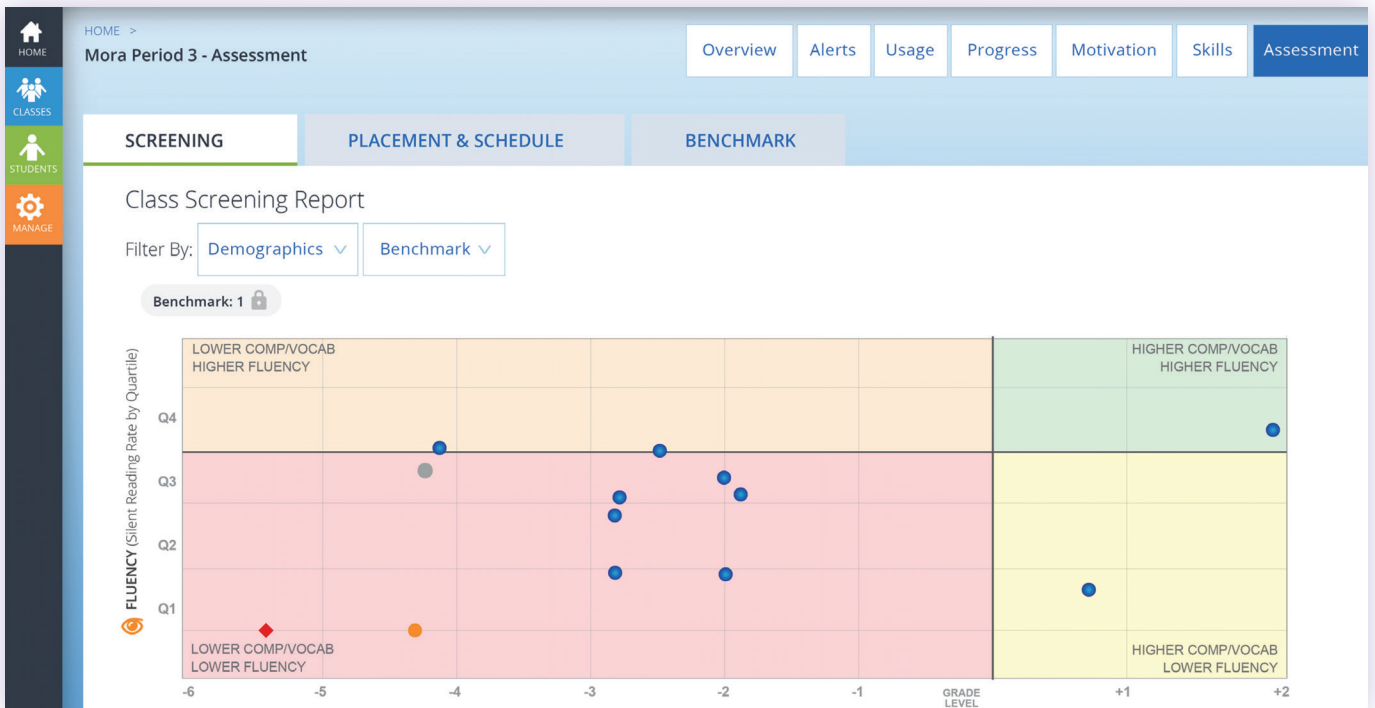






# Class Screening Report

## REPORT OVERVIEW

The Class Screening Report displays which students can benefit from Reading Plus as an intervention, students who are proficient but can benefit from Reading Plus as enrichment, and the students who are either borderline or not ready for fluency/efficiency development in the reading component.



### Analyse quadrant placement to identify students' profiles as readers:

-  Students in the red quadrant are inefficient, relatively slow readers who do not yet demonstrate the ability to read and comprehend year-level text.
-  Students in the orange quadrant have higher levels of fluency and efficiency, but they do not yet demonstrate the ability to read and comprehend year-level text.
-  Students in the yellow quadrant can read and comprehend content at or above year level, but they would benefit from fluency and efficiency development.
-  Students in the green quadrant are already proficient and efficient readers and can benefit from Reading Plus as enrichment.

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## REPORT OVERVIEW

**Questionable results:**  
 Student scored notably low compared to previous InSight assessment.  
 Consider reassessing the initial assessment.

Rate measures are reported **only** for students who scored 80% or higher comprehension on at least one assessment passage and who demonstrated a consistent reading rate across passages.  
  
 Rates are not reported for students whose comprehension on all passages was below 80%, or for students who did not read at a consistent rate across passages.

Profile	Student	Grade	Comp	Vocab	Rate (wpm)	Proficiency
<span style="color: green;">■</span>	Rodriguez, Mateo	6th	7.7	13.0	246	9.1
<span style="color: yellow;">■</span>	Davis, Olivia	6th	6.7	8.0	95	5.5
<span style="color: orange;">■</span>	Williams, Michael	6th	3.6	3.9	200	3.9
<span style="color: orange;">■</span>	Robinson, Charlotte	6th	1.6	6.8	226	3.1
<span style="color: red;">■</span>	Reeden, Ben	6th	4.3	5.8	166	4.6
<span style="color: red;">■</span>	Brown, Emily	6th	4.0	4.5	143	3.7
<span style="color: grey;">?</span>	Miller, Brandon	6th	1.1	2.9	147	1.7
<span style="color: orange;">●</span>	Johnson, Emma	6th	1.1	3.9	—	0.5
<span style="color: red;">◆</span>	Kellner, Lucas	6th	0.5	0.5	—	0.5
<span style="color: red;">■</span>	Garcia, Juan	6th	3.3	3.9	154	3.4
<span style="color: red;">■</span>	Martinez, Isabella	6th	4.0	1.9	119	3.0

Use the color-coded symbols to identify students who are either not ready or borderline-ready for the reading component.

**◆ Not ready:** Student did not demonstrate mastery of year two level reading passages and year two 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 year two complexity) in order to strengthen comprehension skills and build stamina.

**N** Assessment not yet started.    **NA** Initial assessment manually bypassed.    **P** Assessment in progress.