

School LEARN@HOME
Subject Reading
Student Sample Student
Student ID samplestudent
Student Grade 7
Placement Definition Standard View
Diagnostic Diagnostic 1 (09/10/20)

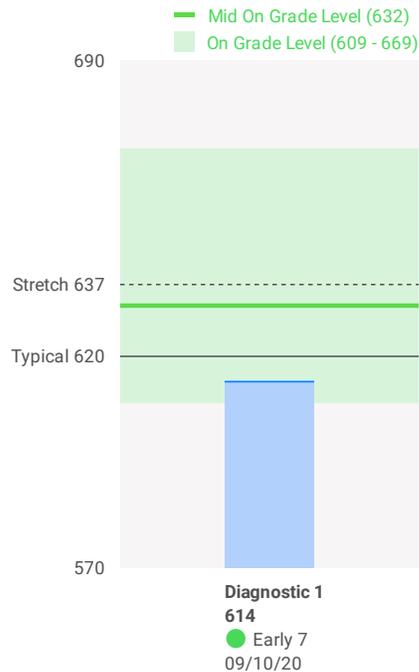
Diagnostic 1

Typical Growth

Typical Growth: The average annual growth for a student at this grade and initial placement level.

Stretch Growth

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are not yet proficient (Mid On Grade Level or above) on a path to proficiency and helps students who are already on track for proficiency to achieve or maintain advanced proficiency levels.



This Diagnostic used to establish Growth Measures.

Overall

● Early 7 (614)
 Standard Error +/- 11

Domain	Placement
Phonological Awareness*	● Tested Out
Phonics*	● Tested Out
High-Frequency Words*	● Tested Out
Vocabulary	● Early 7
Comprehension: Literature	● Early 7
Comprehension: Informational Text	● Grade 6

* Foundational Domains

National Norm and Lexile® Performance

National Norm
 (Updated 2020):
 66th Percentile

Lexile Measure: 1075L
Lexile Range: 975L-1125L

[Understanding Lexile measures](#)

"Find a Book, *i-Ready*" enables you to build custom reading lists based on the student's Lexile measure and personal interests. Search for books now at [Find a Book, *i-Ready*](#)

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Placement by Domain

Results indicate that Abbi is decoding accurately but is not comprehending well. The Vocabulary score indicates that word knowledge is not a contributing factor. It is possible that decoding still requires extra effort, which can interfere with reading for meaning. Targeted instruction in key Comprehension strategies will be effective. This information places Abbi in Instructional Grouping Profile 4.

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Phonological Awareness

● Tested Out

Developmental Analysis

This domain is focused on how students distinguish the sounds (or phonemes) in spoken words. Based on testing results, Abbi has demonstrated the ability to distinguish individual sounds in spoken words and is exempt from taking the Phonological Awareness subtest.

The skills in this domain extend through grade 1.

Phonics

● Tested Out

Developmental Analysis

This domain focuses on how accurately students decode written words. Abbi has demonstrated accuracy in decoding and is exempt from taking this subtest.

The skills in this domain extend through grade 3.

High-Frequency Words

● Tested Out

Developmental Analysis

This domain addresses how well students recognize frequently occurring words. Abbi has demonstrated accuracy and is exempt from taking this subtest.

The skills in this domain extend through grade 2.

Vocabulary

● Early 7
614

Developmental Analysis

Both word knowledge and word-learning strategies are addressed in this domain. Abbi is ready to explore finer shades of meaning among synonyms and antonyms. This student should continue to expand overall vocabulary knowledge and is ready for instruction and practice with the prefixes *circum-*, *counter-*, *hemi-*, *poly-*, *ultra-*; suffixes *-ic*, *-cracy*, *-ide*, *-hood*, *-ure*; and word roots *log/logue*, *gen*, *vid/vis*, *phil*, *sens/sent*.

Can Do

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Use prefixes, suffixes, and word roots.

Use common, grade-appropriate prefixes (such as, but not limited to, *inter-*, *semi-*, *anti-*, *multi-*); suffixes (such as, but not limited to, *-al*, *-ial*, *-ious*, *-eous*, *-an*, *-ian*, *-ity*); and word roots (such as, but not limited to, *ped*, *phon*, *dict*, *scrib/script*, *meter/met*, *mit/mis*) to determine the meaning of words and phrases.

