
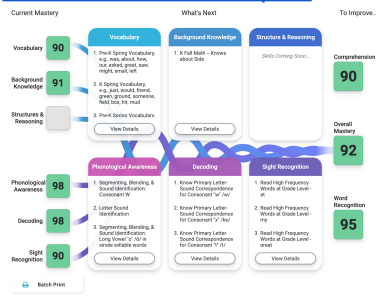


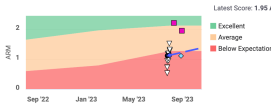


Amira for State Documentation and Student Plans

Many states require intervention plans or documentation for students scoring below grade level and receiving acceleration reading services. It's likely your state has their own specific regulations and unique requirements but these considerations will help you find the necessary information and begin developing your intervention plans. You might want to pair this with our Dyslexia Intervention Letter for parents or the Amira Parent Report. If you need help with this or other documentation, please contact support@amiralearning.com.

	Amira's Recommendation	Amira Report	Notes
Why does this student qualify for support or services?	Identify qualifying students through percentile ranks through national norms.	Benchmark Report 	Some states have their own cut scores and cut lines. Please check with your district as they may have identified this in your reporting.
What types of intervention would support this student?	The best place to see a student's strengths and areas for growth is in regards to the Reading Rope which considers the pillars of literacy.	Instructional Recommendations Report 	This report shows how the scores are interacting with one another to identify a student's most pressing literacy needs.
How will a student receive intervention or support?	Most students need a combination of explicit instruction and practice to improve their skills. We recommend 30-60 minutes of Amira practice for	Skill Status Report	The Skills Status Report can provide a spotlight on skills the student needs to improve and practice alongside valuable resources that will help

	students receiving intervention.		with planning and measurement.																																																				
Who/When?	If your team can align on the skills being addressed and the support from all stakeholders, you're more likely to close gaps. We know some students need practice with phonemes or digraphs 7x more than their peers in order to be successful.	<h3>MTSS Protocol</h3> <p>Student Literacy Plan</p> <table><tr><th>Student Name</th><th>Grade</th><th>Teacher</th><th>Meeting Date</th></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>Skills to Practice:</p> <table><tr><th>Skill</th><th>Plan for Instruction: (who, when, how)</th><th>Plan for Practice: (who, when, how)</th><th>Assessment Goal: Mastered by date</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>Reading Practice Goals (Minutes Per Week)</p> <table><tr><th></th><th>In Books/Magazines</th><th>With Amira</th><th>Extra</th></tr><tr><td>Reading at School</td><td></td><td></td><td></td></tr><tr><td>Reading at Home</td><td></td><td></td><td></td></tr><tr><td>Extra Reading</td><td></td><td></td><td></td></tr></table> <p>Additional Notes:</p> <table><tr><td>Big Goal (WCPM by next month)</td><td></td></tr><tr><td>Reading Practice Tracking Plan</td><td></td></tr><tr><td>Next Meeting Date</td><td></td></tr><tr><td>Other Plans</td><td></td></tr></table>	Student Name	Grade	Teacher	Meeting Date					Skill	Plan for Instruction: (who, when, how)	Plan for Practice: (who, when, how)	Assessment Goal: Mastered by date																		In Books/Magazines	With Amira	Extra	Reading at School				Reading at Home				Extra Reading				Big Goal (WCPM by next month)		Reading Practice Tracking Plan		Next Meeting Date		Other Plans		In schools with human capital shortage, Amira can provide essential intervention tutoring support for students. See more on the research here.
Student Name	Grade	Teacher	Meeting Date																																																				
Skill	Plan for Instruction: (who, when, how)	Plan for Practice: (who, when, how)	Assessment Goal: Mastered by date																																																				
	In Books/Magazines	With Amira	Extra																																																				
Reading at School																																																							
Reading at Home																																																							
Extra Reading																																																							
Big Goal (WCPM by next month)																																																							
Reading Practice Tracking Plan																																																							
Next Meeting Date																																																							
Other Plans																																																							
Progress Monitoring	It's important to check both skills and overall reading progress every 2-3 weeks. By using the Skills Status Report and Progress Report, your team can see both discrete skill and overall improvement.	<h3>Progress Report</h3> 	In addition to tracking the graph, your team should commit to listening to a recording at progress monitoring check-ins. Educators can listen to a student reading by clicking the title of the story in the Progress Report.																																																				
Overall Growth	The Benchmark Report updates after each testing window, and can show overall growth by comparing a student's ARM score from the previous assessment window.	<h3>Benchmark Report</h3> 	At the end of the EOY testing window, this report will show an ARM score and Percentile Rank for each student for the BOY/MOY/EOY windows to show growth and change.																																																				

