# PowerUp Class Overview

# How is my class performing?

## Where to Begin

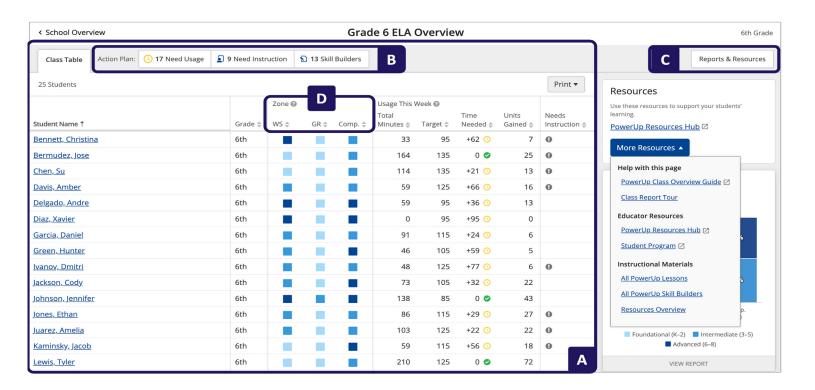
The Lexia® PowerUp Literacy® Reading Class Overview in myLexia® is the teacher's guide to prioritizing and planning instruction. This report will help you answer the following questions:

Who needs more time online?

Who needs more help?

Who is ready to practice offline?

Who can we celebrate?



# **Understanding the Page**

- A. Class Table—Displays the overall status of each student in the class.
- B. Action Plan—Enables you to filter the overview to analyze which students need usage, need instruction, and/or are ready for offline practice.
- C. Reports & Resources tab—Provides access to visuals and data on Skill Status and Usage, as well as providing access to resources to support your implementation.
- D. Strand Abbreviations: WS = Word Study Strand, GR = Grammar Strand, Comp. = Comprehension Strand

# **Understanding the Purpose**

Use the Class Overview and Action Plan to:

- Monitor and manage student usage
- Review student profiles and identify students who need instruction
- Plan offline instruction and practice
- Celebrate student success

Lexia Help Center

**Contact Support** 













## 1. Who needs more time online?

From the *Class Overview*, you can get a quick view of your students' minutes for the current week (Monday to Sunday), their personalized usage target (based on their risk level), and how much time they still need this week by viewing the *Usage This Week* section.

- Use the arrows next to Time Needed to sort by who has met their overall usage target and who needs more time.
- To filter the overview, select the Need Usage tab on the Action Plan. There you can access the Usage Details page, where you can view minutes needed by each program strand.

Usage This \	Week 🕝		
Total Minutes \$	Target \$	Time Needed \$	Units Gained \$
33	105	+72 🕓	6
164	145	0 🥥	3
114	145	+31 🕔	2



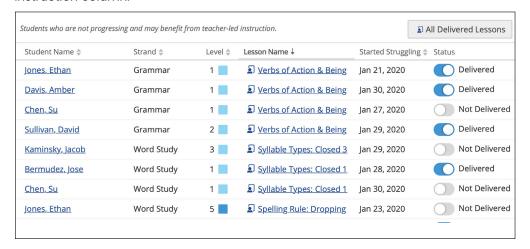
#### What to do next:

Consider how student schedules can be arranged to support usage. Encourage students to monitor their own usage using the Student Dashboard.
Consider alternate times for students who need additional minutes (e.g. intervention blocks).

## 2. Who needs more help?

- = Foundational Zone (K-2 skills)
- = Intermediate Zone (3–5 skills)
- = Advanced (Addresses 6-8 skills)
- ✓= Strand Completed
- Use the arrows next to WS, GR, and Comp. to sort and prioritize student needs by zone.

You can also see which students currently need instruction in a specific skill and need help to move forward. These students are flagged with a **1** in the *Needs Instruction* column.



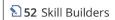
- Select the Need Instruction tab to see a list of students who currently need support, along with the Strand, the student's program Level, and the Lesson Name.
- 8 Need Instruction
- Select the Lexia Lesson to access the scripted instruction specific to that skill. Use the Status togale to mark completed Lessons as Delivered.

#### What to do next:

Consider delivering Lexia Lessons to other students working at the same level as a way to provide additional practice and reinforcement of skills.

## 3. Who is ready to practice offline?

The Skill Builders tab shows students who have completed a program level and are ready for independent practice with a Skill Builder. These resources build automaticity and promote generalization of skills.



	Skill Builders earned by students within the last month.					
Student Name †	Strand \$	Zone \$	Level	Skill Builder Name \$	Date Assigned \$	
Bermudez, Jose	Comprehension	Intermediate	Level 8		Jan 9, 2020	
Chen, Su	Comprehension	Intermediate	Level 7	<u>Biography 1</u>	Jan 9, 2020	
<u>Delgado, Andre</u>	Grammar	Foundation Oper	Skill Builder in new wir	ndow Simple Sentences	Jan 10, 2020	
<u>Green, Hunter</u>	Grammar	Foundational	Level 1	Simple Sentences	Jan 23, 2020	
<u>Green, Hunter</u>	Word Study	Intermediate	Level 7	<b>∑</b> <u>Vowel Teams</u>	Jan 8, 2020	
<u>lvanov, Dmitri</u>	Grammar	Foundational	Level 1	Simple Sentences	Jan 22, 2020	
<u>lvanov, Dmitri</u>	Comprehension	Intermediate	Level 7	<b>∑</b> <u>Drama 1</u>	Jan 13, 2020	
<u>lvanov, Dmitri</u>	Comprehension	Intermediate	Level 8		Jan 27, 2020	
<u>lvanov, Dmitri</u>	Comprehension	Intermediate	Level 7	Narrative Text 1	Jan 7, 2020	

## What to do next:

Use Lexia Skill Builders to extend student learning through speaking and writing activities. Students can also apply their collaboration skills by working on \*\pi\$ starred tasks with peers.

- Use the Skill Builder Name column to select one and open in a new tab.
- Note: The 🔰 icon only displays for Skill Builders earned in the past month.

## 4. Who can we celebrate?

Help your students set goals and celebrate their success! Students can set short-term, daily or weekly goals by focusing on their length of time in the program or their units gained. They can also set longer-term goals by focusing on completing levels, or even strands in the program.

- Access and share the Student Goal Setting worksheet on the PowerUp Resources hub with your students
- Review Usage This Week to celebrate students who have met their weekly usage goals.
- Use the Zone section to celebrate when students have moved to a higher zone or even completed an entire strand in the program!





## What to do next:

Use the PowerUp Achievement Certificates to create a tangible acknowledgement of your students' accomplishments. Find other ways to recognize students' efforts (for example, posting goals achievements on classroom walls or virtual dashboards).