

Reading ProTM

Teacher's Guide

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Contents

| | |
|--|----|
| Welcome to Scholastic Reading Pro | 5 |
| Understanding Scholastic Reading Pro | 6 |
| Overview: The Scholastic Reading Pro Path to Creating Successful Readers | 6 |
| Getting Started with Scholastic Reading Pro | 11 |
| Scholastic Learning Zone User Setup | 11 |
| Managing Scholastic Learning Zone School Calendar | 13 |
| Managing Scholastic Reading Pro Settings..... | 14 |
| Establishing a Reading Pro Testing Calendar..... | 14 |
| Assess: The Reading Pro Test..... | 16 |
| Understanding the Reading Pro Test Results | 16 |
| Reading Pro Test Validity and Reliability | 18 |
| Reading Pro Test Student Experience | 25 |
| Tips for Administering the Reading Pro Test..... | 30 |
| Inform: Using Scholastic Reading Pro Results | 32 |
| Scholastic Reading Pro Reports: An Overview | 32 |
| Scholastic Reading Pro Reports: At a Glance | 34 |
| Develop: Using Scholastic Reading Pro to Develop and Motivate Reading..... | 37 |
| Using Lexiles for Instructional and Independent Reading..... | 37 |
| Independent Reading with Scholastic Reading Pro: Why It Works!..... | 43 |
| The Student Independent Reading Experience | 45 |
| How Teachers Can Guide and Encourage the Independent Reading Experience | 51 |
| Setting Goals with Students | 53 |
| Sharing Results with Parents or Carers | 55 |
| Appendix..... | 57 |
| Scholastic Reading Pro Reports Guide | 58 |



Welcome to Scholastic Reading Pro

Are your students making progress in reading?

Scholastic Reading Pro™ is designed specifically to help you answer that question. More and more, teachers are being asked to use on-going assessments of reading comprehension in the classroom to track students' reading skills, monitor students' reading progress, establish attainable goals, show accountability, and gauge the effectiveness of their reading programmes. Scholastic Reading Pro will not only help fulfil these needs but will also give teachers the ability to better match students to personalised, appropriately levelled reading recommendations, encouraging them to read more and to make better choices about what they read.

The Scholastic Reading Pro system for developing successful readers includes a computer-adaptive reading assessment called the Reading Pro Test that identifies student reading levels, reported in Lexile® measures, along with a technology-based program that promotes and strengthens your independent reading programme. The Reading Pro Test results are automatically calculated and Scholastic Reading Pro generates a variety of reports and measurement tools that help teachers and school leaders monitor student progress and make data-driven decisions.

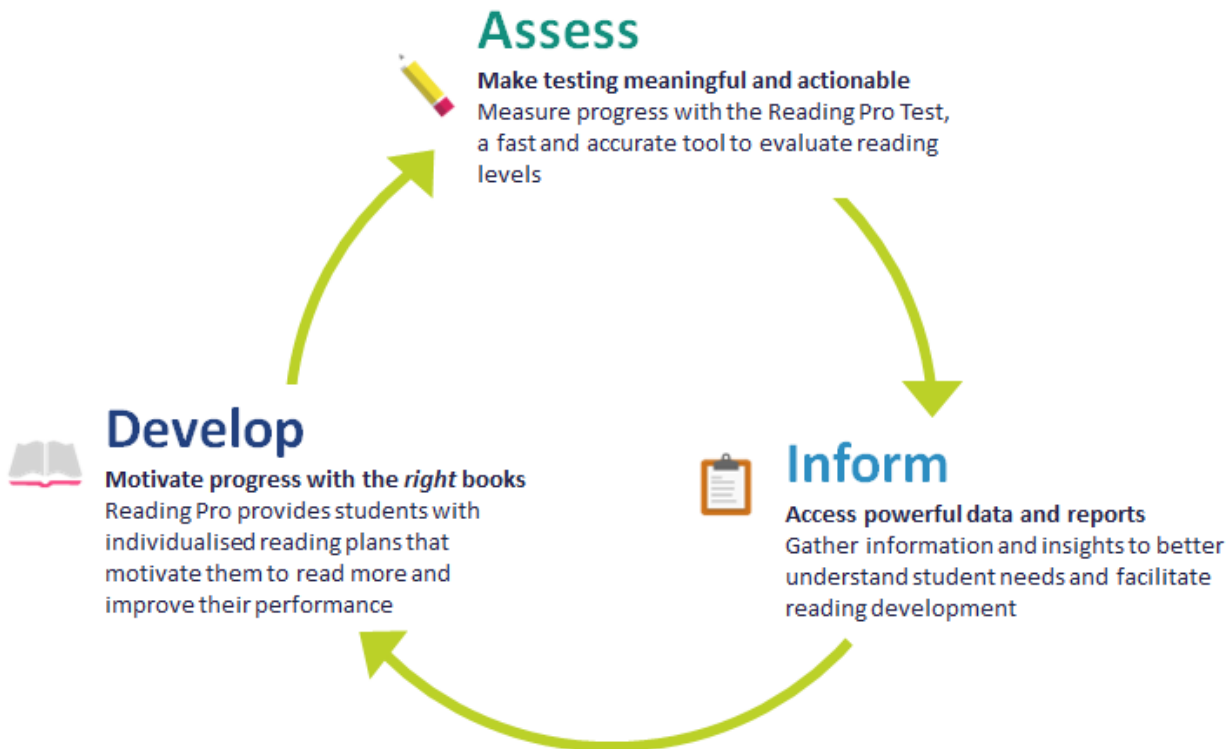
Scholastic Reading Pro...

- provides benchmarking assessment for screening.
- allows teachers and leaders to forecast and track growth.
- generates immediate actionable reports for students, teachers and leaders.
- encourages accountability.
- matches readers to levelled texts and makes personalised reading recommendations.
- provides measurement tools that track student effort, progress, and success.



Understanding Scholastic Reading Pro

Overview: The Scholastic Reading Pro Path to Creating Successful Readers



Assess: The Reading Pro Test

One of the most powerful attributes of Scholastic Reading Pro is its ability to administer fast and reliable, computer-adaptive assessment, and to provide immediate results that can be used to track growth and plan instruction in a variety of classrooms.



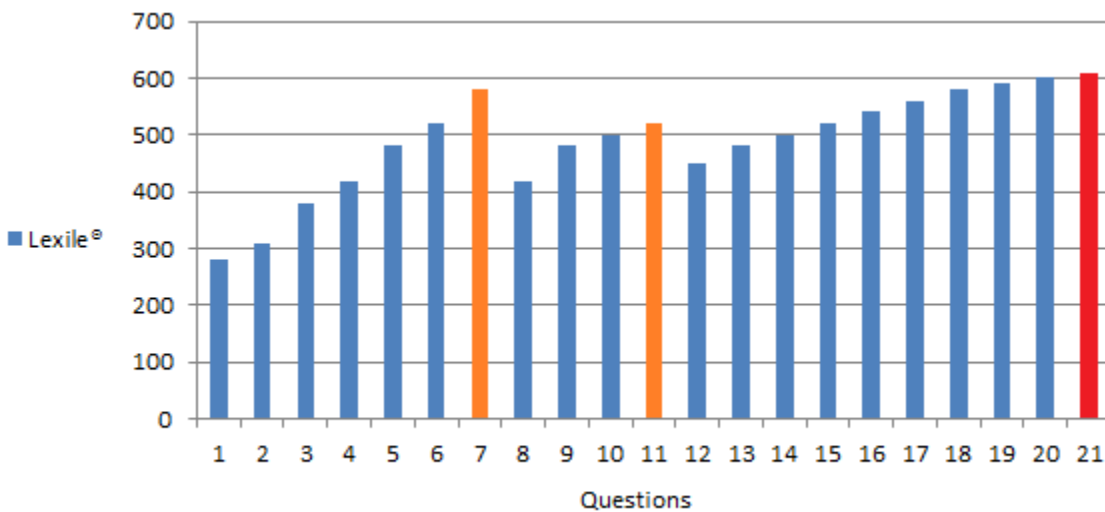
Authentic Text Extracts

- Test items include fiction, non-fiction, and high-interest, low-readability extracts from materials that students encounter in daily life.
- Authentic text extracts increase test validity as well as student interest and motivation.
- Extracts do not require students to have prior knowledge about the subject. Each extract has been carefully analysed for anti-bias and cultural sensitivity.

Computer Adaptive Assessment

The Reading Pro Test is a computer-adaptive test that adjusts item difficulty to students’ responses. As students progress through the assessment, the difficulty level of questions changes according to each response. When the student answers a question correctly, the Lexile of the next question increases. When the student answers a question incorrectly, the Lexile of the next question decreases. The assessment ends once the student has answered a sufficient number of questions to determine an accurate Lexile measure.

Sample Student Reading Pro Test Performance



The bar graph above represents a sample of a student’s performance on one Reading Pro Test. Each question is numbered. Questions answered correctly appear in blue; incorrect answers appear in orange. Note how the level of test items adjusts to the student’s responses. This graph of Reading Pro



Test performance is only a sample. The total number of questions and the Lexile of each question depend on individual student performance.

Inform: Access Powerful Data and Actionable Reports

- Scholastic Reading Pro provides teachers with an accurate measure of students' changing reading levels over time, enabling teachers to assess their students' reading level, plan instruction accordingly, monitor progress, and evaluate teaching programmes.
- Students' test scores are automatically saved and can be viewed on the dashboard and in reports generated for individual students, classes, or year groups. Reports can be shared with leaders. School leader reports that aggregate results for a year, school, or group of schools are also available.
- Results are criterion- and norm-referenced, providing an overview of students' reading abilities on a scale of text difficulty and how their results compare to other students.

Develop: Motivate Progress by Supporting Independent Reading with the Right Books

Students who read independently are significantly more likely to outperform peers who do not read on their own (Anderson, Wilson & Fielding 1998). This applies to every level of performance, with improvements in overall achievement experienced by students reading at least 20 minutes a day.

With Scholastic Reading Pro, students read levelled, meaningful fiction and non-fiction books. They are matched to appropriate reading materials according to their Lexile level, their interests and reading goals. They then demonstrate reading comprehension through short quizzes. As students engage with the program, they gather points for their reading efforts and receive targeted reading recommendations to broaden their interests and improve their reading level.

Research demonstrates that readers make the most progress and develop lifelong reading habits when they are provided with books that match their reading level. Reading books that are too easy result in little challenge, and reading books that are too difficult results in frustration (Vygotsky, 1978). To provide students with opportunities to read text in their Targeted Reading Range (from 100L below to 50L above the student's Lexile), Scholastic Reading Pro uses the Lexile® Framework for Reading as a tool to match readers with texts. The Lexile Framework measures the complexity of text to help teachers and parents identify reading materials that will provide students with the appropriate challenge.

With built-in engagement features, Scholastic Reading Pro helps students develop their own independent reading practice and inspires them to become lifelong readers. Through access to

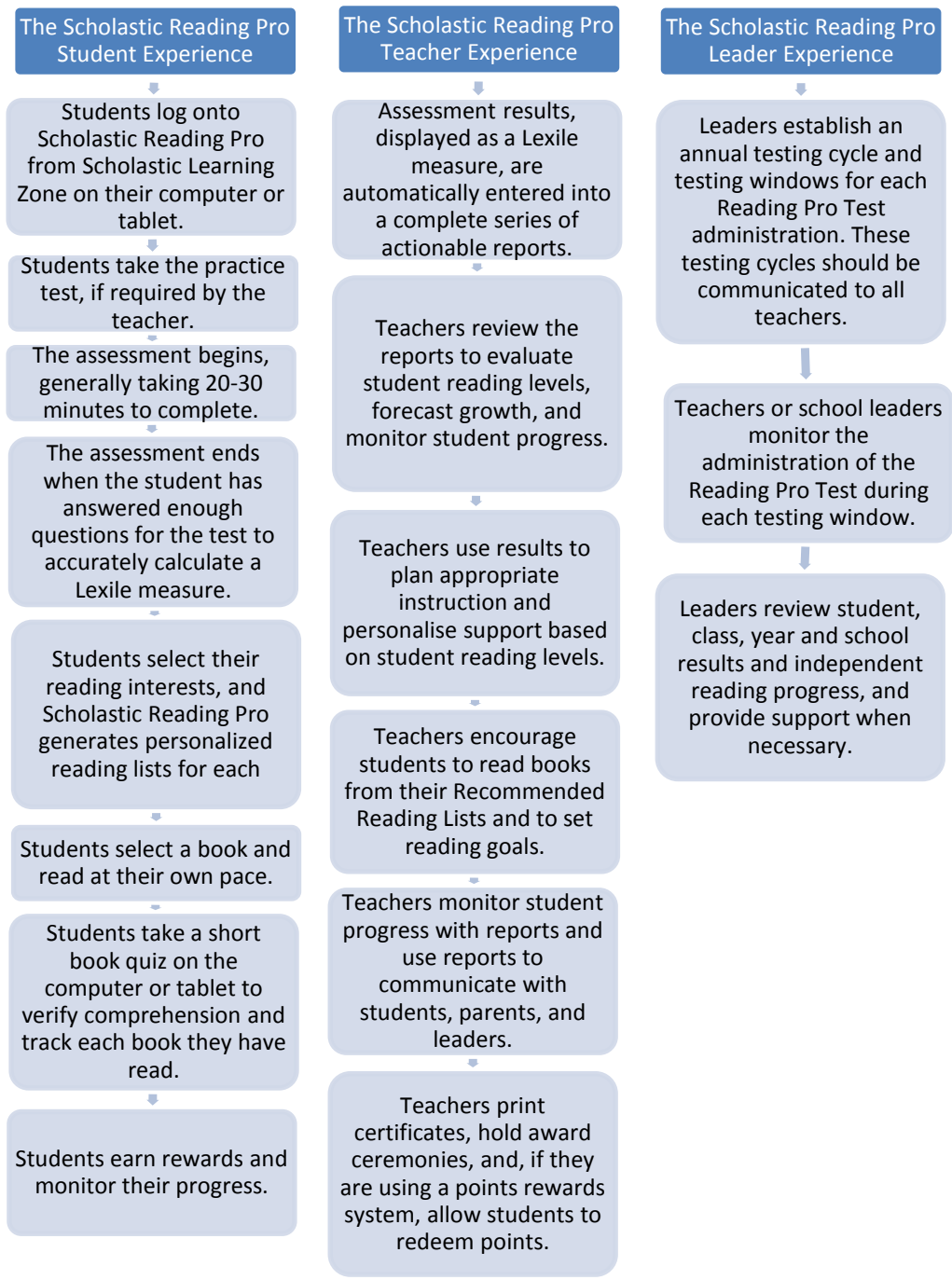


thousands of quizzes related to high-quality books, students develop a framework for understanding genres, themes, authors and literary ideas. They participate in setting their own reading goals and monitor their success through a variety of metrics.

Flexible Implementation Options

- Scholastic Reading Pro can be accessed at any computer (Mac or PC) or tablet. (See system requirements for more details.)
- The Reading Pro Test is appropriate for readers from 7 years of age.
- Settings can easily be adjusted to accommodate student needs.

