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PREFACE

WELCOME TO MINDPLAY VIRTUAL READING COACH!

What’s in this MindPlay Virtual Reading Coach (MVRC) Resource Guide?

Chapter 1 – Introduction provides an overview of the program describing the teaching objectives and specific reading skills that are taught; the features of the program are summarized.

Chapter 2 – MindPlay Manager presents the administrator and teacher management system for basic concepts and steps needed to start using the program; including licensing and seat allocation. This chapter also includes additional information on program options and settings.

Chapter 3 – Diagnostic Assessment describes the Reading Analysis & Prescription System (RAPS™360) and the scope of the Full Diagnostic and Progress Monitoring test sets, the individual tests in each set, and how each test operates.

Chapter 4 – Phonemic Awareness covers the testing, lessons, and activities that comprise the MVRC Phonemic Awareness component and how students progress through them.

Chapter 5 – Phonics covers the testing, lessons, and activities that comprise the MVRC Phonics component and how students progress through them.

Chapter 6 – Grammar covers the testing, lessons, and activities that comprise the MVRC Grammar component and how students progress through them.

Chapter 7 – Vocabulary covers the testing, lessons, and activities that comprise the MVRC Vocabulary module and how students progress through them.

Chapter 8 – Fluency and Comprehension covers the testing, lessons, and activities that comprise the MVRC Fluency and Comprehension component and how students progress through them.

All information published in this guide is reliable and current as of the date of printing. However, the most up-to-date version is always available in electronic form through MindPlay Manager (see Chapter 2). MindPlay does not assume responsibility for errors, and all information is subject to periodic updates without notice. Thank you.
A B O U T  M I N D P L A Y

More than 30 years ago, MindPlay set out to find a viable solution to the challenge of teaching reading. MindPlay instructional software products answer that challenge and are designed with the goal of helping students succeed not only in school but also in life. They were created with a solid basis in current literacy research and with the input of master instructors, whose classroom methodologies create the core of the program.

MindPlay’s mission is to develop, publish, and distribute cost-effective learning tools. These web-based tools support individual growth and skill development.

W E T E A C H R E A D I N G !

Learning to read is not easy. Reading is a skill that must be taught.

Educational leaders understand that the teaching of reading requires extensive knowledge and skill. Teaching reading is “rocket science”. An effective reading teacher must understand the basic processes involved in reading and know how children develop reading skills. Language knowledge and language proficiency differentiate a good reader from a poor reader. So, a teacher of reading must be able to help all students, at all levels, develop their language proficiencies and build their knowledge of English sounds, syllables, word parts, word meanings and their relationships, and the structures of written text. Without specialized training, this is a daunting task for many teachers.

Building on the successful legacy product, My Reading Coach™, MindPlay Virtual Reading Coach™ (MVRC) is the tool teachers need to effectively teach reading to all students. MVRC has clear objectives, explicit instruction, and modern technological innovations. MindPlay virtual coaches guide students through lessons and activities that are based on sound learning principles and are intended to motivate students to succeed.

MVRC teaches students to comprehend grade level text and to read that text fluently. An MVRC student first becomes proficient in phonological awareness and phonics skills if needed.

When a student demonstrates accurate decoding skills, he also receives Vocabulary and Grammar & Meaning instruction. Finally, MVRC delivers explicit fluency training to improve
silent reading rate. MVRC uses methods and strategies of successful reading teachers and speech pathologists. Each student works toward 100% mastery at his or her own pace.

MVRC helps all readers including struggling readers, excelling readers, and English Language Learners (ELL). Students and even adults of all ages who lack a foundation or have gaps in basic skills like phonics, phonetic rules, grammar, reading comprehension, and reading fluency can learn to read with MVRC. MindPlay’s instructional software enables every learner to receive individualized instruction with a unique syllabus created especially for them.

**MindPlay Virtual Reading Coach**

MindPlay’s reading solution, starts with RAPS™360 (Reading Analysis & Prescription System). This computer based, automated diagnostic assessment covers each of the key areas identified by the National Reading Panel (NRP). Attention to multiple learning styles, careful and quick identification of individual student needs, differentiated instruction, and customized lesson plans are additional key areas of MindPlay’s reading solution. The interest level in learning remains high because students receive only the lessons required to fill in missing gaps in their overall skills.

MVRC meets the required curriculum standards identified by the NRP (2000). Successful reading programs must include the following five components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Reading Comprehension

Of equal importance, the research emphasizes that a successful reading curriculum must also be integrated with research based instructional delivery. MVRC offers both the curriculum and the instruction required for a successful reading program.

MVRC provides these *Best Practices* for instructional delivery:

- A multisensory learning experience (Sternberg, Torff, & Grigorenko, 1998)
- Timely and targeted feedback (Guskey, 1997)
- Material presented in an organized, systematic way (NRP, 2000)
- Differentiated instruction (Tomlinson & Kalbfleisch, 1998)

A good reading program teaches each of the five components thoroughly, explicitly, with a planned connection among the components (Moats, 2009).
PROGRAM OBJECTIVES
The primary goal of MVRC is to develop all of the skills necessary to facilitate learning to read.

This program will:

- Assess a student’s skills and determine the gaps in ability
- Provide direct instruction and targeted feedback to increase and improve those skills
- Provide diversified instruction for every level of student need
- Utilize a multisensory approach to instruction
- Provide practice opportunities necessary to achieve mastery
- Provide varied activities for generalization of skills
- Provide remediation lessons and activities for struggling students needing additional practice
- Monitor student progress
- Adapt lessons as needed to ensure success
- Report student progress to enable teacher management and support

Best practice has clearly demonstrated the importance of multisensory activities in effective instruction. Instruction and practice in MVRC includes auditory, visual, tactile, and kinesthetic components. Providing these components increases a student’s neuronal connections, and mastery of content is achieved.

Progress through the program is controlled by the student’s performance in the activities. The pre-test only assigns lessons the student needs.

MVRC uses instruction and activities to help students master core educational concepts. Grouping of the components; Phonemic Awareness, Phonics, Grammar & Meaning, Fluency & Comprehension, and Vocabulary, and the skills addressed in each, constitute the MVRC curriculum. Satisfaction of skills is verified by MVRC and advancement or regression in the curriculum is managed automatically.

Although the curriculum is ordered and intended for the student to complete sequentially, MVRC will exclude or reassign curriculum skills based on assessments, performance, and restrictions such as grade level.

Reports are available through the MindPlay Manager (see Chapter 2) for the Diagnostic Assessment as well as for the individual components.
MVRC COMPONENTS
MVRC components are grouped into three different categories: Diagnostic, Mastery, and Proficiency.

COMPONENT DESCRIPTIONS

Diagnostic:
This is the Reading Analysis & Prescription System (RAPS 360). A Full Diagnostic assessment is automatically assigned upon entry into MVRC and at the start of each Benchmark Period. Progress Monitoring assessments will be assigned on prescribed time intervals (default is set for every 14 days).

Mastery:
Phonemic Awareness, Phonics, and Grammar & Meaning comprise the mastery components. These lessons and activities are assigned based on the placement results of the Full Diagnostic assessment. Progress toward the mastery requirement is monitored separately by the individually assigned component.

Proficiency:
These components, Fluency & Comprehension and Vocabulary, are time-based assignments. Only after the completion of required mastery component sets will these proficiency assignments begin. Based on student performance, these timed-based sessions can be increased or decreased. The Mastery components take precedence over the Proficiency assignments. If a student is being successful in the Mastery components then the allocated time may increase for working on Fluency and/or Vocabulary; however, if a student is struggling in a Mastery component, then the time allotted to Fluency and/or Vocabulary will be decreased. When assigned, a student will begin Fluency and/or Vocabulary at the start of an MVRC session each day – alternating from one to the other, every other day.

PROGRAM AUTOMATION
Each student will automatically be assigned a unique syllabus (curriculum assignment) based on their performance on the RAPS 360 Assessment. So, students will not all be assigned the same syllabus and therefore, will not be assigned to the same program components, lessons, or activities.

MVRC has the responsibility of ensuring that the student completes the assignments that satisfy the skills laid out in his or her own syllabus.
The general flow of the curriculum for the MVRC is shown in the figure below.
**Lesson Sequence**

The chart below also details the component assignment sequence. MVRC will ensure required **mastery** components are completed before assigning a **proficiency** component. For example: if a student is assigned to the Phonemic Awareness component, all objectives assigned from the pretest(s) must be completed before moving on to Phonics or Grammar & Meaning. Fluency & Comprehension practice will not be assigned until the completion of Phonics and Grammar & Meaning assignments.

When a student is performing within a **Mastery** or **Proficiency** component, that assigned component will utilize its own internal review of student performance to determine successful completion. However, MVRC uses a Checkpoint system to monitor a student’s completion of required Mastery Instruction to help determine if they are ready to begin Fluency & Comprehension or Vocabulary practice. Each checkpoint allows MVRC to determine if addition time, or less time, is needed in the Proficiency components. The Proficiency components will try to keep a balance, but if a student’s grade level in one is significantly lower than the other, through the Checkpoint system, additional time will be added to the component that is farthest behind the expected grade level goal.
MVRC COMPONENTS – BRIEF DESCRIPTIONS
(Full descriptions available in Chapters 3-8)

DIAGNOSTIC ASSESSMENT

RAPS 360: READING ANALYSIS & PRESCRIPTION SYSTEM
Diagnostic Assessments are used to determine a student’s existing knowledge of skills required by the curriculum. Assessment results will be used to determine and adjust the individual student’s syllabus.

The MVRC digital diagnostician gives a full 360° view of each child’s reading strengths and weaknesses. It quickly assesses a student’s specific reading abilities, pinpoints deficiencies, and targets the instruction needed. The diagnostic assessment establishes a baseline for each skill area. It continually measures student progress against goals, providing teachers the information needed to assign specific, targeted intervention. As a criterion-referenced measure, RAPS 360 measures how well a student performs against an objective or criterion. The system recognizes that reading comprehension is based upon multiple skills: phonemic awareness, phonics, vocabulary, grammar, and fluency. A problem in any one area will undermine reading comprehension.

A student’s abilities are analyzed by these 8 tests:

- Comprehension Screening Assessment (Grade Level equivalency and text Lexile™ measures are provided)
- Phoneme Segmentation
- Word Meaning and Recognition Assessment
- Phonics-decoding Assessment
- Eye Tracking Assessment
- Natural Fluency Assessment
- Expected Fluency Screening
- Pause-assisted Fluency Assessment

Depending on grade level, the test set, and test performance, students may take as few as one or as many as six assessment and diagnostic tests. Testing takes from 5-30 minutes and can be done for the whole class at one time. Results are available immediately.
**PHONICS**
MVRC Phonics provides systematic, adaptive, and automated instruction. This program includes all major sound-symbol relationships, including both long and short vowels, consonant digraphs, diphthongs, blends, and syllable types. Phonics is a mastery-based program that individualizes instruction to help every learner reach his or her full potential.

The primary goal of MVRC Phonics is to develop the phonics skills necessary to facilitate learning to read. After assessing a student’s phonics skills and determining the gaps in ability, MVRC Phonics will:

- Provide direct instruction and targeted feedback to increase and improve those targeted skills
- Practice phoneme production and recognition as a foundation for phonics instruction
- Utilize a multisensory approach to instruction
- Provide practice opportunities and a variety of activities necessary to achieve mastery
- Adapt lessons as needed to ensure success, providing remediation lessons for struggling students needing additional practice
- Monitor and report on student progress

MVRC Phonics teaches these skills:

- Letter recognition
- Keyboard positions
- Sound-spelling correspondences
- Articulation
- Spelling patterns
- Alternate spelling patterns
- Spelling rules
- Syllabication
- Multi-syllable decoding
- Irregular word recognition
- Homonyms
**Phonemic Awareness**

While identification of individual sounds within a word is the foundational step in learning to read, write, and spell, for many beginning readers, phonemic awareness is not natural and must be taught. MVRC Phonemic Awareness provides a virtual speech-language pathologist who instructs students in phonemic awareness skills. Each lesson is mastery-based, focusing on one sound or concept at a time, and students acquire an understanding of how each sound is made and how it differs from other sounds.

The primary goal of MVRC Phonemic Awareness is to develop the phonemic awareness skills necessary to facilitate learning to read. This program will:

- Assess a student’s phonemic awareness skills and determine the gaps in ability
- Provide direct instruction and targeted feedback to increase and improve skills
- Provide diversified instruction and a multisensory approach for every level of need
- Adapt lessons as needed to ensure success, provide practice opportunities necessary to achieve mastery, and remediation lessons and activities as needed for struggling students
- Monitor and report on student progress to enable teacher management and support

MVRC Phonemic Awareness teaches these skills:

- Sound production
- Articulation
- Recognition
- Segmenting
- Blending
- Counting
- Sound substitution
- Rhyming
**Grammar & Meaning**

MVRC Grammar & Meaning provides systematic instruction in English language skills. Through a series of adaptive lessons and activities, students come to understand that grammar is about recognizing patterns in language. In understanding and learning these patterns, students develop and improve reading comprehension and written language skills.

Each lesson provides simple definitions, explanations, and examples. As they learn parts of speech, students are taught to use visualization and mental imagery as a comprehension strategy. Lessons are cumulative and build on each other. For example, the lesson on compound sentences follows the lessons on clauses and conjunctions. Adaptive activities ask students to identify, sort, and manipulate parts of speech while reading and organizing sentences and paragraphs of increasing verbal complexity.

The primary goal of MVRC Grammar & Meaning is to enable students to read, understand, and compose clear and interesting prose. This is accomplished as students:

- Understand parts of speech, types of sentence structure, and forms of paragraph construction
- Utilize mental imagery and visualization strategies
- Develop awareness of how writers organize ideas in patterns

Students learn and practice:

- Eight parts of speech and their purpose in a sentence
- Verb tenses and agreement
- Word order
- Punctuation and capitalization
- Clauses
- Sentence types
- Sentence parts (subjects, predicates, objects)
- Expository paragraphs
**VOCABULARY**

MVRC Vocabulary uses challenging yet enjoyable activities. The lessons and activities have been designed to help students learn new words, expand their knowledge of existing words, and teach students how to derive word meaning from context and structural analysis. The activities featured in the program contribute to a student’s cognitive competence, a critical element in their understanding of complex text.

An assessment estimates a student’s current vocabulary, allowing the student to experience success initially. As the student demonstrates a consistent, high level of success, the program adapts to the student’s performance by presenting words that are more challenging. Periodic reviews provide students with additional learning opportunities for words they have not mastered as well as practice for words they have already learned in order to maintain their familiarity.

MVRC Vocabulary addresses the most important aspects of vocabulary as set forth in the Common Core State Standards:

- Associating words and pictures
- Recognizing synonyms and matching antonyms
- Identifying words within lexical clusters so students can understand the relationship between words they know and unfamiliar words that have similar meanings
- Using context to derive the meaning of unfamiliar words and words with multiple meanings

The activities include:

- Familiarizing students with new words
- Discriminating each of the words
- Recalling the words from memory
- Learning how to retrieve the words from memory
- Tracking the words in a moving matrix using meaning cues
**Fluency & Comprehension**

MVRC Fluency & Comprehension systematically increases reading speed while ensuring proficient reading comprehension. Layering these component skills provides each student with educationally sound practice in fluency that enhances eye tracking and builds silent reading skills and comprehension.

The enhanced reading progression allows students to get to higher wpm rates as well as more secure text comprehension. MVRC Fluency & Comprehension addresses the need for students to interact with a variety of text complexity as set forth in the Common Core State Standards. Students read stories from an expandable library of 1,000 content-rich stories, ranging from grade levels 0.5 to 12.0.

Based on student responses to the readings, the program adapts and keeps them challenged while they read at their own pace, providing individualized assignments matched to each student’s unique abilities. Each passage can be read in six minutes or less, allowing most students to complete several stories in a class period.

Students engaged in the MVRC Fluency & Comprehension component will experience gradual, consistent, and accelerated improvement in fluency and comprehension.

Fluency objectives include:

- Eye Tracking - the student will learn to visually process information efficiently
- High frequency word practice - the student will learn to develop automatic word recognition
- Fluency - the student will learn to read with speed and accuracy through natural, expected, and pause assisted techniques
- Comprehension - the student will learn to better understand what they read with a variety of expository, narrative, and high interest stories with a great variety of questioning

**Reports**

All reports contain real-time data and are accessible through the management system, MindPlay Manager (see Chapter 2 - MINDPLAY MANAGER for specific details).

**District Reports**

The District Reports are only available to the District Administrator (known as the Program Manager in MVRC). These reports display usage, progress, and improvement by school.
**SCHOOL REPORTS**
The School Reports can be viewed either by the school Administrator or Program Manager. These reports display usage, progress, and improvement by grade and class.

**CLASS REPORTS**
The Class Reports will display information for usage, progress, and improvement specific to a particular class. Class Reports may be viewed by the classroom Teacher, Administrator or Program Manager.

**STUDENT REPORTS**
The Student Reports display information for usage, errors, progress, and improvement specific to a particular student. These reports may be viewed by the student’s classroom Teacher, Administrator or Program Manager. From any program screen, the student has immediate access to his or her progress report directly through a ‘hot link’, which is their name.

**PARTICIPANT REQUIREMENTS**

**ROLE OF THE STUDENT**
MVRC is designed for learners from kindergarten through 12th grade or adult. The program adapts and adjusts according to the specific needs of each student. Whether a student in the program is a beginning reader, a struggling reader, or a very competent reader, the program creates an individualized path of instruction.

