



Interactive Reader

Overview

An Interactive Reader is a component in iLit where students read high-interest, nonfiction passages at a readability level that is initially set by you or based on their Group Reading Assessment and Diagnostic Evaluation (GRADE™) results. Students answer Reading Checkpoint comprehension questions, summarize the text, and respond to what they have read. Scoring of the Reading Checkpoint answers is automatic and is instantly available. The iLit automated scoring feature will assess each summary and then provide feedback to help students improve their writing skills. In each Interactive Reader assignment, students answer a Critical Response question where they draw on information from the selection to support their ideas. Use a rubric to score students' written responses to the Critical Response question. Based on their overall scores in the Interactive Reader assignments, students' levels are regularly adjusted and captured on the Performance Dashboard.

Assigning the First Interactive Reader

Option 1 (Recommended)

Assign the first Interactive Reader *after* students complete the GRADE regularly. The numbers in the steps below correlate to the red numbers in the images on the next page.

1. Navigate to the **Assignments** tab in the Teacher App.
2. Select the **Unit**.
3. Select the **Lesson**.
4. Click one of the nine **Interactive Reader** assignments listed.
5. Select **Send to class** when you are ready to assign the GRADE. The system will automatically filter to the correct level for each student.

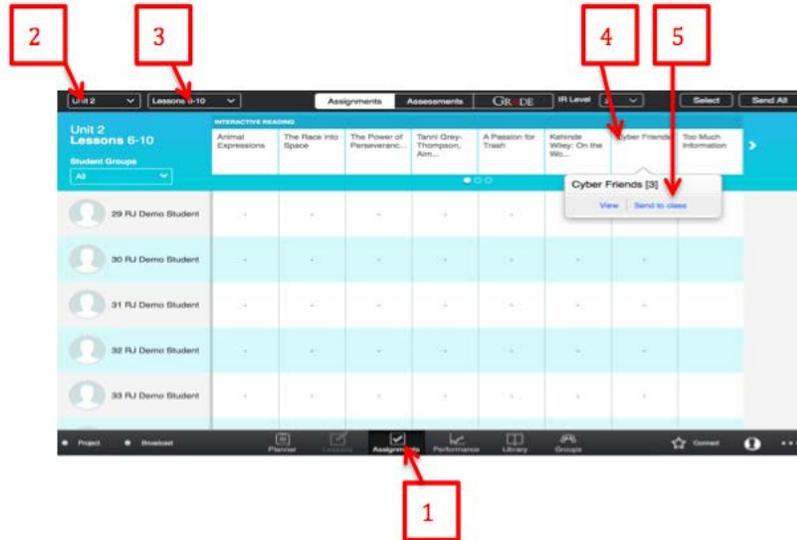
Then, do the following:

- Ask students to complete the assignment.
- Score the Critical Response writing activity embedded within the Interactive Reader.
- Assign the next Interactive Reader.

Note: You must score the Critical Response writing activity before assigning a new Interactive Reader so that the system has the most current and accurate data to use to differentiate following assignments.

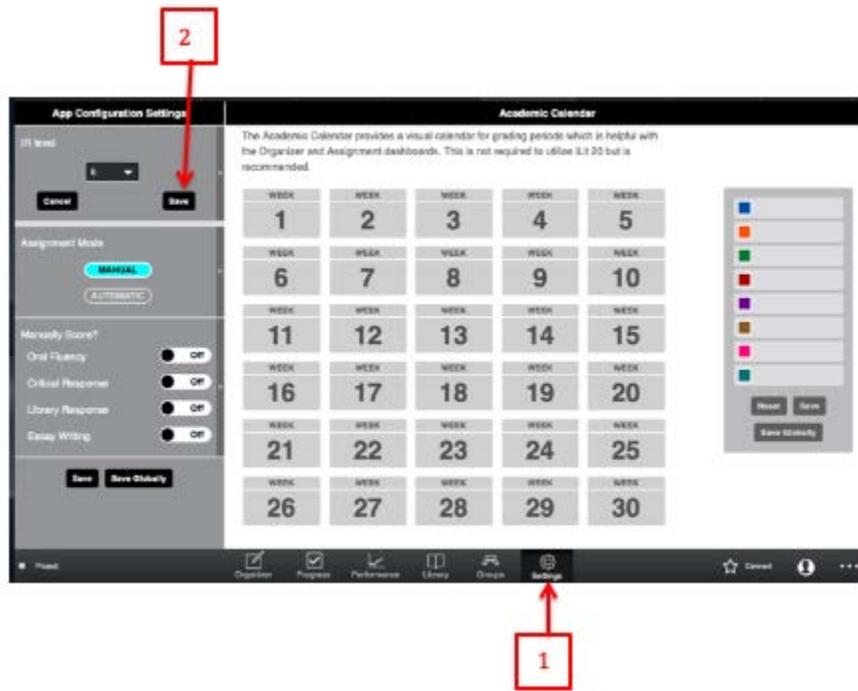
Please Note: your program screens may look different from the images in these training materials due to our rebrand to Savvas Learning Company.

