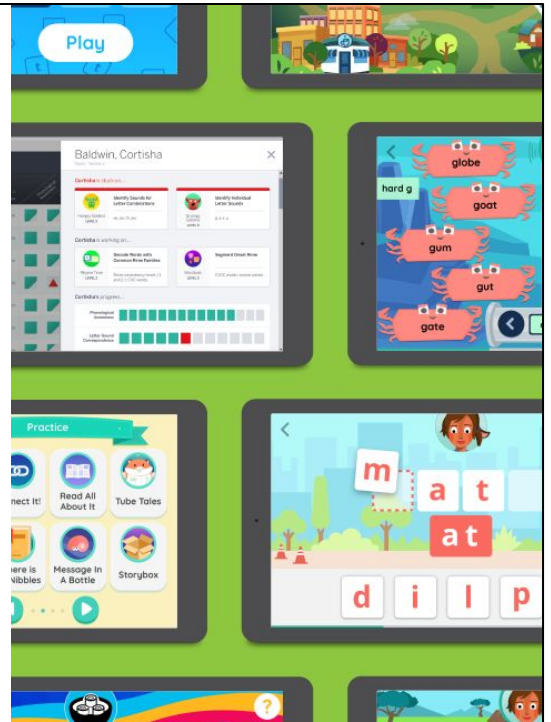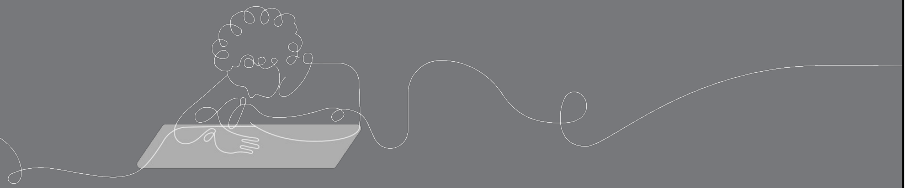# Amplify.

Amplify Reading Data Dashboard Analysis

Agenda

- Part 1 – Introduction
- Part 2 – Whole class
- Part 3 – Small group
- Part 4 – Individual students
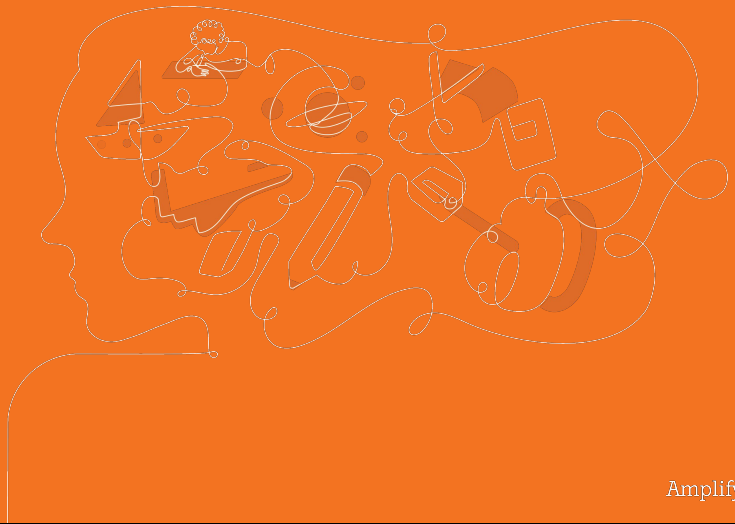- Part 5 – Prioritizing next steps

Amplify.

30 sec

Here is our agenda for today.

Part I
Introduction

Amplify.

10 sec

Let's start off with an introduction.

Facilitator introduction
Your name here

- What you did prior to Amplify

- Where you live

- Fun fact about yourself
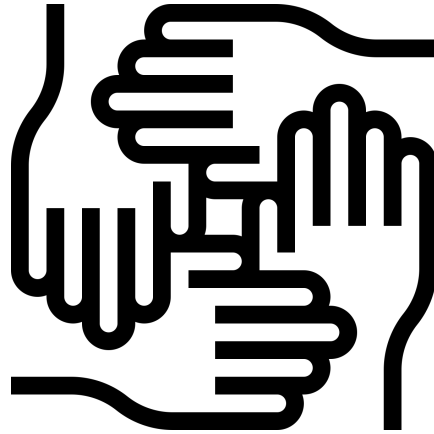
Insert your picture here

Amplify.

1 min

NOTE TO TRAINER
- Update slide with your information and picture.
- Introduce yourself and share what you're most excited about today's session or Amplify Reading: K-5.

Norms

✓ Participate actively

✓ Take care of yourself

✓ Stay engaged

✓ Manage your technology

✓ What is learned here,
leaves here

Amplify.

1 min

Please take a moment to review our norms for the session. Since we have a lot to cover, let's work together to make the most of our time.

Objectives

By the end of the session you will be able to:

- Analyze your student data dashboard to determine strengths, areas for growth, and trends

- Prioritize next steps for instructional planning

Amplify.

