

SCHOLASTIC
LITERACY PRO
Reports Guide
Version 4.0

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Document Version	Note	Date
Version 1.0	First release	September 09, 2016
Version 2.0	Addition of new reports and enhancement of existing	February 24, 2020
Version 3.0	Enhancement of existing reports	March 16, 2021
Version 4.0	New color scheme for existing reports	

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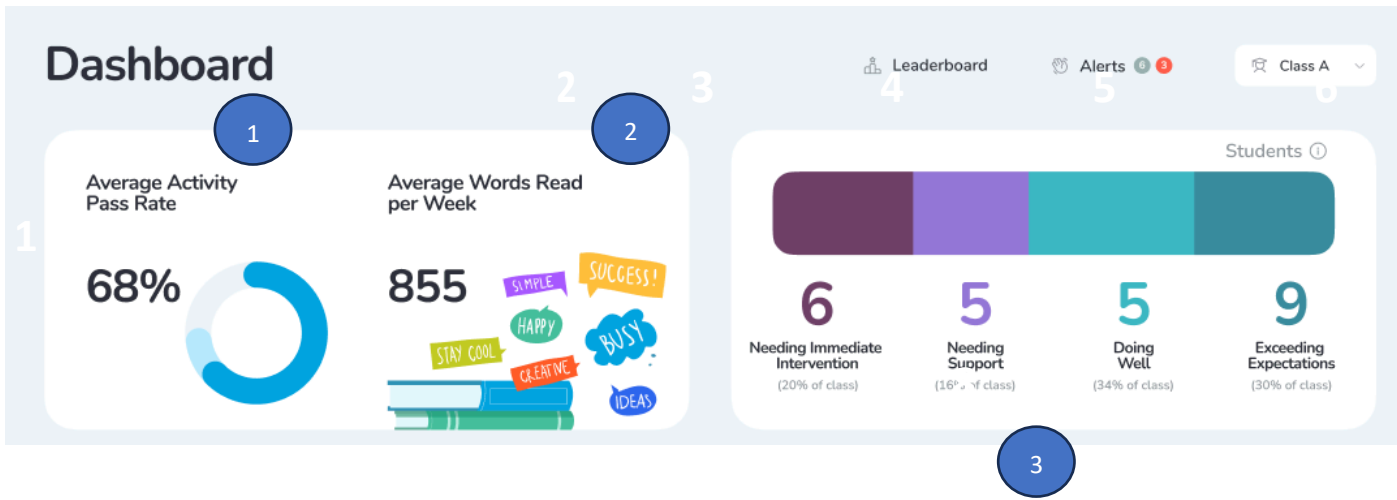
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Dashboard

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



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 Activity Pass Rate: This shows the average activity pass rate of the student in the selected class. If the user has access to only Quizzes, the metric is called Average Quiz Pass Rate. If the user has access to Quizzes and Checkups, the metric is called Average Activity Pass Rate. If the user does not have access to either, this metric is not visible and is replaced.

2) Average Words Read by Student/Week: This is the average words read by all students in the class in the current week.

3) Student Progress Bar: The student progress bar provides data on the following progress benchmarks:

- I. Exceeding expectations
- II. Doing well
- III. Needing support
- IV. Needing immediate intervention

Data in Action:

Through multiple metrics, teachers are given a snapshot of students' reading level and development, as assessed by the LitPro Test and reading comprehension [activities](#).

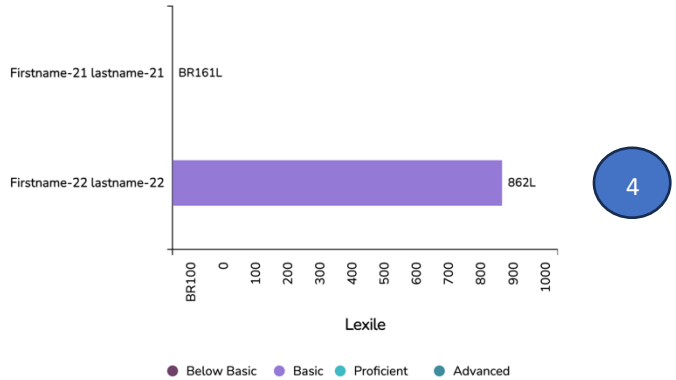
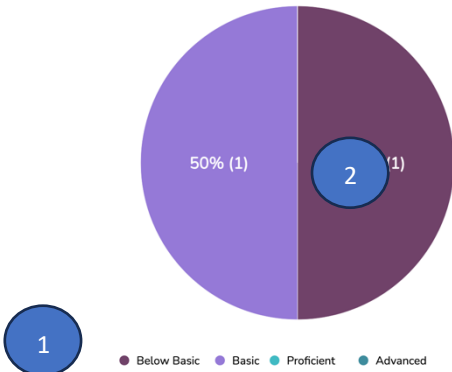
Visual data provides actionable insights quickly and efficiently.

Follow-up:

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

Reading Proficiency Report

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



3

N=2	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
# OF STUDENTS	1	1	0	0
% OF STUDENTS	50%	50%	0%	0%

STUDENT	LEXILE	DATE	PROFICIENCY
FIRSTNAME-21 LASTNAME-21	BR161L	26 Jun 2023	Below Basic
FIRSTNAME-22 LASTNAME-22	862L	09 Jun 2023	Basic

5

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



Forecasting and Differentiated Instruction

Using the Data:

Who: Teachers

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

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

Data in Action:

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

Understanding the Data:

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

These are:

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

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

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

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

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

Follow-up:

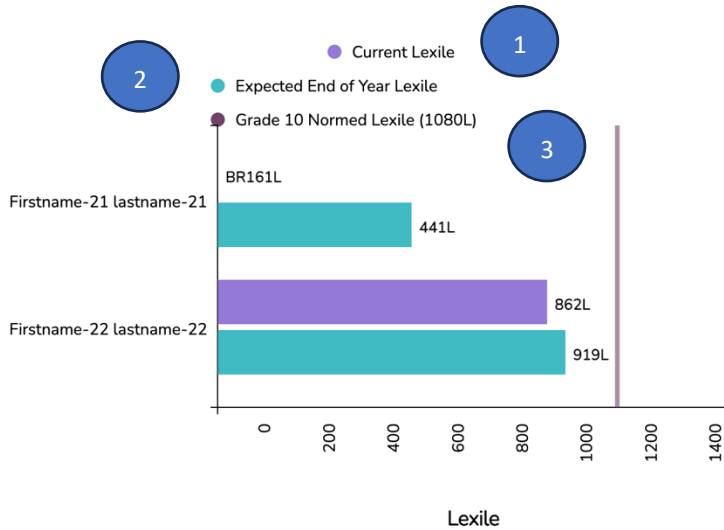
Group students according to proficiency levels and tailor intervention to address specific needs.

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



Expected Lexile Growth Report*

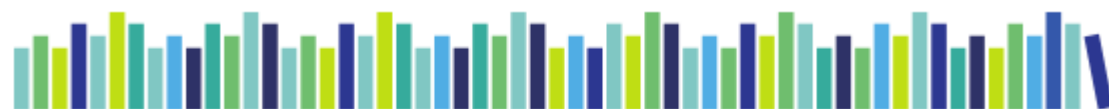
Purpose: This report shows the Lexile growth expected over a school year based on the start-of-year Lexile. It also compares the current and expected ending Lexile measures to the year/grade end-of-year norm.



STUDENT	CURRENT LEXILE	EXPECTED END OF YEAR LEXILE	VARIANCE: EXPECTED EOY LEXILE TO CURRENT LEXILE	VARIANCE: EXPECTED EOY LEXILE TO NORM
FIRSTNAME-21 LASTNAME-21 BR161L	441L	862L	-602	-639
FIRSTNAME-22 LASTNAME-22 862L	862L	919L	-57	-161

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

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



Using the Data:

Who: Teachers

When: After each LitPro 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 LitPro Test.

