

## Batch PDF Summary

### SUBJECTS

Reading

### PAGES

Student Profile overview  
Comparisons  
Instructional Areas (topic)

### STUDENTS

L1 (1 student)

Do not include students and subjects without test events\*

Clark, Gia

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# Student Profile

Exported by learning@alpha.school  
on 2/2/2026

Gia Clark

Grade: 2 | ID: 001-0608

## READING

Standard Error: +/- 3.28

Possible range: 194-200

8/19/2025 - 98 minutes

Rapid-Guessing %: N/A

Est. Impact of Rapid-Guessing % on RIT: N/A

Growth: Reading 2-5 CCSS 2010 1.1

Fall 2025-26

197

### COMPARISONS

#### GROWTH & ACHIEVEMENT MEASURES

##### Norms Percentile

GROWTH  
Below Mean



ACHIEVEMENT  
Above Mean



##### Quadrant Chart

##### Low Growth / High Achievement

#### PROJECTIONS

Projected result for tests

Masters

STAAR  
If taken in the spring

#### READABILITY MEASURES

Lexile\*

530L - 680L

### INSTRUCTIONAL AREAS

188

Informational Text

❖ Suggested Area of Focus

199

Vocabulary

204

Literary Text

### GROWTH GOALS

#### SPRING 2026



Customize the growth target  
for this student by setting a  
growth goal

#### Past Goals

There are no previous goals for this student.

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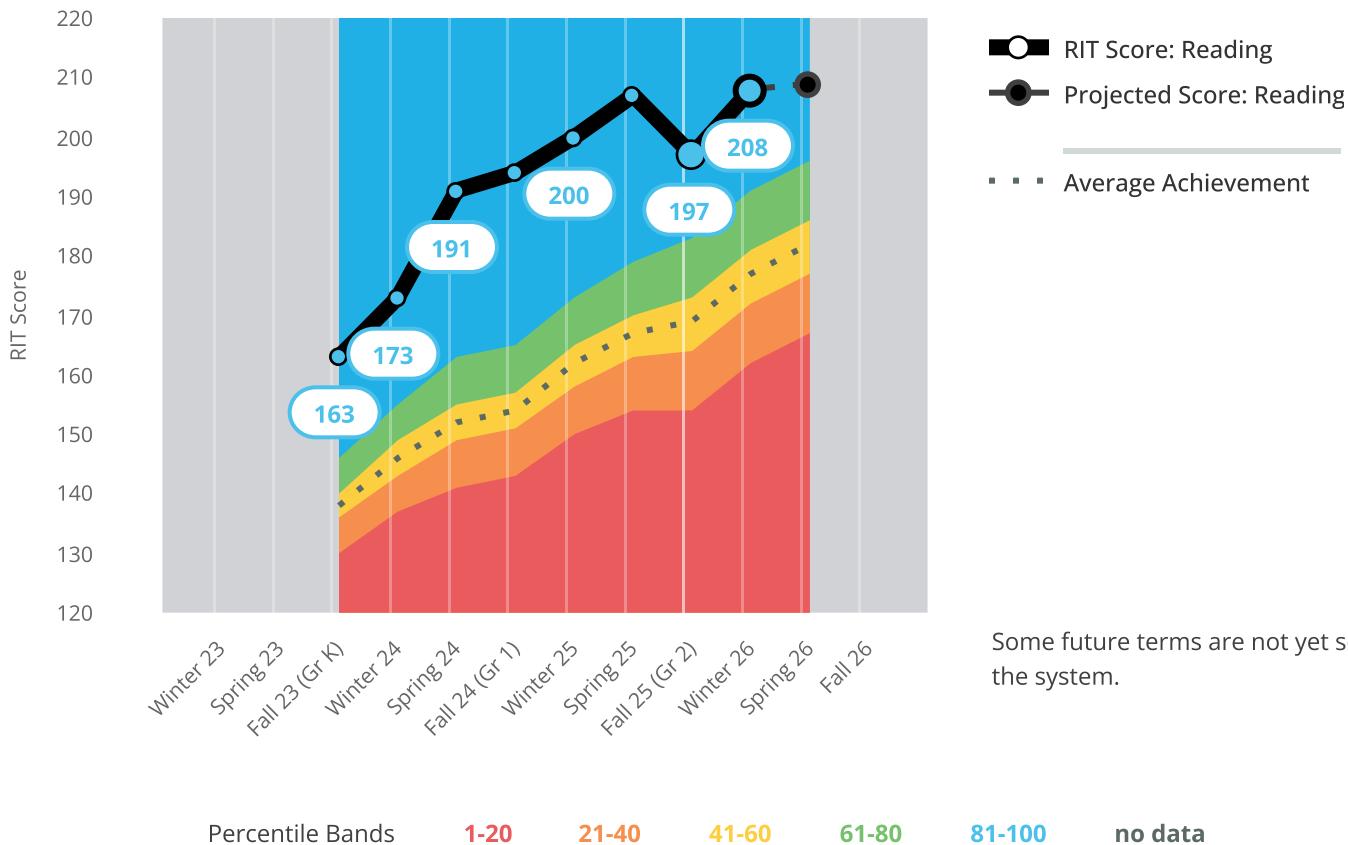
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nwea®

