Student 2 Data

BOY Lexile Level 80L

BOY

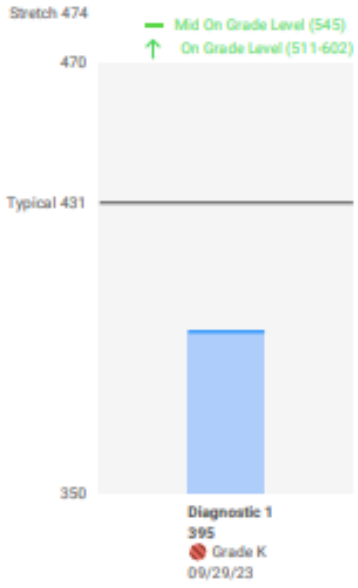
Diagnostic 1

Typical Growth

Typical Growth: The average annual growth for a student at this grade and placement level on their baseline Diagnostic.

Stretch Growth®

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency.



This Diagnostic is considered the baseline and is used to establish Growth Measures for this student.

Overall Reading	Grade K (395) Standard Error +/- 9
Domain	Placement
Phonological Awareness*	Tested Out
Phonics*	Grade K
High-Frequency Words*	Grade K
Vocabulary	Grade 1
Comprehension: Literature	Grade K
Comprehension: Informational Text	Grade K

* Foundational Domains

National Norm Performance and Lexile® Framework for Reading Measure

National Norm:

4th Percentile

Lexile® Reading Measure:

80L

Lexile Range:

BR20L-130L

The Lexile® Find a Book tool enables you to search for books by grade, interest, and Lexile measure. You can view a book's most challenging words and build a customized reading list. Search for books and see additional Lexile tools now at Hub.Lexile.com

MOY

MOY Lexile Level 705L

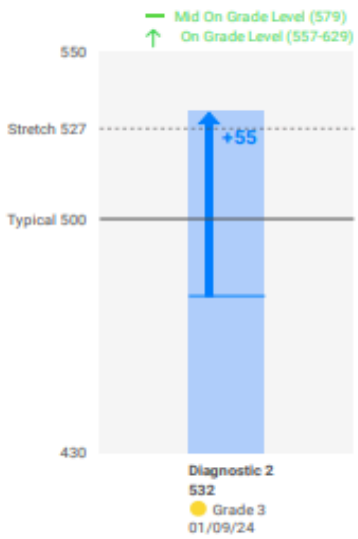
Diagnostic 2

Typical Growth

Typical Growth: The average annual growth for a student at this grade and placement level on their baseline Diagnostic.

Stretch Growth®

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency.



Overall Reading	Grade 3 (532) Standard Error +/- 11
Domain	Placement
Phonological Awareness*	Tested Out
Phonics*	Tested Out
High-Frequency Words*	Tested Out
Vocabulary	Grade 3
Comprehension: Literature	Early 4
Comprehension: Informational Text	Grade 3

* Foundational Domains

National Norm Performance and Lexile® Framework for Reading Measure

National Norm:

37th Percentile

Lexile® Reading Measure:

705L

Lexile Range:

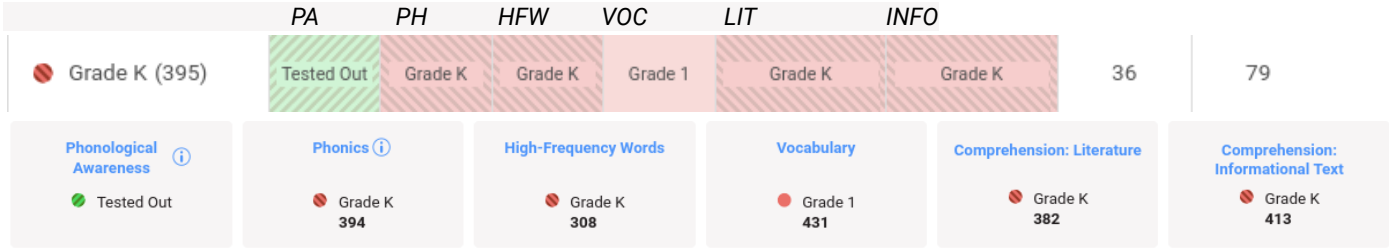
605L-755L

The Lexile® Find a Book tool enables you to search for books by grade, interest, and Lexile measure. You can view a book's most challenging words and build a customized reading list. Search for books and see additional Lexile tools now at Hub.Lexile.com