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

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

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

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

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

Data in Action:

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

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

Behind the Numbers:

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

Follow-up:

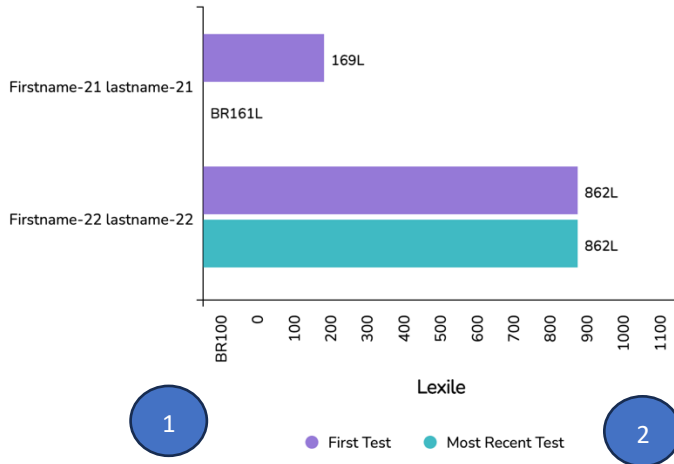
If students are not on track to meet the expected end-of-year goal, or if there is still a gap to reach the norm for their year/grade level, teachers may need to decide on a plan of intervention and support. This may include providing explicit teaching of reading skills and strategies, encouraging them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

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

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

Lexile Growth Report

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



1

2

Class-05

3

4



STUDENT	FIRST TEST DATE	FIRST TEST LEXILE	MOST RECENT TEST DATE	MOST RECENT TEST LEXILE	VARIANCE
FIRSTNAME-21 LASTNAME-21	27 Apr 2023	169L	26 Jun 2023	BR161L	-330
FIRSTNAME-22 LASTNAME-22	09 Jun 2023	862L	09 Jun 2023	862L	0

Tips: This report is used to monitor how student’s reading level is developing over time.



Using the Data:

Who: Teachers

When: After students have taken the LitPro Test at least twice

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

Understanding the Data:

- 1) First Test:** The student's Lexile measure from the first test of the school year.
- 2) Most Recent Test:** The student's Lexile measure from the most recent test taken.
- 3) Test Date:** The date each LitPro Test was completed.
- 4) Variance:** The difference between the student's Lexile measure from the most recent test and the first test. Growth can be positive or negative.

Data in Action:

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

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

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

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

Follow-up:

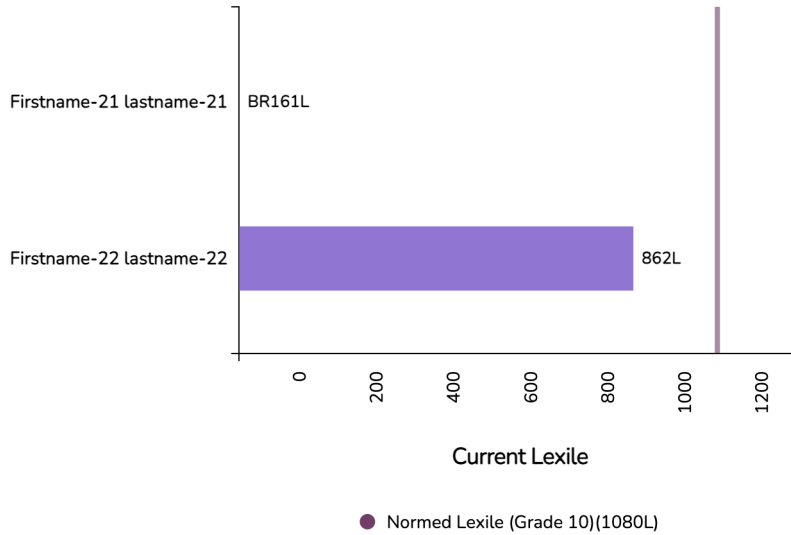
If a group of students is showing significant growth, teachers may acknowledge the success, determine which strategies may have led to that success, and incorporate any appropriate methods to help other students.

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

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

Lexile Compared to Norm Report*

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



STUDENT	1	CURRENT LEXILE	NORMED LEXILE	2	VARIANCE (TO NORM)	3
FIRSTNAME-21 LASTNAME-21		BR161L	1080L		-1241	
FIRSTNAME-22 LASTNAME-22		862L	1080L		-218	

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

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



Using the Data:

Who: Teachers

When: After each LitPro Test administration

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

Understanding the Data:

- 1) Current Lexile:** The student’s Lexile measure from the most recent test.
- 2) Normed Lexile:** The average (50% percentile) end-of-year Lexile for students in a particular year/grade level.
- 3) Variance (to norm):** The variance between the student’s current Lexile and the year/grade norm.

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

Data in Action:

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

For example:

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

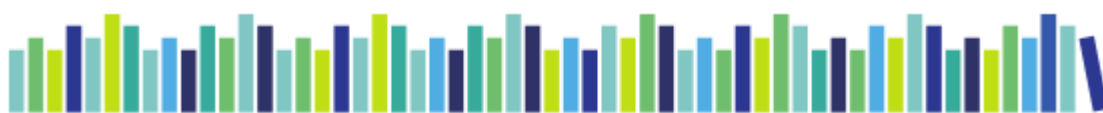
When compared to the end-of-year norm of 590L, the teacher is able to see that this student is currently performing well below the norm.

Behind the Numbers:

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

Follow-up:

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

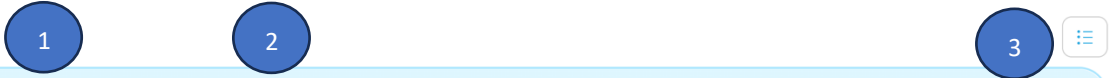
Class Lexile History Report

2022 - 2023 School Year



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

All Tests Assigned Tests
Class-05



	TEST 1 DATE	TEST 1 LEXILE	TEST 2 DATE	TEST 2 LEXILE	TEST 3 DATE	TEST 3 LEXILE	TEST 4 DATE	TEST 4 LEXILE	TEST 5 DATE	TEST 5 LEXILE	TEST 6 DATE	TEST 6 LEXILE	VARIANCE
FIRSTNAME-21 LASTNAME-21	27 Apr 2023	169L	29 May 2023	BR40L	26 Jun 2023	BR135L	26 Jun 2023	BR157L	26 Jun 2023	BR164L	26 Jun 2023	BR161L	-330
FIRSTNAME-22 LASTNAME-22	09 Jun 2023	862L											0

Using the Data:

Who: Teachers

When: After each LitPro Test administration

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

Understanding the Data:

- 1) Test Date:** The test date of the student's Lexile.
- 2) Test Lexile:** The student's Lexile measure from that test date.
- 3) Variance:** The variance between the student's first and most recent tests of the school year.

Data in Action:

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

Follow-up:

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



Alerts

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

The screenshot shows the LitPro Dashboard interface. At the top, there is a navigation bar with the LitPro logo and menu items: Dashboard, Library, Assessment, Reports, and Settings. On the right side of the navigation bar, there are icons for a heart, a bell, and a user profile. Below the navigation bar, the main heading is "Dashboard". To the right of the heading, there is an "Alerts" button with a notification icon and a "Class A" dropdown menu. Below this, a red alert bar states: "30 students have no lexile measure yet." Below the alert bar, a rounded rectangular box contains the text: "Get your students to take the LitPro Test to effectively measure their reading progress!" with a circular icon on the right.

