



READING ASSESSMENT for
PRESCRIPTIVE INSTRUCTIONAL DATA

LEXIA® RAPID® ASSESSMENT

User Guide

for RAPID Version 5.2

© 2022 Lexia Learning LLC, a Cambium Learning® Group company. Lexia®, RAPID®, and other trademarks, names, and logos used herein are the property of Lexia Learning and/or its subsidiaries, and are registered and/or used in the United States and other countries. Additional trademarks included herein are the property of their respective owners.

METAMETRICS®, LEXILE®, and LEXILE® Framework for Reading are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad. iPad® is a trademark of Apple, Inc. and is registered in the United States and abroad.

Information in this document is subject to change without notice and does not represent a commitment on the part of Lexia Learning Systems LLC. The software described in this document is furnished under a license agreement or non-disclosure agreement. The software may be used only in accordance with the terms of the agreement. It is against the law to copy the software on any medium except as specifically allowed in the license or non-disclosure agreement. No part of this manual may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, for any purpose without the express written permission of Lexia Learning Systems LLC.

rev. Aug 5, 2022



www.lexialearning.com
300 Baker Avenue • Suite 320 • Concord, MA 01742
tel: 800-435-3942 / 978-405-6200 fax: 978-287-0062

Contents

- Chapter 1 What Is RAPID Assessment? 7
 - Purpose and Organization of the User Guide 7
 - Background and Research Foundation for RAPID 8
 - Computer-Adaptive Assessment 10
 - RAPID Domains and Scope & Sequence..... 11
- Chapter 2 What Are the RAPID Tasks for Grades K, 1, and 2? 13
 - K-2 Required Screening and Recommended Comprehension Tasks..... 13
 - Kindergarten 14
 - Grade 1 14
 - Grade 2 14
 - Foundational Skills in Word Recognition 14
 - Phonological Awareness (Blending) Task..... 15
 - Letter Sounds Task 15
 - Word Reading Task 16
 - Spelling Task..... 16
 - Foundational Skills in Academic Language 17
 - Vocabulary Pairs Task 18
 - Following Directions Task..... 18
 - Foundational Skills in Reading Comprehension 19
 - Sentence Comprehension (Listening) Task 19
 - Passage Comprehension (Reading) Task..... 20
 - Passage Comprehension Placement..... 21
- Chapter 3 What Are the RAPID Tasks for Grades 3-12? 23
 - 3-12 Required Screening Tasks 23
 - Word Recognition Task 23
 - Vocabulary Knowledge Task..... 24
 - Syntactic Knowledge Task..... 25
 - Reading Comprehension Task..... 26
- Chapter 4 How Is RAPID Administered for Grades K-12? 27
 - K-12 General Administration Considerations..... 27
 - Frequency of Administration 27
 - Assessment Periods..... 27
 - Considerations for Students with Disabilities..... 28
 - RAPID Educator Demo 28
 - Educator Demo Procedure 28
- Chapter 5 How Is RAPID Administered for Grades K, 1, and 2?..... 30
 - K-2 General Administration Considerations 30
 - Administration Setting and Equipment..... 30
 - Best Practices 30
 - Testing Time..... 31
 - Implementation Scenarios 32

Logging In a Student	31
Logging Out	32
Teacher-Led Tasks.....	32
Teacher Training for Teacher-Led Tasks.....	34
Student-Led Tasks.....	34
Task Start and Stop Rules	34
Completion of Screening Assessment.....	35
Completion of Comprehension Tasks	36
Assessment Interface	36
Phonological Awareness (Blending) Task Procedure	40
Letter Sounds Task Procedure.....	42
Word Reading Task Procedure	43
Spelling Task Procedure	44
Vocabulary Pairs Task Procedure.....	46
Following Directions Task Procedure	47
Sentence Comprehension Task Procedure.....	49
Passage Comprehension Task Procedure.....	51
Summary Page	52
Chapter 6 How Is RAPID Administered for Grades 3-12?	58
3-12 General Administration Considerations.....	58
Administration Setting and Equipment.....	58
Best Practices	58
Testing Time.....	59
Logging In as a Student	59
Logging Out	60
Task Start and Stop Rules	60
Completion of Screening Assessment.....	61
Assessment Interface	61
Word Recognition Task Procedure.....	62
Vocabulary Knowledge Task Procedure	64
Syntactic Knowledge Task Procedure	65
Reading Comprehension Task Procedure	67
Chapter 7 What Scores Does RAPID Provide?	69
RAPID Score Types for Grades K-12 Required Screening Tasks.....	69
Reading Success Probability (RSP).....	69
Percentile Ranks.....	70
Performance Scores	71
Lexile® Measures	72
RAPID Score Types for Grades K-2 Recommended Comprehension Tasks	73
Chapter 8 How Do I View My Students' Scores?	74
Logging In to myLexia.com	74

Viewing Your User Role in myLexia®	74
User Roles in myLexia	75
RAPID Data Reporting in myLexia	76
Chapter 9 What Reports Are Included in myLexia?	77
District Report	77
School Report	78
Class Report.....	79
Student Report	80
Chapter 10 How Do I Interpret My Students' Reports?	81
Reading Success Probability	81
Reading Success Probability Detail	82
Lexile Measures	85
Profile	86
Comprehension Card	89
Comprehension Detail	91
Skill Development	92
Skill Development Detail.....	95
Instructional Groups	101
Class Table	106
Student Longitudinal Report.....	108
District/School Historical Report	110
District/School Export	110
Filter.... ..	111
Print Student Report	111
Licenses	112
Usage.. ..	113
Chapter 11 How Do I Access Resources for Instruction?	114
Chapter 12 How Do I Access Accounts and Administrative Functions?	115
Creating and Modifying Classes	115
Creating and Modifying Student Accounts and Passwords	117
Printing Class Rosters and Login Cards.....	118
Resetting a Student's Assessment	119
Summary.....	120
References.....	121
Appendix A Data in Exported Files	123
District/School Data	123
Class Data	126
Appendix B RAPID Administration and Accommodations Resource	128
Appendix C RAPID Administration and Accommodations Student Record	130
Appendix D RAPID Implementation Scenarios for Grades K-2	131
Appendix E Using RAPID Instructional Materials	132

Chapter 1

What Is RAPID Assessment?

Lexia RAPID Assessment, the Lexia Reading Assessment for Prescriptive Instructional Data, is a norm-referenced, adaptive screening assessment for kindergarten through grade 12 that provides information about students' reading and language abilities. This information guides educators in making instructional decisions to support students' success in reading development and comprehension.

RAPID is specifically designed to support educators by:

- predicting the likelihood that students reach grade-level reading success by the end of the school year,
- determining profiles of students' strengths and weaknesses in language and reading skills,
- creating instructional groups based on students' areas of need, and
- monitoring changes in students' reading skills over time.

RAPID tasks are grounded in reading science research that has identified several critical, predictive components of reading success. By applying this research, RAPID yields a precise, efficient assessment that reduces testing time and maximizes actionable information for educators. With three administrations per year, RAPID helps educators track student growth and adjust instructional strategies based on changes in student performance.

PURPOSE AND ORGANIZATION OF THE USER GUIDE

This User Guide provides a description of the research and development of Lexia RAPID Assessment for grades K-12. This guide also details the procedures for administering RAPID tasks, accessing student data, and interpreting scores and data reports.

In addition, this User Guide provides a detailed orientation to RAPID assessment content to answer a variety of questions that may be considered by advanced users, including literacy coaches, district assessment coordinators, Response to Intervention (RtI)/Multi-Tiered System of Supports (MTSS) coordinators, and school psychologists.

At myLexia.com, the online administrative reporting website for all Lexia products, the RAPID Resource Hub includes the following additional resources to support educators and school leaders in implementing RAPID and interpreting its results:

Resource	Purpose
GUIDES AND MANUALS PAGE	
• <i>RAPID Teacher Quick Guide for Grades K-2</i> • <i>RAPID Teacher Quick Guide for Grades 3-12</i>	Provides educators with overviews of task administration, reports, and instructional resources for grades K-2 and grades 3-12
• <i>RAPID K-12 Administrator Quick Guide</i>	Describes the use of RAPID within district and school assessment plans
• <i>Technical Manual for RAPID Version 5.2: Grades K-2</i> • <i>Technical Manual for RAPID Version 5.2: Grades 3-12</i>	Provides in-depth descriptions of the research, development, and psychometrics of RAPID
ADMINISTRATION AND IMPLEMENTATION PAGE	
• <i>RAPID Teacher Reference Sheets</i>	Printable, grade-specific sheets; serve as quick references for educators to keep on hand while administering RAPID to students in kindergarten, grade 1, grade 2, grades 3-5, and grades 6-12.
• <i>RAPID Implementation Scenarios for Grades K-2</i>	Recommends specific implementation models for assessing students in grades K-2
• <i>RAPID Administration and Accommodations Resource & Student Record</i>	Details the administration options and student accommodations acceptable for use during assessment
SUPPORT FOR INSTRUCTION PAGE	
• <i>Using RAPID Instructional Materials</i>	Provides guidance for using Lexia® Connections and Supplemental Resources based on students' RAPID performance
• <i>RAPID Instructional Pathways Charts</i>	Task-specific tables show examples of the knowledge and skills students can demonstrate to understand current performance by skill, identify next steps for instruction, and select targeted instructional materials
SCHOOL TO HOME PAGE	
• <i>RAPID Home Letter</i>	Template for schools to communicate with home to announce and explain the administration of RAPID, translated into 6 languages
• <i>RAPID Reports and Scores Fact Sheet</i>	Explains, using family-friendly language, the scores that appear in the Student Printed Report, translated into 6 languages
• <i>RAPID Task Descriptions</i>	Explains, using family-friendly language, what students are asked to do in each task and why each is important to reading, translated into 6 languages

BACKGROUND AND RESEARCH FOUNDATION FOR RAPID

Assessments can serve several distinct purposes to support the educational decision-making process. When educators use assessments and student data to answer specific instructional questions, they receive valuable information about student needs and progress, intervention success, and curriculum effectiveness.

Universal screening assessments identify which students are on track and at risk and determine the intensity of instruction they require.

Diagnostic assessments provide more specific information about students' skills and develop a profile of students' strengths and weaknesses to guide instruction and intervention.

Progress monitoring assessments determine if students are making progress and help educators identify whether students have mastered specific skills at frequent time intervals (weekly, monthly, etc.).

Outcome (also known as summative) assessments measure the extent to which students have learned skills or mastered content covered throughout the unit or year, and give administrators and teachers feedback about the overall effectiveness of curriculum and instruction.

RAPID was designed to screen students for reading success and provide literacy profiles of students' language and reading skills. The research and development of RAPID was funded by grants from the Institute of Education Sciences (IES) to the Florida Center for Reading Research (FCRR) at Florida State University (FSU):

- Institute of Education Sciences, USDOE (R305F100005; \$4,447,900), entitled "Assessing Reading for Understanding: A Theory-Based, Developmental Approach," subcontract to the Educational Testing Service for five years, 7/1/10-6/30/15 (Foorman, PI on subcontract; Petscher and Schatschneider, Co-Is).
- Institute of Education Sciences, USDOE (R305A100301; \$1,499,741), entitled "Measuring Reading Progress in Struggling Adolescents," awarded for four years, 3/1/10-2/28/14. (Foorman, PI; Petscher and Schatschneider, Co-Is).

These grants supported the study and measurement of students' reading skills across development. Findings led to the design of assessment tasks that screen and measure students' abilities in the component skills of reading development and comprehension.

Lexia Learning, a publisher of technology-based reading skills programs since 1984, in collaboration with FCRR faculty and staff, has designed RAPID's delivery systems, student interface, data reports, and instructional resources that target the skills measured by RAPID.

COMPUTER-ADAPTIVE ASSESSMENT

Effective assessment provides maximal information in the shortest amount of time (Torgesen, 2006). Computer-adaptive assessments are particularly adept at serving this purpose. By accurately and efficiently measuring a student's ability, they can reduce the number of questions needed across an assessment.

The term computer-adaptive has a distinct meaning that is often conflated with the term computer-administered. Computer-administered assessment systems use a large set of test items ranging from easier to very difficult. These systems do not necessarily have adaptive functionality. In a computer-adaptive assessment, the amount and difficulty of items administered to a particular student differ depending on the student's real-time performance on each item. Performance on previous items determines which items the student receives next.

Advantages of a computer-adaptive assessment format include:

- shorter administration time,
- precise ability to assess students who are performing above grade level and below grade level,
- opportunity to challenge students performing above grade level by providing them with more difficult items,
- reduction of frustration for students performing below grade level by providing them with less difficult items, and
- increased reliability of measurement for all students by calculating reliability for each student response.

For additional information regarding the computer-adaptive functionality of RAPID, refer to the *Technical Manual for RAPID Version 5.2: Grades K-2* and the *Technical Manual for RAPID Version 5.2: Grades 3-12*.

RAPID DOMAINS AND SCOPE & SEQUENCE

RAPID assesses reading and language skills in the interconnected domains of Word Recognition, Academic Language, and Reading Comprehension. These domains represent the skills needed to recognize and interpret written language, from reading single words to understanding complex texts. The following graphic details the interconnected elements of each domain.



Reading research also shows that the skills within each domain that predict successful reading follow a developmental pattern. While mastery of each skill is critical, some skills are most predictive of reading success earlier in the developmental continuum, while other skills are most predictive of reading success later. As such, grade-specific RAPID tasks are ordered developmentally and differ across kindergarten, grade 1, grade 2, and grades 3-12. For example, in the fall of kindergarten, letter sound knowledge best predicts later reading success for most students; in the spring, word reading is most predictive.

As students are learning to read in grades K-2, RAPID assesses foundational skill knowledge within each domain, using tasks that span an age-appropriate continuum of reading and language development. Tasks for grades 3-12 assess complex knowledge, understanding, and application. The following table outlines RAPID's scope and sequence by grade.

	Kindergarten	Grade 1	Grade 2	Grades 3-12
Phonological Awareness (Blending)	●			
Letter Sounds	◐			
Word Reading	◐	●	●	
Spelling			●	
Word Recognition				●
Vocabulary Pairs	●	●	●	
Following Directions		●	●	
Vocabulary Knowledge				●
Syntactic Knowledge				●
Sentence Comprehension* (Listening)	◐			
Passage Comprehension* (Reading)	◐	●	●	
Reading Comprehension				●

*Recommended Task

◐ Fall and Winter ◐ Spring ● All Year

Chapter 2

What Are the RAPID Tasks for Grades K, 1, and 2?

K-2 REQUIRED SCREENING AND RECOMMENDED COMPREHENSION TASKS

RAPID tasks for kindergarten, grade 1, and grade 2 consist of a series of required, item-adaptive screening tasks (Phonological Awareness, Letter Sounds, Word Reading, Spelling, Vocabulary Pairs, and Following Directions) and recommended, optional comprehension tasks (Sentence Comprehension and Passage Comprehension) that differs by grade and Assessment Period. Refer to the [Assessment Periods](#) section to review the dates of fall, winter, and spring administration.

Required screening and recommended comprehension tasks for kindergarten, grade 1, and grade 2 consist of a combination of Teacher-Led and Student-Led tasks, all of which are individually administered to support student success. Teacher-Led tasks require the educator to administer the task and score and submit student responses. Students can complete Student-Led tasks semi-independently with adult supervision. For more administration details, refer to the [Teacher-Led](#) and [Student-Led](#) task descriptions in the [K-2 General Administration Considerations](#) section. The required screening tasks assess foundational skills in Word Recognition and foundational skills in Academic Language, serving as a universal screening tool to assess all K-2 students and determine a profile of their strengths and weaknesses. These tasks provide information on the reading and language skills that are most important for predicting the development of expected reading outcomes for students at each grade level. Students' complete screening test results are available once they have completed all required screening tasks for their grade level.

While the required screening tasks provide the most reliable data on student risk and skill development, educators may benefit from additional descriptive information about students' listening and reading comprehension skills. Two recommended, optional comprehension tasks for kindergarten, grade 1, and grade 2 serve this purpose by targeting students' foundational Reading Comprehension skills. These tasks are not part of the RAPID screening assessment. The Sentence Comprehension (Listening) task is item-adaptive and the Passage Comprehension (Reading) task is non-adaptive. Because they are not required, these tasks are not part of the calculation of students' overall Reading Success Probability. However, student performance on these recommended tasks may be informative for teachers to have for all students.

The following table lists the grade-specific screening and comprehension tasks for grades K-2. Note that within each grade level, screening tasks are always completed in the same order.

Grade	Screening	Comprehension
Kindergarten	1. Phonological Awareness 2. Letter Sounds (in fall and winter) or Word Reading (in spring) 3. Vocabulary Pairs	Kindergarten students are recommended for Sentence Comprehension in the fall and winter and Passage Comprehension in the spring (depending on their score in Word Reading).
Grade 1	1. Word Reading 2. Vocabulary Pairs 3. Following Directions	Grade 1 students are recommended for Passage Comprehension.
Grade 2	1. Word Reading 2. Spelling 3. Vocabulary Pairs 4. Following Directions	Grade 2 students are recommended for Passage Comprehension.

FOUNDATIONAL SKILLS IN WORD RECOGNITION

Learning to read requires the coordination of several skills, including phonological awareness, knowledge of the alphabet and print concepts, and oral language. Research shows that targeted instruction in the relationship between sounds, letters, and words is critical for both learning to decode (read) and preventing reading difficulties (see Foorman, Francis, Fletcher, Schatschneider, & Mehta, 1998; Mathes et al., 2005; Simmons et al., 2008).

RAPID assesses students' foundational skills in Word Recognition using the following screening tasks:

- Phonological Awareness (Blending)—kindergarten
- Letter Sounds—kindergarten in fall and winter
- Word Reading—kindergarten in spring, grade 1, grade 2
- Spelling—grade 2

These tasks were chosen specifically for each grade based on research indicating which developmental skills are predictive of future reading success. In kindergarten, foundational skills are measured by the Phonological Awareness and Letter Sounds tasks. In grades 1 and 2, decoding skills are measured by the Word Reading task. In grade 2, encoding—a productive reading skill—is assessed with the Spelling task.

Phonological Awareness (Blending) Task

Phonological Awareness (Blending) is an item-adaptive, Teacher-Led screening task for kindergarten students. This task assesses a student's abilities to blend a series of isolated sounds (e.g., phonemes or word parts) into a single word. The task requires students to blend phonemes (e.g., /c/ /u/ /p/), onset-rimes (e.g., /c/ /up/), and individual words (e.g., /cup/ / cake/) into a single compound word.

The Phonological Awareness (Blending) task is a critical component of the screening battery for kindergarten students, as phonological awareness skills are highly predictive of later abilities to decode text (Foorman et al., 1998). Before a child can learn to read, he or she must be able to recognize and isolate individual sounds in words. Awareness of individual phonemes in words is critical for mapping sounds to letters, impacting both spelling and reading. While phonological awareness skills are important for all K-2 students, performance on this task is most predictive for kindergarten students.

The Phonological Awareness (Blending) task helps educators identify which students require support with developing phonological and phonemic awareness skills.

In this task,

- The student hears words through the computer audio that have been broken into word parts or letter sounds. *The student does not view the screen.*
- The student says the word he or she hears by blending the parts into one word.
- The educator scores and submits student responses.

Letter Sounds Task

Letter Sounds is an item-adaptive, Teacher-Led screening task for kindergarten students in the fall and winter Assessment Periods that assesses a student's knowledge of sound-symbol correspondence. The task contains 26 letters and three common consonant digraphs (e.g., ch). In this task, students must produce the sound the letters make. Because this task is adaptive, students may not be administered every letter.

Knowledge of letter sounds is highly predictive of later abilities to decode text (Foorman et al., 1998). Children must learn that there are systematic, predictable relationships between written letters and spoken sounds in order to begin reading words. This knowledge allows them to use phonic word attack strategies to decode words and build their knowledge of spelling patterns.

The Letter Sounds task supports educators in identifying which students require targeted instruction in the relationships between speech sounds and letters.

In this task:

- The student views letters on the screen.
- The student says the sound the letters make.
- The educator scores and submits student responses.

Word Reading Task

Word Reading is an item-adaptive screening task for kindergarten students in the spring, grade 1, and grade 2 students. This task measures a student's ability to decode and recognize single words. The task contains sight words and words with regular spelling. This task is Teacher-Led.

The Word Reading task assesses a student's abilities to synthesize knowledge of the relationship between letters and sounds when reading words, as well as recognize words with irregular spelling patterns. This task is an important indicator of reading success. Students must be able to apply word identification and word attack strategies at the word level before moving to phrases, paragraphs, and longer texts.

This task supports educators in identifying which students require systematic instruction in phonics, including applying knowledge of letter-sound correspondence and regular and irregular spelling patterns to decode and recognize words.

In this task:

- The student views a single word on the screen.
- The student reads the word aloud.
- The educator scores and submits student responses.

Spelling Task

The Spelling task is an item-adaptive screening task for grade 2 students that measures a student's ability to encode (spell) words. Students listen to the

computer pronounce a word, and use the keyboard to spell or sound-out single words with regular and irregular spelling patterns. This is a Student-Led task.

Like instruction in phonics helps students learn to decode, instruction in spelling generalizations and patterns helps students learn to encode. Spelling is the productive skill of reading, as it requires students to apply knowledge of letter-sound correspondence and spelling patterns to write regular and irregular words. Learning spelling patterns (common letter combinations in written English that represent spoken English) enhances students' reading abilities and helps them spell most English words with regular spelling. This task uses words with spelling patterns contained in state curriculum standards spelling development research (see Arndt & Foorman, 2010, for more information).

The Spelling task helps educators identify which students need additional instruction in applying phonics skills and spelling generalizations to produce written words.

In this task:

- The student hears a word, listens to the word used within a sentence, and then hears the word again.
- The student uses the keyboard to spell/sound-out the word.
- The student submits his or her response.

FOUNDATIONAL SKILLS IN ACADEMIC LANGUAGE

Decoding skills must be synthesized with meaning at the word, sentence, and connected text levels in order for the reader to comprehend text successfully (Foorman & Connor, 2011; Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg, 2001). Constructing meaning from written language depends on oral language skills, including syntactic and vocabulary knowledge. As such, oral language skills are a critical component of reading instruction and assessment.

RAPID assesses students' foundational skills in Academic Language using the following screening tasks:

- Vocabulary Pairs—kindergarten, grade 1, grade 2
- Following Directions—grade 1, grade 2

These tasks represent language skills that are highly predictive of future reading success. In kindergarten, students' ability to interpret language is assessed with the Vocabulary Pairs task. In grades 1 and 2, language skills are assessed with the Vocabulary Pairs and Following Directions tasks.

Vocabulary Pairs Task

The Vocabulary Pairs task is an item-adaptive screening task for kindergarten, grade 1, and grade 2 students that measures a student's understanding of the relationships between concepts, categories, and words. In this task, students select two of three words that best go together based on their meaning. This task is Student-Led.

It is critical that early elementary students have a strong foundation in vocabulary. Studies indicate that, beyond third grade, students' reading comprehension is determined by both their decoding abilities and oral language skills (Storch & Whitehurst, 2002). In particular, research shows that vocabulary knowledge is a significant predictor of later reading success. Strong oral language vocabulary improves students' ability to recognize words, extract meaning from what they read, and acquire background information that is essential for comprehension. In addition, knowledge of concepts, categories, and word relationships and associations helps young students comprehend the language of school and build toward using and understanding more complex academic language.

The Vocabulary Pairs task helps educators identify which students need targeted instruction to enhance their vocabulary knowledge.

In this task:

- The student views three pictures and/or words on the screen as the computer audio reads the words aloud.
- The student selects the two words that best go together based on their meaning. Incorrect choices (also called distractors or foils) may be semantically or phonologically related to the target words.
- The student submits his or her response.

Following Directions Task

Following Directions is an item-adaptive, Student-Led screening task for grade 1 and grade 2 students that measures a student's ability to interpret single- and multiple-step verbal directions containing basic concepts and varied sentence structures. In this task, students follow directions by selecting and moving pictures on the screen.

Studies of reading comprehension provide significant evidence that both reading accuracy along with oral language skills predict performance on outcome measures and should be targets for instruction (Mehta, Foorman, Branum-Martin, & Taylor, 2005; Foorman, Petscher, Schatschneider, & Wagner, 2012). Targeting syntactic knowledge helps students derive cohesion and meaning from language. The Following Directions task uses spatial, relational, and descriptive terms

within various sentence structures. Knowledge of these terms and structures helps students follow classroom instructions, understand sequences of events, and participate in early elementary school classrooms. The ability to interpret oral language containing multiple steps can help scaffold students towards the interpretation of complex written language containing multiple ideas.

The Following Directions task helps educators identify which students need additional instruction in interpreting spoken language of increasing length and complexity.

In this task:

- The student views pictures on the screen while listening to directions through the computer audio.
- The student follows directions by selecting and/or moving pictures on the screen.
- The student submits his or her response.

FOUNDATIONAL SKILLS IN READING COMPREHENSION

RAPID assesses students' foundational skills in Reading Comprehension using the following recommended, optional tasks:

- Sentence Comprehension (Listening)—kindergarten in fall and winter
- Passage Comprehension (Reading)—kindergarten in spring, grade 1, grade 2

These tasks provide educators with descriptive information about students' listening and reading comprehension skills. Student performance data from these tasks do not factor into the calculation of overall screening task results.

These tasks are recommended based on students' grade level, time of year, and performance on the Word Reading task.

Note that in the spring Assessment Period, kindergarten students will be recommended for either Sentence Comprehension or Passage Comprehension, based on their Word Reading score. Kindergarten, grade 1, and grade 2 students may move into Sentence Comprehension from Passage Comprehension if they cannot successfully complete a passage in the easiest text range.

Sentence Comprehension (Listening) Task

Sentence Comprehension is an item-adaptive comprehension task that measures a student's ability to create meaning and context from spoken language. In this task, students select a picture to match a sentence pronounced by the computer. This task is Student-Led.

Before students know how to read, their comprehension skills can be measured via oral language tasks. The Sentence Comprehension task measures students' abilities to interpret the relationships among words within sentences and apply vocabulary, syntactic, and abstract thinking skills to oral language comprehension. Because underlying language skills are foundational to reading comprehension, reading instruction and assessment must address both listening and reading comprehension.

The Sentence Comprehension task helps educators monitor students' abilities to interpret oral language and identify students who may require additional support in listening comprehension. This task has been normed only with students in kindergarten, and is intended to be a general indicator of difficulty with listening comprehension.

In this task:

- The student listens to sentences spoken aloud by the computer.
- The student selects the picture that best matches the sentences from an array of four choices. Incorrect choices (also called distractors or foils) may be semantically or visually similar to the target picture.
- The student submits his or her response.

Passage Comprehension (Reading) Task

Passage Comprehension provides educators with descriptive information about students' reading accuracy, rate, and reading comprehension. This comprehension task is Teacher-Led and non-adaptive.

With passage selection for this task based on a student's Word Reading performance, Passage Comprehension is designed to provide a student with a reading selection that the student may be able to read without notable difficulty. In this task, the student reads a short (i.e., under 250 words) passage aloud to the teacher and orally answers five comprehension questions. An appropriate passage helps the educator monitor the student's accuracy, rate, and approach to comprehension questions. This information is available for printing from within the RAPID application after the student has completed a passage. Half the passages for this task are informational and half are narrative. Lexile text measures for the passages range from 260L to 820L. These measures represent the text demands of typical reading material from below grade 1 through grade 4 (CCSSELA; National Governors Association Center for Best Practices & Council of Chief State School Officers, Appendix A, 2012). Comprehension questions are designed to focus on understanding of the content of the passage, rather than use of background knowledge.