Understand word relationships.

Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, analogies, shades of meaning, and figurative language, such as similes, metaphors, idioms, or personification.

Next Steps & Resources for Instruction

Continue to teach grade-level-appropriate general academic and domain-specific vocabulary. Introduce 10 to 15 new words per week related to topics and themes in students' literary and informational texts. Recognize how some academic words, such as *assign*, *conserve*, and *foundation*, can be used in different content areas. Then have Abbi and other students brainstorm words they use in different subject areas. Ask engaging questions and encourage students to use the new words in group discussion and in their writing.

Continue to teach grade-level-appropriate general academic and domain-specific vocabulary.

Introduce 10 to 15 new words per week related to topics and themes in students' literary and informational texts. Recognize how some academic words, such as *assign*, *conserve*, and *foundation*, can be used in different content areas. Then have Abbi and other students brainstorm words they use in different subject areas. Ask engaging questions and encourage students to use the new words in group discussion and in their writing.

Tools For Instruction

Use Different Strategies to Figure Out Word Meanings 

Teach New Word Meanings 

Use Context to Find Word Meaning 

Verify Word Meanings 

Use a Dictionary 

Teach additional prefixes, suffixes, and word roots.

Encourage Abbi to brainstorm additional words containing these prefixes, suffixes, and word roots, and discuss what their meanings have in common.

Teach additional prefixes, suffixes, and word roots.

- Teach the prefixes *circum-* ("around") as in *circumference*; *counter-* ("against") as in *counterargument*; *hemi-* ("half") as in *hemisphere*; *poly-* ("many") as in *polygon*; and *ultra-* ("beyond; extreme") as in *ultraviolet*, *ultraflexible*.
- Teach the suffixes *-ic* ("having some characteristics of") as in *magnetic*; *-cracy* ("rule by") as in *democracy*; *-ide* ("a form of a chemical") as in *oxide*; *-hood* ("the state of" or "a place where") as in *childhood*, *neighborhood*; and *-ure* ("action, condition, or process") as in *erasure*, *pressure*, *legislature*.
- Teach etymological word roots to determine the meaning of words or phrases. For example: *gen* (meaning "family" or "kind") as in *genetic*; *log/logue* (meaning "word") as in *dialogue*; *phil* (meaning "love") as in *philosophy*.
- Also use the meaning of common roots to analyze word families. For example: *vid* and *vis* (both meaning "see") in the words *video*, *visual*, *visible*; or *sens* and *sent* (both meaning "feel") in the words *sensation*, *sentient*.

Encourage Abbi to brainstorm additional words containing these prefixes, suffixes, and word roots, and discuss what their meanings have in common.

Curriculum Associates

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Tools For Instruction

- Prefixes hydro- and multi- 
- Use Word Parts to Explore Vocabulary 
- Suffixes -hood, -dom, -ous, -eous, -ious 
- Explore Prefix and Suffix Families 
- Explore Word Families 
- Understand Word Roots 

Extend understanding of word relationships.

Extend understanding of word relationships.

- Continue to teach grade-level-appropriate synonyms and antonyms. Identify synonyms as words that have similar meanings (such as *composed/serene*), and antonyms as words that have opposite meanings (such as *pacify/agitate*).
- Expand knowledge of shades of meaning. Help Abbi recognize that groups of synonyms can convey shades or grades of meaning because of their connotations, such as *secluded, remote, isolated*.

Tools For Instruction

- Understand Synonyms 
- Understand Antonyms 
- Shades of Meaning 
- Verify Word Meanings 
- Interpret Figurative Language: Metaphor and Simile 
- Use a Dictionary 

Comprehension: Literature

- Early 7
620

Developmental Analysis

This domain addresses Abbi's understanding of literary text. Results indicate that Abbi is ready for instruction in Grade 7 literary skills and strategies such as analyzing relationships among plot events, characters, and settings as well as determining theme. Teach these skills in a variety of literary genres. Abbi should be reading novels, short stories, poetry, and plays.

Can Do

Identify narrator's point of view in literary text.

Identify how an author develops the point of view of the narrator or speaker in Grade 6 literary text.

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Interpret figurative language.