2 min

NOTE TO TRAINER
Have participants popcorn read out the objectives for today.
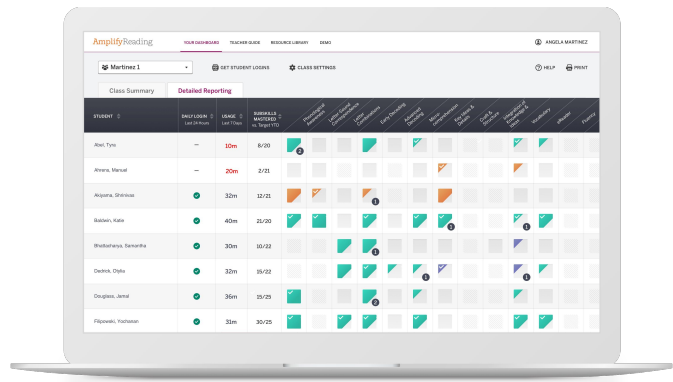
Data Analysis Process

Whole class
- Celebrations
- Areas of growth

Small group
- Skill domain analysis
- Content set analysis

Individual students
- Content mastered
- Content trouble spots

Amplify.

2 min

- For our data analysis process, we'll start be reviewing your class data at a high level, and look for patterns for the whole group.
- We'll look at areas where students have mastered the content, and celebrate those areas.
- We'll also identify skill areas that are presenting trouble spots for multiple students.
- Next, we'll dive into look at a smaller group of students based on skill domain analysis, and identify one of those skill domains to further analyze to understand the specific content students have mastered, as well as where they need further instruction in order to be able to move forward.
- We'll then go a layer deeper and analyze a student you want to learn more about, looking at both the content they have mastered, as well as identified trouble spots that require teacher instructional support.
- After each of these sections, we encourage you to pause the video and complete the work on your own.

10 sec

Now that we've reviewed some functionality, let's take a look at your teacher dashboard and analyze the data so you can identify next steps to take with your students.

Whole class

Whole class

- Celebrations
- Areas of growth

Whole class analysis
Celebrations

1. Which domains, as indicated by few or no trouble spots in the skill domains, are areas of strength for your class?
   - ☐ Phonological Awareness
   - ☐ Letter-Sound Correspondence
   - ☐ Letter Combinations
   - ☐ Early Decoding
   - ☐ Advanced Decoding
   - ☐ Comprehension Processes
   - ☐ Key Ideas & Details
   - ☐ Craft & Structure
   - ☐ Integration of Knowledge & Ideas
   - ☐ Vocabulary
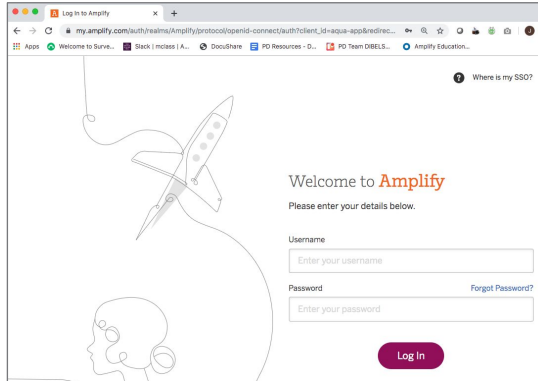   - ☐ eReader
   - ☐ Fluency
   - ☐ Close Reading

2. List all of the students who have no trouble spots (i.e., are making progress in Amplify Reading without more support needed for specific skills.)

Amplify.

2 min

- Let's start with our whole class analysis
- Use your handout to follow along
- Frame: Part of the point of the program is that students should be challenged and should have some struggle- so one trouble spot is not a huge red flag.
- We'll be talking about trouble spots today, but you should use this data in conjunction with other data you have on your students.
- First we want to look at areas where there are students with no trouble spots. You'll want to pay attention to see if these are areas where you've been instructing.

Login to your dashboard

reading.amplify.com/educator

Amplify.

15 sec

After entering your login credentials at reading.amplify.com/educator, you will be taken to your teacher dashboard, shown on the right.

Sample data

15 sec

I am going to model how to complete my analysis using some sample data.

STUDENT	DAILY LOGIN Last 24 Hours	USAGE Last 7 Days	SUBSKILLS MASTERED vs. Target YTD
Abel, Tyra	—	10m	8/20
Ahrens, Manuel	—	20m	2/21
Akiyama, Shrinivas	✓	32m	12/21
Baldwin, Katie	✓	40m	21/20
Bhattacharya, Samantha	—	22m	6/21
Dedrick, Otylia	✓	32m	15/22
Douglass, Jamal	✓	40m	8/23

Skill columns: Phonological Awareness, Letter-Sound Correspondence, Letter Combinations, Early Decoding, Advanced Decoding, Micro-comprehension, Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Vocabulary, eReader

Amplify.

30 sec

Let's zoom in a little closer so you can see my class' performance. Take a moment to look at my dashboard. What skills have no trouble spots? What students don't have any trouble spots? Remember, a trouble spot is noted by a number in a circle.
(pause for 20 seconds for people to review)

Celebrations demo

Celebrations

1. Which literacy skills, as indicated by few or no trouble spots in the skill domains, are areas of strength for your class?
   - ☐ Phonological Awareness
   - ☐ Letter-Sound Correspondence
   - ☐ Letter Combinations
   - ☐ Early Decoding
   - ☐ Advanced Decoding
   - ☐ Comprehension Processes
   - ☐ Key Ideas & Details
   - ☐ Craft & Structure
   - ☐ Integration of Knowledge & Ideas
   - ☐ Vocabulary
   - ☐ eReader
   - ☐ Fluency
   - ☐ Close Reading

14

Amplify.

30 sec

If you identified the above as areas without trouble spots, you are correct!

Celebrations demo

2. List all of the students who have no trouble spots (i.e., are making progress in Amplify Reading without more support needed for specific skills.)

Manuel

30 sec

As I scrolled through the class, these are the students you should have noticed had no trouble spots. You can also note, however, that Manuel has very little completed and is performing below grade level.

