



How to Use Data to Keep Students Challenged

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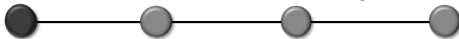
Agenda

Monitoring
Student
Performance

Increasing
the Challenge

Interpreting Data

Resources



Monitoring Student Performance

Two Phases



- Check the student's initial placement after three stories.
- Keep the student challenged over time.

Keeping Students Challenged

To maximize achievement:

- The student should be challenged, but not frustrated, by the level of text difficulty.
- The student should be able to reach the goal—not easily, but with effort.

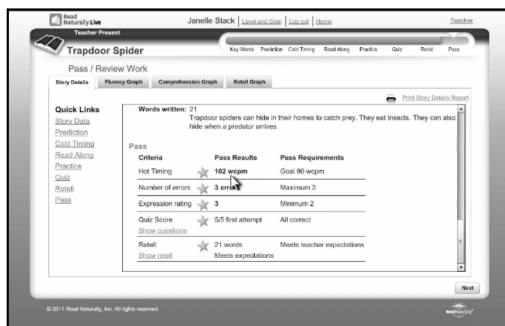


Reviewing Student Data

- Story Details
- Graphs
- Reports



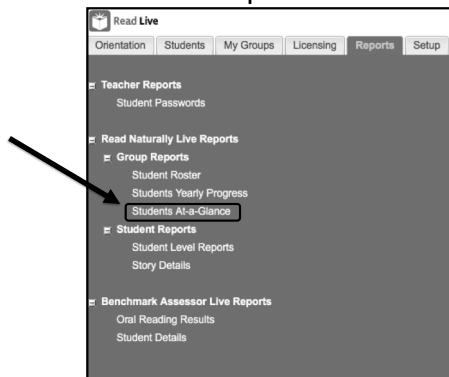
Story Details



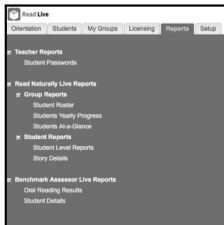
Graphs



Reports



Reports



How to generate reports:

- Read Live Smart Start Guide: Creating RN Live Reports
- Read Live User Guide: Creating Read Naturally Live Reports • Creating a Students At-a-Glance Report

Agenda

Monitoring
Student
Performance

Increasing
the Challenge

Interpreting Data

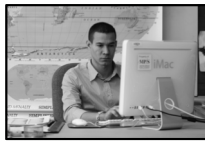
Resources

Interpreting Data

Students At-a-Glance Report

Generate a report:

- After 3 to 6 stories to check initial placement.
- After student completes 12 stories in a level—to determine if a change is needed.
- After student completes all 24 stories in a level—to determine if a student should advance to the next level.
- Throughout the year to monitor student progress.



Interpreting Data

Students At-a-Glance Report

Read Naturally Live

Report date: 1/14/2019

Students At-a-Glance

Report period: 9/20/2018 to 1/14/2019

Current program teacher: Jane Murray

School: Springfield

Current Grade	Student	Current MR Teacher	Series/Level	Series passed	Fluency	Comprehension	Phonics			
			Series/Level	Series passed	Fluency	Comprehension	Phonics			
3	Hart, Lisa	Goss, H.	Seq2.5 12	41/48	70/70	74/80	2/3	6/5	67/93	13/24
3	Smith, Jeff	Goss, H.	Seq3.0 12	61/61	90/90	93/97	3/3	6/3	67/83	12/20
4	Stack, Janelle	Hart, A.	Seq2.5 12	46/67	75/85	78/95	2/3	6/3	80/100	15/24
5	Anderson, John	Bemis, C.	Seq3.0 12	503/104	140/140	140/144	2/2	6/5	79/81	18/29