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1. Navigate to the **Settings** tab (shown as Number 1).
2. Click **Save** (shown as Number 2).



Option 2 (Alternative)

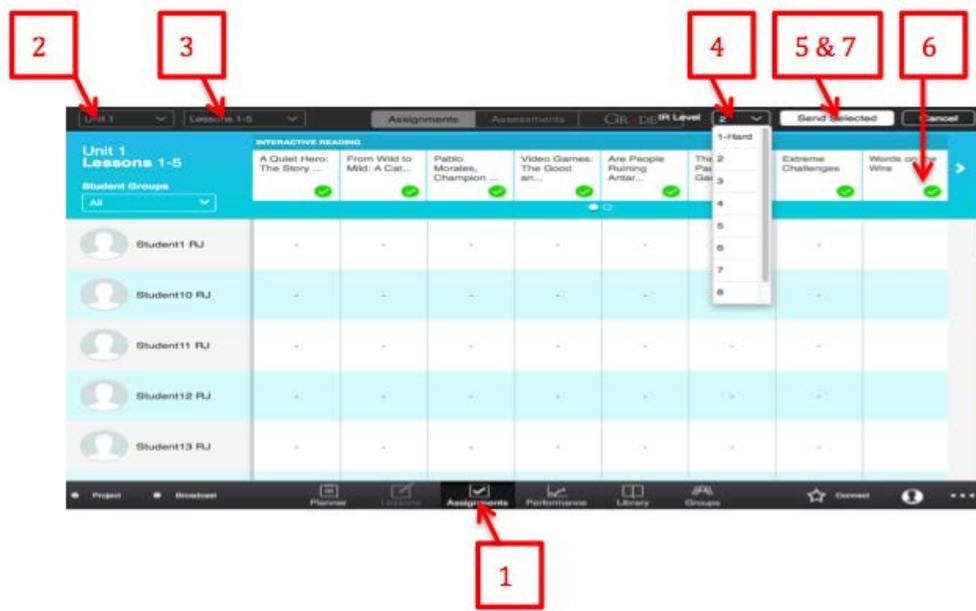
Assign the first Interactive Reader **before** students complete the GRADE. Only use this option in certain situations. For example, do not administer the GRADE to some users—primarily, some English language learner (ELL) students and Newcomers. In those cases, a Level 5 Interactive Reader would be too difficult, so you may want to assign the lowest level—Level 9.

1. Navigate to the **Assignments** tab in the Teacher App.
2. Select the **Unit**.
3. Select the **Lesson**.
4. Change the default **Interactive Reader Level** to the appropriate level for the class.
 - There are nine levels of Interactive Readers in each bank. Level 1 is the most difficult, and Level 9 is the least challenging. All students will receive the level that you choose for the first Interactive Reader. You cannot customize it for individual students. If you do not choose a level in the drop-down menu, the system will default to Level 5.
 - You must change the default Interactive Reader level **prior** to the first Interactive Reader or GRADE that you send.
5. Click the **Select** button, and it will change to **Send Selected**.
6. A grey check mark icon will appear in each Interactive Reader box. Choose any one of the nine **Interactive Reader** assignments listed. (The check mark icon will turn green for all.)
7. Select **Send Selected** when you are ready to assign.

