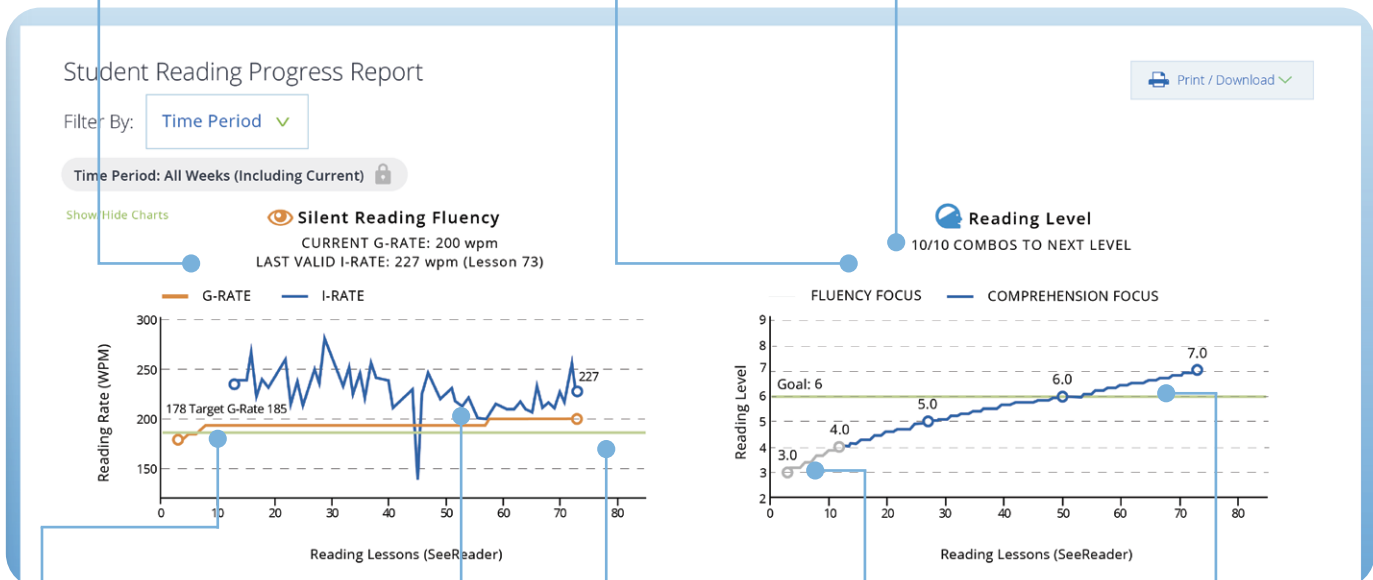# Student Reading Progress Report

The *Student Reading Progress Report* provides detailed information about student gains in the Reading component.

The Silent Reading Fluency chart displays a student's G-Rate or words-per-minute (wpm) reading rate relative to the grade-level rate goal.

The Reading Level chart displays incremental grade-level gains, based on Reading lessons completed.

View the number of Combos earned, relative to the Combos required for the current level.

Student Reading Progress Report

Print / Download ∨

Filter By: Time Period ∨

Time Period: All Weeks (Including Current) 🔒

Show/Hide Charts

👁 Silent Reading Fluency
CURRENT G-RATE: 200 wpm
LAST VALID I-RATE: 227 wpm (Lesson 73)

— G-RATE — I-RATE

Reading Rate (WPM) — 300, 250, 200, 150
178 Target G-Rate 185
227
Reading Lessons (SeeReader) — 0 10 20 30 40 50 60 70 80

🕐 Reading Level
10/10 COMBOS TO NEXT LEVEL

FLUENCY FOCUS — COMPREHENSION FOCUS

Reading Level — 9 8 7 6 5 4 3 2
Goal: 6
3.0 4.0 5.0 6.0 7.0
Reading Lessons (SeeReader) — 0 10 20 30 40 50 60 70 80

G-Rate:
When the student reads text within the Guided Window, his/her G-Rate increases automatically, up to the grade-level rate target, when the student earns consistently strong comprehension scores of 80% or higher.

I-Rate:
Independent rate (I-Rate) measures are captured when the student reads independently, without the Guided Window scaffold.

Target G-Rate:
The green line makes it easy to see a student's fluency in comparison with the grade-level target.