The National Reading Panel (2000) describes comprehension as an active process that requires an intentional and thoughtful interaction between the reader and the text. To become skilled readers, students must learn

to monitor their own comprehension, while applying their knowledge of vocabulary and syntax, to gain meaning. In addition, students must be able to read fluently and accurately in order to remember information and relate what they have read to what they already know.

The Passage Comprehension task helps educators monitor their students' oral reading, as well as their ability to comprehend connected text.

In this task:

- RAPID indicates a passage for the student to read. The student reads the passage aloud from the hard-copy Student Passages Booklet¹, which should be printed in advance from the RAPID Resource Hub found in myLexia®. The booklet can also be printed from the Introduction Screen of the Passage Comprehension task. The educator scores the student's reading accuracy and rate using the RAPID application.
- Once the student finishes reading, the educator reads the student comprehension questions presented through the RAPID application and scores and submits student responses. Three questions are based on explicit details, and two questions are based on implicit or inferential reasoning.

Passage Comprehension Placement

The Passage Comprehension task contains 33 passages divided into four levels of difficulty, or groups. The passages are not tied to a particular grade level; rather, a student's Word Reading Performance Score determines the group to which the student is initially assigned during the Passage Comprehension task. The higher a student's Word Reading score, the higher the passage group into which he or she is placed.

Passage Group	Passage Lexile® Range
Group 1	260L to 310L
Group 2	320L to 490L
Group 3	500L to 650L
Group 4	660L to 820L

The Passage Lexile Range indicates the range of Lexile text measures for the passages in each group. Lexile text measures are an indication of passage difficulty and do not correspond with the student's Lexile reader measure. For more information on Lexile reader measures, please refer to the [Lexile Measures](#) section.

¹ The Student Passages Booklet may be printed and shared among educators for students' use during the RAPID assessment. However, passages should not be used for instruction or independent reading; they are for RAPID assessment purposes only.

Once a student is placed into a group, RAPID randomly chooses one passage for the student to read. Students will not receive the same passage more than once in a single academic year. If a passage is too difficult (i.e., the student meets a Stop Rule), the student will receive an easier passage from the next lower group. If the student cannot successfully complete a passage in the easiest group, Group 1, he or she will be automatically moved into the Sentence Comprehension task. A student will not see more than four passages.

Chapter 3

What Are the RAPID Tasks for Grades 3-12?

3-12 REQUIRED SCREENING TASKS

RAPID tasks for grades 3-12 consist of a series of required screening tasks. The tasks assess Word Recognition, Academic Language, and Reading Comprehension skills. Together, these adaptive tasks serve as a universal screening tool to assess all students in grades 3-12 and determine a profile of their strengths and weaknesses. These tasks provide information on the reading and language skills that are most predictive of students' reading comprehension outcomes. Students' screening test results are available once they have completed all four required screening tasks.

In grades 3-12, all students complete RAPID screening tasks in the following order:

1. Word Recognition
2. Vocabulary Knowledge
3. Syntactic Knowledge
4. Reading Comprehension

Word Recognition Task

The Word Recognition task is an item-adaptive screening task that assesses a student's abilities to decode (read) and encode (spell) words. The task uses approximately 90 percent real words and 10 percent non-words to determine if the student can use phonological awareness and sound-symbol correspondence to distinguish between and identify words. In this task, the student hears a word and must identify its written form from three choices (e.g., *techer*, *teacher*, *teasher*).

The Word Recognition task is a critical component of the screening tool, as decoding and encoding abilities strongly relate to reading comprehension skills. Up to 70 percent of late elementary to high school students who struggle with reading comprehension do so because they are unable to decode the words in text (Catts, Hogan, & Adlof, 2005).

The Word Recognition task helps educators identify which students need additional support with encoding and decoding skills.

In this task:

- The student listens to a word pronounced by the computer.
- The student identifies the written form of the word from a menu of three choices.
- Incorrect choices (also called distractors or foils) represent misspellings of the correct answer.

Vocabulary Knowledge Task

Vocabulary Knowledge is an item-adaptive screening task that assesses a student's knowledge of word meanings and high-frequency word parts that are important for reading comprehension, including prefixes, suffixes, and roots. In this task, the student must complete sentences by using one of three morphologically and/or orthographically related words (e.g., *He likes to [collector, collect, collection] coins.*) This task contributes to strong predictions of student success on end-of-year reading benchmarks (Foorman, Petscher, & Bishop, 2012).

Vocabulary is an essential area to assess, as approximately 50 percent of students with difficulties in reading comprehension demonstrate poor vocabulary knowledge (Catts, Hogan, & Adlof, 2005). While other vocabulary assessments typically examine a student's knowledge of a large bank of words, the RAPID Vocabulary Knowledge task examines a student's understanding of word meanings and use of morphological rules. Vocabulary and morphology knowledge support a student's ability to apply structural analysis, or generalize knowledge of word parts to recognize and understand new words.

The Vocabulary Knowledge task helps educators identify which students need specific instruction in vocabulary and morphology. Instruction targeting the recognition of morphological patterns helps reduce the gap between high and low vocabulary readers (Joshi, 2005).

In this task:

- The student reads a sentence on the computer screen. No audio is provided.
- The student selects the correct word form to complete the sentence from a menu of three choices.
- Incorrect choices (distractors) represent morphologically related forms of the correct answer.

Syntactic Knowledge Task

The Syntactic Knowledge task is an item-adaptive screening task that assesses a student's ability to make sentence-level inferences and interpret various syntactic elements. Understanding of academic language, including vocabulary and syntax, has been shown to contribute to the majority of individual differences in reading comprehension in grades 4-10 (Foorman, Koon, Petscher, Mitchell, & Truckenmiller, 2015). In this task, the student must complete sentences by using one of three distinct syntactic elements. The use of these syntactic elements taps into the student's ability to determine text cohesion and comprehend diverse sentence structures. This task includes three types of syntactic elements:

1. Connectives (e.g., *because*, *when*, *although*)
Example: [Regardless, Withstanding, Furthermore] of his options, Manuel always chooses to work on the computer during his free time in class.
2. Pronoun references (e.g., *it*, *that*, *which*)
Example: When [you, your, you're] clean your room, don't forget to sweep the floor.
3. Verb tense and subject-verb agreement (e.g., *swims*, *swam*, *swim*)
Example: I [loses, lost, lose] my two front teeth on the same day.

Syntactic knowledge supports reading comprehension by allowing students to derive cohesion and meaning from syntactic forms and sentence structures in print. In particular, knowledge of the meaning and use of connectives is an important aid to comprehension (Cain & Nash, 2011; Crosson & Lesaux, 2013).

The Syntactic Knowledge task helps educators identify which students need support with understanding and applying syntactic elements. Educators can teach students how to recognize, interpret, and produce various syntactic word forms and sentence types.

In this task:

- The student listens to and reads one to two sentences.
- The student selects the word that best completes the sentence from a menu of three choices.
- Incorrect choices (distractors) represent syntactic elements of the same type as the correct answer.

Reading Comprehension Task

Reading comprehension is a complex process that requires the coordination of a number of skills (Hudson, Pullen, Lane, & Torgesen, 2009; Scarborough, 2001). After a student's use of these skills is assessed via the Word Recognition, Vocabulary Knowledge, and Syntactic Knowledge tasks, the student's current performance level is calculated. This level determines the first passage the student will complete in the passage-adaptive Reading Comprehension task. To demonstrate comprehension, the student answers multiple-choice questions. The questions are displayed next to the passage so that the student can refer back to the passage when selecting answers. The questions are designed to focus on understanding of the content of the passage, rather than use of background knowledge.

Passages and items on the Reading Comprehension task were written to address the Common Core State Standards in English Language Arts (CCSS-ELA; National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010) in three strands (Reading Informational Text, Reading Literary Text, and Language).

The Reading Comprehension task helps educators identify those students who have difficulty extracting meaning from grade-level text.

In this task:

- The student silently reads the first passage (with a word count range of 200 to 1300 words).
- The student answers six to nine comprehension questions based on the first passage by selecting the best answers from menus of four choices.
- After the student completes the first passage, RAPID calculates the student's Performance Score. If RAPID has acquired sufficient data to reliably calculate the student's Performance Score, the student is finished with the assessment. If the student's Performance Score is not yet reliable, RAPID will administer another passage and questions. This cycle may repeat one more time, so all students will read at least one but no more than three passages.

Chapter 4

How Is RAPID Administered for Grades K-12?

K-12 GENERAL ADMINISTRATION CONSIDERATIONS

RAPID is a universal screener that provides reading and language information for all K-12 students.

For details on specific administration tasks for grades K-2 and 3-12, see the chapters that follow.

Frequency of Administration

Lexia recommends administering RAPID three times per year in order to provide the most meaningful analysis of student data. Students can complete RAPID at any time, on any day of the year.

Assessment Periods

To guide the use of RAPID three times per year, there are three defined Assessment Periods for the 2022–2023 school year bound by these dates:

Assessment Period	Dates
Fall	July 16, 2022 – December 3, 2022
Winter	December 4, 2022 – March 4, 2023
Spring	March 5, 2023 – mid-summer 2023* *This date will be set during the 2022–2023 school year to accommodate the annual release of RAPID

After completing all of the required screening tasks for their grade level, students cannot begin a new assessment session for eight weeks.

Once students log in and begin the assessment, 30 days remain to complete the assessment. If students do not finish all of the required screening tasks for their grade level within 30 days, then their assessment is considered Incomplete, and only scores for the completed tasks are provided.

Considerations for Students with Disabilities

RAPID is designed to screen students for reading success and determine students' profiles of strengths and weaknesses in the component skills that predict future reading success. The developers of RAPID recommend that educators and administrators consider the purpose of RAPID and its potential limitations for assessing students with significant disabilities. Students who would typically receive an alternative assessment or have exempt status from their state outcome assessment (for significant disabilities or newcomer status) can be excluded. Beyond that, schools should use their discretion. For more information about RAPID administration and accommodations for students with disabilities, please refer to these Appendices: [RAPID Administration and Accommodations Resource](#) and [RAPID Administration and Accommodations Student Record](#).

RAPID EDUCATOR DEMO

Each educator has a unique educator account with a username and password. The educator account includes a demonstration version of RAPID that allows educators to review the assessment directions and tasks for grades K-2 and grades 3-12.

For each of the assessment tasks, the Educator Demo presents the same instructions, examples, and practice items that the students receive during the actual assessment.

The Educator Demo differs from the actual student assessment in the following ways:

- Test items in the Educator Demo are for demonstration purposes only. They are not questions from the test item bank.
- Answers to demo test items are not saved or used to compute a score.
- The Educator Demo displays the same demo test items in the same order each time, because the demo version does not follow an adaptive path.

Educator Demo Procedure

1. To access the Educator login page, go to www.lexiarapid.com.
2. Enter your email address. Select Save.
3. Select I'm an Educator.
4. Enter your myLexia® username and password to log in.
5. To start the demo, select K-2 Tasks or 3-12 Tasks. To return to this screen at any time, select the Close button on any screen.



6. The K-2 Tasks menu will display options for the Teacher Training and tasks for each grade level. Select Teacher Training to view a three-minute sequence that details administration and scoring procedures for Teacher-Led tasks. Select a task to begin its demonstration.
7. The 3-12 Tasks menu will display the four tasks for grades 3-12. Select a task to begin its demonstration.
8. You can select tasks in any order. Note that when students are moving through the assessment, they will always take the RAPID tasks for their grade level in the same order.
9. The demo will begin as soon as you select the task name. Be sure that your volume is turned on in order to hear the task directions and questions.

Chapter 5

How Is RAPID Administered for Grades K, 1, and 2?

K-2 GENERAL ADMINISTRATION CONSIDERATIONS

For grades K-2, the screening assessment at each grade level begins with a Teacher-Led task. To ensure maximal reliability and standardization, instructions, demonstration and practice items, and test items for all screening and adaptive tasks are delivered through the computer with pre-recorded audio.

Administration Setting and Equipment

RAPID can be taken in a variety of quiet environments with a stable internet connection. Students will require their own device and headphone set to complete both Teacher-Led and Student-Led tasks. If available, an additional set of headphones and a headphone splitter may be used so that the educator and student can simultaneously listen to RAPID audio.

Best Practices

It is recommended that educators review and implement the following best practices for a successful RAPID administration:

Before Administering RAPID

- ☐ Review the RAPID System Requirements, available on the RAPID Resource Hub of myLexia.
- ☐ Check for a stable Internet connection.
- ☐ Disable auto-correct, spelling suggestions, and other plug-ins.
- ☐ Secure a set of functioning headphones for each student.
- ☐ Print your class roster and/or student login cards.
- ☐ Print copies of the Passage Comprehension Student Passages Booklet, if needed.
- ☐ Decide which administration scenario to use: individual, cascade, or rotation.
- ☐ Determine an appropriate completion activity for students who are finished with the assessment.

During RAPID Administration

- Encourage students to do their best.
- Supervise students closely.

- *Remember that after 20 minutes of inactivity, a student will be automatically logged out of RAPID.*

After RAPID Administration

- RAPID is considered complete when all the required screening tasks have been finished and the Reading Success Probability score has been calculated.
- An assessment must be completed within 30 days of the student's first login.
- The comprehension tasks are optional, but they also must be completed within the 30-day window.
- A new assessment cannot be started until 8 weeks after the student has completed the required screening tasks.

Testing Time

All required screening tasks, as well as the Sentence Comprehension task, are untimed. Students' reading time is recorded in the Passage Comprehension task, though there is no limit to the amount of time students may take to complete a passage.

The majority of students in kindergarten, grade 1, and grade 2 will finish their respective required screening assessments in under 20 minutes. Teachers may find it useful to have an activity available to the rest of the class (e.g., independent reading or literacy center rotation) while other students individually complete RAPID.

Implementation Scenarios

To maximize efficiency for busy classrooms, educators may find it advantageous to have each student complete the required screening tasks before administering the recommended comprehension tasks. Refer to the Appendix [Implementation Scenarios for RAPID Administration in Grades K, 1, 2](#) for specific implementation scenario recommendations.

Logging In a Student

For kindergarten, grade 1, and grade 2 tasks, the educator will log in each student to begin the assessment. Each device must be linked via the educator's email address at www.lexiarapid.com before logging in. For access to RAPID, educators can also use the site-specific RAPID URL, available in the Resources tab of myLexia®. For information on accessing RAPID via the iPad® app, please see the RAPID Setup Guide.

Each student has a unique RAPID account with a username and password. This information is included in the class roster in myLexia®. (Refer to the

section [Logging in to myLexia®](#) for access instructions.) If your district/school uses any other Lexia products (i.e., Lexia® Core5® Reading, Lexia® PowerUp Literacy™), student passwords will be consistent among all products.

To log in to a RAPID student account, follow these steps:

1. Enter the student user name.
2. Enter the student password.

If you do not have a student's password, refer to [Creating and Modifying Student Accounts and Passwords](#) for instructions on using myLexia® to retrieve or reset the password.

Immediately after an educator logs a student in to RAPID, the educator must enter the Teacher Code to begin administering the first Teacher-Led task.

If your school or district accesses RAPID via a Single Sign On (SSO) portal or dashboard like Clever®, please reach out to your technology staff for your school or district's best practices around student log in.

Logging Out

Students or educators can log out of RAPID from any screen. To log out,

1. Select the Logout button in the upper right corner.
2. Select Yes to confirm.
3. If a student logs out before completing the assessment, the assessment will resume with the last unanswered question when the student logs back in.
4. If a student logs out of RAPID after finishing a passage but before completing all five comprehension questions in the Passage Comprehension task, RAPID will retain the student's oral reading data for the completed passage. When the student logs back in, RAPID will return to the same passage to allow the student to re-read the passage from the hard-copy Student Passages Booklet before answering the comprehension questions. It is not necessary to re-score the student's oral reading accuracy and rate.



If your school or district accesses RAPID via a Single Sign On (SSO) portal or dashboard like Clever®, please reach out to your technology staff for your school or district's best practices around student log out.

Teacher-Led Tasks

Teacher-Led tasks are administered by the educator. These tasks require educators to score and submit student responses within the RAPID application.

Teacher-Led screening tasks:

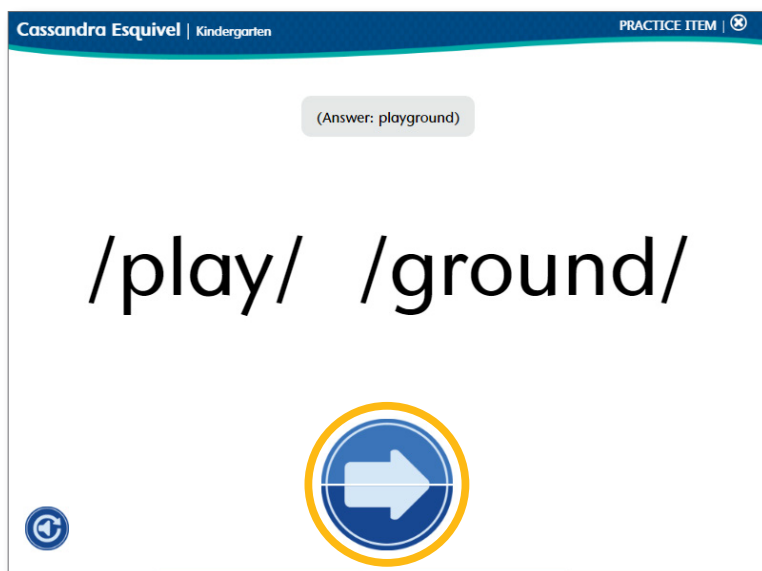
- Phonological Awareness (Blending) — kindergarten

- Letter Sounds — kindergarten in fall and winter
- Word Reading — kindergarten in spring, grade 1, grade 2

Teacher-Led comprehension task:

- Passage Comprehension — kindergarten in spring, grade 1, grade 2

To score Teacher-Led tasks, this split-arrow button is used:



The arrow button allows educators to score student responses as correct or incorrect without providing feedback to students about their performance.

Scoring Correct Responses

Selecting the top half of the button scores a student's response as correct. Once the top half of the arrow is selected, it will turn white. To submit the response and move on to the next question, the top half of the button must be selected again.



Scoring Incorrect Responses

Selecting the bottom half of the button scores a student's response as incorrect. Once the bottom half of the arrow is selected, it will turn white. To submit the response and move on to the next question, the bottom half of the button must be selected again.



The same area of the button must be selected in succession in order to score and submit a response successfully. This enables an educator to re-score if a student self-corrects or changes his or her answer after the initial response was scored.

A student's response cannot be re-scored after it has been submitted. If the student does not respond to a test item within 5 seconds, score the item as incorrect and move on to the next question.

Teacher Training for Teacher-Led Tasks

From the K-2 Tasks menu within the Educator Demo, educators can select Teacher Training to view a three-minute sequence that describes administration procedures and scoring for Teacher-Led tasks. This training sequence also provides an opportunity to practice scoring student responses using the split-arrow button. Refer to the [RAPID Educator demo](#) section for access details.

Student-Led Tasks:

Student-Led tasks do not require educator administration or scoring. Students can complete these tasks on their own with adult supervision. In Student-Led tasks, students must listen to each practice and test question in full before they are able to select a response.

Student-Led screening tasks:

- Spelling—grade 2
- Vocabulary Pairs—kindergarten, grade 1, grade 2
- Following Directions—grade 1, grade 2

Student-Led comprehension task:

- Sentence Comprehension—kindergarten in fall and winter, grade 1, grade 2

Note that students will also use an arrow button when they complete Student-Led tasks. Although it looks the same as the button used in Teacher-Led tasks, this arrow button simply allows students to move on to the next question or activity after they have selected an answer.

Task Start and Stop Rules

Results for a single task are available in the myLexia® website as soon as a student completes the task. Screening tasks begin with five standard items designated by the student's grade level. After the student completes these items, the assessment adapts its presentation of the following items according to the student's performance. In subsequent testing sessions during the same academic year, the first item will be based on the student's prior performance in that task.

A student completes an individual screening task once one of these four conditions is met:

- Based on student responses, RAPID has reliably calculated an estimate of the student's abilities.
- The student has responded to 30 items.²

² In the Letter Sounds task, students may receive up to 27 items.

- The student has responded correctly to the first 8 items.
- The student has responded incorrectly to the first 8 items.

The Sentence Comprehension task begins with the same five items, regardless of student grade level. A student completes Sentence Comprehension once one of these four conditions is met:

- Based on student responses, RAPID has reliably calculated an estimate of the student's abilities.
- The student has responded to 30 items.
- The student has responded correctly to the first 8 items.
- The student has responded incorrectly to the first 8 items.

In Passage Comprehension, each passage has five comprehension questions that do not depend on student grade level. A student is placed into a passage based on his or her Word Reading score. A student completes Passage Comprehension once he or she has successfully read a passage and answered the five comprehension questions.

Completion of Screening Assessment

Students' overall screening assessment results are available on the myLexia® website as soon as students complete all required screening tasks for their grade level. A student's assessment is considered Complete once he or she has completed all required screening tasks.

After completing the last required screening task for their grade level, students hear the following message:

"Raise your hand to let your teacher know that you are finished with the first section of activities."

A dialog box then appears that reads:

"This student has completed the required screening tasks. Would you like this student to proceed to the recommended (optional) [Sentence Comprehension/ Passage Comprehension] task? This task is [Student-Led/Teacher-Led.]" After the educator enters the Teacher Code ("rapid" or "RAPID"; non-case sensitive), selecting Yes will begin the recommended comprehension task. Selecting No will exit RAPID. As long as the student logs back into RAPID within 30 days of starting the screening assessment, he or she can finish the recommended comprehension task.

This student has completed the required screening tasks. Would you like this student to proceed to the recommended (optional) Sentence Comprehension task? This task is Student-Led.

Teacher Code:

.....|

No

Yes

Completion of Comprehension Tasks

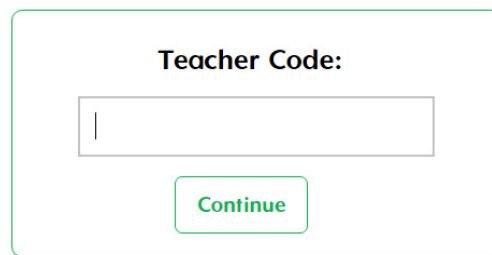
A student has completed the comprehension section of the assessment once one of these two conditions is met:

- The student has successfully completed Passage Comprehension by reading an entire passage and responding to all five comprehension questions.
- The student has successfully completed Sentence Comprehension.

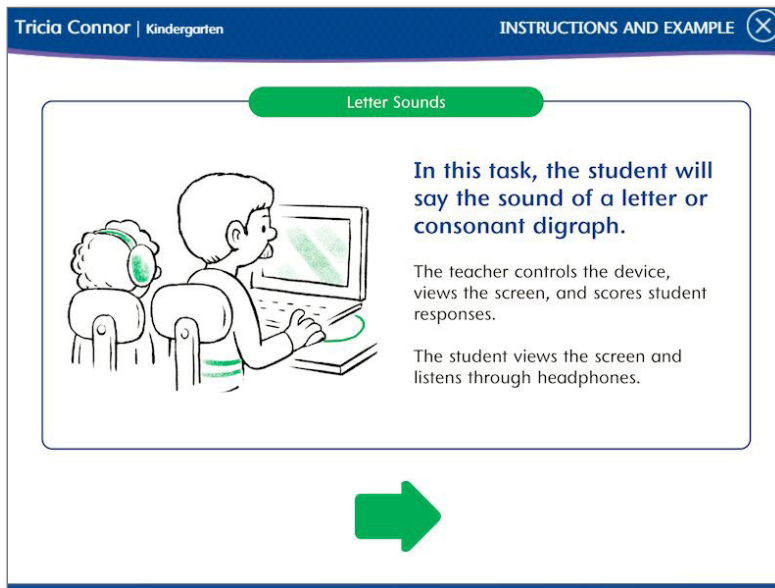
When a student has finished a comprehension task, RAPID displays a congratulatory message and automatically logs the student out of the assessment.

Assessment Interface

Teacher Code: This dialog box appears after the Student Introduction; after the student or educator selects the speaker button; and after a student has completed the required screening tasks. Typing the code "rapid" or "RAPID" (non-case sensitive) allows the educator to begin the first Teacher-Led screening task; replay item audio for the student; and decide if the student will proceed to the recommended, optional comprehension task after completing the screening tasks.

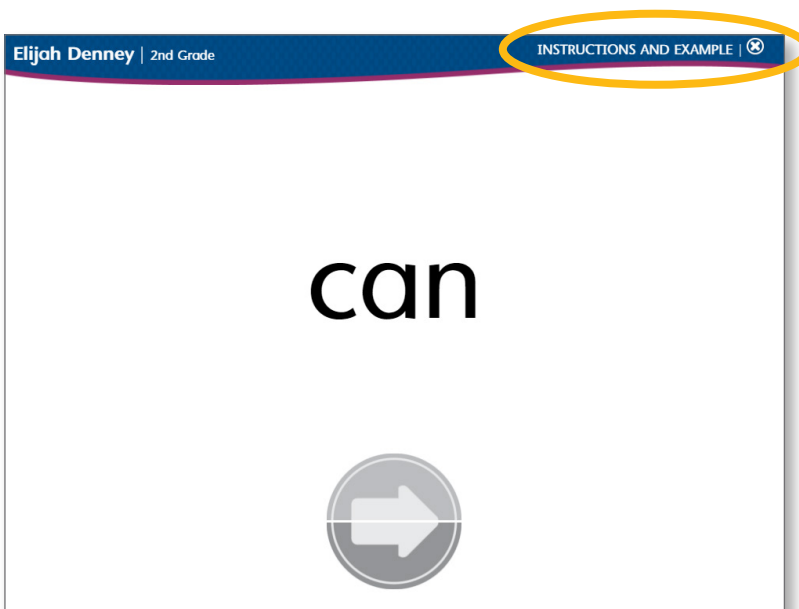
A screenshot of a dialog box titled "Teacher Code:". It features a text input field with a vertical cursor on the left side. Below the input field is a green button with the word "Continue" in white text. The entire dialog box has a light gray background and a thin green border.

Task Introduction Screens: An introduction screen precedes each task. These screens provide an illustration of the task type (Teacher-Led or Student-Led). These screens also include a brief description of what the student must do to complete the task, as well as how the task is set up and administered.

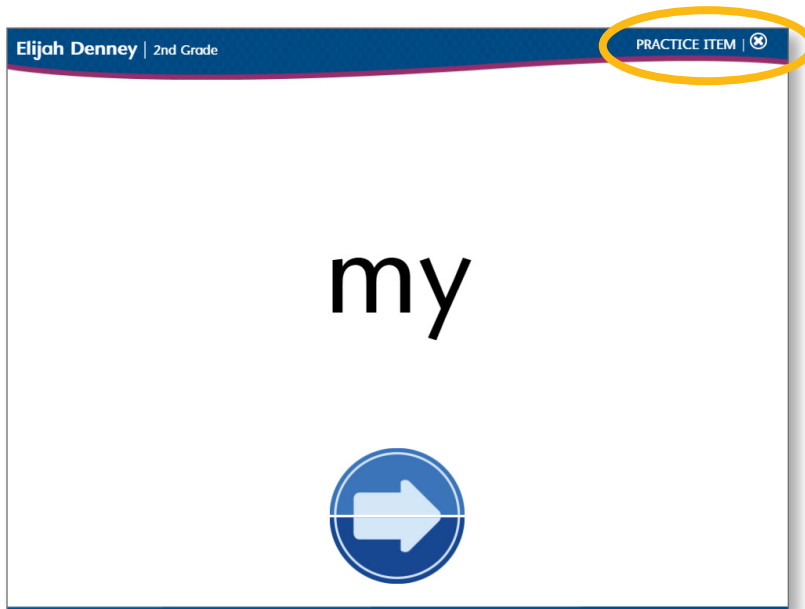


Task Instructions and Example: All screening tasks, as well as Sentence Comprehension, begin with Instructions and Example(s). The instructions explain what the student is required to do in each task, and the example(s) model the response (e.g., "In this activity, you will look at some words on the screen and read them out loud. Listen and watch first. This word is 'can.'")

