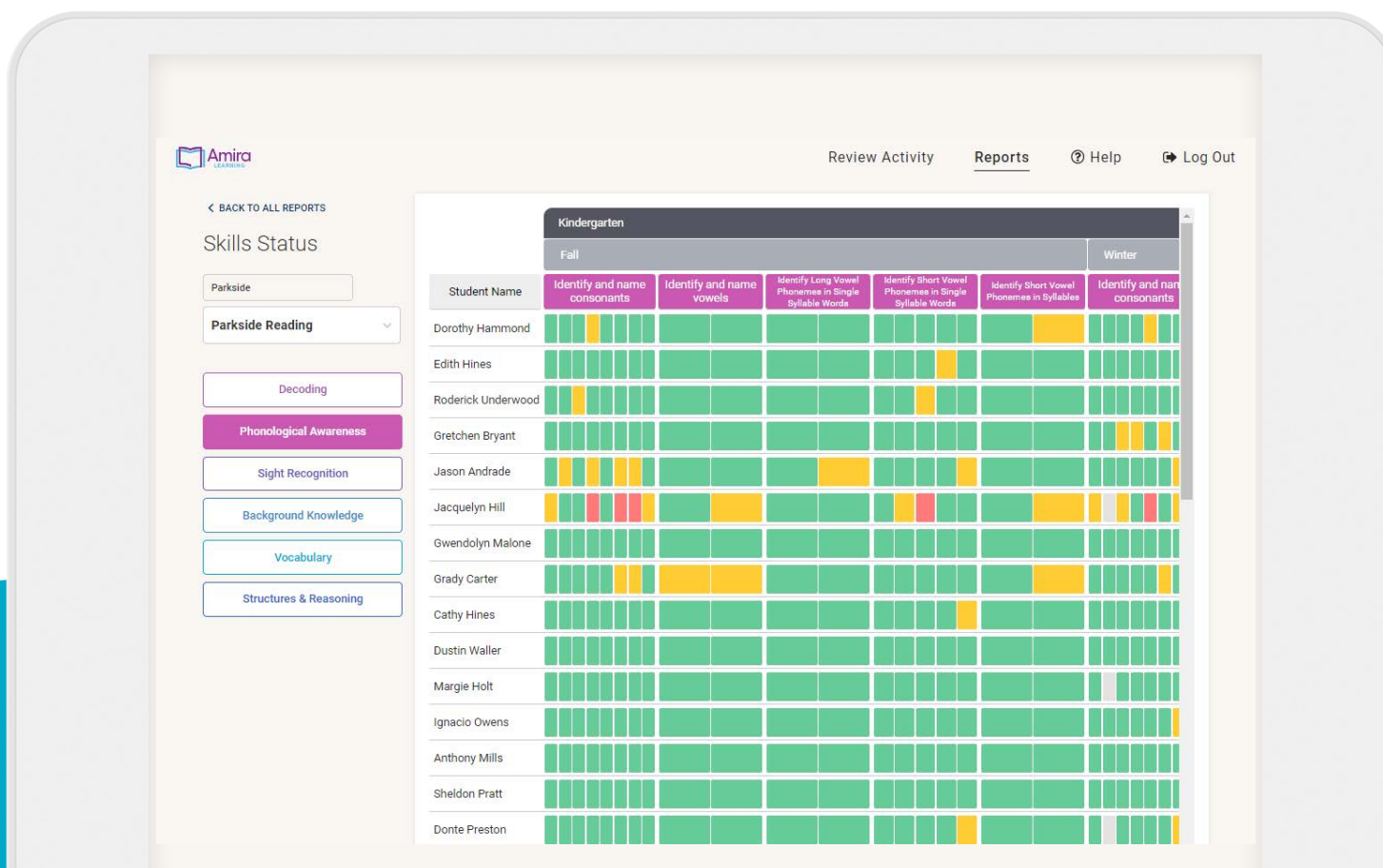


# Amira Learning Reporting Suite

For Teachers



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# Discover *Amira Learning*

HMH is committed to supporting all teachers, students, and leaders with powerful data and solutions that empower prevention, intervention, and acceleration.

*Amira Learning*® assesses oral reading fluency, screens for dyslexia risk, and provides 1:1 reading tutoring to help accelerate reading mastery for all students—in *English and en español*.

## What's new?

**Skills Reporting.** Gain a deep understanding of a student's mastery at a skill level and across their class.

**Spanish Functionality.** *Amira* will provide even more support to Spanish-speaking students:

- Universal and dyslexia risk screening
- Progress monitoring
- 1:1 reading tutoring

**District Reporting.** Drill into students' data to make informed planning decisions with the District Dashboard.

Inside you will find an overview of *Amira Learning* and the valuable reports available to you.



# Amira Provides Perfectly Timed Micro-Interventions & Reporting



Access Amira via Ed, the HMH Learning Platform

**1** Assign the assessment to the whole class or an individual student



**2** Amira guides students through the entire assessment process



A student misreads a word



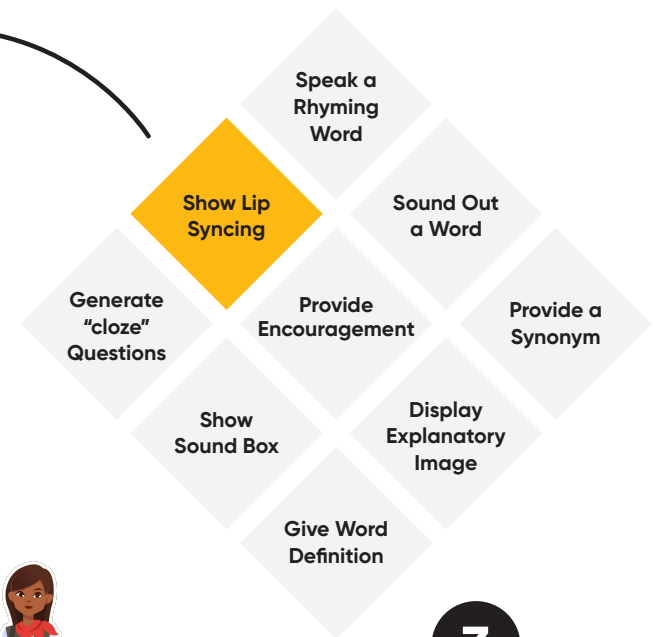
Amira intelligently analyzes the misread word and student's needs



