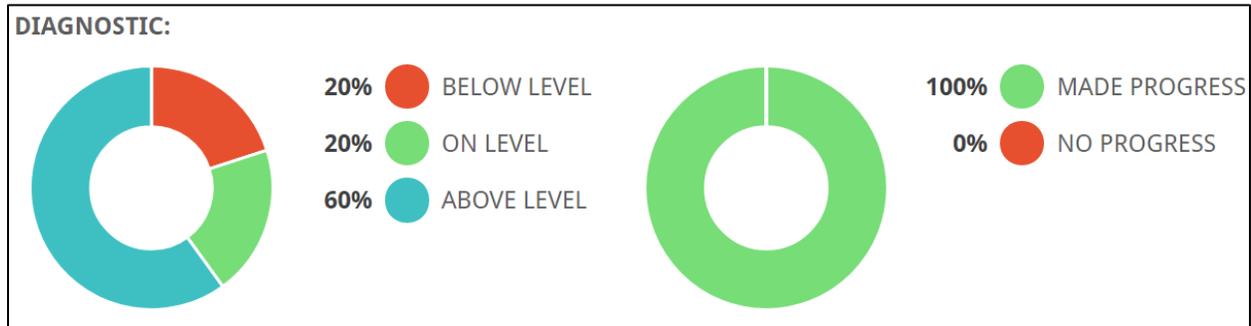


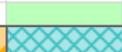
PROGRESS MONITORING: READING

BASICS

You will see a general status DIAGNOSTIC which shows you the percentage of students that are currently below, on, or above grade level on MaxReading. You will also see the percentage of students that have made progress since the beginning of the year until the time you pull up this PROGRESS MONITORING report:



This is a sample of what the student's progress might look like:

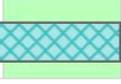
F&P	A-B	B-I	I-M	N-P	Q-R	S-T	U-Z
Lexile	0	200	300	500	700	800	900
Grade Level	0	1	2	3	4	5	6
 Eva							
	Initial  300		November 5th  300	Current  681			

- We have displayed the three different scales that are most commonly used: Fountas and Pinnell (F&P), Lexile, and Grade Level. Levels are approximately correlated to one another between those three scales.
- Every student will display a green square which represents the goal that they are working towards. The green square will be their grade, meaning: they are working towards being on grade level (or above).
- As students finish the placement test, they are assigned to a reading level. That level has a correlated amount of points based on the Lexile scale. The student will be awarded those points to start with.
- We have given every chapter in MaxReading a different score based on its difficulty. If the student finishes a chapter with 75% grade or more, they will be awarded the point(s) for that chapter. When the student reaches sufficient points to be advanced to the next level, the system will bump them up automatically.
- There will be different dates or “check points” where the progress will be measured after the initial score: November 5th, January 2nd, February 11th, March 18th, April 29th, May 20th, and also any given time you pull up the report (labeled as “Current”). As the year progresses, those dates and scores will populate on the report.

- On the next page you will see how this report should be read. -

PROGRESS MONITORING: READING

SAMPLES

F&P	A-B	B-I	I-M	N-P	Q-R	S-T
Lexile	0	200	300	500	700	800
Grade Level	0	1	2	3	4	5
 , Eva						
	Initial  300		November 5th  300	Current  681		
 , Blossom						
	Initial  200		November 5th  200	Current  506		

- **Eva** is a 2nd grader, so her initial goal will be to achieve that grade level, and beyond.
 - Eva took her initial placement and was assigned to the 2nd grade reading level, so she started out being on grade level, and working to improve it. She was given an initial score of 300, which is the approximate Lexile equivalent to 2nd grade level. This also means she is somewhere between letters I-M on the F&P scale.
 - It seems like she did not make progress by the first “check point” of November 5th. She still had 300 points at that point. This may be because she did not work on MaxReading, or because she did not achieve the 75% minimum score to be awarded points for the chapters she has finished.
 - Since the latest check point until today (the day I pulled up the report) she has received 381 points, which gives her a total “Current” score of 681. By the time she reached 500 points, the system bumped her up to 3rd grade level. She is now almost ready to be bumped up to level 4, which will happen when she reaches 700 points.
-
- **Blossom** is also a 2nd grader, so her initial goal will be to achieve that grade level, and beyond.
 - Blossom took her initial placement and was assigned to the 1st grade reading level, so she started out being below grade level, and working to achieve it. She was given an initial score of 200, which is the approximate Lexile equivalent to 1st grade level. This also means she is somewhere between letters B-I on the F&P scale.
 - It seems like she did not make progress by the first “check point” of November 5th. She still had 200 points at that point. This may be because she did not work on MaxReading, or because she did not achieve the 75% minimum score to be awarded points for the chapters she has finished.
 - Since the latest check point until today (the day I pulled up the report) she has received 306 points, which gives her a total “Current” score of 506. By the time she reached 300 points, the system bumped her up to 2nd grade level. She recently passed the 500 point mark, so she was bumped up to level 3. She is now working above grade level.

