



Connecting Data to Instruction and Practice

Sept. 24, 2025

Connecting Data to Instruction and Practice

Proficiency Level Correlation

Examine the Data

Balancing Foundational Skills and Reading Practice

Proficiency Level Correlation - Access the Teacher Toolbox

The screenshot shows a dashboard for 'School-G3A' with 23 students. The left sidebar contains navigation options: Dashboard, Assess & Teach, Reports, and Teacher Toolbox. The Teacher Toolbox option is highlighted with a blue box. The main content area shows a 'Weekly Checklist' with a search bar and a list of student names: Dale Andrade, Donald Beltran, Christopher Bender, and Brooklyn Burns.

The Teacher Toolbox is organized into five horizontal sections, each with an icon and a title on the left, and several buttons on the right:

- Assessment** (notepad icon): [Getting Started](#), [Prepare Students \(Avanza\)](#), [Prepare Students \(Boost\)](#), [Prepare Students \(Mandarin\)](#)
- Weekly Checklist for Practice** (list icon): [Getting Started](#), [Connect Data to Instruction & Practice](#), [Prepare Students \(Avanza\)](#), [Prepare Students \(Boost\)](#), [Prepare Students \(Mandarin\)](#)
- Instructional Resources** (book icon): [Writing](#), [Library](#), [Mandarin Independent Reading Strategies](#)
- Correlations** (network icon): [Lexile](#), [ACTFL](#), [WIDA](#), [ELPA](#)
- Family Resources** (calendar icon): [Avanza Program Description](#), [Boost Program Description](#)

Examine Data

 Dashboard

 Assess & Teach >

 Reports

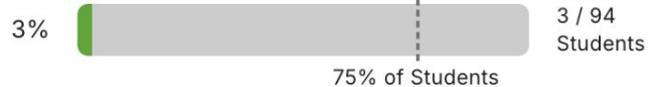
 Teacher Toolbox 

Reports

All Reports

Usage **This Week (Mon - Sun)** 

Students with at least 20 minutes of activity time per week



[View Report](#)

Benchmark 

Students against end of year goals

[View Report](#)

[View Configuration](#)



Examine Data

School Benchmark Report

Total students: 78

Assessment Window

Window 1 (Aug 18 - Sep 15)

Practice

Assessment

Pathway

All EL

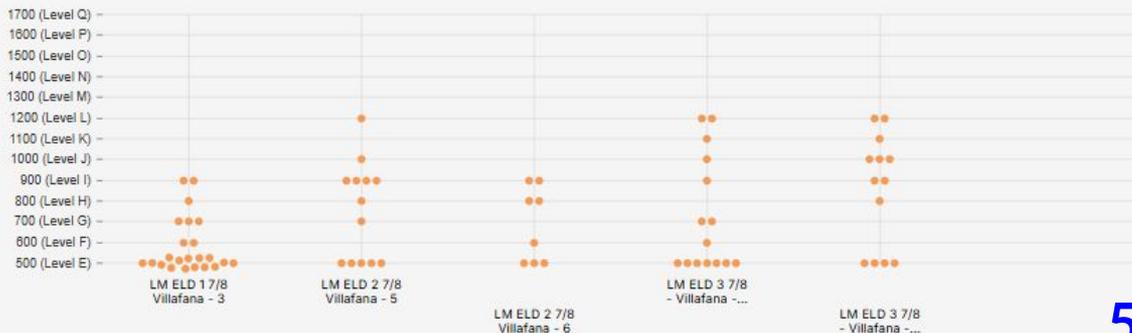
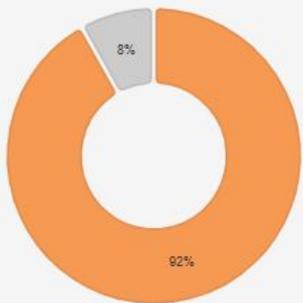
Course (English)

Reading: Informational Text

Group By

Group

Download



5

If students have NOT completed assessments and the window has closed, students still have access and can complete their assessments

- (A) Make the selection as indicated by 1-5 above. For Step 3, choose the course you assessed.
- (B) Hover over each dot or Download CSV to see each student's level
- (C) Correlate students' Boost/Avanza/Level Learning levels with their Lexile or ACTFL Levels
- (D) Does the relative grouping of students' proficiency align with your expectation?
 - o If not,
 - (i) Do you think the student did not pay attention during assessment?
 - (ii) Does it make sense to re-assess?