**3** Amira delivers the most relevant micro-intervention to the student

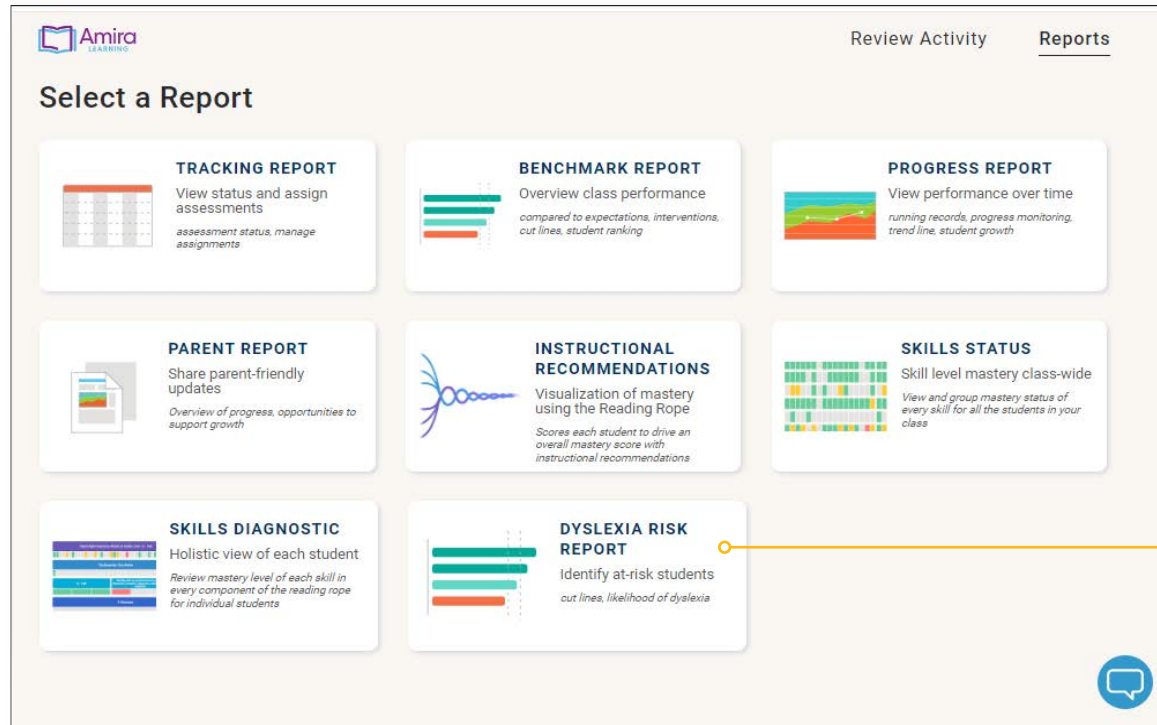
**4** Assessment details are immediately available for review

Q#	Question	Answer	Score
1	Every year, Tom's school has a fair.		
2	Each class makes food and crafts for the fair.		
3	The food and crafts are for sale on tables.		
4	The food tables sell many good things to eat, but Tom's favorite food is cheese popcorn.		
5	Mr. Smith, the P.E. teacher, makes the popcorn.		
6	Tom likes to watch Mr. Smith pop the corn and melt cheese all over it.		
7	It is salty and sticky.		
8	Tom loves it.		
9	The craft tables sell things the students have made.		
10	All year, the students draw, paint or make things out of paper.		
11	Then, they sell them to earn money for field trips.		
12	Tom always buys gifts for his family at the craft tables.		
13	Tom hopes his class can earn money to go to the water park!		





# Reporting Dashboard



Automated reporting within one click!



Accessible via Chromebook™, laptop, tablet, and more.



View performance at a single point in time and track progress over time.



Share reports with parents, literacy coaches, and administrators.

# The Reports: Metrics and Scales

Metric	Oral Reading Fluency (ORF)	Reading Mastery	Sight Recognition	Phonological Awareness	Vocabulary Size
Scale	<p><b>WCPM:</b></p> <p><i>Words Correct Per Minute</i></p> <p>Student's ability to read aloud with natural ease</p> <p><b>Notes</b></p> <p>Incorporates accuracy and speed</p>	<p><b>AREA:</b></p> <p><i>Amira Reading Estimated Age</i></p> <p>Student's ability to read accurately, compared to average age of acquisition for story-words</p> <p><b>Notes</b></p> <p>Shows how far ahead or behind a student is</p>	<p><b>ESRI:</b></p> <p><i>Estimated Sight Recognition Inventory</i></p> <p>Estimated percentage of sight words student has mastered</p> <p><b>Notes</b></p> <p>Especially useful measure of reading fluency for younger readers</p>	<p><b>PSF:</b></p> <p><i>Phoneme Segmentation Fluency</i></p> <p>Student's ability to parse phonemes into words</p> <p><b>Notes</b></p> <p>Students are scored on how well all phonemes have been pronounced; PSF is an average over those scores</p>	<p><b>Estimated words in vocabulary</b></p> <p>An estimate of how many words are in the student's expressive vocabulary</p> <p><b>Notes</b></p> <p>Estimates are based on published research on vocabulary development as a function of age</p>

# Running Record

The Running Record view displays the student's Oral Reading Fluency assessments results, scored, on a single screen. The student's assessment is recorded, enabling a teacher to listen to samples of student reading at different times throughout the year. This functionality means that the assessment can be administered without requiring the immediate presence of a qualified literacy specialist.