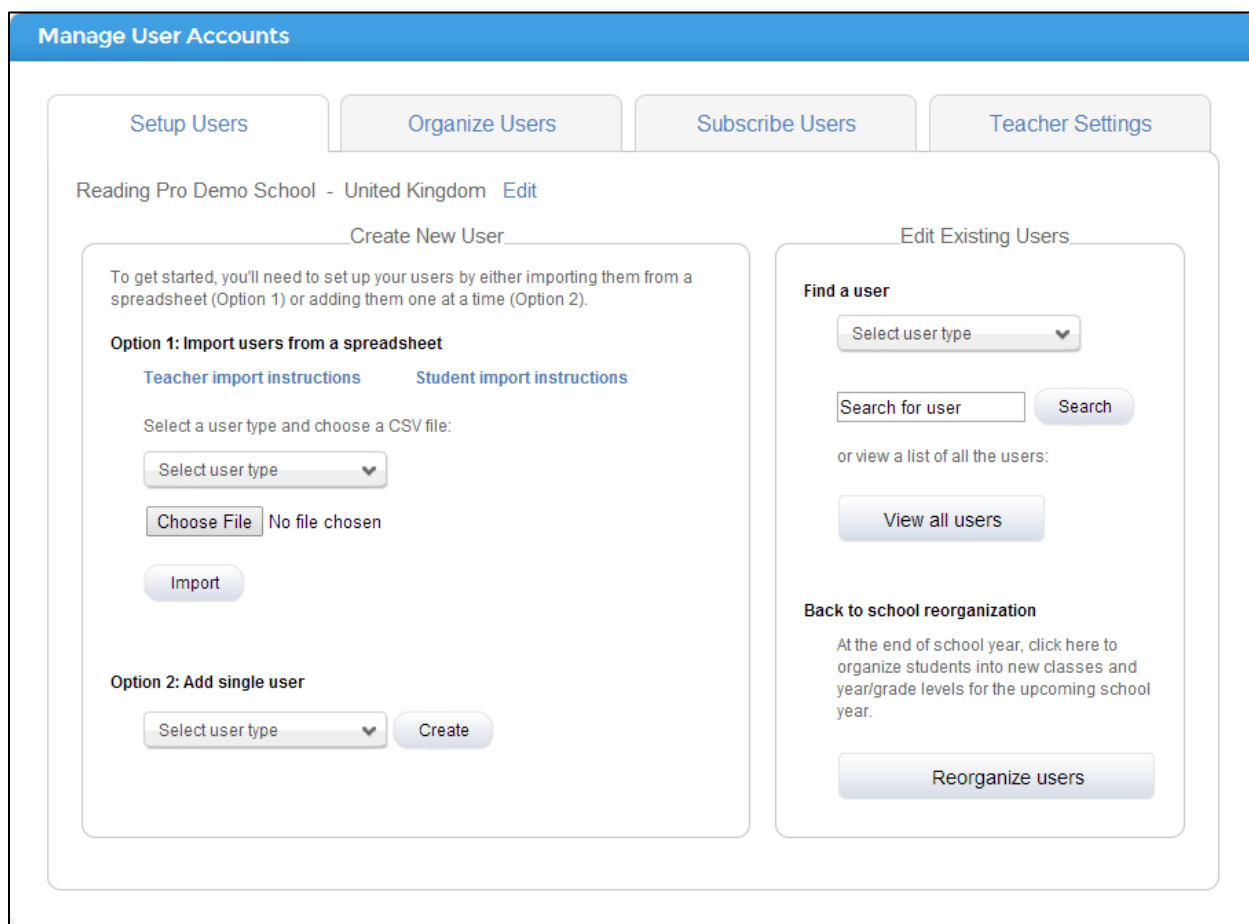




Getting Started with Scholastic Reading Pro

Scholastic Learning Zone User Setup

Scholastic Reading Pro class organisation is done through Scholastic Learning Zone (SLZ). SLZ administrators can use the Import Students feature to create usernames and passwords for students. Students must be assigned a year level in order for the Reading Pro Test to be administered properly. Once the users have been created, use the Manage Subscriptions feature to give students access to Scholastic Reading Pro using the Subscribe Users tab. (See the [Scholastic Learning Zone User Guide](#) for more information on class organisation.)



Access the Manage Users area to create new user accounts



Setup Users | Organize Users | Subscribe Users | **Teacher Settings**

Students **Teachers and Administrators**

Manage Teachers and Administrators

1. Check the boxes by teachers' and admins' names for the subscriptions you want them to access.
2. Teachers and admins will now see the icon for that subscription when they log in to the Zone. You can deny them access by returning to this page at any time and unchecking the boxes by their names.

Manage Subscriptions

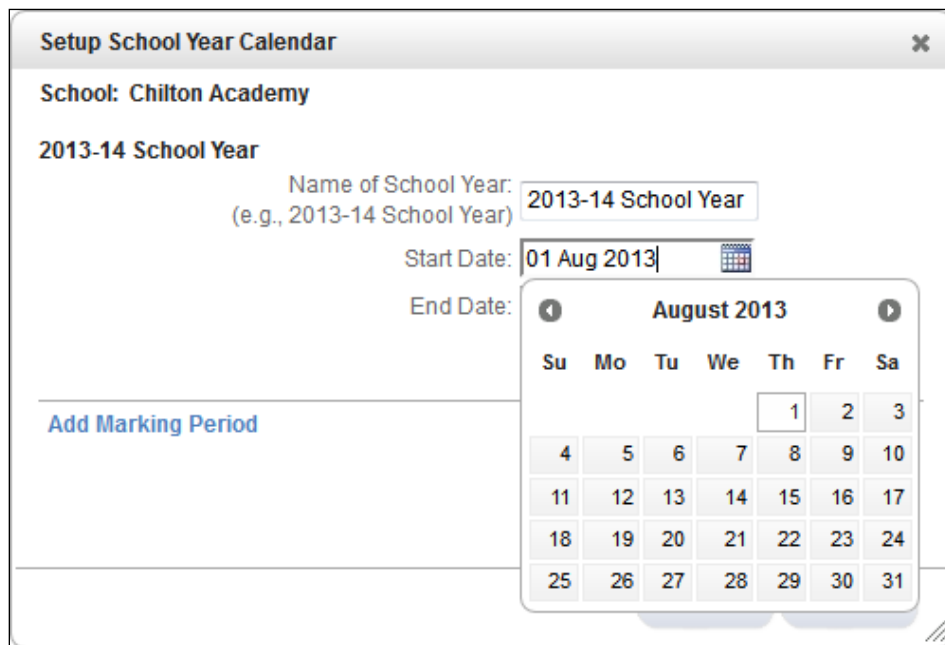
| | Scholastic Reading Pro |
|------------------------------------|--|
| Teachers and Administrators | Subscribe all Unsubscribe all Available: 222 ? |
| Horner, Lea (lhorner) | <input checked="" type="checkbox"/> |
| Ann, Mary (marryAnn) | <input checked="" type="checkbox"/> |
| Smith, John (jsmith) | <input checked="" type="checkbox"/> |

Click the checkbox to give the class or user access



Managing Scholastic Learning Zone School Calendar

The Scholastic Reading Pro report default view is by school year. Prior to the first test administration, administrators should adjust the school year start and end dates using the calendar in SLZ. You can also review reports within a school year by adding optional marking periods to your school calendar. (See the [Scholastic Learning Zone User Guide](#) for more information on setting up your school calendar.)



Customise your school year start and end dates prior to using Scholastic Reading Pro



Managing Scholastic Reading Pro Settings

Administrators should adjust settings for your school group, school, classes or individual students prior to administering the tests. Adjust the minimum window between Reading Pro Test dates if you will be using a different test schedule from the default settings (50 days). Teachers can set the quiz pass rate and minimum days between quiz attempts based on the needs of their students. Administrators can change the settings at any time or restore to default values by clicking the Restore Defaults button. (See the [Scholastic Reading Pro User Guide](#) for detailed steps on adjusting settings.)

Changing Benchmark Proficiency Bands

Proficiency bands allow you to determine the level of performance students must demonstrate to meet certain reading performance standards for the texts at their year level. The Benchmarks section of Scholastic Reading Pro allows school group leaders and school leaders to customise the benchmark proficiency bands for reporting Reading Pro Test scores.

Any teacher using Scholastic Reading Pro can view the information in this section. However, only school leaders can make changes. This helps ensure that proficiency bands are consistent across an entire school or groups of schools, allowing for reliable growth-monitoring results. Any change will apply to the selected users.

Establishing a Reading Pro Testing Calendar

The Reading Pro Test results can be used for screening and placement decisions, as well as viewed throughout the year for monitoring individual, class, year and school progress.

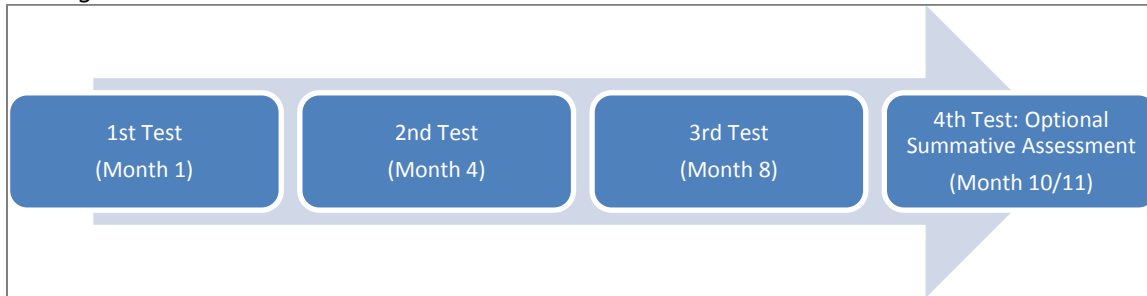
Establishing a Reading Pro Testing Cycle

It is recommended that students take the Reading Pro Test three or four times each year, with each test administration approximately 45-60 days apart. Spacing the assessments in this way allows time between tests for students to make gains through instruction, practice and independent targeted reading, and for teachers to make informed instructional decisions.

The starting point for each Reading Pro Test is determined by the student's previous performance. If schools have never administered the Reading Pro Test before, it is suggested that schools complete an initial Reading Pro Test administration at the beginning of the year and a second administration approximately 45–60 days after, and then resume the regular schedule of termly and end-of-year testing. This schedule will assist in providing greater accuracy of scores.



Testing Administration Model



Sample school year test calendar with four administrations

Establishing Reading Pro Testing Windows

In addition to establishing the total number of Reading Pro Test administrations within a school year, schools and school groups often establish “windows”– specific periods of time to administer each round of Reading Pro Test taking. Establishing a range of testing dates for each Reading Pro Test administration enables teachers and students to prepare for an optimal testing experience and address any challenges that may occur with the testing experience. Establishing school- or school group-wide testing windows also ensures that accurate growth comparisons can be made. Many schools and school groups establish common testing windows of two to four weeks.



Assess: The Reading Pro Test

Understanding the Reading Pro Test Results

Reading Pro Test results are based on the Lexile Framework for Reading, a scientifically accurate system for measuring readers' comprehension levels and then matching them to texts.

Lexile Measures

Lexile Reader Measure: A Lexile reader measure is generated from the results of the Reading Pro Test.

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 (semantics) and sentence length (syntax). Lexile text measures are rounded to the nearest 5L and range from BR to 1700L+. Text measures at or below 100L are reported as BR for Beginning Reader.

Targeted Reading

The Lexile Framework is a system that matches readers to texts. It is based on research that demonstrates that independent readers will be successful and grow in reading ability 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 a reader and text are matched (i.e. have the same Lexile measure), the reader will have a positive and rewarding reading experience. 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, such as building their vocabulary by reading words in context, responding to text, and improving reading comprehension. The optimal level for independent reading growth, what is referred to as Targeted Reading, is when texts and students are matched within the range of 50L above to 100L below the student's Lexile measure. Matching students appropriately to texts fosters motivation for reading independently.



| | Reader’s Level | Comprehension Level | Book Level |
|---|----------------|----------------------------------|------------|
| Too Hard | 500L | 25% | 1000L |
| | 750L | 50% | 1000L |
| Optimal Level of Growth of Independent Reading | 1000L | 75% Optimal Demand for Growth | 1000L |
| Too Easy | 1250L | 90% | 1000L |

The Lexile Framework levels both fiction and non-fiction texts from high-quality literature to newspapers and magazines, for beginning readers (under 100L) up to university level (1700+L). Thousands of books have been levelled according to the Lexile Framework. Year-level ranges and performance standards correlate to Lexile text measures, providing a common frame of reference through which teachers can view student performance.

Reading Pro Test results are actionable because teachers can guide instruction as well as book choice based on each student’s test score (Lexile score)—leading to reading success. Understanding this system allows students, teachers, and leaders to draw useful conclusions from Scholastic Reading Pro reports, make informed choices about intervention and instruction, and promote independent reading.

Of course, targeting the reader with the Lexile Framework or any other system is only a starting point. Individual readers’ level of motivation and their goals, 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. Also, with independent reading, the goal is not always growth. Students may read texts outside those parameters for other reading purposes. Lexiles are typically used to set academic growth goals; however in Scholastic Reading Pro they can also be used to set motivational goals. The motivational goals would be the number of books or words read and the passing of book quizzes, as well as the Lexile level of the books. Recommended Lexile level varies based on independent reading purpose.



Reading Pro Test Validity and Reliability

The Reading Pro Test 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 Pro Test is based on the Lexile Framework of Reading. A linking study between the Reading Pro 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 distributions of scores on norm-referenced and other standardised measures of reading comprehension are 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 Pro Test. Each type of validation asks an important question about the test.

- **Content Validity:** Does the test sample important content related to what the test is supposed to measure?
- **Construct Validity:** Does the test measure the theoretical construct (or trait) it is supposed to measure?
- **Criterion-Related Validity:** Does the test adequately predict the test-taker's behaviour in a specific situation?



Content Validity

The Reading Pro Test 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 details, drawing conclusions and making comparisons, which are the component skills of reading comprehension.

Passage Selection

Reading Pro Test passages are selected from authentic 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.

Item Format

Each test question, or item, has 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.

Below are sample items at various Lexile levels that might appear on a Reading Pro Test.



| Sample Item | Lexile |
|---|-----------|
| <p>Q. Polar bears are powerful swimmers. They have two layers of fur and a thick layer of fat. Fur even grows over the bottom of their paws. These layers protect polar bears from the freezing Arctic waters they hunt in. Puffins also hunt in the waters of the Arctic. They have thick waterproof feathers to protect them from the cold, and a big beak for storing fish.</p> <p>Arctic animals _____.</p> <p>A. adapted B. invaded C. cooperated D. healed</p> | 700L-850L |
| <p>Q. The Sun shines down from space. It takes eight minutes for the Sun's light to reach Earth. The Sun is much closer to Earth than other stars. That is why it looks so big. Hello, bright yellow Sun! The Sun is a star. The Sun is so big that one million Earths could fit inside it.</p> <p>The Sun is _____.</p> <p>A. huge B. rocky C. rough D. weak</p> | 400L-550L |
| <p>Q. I know how to fly a kite! It will fly if you run that way. How did you know? Look at it fly! I didn't know it would fly so far!</p> <p>The kite was _____.</p> <p>A. high B. last C. dark D. wet</p> | 100L-250L |



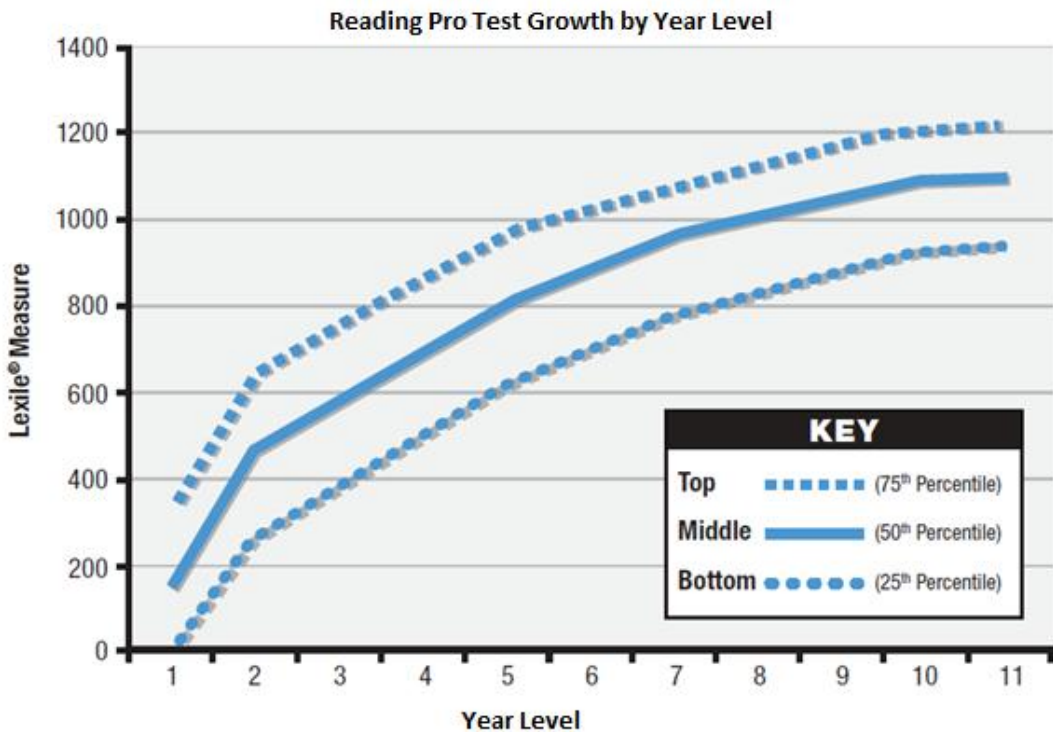
Construct Validity

The Reading Pro Test was examined for construct validity using several measures, including developmental changes in test scores and correlation with similar tests that measure reading comprehension.