<h2>Parent Reporting and Support</h2>	<p>Parents are an integral part of student growth. Keep them informed and supporting your efforts with regular check-ins and Amira literacy activities.</p>	<h3>Parent Report</h3> <p>This report is being provided so that you can keep track of Jonas's progress, and help Jonas work on fundamental reading skills.</p> <p>Reading Progress</p>  <p>Tips For Helping Jonas Right Now</p> <ol style="list-style-type: none"> 1. Practice common high frequency words your child might be encountering in stories. Use flash cards to practice. "We, I, a, and, am, are" 2. Ask your student to tell you about a favorite book or movie. Let them describe what makes this so magical for them. 3. Practice word manipulation with your child. Tell them a three letter word and then ask them what word you would have if you changed one part. For example, what word would you have if you changed the "y" in cup to "b"? <p>Understanding Jonas's Scores</p> <p>Reading Mastery 1.95</p> <p>Jonas's skill score is meant to show the grade level at which they are reading independently.</p> <p>Estimated Vocabulary 3749</p> <p>Jonas's vocabulary is 2017 words larger than a typical student at this grade level.</p>	
---------------------------------------	---	---	--

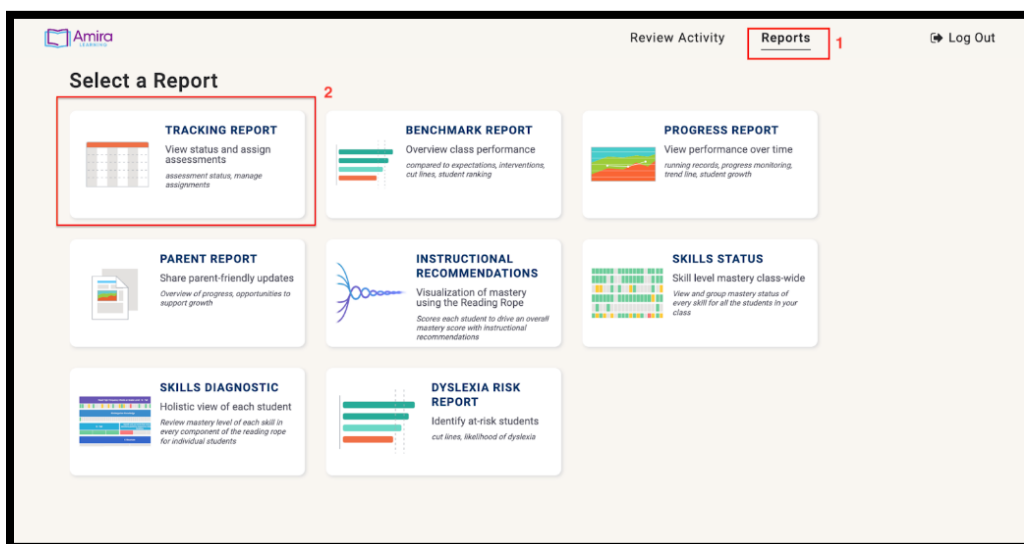
In addition to using Amira to document plans and offer information, Amira is a great resource for intervention, support, and continuous progress monitoring.

Assigning the Assessment: Step-by-Step Directions

Watch [this video](#) or read the instructions below.