## How can this information be used?

Determine the student's oral reading fluency, identify words that challenge the student, and save teachers over 90 hours each school year.

Story

Running Record

Scoring Cyrus Herrera's Assessment

WCPM 50 ACCURACY 85% SAVED ✓

● Correct ● Incorrect ● Not Read

A big bug sits on a nut. The nut is in the mud. A little pup runs in the sun. She sees the bug. She wants to have fun. The pup runs to the mud to give the bug a rub. But the bug does not want to have fun with the pup. The bug wants to sit on the nut. The bug sees the pup and jumps down under the nut. Soon the pup is in the mud. No bug! The pup jumps out of the mud and runs in the sun. The big bug jumps up to sit on the nut.

0:00 / 1:40

Amira

Review Activity Reports Help Log Out

Story Running Record

Scoring Dorothy Hammond's Assessment

ACCURACY 90% SAVE

● Correct ● Incorrect ● Not Read ● Flagged

PAGE		E	S-C	SKIP	M-P
1	Every year, Tom's school has a fair.	1	0	0	1
2	Each class makes food and crafts for the fair.	2	0	1	1
3	The food and crafts are for sale on tables.	1	0	0	1
4	The food tables sell many good things to eat, but Tom's favorite treat is cheese popcorn.	2	1	0	0
5	Mr. Smith, the P.E. teacher, makes the popcorn.	1	0	0	0
6	Tom likes to watch Mr. Smith pop the corn and melt cheese all over it.	2	0	0	0
7	It is salty and sticky.	0	1	0	0
8	Tom loves it.	0	0	0	0
9	The craft tables sell things the students have made.	1	2	0	0
10	All year, the students draw, paint or make things out of paper.	0	0	0	0
11	Then, they sell them to earn money for field trips.	1	1	0	1
12	Tom always buys gifts for his family at the craft tables.	1	0	0	0
13	Tom hopes his class can earn money to go to the water park!	1	0	0	1
Totals		13	5		

0:00 / 1:48

Displays WCPM and Accuracy

Color-coded scoring to indicate words read correctly/incorrectly

Audio recording of student reading

# Tracking Report

The Tracking Report enables at-a-glance management of the assessment process. It's easy to assign *Amira's* reading fluency assessment and track students' completion.

## How can this information be used?

Empowering assessment from anywhere, teachers can determine which students have not yet been assessed from anywhere with an internet connection.

See which students have completed the assessment and how they have done

**Amira LEARNING**

Review Activity **Reports** ? Help Log Out

< BACK TO ALL REPORTS

### Tracking Report

BTS Testathon Demo School

BTS Testathon Demo Class

TESTING WINDOW

Fall (current)

Set students for Bilingual mode—Amira can assess and tutor students in Spanish. This helps teachers control a student's access to the bilingual program.

#### Screening Window Set - BOY Assessment

Benchmark Screener ✓ Active - Ends on 8/01

There's an active screening window for your district. Students that log in will get an assessment. You don't need to take any action at this time.

<input type="checkbox"/>	Last Name	First Name	Minutes Read This Week	Stories Read This Week	Review Skills	Assessment Status	Log
<input type="checkbox"/>	Quezada	Evelyn	3 min	5	View	Under Review 7/31 ?	Bi
<input type="checkbox"/>	Simpson	Pete	2 min	1	View	Under Review 7/31 ?	Er
<input type="checkbox"/>	Florack	Teresa	0 min			Complete 7/31 ?	Er
<input type="checkbox"/>	Morin	Dominic	0 min			Scheduled on 8/1 ?	Er

Assign Benchmark Assessment Assign Progress Monitor Configure Practice Unassign Assessment

Unassign a student assessment—If you need a student to be in practice mode without taking the assessment, or the student was accidentally assigned, you can unassign them.



# Benchmark Report

The Benchmark Report allows teachers to immediately view: individual student scores, make whole-class comparisons, and view performance against benchmarks in a single report.

## How can this information be used?

Teachers can compare expectations, interventions, cut lines, and student rankings. Benchmarks are updated based upon the time of year to represent students' grade-level reading skills for that time of the year.

### Multiple Metrics:

- Oral Reading Fluency
- Reading Vocabulary
- Sight Recognition
- Phonological Awareness
- Vocabulary Size

