

Understanding the Data:

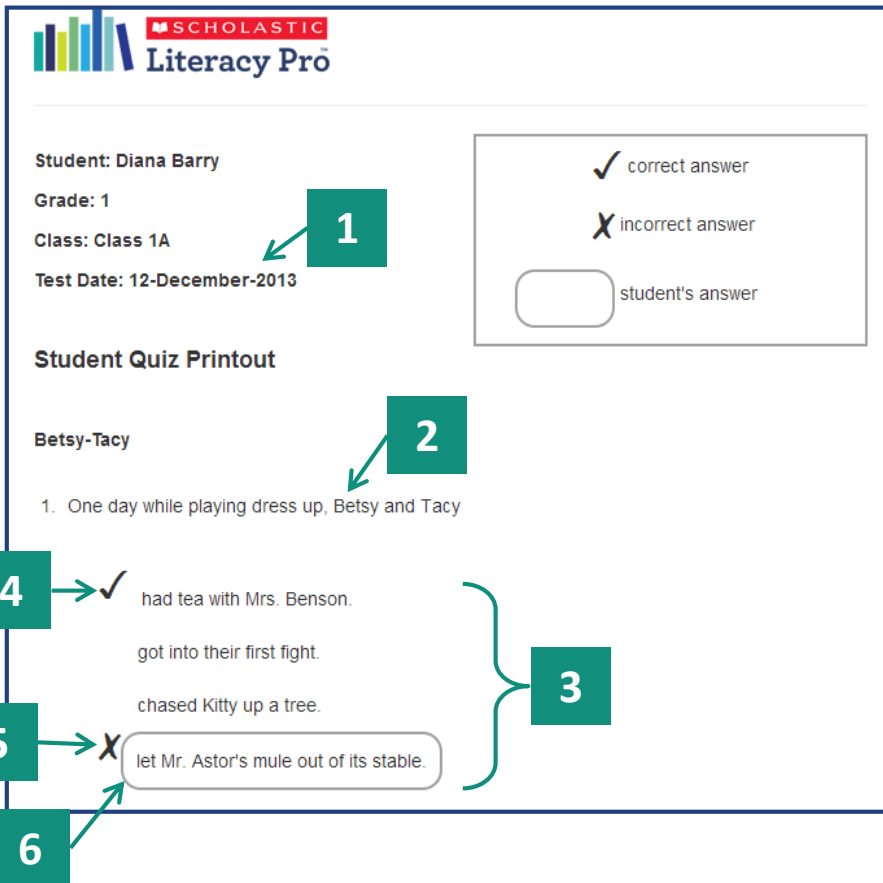
- 1) Test Date:** This is the date of the completed test.
- 2) Passage:** This is the passage the student was given.
- 3) Answer choices:** These are the answer choices.
- 4) Correct answer:** This is the correct answer.
- 5) Incorrect answer:** This is the answer the student incorrectly chose.
- 6) Student's answer:** This is the answer selected.
- 7) Source:** This is the source information of the passage.

Follow-up:

Review the printout of the test with the student, pointing out items the student answered incorrectly. Work through those items with students to help them understand why the answers are incorrect.

Student Quiz Printout

Purpose: This is a printout of the student's completed book quiz. It includes each question and all four answer choices, with the student's answer choice and the correct answer choice both indicated.



Student: Diana Barry
Grade: 1
Class: Class 1A
Test Date: 12-December-2013

Student Quiz Printout

Betsy-Tacy

1. One day while playing dress up, Betsy and Tacy

had tea with Mrs. Benson. ✓
 got into their first fight. ✓
 chased Kitty up a tree. ✓
 let Mr. Astor's mule out of its stable. X

Legend:
 ✓ correct answer
 X incorrect answer
 [] student's answer

How It Helps: This report is used to identify which questions a student answered incorrectly. Meet with the student to discuss their answers and decide together if the student needs to review or re-read the book before re-taking the quiz.

Data in Action: Completed quizzes provide a folio of student comprehension activities.

Using the Data:

Who: Teachers
When: After a student has not passed a book quiz
How: Schedule one-on-one conferences with students about their quiz results. Discuss questions that were answered incorrectly.

Understanding the Data:

- 1) **Quiz Date:** This is the date of the latest quiz attempt.
- 2) **Question:** This is the quiz question the student was given.
- 3) **Answer choices:** These are the answer choices.
- 4) **Correct answer:** This is the correct answer.
- 5) **Incorrect answer:** This is the answer the student incorrectly chose.
- 6) **Student's answer:** This is the answer the student selected.