Celebrations - your turn

Whole class analysis
Celebrations

1. Which domains, as indicated by few or no trouble spots in the skill domains, are areas of strength for your class?
   - ☐ Phonological Awareness
   - ☐ Letter-Sound Correspondence
   - ☐ Letter Combinations
   - ☐ Early Decoding
   - ☐ Advanced Decoding
   - ☐ Comprehension Processes
   - ☐ Key Ideas & Details
   - ☐ Craft & Structure
   - ☐ Integration of Knowledge & Ideas
   - ☐ Vocabulary
   - ☐ eReader
   - ☐ Fluency
   - ☐ Close Reading

2. List all of the students who have no trouble spots (i.e., are making progress in Amplify Reading without more support needed for specific skills.)

Amplify.

3 min

- Now it's time to review your own data and identify the areas to celebrate.
- Please pause your video for 3 minutes to complete this portion.

Areas for support

Areas for support

3. Are there any students who have not used Amplify Reading? Or, are there any students who are not meeting your usage expectations? For example, do expect all students to use Amplify Reading 30 minutes each week?

☐ yes
☐ no

Students working below grade level in Amplify Reading:

Students not meeting usage expectations:

4. List the students who have an identified trouble spot in each of the below skill domains.

Phonological Awareness	Letter-Sound Correspondence	Letter Combinations	Early Decoding	Advanced	Comprehension

Key Ideas & Details	Craft & Structure	Integration of Knowledge and Ideas	Vocabulary	eR

5. Which literacy domains, as indicated by trouble spots, are areas of need for your class? Check the box and write the number of students with this skill need.
☐ Phonological Awareness
☐ Letter sounds
☐ Letter combinations
☐ Early decoding
☐ Advanced decoding
☐ Comprehension Processes
☐ Key Ideas & Details
☐ Craft & Structure
☐ Integration of Knowledge & Ideas
☐ Vocabulary
☐ eReader
☐ Fluency
☐ Close Reading

Amplify.

1 min

- Now we are going to dive deeper into areas of support.

Areas for support demo

Areas for support
1. Are there students who are working below grade level in Amplify Reading?
   ☐ **yes**
   ☐ no

Students working below grade level:
Manuel
Shrinivas

Amplify.

---

30 sec

I want to know if there are students who've been placed below grade level, and who those students are. Remember, you can easily tell who has been placed below grade level because the skill box will be orange. It's important to note that for some students, it's not all skills where they are below grade level.

Areas for support demo

4. List the students who have an identified trouble spot (TS) in each of the below skill domains OR are working below grade level (*).

Phonological Awareness	Letter-Sound Correspondence	Letter Combinations	Early Decoding	Advanced Decoding	Comprehension Processes
Tyra (TS) Shrinivas* Samantha (TS) Jamal (TS)	Shrinivas* Samantha *	N/A	Shrinivas* (TS) Samantha* (TS) Jamal (TS)	N/A	Otylia (TS)

Amplify.

30 sec

Then I want to go through and identify who the students are who either have a trouble spot in a skill domain, or are working below grade level in that skill domain.

Areas for support demo

4. List the students who have an identified trouble spot (TS) in each of the below skill domains OR are working below grade level (*).

Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Vocabulary	eReader	Fluency	Close Reading
Manuel* Shrinivas* Katie (TS)	N/A	N/A	Manuel* Katie (TS) Otylia (TS)	N/A	N/A	N/A

Amplify.

15 sec

I complete this table by looking at the students in each skill column.

Areas for support demo

5. Which literacy domains, as indicated by trouble spots, are areas of need for your class? Check the box and write the number of students with this skill need.

☐ Phonological Awareness - 4
☐ Letter sounds - 2
☐ Letter combinations
☐ Early decoding - 3
☐ Advanced Decoding
☐ Comprehension Processes - 1
☐ Key Ideas & Details - 3
☐ Craft & Structure
☐ Integration of Knowledge & Ideas
☐ Vocabulary - 3
☐ eReader
☐ Fluency
☐ Close Reading

Amplify.

30 sec

To make sure I know, at a high level, the domains that need attention, I'll mark off each one, and note how many students need support in that domain.

Areas for support - your turn

Areas for support

3. Are there any students who have not used Amplify Reading? Or, are there any students who are not meeting your usage expectations? For example, do expect all students to use Amplify Reading 30 minutes each week?

☐ yes
☐ no

Students working below grade level in Amplify Reading:

Students not meeting usage expectations:

4. List the students who have an identified trouble spot in each of the below skill domains.

Phonological Awareness	Letter-Sound Correspondence	Letter Combinations	Early Decoding	Advanced	Comprehension

Key Ideas & Details	Craft & Structure	Integration of Knowledge and Ideas	Vocabulary	eR

5. Which literacy domains, as indicated by trouble spots, are areas of need for your class? Check the box and write the number of students with this skill need.
   ☐ Phonological Awareness
   ☐ Letter sounds
   ☐ Letter combinations
   ☐ Early decoding
   ☐ Advanced decoding
   ☐ Comprehension Processes
   ☐ Key Ideas & Details
   ☐ Craft & Structure
   ☐ Integration of Knowledge & Ideas
   ☐ Vocabulary
   ☐ eReader
   ☐ Fluency
   ☐ Close Reading

22

Amplify.