MVRC provides frequent rewards for success. After completing tests and mastering lessons, students are shown the lessons they have mastered. Rewards help students stay motivated and keeps them accountable for their progress.

**ROLE OF THE TEACHER**
Optimal success in the program is achieved when students are provided consistent, scheduled computer time. Ideally, students should utilize the program every day. Intensity of instruction correlates highly with a student’s rate of progress and long-term success.

Periodic monitoring is an essential part of the teacher’s role. When a student appears stuck, a quick intervention by the teacher can decrease the possibility of frustration and loss of time. Through the management system, the teachers can utilize a “whiteboard” lesson or an off-computer support lesson that may serve to enrich or reteach a lesson or activity.

Most MVRC interaction is between a student and the video coach. The coaches in MVRC teach through direct instruction and practice activities. The coaches provide specific, targeted feedback. Students learn from their errors and can apply what they learn to the remainder of the lesson. The virtual coaches review student errors and provide different instruction if a student is directed back to a non-mastered lesson. MVRC manages the lessons and assignments and ensures that each student truly masters each skill before advancing.
However, the teacher also has an important role to play. A student’s teacher needs to be familiar with the MVRC program components and its various activities. Perhaps the most important role of the teacher is to be a cheerleader for the student. The teacher should print all student certificates as soon as they are presented to the student. Teachers should often ask, "How did the lessons go?" "What lessons have you completed?" "How do your computer lessons help you in our classroom?" Teachers should also encourage students to practice intensively.
CHAPTER 2 – MINDPLAY MANAGER

Management Tool for MVRC

This chapter explains the basics of administering MindPlay Virtual Reading Coach (MVRC). It covers all the topics needed to add classes and students to MVRC as well as the more common, day-to-day operations.

The MindPlay Manager is the user management system. It allows administrators and teachers to manage schools, classes, students, settings, and access reports all from one central location.

USER ROLES
There are three roles in the MindPlay Manager: Program Manager, Administrator, and Teacher. The MVRC user role determines what access is allowed in MindPlay Manager.

- MindPlay Manager is not available to students. Students can only log into RAPS 360 or MVRC.

The MindPlay Manager ‘dashboard’ technology provides easy navigation based on role specific toolboxes and drill down links. A “bread crumb” ribbon at the top of the user screen quickly identifies your location and can be clicked to navigate back a page or even return you directly to the Home page screen.

1) ‘Bread Crumb’ Navigation Ribbon

![Home MindPlay School J King Class Edit Student]
2) User specific Toolbox Tasks and Tools:

**PROGRAM MANAGER ROLE (DISTRICT)**

The view above is the home page for the **Program Manager**. The Toolbox on the left allows easy access to the available tools. A district level administrator is called the Program Manager. The Program Manager is in charge of adding schools, setting passwords, managing seat allocations, and setting demographic categories. The Program Manager manages the school(s) in the district. If the installation includes only one school, the Administrator will function as the Program Manager.

A password is required for the Program Manager. This password is initially set by MindPlay and is emailed directly to the person designated in the original preview agreement, purchase invoice, or purchase order agreement. The Program Manager must set the individual school site administrator passwords.
**Administrator Role (School)**

The view above is the home page for the Administrator. The Toolbox on the left allows easy access to the available tools. The Administrator is the absolute authority in the management system at the school level. The primary responsibility of the Administrator is to add teachers and classes. However, they have full access to all the management functions for all the classes at the school. A password is required for the Administrator. The password is set by the Program Manager when the school is created in the system.

**Teacher Role (Class)**

The view above is the home page for a teacher. The teacher name appears in the top right corner. The toolbox on the left allows easy access to the available tools. Teachers can add and remove students, view students' performance reports, and print certificates. However, the
teacher’s authority is limited to classes that have been assigned to the teacher or classes shared by all teachers. A password is required for teachers. The password is set by the Administrator when the teacher is added to the system.

**CLASS TYPES**

There are three types of classes in the management system.

1. **Assigned Classes** – These classes are assigned to specific teachers. They are only visible to the assigned teacher and the Administrator. These classes, and the students in them, will not be visible to other teachers.

2. **Shared Classes** – These classes are not assigned to a specific teacher. Any teacher can change the class settings, add or remove students, and print reports for these classes.

3. **"Unassigned" Class** – This is a special shared class. It is designed to hold students not actively using the program, but who should not be deleted. The "Unassigned" class is visible to all the teachers, but the settings cannot be changed and it cannot be deleted. If a class with students is deleted, the students are moved into "Unassigned". Students in this class are not included in school-level reports.

**DISTRICT BASIC SETUP**

- If the installation includes only one school, the Administrator will function as the Program Manager.

The following sections cover how to set up MindPlay Manager to enable students to use MVRC.
Follow the steps listed below in the order presented.

1. For school login, select **Program Manager**.
2. For user name, select **Program Manager**.
3. Enter password.

![Login Screen](image)

**ADDING SCHOOLS**

In order to begin using MVRC, schools *FIRST* need to be added to MindPlay Manager. To add a school, follow the steps below.

1. Connect to the **MindPlay Manager** website in a web browser.
2. For School, select **Administrator**.
3. Enter Administrator password.
4. Click **Login**.
5. From the MindPlay Manager Home page, click on **Add School** icon in the Toolbox.
6. Complete available fields.
7. Click **SAVE**. Repeat as needed.
Once the school(s) has been added, follow the steps below.

1. From the Toolbox, click on **Management Tools** icon.
2. Click on **Licensing** in the blue bar.
3. Click on **Manage Seat Allocations** link.
4. For Select Product, use the drop down arrow.
5. For Select School, use the drop down arrow.
6. Use Current District Allocations to monitor seat count.
7. See Current School Allocation: To **Set Allocated Number of Seats for this School** and enter number in box.
8. Click **Accept**. Repeat as needed for seats allocated per school.
   - Setting this number to 0 (zero) will provide open access to available seats to specified schools in the district.

**Manage Connections – Details**

For the District account, MVRC has a total number of seats for the entire district. These seats are explicitly allocated by the District Administrator to the individual schools that are added to the system. The school seat limits are strict for that school.

When a student logs into MVRC, the program checks to see how many students are currently logged in and compares that to the maximum number allowed. If less than the maximum are currently logged in, then the student is allowed into MVRC, and the fact that they are now logged in is recorded.
If the maximum number of users have already logged in to the program, then the student will receive a message stating that fact. The student will not be allowed to use MVRC until one of the students already using the MVRC program logs out.

However, by setting the limit to zero, a district can allow each site to use all of the seats on a ‘first come first served’ basis. That means no specific allocations are assigned, and students at any site at any time may login until the allocated seats are taken.

- There is no seat limit on the MindPlay Manager management system.

**Adding/Editing Demographic Categories**

Only the **Program Manager** can add, edit, or delete demographic categories. After logging in as **Program Manager**, use the steps below to add or edit demographic categories.

- Several default demographic categories are pre-populated in MindPlay Manager.
- Changes to the demographics categories affect all schools in the district.
- Student demographic categories do not affect MVRC settings.

1. At the Program Manager Home page, click on **Management Tools** icon in the Toolbox on the left.
2. Click on **Configuration** in the blue bar.
3. Click on **Demographics** link.
4. Select the **Edit icon** of the demographic title to be edited.
5. Type in new demographic descriptor and Click **SAVE**.
6. To delete a demographic category, click on the **REMOVE** icon.
7. To add a new demographic category, click on the **Add New** link to the right of the list (in blue).
8. Type in new demographic descriptor and Click **SAVE**. Repeat as needed.

**Adding Intervention (for RAPS 360 reporting)**

Only the **Program Manager** can add interventions that a teacher may associate to a particular student. After logging in as **Program Manager**, use the steps below to add interventions.

- This task only provides a list of interventions a district wants to monitor.
- Teachers must associate a specific intervention to a particular student on an individual basis in MindPlay Manager for the intervention to appear on a report.
- Assigned interventions do not affect MVRC settings.
1. At the Program Manager Home page, click on Management Tools icon in the Toolbox on the left.
2. Click on Configuration in the blue bar.
3. Click on Intervention Programs link.
4. To add a new intervention program, click on the Add New link to the right of the list (in blue).
5. Type in new demographic descriptor (limited to 50 characters) and Click SAVE. Repeat as needed.

**School Basic Setup**

**Adding Teachers**

Teachers can only be added by the Program Manager or Administrator. From the Home page, or after logging in as Administrator, use the steps below to add teachers.

**Administrator**

1. From the Toolbox, click on Management Tools icon.
2. Click on Manage Teachers link.
3. For school, use the drop down menu.
   - If teachers are already entered, the teacher roster for the selected school will appear.
4. Click on Add Teacher Link at the top right of the roster.
5. Enter the teacher's first name, last name, and password, and confirm the password.
   - Teacher names must be unique. This means a teacher cannot have the same name as a student.
6. Select class for teacher in the Assigned Classes box.
7. Click SAVE. Repeat as needed.

**Adding Classes**

Classes can be added by the Administrator or Teacher. Arrow back to the Home page, or after logging in as Administrator, use the steps below to add classes.

- If a teacher adds a class, that teacher is automatically assigned to that class. Only the Administrator can change teacher assignments or set a class as ‘shared’.
- Classes cannot be assigned to the Administrator. Classes must be assigned to a specific teacher account or set as shared.

1. To add classes, first select school from Home page.
2. From the Toolbox, click on **Add Class** icon.
3. Enter the class name; select the grade level and the teacher to be assigned to this class.
   - Grade level selected is the default value for all students when added to the class. The setting can be changed when individual students are added.
4. The Special Learning Resource box will allow you to set default learning requirements for the class. If any of the items are checked, all students added to the class will automatically have this set when they are added.
   - Putting a check in any of the items will only mean they will be selected by default when adding students to that class. These settings can be changed when the student is added.
5. For Program Access, use the drop down arrow.
6. Click **SAVE**. Repeat as needed.
   - Each class name must be unique.

**Adding Students**

There are two ways to add students to MVRC: Single Student or Multiple Students using a .csv import. When adding a large number of students, the .csv import is a more efficient way to add students to the program.

- When logged in as a teacher, students can only be added to classes assigned to that teacher or to shared classes.
- Students added to the special "Unassigned" class will not be able to log into MVRC. "Unassigned" was designed as a holding area for students not currently using the program or waiting to be transferred into an actual class.

**Adding Single Student**

Arrow back to the Home page, or after logging in as Administrator, use the steps below to add students.

1. From the MindPlay Manager Home page, select class to which you want to add students.
2. Click on **Add Student** icon in the Toolbox.
3. Complete available fields.
   - These fields are **required**: First Name, Last Name, Login Name, Password & Confirm Password, Grade Level (actual grade level of the student).
   - Selecting Gender or Demographics are optional fields, however, it is recommended to make selections now, rather than going back later.
Login Name – A unique set of letters and/or numbers.

- MindPlay Manager will assign a Login Name if the teacher doesn’t.
- The Login Name must be unique. School matriculation numbers are generally used to prevent students from accidentally logging in as the wrong student.
- Using the Login Name provides quick program access. It will bypass the need for the students to locate the school, class, and individual name.

Password – Use letters and/or numbers; no spaces allowed.

- May be same as assigned Login.

Grade Level – Set as the student’s actual grade level.

Gender – Set student’s gender (male/female/prefer not to answer).

Demographics – Used to specify the student’s demographic information.

Special Learning Resources – This is any special learning classifications (ADD, ADHD, ELL, LD) for the student. This setting affects the starting point for the Diagnostic assessment (RAPS 360). See Chapter 3 for details.

Program Access – Default setting is RAPS 360 Only. Use drop down arrow to assign MVRC.

4. Click SAVE. Repeat as needed.

**ADDING MULTIPLE STUDENTS (WITH .CSV IMPORT)**

New students can also be imported into the system from a comma-separated value file (also known as ".csv"). However, there is a strict format required for this file. The required fields for the .csv format are shown below.

![CSV format for Mindplay File](image)

- IMPORTANT! The student’s destination class must already exist. If the class name given in the file does not exist, then the student will not be imported.
- Students added this way will not have any demographic or learning requirement options selected. See Edit Student to set those after importing students.
- When logged into MindPlay Manager, the exact layout of the file is given under the Management Tools icon: Click Import Student List link.
Use this feature to add multiple students to the program. Arrow back to the Home page, or after logging in as Administrator, use the steps below to add students.

1. Click on **Management Tools** icon in the Toolbox.
2. Select **Import Student List** link.
3. The screen that opens displays the required layout for the .csv file.
   a. Click on the **Sample .csv file** link to the right, open, and save.
   b. Enter required student information and save.
   c. To upload, Click **Browse** to locate file and click **Open** or double click.
      - *Student IDs with leading zeros* may be added to the file if the column and/or cell are formatted as ‘text’. You may select the cell or the column, right click, and select the option to Format Cell. The next screen will open, and you will then select **Text**.
4. Click **Accept**.
   - You will be notified if the file has **NOT** been correctly uploaded.

**Additional Management Features**

The Program Manager, Administrator, or Teacher has the ability to use these features:

**Class Management**

The following sections cover how to manage classes that have already been added into the system.
**CLASS EDIT – GENERAL SETTINGS**

Arrow back to the Home page, or after logging in as Administrator or Teacher, use the steps below to edit a class name, change teacher, or grade level assignment.

1. From the **MindPlay Manager** Home page, select **Class** name and link you want to edit.
2. Click on **Edit Class** icon in the Toolbox.
3. **EDIT available fields.**
   - **Program Access:** is set by default to RAPS 360. Use drop down arrow to change to MindPlay Virtual Reading Coach.
   - **Special Learning Resources** – if selected will be automatically assigned to all students in the class. This option sets RAPS 360 to start at grade 1 instead of the student’s actual grade level.
   - **Changes AFTER** a student has already started the program will **not** affect lesson or assessment assignments.
4. Click **SAVE**.

**CLASS EDIT – ADVANCED SETTINGS**

Arrow back to the Home page, or after logging in as Administrator, use the steps on the following page to edit a class settings for testing options, sound effects, fluency assignments, etc.
1. From the MindPlay Manager Home page, select Class name and link you want to edit.

2. Click on Class Edit icon in the Toolbox.

3. From Class Edit page, click on the Advanced Settings tab (blue ribbon).

4. Changing these setting will affect the entire class:
   
   - **Rewards Screen**: Default is set to automatically display each MVRC program component reward screen.
   
   - **Certificate**: Default is set to automatically display and/or print directly from the student screen.
   
   - **Sound Effects Settings**: Default is set to automatically play feedback sounds of a ding, swish, etc.
**Assessment Setting Options**

- **Progress Monitoring Schedule**: Default is set to automatically assign a Progress Monitoring Test every 14 days (calendar days). May be changed as needed.

- **Fluency Assessment**: By checking this box, a fluency assessment will be assigned to all students even if they do not pass the initial comprehension screener.

- **Force Assessment Type**: Use drop down menu to assign a Full Diagnostic or Progress Monitoring assessment. RAPS 360 will assign the selected test to the student on their next login.
  - If this value is set to None, RAPS 360 will assign tests at the default setting.

**Phonics Setting Options**

- **Interaction Options**: Default is set to show an on-screen keyboard that utilizes lower case letters.

**Fluency Setting Options**

- **Questions Preview**: Default is set to ‘yes’. This allows the student to view the questions before reading the story.

- **Assistance with Clue Text**: Default is OFF. This box must be checked to allow the student to see the section of the story passage containing the answer to incorrectly answered questions.

- **Story Type Preference**: Default is set to ‘Random’. Story types are randomly selected close to 50/50 from both expository and narrative texts.
  - Students marked with a Special Learning Resource (e.g. ELL) and students functioning four or more years below their actual grade level, are automatically assigned to High Interest/Low Vocabulary stories.

5. Click **SAVE** when setting changes are complete.
**Remove (delete) a class**

Arrow back to the Home page, or after logging in as Administrator, use the steps below to delete a class.

- A teacher cannot delete a class specifically assigned to a different teacher.
- Removing a class does not delete the students in that class. Students in a class being removed will automatically be moved to the ‘Unassigned’ class.

1. From the MindPlay Manager Home page, select Class name (link) you want to remove.
2. Click on Remove icon (trash can).
3. See message “Are you sure you want to remove the class?” Verify ‘OK’ if true.
4. A box will pop up asking you to confirm the deletion. Click on OK.
5. Click Finish.

**Student Management**

**General Settings**

Use the General Settings tab to change or edit a student’s name, password, login name, grade level, demographics, special learning resources, and Intervention Program Assignment.

**Edit Student**

To begin, click arrow back to the Home page, or, after logging in, use the steps below to add students.

1. Click on the class (blue link) where the student is enrolled.
2. Click on the student to edit or click on the EDIT icon (scissors). You will be automatically directed to the Edit Student page.
3. On the General Settings tab, you may change any information in any field. Click SAVE.

- It is recommended to set demographic preferences and any Special Learning Resources at this time.
- A message of ‘Student saved successfully’ will be noted.
4. Add or Edit a **Student Intervention Program** Assignment.

- Use this feature to assign or edit a specific intervention to an individual student. RAPS 360 will track a student’s performance on the RAPS 360 assessment on the Student Response to Intervention Report and Class Intervention Report, **ONLY** if the student has been set to use this function.

5. Click on the **Edit Student Intervention Programs** link (blue) to change an intervention.

- Use the **Add Intervention** link (blue) to add an intervention.