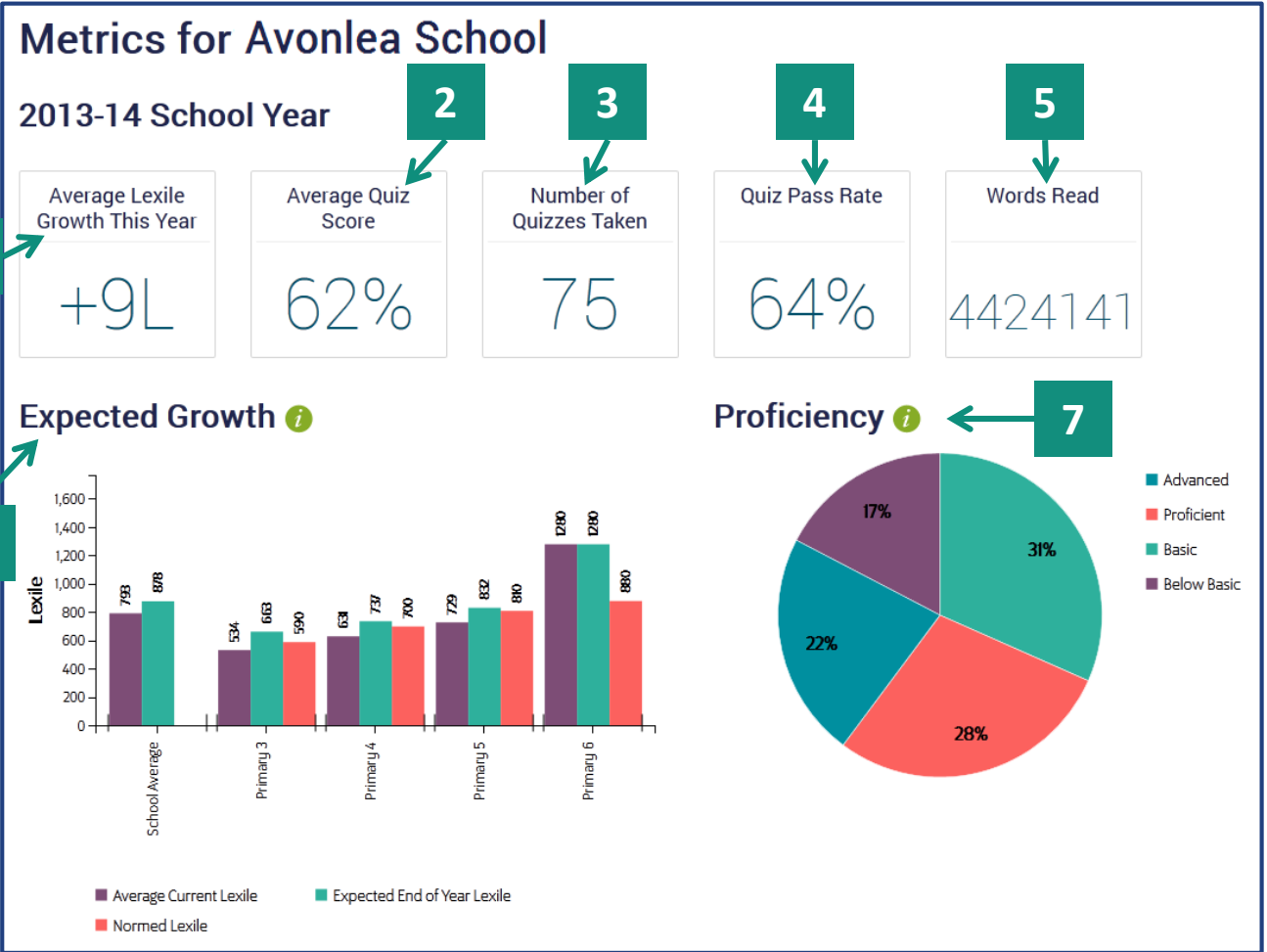
Follow-up:

The quiz printout may be used for diagnostic purposes, and teachers may choose to focus on specific weaknesses that individual students may have.



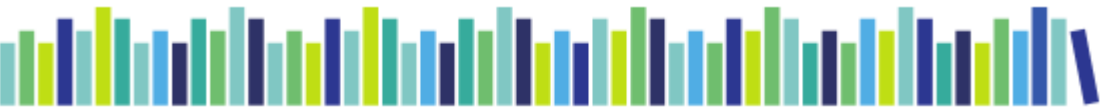
Home Dashboard

Purpose: The dashboard shows the key metrics for a school and consolidated reports of expected Lexile growth and reading proficiency.



How It Helps: The dashboard provides an immediate view of how students are performing.

***Note:** This report will only display for schools that have selected to use the LitPro Standard Benchmark



Using the Data:

Who: Group and school leaders

When: Monthly

How: Use key metrics to monitor the school's reading development and view current performance.

Understanding the Data:

1) Average Lexile Growth This Year: The average Lexile growth of students in the school over the current school year, as defined by the Scholastic Learning Zone calendar.

2) Average Quiz Score: The average score of all book quizzes students in the school have taken during the current school year.

3) Number of Quizzes Taken: The total number of book quizzes students in the school have attempted during the current school year.

4) Quiz Pass Rate: The percentage of the number of book quizzes students have passed, divided by the number of quizzes students have attempted.

5) Words Read: The total number of words of all the books whose quizzes students in the school have passed.

6) Expected Growth: This report shows Lexile growth expected over a school year by showing the current and expected ending Lexile measures for each year/grade level in the school. It also compares those values to the norm for each year/grade level. See page **33** for more information on how to use this report. Note: this graph may appear as the Lexile Growth Report if your school is using a benchmark other than the LitPro Standard Benchmark.

7) Reading Proficiency: This report shows the percentage of students in each reading proficiency band. See page **31** for more information on how to use this report.

How It Helps: This report helps to identify the actual reading proficiency of students compared to the texts they are expected to read at their year/grade level. It may be used to set performance goals and identify strategies for differentiated instruction and resource needs.

Data in Action:

By viewing multiple metrics, leaders are given a snapshot of students' reading level and development, as assessed by the LitPro Test and reading comprehension success.

Visual data provides actionable insights quickly and efficiently.

