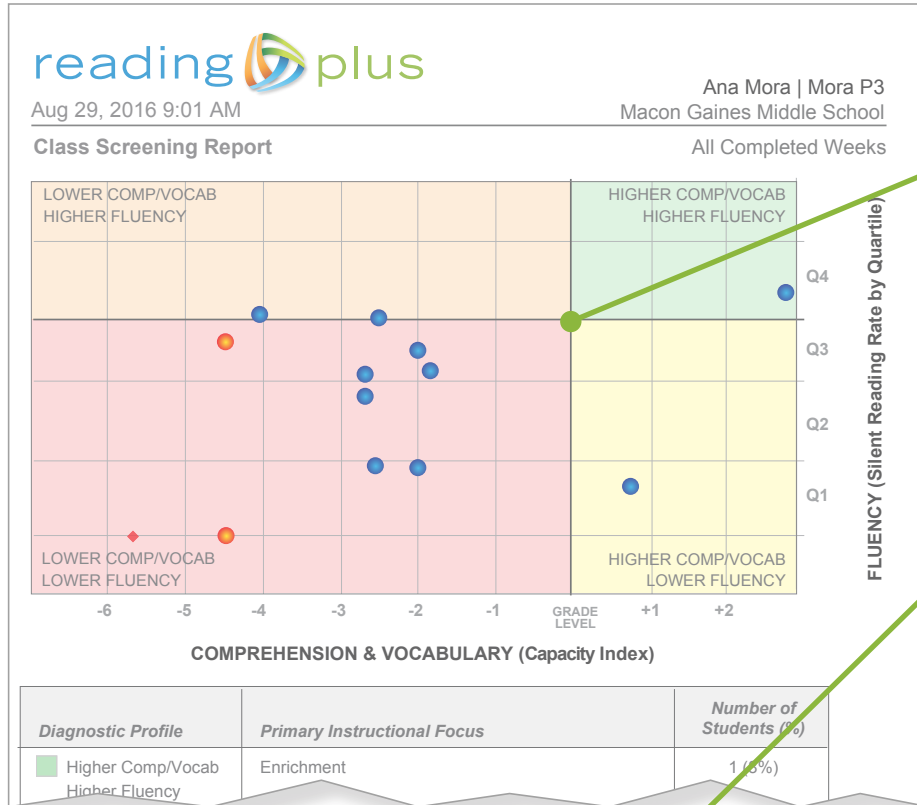


Class Screening Report

The *Class Screening Report* shows you which students can benefit from *Reading Plus* as an intervention, which students are proficient but can benefit from building capacity with increasingly complex texts, 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 each student's comprehension level, vocabulary level, words-per-minute silent reading rate, and overall proficiency level.

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	Rodriguez, Mateo	6	7.7	13.0	246	9.1
Yellow	Davis, Olivia	6	6.7	8.0	95	5.1
Orange	Williams, Michael	6	3.6	3.9	200	3.9
Orange	Robinson, Charlotte	6	1.6	6.8	226	3.1
Red	Keeden, Ben	6	4.3	5.8	166	4.5
Red	Brown, Emily	6	4.0	4.5	143	3.5
Red	Martinez, Isabella	6	4.0	1.9	119	2.8
Red	Wilson, James	6	3.6	4.9	124	3.3
Red	Jones, Sophia	6	3.3	5.8	162	3.9
Red	Garcia, Juan	6	3.3	3.9	154	3.4
Orange	Miller, Brandon	6				
Orange	Johnson, Emma	6				
Red	Kellner, Lucas	6				

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.