- On the next page you will see important notes. -

PROGRESS MONITORING: READING

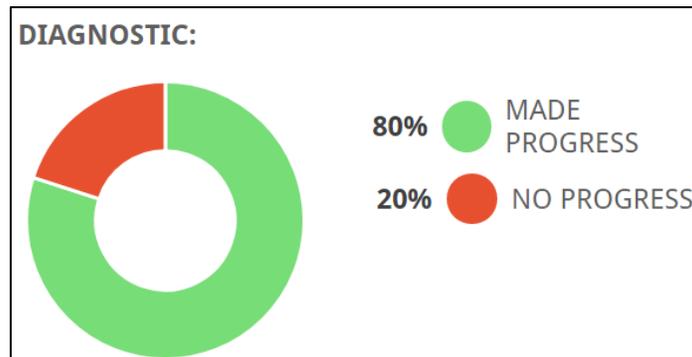
IMPORTANT NOTES

- **If the student does not have a placement test**, the system will start them off with 0 points, and they will build up from there.
- **If the student has been given access to a range of levels**, the system will ONLY give him/her credit for the chapters successfully finished on the highest available level. It is impossible to determine growth in this case because the students can move between easy and hard content.
- **After January 1st, 2019; the system will automatically lock all students into one single level.** It will look at all the levels in which the student has finished chapters successfully (75% or more) and will lock the student into the highest level in which they did so. The student will be awarded the points for that level, and will get credit for all other chapters finished successfully on that level as well.
 - This means if the student has access to levels 4-8, and finished one chapter on level 8 successfully, and five others on level 6; the system will lock him/her into level 8.
 - **If you do not want this to happen, you will have to manually adjust the levels for your students ahead of time.**

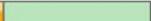
PROGRESS MONITORING: PHONICS

BASICS

You will see a general status DIAGNOSTIC which shows you the percentage of students that have made progress since the beginning of the year until the time you pull up this PROGRESS MONITORING report:



This is a sample of what the student's progress might look like:

MASTERED LETTERS					
Student name	Mastered letters:	Letter Identification	Phonemic Awareness	Phoneme Recognition	Kinesthetic/Tactile
 Edgar	 	✓	X	✓	✓
Initial  17 November 5th  26 Current  26					

- As students finish the placement test, they will be given a certain amount of initial points. These points represent the amount of letters or sounds that they knew back then (the letters/sounds for which they made no mistakes during the placement).
- Students will be given more points as they master sounds on the MaxPhonics program. Every letter/sound mastered gives them one additional point.
- We have displayed the four different skills that students are tested for in the placement test, as well as the quizzes that are built into the MaxPhonics program (the four questions that come between one letter and the next). The system will check the student's latest 5 answers for each type of questions and give him/her:
 - **A check mark** if there were 4 correct answers for particular skill (no problem with that skill).
 - **An "X"** if there are 2 failed attempts for particular skill (this is considered a struggle area for the student).
 - **A dash (-)** if none of those situations took place, or if there is not enough data.
- At the bottom of the report, the teacher will be able to see which skills should be reinforced for each particular student.
- There will be different dates or "check points" where the progress will be measured after the initial score: November 5th, January 2nd, February 11th, March 18th, April 29th, May 20th, and also any given time you pull up the report (labeled as "Current"). As the year progresses, those dates and scores will populate on the report.

- On the next page you will see how this report should be read.-

PROGRESS MONITORING: PHONICS

SAMPLES

MASTERED LETTERS					
Student name	Mastered letters:	Letter Identification	Phonemic Awareness	Phoneme Recognition	Kinesthetic/Tactile
 Isabel		✓	✓	✓	✓
Initial  0 November 5th  15 Current  15					
 Edgar		✓	X	✓	✓
Initial  17 November 5th  26 Current  26					
RECOMMEND TEACHER INTERVENTION:					
Phonemic awareness: -  Edgar					

- **Isabel** started off with 0 points (no mastered letters or sounds). This might be because she didn't take the initial placement or because she made mistakes in all letters during the initial placement.
- By November 5th, she mastered 15 letters/sounds, and she has not made any more progress since. This might be because she has not used the MaxPhonics program since, or because she has not mastered any additional letters.
- She has received check marks for all skills. This means that if we take a look at her 5 latest answers for the letter identification activity, she had at least 4 correct answers. This is not a skill she seems to struggle with. That is the case for phonemic awareness, phoneme recognition, and kinesthetic/tactile activities as well.

- **Edgar** knew 17 sounds on the placement, so he started off with 17 points.
- By November 5th, he mastered 9 additional sounds, which means he now knows all the letters in the Alphabet, and has moved on to the blends module.
- He has received check marks for the letter identification, phoneme recognition, and kinesthetic/tactile activities. This means that if we take a look at his 5 latest answers for those activities, he had at least 4 correct answers. This is not a skill he struggles with.
- He received an "X" for phonemic awareness. This means that if we take a look at his 5 latest answers for that activity, he had at least 2 incorrect answers. This is a skill he struggles with.
- At the bottom of the report, we will see the struggle areas for different students, which will suggest intervention areas for the teachers.