Students Not Practicing At the “right” Reading Level

- Once Students “Met Goal” on all the learning objectives of the level, system will automatically move student’s “My Tasks” to the next level.
- If you think student’s starting Reading Level is way off, you can reassess even after Assessment Window is closed. The new assessment results will dictate “My Tasks”.

Teacher Dashboard

The screenshot shows the 'Weekly Checklist' section of the Teacher Dashboard. It is divided into three steps:

- Step 1: Remind students they need more minutes.** Includes a search bar and a list of students with their remaining time: Pablo Aguirre Vazquez (Needs 28 Minutes), Kimberly Amador Dominguez (Needs 10 Minutes), Nashly Nicole Esquer Navarrete (Needs 35 Minutes), Angel Flores Guzman (Needs 26 Minutes), Lizet Araceli Gaspar Tobon (Needs 22 Minutes), Kimberly Nicol Gomez Chavez (Needs 23 Minutes), Alondra Hernandez Orduno (Needs 23 Minutes), and Hermana Hernandez Ordoz (Needs 18 Minutes).
- Step 2: Target instruction for students who need extra support.** Shows 0 students needing support with Phonics and 6 students needing support with Reading. There are buttons for 'Phonics' and 'Reading'.
- Step 3: Check progress of student practice.** Shows buttons for 'Phonics' and 'Reading'. The 'Reading' button is highlighted with an orange box.

The screenshot shows the 'Students' tab in the Teacher Dashboard, specifically the 'Assessment History' section. A dropdown menu is open over the 'Start/End Assessments' header, with 'Start Assessment' highlighted in orange. The table below lists individual student assessments:

Student	Status	Growth	Status	Growth	Status
<input checked="" type="checkbox"/>			900 (Level I)		
<input type="checkbox"/>			700 (Level G)		
<input type="checkbox"/>			900 (Level I)		
<input type="checkbox"/>			800 (Level H)		
<input type="checkbox"/>			500 (Level E)		
<input type="checkbox"/>			500 (Level E)		
<input type="checkbox"/>			500 (Level E)		

Assessment Data Seeds Adaptive Personalized Practice

Student Dashboard

“My tasks” consists of lessons, books and reading comprehension quizzes personalized for each student’s learning needs. System will adaptively increase difficulty of books and quizzes

“Phonics” Our system provides adaptive gamified practice and lessons per learning objective in the respective scope and sequence for Chinese/English/Spanish.

As student starts each unit or lesson in a level, there is a placement round of games so that the system can determine student’s knowledge gap

To speed up placement, teachers can assign student’s starting level or unit

Level Learning Avanza Boost 315 English Español Cristian Cervantes Ramirez

Hi, Cristian 15
5 / 200

Weekly Challenge
Read books, take quizzes and practice Phonics for 40 minutes each week.

My Tasks

- The Main Characters C-D 3.1
- Where is Liz?
- Paul Plays Ball!
- Making a Fruit Salad

Assessments Phonics

Home My Tasks My Progress Library

Add Foundational Skills Practice to “My Tasks” Reading Practice

Boost (English)

Instructional Reading Level	Phonics Practice Recommendation
300-399 (Level C)	Start from the beginning (First Steps: letter-sound)
400 -499 (Level D)	Teacher to set starting level to K
500 (Level E) to 999 (Level I)	Teacher to set starting level to 1
1000 (Level J) to 1399 (Level M)	Teacher to set starting level to 2
1400 (Level N) to 1599 (Level O)	Teacher to set starting level to 3
Above 1600 (Level P)	Phonics Not Needed - Shut off Phonics

Avanza (Spanish)

Instructional Reading Level	Phonics Practice Recommendation
300-399 (Level C)	Start from the beginning (vowels)
400 -499 (Level D)	Teacher to set starting unit to Unit 7 (Closed Syllables)
500 (Level E) to 699 (Level F)	Teacher to set starting unit to Unit 8 (Blends and Diphthongs)
Above 700 (Level G)	Shut off Phonics

Level Learning (Mandarin)

Instructional Reading Level	First Steps Practice Recommendation
500-599 (Level E) or below	Start First Steps from the beginning

Record Each Student's Starting Phonics Level based on Reading Level

Teacher Dashboard

School-G3B
23 students

Start Reading

Assessments **1** English

Weekly Checklist

Step 1: Remind students they need more minutes.