6. Use the **EDIT** icon (scissors) to change to a new intervention.

- Only interventions added by the **Program Manager** are available in the drop down menu.

- Assigned intervention will appear on the **Edit Student** page under Intervention Program Name along with start and end date if assigned.

7. Click **SAVE**.
Advance Student Settings

1. Find the student’s name, and click on the **Edit** Icon (Scissors) or click on the students name.
2. Click on **Advanced Settings** tab.
   
a. **Demonstration Mode**: Used only when setting up to demonstrate the program. Data will not be saved.
   
b. **Rewards screen**: If checked, the student will see the reward screen after they have completed their unit of work.
   
c. **Certificate**: When checked, the student will be able to print.
   
d. **Sound Effects Settings**: When checked, buttons and reward tokens/points will emit sound (e.g. dinging).
   
e. **Fluency Assessment**: When checked, the student will be assigned a fluency assessment even if they have not passed the comprehension screening.
   
f. **Force Assessment Type**: Use drop down menu to assign a Full Diagnostic or Progress Monitoring assessment. RAPS 360 will assign the selected test to the student on their next login.
   
   - If this value is set to **None**, RAPS 360 will assign tests at the frequency defined in the class settings.
   
g. **Interactive Options** (Phonics): When checked, the on screen keyboard will be available to the student during activities.
   
h. **Question Preview** (Fluency): When checked, 'Question Preview On' will allow the student to view the questions before the story is shown.
   
i. **Clue Text**: When checked, student will see the section of the story passage which contains the answer of the missed question.
   
j. **Story Type Preference**: Story types are randomly selected unless the teacher selects a preference. Learning Disabled and low functioning readers are automatically assigned 'decodable' stories first. Higher grade students with low functioning levels are automatically assigned High Interest/Low Vocabulary stories.
   
3. Click **SAVE**. The screen will refresh and return to the General Settings page with the message, “Student saved successfully.”
Find Student

Use this feature to easily Find a student.

To begin, arrow back to the Home page, or after logging in, use the following steps to assign an intervention to a student.

1. At the Home page, click on Management Tools icon in the Toolbox on the left.
2. Click on the Find Student link (in blue).
   - District Administrators will have the option to conduct a district search.
   - School Administrators and teachers have the ability to search the school.
3. To search for a student, you may:
   a. type the first name of the student and click Search, or
   b. type the last name of the student and click Search, or
   c. type both first and last names and click Search.
4. The next screen will show all students by last name, first name, school, and class.
   - When logged in as a teacher, you may see students listed in classes that are assigned to other teachers but are not accessible to you under your login.

Transfer/Promote Students – (by class, by grade)

Use this feature to transfer a student to a different class or grade (such as at the end of a school year).

To begin, arrow back to the Home page, or after logging in, use the following steps.

1. At the Home page, click on Management Tools icon in the Toolbox on the left.
2. Click on the Transfer/Promote Student link (in blue).
3. Follow these three steps:

   **STEP 1:**
   - **Select School:** select school from drop down menu.
   - **Filter by Class:** select class from the drop down menu.
   - **Filter by Grade:** select grade if multiple grades in a class.

   **STEP 2:**
   - Place a check in the box of the student(s) from the list to transfer or promote.

   **STEP 3:**
   - **Transfer to School:** select the school to which you would like to transfer.
   - **Transfer to Class:** select the class to which you would like to transfer the selected student(s).
   - **Change Grade to:** this option should be used for promoting students to the next year's grade level.
     - Promoting a student will only affect the student’s grade level goal set in RAPS 360 and in the MVRC curriculum.

4. Click **Apply Changes**.
STUDENT CERTIFICATES

Use this feature to print student awarded certificates. These certificates reflect successful performance on MVRC and can be printed directly from the student screen when initially awarded or from MindPlay Manager anytime afterwards.

To view or print certificates that students have earned, arrow back to the Home page, or after logging in, use the steps below.

a. At the Home page, click on student’s assigned Class.
   ✷ If logged in as the teacher, the class roster will appear. (If the teacher has multiple classes, click on the class the student is enrolled in.)

b. At Class Roster, identify student, then click on the Certificate icon in that row.

c. The earned certificates will appear in the box. Click View.
   ✷ Student certificates are in Adobe Acrobat (PDF) format. They will be opened by whichever program is set up to handle these files by default (usually Adobe Reader).
   ✷ Once opened, they can be printed or saved.
   ✷ Saved certificates can be attached to e-mails and sent to parents.
RESOURCE GUIDE AND SUPPLEMENTAL RESOURCE

Through MindPlay Manager, the most current version of the MVRC Resource Guide and Supplemental Resource materials are available. Support sheets for Phonemic Awareness and Phonics may be used to assist the teacher with an additional resource for student support.

Viewing/Printing Resource Guide and Supplemental Resource Materials

- In order to view and print from MindPlay Manager, you will need to have Adobe Reader (or another program that can open PDF files) installed on the computer.

- You may need to make changes to any "pop-up blocking" features in the web browser in order to access the support sheets.

To begin, arrow back to the Home page, or after logging in, use the steps below to view or print support sheets.

1. At the Home page, click on Management Tools icon in the Toolbox on the left.
2. Click on the Materials link (in blue ribbon).
3. Click on the View Resource Guide link or the Supplemental Resource link.
4. Select the desired downloadable.
5. Click View, then Print.
ADDITIONAL ADMINISTRATOR MANAGEMENT OPTIONS

The following sections cover how to manage teacher accounts that have already been added into the system.

- The following items can only be done under the Administrator login.

REMOVE OPTION

Use the Remove icon (trash can) to delete a class. Students should be transferred before deleting a class or teacher.

If students are still enrolled in the class, they will be automatically placed into the “unassigned” class.

CAUTION! If you click on the Remove icon on an individual student, that student and student data will be permanently removed.

EDIT

To change a Teacher class name, password, or grade level, follow the following steps.

- You must change a teacher’s password if the teacher has forgotten the password.
  1. Select the Management Tools icon from the Toolbox.
  2. Select the Manage Teachers link.
  3. Select the EDIT icon (scissors) for the teacher to change.
  4. Make changes and SAVE.

VIEW PASSWORDS

Student passwords by Class

Use this function to retrieve a student password. To begin, arrow back to the Home page, or after logging in as Administrator, use the following steps.

1. From the MindPlay Manager Home page, click on the Management Tools icon in the Toolbox.
2. Click on View Passwords.
3. On the view passwords page, use the dropdown arrow to select the class/teacher.
4. The selected teacher account and password will display.
5. Click Print if needed.
VIEW SCHOOL ADMINISTRATOR PASSWORDS: PROGRAM MANAGER ONLY

1. From the MindPlay Manager Home page, click on the Management Tools icon in the Toolbox.

2. Click on View Passwords.

3. On the view passwords page, use the dropdown arrow to select School.

4. A box will come up with all the schools and the password for the Administrator account for those schools. Click PRINT if needed.

FORCE LOG OFFS

If a student does not log out of MVRC (such as closing the web browser before logging out), the program may not be able to record the fact that the student is no longer using the program. The system thinks the student is still using MVRC, resulting in a "phantom login".

Phantom logins create two problems. First, the total allowed seats to MVRC is decreased by one. Second, when the student tries to log into MVRC again, a message may pop up stating that he or she is already logged in.

This situation can be resolved using the MindPlay Manager. To resolve, use the following steps.

1. Connect to the MindPlay Manager website in a web browser. (Or if installed as a stand-alone, launch MindPlay Manager by double clicking on the MindPlay Manager icon on the desktop.)

2. Select either Administrator or a teacher.

3. Enter the password for the selected user.

4. Click on Login.

5. When the management window comes up, click on Management Tools.

6. Under the Users Tab, click on Force Log Off. A window like the one on the following page will appear.
7. Click on the student in the list who is logged in but needs to be “forced off.”

8. Click on Log off. You will be prompted to make sure you want this student forced off. Select YES to confirm.

9. The student will be logged off, and you will see a refreshed list of remaining students.

10. To return to the Main Page, Click on the Home Tab.

REPORTS

Reports are easily retrievable through the MindPlay Program Manager, Administrator, or Teacher accounts. Access is user-based: The District Program Manager has access to all levels of reporting for District, School, Classes, and Students; the Site Administrator has access to School, Class, and Student reporting; and the Teacher has access to the Class and Student reporting. Although the student does not have Manager and report access, the student does have desktop access via their name on the screen that links directly to a ‘real time’ progress report.

MindPlay Manager provides a ‘dashboard’ user interface that organizes and presents information in a way that is easy to read.

To access reports, first you must login to MindPlay Manager (See following page). Depending on the user type, you may select a report for school, class, or student. Steps for SCHOOL, CLASS, or STUDENT vary slightly.

After logging into Manager, from the home page, select the REPORTS column icon from the row that matches the class, school, or student you want.

❖ To select a student report, you must first select the CLASS, then, click on the STUDENT.
REPORT DETAILS

1) You must select the date range desired. Default is last 30 days.

2) Use the CHANGE REPORT button on the Report page to change to a different report. Based on the user, a drop down menu will display the report options.

- The ‘bread crumb’ ribbon at the top of the screen can be clicked to move easily from School, to Class, to Student.
There currently are 5 report types: Usage, Improvement, Progress, Rosters, and Error.

All reports may be exported as a .pdf or as a .csv file directly from the report page.

**Usage Reports**

These reports show the total number of hours the program was used in any specified date range (weeks, months, years), the student usage per day in that date range, as well as the actual usage compared to the prescribed usage (fidelity of implementation).
IMPROVEMENT REPORTS

These reports show the improvement results of students based on their initial diagnostic assessment compared to subsequent assessments. For Districts, Schools, and Classes, the report shows the percentages and distributions of students critically below grade level reading, approaching grade level reading, and meeting grade level reading. At the student level, a detailed graph for each of the reading components illustrates the student’s progress measured against a predetermined goal level.

By SCHOOL

![Graph showing student improvement over time]

Note: Only those dates with reportable data will be displayed below. Not all entities will have a data point for all dates.

<table>
<thead>
<tr>
<th>Date</th>
<th>Critical</th>
<th>Approaching</th>
<th>Meeting Expectations</th>
<th>Distribution</th>
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<tbody>
<tr>
<td>05/18/2012</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td></td>
</tr>
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</tr>
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<td></td>
</tr>
<tr>
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</tr>
</tbody>
</table>

![Graph showing student improvement over time]

Report: School Improvement Report
Created: 05-25-2012 14:20
Date Range: 05/01/2012 - 05/31/2012
Region ISD

49
By CLASS

![Graph showing student improvement over time for Grade 4 in April.](image)

Initial Scores: 04/01/12, Final Scores: 06/01/12

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Initial</th>
<th>COMP / Fluency</th>
<th>Ending</th>
<th>COMP / Fluency</th>
<th>Trend</th>
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<tbody>
<tr>
<td>Grade4A April</td>
<td>4</td>
<td>M</td>
<td>14 (70L) / 229wpm</td>
<td>M</td>
<td>14 (70L) / 229wpm</td>
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<td>14 (70L) / 0wpm</td>
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<tr>
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<td>4</td>
<td>C</td>
<td>2 (D/L) / 0wpm</td>
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<tr>
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<td>A</td>
<td>13 (115L) / 232wpm</td>
<td>A</td>
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<td></td>
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<tr>
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<td>14 (110L) / 270wpm</td>
<td>M</td>
<td>14 (110L) / 270wpm</td>
<td></td>
</tr>
<tr>
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<td>10</td>
<td>C</td>
<td>4 (D/L) / 0wpm</td>
<td>C</td>
<td>4 (D/L) / 0wpm</td>
<td></td>
</tr>
</tbody>
</table>

By STUDENT

![Graph showing student progress for Grade 7d, Kate.](image)

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>COMP</th>
<th>Fluency (WPM)</th>
<th>Eye Tracking</th>
<th>Vocabulary</th>
<th>Phonemic Awareness</th>
<th>Phonics</th>
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<td>14 (970L)</td>
<td>126</td>
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<td>12</td>
<td>0.7754285</td>
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<tr>
<td>05/16/2012</td>
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<td>11 (1050L)</td>
<td>295</td>
<td>0</td>
<td>12</td>
<td>0.7</td>
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</tr>
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</table>

Note: DL indicates Comprehension was Below Level and Fluency was not administered.
**PROGRESS REPORTS**

These reports detail Class or Student progress through the assigned instructional components: phonemic awareness, phonics, grammar & meaning, vocabulary, fluency & comprehension. Details are available for lessons completed, in progress, and pending assignment. At the student level, the report also shows which lessons were failed resulting in remediation and which lessons were completed after remediation.

**By SCHOOL**

![Graph of Progress by Lesson](image)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Pending</th>
<th>In Progress</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA Level 1</td>
<td>0</td>
<td>0</td>
<td>20 (g+20)</td>
</tr>
<tr>
<td>PA Level 2</td>
<td>0</td>
<td>0</td>
<td>20 (g+20)</td>
</tr>
<tr>
<td>PA Level 3</td>
<td>0</td>
<td>0</td>
<td>20 (g+20)</td>
</tr>
<tr>
<td>Phonics Level 1</td>
<td>0</td>
<td>0</td>
<td>20 (g+20)</td>
</tr>
<tr>
<td>Phonics Level 2</td>
<td>0</td>
<td>1 (g+1)</td>
<td>19 (g+19)</td>
</tr>
<tr>
<td>Phonics Level 3</td>
<td>1 (g+1)</td>
<td>5 (g+5)</td>
<td>14 (g+14)</td>
</tr>
<tr>
<td>Phonics Level 4</td>
<td>6 (g+6)</td>
<td>0</td>
<td>14 (g+14)</td>
</tr>
<tr>
<td>Phonics Level 5</td>
<td>6 (g+6)</td>
<td>1 (g+1)</td>
<td>13 (g+13)</td>
</tr>
</tbody>
</table>

This chart represents the number of students in each category as of 05/31/12. The number in parentheses represents the aggregated change in total students for the category since 05/01/12.
5th Chacon (Grade: 5)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Pending</th>
<th>In Progress</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonics Level 1</td>
<td>0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Phonics Level 2</td>
<td>10 ( \uparrow +10 )</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Phonics Level 3</td>
<td>12 ( \uparrow +12 )</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Phonics Level 4</td>
<td>18 ( \uparrow +18 )</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Phonics Level 5</td>
<td>18 ( \uparrow +18 )</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

This chart represents the number of students in each category as of 06/05/12. The number in parentheses represents the aggregated change in total students for the category since 05/06/12.
By STUDENT

Due to the detail included in this report, the student report will need to be accessed from the Class Roster Report.

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA Level 1</td>
<td>Skipped</td>
</tr>
<tr>
<td>PA Level 2</td>
<td>Skipped</td>
</tr>
<tr>
<td>PA Level 3</td>
<td>Skipped</td>
</tr>
<tr>
<td>Phonics Level 1</td>
<td>Skipped</td>
</tr>
<tr>
<td>Phonics Level 2</td>
<td>Skipped</td>
</tr>
<tr>
<td>Phonics Level 3</td>
<td>In Progress</td>
</tr>
<tr>
<td>PreTest3</td>
<td>04/19/12</td>
</tr>
<tr>
<td>oi, oy</td>
<td>04/24/12</td>
</tr>
<tr>
<td>oo (moo), oo (book)</td>
<td>05/1/12</td>
</tr>
<tr>
<td>ou, ow, Double Agent OW</td>
<td>In Progress</td>
</tr>
<tr>
<td>Vowel Suffixes</td>
<td>Pending</td>
</tr>
<tr>
<td>er, ir, ur</td>
<td>Pending</td>
</tr>
<tr>
<td>Heart words 3</td>
<td>Pending</td>
</tr>
<tr>
<td>Phonics Level 4</td>
<td>Pending</td>
</tr>
<tr>
<td>Phonics Level 5</td>
<td>Pending</td>
</tr>
</tbody>
</table>

- Completed - The lesson or lesson set has been completed by the student, no performance objectives were measured.
- Mastered - The lesson was completed by the student and all performance objectives were met.
- In Progress - The student is currently working on this lesson or lesson set
- Reassigned - MVRC has reassigned this lesson or lesson set due to a perceived need encountered elsewhere.
**Roster Report**

This report details each student's last name, first name, and login name. Available for school and class, this roster will also provide passwords if that option box has been selected.

**By SCHOOL**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Login Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea</td>
<td>Class</td>
<td>andrea3a</td>
</tr>
<tr>
<td>Grade3a</td>
<td>Andrea</td>
<td>angrade3b308</td>
</tr>
<tr>
<td>Grade3b</td>
<td>Andrea</td>
<td>angrade3c308</td>
</tr>
<tr>
<td>Grade3c</td>
<td>Andrea</td>
<td>angrade3a308</td>
</tr>
<tr>
<td>Grade6a</td>
<td>Andrea</td>
<td>angrade6b308</td>
</tr>
<tr>
<td>Grade6b</td>
<td>Andrea</td>
<td>angrade6c308</td>
</tr>
</tbody>
</table>

**By CLASS**

**April Class (Grade: 4)**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Login Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade10a</td>
<td>April</td>
<td>agrade10a304</td>
</tr>
<tr>
<td>Grade10b</td>
<td>April</td>
<td>agrade10b304</td>
</tr>
<tr>
<td>Grade10c</td>
<td>April</td>
<td>agrade10c304</td>
</tr>
<tr>
<td>Grade4a</td>
<td>April</td>
<td>agrade4_a304</td>
</tr>
<tr>
<td>Grade4b</td>
<td>April</td>
<td>agrade4b304</td>
</tr>
<tr>
<td>Grade4c</td>
<td>April</td>
<td>agrade4c304</td>
</tr>
</tbody>
</table>
ERROR REPORT
This report shows the number of errors made in each lesson with a drill down feature to show the detail of the error, including the lesson/activity, the question, the expected answer, and the response.

