



## READ 180 REPORTS FOR TEACHER DATA NOTEBOOKS

### Progress Monitoring – READ 180 Classroom Reports

Report	When to Run	What to Look For in the Report	Questions To Consider
<b>READ 180 Reading Progress Report (PARG pg. 82)<sup>1</sup></b>	Bi-weekly (can be run cumulatively or by set time periods)	<input type="checkbox"/> <i>Sessions (days on software)</i> : consistency of total sessions across the class <input type="checkbox"/> <i>Average Session Length</i> : 15 – 18 min. <input type="checkbox"/> <i>Sessions Per Segment (reading activities)</i> : between 5 – 10 (more for BR <sup>2</sup> students) <input type="checkbox"/> <i>Comprehension &amp; Vocabulary Scores</i> : should be at least 70%	<ol style="list-style-type: none"> <li>1. What does this data tell you about how each of your students are performing on the software?</li> <li>2. Why are certain students outside the range of expected performance?</li> <li>3. When students' data reflects that they are struggling with the software, what do you do to address that?</li> </ol>
<b>SRI Growth Report (PARG pg. 126)</b>	After each SRI <sup>3</sup> administration	<input type="checkbox"/> Students who gained more than 75 Lexile points = 1 year's growth <input type="checkbox"/> Students who are showing reading gains <input type="checkbox"/> Students who are no longer BR students (above 200 Lexiles) <input type="checkbox"/> Students whose SRI scores dropped more than 20 Lexile points	<ol style="list-style-type: none"> <li>1. What did you do with each student to help prepare for this assessment?</li> <li>2. How many students showed gains? What are you doing to continue moving students' reading levels up?</li> <li>3. When looking at the students whose scores decreased by more than 20 Lexile points, can you explain what caused the drop in score and what would be your instructional next steps?</li> </ol>
<b>Reading Counts Books Read Report (PARG pg. 150)</b>	Monthly	<input type="checkbox"/> Average Lexile of books read should be within approximately 100 points of student's Lexile score <input type="checkbox"/> Students should be consistently reading books throughout the year	<ol style="list-style-type: none"> <li>1. How many students are not reading books at their appropriate level? What are you doing to match books to readers?</li> <li>2. What reading expectations are you setting for your classes and how many of the students on this report are reaching those expectations?</li> <li>3. What happens when students don't meet your reading expectations? What happens when they do?</li> </ol>

#### Administrative SAM Reports for Progress Monitoring:

READ 180 Results Summary Report  
 SRI Proficiency Growth Report or SRI Growth Summary Report  
 Reading Counts Books Read Summary Report

#### Student SAM Reports for Progress Monitoring (for student portfolios):

READ 180 Student Segment Status Report  
 SRI Read For Life Report  
 READ 180 Student Reading Report (or Reading Counts Student Reading Report)

### Driving Instruction – READ 180 Classroom Reports

Report	When to Run	What to Look For in the Report	Questions to Consider
<b>READ 180 Comprehension Skills Report (PARG pg. 76)</b>	Monthly	<input type="checkbox"/> Students who are “flagged” for having less than 70% mastery on a particular reading skill <input type="checkbox"/> Skills that have a high number of students who are not proficient (less than 70% mastery) <input type="checkbox"/> Total number of students struggling with a particular reading skill – skills that have been directly taught during Whole-Group/Small-Group should show fewer total students struggling to master them	<ol style="list-style-type: none"> <li>1. What are some ways you use this data to maximize your instruction?</li> <li>2. What are you doing to help remediate the reading skills where the most students are struggling?</li> <li>3. How does this report inform which print resources you give to different students (in other words, how do you differentiate instruction)?</li> </ol>
<b>SRI Intervention Grouping Report (PARG pg. 130)</b>	After each SRI <sup>3</sup> administration	<input type="checkbox"/> Students moving up from one proficiency band to the next on subsequent SRI tests	<ol style="list-style-type: none"> <li>1. When is the last time you re-grouped your students and how are they currently grouped?</li> <li>2. How did this information factor into how you group your students?</li> <li>3. How is your classroom helping these students move up into higher reading proficiency bands?</li> </ol>
<b>rSkills Summary Skills Report (PARG pg. 176)</b>	<p>Approximately quarterly or by semester (depending on rBook pacing)</p> <p>Administered after every 2 Workshops in rBook</p>	<input type="checkbox"/> Average scores at least 70% mastery <input type="checkbox"/> Reports for both versions of the test (Version A and Version B) should be included	<ol style="list-style-type: none"> <li>1. How do you use this data to make instructional decisions?</li> <li>2. What trends did you notice about your teaching and/or your students’ ability to master the skills you taught during Whole-Group and Small-Group? How will that inform your upcoming instruction?</li> <li>3. How did you determine which students received each version of the test and how do the results from each version impact your instruction?</li> </ol>

#### Footnotes:

1. PARG = Placement, Assessment, and Reporting Guide
2. BR = Beginning Reader (lower than 200 Lexile)
3. SRI is administered 4 times each school year; see testing calendar

#### Student SAM Reports for Driving Instruction (for student portfolio):

READ 180 Student Diagnostic Report  
 SRI Student Action Report  
 Reading Counts Recommended Reading Report