Step 2: Target instruction for students who need extra support.

Step 3: Check progress of student practice.

7 Students need support with Phonics

1 Students need support with Reading

Phonics Reading

Phonics Reading

Check Usage

Ernest Henderson

Boost (English)

Instructional Reading Level	Practice Recommendation
300-399 (Level C)	Start from the beginning (First Steps: letter-sound)
400-499 (Level D)	Teacher to set starting level to K
500 (Level E) to 999 (Level I)	Teacher to set starting level to 1
1000 (Level J) to 1399 (Level M)	Teacher to set starting level to 2
1400 (Level N) to 1599 (Level O)	Teacher to set starting level to 3
Above 1600 (Level P)	Phonics Not Needed - Shut off Phonics

Reading: Literature

Student ↑ Status

Filter Filter

Issac A ● 700 (Level G) ↗

Mateo A ● 400 (Level D) ↗

Set Foundational Skills Practice Starting Point For Each Student

Teacher Dashboard

School-G3B
23 students Start Reading

English

1 Assessments **Weekly Checklist**

Weekly Checklist

Step 1: Remind students they need more minutes.

Step 2: Target instruction for students who need extra support.

Step 3: Check progress of student practice.

7 Students need support with Phonics

1 Students need support with Reading

Phonics Reading

Phonics Reading

Check Usage

Ernest Henderson

Students Plan Teacher Resources

Group School G3A Diaz

Overview Progress Usage

3 **Set Starting Point** 4 Refresh

Student	Current Topic	Current Concept	# of Responses	Trending Data	Ready For Assessment
<input checked="" type="checkbox"/> Charles Cortez	First Steps	Unit 2: a	43	Nearing Mastery	No
<input checked="" type="checkbox"/> Muhammad Farley	First Steps	Unit 4: m	559	Nearing Mastery	No
<input checked="" type="checkbox"/> Melina Fischer	First Steps	Unit 8: h	455	Nearing Mastery	No

5

Set the Recorded Starting Foundational Skills Practice Level Per Student

Set Phonics Starting Point

Choose the point where the selected students will begin. Learning will start from this point forward.

Warning: We do not recommend moving students back to earlier levels once progress has been made.

First Steps Identify letters and the corresponding sounds.

First Steps Identify letters and the corresponding sounds.

Level K Use sounds to build, segment, and decode CVC words.

Level 1 Identify the combinations of letters to decode words with consonant blends, vowel combinations, and inflectional endings.

Level 2 Decode and encode (e.g. spelling) multisyllable words with vowel combinations.

Level 3 Decode and encode complex phonics patterns (words with 'ei' and 'ie') in context.

Foundational Skills Access Controls

Teacher Dashboard - Control students' access to Foundational Skills Practice

Weekly Checklist **Student Dashboard Controls** Instructional Resources

Student Dashboard Controls

Update ^

Avatar Shop ↑

Phonics

ChatterCity

Assessments

	Avatar Shop	Phonics	ChatterCity	Assessments
<input type="checkbox"/> [Name]	Locked	Unlocked	Unlocked	Visible
<input type="checkbox"/> [Name]	Locked	Unlocked	Unlocked	Visible
<input checked="" type="checkbox"/> Nashly Nicole Esquer Navarrete	Locked	Unlocked	Unlocked	Visible

1

3 Set Phonics Settings For 23 Students

You can disable Phonics for a period of time. After it will automatically re-enable.

Duration

Unlocked

Unlocked

30 minutes

60 minutes

2 hours

4 hours

6 hours

8 hours

forever (hides the feature)

Meet Weekly Personalized Practice Goal (Minutes)

Teacher Dashboard

Assessments **Weekly Checklist** Student Dashboard Controls Instructional Resources

Weekly Checklist

Step 1: Remind students they need more minutes.

Search

Neha Barrett	Needs 40 Minutes
Sumaya Bullock	Needs 40 Minutes
Lily-May Burnett	Needs 40 Minutes
Natalia Cast	Needs 40 Minutes
Charles Cortez	Needs 40 Minutes
Muhammad Farley	Needs 40 Minutes
Selina Fischer	Needs 40 Minutes

Step 2: Target instruction for students who need extra support.