Read Naturally Live

Students At-a-Glance

Report period: 9/20/2018 to 1/14/2019

Current program teacher: Jane Murray

School: Springfield

Current Grade	Student	Current HR Teacher	Series/Level		Fluency					Comprehension		Phonics
			Series/Level	Stories passed	Cold timing (first 3 / last 3)	Goal (first / last)	Hot timing (first 3 / last 3)	Expression (first 3 / last 3)	Practices (first 3 / last 3)	Quiz % correct (first 3 / last 3)	Words in retell (first 3 / last 3)	Seconds to read word list (first 3 / last 3)
3	Her, Lee	Goss, H	Seq/2.5	12	41/48	70/70	74/80	2/3	6/5	87/93	13/24	
3	Smith, Jeff	Goss, H.	Seq/3.0	12	61/61	90/90	93/97	3/3	6/3	67/83	12/20	
4	Stack, Janelle	Hart, A.	Seq/2.5	12	46/67	75/85	78/95	2/3	6/3	80/100	15/24	
6	Anderson, John	Barns, C.	Seq/5.0	12	103/104	140/140	141/144	2/2	6/6	76/81	18/29	

Read Naturally Live: Students At-a-Glance

Use this report to identify students in Read Naturally Live who may need extra help in specific areas or who may require more of a challenge. Within each column in the Fluency and Comprehension categories for a given level, compare the average values for the first three and last three stories completed to see a student's progress.

For more information about using reports to monitor student performance, see the *Read Live User Guide*.

Current Grade is the student's grade at the time the report was created: K (kindergarten), 1 – 12, or A (adult). Students are listed in order by grade.

Student is the name of a selected student.

Current HR Teacher is the name of the student's homeroom teacher at the time the report was created.

Series/Level is a Read Naturally Live series and level in which the student completed at least one story during the specified reporting period. For each student, the series/levels are listed with the most recent level first. If a student did not complete any stories in the reporting period, no series/level is listed. The series names are abbreviated as Seq (Sequenced), Pho (Phonics), or Idi (Idioms).

Stories passed is the number of stories the student completed in the series/level during the reporting period. To pass a story, the student must read the story at the goal rate, make three or fewer errors, read with good expression, and answer the quiz questions correctly. Depending on the series, the student may have to meet additional requirements to pass. Stories where the student did not meet all pass requirements but the teacher opted to "pass with current scores" are included in the Stories Passed count.

Cold timing (first 3/last 3) is the average number of words correct per minute (wcpm) the student read in the cold timing for the first three stories and for the most recent three stories during the reporting period. An asterisk after a score indicates no teacher was present for at least one of the timings.

Goal (first/last) is the number of words correct per minute (wcpm) that the student must read to pass a story. This report lists the goal rates for both the first story and the last story the student completed in the reporting period.

Hot timing (first 3/last 3) is the average number of words correct per minute (wcpm) the student read in the hot timing for the first three stories and for the most recent three stories during the reporting period.

Expression (first 3/last 3) is the average expression rating the student received during the hot timing for the first three stories and for the most recent three stories during the reporting period. The rating scale ranges from 1 to 4, with 1 representing the least proficient expression.

Practices (first 3/last 3) is the student's average number of practices from the first three and most recent three stories in the level during the reporting period.

Quiz % correct (first 3/last 3) is the average percentage of quiz questions answered correctly on the first try for the first three stories and for the most recent three stories during the reporting period.

Words in Retell (first 3/last 3) is the average number of words the student used on the first attempt to retell the first three and last three stories in the reporting period. Note that stories in the Phonics series do not include a Retell step.

Seconds to read word list (first 3/last 3) is the average number of seconds it took the student to read the phonics word list for the first three stories and the most recent three stories completed in the level during the reporting period. The word list is included only in the Phonics series. Note that stories in non-Phonics series do not include a Word List step.