12 min

PARAPHRASE
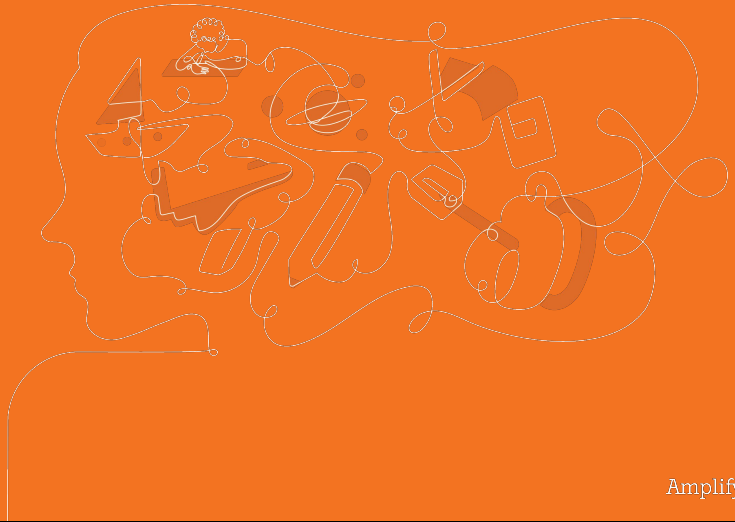
- Now you are going to review your own dashboard, and use the handouts to help you complete your analysis.
- (*You should pause your video now.*) Your analysis should take about 12 minutes. Restart the video when you are ready to move to the next level of analysis.

Part III

Small group

23

Amplify.

10 sec

Now we're going to look closer at the performance of a smaller group of students.

Small group

Small group

1. Pick one of the skills from above to further explore the needs of students working within that skill domain. Complete the table below for that skill.

Skill domain:

Student name	Identified pattern or trouble spot	Notes

15 sec

We'll examine individual student performance for one of the skill domains.

Small group

STUDENT	DAILY LOGIN Last 24 Hours	USAGE Last 7 Days	SUBSKILLS MASTERED vs. Target YTD	Phonological Awareness	Letter-Sound Correspondence	Letter Combinations	Early Decoding	Advanced Decoding	Micro-comprehension	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Vocabulary	eReader
Abel, Tyra	—	10m	8/20	◨ 2	◻	◻	◨	◻	☑	◻	◻	☑	◨	
Ahrens, Manuel	—	20m	2/21	◻	◻	◻	◻	◻	☑	◻	◻	◨	◻	
Akiyama, Shrinivas	✅	32m	12/21	◨	☑	◻	◨ 1	◻	◨	◻	◻	◻	◻	
Baldwin, Katie	✅	40m	21/20	☑	☑	◻	☑	◻	☑	☑ 1	◻	☑ 1	◨	
Bhattacharya, Samantha	—	22m	6/21	◨ 2	☑	◻	◨ 1	◻	◻	◻	◻	◻		
Dedrick, Otylia	✅	32m	15/22	◻	◻	◨	☑	◨	◨ 1	☑	◻	◨ 1	◨	
Douglass, Jamal	✅	40m	8/23	◨ 1	☑	◻	◨ 1	◻	◻	◨	◻	☑	◨	

25

1 min

By looking at detailed reporting, I can decide what instructional areas that I would like to zoom in on. I can see quickly there are several students with trouble spots in Early Decoding and Phonological Awareness. Let's take a closer look at Early Decoding..
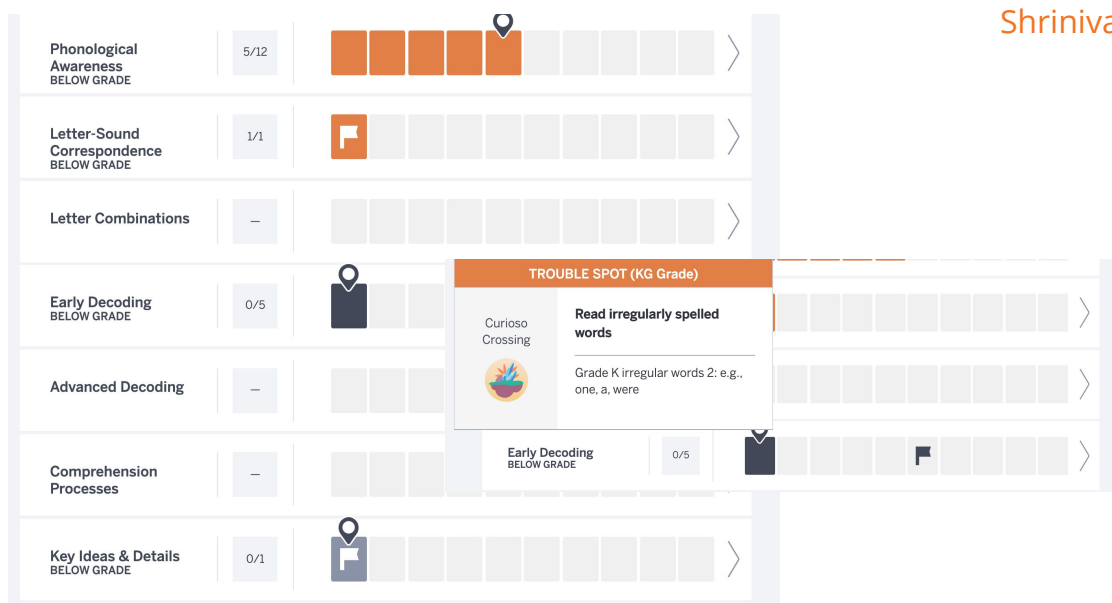
Small group demo

1. Pick one of the skills from above to further explore the needs of students working within that skill domain. Complete the table below for that skill.