Developmental Nature of the Reading Pro Test

Reading is a skill that typically develops with age—as students move up through school and read more, their skills improve, and they are able to access more complex texts. Multiple studies indicate that performance on the Reading Pro Test increases with year level. However, because growth in reading is uneven, with the greatest growth usually taking place in earlier years, Reading Pro Test measures should show a similar trend of decreasing gains as year level increases. Indeed the studies also demonstrate that the growth is not in a straight line; that is, the growth in earlier years is steeper than growth in later years, which supports the construct validity of the Reading Pro Test.

The graph below displays growth by year level.



The chart below displays the correlation between Reading Pro Test Lexile levels and their equivalent year levels for the standard Scholastic Reading Pro proficiency band benchmark. These proficiency bands can be adjusted within the Reading Pro Benchmarks section. They indicate the Lexile range of texts students are expected to read for their year level.

Standard Benchmark Proficiency Bands

| Year | Below Basic (Far Below Year Level) | Basic (Below Year Level) | Proficient (On Year Level) | Advanced (Above Year Level) |
|------|---------------------------------------|-----------------------------|-------------------------------|--------------------------------|
| 1 | N/A | BR-99L | 100L-400L | 401L+ |
| 2 | BR-99L | 100L-299L | 300L-600L | 601L+ |
| 3 | BR-249L | 250L-499L | 500L-800L | 801L+ |
| 4 | BR-349L | 350L-599L | 600L-900L | 901L+ |
| 5 | BR-449L | 450L-699L | 700L-1000L | 1001L+ |
| 6 | BR-499L | 500L-799L | 800L-1050L | 1051L+ |
| 7 | BR-549L | 550L-849L | 850L-1100L | 1101L+ |
| 8 | BR-599L | 600L-899L | 900L-1150L | 1151L+ |
| 9 | BR-649L | 650L-999L | 1000L-1200L | 1201L+ |
| 10 | BR-699L | 700L-1024L | 1025L-1250L | 1251L+ |
| 11 | BR-799L | 800L-1049L | 1050L-1300L | 1301L+ |
| 12 | BR-799L | 800L-1049L | 1050L-1300L | 1301L+ |

Here is an example of the benchmarks adjusted for the United Kingdom proficiency bands.

United Kingdom Benchmark Proficiency Bands

| Year | Below Basic | Basic | Proficient | Advanced |
|-------|-------------|------------|-------------|----------|
| 1 | BR-BR | BR-BR | BR-279L | 280L+ |
| 2 | BR-BR | BR-194L | 195L-479L | 480L+ |
| 3 | BR-224L | 225L-424L | 425L-699L | 700L+ |
| 4 | BR-369L | 370L-559L | 560L-854L | 855L+ |
| 5 | BR-489L | 490L-719L | 720L-954L | 955L+ |
| 6 | BR-619L | 620L-829L | 830L-1024L | 1025L+ |
| 7 | BR-679L | 680L-924L | 925L-1074L | 1075L+ |
| 8 | BR-769L | 770L-969L | 970L-1124L | 1125L+ |
| 9 | BR-789L | 790L-1009L | 1010L-1189L | 1190L+ |
| 10 | BR-849L | 850L-1049L | 1050L-1264L | 1265L+ |
| 11 | BR-889L | 890L-1079L | 1080L-1339L | 1340+ |
| 12/13 | BR-984L | 985L-1184L | 1185L-1389L | 1390L+ |



In addition, Scholastic can partner with local authorities and Ministries of Education to conduct studies to develop locally-specific performance bands. Contact your local Scholastic office or customer support for more information.

Criterion-Related Validity

The Lexile Framework is correlated with a number of other standardised reading comprehension tests. The following norm-referenced and criterion-referenced tests have been correlated to, or linked to, the Lexile Framework:

- Test of English as a Foreign Language (TOEFL)
- 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, 4th 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)

To be useful, assessment results should be reliable—stable, accurate and dependable. A test's accuracy is estimated 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 level. 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 Pro Test 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 they respond 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 level—not questions that are too easy or too hard.



Because each student takes a unique test, the SEM associated with any one score or student is also unique. The initial SEM, or uncertainty, for a Lexile score is shown in the table below. When students are appropriately targeted at the year level, the more questions the student answers, the more the SEM decreases.

Mean SEM on the Reading Pro Test by Extent of Prior Knowledge

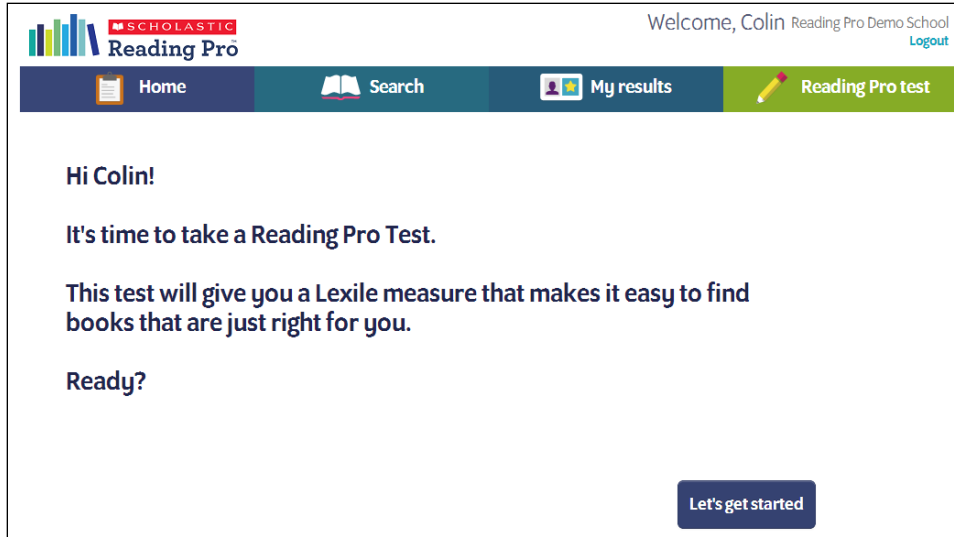
| Number of Items | SEM Year Level Known | SEM Year and Reading Level Known |
|-----------------|----------------------|----------------------------------|
| 15 | 104L | 58L |
| 16 | 102L | 57L |
| 17 | 99L | 57L |
| 18 | 96L | 57L |
| 19 | 93L | 57L |
| 20 | 91L | 56L |
| 21 | 89L | 56L |
| 22 | 87L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



Reading Pro Test Student Experience

The student selects the **Reading Pro test** tab on the top navigation bar.





This test is only available to students when they have a test available to take, as set in the Reading Pro Test Settings. The link opens a screen that introduces the Reading Pro Test. Click **Let's get started** to begin the test.



Colin Jenkins

Directions:

For each item, you will read a short passage and then complete a sentence about what you've read.

Select your answer by choosing the word that best fits the sentence.

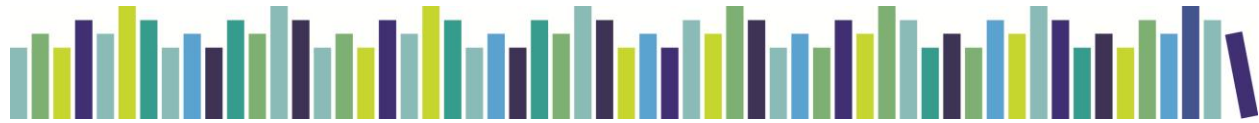
When you are ready, select the **Next →** button or press the Enter key to move on to the next question.

If you want to skip a question, select the **Skip ↗** button.

You may skip up to three questions.

Exit **Let's get started**

This screen gives the test directions. The test may begin with practice questions, depending on your Reading Pro Test settings. Students may exit the test at any time, and the test session will be saved. Click **Let's get started** to continue with the test, or click **Exit** to exit the test.



The loud sound of a bugle fanfare filled the air, and Amazin' Eddie came out from behind the curtains. Now he had a blue satin jacket on over his T-shirt. He strode over to the microphone. The fanfare music stopped.

The show was _____.

- A** delayed
- B** long
- C** starting
- D** expensive

Skip ↗ **Next** →

3 skips left

The student may read each question, and then click the desired answer choice. Clicking a choice activates the **Next** button. Click it to record the answer and move to the next question.

When the practice questions are finished, students see a message saying the rest of the questions will be scored. They click **Go on** to continue.

The scored questions look and function the same way as the practice questions, but now students have the option to skip questions. Students may skip up to three questions. To skip the question, click **Skip**. Students will see how many available skips they have left on-screen.



Colin Jenkins

Congratulations! You have finished the test.

My Lexile Your Lexile measure is 637L.

637L Now, you can either exit or create a reading list. What would you like to do?

Exit **Create My Reading List**

When students finish the Reading Pro Test, they may see their results, depending on the Reading Pro Test settings. Click **Exit** to exit the test, or to use the Lexile measure to create a Recommended Reading List, click **Create My Reading List**.



Tips for Administering the Reading Pro Test

Establish a plan and structure for administering a Reading Pro Test. Share the plan with students and create a comfortable environment to maximise student performance.

Create a Comfortable Assessment Experience

- Emphasise that the purpose of the Reading Pro Test is to find out how well students are reading.
- Explain the test format to students and go over several sample items aloud with the class.
- Model a test on an interactive whiteboard or projector to familiarise students with the format.
- Make sure students have the basic computer skills necessary to complete the assessment.
- Inform both students and parents ahead of time when the assessment will be administered.
- Explain that the test is not a race and not meant to be competitive, so students should take their time to complete the assessment.
- Explain the computer adaptive nature of the test: that students cannot return to previous questions, that they can skip up to three questions without penalty, and that the questions should seem harder as they progress.

Administering the Test in Different Environments

- The Reading Pro Test can be administered wherever computer systems are available: in the classroom, in a computer room, in a library or even at home. Typically, students take between 20 and 30 minutes to complete the test.
- For classroom test environments, test students throughout a week. Assign time slots for students to take the test each day. Be sure to give students enough time, particularly younger students or students with special needs. When students are taking tests, organise quiet activities for the rest of the class so that test-takers are not disturbed.
- When there is a computer for every student, administer the test to all students at once. 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.

Moderating Test Taking

- Make sure that an adult is available to answer questions during testing, or to help if there are technical problems with the computer.
- Assist younger students as they get started, if necessary, by helping them log on to Scholastic Learning Zone and enter their passwords.



- Make sure that students pay attention to the directions before the test begins. If the students are unable to read the directions, read the directions aloud to them. Ask if everyone understands the directions.
- Emphasise that students will take a Practice Test the first time they take the test, if you have decided to use this feature.
- Encourage students to use headphones if they need help concentrating or avoiding distraction.
- On subsequent administrations, review the test procedures to ensure that each test is taken correctly, with the same degree of seriousness. Inform students that subsequent tests begin at the reading level where they left off, which may make the initial questions seem more challenging.



Inform: Using Scholastic Reading Pro Results

Scholastic Reading Pro Reports: An Overview

One of the most powerful features of Scholastic Reading Pro is its ability to generate data that can immediately be used in the classroom to monitor and assess student progress. Scholastic Reading Pro organises and analyses the results gathered from the Reading Pro Tests and book quizzes and presents this information in a series of clear, understandable reports that will help you track reading growth over time and evaluate progress towards proficiency goals. Scholastic Reading Pro reports will help you effectively assess where your students are now and guide them where they need to go.

With Scholastic Reading Pro reports, you can:

- detect trends in reading growth.
- review Lexile measures, performance standards, and normative information at student, class, year, school and school group levels.
- match student interests and reading skills to appropriate books.
- identify situations that might require additional support or extension.
- facilitate administrative tasks.
- identify students, classes and schools that are not participating as expected in the independent reading program.
- review book quiz pass rate, quiz success rate and reading performance of individual students based on the number of books read and average Lexile level.
- view an overall snapshot of a class, year, school or group of schools.



Scholastic Reading Pro Reports: Purposes Chart

Scholastic Reading Pro reports serve specific purposes to meet the needs of teachers, students, families, and leaders. The chart below explains these purposes and how the reports meet the distinct interests of each audience.

| Report Type | Audience | Examples |
|-------------------------------------|--|---|
| Progress Monitoring | Teachers and leaders can use these reports for on-going progress monitoring. | <ul style="list-style-type: none"> • Lexile Growth Report • Book Comprehension Report • Expected Lexile Growth Report • Lexile History Report • Reading Proficiency Report |
| Instructional Planning | Teachers can use these reports to plan further instruction and intervention. | <ul style="list-style-type: none"> • Reading Report Card |
| Alerts & Acknowledgments | Teacher will receive these reports automatically when viewing a class or student. | <ul style="list-style-type: none"> • Incomplete Test Alert • Alerts Report |
| School-to-Home | Families will appreciate these reports, which may be sent home or shared during parents’ evenings. | <ul style="list-style-type: none"> • Parent Letter • Recommended Reading Lists |



Scholastic Reading Pro Reports: At a Glance

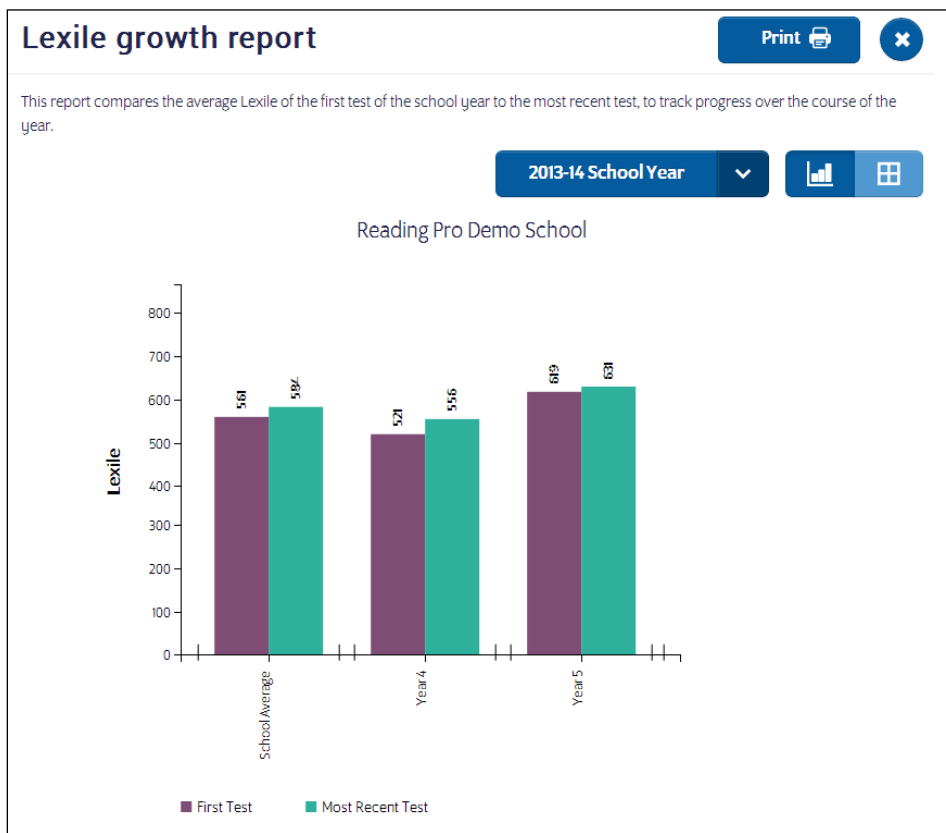
Each time students complete a Reading Pro Test or Scholastic Reading Pro book quiz, results are immediately available as key metrics on the Scholastic Reading Pro home dashboard and as a series of reports designed for teachers, school leaders, and students.