The screenshot shows the LitPro Reports page for Class-05. At the top, there is a navigation bar with the LitPro logo and menu items: Dashboard, Library, Assessment, Reports, and Settings. On the right side of the navigation bar, there is a user profile icon. Below the navigation bar, the main heading is "Reports / Class-05". To the right of the heading, there is an "Add Activity" button and a dropdown menu. Below the heading, there is a "Classes" tab and a "Grades" tab. Under the "Classes" tab, there is a search bar labeled "Enter a Class or Student:" with the text "Search for class or student" and a magnifying glass icon. Below the search bar, there is a "My Students:" section with a list of students: "LP and LPL MVP", "l@#123", "1", "9", "12", "asd", "Class-01", "Class-02", and "Class-03". To the right of the search bar, there is a "12 Reports" section with an "Alerts" button and a list icon. Below the "12 Reports" section, there is a notification bar that says: "We detected some changes in school data. We are recalculating the reports." Below the notification bar, there are two report cards. The first report card is titled "Certificates Report" and has a star icon. It says: "This report shows which certificates students have earned and when. It provides a snapshot into how students are progressing in their reading." and has a "View Report" button. The second report card is titled "Lexile Growth Report" and has a line graph icon. It says: "This report compares each student's Lexile from the first test of the school year to the most recent test, to track progress over the course of the year." and has a "View Report" button.

Click on the Alert Bar on the dashboard and Reports Page to view alert reports of that class.



Alert Report

This report shows you student performance/activity outside of the usual range of expectation.

Class A

STUDENT NAME	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	SCORED BELOW 70% ON LAST 3 QUIZZES	SCORED BELOW 70% ON LAST 3 QUIZZES	REQUIRED 3 OR MORE ATTEMPTS TO PASS QUIZ
STUDENT NAME 1	ⓘ	ⓘ			ⓘ		ⓘ
STUDENT NAME 1			ⓘ			ⓘ	

- Click on ⓘ to see what action to take for an alert. Each alert provides specific actions that can be taken to help students.
- Clicking on ⋮ will provide details specific to the student against whom the alert was triggered. Based on the type of alert, details may include the student's latest quiz activity and a personalized action that should be taken by the student.

Using the Data:

Who: Teachers

When: As appropriate

How: Monitor student participation or difficulty

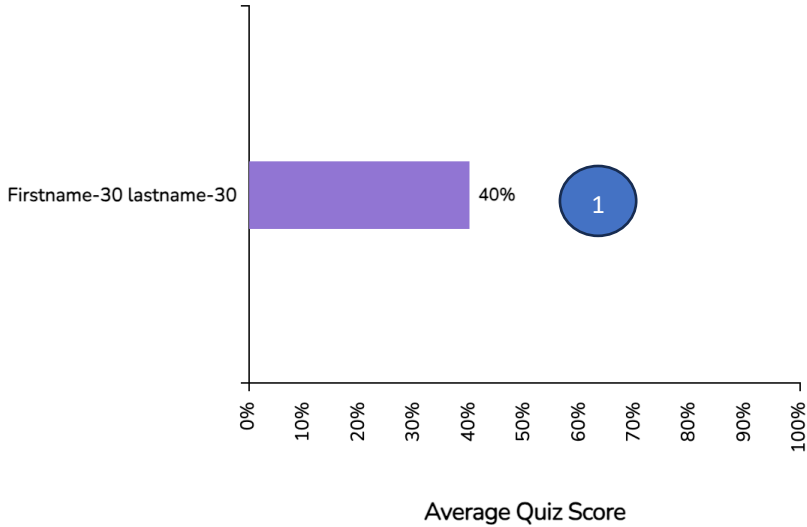
How It Helps: This report provides timely alerts to teachers so that they can understand performance abnormalities of the students and take necessary actions.

Alert	Alert 1	Alert 2	Alert 3	Alert 4	Alert 5	Alert 6	Alert 7
Alert Description	Hasn't taken a quiz in 14 days	Required 3 or more attempts to pass quiz	Scored below 70% on last 3 different 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 their Lexile	Incomplete Test
Objective	Monitor lapses in quiz taking behavior	Monitor students' challenges with a quiz	Monitor students' challenges with the reading level ... >3 diff quizzes	Monitor students' ability to read within their Lexile range [+50L / -50L]	Monitor if student is sufficiently challenged	Monitor if student is consistently reading books that are too easy	Incomplete Test
Alert Trigger	Alert appears if it has been >14 days since a student attempted a quiz in a school year. [Provision: if student has never attempted a quiz, the alert appears if it has been > 14 days since student first logs in.]	Alert appears if a student attempts a quiz at least 3 times, even if the student passes on or after 3rd attempt.	Alert appears if a student scores <70% on at least 3 consecutive different quizzes.	Alert appears if students has not passed at least 5 quizzes above the student's Lexile in the last 10 different quizzes taken (recent 10 quizzes). [Even if the Lexile level is 1L above the student's Lexile]	Alert appears if students has passed at least 3 quizzes in the last 5 different quizzes taken that are >50L above the student's Lexile level (all quizzes considered must be >50L above student's Lexile level)	Alert appears if students attempted (doesn't matter pass or fail) at least 3 quizzes that are <100L below the student's Lexile level in the last 5 different quizzes taken (recent 5 quizzes)	If the student has taken a LitPro test but not completed it.
Alert will disappear	when student takes a quiz	once student passes at least 5 consecutive quizzes on the first 2 attempts	if at least 1 out of the last 3 different quizzes taken >70% (that is, the student scores > 70% in at least 1 out of last 3 different quizzes taken)	once student failed less than 5 quizzes above the student's Lexile in the last 10 different quizzes taken.	if student has not passed at least 3 quizzes in the last 5 different quizzes taken that are >50L above the student's Lexile level (all quizzes considered must be >50L above student's Lexile level) – this means the student should not be reading at a higher level	if student has attempted (doesn't matter pass or fail) 2 or less quizzes that are <100L below the student's Lexile level in the last 5 different quizzes taken (recent 5 quizzes)– this means the student is reading at a suitable level	once student has completed the LitPro test



Book Comprehension Report

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



Class-06

1



STUDENT	AVERAGE QUIZ SCORE
FIRSTNAME-30 LASTNAME-30	40%

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



Independent Reading

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.

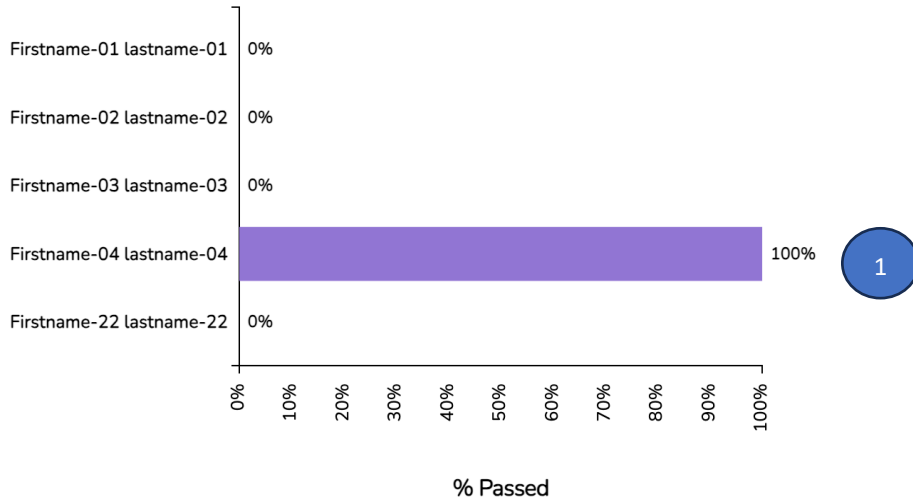
The teacher may encourage students to read more carefully, or to reread the book before retaking the quiz to improve their results. Targeted instruction on specific reading comprehension strategies may be needed.