When students are listening to instructions and examples, the label "Instructions and Example" appears in the blue banner at the top of the screen. This indicates to educators during Teacher-Led tasks that scoring a student response is not currently required.



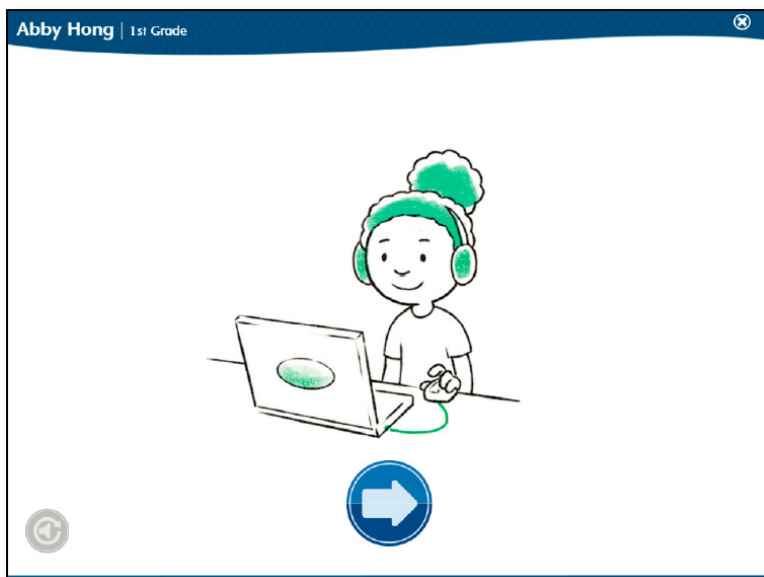
Practice Item: All screening tasks, as well as Sentence Comprehension, include practice item(s). These items provide students with an opportunity to practice responding in each task. Students receive automated feedback based on their responses to the practice items. When students respond correctly to practice items, the feedback is reinforcing (e.g., "Yes, this word is 'my.'") When students respond incorrectly to practice items, the feedback is corrective and the correct response is modeled. (e.g., "This word is 'my.'")



In all tasks, when students are listening to a practice item, the label "Practice Item" appears in the blue banner at the top of the screen. This indicates to educators during Teacher-Led tasks that the educator will need to score and submit the student's oral response.

Student Introduction: After completing the Teacher-Led task(s), the student will participate in a brief Student Introduction. This one-and-a-half minute video describes RAPID activities and provides the student with an opportunity to practice using the RAPID interface. After the Student Introduction, the Student-Led tasks begin.

Once students have completed the first five items of the first Student-Led screening task for their grade level, they will view an abridged version of the Student Introduction upon each subsequent login in the same academic year. This abridged version reorients students to the RAPID interface and does not include practice. Note that students will not view the Student Introduction if they log back into the assessment to complete Passage Comprehension.



Arrow Button: This arrow button is used to score and submit student responses in Teacher-Led tasks. In Student-Led tasks, students use this button to submit their responses and move on to the next question.



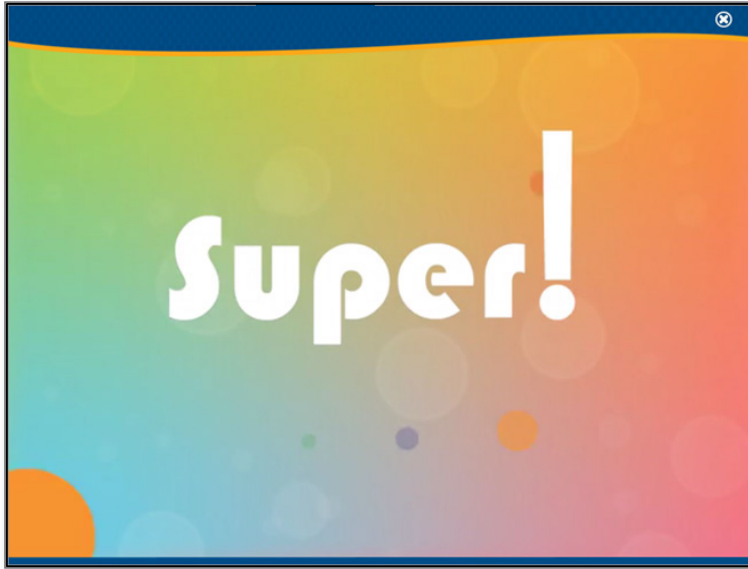
Speaker Button: This button is used to replay item audio. After the student or educator selects the speaker button in the lower left hand corner of the screen, the Teacher Code box will appear. The educator must then type "rapid" or "RAPID" to replay the audio. Requiring the Teacher Code for audio replay ensures that students are ready to listen, as audio replay is available only once per test item. Example and practice items can be repeated more than once, without the use of the Teacher Code.



Trash Can: When the student selects this button in the Following Directions task at the bottom right of the screen, the screen will reset to its original configuration so that the student may redo his or her response.



Task Completion Screens: Upon completion of each task, students are praised for their efforts with a short, encouraging animation. Educators can use these screens as a cue to provide students with additional encouragement, or as an opportunity to see if students need a short movement break before beginning the next task.



PHONOLOGICAL AWARENESS (BLENDING) TASK PROCEDURE

The first required screening task for kindergarten students is Phonological Awareness (Blending). This is a Teacher-Led task.

Instructions and Examples

The student will hear these Instructions and Example:

"In this activity, you will hear a word, one part at a time, and figure out what the word is.

Listen first. /rain/ /bow/. Rainbow. These parts make the word rainbow."



Practice Items

The student will then participate in practice items and additional examples. Practice items in this task require educator scoring. The student will hear:

"Now, you try. You will hear a word, one part at a time. Listen carefully and say the word: /play/ /ground/."

1. The student must blend the word parts into one word.
2. The educator uses the arrow button to score and submit the student's response.

Additional examples:

- /n/ /ose/
- /r/ /e/ /d/

Additional practice items:

- /d/ /og/
- /b/ /a/ /t/

3. After the student completes the last practice item, the instructions continue to introduce the test items: "Now, you are going to hear some more words, one part at a time. Listen carefully and say the word." RAPID then proceeds to the Phonological Awareness (Blending) test items. The educator will continue to score and submit student responses.

Administration Details

Note that students do not view the screen in this task, as the correct answer is displayed on screen for educator reference and students need only listen to audio.

Students need headphones to listen to instructions, example, practice, and test item audio for the Phonological Awareness (Blending) task. Each test item can be repeated one time. To repeat the item audio, educators select the speaker button in the lower left hand corner of the screen. Then, the educator must input the Teacher Code "rapid" or "RAPID" in order to replay the audio.

Students will receive 5 to 30 items.

Most students will complete this task in 2 to 3 minutes.

LETTER SOUNDS TASK PROCEDURE

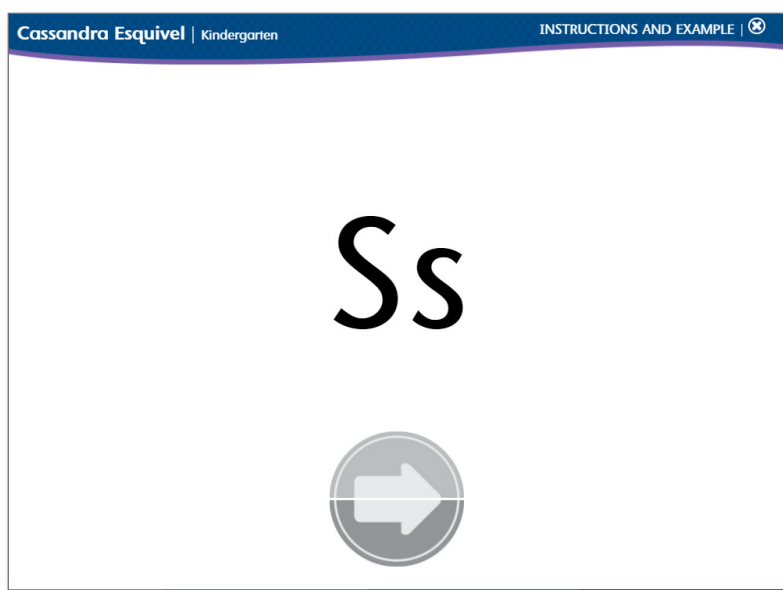
The second required screening task for kindergarten students in the fall and winter is Letter Sounds. This is a Teacher-Led task.

Instructions and Examples

The student will hear these Instructions and Example:

"Now, you will see some letters on the screen. You will say the sound the letters make.

Listen and watch first. S makes the sound /s/."



Practice Items

The student will then participate in one practice item (Pp). The practice item in this task requires educator scoring. The student will hear:

"Now, you try. Say the sound the letters make."

1. The student must respond with the sound of the letters displayed on screen.
2. The educator uses the arrow button to score and submit the student's response.
3. After the student completes the last practice item, the instructions continue to introduce the test items: "Now, you will see some more letters. Say the sound the letters make." RAPID then proceeds to the Letter Sounds test items. The educator will continue to score and submit student responses.

Administration Details

- If students respond with the long sound for vowels, prompt with: "What other sound could it be?"
- Students need headphones to listen to instructions, example, and practice item audio for the Letter Sounds task.
- Students will receive 5 to 27 items.
- Most students will complete this task in 2 to 3 minutes.

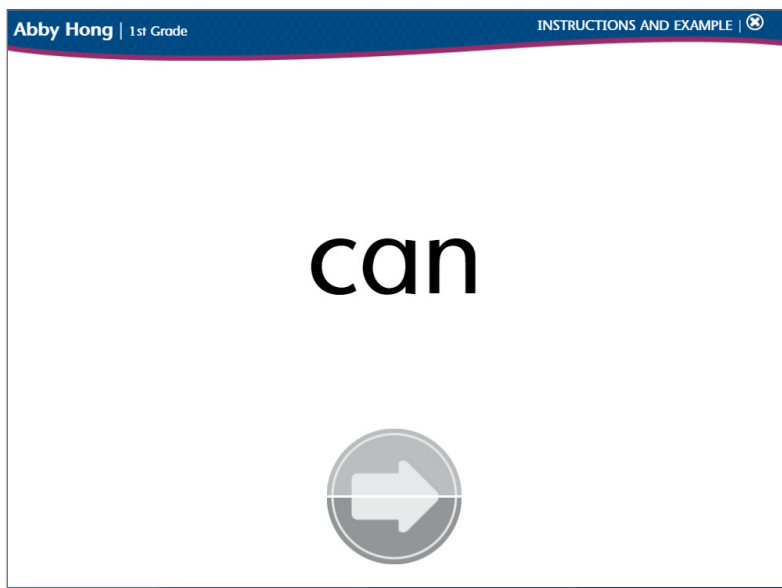
WORD READING TASK PROCEDURE

Word Reading is the second required screening task for kindergarten students in the spring and the first required screening task for grade 1 and grade 2 students. This is a Teacher-Led task.

Instructions and Example

The student will hear these Instructions and Example:

"In this activity, you will look at some words on the screen and read them out loud. Listen and watch first. This word is 'can.'"



Practice Item

The student will then participate in one practice item (my). The practice item in this task requires educator scoring. The student will hear:

"Now, you try. Read this word out loud."

1. The student must respond by reading the word displayed on screen.
2. The educator uses the arrow button to score and submit the student's response.
3. After the student completes the last practice item, the instructions continue to introduce the test items: "Now, you will see some more words one at a time. Try your best to read each word out loud." RAPID then proceeds to the Word Reading test items. The educator will continue to score and submit student responses.

Administration Details

- Students need headphones to listen to instructions, example, and practice item audio for the Word Reading task.
- Students will receive 5 to 30 items.
- Most students will complete this task in 2 to 3 minutes.

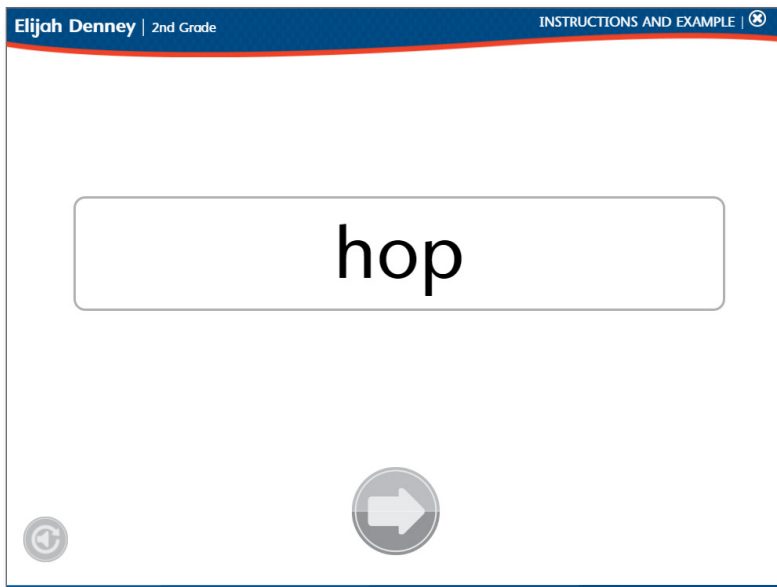
SPELLING TASK PROCEDURE

Spelling is the second required screening task for grade 2 students. This is a Student-Led task.

Instructions and Example

The student will hear these Instructions and Example:

"Now, you will listen to sentences and spell words. Listen and watch first. The word is: Hop. I like to hop. Hop. H-O-P spells hop."



Practice Items

The student will then participate in two practice items. The student will hear:

"Now, you try. Listen carefully to hear each word and sentence. Type the word, and ask your teacher for help if you can't find a button. Spell the word: Big. The cat is big. Big."

1. The student must respond by typing a response on the keyboard.
2. The student uses the arrow button (or enter key) to submit his or her response.

Additional practice item:

- can't

3. After the student completes the last practice item, the instructions continue to introduce the test items: "Now, you will spell some more words. Some of the words may be easy, and some may be harder to spell. Do your best to spell each word correctly. Remember to ask your teacher if you can't find a button." RAPID then proceeds to the Spelling test items.

Administration Details

- Students need headphones to listen to instructions, example, practice, and test item audio for the Spelling task. For each test item, the student can opt to repeat the audio once. To repeat the item audio, students select the speaker button in the lower left hand corner of the screen. Then, the educator must input the Teacher Code "rapid" or "RAPID" in order to replay the audio.
- Students submit their responses independently.
- Students will receive 5 to 30 items.
- Most students will complete this task in 3 to 4 minutes.

VOCABULARY PAIRS TASK PROCEDURE

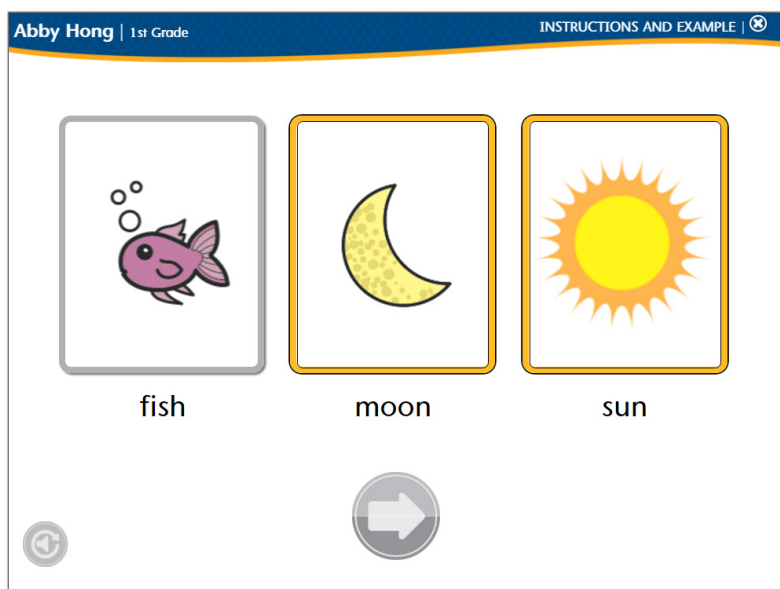
The Vocabulary Pairs task is the third and final required screening task for kindergarten students. It is the second required screening task for grade 1 students and third required screening task for grade 2 students. This is a Student-Led task.

Instructions and Example

The student will hear these Instructions and Example:

"Now, you will listen to three words and look at the pictures on the screen. Two of them go together. Listen and watch first.

Fish, moon, sun. Moon and sun go together best because they are both found in the sky."



Practice Items

The student will then participate in a practice item, followed by one additional example and practice item. The student will hear:

"Now, you will choose the two that go together best.

Listen carefully: cow, orange, pig. Which two go together best?"

1. The student must respond by selecting two words/pictures.
2. The student uses the arrow button to submit his or her response.

Additional example:

- cookie, apple, slide

Additional practice item:

- blue, triangle, yellow

3. After the student completes the last practice item, the instructions continue to introduce the test items: "Now, you are going to hear some more words. Listen carefully, and choose the two that go together best." RAPID then proceeds to the Vocabulary Pairs test items.

Administration Details

Students need headphones to listen to instructions, example, practice, and test item audio for the Vocabulary Pairs task. For each item, the student can opt to repeat the item once. To repeat the item audio, students select the speaker button in the lower left hand corner of the screen. Then, the educator must input the Teacher Code "rapid" or "RAPID" in order to replay the audio.

- Students submit their responses independently.
- Students will receive 5 to 30 items.
- Most students will complete this task in 3 to 4 minutes.

FOLLOWING DIRECTIONS TASK PROCEDURE

The Following Directions task is the third and final required screening task for grade 1 students and the fourth, final required screening task for grade 2 students. This is a Student-Led task.

Instructions and Example

The student will hear these Instructions and Example:

"Now, look at the pictures on this screen: this is a cat, this is a book, this is a hat, this is a block, and this is a plane. You will follow directions using the pictures on the screen. Listen and watch first. Click the hat." An animated cursor will demonstrate selecting the hat.



Practice Items

The student will then participate in three practice items. The student will hear:

"Now, you will follow the directions. Listen carefully, because you will only hear the directions once.

To change your answer, click the trash can and try again.

Click the book."

1. The student must respond by selecting and/or moving pictures on the screen.
2. The student uses the arrow button to submit his or her response.

Additional practice items:

- Click the heart, then click the plane.
 - Put the cat on the line.
3. After the student completes the last practice item, the instructions continue to introduce the test items: "Now, you are going to follow

some more directions. Remember: listen carefully, because you will only hear each direction once. If you need to hear the directions again, raise your hand and tell your teacher." RAPID then proceeds to the Following Directions test items.

Administration Details

Students need headphones to listen to instructions, example, practice, and test item audio for the Following Directions task. For each item, the student can opt to repeat the item once. To repeat the item audio, students select the speaker button in the lower left hand corner of the screen. Then, the educator must input the Teacher Code "rapid" or "RAPID" in order to replay the audio.

- Students submit their responses independently.
- Students will receive 5 to 30 items.
- Most students will complete this task in 3 to 4 minutes.

SENTENCE COMPREHENSION TASK PROCEDURE

Sentence Comprehension is the recommended comprehension task for kindergarten students in the fall and winter. This is a Student-Led task.

In the spring, kindergarten students may be placed into either Sentence Comprehension or Passage Comprehension based on their Word Reading score.

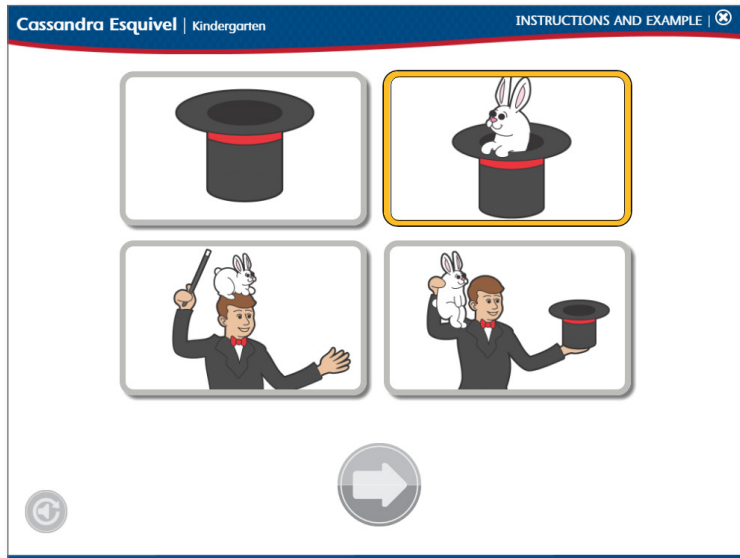
Kindergarten students in the spring, as well as grade 1 and grade 2 students in all Assessment Periods, will be placed into the Sentence Comprehension task if they cannot successfully complete a passage from the lowest text range in Passage Comprehension.

Instructions and Example

The student will hear these Instructions and Example:

"Now, you will hear a sentence and click on the picture that matches.

Listen and watch first. The rabbit is in the hat. This picture matches: The rabbit is in the hat."



Practice Items

The student will then participate in two practice items. The student will hear:

"Now, you try. Listen to the sentence and click on the picture that matches. The baby is crying. "

1. The student must respond by selecting a picture from an array of four choices.
2. The student uses the arrow button to submit a response.

Additional practice item:

- Click on: The girl is eating dinner by herself.
3. After the student completes the last practice item, the instructions continue: "Now, you will hear some more sentences. Listen carefully and find the picture that matches." RAPID then proceeds to the Sentence Comprehension test items.

Administration Details

- Students need headphones to listen to instructions, example, practice, and test item audio for the Sentence Comprehension task. For each item, the student can opt to repeat the item once. To repeat the item audio, students select the speaker button in the lower left corner of the screen. Then, the educator must input the Teacher Code "rapid" or "RAPID" in order to replay the audio.
- Students submit their responses independently.
- Students will receive 5 to 30 items.
- Most students will complete this task in 2-4 minutes.

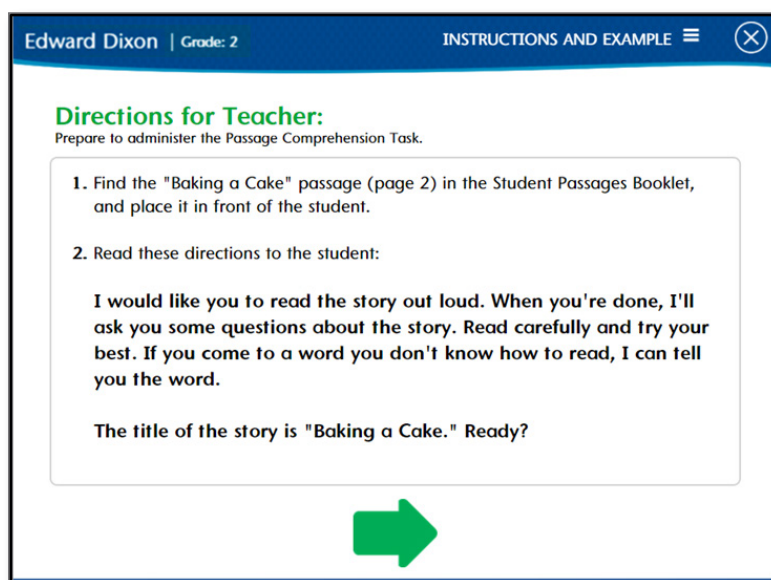
PASSAGE COMPREHENSION TASK PROCEDURE

Passage Comprehension is the recommended comprehension task for grade 1 and grade 2 students in all Assessment Periods, as well as kindergarten students in the spring. Note that there are no example or practice items in this task.

The following Passage Comprehension administration and scoring procedures and the hard-copy Student Passages Booklet can be accessed and printed in advance from the Administration and Implementation page of the RAPID Resources Hub of myLexia.®

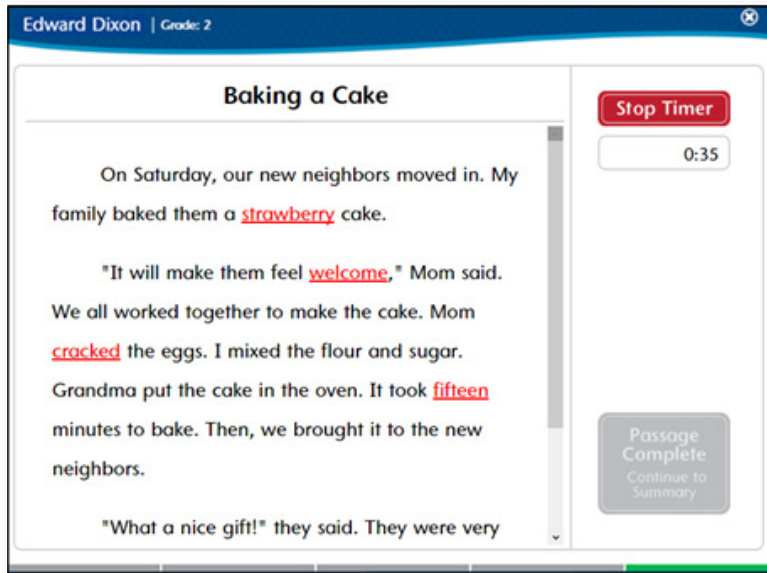
Initial Directions and Script

The first screen of the Passage Comprehension task lists the initial directions and script for the educator and the title and page number of the appropriate passage for the student. The educator finds the matching passage in the Student Passages Booklet, and places it in front of the student. Then, the educator reads the scripted directions to the student.



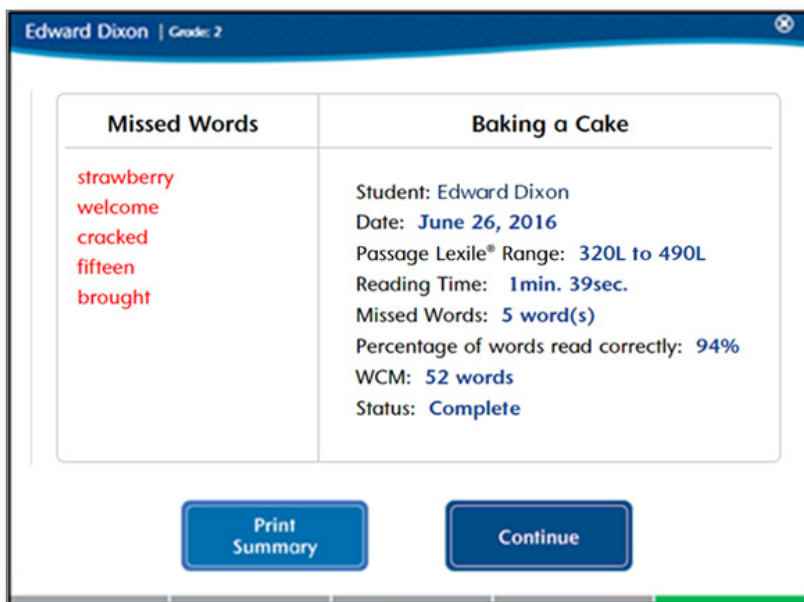
Timing Passage Reading

- The educator points to the first word in the student passage and selects the Start Timer button as soon as the student reads the first word. As the student reads, the educator will score the student's oral reading using RAPID.
- Selecting Stop Timer stops the timer.
- Selecting Resume Timer starts the timer again.
- When the student finishes reading (or meets a Stop Rule), the educator selects Stop Timer and then selects Passage Complete: Continue to Summary.



