Planning for Success
A Guide for iLit Teachers

iLit
inspireLiteracy

Use this guide to prepare for implementation and ensure success for yourself and your students.

Prepare for Success	Launch iLit	Middle of Year	End of Year
➢ Set goals	➢ Classroom Management	➢ Administer Middle-of-Year GRADE	➢ Administer End-of-Year GRADE
➢ Devices and technology	➢ Develop a weekly routine	➢ Reflect on pacing	➢ Analyze overall student progress
➢ Verify class rosters	➢ Administer Beginning-of-Year GRADE		➢ Reflect on implementation
➢ Set up digital classrooms	➢ Preview assignments		
➢ Collaborate with iLit teachers	➢ Access student performance data		
➢ Review iLit Levels and Scope and Sequence	➢ Assign the first Interactive Reader		

Ongoing

➢ Monitor progress and build grades

➢ Assign and grade Interactive Reader assignments

➢ Administer Reading Checks and Benchmark Assessments

➢ Collaborate and seek professional development

PREPARE FOR SUCCESS

Set Goals

Set the stage for success by setting goals for yourself and your students. Clearly defined goals aide and accelerate student success and further develop your reflective practices as a professional. Consider the following as you set goals:

- ☐ Pacing
- ☐ Student engagement
- ☐ Instructional practices
- ☐ Student growth
- ☐ Assessment
- ☐ Content knowledge
- ☐ Classroom management
- ☐ Technology usage

Prepare Devices

Prepare for the increased technology usage that comes with implementing iLit. Ensure that your devices can support this increase. Consider the following as you prepare:

- ☐ Each student will need access to a personal device every day.
- ☐ Each teacher will need two devices—one device logged in to the Teacher App and the other connected to a projector.
- ☐ Charge all devices.
- ☐ Store devices so that students can easily access them.
- ☐ Install the iLit apps on all mobile devices. For best results, download the mobile apps from the official app store for your device.
  - Download and install the Teacher App on all teacher devices.
  - Download and install the Student App on all student devices.
  - Access the web-based Projector App via ProjectiiLit.com.
- ☐ When using a web browser on a computer, go to:
  TeachiLit.com
  LearniLit.com
  ProjectiLit.com

PREPARE FOR SUCCESS

Verify Rosters

All students must be rostered correctly so they appear in your classes in the Teacher App and ClassView.

☐ Verify student information is correct on your roster(s).

☐ Obtain student login information from ClassView.

☐ If you need immediate assistance with rostering, account users, or technical support, call **1-800-234-5832**.

Visit **My Savvas Training** to learn more about creating iLit classes.
- If your district is enrolled in EasyBridge, watch the *iLit ClassView—Setup for EasyBridge Plus/Auto* tutorial.
- If you need to set up your rosters manually, watch the *iLit ClassView – Account Setup and Manual Rostering* tutorial and read the *iLit ClassView Account Set-up and Rostering Guide*.

Set Up Digital Classrooms

Set up your digital classroom. Take into consideration the iLit program you will use because this determines the amount of time students will use devices. Configure the classroom so that:

☐ All devices can be easily monitored.

☐ There are dedicated spaces for whole- and small-group instruction, as well as individual conferences.

☐ All students can see the projector.

☐ Students can easily access and store the devices.

☐ Devices can charge while stored.

Collaborate with iLit Teachers

Collaborate as you prepare for iLit implementation.

□ Visit My Savvas Training (myST) at MySavvasTraining.com.
My Savvas Training offers on-demand iLit tutorials and guides. Teachers can watch training tutorials and download guides and resources.

Review iLit Levels and Scope and Sequence

iLit accelerates reading and language development for students reading below grade level. The iLit levels correspond to familiar grade levels. Reach out to your Personalized Learning Lead for assistance in selecting an iLit level for your class.

☐ Each class should have one iLit level. The level dictates the instructional level of the curriculum and the embedded anchor texts. The program will differentiate independent assignments for students based on Group Reading Assessment and Diagnostic Evaluation™ (GRADE) data and Interactive Reader assignments.

☐ iLit focuses on specific literacy skills to accelerate students' reading and literacy growth. Reference the Scope and Sequence on My Savvas Training to understand when and how skills are taught throughout the levels.

☐ Use the list on My Savvas Training of Read Aloud, Think Aloud Books for each iLit level. The Lexile levels listed for each book can help you decide which iLit level you want to select for your class.

Visit **My Savvas Training** to learn more about preparing for iLit implementation.
- Watch the _Get Ready to Teach_ and _Teaching a Lesson_ tutorials. .