2/15

## GROWTH OVER TIME



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## INSTRUCTIONAL AREAS

Group by : Topic

Concepts to : Develop

### Informational Text

188

± 5.72

#### Analyze Central Idea, Concepts, and Events; Summarize

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##### Cause and Effect

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**Gia is ready to DEVELOP these skills (181-190):**

- Determines the cause of a situation or event in informational text
- Determines the effect of a situation or event in informational text

##### Following Directions

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**Gia is ready to DEVELOP these skills (181-190):**

- Locates information in a set of directions

##### Inferences, Conclusions

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**Gia is ready to DEVELOP these skills (181-190):**

- Compares or contrasts details/ideas described in informational text
- Draws conclusions based on multiple informational texts

##### Locating Information

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**Gia is ready to DEVELOP these skills (181-190):**

- Locates details in informational text
- Locates information in a set of directions
- Understands explicit relationships between ideas in informational text

##### Main or Central Idea, Topic

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**Gia is ready to DEVELOP these skills (181-190):**

- Determines main/central idea in a portion of an informational text

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- Determines main/central idea in informational text
- Determines main/central idea of an informational web page
- Determines the topic in informational text
- Identifies a title that reflects main/central idea in informational text

## Sequencing

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**Gia is ready to DEVELOP these skills (181-190):**

- Determines logical order of ideas or events in informational text
- Understands sequence in informational text

## Summarizing, Paraphrasing

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**Gia is ready to DEVELOP these skills (181-190):**

- Summarizes informational text

## Supporting Details

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**Gia is ready to DEVELOP these skills (181-190):**

- Determines details that support main/central idea in informational text

## Analyze Point of View, Purpose, Features, and Structure

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## Assertions and Claims

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**Gia is ready to DEVELOP these skills (181-190):**

- Identifies evidence that supports a statement in informational text
- Identifies reasons that support a claim in persuasive text

## Author's Craft: Perspective, Attitude

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**Gia is ready to DEVELOP these skills (181-190):**

- Determines author's attitude in persuasive text

## Locating Information

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**Gia is ready to DEVELOP these skills (181-190):**

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- Distinguishes whether information comes from text or an illustration in informational text
- Locates details in informational text
- Locates information in charts or graphs
- Locates information in diagrams or illustrations
- Locates information in tables of contents

## Purpose

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### Gia is ready to DEVELOP these skills (181-190):

- Determines specific purpose of a poster or sign
- Determines specific purpose of a set of directions
- Determines specific purpose of an informational text

## Supporting Details

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### Gia is ready to DEVELOP these skills (181-190):

- Determines details that support a claim in informational text

## Text Features, Visuals

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### Gia is ready to DEVELOP these skills (181-190):

- Analyzes information in Venn diagrams or other graphic organizers
- Analyzes information in illustrations
- Determines specific purpose of a graphic
- Integrates information from graphics and text
- Interprets information in charts or graphs
- Locates information in charts or graphs
- Locates information in diagrams or illustrations
- Locates information in tables of contents
- Uses context and glossary entries to determine word meaning

## Text Structure: Organization

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### Gia is ready to DEVELOP these skills (181-190):

- Determines the relationship between parts of a text
- Identifies process as a structure in informational text

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## Vocabulary

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### Academic and Content Vocabulary

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**Gia is ready to DEVELOP these skills (191-200):**

- Demonstrates understanding of academic vocabulary
- Demonstrates understanding of domain-specific vocabulary
- Demonstrates understanding of words or phrases that show a compare or contrast relationship
- Determines the meaning of academic words or phrases in context
- Determines the meaning of domain-specific words or phrases in context
- Identifies words or phrases in context that show a contrast

### Author's Craft: Figurative Language

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**Gia is ready to DEVELOP these skills (191-200):**

- Analyzes the effect of figurative language in context
- Determines the meaning of a figurative word or phrase in context
- Interprets idiom in context
- Interprets metaphor in context
- Interprets personification in context
- Interprets simile in context
- Interprets the use of repetition in context
- Understands the meaning of common idioms