Available by STUDENT ONLY

<table>
<thead>
<tr>
<th>Grade4c, April (Grade 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson</strong></td>
</tr>
<tr>
<td>FLUENCY-1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson / Activity</th>
<th>Question</th>
<th>Expected</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eve Tracking (170 BPM)</td>
<td>What is the main idea of the story?</td>
<td>Mom is not mad at the cubs.</td>
<td>The cubs are in the hub.</td>
</tr>
<tr>
<td>Reading (Cubs in the Mud)</td>
<td>Which sentence tells us how Max looks?</td>
<td>Max is a black pup.</td>
<td>Max is a yellow pup.</td>
</tr>
<tr>
<td>Reading (The Two Pals)</td>
<td>Who has a red cap?</td>
<td>Rat has a red cap.</td>
<td>Cat has a red cap.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson / Activity</th>
<th>Question</th>
<th>Expected</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHONICS-1</td>
<td>1</td>
<td>Mastered</td>
<td>5/10/12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson / Activity</th>
<th>Question</th>
<th>Expected</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build</td>
<td>tick</td>
<td>tck,tk,ck</td>
<td></td>
</tr>
<tr>
<td>Build</td>
<td>shud</td>
<td>shut</td>
<td></td>
</tr>
<tr>
<td>Build</td>
<td>whop</td>
<td>wop,wop</td>
<td></td>
</tr>
<tr>
<td>Find</td>
<td>lad</td>
<td>tab</td>
<td></td>
</tr>
<tr>
<td>Find</td>
<td>vack</td>
<td>vac</td>
<td></td>
</tr>
<tr>
<td>Find</td>
<td>flick</td>
<td>tick</td>
<td></td>
</tr>
<tr>
<td>Find</td>
<td>vick</td>
<td>vic</td>
<td></td>
</tr>
<tr>
<td>Find</td>
<td>vack</td>
<td>vac</td>
<td></td>
</tr>
<tr>
<td>Find</td>
<td>vack</td>
<td>vac</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER 3 – MVRC ASSESSMENT

RAPS™360
(Reading Analysis & Prescription System)

This chapter describes the MVRC screening and diagnostic assessments. For full details, see the separate RAPS 360 Professional Teaching Guide.

OVERVIEW
RAPS 360 testing features collect diagnostic information about a student’s understanding of comprehension, fluency, word meaning/recognition, phonemic awareness, phonics, and eye tracking. MVRC develops a prescriptive plan based on the assessment results and automatically assigns the student to the appropriate instruction that fits the specific needs of each student.

There are two test types: Full Diagnostic and Program Monitoring. The Full Diagnostic generally takes between 15 and 30 minutes to complete. Progress Monitoring can be completed in approximately 3 to 10 minutes.

The following RAPS 360 tests will determine a student placement into the MindPlay Virtual Reading Coach (MVRC) instructional components:

1. The Comprehension Screener (cloze test) adapts automatically based on student performance. This test determines the student’s independent reading level. This independent level sets the starting level for the Phonics Screener and the starting level for assignment to the Fluency and Comprehension training component.

   - The first time the student takes the Comprehension Screening, RAPS 360 starts at the student’s actual grade level. If the student has any special learning requirements set (such as ELL), the test will start at grade 1.

   - Only students passing the initial Comprehension Screening will be assigned the Fluency Assessments. Natural Fluency, Expected Fluency, and Pause Assisted Fluency help determine grade level proficiency but are not used to assign the Fluency component.

2. The Word Meaning and Recognition Test determines a student’s Functional Vocabulary Level (FVL) in the Vocabulary module. The student’s placement into the Vocabulary module is based directly on the student’s determined FVL.
3. The **Phonics Screener** determines placement of students into the appropriate level in the **Phonics** component. It uses nonsense words to screen for all major sound-symbol relationships, including long and short vowels, consonants, digraphs, diphthongs, blends, rules, and syllabication. It is comprised of words grouped into nine different levels. The topics covered in each of the nine levels are detailed in the Appendix. The screening begins at the grade level determined by the **Comprehension Screener** for students in grades 2-12. For students in grade 1, the test will start at level 2. For kindergarten, it will start at level 1.

4. The **Phoneme Segmentation** test is a special test unique for grades K and 1 and will determine the student’s appropriate placement into the **Phonemic Awareness** component. This test was developed to screen students who may need Phonemic Awareness instruction. The test uses an activity called “Counting Sounds.” This test will determine if the student is able to segment a word into the correct number of sounds. Details of the test are in the Appendix. Note: if a student fails the Phoneme Segmentation test but passes Phonics, the Phonics component will be assigned instead.

5. The **Eye Tracking Screener** is a test for identification of potential vision issues and is not used to place students into a specific component.

6. The **Grammar & Meaning** component does not utilize RAPS 360 for placement into the Grammar & Meaning component. This component is unique to MVRC, and all students will be automatically assigned to all Grammar & Meaning lessons.

**Benchmark Periods**
RAPS 360 determines if students are reading at grade level based on their reading comprehension grade levels and the expected fluency rate for their grade level.

The assessment automatically divides the school year into three benchmark periods based on the start date for the school or district. Each benchmark period has its own target goals for reading speed. The fluency goals increase until the third benchmark period, which has the final end-of-year goals. This division allows RAPS 360 to adjust for the learning process and acknowledges progress **toward** the end-of-year goals instead of always testing **against** the end-of-year goals.

RAPS 360 divides the school year by 20%, 20%, and 60%. So, in a September to May school year, September and October are in the first benchmark. November and December are in the second benchmark. The months from January through May are in the final benchmark. This allows some time for growth, but it also helps ensure that students needing extra help are identified in time to allow for proper assistance before the end of the school year.

- The Program Administrator can adjust the beginning and ending months of school years in the management system, **MindPlay Manager**.
TEST TYPES – DETAILS
RAPS 360 includes eight different assessment tests that are grouped into two test sets for providing detailed diagnostics or a quick progress check. Depending on the test set selected and student performance, the student will take as few as one or up to five assessment and diagnostic tests. RAPS 360 gives a quick tutorial before the test. The tests include:

COMPREHENSİON SCREENING
The Comprehension Screening determines the student’s approximate reading grade level. Up to ten short reading passages with missing words are used in a modified cloze format. Students are required to select the correct words to complete a sentence. The brevity of the test encourages the students to complete the test with attentiveness providing an accurate comprehensive assessment of the student’s best possible reading level (their independent level). If the student is below grade level on the Comprehension Screening, further diagnostic tests are given to determine the area of difficulty. If this screen shows that the student is on grade level or above, more comprehensive assessments are assigned. These tests accurately determine the student’s grade level reading ability.

VOCABULARY-WORD RECOGNITION ASSESSMENT
This unique test determines a student’s functional vocabulary level (FVL). The results of this test will isolate a student’s ability to recognize a word rather than their ability to decode the word. The student hears a computer generated question describing the meaning of a word and is asked to select the correct word. The test is adaptive based on student performance and adjusts the readability of the text to meet the student’s reading ability.

PHONICS ASSESSMENT
This test identifies weaknesses in the student’s encoding ability and determines level of competency in phonemic awareness and phonetic skills. Detailed summary reports based on the student’s performance can be viewed and printed from the program. The reports track the student’s ability to recognize and implement the following skills: consonants, short vowels, long vowels, diphthongs, digraphs, consonant blends, compound words, multi-syllable words, and phonetic rules. When testing sounds within words, the student is presented one syllable to multi-syllable words. The number of words in each student’s test is
based on a student’s actual grade entered by the teacher. The number of words shown to a student ranges from 25 to 80, depending on the determined comprehension grade level.

**Natural Fluency (Reading Connected Text Screening)**
This fluency screening assessment presents a multiple-line story. Students are encouraged to read the text as quickly and accurately as possible. After the story has been read, questions about the story will be given to verify that the student understood what was read. This test is timed, and if the student is reading on grade level at the speed appropriate to that grade level, the student meets benchmark, and testing is complete.

**Expected Fluency (Reading Connected Text Screening)**
This fluency screening assessment presents a multiple-line story at a specific reading rate. Multiple lines will be visible one at a time. Beginning at the top of the page, the words will fade out at the predetermined rate. This masking determines if the student has the ability to read at the appropriate word rate, can scan down the text, and can scan left to right with a minimum amount of word fixations and regressions. After the story has been read, questions about the story will be given to verify that the student understood what was read.

**Pause-Assisted Fluency (Reading Connected Text Screening)**
This test determines if a student is able to read more fluently when words are ‘chunked’ in a story. For the non-fluent reader who reads word by word, the technique of chunking a group of meaningful words together by pause points helps students internalize and gain meaning from what is read. Chunking encourages fluent reading by grouping word phrases and enabling the comprehension of complete thoughts.
**Eye Tracking Assessment**
This test determines if the student’s eyes properly team together and flow across the page, left to right, top to bottom, and then back to the top. Shapes or numbers move across the screen at a certain rate, with only one shape visible at a time. The shape seen most of the time will be the alternate shape. During the course of the test, the target shape will appear instead of the alternate shape. The student is asked to count and record the number of times the target shape appears.

**Phonemic Awareness Test**
This test is a special test unique for grades K and 1. In this test, the student will break a spoken word into its component sounds by “counting sounds”. For example, how many sounds are there in the word desk? (Answer: d/e/s/k, four sounds).

**Test Types**
Both the Full Diagnostic and Progress Monitoring test sets are automatically assigned to students working in MVRC based on the default benchmark or progress monitoring schedule set by the Program Administrator.

**Full Diagnostic Paths**

![Diagram of test paths]
The flow chart on the previous page displays the various testing paths for students taking the RAPS 360 diagnostic assessment.

The flow of the tests in the Full Diagnostic test set is dependent on the actual grade level of the student. Students in grade K and grade 1 follow a different path than students in other grade levels because pre-reading skill goals are different than reading skill goals for older students.

The Full Diagnostic test set is automatically given three times per year. However, through MindPlay Manager, a school may schedule additional assessments when needed.

**Grade 2 and Above**

For grade 2 and above, the Full Diagnostic test set starts with the screenings for reading comprehension and fluency. If either is below the goal, additional tests are given to determine where the student may be having difficulties.

The Comprehension Screening is given first to determine the student's highest reading comprehension grade level. If he does not meet goal, RAPS 360 will give three diagnostic tests to determine the underlying causes of the student's comprehension issues.

If the student meets the reading comprehension goal, fluency (reading connected text) screenings determine if fluency is at goal level. If the student’s fluency speed is below the target, diagnostic tests are given to determine what issues may be affecting the student’s reading rate.

- The specific test details can be found under the Screening Tests and Diagnostic Tests sections in the RAPS 360 Professional Teaching Guide.

**Grades K and 1**

For grades K and 1, only the pre-reading skills are assessed. Instead, students in grades K and 1 are given the Phonemic Awareness assessment to test if the student can hear the correct number of sounds in words. Then, the students are given the Phonics test. Only if a K or 1 student passes level 4 in phonics, will the Comprehension Screener and Eye Tracking Assessment be administered.
Progress Monitoring Test Paths

As shown above, the flow of the Progress Monitoring tests is also dependent on the student’s actual grade level. The Progress Monitoring test set will be administered after the student has completed at least one Full Diagnostic test set. The Progress Monitoring test set is set by default to automatically be administered every 14 calendar days. However, this may be adjusted to any increment by changing the setting in the MindPlay Manager.

Grades 2 and Above
For students in grade 2 and above, the Comprehension screening is given first to determine the student’s reading comprehension grade level for short passages (cloze). If the student passes the Comprehension Screening, the Fluency (reading connected text) Screener is assigned next to determine a student’s silent reading fluency rate.

Grades K-1
For students in grades K and 1, only the pre-reading skills are assessed. Instead, students in grades K and 1 are given the Phonemic Awareness assessment to test if the student can hear the correct number of sounds in words. Then, the students are given the Phonics test.

Determining Reading Levels
The screening tests in RAPS 360 are used to determine the student’s reading comprehension grade level and reading speed (for students in grade level 2 and above). Based on those results, RAPS 360 will calculate the following student reading levels:

Independent Reading Grade Level: This is the level at which the student can read material on his or her own. No more than one word out of every twenty words would require teacher assistance to read or understand. The student should be able to comprehend the material presented. If a fluency passage was assigned the LEXILE™ measure (L) for the story read, it is also reported.

Instructional Reading Grade Level: This is considered the optimal level for developing a student’s ability to read. Reading at this level would require
assistance from a teacher or aide. No more than one word out of every ten should require teacher assistance to read or understand. The student should be able to comprehend at least 80% of the material presented at this level.

**Frustration Reading Grade Level:** This is the level where material is too difficult for the student, even with assistance. More than one word out of every ten requires assistance to read or understand. The student comprehends 70% or less of the material presented.

A student’s independent reading grade level will be the actual grade level that the student can comprehend grade level material and read at a silent reading wpm established for the benchmark period.

If the student's basic comprehension ability is lower than the actual grade level, RAPS 360 will report the independent reading grade level as the student's determined comprehension grade level.

If a student's reading comprehension and reading speed ability are both above grade level, RAPS 360 will use the results of both to estimate the student’s independent reading grade level.

The goal effective reading rate depends on the student’s grade level and the current benchmark period. The following chart gives the default goal reading rates for the various conditions.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Benchmark 1</th>
<th>Benchmark 2</th>
<th>Benchmark 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>60</td>
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</tr>
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<td>270</td>
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</tr>
<tr>
<td>12</td>
<td>290</td>
<td>295</td>
<td>300</td>
</tr>
</tbody>
</table>

Grades 1 – 9 represent effective speed consistent with Harris and Sipay in “How to Increase Reading Ability.” Reading rates for grade 10 – 12 have been adjusted to be slightly higher to reflect research by Sandra Jamieson, Drew University, 2005 – “Reading for College,” where she states reading rates for 12th graders bound for college is 400 wpm or higher.
**Estimated Effective Reading Rate**

If the student does not score at least 80% on the comprehension questions, then the student's effective reading rate is estimated by taking the determined reading rate of the Natural Fluency test and multiplying by the comprehension score for that activity.

For example, a student completed the Natural Fluency test at 100 words per minute and scored 60% on the comprehension questions. The student was then given the Expected Fluency test and scored 40% on the comprehension questions. RAPS 360 will estimate the student's effective reading rate as 60 words per minute (the 100 words per minute of the Natural Fluency multiplied by the 60% score of the Natural Fluency comprehension questions.) The only time a student should have an effective reading rate of zero is if all the questions given were missed during the Natural Fluency test.
CHAPTER 4 – MVRC PHONEMIC AWARENESS

It’s All About Sounds

This chapter covers the testing, lessons, and activities that comprise the MVRC Phonemic Awareness component and explains how students progress through them.

PLACEMENT FROM RAPS 360

For students in Kindergarten or 1st grade, the screening results from the RAPS 360 Phonemic Awareness test will automatically place students into the MVRC Phonemic Awareness component as follows.

- Students who pass level 2 or less (2-3 sounds) will be placed at Lesson Set 1.
- Students who pass level 3 or 4 (3-4 sounds) will be placed at Lesson Set 2.
- If a student is at level 5 (5-6 sounds) or above, the student will be passed through Phonemic Awareness and placed into MVRC based on their phonics results.

Note: any student 2nd grade or above who is assigned to Phonics level 1 but does not make adequate progress, will be placed into the Phonemic Awareness component for remediation. See Appendix for details.

PROGRAM FLOW

This MVRC mastery component program will automatically differentiate instruction to be appropriate for each student. It will control what lessons the student sees, what activities are given, and will assign intervention lessons. It will also retest the student before transitioning to more advanced topics to ensure a sufficient grasp of the topics already presented. A final test is given to make sure the student has mastery of all phoneme sounds and can properly manipulate each of them.

When first logging in to MVRC Phonemic Awareness (PA), the student is given a pre-test. The test determines what skills the student has before starting the program. Lessons are assigned based on the student’s performance in the test.

Each lesson starts with a quick instructional presentation from the coach, and is followed by up to 14 different variations of the material presented. The different variations focus on different aspects such as sound production, beginning/ending sound, blending sound, etc. The student will always start with the basic sound production lesson first.
After the instructional presentation, the student is given four different activities on the concept of the lesson. PA has eight activities. Four activities are given after a specific lesson and are dependent on the lesson and the student’s grade level. The student must get 100% on all the activities in order for the lesson to be considered mastered.

If the student repeats a lesson, a different instructional presentation is given, then the student repeats the activities that were not mastered. If the student has seen all the general instructional presentations for a lesson twice, the student will move on to the next assigned lesson to get some distance from the topic. The student will go back to the original lesson after mastering the second.

The 44 total lessons in PA are grouped into three lesson sets based on similar concepts. Once a student has mastered all the assigned lessons in a set, a review test is given that covers all the lessons in that set. Lessons may be re-assigned based on student performance.

- See Appendix for the MVRC Phonemic Awareness scope and sequence.