Summary Page

- The summary page lists the student's name and date, the Lexile® range of the passage read, and information about the student's reading accuracy and rate.
- Rate is indicated by the number of words correctly read per minute (WCM). Total reading time is also indicated.
- Accuracy is indicated by the percentage of words read correctly. A list of words missed, as well as a count of missed words, is also displayed.
- If a student meets a Stop Rule, only the number and list of words read incorrectly will display.
- Educators can print the Summary Page from this screen. Summary Page data for completed passages is also available in myLexia® in the Student Report and in the Comprehension details in Class, School, and District Reports.
- Note that the descriptive data provided by the Summary Page are intended to be used for student and classroom purposes only (e.g., monitoring students' accuracy and words correct per minute). These data are not appropriate for aggregating at the school or district levels; documenting progress; or utilizing for the basis of intervention decisions; rather, the reliable and valid student screening scores should be used for the aforementioned purposes.



Scoring Passage Reading

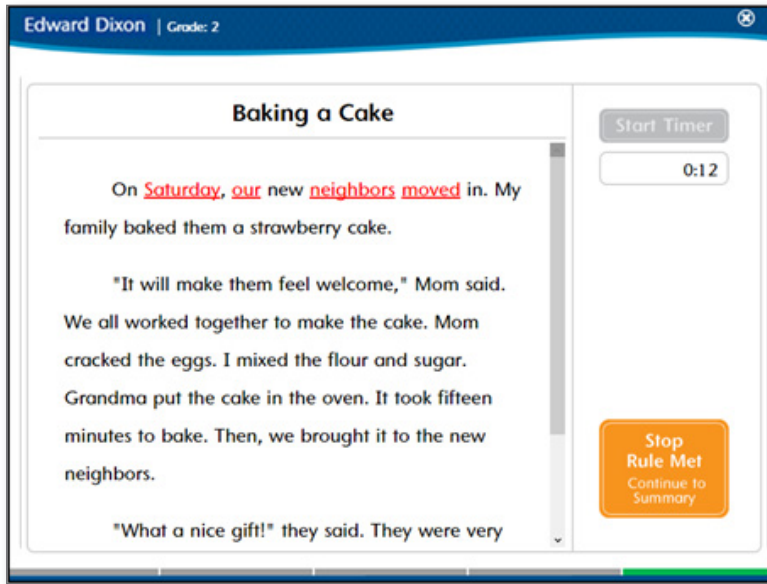
- As the student reads, the educator selects words read incorrectly. Words read incorrectly will be counted as errors and turn **red**.
- Selecting a word again will re-count it as correct (e.g., if the student self-corrects, or if the educator marks an error by mistake).
- Using the scroll bar moves the educator through the passage as the student reads.
- When an error occurs, educators mark the error in RAPID and then continue following along as the student reads. Educators can provide students with a word if they hesitate for more than three seconds.

Examples of Errors and Non-Errors for Scoring Reading Accuracy and Fluency

Errors	Non-Errors
Mispronunciations or Substitutions (e.g., leaving off -s, -ed, -ing; "beg" for "big")	Insertions or Repetitions (e.g., reading "big, brown dog" or "big, big dog" instead of "big dog")
Omissions (leaving out a word)	Self-corrections
Reversals (e.g., "Tom said" instead of "said Tom") Counts as two errors, one error for each word	Loss of place (e.g., skipping a line) Redirect the student and keep the timer running.
Hesitations (longer than 3 seconds; provide the student with the word and mark it as an error)	Misarticulations or dialect (e.g., "fumb" for thumb; "warsh" for wash)
Proper nouns (any capitalized word) *If the student hesitates or mispronounces the proper noun, provide the word. The computer will only count it as an error the first time.	Multiple misreads of a proper noun do not count as errors after the first time.

Stop Rules

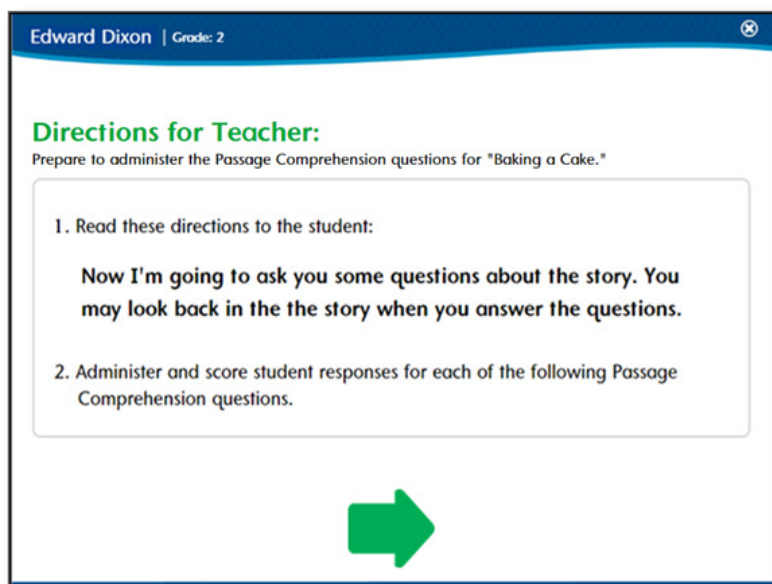
- Two Stop Rules are in place to avoid student frustration. The timer will automatically stop and the passage will become disabled if one of two Stop Rule conditions is met:
 - The student reads four words incorrectly in the first sentence (as it is represented on the Student Passages Booklet page).
 - The student reads approximately 10 percent of words incorrectly. Note that if this Stop Rule is met after the student has read most of the passage (approximately 85 percent), the Stop Rule will not activate, so the student can complete the passage and proceed to the comprehension questions.



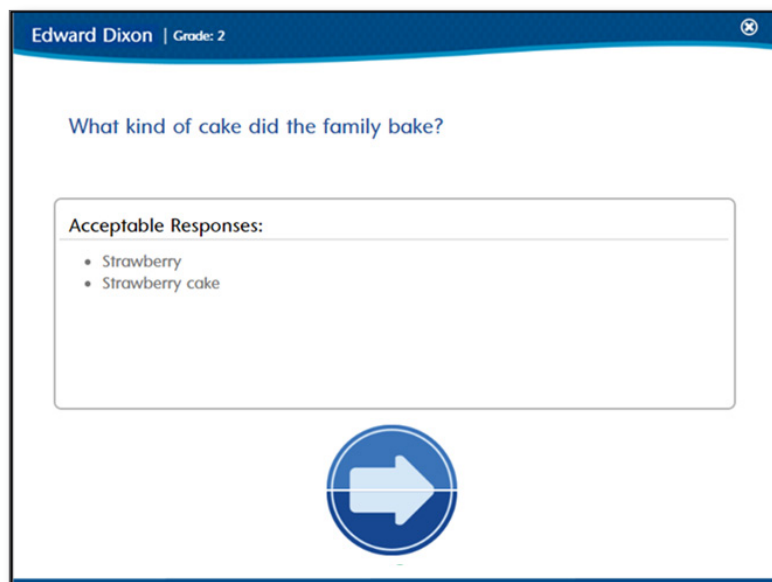
- If a word is marked in error and causes a Stop Rule to be met, selecting the word again will re-count it as correct. The timer will then resume automatically.
- When a student meets a Stop Rule, you may let the student finish the sentence before politely telling him or her to stop reading. Then, select Stop Rule Met: Continue to Summary to proceed to the Summary Page.
- After meeting a Stop Rule, the student will continue to an easier passage or move to Sentence Comprehension.

Scoring Passage Comprehension Questions

- From the Summary Page, selecting Continue will proceed to the Passage Comprehension questions if the student completed the passage without meeting a Stop Rule. The educator reads the scripted directions to the student and then reads each question out loud to the student. The student must orally respond to each question.



- The Acceptable Responses are a guideline for scoring student responses. Educators are advised to use their best judgment to score student responses that are similar to Acceptable Responses.



- Correct responses should be drawn from the text, not the student's prior knowledge.

- If the student gives a response that differs completely from the Acceptable Responses, the student's response should be scored as Incorrect.
- Note that students may refer back to the passage when answering comprehension questions.
- The arrow button functions the same way in this task as it does in the screening tasks. Selecting the top half of the arrow button scores a response as correct. Selecting the bottom half of the arrow button scores a response as incorrect. Then, the same half of the arrow must be selected again in order to submit the student's response.

Passage Comprehension Task Completion

Students must complete one full passage and its accompanying questions (or complete the Sentence Comprehension task if the student moved from Passage Comprehension into Sentence Comprehension).

Chapter 6

How Is RAPID Administered for Grades 3-12?

3-12 GENERAL ADMINISTRATION CONSIDERATIONS

All RAPID tasks for grades 3-12 can be group administered. To ensure maximal reliability and standardization, instructions and test items for these adaptive screening tasks are delivered through the computer with pre-recorded audio.

Administration Setting and Equipment

Students will require their own devices and headphones to complete all tasks. At the beginning of each new task, the RAPID application guides students through instructions and practice questions, allowing students to complete each task without any prior instruction on task activities. Because of this computer-guided format, students can take the assessment individually or in supervised groups in a computer laboratory or classroom setting. Note that RAPID does not lock browsers. This means that RAPID does not prevent students from opening additional browser windows while they take the assessment. For more information about technology considerations, please consult the RAPID Technical Setup Guide.

Best Practices

It is recommended that educators review and implement the following best practices for a successful RAPID administration:

Before Administering RAPID

- ☐ Review the RAPID System Requirements, available on the RAPID Resource Materials page of myLexia.
- ☐ Check for a stable Internet connection.
- ☐ Disable auto-correct, spelling suggestions, and other plug-ins.
- ☐ Secure a set of functioning headphones for each student.
- ☐ Print class roster and/or student login cards.
- ☐ Determine an appropriate completion activity for students who are finished with the assessment.

During RAPID Administration

- Provide each student with their Lexia user name and password.
- Remind students they may not use outside resources during the test. This includes opening additional browser windows and checking cell phones.
- Encourage students to do their best.
- It may be helpful for some students to take a break between tasks. They may log out at any point and RAPID will resume at the same spot upon their return as long as the login occurs within 30 days of starting the test..
- *Remember that after 20 minutes of inactivity, a student will be automatically logged out of RAPID.*

After RAPID Administration

- RAPID is considered complete when all the required screening tasks have been finished and the Reading Success Probability score has been calculated.
- An assessment must be completed within 30 days of the student's first login.
- A new assessment cannot be started until 8 weeks after the student has completed the required screening tasks.

Testing Time

All RAPID tasks for grades 3-12 are untimed. The majority of students in grades 3-12 will complete all four tasks within one class period of approximately 30-50 minutes. Some students may need a second session to finish the assessment. Educators may find it useful to have an activity available for students who complete the assessment before the end of the class period (e.g., independent reading).

Logging In as a Student

Each device must be linked via the educator's email address at www.lexiarapid.com before students can log in to RAPID. Students can also access RAPID via a site-specific RAPID URL, available in the Resources tab of myLexia®.

For information on accessing RAPID via the iPad® app, please see the RAPID Setup Guide.

Each student has a unique RAPID account with a username and password. This information is included in the class roster in myLexia®. (Refer to the section [Logging In to myLexia®](#) for access instructions.) If your district/school uses any other Lexia products (i.e., Lexia® Core5® Reading, Lexia® PowerUp Literacy™), student passwords will be consistent across all products.

To log in to a RAPID student account, the student must follow these steps:

1. Enter the student user name.
2. Enter the student password.

To enable students to view their passwords during entry, select Show. Selecting Hide will disable the password view. If a student forgets his or her password, refer to [Creating and Modifying Student Accounts and Passwords](#) for instructions on using the myLexia® website to retrieve or reset the password.

If your school or district accesses RAPID via a Single Sign On (SSO) portal or dashboard like Clever®, please reach out to your technology staff for your school or district's best practices around student log in.

Logging Out

Students or educators can log out of RAPID from any screen. To log out:



1. Select the Logout button in the upper-right corner.
2. Select Yes to confirm.
3. If a student logs out before completing the assessment, the assessment will resume with the last unanswered question when the student logs back in.

If your school or district accesses RAPID via a Single Sign On (SSO) portal or dashboard like Clever®, please reach out to your technology staff for your school or district's best practices around student log out.

Task Start and Stop Rules

When a student takes RAPID for the first time, the Word Recognition, Vocabulary Knowledge, and Syntactic Knowledge tasks begin with five standard items. These items are designated by the student's grade level. After the student completes these items, the assessment adapts its presentation of the following items according to the student's performance. In subsequent testing sessions during the same academic year, the first item will be based on the student's prior performance in that task.

A student completes these tasks once one of the following four conditions is met:

- Based on student responses, RAPID has reliably calculated an estimate of the student's abilities.
- The student has responded to 30 items.
- The student has responded correctly to the first 8 items.
- The student has responded incorrectly to the first 8 items.

When a student takes the Reading Comprehension task for the first time, the first passage is based on his or her performance on the first three tasks.

After the student responds to the first Reading Comprehension passage, the administration of subsequent passages throughout the same school year will be based on the student's prior performance in this task.

A student completes the Reading Comprehension task once one of these two conditions is met:

- Based on student responses, RAPID has reliably calculated an estimate of the student's abilities.
- The student has responded to three passages.

Completion of Screening Assessment

Students' overall screening assessment results are available on the myLexia® website as soon as students complete all required screening tasks for grades 3-12. A student's assessment is considered Complete once he or she has completed all required screening tasks.

Assessment Interface

Student Introduction: Immediately after logging in, the student will see and hear a brief introduction to the assessment. This introduction differs for grades 3-5 and 6-12.

Grades 3-5:

"Today you are going to complete some online activities. These activities will tell your teachers what you already know and what you are ready to learn next.

You will participate in four activities that ask you to read or listen to information and then select an answer. In the last activity, you will read a passage and answer questions. You might read one, two, or even three passages.

You can take as much time as you need on each activity. There are no time limits. Students in your class will finish at different times, because not everyone will receive the same questions.

Now, you are ready to start. Try your best! Press the button below to begin."

To proceed, the student must select the blue arrow button.

Grades 6-12:

"Today, you are going to complete online activities to help your teachers discover how they can best support you, individually, in your learning.

You will participate in four activities that ask you to read or listen to

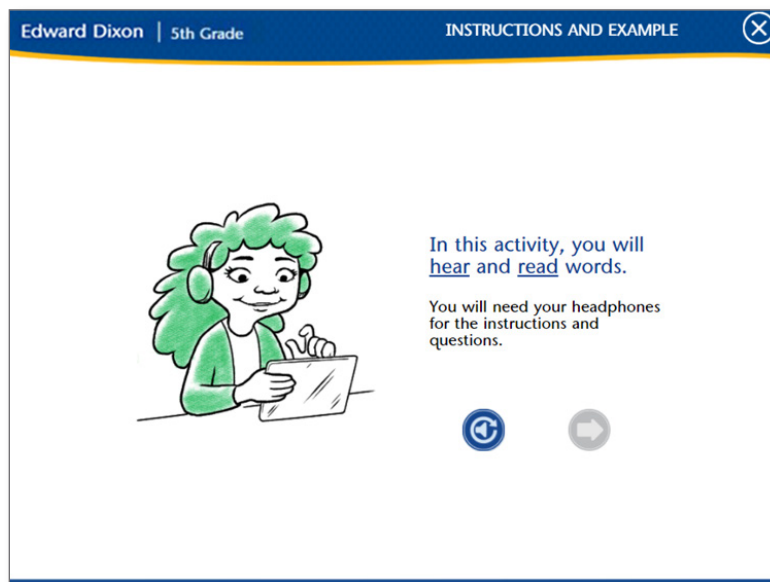
information and then select an answer. In the last activity, you will read a passage and answer questions. You might read one, two, or even three passages.

You can take as much time as you need on each activity. There are no time limits. Students in your class will finish at different times, because not everyone will receive the same questions.

Now, you are ready to start. Try your best! Press the button below to begin."

To proceed, the student must select the blue arrow button.

Task Introduction Screens: An introduction screen precedes each task. These screens describe what the student will do in each task and when headphones are required.



WORD RECOGNITION TASK PROCEDURE

The first testing activity of RAPID is Word Recognition.

Instructions

The student will see and hear these instructions:

"Now, you are going to hear some words.

Most of the words you will hear are real words, but some are made-up.

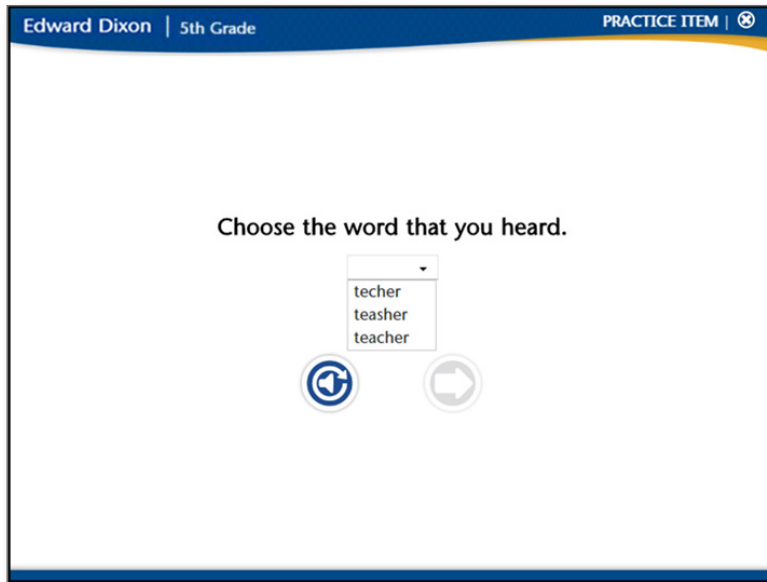
Select the choice that best matches what you hear.

If you would like to hear the word again, press the Repeat button.

Then, click this button to submit your answer and move on to the next question."

Practice Item

The student will hear a word and select the drop down to see a list of three choices.



1. The student selects the word that best matches what he or she heard. The student may change the selection before submitting his or her answer.
2. To submit the answer, the student must select the blue arrow button.
3. After answering the practice questions, the student sees and hears, "Ok, now you try the rest." RAPID then proceeds to the Word Recognition test items.

Administration Details

- Students need headphones to listen to audio for the Word Recognition task. For each item, the student can opt to repeat the word two additional times.
- Students will receive 5 to 30 items.
- Most students will complete the Word Recognition task in 1 to 3 minutes.

VOCABULARY KNOWLEDGE TASK PROCEDURE

The second task of RAPID is Vocabulary Knowledge.

Instructions

The student will see and hear these instructions:

"Now, you are going to carefully read some sentences that are missing one word.

Select the choice that best completes the sentence.

Then, click this button to submit your answer and move on to the next question."

Practice Item

The student will hear a sentence with the target vocabulary word omitted. The student must select the best word to complete the sentence from a list of three written choices.

Edward Dixon | 5th Grade PRACTICE ITEM |

Choose the word that best completes the sentence.

He likes to _____ coins.

collector
collect
collection

→

1. The student selects the word that best completes the sentence. The student can change the selection before submitting the answer.
2. To submit the answer, the student must click the blue arrow button.
3. After answering the practice questions, the student sees and hears, "Ok, now you try the rest." RAPID then proceeds to the Vocabulary Knowledge test items.

Administration Details

- There is no audio for the Vocabulary Knowledge test items.
- Students will receive 5 to 30 items.
- Most students will complete the Vocabulary Knowledge task in 2 to 4 minutes.

SYNTACTIC KNOWLEDGE TASK PROCEDURE

The third testing activity of RAPID is Syntactic Knowledge.

Instructions

The student will see and hear these instructions:

"Now, you are going to hear some sentences that are missing a word or phrase.

Listen carefully and choose the word or phrase that best completes the sentence.

If you would like to hear the sentence again, press the Repeat button.

Then, click this button to submit your answer and move on to the next question."

Practice Item

The student must select the best word to complete the sentence from a list of three choices.

Edward Dixon | 5th Grade PRACTICE ITEM

Choose the word that best completes the sentence.

After waiting for two hours, we _____ received our food.

all this time
finally
suddenly

Navigation buttons: a blue circular button with a left arrow and a grey circular button with a right arrow.

1. The student selects the word that best completes the sentence. The student can change the selection before submitting the answer.
2. To submit the answer, the student must select the blue arrow button.
3. After answering the practice questions, the student sees and hears, "OK, now you try the rest." RAPID then proceeds to the Syntactic Knowledge test items.

Administration Details

- Students need headphones to play audio for the Syntactic Knowledge task. For each item, the student can opt to repeat the sentence two additional times.
- Students will receive 5 to 30 items.
- Most students will complete the Syntactic Knowledge task in 2 to 4 minutes.

READING COMPREHENSION TASK PROCEDURE

The fourth testing activity of RAPID is Reading Comprehension. Note that there are no practice items following the instructions for the Reading Comprehension task. Students immediately begin the test items after hearing the instructions.

Instructions

The student will see and hear these instructions:

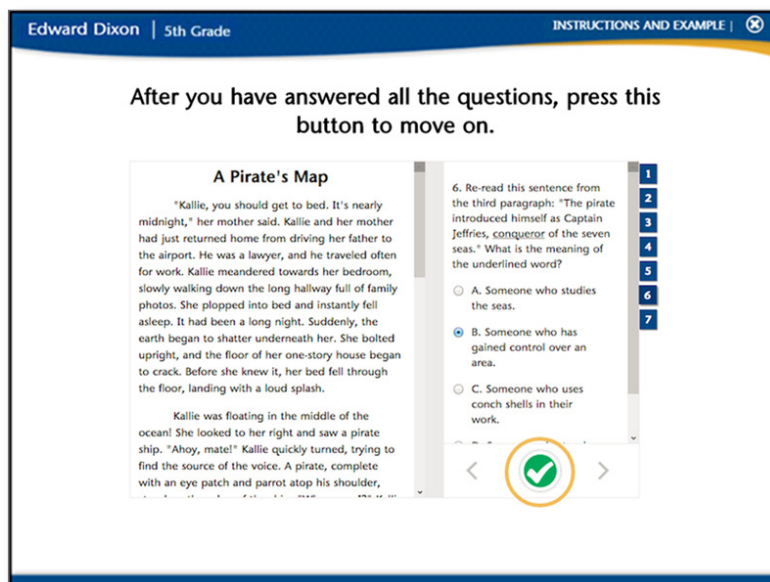
"Now, you will read one or more passages and answer some questions.

Read the whole passage and press this button when you are ready to continue.

Each question has four answer choices. Scroll down to see all the choices.

Once you have answered, press the arrow to move to the next question.

After you have answered all of the questions, press this button to move on."



1. The student must scroll down to read the entire passage, and then select the blue arrow button to continue.
2. After answering six to nine questions about the passage, the student must select the green checkmark button to submit the answer.



Administration Details

- There is no audio for the Reading Comprehension test items.
- The student will receive one to three passages. Each passage will include six to nine questions to answer.
- The student must read the passage first and then select the blue arrow to view the questions.
- The student can continue to access the entire reading passage while answering the comprehension questions.
- When the student selects a response for a question, the number box will turn blue. The student can move to the next question by selecting the arrows below the questions or selecting a number tab on the side.
- Questions can be answered in any order, but the student must respond to all questions before submitting the passage. Once the student has answered all of the questions, a green check button will appear. The student must select this button to submit all questions.
- Most students will complete this task in 10 to 20 minutes.
- When the student has finished the Reading Comprehension task, RAPID displays a congratulatory message and automatically logs the student out of the assessment.

Chapter 7

What Scores Does RAPID Provide?

RAPID SCORE TYPES FOR GRADES K-12 REQUIRED SCREENING TASKS

RAPID provides three scores that measure students' language and reading skills. These scores are based on a student's performance on the required screening tasks for their grade level. Data from comprehension tasks for grades K-2 do not factor into the three score types.

- Reading Success Probability (overall score)
- Percentile ranks (for each screening task)
- Performance Scores (for each screening task)

The scores are used to create a profile of a student's reading ability in the myLexia® educator portal. The profile identifies the most critical skills to target in order to improve the student's reading development and comprehension.³

Reading Success Probability (RSP)

The RSP score is an aggregate of the individual student's scores on the screening tasks for his or her grade level. This score indicates the likelihood that a student will reach end-of-year expectations in reading:

- An RSP of 70 percent or higher means that a student has a high likelihood of reaching end-of-year grade level success. A student with an RSP in this range will continue to benefit from universal instruction.
- An RSP between 69 percent and 31 percent means that a student has a moderate likelihood of reaching end-of-year grade level success. A student with an RSP in this range may need additional instruction to target skill weaknesses.
- An RSP of 30 percent or lower means that a student has a lower likelihood of reaching end-of-year grade level success. A student with an RSP in this range may need more intensive instruction to target skill weaknesses.

The RSP answers educators' questions about student performance at the individual, class, school, and district level:

- Is this student likely to meet grade-level expectations by the end of the school year?

³ While RAPID provides precise, efficient measures of reading skills based on years of research findings, it is not recommended that RAPID scores be used as the only factor to determine accountability, retention, or special education decisions.

- Is more instructional intensity required to meet the students' needs?
- Is our curriculum delivery effective for the majority of students?

RSP calculation is based on the student's grade level and performance on the screening tasks, since the factors that best predict reading comprehension success change as a student grows older.

For kindergarten, the RSP predicts whether a student will reach or exceed the 50th percentile on the Stanford Early School Achievement Test (SESAT) Word Reading subtest.

For first through twelfth grade, the RSP predicts whether a student will reach or exceed the 50th percentile on the Stanford Achievement Test, Tenth Edition (Stanford 10). This test is a gold-standard reading comprehension assessment.

For example, a kindergarten student with an RSP of 43 percent has a 43 percent chance of achieving the 50th percentile or higher on the SESAT Word Reading subtest, while a first grade student with an RSP of 43 percent has a 43 percent chance of achieving the 50th percentile or higher on the Stanford 10.

Percentile Ranks

Percentile ranks are provided for each student's assessment task. Percentile ranks compare the student's scores on assessment tasks to those of students in a grade-based normative sample. These scores are used to develop a profile of student strengths and weaknesses.

In grades K-2, task percentile ranks at or below the 30th percentile are designated as target areas for intervention.

In grades 3-12, task percentile ranks at or below the 25th percentile are designated as target areas for intervention.

For example:

- A fourth grade student with a percentile rank of 95 on the Word Reading task performed as well as or better than 95 percent of other fourth grade students in the normative sample who completed the Word Reading task. Decoding at the single word level is not a concern for this student.
- A ninth grade student with a percentile rank of 7 on the Syntactic Knowledge task performed as well as or better than 7 percent of other ninth grade students in the normative sample who completed the Syntactic Knowledge task. Syntactic knowledge is an instructional target for this student.

Percentile ranks answer educators' questions about student skills:

- Which skills are relative weaknesses for this student?
- Which skills are relative strengths for this student?
- In which skills does the student require more targeted instruction in order to improve his or her likelihood of reading success?

Performance Scores

Performance Scores⁴ are provided for each student's assessment task. Performance Scores provide an estimate of a student's skill development in a particular task. The developmental scale, or range of the Performance Scores, is 0 to 1000. As a student's skill levels increase or decrease, his or her Performance Score for that task changes.

For example,

- A kindergarten student and second grade student, each with a Vocabulary Pairs Performance Score of 550, demonstrate the same level of vocabulary development.
- An eighth-grade student with a Reading Comprehension Performance Score of 650 at the beginning of the year, and 750 at the end of the year, demonstrates growth in reading comprehension skills.

Performance Scores answer educators' questions about student growth and intervention success:

- Where is the student on the developmental scale in acquiring a particular reading skill?
- Does the student demonstrate a change in skills since the previous Assessment Period or school year?

As soon as a student completes an assessment task in RAPID, the scores for that task are available in myLexia®.

After the student has completed the screening tasks for his or her grade level, the scores for the student's entire screening assessment are available in myLexia®.

⁴ In RAPID Version 1.0, Performance Scores were called "Ability Scores."

LEXILE® MEASURES

The Lexile® Framework for Reading is an approach to measuring text and reading ability, putting both texts and readers on the same scale to accurately match readers with reading materials. The Lexile Framework includes a Lexile measure and the Lexile scale. A Lexile measure represents both the complexity of a text, such as a book or article, and an individual's reading ability.