Identify or interpret an author's use of figurative language and/or other literary devices in Grade 6 literary or informational text and how it contributes to the meaning of the text.

Determine word meaning.

Understand the meaning of words and phrases in Grade 6 literary or informational text, including academic and/or domain-specific words.

Cite textual evidence.

Identify facts and details or cite explicit statements from Grade 7 literary or informational text to explain what the text says explicitly or to support inferences made about the text.

Next Steps & Resources for Instruction

Build understanding of making inferences.

Build understanding of making inferences.

- Emphasize that readers make inferences by combining evidence from the text with what they know from their own experiences.
- Challenge Abbi to make inferences about characters, setting, and plot in a Grade 7 literary text, and then to support those inferences with evidence from the text.
- Remind the student that readers may revise inferences as they gather more information.

Tools For Instruction

Make Inferences 

Analyze relationships among story elements. Support Abbi in practicing the following skills: Teach about characters' influence on plot. Explore the effect of setting. Using Grade 7 texts such as *Little Women*, by Louisa May Alcott, help Abbi analyze how a setting contributes to the overall meaning of a story. Prompt the student to consider the following questions:

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Analyze relationships among story elements.

Support Abbi in practicing the following skills:

- Describe how a particular plot unfolds in a series of episodes (introduction, rising action, climax, falling action, resolution).
- Describe how these plot events relate to the main conflict the characters face, or the problem they need to solve.
- Analyze how particular elements of a text interact, such as how setting shapes the characters or plot, or how characters' actions and motivations advance the plot development.

Teach about characters' influence on plot.

- Work with Abbi to record the most important episodes of a recent literary text on a plot diagram. Include the introduction, rising action, climax, falling action, and resolution.
- Discuss how the main character was involved in each of these events. Consider how the character played a role in the conflict and what steps the character took to resolve it.
- Guide Abbi to write a statement about how the main character influenced the plot development.

Explore the effect of setting.

Using Grade 7 texts such as *Little Women*, by Louisa May Alcott, help Abbi analyze how a setting contributes to the overall meaning of a story. Prompt the student to consider the following questions:

- "Where and when does this story take place?"
- "How does the setting play a role in the story?"
- "How does the setting affect the characters?"
- "How would the story change if it took place in a different setting?"

Tools For Instruction

Analyze Story Elements 

Extend understanding of figurative language. Support Abbi in practicing the following skills:

Extend understanding of figurative language.

Support Abbi in practicing the following skills:

- Interpret similes, metaphors, and personification. Think about the comparison being made and how it helps to show the subject in a new and different way.
- Analyze the impact of figurative language on mood and tone by substituting literal language in its place. Discuss the difference in the way the story or poem feels.

Tools For Instruction

Analyze Figurative Language: Metaphor and Simile 

Build knowledge of summarizing. Support Abbi in practicing the following skills:

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Build knowledge of summarizing.

Support Abbi in practicing the following skills:

- Emphasize that a summary identifies the main characters, key events, and important details, and does not express personal opinions or judgments.
- Have Abbi examine details in a Grade 7 story and ask, "Would I understand the plot without this detail?"

- If the answer is no, then the detail is important enough to include in a summary.

Tools For Instruction

Summarize Literary Text 

Deepen understanding of theme. Explain that a theme is an insight into life that is developed through characters, setting, and events in a text. Emphasize that as texts grow more complex, they often have more than one theme. Guide Abbi to determine theme by asking and answering the following questions: Challenge Abbi to think about how these themes apply to other texts and to real life.

Deepen understanding of theme.

Explain that a theme is an insight into life that is developed through characters, setting, and events in a text. Emphasize that as texts grow more complex, they often have more than one theme. Guide Abbi to determine theme by asking and answering the following questions:

- "What problem did [character] want to solve?"
- "What did [character] do to solve the problem?"
- "What happened as a result?"
- "What did [character] learn?"
- "What does the author want me to learn?"

Challenge Abbi to think about how these themes apply to other texts and to real life.

Tools For Instruction

Determine Theme 

Comprehension: Informational Text

● Grade 6
608

Developmental Analysis

This domain addresses Abbi's understanding of informational text. Results indicate that Abbi needs instruction in Grade 6 informational skills and strategies such as determining central idea and creating effective summaries. Teach a variety of informational genres, including biographies, autobiographies, reference sources, and opinion essays.