Skill domain: Early Decoding		
Student name	**Identified pattern or trouble spot**	**Notes**
Shrinivas*		
Samantha		
Jamal		

1 min

I'll write Early Decoding on my note catcher and list the 3 students who fall into this group because of trouble spots. Let's take a closer look at how they have been doing.

1 min

If I click on Shrinivas' name, it will take me to his performance. I can see that he is working below grade level and has a trouble spot in early decoding.
If I click on the black box or trouble spot, a pop up will appear and tell me what he worked on [CLICK]. I see he needs support to read irregularly spelled words, such as one and were.
I'll want to add this on my note catcher.

Small group demo

1. Pick one of the skills from above to further explore the needs of students working within that skill domain. Complete the table below for that skill.

Skill domain: Early Decoding		
Student name	Identified pattern or trouble spot	Notes
Shrinivas*	- Working below grade level - Trouble spot = read irregularly spelled words such as one, a , were	
Samantha		
Jamal		

1 min

Here I've added notes about how Shrinivas is performing in Early Decoding. As you will see, I have noted he is working below grade level and has a trouble spot in reading irregularly spelled words such as one, a, were.
Now let's take a closer look at Samantha.

Overall Progress

Samantha

DOMAIN	STATUS	SUBSKILLS
Phonological Awareness BELOW GRADE	4/12	
Letter-Sound Correspondence BELOW GRADE	1/1	
Letter Combinations	–	
Early Decoding BELOW GRADE	1/5	
Advanced Decoding	–	
Comprehension Processes	–	
Key Ideas & Details BELOW GRADE	0/1	
Craft & Structure	–	

DOMAIN	STATUS	SUBSKILLS
Phonological Awareness	4/12	

TROUBLE SPOT (KG Grade)

Curioso Crossing

Read irregularly spelled words

Grade K irregular words 2: e.g., one, a, were

Early Decoding BELOW GRADE	1/5	

1 min

I can also see that Samantha has a trouble spot in Early Decoding, similar to Shrinivas
If I click on the black box or trouble spot, a pop up will appear and tell me what she worked on [CLICK]. I see she needs support to read irregularly spelled words, such as one and were, just like Shrinivas.
I'll also add this information to my note catcher.

Small group demo

1. Pick one of the skills from above to further explore the needs of students working within that skill domain. Complete the table below for that skill.

Skill domain: Early Decoding		
Student name	**Identified pattern or trouble spot**	**Notes**
Shrinivas*	- Working below grade level - Trouble spot = read irregularly spelled words such as one, a , were	-
Samantha	- Working below grade level - Trouble spot = read irregularly spelled words such as one, a , were	
Jamal		

1 min

I'll add information about Samantha to the note catcher and begin to see there are already two students with similar needs.
 Now let's take a closer look at Jamal.

1 min

I can also see that Jamal has a trouble spot in Early Decoding and is working below grade level, similar to Shrinivas and Samantha.

If I click on the black box or trouble spot, the pop up [CLICK] tells me he needs support to decode VC, CVC words and to decode words with blends.

Now let's add this information about Jamal to the note catcher.

Small group demo

1. Pick one of the skills from above to further explore the needs of students working within that skill domain. Complete the table below for that skill.

Skill domain: Early decoding

Student name	Identified pattern or trouble spot	Notes
Shrinivas*	- Working below grade level - Trouble spot = read irregularly spelled words such as one, a , were	
Samantha	- Working below grade level - Trouble spot = read irregularly spelled words such as one, a , were	
Jamal	- Working below grade level - Trouble spot = decode VC, CVC words/words with blends.	

1 min

Now that I have completed the note catcher for the students in early decoding, I will look for trends among those students.
Shrinivas and Samantha have the same trouble spot: reading irregular words.
Jamal has a different trouble spot, which is decoding VC and CVC words and words with blends.
While they could all be in the same group as they are below grade level and working on early decoding skills, I could also do some targeted work with Jamal to focus on his specific areas of need.

Small group

Optional:

4. List the students who have a similar pattern or skill need and could be grouped together for instructional support. Start with the most basic skill, and sequence moving up to the most complex.

Skill need: irregularly spelled words	Skill need: decode VC, CVC words	Skill need:	Skill need:	Skill need:
Names: Shrinivas Samantha	Names: Jamal	Names:	Names:	Names:

1 min

There is an optional fourth question - to identify patterns of skill need that I noticed while recording in my note catcher in order to create groups. This question is optional because based on the data in your dashboard and the other data you have for your students, it may not make sense to break students into small groups based only on your dashboard data. It may make most sense to use your Amplify Reading data in combination with all of the other data you have collected on your students. However, it is a step you can take if it would be beneficial for you and your instruction.

In this case, I can see from my note catcher that there are two students, Shrinivas and Samantha, with a similar skill need in Early Decoding, reading irregularly spelled words, so I have listed that here as a potential small group.
I've also listed Jamal's need, which is to decode VC and CVC words, in order to keep track of everything in one place.

Next Steps

1. What surprised you with this data?

   - It surprised me that while Jamal reads on grade level, he has trouble spots below grade level in Early Decoding. This is something I want to be sure to track so that he does not fall behind in his reading.

2. How does this compare with other data you have collected on your students?
   - In other data I've collected, Jamal is performing at a 1st grade level.
   - The data on Shrinivas and Samantha is consistent with other assessment measures.