The typical range of the Lexile scale is from 200L to 1600L, although actual Lexile measures can range from below zero for beginning reader (BR) materials to above 1600L for advanced materials. The "L" suffix identifies the score as a Lexile measure. Where it appears, the "BR" prefix indicates a score that is below 0 on the Lexile scale; such scores are typical of beginning readers.

RAPID has been statistically linked with the Lexile Framework to provide students with a Lexile reader measure and Lexile text range. For more information on the MetaMetrics® and Lexia Learning linking study, please see the RAPID Technical Manuals for Grades K-2 and Grades 3-12.

Lexile Reader Measure

A Lexile reader measure represents a student's reading ability that can be used to match the student with books and other materials at an appropriate complexity level. Because the Lexile Framework places the reader and the text on the same scale, a Lexile text measure also provides information about how well a specific reader is likely to comprehend a text.

For example, a reader with a Lexile measure of 1000L can be expected to comprehend a text with the same Lexile measure (1000L) with a 75-percent comprehension rate — not too difficult to be frustrating, but enough to be challenging and to encourage reading progress.

The Lexile reader measure is based on select RAPID task results. The assignment of the Lexile reader measure for students in grades 1-2 is based on their Word Reading Performance Score. Kindergarten students will receive a Lexile reader measure only in the spring, because Word Reading is not administered to kindergarteners in the fall or winter. The assignment of the Lexile reader measure for students in grades 3-12 is based on their Reading Comprehension Performance Score.

Lexile reader measures answer educators' questions about student comprehension:

- Is my student likely to comprehend the curriculum content?
- Do I need to differentiate instruction to meet my student's comprehension needs?
- How is my student's comprehension changing over time?

Lexile Text Range

The Lexile text range represents the span between easy reading material for the student and the level at which the student will be more challenged, yet can still read successfully. A student's Lexile text range spans 50L above and 100L below his or her Lexile reader measure.

The Lexile text measure range answers' educators' questions about matching students with texts:

- What is the range of text complexity that my student is likely to comprehend?
- Is the complexity of this text appropriate for my student?
- What texts are likely to be too easy or too challenging for my student?

In grades K, a student's Lexile reader measure and Lexile text range will be available only for the Spring Assessment Period and can be found in the District and School Export, the Class Table, and the Student Report.

In grades 1-12, a student's Lexile reader measure and Lexile text range will be available for all Assessment Periods and can be found in the District and School Export, the Class Table, and the Student Report.

RAPID SCORE TYPES FOR GRADES K-2 RECOMMENDED COMPREHENSION TASKS

RAPID provides scores that describe students' performance in the recommended comprehension tasks for grades K-2.

Students' performance on the Sentence Comprehension task is reported as a Performance Score. If any kindergarten, grade 1, or grade 2 student has a Performance Score at or below the 30th percentile according to kindergarten norms, educators are notified in myLexia® that the student may require additional support with listening comprehension.

Students' performance on the Passage Comprehension task is described according to the number of comprehension questions the student answered correctly and the text difficulty (Passage Lexile Range) of the passage read successfully. The combination of these two scores provides information about a student's ability to comprehend what they read aloud. Please see "Lexile® Measures" (above) for more information. Because these data are descriptive, it is not recommended that they be aggregated or used for instructional placement decisions.

Chapter 8

How Do I View My Students' Scores?

Lexia's administrative reporting website is myLexia.com. Educators use this site with all of Lexia's student programs, including Lexia® RAPID™ Assessment, Lexia® Core5® Reading, Lexia® PowerUp Literacy™. You can use the myLexia® site to:

- set up class lists,
- specify a student's grade level,
- monitor student progress through the assessment,
- view reports at the student, class, school, and district levels, and access recommendations for instruction.

LOGGING IN TO MYLEXIA.COM

You can log in at www.mylexia.com, and bookmark this site for easy access in the future.

VIEWING YOUR USER ROLE IN MYLEXIA®

Your user role in myLexia® determines the level of RAPID data you can view and the account settings you can change (such as creating and changing passwords and class rosters).

You can view your data access level within myLexia® by rolling your mouse over your name and selecting My Profile.

 My Profile

User Roles in myLexia®

There are several levels of data access in myLexia®. These access levels are set by school or district administration.

Role in myLexia®	Data Access
Educator Read-only	• Read-only access to data for students in the educator's class(es)
Educator	• Full access to all information for students in the educator's class(es)
School Read-only	• Read-only access to data for students in the school including School, Class, and Student Reports
School Admin	• Full access and administrative privileges to all information for students in the school including School, Class, and Student Reports
District Read-only	• Read-only access to data for students in the district including District, School, Class, and Student Reports
District Admin	• Full access and administrative privileges to all information for students in the district including District, School, Class, and Student Reports

Users at any level can be assigned Read-only access, which allows them to view reports and information. Read-only users cannot add or edit account information.

Users with Admin privileges can make changes to account information at their own level or lower. For example, a user with School Admin privileges can change the privileges for Educators within the school.

If your school or district accesses RAPID via a Single Sign On (SSO) portal or dashboard like Clever®, please reach out to your technology staff for your school or district's best practices around teacher log in and user role in myLexia®.

RAPID DATA REPORTING IN MYLEXIA

Aggregated Student Data in the District/School/Class Reports

Aggregated student assessment data for grades 1-12 is stored in myLexia according to the Assessment Period during which students completed RAPID.

- For example, if a teacher starts administering RAPID on the last day of the fall Assessment Period, and students complete RAPID on the first day of the winter Assessment Period, the students' scores will display in the winter Assessment Period in the District/School/Class reports and tables.

Educators should ensure their students complete RAPID in the Assessment Period they wish their aggregated students' data to be available.

Aggregated kindergartners' scores will display differently because the tasks administered to kindergarten students in the fall and winter are different from those administered in the spring. For that reason, kindergartners' scores will display in the Assessment Period they started RAPID.

- For example, if a teacher starts administering RAPID to kindergartners on the last day of the fall Assessment Period, and students complete RAPID on the first day of the winter Assessment Period, the kindergarten students' scores will display in the fall Assessment Period in the District/School/Class reports and tables.

If students take RAPID multiple times within the same Assessment Period, only scores from the most recent assessment will be included in the aggregated displays in the District/School/Class reports and tables.

- For example, if a teacher administered RAPID twice in the fall Assessment Period, the first time in August and again in November, only the November scores will be included in the aggregated District/School/Class reports and tables in myLexia.

Individual Student Data

Individual student data for every testing session in an academic year is available in the Student Report and the Student Printed Report.

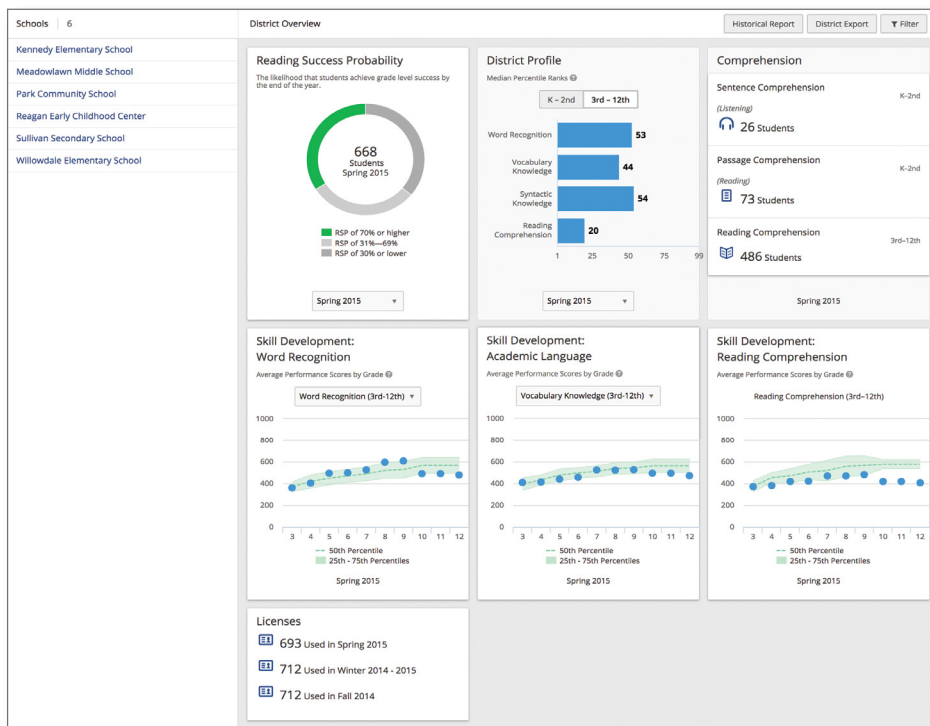
- For example, if a student takes RAPID twice in the fall Assessment Period, scores from both assessments will display.

Chapter 9

What Reports Are Included in myLexia®?

DISTRICT REPORT

The District Report provides both aggregated and individual data for all schools, grades, and students in the district.

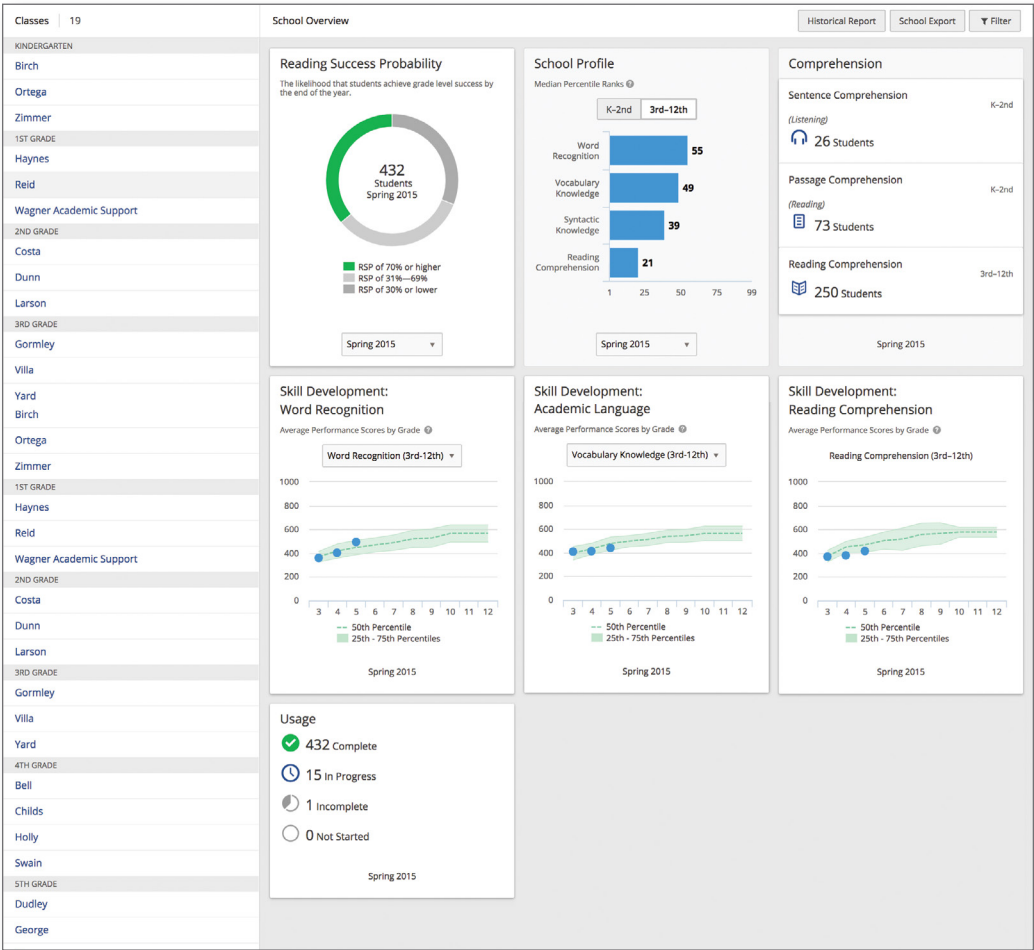


The District Report includes:

- Schools panel
- Reading Success Probability card
- Reading Success Probability Detail
- District Profile card
- Comprehension card
- Comprehension Detail page
- Skill Development: Word Recognition card
- Skill Development: Academic Language card
- Skill Development: Reading Comprehension card
- Skill Development Detail page
- Licenses card
- License Detail page
- Historical Report button
- District Export button
- Filter button

SCHOOL REPORT

The School Report provides both aggregated and individual data for all classes, grades, and students in the school.

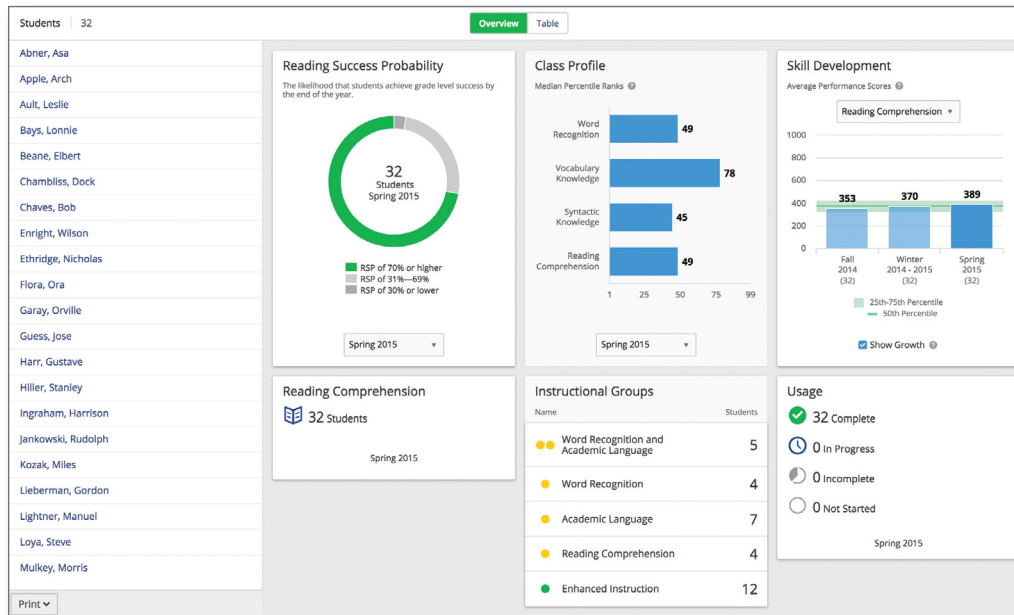


The School Report includes:

- Classes panel
- Reading Success Probability card
- Reading Success Probability Detail page
- School Profile card
- Comprehension card
- Comprehension Detail page
- Skill Development: Word Recognition card
- Skill Development: Academic Language card
- Skill Development: Reading Comprehension card
- Skill Development Detail page
- Usage card
- Usage Detail page
- Historical Report button
- School Export button
- Filter button

CLASS REPORT

The Class Report provides both aggregated and individual data for all students in the class. In a mixed grade class, use the toggle in the yellow bar at the top of the report to view aggregated data for each grade level. The Class Report will display data for the selected grade only.

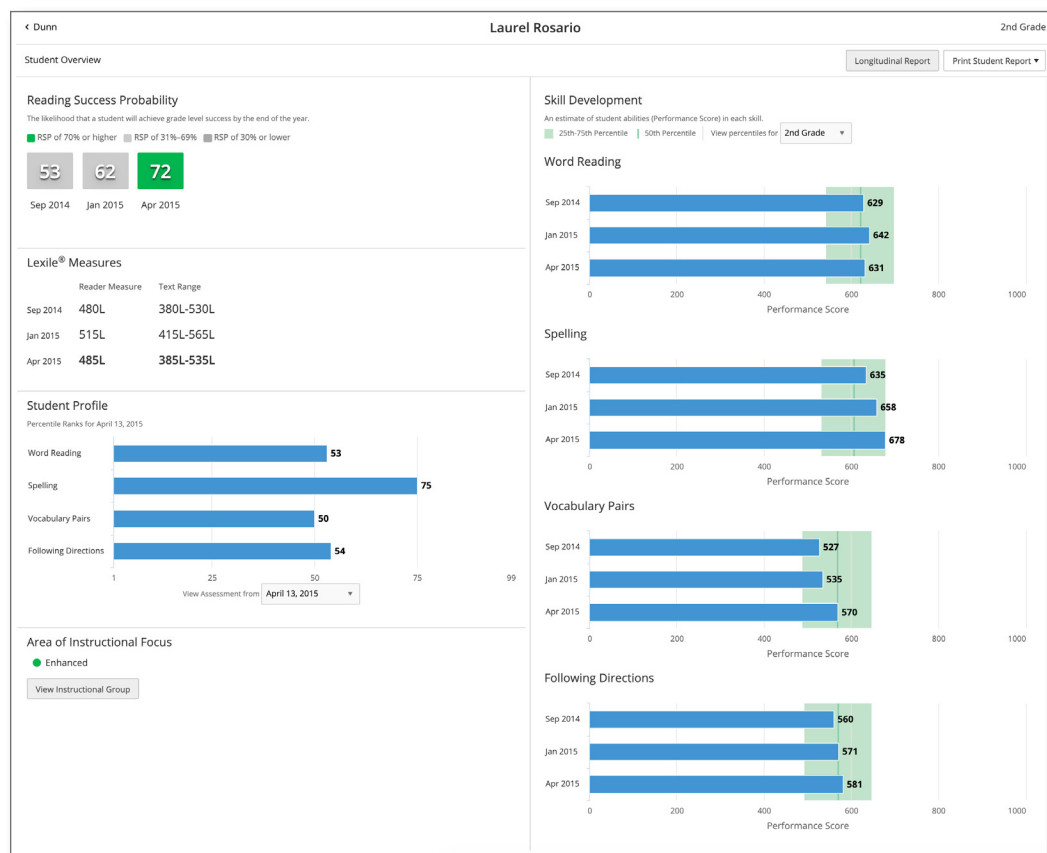


The Class Report includes:

- Students panel
- Reading Success Probability card
- Reading Success Probability Detail page
- Class Profile card
- Skill Development card
- Skill Development Detail page
- Comprehension card
- Comprehension Detail page
- Instructional Groups card
- Usage card
- Usage Detail page
- Class Table

STUDENT REPORT

The Student Report presents data on a specific student's assessment performance.



The Student Report includes:

- Reading Success Probability
- Lexile Measures
- Student Profile
- Instructional Group
- Comprehension (K-2)
- Skill Development for each task
- Longitudinal Report button
- Print Student Report button

Chapter 10

How Do I Interpret My Students' Reports?

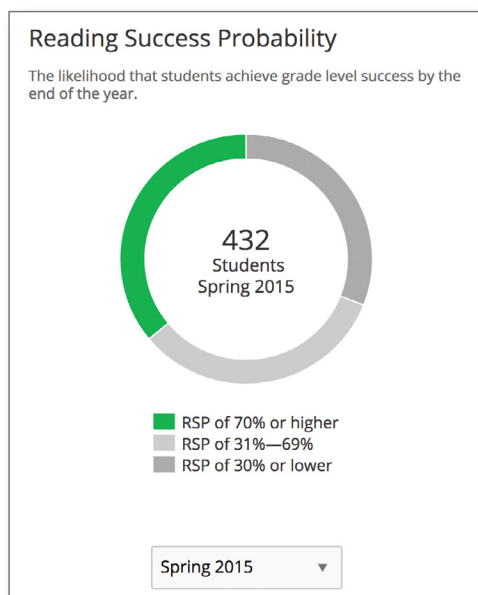
READING SUCCESS PROBABILITY

The Reading Success Probability (RSP) card displays RSP scores for current and past Assessment Periods.

In the District/School/Class Report:

- RSP scores are aggregated across all students in the district/school/class who have completed required RAPID screening tasks in a given Assessment Period. This aggregate is displayed in a donut chart. The center of the chart displays the total number of students included in the selected Assessment Period.
- The proportion of students with an RSP of 70 percent or higher is represented by the green section of the circle chart. The proportion of students with an RSP between 69 percent and 31 percent is represented by the light gray section of the circle chart. The proportion of students with an RSP at or below 30 percent is represented by the dark gray section of the circle chart. Rolling over a section indicates the percentage and number of students in that category.
- By default, the RSP card shows data for the current Assessment Period. Use the drop-down menu below the chart to select a different Assessment Period.

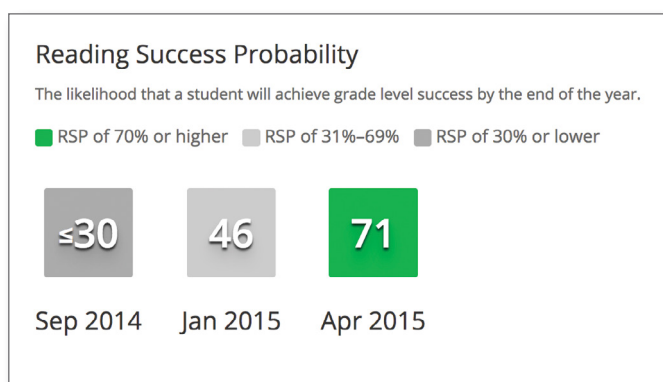
Here is an example of a District Reading Success Probability card:



In the Student Report:

- The RSP section shows the student's RSP data for the current and past Assessment Periods.
- A green icon indicates that the student's RSP for the corresponding Assessment Period is 70 percent or higher. The student's percent appears within the icon. A light gray icon indicates that the student's RSP for the corresponding Assessment Period is between 31 percent to 69 percent. The student's percent appears within the icon. A dark gray icon indicates that the student's RSP for the corresponding Assessment Period is at or below 30 percent. Within the icon the symbol of ≤ 30 is shown.

Here is an example of a Student Reading Success Probability section:



READING SUCCESS PROBABILITY DETAIL

In District/School Reports, the Reading Success Probability Detail page displays aggregated RSP scores for the district/school and for all grade levels within the district/school across each Assessment Period.

In Class Reports, the Reading Success Probability Detail page displays aggregated RSP scores for the class and for each individual student across each Assessment Period.

Select the Reading Success Probability card to access the Reading Success Probability Detail page. You can export the data on the Detail page to an Excel spreadsheet file by selecting Export at the bottom of the page.

In the District/School Report:

- A table displays aggregated RSP scores for the district/school and for each grade level within the district/school across each Assessment Period.
- Aggregated RSP scores are represented in three-color bar charts. The green section of the bar chart represents the proportion of students in the district/school with an RSP of 70 percent or higher. The light gray section of the bar chart represents the proportion of students in the district/school with an RSP between 31 percent and 69 percent. The dark gray section of the bar chart indicates the proportion of students with an RSP of 30 percent or lower. Rolling over the bar indicates the percentage and number of students in that category.
- By default, this page initially displays data for students who have completed an assessment in every period since the fall of the current academic year. This default ensures the comparison of the same group of students over time. To remove this default setting and display data for all students who completed an assessment in any period, select Show all students at the top left of the page. Note that if the school or district begins their first administration of RAPID in the winter or spring, the user will need to select Show all students to see student data.
- You can sort the RSP data by grade, percentage of students with an RSP of 70 percent or higher, and total students per grade. Select any column heading to sort.

Here is an example of a School Reading Success Probability Detail page:

Reading Success Probability (RSP): The likelihood that students achieve grade level success by the end of the year.

☒ Show only students who have completed an assessment in **every** period
☐ Show all students

■ RSP of 70% or higher
■ RSP of 31%-69%
■ RSP of 30% or lower

Grade ▲	Fall 2014		Winter 2014 - 2015		Spring 2015	
	Students ▾	RSP of 70% or higher ▾	Students ▾	RSP of 70% or higher ▾	Students ▾	RSP of 70% or higher ▾
School	235	28%	235	29%	235	31%
6th Grade	76	21%	76	22%	76	24%
7th Grade	38	34%	38	42%	38	47%
8th Grade	22	27%	22	27%	22	27%
9th Grade	24	54%	24	54%	24	54%
10th Grade	25	24%	25	24%	25	24%
11th Grade	25	24%	25	24%	25	24%
12th Grade	25	20%	25	20%	25	20%

Export

In the Class Report:

- A table displays aggregated RSP data for the class and for each individual student across each Assessment Period.
- Aggregated RSP scores are represented in three-color bar charts. The green section of the bar chart represents the proportion of students in the district/school with an RSP of 70 percent or higher. The light gray section of the bar chart represents the proportion of students in the district/school with an RSP between 31 percent and 69 percent. The dark gray section of the bar chart indicates the proportion of students with an RSP of 30 percent or lower. Rolling over the bar indicates the percentage and number of students in that category.
- Individual student RSP scores are displayed as numerical values.
- By default, the RSP Detail initially displays data for students who have completed an assessment in every period since the fall of the current academic year. This default ensures the comparison of the same group of students across each Assessment Period. To remove this default setting and display data for all students who completed an assessment in any period, select Show all students at the top left of the page. Note that if the class begins the first administration of RAPID in the winter or spring, the user will need to select Show all students to see student data.
- You can sort the RSP data by student name, grade, and RSP score. Select any column heading to sort.

Here is an example of a Class Reading Success Probability Detail page:

Reading Success Probability (RSP): The likelihood that students achieve grade level success by the end of the year.

☒ Show only students who have completed an assessment in **every** period
☐ Show all students

■ RSP of 70% or higher
■ RSP of 31%-69%
■ RSP of 30% or lower

Student Name ▲	Grade ◆	Fall 2014 RSP ◆	Winter 2014 - 2015 RSP ◆	Spring 2015 RSP ◆
Class	Kindergarten	21%	37%	37%
Chiang, Park	Kindergarten	53	53	53
Coates, Leon	Kindergarten	37	77	70
Coleman, Cameron	Kindergarten	86	76	87
Franklin, Daniel	Kindergarten	10	75	81
Gonzalez, Dyan	Kindergarten	11	42	9
Greeson, Ashley	Kindergarten	77	93	85
Hasegawa, Asa	Kindergarten	11	28	40
Holmes, Duncan	Kindergarten	4	9	7
Hubbard, Jennifer	Kindergarten	31	21	34
Hudson, Zoe	Kindergarten	11	18	41
Polster, Michael	Kindergarten	11	29	60
Shepard, George	Kindergarten	33	37	44
Willoughby, Daniel	Kindergarten	42	75	77

Export

LEXILE MEASURES

In the Student Report:

The Lexile Measures section helps teachers understand a student's independent reading level.

- The Lexile Measures section displays the student's Lexile reader measure and Lexile text range for each completed assessment in the current academic year.
- Kindergarten students' Lexile measures will only display in the Spring when K students take the Word Reading task.

Here is an example of a Student Lexile Measures section:

Lexile® Measures		
	Reader Measure	Text Range
Sep 2014	480L	380L-530L
Jan 2015	515L	415L-565L
Apr 2015	485L	385L-535L

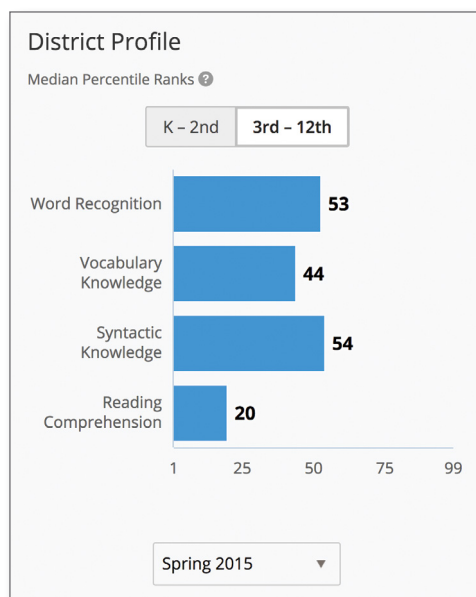
PROFILE

The Profile for each report level shows percentile ranks for each required screening task.

