

## FAQs for Lexia Reading Core5 Reports

Do you have a question? Email [support@lexialearning.com](mailto:support@lexialearning.com).

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## Setup Questions

### 1. How do I create a new class?

- If you are not assigned to any class, on the  tab, click the  button.
- If you are assigned to a class and would like to create a new class, on the  tab, click the  button.
- Users with a higher level of access should go to the  tab and click the  button.

## Auto Placement

### 2. Why did my student place in the program at this level?

The Auto Placement tool adapts based on the student's performance on the activities. When the student responds correctly, they advance to harder activities in higher levels. When the student responds incorrectly, they "drop" to easier material in lower levels.

You can look at your class's Auto Placement Report to see the student's accuracy on the Word Recognition and Comprehension activities in the placement level. Any accuracy score less than 90% will place the student at that level.

### 3. What if I think this student should have placed at a different level?

Use the "5 Finger Rule" for determining if and how adjustments should be made:

- First, allow the student to work in Core5 at the level of their placement for 2 weeks of consistent use.
- After that period, look at the Student Skills Report to see the student's accuracy and rate for each activity in the level. If ALL 5 activities show high accuracy and fast rate, consider moving the student into a higher level of Core5. If ALL 5 activities show low accuracy and slow rate, consider moving the student into a lower level.
- Most often, you will notice mixed performance across the activities, usually indicating that the student has been placed appropriately.

## Performance Predictors

### 4. What are Performance Predictors?

Performance Predictors measure a student's risk of potential reading failure. Performance Predictors indicate each student's chance of reaching the end-of-year benchmark (i.e., the program and level achieved at year-end by the norm group of students for that grade level).

**5. How often are Performance Predictors updated on myLexia.com?**

Predictors first become available on the first day of the second month of school.

Predictors are updated at the beginning of each month based on the student's program assignment and performance in the previous month.

**6. Why are Performance Predictors not available (n/a) for my student?**

Predictors will not be available (n/a) if one of the following conditions occurred:

- A student is not in grades PreK through 5.
- A student did not use Core5 at all during the previous month.
- A student does not have a grade assignment.
- A student's grade assignment was changed.
- It is the first month of the school year.

After a PreK-5 student uses Core5 and moves sequentially in the program for a calendar month, a Predictor is calculated on the first of the next month.

**7. Which students are measured with Lexia Skill Sets?**

Students using Strategies for Older Students in Grades 6+ are measured with a Lexia Skill Set, which are updated on a nightly basis. No student using Core5 receives a Lexia Skill Set.

Class and Student Reports

**8. I'm a teacher. What are the most important things I should look at in the reports?**

You should monitor students are meeting their recommended usage and that students are not "stuck" or struggling in the program:

- On the Class Combined Report/Home Page, scroll down to the table at the bottom of the page. See who is not meeting their individualized recommended usage and arrange for them to get more regular time at the computer so they can progress in the program.
- In this table, you can also see which students are struggling and need a teacher-directed Lexia Lesson (also listed at the top of the page on the "Plan Instruction List"). Try to provide lessons as soon as possible, so students can continue to advance in the program. Download the Lesson for a specific student from the Plan Instruction list or from the class table. After you deliver the lesson, confirm that the student moved off the list. (All lessons are also in the Teacher Resources tab.)

**9. Where can I find my student's achievement certificate?**

- On the Class Combined Report, certificates appear in the table at the bottom of the page and remain there for 3 weeks.
- On the Student Combined Report, certificates appear at the top of the Action Plan and remain there until the next certificate is achieved.
- Blank certificates are always available in the Teacher Resources tab , under Training Materials > Classroom Resources.

**10. Why is there a  symbol next to my student that is “On Target” or why aren’t there  symbols next to my “Some Risk” or “High Risk” students?**

The symbols indicate that a student is struggling in one of their current activities, and may need additional instruction from the teacher in order to master the skill(s) and progress.

The color of the symbol helps teachers answer the question “Who do I help first?” Teachers may want to prioritize struggling students who are “High Risk” or “Some Risk.” If an “On Target” student moves quickly through the units but then s/he gets stuck on a particular skill, additional instruction is recommended. Alternatively, a “High Risk” student may be moving steadily through the program, without currently struggling on a particular skill, so a symbol would not display.

Students without Performance Predictors who are struggling in one or more activities will receive the “Some Risk”  yellow symbol.

**11. Which places in the reports are best to see a student’s gains in the program?**

- Student Combined Report (monthly tracking): The Progress Graph provides a monthly snapshot of students’ progress in the program by presenting their current level and their target (x) for the end of the year. The student’s Performance Predictor indicates the likelihood of students reaching that target this school year.
- Class Skills Report (current status): This report is the best place for a class view of where students started in the program, where they are now, and how much they have to go. Units Gained tells you how many units they completed this year and Units To Target indicates how many more they have to finish to reach their target.
- Class or Student Usage Report (specific date range): This report also has a field for Units Gained. There is a 4 week total from the Class or Student Combined Report. For other time periods, go to the Reports tab and pick the dates of interest.