Within each of the three lesson sets, student progress goes through the following general flow:

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Pre-test → Lessons → Instruction
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**Activities**

**Pre-test**

Students directed to MVRC Phonemic Awareness (PA) for the first time will be given a pre-test to determine which specific lessons need to be assigned. Lessons in this program are grouped into three sets. Each lesson set has its own pre-test.

The first time a student logs in to PA, the student will be given the pre-test for the first lesson set. The pre-test uses the matching activity from the lessons. Students are presented with four words and are asked to identify which word has the target sound (see screen above). For consonants, the target sound is at the end of the word.
The student is given one word from the lesson. If the word is missed, the lesson will be assigned.

- If the student tests out of all the lessons in the set, the pre-test for the next lesson set will be given.

**Instructional Presentations**

Each lesson in PA starts with an instructional introduction. This presents the material to the student for the topic of the lesson.

When an instructional introduction is being shown, the student’s control will be limited to just bringing up the help screen or quitting the program. Once the instructional introduction is complete, the student can choose to repeat the introduction by clicking on the **Play** button that appears under the coach or continue on to the activities by clicking on the arrow that appears in the lower right corner.

PA has three different types of instruction covered in the following sections.

**General Instruction**

Each lesson has up to six levels of general instruction:

1. Sound production
2. Abbreviated sound production
3. Beginning and ending sound
4. Sound partners
5. Similar sounds
6. Mastery
The first assignment is sound production. If a lesson needs to be repeated, a different instructional presentation will be used.

**Activity-Specific Presentations**
If the student mastered all but one of the six activities for a lesson, the program will seek an activity specific lesson presentation to help the student achieve mastery in that activity. That specific presentation will be shown to the student instead of the next general level of instruction. If the student needs to repeat the lesson again, the general instruction will continue. The student will alternate between the activity specific instruction and the next general instruction level.

The six activity specific presentations are:

1. Counting sounds
2. Blending
3. Rhyming
4. Taking away sounds
5. Adding sounds
6. Changing sounds

**ACTIVITIES**
After each instructional presentation, the student is given up to four different activities to apply the concept presented in the lesson. There are five main types of activities. One activity type, matching sounds, has four different variations, so there are eight different activities.

The specific activities given after the instructional presentation depends on the lesson and the student’s lesson performance.

The activities operate in the same general manner. For all but one of the activities, the student will be asked to select the correct answer from one of four choices. (In the counting sounds activity, the student will identify the correct number of sounds in a given word.) If the student selects the correct answer, the coach will give positive feedback, the progress bar at the bottom will fill by one item, and the activity will move on to the next question. An activity is considered "mastered" only if the student answers the first four questions correctly on the first attempt.

If an incorrect response is selected, the coach will provide feedback based on the response selected. Then, the student will be asked to identify the correct answer again. If the student selects an incorrect response on the second attempt, the coach will give more specific feedback related to the response selected. Then, the correct answer will be given. The progress bar at the bottom will not have anything added; PA will just move on to the next word.
The activity will continue until the student answers all the questions correctly on the first attempt. This means the student may actually have to answer several questions before completing an activity. If the student needs to hear the question again, it can be repeated by clicking on the coach.

- To avoid use of negative feedback, progress is only shown when the student gives a correct response. Just seeing the progress bar at the bottom of the activity fill up does not mean that the student has mastered the activity. It only shows student progress toward completing the activity.

**Matching Sounds**
In the Matching Sounds Activity, four different words are voiced. The student is asked to identify the word that contains a specific sound in a specific position. This activity ensures that the student can identify the phoneme within the words presented in the lesson.

There are four different variations of the Matching Sounds Activity, based on the position of the sound. The initial activity has all the correct words with the target sound at the beginning of the word. The final Matching Sound Activity has all the correct words with the target sound at the end of the word. The Mixed Matching Sound Activity will use correct words with the sound at either the beginning or end of the word; the student will need to pay attention to the coach. The Matching Vowel Sound Activity is only used in lessons that cover vowel sounds, and only the correct word will have the vowel presented in the lesson.

The coach appears at the top of the screen. Beneath the coach are a series of four pictures. The coach will ask the student to click on the picture that has the correct sound in the correct position in the word. The coach will then highlight each picture, one at a time, and say the associated word. The student clicks on the picture he or she thinks is correct and then clicks on the coach to check the selection.
The student’s selection is not checked until the student clicks on the coach. Until then, the student can click on any of the pictures to hear the word associated with that picture.

The pictures may be replaced with coaches saying the word if one or more of the words being used do not have an appropriately identifiable picture. Also, if the student needs to repeat an activity, coaches may be used instead of pictures.

**Counting Sounds**
The Counting Sounds Activity is a little different than the other activities. Instead of being asked to identify a correct word with distracters, the student is asked to determine the correct number of sounds within a given word. This activity ensures that the student can properly determine the number of sounds in a word that contains the phoneme presented in the lesson.

![Counting Sounds Activity](image)

The coach appears at the top of the screen. Beneath the coach is a series of "coins". The coach asks the student to slide up the same number of coins as sounds in a given word. The student clicks on a "coin" and drags it to the top. Only one coin can be moved at a time. The total number of coins at the top should be the total number of sounds in the word given by the coach. The student can click on the arrow below the coach to hear the word again. Once the corresponding number of coins to the number of sounds has been moved, the student clicks on **Next** to check the selection.

**Blending Sounds**
In the Blending Sounds Activity, the student is given the individual phonemes that make up the correct word. The student is given four different words, one of which is the correctly blended word. This activity ensures that the student can properly blend the phoneme from the lesson with other sounds to form words.
The coach appears at the top of the screen. Beneath the coach are a series of four pictures. The coach will ask the student to blend the sounds together to make the correct word. The coach will then highlight each picture, one at a time, and say the associated word. The student clicks on the picture he or she thinks is correct and then clicks on the coach to check the selection.

- The student's selection is not checked until the student clicks on the coach. Until then, the student can click on any of the pictures to hear the word associated with that picture.

- The pictures may be replaced with coaches saying the word if one or more of the words being used do not have an appropriately identifiable picture. Also, if the student needs to repeat an activity, he or she may click on the coach.

**Rhyming**

In the Rhyming Activity, the student is given four different words and is asked to select the word that rhymes with a word the coach says. This activity ensures that the student can identify words with the same ending sounds.
The coach appears at the top of the screen. Beneath the coach are a series of four pictures. The coach will ask the student to click on the picture that rhymes with a word given by the coach. The coach will then highlight each picture, one at a time, and say the associated word. The student clicks on the picture he or she thinks is correct and then clicks on the coach to check the selection.

- The student’s selection is not checked until the student clicks on the coach. Until then, the student can click on any of the pictures to hear the word associated with that picture.
- The pictures may be replaced with coaches saying the word if one or more of the words being used do not have an appropriately identifiable picture. Also, if the student needs to repeat an activity, he or she may click on the coach.

**Changing Sounds**

In the Changing Sounds Activity, a word is given. The student is asked to change one of the sounds in that word with another phoneme and identify the resulting word from the four choices given. This activity ensures that the student can substitute one phoneme for another to form a different word.

- Because of the complex nature of the activity, changing sounds is not used if the student’s grade level is set to kindergarten.

The coach appears at the top of the screen. Beneath the coach are a series of four pictures. The coach will say a word. The coach will then ask the student to replace a sound in that word with a different sound, and pick the picture that represents the new word. The coach will then highlight each picture, one at a time, and say the associated word. The student clicks on the picture he or she thinks is correct and then clicks on the coach to check the selection.
The student’s selection is not checked until the student clicks on the coach. Until then, the student can click on any of the pictures to hear the word associated with that picture.

The pictures may be replaced with coaches saying the word if one or more of the words being used do not have an appropriately identifiable picture. Also, if the student needs to repeat an activity, he or she may click on the coach.

**POST-TEST**

When students have mastered all the assigned lessons within a lesson set, a post-test is given to make sure the student is ready to move on to the next lesson set. The post-test uses the matching activity, just like the pre-test.

- The post-test for the second lesson set (lessons 24 through 36) only covers those specific lessons. The post-test for the final lesson set covers all 44 lessons.

If the student scores less than 85% on the test as a whole, any lessons where the student missed the word will be reassigned. The student must repeat the lesson and master two of the lesson’s activities. Once the reassigned activities have been mastered, the student will take the post-test again.

A certificate will be awarded if the student scores 85% or higher on the post-test, and the student will move on to the next section. If the student completes the post-test after the final lesson set, he has completed PA.
CHAPTER 5 – MVRC PHONICS

Decoding/Encoding

This chapter covers the testing, lessons, and activities that comprise the MVRC Phonics component and explains how students progress through them.

PLACEMENT FROM RAPS 360

The screening results from the RAPS 360 Phonics Screener will automatically place students into the MVRC Phonics component as follows.

- Students who pass level 2 or less will be placed into Lesson Set 1.
- Students who pass level 4 or 5 will be placed into Lesson Set 2.
- Students who pass level 6 or 7 will be placed into Lesson Set 3.
- Students who pass level 8 will be placed into Lesson Set 4.
- If a student tests at level 9 (highest level), the student will be placed into Phonics lesson set 5.

Phonics set 5 is a review of all levels with a focus on 3-Syllable words, prefixes, and suffixes, Greek roots, etc. The final review test will remediate any skill deficiencies a student may have. See Appendix for details.

PROGRAM FLOW

This MVRC Phonics mastery component will automatically differentiate instruction to be appropriate for each student. It will control what lessons the student sees, what activities are given, and even assign intervention lessons. It will also retest the student before transitioning to more advanced topics to ensure a sufficient grasp of the topics already presented. A final test is given to make sure the student has mastery of all phoneme sounds and can properly manipulate each of them.
When first assigned to MVRC Phonics, the student is given a pre-test. The test determines what skills the student has before starting the program. Lessons are assigned based on the student’s performance in the test.

Each lesson starts with a quick instructional presentation from the coach. Each lesson or objective can have up to 21 different instructional presentations. Each has a video component (the coach giving the instruction) and a visual component on the screen along with the coach. Lessons cover sounds of the English language and their rules and spelling patterns: consonants, consonant blends, consonant digraphs, tri-graphs, short vowels, long vowels, vowel digraphs, phonograms, compound words, homonyms, 2-syllable and multi-syllable words, including the prefixes, suffixes, and syllabication.

After the instructional presentation, the student is given four different activities on the concept of the lesson. MVRC Phonics has twelve different practice activities. A student will practice the lesson by participating in any combination of the four (of 12 possible) activities. The activities are given after a specific lesson and are dependent on the lesson and the student’s grade level. The student must get 100% on all the activities in order for the lesson to be considered mastered.

If the student repeats a lesson, a different instructional presentation is given and the student repeats the activities that were not mastered. If all the general instructional presentations for a lesson have been seen twice, the student will be allowed to move on to the next assigned lesson to get some distance from the topic. The student will go back to the original lesson after mastering the second.

The 62 total lessons in MVRC Phonics are grouped into five lesson sets based on similar concepts. Once a student has mastered all the assigned lessons in a set, a review test is given that covers all the lessons in that set. Lessons may be re-assigned based on student performance.

- See Appendix for the MVRC Phonics scope and sequence.

Within each of the three lesson sets, student progress goes through the following general flow.

**Pre-test → Lessons → Instructional Activities → Post-test**

*Pre-test*
When students are directed to MVRC Phonics for the first time, they will be given a pre-test to determine which specific lessons need to be assigned. Lessons in this program are grouped into five sets. Each lesson set has its own pre-test.
The student will automatically be placed into any of the five phonics lesson sets based on his or her performance on the diagnostic assessment (RAPS 360). The pre-test uses the spelling activity from the lessons. Students are presented with five or ten words per page and are asked to spell the target word using the keyboard.

The spelling list will ensure that each of the lessons contained within the test set are seen at least twice. If the student scores less than 80% on a particular lesson, the lesson will be assigned.

- If the student tests out of all the lessons in the set, the pre-test for the next lesson set will be given.

**Instructional Presentations**

Each lesson in MVRC Phonics starts with an instructional introduction. This presents the material to the student for the topic of the lesson.

When an instructional introduction is being shown, the student will be limited to just bringing up the help screen or quitting the program. Once the instructional introduction is complete, the student can choose to repeat the introduction (by clicking on the arrow that appears under the coach) or continue on to the activities (by clicking on the arrow that appears in the lower right corner of the full screen).
MVRC Phonics has two different types of instruction covered in the following sections: *General, Instruction and Activity-Specific Instruction.*

Each lesson has up to 12 levels of regular instruction:

1. Initial Introduction: Sound Production
2. Show Words with Associated Pictures
3. Need to Know – Picture
4. Rule Addition
5. Rule with Examples
6. Abbreviated Rule
7. Rule
8. Compare Rule
9. Exceptions
10. Odds and Ends
11. Basic Production – Articulation
12. Sounds Formation

The first time a lesson is given, it starts with the first level, sound production. If a lesson needs repeating, a different level will be used.

**ACTIVITIES**

After each instructional presentation, the student is given up to four different activities to apply the concept presented in the lesson. There are twelve main types of activities.

The specific activities given after the instructional presentation, depends on the lesson and the student's actual performance.

Each activity is unique but function similarly. The student is asked to select *match* or *type* the answer. If correct, the coach will give positive feedback, the progress bar at the bottom is filled with a trophy, and the activity will move on to the next question. An activity is considered ‘mastered’ only if the student answers correctly on each first attempt.

If an incorrect response is selected, the coach will provide feedback based on the response selected. Then, the student will be asked to identify the correct answer again. If the student selects an incorrect response on the second attempt, the coach will give more specific feedback related to the response selected. Then, the correct answer will be given. The progress bar at the bottom will be filled and will automatically move on to the next word.
The activity will continue until the student answers all the questions correctly on the first attempt. This means the student may actually have to answer several questions before completing an activity.

By clicking on the coach, the student can hear the question again.

- To avoid use of negative feedback, progress is only shown when the student gives a correct response. Just seeing the progress bar at the bottom of the activity fill up does **not** mean that the student has mastered the activity. It only shows student progress toward completing the activity.

**Build Activity (Encoding)**

In the Build Activity, the coach will give the student a word to build. They will click and drag the letters (or letter groups) to blanks boxes above the letters to spell the word.

- The student’s selection is not checked until the student clicks on the coach. Until then, the student can click the **replay** arrow underneath the coach to hear the word again.

- A question mark will appear over a student error and may be clicked on to receive specific feedback.

- All letters that are already introduced are available to use. With each lesson, more letters are added.

  1. Vowels are colored green.
  2. Digraphs (sh, th, wh, ...) and trigraphs (tch, ...) are letter combinations and will drag together.
Find Activity (Encoding)
In the Find Activity, the coach will tell the student which word to find. The student will select the correctly spelled word from the four choices that are displayed.

- The student’s selection is not checked until the student clicks on the coach. Until then, the student can click the replay arrow to hear the word again.

Copy Activity (Rules)
In the Copy Activity, the coach will show and tell the student which word to copy. The student will use the keyboard to type and copy the word displayed. The objective of this activity is to assist the student in memorizing the correct spelling for sight words – words that are not spelled phonetically.

- The student's selection is not checked until the student clicks on the coach. Until then, the student can click the replay arrow underneath the coach to hear the word again.
**Match Activity (Encoding)**
The Match Activity is a common memory/concentration card game. There are a series of cards that contain hidden words. The student must click on one card to reveal the word, and then the student must click on another card to find the matching word. If the selected pair is not a match, both are hidden again, and the student begins the next pair.

- The student continues the activity until all matches are correctly made.
- The student’s selection is not checked until the student clicks on the coach. Until then, the student can click the **replay** arrow underneath the coach to hear the word pair again.

**Edit Activity (Syllabication)**
In the Edit Activity, the coach will show the student a common misspelling of a word. The student will edit the word by selecting the correct spelling of that word.

- The student will first select the location of the error by selecting the dropdown arrow on the letter or word part. When the
correct error location is selected, the student will then select the correct spelling from the 4 choices provided.

- A question mark will appear over an error and may be clicked on to receive specific feedback. The student may then try again.

**Spell Activity (Syllabication)**

In the Spell Activity, the coach will say a word and ask the student to spell it. The student will use the keyboard to type the correct spelling.

- A question mark will appear over an error and may be clicked on to receive specific feedback. The student may then try again.

**Split Activity (Syllabication)**

In the Split Activity, the student is asked to use the Find and Split Rule to divide a word into syllables.

- The student will use the mouse to place the ‘sticks’ to divide the word correctly.
The first feedback for an incorrect split will highlight the vowels in green and provide the steps for using the Find and Split rule. The student may then try again.

Dynamic specific feedback is given for the second and final incorrect response and the correct answer is given.

Join Activity (Multi-Syllable)
In the Join Activity, the student will select a syllable from the first column and join it with the syllable in the second column to make a real word.

The first syllable is chosen by the activity and not by the student. The student will click on the second syllable only.

The student’s choice is highlighted in the second column. A second click on the same column deselects the first choice. They can click on another syllable to change their answer.

When a correct answer is submitted, the word parts shuffle to the bottom and join together. The coach then says them.

Mastery is achieved only if the student successfully joins word parts correctly on the first try.
Finish Activity (Homonyms)
In the Finish Activity, the student will select the correct homonym to fill in the blank making a meaningful sentence.

- The student will click on one of three possible homonyms for the missing word in the sentence.
- Specific feedback is provided for the incorrect selection. On the third try, the correct answer and definition is provided.