Then, do the following:

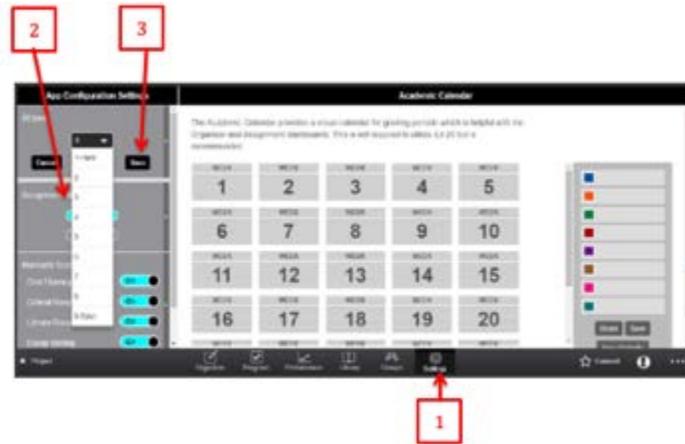
- Have students complete the assignment.
- Score the Critical Response writing activity embedded within the Interactive Reader.
- Assign the next Interactive Reader.

iLit90, 45 and ELL



iLit20

1. Navigate to the **Settings** tab (shown as Number 1).
2. Choose the **Interactive Reader Level** (shown as Number 2).
3. Click **Save** (shown as Number 3).



Interactive Reader Steps and Flow

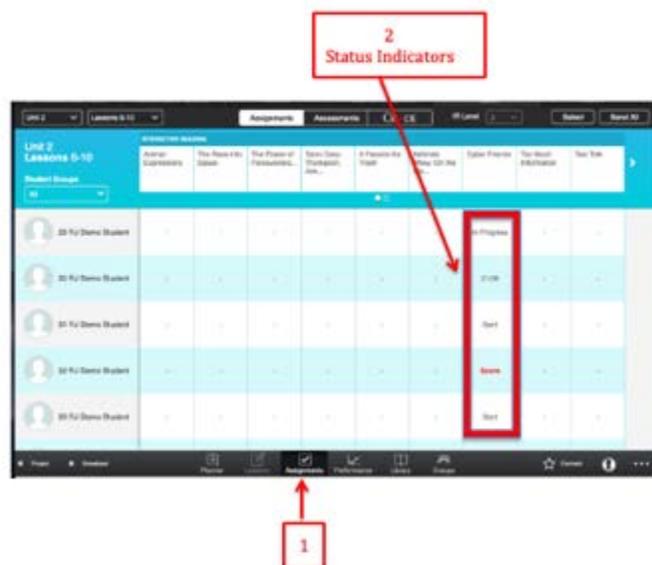
Once students complete the first Interactive Reader and it is scored, do the following:

1. Assign the Interactive Reader from the next bank of assignments.
 - o Click or tap on any one of the nine titles. When you select **Send to class**, students will receive the selection appropriate for their level (based on students' previous Interactive Reader performances). They will not necessarily receive the title that you used to send the assignment, since the whole class may not perform at the same level.
2. Have students complete the Interactive Reader.
3. Score the Interactive Reader.
4. Send the next Interactive Reader. How the student did on the previous Interactive Reader will determine the next reading assignment. It is important to be sure to score the previous Interactive Reader before you send the new assignment.

Note: For iLit ELL and iLit45, students will have an Interactive Reader most weeks, but not all.

Note: Status indicators let you know the status of the Interactive Reader:

- **Sent** means that you have sent students the assignment, so it will show up in their app under Assignments.
- **In Progress** indicates that students have started working on the assignment.
- **Score** lets you know that the assignment is ready for you to score.



Students do not need to complete the Interactive Reader all in one sitting. They can work on it over the course of the five-day assignment cycle. See the image above as a reference.

In-Depth Understanding: Elements of an Interactive Reader

Interactive Readers include the Reading Checkpoints, Summary Writing, and Critical Response. These three components determine the students' **Reading Level** stated as a **Grade Level Equivalency** in iLit.

The Interactive Reader score is typically determined by students' performance on each of three parts—Reading Checkpoints, Summary Writing, and Critical Response.