Fluency Focus:
During Fluency Focus, the goal is to read text efficiently, at a grade-level reading rate, with good comprehension. In Fluency Focus, students read text almost exclusively in the Guided Window.

Comprehension Focus:
The student enters Comprehension Focus once the grade-level rate target has been achieved, and the student has leveled into the next level.

At this point, the student reads half of a Reading lesson in the Guided Window (G-Rate), and half in the independent format (I-Rate).

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Student Reading Progress Report

Start-Up:
Students spend 2-5 lessons in a Start-Up phase. During Start-Up, the system calibrates reading rate on the student's starting level.

Text Lexile Range:
A Lexile measure is determined by a combination of sentence length and vocabulary complexity.

Click *Current Level* to see data for the student's current Reading level only.

Words Read:
Total words read within all text selections on each level, regardless of comprehension score.

All Levels   Current Level

Reading Level	Instructional Focus	Date Completed	Text Lexile Range	Total Lessons	Avg Comp %	G-Rate at Level Start	Last G-Rate	Last I-Rate	Words Read (80%)	All Words Read
Start-Up	Start-Up	2/21/19	-	2	100	-	-	-	2,744	2,744
3 (HiC)	Fluency	3/14/19	620-790	10	94	178	193	-	11,192	11,192
4 (HiD)	Comprehension	4/17/19	770-870	15	94	193	193	247	19,517	20,976
5 (HiE)	Comprehension	6/11/19	850-980	23	90	193	193	222	33,318	36,153
6 (F)	Comprehension	7/12/19	950-1030	23	86	196	200	227	35,409	38,705
7 (G)	Comprehension	9/17/19	1000-1080	28	91	208	211	232	41,628	43,167
ALL		-	-	78	555	968	990	928	143,808	152,937

Grade Levels:
Reading levels match grade levels (Level 3 = third grade).

Levels are presented to students as letters. Level 3 = C, Level 4= D, etc.

Average Comp Score:
Score is an average of lessons completed on each level.

G-Rate at Level Start:
The student's G-Rate when he/she began working on each level

Last G-Rate:
The student's G-Rate when he/she completed the last lesson on each level

I-Rate:
The I-Rate is tracked during the Comprehension Focus phase only.

Words Read 80%+:
Words read in Reading selections for which the student earned a comprehension score of 80% or higher

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Student Reading Progress Report

The *Percentages* table presents detailed information regarding performance with nine comprehension Anchor Skills. Every question in the Reading component is tagged to a specific comprehension Anchor Skill, allowing educators to glean detailed information about a student's comprehension abilities.
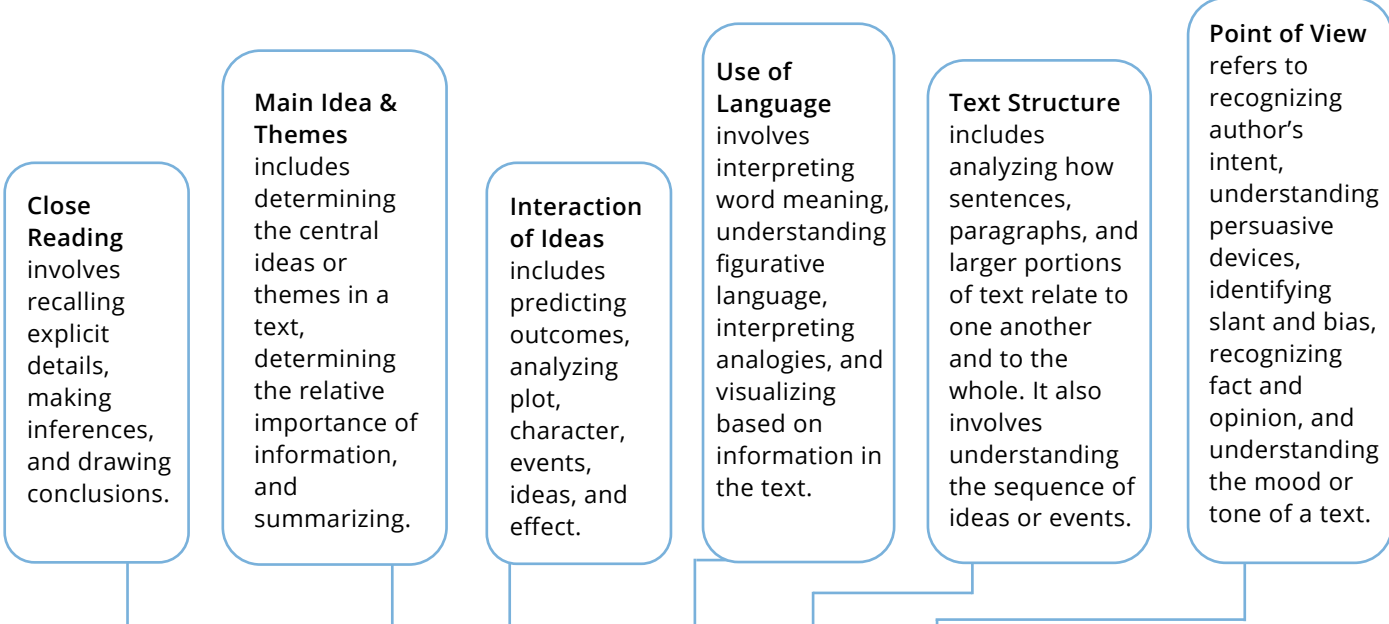
Click *Correct/Exposures* to view Anchor Skills data as the number of comprehension questions answered correctly, out of the number of exposures to questions of that type.