Order Activity (Encoding)
In the Order Activity, the student will be shown a multi-syllable word split into parts and scrambled. The student will then put the syllables in the correct order to form a real word.

- The student will click and drag the syllables to make a word. Once all syllables have been placed, the student clicks on the coach to check the answer.
**Read Activity (Decoding)**

In the Read Activity, the student will read the word on the screen, then choose the coach who will say the word, or choose the picture that matches the word.

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**Add Activity (Rule)**

In the Add Activity, the student will see a base word and a suffix and will then drag the correct word with the correct suffix to the box at the top.

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- Students can use the physical keyboard or on screen keyboard.  
  [See Manager for setting options to show or not show the keyboard.]
**POST-TEST**

When students have mastered all the assigned lessons within a lesson set, a post-test is given to make sure the student is ready to move on to the next lesson set. The post-test uses the Spell Activity, just like the pre-test.

- The post-test for the second lesson set (lessons through 36) only covers those specific lessons. The post-test for the final lesson set covers all 62 lessons.

If the student scores less than 85% on the test as a whole, any lessons where the student missed the word will be reassigned. The student must repeat the lesson and master two of the lesson’s activities. Once the reassigned activities have been mastered, the student will take the post-test again.

If the student scores 85% or higher, he or she will be awarded a certificate, and the student will then move on to the next section. If the student completes the post-test after the final lesson set, MVRC Phonics has been completed.
CHAPTER 6 – MVRC GRAMMAR & MEANING

The Bridge Between Reading and Writing

This chapter explains the lessons, activities, and post-testing in MVRC Grammar & Meaning.

PlACEMENT FROM RAPS 360

All students are automatically assigned to the entire Grammar & Meaning component. RAPS 360 results are not used to place students into this component.

OVERVIEW

MVRC Grammar & Meaning provides systematic instruction in English language skills. Through a series of adaptive lessons and activities, students come to understand that knowledge of grammar is really about recognizing patterns in language. As a result, they develop and improve reading comprehension and written language skills.

Each lesson in MVRC Grammar & Meaning provides simple definitions, explanations, and examples. As they learn parts of speech, students are taught to use visualization and mental imagery as a comprehension strategy. Lessons are cumulative and build on each other systematically. For example, the lesson on compound sentences follows the lessons on clauses and conjunctions. Adaptive activities ask students to identify, sort, and manipulate parts of speech as well as read and organize sentences and paragraphs of increasing verbal complexity.

Students learn and practice:

- Eight parts of speech and their jobs in a sentence
- Verb tenses and agreement
- Word order
- Punctuation and capitalization
• Clauses
• Sentence types
• Sentence parts (subjects, predicates, objects)
• Expository paragraphs

The primary goal of MVRC Grammar & Meaning is to enable students to read, understand, and compose clear and interesting prose. This is accomplished as students:

• Understand parts of speech, types of sentence structure, and forms of paragraph construction
• Utilize mental imagery and visualization strategies
• Develop awareness of how writers organize ideas in patterns

**PROGRAM FLOW**

This mastery component, MVRC Grammar & Meaning, will automatically be assigned to all students. If a student does not make any errors on the activities tied to an assignment, he or she is credited with mastery of the lesson.

Each lesson starts with a quick instructional presentation from the coach. Each lesson has up to **seven** instructional segments. Each has a video component (the coach giving the instruction) and a visual component that is also seen on the screen along with the coach.

If a student has difficulty mastering activities, the program will reassign the lesson using a different instructional segment.

After instruction, the student is given three different activities to practice the concept of the lesson. The student must get 100% on all assigned activities in order for the lesson to be considered mastered. MVRC Grammar & Meaning includes six different practice activities.

The 62 total lessons in MVRC Grammar & Meaning are grouped into five lesson sets. Once a student has mastered all the assigned lessons in a set, a post-test is given that covers all the lessons in that set. Lessons will be re-assigned based on student performance. (See Appendix for the MVRC Grammar & Meaning scope and sequence.)

Within each of the five lesson sets, a student progresses through the following general flow.
**Instruction → Activities → Post-test**

**INSTRUCTION**

Each lesson starts with an instructional segment that presents the topic of the lesson.

When an instructional segment is shown, the student will have only two options: bringing up the help screen or quitting the program. Once that segment is complete, the student can choose to repeat the segment (by clicking on the **arrow** that appears under the coach) or continue on to the activities (by clicking on the arrow that appears in the lower right corner of the full screen).

MVRC Grammar & Meaning includes up to 10 different instructional segments:

**Parts of Speech**

1. Introduction Based on Author’s Perspective
2. Details of Grammar
3. Reiteration of Author’s Perspective and Grammar
4. Comparison of Elements
5. Identification of Parts of Speech
6. Odds and Ends—Additional Concepts or Exceptions
7. Mastery

**Syntax and Usage**

8. General Introduction
9. Making it Relevant From Author’s and Writer’s Perspective
10. More In-depth Detail

MVRC Grammar & Meaning uses a lesson-based curriculum to gauge student progress. This approach is very similar to MVRC Phonemic Awareness and MVRC Phonics.
If a student does not master an activity on the first try, another instructional segment is assigned.

**ACTIVITIES**

After each instructional segment, the student is given three related activities to apply the skill or concept presented in the lesson. There are six activity types.

The specific activities given after instruction depend on the lesson being studied. Each activity is unique. A student will be asked to select, match, or type the answer. If correct, the coach will give positive feedback. A progress bar at the bottom will be filled with a reward icon, and the student will move on to the next question. An activity is considered "mastered" only if the student answers correctly on each first attempt.

If an incorrect response is selected, the coach will provide feedback based on the response. Then the student will be asked to answer again. If the student selects an incorrect response on the second attempt, the coach will give more specific feedback. Then, the correct answer will be provided. The student will move on to the next question.

The activity will continue until the student answers all questions (initially or after repetition) correctly. This means the student may actually have to answer the same question more than once before completing an activity.

By clicking on the coach, the student can to hear the question again.

- To avoid use of negative feedback, progress is only shown when the student gives a correct response. Just seeing the progress bar at the bottom of the activity fill up does **not** mean that the student has mastered the activity. It only shows student progress toward completing the activity.

The MVRC Grammar & Meaning component includes 6 different activities. A subset of three activities will be used for each of the 62 lessons.

A student must answer a total of six questions correctly to complete the progress bar and move on the next segment of instruction.

Questions not answered correctly on the first try will result in additional instruction and a new activity assignment.
Meaning Activity
In the Meaning Activity, the student is asked to associate a picture with the text that describes it. The text options are words, phrases, or sentences. The student will be asked to choose the word, sentence, or phrase that describes the picture given. For instance, the student is asked to select the sentence that describes a picture correctly in terms of grammar and/or punctuation.

In lessons that target punctuation, the Meaning Activity will be employed to ensure the student can identify correct usage. Four sentences will describe the picture, but only one uses the correct punctuation.
**Grammar Activity**

In the Grammar Activity, the student is asked to identify parts of speech, such as preposition, noun, adverb, etc. With the following screen, the student might be asked to click on the adverb or the simple subject of the sentence.

![Grammar Activity Image]

**Read Activity**

In the Read Activity, students place correct punctuation and correct pause-points based on how the sentence is structured and read. The student is asked to place a comma, period, apostrophe, or pause-point in the correct locations after hearing a sentence read aloud. Students hear the correct inflections and pauses to assist in placing the correct punctuation mark or pause point. On the screen below, the student should place a pause point before the preposition “under” and a period at the end of the sentence.

![Read Activity Image]
Write Activity
The Write Activity requires a student to form meaningful and grammatically sound sentences. The activity is administered in two parts: **free text entry** and **feedback correction**. The free text entry phase of the activity asks the student to type in the sentence that describes a picture. On the screen below, a student has correctly typed the same sentence that he or she already practiced in the Read Activity.

The feedback correction for this activity allows the student to correct the errors made in the free text phase. Words typed correctly are left in place, and missing words and punctuation are shown in boxes below the line. The student will click and drag each box to its correct location (as seen on the following screen).
**Match Activity**
The Match Activity is used with lessons that require a student to learn contractions, names of days and months, past tense irregular verbs, abbreviations, etc. The matches may be identical words or associated pairs such as contractions or verb tenses.

**Note:** This activity is not graded. A student will keep trying until all matches are made.

**Complete Activity**
In the Complete Activity, a student sees an incomplete sentence along with options to complete it with the correct part of speech or syntax.
The Complete Activity will also provide a context image. The student can use the visual clue to help make the correct word selection.
CHAPTER 7 – MVRC VOCABULARY

Word Meaning and Recognition

This chapter explains the progress of students through testing, lessons, and activities that comprise MVRC Vocabulary.

Placement from RAPS 360
The Word Meaning and Recognition Test (WMRT) will determine the student’s Functional Vocabulary Level (FVL) during the initial diagnostic assessment (RAPS 360).

The MVRC Vocabulary module will be assigned based on the student’s FVL.

The WMRT test is not dependent on a student’s decoding ability as the test is voiced. Given the nature of the test, especially the oral prompt, this assessment is most likely to result in optimal student performance.

Overview
The FVL provides appropriate placement to meet the needs of a broad range of learners, from struggling readers to gifted students, in all grades. It builds on students’ current knowledge of vocabulary through scaffolding and promotes development of background knowledge. The goal is to prepare students to meet the expectations of the new Common Core Standards.

Each Learning Module consists of instruction and/or activities. Learning Modules are assigned based on the student’s FVL. Students will participate in the target FVL until proficiency is achieved.

MVRC Vocabulary utilizes these major components:

- Placement Test: Initial Diagnostic Word Meaning and Recognition (WMRT)
- Learning Modules consisting of instruction and/or practice activities
PROGRAM FLOW

Instruction
Brief instructions at the beginning of each Learning Module give the student an explanation prior to activities. These instructions are heard while viewing text on the screen. They introduce the concepts of the lesson (such as defining what a synonym is).

When a student begins a module, the program selects a set of 5 words or word pairs to use throughout all activities assigned within that module. Once the module is completed, a new set of 5 words will be selected. No more than 2 words within the set can be repeated from the previous word set.

Word Proficiency
Students will work towards grade level proficiency. Once attained, the student will be able to continue in the MVRC Vocabulary component to higher levels. When a student has demonstrated proficiency with a word, that word will no longer be assigned. Once a word has been seen 4 times, the percentage of correct answers for that word will be evaluated. Once the student has achieved 80% of answers correct for that word, it will no longer be assigned.

A lesson is completed when the student has finished all activities assigned within the module for that lesson. The student is then promoted to the next grade level.

Question selection is based on the student’s FVL. For each set of 5 words, the program will select 3 at FVL, 1 from a level above, and 1 from a level below.

If a student does not meet proficiency at the assigned level, and the wordlist is exhausted, the student will automatically move up to the next available grade level. However, if a student has seen 100 words at the initial FVL, and the percentage of correct answers is below 50%, the student will be assigned to one level below his or her current FVL.

Modules

Pictabulary
The purpose of the Pictabulary module is to build associations among pictures, spoken words, and printed words. Many words can be associated with pictures. This includes simple as well as challenging words. The difficulty of the words will
reflect the ability of the student, but it will not be constrained to the FVL, assuming the student experiences success.

**Synonym Pairs**
The purpose of the Synonym module is to build associations between pairs of related words. Many words have synonyms or near-synonyms that can help students increase their word knowledge by scaffolding unfamiliar words on familiar words. This includes simple as well as challenging words. Difficulty levels will reflect the ability of students, but they will not be constrained to the functional vocabulary level, assuming the student experiences success. Five word pairs will be introduced in each attempt.

**Antonym Pairs**
The purpose of the Antonym module is to build associations between pairs of related words. Many words have antonyms or near-antonyms that can help students increase their word knowledge by scaffolding unfamiliar words on familiar words. This includes simple as well as challenging words. Students should be encouraged to view the activities as word games to improve their performance.

**Related Word Groups**
Many words have synonyms or near-synonyms that can help students increase their word knowledge by associating related words. This includes simple as well as challenging words. The purpose of Related Word Groups module is to build associations among five related words. This is appropriate for students who have made reasonable progress with the Synonym module. An example of a related word group is: call, yell, shout, roar, and scream.

**Activities**
A student is given four different activities to learn the words presented in each module. There are seven activity types.

Activity assignment depends on the module and the student's functional grade level. Each activity is unique. The student will match pictures to words, unscramble words, and memorize word groups. Students receive positive feedback for correct responses and acquire reward icons in the progress bar at the bottom of the screen.

After an incorrect response, there is feedback or an auditory prompt (i.e. a musical sound). Then, the student can try again. After the second attempt, the correct answer will be given. When the progress bar at the bottom is complete, students will automatically move on to the next activity or module.
By clicking on the voice button, the student can hear the question again.

- To avoid use of negative feedback, progress is only shown when the student gives a correct response. Just seeing the progress bar at the bottom of the activity fill up does not mean that the student has mastered the activity. It only shows student progress toward completing the activity.

**ACTIVITY ASSIGNMENT**

Different activities will be automatically assigned following the Learning Module. These activities help the student practice the words introduced in the Learning Module.

They include:

1. Click It
2. Click Them
3. Drag Them
4. Word Splitter
5. Word Castle
6. Letter Up
7. Dragon Word

**Learning Module Activity Assignment Chart**

<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Click It</th>
<th>Click Them</th>
<th>Drag Them</th>
<th>Word Quest</th>
<th>Word Castle</th>
<th>Letter Up</th>
<th>Dragon Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictabulary</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Synonym Pairs</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Antonym Pairs</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
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<tr>
<td>Related Word Groups</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

**ADDITIONAL FEATURES**

**Reward Screen: Student Dictionary**

The Student Dictionary is a reward screen that summarizes a student’s daily and long-term accomplishments. Students will be able to see the words they have learned each day, as well as all words previously learned.
The left page of the student dictionary displays the total number of words used correctly for the current day. Words added since the last viewing will be added to the rolling count of word proficiency.

The right page of the student dictionary will display the total number of words learned since the start of the program.

A print button is available to allow the student to print a report containing the full list of his or her words and definitions.

**Repeat Instructions/Words**
The audio voice button at the bottom of the screen allows a student to repeat all audio as often as needed. Words and definitions may also be clicked to repeat audio.

**Automatic Bookmarking**
In the event that a student logs out during an activity, the activity will automatically continue where it left off, using the same list of words.

**Activity Scoring**
Each activity will track the percentage of questions correct within each assigned module. This is separate from scoring the words for proficiency.
MODULE DESCRIPTIONS

CLICK IT (Pictabulary)
This activity has two presentation pieces to help familiarize the student with new vocabulary words.

This instructional portion is repeated for each of the five words in this module. Once the instruction has been shown for all 5 words, the Click It activity will begin.

In the activity portion of Click It, the student will be asked to choose the picture that matches the target word.

CLICK THEM
This activity is used to teach related word groups.

Students are shown five related words and their definitions.

Some word groups are based on similar meanings.
Others are based on a common root word or prefix.

Activity
Next, the five words just learned are mixed randomly with distracters. The student is asked to click on the 5 related words. A definition or prompt is visible and can be voiced.

The student is allowed to click only 5 answers. If the student chooses a correct word, the word will highlight, and a dingding sound will play. If the student chooses incorrectly, that word is disabled. Once 5 words have been clicked, the words that
were selected correctly are marked correct towards proficiency. Any words missed will not count towards proficiency. When used in Structural Analysis, different parts of the words will be highlighted (the root, prefixes, or suffixes).

**Drag Them**
This activity introduces synonyms or antonyms and promotes word recognition, association, and spelling.

The student is introduced to word pairs by the audio coach. Students may click on any word to hear the word or definition again.

**Activity**

One pair/set of target words is placed in random order in a box at the bottom of the screen. The student will drag the appropriate synonym or antonym from the
bottom box up to its partner. The student can change and rearrange the choices until satisfied.

**Word Quest**
This activity is designed to help students recognize the words they just learned.

This strategy is used in the *Test of Silent Word Reading Fluency* (TOSWRF), a standardized test, which measures a student's ability to recognize printed words accurately and efficiently. Students are presented with rows of words, ordered by reading difficulty; no spaces appear between the words (e.g., *dimhowfigblue*).

If the words are related as synonyms or related word groups (like food or animal babies), the Word Quest activity will reinforce the associative links.

In this activity, 2 to 5 words will be run together. Students will click to place a space between each of the target words for that module.

If the student incorrectly places one or more lines, the correct words will cluster together, and feedback will be given to allow the student to make another attempt.
The student’s performance record will include only the percentage correct on the first try.

**WORD CASTLE**
Word Castle is designed to help students transfer the target words from working, or short-term memory, into long-term memory.

The program will place five words in random order around the castle. After the student clicks **Next**, the words will disappear and will reappear in random order at the bottom of the screen. The student will be prompted to place all words into the positions they were seen in before. Then, the student clicks **Next**.

If all of the words are placed correctly, these 5 words are counted as being correct but are not counted for proficiency. If the student placed any words incorrectly, the words will then shuffle to the correct location and provide feedback for the student to try again. The activity will be considered complete, but students will not get credit for the incorrect words.

**LETTER UP**
Letter Up is designed to give students practice in recalling the words they have learned. It provides a picture or verbal clue to provide context. The student will click and drag the letters to spell the target word that matches the definition.
correctly. The definition can be voiced. A picture may appear at the top of the screen.

The student's response is evaluated after clicking Next. It is scored as either correct or incorrect.

