

Class Placement and Schedule Report

REPORT OVERVIEW

The *Class Placement and Schedule Report* displays both the initial placement levels and the recommended number of weekly lessons for each student in Visual Skills, Vocabulary, and Reading. Consider adjusting weekly assignment settings to meet individual student or class-wide needs.

Note students for whom Visual Skills lessons are recommended. Visual Skills lessons are recommended for students with a proficiency level <2.0 who are reading at a rate of less than 125 wpm.

View each student's starting Vocabulary level, along with recommended weekly Vocabulary lessons. Note that 0 (Pre-A) = early 1st-grade, 1 (A) = later 1st grade, 2 (B) = 2nd grade, etc.

View how the recommended lessons in all three instructional programs translate into a number of approximate weekly Reading Plus minutes for each student.

| Profile | Student | Grade | Visual Skills Lesson/Wk | Vocab Start Level | Vocab Lesson/Wk | Reading Start Level | Reading Lesson/Wk | Total Time/Wk |
|---------|---------------------|-------|-------------------------|-------------------|-----------------|---------------------|-------------------|---------------|
| ◆ | Kellner, Lucas | 6th | 5 | 1 (A) | 5 | 1 (HiA) | 0 | 100 mins |
| ● | Bachtel, Acer | 6th | 5 | 1 (A) | 3 | 2 (HiB) | 5 | 105 mins |
| ● | Johnson, Emma | 6th | 5 | 3 (C) | 4 | 1 (HiA) | 5 | 165 mins |
| ? | Miller, Brandon | 6th | — | 2 (B) | 4 | 1 (HiA) | 5 | 115 mins |
| ■ | Brown, Emily | 6th | — | 4 (D) | 5 | 2 (HiB) | 5 | 105 mins |
| ■ | Garcia, Juan | 6th | — | 3 (C) | 4 | 1 (HiA) | 5 | 115 mins |
| ■ | Robinson, Charlotte | 6th | — | 8 (F) | 2 | 2 (HiB) | 5 | 95 mins |
| ■ | Davis, Olivia | 6th | — | 8 (H) | 2 | 4 (HiD) | 4 | 80 mins |
| ■ | Williams, Michael | 6th | — | 4 (D) | 4 | 3 (HiC) | 4 | 100 mins |
| ■ | Rodriguez, Mateo | 6th | — | 13 (M) | 2 | 5 (E) | 2 | 50 mins |

◆ Not Ready ● Borderline ■ Lower Comp/Vocab - Lower
 N Assessment Not Begun P Assessment in Progress

- View each student's starting practice level in the Reading component, along with recommended weekly Reading lessons.
- Students flagged as Not Ready (◆) are not automatically assigned lessons in the Reading component.
- Note that Reading level 0 (Pre-A) = early 1st-grade level, 1 (A) = later 1st-grade level, 2 (B) = 2nd-grade level, etc. "Hi" levels include high-interest/low-readability content for students in 6th grade and higher.



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


REPORT OVERVIEW

Not Ready: Student did not demonstrate mastery of 1st-grade level reading passages and 1st-grade level vocabulary during initial assessment.

- A Not Ready student who is known to have foundational reading skills may not have put forth best effort during assessment.

Borderline: Student scored notably low in comprehension and/or vocabulary.

- Student will be placed in the Reading component on the lowest level (Pre-A; early 1st-grade complexity) in order to strengthen comprehension skills and build stamina.

| Profile | Student | Grade | Visual Skills Lesson/Wk | Vocab Start Level | Vocab Lesson/Wk | Reading Start Level | Reading Lesson/Wk | Total Time/Wk |
|---|---------------------|-------|-------------------------|-------------------|-----------------|---------------------|-------------------|---------------|
|  | Kellner, Lucas | 6th | 5 | 1 (A) | 5 | 1 (HiA) | 0 | 100 mins |
|  | Bachtel, Acer | 6th | 5 | 1 (A) | 3 | 2 (HiB) | 5 | 105 mins |
|  | Johnson, Emma | 6th | 5 | 3 (C) | 4 | 1 (HiA) | 5 | 165 mins |
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 Not Ready  Borderline  Lower Comp/Vocab - Lower Fluency  Lower Comp/Vocab - Lower Fluency  Higher Comp/Vocab - Lower Fluency  Higher Comp/Vocab - Higher Fluency  Questionable Results  NA Assessment Not Assigned

Questionable Results: Student scored notably low compared to previous InSight assessment.

- Consider reassigning the initial assessment.

Profile: Codes refer to the scatter plot quadrant in which students appeared on the Screening Report, or their current status regarding assessment completion.