Follow-up:

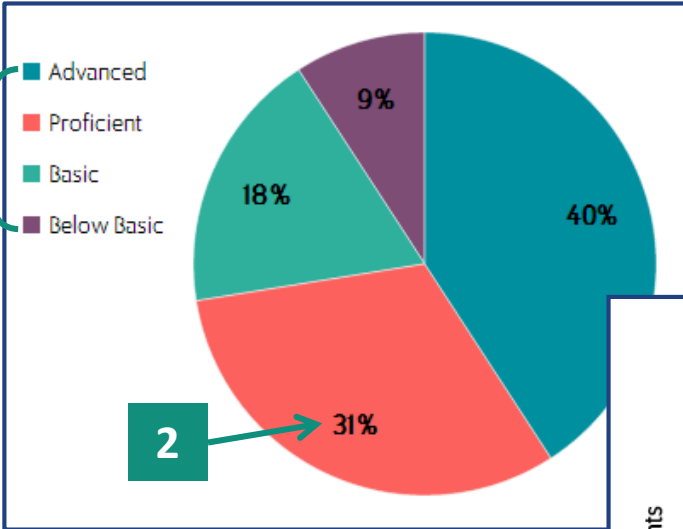
Identify how students are performing from the graphs and view their detailed quiz and LitPro Test data by selecting them on the Reports screen so that you can personalize instruction according to need.



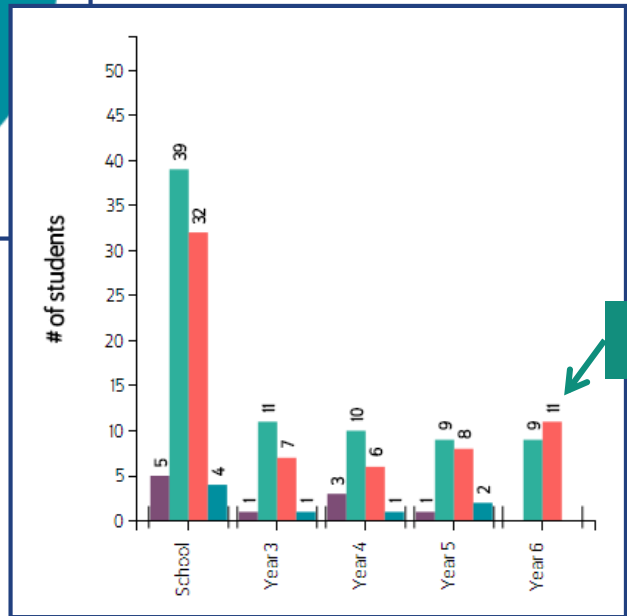
Reading Proficiency Report

Purpose: This report is used to show the distribution of students across pre-determined reading proficiency bands. Reading proficiency bands are based on the benchmarked Lexile ranges of texts that students are expected to be able to read at their year/grade level.

1

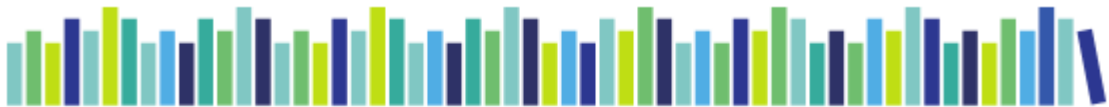


2



3

		Below Basic	Basic	Proficient	Advanced
School	# of students	3	6	10	13
School	% of students	9	18	31	40
Grade 1	# of students	0	1	5	7
Grade 1	% of students	0	8	38	54
Grade 3	# of students	0	1	1	2
Grade 3	% of students	0	25	25	50
Grade 6	# of students	3	4	4	4
Grade 6	% of students	20	27	27	27



Using the Data:

Who: Group and school leaders

When: After each LitPro Test is administered, usually 3-4 times per year

How: Establish and monitor expected annual proficiency goals. Use the information to set appropriate targets for the school and make instructional decisions

Understanding the Data:

1) Proficiency Bands: These are the proficiency bands for your school, based on the benchmark selected. The proficiency bands vary by year/grade level. There are four proficiency bands based on the Lexile range of texts that students are expected to read at their year/grade level. These are:

Advanced	Reading above the Lexile text level expected for the year/grade level
Proficient	Reading within the year/grade level range
Basic	Reading below the year/grade level range
Below Basic	Reading well below the year/grade level range

2) Percentage: The percentage of students that fall into this proficiency band.

3) Count: The number of students that fall into this proficiency band.

Data in Action:

This report provides a clear breakdown of students' reading levels. Use this data to differentiate instruction according to need so that you can accelerate growth.

Follow-up:

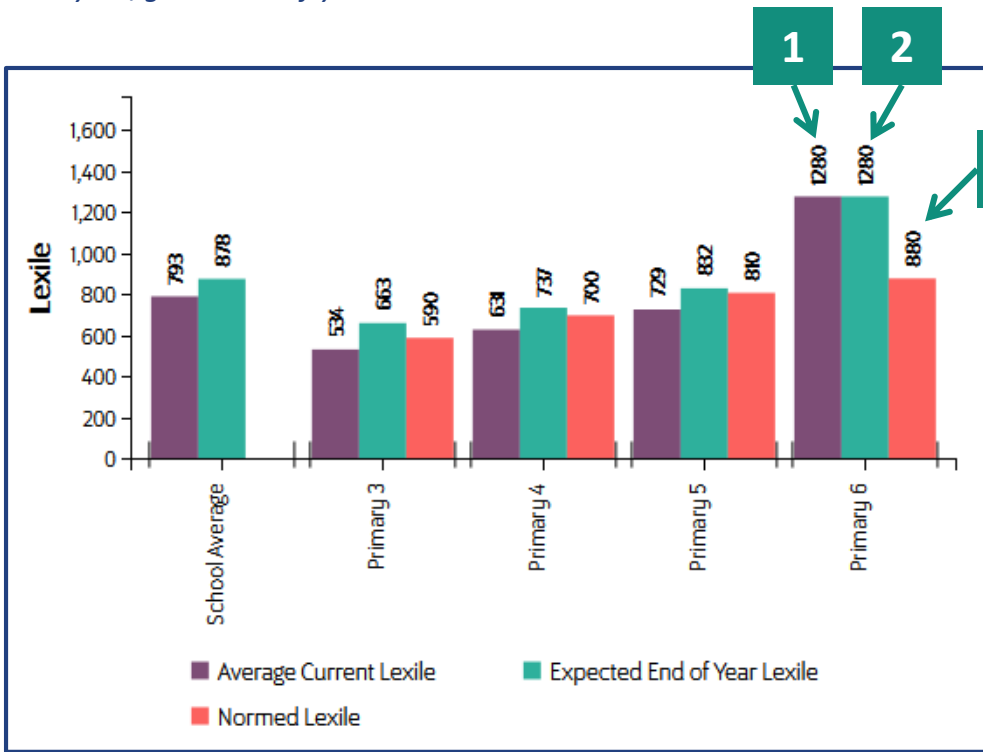
Group students according to proficiency levels and tailor intervention to address specific needs.