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

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

Quiz Pass Rate Report

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



STUDENT NAME	# ATTEMPTED	# PASSED
FIRSTNAME-01 LASTNAME-01	1	0
FIRSTNAME-02 LASTNAME-02	3	0
FIRSTNAME-03 LASTNAME-03	1	0
FIRSTNAME-04 LASTNAME-04	1	1
FIRSTNAME-22 LASTNAME-22	4	0

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



Using the Data:

Who: Teachers

When: Once or twice a month

How: 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 reread the book before retaking the quiz to improve their results. Targeted instruction on specific reading comprehension strategies may be needed.

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

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


My Results

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

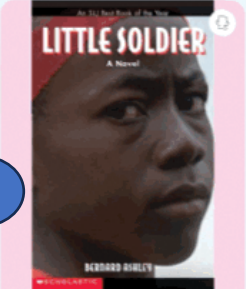
My Results

Level 10 451L - 500L	Time Spent Reading 4h 14m	Words Read 2620	Books Read 15	Quizzes Passed 18	Average Quiz Score 61%	Certificate Tier BLUE
1	2	3	4	5	6	7


2022 - 2023 School Year



The Boy At the Back of the Class
Scholastic Editors
Lexile: 1550L / Word Count: 782
Earned: 15
Type: Quiz
Date: 18 Jul 2022
15%
Read



Little Soldier
Scholastic Editors
Read Quiz



DO PENGUINS GET FROSTBITE?
Scholastic Editors
Read Quiz

2022 - 2023 School Year

- Print My Results
- Print All My Comments
- Print Award Certificate

Using the Data:

Who: Students

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

How: Monitor comprehension success and reading development

Understanding the Data:

- 1) **My Lexile:** The student's current Lexile measure, based on the last LitPro Test completed.
- 2) **Time Spent Reading:** The amount of time the student has spent reading eBooks in Literacy Pro.
- 3) **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 or read the book if the student does not have a subscription to quizzes.
- 4) **Books Read:** The total number of books read.
- 5) **Quizzes Passed:** The number of book quizzes the student has passed.
- 6) **Average Quiz Score:** The student's average score of all book quizzes taken during the current school year.
- 7) **Certificate Tier:** 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 page.
- 8) **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.
- 9) **Print Award Certificate:** This opens the student's certificate in a new window, where the student can print it.

- 10) **Title:** The title of the book for which the student has taken a quiz.
- 11) **Author:** The author of the book which the student has taken the quiz on.
- 12) **Lexile:** The Lexile measure associated with the book for which the student has taken a quiz.
- 13) **Word Count:** The word count of the book for which the student has taken a quiz.
- 14) **Score:** The student's score from his/her latest attempt of the book quiz.
- 15) **Points:** The number of points the student earned for passing the book quiz.
- 16) **Date:** The date on which the student took this book's quiz.
- 17) **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

<div style="border: 1px solid #add8e6; border-radius: 15px; padding: 10px; background-color: #e6f2ff;"> <div style="text-align: center; margin-bottom: 5px;"> 1</div> <p style="text-align: center;">Current Lexile</p> <h2 style="text-align: center; margin: 10px 0;">429L</h2> <p style="text-align: center; font-size: small; color: #c00000;">Lexile Growth -202L ↓</p> </div>	<div style="border: 1px solid #add8e6; border-radius: 15px; padding: 10px; background-color: #e6f2ff;"> <div style="text-align: center; margin-bottom: 5px;"> 2</div> <p style="text-align: center;">Proficiency Band</p> <h2 style="text-align: center; margin: 10px 0;">Basic</h2> </div>	<div style="border: 1px solid #add8e6; border-radius: 15px; padding: 10px; background-color: #e6f2ff;"> <div style="text-align: center; margin-bottom: 5px;"> 3</div> <p style="text-align: center;">Certificate Level</p> <h2 style="text-align: center; margin: 10px 0;">-</h2> </div>	<div style="border: 1px solid #add8e6; border-radius: 15px; padding: 10px; background-color: #e6f2ff;"> <div style="text-align: center; margin-bottom: 5px;"> 5</div> <p style="text-align: center;">Average Quiz Score</p> <h2 style="text-align: center; margin: 10px 0;">23%</h2> </div>						
<div style="border: 1px solid #add8e6; border-radius: 15px; padding: 10px; background-color: #e6f2ff;"> <div style="text-align: center; margin-bottom: 5px;"> 8</div> <p style="margin: 0;">Date of Last Completed LitPro Test 23 Jan 2023</p> <p style="margin: 0;"># of Activity Passed/Attempted 8/12</p> <p style="margin: 0;">Grade 1</p> <p style="margin: 0;">Class A</p> </div>	<div style="border: 1px solid #add8e6; border-radius: 15px; padding: 10px; background-color: #e6f2ff;"> <div style="text-align: center; margin-bottom: 5px;"> 9</div> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Average Lexile of Activity Passed</td> <td style="text-align: right;">202L</td> </tr> <tr> <td>Words Read</td> <td style="text-align: right;">20193</td> </tr> <tr> <td>Quiz Points Earned</td> <td style="text-align: right;">201</td> </tr> <tr> <td>Teacher-Added Points</td> <td style="text-align: right;">50</td> </tr> </table> </div>	Average Lexile of Activity Passed	202L	Words Read	20193	Quiz Points Earned	201	Teacher-Added Points	50
Average Lexile of Activity Passed	202L								
Words Read	20193								
Quiz Points Earned	201								
Teacher-Added Points	50								



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 LitPro Test completed.
- 2) Proficiency Band:** This shows which proficiency band the student falls into, based on the Lexile measure from the last completed LitPro Test.
- 3) 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.
- 4) # of Quizzes Passed/Attempted:** The number of book quizzes the student has passed vs. the number of book quizzes the student has attempted.
- 5) Average Quiz Score:** The student's average score of all book quizzes taken during the current school year.
- 6) Average Lexile of Quizzes Passed:** The average Lexile measure of books which the student has taken the quizzes on.
- 7) Points Earned:** The total number of points the student has earned from passing book quizzes.
- 8) Lexile Growth:** The student's growth in Lexile since the beginning of the school year.
- 9) Date of Last LitPro Test:** The date of the last LitPro Test the student completed.
- 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) Teacher-Added Points:** The total number of teacher-added points the student has earned.

Follow-up:

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

Student Activities

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

Student Activities

Add Activity
View All Comments

2022 - 2023 School Year

1

2

3

4

5

6

7

Title/Author	Lexile	Word Count	Date	Score	Points i	View
Last December - Matt Beam Grade : Grade 10 Class : Class-01, Class-05	1750L	46450	02 Jun 2023	0/10	Edit	+ - 🗑️
Last December + Matt Beam	1750L	46450	02 Jun 2023	0/10	Edit	+ - 🗑️
Last December + Matt Beam	1750L	46450	02 Jun 2023	0/10	Edit	+ - 🗑️
Last December + Matt Beam	1750L	46450	02 Jun 2023	0/10	Edit	+ - 🗑️

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.

Data in Action:

Regular assessment of independent reading fosters on-task behavior.