Interpreting Data

Students At-a-Glance Report

Read Naturally Live

Students At-a-Glance

Report period: 9/20/2018 to 1/14/2019

Report date: 1/14/2019

Current program teacher: Jane Murray
School: Springfield

Current Grade	Student	Current RR Teacher	Series/Level		Fluency			Comprehension		Phonics	
			Series/Level	Cold timing (first 3 / last 3)	Goal timing (min / last)	Expression (first 3 / last 3)	Practices (first 3 / last 3)	Questions correct (first 3 / last 3)	Words in read (first 3 / last 3)	Seconds to read (first 3 / last 3)	
			Stories passed								
3	Har, Leo	Goss, H.	Seq2.5	12	41/48	70/70	74/80	2/3	6/5	87/93	13/24
3	Smith, Jeff	Goss, H.	Seq3.0	12	61/61	90/90	93/97	3/3	6/3	67/83	12/20
4	Stack, Janelle	Hart, A.	Seq2.5	12	46/67	75/85	78/95	2/3	6/3	80/100	15/24
6	Anderson, John	Barns, C.	Seq5.0	12	103/104	140/140	141/144	2/2	6/6	76/81	18/29

The **Cold Timing** offers a baseline score of how well a student can read an unpracticed story.

Interpreting Data

Students At-a-Glance Report

Read Naturally Live

Students At-a-Glance

Report period: 9/20/2018 to 1/14/2019

Report date: 1/14/2019

Current program teacher: Jane Murray
School: Springfield

Current Grade			Series/Level	Series/Level	Fluency	Comprehension		Phonics	
	Student	Current RR Teacher	Series/Level	Stories passed	Fluency	Comprehension	Phonics		
				Cold timing (first 3 last 3)	Hot timing (first 3 last 3)	Expression (first 3 last 2)	Practices (first 3 last 2)	Words in recall (first 3 last 2)	Seconds to read (first 3 last 2)
3	Har, Leo	Goss, H.	Seq2.5	12 41/48	70/70 74/80	2/3	6/5	87/93	13/24
3	Smith, Jeff	Goss, H.	Seq3.0	12 61/61	90/90 93/97	3/3	6/3	67/83	12/20
4	Stack, Janelle	Hart, A.	Seq2.5	12 46/67	75/85 78/95	2/3	6/3	80/100	15/24
6	Anderson, John	Barns, C.	Seq5.0	12 103/104	140/140 141/144	2/2	6/6	76/81	18/29

The **Goal** should exceed the cold timing by approximately:

- 30 in grades 4 and below.
- 40 in grades 5 and above.

Interpreting Data

Students At-a-Glance Report

Read Naturally Live

Students At-a-Glance

Report period: 9/20/2018 to 1/14/2019

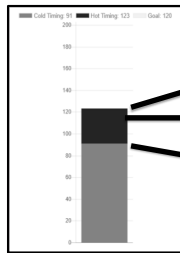
Report date: 1/14/2019

Current program teacher: Jane Murray
School: Springfield

Current Grade	Student	Current RR Teacher	Series/Level		Stories passed	Cold timing (min 3 / last 3)	Goal (min / last)	Fluency (min 3 / last 3)	Expression (min 3 / last 3)	Practices (min 3 / last 3)	Comprehension (min 3 / last 3)	Phonics (min 3 / last 3)
			Series/Level	Series/Level								
3	Her Leo	Goss, H.	Seq2.5	12	41/48	70/70	74/80	2/3	6/5	87/93	13/24	
3	Smith, Jeff	Goss, H.	Seq3.0	12	61/61	90/90	93/97	3/3	6/3	67/83	12/20	
4	Stack, Janelle	Hart, A.	Seq2.5	12	46/67	75/85	78/95	2/3	6/3	80/100	15/24	
6	Anderson, John	Barns, C.	Seq5.0	12	103/104	140/140	141/144	2/2	6/6	76/81	18/29	

The **Hot Timing** indicates whether or not a student has been able to complete the steps successfully and meets the goal.