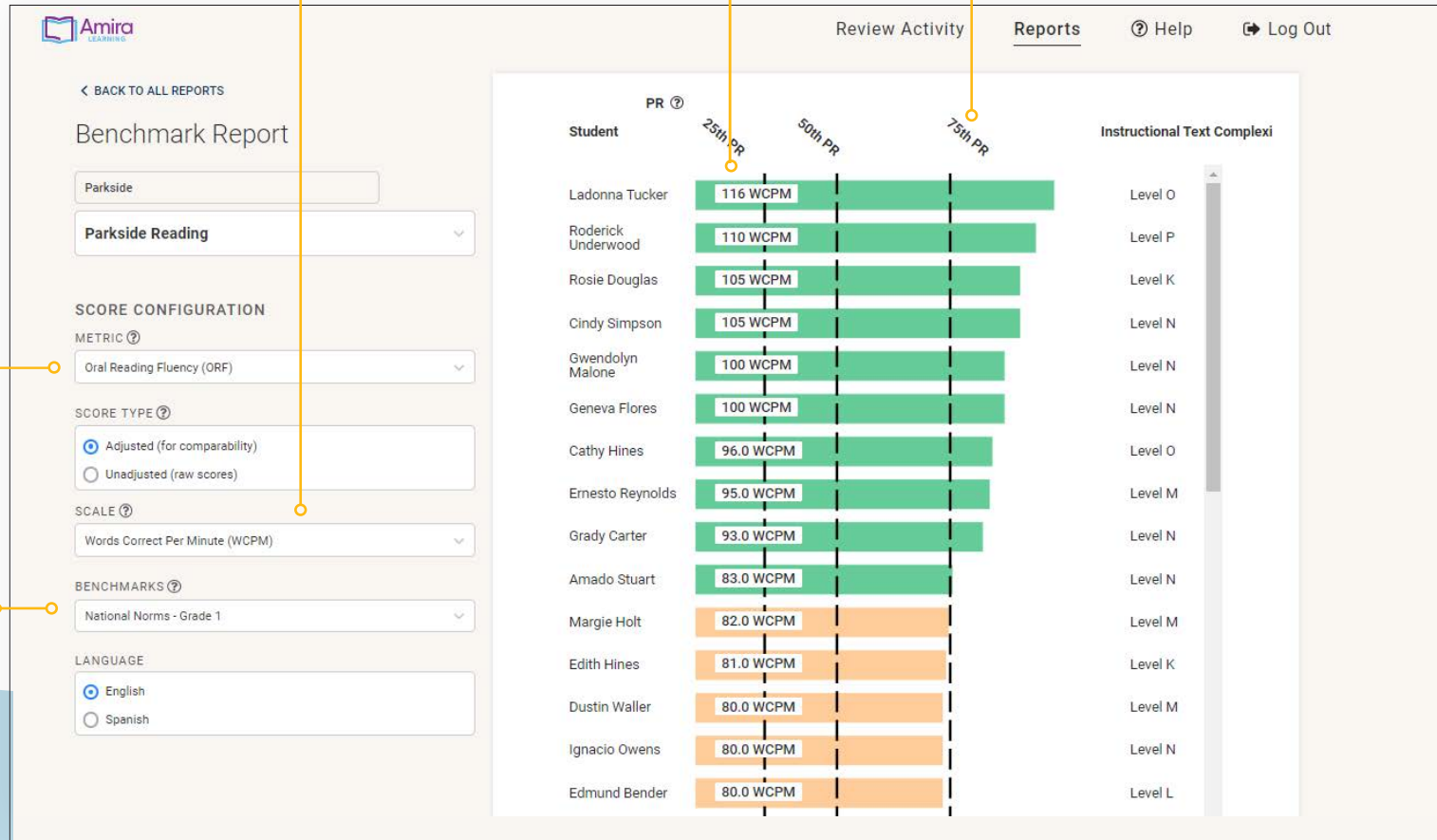
### Multiple Scales of Measurement:

- Words Correct Per Minute
- Lexile
- Developmental Reading Assessment

Color-enhanced scoring

Clear percentile benchmarking

Compare students' fluency against national, state, or local norms

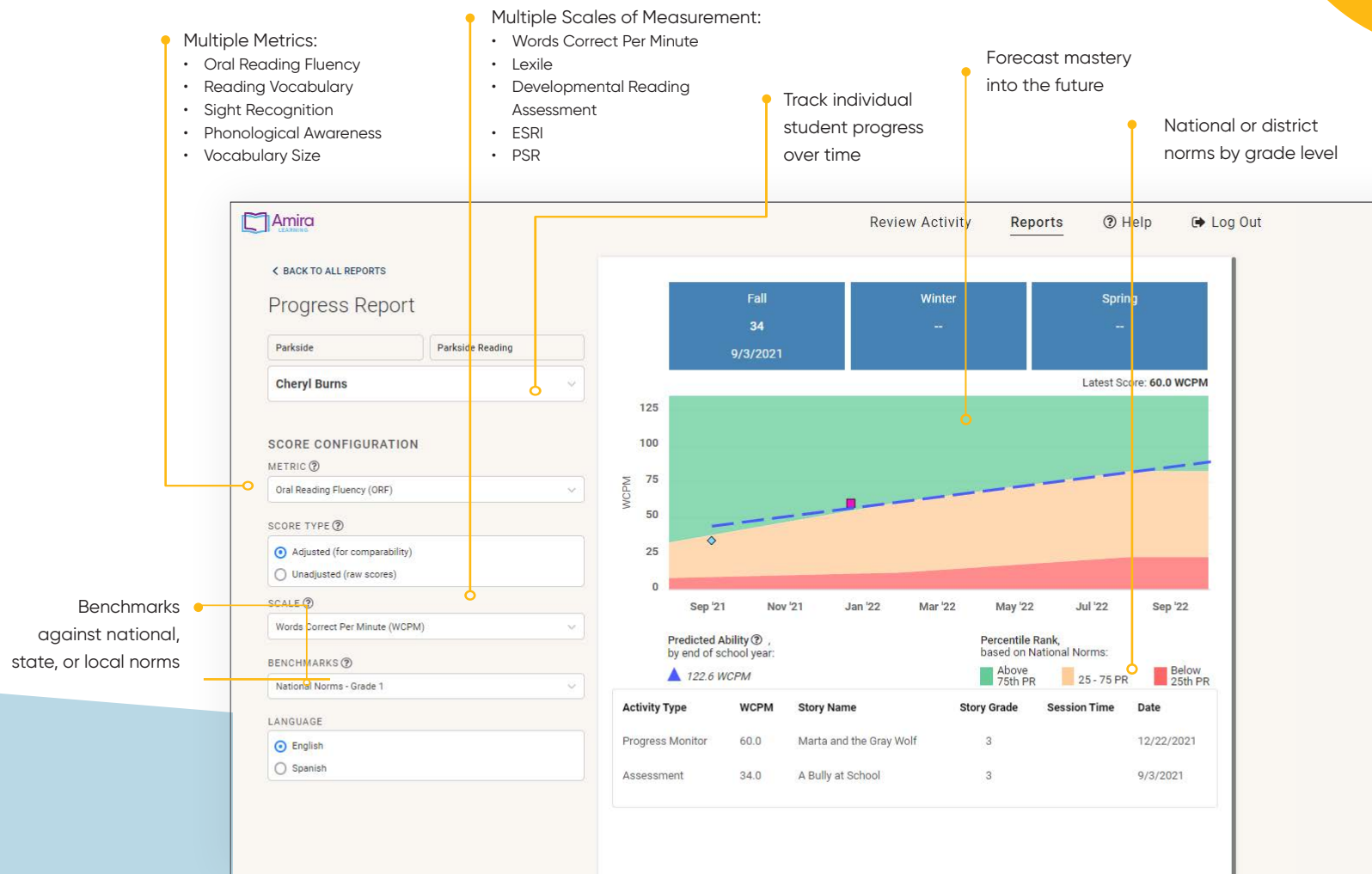


# Progress Report

The Progress Report allows educators to view the performance of a student over time. Monitor a student's improvement and click through to review specific assessments. The Progress Report also projects current mastery into the future. Find and review previous assessments or practice sessions in the Progress Report.