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

Understanding the Data:

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

Follow-up:

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

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

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

View All Comments

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

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

SCHOLASTIC LITERACY PRO

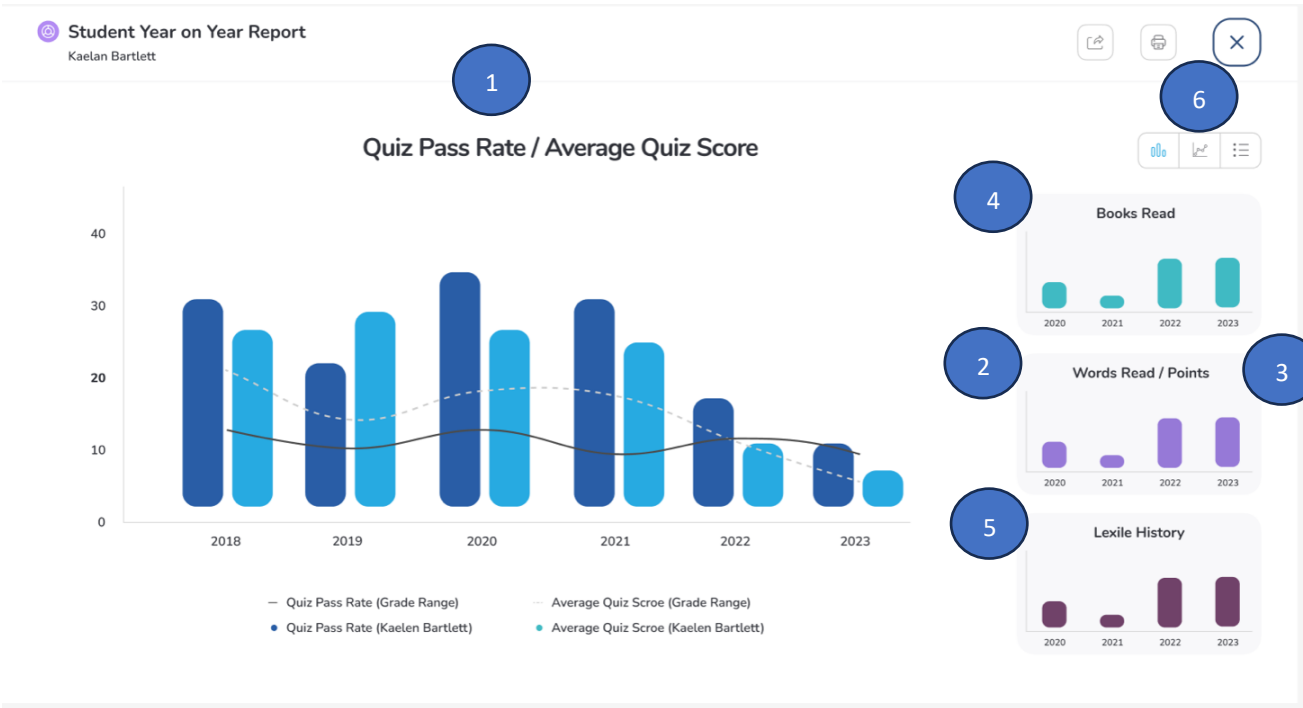
Grade 1
Class 1A

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 Year on Year Report

Purpose: This report shows Lexile History, Words Read/Points Earned, Books Read, and Quiz Pass Rate/Average Quiz Score for the student over multiple years.



How It Helps: This report is useful to track a student’s performance over multiple years and for planning any necessary interventions.

Using the Data:

Who: Teacher

When: After a student has taken some quizzes and the LitPro Test

How: Monitor growth rates to see if the student is making steady progress over multiple years

Student Year on Year Report: Firstname-21 lastname-21
This report shows Lexile History, Words Read, Books Read, and Quiz pass rate for the student over multiple years.

YEARS	LEXILE	WORDS READ	POINTS	BOOKS READ	QUIZ PASSED (%)	QUIZ ATTEMPTED	QUIZ PASSED	AVERAGE QUIZ SCORE (%)
2022	BR	0	0	0	0	0	0	0
2013	100L	0	0	0	0	0	0	0
2011	90L	0	0	0	0	0	0	0
2010	70L	0	0	0	0	0	0	0
6	545L	0	0	0	0	0	0	0
5	1309L	0	0	0	0	0	0	0



Data in Action: This report shows student's year on year performance in all areas.

Understanding the Data:

1) Quiz Pass Rate/Average Quiz Score

- **Quiz Pass Rate (Student):** The pass rate is calculated by dividing the number of passed book quizzes by the number of attempted book quizzes.
 - **Number of Attempted Book Quizzes:** The number of book quizzes attempted by the student.
 - **Number of Passed Book Quizzes:** The number of book quizzes passed by the student.
- **Average Quiz Score (Student):** The average score of all book quizzes the student has taken in a school year.
- **Quiz Pass Rate (Grade):** The pass rate is calculated by dividing the number of passed book quizzes by the number of attempted book quizzes in that grade.
 - **Number of Attempted Book Quizzes:** The number of book quizzes attempted by all the students in that grade.
 - **Number of Passed Book Quizzes:** The number of book quizzes passed by all the students in that grade.
- **Average Quiz score (Grade):** The average score of all book quizzes that students of that grade have taken in a school year.

2) Words Read:

- **Words Read (Student):** The total number of words of all books for which the student has passed the quizzes in the school year.
- **Words Read (Grade Average):** The average number of words of all the books for which students in that grade have passed the quizzes in the school year.

3) Points Earned

- **Points earned (Student):** The total number of points the student earned for passing all the book quizzes in a school year.
- **Points earned (Grade Average):** The average number of points the students in that grade earned for passing the book quizzes in a school year.

4) Books Read:

- **Books Read (Student):** The total number of book quizzes that the student has passed in a school year.
- **Books Read (Grade Average):** The average number of book quizzes that the students in the grade have passed in a school year.

5) Lexile History:

- **Current Lexile:** This is the Lexile measure of the student based on the last LitPro Test taken in a school year.
- **Normed Lexile:** This is the normed end-of-year Lexile for the year/grade level of the student.



6) Normalized Report:

Analyze all key metrics for the student over the years in this easy-to-read normalized view. This report normalizes data for the different metrics and puts them on a single graph using a common axis, making it easy to spot trends and identify anomalies over multiple years of use of Literacy Pro.

Student Year on Year Report: Cristiano Raul Aguilar Flores

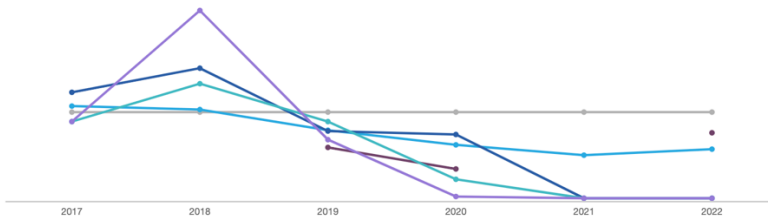
This report shows Lexile History, Words Read, Books Read, and Quiz pass rate for the student over multiple years.



Normalized Report

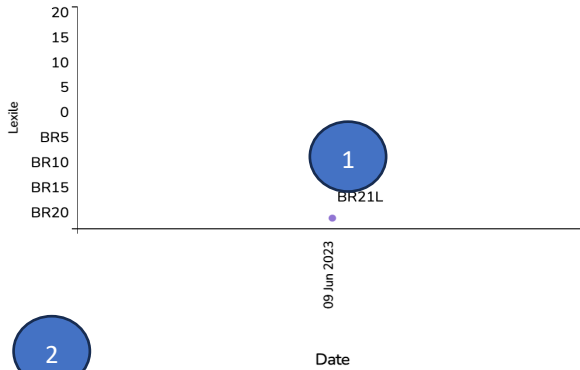
The indicators are plotted in relation to the normalized grade average. This reference eliminates the units of measurement and enables for trend comparison among the indicators.