3. What will your next steps be?

   - Add Jamal to a small group working on decoding VC, CVC words in addition to his regular small group.
   - Work with Shrinivas and Samantha together on decoding irregularly spelled words and send flashcards home with them to practice these words.

15 sec

Whether or not you complete the optional fourth question for small groups, you should complete the reflection questions that lead you to next steps.

Small group - your turn

Small group

1. Pick one of the skills from above to further explore the needs of students working within that skill domain. Complete the table below for that skill.

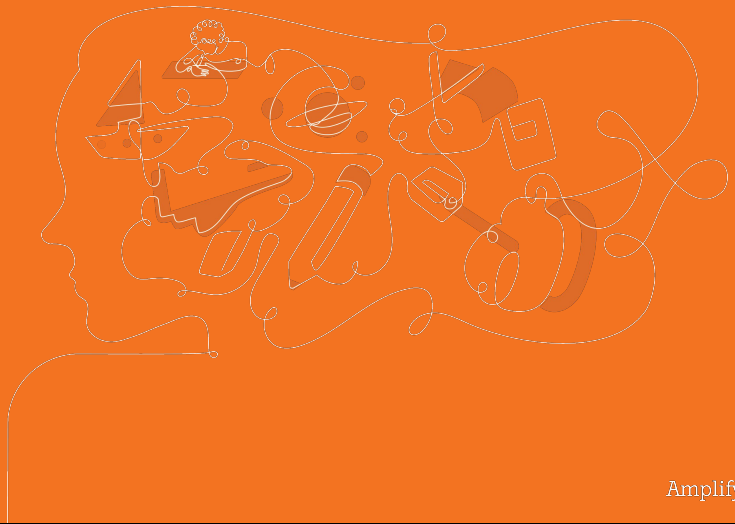| Skill domain:		
Student name	**Identified pattern or trouble spot**	**Notes**

Amplify.

7 min

Now it's your turn to analyze the data for a small group of students. Pick a skill domain you want to look at more closely. We recommend one that is a skill you've focused on in your instruction, or one that is a more basic skill students need to master.
(Pause the video and restart after you've completed the small group analysis section.)
This should take around 7 minutes.

Part IV
Student analysis

Amplify.

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10 sec

As you were looking at your data, you may have wanted to know more about individual students' performance. That's what we'll look at now.

Student analysis

Student analysis

1. Identify a student who you want to learn more about, and complete the analysis for them below.

Student name:	
Skill domains worked in:	
Trouble spots:	

Trouble spot 1:	
Content set mastered:	
Content set not mastered:	

Trouble spot 2:	
Content set mastered:	
Content set not mastered:	

2. What are the skills you need to support this student with?

3. What changes do you need to make to your instructional plan for this student?

15 sec

This is not something that has to be done for every student - we cover this in training so you know how to find and understand this information for all students, but we recommend completing this level of analysis only for students you want or need more information on.

Student analysis demo

1. Identify a student who you want to learn more about, a
below.

| Student name:	Samantha
Skill domains worked in:	Phonological Awareness, Letter Sound Correspondence, Early Decoding
Trouble spots:	Phonological Awareness, Early Decoding

30 sec

- ● I'm going to look more closely at Samantha because I see that she not only has multiple trouble spots, but is also performing below grade level on all skills.
- ● After I click on her name, the pop out screen with her information appears on the right side of the screen. [CLICK]
- ● If I scroll past her current quest, I'll get to her overall progress. [CLICK]
- ● I see that she has worked in several skill domains, and I want to record them. They are:
  - ○ Phonological awareness
  - ○ Letter sound correspondence
  - ○ Early decoding
- ● Next I want to record any trouble spots Samantha had. I notice trouble spots in phonological awareness and early decoding.

Student analysis demo

Trouble spot 1:	Phonological Awareness
Content set mastered:	Blend phoneme (kinder) Segment (count) syllables-1 syllable & 2 syllable compound words (kinder) Segment onset rime (kinder) Isolate initial, medial, and final sounds (kinder)
Content set not mastered:	Segment (count) syllables- 1-3 syllable words (kinder)
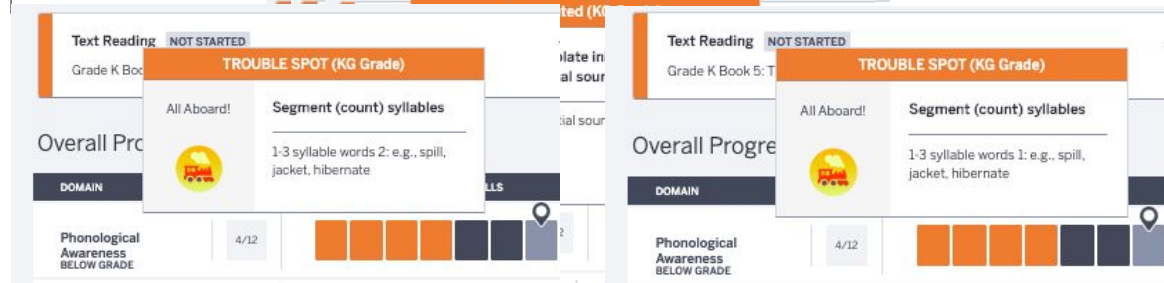
1 min

- I know that the first area where Samantha has a trouble spot is Phonological Awareness. Each of the squares represent a content set that she worked on.
- If I click on the first orange box, I can see that she completed [CLICK] Blend phonemes at a kindergarten grade level. That is recorded on my note catcher. [CLICK]
- The next orange box [CLICK] shows me that she also mastered Segment (Count) syllables at a kindergarten level. This information is recorded on my note catcher as well.[CLICK]
- The third orange box [CLICK] shows me that she completed Segment onset rime at a kindergarten level. [CLICK]
- The fourth orange box [CLICK] shows me that she completed Isolate Initial, medial, and final sounds both at a kindergarten level. This is also recorded on my note catcher. [CLICK}
- The fifth skill was a trouble spot. [CLICK] I can see that her trouble spot is with Segmenting syllables with 1-3 syllable words such as spill, jacket & hibernate. I have added that to my note catcher in content not mastered section.
- You'll notice that Samantha has a second trouble spot [CLICK] This is also with Segmenting syllables with 1-3 syllable words such as spill, jacket & hibernate.