## How can this information be used?

Ideal for monitoring and forecasting a single student's progress over time.



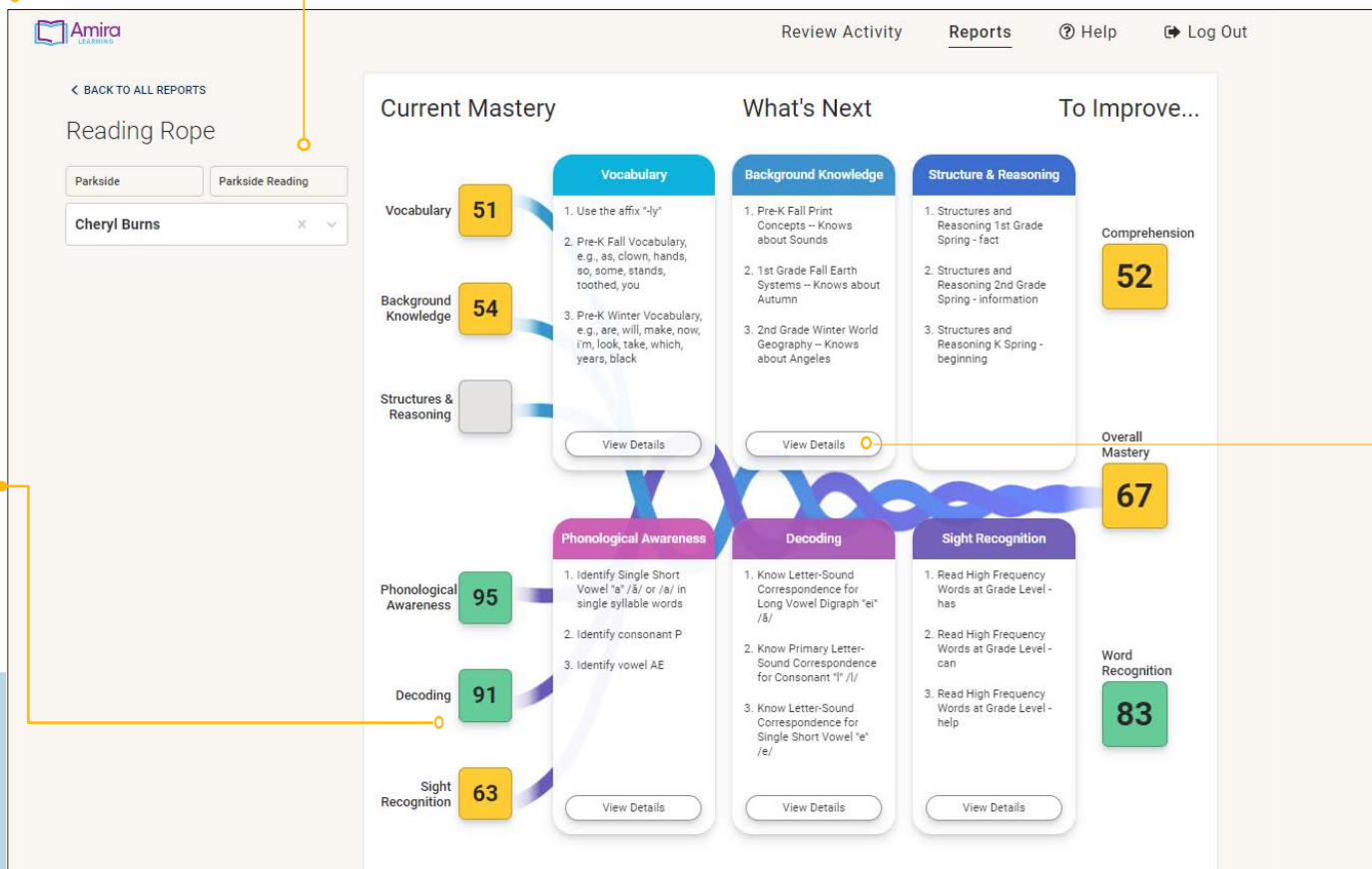
# Instructional Recommendations Report

The Instructional Recommendations Report provides detailed information about individual student skills through a visualization of Scarborough's Reading Rope for an individual student. It weaves the six different components into scores (Comprehension and Word Recognition) for an overall mastery score. A teacher can see at a glance where a student is "strong" and where a student is "weak".

## How can this information be used?

Detailed skills-based analysis makes targeted instruction possible. View any skills area for concrete examples of words or skills the student would benefit from practicing.

The left-hand side of the report shows a student's Mastery Profile.



Students are compared to students across the nation through Percentile Rankings (PRs).

Provides instructional information and tools for each student. *Amira* assessment results can place students automatically into HMH's Into Reading tutoring

# Skills Status Report

The Skills Status Report, organized by Scarborough's Reading Rope, allows teachers to visually see the status of their entire class in every reading skill. Skills are mapped across the report and each student displays an easy-to-read color-coded box for each skill, depending on their mastery level.

## Did you know?

You can drag and drop students into a different order. This allows teachers to see students next to their reading group or intervention team peers.

To change the view to a different thread, you select one of the buttons on the left of the screen.

The report shows the Amira Learning Progression. Skills are ordered by Skill Area.