Percentages   Correct/Exposures

Reading Level	1 Close Reading	2 Main Ideas & Themes	3 Interaction of Ideas	4 Use of Language	5 Text Structure	6 Point of View	7 Image Scaffolds	8 Reasoning & Rhetoric	9 Comparative Reading
Start-Up	100%	100%	100%	100%	100%	0%	100%	100%	0%
3 (HiC)	92%	85%	100%	89%	86%	86%	100%	63%	0%
4 (HiD)	98%	95%	89%	93%	79%	88%	40%	93%	100%
5 (HiE)	91%	90%	85%	83%	91%	91%	100%	70%	89%
6 (F)	79%	86%	83%	92%	86%	90%	100%	81%	100%
7 (G)	83%	79%	72%	89%	53%	89%	100%	78%	94%
ALL	90%	89%	88%	91%	83%	74%	90%	81%	96%

Data is presented for every Reading level on which the student has completed lessons.

Note the student's relatively stronger ability to understand Main Idea & Themes (higher percentage), compared to the student's relatively weaker ability to understand Point of View (lower percentage).

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Student Reading Progress Report

Close Reading involves recalling explicit details, making inferences, and drawing conclusions.

Main Idea & Themes includes determining the central ideas or themes in a text, determining the relative importance of information, and summarizing.

Interaction of Ideas includes predicting outcomes, analyzing plot, character, events, ideas, and effect.

Use of Language involves interpreting word meaning, understanding figurative language, interpreting analogies, and visualizing based on information in the text.

Text Structure includes analyzing how sentences, paragraphs, and larger portions of text relate to one another and to the whole. It also involves understanding the sequence of ideas or events.

Point of View refers to recognizing author's intent, understanding persuasive devices, identifying slant and bias, recognizing fact and opinion, and understanding the mood or tone of a text.

Percentages | Correct/Exposures

Reading Level	1 Close Reading	2 Main Ideas & Themes	3 Interaction of Ideas	4 Use of Language	5 Text Structure	6 Point of View	7 Image Scaffolds	8 Reasoning & Rhetoric	9 Comparative Reading
Start-Up	4/4	3/3	4/4	5/5	1/1	0/0	1/1	2/2	0/0
3 (HiC)	36/39	11/13	16/16	8/9	6/7	6/7	1/1	5/8	0/0
4 (HiD)	43/44	18/19	25/28	14/15	11/14	7/8	2/5	13/14	3/3
5 (HiE)	53/58	28/31	32/39	19/23	20/22	10/11	7/7	21/30	8/9
6 (F)	44/56	29/38	31/43	15/18	9/17	18/20	4/4	26/32	2/2
7 (G)	52/58	32/40	42/51	21/24	12/18	21/23	2/7	31/42	3/4
ALL	232/259	121/144	150/181	82/94	59/79	62/69	17/25	98/128	16/18

In this example, when the student was working on content at fifth-grade readability (Level 5/HiE), she correctly answered 10 out of 11 questions related to Point of View.

Image Scaffolds involves the ability to interpret visual images in conjunction with text.

Reasoning and Rhetoric includes evaluating the validity and logic of an argument.

Comparative Reading involves comparing and contrasting texts, classifying elements within a text or between texts, and integrating information to evaluate texts.

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