Relationship of Scores to Goal



Hot-Timing Score

► Goal

► Cold-Timing Score

30 or 40 less than the goal

Students At-a-Glance Report

School: Springfield

		Series Level		Fluency		Comprehension		Phonics	
Current Grade	Student	Current HR Teacher	Series Level	Stories passed	Fluency	Practices	Words in context	Words in reading	Seconds to read 100 words
				Gold lining (first 3 last 3)	Hot lining (first 3 last 3)	Expression (first 3 last 3)	Words in context (first 3 last 3)	Words in reading (first 3 last 3)	Seconds to read 100 words (first 3 last 3)
3	Her Leo	Goss, H	Seq2.5	4114/48	70/70	7480	2/3	6/5	8750/ 13/24
3	Smith, Jeff	Goss, H	Seq2.0	611/164	90/90	90/97	3/3	6/3	8763 /120/9
3	Clark, Jamelle	Hart, A	Seq2.5	468/7	734/5	7350	2/3	6/3	8710/10 /15/23
6	Anderson, John	Barnes, C	Seq4.0	103/104	140/140	141/144	2/3	6/6	7081 /18/29

Students At-a-Glance Report

Current program:
School: Springfield

Current Grade	Student	Current HL Teacher	Series/Level		Fluency			Comprehension		Phonics	
			Series/Level	Stories passed	Hot swing (first 3 sat 3)	Hot swing (last 3 sat 3)	Expression (first 3 sat 3)	Expression (last 3 sat 3)	Words in retail (first 3 sat 3)		Words in retail (last 3 sat 3)
3	Her Lee	Goss, H	Seq.2/5	2	41448	7070	7480	2/3	6/5	8750	13/04
3	Smith, Jay	Goss, H	Seq.1/5	1	61161	9090	9357	3/3	6/3	8785	12/09
3	Clark, Janelle	Hart, A	Seq.2/5	2	4687	7350	7350	2/3	6/3	9100	15/10
6	Anderson, John	Barme, C	Seq.5/10	1	103104	14510	141144	2/2	6/6	10851	10/20

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Interpreting Data

Students At-a-Glance Report

Read Naturally Live

Students At-a-Glance

Report period: 9/20/2018 to 1/14/2019

Report date: 1/14/2019

Current program teacher: Jane Murray
School: Springfield

Current Grade	Student	Current JRR Teacher	Series/Level	Stories passed (first 3 / last 3)	Cold timing (first 3 / last 3)	Hot timing (first 3 / last 3)	Fluency (first 3 / last 3)	Extension (first 3 / last 3)	Practices (first 3 / last 3)	Comprehension Quiz % correct (first 3 / last 3)	Comprehension Quiz % correct (first 3 / last 3)	Phonics Score on 10-item quiz (first 3 / last 3)
3	Har, Leo	Goss, H	Seq2.5	12	41/48	70/70	74/80	2/3	6/5	87/93	13/24	
3	Smith, Jeff	Goss, H	Seq3.0	12	61/61	90/90	95/97	3/3	6/3	87/93	12/20	
4	Stack, Janelle	Hart, A	Seq2.5	12	46/57	75/85	79/95	2/3	6/5	80/100	15/24	
6	Anderson, John	Barns, C	Seq5.0	12	103/104	140/140	141/144	2/2	6/6	76/81	16/29	

The **Quiz** score reflects the student's first attempt to answer each question. An average quiz score of 80% or higher is an acceptable average.

Interpreting Data

Indicators for Increasing Challenge

Consider making a change if a student meets two or more of the following indicators:

- Average cold-timing score improves.
- Average hot-timing score improves.
- Average quiz score improves.
- Average hot-timing score exceeds goal by ten or more.
- Average number of practices decreases.
- Student behavior changes.

Interpreting Data

Does Lee Need More Challenge?




Ask:

- Has Lee's average cold-timing score improved?
- Has Lee's average hot-timing score improved?
- Has Lee's average hot-timing score exceeded his goal by ten or more?
- Has Lee's average quiz score improved?
- Has Lee's average number of practices decreased?

Interpreting Data

Does Lee Need More Challenge?

Series/Level	Series/Level	Stories passed	Cold timing (first 3 / last 3)	Goal (first / last)	Hot timing (first 3 / last 3)	Expression (first 3 / last 3)	Practices (first 3 / last 3)	Quiz % correct (first 3 / last 3)	Words in retell (first 3 / last 3)
Seq 2.5	12		41/48	70/70	74/80	2/3	6/5	87/93	13/24



Lee
3rd Grade

Does Lee need more challenge?

Yes, Lee is ready for more challenge.