### Author's Craft: Style, Voice, Tone, Mood

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**Gia is ready to DEVELOP these skills (191-200):**

- Analyzes the effect of word choice on meaning or tone

### Base Words, Affixes

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**Gia is ready to DEVELOP these skills (191-200):**

- Applies knowledge of Greek or Latin roots to determine the meaning of a word in the 2-5 grade band
- Applies knowledge of Greek or Latin roots to determine the meaning of a word in the 6-8 grade band
- Understands how the prefix dis-, mis- or non- changes the meaning of a word

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- Understands how the prefix un- or re- changes the meaning of a word
- Understands how the suffix -less or -ful changes the meaning of a word
- Understands that individual words combine to form compound words
- Understands the meaning of the combining form micro-
- Uses a defined root and/or affix to determine word meaning

## Reference Materials

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### Gia is ready to DEVELOP these skills (191-200):

- Locates information in dictionaries or glossaries
- Uses context and dictionary, glossary, or thesaurus entries to determine word meaning

## Unknown and Multiple-Meaning Words

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### Gia is ready to DEVELOP these skills (191-200):

- Determines which meaning of a multiple-meaning word in the 2-5 grade band fits a given context
- Determines which meaning of a multiple-meaning word in the 6-8 grade band fits a given context
- Identifies words or phrases that provide paragraph-level context for a word
- Uses context in a grade 02 passage to determine word meaning
- Uses context in a grade 03 passage to determine word meaning
- Uses context in a grade 04 passage to determine word meaning
- Uses context in a grade 05 passage to determine word meaning
- Uses context in a grade 06 passage to determine word meaning
- Uses context in a grade 07 passage to determine word meaning
- Uses context to confirm initial understanding of words or phrases
- Uses context to determine the meaning of a phrase
- Uses context to determine the meaning of words in the 2-5 grade band
- Uses context to determine the meaning of words in the 6-8 grade band

## Word Nuances and Shades of Meaning

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### Gia is ready to DEVELOP these skills (191-200):

- Analyzes nuances in meaning among related words to determine which fits a given context
- Understands precise connotations of words with similar meanings
- Uses context to determine connotation of words

## Word Relationships

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**Gia is ready to DEVELOP these skills (191-200):**

- Identifies synonyms or antonyms of given words in the 6-8 grade band
- Uses a known word in context to determine the meaning of an unknown word
- Uses antonym relationships in context to determine word meanings
- Uses context to identify words that are synonyms or antonyms
- Uses synonym relationships in context to determine word meanings

## Literary Text

**204**

± 6.33

### Analyze Point of View, Features, and Structure

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#### Author's Craft: Foreshadowing, Flashback

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**Gia is ready to DEVELOP these skills (201-210):**

- Identifies flash-forward in literary text

#### Author's Craft: Perspective, Attitude

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**Gia is ready to DEVELOP these skills (201-210):**

- Determines narrator's attitude in literary text
- Determines speaker's attitude in poetry
- Identifies details that support narrator's viewpoint in literary text

#### Characteristics of Genre: Literary

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**Gia is ready to DEVELOP these skills (201-210):**

- Understands characteristics of poetry

#### Inferences, Conclusions

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**Gia is ready to DEVELOP these skills (201-210):**

- Makes inferences from literary text and illustrations

#### Plot

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**Gia is ready to DEVELOP these skills (201-210):**

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- Analyzes climax in literary text

## Point of View

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### Gia is ready to DEVELOP these skills (201-210):

- Analyzes the effect of narrator's point of view
- Describes the technique an author uses to develop point of view
- Identifies the narrator in literary text
- Predicts how a story would differ if told from another point of view
- Recognizes first-person point of view
- Understands how a character's point of view affects the story
- Understands how details reveal a character's point of view
- Understands how dramatic irony is created
- Understands how first-person and third-person narratives differ
- Understands how point of view differs among characters

## Supporting Details

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### Gia is ready to DEVELOP these skills (201-210):

- Identifies details that support narrator's viewpoint in literary text

## Text Features, Visuals

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### Gia is ready to DEVELOP these skills (201-210):

- Analyzes how images contribute to meaning or tone in literary text

## Text Structure: Organization

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### Gia is ready to DEVELOP these skills (201-210):

- Analyzes how specific paragraphs contribute to meaning in literary text
- Analyzes how specific paragraphs contribute to plot in literary text
- Analyzes how specific parts of a poem contribute to its meaning
- Analyzes how specific sentences contribute to meaning in literary text

## Analyze Theme and Literary Elements; Summarize

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## Cause and Effect

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**Gia is ready to DEVELOP these skills (201-210):**

- Determines the cause of a situation or event in literary text

## Characterization

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**Gia is ready to DEVELOP these skills (201-210):**