Words Read Books Read Quiz Pass Rate
Average Quiz score Lexile History Normalized Grade Average



Student Lexile History Report

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



2

TEST DATE	LEXILE	GRADE	CLASSES
09 JUN 2023	BR21L	Grade 4	Class-01,Class-03

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

Using the Data:

Who: Teachers

When: After a student has taken the LitPro Test at least twice

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

When: After a student has taken the LitPro Test at least twice

Understanding the Data:

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

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

Data in Action:

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

Follow-up:

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



Parent Letter

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

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



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

Date: 13 Jan 2023

Dear Parent or Caregiver,

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

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

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

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

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

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

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

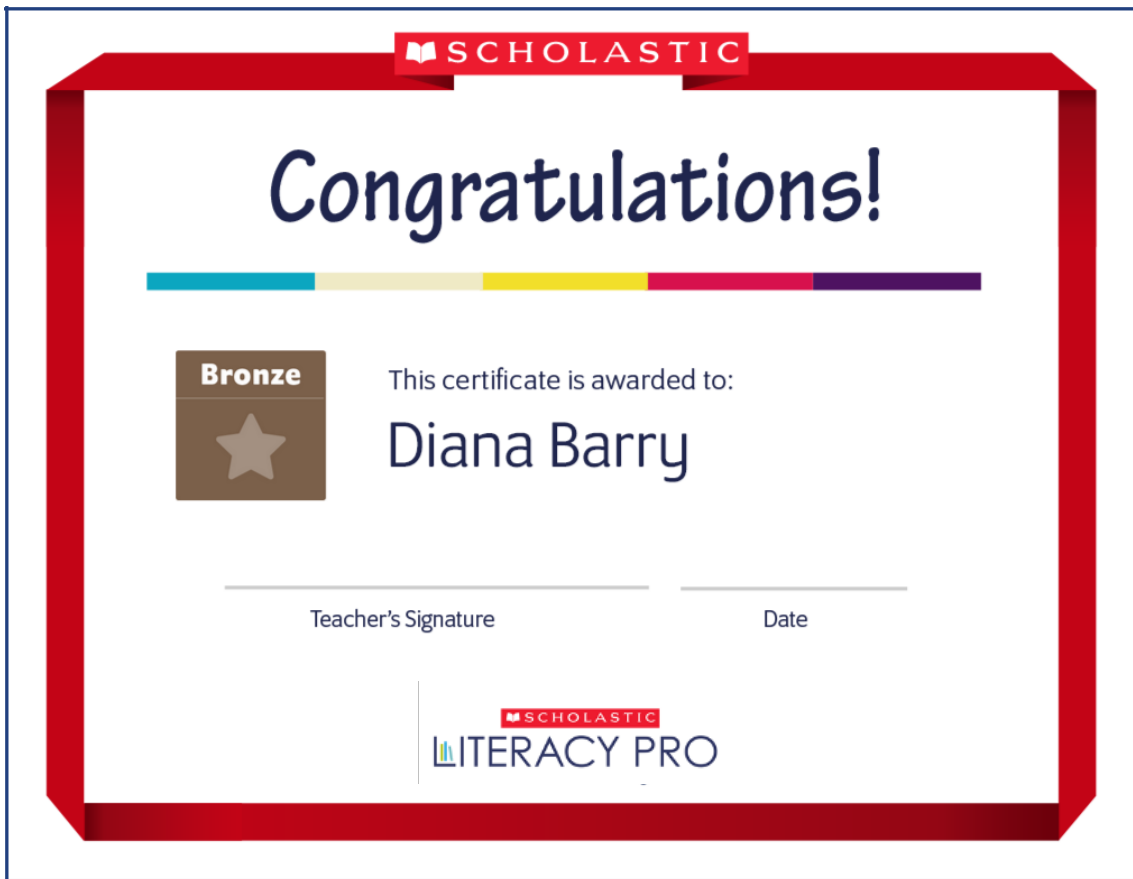
Your involvement is critical to Diana's success. Feel free to contact me with any questions. Thank you for working with me to help Diana read more to achieve more.

Kind regards,
Emily Gilmore



Student Award Certificate

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



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



Student Test Printout

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

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LITERACY PRO

Student: Ander Apaez Pedraza
 Grade: Grade 5
 Class: 5A
 StartDate: 27 Jun 2023
 EndDate: 27 Jun 2023
 Duration: 00:02:44

4

✓ correct answer

✗ incorrect answer

student's answer

5

Student Test Printout

2 1. Now it was Sunday. I'd spent all morning throwing things into two suitcases, a garment bag, and a backpack. No one was helping me.
I _____ myself.

- hurt
- drew
- 6 packed
- saw

3

Source: Martin, Ann M. THE BABY-SITTERS CLUB(®): JESSI'S BIG BREAK. New York: Scholastic Inc., 1998.

7

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 answered wrongly.

Data in Action: Use test results to discuss test-taking strategies such as using skips, avoiding fatigue by exiting the test and resuming the next day, and best practices for answering multiple choice questions.

Who: Teachers

When: After a LitPro Test administration with a result that seems unclear

How: Review the questions that were answered incorrectly to determine where the student had difficulty answering questions

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

Follow-up:

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



Student Quiz Printout

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



Student: Ander Apaez Pedraza
 Grade: Grade 5
 Class: 5A
 Test Date: 06 Jul 2023



Student Quiz Printout

Secret Of The Pyramid



1. When Corina and Zack met her, Zia used her cellular phone to call

the guards.

Claire.

the museum.

her assistant.



✓ correct answer
 ✗ 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 that can be used for diagnostic purposes. Teachers may choose to focus on specific problems students have.

Using the Data:

Who: Teachers

When: After a student has not passed a book quiz

How: Schedule one-on-one meetings 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.

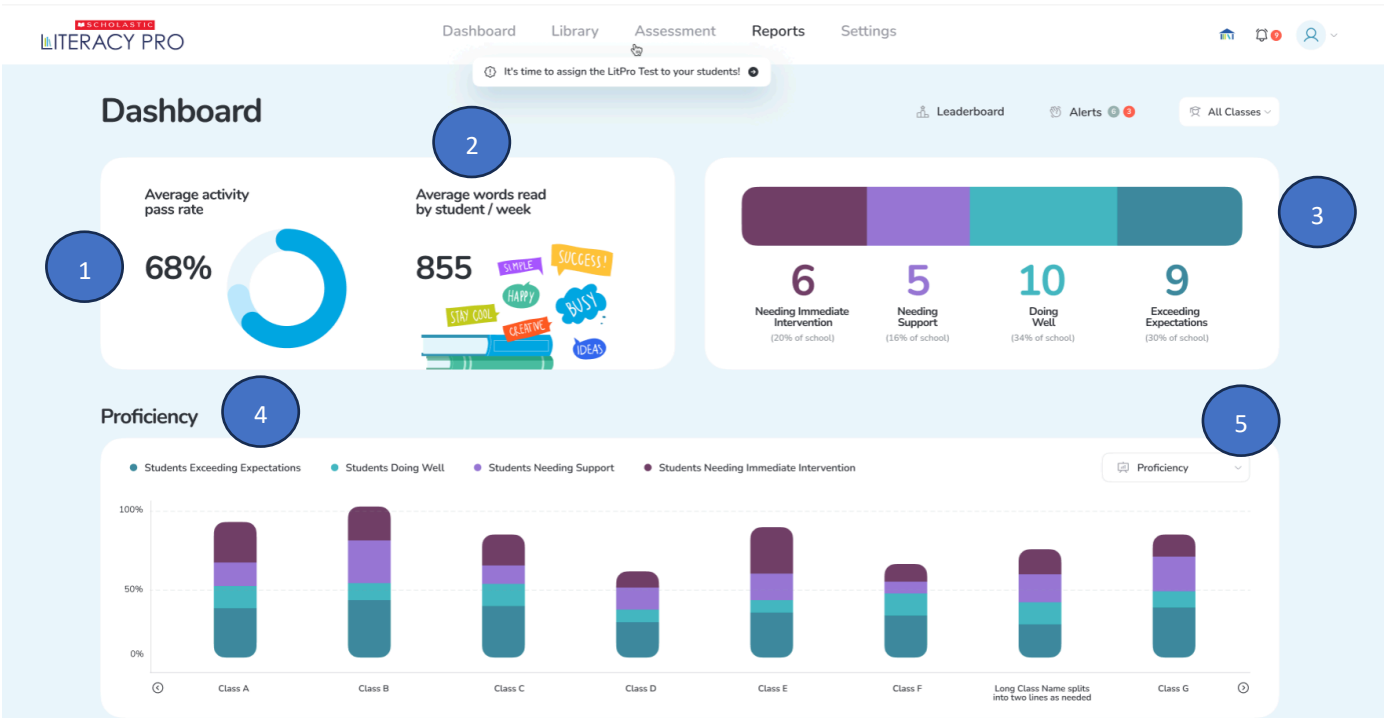
Follow-up:

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



Dashboard

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



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



Using the Data:

Who: Group and school leaders

When: Monthly

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

Understanding the Data:

1) Average Activity Pass Rate: This shows the average activity pass rate of the student in the selected grade/school. If user has access to only Quizzes, the metric is called Average Quiz Pass Rate. If the user has access to Quizzes and Checkups, the metric is called Average Activity Pass Rate. If the user does not have access to either, this metric is not visible and is replaced.