5 Students need support with Phonics

1 Students need support with Reading

Phonics Reading

Step 3: Check progress of student practice.

Phonics Reading

Student Dashboard

Hi, Muhammad

36 / 200

Weekly Challenge
Read books, take quizzes and practice Phonics for 40 minutes each week.

Phonics
First Steps
Level K

Reading
Level I
Level J

Shop

Classmates

Home My Tasks My Progress Library

- Weekly (Mon-Sun) Usage Minutes Goal
 - Only phonics practice, reading books, doing quizzes at the student level is counted as “usage minutes”
 - For students who need both reading comprehension and foundational skills practice
 - Decide which days are reading vs. foundational skills practice days
 - Shut off Phonics access on reading days.
- Weekly Challenge on Student Dashboard : green shows them how far they are from the goal per week

Boost (English) Phonics Levels

Assessments Weekly Checklist Student Dashboard Controls **Instructional Resources**

Instructional Resources

Phonics

- Instructional Resources
- View Scope & Sequence**

Reading

- Browse Library
- View Scope & Sequence

Writing

- Instructional Resources

Oral

- Instructional Resources

Phonics Levels	High Level Description Each Level is made up of 26-32 units. Each unit has 4-7 learning objectives.
First Steps	Identify letters and the corresponding sounds.
Level K	Use sounds to build, segment, and decode CVC words.
Level 1	Identify the combinations of letters to decode words with consonant blends, vowel combinations, and inflectional endings.
Level 2	Decode and encode (e.g. spelling) multisyllable words with vowel combinations
Level 3	Decode and encode complex phonics patterns (words with 'ei' and 'ie') in context

Avanza (Spanish) Phonics Units

Assessments Weekly Checklist Student Dashboard Controls **Instructional Resources**

Instructional Resources

Phonics	Reading	Writing	Oral
Instructional Resources	Browse Library	Instructional Resources	Instructional Resources
View Scope & Sequence	View Scope & Sequence		

High Level Description of Phonics Units

Each unit has 5-8 lessons. Each lesson has 4-8 learning objectives.

Unit 1 Vowels: a, e, i, o, u	Unit 5 Open Syllables with ce-ci, q, g (gue and ge)
Unit 2 Open syllables with: m, p, t, l, s, n	Unit 6 Open Syllables with diagraphs and less common letters: ch, ll, y, k, w, x, z
Unit 3 Open syllables with d, b, f, v	Unit 7 Closed Syllables with initial vowel (VC), three letter syllables (CVC)
Unit 4 Open Syllables with j, r, c, ñ, h	Unit 8 Blends and Diphthongs: güe-güi, two vowel diphthongs, blends with l and blends with R

Level Learning (Mandarin) Foundational Skill/First Steps Units

Assessments Weekly Checklist Student Dashboard Controls **Instructional Resources**

Instructional Resources

Phonics	Reading	Writing	Oral
<p>Instructional Resources</p> <p>View Scope & Sequence</p>	<p>Browse Library</p> <p>View Scope & Sequence</p>	<p>Instructional Resources</p>	<p>Instructional Resources</p>

High Level Description of First Steps Units

Each unit has 5-8 lessons. Each lesson has 4-8 learning objectives.

Unit 1 – Learn characters “一, 二, 三, 十, 八, 六, 五, 七, 九, 四” and their strokes

Unit 4 - Learn radicals “女, 父, 亻, 宀” and their related characters.

Unit 2 - Learn characters “人, 口, 目, 头, 耳, 足, 手, 牙” and their strokes.

Unit 5 – Learn radicals “目, 口, 扌, 月, 艹” and their related characters.

Unit 2B – Learn characters “上, 下, 不, 山, 土, 木, 水, 火, 日, 田, 中” and their strokes.

Unit 6 – Learn radicals “讠, 讠, 讠, 讠” and their related characters.

Unit 3 – Learn characters “牛, 羊, 虫, 马, 鸟, 鱼, 兔, 大, 小, 多, 少” and their strokes.

Unit 7 -- Learn radicals “艹, 木, 鸟, 豸, 虫” and their related characters.

Unit 8 – Learn radicals “日, 月, 雨, 王, 子” and their related characters.