- Analyzes dialogue to understand characters
- Analyzes how characters' traits, feelings, or actions contribute to plot
- Analyzes how setting affects characters
- Compares or contrasts characters
- Describes character traits or attributes
- Determines details that reveal characters' thoughts, feelings, or actions
- Distinguishes between main and supporting characters
- Explains character motivation
- Infers character feelings or thoughts
- Understands character relationships
- Understands how characters are developed or changed

## Plot

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**Gia is ready to DEVELOP these skills (201-210):**

- Analyzes conflict in literary text
- Analyzes how characters' traits, feelings, or actions contribute to plot
- Analyzes how setting contributes to plot
- Identifies conflict and/or resolution in literary text
- Identifies conflict and/or resolution in poetry
- Identifies events that contribute to conflict
- Identifies events that lead to resolution of problem/conflict

## Sequencing

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**Gia is ready to DEVELOP these skills (201-210):**

- Understands sequence in literary text

## Setting

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**Gia is ready to DEVELOP these skills (201-210):**

- Analyzes how setting affects characters

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- Analyzes how setting contributes to plot
- Compares or contrasts setting across literary texts
- Compares or contrasts settings in literary text
- Draws conclusions about a setting based on a description
- Identifies setting
- Recognizes description of setting

## Summarizing, Paraphrasing

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### Gia is ready to DEVELOP these skills (201-210):

- Summarizes a sequence of events in literary text
- Summarizes literary text
- Summarizes poetry

## Supporting Details

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### Gia is ready to DEVELOP these skills (201-210):

- Compares and contrasts ideas presented in multiple literary texts
- Determines details that support a stated idea in literary text
- Determines details that support an inference in literary text
- Determines details that support an inference in poetry
- Determines details that support central idea in literary text
- Determines details that support the theme in literary text

## Theme, Moral, Central Idea

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### Gia is ready to DEVELOP these skills (201-210):

- Analyzes the development of a shared theme in multiple texts
- Analyzes the development of central idea in literary text
- Analyzes the development of theme in literary text
- Determines a shared theme in multiple texts
- Determines central idea in literary text
- Determines moral, lesson, or message in literary text
- Determines the lesson learned by a character
- Determines the moral of a fable
- Determines theme in literary text
- Determines theme in poetry
- Identifies the best title for a literary text

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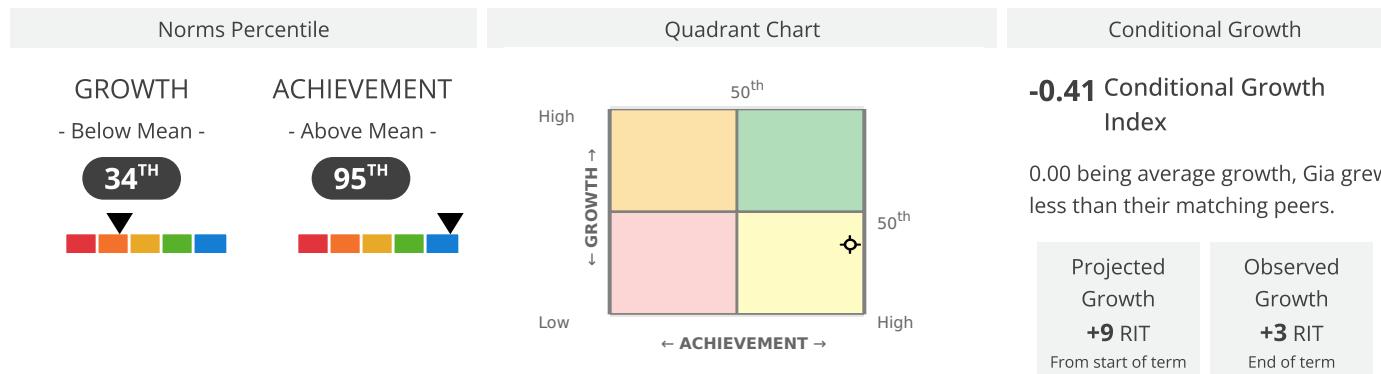
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# COMPARISONS

## GROWTH & ACHIEVEMENT MEASURES

Comparison Period: Fall 2024 - Fall 2025

Gia is in the **34th percentile for Growth** and the **95th percentile for Achievement**. This places them in the **Low Growth, High Achievement** quadrant.



## PROJECTIONS

### Projected result for tests

Masters   STAAR  
If taken in the spring

## READABILITY MEASURES

These are measures of reading material text complexity.  
Consider Gia's age and interests when using these measures to select books for Gia to read.

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**530L - 680L**

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