The screenshot displays the Amira Skills Status Report interface. On the left, there is a sidebar with the Amira logo and navigation options: "BACK TO ALL REPORTS", "Skills Status", and a dropdown menu for "Parkside Reading". Below this are buttons for "Decoding", "Phonological Awareness", "Sight Recognition", "Background Knowledge", "Vocabulary", and "Structures & Reasoning". The main area shows a grid of student mastery levels for various reading skills, organized by Skill Area (Kindergarten, Fall, Winter). The skills listed are: Identify and name consonants, Identify and name vowels, Identify Long Vowel Phonemes in Single Syllable Words, Identify Short Vowel Phonemes in Single Syllable Words, Identify Short Vowel Phonemes in Syllables, and Identify and name consonants. The grid shows mastery levels for 15 students: Dorothy Hammond, Edith Hines, Roderick Underwood, Gretchen Bryant, Jason Andrade, Jacquelyn Hill, Gwendolyn Malone, Grady Carter, Cathy Hines, Dustin Waller, Margie Holt, Ignacio Owens, Anthony Mills, Sheldon Pratt, and Donte Preston. A pop-up window on the right provides detailed information for the skill "Identify Long Vowel 'u' /oo/, /yoo/, /ü/ in single syllable words", including the CCSS.ELA-LITERACY.RF.1.2a standard, a "Developing" status with 6 observations and 2 errors, and a list of resources from Saxon.

By toggling over each box information about that skill will appear in a pop-out.

# Skills Diagnostic Report

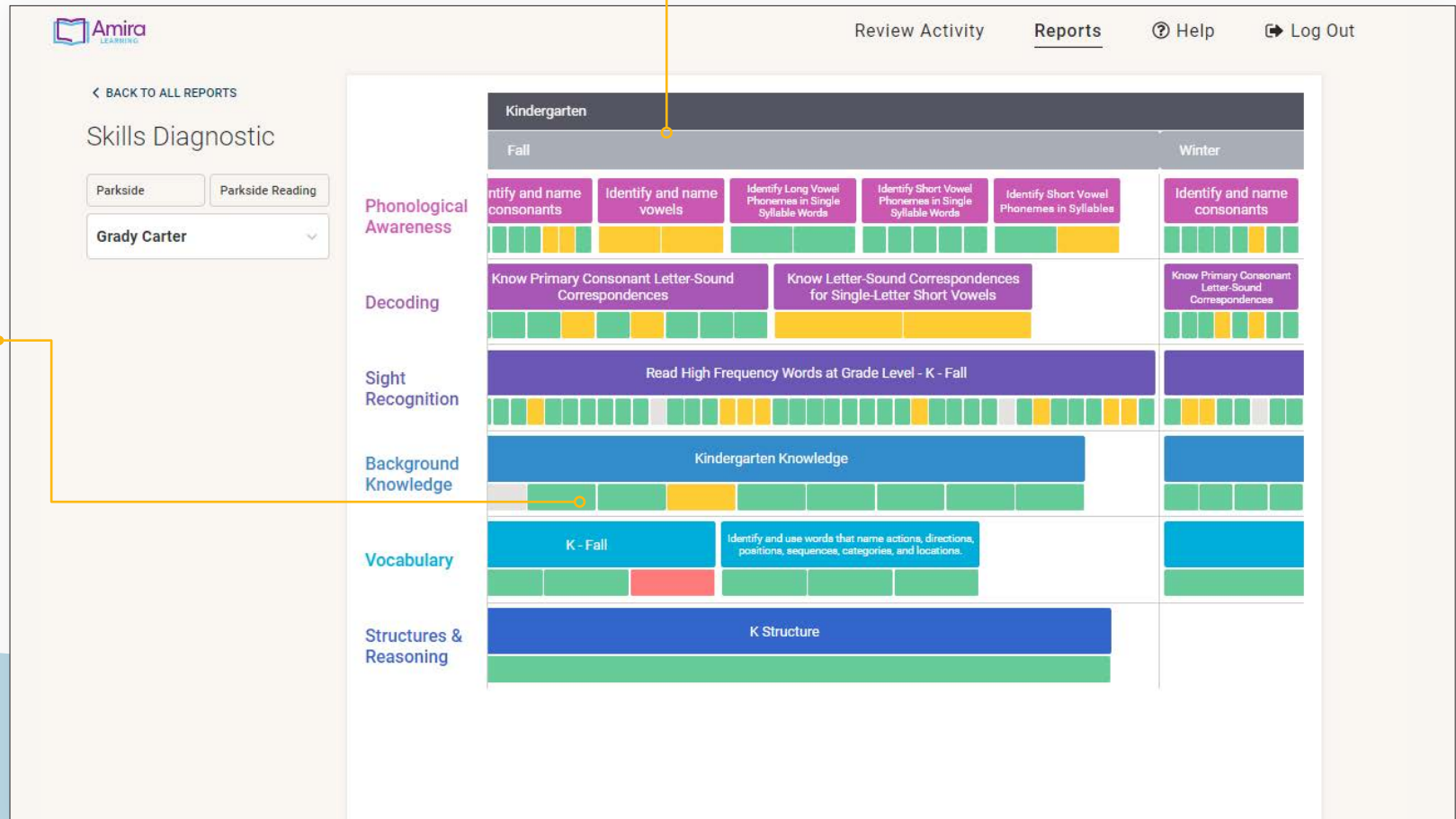
The Skills Diagnostic Report, organized by Scarborough's Reading Rope, allows teachers to see the full profile of one student's reading abilities. This report allows teachers to compare all students' reading skills and mastery levels and consider them holistically.

## How can this information be used?

This report allows MTSS teams and intervention coordinators to better understand a student as a reader.

Skill Areas are ordered by their typical age of acquisition. Skill Areas are arranged in time, on a continuum from Kindergarten to 5th Grade.

Teachers can toggle over the exact skills to see a description of the skill and the number of observations and errors





# Parent Report

Amira's Parent Report provides a snapshot of the status of a student in a moment in time. It displays the most current metrics to share with parents. This report is printable to facilitate sharing.