Interpreting Data

Review Student Data

Read Naturally Live
Students At-a-Glance
Report period: 9/20/2018 to 1/14/2019
Report date: 1/14/2019
Current program teacher: Jane Murray
School: Springfield

Current Grade	Student	Current MR Teacher	Series/Level	Stories passed	Cold timing (first 3 / last 3)	Goal (first / last)	Hot timing (first 3 / last 3)	Expression (first 3 / last 3)	Practices (first 3 / last 3)	Quiz % correct (first 3 / last 3)	Words in retell (first 3 / last 3)	Phonics Words to read (first 3 / last 3)
3	Hart, Lee	Goss, H.	Seq 2.5	12	41/48	70/70	74/80	2/3	6/5	87/93	13/24	
3	Smith, Jeff	Goss, H.	Seq 3.0	12	61/61	90/90	93/97	3/3	6/3	67/83	12/20	
4	Black, Jennifer	Hart, A.	Seq 2.5	12	46/67	75/83	78/95	2/3	6/3	80/93	15/24	
5	Anderson, John	Barns, C.	Seq 3.0	12	103/104	140/140	141/144	3/3	6/3	78/83	18/29	


Quickly check:

- Average Expression score—at least 2
- Average number of Practices—3 to 10
- Average Quiz scores—80% or higher

Interpreting Data

Does Jeff Need More Challenge?

Series/Level	Series/Level	Stories passed	Cold timing (first 3 / last 3)	Goal (first / last)	Hot timing (first 3 / last 3)	Expression (first 3 / last 3)	Practices (first 3 / last 3)	Quiz % correct (first 3 / last 3)	Words in retell (first 3 / last 3)
Seq 3.0	12		61/61	90/90	93/97	3/3	6/3	67/83	12/20



Jeff
3rd Grade

Cold timing (61) + 30 = 91 (Goal is 90)


Hot timing (97) — Goal (90) = 7 above goal

Jeff may be ready for more challenge.

Interpreting Data

Does Janelle Need More Challenge?

Series/Level	Series/Level	Stories passed	Cold timing (first 3 / last 3)	Goal (first / last)	Fluency	Hot timing (first 3 / last 3)	Expression (first 3 / last 3)	Practices (first 3 / last 3)	Comprehension	Quiz % correct (first 3 / last 3)	Words in retell (first 3 / last 3)
Seq/2.5	12		46/67	75/85		78/95	2/3	6/3		80/100	15/24




Janelle
4th Grade

Cold timing (67) + 30 = 97 (Goal is only 85)
 Hot timing (95) — Goal (85) = 10 above goal
Janelle is clearly ready for more challenge.

Interpreting Data

Does John Need More Challenge?

Series/Level	Series/Level	Stories passed	Cold timing (first 3 / last 3)	Goal (first / last)	Fluency	Hot timing (first 3 / last 3)	Expression (first 3 / last 3)	Practices (first 3 / last 3)	Comprehension	Quiz % correct (first 3 / last 3)	Words in retell (first 3 / last 3)
Seq. 5.0	12		103/104	140/140		141/144	2/2	6/6		76/81	18/29



John
6th Grade

Cold timing (104) + 40 = 144 (Goal is 140)
 Hot timing (144) — Goal (140) = 4 above goal
John's scores do not indicate that he is ready for more challenge.

Interpreting Data

Student Data

Read Naturally Live
 Students At-a-Glance
 Report period: 9/20/2018 to 1/14/2019
 Current program teacher: Jane Murray
 School: Springfield