Classroom Management

Develop classroom management procedures and routines that take into consideration the daily use of technology. Develop and communicate:

- ☐ Protocol for logging in and out of devices
- ☐ Procedures for checking in and out devices efficiently
- ☐ Cues or signals to reengage students
- ☐ Clear expectations around the use of technology that align with school and district policies
- ☐ Policies for accessing websites during class
- ☐ Assignment completion procedures and timelines
- ☐ Ways to access iLit outside of school
- ☐ Plans for instruction in case of technical difficulties

Develop a Weekly Routine

To establish the structure and rhythm of the iLit program within your classroom, develop a weekly routine that includes planning, previewing, and grading so that class time runs smoothly and each lesson segment is taught purposefully. Consider the following as you develop a routine:

- ☐ Planning for the next week
- ☐ Planning with co-teachers (if applicable)
- ☐ Previewing the daily lessons
- ☐ Previewing assignments
- ☐ Assigning assignments to classes and students
- ☐ Grading the Interactive Reader

Administer Beginning-of-Year GRADE

All students complete GRADE during the first two weeks of instruction. This assessment provides teachers and administrators with standardized baseline data from which to measure individual student growth. The program uses the data to provide students with a Grade Level Equivalent (GLE) for reading comprehension and to place students in an Interactive Reader level. Keep in mind that GRADE takes about 70 minutes to administer and can be split between two class periods. Students complete the assessment independently.

☐ Preview the directions for administration in the Week 1 Lessons in the **Planner**.

☐ Develop a plan for assessing all students.

☐ Administer GRADE.
- Navigate to the **Assignments** tab in the Teacher App.
- Select **GRADE**.
- Select the **GRADE** assessment for the appropriate time of year.
- Select **View** to preview the assessment. Select **Send to class** when you are ready to assign.
- **Note**: If a student enters an iLit class mid-way through the year, that student should take the Beginning-of-Year GRADE assessment to capture baseline data.

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Preview Assignments

Familiarize yourself with the iLit assignments.

Assignment	Overview
Observational Assessments	Observe and assess students as they read independently and respond to prompts related to the texts. Record data in the Time to Read Conference Form and Classroom Conference Form.
Knowledge Checks	Skills-based surveys automatically score student responses and provide information to adapt instruction based on students' knowledge of the topic. The program uses the results to determine which students to recommend for Small Groups during Work Time.
Interactive Reading	Students read high-interest, nonfiction passages at a readability level that is initially set based on their GRADE results. They then answer Reading Checkpoint comprehension questions and complete written responses that are automatically scored, with a teacher-scored component on the critical-response prompt, to adjust reading levels.
iPractice	Based on Read Aloud, Think Aloud and Whole Group lesson objectives, these varied, short, and constructed-response assignments address many instructional topics, such as evaluating language choices, determining a sequence of events, and making an inference.
Word Study and Phonics Readers	These assignments provide word study and phonics skills practice in the context of high-interest text passages. Students answer comprehension, word study, and phonics questions by selecting from possible responses.
Writing	The Weekly Paragraph connects the student's writing to that specific week's instructional content. The Unit Essay follows a step-by-step format. Students respond using a specific type of writing. The system provides automatic, personalized feedback to students on both assignments. Both assignments are assigned and scored by the teacher.
Performance-Based Projects	iLit includes three performance-based projects per level. Students work in collaborative groups to research, create multimedia presentations, and complete writing projects related to drama and poetry. Assess students' work on the projects and presentations using the rubrics provided.
Grammar and Spelling Study Plans	Study Plans begin with instructional videos and a pre-test of skills, which is scored to determine the instruction and practice students need. Students who need additional instruction and practice watch the instructional video again and apply what they have learned by answering short-response questions.
Word Slam and Word Match	These games assess students' acquisition of previously-taught vocabulary words. In Word Slam, they build vocabulary words by moving letter tiles into position. In Word Match, they select a word to complete a sentence. Students receive feedback on their answers.
Independent Reading	The system tracks the words and pages students read in iLit library books.

Access Student Performance Data

Explore the various ways to view student performance data on assignments. Access data through the Performance Dashboard in the Teacher App and ClassView.

- **Performance Dashboard**: Use the menu on the left to select the students and data to view. Choose Assignment, Skill, or Detailed View at the top of the screen to view data in different ways.
- **ClassView**: Select the Reporting tab to view available reports.