Below you'll find a quick review of features all Scholastic Reading Pro reports have in common.

Reports can be viewed for school (leaders only), year (leaders only), class and student data:



Each report opens in a separate window with visual display options:



Each report includes:

- **Report Name and Description:** This provides a guide to the purpose of the report and a summary description.
- **Customised Information:** This area shows you the students, classes, year levels, schools or school group you have selected. This area usually includes such information as school name, student name, class name, student year and their current results.
- **Purposeful Data:** In addition to providing you with basic information about student results and test dates, each Scholastic Reading Pro report is designed to fulfil a specific purpose. For example, the Reading Proficiency Report helps you monitor class progress against performance standards.
- **View Formats:** Each report is available in a table view and most reports are also available in a graph format to provide a quick and powerful visualisation of student data.
- **Export Facilities:** Reports can be printed and saved for student records.

You can view detailed examples of all the reports in the Appendix.



Develop: Using Scholastic Reading Pro to Develop and Motivate Reading

Using Lexiles for Instructional and Independent Reading

A comprehensive reading program includes both instructional and independent reading. Instructional reading provides students with an opportunity to build skills. Independent reading is necessary for students to grow as readers, practice and improve reading skills, and develop a love of reading.

The charts on the following pages indicate how texts with different Lexile reading ranges can be used in a reading environment that consists of instructional and independent reading. While students are targeted at their Lexile measures, they can also read books within a Lexile reading range; that is, a number of Lexile measures above and below their measures.

The charts on the next pages indicate the ranges that can be used for different independent and instructional reading purposes. Think of a sliding scale as you consider what level of material is appropriate for students in different reading contexts. When students read below their Lexile measure (as much as by 250L), they encounter text that is targeted to their independent level and becomes increasingly easy for them to read. When students read above their Lexile measure (as much as 250L), they encounter text that challenges them and should be targeted for instructional purposes. Within the instructional and independent reading zones, books may be used for a variety of purposes as illustrated in the charts.



Independent Reading

| Lexile Reading Range | Purpose | Recommended Context | Student Experience |
|---|--|---|---|
| 100L to 250L below the student’s Lexile Measure | Read to build fluency and confidence. | Motivate readers to engage in reading for pleasure. Text at this range is optimal for reluctant and struggling readers. | Fluent Reader experiences automaticity with text. Both the vocabulary and syntax the reader encounters are easy. |
| 50L above to 100L below the student’s Lexile measure | Build comprehension skills and acquire new vocabulary while reading independently. | This is optimal when the student has selected the book and is interested in the topic. | Challenging Student demonstrates a sufficient control of vocabulary and syntax to get over hurdles that he or she encounters, with relative ease. An appropriate level of challenge – neither frustration nor boredom will occur. |
| 50L and above the student’s Lexile measure | Read for challenge. | Only use text at this level if the student has prior knowledge or deep interest or confidence in the subject of the book. | Frustrating This is the student’s frustration zone, except in cases where the student has a deep interest or confidence in the subject of the book. |



Instructional Reading

| Lexile Reading Range | Purpose | Recommended Context | Student Experience |
|---|---|--|---|
| 100L to 250L below the student's Lexile Measure | Skill instruction for struggling or reluctant readers. | Use text at this level with reluctant or struggling students and to help students master a challenging subject or skill. | Easy The student will experience fluency with the text and can focus on mastering more advanced reading skills. |
| 50L above to 100L below the student's Lexile measure | Skill instruction that focuses on teaching new or difficult skills and subjects. | Use text at this level when asking students to read independently as you instruct. One-on-one support is not needed. | On-Level The student will read with confidence and control, as well as with the appropriate level of challenge to grow as a reader. |
| 50L and above the student's Lexile measure | Skill instruction that exposes students to new vocabulary, difficult syntax and challenging literary features. Challenge students to grow as readers, building new vocabulary and skills. | Use text at this level when providing one-on-one support to the student, in small-group instruction, or while reading aloud. | Challenging 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. |

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. For example, within a year 5 classroom, students may be reading from year 3 to year 8 levels. Therefore, in the year 5 classroom, there need to be texts at appropriate levels of complexity. As long as students are reading materials within their targeted Lexile range, they are forecasted to comprehend what they read and will be able to practise 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 maximise 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 Reading Proficiency Report (see Reports Guide in the Appendix) 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 Scholastic Reading Pro Search function 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 programmes you are using. For example, if you are studying dinosaurs, select five different books on that topic that correspond to the different Lexile measures in your class.
- 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 reading strategies, such as comparing text to personal experience.
- Model reading strategies regularly, including making inferences, drawing conclusions, summarising and visualising text, identifying the main idea and asking questions while reading, to make sure that all students receive the support that they need to become successful independent readers.
- Provide a variety of activities for students to respond to text in different ways through writing, speaking, acting etc.

Group Reading

- Assemble students into small reading groups according to their Lexile measures and interests. Ask each group to select common texts on their Reading Pro Recommended Reading Lists to read and discuss. Assign group projects that provide 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 Reading Proficiency Report 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 fluent (100L–250L below level) and targeted (100L below to 50L above) ranges. Allow students to select their own texts as well. Students are motivated to read when they read books at appropriate levels and about topics that interest them.
- Encourage students to read books from their Scholastic Reading Pro Recommended Reading Lists.
- Encourage students to read above their Lexile measures when the text is on a topic which interests them. 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 range. Reading lower-level texts can help them gain the necessary background information to continue reading and understanding the material.
- Set personal goals with students to read a set number of books within their targeted range.
- Reward students if they reach their goals by posting their names and goals on the notice board, or by printing award certificates. When posting student information, be aware of school privacy rules.



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.
- Encourage students to select their own books within their Lexile reading ranges on topics that interest them.
- Encourage and incentivise students to write book reviews on titles from their Recommended Reading Reports.
- Create a book corner in your classroom or library to highlight books that are on students' Recommended Reading Lists.
- Send the Recommended Reading Lists home to encourage families to help children select appropriate reading material.
- Ask students to respond to books on their Recommended Reading Lists, both orally and in writing.



Independent Reading with Scholastic Reading Pro: Why It Works!

Accountability

On-going assessment and evaluation are critical to the process of teaching and learning (Pressley et al., 1998). Scholastic Reading Pro automatically tracks students' reading choices and progress throughout the year. The time-consuming tasks of creating and scoring quizzes, gathering data, and record-keeping have been automated. Teachers can view student records at any time and receive alerts if an intervention is needed.

Reading Voluminously

The reciprocal effects of reading volume and academic achievement are described in research (Juel, 1988; Juel, Griffith, & Gough, 1986; Stanovich, 1986) and illustrated in the chart below. During reading instruction, younger students need time either in school or outside of school to focus on independent reading, and older students need opportunities to discover texts that transform reading from just an assignment to a personal activity. Scholastic Reading Pro provides tools to monitor independent reading by tracking student progress throughout the year.

Variation in Amount of Independent Reading (Year 5)

| Percentile* | Independent Reading Minutes (Per Day) | Words Read (Per Year) |
|-------------|--|--------------------------|
| 98% | 65.0 | 4,358,000 |
| 90% | 21.1 | 1,832,000 |
| 80% | 14.2 | 1,146,000 |
| 70% | 9.6 | 622,000 |
| 60% | 6.5 | 432,000 |
| 50% | 4.6 | 282,000 |
| 40% | 3.2 | 200,000 |
| 30% | 1.3 | 106,000 |
| 20% | 0.7 | 21,000 |
| 10% | 0.1 | 8,000 |

Anderson, et al. (1998). Adapted by Cunningham and Stanovich (1998). *Based on amount of reading.

Attainment Value

Research shows that motivation positively impacts learning progress. Motivation often hinges on the attainment value of the activity. When goals are viewed as attainable, they are more readily pursued (Guthrie, 2003). Scholastic Reading Pro contains customisation features that allow teachers and students to set reasonable and attainable goals to keep motivation high.



Mastery-Based

Research also shows that when students are provided with immediate feedback, they are able to self-correct and make academic progress (Branford, Goldman & Vye 1991). As a computer-based program, Scholastic Reading Pro provides immediate feedback and unique opportunities for mastery. Students can review book quiz questions that were incorrectly answered. Because each quiz is drawn from a database of up to 30 questions, students not showing an expected level of mastery can retake quizzes with a different set of questions.

A Community of Readers

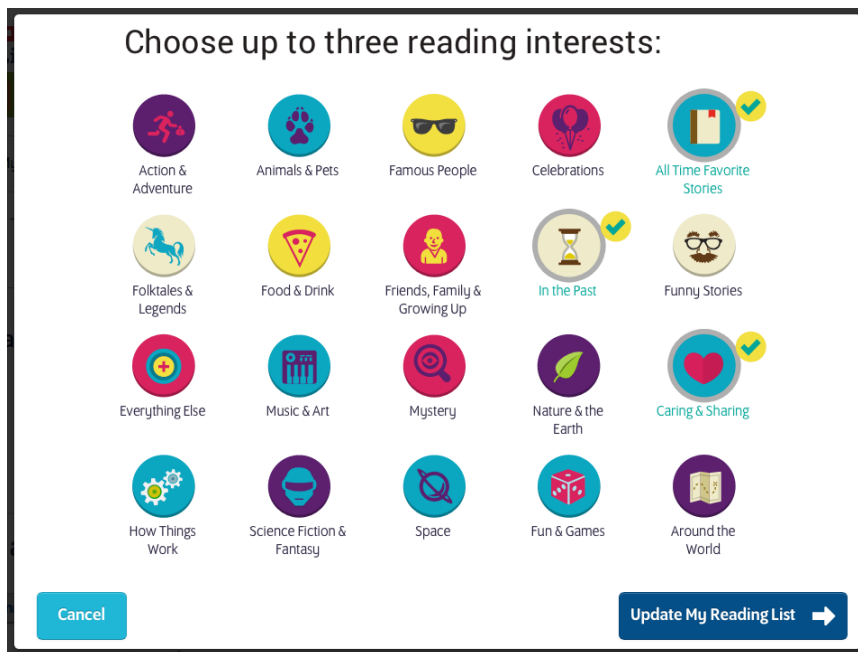
Many students benefit from peer support. Scholastic Reading Pro supports group reading and literature circles. Students can work together but be assessed separately. In Scholastic Reading Pro, no two quizzes for the same title are alike. All questions and answers are randomised to provide a unique quiz for each student.



The Student Independent Reading Experience

1. Reading Interest Screen

Before creating a reading list, in Scholastic Reading Pro, students are asked to select three topics of interest. These interests will be reflected in their reading list. Reading interests can be changed at any time.



2. Recommended Reading List

Students may then select a book to read. Students will see their personalised Recommended Reading List on the home page.

The titles on the student's reading list are populated based on the student's Lexile level, year level, and selected reading interests. Students can sort the titles listed by Recommended (titles in their targeted reading range: 100L below and 50L above their Lexile level), Fast Find (titles within 5-10L of their Lexile level) and What's New (only newly added titles in their targeted reading range).

Scholastic Reading Pro offers two levels of book interests – younger and older – with genre labels and icons appropriately tailored to developmental levels.



Once a student has a recorded Lexile score, that score is used by the program to generate the Recommended Reading List, providing titles that are within the student's targeted Lexile range and are age appropriate.

The screenshot shows the Scholastic Reading Pro interface for a student named Colin. At the top, there is a navigation bar with 'Home', 'Search', 'My results', and 'Reading Pro test'. Below this, a dashboard displays five key statistics: My Lexile (805L), Certificate Level (Bronze), Quizzes passed (28), Words read (663737), and Average quiz score (93%).

Under 'My Reading interests:', there are three categories: Action & adventure, Celebrations, and Music & art, with an 'Edit Reading Interests' button.

The section 'Here are some great books to read!' features a 'Recommended' tab and a 'Fast Find' search bar. A book titled 'Black Stallion Returns' by Walter Farley is highlighted. It has a Lexile score of 850L and a word count of 50,758. The description reads: 'After the Black is claimed by his rightful owner, a great desert chieftain from across the sea, Alec crosses the desert amid many dangers in search of the stallion.' Below the book are four interest tags: Animals & pets, Around the world, Music & art, and Action & adventure, along with a 'Take the quiz' button.



3. Book Quizzes

Book quizzes are a critical component of the independent reading section of Scholastic Reading Pro. Quizzes test basic reading comprehension and are taken independently. When students finish reading a book, they log on, search for the title they've just finished, and then take a quiz. Scoring is automatic and feedback is immediate. Seeing progress serves as a great motivator for students.

Hi, Colin

This is the quiz for *Golden Compass*, The

1. When Lyra and Pantalaimon went to talk to the bear, Pan _____ to force Lyra to follow him.

A cast a spell

B tied a string to her belt

C turned into a badger

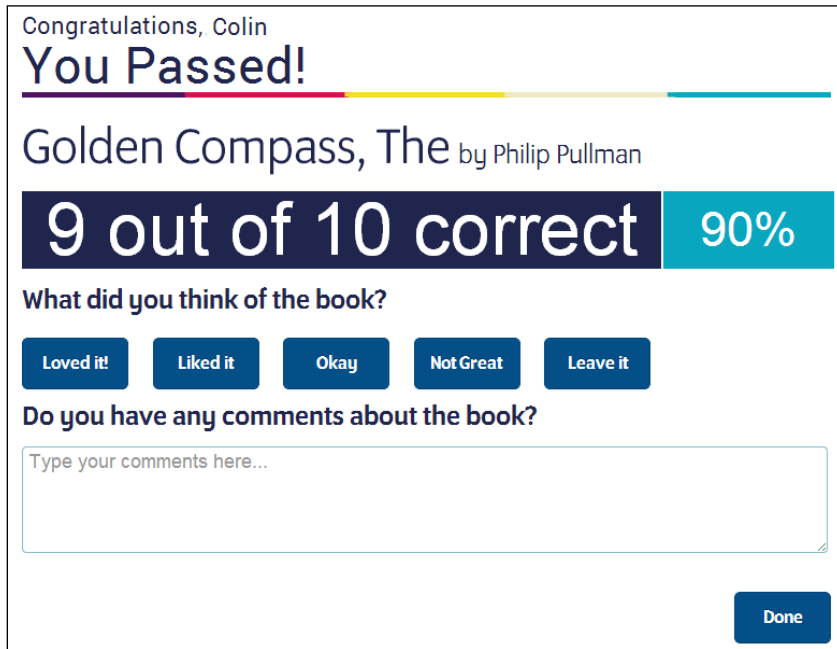
D pretended he was hurt

Exit quiz Next



4. Congratulations Screen

Just one of many motivational features in Scholastic Reading Pro, the Congratulations Screen provides immediate feedback to students after passing a quiz. Students are able to give a personal rating of the book and write comments about it. Students can visit My Results to view these ratings and comments. Teachers and leaders can also download lists of student ratings and comments.



Congratulations, Colin

You Passed!

Golden Compass, The by Philip Pullman

9 out of 10 correct **90%**

What did you think of the book?

Loved it! **Liked it** **Okay** **Not Great** **Leave it**

Do you have any comments about the book?

Type your comments here...

Done



Book Quizzes

Book quizzes assess student participation in the program and answer the following questions:

- Has the student read the book?
- Has the student understood the book with basic comprehension?
- Is the student able to engage with this level of text?