Report date: 1/14/2019

Current Grade	Student	Current RR Teacher	Series/Level	Series/Level	Stories passed	Cold timing (first 3 / last 3)	Goal (first / last)	Fluency	Hot timing (first 3 / last 3)	Expression (first 3 / last 3)	Practices (first 3 / last 3)	Comprehension	Quiz % correct (first 3 / last 3)	Words in retell (first 3 / last 3)	Phonics	Phonics % correct (first 3 / last 3)
3	Hart, Lee	Goss, H.	Seq3.0	12	41/48	5/10	74/90		5/5	5/5	5/5	67/83	67/83	15/24		
3	Smith, Jeff	Goss, H.	Seq3.0	12	61/61	5/10	93/97		5/5	5/5	5/5	67/83	67/83	12/20		
4	Stack, Janelle	Hart, A.	Seq2.5	12	46/67	7/10	78/95		5/5	5/5	5/5	80/100	80/100	15/24		
6	Anderson, John	Barns, C.	Seq5.0	12	103/104	140/140	141/144		2/2	6/6	6/6	76/81	76/81	18/29		

Agenda

Monitoring
Student
Performance

Increasing
the Challenge

Interpreting Data

Resources

Increasing the Challenge

When Increasing Challenge

- Raise only one element at a time.
- Raise level by half a year or raise goal by 10 words.
- After 12 stories, typically raise the goal.
- After 24 stories, typically raise the level.
- Consider the long-term fluency benchmark goal.

Series Options			
Reading level	Sequenced	Phonics	Idioms
1.0	1.0	0.8 short vowels	
1.5	1.5	1.3 long vowels	
2.0	2.0	1.8 blends/digraphs	
2.5	2.5	2.3 r-controlled	
3.0	3.0	2.6 short vowels 2.7 long vowels	3.0
3.5	3.5		3.5
4.0	4.0		4.0
4.5	4.5		4.5
5.0	5.0		
5.6	5.6		
6.0	6.0		
7.0	7.0		
8.0	8.0		

Increasing the Challenge

Long-Term Fluency Benchmark Goal

The student is able to read unpracticed, grade-level passages at, near, or above the 50th percentile on national norms.



Long-Term Fluency Benchmark Goals

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
6	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93
7	90	180	192	202
	75	156	165	177
	50	128	136	150
	25	102	109	123
	10	79	88	98
8	90	185	199	199
	75	161	173	177
	50	133	146	151
	25	106	115	124
	10	77	84	97

***WCPM** = words correct per minute

Hasbrouck, J., & Tindal, G. A. (2006, April). Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers. *The Reading Teacher*, 59(7), 636-644.

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When Increasing Challenge



- Use what you know about the student as you are deciding how to increase the challenge!
- Discuss the change with the student.

Should we raise Lee's level or goal?



Ask:

- Has Lee completed 12 or 24 stories in the level?
- What is Lee's long-term benchmark fluency goal?
- Is Lee closer to meeting his long-term benchmark level or rate?

Should we raise Lee's level or goal?

Series/Level		Fluency					Comprehension	
Series/Level	Stories passed	Cold timing (first 3 / last 3)	Goal (first / last)	Hot timing (first 3 / last 3)	Expression (first 3 / last 3)	Practices (first 3 / last 3)	Quiz % correct (first 3 / last 3)	Words in retell (first 3 / last 3)
Seq. 2.5	12	41/48	70/70	74/80	2/3	6/5	87/93	13/24



Lee
3rd Grade

Should we raise Lee's level or goal?
Raise Lee's goal.

Increasing the Challenge

What is Lee's new goal?



Previous goal: 70

New goal: **80**

Edit Read Naturally Live Assignment

*Required field
If the student is new to Read Naturally, use the built-in placement test to determine an appropriate initial series, level, and goal.

Student: Lee Herr
*Series: Sequenced
*Level: 2.5
*Goal: **80** words correct per minute

Save Cancel

Increasing the Challenge

Student Data

Read Naturally Live

Students At-a-Glance

Report period: 9/20/2018 to 1/14/2019

Report date: 1/14/2019

Current program teacher: Jane Murray
School: Springfield

Current Grade	Student	Current RR Teacher	Series/Level	Stories passed	Fluency	Comprehension	Phonics		
			Series/Level	Stories passed	Fluency	Comprehension	Phonics		
				Gold ending (first 3 part 3)	Gold ending (first 3 part 3)	Words in retail (first 3 part 3)	Seconds to read (first 3 part 3)		
3	Herr, Lee	Goss, H.	Seq2.5	12	41/48	7/10	74/80	8/10	13/24
3	Smith, Jeff	Goss, H.	Seq3.0	12	61/61	9/10	93/97	6/6	12/20
4	Stack, Janelle	Hart, A.	Seq2.5	12	46/67	7/8	78/95	8/8	15/24
5	Anderson, John	Barns, C.	Seq5.0	12	103/104	140/142	141/144	6/6	18/29