## How can this information be used?

Provides actionable tips to support the home-school connection in "real-world," easy-to-understand language. Teachers can share report with parents via email and/or print the report for parent-teacher conferences.

### Multiple Metrics:

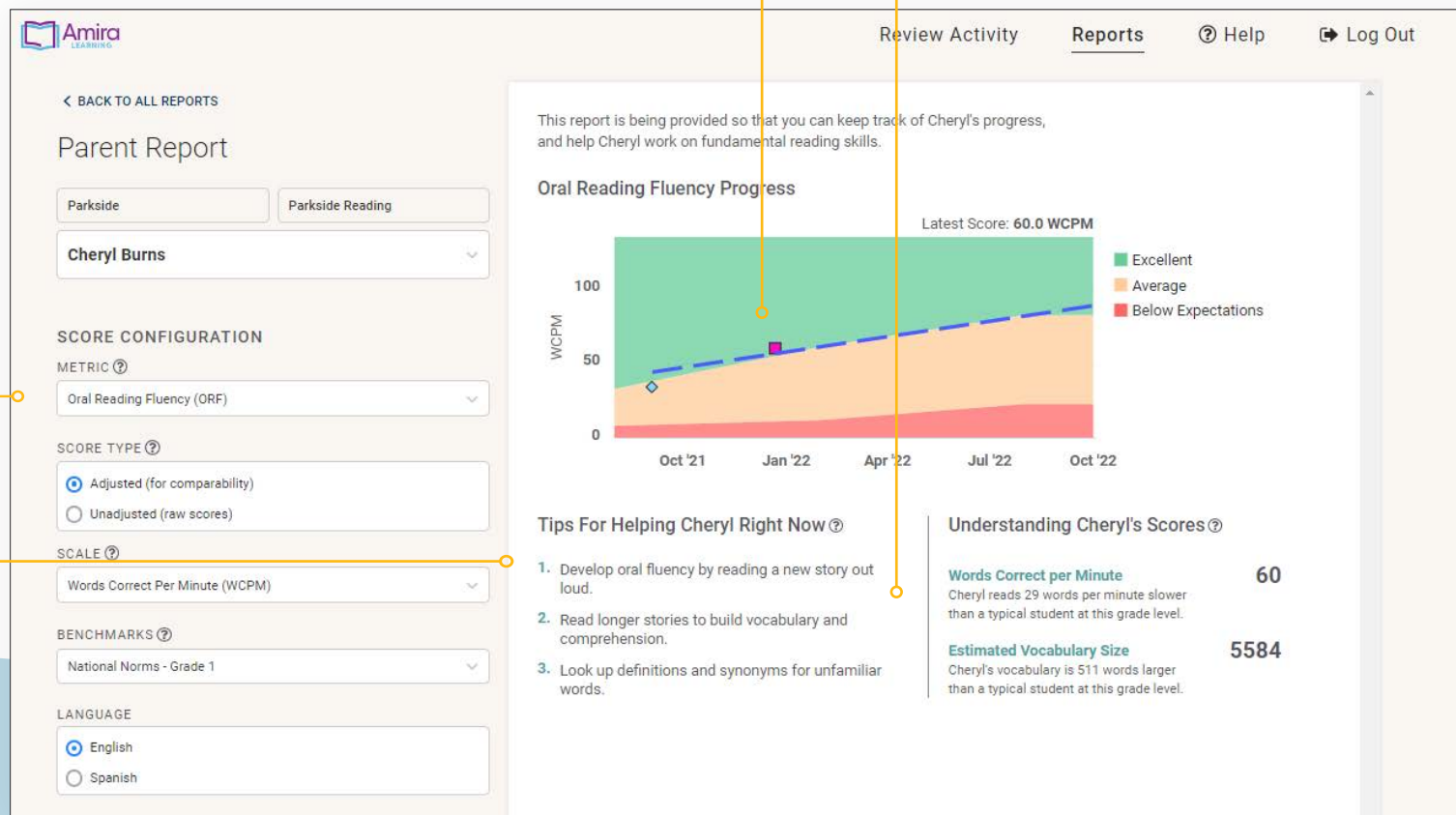
- Oral Reading Fluency
- Reading Vocabulary
- Sight Recognition
- Phonological Awareness
- Vocabulary Size

Color-coded performance bands assist with understanding

### Score explanations note:

- Words correct per minute
- Estimated reading age
- Estimated vocabulary size

Offers actionable reading tips that can be used at home



# Dyslexia Risk Report

*Amira's* dyslexia screener utilizes rapid automatized naming (RAN) and employs multiple techniques found to be reliable indicators of brain function associated with dyslexia. In under 11 minutes, *Amira* can screen multiple students for dyslexia risk, saving teachers valuable time for instruction and planning.

**How can this information be used?**

Can inform decisions about which students might benefit from additional professional screening.