Assignments	Performance Dashboard Data	ClassView Reporting Data
Interactive Reading (IR)	**Reading Level**: Assignment and Skill View **Reading Comprehension**: Assignment, Skill, and Detailed View **Word Count**	**Skill Based Reporting**: Reading Comprehension **Student Summary Report**: IR data contributes to IR Lexile Level, Reading Growth, Reading Level, Reading Comprehension, Interactive Reader Assignments Graph
iPractice	**Reading Comprehension**: Skill View includes information from iPractice Assignments	**Skill Based Reporting**: Reading Comprehension **Student Summary Report**: data contributes to Assignments Finished/Sent
Word Study and Phonics Readers	**Phonics Skills**: Skill View **Reading Comprehension**: Skill View **Oral Fluency**	**Student Summary Report**: data contributes to Assignments Finished/Sent **Skill Based Reporting**: Phonics, Vocabulary, and Reading Comprehension
Writing	**Weekly Paragraph**: Assignment, Skill, and Detailed View **Essay**	**Student Summary Report**: data contributes to Student Average and Class Average Writing percentage **Skill Based Reporting**: Writing
Performance-Based Projects	**Writing**: Essay Writing	**Skill Based Reporting**: Writing
Grammar and Spelling Study Plans	**Language Arts**: Spelling Study Plan–Assignment and Skill View **Language Arts**: Grammar Study Plan–Assignment and Skill View	**Student Summary Report**: data contributes to Language Arts **Skill Based Reporting**: Spelling and Grammar
Word Slam and Word Match	**Vocabulary**: Word Slam–Assignment, Skill, and Detailed View	**Student Summary Report**: data contributes to Vocabulary Percentage **Skill based Reporting**: Vocabulary
Independent Reading	**Word Count**: Time to Read	**Student Summary Report**: data contributes to Word Count

Assign First Interactive Reader

The Interactive Reader assignment is the primary measure of reading comprehension. Communicate this to students so that they understand the importance of completing the assignment and doing their best. It is critical that you administer GRADE prior to assigning the first Interactive Reader. The system uses GRADE assessment data to determine the first Interactive Reader level.

☐ Assign the first Interactive Reader after students complete GRADE.
- Navigate to the **Assignments** tab in the Teacher App.
- Select the **Unit** and **Week**.
- Click on one of the nine **Interactive Reader** assignments listed.
- Select **Send to class** when you are ready to assign. The system will automatically filter the correct level to each student.

☐ Review the steps to follow for each **Interactive Reader** assignment.
1. Assign the **Interactive Reader**.
2. Students complete the assignment.
3. Score the **Critical Response** writing activity embedded within the **Interactive Reader**.
4. Assign the next **Interactive Reader**.

☐ **Note**: Score the Critical Response before assigning a new Interactive Reader so that the system has the most current and accurate data to use to differentiate following assignments.

Monitor Progress and Build Grades

Access iLit data through the Teacher App and ClassView. Use this data to monitor student progress and build grades.

☐ Review how to access data for iLit assignments through the app and ClassView.

☐ Access the following ClassView reports:
- Student Summary Reports provide a snapshot of a specific student's performance and progress.
- Class Level Reports provide a snapshot of the performance and progress of the whole class.
- Skill Based Reports show how students are performing on target skills within a given date range.
- District Reports show aggregated data and can be filtered to show different groups of students.
- GRADE reports show student performance data on GRADE.

☐ Develop consistent grading scales to ensure a more meaningful analysis of student progress.

Visit **My Savvas Training** to learn more about iLit data.
- Watch the *iLit ClassView: Reporting* tutorials.
- Read the *iLit Building Grades* handout.

Assign Interactive Reader Assignments

iLit uses Interactive Reader performance to determine student reading levels. It is important that you score the Interactive Reader assignment before assigning a new one so that the program has the most current and accurate data. If the assignments are not scored, the students will continue to be assigned the same level and may not make progress.

☐ Score Interactive Reader assignments prior to sending new assignments.

☐ Stress to students the importance of completing these assignments so that the program can obtain an accurate measure of comprehension for each student.

Administer Reading Checks and Benchmark Assessments

There are 18 Reading Checks per level that are available at regular intervals. These assess students on the instructional level of the class so that teachers can monitor progress toward the standards.

☐ Assign Weekly Reading Checks.
- Navigate to the **Assignments** tab in the Teacher App.
- Select **Assessments**.
- Select the correct unit.
- Select the **Weekly Reading Check** that corresponds with the lesson.
- Select **View** to preview the assessment. Select **Send to class** when you are ready to assign.

☐ Assign Unit Benchmark Assessments.
- Navigate to the **Assignments** tab in the Teacher App.
- Select **Assessments**.
- Select the correct unit.
- Select the **Unit Benchmark Assessment**.
- Select **View** to preview the assessment. Select **Send to class** when you are ready to assign.

Collaborate and Seek Professional Development

Collaborate with teachers and administrators to discuss and improve instruction. Seek help as needed.

☐ Use the *How Am I Doing?* tool to reflect on your iLit instruction.

☐ Review tutorials and guides on [My Savvas Training](#).

☐ Collaborate with other iLit teachers at your school.

Administer Middle-of-Year GRADE

All students complete the Middle-of-Year GRADE to provide an independent measure of reading growth and to help determine whether students are ready to exit the program.