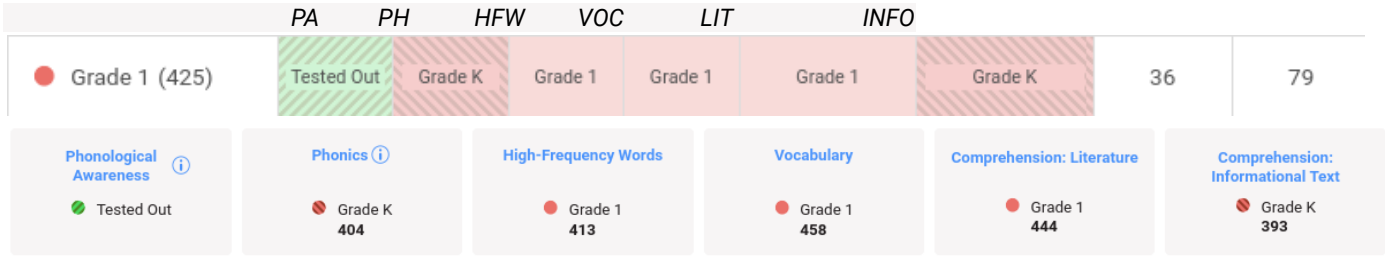
Student Data by Domain

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Literature (LIT)
- Comprehension: Informational Text (INFO)

BOY



MOY



Standards Met on i-Ready

+	1L5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	✓
+	1L5b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	✓
+	1L5c	Use words for identification and description, making connections between words and their use (e.g., places at home that are cozy).	✓
+	1L5d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	✓
+	1RF2a	Count, blend and segment single syllable words that include consonant blends.	✓
+	1RF2a	. . . [B]lend . . . single syllable words that include consonant blends.	✓
+	1RF2a	. . . [S]egment single syllable words . . .	✓
+	1RF2b	Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.	✓
+	1RF2c	Manipulate individual sounds (phonemes) in single-syllable spoken words.	✓
+	KRF2a	Recognize . . . rhyming words.	✓
+	KRF2b	. . . [S]egment syllables in spoken words.	✓
+	KRF2b	Blend . . . syllables in spoken words.	✓
+	KRF2c	. . . [S]egment onsets and rimes of spoken words.	✓
+	KRF2c	Blend . . . onsets and rimes of spoken words.	✓
+	KRF2d	. . . [S]egment individual [final] sounds (phonemes) in spoken one-syllable words.	✓
+	KRF2d	. . . [S]egment individual [initial] sounds (phonemes) in spoken one-syllable words.	✓
+	KRF2d	. . . [S]egment individual [medial vowel] sounds (phonemes) in spoken one-syllable words.	✓
+	KRF2e	Create new words by manipulating the phonemes orally in one-syllable words.	✓
+	KR3	Identify . . . settings . . . in a story . . . (. . . RL)	✓
−	KR3	Identify characters . . . in a story . . . (. . . RL)	✓
		Focus Skill(s)	
		Identify characters in literary text. With support, identify or describe characters in literary text read aloud.	✓
−	KR2	Retell . . . key details from a text. (RI . . .)	✓
		Focus Skill(s)	
		Retell informational text. With support, retell key details of informational text read aloud.	✓
+	KR1	Develop and answer questions about a text. (RI and RL)	✓
+	KR1	. . . [A]nswer questions about a text. (. . . RL)	✓
−	KR1	. . . [A]nswer questions about a text. (RI . . .)	✓
		Focus Skill(s)	
		Make inferences in informational text. With support, draw conclusions or make inferences in read-aloud informational text or in pictures.	✓
		Answer questions about key ideas and details in informational text. With support, demonstrate understanding of key ideas and details shown in pictures or explicitly stated in informational text read aloud.	✓
		Determine word meaning in informational text. With support, understand the meaning of Grade K words and phrases, including academic and/or domain-specific words, in informational text read aloud.	✓