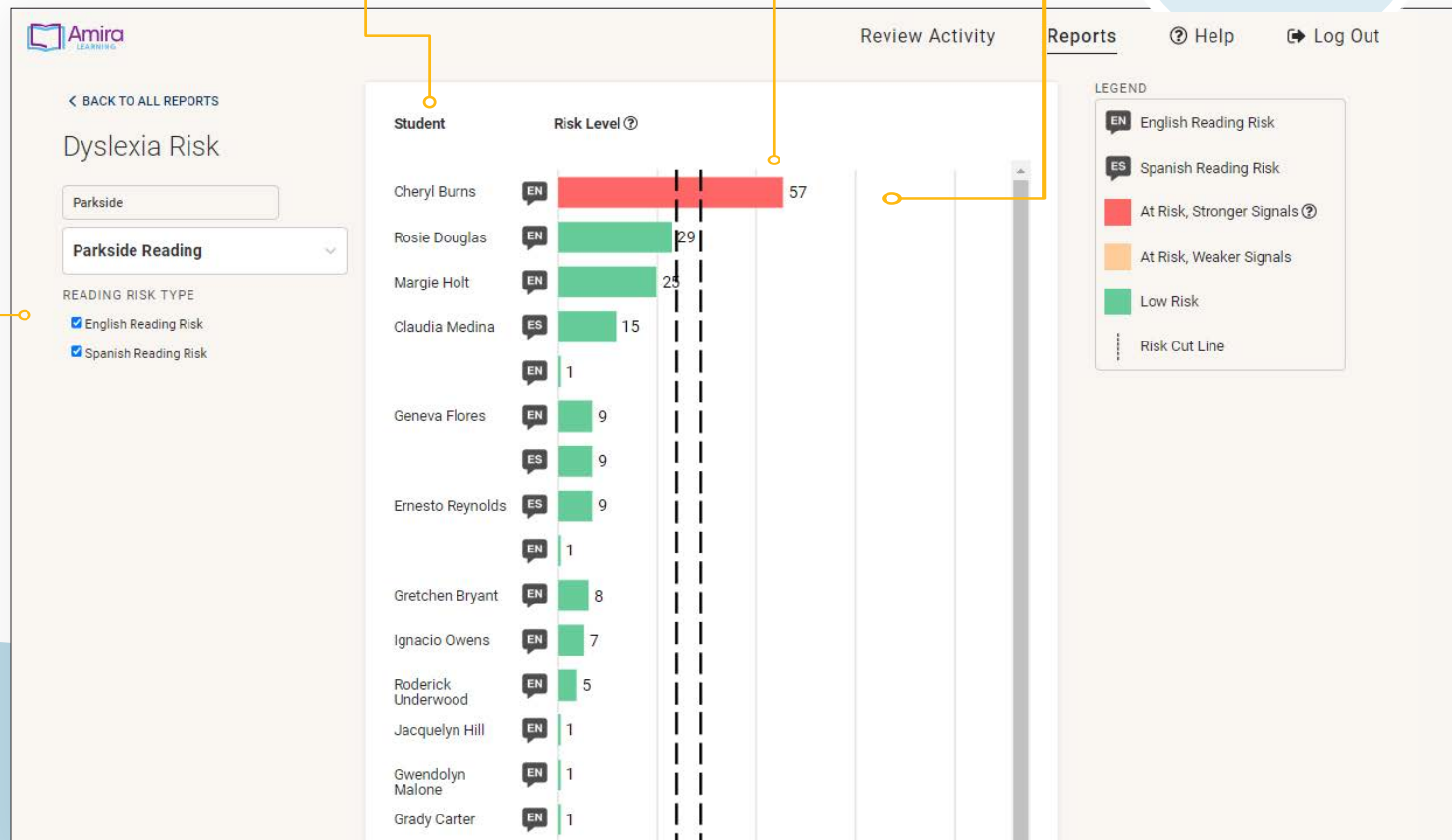
**Did you know administration and scoring does not require a teacher's time or training?**

Amira provides the first Spanish Screener able to gauge dyslexia risk based on a student's oral reading fluency assessment in Spanish

Ability to view all students on a single screen

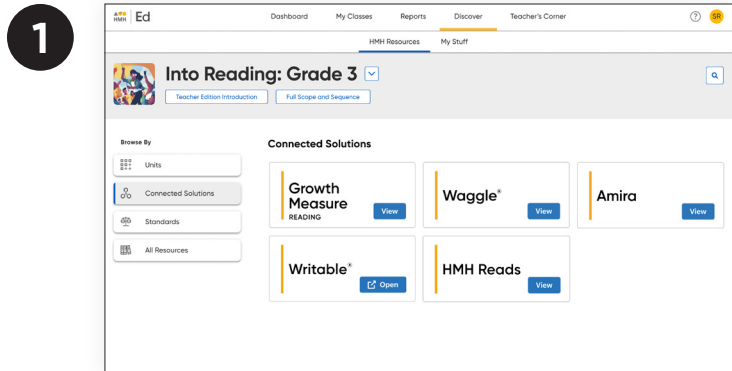
Color-coded results quickly identify students at risk

At-a-glance dyslexia risk scoring

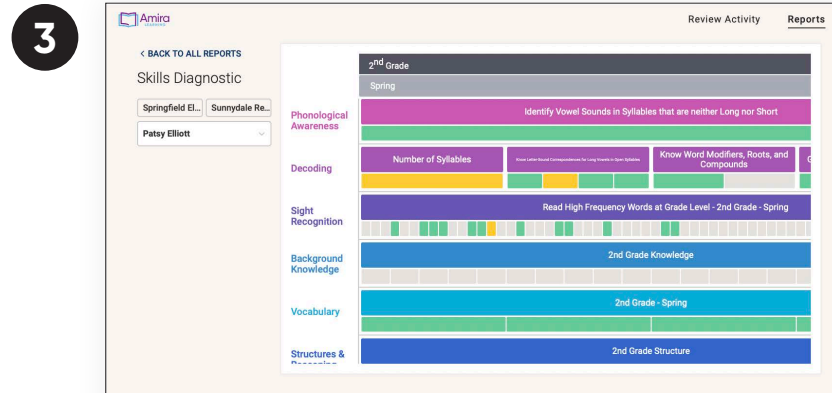


# Connections to *HMH Into Reading*

Be supported with a differentiation option that fits perfectly into 15–20 minute rotations and requires little to no planning. Students are automatically placed into reading tutoring based on their *Amira* assessment results.



Launch *Amira* and *HMH Into Reading* from *Ed* with one login.



*Amira's* Diagnostic Report will show the skills within a student's Zone of Proximal Development and provide a set of recommended *HMH Into Reading* resources to instruct on those skills.



Assign *Amira* for student use during small group rotations, computer lab, or after-school time.

**//CODiE//**  
2021 SIIA CODiE FINALIST

THE EDTECH  
AWARDS  
  
COOL TOOL  
FINALIST 2021



# Learn more about how *Amira Learning* can become your reliable classroom assistant.

Contact your Account Executive or visit  
**[hmhco.com/amira](https://hmhco.com/amira)**

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