Student analysis demo

Trouble spot 2:	Early Decoding
Content set mastered:	Decode VC, CVC Words and Decode Words with Blends (kinder)
Content set not mastered:	Read irregularly spelled words (kinder)

1 min

- ● I know another area where Samantha has a trouble spot is Early Decoding.
- ● If I click on the first orange box or the first content set she worked on, I can see that she completed [CLICK] Decode VC, CVC Words and Decode Words with Blends at a kindergarten grade level. That is recorded on my note catcher. [CLICK]
- ● The next skill was a trouble spot. [CLICK] I can see that her trouble spot is Reading irregularly spelled words such as one and were. I have added that to my note catcher in content not mastered section.

Student analysis demo

2. What are the skills you need to support this student with?

- Segmenting syllables in 1-3 syllable words such as spill, jacket, and hibernate.

- Reading irregularly spelled words such as one, a, were.

3. What changes do you need to make to your instructional plan for this student?

I will need to address kindergarten level decoding and irregularly spelled words during Samantha's small instruction time.

15 sec

- These are questions to answer after analyzing one student's data.
- For Samantha, I know that I need to [CLICK] work with her on segmenting 1-3 syllable words such as spill, jacket, and hibernate and reading irregularly spelled words such as one, a, were.
- In terms of changes to my instructional plan, I have been moving quickly through segmenting syllables and reading irregularly spelled words at a kindergarten level. [CLICK] I realize I need to be sure to review these skills more carefully with Samantha during small group instruction.

Student analysis - your turn

Student analysis

1. Identify a student who you want to learn more about, and complete the analysis for them below.

Student name:	
Skill domains worked in:	
Trouble spots:	

Trouble spot 1:	
Content set mastered:	
Content set not mastered:	

Trouble spot 2:	
Content set mastered:	
Content set not mastered:	

2. What are the skills you need to support this student with?

3. What changes do you need to make to your instructional plan for this student?

5 min

Now it's your turn. Identify a student you'd like to learn more about, and complete your analysis for them. Pause the video and restart when complete. This should take about 5 minutes.

Part V
Prioritizing Next Steps

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Amplify.

10 sec

Now that we've analyzed your data, your last step is to determine your next steps.

Root Cause Analysis

Prioritizing Next Steps

Use the Root Cause Analysis questions below to help you synthesize your understanding of your data and determine next steps.

Root Cause Analysis

- **Instruction (All Tiers):** Is core instruction being implemented with fidelity? Is intervention in place?
- **Scheduling and Time:** How much time is being spent in core instruction and intervention? Are all students that need intervention receiving it? Are students in the correct intervention?
- **Staffing:** Does the allocation of supplemental staff support the instructional needs of all students (both in core and intervention)? Are the most highly qualified teachers leading intervention groups?
- **Assessment Practices:** Are assessments being given to monitor student progress?
- **Effective Data Review Practices:** Do staff regularly review current data and know where instruction needs to be for each student?
- **Professional Development**: Has there been sufficient training on all resources (universal instruction/intervention)? Does instructional staff have a deep knowledge of early literacy skills and how to teach students struggling on those skills?

30 sec

After analyzing your data, you need to prioritize your next steps. I will not model this part for you, as it will be personal depending on the needs of your class. However, you can use the root cause analysis questions to help guide your thinking. You'll find these in your handout.

Prioritizing Next Steps

1. Which skill domains are students doing well in? What skill domains do students need support in?

2. What can you attribute this to? (Use Root Cause Analysis to help you think about this further.)

3. Which students are *not* seeing an increase in performance? List them:

4. What can you attribute this to? (Use Root Cause Analysis to help you think about this further.)

5. What next steps do you need to take to improve the performance of every student, or to maintain the improved performance of every student? What changes do you need to make to your instructional plan for whole-group instruction? What changes do you need to make to your instructional plan for small group instruction?

30 sec

These are the questions you should answer as you analyze your data and prioritize your next steps. It should take about 10 minutes to complete this section. Pause your video, and restart when you are ready.

Resources to support students

- Teachers can leverage optional activities to support students in areas in which they've encountered trouble spots

- These activities are teacher-led and designed for small group or individual instruction

- Students can continue in Amplify Reading and will return to difficult content later in their experience

46

15 sec

We have resources you can use to support students in areas where they've encountered trouble spots.
These activities are teacher-led and design for small group instruction.
You may be familiar with these activities from the Instruction tab on mCLASS.