Increasing the Challenge

Decision for Lee

Read Naturally Live

Students At-a-Glance

Report period: 9/20/2018 to 1/14/2019

Report date: 1/14/2019

Current program teacher: Jane Murray
School: Springfield

Raise goal / 80 wcpm


Raise goal / 80 wcpm			Series/Level	Fluency	Comprehension	Phonics			
Current Grade	Student	Current RR Teacher	Series/Level	Gold (ending 3/1/23) Silver (3/1/23) Bronze (3/1/23)	Not reading (3/1/23) Reading (3/1/23) Expression (3/1/23)	What % correct (3/1/23) Words to read (3/1/23) Questions (3/1/23)	Seconds to read (3/1/23) Words to read (3/1/23) Questions (3/1/23)		
3	Herr, Lee	Goss, H.	Seq2.5	12	41/48	7/10	74/80	8/10	13/24
3	Smith, Jeff	Goss, H.	Seq3.0	12	61/61	9/10	93/97	6/6	12/20
4	Stack, Janelle	Hart, A.	Seq2.5	12	46/67	7/8	78/95	8/8	15/24
5	Anderson, John	Barns, C.	Seq5.0	12	103/104	140/142	141/144	6/6	18/29



Increasing the Challenge

Should we raise Jeff's level or goal?

Series/Level	Stories passed	Cold timing (first 3 / last 3)	Goal (first / last)	Fluency Hot timing (first 3 / last 3)	Expression (first 3 / last 3)	Practices (first 3 / last 3)	Comprehension Quiz % correct (first 3 / last 3)	Words in retell (first 3 / last 3)
Seq/3.0	12	61/61	90/90	93/97	3/3	6/3	67/83	12/20



Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48


Increasing the Challenge

Decision for Jeff

Read Naturally Live
Students At-a-Glance
Report period: 9/20/2018 to 1/14/2019
Report date: 1/14/2019
Current program teacher: Jane Murray
School: Springfield

Raise goal / 100 wcpm

Current Grade	Student	Current RR Teacher	Series/Level	Stories passed	Cold timing (first 3 / last 3)	Goal (first / last)	Fluency Hot timing (first 3 / last 3)	Expression (first 3 / last 3)	Practices (first 3 / last 3)	Comprehension Quiz % correct (first 3 / last 3)	Words in retell (first 3 / last 3)	Phonics Number of read word list (first 3 / last 3)
3	Hart, Leo	Cross, H	Seq/2.5	12	41/48	70/70	74/80	2/3	6/5	87/93	13/24	
3	Smith, Jeff	Cross, H	Seq/3.0	12	61/61	90/90	93/97	3/3	6/3	67/83	12/20	
4	Black, Janelle	Hart, A	Seq/3.0	12	48/57	73/85	78/95	2/3	6/5	80/100	15/24	
6	Anderson, John	Barns, C	Seq/3.0	12	103/104	140/140	141/144	2/2	6/5	78/81	18/29	




Edit Read Naturally Live Assignment
Assigned to:
If the student is new to Read Naturally, use the built-in placement test to determine an appropriate cold series, level, and goal.
Student: Jeff Smith
Series: Sequenced
Level: 3.0
Goal: 100 words correct per minute
Save Cancel

Increasing the Challenge

Should we raise Janelle's level or goal?