Organize small group lessons that provide more explicit, targeted instruction for those in basic and below basic proficiency bands; and challenge your advanced students with more complex questions and concepts



Expected Lexile Growth Report*

Purpose: This report shows the average Lexile growth expected over a school year based on the start-of-year Lexile. It also compares the average current and expected ending Lexile measures to the year/grade end-of-year norm.



How It Helps: This report monitors each year/grade level and class's progress toward their expected end-of-year Lexile.

	School Average	Primary 3	Primary 4	Primary 5	Primary 6
Average Current Lexile	793	534	631	729	1280
Expected End of Year Lexile	878	663	737	832	1280
Expected Growth	+85	+129	+106	+103	0
Normed Lexile		590	700	810	880
Variance: Expected EOY Lexile to Norm		+73	+37	+22	+400

4

5

*Note: This report will only display for schools that have selected to use the LitPro Standard Benchmark

Using the Data:

Who: Group and school leaders

When: After each LitPro Test administration

How: Conference with teachers of classes that are not on track to meet their expected end-of-year Lexile target

Understanding the Data:

1) Average Current Lexile: This is the average current Lexile of students, based on their most recent LitPro Tests.

2) Expected End-of-Year Lexile: This is the average Lexile measure a year/grade or class is expected to reach by the end of the school year, based on their average start-of-year Lexile.

Note: If a year/grade or class's starting average Lexile exceeds the highest expected end-of-year Lexile for its year/grade level, no expected Lexile value will be shown.

3) Normed Lexile: This is the normed end-of-year Lexile for the year/grade level.

4) Expected Growth: This is the difference between the average expected end-of-year Lexile and the average current Lexile. It shows how much more a year/grade or class needs to increase its average Lexile measure in order to reach the targeted end-of-year average Lexile measure.

5) Variance: Expected End-of-Year Lexile to Norm: This is the difference between the average expected end-of-year Lexile and the normed end-of-year Lexile for the year/grade level.

Data in Action:

A Year/Grade 3 class with a starting average Lexile of 420L is expected to grow to 570L by the end of the school year (an increase of 150L).

However, another class in Year/Grade 3 with a starting average Lexile of 630L is expected to grow to 730L by the end of the school year--an increase of only 100L.

Behind the Numbers:

Expected growth values are based on a normative study with over 370,000 students. This study showed that students who started at a lower Lexile at the beginning of the school year grew more than students in the same year/grade level who started at a higher Lexile. This data is considered valid in other similar multicultural countries where English is the first language.

Follow-up:

If a year/grade level or class is not on track to meet its average expected end-of-year goal, or if there is still a gap to reach the norm for its year/grade level, school leaders may need to work with teachers to decide on a plan of intervention and support. This may include working more closely with teachers on best teaching strategies, providing professional development, or reviewing curriculum materials for effectiveness

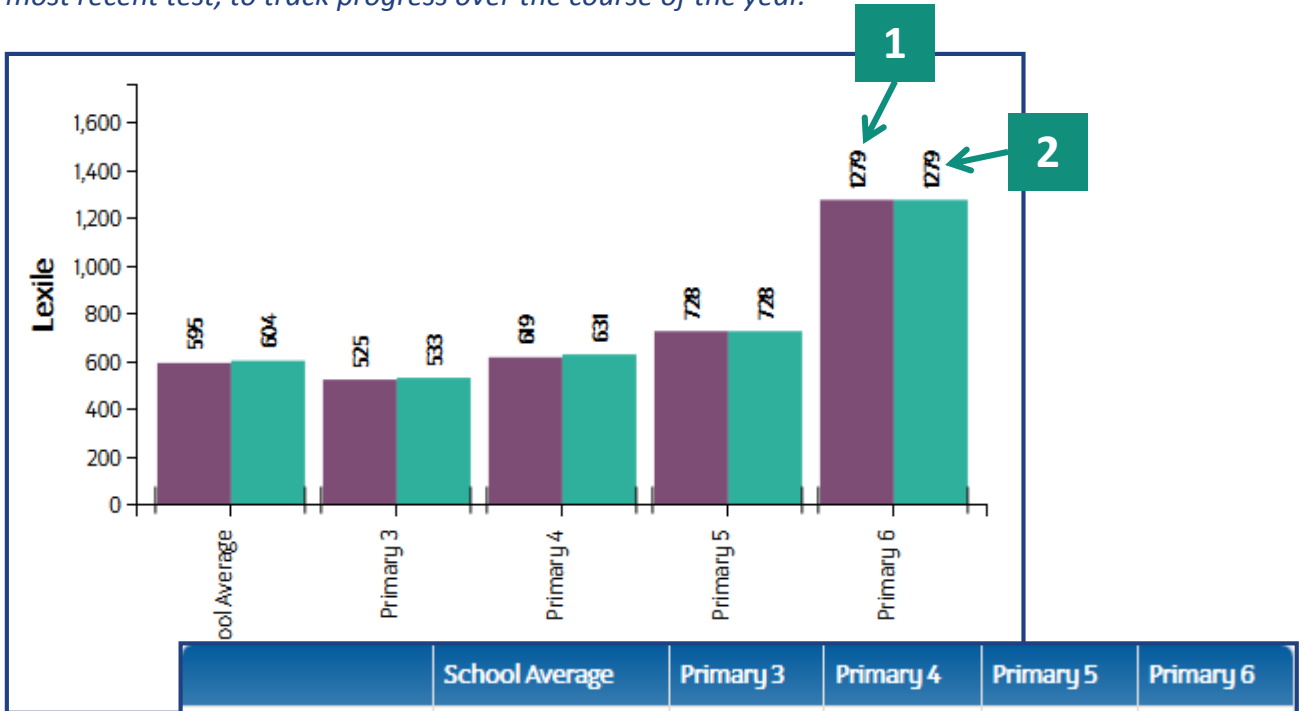
If a year/grade level or class is on track to meet its average expected end-of-year Lexile and is likely to achieve an average Lexile that is above the norm for their year/grade level, school leaders may encourage teachers to consider ways to challenge and extend their growth beyond what is expected.

