

iLit Reports Quick Guide

Sign in at [ClassView.net](https://www.classview.net) with your administrator or teacher credentials to find and export the reports listed below. For more support when using the data, visit [My Savvas Training](https://www.savvas.com/training) for additional resources and tutorials.



Report Name	What to Look For	When to Review	Next Steps
Student/Class Summary	<ul style="list-style-type: none"> • Total GLE for each GRADE • Current, Initial, and Average IR Lexile Levels with graph along with Reading Progress • Books Read; Assignments Finished • Skills: Reading Comprehension, Word Count, Vocabulary, Language Arts, Writing • Benchmark 	<ul style="list-style-type: none"> • Weekly • Prior to conferences with students, teachers, or parents to share concrete data showing students' performance and progress 	<ul style="list-style-type: none"> • Monitor performance in skill areas • Conference with student on completed and in-progress assignments • Monitor increases/decreases in IR Lexile Level • Create a motivational plan for students • Ensure all IR assignments have been assigned, completed, and scored in order
Skills-Based Performance	<ul style="list-style-type: none"> • Grammar • Phonics • Reading Comprehension • Spelling • Vocabulary • Writing 	<ul style="list-style-type: none"> • As Needed 	<ul style="list-style-type: none"> • Read horizontally to see area(s) for growth for one or more student • Read vertically to see area(s) for growth for a group or whole class • Monitor performance in skill areas to determine need for intervention • Conferences with students on completed and in-progress assignments • Create a mini-lesson for students to review areas for growth
GRADE Performance	<p>Scores for each GRADE assessment:</p> <ul style="list-style-type: none"> • Stanine (for Sentence Comp, Passage Comp, Comp Composite, Vocab, and Total). <ul style="list-style-type: none"> • Scores of 1, 2, or 3 = below average • Scores of 4, 5, or 6 = average • Scores of 7, 8, or 9 = above average • GLE (for Comp Composite, Vocab, and Total) <ul style="list-style-type: none"> • GLE (Grade Level Equivalent) shows how student performance compared with other students who have completed the GRADE • Look for increases from BOY to MOY to EOY 	<ul style="list-style-type: none"> • After completion of BOY, MOY, EOY GRADE assessments 	<ul style="list-style-type: none"> • Students with below average score(s) may need intervention and additional support • Conference with students to review results of the GRADE assessment and practice the skills/questions missed
GRADE Completion	<ul style="list-style-type: none"> • 100% of students completed the GRADE 	<ul style="list-style-type: none"> • Immediately after students complete each GRADE assessment 	<ul style="list-style-type: none"> • Review student completion in Teacher Dashboard • Provide extra work time for students who have not completed the GRADE assessment
Reading Growth	<ul style="list-style-type: none"> • Reading Level for each week • # of Assignments Sent vs Assignments Submitted • # of IR Assignments Scored 	<ul style="list-style-type: none"> • Each week an Interactive Reader is assigned, completed, and scored 	<ul style="list-style-type: none"> • Monitor changes in Reading Level. Decreases indicate a student is struggling with the Interactive Reader • Conference with all students to review the IR, focusing on students who have decreases in Reading Level. Review the IR reading checkpoints, summary writing, and critical responses to provide support and intervention

Report Name	What to Look For	When to Review	Next Steps
Reading Growth	<ul style="list-style-type: none"> • Reading Level for each week • # of Assignments Sent vs Assignments Submitted • # of IR Assignments Scored 	<ul style="list-style-type: none"> • Each week an Interactive Reader is assigned, completed, and scored 	<ul style="list-style-type: none"> • Monitor changes in Reading Level. Decreases indicate a student is struggling with the Interactive Reader. • Conference with all students to review the IR, focusing on students who have decreases in Reading Level. Review the IR reading checkpoints, summary writing, and critical responses to provide support and intervention.
Student Progress	<p>Data providing most complete look at an individual student:</p> <ul style="list-style-type: none"> • Interactive Reader Performance • Skill Performance • Usage for Last Week, Last 4 Weeks, and Total • Assignments Completion % 	<ul style="list-style-type: none"> • Weekly 	<ul style="list-style-type: none"> • Conference with students during Work Time to review all assignments and provide intervention as needed • Create a grading plan and add/remove assignments as needed • Use data on report for grading purposes
Student Usage	<ul style="list-style-type: none"> • Verify that students are using iLit for the hours and minutes required by school/district implementation expectations • Review usage for Last Week, Last 4 Weeks, and Total • Use the Estimated Total Time (hrs) to see what the approximate total usage time <ul style="list-style-type: none"> • Calculated by multiplying the number of weeks since class started by the hours completed in the Last Week. • Estimated Total Time number should be near or over the Actual Total Time. 	<ul style="list-style-type: none"> • Weekly 	<ul style="list-style-type: none"> • Ensure accuracy of usage time by having students log out properly after each session • Implement iLit according to best practices, including teachers using the iLit Apps, and Broadcasting & Projecting as recommended • Increase daily/weekly usage time if you're seeing low usage numbers
Weekly Student Assignments	<ul style="list-style-type: none"> • Exportable view of data shown on the Assignments Tab • Completion of all assignments with current lesson block (i.e. Unit 2, Lessons 16-20) • Verify scores for each assignment • Report is organized by each week's assignments 	<ul style="list-style-type: none"> • Weekly 	<ul style="list-style-type: none"> • Conference with students during Work Time to review all assignments and provide intervention as needed • Provide extra work time for assignment completion • Create a grading plan and add/remove assignments as needed • Use data on report for grading purposes
Student Usage (Grade Level)	<ul style="list-style-type: none"> • Review averages of total usage for daily & weekly use by iLit grade levels • Verify that students are using iLit for the hours and minutes required by school/district implementation expectations 	<ul style="list-style-type: none"> • Weekly 	<ul style="list-style-type: none"> • Ensure accuracy of usage time by having students log out properly after each session • Implement iLit according to best practices, including teachers using the iLit Apps, and Broadcasting & Projecting as recommended • Increase daily/weekly usage time if you're seeing low usage numbers
Student Gradebook Summary	<ul style="list-style-type: none"> • Completion of all assignments with current lesson block (i.e. Unit 2, Lessons 16-20) • Verify scores for each assignment • Raw scores & Percentage scores • Report is organized by student 	<ul style="list-style-type: none"> • Grading periods 	<ul style="list-style-type: none"> • Conference with students during Work Time to review all assignments and provide intervention as needed • Provide extra work time for assignment completion • Create a grading plan and add/remove assignments as needed • Use data on report for grading purposes