In the District/School Report:

- Select K-2nd or 3rd-12th to see the District/School Profile for each grade range. The median percentile rank for each task is displayed for students in the district/school. For a brief description of how the median is computed, roll over Median Percentile Rank.
- Rolling over a task will display the number of students who completed that task in the selected Assessment Period. This number of students will likely be different by task, especially for grades K-2, since not all grades take all K-2 tasks.
- This information indicates the district/school strengths and weaknesses. A percentile rank on a task at or below the 30th percentile for grades K-2 and at or below the 25th percentile for grades 3-12 indicates instructional need in that area.
- By default, the District/School Profile card shows data for the current Assessment Period. Use the drop-down menu below the chart to select a different Assessment Period.

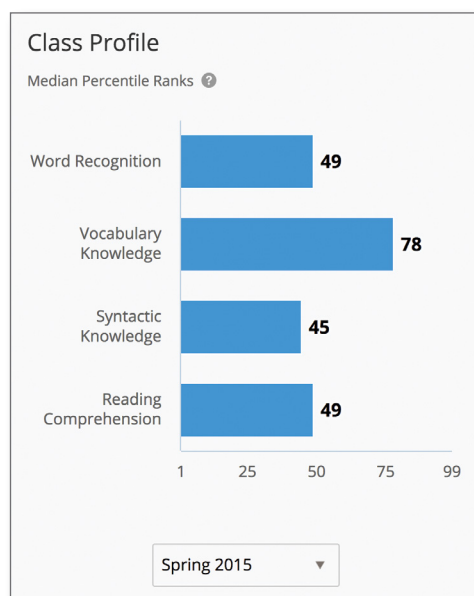
Here is an example of a District/School Profile:



In the Class Report:

- The median percentile rank for each task is displayed for students in the class. For a brief description of how the median is computed, roll over Median Percentile Rank.
- Rolling over a task will display the number of students who completed that task in the selected Assessment Period.
- This information indicates the class's strengths and weaknesses. A percentile rank on a task at or below the 30th percentile for grades K-2 and at or below the 25th percentile for grades 3-12 indicates intervention need in that area.
- By default, the Class Profile card shows data for the current Assessment Period. Use the drop-down menu below the chart to select a different Assessment Period.

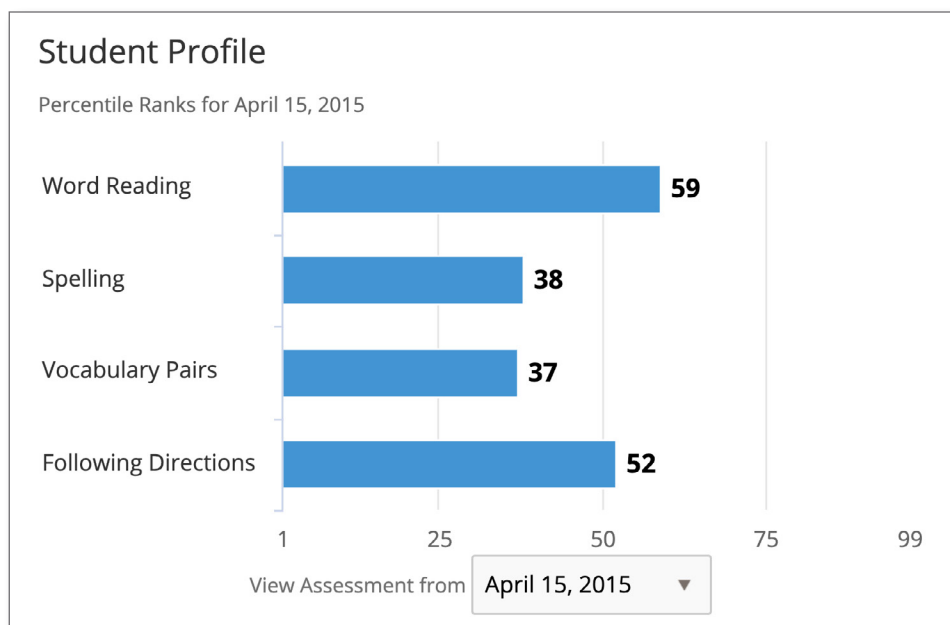
Here is an example of a Class Profile card:



In the Student Report:

- The student's percentile rank is displayed for each task.
- This information indicates the student's strengths and weaknesses. A percentile rank at or below the 30th percentile for grades K-2 and at or below the 25th percentile for grades 3-12 indicates intervention need in that area.
- By default, the Student Profile section shows data for the current Assessment Period. Use the drop-down menu below the chart to select a different Assessment Period.

Here is an example of a Student Profile:



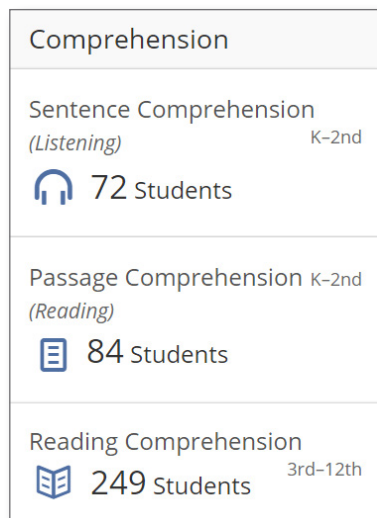
COMPREHENSION CARD

The Comprehension card displays information about the recommended comprehension tasks for grades K-2.

In the District/School Report:

- The Comprehension card displays the number of students who completed comprehension tasks in the current Assessment Period.

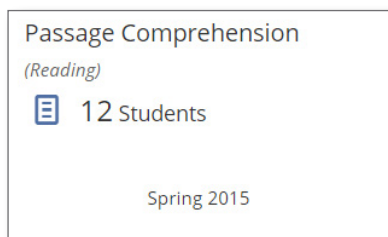
Here is an example of a District/School Comprehension card:



In the Class Report:

- The Comprehension card displays the number of students who completed a particular comprehension task in the current Assessment Period.
- In grades K-2, a separate card will display for Passage Comprehension and Sentence Comprehension that indicates the number of students who completed each task.
- In grades 3-12, the Comprehension card displays the number of students who completed the Reading Comprehension task.

Here is an example of a Class Comprehension card:



In Student Report:

- For grades K-2, the Comprehension section displays data for the task the student completed.
- When a student completes Sentence Comprehension, the student's Performance Score for that task will display. Students with a Performance Score below 340 (the 30th percentile for kindergarten students in Sentence Comprehension) will have a flag next to their score. This flag indicates that the student may benefit from additional support in oral language comprehension.
- When a student completes Passage Comprehension, the Passage Lexile Range of the completed passage will display. This range indicates the difficulty of the passage the student read aloud successfully. The reported Passage Lexile Range is not the student's Lexile reader measure. Please see [Lexile® Measures](#) in Chapter 7 for more information. In addition, the number of comprehension questions the student answered aloud correctly will display. Selecting the View Summary button in this section will open the student's Passage Comprehension summary data for the completed passage.

Here is an example of a K-2 Student Comprehension section:



COMPREHENSION DETAIL

The Comprehension Detail page displays students' comprehension data for all three comprehension tasks. Select the Comprehension card to access the Comprehension Detail page. You can export the data on the Detail page to an Excel spreadsheet file by selecting Export at the bottom of the page.

In the District/School/Class Report:

- Comprehension data are organized by task: Sentence Comprehension, Passage Comprehension, and Reading Comprehension. Toggle between data for each task using the buttons at the top left of the page.
- The Sentence Comprehension table shows the names, grades, Performance Scores, and completion dates of all students in the district/school/class who completed this task. Students with a Performance Score below 340 (the 30th percentile for kindergarten students) will have a flag next to their Performance Score. This flag indicates that the student may benefit from additional support in oral language comprehension.
- The Passage Comprehension table shows the names, grades, Passage Lexile® Ranges, number of comprehension questions answered correctly, and completion dates of all students in the district/school/class who completed this task. From this table, you can view an individual student's Summary Page data by selecting the icon in the Summary Data column.
- The Reading Comprehension table shows the names, grades, Performance Scores, and completion dates of all students in the district/school/class who completed this task.

Here is an example of a School Comprehension Detail page:

Willowdale Elementary School Comprehension			
View Comprehension: Sentence K-2nd Passage K-2nd Reading 3rd-12th Assessment Period Spring 2015			
54% (14) may benefit from additional support in oral language comprehension			
Student Name	Grade	Performance Score	Completed
Gomez, Celinda	Kindergarten	258	Apr 25, 2015
Harris, James	Kindergarten	172	Apr 23, 2015
Hudson, Zoe	Kindergarten	322	Apr 26, 2015
Lynch, Joseph	Kindergarten	414	Apr 21, 2015
Parker, Aimee	Kindergarten	298	Apr 27, 2015
Murillo, Elias	Kindergarten	267	Apr 27, 2015
McAdams, Michael	Kindergarten	312	Apr 26, 2015
Maclean, Mya	Kindergarten	432	Apr 21, 2015
Russo, Paul	Kindergarten	200	Apr 29, 2015
Pelayo, Adelaide	Kindergarten	312	Apr 16, 2015
Pinkley, Charlie	Kindergarten	410	Apr 18, 2015
Marshall, Chris	Kindergarten	394	Apr 19, 2015
Export		26 items	

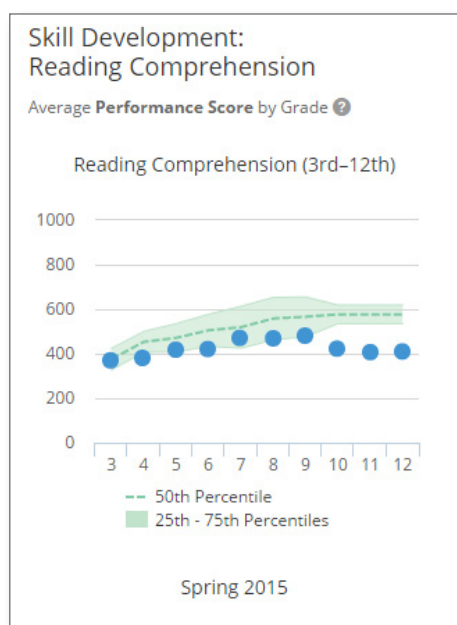
SKILL DEVELOPMENT

The Skill Development card displays Performance Scores for a student or group of students.

In the District/School Report:

- A separate Skill Development card displays average Performance Scores for the current Assessment Period, organized by domain: Word Recognition, Academic Language, and Reading Comprehension.
- In each card, the average Performance Score of all students in a grade for the selected task is indicated in the graph by a blue data value (dot). By rolling over a dot, you can see the average Performance Score for that grade. If there is no dot for a grade, students from that grade in the district/school have not yet completed the task.
- Use the drop-down menu to select a task in the Word Recognition or Academic Language Skill Development cards. Within the drop-down menu, the grade levels associated with each task are listed. Because Reading Comprehension is the only required screening task in this domain, there is no drop-down menu in this card.
- The dotted green line indicates the median (50th percentile) score for the selected task, based on the normative sample for each grade.
- The light green shading indicates the interquartile range (25th-75th percentile, or average range) for the selected task, based on the normative sample for each grade.

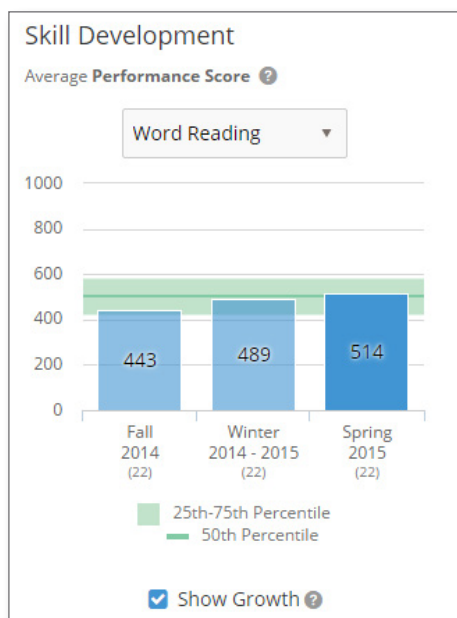
Here is an example of a District Skill Development card:



In the Class Report:

- A single Skill Development graph displays the class average Performance Score in each Assessment Period per task.
- Use the drop-down menu in the card to select any task.
- The class average Performance Score for the selected task in the current Assessment Period is indicated by the dark blue bar. If there is no bar, students in the class have not yet completed the task during that Assessment Period.
- The class average Performance Score for the selected task in past Assessment Period(s) is indicated by the light blue bar(s). If there is no bar for a past Assessment Period, students in the class did not complete the task during that Assessment Period.
- By rolling over a Performance Score, you can see how the class's average Performance Score compares to the average range (25th-75th percentile) for their grade level.
- The green line indicates the median Performance Score (50th percentile) based on the normative sample for the grade level of the class.
- The light green shading indicates the interquartile range (25th-75th percentile, or average range) of Performance Scores based on the normative sample for the grade level of the class.
- By default, the Skill Development card initially displays data for students who have completed an assessment in every period since the fall of the current academic year. This default is indicated with the checked Show Growth box at the bottom of the card. This default ensures the comparison of the same group of students across each Assessment Period. To remove this default setting and display data for all students who completed an assessment in any period, de-select Show Growth at the bottom of the card. Note that if there is no assessment data for the class in the fall and/or winter, the box will not be checked by default.

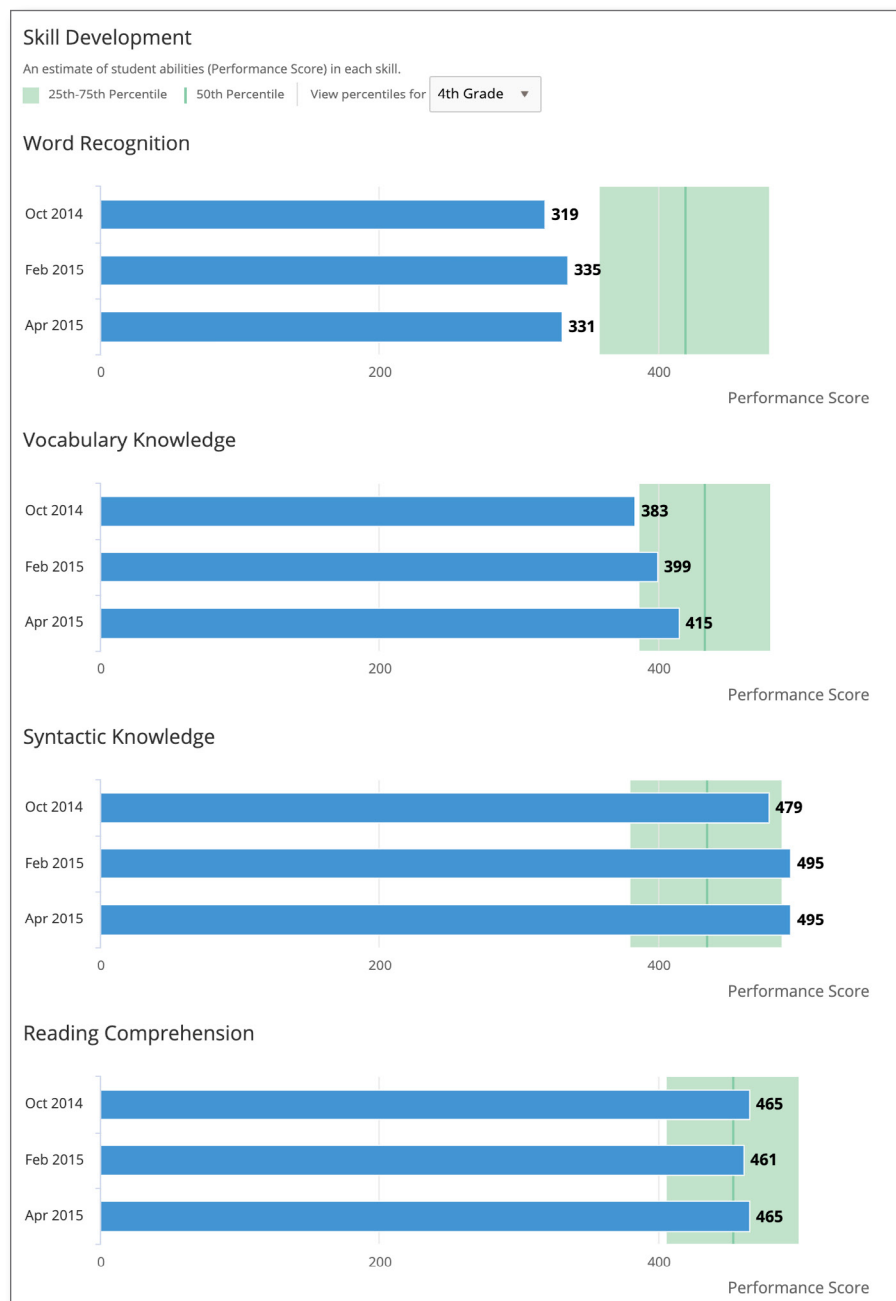
Here is an example of a Class Skill Development card:



In the Student Report:

- A separate Skill Development graph displays for each task.
- In each graph, the student's Performance Score for the current Assessment Period is indicated by the dark blue bar. Each graph also displays past Assessment Periods, indicated by light blue bars.
- The green line indicates the median Performance Score (50th percentile) based on the normative sample for the selected grade.
- The light green shading indicates the interquartile range (25th-75th percentile, or average range) Performance Scores based on the normative sample for the selected grade.
- By rolling over a Performance Score, you can see how the student's Performance Score compares to the average range (25th-75th percentile) for students in the selected grade. To display the median Performance Score and interquartile range for another grade level, select that grade level from the legend at the bottom of the Skill Development section.

Here is an example of a Student Skill Development section:



SKILL DEVELOPMENT DETAIL

The Skill Development Detail page provides a more in-depth picture of student performance in District, School, and Class Reports. Select a Skill Development card to access the Skill Development Detail page.

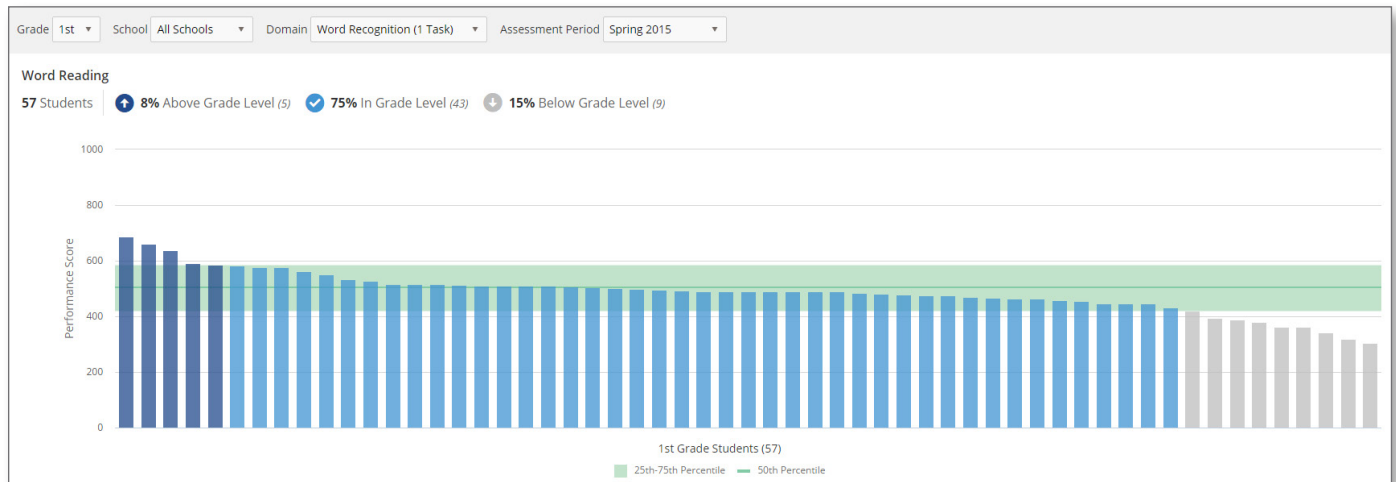
In the District/School Report:

- This page displays Students, Growth, and Summary tabs.
- At the top left of the Skill Development Detail page, you can toggle between each tab. By default, myLexia® displays the Students tab of the Skill Development Detail page.
- The Students tab displays a distribution of individual student performance and provides a summary statement indicating the percentage of students performing above, within, or below the grade-level average range (25th-75th percentile) for each task per grade. You can print the data on this tab by selecting Print at the bottom of the page.
- The Growth tab shows student performance over time.
- The Summary tab displays a summary statement for the district/school for each task that indicates the percentage of students performing above, within, or below the grade-level average range (25th-75th percentile).

In the Students tab:

- Individual students' Performance Scores in a task are displayed in an area graph by the selected grade, school (in District Reports), domain, and Assessment Period. Use the drop-down menus to select different options.
- Below the drop-down menus is the name of the selected task and the number of tasks shown for the selected domain. Below the task name is the number of students shown, as well as a summary statement that indicates the percentage of those students performing above, within, or below the grade-level average range (25th-75th percentile) for that task. The number of students in each category is indicated in parentheses. The total number of students shown in each area graph is also displayed beneath the chart.
- In the area graph, student scores are sorted from highest to lowest.
- The green line represents the median Performance Score (50th percentile) of the normative sample.
- The light green shading represents the interquartile range (25th-75th percentile, or average range) of the normative sample.
- Rolling over a bar in the chart will display the name and Performance Score for an individual student. If there are no blue bars, students from the selected school and grade have not yet completed the selected task for that Assessment Period.
- To return to the previous page, select the name of the school/district in the upper-left corner of the screen.

Here is an example of a District Skill Development Detail, Students tab:

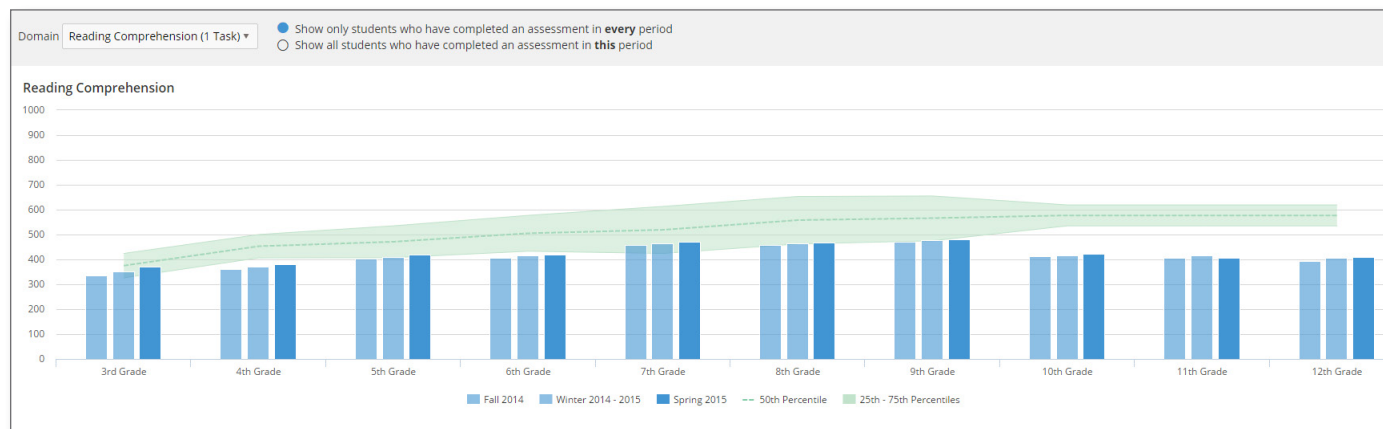


In the Growth tab:

- For each grade level in the District/School, Average Performance Scores in a task over time are displayed by the selected domain. Dark blue bars represent data for the current Assessment Period and light blue bar(s) represent data for past Assessment Period(s). Use the drop-down menu to select a different domain.
- Below the drop-down menu is the name of the selected task and the number of tasks shown for the selected domain.
- Rolling over a bar will display the average Performance Score for that grade in each Assessment Period, as well as the grade's median Performance Score and interquartile range from the normative sample.
- By default, the Growth section initially displays data for students who have completed an assessment in every period since the fall of the current academic year. This default setting ensures the comparison of the same group of students across each Assessment Period. To remove this default setting and display data for all students who completed an assessment in the current period, select Show all students who have completed an assessment in this period at the top of the page. Note that if a school or district begins its first administration of RAPID in the winter or spring, the user will need to select Show all students who have completed an assessment in this period.

- The green line represents the median Performance Score (50th percentile) of the normative sample.
- The light green shading represents the interquartile range (25th-75th percentile, or average range) of the normative sample.

Here is an example of a District Skill Development Detail page, Growth tab:



In the Summary tab:

- Summary statements for each task are displayed that list the percentage of students performing above, within, or below the grade-level average range (25th-75th percentile) for each screening task across the school or district.
- Use the drop-down menus to select a school (in District Reports) or Assessment Period.
- You can sort the data by task, total number of students, and percentage of students with the above, within, or below designation. Select any column heading to sort.

Here is an example of a District Skill Development Detail, Summary tab:

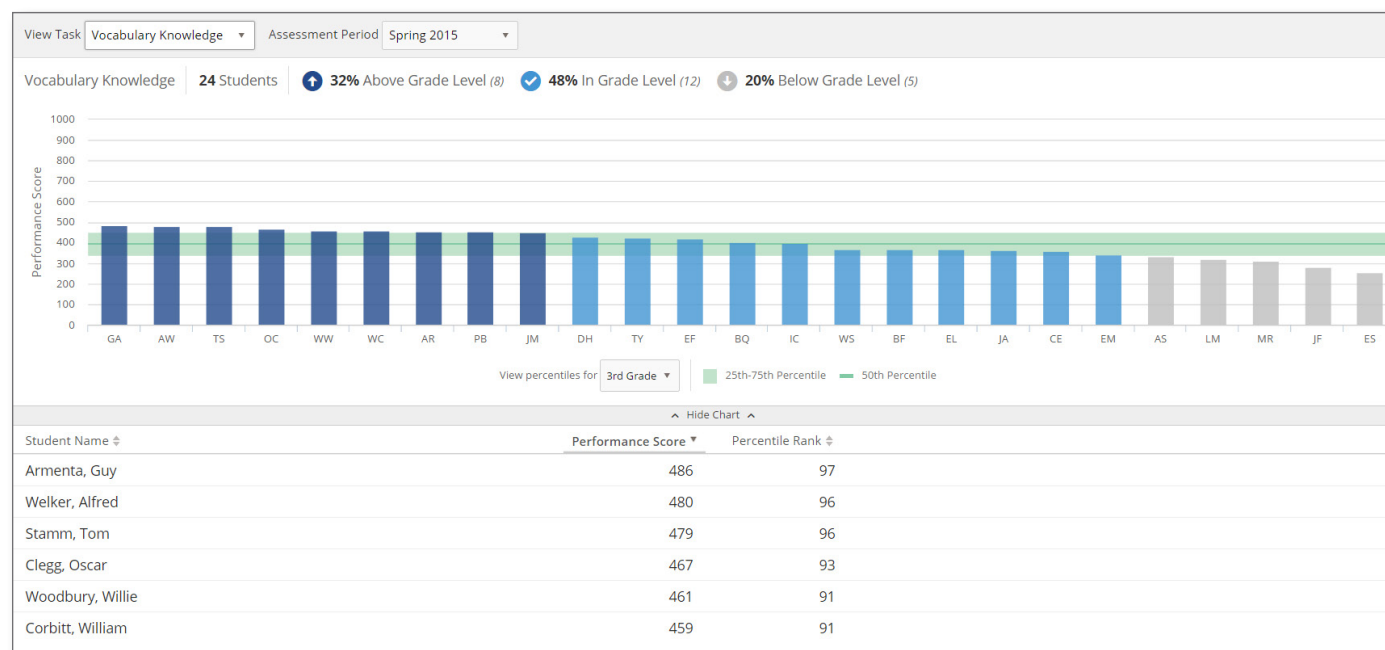
School	All Schools ▾	Assessment Period	Spring 2015 ▾			
Task Name ▲	Total Students ↕	⬆ Above Grade Level ↕	✓ On Grade Level ↕	⬇ Below Grade Level ↕		
Following Directions	119	24%	47%	29%		
Phonological Awareness	60	40%	55%	5%		
Reading Comprehension	430	11%	39%	50%		
Spelling	62	16%	63%	21%		
Syntactic Knowledge	431	28%	44%	28%		
Vocabulary Knowledge	431	20%	48%	32%		
Vocabulary Pairs	179	17%	65%	18%		
Word Reading	179	15%	66%	18%		
Word Recognition	431	31%	47%	22%		

In the Class Report:

- Each bar represents the Performance Score for the selected task for each student in the class. Student initials are displayed below each bar. Roll over a bar to display an individual student name and Performance Score. If there are no bars, students in the selected class have not yet completed the selected task in the selected Assessment Period.
- Student scores are sorted from highest to lowest.
- Below the task names, a summary statement lists the total number of students displayed by the current chart, and the percentage of students performing above, within, or below the grade-level average range (25th-75th percentile). The number of students in each category is also indicated in parentheses.
- The green dotted line represents the median Performance Score (50th percentile) of the normative sample.
- The light green shading represents the interquartile range (25th-75th percentile, or average range) of the normative sample.