This report is also a tool for measuring the effectiveness of classroom reading programs.

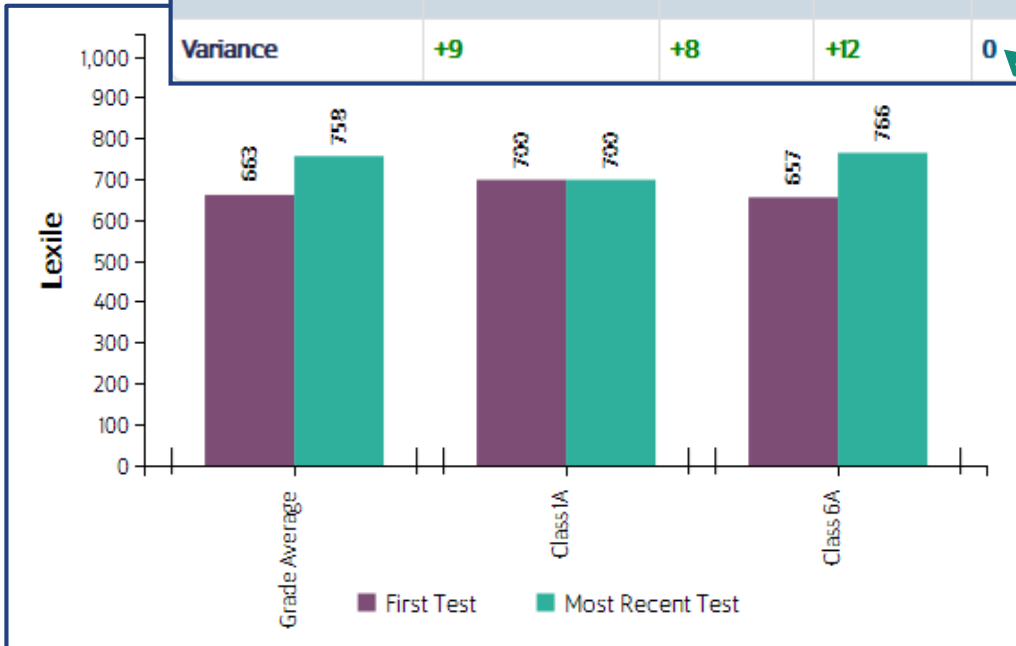


Lexile Growth Report

Purpose: This report compares the average Lexile of the first LitPro Test of the school year to the most recent test, to track progress over the course of the year.



	School Average	Primary 3	Primary 4	Primary 5	Primary 6
First Test	595	525	619	728	1279
Most Recent Test	604	533	631	728	1279
Variance	+9	+8	+12	0	0



Using the Data:

Who: Group and school leaders

When: After students in the school have taken at least two LitPro Tests

How: Monitor growth rates to ensure that students in the school are on track to meet annual growth expectations

How It Helps: This report is used to monitor which year/grades and classes are demonstrating sufficient growth in students' Lexile measures.

Understanding the Data:

1) First Test: The average Lexile measure from the first LitPro Test of the school year.

2) Most Recent Test: The average Lexile measure from the most recent test taken.

3) Variance: The difference between the average Lexile measure from the most recent test and the first test. Growth can be positive, negative, or zero.

Data in Action:

Students' Lexile reading measures should grow over the course of a school year.

The growth is greater for students in lower years/grades than in upper years/grades.

There is not likely to be significant growth in a short period of time.

At all times, students should be encouraged to take the test carefully, so that their true reading level is able to be measured.