An incorrectly spelled word will be placed in the correct order for the student.

**DRAGON WORD**

Dragon Word is designed to promote word recognition, association, and spelling.

Words crawl across the screen. A clue at the bottom of the screen indicates which words to select. This clue may be a synonym, antonym, group, or structure. The words that are shown will include random distracters. A student must continue until all target words are selected.

When all the target words have been identified, the activity is complete.
CHAPTER 8 – MVRC Fluency & Comprehension

Effective Reading Rate

This chapter provides detailed information about the MVRC Fluency component.

Placement from RAPS 360
The student’s functional reading level as determined by the RAPS 360 fluency and comprehension screenings, determines the student’s starting level in the Fluency training component.

Progression of Activities
Prerequisite Activities Overview
MVRC Fluency is designed to improve the student’s silent reading fluency. A key aspect of reading fluency is proper eye tracking across the page and word recognition automaticity. Difficulty in comprehending what is read may be the result of the inability to track text properly at a sufficient rate of speed.

The initial focus of MVRC Fluency is to ensure that the student’s eyes have the ability to track smoothly. This group of prerequisite reading activities is called Practical Eye Tracking (PET). These activities use shapes and numbers displayed on lines instead of words allowing students to concentrate on tracking. As the student improves, the speed of the shapes progressing across the screen increases, while the number of shapes per line decreases. The most advanced activity uses numbers instead of shapes.

Word Match is another prerequisite activity. The Word Match Activity serves two purposes. First, it tests if the student can read grade-appropriate words. Second, it helps break up the flow of Eye Tracking activities to encourage student engagement in the program. In the Word Match Activity, the student hears a word and must select the given word from a list of words placed randomly on the screen. The specific activities given to students are related to their ‘Starting Grade Level” at the beginning of the reading activity.
If the student has mastered one prerequisite activity (PET or Word Match) but not the other, both will continue to be given. For example, if the student has mastered all the PET activities but not the Word Match, he or she will continue to get the last assigned PET activity. If a student completes all assigned Word Match activities but has not completed all of the assigned PET activities, he or she will be presented with activities using random, grade-level appropriate words. Mixing the activities helps maintain student interest.

- If the PET activity continues because there are Word Match activities not yet mastered, PET will continue to adjust the speed based on student performance. If the student happens to fall below the speed where the activity is considered mastered, this will not be counted against the student. PET is still considered mastered and the student will start the reading activities once the prerequisite Word Match activities have been mastered.

**Reading Activities Overview**

Once the student has mastered the prerequisite activities, the reading activities will begin. If the story grade level is below 5th grade, each reading activity begins with the Story Word Match Activity. This activity looks and functions like the prerequisite Word Match activities. However, it uses selected high-frequency or unfamiliar words from the story. It will also choose random, grade-level appropriate words so that there are a total of 10 words presented in the activity. The Story Word Match Activity serves three functions. First, it allows students to review high-frequency and non-decodable words presented in a subsequent passage. Second, it exposes students to unfamiliar words embedded in the specific story passage. Finally, it helps break up the flow of reading stories to continue student engagement in the program.

The stories are presented in one of two ways. The first method of display is the Single Line Reading Activity. With this presentation method there is only one line of text shown. The words become visible across the line at a certain rate. As one line ends, the next line is displayed in the same location. This style of presentation means the student’s eyes only have to focus on reading left to right, not up and down. It is the most common presentation type seen until the student starts reading stories at a faster rate.

The second method of display is the Multi-line Reading Activity. With this presentation, multiple lines of text are displayed. The words fade out to allow the
student to read at the specified rate. This style of presentation requires the student to scan down the text in addition to scanning left to right.

Reading faster does not help a student if he or she is unable to comprehend what is being read at that speed. To ensure a student actually comprehends at the rate a story is given, the student is presented with questions about the story after it is shown.

The student must answer at least 70% of the story questions correctly in order to advance to a higher word rate. If the student is unable to answer 70% of the questions correctly, the speed remains the same. Using this system, the student reading rate is changed to match his or her effective reading rate as improvement is made.

Once the student’s effective reading rate has reached the targeted reading rate and grade level goal, the student will receive another certificate for "completing" MVRC Fluency. Although a completion certificate has been received, the student may continue working to further improve reading fluency.

- The teacher will want to monitor the student to make sure progress is being made. If not, the student should be taken off MVRC Fluency until the next school year.

**Practical Eye Tracking (PET)**

The Practical Eye Tracking (PET) activities are designed to train students' eyes to properly team together and flow across the page, left to right in consecutive lines.

In most of the PET activities, two shapes are randomly chosen. Before the activity starts, the student is shown the target shape. It is explained that the student needs
to keep track of how many times that shape is shown. After clicking on **Next**, MVRC Fluency will count down five seconds and then start the activity.

In the activity, shapes move across the screen at a certain rate with only one shape visible at a time. The movement is left-to-right and top-to-bottom to simulate the flow of text when reading. The shape seen most of the time will be the alternate shape. During the course of the activity, the target shape will appear instead of the alternate shape. Again, the student should be counting the number of times the target shape is shown.

For example, MVRC Fluency may choose to use triangles and circles. The student is shown the triangle as the target shape to count. When the activity starts, the circle shape moves across the line at the appropriate rate. A certain number of times, the triangle is shown instead of the circle. The student is to keep count of the number of times this occurred.

- The target shape will not be shown more than 10 times, so the student can use his fingers to count.

The highest level PET activity, Expert PET, uses numbers instead of shapes. The student is asked to keep track of how many times a certain number is shown. When the target number is not shown, MVRC Fluency will show some other, randomly-chosen number. This variation provides a closer simulation to actual reading.

At the end of the activity, MVRC Fluency will ask the student how many times the target shape was shown. If the student does not answer correctly, the activity is considered failed, and the speed will be lowered for the next attempt. If the student answers correctly, the activity is considered passed. Usually, passing the activity means the speed at which the shapes are shown will be increased.

If the student passes the activity and the rate is above a certain speed, he or she will be promoted to the next assigned PET activity. (The exact speed where the student is promoted depends on the student’s starting reading grade level.) If the current activity is the Expert PET, then the student has mastered Practical Eye Tracking.
Types of Practical Eye Tracking (PET) Activities
There are four levels of Practical Eye Tracking (PET) activities.

1. **Basic** – This activity uses 10 shapes per line.
2. **Intermediate** – This activity uses 5 shapes per line.
3. **Advanced** – This activity uses 3 shapes per line.
4. **Expert** – This activity uses 4 numbers per line.

The difficulty increases as the number of shapes per line decreases. This is because the student is required to track both horizontally and vertically at a more rapid pace. The Expert PET activity is more challenging because it uses numbers which look more like letters.

**Speed Adjustments in Practical Eye Tracking (PET)**

*Placement mode adjustments*

The student begins a PET activity in a special placement mode. This mode is designed to quickly determine a student’s appropriate fluency level from an average reading rate. The placement mode is like a pendulum, with the student’s actual functional level being some unknown middle point. The starting speed is probably well above or below the student’s functional level, like the arm of the pendulum being raised to the left. After one or two attempts in PET, the student should be on the other side of his or her ability level, like the pendulum’s arm crossing from the left side to the right.

To accomplish this determination, the initial speed adjustment is relatively large. Each following speed adjustment is smaller, similar to the way the pendulum arm’s swing decreases. Just like the pendulum swinging back and forth over the middle point, the student should alternate between passing and failing as the actual speed is narrowed in on his or her actual functional level. Eventually, the speed is close enough that MVRC Fluency will use the regular advancement mode (see below) instead of the placement mode.

If the student reaches the point of being either promoted or demoted to a different PET activity, the new activity will start and the placement mode will start over.

The student may be switched to the regular algorithm in the following cases:

- The rate has reached the minimum possible speed (50 shapes per minute)
- The student has completed 10 activities
If the student is promoted to the next PET activity, the placement mode will start all over again, even if the student wasn’t in placement mode when the previous activity was completed.

**Regular mode adjustments**  
Once switched to the regular algorithm, the speed adjustment follows a very simple formula.

- Student passes the activity → increase rate by 10 shapes per minute  
- Student does not pass → decrease rate by 5 shapes per minute

The minimum speed for any PET activity is 50 shapes per minute. Even if a student does not pass the activity at that speed, it cannot be lowered any further.

**Eye Tracking Activity Settings**  
The starting and promotion speeds in PET activities are dependent on the student’s set starting grade level for the reading activities. (The starting reading grade level is dependent on the student’s actual grade level. How the starting reading level is determined is discussed under the "Reading Activities" later in this chapter.) The chart below summarizes the starting speed and promotion speed conditions.

| PET Starting/Promotion Speeds (in shapes/numbers per minute) |
|-------------------------|-----------------|-----------------|-----------------|-----------------|
| Grade Level | Basic | Intermediate | Advanced | Expert |
| K - 4       | 120   | 150           | 170          | 210           |
| 5 - 12      | 180   | 220           | 250          | 270           |

Students set to start the reading activities grade 4 or higher, will start in the Expert PET activity.

This adjustment is made to account for the fact that students operating at a higher level may already have the basic eye tracking skills. However, if the student falls below his starting speed and still does not pass the PET activity, he or she will be assigned the next lowest activity. For example, a student set to grade level 6 starts the Expert PET activity. However, if the rate drops below 270 numbers per minute, he or she is switched to the next lowest activity (Advanced PET) if the activity is not passed.

Students who start in the Expert PET could continue to be assigned down to Basic PET if their performance warrants. However, once a student has mastered a specific PET activity, it will not be reassigned. For example, a student starts in the Expert
PET activity but struggles and is moved to the Advanced PET activity. Eventually, the Advanced PET activity is mastered and the student is again promoted to the Expert PET activity. If the student struggles again and falls below the starting speed in Expert PET, he or she will not return to the Advanced PET activity because mastery of Advanced PET has already been demonstrated.

**WORD MATCH ACTIVITIES**

The Basic and Intermediate Word Match activities ensure that the student has the reading abilities for the assigned story grade level before beginning the reading activities. The Story Word Match is presented before a reading activity if the story is below grade 5. It includes words contained in the story that will come up along with random, grade-level appropriate words.

In all the Word Match activities, the program will say a word and then display a certain number of words randomly across the screen. The student will click on the word that matches what was said. The total number of words seen on the screen depends on the grade level of the reading activities. The higher the student's grade level, the more words will be shown.

If the student clicks on the correct word on the first attempt, the counter in the upper middle will increment by one and the next word will be given. If the student clicks on the wrong word, the requested word will be repeated and the word the
student clicked on will be grayed out and cannot be selected again. If the student does not select the requested word after three attempts, the word is repeated again, the correct word is highlighted in green, and MVRC Fluency will continue after a slight pause.

- If the word needs to be repeated, there is a button in the lower-right corner, which can be clicked to have the word voiced again.

All Word Match activities will ask the student to select 10 words. In the Basic and Intermediate Word Match activities, the activity is considered mastered if the student correctly identifies all 10 words on the first attempt.

**Types of Word Match Activities**
There are four different Word Match activities. They are:

- **Basic Word Match** – This activity uses single syllable, short vowel words. Mastery of Basic Word Match is required before starting stories below grade level 2.

- **Intermediate Word Match** – This activity uses R-controlled words and words with long vowels. Mastery of Intermediate Word Match is required before starting stories at or above grade 2.

- **Random Word Match** – This activity comes up if the student has mastered all required prerequisite Word Match activities, but has not yet mastered all the required PET activities. MVRC Fluency will choose 10 random, grade-appropriate words for this activity.

- **Story Word Match** – This activity is presented before each reading activity if the story is below grade 5. It uses words contained in the story that might be difficult for the student. If there are less than 10 words, MVRC Fluency will select additional sight or high frequency words appropriate for the grade level. The Story Word Match Activity ensures the student will be able to recognize potentially difficult words contained in the story that may affect comprehension.

**Word Match Activity Settings**
If the student is set to start the reading activities in either grade K or grade 1, only the Basic Word Match and the Practical Eye Tracking activities need to be completed before starting the reading activities. However, once the student is promoted to grade 2, the Intermediate Word Match activities will need to be mastered before
continuing on to grade 2 in reading. Until they are mastered, the student will alternate between the Intermediate Word Match activities and reading activities at grade K and 1.

- The Story Word Match is considered part of the reading activity. So, a student working on mastering Intermediate Word Match will actually see: Intermediate Word Match, Story Word Match, and then the Single or Multi-line Reading Activity.

If the student is set to start the reading activities at grade 2 or above, the student will start with the Intermediate Word Match Activity. If the student masters the Intermediate Word Match, the Basic Word Match will not need to be done. However, the student will be switched to the Basic Word Match if the Intermediate Word Match is not mastered after 3 attempts. Once Basic Word Match has been mastered, the Intermediate Word Match will start again.

The total number of words shown on the screen is dependent on the specific activity and grade level of the reading activity. (If the student has not started the reading activities yet, then the assigned starting grade level for reading is used.) The following chart shows the number of words given for each combination of grade level and activity type.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Basic</th>
<th>Intermediate</th>
<th>Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>5</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>4+</td>
<td>12</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>

- The chart is for the number of words displayed when the student is asked to find a specific word. The higher the grade level, the more words the student has to read. All Word Match activities have the student find 10 words. The number of words the student has to identify does not change.
Reading Activities
There are two different types of reading activities: the Single Line Activity and the Multi-line Activity. Both present a story to the student, but they display the story text in different ways. MVRC Fluency treats both activities the same when it analyses student performance. In other words, the word rate adjustment done after the student completes a reading activity will apply to the reading activities in general. There are not separate reading rates for the two activities.

MVRC Fluency picks which reading activity is given at random. However, the student’s current reading rate heavily influences the probability of which type of activity is seen. The following chart shows the likelihood of seeing a specific activity for a given range of reading speeds.

<table>
<thead>
<tr>
<th>Type of Reading Activity Given</th>
<th>Chance of Single Line</th>
<th>Chance of Multi-line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Rate (words per minute)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>150 or less</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>151 – 200</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>201 – 250</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>251 – 300</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>301 – 350</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>351 or above</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

When the student first starts the reading activities, the starting story grade level is based on the student’s performance on the Initial RAPS 360 diagnostic assessment.

Based on the student’s independent reading level, the chart on the following page shows the reading level where a student will initially begin their fluency training.
The student must answer at least 70% of the questions that follow the story correctly in order to advance to a higher word rate. If he or she does, then the word rate for the next story is increased by 10 words per minute. As the student improves, eventually the story grade level will be increased by one, until the student reaches his or her actual grade level.

If the student cannot answer at least 70% of the questions correctly in the first four stories given at the starting story grade level, then the story grade level will be dropped to the next grade level. Once the student answers 70% or more of the questions correctly, the story grade level can no longer drop.

The initial word rate of the reading activity depends on the initial grade level. The following chart shows what the initial word rate is for the different grade levels.

<table>
<thead>
<tr>
<th>Starting Story Grade Level</th>
<th>Actual Grade Level</th>
<th>Story Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>K - 2</td>
<td>K</td>
<td></td>
</tr>
<tr>
<td>3 - 4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>7 - 8</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>10</td>
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</tr>
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<td>11</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>8</td>
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</tr>
</tbody>
</table>
### Starting Reading Speeds

<table>
<thead>
<tr>
<th>Story Grade Level</th>
<th>Starting Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>80</td>
</tr>
<tr>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>110</td>
</tr>
<tr>
<td>9</td>
<td>120</td>
</tr>
<tr>
<td>10+</td>
<td>140</td>
</tr>
</tbody>
</table>

**Speed Adjustments in the Reading Activities**

If the student answers 70% of the comprehension questions correctly, the speed of the next reading activity will be increased by 10 words per minute. A question is considered correctly answered if the student selected the appropriate answer on the first attempt.

If the student does not answer the comprehension questions correctly (at least 70%), the reading speed will remain the same for the next assigned story.

**Grade Level Adjustments in the Reading Activities**

*Lowering Grade Level*

The story grade level will only be lowered if the student has just started MVRC Fluency and does not score at least 70% on the comprehension questions following the **first four** stories. If that happens, the grade level will be lowered by one.

Once the student completes one set of comprehension questions with a score of 70% or higher, the grade level will no longer drop. (See chart on next page.)
Advancing Grade Level

The grade level of the stories may be increased after completing a reading activity if the following conditions are met:

- The student has seen at least 30 stories at the current story grade level.
- The current word rate is greater than the promotion speed for the current grade level. The promotion word rates for the grade levels are displayed in the Promotion Reading Speeds chart above.

When the student is promoted to a higher story grade level, the word rate is dropped to 60% of the word rate of the final activity completed at the previous grade level. The student will also get a certificate rewarding the grade level promotion.

If the student is at his or her actual grade level and meets the conditions for promotion, a certificate for "completing" MVRC Fluency will be issued. This means the student is reading fluently and comprehending at actual grade level.

- Students will continue to be assigned the MVRC Fluency component after getting the "final" certificate. However, the teacher should monitor their progress to verify that progress is still being made.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Promotion Goal Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>80</td>
</tr>
<tr>
<td>1</td>
<td>150</td>
</tr>
<tr>
<td>2</td>
<td>175</td>
</tr>
<tr>
<td>3</td>
<td>210</td>
</tr>
<tr>
<td>4</td>
<td>230</td>
</tr>
<tr>
<td>5</td>
<td>260</td>
</tr>
<tr>
<td>6</td>
<td>280</td>
</tr>
<tr>
<td>7</td>
<td>310</td>
</tr>
<tr>
<td>8</td>
<td>330</td>
</tr>
<tr>
<td>9</td>
<td>370</td>
</tr>
<tr>
<td>10</td>
<td>400</td>
</tr>
<tr>
<td>11</td>
<td>440</td>
</tr>
<tr>
<td>12</td>
<td>480</td>
</tr>
</tbody>
</table>
Number of Questions and Potential Answers
The total number of questions asked and the number of possible answers shown vary depending on the grade level of the story. The following chart summarizes this information.