- **Reading Checkpoints:** iLit Scores—Students receive positive feedback if they answer the question correctly the first time. If they submit an incorrect answer, they receive a hint. If they answer incorrectly again, the system shows the correct response and provides an explanation to students.
- **Summary Writing:** iLit Scores—Students write a summary of what they have read and must include details from every section of the Interactive Reader. When users click **Feedback**, the system reviews their work and automatically provides feedback. The summary must include text from the passages in order to receive a higher score in feedback. Based on feedback that students receive, they may choose to review text in the Interactive Reader and revise their

writing. Once students are satisfied with their writing (they are given a limited amount of times to revise), they can click **Submit**.

- **Critical Response: You Score**—Students develop a written response to a prompt. There is no automated feedback in this section. Once students are satisfied with their writing, they may click **Submit**.

Note: Critical Response is optional in iLit20. If you would like students to complete this portion, they must have their settings designated as **MANUAL** and the Critical Response toggled **ON**.

Scoring

There are two different types of scores generated from the Interactive Reader—the raw score and a percentage score. Use each for different purposes in leveling and reporting.

- **Reading Checkpoints:** In this part, each are worth two points if students answer them correctly the first time. If students answer them correctly after a hint, they are worth 1.5 points.
- **Summary Writing:** In this part, an automated scoring engine converts a raw score into a percentage.
- **Critical Response:** In this part, you score them against a rubric.

Leveling

The overall percentage score on the Interactive Reader determines which level students will receive the following week. Students may only move up or down one level at a time, regardless of their scores.

You must score Interactive Readers in order for leveling to work as designed. The only portion of the Interactive Reader that you are responsible for scoring is the Critical Response, which you score via a rubric. Scoring guidelines are embedded in the Teacher App.

The only exception is in iLit20 if you have chosen to omit Critical Response and automatically accept the system score. No action is required in those cases.

If students score

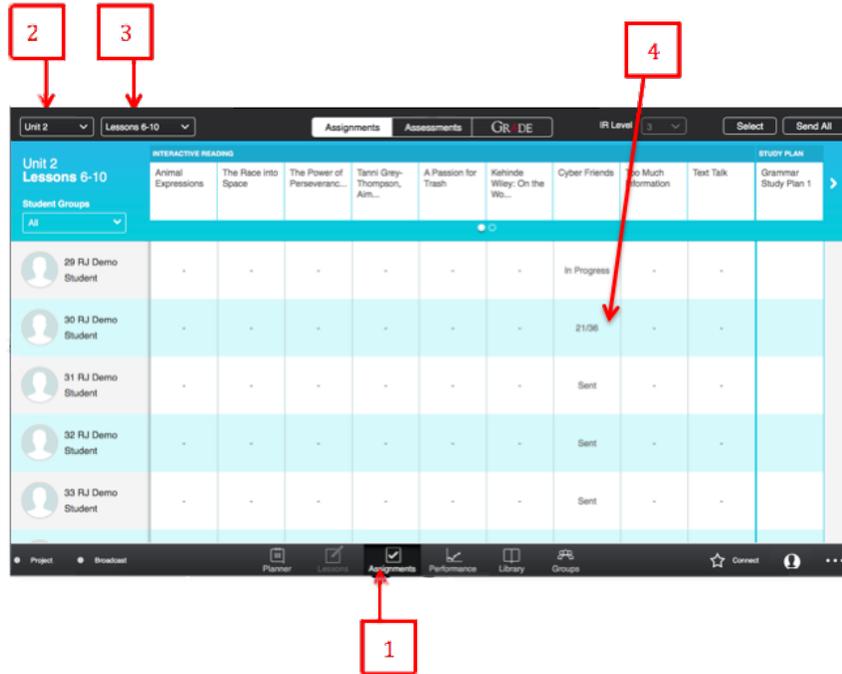
- 80 percent or higher, they move up one level;
- 65–79 percent, they remain at the same level; or
- 64 percent or below, they move down one level.

If there are no Interactive Readers for a prior week, levels are picked up from the last bank of Interactive Readers.