The book quizzes are designed to ensure that students can pass them if they have read and understood the book. The program supports this goal with quizzes that feature:

- Straightforward presentation of questions with non-ambiguous answers.
- Highlighted answer choices so students know when they have selected an answer.
- Randomly selected sets of questions and answers to support quiz retakes and group work.
- Varied quiz question formats to include embedded cloze, modified cloze, direct questions and complete-the-stem questions to help students think about responses.

Teachers can customise the quiz experience by using the Settings menu with these options:

- Establish a passing rate for the quiz (0–100%; default is 70%).
- Determine the number of quiz attempts allowed (default is 3).
- Decide on the number of days between retakes (default is 7 days).
- Teachers can also manage access to reward features, printing privileges and incorrect answer displays. All modifications can be made on an individual, class or school level.



How Students Experience a Book Quiz

When students have finished reading a book and are ready to take a quiz, they log back in to Scholastic Reading Pro.

Here is the typical quiz-taking process:

- Log in to Scholastic Learning Zone with username and password and click on the Scholastic Reading Pro icon in My Zone.
- Select the appropriate quiz from the Recommended Reading List or by using the Search feature.
- Receive 10 randomly selected questions from a database of up to 30 questions.
- Complete the quiz.
- Upon passing the quiz, view personalised Congratulations Screen that provides performance data.
- Rate the book and add a short review or comment.
- Go back to the Home page to choose the next book to read.
- Retake if score is below 70% (or the edited quiz pass rate set for individual student by teacher).

The Recommended Reading List is dynamic to give students a different selection each time they log into the program. Students can choose new reading interests each time they log in, as well. Teachers can give students the option to print their reading lists.



How Teachers Can Guide and Encourage the Independent Reading Experience

Step-by-Step Instructional Practice

The instructional cycle of Scholastic Reading Pro typically follows these seven steps:

1. **Administer the Reading Pro Test:** Establish Student Lexile measure with the Reading Pro Test
2. **Set Goals:** Work with students to establish personal, group and class goals.
3. **Recommend Books:** Guide students in the book selection process.
4. **Encourage Student Involvement:** Keep students reading.
5. **Monitor Progress:** Use program reports to see how well students are reading. Reports also provide actionable data for intervention purposes.
6. **Meet with Students:** Meet with students regularly, both formally and informally, to discuss goals. Use reports to discuss and assess performance.
7. **Reward Reading Achievement:** Create a viable reward and recognition system in the classroom, school and community.

Points and Activities

The points in Scholastic Reading Pro are used primarily as a reward system but can also be helpful in goal setting. Students earn points for every quiz they successfully pass. The point value for each title is determined by the number of words in the text and its Lexile.

Points are rewards for effort and support students who may require more extrinsic motivation. Teachers can use the point system when frustration is an issue, as it measures effort and not level of achievement.

Teachers and school leaders can adjust the pre-set tiered scale system for points in Settings. These levels can be modified individually. Points can be adjusted for lower grades and striving readers as well as above grade-level readers to keep motivation high.



Pre-set Award Levels for Points

| Award Level | Points |
|-------------|------------|
| Gold | 500 points |
| Silver | 250 points |
| Bronze | 100 points |
| Red | 50 points |
| Blue | 25 points |

Suggestions for using points:

- Teachers and leaders can easily adjust the point system by accessing Settings. Adjustments can be made globally, for a group, or individually.
- The edit feature allows teachers to increase the point values for a student's book quiz to help everybody succeed.
- Teachers can use the Add Activity feature to give credit for reading or activities that a student has done that aren't reflected in the quiz results.

Words Read

Many standards express independent reading goals by the number of books read or the number of words read. In the Scholastic Reading Pro reports and on the home dashboard, the words-read metric is reported so that teachers can meet those standards.



Setting Goals with Students

Setting attainable goals is a key component of any independent reading programme. When goals are reached, students build confidence and are motivated to read more.

Goals in Scholastic Reading Pro can be set using a variety of metrics based on year level, reading level, student interest or motivation. Ideally, goals are set on an individual basis. While group goals can be used, students who struggle to read might initially require personalised goals.

Meeting with Students

Sharing progress data with students fosters student ownership and increases motivation. Plan to schedule regular meetings with students to discuss their reading goals and progress toward achieving those goals. Students should participate in goal setting and be involved in modifications.

Planning a Meeting

1. Prepare all materials and information before the meeting.
2. Ensure that other students have an assignment that they can complete independently while you meet. Time each meeting so that you have time to meet with each student one-on-one.
3. Remind students what to bring to the meeting.
4. Begin by celebrating positive aspects of classroom performance.
5. Explain current progress—what is progressing well and areas of challenge. Review goals and progress toward achieving goals. Allow students to use their progress results to articulate their own goals.
6. Have students write their goals
7. Ensure that students understand outcomes and goals for the next meeting.
8. End on a positive note.



What to Prepare for a Student Meeting

Consider the focus of your meeting as you gather relevant information. During some meetings, you may wish to discuss the Reading Pro Test or book quiz results, while at others you may choose to focus on having a book talk to discuss how the students are reacting to the books they are reading.

Informal meetings might consist of simple questions:

- I see you did not pass your last quiz. Did you take the quiz before you finished the book? When do you think you will be ready to retake the quiz?
- I see that you rated your book highly. Is there anyone in the class to whom you could recommend the book?
- I see that you haven't taken a quiz in a while. Would you like to update your reading interests on your Recommended Reading List?

For more formal meetings with students, use the Home dashboard metrics or print the student's Reading Report Card, most recent Reading Pro Test, or completed book quizzes.



Sharing Results with Parents or Carers

Parents/carers provide a critical link in each student's reading progress. Maintain contact throughout the year, sharing achievements and concerns with parents/carers as they happen.

Collaborating With Parents or Carers

- Send home letters introducing and providing classroom updates to parents/carers.
- Schedule meetings to discuss any concerns about student progress.
- Share students' Recommended Reading Lists by printing them to send home with the students or by sharing student login information so they can access them at home. parents/carers can use the list to find appropriate books at the library or bookstore.
- Invite families to visit the classroom during the year.



How to Structure a Parent-Teacher Meeting

Focus each meeting on specific elements of student performance. Use current student results and benchmark data to help parents or carers understand their child's progress and learn about ways they can help facilitate that progress.

1. Understand the meeting 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 parents/carers 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 parents/carers. Compile these items, remembering not to overwhelm them with too much information.
3. If the parents or carers have requested the meeting, begin by allowing them to ask questions and describe their 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. When you begin sharing information about the student, begin by discussing the positive aspects of the student's performance.
5. Work with parents or carers to craft a plan to support the student. Set goals and clearly communicate how caregivers can be involved in assisting the student with achieving those goals.
6. End the conference on a positive note and communicate how and when the parents/carers will receive updates.



Appendix

Scholastic Reading Pro Reports Guide

The Scholastic Reading Pro Reports Guide provides detailed descriptions of each report for school leaders and teachers.





Reports Guide

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Table of contents

Teacher reports:

| | |
|---|----|
| Dashboard | 3 |
| <i>Forecasting and differentiated instruction</i> | 5 |
| Reading proficiency report | 5 |
| Expected Lexile growth report* | 7 |
| <i>Analysing and monitoring</i> | 9 |
| Lexile growth report | 9 |
| Lexile compared to norm report | 11 |
| Class Lexile history report | 13 |
| Class reading report card | 14 |
| Alerts | 16 |
| <i>Independent reading</i> | 18 |
| Book comprehension report | 18 |
| Quiz pass rate report | 20 |

Reports on individual students:

| | |
|---|----|
| My results | 22 |
| Reading report card | 24 |
| Student activities | 26 |
| View all comments | 28 |
| Student Lexile history report | 29 |
| Parent letter | 30 |
| Student award certificate | 31 |
| Student test printout | 32 |
| Student quiz printout | 33 |

School leader reports:

| | |
|---|----|
| Dashboard | 34 |
| <i>Forecasting and differentiated instruction</i> | 36 |
| Reading proficiency report | 36 |
| Expected Lexile growth report* | 38 |
| <i>Analysing and monitoring</i> | 40 |
| Lexile growth report | 40 |
| Lexile compared to norm report | 42 |
| <i>Independent reading</i> | 44 |
| Book comprehension report | 44 |
| Quiz pass rate report | 46 |

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.



Note: This is the dashboard view for schools that have selected to use the United Kingdom 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) Lexile growth:** This report shows Lexile growth of students over the course of the school year. It compares the students' starting Lexile to their most recent Lexile. See **page 9** for more information on how to use this report. Note: this graph may appear as the Expected growth report if your school is using a benchmark other than the United Kingdom 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 Reading Pro test and reading comprehension success.

Visual data provides actionable insights quickly and efficiently.

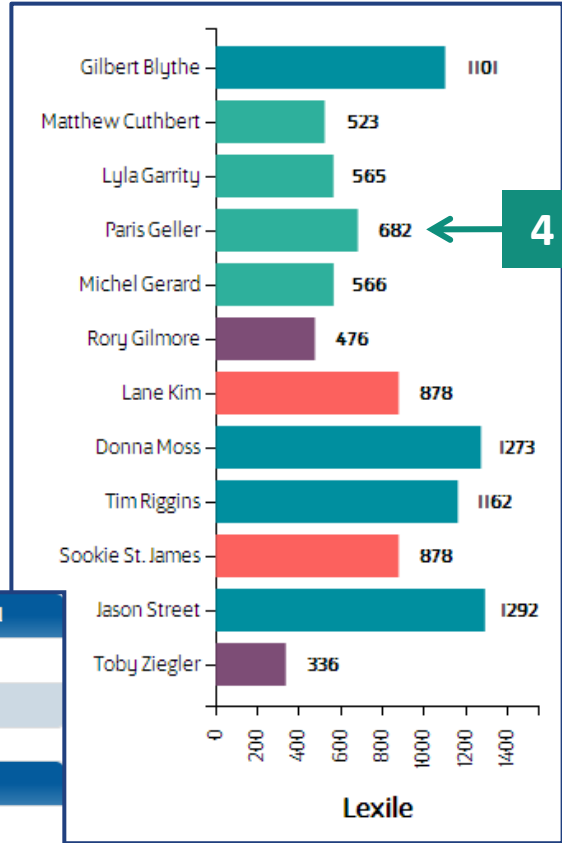
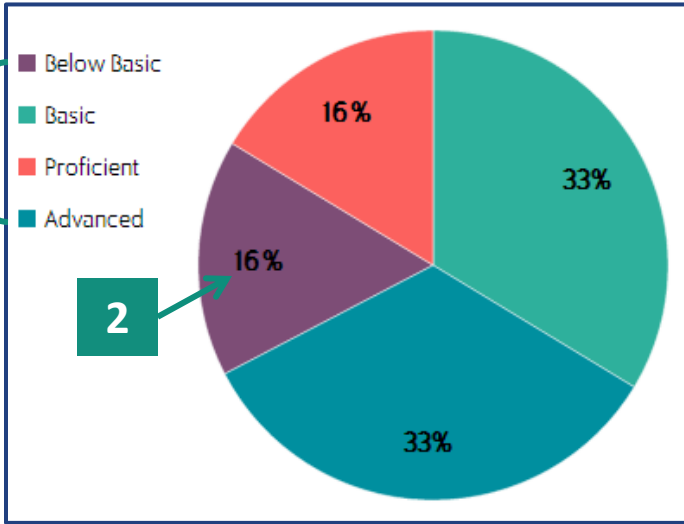
Follow-up:

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



Reading proficiency report

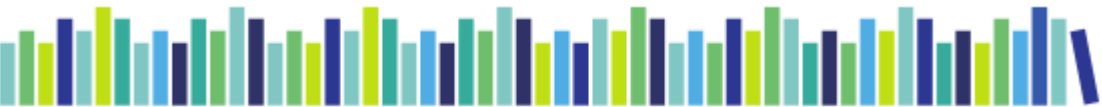
Purpose: This report is used to show the distribution of students across pre-determined reading proficiency bands. Reading proficiency bands are based on the benchmarked Lexile ranges of texts that students are expected to be able to read at their year level.



| 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 level. It may be used to set performance goals and identify strategies for differentiated instruction.



Using the data:

Who: Teachers

When: After each Reading Pro 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 level. There are four proficiency bands based on the Lexile range of texts that students are expected to read at their year level.

These are:

| | |
|--------------------|---|
| Advanced | Reading above the Lexile text level expected for the year level range |
| Proficient | Reading within the year level range |
| Basic | Reading below the year level range |
| Below basic | Reading well below the year 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 Reading Pro test.

Follow-up:

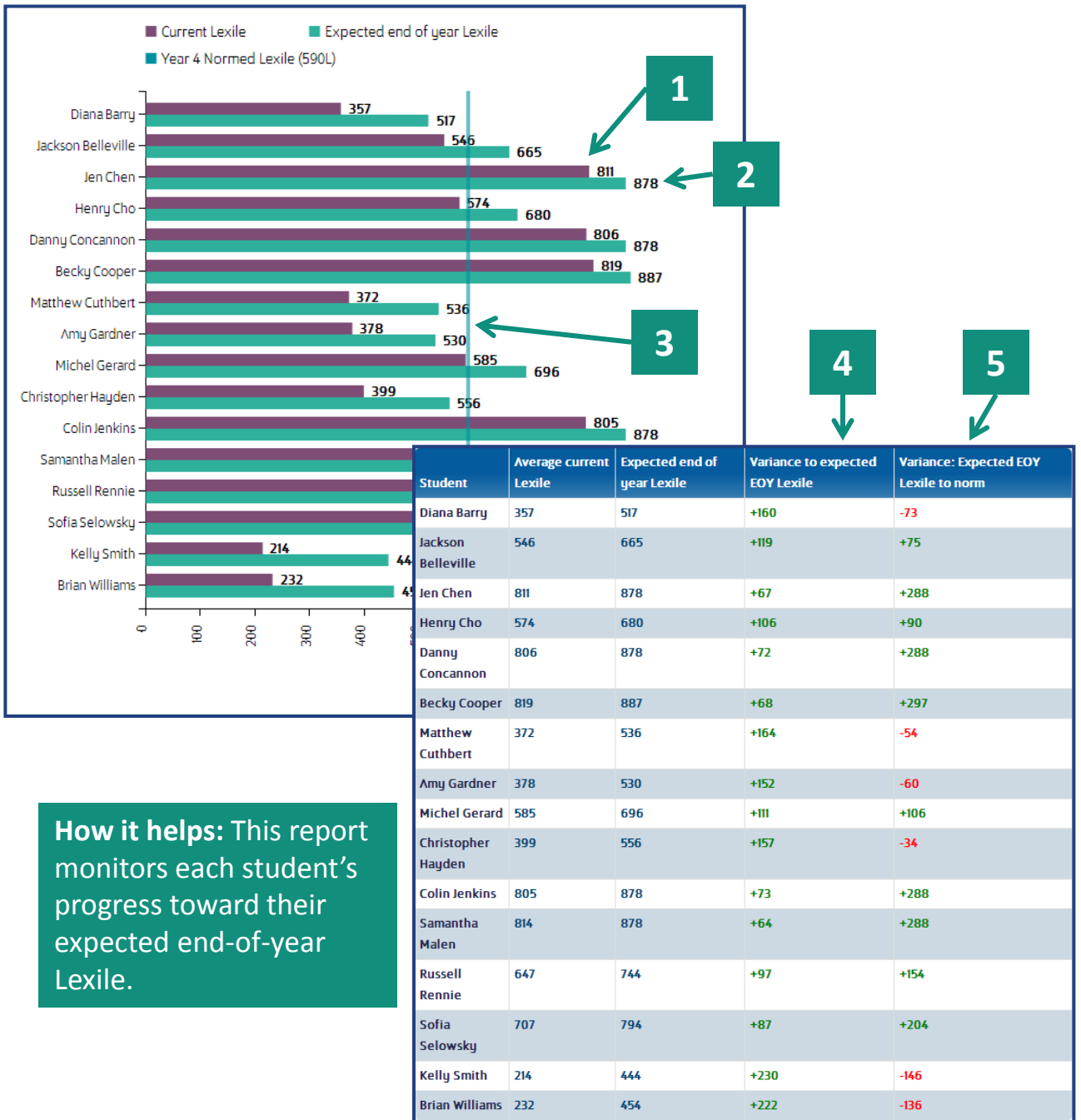
Group students according to proficiency levels and tailor intervention to address specific needs.