**12. On the Student Combined Report’s usage graph, why are some bars green and other bars that are the same size (or higher) grey?**

A green bar means the student is meeting the recommended level of usage in the software. A gray bar means they are not meeting recommended usage. A student’s Performance Predictor may change on the first of each month, so the student’s target usage may be higher or lower from month to month. Therefore, the student could have lower usage in one month and be “green,” and then higher usage in another month and be “gray.”

**13. On the Student Combined Report, my student’s Performance Predictor is low (27%) but the trend line on the progress graph looks like it is heading towards the target. Why don’t they match?**

If the Performance Predictor and the trend line seem to contradict each other, use the Performance Predictor to determine the student’s risk level because it is based on a more complete collection of data points. The trend line is based on two to three data points, one per month. The line graph is best used to determine the reason a student may be struggling, creating a plateau in the data line.

Use the line graph to compare student progress to their usage over time. If you see a plateau in the line graph, look at the usage to see if the student is struggling because they need more time on the software (grey usage bars) or if the student is getting enough software usage, but is still struggling and needs teacher-led instruction (green bars).

### Prescriptions of Intensity

#### **14. How are Prescriptions of Intensity calculated?**

Prescription of Intensity is a recommended level of instructional intensity to increase the student's probability of reaching the end-of-year benchmark. It is calculated based on the student's current Performance Predictor. If the student does not have a Performance Predictor a general recommendation is provided.

#### **15. What does Prescription of Intensity include?**

The Prescription of Intensity includes:

- The minimum recommended number of minutes that the student should use the software on a weekly basis;
- Targeted instruction delivered by the teacher with Lexia Lessons (available in the Teacher Resources); and
- The suggested need for the teacher to monitor student data in myLexia regularly.

#### **16. Why is my student's target usage not available (n/a)?**

Students may not have a target usage if they have not used the software in the last four weeks or if they have a Performance Predictor of 100%.

#### **17. When are the performance measures updated?**

Performance Predictors are updated on the first of each month. Usage is calculated as students logout from the program. Students' progress and performance on the activities is updated after each practice in real time.

#### **18. My student is already using the software at the recommended usage time, yet has a Performance Predictor that is considered "Some Risk" or "High Risk." What should I do?**

If a student is already working within the recommended usage range, teacher-led instruction may be required for additional support. You can regularly monitor student performance on the Student Combined Report (accessible from the Class Home Page by clicking a student's name) for details on where students are struggling. Or, monitor the Plan Instruction list or class table on the home page to identify students who are struggling and need teacher-led lessons.

### School and District Reports

#### **19. Which reports are best for monitoring a school-level implementation of Lexia?**

To monitor an implementation of Lexia, examine staff's myLexia usage, student usage, and student gains. The Staff Usage Report, in the Lexia Usage section on the top right side of the District and School Combined Reports, displays staff login counts for the last 30 days and their most recent login. Teachers should monitor their classes monthly and High Risk students at least weekly. Support schools and teachers so that at least 60% of students are meeting their individualized recommended usage (green in pies and bar graphs) at all times. Use the Grade

Reports to monitor grade-level gains and usage at the district and school level. See below for help interpreting the summary table.

**20. In the Grade Report, in the table for all students, how do I interpret the Start Level and Current Level?**

The Start Level presents current students’ first Performance Predictor and Grade Level of Material for the current school year. If a student started in October, that student’s information would reflect a November 1<sup>st</sup> Predictor and the Grade Level of Material from November 1<sup>st</sup>.

You can compare the Start Level and Current Level to measure students’ progress in the software over the year. For example, in the Grade Report below, the percentage of students who are “On Target” increased from 7% to 49%. The percentage of students working on material at grade level or higher increased from 20% to 55%.

**3rd Grade Students in All Schools**

School	Students	Performance Predictors		Grade Level of Material (%Working On)							Meeting Usage	
				P	K	1	2	3	4	5		
		On Target	Monthly Change									
<b>Start Level</b>	<b>222</b>	 <b>7%</b>		<b>2%</b>	<b>5%</b>	<b>36%</b>	<b>35%</b>	<b>19%</b>	<b>1%</b>	---		
<b>Current Level</b>	<b>222</b>	 <b>49%</b>		<b>1%</b>	<b>4%</b>	<b>18%</b>	<b>22%</b>	<b>42%</b>	<b>12%</b>	<b>1%</b>	 <b>48%</b>	
<b>Kennedy Elementary School</b>	115	 <b>60%</b>	<b>+6</b>		3%	13%	21%	52%	10%	1%	 <b>45%</b>	
<b>Park Community School</b>	107	 <b>36%</b>	<b>+2</b>		2%	5%	23%	23%	33%	14%	---	 <b>51%</b>