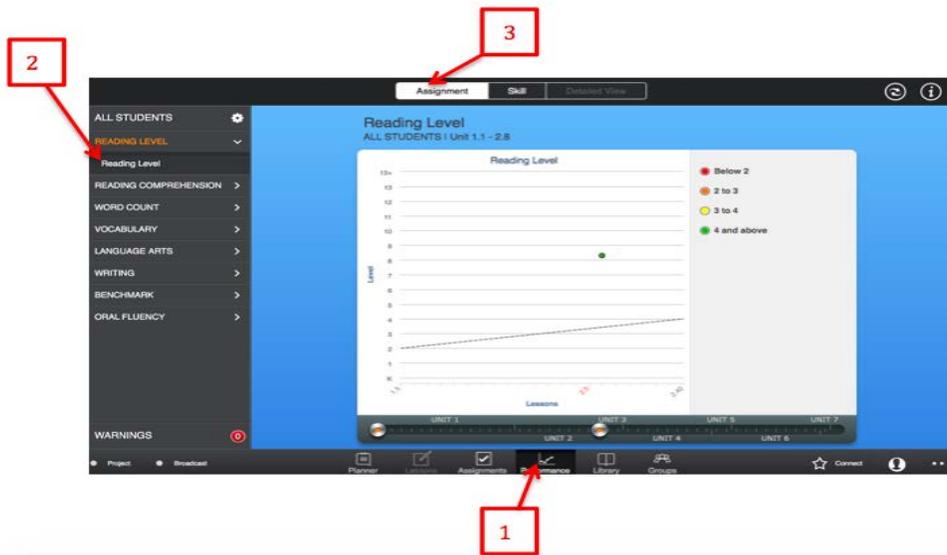
Reporting

Teacher App

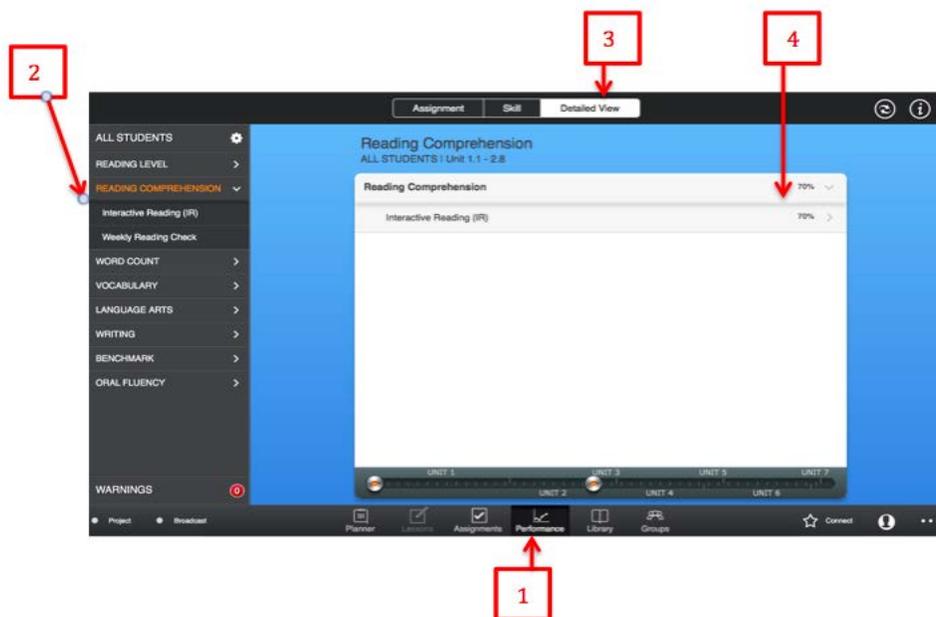
- The Assignment Dashboard (shown in Number 1) scores (shown as Number 4) represent the *raw scores* that students obtain. This is not used to calculate percentages. The unit and lesson are shown as Numbers 2 and 3 respectively.



- The Reading Level (Grade Level Equivalent or GLE, shown as Number 2) is displayed in the Performance Dashboard (shown as Number 1) under the Assignments tab (shown as Number 3).