2) Average Words Read by Student/Week: This is the average words read by all students in the class in the current week.

3) Student Progress Bar: The student progress bar consists of the following categories:

- I. Students exceeding expectations
- II. Students doing well
- III. Students needing support
- IV. Students needing immediate intervention

4) Class Activity Report: The report consists of six different charts which included: Proficiency, Lexile, Activity Pass Rate, Activity Score, Number of Activities, and Words Read.

5) Proficiency: This measures the student's literacy proficiency. Using the dropdown menu would bring the user to other charts.

Data in Action:

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

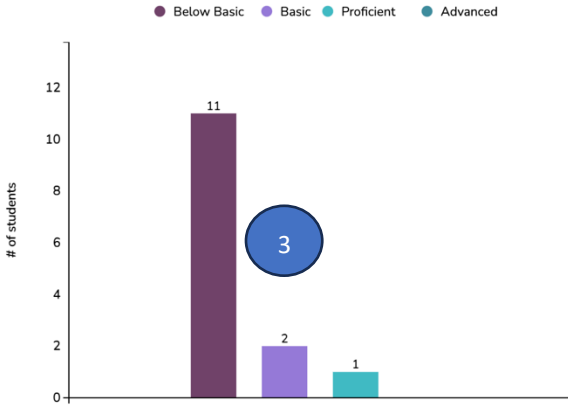
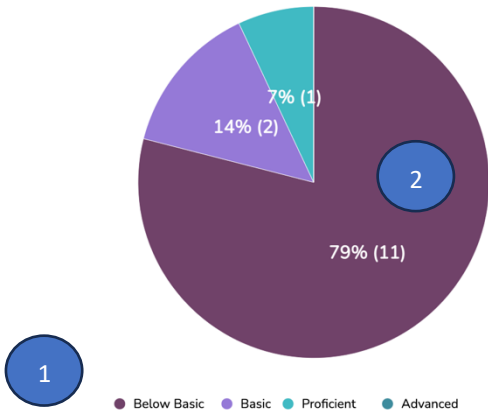
Visual data provides actionable insights quickly and efficiently.

Follow-up: See how students are performing from the graphs and view their detailed quiz and LitPro Test data by selecting them on the Reports Screen so that you can personalize instruction according to need.

Reading Proficiency Report

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

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



LP and LPL MVP



N=14	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
# OF STUDENTS	11	2	1	0
% OF STUDENTS	79%	14%	7%	0%



Forecasting and Differentiated Instruction

Using the Data:

Who: Group and school leaders

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

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

Understanding the Data:

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

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

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

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

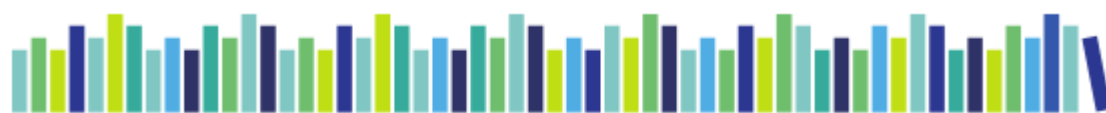
Data in Action:

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

Follow-up:

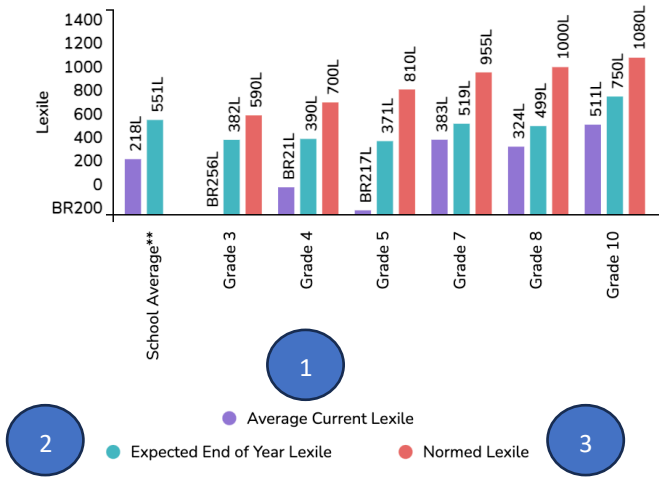
Group students according to proficiency levels and tailor intervention to address specific needs.

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



Expected Lexile Growth Report*

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



LP and LPL MVP



	SCHOOL AVERAGE**	GRADE 3	GRADE 4	GRADE 5	GRADE 7	GRADE 8	GRADE 10
AVERAGE CURRENT LEXILE	218L	BR256L	BR211L	BR217L	383L	324L	511L
EXPECTED END OF YEAR LEXILE	551L	382L	390L	371L	519L	499L	750L
VARIANCE: EXPECTED EOY LEXILE TO CURRENT LEXILE	-333	-638	-411	-588	-136	-175	-239
NORMED LEXILE		590L	700L	810L	955L	1000L	1080L
VARIANCE: EXPECTED EOY LEXILE TO NORM		-208	-310	-439	-436	-501	-330

Legend: 4. Variance: Expected EOY Lexile to Current Lexile, 5. Variance: Expected EOY Lexile to Norm

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

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



Using the Data:

Who: Group and school leaders

When: After each LitPro 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 LitPro Test.

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

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

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

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

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

Data in Action:

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

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

Behind the Numbers:

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

Follow-up:

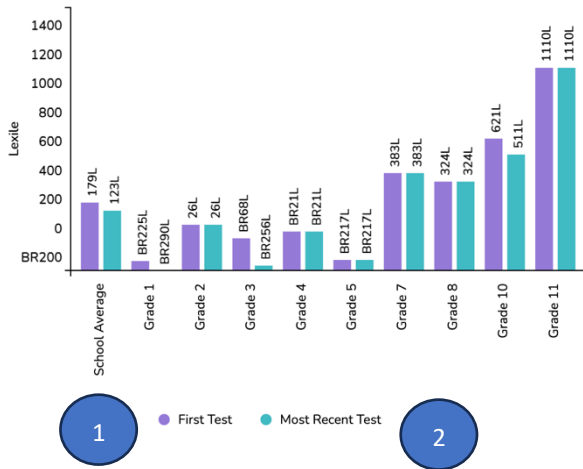
If a year/grade level or class is not on track to meet its average expected end-of-year goal, or if there is still a gap to reach the norm for its year/grade level, school leaders may need to work with teachers to decide on a plan of intervention and support. This may include working more closely with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

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

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

Lexile Growth Report

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



1

● First Test ● Most Recent Test

2

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	SCHOOL AVERAGE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 7	GRADE 8	GRADE 10	GRADE 11
FIRST TEST	179L	BR225L	26L	BR68L	BR21L	BR217L	383L	324L	621L	1110L
MOST RECENT TEST	123L	BR290L	26L	BR256L	BR21L	BR217L	383L	324L	511L	1110L
VARIANCE	-56	-65	0	-188	0	0	0	0	-110	0



