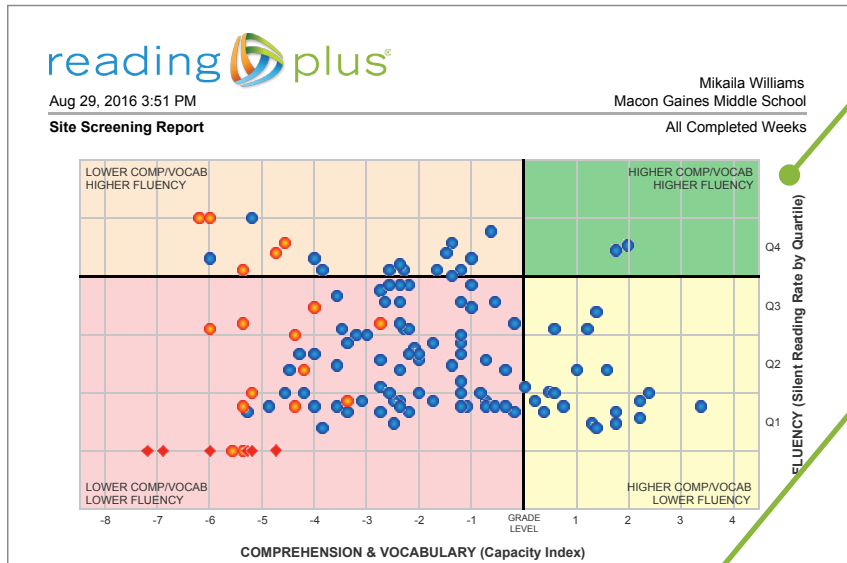


Site Screening Report

Use the *Site Screening Report* to view which students would benefit from *Reading Plus* as an intervention, which students are already proficient and could benefit from *Reading Plus* as enrichment, and which students are either borderline or not ready for fluency development in the *SeeReader* program.



- Analyze quadrant placement to identify students' general profiles as readers:
 - Students in the red quadrant are relatively slow readers who do not yet demonstrate the ability to read and comprehend grade-level text.
 - Students in the orange quadrant have higher levels of fluency, but they do not yet demonstrate the ability to read and comprehend grade-level text.
 - Students in the yellow quadrant can read and comprehend content at or above grade level, but they would benefit from fluency development.
 - Green quadrant students are already proficient and can benefit from *Reading Plus* as enrichment.

View the number and percentage of students appearing in each of the four quadrants above.

View each student's comprehension level, vocabulary level, words-per-minute silent reading rate, and overall proficiency level.

Diagnostic Profile	Primary Instructional Focus	Number of Students (%)
Higher Comp/Vocab Higher Fluency	Enrichment	2 (2%)

Use the color-coded symbols to identify students who are either Not Ready or Borderline for *SeeReader*.

- Not Ready:** These students did not demonstrate comprehension mastery of first-grade-level reading passages and first-grade-level academic vocabulary during the *InSight* assessment. Note that students who cannot read are not appropriate candidates for *SeeReader* but may benefit from the *ReadAround* and *iBalance* programs. If educators believe *Not Ready* students do have foundational reading skills such as phonics and decoding, their scores could suggest they did not put forth best effort during the *InSight* assessment.
- Borderline:** These students scored notably low in comprehension and/or vocabulary. This indicates that they would benefit from reading shorter, less complex texts that include higher word repetition. Therefore, students flagged as *Borderline* will be placed in the Reading component on the lowest level (Pre-A; low-first-grade complexity) in order to strengthen comprehension skills and build stamina.

Profile	Student	Grade	Comp Level	Vocab Level	Rate (wpm)	Proficiency Index
Green	Elliot, John	6	7.5	10.0	283	8.5
Green	Billings, Rebecca	7	8.8	9.0	251	9.1
Yellow	Foster, Zarrah	6	6.0	6.0	132	4.8
Yellow	Bahati, Miguel	6	7.0	6.0	101	5.0
Yellow	Anderson, Kip	6	8.8	5.9	80	6.2
Yellow	Robinson, Charlotte	6	6.8	9.0	65	5.3
Yellow	Adams, Hillary	6	9.5	8.9	107	7.5
Yellow	L...	7

Orange	Jacobs, Sandra	8	1.5	1.3	162	1.7
Orange	Alexander, Shaundra	8	1.8	0.5	394	2.0
Red	Ryan, Jared	8	0.5	1.1	-	0.5
Red	Axelrod, William	8	0.5	0.5	-	0.5
Red	Phillips, Judy	8	0.5	0.5	-	0.5
Red	Benson, Miles	8	0.5	0.5	-	0.5
Red	Perkins, Carl	8	0.5	0.5	-	0.5
Red	Davis, Olivia	8	0.5	0.5	-	0.5

Rate measures are not reported for students who did not earn a comprehension score of at least 80% on at least one assessment passage, or for students who did not demonstrate a consistent reading rate across passages.