Resources

Teachers can access resources in (2) ways:

1. When students show trouble spots, teachers can access targeted resources in real-time via the Student Detail View

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15 sec
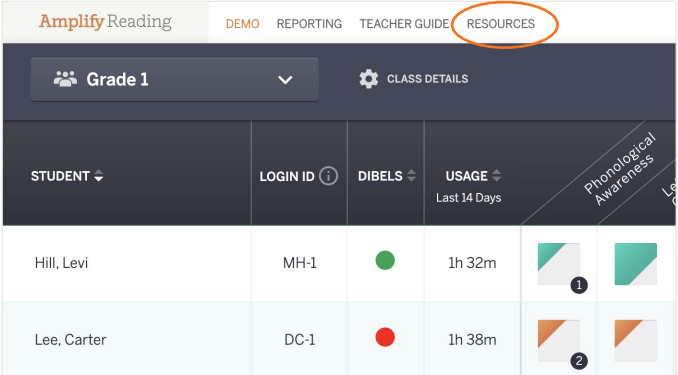
You can access your resources in two ways:
1.   When students show a trouble spot in a current quest, you can access the resource from the student view. These will be automatically listed under the area with the trouble spot.

Resources

Teachers can access resources in (2) ways:

2. Teachers can access the Resources repository at any time for access to all available activities

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15 sec

You can also access all of the resources at any time by going to the resources tab.

Using teacher-led instructional activities
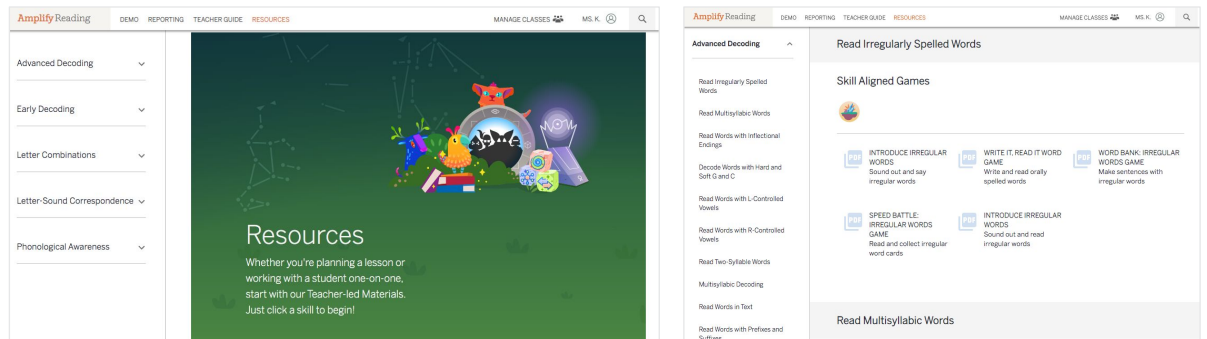
The **Resources** repository offers **teacher-led instructional activities** organized by domain

Each domain includes aligned instructional activities **linked to games** within Amplify Reading

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15 sec

After you navigate to the resources tab. [CLICK] A new tab will open. Teachers can search the repository by domain. Let's take a look at what an instructional activity would look like.

Preparation and lesson delivery

Multisyllabic Words

mCLASS

Goal: Given a multi-syllabic word, the student can read the word.

In a Nutshell: (5–8 minutes) The student will break up a multi-syllabic word and then read the word quickly. You can do this activity with one student or a small group.

MATERIALS

Blank index cards.

PREPARE

Write the following words on index cards: *already, another, everyone, holiday, jellyfish, ladybug, together, underdog, visiting, whatever.*
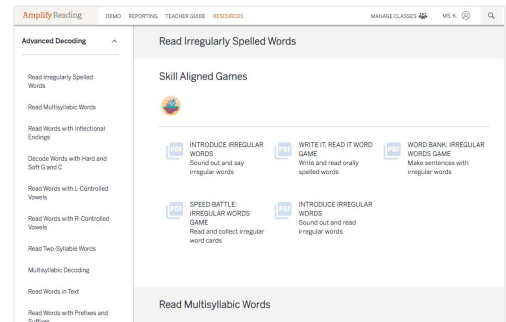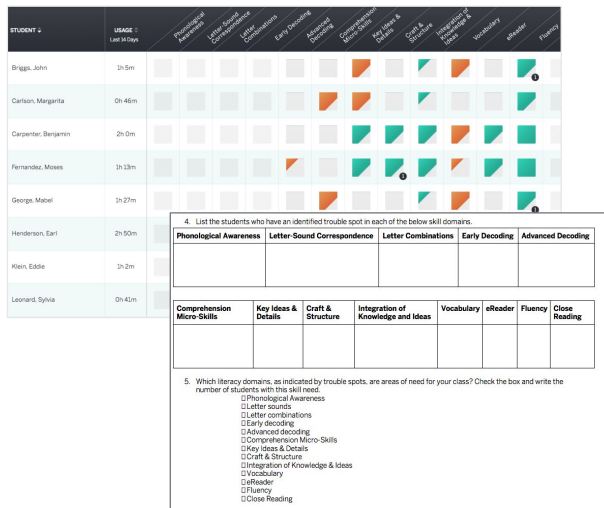
Amplify.

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15 sec

Each lesson is different, but shares a similar format. We recommend that teachers review the lesson prior to delivering instruction to ensure understanding of the lesson goal [CLICK], overall flow, needed materials [CLICK], and any recommended preparatory steps. [CLICK]

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15 sec

We hope that today's analysis of your dashboard and the resources tab support you in better understanding your student's needs and targeting instruction to support them.

Survey

Please take our survey:

https://www.surveymonkey.com/r/ARDashboard

Amplify.

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15 sec

We truly value your feedback. Please take a moment to complete our survey so we know what went well in this training, how we can improve, and how we can further support you as you implement Amplify Reading.