In order to assign and configure assessments:

1. From the Amira Teacher Dashboard, click **Reports**.
2. Click **Tracking Report**.



3. Select the class from the drop-down, if needed.

4. Click student name(s) or Select All.
5. Click **Assign Benchmark Assessment** or **Assign Progress Monitor**.

Tracking Report

BTS Testathon Demo School

TESTING WINDOW: Fall (current)

<input type="checkbox"/>	Last Name	First Name	Minutes Read This Week	Stories Read This Week	Review Skills	Assessment Status	Language
<input type="checkbox"/>	Porsch	Adam	0 min			Scheduled on 9/14	English
<input checked="" type="checkbox"/>	Student	Adi	0 min			Unassessed	English
<input type="checkbox"/>	Gee	Alan	0 min			Complete 10/3	English
<input type="checkbox"/>	McCormick	Alistair	0 min			In Progress	English
<input type="checkbox"/>	Student	Ankur	0 min			In Progress	English
<input type="checkbox"/>	Jones	Ari	0 min			Scheduled on 9/27	English
<input type="checkbox"/>	Gupta	Ashish	0 min			Unassessed	English
<input type="checkbox"/>	Choudhary	Ashutosh	0 min			Complete 9/29	English
<input type="checkbox"/>	Warden	Billy	0 min			Scheduled on 8/15	English
<input type="checkbox"/>	Sullivan	Brett	0 min			In Progress	English
<input type="checkbox"/>	McCorkle	Bryan	0 min			Complete 9/5	English
<input type="checkbox"/>	Royce	Chris	0 min			In Progress	English

Buttons: Assign Benchmark Assessment, Assign Progress Monitor, Configure Practice, Unassign Assessment

6. Click **Manage Language** to adjust the student's assessment language configuration.

Assign Benchmark Assessment

BENCHMARK SCREENER: These students will get the benchmark screener next

STUDENT ASSESSMENT CONFIGURATION: English Only

Adi Student

TASKS: The following tasks will appear in the user interface in correspondence with the Reading Rope

Task: 1 Oral Reading Fluency

Adi Student's Assessment Configuration

SELECT LANGUAGES

English ☒ Spanish ☐

Buttons: Cancel, Confirm

Manage Language

- Click **Create** to assign the assessment.

Assign Benchmark Assessment

BENCHMARK SCREENER
These students will get the benchmark screener next

STUDENT ASSESSMENT CONFIGURATION:

English Only

Adi Student 1 Session ENG **6** [Manage Language](#)

TASKS:
The following tasks will appear in the upcoming assessment. These have been configured by your district. The Target Badges indicate their correspondence with the Reading Rope report.

Task	Description	Reading Rope Domains
1 Oral Reading Fluency	This task consists of reading a passage to ascertain overall fluency and other threads of mastery. The passage will be dynamically adapted to better gauge student ability.	

7 [Create](#) [Cancel](#)

- Students who are assigned an assessment will show “Scheduled on mm/dd” on the Tracking Report Assessment Status.

- NOTE: You can unassign the assessment by selecting the student's name in the Tracking Report and then clicking Unassign Assessment.

Tracking Report

BTS Testathon Demo School

BTS Testathon Demo Class

TESTING WINDOW: Fall (current)

Last Name	First Name	Minutes Read This Week	Stories Read This Week	Review Skills	Assessment Status	Language
Porsch	Adam	0 min			Scheduled on 9/14	English
Student	Adi	0 min			8 Scheduled on 11/15	English
Gee	Alan	0 min			Complete 10/3	English
McCormick	Alistair	0 min			In Progress	English
Student	Ankur	0 min			In Progress	English
Jones	Ari	0 min			Scheduled on 9/27	English
Gupta	Ashish	0 min			Unassessed	English
Choudhary	Ashutosh	0 min			Complete 9/29	English
Warden	Billy	0 min			Scheduled on 8/15	English
Sullivan	Brett	0 min			In Progress	English
McCorkle	Bryan	0 min			Complete 9/5	English
Royce	Chris	0 min			In Progress	English

[Assign Benchmark Assessment](#) [Assign Progress Monitor](#) [Configure Practice](#) **9** [Unassign Assessment](#)