Series/Level	Stories passed	Cold timing (first 3 / last 3)	Goal (first / last)	Fluency Hot timing (first 3 / last 3)	Expression (first 3 / last 3)	Practices (first 3 / last 3)	Comprehension Quiz % correct (first 3 / last 3)	Words in retell (first 3 / last 3)
Seq/2.5	12	46/67	75/85	78/95	2/3	6/3	80/100	15/24



Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72

Increasing the Challenge

Decision for Janelle

Read Naturally Live
Students At-a-Glance
Report period: 9/20/2018 to 1/14/2019

Report date: 1/14/2019

Current program teacher: Jane Murray
School: Springfield

Raise level / Seq.3.0

Current Grade	Student	Current HR Teacher	Series/Level	Stories passed (first 3 / last 3)	Gold timing (first 3 / last 3)	Goal (first / last)	Fluency Hot timing (first 3 / last 3)	Expression (first 3 / last 3)	Practices (first 3 / last 3)	Comprehension Quiz % correct (first 3 / last 3)	Phonics Words in retell (first 3 / last 3)
3	Har, Leo	Goss, H	Seq2.5	12	41/48	70/70	74/80	2/3	6/5	87/93	13/24
3	Smith, Jeff	Goss, H	Seq3.0	12	61/61	90/90	93/97	3/3	6/5	67/83	12/20
4	Stack, Janelle	Hart, A	Seq2.5	12	46/57	73/85	75/95	2/3	6/5	80/100	15/24
6	Anderson, John	Barnes, C	Seq5.0	12	103/104	140/140	141/144	2/2	6/6	76/81	18/29

Edit Read Naturally Live Assignment

Assigned to: Janelle Stack
If the student is new to Read Naturally, use the built-in placement test to determine an appropriate initial series, level, and goal.

Student: Janelle Stack
Series: Seq2.5
Level: 12
Goal: 65 words correct per minute

Save Cancel

Increasing the Challenge

Should we raise John's level or goal?

Series/Level	Stories passed (first 3 / last 3)	Gold timing (first 3 / last 3)	Goal (first / last)	Fluency Hot timing (first 3 / last 3)	Expression (first 3 / last 3)	Practices (first 3 / last 3)	Comprehension Quiz % correct (first 3 / last 3)	Phonics Words in retell (first 3 / last 3)
Seq. 5.0	12	103/104	140/140	141/144	2/2	6/6	76/81	18/29

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
6	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93

Increasing the Challenge

Decision for John

Read Naturally Live
Students At-a-Glance
Report period: 9/20/2018 to 1/14/2019

Report date: 1/14/2019

Current program teacher: Jane Murray
School: Springfield

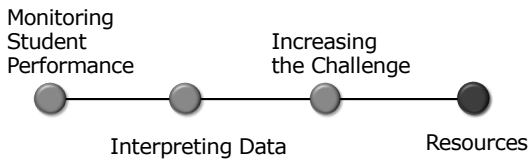
No change

Current Grade	Student	Current HR Teacher	Series/Level	Stories passed (first 3 / last 3)	Gold timing (first 3 / last 3)	Goal (first / last)	Fluency Hot timing (first 3 / last 3)	Expression (first 3 / last 3)	Practices (first 3 / last 3)	Comprehension Quiz % correct (first 3 / last 3)	Phonics Words in retell (first 3 / last 3)
3	Har, Leo	Goss, H	Seq2.5	12	41/48	70/70	74/80	2/3	6/5	87/93	13/24
3	Smith, Jeff	Goss, H	Seq3.0	12	61/61	90/90	93/97	3/3	6/5	67/83	12/20
4	Stack, Janelle	Hart, A	Seq2.5	12	46/57	73/85	75/95	2/3	6/5	80/100	15/24
6	Anderson, John	Barnes, C	Seq5.0	12	103/104	140/140	141/144	2/2	6/6	76/81	18/29

Keeping Students Challenged



Agenda



Additional Resources

Read Live User Guide:

- Creating Read Naturally Live Reports
- Keeping Students Challenged

How To:

- Read Naturally Live: Monitoring Student Performance
- Read Naturally Live: Interpreting Actionable Data on Students At-a-Glance Report
- Read Naturally Live: Evaluating Student Progress

PDF:

Hasbrouck and Tindal Oral Reading Fluency Data Table

Q & A:

Read Naturally Strategy Programs: Adjusting Levels and Goals

For more information:

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Questions?

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