Follow-up:

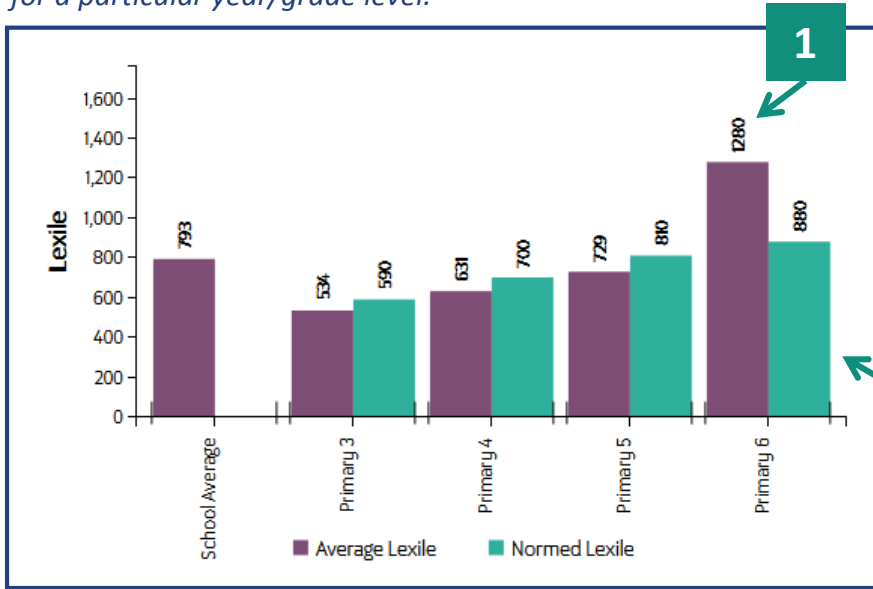
If a year/grade or class is showing significant growth, school leaders may acknowledge the success and work with teachers to determine which strategies may have led to that success, so that other teachers may incorporate any appropriate methods to help their students improve.

School leaders may also identify years/grades or classes that are not showing adequate growth over time and encourage teachers to provide extra help to optimize reading development, as measured by the LitPro Test.



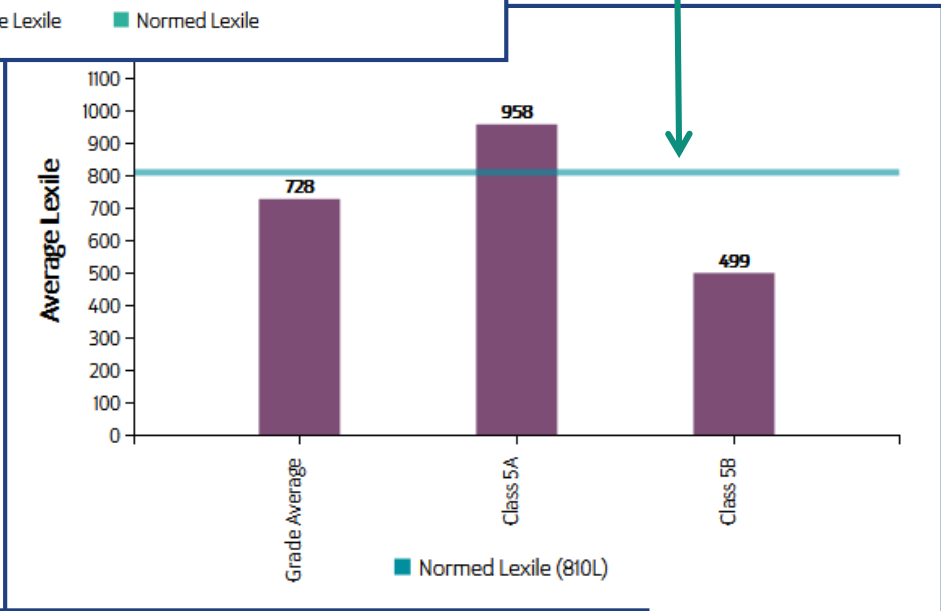
Lexile Compared to Norm Report*

Purpose: This report compares the average Lexile to the end-of-year Lexile norm (50% percentile) for a particular year/grade level.



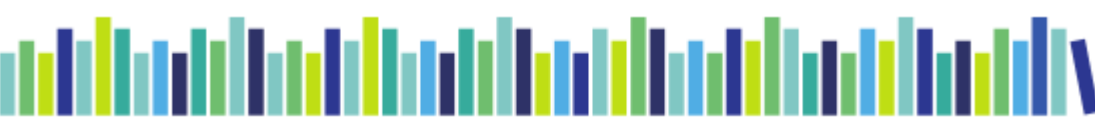
2

How It Helps: This report is used to determine where a year/grade or class's performance falls with regard to the normed Lexile for its year/grade level.



	Grade Average	Class 5A	Class 5B
Average Lexile	728	958	499
Normed Lexile	810	810	810
Variance	-82	+148	-311

*Note: This report will only display for schools that have selected to use the LitPro Standard Benchmark



Using the Data:

Who: Group and school leaders

When: After each LitPro Test administration

How: Monitor progress to compare actual student results with normed data of students in the same year/grade level

Understanding the Data:

1) Current Lexile: The average Lexile measure from the most recent test.

2) Normed Lexile: The average (50% percentile) end-of-year Lexile for students in a particular year/grade level.

Data in Action:

By comparing the average current Lexile to the end-of-year norm for a particular year/grade level, school leaders are able to position each year/grade or class relative to normative performance.

For example:

If a class in Year/Grade 3 has a current average Lexile of 460L, the school leader does not know whether that performance is relatively good or not for student sin Year/Grade 3.

When compared to the end-of-year norm of 590L, the school leader is able to see that this class is currently performing well below the norm.