Organise 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 group end-of-year norm.



***Note:** This report will only display a normed Lexile for schools that have selected to use the Reading Pro Standard Benchmark or the United Kingdom Benchmark.

Using the data:

Who: Teachers

When: After each Reading Pro test administration

How: Meet 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 Reading Pro 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 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.

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 level.

Data in action:

A student in Year 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 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 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 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 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 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 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 programmes.



Lexile growth report

Purpose: This report measures each student's Lexile growth from the first Reading Pro 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 Reading Pro 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 Reading Pro 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 than in upper years.

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:

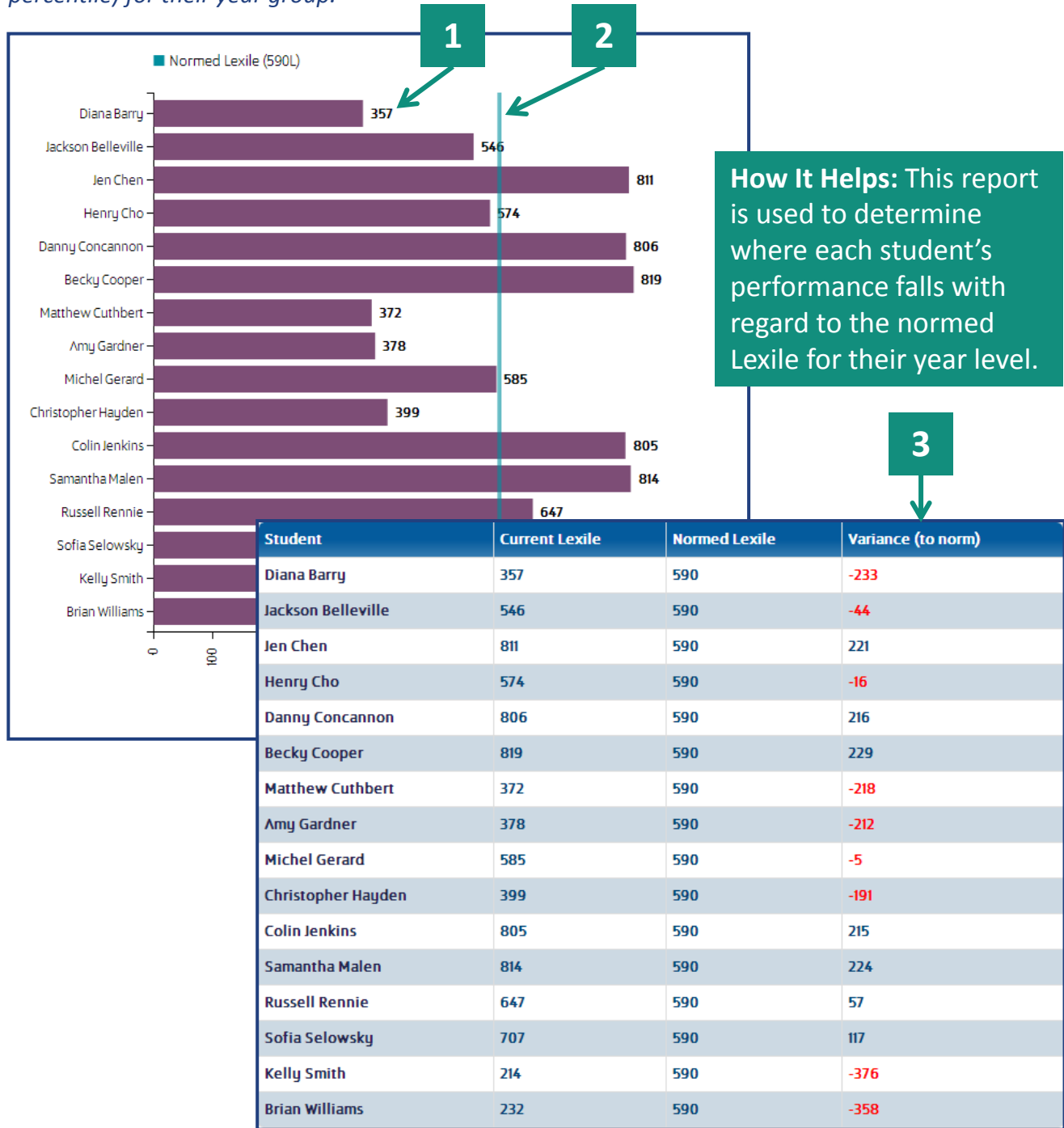
If a group of students is showing significant growth, teachers may acknowledge the success, determine which strategies may have led to that success and incorporate any appropriate methods to help other students.

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 Reading Pro 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 re-test 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 group.



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

***Note:** This report will only display a normed Lexile for schools that have selected to use the Reading Pro Standard Benchmark or the United Kingdom Benchmark.

Using the data:

Who: Teachers

When: After each Reading Pro Test administration

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

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 group

3) Variance (to norm): The variance between the student's current Lexile and the normed Lexile for the year group

| 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 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 Reading Pro 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 Reading Pro 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 Reading Pro 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 | |
| Diane Lewis | BR | 0 | 16 Jun 2014 | Basic | BR | - | | BR | 0 | 0 | 0 | |
| Josh Lyman | 1214 | +133 | 16 Jun 2014 | Advanced | Bronze | 6/7 | 78% | 971 | 901987 | 194 | 0 | |
| Matt Saracen | 775 | +121 | 16 Jun 2014 | Advanced | Bronze | 9/13 | 77% | 556 | 630533 | 131 | 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 | |
| Charlie Young | BR | +369 | 16 Jun 2014 | Basic | Bronze | 5/6 | 90% | 912 | 657626 | 135 | 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 Reading Pro test:** The date of the last Reading Pro 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 Reading Pro 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.

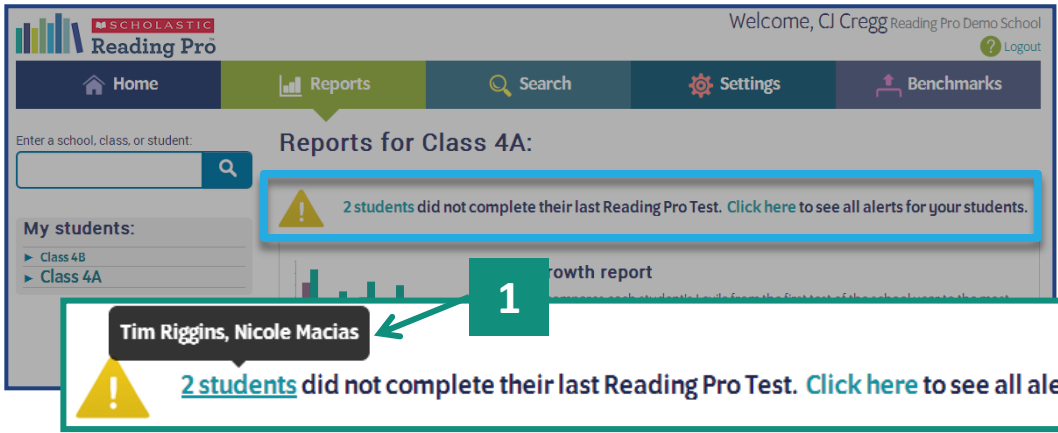
Data in action: Students benefit from consistent monitoring of their reading progress

Follow-up:

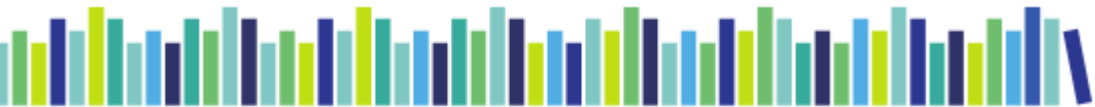
Review the data points for each student to understand performance. Use this data to set goals and to provide direction that will lead to desired performance gains. This could include daily goals for pages or words read, or quarterly goals for books read or book quizzes passed.

Alerts

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



| 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:

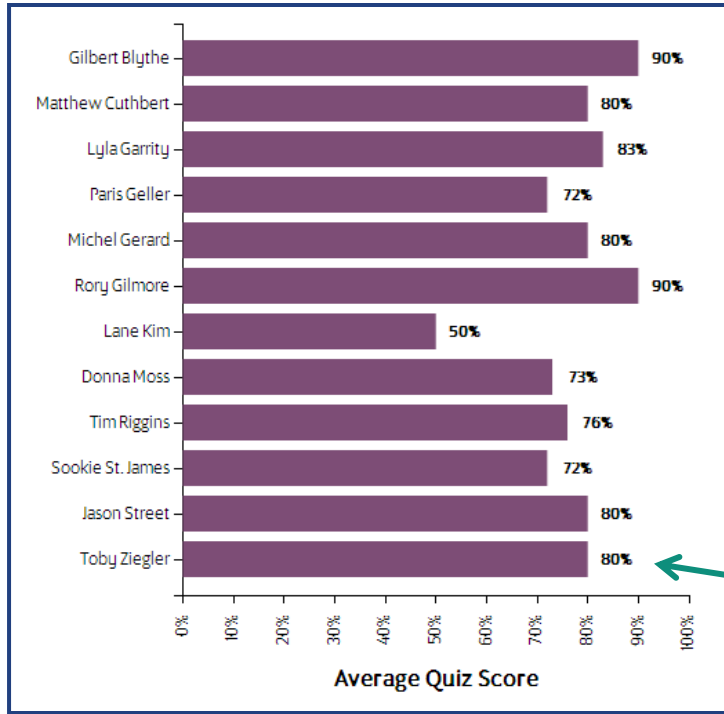
Follow-up: *Teachers should use the data to create programme modifications that will help students succeed.*

- 1) Incomplete Reading Pro test alert:** The student(s) listed did not complete their last Reading Pro 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 Reading Pro 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 Reading Pro 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 partner 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 partner. 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 partner. 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

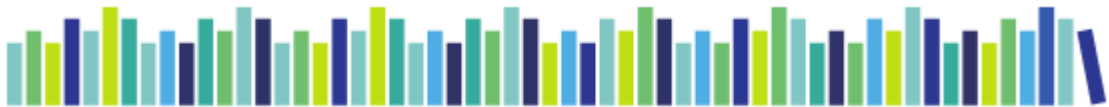
Purpose: *This report shows students' average score on book quizzes.*



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



| 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: Meet 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 re-read the book before retaking the quiz to improve their results. Targeted instruction on specific reading comprehension strategies may be needed.

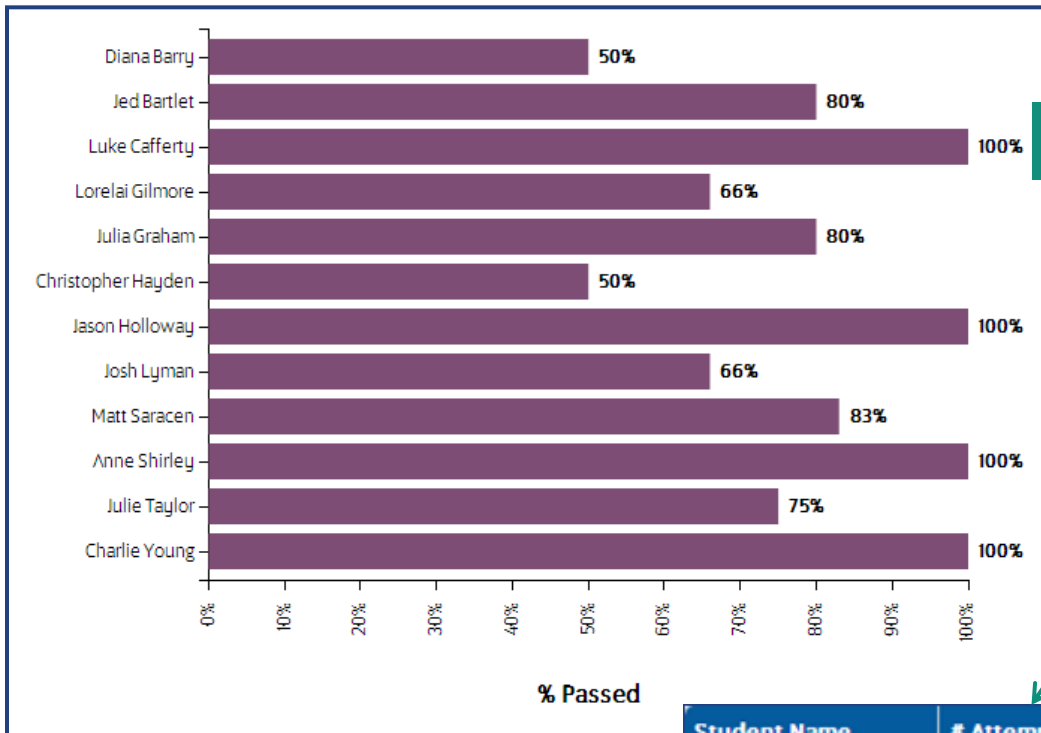
Additional support to improve reading and comprehension skills may be required.

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?



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

2

3

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

| 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 |

Using the data:

Who: Teachers

When: Once or twice a month

How: Meet 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 re-read 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.

1 My Lexile: 805L

2 Certificate level: ★Bronze

3 Quizzes passed: 29

4 Words read: 779396

5 Average quiz score: 92%

6 Print My Results

7 Print All My Comments, Print Award Certificate

8 Title

9 Author

10 Lexile

11 Word Count

12 Score

13 Points

14 23 Apr 2014

15 See My book rating

| Title | Author | Lexile | Word Count | Score | Points | Date |
|---------------------|----------------|--------|------------|-------|--------|-------------|
| Golden Compass, The | Philip Pullman | 930L | 115659 | 100% | 22 | 23 Apr 2014 |

Living among scholars in the hallowed halls of Jordan College, Lyra hears rumours of a magical dust that supposedly possesses powers that can unite whole universes and begins a difficult and dangerous journey to find it.

How it helps:
Students are motivated by seeing their scores and tracking their progress.

Congratulations, Colin

You Passed!

Golden Compass, The by Philip Pullman

10 out of 10 correct 100%

Here is how you rated the book: Loved it!

Here are the comments you made about the book:

This book was so exciting! I loved it.

Done



Using the data:

Who: Students

When: After every Reading Pro 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 Reading Pro 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

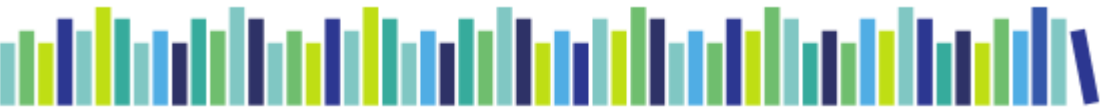
Purpose: This report provides teachers with a comprehensive view of a student's key metrics.