- To view the median and interquartile range for a different grade, select the grade from the list at the bottom of the chart.
- The class Performance Score information is also displayed in a table below the chart. This table shows each student's Performance Score and percentile rank. To sort the data by Student Name, Performance Score, or Percentile Rank, select the column heading. You can print the data on this tab by selecting Print at the bottom of the page.
- To return to the previous screen, select the educator name in the upper-left corner of the screen.

Here is an example of a Class Skill Development Detail card:



INSTRUCTIONAL GROUPS

The Instructional Groups card is intended to help with instructional planning. Based on the student's percentile ranks, he or she is assigned to one Instructional Group.

Kindergarten:

Group Name	Description of Performance
Word Recognition and Academic Language	Students are performing <u>at or below</u> the 30th percentile in: • Phonological Awareness (Blending) and/or Letter Sounds/Word Reading • Vocabulary Pairs
Word Recognition	Students are performing <u>at or below</u> the 30th percentile in: • Phonological Awareness (Blending) and/or Letter Sounds/Word Reading
Academic Language	Students are performing <u>at or below</u> the 30th percentile in: • Vocabulary Pairs
Enhanced Instruction	Students are performing <u>at or above</u> the 30th percentile in: • Phonological Awareness (Blending) • Letter Sounds/Word Reading • Vocabulary Pairs AND: • Have an RSP <u>above</u> 70 percent

Kindergarten students who perform above the 30th percentile in all tasks and have an RSP below 70 percent are placed into an Instructional Group based on their lowest percentile rank.

Grade 1:

Group Name	Description of Performance
Word Recognition and Academic Language	Students are performing <u>at or below</u> the 30th percentile in: • Word Reading • Vocabulary Pairs and/or Following Directions
Word Recognition	Students are performing <u>at or below</u> the 30th percentile in: • Word Reading
Academic Language	Students are performing <u>at or below</u> the 30th percentile in: • Vocabulary Pairs and/or Following Directions
Enhanced Instruction	Students are performing <u>at or above</u> the 30th percentile in: • Word Reading • Vocabulary Pairs • Following Directions AND: • Have an RSP <u>above</u> 70 percent

Grade 1 students who perform above the 30th percentile in all tasks and have an RSP below 70 percent are placed into an Instructional Group based on their lowest percentile rank.

Grade 2:

Group Name	Description of Performance
Word Recognition and Academic Language	Students are performing at or below the 30th percentile in: • Word Reading and/or Spelling • Vocabulary Pairs and/or Following Directions
Word Recognition	Students are performing <u>at or below</u> the 30th percentile in: • Word Reading and/or Spelling
Academic Language	Students are performing <u>at or below</u> the 30th percentile in: • Vocabulary Pairs and/or Following Directions
Enhanced Instruction	Students are performing <u>at or above</u> the 30th percentile in: • Word Reading • Spelling • Vocabulary Pairs • Following Directions AND: • Have an RSP <u>above</u> 70 percent

Grade 2 students who perform above the 30th percentile in all tasks and have an RSP below 70 percent are placed into an Instructional Group based on their lowest percentile rank.

Grades 3-12:

Group Name	Description of Performance
Word Recognition and Academic Language	Students are performing <u>at or below</u> the 25th percentile in: • Word Recognition • One or both Academic Language tasks (Vocabulary Knowledge and/or Syntactic Knowledge)
Word Recognition	Students are performing <u>at or below</u> the 25th percentile in: • Word Recognition
Academic Language	Students are performing <u>at or below</u> the 25th percentile in: • One or both Academic Language tasks (Vocabulary Knowledge and/or Syntactic Knowledge)
Reading Comprehension	Students are performing <u>at or below</u> the 25th percentile in: • Reading Comprehension OR: • All percentile ranks are above the 25th percentile, but the RSP is below 70 percent.
Enhanced Instruction	Students are performing <u>at or above</u> the 25th percentile in: • Word Recognition • Vocabulary Knowledge • Syntactic Knowledge • Reading Comprehension AND: • Have an RSP <u>above</u> 70 percent

In the Class Report:

- The instructional name/group focus and number of students are displayed for each group.

Here is an example of a Class Instructional Groups card:

Instructional Groups	
Name	Students
 Word Recognition and Academic Language	6
 Word Recognition	4
 Academic Language	9
 Enhanced Instruction	4

- Select the name of a group to see more details, including instructional priorities, a student list, student percentile ranks for each task, and dates of each student's most recent assessment.
- You can sort the Instructional Group data by Student Name, Percentile Rank, or Date Completed. Select the column heading to sort. You can print the Instructional Group information by selecting Print at the bottom of the page.

Here is an example of a Class Instructional Groups details page:

Word Recognition and Academic Language

Word Recognition

Academic Language

Reading Comprehension

Enhanced

Description

Students are performing below target in reading comprehension, vocabulary and/or syntactic knowledge and on target in word recognition.

View Resources for Instruction

Instructional Priorities

1

Academic Language

To build vocabulary, provide explicit instruction in high-utility words that are used across subject areas as well as word-learning strategies for new vocabulary including word analysis, identification of word relationships (categories, synonyms, antonyms, analogies), and use of context clues.

2

Academic Language

To build syntactic knowledge, explicitly teach sentence structure with a focus on the understanding and use of signal words, pronoun reference and subject-verb agreement.

3

Reading Comprehension

To support comprehension, read high-interest texts aloud to students while modeling fluent reading and the use of comprehension strategies such as picturing, sequencing ideas, using context clues and understanding text structures.

Group Diagnostic Profile

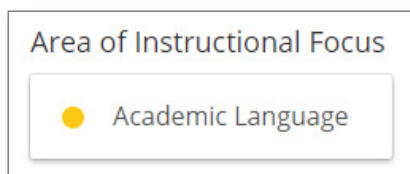
10 Students as of June 1, 2016

Student Name ▲	Word Recognition Percentile Rank ↕	Vocabulary Knowledge Percentile Rank ↕	Syntactic Knowledge Percentile Rank ↕	Reading Comprehension Percentile Rank ↕	Date Completed ↕
Aiello, Joseph	67	36	4	6	Apr 27, 2015
Conners, Isaac	46	59	6	25	Apr 19, 2015
Corbitt, William	28	91	3	4	Apr 24, 2015
Fielder, Ben	74	38	1	24	Apr 21, 2015
Hartwell, Daniel	96	77	5	7	Apr 14, 2015

In the Student Report:

- A student is assigned to an Instructional Group based on his or her pattern of performance as identified in the Student Profile.

Here is an example of a Student Instructional Group:



- Select the Instructional Group to view the instructional priorities for that group.

CLASS TABLE

The Class Table presents the data from the Class Report in numeric form.

- This view presents a list of all students in the class, their grade level, scores for all completed assessments (RSP, Performance Scores, and percentile ranks), and the dates the assessments were completed. To sort the data, select any column heading.
- In grades 1-12, Lexile reader measures and Lexile text ranges are shown. In grade K, these measures only appear for the spring Assessment Period.
- By default, myLexia® displays Performance Scores for the most recent Assessment Period. To display data for a different Assessment Period, select the name of the Assessment Period.
- To display data for a student, select the student's name.
- To filter the class data according to particular criteria, select the Filter button. You can filter by demographic variables, meal status, and special services. Refer to the [Filter](#) section for more information.
- You can export the data to an Excel spreadsheet file by selecting Export at the bottom of the page.
- Refer to the Appendix [Data in Exported Files](#) for details about the file format and its contents.



Here is an example of a Class Table:

Students 24			Overview		Table		Spring 2015							Filter	
Student Name ↑			Grade ⇅	RSP ⇅	Word Recognition		Vocabulary Knowledge		Syntactic Knowledge		Reading Comprehension		Lexile® Reader Measure ⇅	Lexile Text Range ⇅	Completed ⇅
			Score ⇅	%ile ⇅	Score ⇅	%ile ⇅	Score ⇅	%ile ⇅	Score ⇅	%ile ⇅					
Aponte, Butler			5th	46	485	59	493	66	485	59	371	9	680L	580L-730L	Apr 20, 2015
Barger, Romeo			5th	61	739	98	463	52	503	66	407	18	760L	660L-810L	Apr 23, 2015
Beam, Richmond			5th	31	396	32	449	44	414	31	368	8	675L	575L-725L	Apr 23, 2015
Boyles, Press			5th	15	573	82	371	13	378	20	348	5	630L	530L-680L	Apr 22, 2015
Braxton, Crawford			5th	55	721	98	431	35	489	61	406	18	755L	655L-805L	Apr 23, 2015
Cardona, Clare			5th	50	599	87	557	89	454	47	372	9	685L	585L-735L	Apr 11, 2015
Daigle, Ida			5th	92	502	64	506	72	588	90	480	50	920L	820L-970L	Apr 25, 2015
Ernst, Harlan			5th	93	516	68	472	56	487	60	518	68	1000L	900L-1050L	Apr 13, 2015
Fugate, Manley			5th	99	572	82	552	88	579	88	629	97	1240L	1140L-1290L	Apr 21, 2015
Hamby, Otha			5th	12	253	6	392	19	386	22	331	3	595L	495L-645L	Apr 16, 2015
Hills, Ford			5th	64	428	41	489	65	346	12	448	35	850L	750L-900L	Apr 29, 2015
Huntley, Fayette			5th	56	495	62	524	79	536	77	371	9	680L	580L-730L	Apr 29, 2015
Kinsey, Birt			5th	98	599	87	469	54	689	99	550	81	1070L	970L-1120L	Apr 12, 2015
Lind, Mart			5th	9	511	66	416	29	282	3	332	3	595L	495L-645L	Apr 21, 2015
Loyd, Lionel			5th	99	606	88	519	78	536	77	584	90	1145L	1045L-1195L	Apr 19, 2015
Metzger, Ephriam			5th	64	231	4	457	48	440	41	431	27	810L	710L-860L	Apr 20, 2015
Rector, Benito			5th	98	428	41	564	91	567	85	544	79	1055L	955L-1105L	Apr 27, 2015
Russ, Alcide			5th	98	489	60	496	68	625	95	537	76	1040L	940L-1090L	Apr 13, 2015
Ryder, Bertie			5th	43	241	5	420	30	487	60	385	12	710L	610L-760L	Apr 29, 2015
Tinsley, Aden			5th	95	622	90	608	97	463	50	511	65	985L	885L-1035L	Apr 22, 2015
Varela, Bedford			5th	97	394	31	580	94	663	98	496	58	955L	855L-1005L	Apr 21, 2015
Whittington, Ivory			5th	98	456	50	543	86	558	83	551	81	1070L	970L-1120L	Apr 12, 2015
Wilburn, Thurman			5th	96	442	45	389	18	681	99	526	72	1020L	920L-1070L	Apr 15, 2015
Willingham, Solon			5th	95	523	70	437	38	546	80	529	73	1025L	925L-1075L	Apr 16, 2015
Average Performance Score					492		483		507		459		-		
Median Percentile Rank					63		61		64		43		-		
Export															

STUDENT LONGITUDINAL REPORT

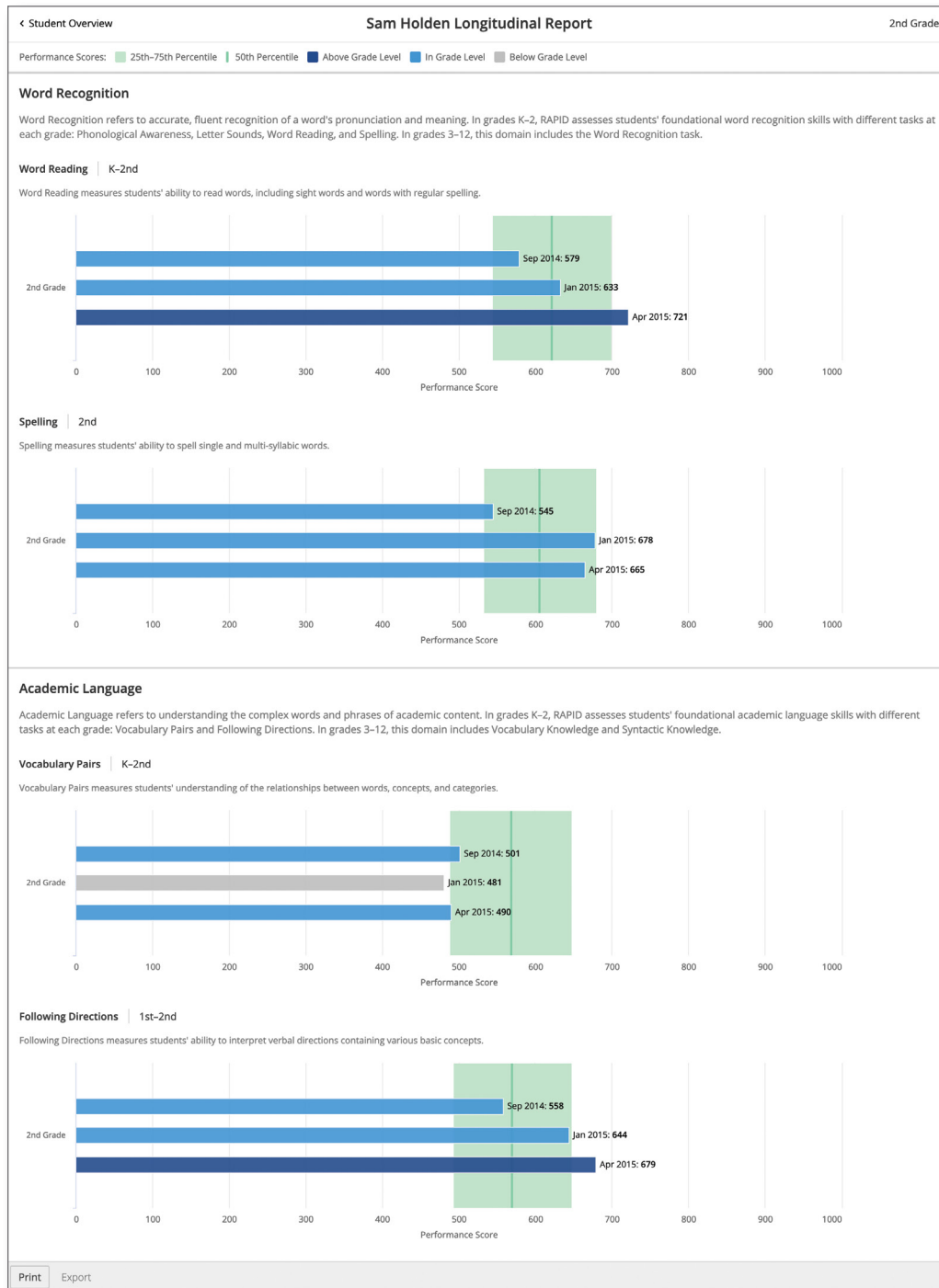
The Student Longitudinal Report allows a classroom teacher to view an individual student's Performance Scores for all RAPID screening tasks over time. Performance Scores provide an estimate of a student's skill development in each task and can be used to monitor change in student skills within and across academic years. For each RAPID domain, grades K-2 tasks will display first, followed by grades 3-12 tasks.

- To access the Student Longitudinal Report, visit the Student Overview from the Class Report. In the upper-right corner of the screen, select Longitudinal Report.
- You can choose to print the report. In the lower-left corner of the report, select Print.

In the Student Longitudinal Report:

- Descriptions of each domain and explanations of what each task measures are provided to aid score interpretation.
- Performance Scores display for required screening tasks for grades K-2 and 3-12 from each assessment period and year in which the student completed the task. Dates of each assessment appear to the right of each bar.
- Within a task, each bar represents the Performance Score for the assessment period the student completed that task. For example, if the student took RAPID three times in an academic year, there will be three bars for that grade. If the student took RAPID over multiple years, the bars will appear in order, starting with the grade that the student first took the task. If a student has data missing for an Assessment Period or task, no bar will display.
- The light green shading represents the interquartile range (25th-75th percentile, or average range) of the normative sample for the grade the student was in at the time they took the task.
- The solid dark green line represents the median Performance Score (50th percentile) of the normative sample for the grade the student was in at the time they took the task.
- A dark blue bar indicates the Performance Score is above the average range for that grade level, based on the normative sample. A light blue bar indicates the Performance Score is within the average range (25th-75th percentiles), and a grey bar indicates the score is below the average range.
- Performance Scores will display for all completed tasks. It is not necessary for a student to finish an entire RAPID assessment for Performance Scores for each completed task to appear.

Here is an example of a Student Longitudinal Report:



DISTRICT/SCHOOL HISTORICAL REPORT

The Historical Report provides a historical summary of district/school RAPID data for an entire academic year. It displays fall, winter, and spring aggregated data for all students who took an assessment in any period for the selected year.

- To access the district Historical Report, visit the District Report. In the upper-right corner of the screen, select Historical Report.
- To access the school Historical Report, visit the School Report. In the upper-right corner of the screen, select Historical Report.
- You can choose to view data for all grades or a single grade and any year for which there is RAPID data.
- You can export the data in the Historical Report to an Excel spreadsheet file by selecting Export at the bottom of the page. You can also print the data in the Historical Report by selecting Print.

The District/School Historical Report includes:

- Reading Success Probability data, for the district/school and each grade or for a single grade in the district/school.
- District/School Profiles, for grades K-2 and 3-12 in the district/school or for a single grade in the district/school.
- Skill Development summaries by domain, for each grade in the district/school or for a single grade in the district/school. These summaries indicate the percentage of students performing above, within, and below the average range for each task.

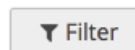
DISTRICT/SCHOOL EXPORT

The district/school results can be exported to an Excel file that lists all students in the district/school.

- Each testing session, complete or incomplete, for each student will be listed in a row. For example, if a student has a complete and an incomplete assessment in the fall, two rows of fall data will appear.
- To access the district export, visit the District Report. In the upper-right corner of the screen, select District Export.
- To access the school export, visit the School Report. In the upper-right corner of the screen, select School Export.
- Refer to the Appendix [Data in Exported Files](#) for details about the file format and its contents.

FILTER

The Filter button on the District/School Report and within the Class Table allows you to filter student data by several options, including demographic variables, meal status, and special services.



- Select the Filter button.
- Select the appropriate options from the menu.

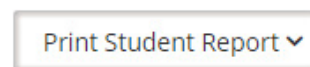
 A dialog box titled "Filter Assessment Reports". It contains the instruction "Filter the reports by the options below." followed by two sections: "Gender" and "Race". Under "Gender", there are three radio buttons: "All Students" (selected), "Male", and "Female". Under "Race", there are five checkboxes: "American Indian or Alaska Native", "Asian", "Black or African American", "Native Hawaiian or Other Pacific Islander", and "White". At the bottom right are "Cancel" and "Apply" buttons.

- Select Apply to filter the data. If no students meet the filtering criteria, you will see the message No Results Available.
- Select Edit Filter to change the filtering options, or select the Clear Filter button to remove the filter.

PRINT STUDENT REPORT

The Print Student Report button allows an educator to view, save, and print a Student Report from any assessment that the student completed in the current or prior year(s).

- Select Print Student Report, and choose an assessment completion date from the list.
- You can download, print, or save the PDF of the report from this page.



The RAPID Student Overview report can be printed in bulk (by class). To print the Student Overview report for multiple students:

- In the Assessment tab, navigate to the Class Overview.
- Hover over the Print button, and select Print Multiple Reports.

- Select the students whose reports you want to print.
- Hover over the Print Reports button, and select Student Overview Report.

The reports for the selected students will display. Use your browser's PDF printing tools in order to print.

LICENSES

The Licenses card indicates the number of licenses that have been used during each Assessment Period. The Licenses card will appear only on the report of the RAPID purchasing customer (i.e., either a district or school).

Here is an example of a Licenses card:



- A license is considered to have been used once a student has completed the first five questions of the first task in a given Assessment Period. At the end of the Assessment Period, myLexia® resets the count of used student licenses to zero. A license is tied to usage per Assessment Period, rather than to a particular student. Thus, a district with 1000 licenses will be able to use 1000 licenses in the fall Assessment Period. In the winter Assessment Period, the district could use another 1000 licenses for any students.
- To display details about license usage, select the License card.
- You can sort the license data by school, number of licenses used per grade, or number of licenses used in total. Select the column heading to sort.
- To display license usage for another Assessment Period, select the Assessment Period from the list.
- To return to the previous screen, select the district name in the upper-left corner.

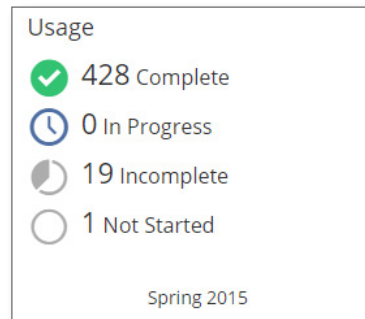
USAGE

The Usage card tracks the number of students that have taken an assessment.

Student usage is characterized by the following categories:

Usage Status	Description
Completed	Student has completed all required screening tasks.
In Progress	Student has completed at least 5 questions in one or more screening tasks.
Incomplete	Student completed at least 5 items in one or more screening tasks, but did not complete the full assessment within 30 days.
Not Started	Student has not completed more than 5 items in the first task during this Assessment Period.

- Select the Usage card to display the number of students whose assessments are Complete, In Progress, Incomplete, and Not Started for the current Assessment Period.



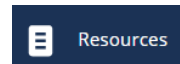
Chapter 11

How Do I Access Resources for Instruction?

Instructional Groups in Class and Student Reports link to a library of Lexia® Connections. From an Instructional Groups page, click the link View Resources for Instruction. Accessing the library from this page will filter the Lexia® Connections according to the specific Instructional Group. Within the library, you can further filter Lexia® Connections by Starting Grade Level and RAPID Instructional Priority.

Lexia® Connections are instructional resources that extend and expand student learning by providing opportunities for reading, listening, oral and written expression, and peer collaboration. There are over 90 Lexia® Connections that can be used for small-group and whole-class instruction in word recognition, academic language, and reading comprehension.

You can also access the Lexia® Connections Library from the Resources tab in myLexia.



In addition to Lexia® Connections, educators have access to Supplemental Resources for RAPID. These step-by-step lessons are designed to be used in upper elementary and secondary classrooms with students who need targeted instruction in word recognition and academic language skills.

There are 12 Supplemental Resources that can be used for small-group and whole-class instruction.

Supplemental Resources are located on the RAPID Resources Hub of myLexia. From the Resources tab in myLexia, select the RAPID Resources Hub in the RAPID section. Navigate to the Support For Instruction page from the menu on the left.

For additional guidance and recommendations for using RAPID Instructional Materials, refer to the Appendix [Using RAPID Instructional Materials](#).

Chapter 12

How Do I Access Accounts and Administrative Functions?

CREATING AND MODIFYING CLASSES

Within a school, you may create as many classes as you need to group students for easier management and reporting. A student can be in more than one class or group.

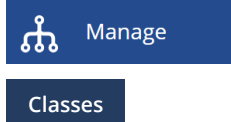
When creating new classes,

- The school must be created in myLexia® before you can add a class to it.
- The students must be created in myLexia® before you can add their names to the class roster. Refer to the section [Creating and Modifying Student Accounts and Passwords](#) for instructions.
- If you wish to provide a staff member with access to the class data (such as educators with Educator Admin privileges or proctors with Educator Read-Only privileges), the staff member's account must be created in myLexia® before you can associate it with the class.

Some schools and districts use automated tools to create and manage classes, students, and staff in myLexia®. See your Lexia Administrator for more information.

To create a class, follow these steps:

1. Select the Manage tab.
2. Select Classes and select Create.
3. Select the school and the grade level for the class.
4. Select the students you wish to add, and select Add to Selected Students.
 - Note that students must be assigned to a grade level between K and 12 in order to use RAPID, regardless of the grade level of the class.
 - You can sort the list of students by selecting any column heading.
 - To find a student, enter all or part of the student's name in the Name field.
 - To de-select a student, select the student's name again.



5. Select the staff member(s) you wish to add, and select Add to Selected Staff.
 - By default, myLexia® lists staff members who have equal or less capable data access roles and are in the same school as the class. To show staff with a specific data access role, and/or from all schools or a different school, make the appropriate selections from the respective drop-down lists.
 - To find a staff member, enter all or part of the staff member's name in the Name field.
 - You can sort the list of staff members by selecting any column heading.
 - To de-select a staff member, select the staff member's name again.
6. Select Save.

To modify a class, its staff, and its student roster, follow these steps:

1. Select the Classes button and select the class, or select the school's name and select the class from that list.
2. To filter a class roster, select the Filter button, select the appropriate values, and select Apply.
3. Select the Edit Class button in the same row as the class name.
 - If there are students or staff already associated with the class, the buttons are labeled Modify Students and Modify Staff, respectively.
 - To add more students or staff to the class roster, refer to the section [Creating and Modifying Classes](#).
 - To remove students or staff from the class roster, select the Delete button next to the name on the right side of the screen.
 - To remove all students or all staff from the class roster, select Remove All on the respective screen.
4. Select Done to save the changes.

If your school uses a single sign on system such as Clever® SSO, please refer to the policies and access rules designed specifically for creating and modifying classes.

Classes

Filter



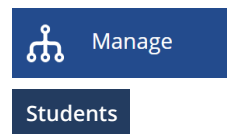
CREATING AND MODIFYING STUDENT ACCOUNTS AND PASSWORDS

If you have District Admin or School Admin privileges, you can create new students and manage existing students by placing them in any class or school. If you have Educator privileges, you can create new students and place them in any of your own classes or groups.

Although most student accounts will be created by your Lexia Administrator, you can create staff accounts using myLexia®. A student can be assigned to one or more classes.

To create a student account, follow these steps:

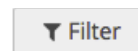
1. Select the Manage tab.
2. Select Students, and select Create.
3. Enter the first and last name of the student.
4. Enter the student's user name and a password that is between 4 and 20 characters. Select a school and a grade level for the student. In order for student data to display accurately in myLexia, it is important that students are rostered according to their current grade level and that the grade does not change over the course of the year.
5. Select Save.



Note that if a student's selected grade is Other, RAPID will administer the first five items for adaptive tasks based on third grade items. The student's individual performance will be compared to third grade norms, but not reported in aggregated scores. If a student's selected grade is Adult/Graduate, RAPID will administer the first five items for adaptive tasks based on sixth grade items. The student's individual performance will be compared to sixth grade norms, but not reported in aggregated scores. When a student logs in to RAPID with a grade level other than K-12, Other, or Adult/Graduate, RAPID will display an error message.