Behind the Numbers:

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

Grade (US)	Normed Lexile
1	150L
2	475L
3	590L
4	700L
5	810L
6	880L
7	955L
8	1000L
9	1045L
10	1080L
11	1090L
12	1100L

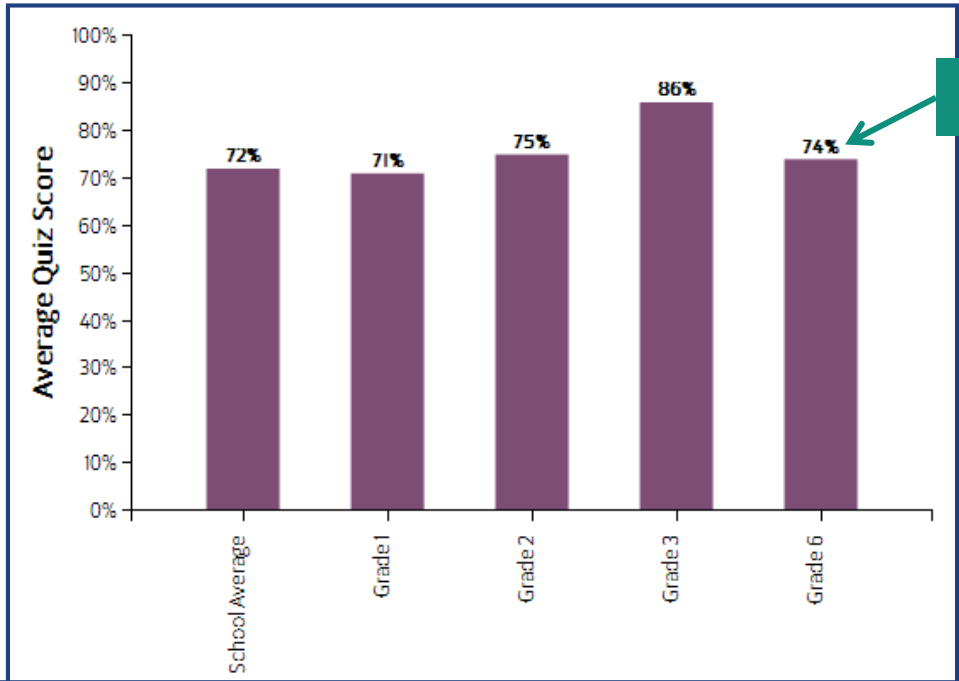
Follow-up:

By identifying how well students are performing relative to the norm, school leaders are able to make decisions about the type of support, intervention, or challenge that may be required to continue to develop students' reading ability.

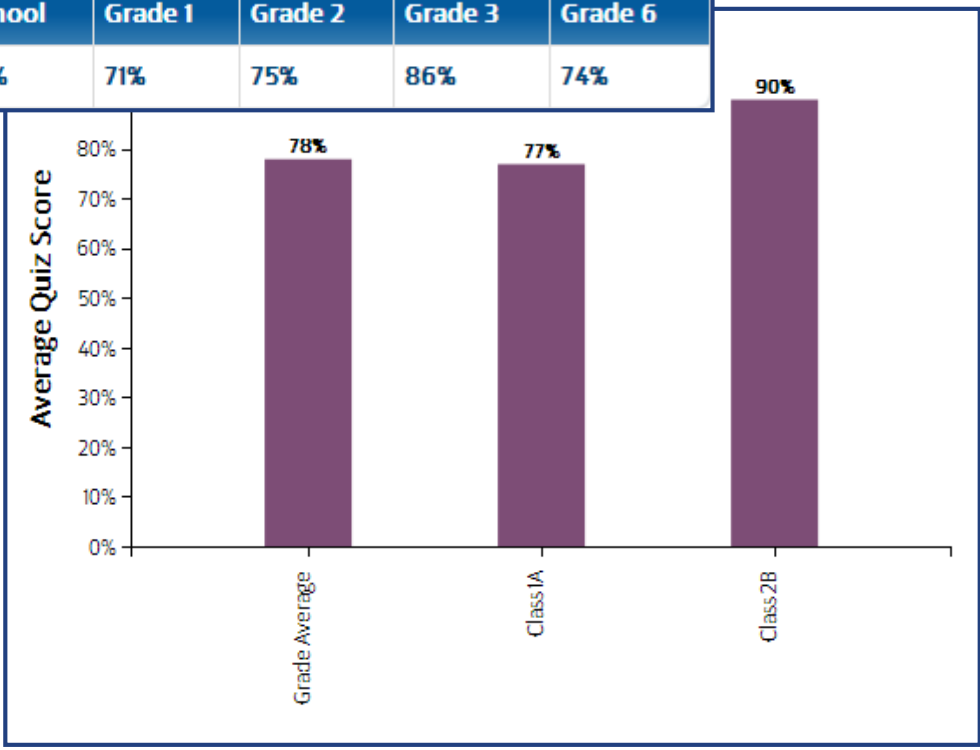


Book Comprehension Report

Purpose: This report shows students' average score on book quizzes.



	School	Grade 1	Grade 2	Grade 3	Grade 6
Average Quiz Score	72%	71%	75%	86%	74%



Using the Data:

Who: Group and school leaders

When: At the end of each marking period

How: Acknowledge success and encourage continued reading growth. Establish school-wide goals for comprehension accuracy.

How It Helps: This report is useful for tracking the school's independent reading progress and for planning any necessary interventions.

Understanding the Data:

1) Average Quiz Score: The average score of all completed book quizzes as a percentage.

Note: If a quiz is attempted multiple times by a student, only the latest attempt is counted in the student's average quiz score.

Note: When a student retakes a quiz, they do not see the same quiz questions as on the first quiz. A different set of ten questions is randomly selected from the quiz bank of up to 30 questions.

Data in Action:

Years/grades or classes with low comprehension averages are likely to be struggling with what they are reading, or not reading with care.

Years/grades or classes with higher comprehension averages are able to understand what they read well.