Reading report card

Grade: Year 4 | Class: Class 4A

| | | | |
|----|---|--|-------------|
| 1 | Current Lexile | | 805L |
| 2 | Lexile Growth | | +20L |
| 3 | Date of Last Completed Reading Pro test | | 17 Mar 2014 |
| 4 | Proficiency band | | Proficient |
| 5 | Certificate level | | ★Bronze |
| 6 | # of quizzes passed/attempted | | 29/32 |
| 7 | Average quiz score | | 92% |
| 8 | Average Lexile of quizzes passed | | 676L |
| 9 | Words read | | 779,396 |
| 10 | Quiz points earned | | 185 |
| 11 | Teacher-added points | | 12 |

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: Meet 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 Reading Pro test completed.
- 2) Lexile growth:** The student's growth in Lexile since the beginning of the school year.
- 3) Date of last Reading Pro test:** The date of the last Reading Pro 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 Reading Pro 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 Meets, 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 | 7 View |
|---|----------|--------------|-------------|---------|----------|-----------|
| Golden Compass, The Philip Pullman | 930 | 115659 | 23 Apr 2014 | 10/10 | 22 | Edit Quiz |
| Golden Compass, The Philip Pullman | 930 | 115659 | 23 Apr 2014 | 6/10 | 10 | Edit Quiz |
| Runaway Ralph Beverly Cleary | 890 | 24225 | 21 Apr 2014 | 10/10 | 6 | Edit Quiz |
| Alison's Puppy Marion Dane Bauer | 250 | 1577 | 02 Apr 2014 | 10/10 | 2 | Edit Quiz |
| Charlie Anderson Barbara Abercrombie | 480 | 530 | 02 Apr 2014 | 10/10 | 1 | Edit Quiz |
| Empty Envelope, The Ron Roy | 500 | 6612 | 02 Apr 2014 | 10/10 | 3 | Edit Quiz |
| Alice The Brave Phyllis Reynolds Naylor | 890 | 30396 | 02 Apr 2014 | 10/10 | 7 | Edit Quiz |
| Amazing & Death-Defying Diary Paul Zindel | 970 | 47966 | 02 Apr 2014 | 10/10 | 11 | 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 containing the student's completed quiz.

Data in action:

Regular assessment of independent reading fosters on-task behaviour.

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 the points they receive 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 following completion of 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.

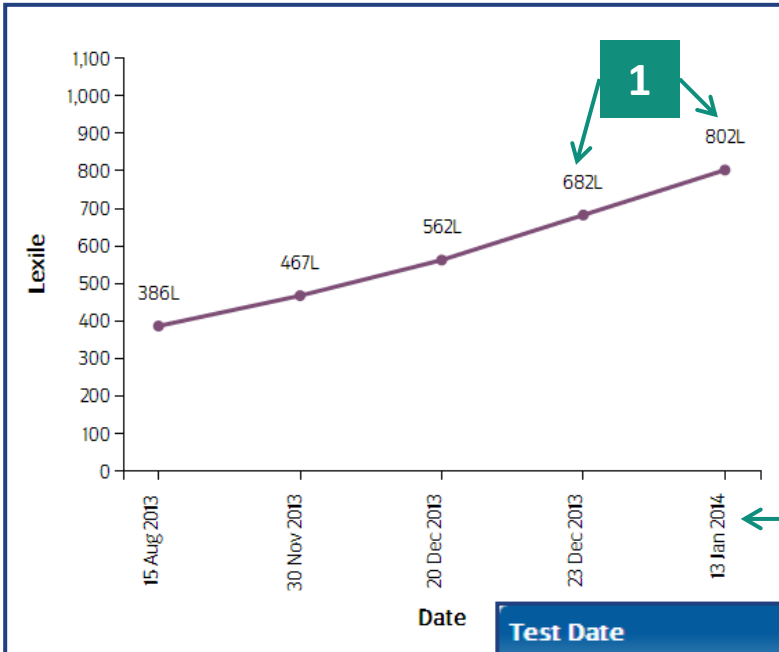


Diana Barry
Grade 1
Class 1A

| 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 Reading Pro 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.

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

Using the data:

Who: Teachers

When: After a student has taken at least two Reading Pro tests

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

Understanding the data:

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

2) Date: This is the date the Reading Pro 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 Reading Pro. The letter suggests ways they can use their child's Lexile measure to choose books for successful independent reading.*



Name: Colin Jenkins
School: Reading Pro Demo School
Grade: Year 4
Class: Class 4A

Date: 24 Apr 2014

Dear Parent or Caregiver,

Colin has completed a classroom-based reading test as part of Scholastic Reading 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 Colin's reading level (Lexile) is in the range of the Lexile level of a book, Colin can read that book with confidence and control. At this target rate of comprehension, material is challenging without being frustrating or boring. This encourages Colin to read more, and reading more in the targeted range will increase his/her Lexile measure, furthering reading skills.

Colin has scored a 805L Lexile measure on the last completed Lexile test. The Lexile reading range for a Year 4 student is 560L - 854L.

Colin may have received a personal list of recommended books that reflects his/her Lexile measure and reading interests. After reading a book, Colin will take a comprehension quiz to see if he/she understood the book. I will keep track of Colin'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 Colin 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 Colin's success. Feel free to contact me with any questions. Thank you for working with me to help Colin read more to achieve more.

Kind regards,
CJ Cregg

How it helps: This letter may be sent at the beginning of the year, after the first Reading Pro test results, to introduce parents to the program and suggest ways they can help with reading at home.

Student award certificate

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



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 Reading Pro test. It includes each passage and all four answer choices, with the student's answer choice and the correct answer choice both indicated. The source of each text extract is also listed.

Scholastic Reading Pro

Student: Colin Jenkins
 Grade: Year 4
 Class: Class 4A
 Test Date: 17 Mar 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 when to skip questions, 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 Reading Pro 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:

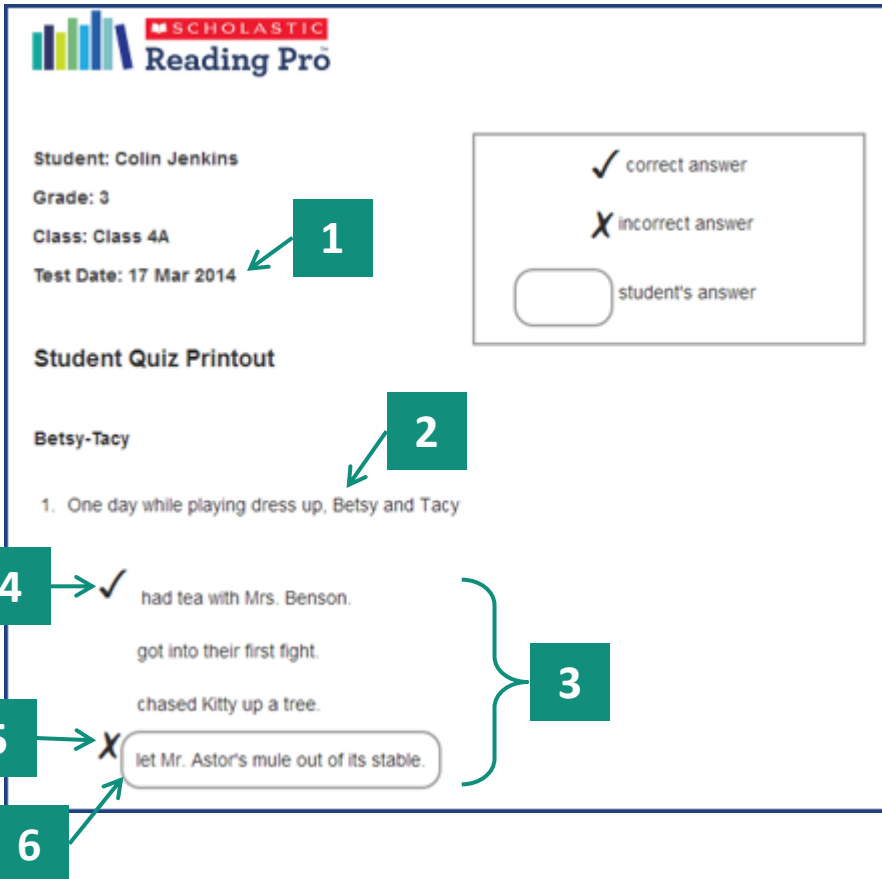
- 1) **Test date:** This is the date of the completed test.
- 2) **Extract:** This is the text extract the student was given.
- 3) **Answer choices:** These are the answer choices.
- 4) **Correct answer:** This is the correct answer.
- 5) **Incorrect answer:** This is the answer the student incorrectly 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: Colin Jenkins
Grade: 3
Class: Class 4A
Test Date: 17 Mar 2014

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 Meets 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:

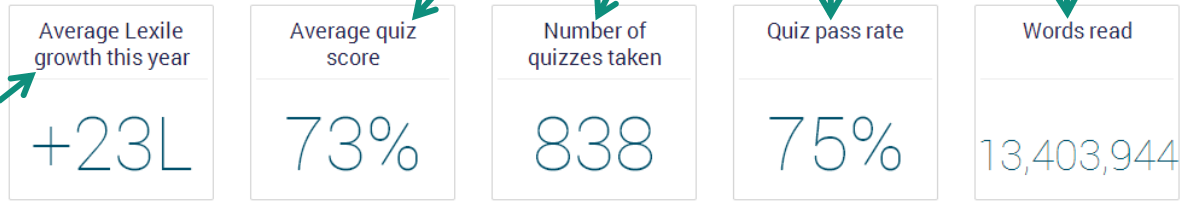
The quiz printout may be used for diagnostic purposes, and teachers may choose to focus on specific weaknesses that individual students may have.

Home dashboard

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

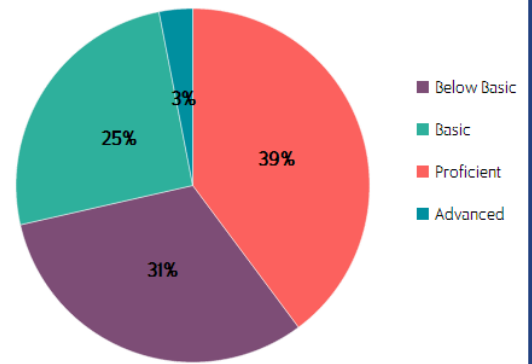
Metrics for Reading Pro Demo School

2013-14 School Year



Lexile growth *i*

Proficiency *i*



How it helps: The dashboard provides an immediate view of how students are performing.

Note: This is the dashboard view for schools that have selected to use the United Kingdom 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) Lexile growth: This report shows average Lexile growth of students over the course of the school year. It compares the students' starting Lexile to their most recent Lexile. See **page 36** for more information on how to use this report. Note: This graph may appear as the Expected growth report if your school is using a benchmark other than the United Kingdom benchmark.

7) Reading proficiency: This report shows the percentage of students in each reading proficiency band. See **page 34** for more information on how to use this report.

Data in action:

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

Visual data provides actionable insights quickly and efficiently.

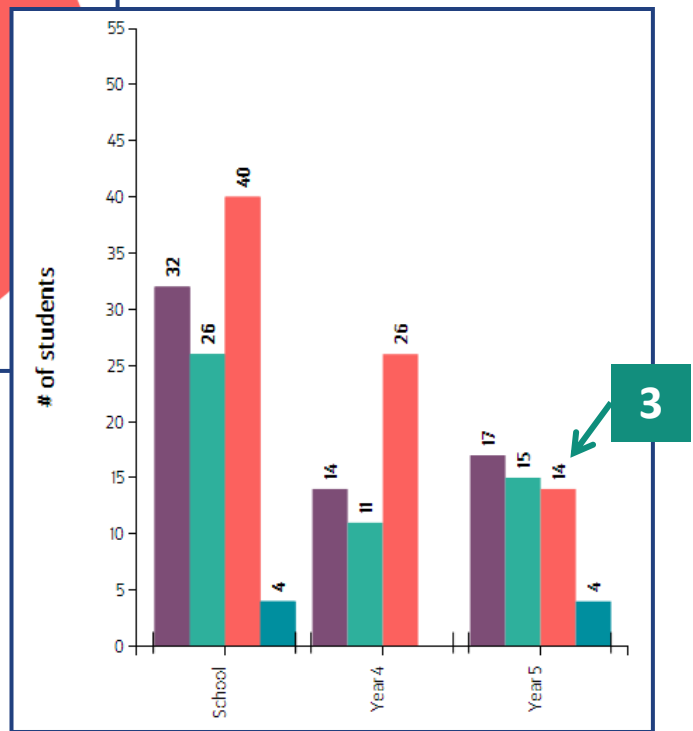
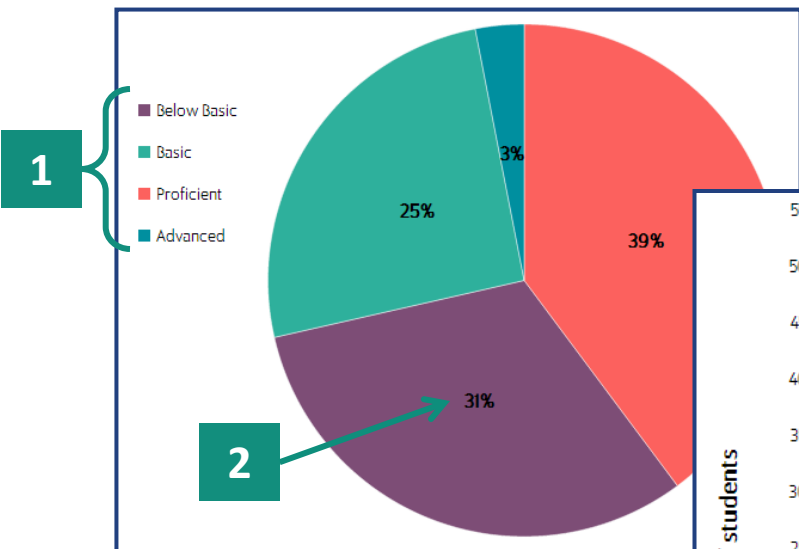
Follow-up:

Identify how students are performing from the graphs and view their detailed quiz and Reading Pro test data by selecting them on the Reports screen so that you can personalise 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 level.



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 level. It may be used to set performance goals and identify strategies for differentiated instruction and resource needs.

| | | Below Basic | Basic | Proficient | Advanced |
|--------|---------------|-------------|-------|------------|----------|
| School | # of students | 32 | 26 | 40 | 4 |
| School | % of students | 31 | 25 | 39 | 3 |
| Year 4 | # of students | 14 | 11 | 26 | 0 |
| Year 4 | % of students | 27 | 22 | 51 | 0 |
| Year 5 | # of students | 17 | 15 | 14 | 4 |
| Year 5 | % of students | 34 | 30 | 28 | 8 |



Using the data:

Who: Group and school leaders

When: After each Reading Pro 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 group. There are four proficiency bands based on the Lexile range of texts that students are expected to read at their year level. These are:

| | |
|--------------------|---|
| Advanced | Reading above the Lexile text level expected for the year level range |
| Proficient | Reading within the year level range |
| Basic | Reading below the year level range |
| Below basic | Reading well below the year 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:

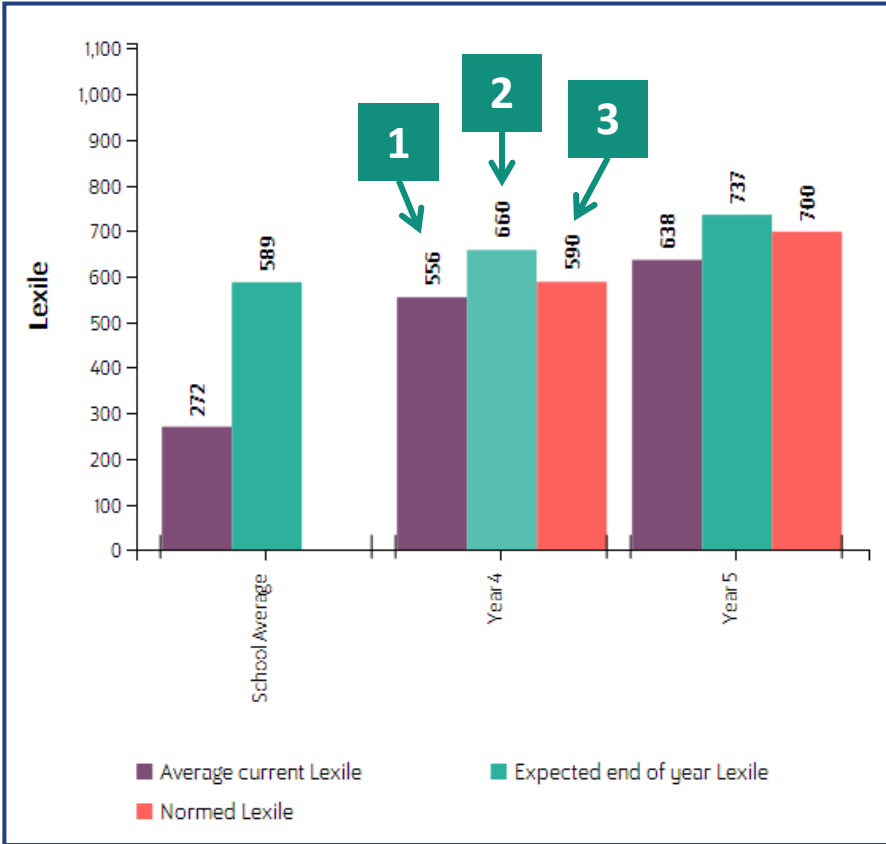
Group students according to proficiency levels and tailor intervention to address specific needs.