Using the Data:

Who: Group and school leaders

When: After students in the school have taken the LitPro Test at least twice

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

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

Understanding the Data:

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

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

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

Data in Action:

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

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

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

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

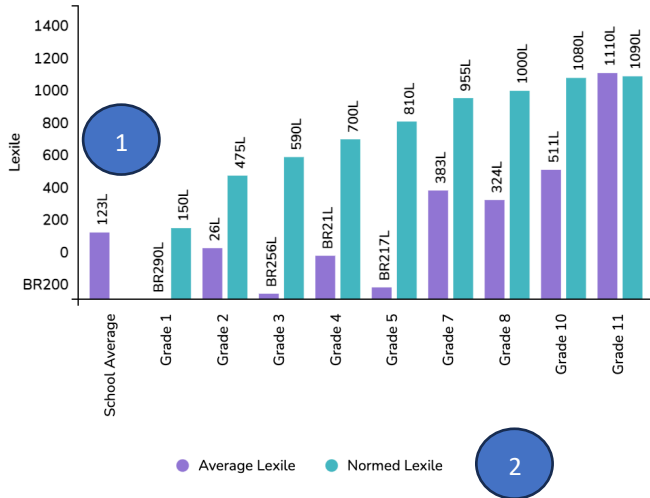
Follow-up:

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

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

Lexile Compared to Norm Report*

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



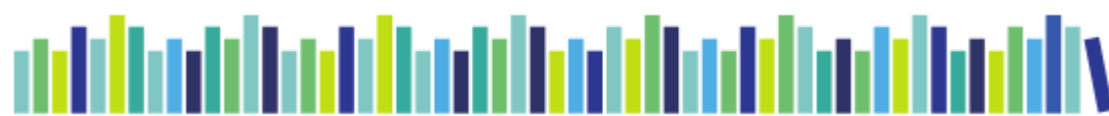
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	SCHOOL AVERAGE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 7	GRADE 8	GRADE 10	GRADE 11
AVERAGE LEXILE	123L	BR290L	26L	BR256L	BR211L	BR217L	383L	324L	511L	1110L
NORMED LEXILE	—	150L	475L	590L	700L	810L	955L	1000L	1080L	1090L
VARIANCE	—	-440	-449	-846	-721	-1027	-572	-676	-569	+20

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

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



Using the Data:

Who: Group and school leaders

When: After each LitPro Test administration

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

Understanding the Data:

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

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

Data in Action:

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

For example:

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

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

Behind the Numbers:

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

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

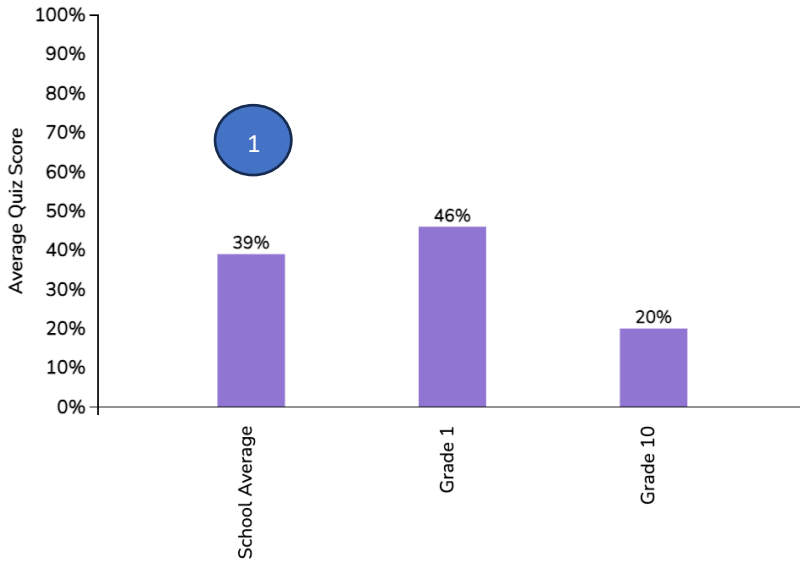
Follow-up:

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



Book Comprehension Report

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



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	SCHOOL AVERAGE	GRADE 1	GRADE 10
AVERAGE QUIZ SCORE	39%	46%	20%



Using the Data:

Who: Group and school leaders

When: At the end of each marking period

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

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

Understanding the Data:

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

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

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

Data in Action:

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

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

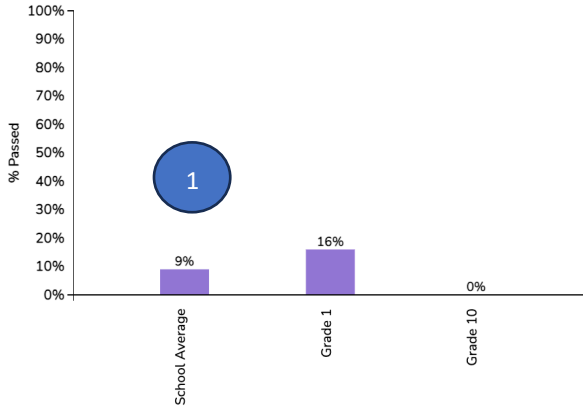
Follow-up:

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

Additional support to improve reading and comprehension skills may also 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	GRADE 1	GRADE 10
# ATTEMPTED	11	6	5
# PASSED	1	1	0



Using the Data:

Who: Group and school leaders

When: At the end of each marking period

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

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

Understanding the Data:

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

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

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

Data in Action:

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

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

Follow-up:

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

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



Grade Year on Year Report

Purpose: This report shows Lexile History, Words Read/Points Earned, Books Read, and Quiz Pass Rate/Average Quiz Score for the student over 5 years. **Purpose:** This report shows Lexile History, Words Read/Points Earned, Books Read, and Quiz Pass Rate/Average Quiz Score for students over 5 years.



How It Helps: This report is useful for tracking how students are performing in a grade over a period of 3 years.

Using the Data:

Who: School Leaders

When: After students in a grade have taken some quizzes and the LitPro Test

How: Monitor growth rates to see grade performance over 3 years.

Grade Year on Year Report

This report compares Lexile, Words Read, Books Read, and Quiz Pass Rate for a Grade over the last 3 years.

Year 6

Years	Lexile	Words Read	Points	Books Read	Quiz Passed (%)	Quiz Attempted	Quiz Passed
2019	902L	11,684,281	2,312	635	63	1,015	635
2018	904L	7,826,192	1,205	433	64	674	433



Understanding the Data:

1) Quiz Pass Rate/Average Quiz score

- **Quiz Pass Rate (Grade):** The pass rate is calculated by dividing the number of passed book quizzes by the number of attempted book quizzes by all students in that grade.
 - **Number of Attempted Book Quizzes:** The number of book quizzes attempted by all students in that grade.
 - **Number of Passed Book Quizzes:** The number of book quizzes passed by all students in that grade.
- **Average Quiz score (Grade):** The average score of all book quizzes taken by the students in that grade in a school year.

2) Words Read (Grade): The total number of words of the all the books for which students in that grade have passed the quizzes in a school year.

3) Points Earned (Grade): The total number of points the students in that grade earned for passing the book quizzes.

4) Books Read (Grade Average): The average number of the books for which the students in the grade have passed the quizzes in a school year.

5) Lexile History:

- **Average Lexile:** This is the average Lexile measure of all students based on the last LitPro Test taken in that school year.
- **Normed Lexile:** This is the normed end-of-year Lexile for the year/grade level.

6) Normalized Report:

Analyze all key metrics for the student over the years in this easy-to-read normalized view. This report normalizes data for the different metrics and puts them on a single graph using a common axis, making it easy to spot trends and identify anomalies over multiple years of use of Literacy Pro.