Follow-up:

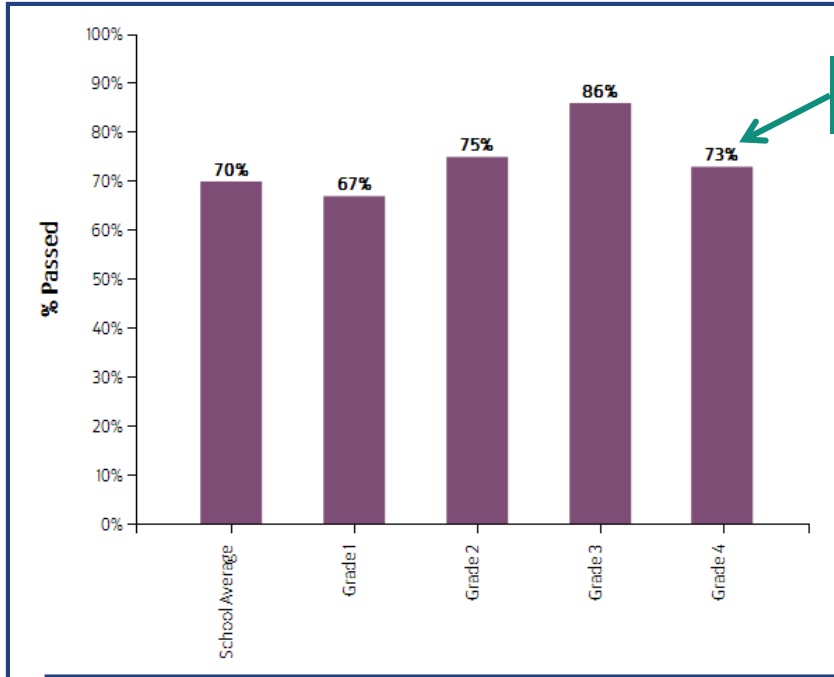
If students in a particular year/grade or class have low average comprehension results, the school leader may want to encourage the teacher to investigate whether the students are carefully reading the books and taking the quizzes, and whether they are reading books within their Lexile ranges. The teacher may encourage students to read more carefully, or to reread the book before retaking the quiz to improve their results. Targeted instruction on specific reading comprehension strategies may be needed.

Additional support to improve reading and comprehension skills may be required.



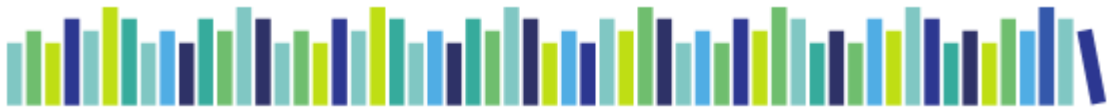
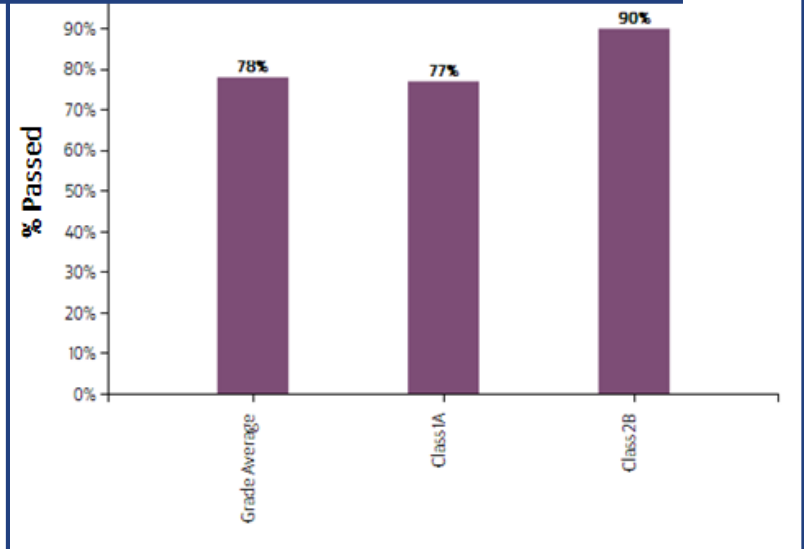
Quiz Pass Rate Report

Purpose: This report shows students' pass rates on book quizzes, to track how many quizzes they attempt compared to the number they pass.



1

	School	Grade 1	Grade 2	Grade 3	Grade 4
2 # Attempted	34	8	13	5	8
3 # Passed	28	5	12	5	6



Using the Data:

Who: Group and school leaders

When: At the end of each marking period

How: Acknowledge success and encourage continued reading growth. Establish school-wide goals for comprehension accuracy.

How It Helps: This report is useful for tracking students' independent reading progress and for planning any necessary interventions.

Understanding the Data:

1) Average Pass Rate: The average pass rate of all completed book quizzes as a percentage. The pass rate is calculated by dividing the number of passed book quizzes by the number of attempted book quizzes.

2) # of Attempted Book Quizzes: The number of book quizzes attempted by the students.

3) # of Passed Book Quizzes: The number of book quizzes passed by the students.

Data in Action:

Years/grades or classes with low pass rate averages are likely to be struggling with what they are reading, or not reading with care.

Years/grades or classes with higher pass rate averages are able to understand what they read well.

Follow-up:

If students in a particular year/grade or class have low average pass rates, the school leader may want to encourage the teacher to investigate whether the students are carefully reading the books and taking the quizzes, and whether they are reading books within their Lexile ranges. The teacher may encourage students to read more carefully, or to reread the book before retaking the quiz to improve their results. Targeted instruction on specific reading comprehension strategies may be needed.

Additional support to improve reading and comprehension skills may be required.