To modify a student's name, username, password, school, or grade level, follow these steps:

1. To filter the student list for easier use, select the Filter button. Select the appropriate values, and select Apply.
2. To modify a student account, select the student's name and select the Edit Student button.
3. Make changes to the student account, and select Save.



If your school uses a single sign on system such as Clever® SSO, please refer to the policies and access rules designed specifically for creating and modifying student accounts.

PRINTING CLASS ROSTERS AND LOGIN CARDS

A class roster is a list of students in a class with the students' usernames and passwords. Some rosters contain demographic information. Class rosters should be generated and printed in advance of testing for an efficient RAPID administration.

1. Select the Classes button and select the class, or select the school's name and select the class from that list.
2. Select Print Rosters, and select Print.

A login card displays a student's user name and password. Sheets of login cards can be printed in advance and cut for distribution to individual students. Login cards are compatible with Avery® products 5395 and 8395.

1. Select the Classes button and select the class, or select the school's name and select the class from that list.
2. Select Print Login Cards.
 - To download a PDF file containing the login cards, select Download. The file will be stored in your computer's default location for downloaded files. To print, open the downloaded PDF file.
 - To print a document with the login cards, select Print.

RESETTING A STUDENT'S ASSESSMENT

Student assessment data should only be reset in rare cases when there is a documented issue that has potentially invalidated the testing results. In such instances, it is possible to reset a student's assessment. The student can then begin a new assessment, rather than waiting eight weeks.

Resetting a student's assessment removes from the reports any score that the student had obtained for that particular assessment. Once an assessment has been reset, the student can begin a new assessment immediately. Resetting a student's assessment also makes the license available for use.

It is not possible to reset a prior completed assessment after the student has begun taking a subsequent assessment.

Only an educator with School Administrator or District Administrator privileges can reset an assessment.

To do so, follow these steps:

1. Select the Manage tab.
2. Select Students.
3. Select the student whose assessment you wish to reset.
4. Choose the Edit Student button.
5. Select Program.
6. Select Reset Assessment (allow student to start over).
7. Select Save.



Summary

Lexia® RAPID® Assessment, the Lexia Reading Assessment for Prescriptive Instructional Data, is a universal screener for grades K-12 that provides educators with actionable data and instructional resources. With this User Guide, educators learn how to administer RAPID tasks for grades K-2 and grades 3-12, interpret student scores, and link student performance to instruction. This User Guide also details the research and development of RAPID, and outlines the management of RAPID accounts.

The RAPID Resources Hub of the myLexia® portal provides several ways to learn more about RAPID tasks and data.

- To learn more about administering RAPID, please refer to Lexia Learning's Learning Now. These helpful modules are located on the Learning Now page of the RAPID Resources Hub.
- For a brief overview of RAPID administration procedures, please refer to the RAPID Teacher Quick Guide for Grades K-2 and the RAPID Teacher Quick Guide for Grades 3-12. These are located on the Guides and Manuals page of the RAPID Resources Hub.
- Grade-specific Teacher Reference Sheets for grades K, 1, and 2 can be printed and kept on hand while administering Teacher-Led tasks. These resources detail important tips for Teacher-Led task administration. Teacher Reference Sheets are also available for grades 3-5 and grades 6-12 to assist with the group administration of RAPID. These are located on the Administration and Implementation page of the RAPID Resources Hub.
- For in-depth details about the computer-adaptive functionality and psychometric properties of RAPID, please refer to the Technical Manual for RAPID Version 5.2: Grades K-2 and the Technical Manual for RAPID Version 5.2: Grades 3-12. These manuals are available on the Guides and Manuals page of the RAPID Resources Hub.

For customer support, please visit <https://help.lexialearning.com>.

References

- Arndt, E., & Foorman, B. (2010). Second graders as spellers: What types of errors are they making? *Assessment for Effective Instruction*, 36(1), 57–67.
- Cain, K., & Nash, H. M. (2011). The influence of connectives on young readers' processing and comprehension of text. *Journal of Educational Psychology*, 103(2), 429–441.
- Catts, H. W., Hogan, T. P., & Adlof, S. M. (2005). Developing changes in reading and reading disabilities. In H.W. Catts & A.G. Kahmi (Eds.), *Best Practices in Writing Instruction* (pp. 265–286). New York: Guilford Press.
- Crosson, A. C., & Lesaux, N. K. (2013). Connectives: Fitting another piece of the vocabulary instruction puzzle. *The Reading Teacher*, 67(3), 193–200.
- Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2000). Report of the National Reading Panel: Teaching Children to Read: Reports of the Subgroups (00 4754). Washington, DC: U.S. Government Printing Office.
- Foorman, B. R., & Connor, C. (2011). Primary reading. In M. Kamil, P. D. Pearson, & E. Moje (Eds.), *Handbook on Reading Research, Vol. IV* (pp. 136–156). NY: Taylor & Francis.
- Foorman, B. R., Francis, D. J., Fletcher, J. M., Schatschneider, C., & Mehta, P. (1998). The role of instruction in learning to read: Preventing reading failure in at risk children. *Journal of Educational Psychology*, 90, 37–55.
- Foorman, B., Koon, S., Petscher, Y., Mitchell, A., & Truckenmiller, A. (2015). Examining general and specific factors in the dimensionality of oral language and reading in 4th–10th grades. *Journal of Educational Psychology*, 107(3), 884–899.
- Foorman, B. R., Petscher, Y., & Bishop, M. D. (2012). The incremental variance of morphological knowledge to reading comprehension in grades 3–10 beyond prior reading comprehension, spelling, and text reading efficiency. *Learning and Individual Differences*, 22, 792–798.
- Foorman, B., Petscher, Y., Schatschneider, C., & Wagner, R.K. (April, 2012). Components of reading comprehension: What dominates at what grade? Presentation at the meeting of the Society for Research on Educational Effectiveness, March 8, 2012, Washington, DC.
- Harcourt Brace (2003a). Stanford Achievement Test (10th ed.). San Antonio, TX: Author.
- Hudson, R. F., Pullen P. C., Lane, H. B., & Torgesen, J. K. (2009). The complex nature of reading fluency: A multidimensional view. *Reading & Writing Quarterly*, 25, 4–32.

- Joshi, R. M. (2005). Vocabulary: A critical component of comprehension. *Reading & Writing Quarterly*, 21(3), 209-219.
- Mathes, P. G., Denton, C. A., Fletcher, J. M., Anthony, J. L., Francis, D. J., & Schatschneider, C. (2005). The effects of theoretically different instruction and student characteristics on the skills of struggling readers. *Reading Research Quarterly*, 40(2), 148-182.
- Mehta, P., Foorman, B. R., Branum-Martin, L., & Taylor, W. P. (2005). Literacy as a unidimensional multilevel construct: Validation, sources of influence, and implications in a longitudinal study in grades 1-4. *Scientific Studies of Reading*, 9(2), 85-116.
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects. Washington, DC: Authors.
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2012). Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects. Appendix A. Washington, DC: Authors.
- Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., & Seidenberg, M. S. (2001). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest*, 2(2), 31-74.
- Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97-110). New York: Guilford Press.
- Simmons, D., Coyne, M., Kwok, O., McDonagh, S., Harn, B., & Kame-ennui, E. (2008). Indexing response to intervention: A longitudinal study of reading risk from kindergarten through third grade. *Journal of Learning Disabilities*, 41, 158-173.
- Storch, S.A., & Whitehurst, G.J. (2002). Oral language and code-related precursors to reading: Evidence from a longitudinal structural model. *Developmental Psychology*, 38, 934-947.
- Torgesen, J. K. (2006). *A comprehensive K-3 reading assessment plan: Guidance for school leaders*. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved from [http://www.centeroninstruction.org/files/K percent2D3 percent20Reading percent2Epdf](http://www.centeroninstruction.org/files/K%20percent2D3%20Reading%20Epdf).

Appendix A

Data in Exported Files

DISTRICT/SCHOOL DATA

The District/School Export contains data for students in a school or in the district, depending on the report screen from which the data are exported.

For instructions for creating this file, refer to the section [District/School Export](#).

Each report contains the following columns:

Column	Description
Customer Name	The District or School that has purchased RAPID student licenses
School Name	Name of the student's school
Student Fname	Student's first name
Student Lname	Student's last name
Student MI	Student's middle initial
Unique ID	An identifying number that differentiates this student from all other students in the district/school
Lexia Username	Student's username for Lexia products
Lexia Password	Student's password for Lexia products
Grade	Student's grade level
Classes	Name(s) of the class(es) in which the student is rostered within myLexia®
Assessment Period	Assessment Period during which the assessment was completed
Start Date	Date that the student began the assessment
Completion Date	Date that the student completed the assessment
RSP	Student's Reading Success Probability
PA Perf Score	Student's Performance Score for Phonological Awareness
PA Perc Rank	Student's percentile rank for Phonological Awareness
LS Perf Score	Student's Performance Score for Letter Sounds
LS Perc Rank	Student's percentile rank for Letter Sounds
WRead Perf Score	Student's Performance Score for Word Reading

Column	Description
WRead Perc Rank	Student's percentile rank for Word Reading
SP Perf Score	Student's Performance Score for Spelling
SP Perc Rank	Student's percentile rank for Spelling
VP Perf Score	Student's Performance Score for Vocabulary Pairs
VP Perc Rank	Student's percentile rank for Vocabulary Pairs
FD Perf Score	Student's Performance Score for Following Directions
FD Perc Rank	Student's percentile rank for Following Directions
SC Perf Score	Student's Performance Score for Sentence Comprehension
SC Support Flag	Support flag for Sentence Comprehension
PC Lexile Range	Passage Lexile Range of passage read successfully aloud in Passage Comprehension
PC Questions Correct	Number of questions correctly answered aloud in Passage Comprehension
WRec Perf Score	Student's Performance Score for Word Recognition
WRec Perc Rank	Student's percentile rank for Word Recognition
VK Perf Score	Student's Performance Score for Vocabulary Knowledge
VK Perc Rank	Student's percentile rank for Vocabulary Knowledge
SK Perf Score	Student's Performance Score for Syntactic Knowledge
SK Perc Rank	Student's percentile rank for Syntactic Knowledge
RC Perf Score	Student's Performance Score for Reading Comprehension
RC Perc Rank	Student's percentile rank for Reading Comprehension
Lexile Reader Measure	Student's Lexile reader measure
Lexile Text Range	Student's Lexile text measure range
Date of Birth	Student's date of birth
Gender	Student's sex
Race	Student's race
Hispanic/Latino	Student's Hispanic/Latino status
Meal Status	Student's meal status

Column	Description
IDEA	Student's IDEA status
ESL/ELL	Student's ESL/ELL status
Title1	Student's Title 1 status
FRL	Student's Free and Reduced Lunch status
State ID	Student's State ID number
SIS ID	Student's Student Information Number
Student Number*	Student's number

**Note: This number only displays in myLexia if a customer setting is enabled.*

CLASS DATA

The Class Export contains data from the Class Table for the students in a class. If you filter the data before exporting, only student data that meet the filtering criteria will be included in the exported file.

For instructions for creating this file, refer to the section [Class Table](#).

Each report contains the following columns. Note that the Performance Score and percentile rank columns will only display for the tasks administered to students in the class.

Column	Description
Student Name	Student's name
Grade	Student's grade
RSP	Student's Reading Success Probability
PA Perf Score	Student's Performance Score for Phonological Awareness
PA Perc Rank	Student's percentile rank for Phonological Awareness
LS Perf Score	Student's Performance Score for Letter Sounds
LS Perc Rank	Student's percentile rank for Letter Sounds
WRead Perf Score	Student's Performance Score for Word Reading
WRead Perc Rank	Student's percentile rank for Word Reading
SP Perf Score	Student's Performance Score for Spelling
SP Perc Rank	Student's percentile rank for Spelling
VP Perf Score	Student's Performance Score for Vocabulary Pairs
VP Perc Rank	Student's percentile rank for Vocabulary Pairs
FD Perf Score	Student's Performance Score for Following Directions
FD Perc Rank	Student's percentile rank for Following Directions
WRec Perf Score	Student's Performance Score for Word Recognition
WRec Perc Rank	Student's percentile rank for Word Recognition
VK Perf Score	Student's Performance Score for Vocabulary Knowledge
VK Perc Rank	Student's percentile rank for Vocabulary Knowledge
SK Perf Score	Student's Performance Score for Syntactic Knowledge
SK Perc Rank	Student's percentile rank for Syntactic Knowledge

Column	Description
RC Perf Score	Student's Performance Score for Reading Comprehension
RC Perc Rank	Student's percentile rank for Reading Comprehension
Lexile Reader Measure	Student's Lexile reader measure
Lexile Text Range	Student's Lexile text measure range
Completed	Completion date for required screening tasks

Administration and Accommodations Resource



This resource specifies administration options and allowable accommodations for Lexia RAPID Assessment™ for grades K-12. Refer to this resource, along with your district's or school's assessment guidelines, to facilitate decisions regarding student participation in RAPID™.

RAPID Administration Options:

Designed for ease of use, RAPID promotes students' access to assessment with computer-adaptive tasks and flexible administration options for timing and setting. These options can be utilized by any student. While RAPID for grades 3-12 is typically administered in a group setting and RAPID for grades K-2 is administered one-on-one, all students can take the untimed RAPID assessment at any time in the school setting, wherever a stable internet connection is available.

RAPID Allowable Accommodations:

Allowable accommodations for RAPID enable students to participate in the assessment by adjusting assessment presentation and student responding. These accommodations will not impact the reliability and validity of the way RAPID measures student reading abilities. A student's Individualized Education Plan (IEP), Section 504 Plan, or other formal documentation will state the student's eligibility and need for specific accommodations. At the discretion of educators and administrators, allowable accommodations may also be utilized for students with special circumstances. To ensure that students with accommodations have equal access to assessment, it is important that accommodations for RAPID are consistent with those utilized for classroom assessment.

Alternative Accommodations:

Students may have educational plans that include accommodations not considered allowable for RAPID, or they may present with disabilities or circumstances that significantly impact their comprehension and use of written and oral language. In these cases, districts, schools, and/or students' educational teams may provide alternative accommodations. The developers of RAPID recommend that educators and administrators consider the purpose of RAPID and its potential limitations for assessing students with significant disabilities. Students who would typically receive an alternative assessment or have exempt status from their state outcome assessment (for significant disabilities or newcomer status) can be excluded. Beyond that, schools should use their discretion.

When alternative accommodations have been utilized, normative interpretations of student data cannot be made. The use of alternative accommodations may involuntarily introduce bias or change the way RAPID reliably measures student abilities, thereby invalidating test results. Refer to your district or school's assessment guidelines to inform non-normative interpretations of student data in these instances.

Before You Begin:

It is recommended that educators investigate the need for administration options and student accommodations prior to administering RAPID. Planning in advance for the use of administration options and accommodations ensures that educators can effectively allocate time, space, staff, and resources while successfully ensuring student access to assessment. It is also critical to:

- Document the use of options and accommodations for each student;
- Utilize them consistently across assessments as needed; and,
- Gather data on the efficacy of their implementation in the classroom.

Lastly, educators are advised to review the assessment guidelines of their school or district.

RAPID Administration Options – Available to all students

Assessment Timing

- Untimed testing/unlimited test time
- Multiple testing sessions (assessment must be completed within 30 days)
- Frequent breaks during test administration
- Testing during the most suitable time of day for student

Assessment Setting

- Testing with a familiar adult
- Testing in a setting with minimized distractions, visuals, and/or noise
- Testing in a separate and/or familiar setting
- Allowing food and/or drinks

RAPID Allowable Accommodations – Available to students with documented eligibility

Accommodations to Test Administration

- Visual magnification
- Audio amplification
- Use of touch-screen overlay
- Assisting student with **practice** questions (*not test questions/passages*)
- Repeating, summarizing, clarifying, or simplifying **instructions**; highlighting keywords in **instructions** (*not test questions/passages*)
- Signing or translating task **instructions** (*not test questions/passages*)
- Providing student with a placeholder (e.g., sticky-note on the screen)
- Providing student with scrap paper and pencil

Accommodations for Student Responding

- Student dictates responses (orally or via communication device) to proctor who controls the mouse
- Student points to responses for proctor who controls the mouse

Alternative Accommodations – Available to students with documented eligibility

(Note that normative interpretations of student data cannot be made when using these accommodations)

- Providing feedback during test administration
- Previewing, practicing, or reading aloud test questions/answer choices/passages
- Signing or translating test questions/answer choices/passages
- Defining, clarifying, or explaining words within test questions/answer choices/passages
- Use of reference materials
- Any other accommodations not listed as **RAPID Administration Options** or **RAPID Allowable Accommodations**

Administration and Accommodations: Student Record



Student Name:

Student Grade:

Teacher:

Date/Assessment Period:

Please use this record to document the student's use of administration options and accommodations while participating in Lexia RAPID Assessment™. Include important observations in the Notes section.

RAPID Administration Options – Available to all students

Assessment Timing	
☐ Untimed testing/unlimited test time	☐ Frequent breaks during test administration
☐ Multiple testing sessions (assessment must be completed within 30 days)	☐ Testing during the most suitable time of day for student

Assessment Setting	
☐ Testing with a familiar adult	☐ Testing in a separate and/or familiar setting
☐ Testing in a setting with minimized distractions, visuals, and/or noise	☐ Allowing food and/or drinks

RAPID Allowable Accommodations – Available to students with documented eligibility

Accommodations to Test Administration	
☐ Visual magnification	☐ Repeating, summarizing, clarifying, or simplifying instructions ; highlighting keywords in instructions (<i>not test questions/passages</i>)
☐ Audio amplification	☐ Signing or translating task instructions (<i>not test questions/passages</i>)
☐ Use of touch-screen overlay	☐ Providing student with a placeholder (e.g., sticky-note on the screen)
☐ Assisting student with practice questions (<i>not test questions/passages</i>)	☐ Providing student with scrap paper and pencil

Accommodations for Student Performance	
☐ Student dictates responses (orally or via communication device) to proctor who controls the mouse	☐ Student points to responses for proctor who controls the mouse

Alternative Accommodations – Available to students with documented eligibility

(Note that normative interpretations of student data cannot be made when using these accommodations)	
☐ Providing feedback during test administration	☐ Defining, clarifying, or explaining words within test questions/passages
☐ Previewing, practicing, or reading aloud questions/answer choices/passages	☐ Use of reference materials
☐ Signing or translating test questions/answer choices/passages	☐ Any other accommodations not listed as RAPID Administration Options or RAPID Allowable Accommodations (please specify)

Notes

Lexia **RAPID Assessment**[™] Implementation Scenarios for Grades K-2



Because RAPID tasks for grades K-2 are individually administered, RAPID can be taken in a variety of quiet environments with a stable internet connection and sufficient devices, headphones, and staff.

Students will require their own device and headphone set to complete both Teacher-Led and Student-Led tasks. If available, an additional set of headphones and a headphone splitter may be used so that the educator and student can simultaneously listen to RAPID audio.

Consider the following implementation scenarios that may work best for you and your students:

ONE-ON-ONE

Log the student into RAPID and administer the Teacher-Led screening task(s). Then, you will continue to supervise the student as he or she completes the Student-Led screening tasks. Once the student completes the screening tasks, you can decide if you want the student to continue to the optional comprehension task, or if you want to start the screening tasks with another student.

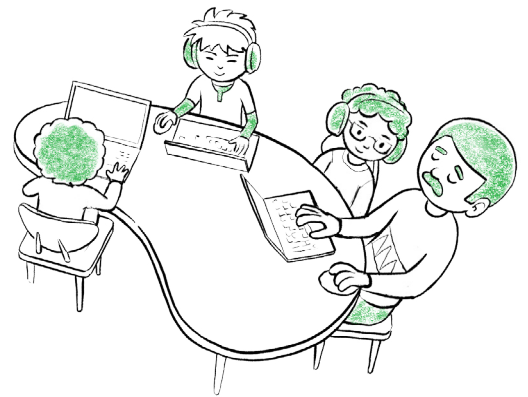
This scenario may work best for kindergartners and students who need sustained monitoring and support.



CASCADE

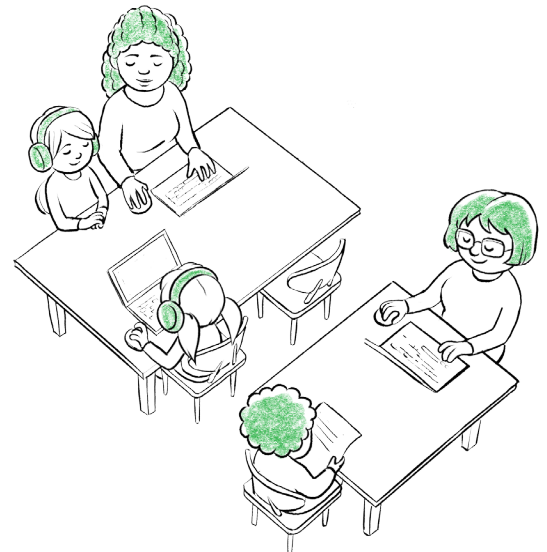
Begin by logging the first student into RAPID and administering the Teacher-Led screening tasks. Once this student starts the Student-Led Introduction, you can begin the assessment with another student. This "cascade" could repeat with one or two more students until you are supervising a small group of students completing the Student-Led screening tasks. If a student finishes the screening tasks and is recommended for Sentence Comprehension, he or she can complete this Student-Led task in the small supervised group. If a student is recommended for Passage Comprehension, you can administer that task one-on-one at a later time.

In kindergarten, this scenario is recommended for no more than two students at a time. In first and second grade, you may be able to implement this scenario with two to three students.



ROTATION

This scenario is similar to the Cascade. As you work with students to complete the Teacher-Led screening tasks, an additional educator is available to administer the optional Passage Comprehension task or to begin the assessment with other students.



Using RAPID[™] Instructional Materials

Meaningful assessment supports the link between student data and classroom instruction. With RAPID, educators have access to robust instructional materials, Lexia[®] Connections and Supplemental Resources. The materials are designed to provide educators with ideas for small-group and whole-class instruction based on students' RAPID performance.

This guide can help you get started with supporting students' reading and language skills by recommending specific resources for students working on foundational skills, for students working on intermediate skills, and for older students.

Lexia Connections

How do I use Lexia Connections?

- Lexia Connections extend and expand student learning by providing opportunities for reading, listening, oral and written expression, and peer collaboration.
- There are over 90 Lexia Connections that can be used for small-group and whole-class instruction in word recognition, academic language, and reading comprehension.
- Each Lexia Connection includes a skill sequence, overview, instructional activities, curriculum connections, and a resource page.
- The activities included in each Lexia Connection provide ideas and strategies for teachers, while allowing for professional creativity and flexibility.
- The grade level associated with each Lexia Connection indicates the grade that the skills may be first introduced to students; the skills and activities within each Lexia Connection can be synthesized with curriculum content and adapted to meet the needs of students at any grade level.

Where can I find Lexia Connections?

- Lexia Connections are located in the Lexia Connections Library. From the Resources tab in myLexia[®], select Lexia Connections in the RAPID section.
- You can also access the Lexia Connections Library through RAPID's Instructional Groups in the Class and Student Reports. From an Instructional Groups page, click the link View Resources for Instruction. Accessing the library from this page will filter the Lexia Connections according to the specific Instructional Group.
- Within the library, you can further filter Lexia Connections by Starting Grade Level and RAPID Instructional Priority.

Supplemental Resources

How do I use Supplemental Resources?

- Supplemental Resources are designed to be used in upper elementary and secondary classrooms with students who need targeted instruction in word recognition and academic language skills.
- There are 12 Supplemental Resources that can be used for small-group and whole-class instruction.
- Supplemental Resources contain warm-up activities, a sequence of direct instruction, guided practice, and independent application, and ideas for peer collaboration and skill extension.
- Each resource also includes materials that educators can print and share with students, such as word lists, sentence prompts, and graphic organizers.
- The step-by-step instructions in each Supplemental Resource guide educators through complete lessons that can be revisited with additional content throughout the year.

Where can I find Supplemental Resources?

- Supplemental Resources are located on the RAPID Resources Hub of myLexia. From the Resources tab in myLexia, select the RAPID Resources Hub in the RAPID section. Navigate to the Support For Instruction page from the menu on the left.

Recommended Lexia Connections

Students Working on Foundational Skills

Word Recognition								Academic Language		Reading Comprehension	
Phonological Awareness		Letter Sounds		Word Reading & Spelling				Vocabulary Pairs & Following Directions		Sentence Comprehension & Passage Comprehension	
Segmenting Sentences into Words	K	Letter Matching	K	Reading CVC Words	K	Two Syllable Words	1st	Basic Categories	Pre K	Picturing Stories	K
Blending Syllables into Words	K	Letter Names	K	Long Vowel Sounds	1st	Vowel-R Combinations	1st	Basic Concept Words	K	Sequencing	K
Segmenting Words into Syllables	K	Consonant Sounds	K	Words with Blends and Digraphs	1st	Vowel Combinations	1st	Describing Words	K	Sentence Comprehension	1st
Beginning Sounds	K	Matching Sounds and Letters	K	Word Families	1st	Advanced Word Chains	2nd	Combining Adjectives	K	Sequencing Sentences	1st
Blending Sounds into Words	K	Short Vowel Sounds	K	Contractions	1st	Multi-Syllabic Words	2nd	Categorizing Words	1st	Sentence Structure	2nd
Segmenting Words into Sounds	K	Simple Word Chains	K	Silent E Recognition	1st	Hard and Soft C and G	2nd	Multiple Meaning Words	1st	Narrative Text Structure	2nd
Ending Sounds	K	Consonant Digraphs	1st	Long Vowel Teams	1st	Syllable Division	2nd	Synonyms and Antonyms	2nd	Informational Text Structure	2nd
Sound Manipulation	K	Reversible Letters	1st	Silent E Construction	1st	Spelling Rules and Generalizations	2nd	Irregular Plurals and Verbs	2nd	Context Clues	2nd

Recommended Lexia Connections

Students Working on Intermediate Skills

Word Recognition		Academic Language				Reading Comprehension	
		Vocabulary Knowledge		Syntactic Knowledge			
Multi-Syllable Words	2nd	Latin Prefixes	2nd	Subject-Verb Agreement	3rd	Cause and Effect	3rd
Syllable Division	2nd	Latin Suffixes	3rd	Personal Pronouns	3rd	Inferences and Conclusions	3rd
Spelling Generalizations & Rules	2nd	Idioms	3rd	Signal Words	5th	Compare and Contrast	4th
Simple Suffixes	2nd	Prefix Meanings	3rd	Compound Sentences	6th	Paraphrasing	4th
Spelling Rules (Doubling & Drop E)	3rd	Root Meanings	4th	Complex Sentences 1	6th	Summarizing	4th
Prefix Change Rules	4th	Complex Analogies	5th	Complex Sentences 2	6th	Signal Words	5th
Spelling Rules (Change y to i)	4th	Shades of Meaning	5th	Compound/Complex Sentences	6th	Author's Viewpoint	5th
Special Accent Rules	5th	Greek Combining Forms	5th	Connectives	7th	Predicting Outcomes	5th

Recommended Supplemental Resources

Older Students

Word Recognition	Academic Language	
	Vocabulary Knowledge	Syntactic Knowledge
Anglo Saxon Prefixes	Prefix Meanings	Subject-Verb Agreement
Anglo Saxon Suffixes	Anglo Saxon Prefixes	Pronoun Reference
Latin Prefixes	Anglo Saxon Suffixes	Sentence Types
Latin Suffixes	Latin Prefixes	Connectives
Special Accent Patterns	Latin Suffixes	
	Latin Root Meanings	
	Greek Combining Forms	

www.lexialearning.com

300 Baker Avenue • Suite 320 • Concord, MA 01742

tel: 800-435-3942 / 978-405-6200

Lexia™