<table>
<thead>
<tr>
<th>Current Grade Level</th>
<th># of Questions Asked</th>
<th># of Answers Shown</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2 - 3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>4 - 8</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>9 - 12</td>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>

For example, a student doing a reading activity at grade K will be asked three comprehension questions. For each question, the student will need to choose between two possible answers.

A student doing a reading activity at grade 6 will be asked seven comprehension questions. For each question, the student will need to pick from three possible answers.

**Single Line Reading Activity**
All students will begin their fluency training with the Single Line Reading Activity. The goal, however, is to progress to multi-line text as soon as possible. Progression is based on a student’s performance on the Single Line Reading Activity. The following chart indicates when the change will take place.

<table>
<thead>
<tr>
<th>Reading Rate (words per minute)</th>
<th>Chance of Single Line</th>
<th>Chance of Multi-line</th>
</tr>
</thead>
<tbody>
<tr>
<td>150 or less</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>151 - 200</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>201 - 250</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>251 - 300</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>301 - 350</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>351 or above</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Students will see the Single Line Reading Activity exclusively through story grades K and 1. If the story is below grade 5, before the Single Line Reading Activity begins, the student is given a Story Word Match Activity using words from the story about to be given and other grade-level appropriate words. Just before starting the story, the student will be shown the questions that will be asked after the story. Showing the questions first simulates the process of reading for information used in standardized tests and many real-world situations. In the Single Line Reading Activity, the student is presented a story, one line at a time.

After a five second countdown, MVRC Fluency will start displaying the text of the story. Only one line of the story will be visible at a time. On this line, only a section of the line will be visible. The visible section moves across the line (from left to right) at the student’s appropriate word rate. This masking encourages proper left-to-right eye movement and prevents rereading or reading ahead. Once the end of a line is reached, the next line of the story is placed in the same line, and the visible section again moves left-to-right. This process continues until the whole story has been shown.

After the story has been read, the student is asked a certain number of questions. The exact number of questions asked and the number of possible answers to those questions depends on the story grade level. The chart giving those details is under Number of Questions and Potential Answers, presented earlier in this section.
When a question is given, it appears at the top. Beneath the questions are possible answers. The student clicks on the answer he or she thinks is correct and then clicks on **Next**.

- For stories in grades K and 1, there is a button in front the question with an image of someone talking. If the student clicks on the button, MVRC Fluency will read the question to the student. This eliminates the potential problem of the student getting the incorrect answer because he couldn't read the question.

If the student selects the correct answer on the first attempt, a sound will play, a bar at the bottom will be filled in, and the next question will be displayed. If the student selects an incorrect answer, the answer that was selected will become unavailable (will be ‘grayed out’ on the screen), and the student will need to try again. If the student selects an incorrect answer a third time, MVRC Fluency will show the student the correct answer and, after a short pause, will move on to the next question. A bar at the bottom will **not** be filled in if the student does not get the answer correct on the first attempt.

If the student answers 70% of the comprehension questions correctly, the reading speed of the next reading activity will be increased by 10 words per minute. A question is considered correctly answered if the student selected the appropriate answer on the first attempt. The student may also be advanced to a higher story grade level. The conditions that trigger this were covered under Grade Level Adjustment earlier in this section.
**Multi-line Reading Activity**

If the story is below grade 5, before the Multi-line Reading Activity begins, the student is given a Story Word Match Activity using words from the story about to be given and other grade-level appropriate words. Before starting the story, the student will be shown the questions that will be asked after the story. Showing the questions first simulates the process of reading for information used in standardized tests and many real-world situations. In the Multi-line Reading Activity, the student is presented a story with multiple lines at the same time.

After a five second countdown, MVRC Fluency will begin displaying the text of the story. Multiple lines will be visible. Beginning at the top of the page, the words will fade out at the appropriate rate. This masking ensures that the student is reading at the appropriate word rate. It also develops a broader perceptual span and discourages fixations and regressions. Once the end of a section is reached, the next block (if there are any more lines remaining) is loaded, and the words start fading again. This process continues until the whole passage has been shown.

After the story has been read, the student is asked a certain number of questions. The exact number of questions asked and the number of possible answers to those questions, depends on the story grade level. The chart giving those details is under the Number of Questions and Potential Answers presented earlier in this section.
When a question is given, it appears at the top. Beneath that are the possible answers to the given question. The student clicks on the answer he or she thinks is correct and clicks on Next.

If the student selects the correct answer on the first attempt, a sound will play, a bar at the bottom will be filled in, and the next question will be displayed. If the student selects an incorrect answer, the answer that was selected will become unavailable and the student will need to try again. If the student selects an incorrect answer a third time, MVRC Fluency will show the student the correct answer and, after a short pause, move on to the next question. A bar at the bottom will not be filled in if the student does not get the answer correct on the first attempt.

If the student answers 70% of the comprehension questions correctly, the reading speed of the next reading activity will be increased by 10 words per minute. A question is considered correctly answered if the student selected the appropriate answer on the first attempt. The student may also be advanced to a higher story grade level. The conditions that trigger this are covered under Grade Level Adjustment presented earlier in this section.

**Reading Activity Options**

There are certain student-specific options that can be set that change the way MVRC Fluency displays the stories or questions as described above. These settings (and their affect on how the student interacts) are described below.
These settings are accessed through MindPlay Manager. Details on how to change specific MVRC Fluency settings are covered in Chapter 2.

**The Points System**
To help motivate students to succeed, MVRC Fluency includes a point system to reward students for performing well in activities. Students are awarded points after completing activities based on the student's performance. The points are tallied on the screen and accompanied by positive tones.

There are also two columns on the screen. The column on the left ("Top Scores") shows the top cumulative scores of all the students in that class. The column on the right ("Top Scores of the Day") shows the top scores of all the students in the class who have used MVRC Fluency that day. Beneath that, the score for the latest activity is shown and is added to the student's total. If the student's new score is enough to move up a position in either of the columns, the student will see his or her score move up the list.

The number of points awarded depends on the activity that was done. Details for each activity are covered in the following sections.

- Teachers can turn off the points display in the student’s settings. Details on how to do this are in Chapter 2.
Eye Tracking Points
Points are issued only if the student selects the correct number of shapes or numbers seen on the first attempt. If the student is promoted to the next Eye Tracking Activity, a bonus is awarded.

The chart below gives the point totals for each of the Eye Tracking activities.

<table>
<thead>
<tr>
<th>Points for Practical Eye Tracking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Basic</td>
</tr>
<tr>
<td>Intermediate</td>
</tr>
<tr>
<td>Advanced</td>
</tr>
<tr>
<td>Expert</td>
</tr>
</tbody>
</table>

Word Match Points
The students are awarded a certain number of points for each word correctly selected on the first attempt. A bonus is awarded for getting all ten words correct on the first attempt. The following chart gives the point totals for all Word Match activities.

<table>
<thead>
<tr>
<th>Points for Word Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
</tr>
<tr>
<td>Word Match</td>
</tr>
</tbody>
</table>

Reading Activity Points
The students are awarded points if the reading speed is increased. If the student scores 100%, more points are awarded. If the student is promoted to the next grade level, bonus points are awarded.

- The points system does not distinguish between Single Line and Multi-line reading activities.
The following chart gives the point totals for the reading activities.

<table>
<thead>
<tr>
<th>Points for Reading Activity</th>
<th>100% Score</th>
<th>70%-99% Score</th>
<th>Grade Level Promotion Bonus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>150</td>
<td>100</td>
<td>300</td>
</tr>
</tbody>
</table>

**Grade Level Reading Speed Settings and Grade Level Goals**
The following chart shows the speed at which a student starts and the speed that would promote a student to the next grade level.

<table>
<thead>
<tr>
<th>Grade Level Effects on Reading Speeds</th>
<th>Grade</th>
<th>Starting Speed</th>
<th>Promotion Goal Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>60</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>60</td>
<td>175</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>60</td>
<td>210</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>60</td>
<td>230</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>60</td>
<td>260</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>80</td>
<td>280</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>100</td>
<td>310</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>110</td>
<td>330</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>120</td>
<td>370</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>140</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>140</td>
<td>440</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>140</td>
<td>480</td>
</tr>
</tbody>
</table>
Grade Level Effects on Questions Asked

The following chart shows the effects of the student's actual grade level on the types of questions MVRC Fluency will be allowed to ask after stories.

<table>
<thead>
<tr>
<th>Effects on Question Types by Actual Grade Level</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Comparing and Contrasting</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Detecting Author's Purpose</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Drawing Conclusions</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Fact and Opinion</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Follow Sequence of Ideas</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Main Idea</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Making Inferences</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Mood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Plot</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Predicting Outcome</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Real or Fantasy</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Recalling Info and Details</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Recognizing Cause and Effect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Recognizing Emotional Reactions</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Setting</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Visualizing</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
REFERENCES AND APPENDIX


Appendix

**Phonemic Awareness** – Test details (p. 67)

The words used in the test are grouped into six levels to test a progression of more complicated phonemic sounds and concepts. Each higher level has words with concepts from the previous levels. The goal level for all students is level 4. If the student meets or exceeds this goal level, RAPS 360 considers the student as having passed the Phonemic Awareness screening.

<table>
<thead>
<tr>
<th>Level</th>
<th>Sounds Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Short vowels and consonants (2 or 3 sounds per word)</td>
</tr>
<tr>
<td>2</td>
<td>Diagraphs (2 to 4 sounds per word)</td>
</tr>
<tr>
<td>3</td>
<td>Blends (4 or 5 sounds per word)</td>
</tr>
<tr>
<td>4</td>
<td>Long vowels (3 to 5 sounds per word)</td>
</tr>
<tr>
<td>5</td>
<td>Diphthongs (4 to 6 sounds per word)</td>
</tr>
<tr>
<td>6</td>
<td>Longer words with multiple advanced types (4 to 6 sounds per word)</td>
</tr>
</tbody>
</table>

**Phonics** – Test details (p. 77)

The first Phonics test for students in kindergarten will start at level 1. For students in 1st grade, the test will start at level 2. For grades 2 and above, the starting level is dependent on how well the student did on the Comprehension screening.

After the initial Phonics test, any Phonics test the student takes will start at the last successfully completed level.

<table>
<thead>
<tr>
<th>Test Level</th>
<th>Skills Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sound/Letter correspondence</td>
</tr>
<tr>
<td>2</td>
<td>Short vowels and consonants</td>
</tr>
<tr>
<td>3</td>
<td>Diagraphs and consonant blends</td>
</tr>
<tr>
<td>4</td>
<td>Long vowels with silent-E, T-C-H, and D-G-E</td>
</tr>
<tr>
<td>7</td>
<td>R-controlled vowels, double consonants C-I/C-E, and P-H</td>
</tr>
<tr>
<td>8</td>
<td>2-Syllable words, compound words, and suffix –ed</td>
</tr>
<tr>
<td>9</td>
<td>3-Syllable words, prefixes, and suffixes, Greek roots</td>
</tr>
</tbody>
</table>

**Actual Grade Level**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Phonics Skills Expectations by Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>Minimum of Level 2: short vowels and consonants</td>
</tr>
<tr>
<td>1st</td>
<td>Minimum of Level 4: Long vowels with silent-E, -tch,-dge</td>
</tr>
<tr>
<td>2nd</td>
<td>Minimum of Level 5: Long vowels ea, oa, ai, ay, oo, igh</td>
</tr>
<tr>
<td>3rd, 4th</td>
<td>Minimum of Level 8: 2-Syllable words, compound words, suffix -ed</td>
</tr>
<tr>
<td>5th +</td>
<td>Minimum of Level 9 : 3-Syllable words, prefixes, and suffixes</td>
</tr>
</tbody>
</table>
## MindPlay Phonemic Awareness
### Lesson Scope and Sequence

<table>
<thead>
<tr>
<th>RAPS 360 Initial Placement Test</th>
<th>SET 3 Pre-test (Lessons 37 - 44)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SET 1 Pre-test (Lessons 1 - 23)</strong></td>
<td></td>
</tr>
<tr>
<td>1. <strong>m</strong></td>
<td>37. <strong>oi, oy</strong></td>
</tr>
<tr>
<td>2. <strong>b</strong></td>
<td>38. short <strong>oo</strong></td>
</tr>
<tr>
<td>3. <strong>t</strong></td>
<td>39. <strong>long oo</strong></td>
</tr>
<tr>
<td>4. <strong>s</strong></td>
<td>40. <strong>au, aw</strong></td>
</tr>
<tr>
<td>5. short <strong>a</strong></td>
<td>41. <strong>aw</strong></td>
</tr>
<tr>
<td>6. <strong>n</strong></td>
<td>42. <strong>ar</strong></td>
</tr>
<tr>
<td>7. <strong>p</strong></td>
<td>43. <strong>or</strong></td>
</tr>
<tr>
<td>8. <strong>k</strong></td>
<td>44. <strong>er, ir, ur</strong></td>
</tr>
<tr>
<td>9. <strong>d</strong></td>
<td><strong>FINAL REVIEW</strong> (Lessons 1 - 44)</td>
</tr>
<tr>
<td>10. short <strong>i</strong></td>
<td></td>
</tr>
<tr>
<td>11. <strong>f</strong></td>
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<tr>
<td>12. <strong>h</strong></td>
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<tr>
<td>13. <strong>g</strong></td>
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<tr>
<td>14. <strong>j</strong></td>
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<tr>
<td>15. <strong>v</strong></td>
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<tr>
<td>16. short <strong>o</strong></td>
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<td>17. <strong>z</strong></td>
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<tr>
<td>18. <strong>w</strong></td>
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<tr>
<td>19. <strong>y</strong></td>
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<tr>
<td>20. short <strong>e</strong></td>
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<tr>
<td>21. <strong>I</strong></td>
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<tr>
<td>22. <strong>r</strong></td>
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<tr>
<td>23. short <strong>u</strong></td>
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<table>
<thead>
<tr>
<th><strong>SET 2 Pre-test (Lessons 24 - 36)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>24. unvoiced <strong>th</strong></td>
</tr>
<tr>
<td>25. voiced <strong>th</strong></td>
</tr>
<tr>
<td>26. <strong>sh</strong></td>
</tr>
<tr>
<td>27. <strong>wh</strong></td>
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<tr>
<td>28. <strong>ch</strong></td>
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<tr>
<td>29. <strong>ng</strong></td>
</tr>
<tr>
<td>30. beginning blends</td>
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<tr>
<td>31. ending blends</td>
</tr>
<tr>
<td>32. <strong>long A</strong></td>
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<tr>
<td>33. <strong>long E</strong></td>
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<tr>
<td>34. <strong>long I</strong></td>
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<tr>
<td>35. <strong>long O</strong></td>
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<tr>
<td>36. <strong>long U</strong></td>
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<tr>
<td>RAPS 360 Full Diagnostic Test</td>
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</tr>
<tr>
<td>SET 1 Pre-test (Lessons 1-18)</td>
</tr>
<tr>
<td>1. m, b, t, s, a</td>
</tr>
<tr>
<td>2. n, p</td>
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<tr>
<td>3. hard c, d</td>
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<tr>
<td>4. short i</td>
</tr>
<tr>
<td>5. f, h, g</td>
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<tr>
<td>6. j, v</td>
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<tr>
<td>7. k, ck</td>
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<td>8. short o</td>
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<tr>
<td>9. z, s as z</td>
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<tr>
<td>10. w, y</td>
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<tr>
<td>11. short e</td>
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<tr>
<td>12. l, r</td>
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<tr>
<td>13. short u</td>
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<tr>
<td>14. voiced th, unvoiced th, sh</td>
</tr>
<tr>
<td>15. initial blends, final blends</td>
</tr>
<tr>
<td>16. wh, ch</td>
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<tr>
<td>17. x, qu</td>
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<tr>
<td>18. sight words</td>
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<tr>
<td>SET 2 Pre-test (Lessons 19-31)</td>
</tr>
<tr>
<td>19. ag, uc</td>
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<tr>
<td>20. Floss (ff, ll, ss)</td>
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<tr>
<td>21. ch, âge</td>
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<tr>
<td>22. 2-syllable, 2-syllable+k, compound words</td>
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<tr>
<td>23. open syllable. Pretender Y</td>
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<tr>
<td>24. long i, long o</td>
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<td>25. Silent e (cve), Twin e (cee)</td>
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<td>26. soft c, soft g</td>
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<td>27. Acrobat A (oa, ea)</td>
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<td>28. Juggler i-Y (si, ay)</td>
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<td>29. plural -s, -es</td>
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<td>30. irregular</td>
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<td>31. Sight words</td>
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<tr>
<td>SET 3 Pre-test (Lessons 32-44)</td>
</tr>
<tr>
<td>32. shun</td>
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<tr>
<td>33. ci, oy</td>
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<td>34. oo (boo), oo (book)</td>
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<tr>
<td>35. cu, ow/ Double Agent (OW)</td>
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<td>36. cr, ar</td>
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<tr>
<td>37. consonant suffixes</td>
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