Organise 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 end-of-year norm for each year group.



How it helps: This report monitors each year level and class's progress toward their expected end-of-year Lexile.

| | School Average | Year 4 | Year 5 |
|---------------------------------------|----------------|--------|--------|
| Average current Lexile | 272 | 556 | 638 |
| Expected end of year Lexile | 589 | 660 | 737 |
| Variance to expected EOY Lexile | +317 | +104 | +99 |
| Normed Lexile | - | 590 | 700 |
| Variance: Expected EOY Lexile to norm | - | +70 | +37 |

*Note: This report will only display a normed Lexile for schools that have selected to use the Reading Pro Standard Benchmark or the United Kingdom Benchmark.

Using the data:

Who: Group and school leaders

When: After each Reading Pro test administration

How: Meet 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 Reading Pro tests.

2) Expected end-of-year Lexile: This is the average Lexile measure a year 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 group or class's starting average Lexile exceeds the highest expected end-of-year Lexile for its year level, no expected Lexile value will be shown.

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

Data in action:

A Year 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 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 group who started at a higher Lexile. This data is considered valid in other similar multicultural countries in which English is the first language.

Follow-up:

If a year group 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 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 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 programmes.



Lexile growth report

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



Using the data:

Who: Group and school leaders

When: After students in the school have taken at least two Reading Pro 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 groups and classes are demonstrating sufficient growth in students' Lexile measures.

Understanding the data:

1) First test: The average Lexile measure from the first Reading Pro 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 than in upper years.

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 can be measured.

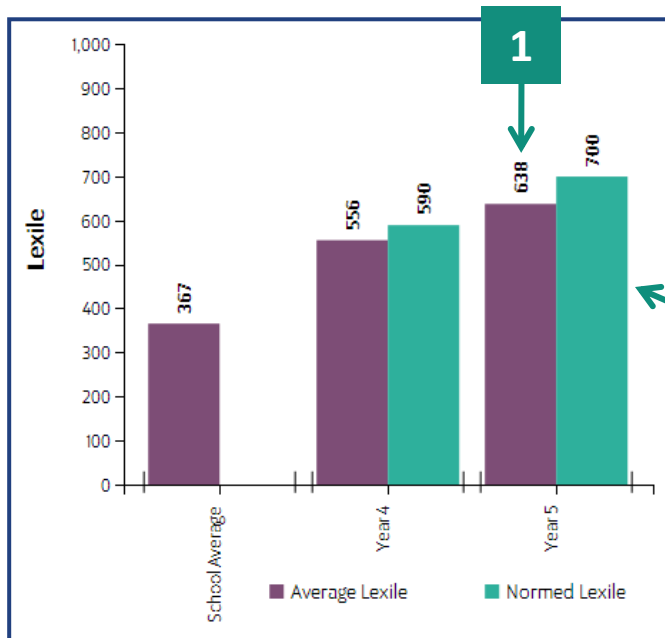
Follow-up:

If a year group 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.

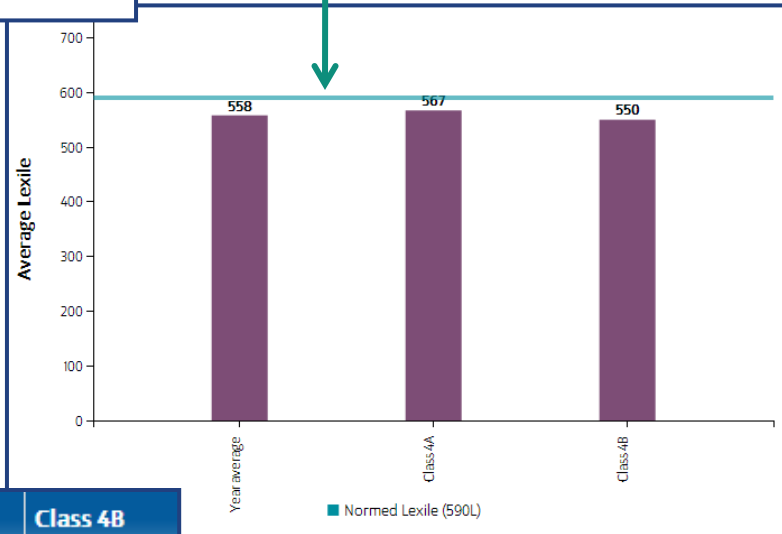
School leaders may also identify year groups or classes that are not showing adequate growth over time and encourage teachers to provide extra help to optimize reading development, as measured by the Reading Pro test.

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 group.



How it helps: This report is used to determine where a year group or class's performance falls with regard to the normed Lexile for its year level.



| | Year average | Class 4A | Class 4B |
|----------------|--------------|----------|----------|
| Average Lexile | 558 | 567 | 550 |
| Normed Lexile | 590 | 590 | 590 |
| Variance | -32 | -23 | -40 |

***Note:** This report will only display a normed Lexile for schools that have selected to use the Reading Pro Standard Benchmark or the United Kingdom Benchmark.

Using the data:

Who: Group and school leaders

When: After each Reading Pro test administration

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

3) Variance: The variance between the average current Lexile and the normed Lexile.

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

For example:

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

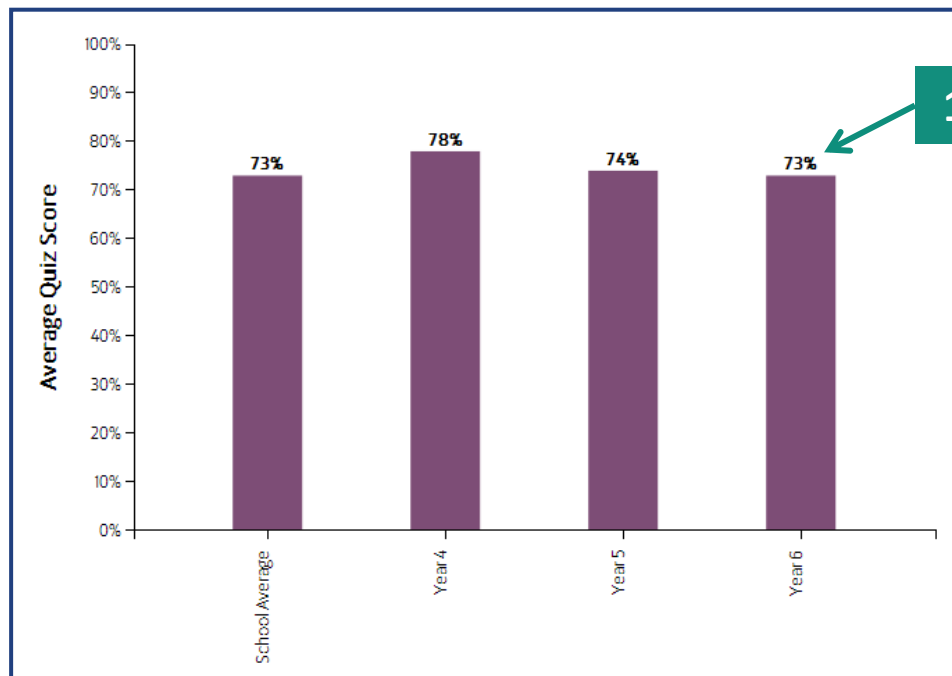
Follow-up:

By identifying how well students are performing relative to the norm, 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.

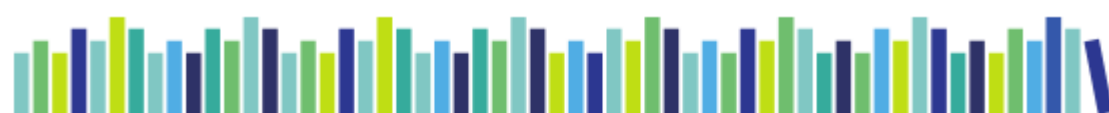
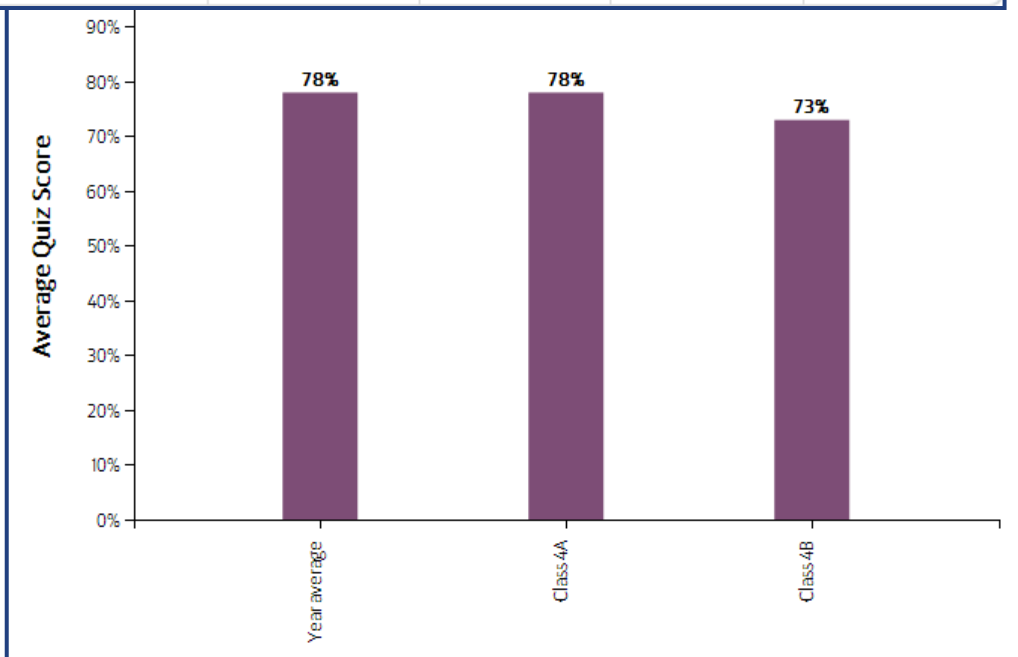


Book comprehension report

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



| | School | Year 4 | Year 5 | Year 6 |
|--------------------|--------|--------|--------|--------|
| Average Quiz Score | 73% | 78% | 74% | 73% |



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:

Year groups or classes with low comprehension averages are likely to be struggling with what they are reading, or not reading with care.

Year groups or classes with higher comprehension averages are able to understand what they read well.

Follow-up:

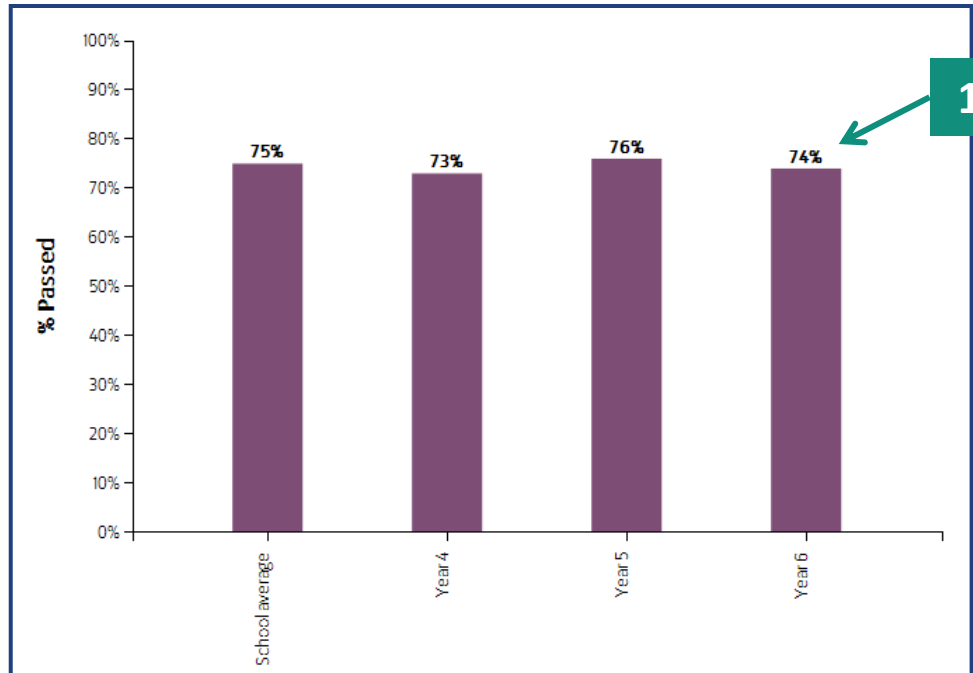
If students in a particular year group or class have low average comprehension results, the school leader may want to encourage the teacher to investigate whether the students are carefully reading the books and taking the quizzes, and whether they are reading books within their Lexile ranges. The teacher may encourage students to read more carefully, or to re-read 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.



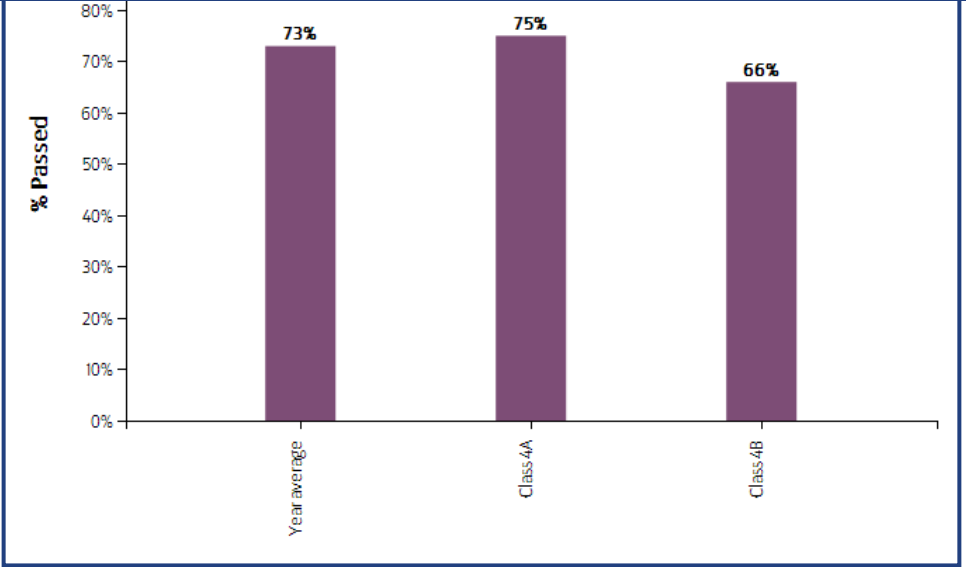
Quiz pass rate report

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



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| | School average | Year 4 | Year 5 | Year 6 |
|-------------|----------------|--------|--------|--------|
| # Attempted | 838 | 23 | 421 | 394 |
| # Passed | 631 | 17 | 322 | 292 |



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.

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.

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

Data in action:

Year groups or classes with low pass rate averages are likely to be struggling with what they are reading, or not reading with care.

Year groups or classes with higher pass rate averages are able to understand what they read well.

Follow-up:

If students in a particular year group 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 re-read the book before retaking the quiz to improve their results. Targeted instruction on specific reading comprehension strategies may be needed.

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