- ☐ Develop a plan for assessing all students.
- ☐ Ensure all students complete GRADE.
- ☐ Follow these steps to determine whether students are ready to exit.
  1. Identify performance indicators that suggest students should exit.
     - Students who have moved into the top two bands of the Interactive Reader.
     - Students are reading at or above grade level according to performance data.
     - Students who score 85% or higher on Unit Benchmark Assessments.
     - Students whose fluency scores are on or above the grade-level expectations indicated in the Assessment Handbook.
  2. Confirm that students should exit.
     - Analyze the Middle-of-Year GRADE scores. Students are ready to exit if they achieve a GLE score that is at or above grade level
  3. Determine what type of support to provide to students who exit iLit.

Reflect on Pacing

Pacing instruction in a new curriculum can be challenging. Examine and reflect on the progress that you and your students have made during the first half of the school year. If pacing is an area of concern, access resources on My Savvas Training for support.

- ☐ Access support resources on My Savvas Training, such as On-Demand Training and Resources and Guides.
- ☐ Schedule a webinar with a Savvas Certified Consultant.

Administer End-of-Year GRADE

All students complete the End-of-Year GRADE to provide an independent measure of reading growth for the full year and to help determine whether students are ready to exit the program for the following year.

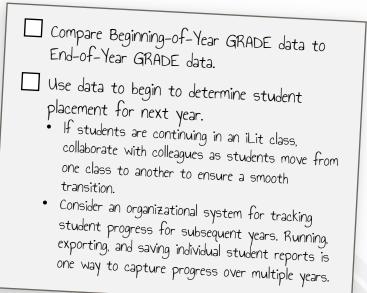☐ Develop a plan for assessing all students.

☐ Ensure all students complete GRADE.

☐ Follow these steps to determine whether students are ready to exit.

1. Identify performance indicators that suggest students should exit:
   - Students who have moved into the top two bands of the Interactive Reader
   - Students are reading at or above grade level according to performance data
   - Students who score 85% or higher on Unit Benchmark Assessments
   - Students whose fluency scores are on or above the grade-level expectations indicated in the Assessment Handbook

2. Confirm that students should exit.
   - Analyze the End-of-Year GRADE scores. Students are ready to exit if they achieve a GLE score that is at or above grade level

3. Determine what type of support to provide to students who exit iLit.

Analyze Overall Student Progress

Access and analyze ClassView reports that show overall student performance for the year.

☐ Compare Beginning-of-Year GRADE data to End-of-Year GRADE data.

☐ Use data to begin to determine student placement for next year.
   - If students are continuing in an iLit class, collaborate with colleagues as students move from one class to another to ensure a smooth transition.
   - Consider an organizational system for tracking student progress for subsequent years. Running, exporting, and saving individual student reports is one way to capture progress over multiple years.

Reflect on Implementation

Review and reflect on the goals you set at the beginning of the year. For each goal, consider the following:

☐ What went well this year?

☐ What do I plan to change for next year?

☐ How can I change, adapt, or bolster this goal to continue making progress next year?

ILIT ELL NEWCOMERS' MODULE

If you are utilizing the iLit ELL Newcomers' Module, consider these additional checklists.

Prepare for the Newcomers' Module

Instruction is based on basic English survival and foundational literacy skills. The lessons have a similar design to iLit ELL so students will transition easily. In total, there are 65 lessons in the Newcomers' Module which can be taught flexibly to meet the language development needs of all students.

☐ Review the lessons in the module.

☐ Review the supplementary ELL resources on My Savvas Training such as printable worksheets, answer keys, and writing handbooks.

Administer the Newcomers' Screener

The Newcomers' Screener is an initial assessment newcomer students complete instead of the GRADE assessment. It provides information about students' English proficiency and helps you create a plan for instruction.

☐ Assign the Newcomers' Screener.
- Navigate to the **Assignments** tab in the Teacher App.
- Select **Assessments**.
- Select **Unit 1**.
- Select **Newcomer Screener**.
- Select **View** to preview the assessment. Select **Send to class** when you are ready to assign to newcomer students.

☐ Review the results.

Monitor Student Progress

Oral Fluency Checks contribute to students' performance data. Progress Checks are available at the end of each week to monitor students' progress and help teachers know when to exit students from the Newcomers' Module.

☐ Administer the **Oral Fluency Checks.** These contain short reading passages on high-interest topics. They are automatically scored and entered into student performance data. The scores report words correct per minute, accuracy, and expression. You have the option of scoring these using running record forms.

☐ Assign the **Progress Checks.**

☐ Review the results.
- If students score above 85% on a Progress Check, assess their readiness to exit by administering the next Progress Check prior to completing the lessons. If the students score above 85% again, they should exit the Newcomers' Module and join the class in the core iLit ELL lessons.
- Assign Beginning-of-Year GRADE at this time.