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Can Do

Make inferences based on textual evidence.

Draw conclusions or make inferences in Grade 5 literary or informational text.

Cite textual evidence.

Identify facts and details or cite explicit statements from Grade 5 literary or informational text to explain what the text says explicitly or to support inferences made about the text.

Determine word meaning.

Understand the meaning of words and phrases in Grade 5 literary or informational text, including academic and/or domain-specific words.

Interpret figurative language.

Identify or interpret an author's use of figurative language and/or other literary devices in Grade 5 literary or informational text and how it contributes to the meaning of the text.

Identify author's point of view or purpose in informational text.

Determine an author's point of view or purpose in Grade 5 informational text.

Next Steps & Resources for Instruction

Develop knowledge of distinguishing fact and opinion. Challenge Abbi to extend the following skills to Grade 6 text:

Develop knowledge of distinguishing fact and opinion.

Challenge Abbi to extend the following skills to Grade 6 text:

- Differentiate fact from opinion. Explain that descriptive adjectives and signal phrases such as *I think* and *I believe* can help identify a statement of opinion, whereas a fact can be verified in a reliable source.
- Discuss ways in which both facts and opinions can be persuasive. Brainstorm places in which it is appropriate to use either or both.
- Read an argument. Identify places where opinions are used to support facts, and where facts are used to support opinions. Determine whether this creates a strong or weak argument.

Tools For Instruction

Fact and Opinion 

Teach central idea.

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Teach central idea.

- Have Abbi read a Grade 6 informational text. Ask the student to identify what person, place, animal, or thing the text is mostly about.
- Then have the student identify the most important information about this subject. Provide a graphic organizer for recording notes.
- Help the student think about what all of the supporting details have in common and then condense the central idea into a statement of ten words or fewer.

Tools For Instruction

Central Idea and Supporting Ideas 

Teach summarizing. Build on understanding of central idea to guide Abbi in creating an effective summary.

Teach summarizing.

Build on understanding of central idea to guide Abbi in creating an effective summary.

- Provide a graphic organizer for the student to record important details and write a central-idea statement. The student should then use this organizer to write a short summary.
- Emphasize that a summary tells only the most important ideas to remember. Work with Abbi to review the written summary and decide if any of the ideas included are not important. Delete those ideas.

Tools For Instruction

Summarize Informational Text 

Provide additional practice with citing textual evidence. Review that when readers make a point about a text in discussion or in writing, they are expected to support that point with evidence from the text. The textual evidence should come directly from the text, without interpretation, and it should explain more about the point. Challenge Abbi to find at least three examples of textual evidence in support of an argument or inference about a person, idea, or event in Grade 6 text. Encourage the student to use both direct quotation and paraphrasing. Discuss whether each piece of evidence is strong or weak.

Provide additional practice with citing textual evidence.

Review that when readers make a point about a text in discussion or in writing, they are expected to support that point with evidence from the text. The textual evidence should come directly from the text, without interpretation, and it should explain more about the point. Challenge Abbi to find at least three examples of textual evidence in support of an argument or inference about a person, idea, or event in Grade 6 text. Encourage the student to use both direct quotation and paraphrasing. Discuss whether each piece of evidence is strong or weak.

Tools For Instruction

Cite Textual Evidence 

Evaluate Arguments 

Develop knowledge of text structure. Explain that text structure is the way an informational text is organized and that understanding how a text is organized can help in understanding the information presented. Guide Abbi to identify these types of text structures in Grade 6 informational texts: Model analyzing how an individual sentence, paragraph, or sentence fits into the overall structure of the text and how individual sections of a text help shape and develop the main idea.

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Develop knowledge of text structure.

Explain that text structure is the way an informational text is organized and that understanding how a text is organized can help in understanding the information presented. Guide Abbi to identify these types of text structures in Grade 6 informational texts:

- sequence (groups ideas by order or time)
- compare/contrast (presents how things are alike and different)
- cause/effect (describes what happens and why those things happen)
- problem/solution (poses an issue and suggests a possible solution)

Model analyzing how an individual sentence, paragraph, or sentence fits into the overall structure of the text and how individual sections of a text help shape and develop the main idea.

Tools For Instruction

Analyze Text Structure 

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