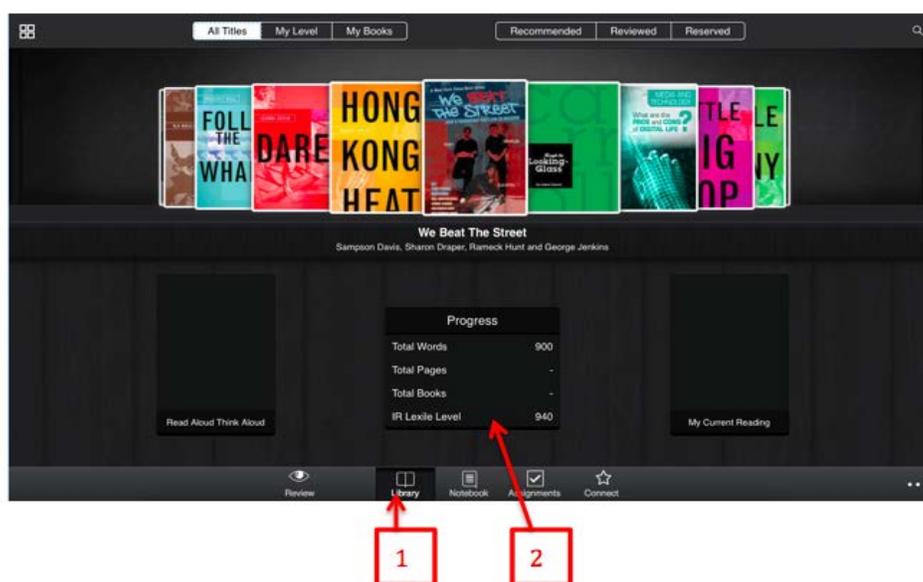
- The percentage score (shown as Number 4) is displayed in the Performance Dashboard (shown as Number 1) under Reading Comprehension (shown as Number 2) in the Detailed View (shown as Number 3).



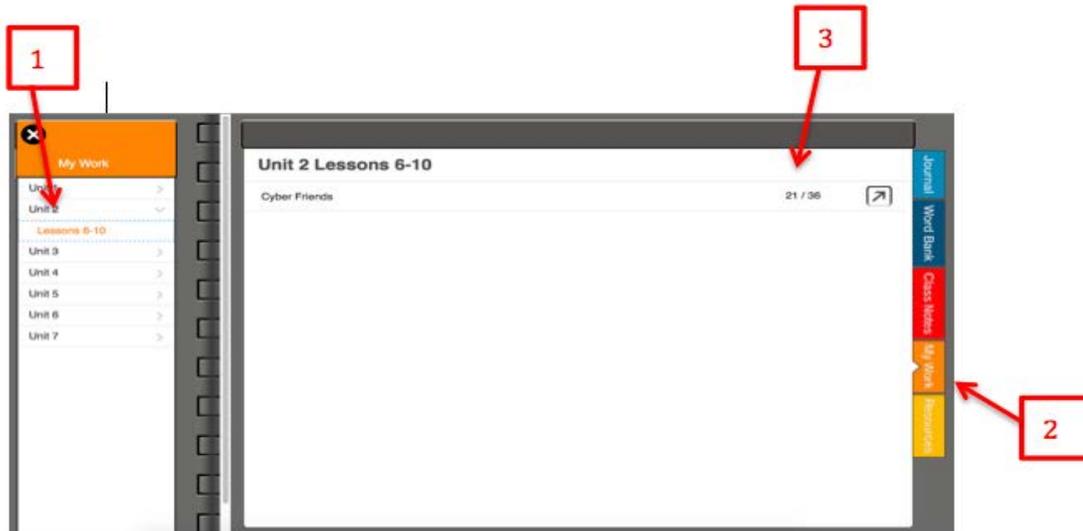
Student App

- The Progress section on the Library screen (shown as Number 1) displays the Interactive Reader Lexile® level (shown as Number 2) of the most recent Interactive Reader that students have completed.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.



- The Unit Lessons section (shown as Number 1) in the Notebook My Work tab (shown as Number 2) displays students' raw scores (shown as Number 3) on each Interactive Reader.



District Reporting

- The GLE is displayed as Reading Growth. Students' GLEs are based on the outcome of the students' last Interactive Reader.
- The percentage score is displayed in District Reporting. The Interactive Reader is a subset of Reading Comprehension.

Note: For additional information on reporting, please visit MySavvasTraining.com. Log in, and navigate to **iLit > On-Demand Training > Progress Monitoring and Reporting**.

Tips and Common Misconceptions

- You must score the current Interactive Reader before you assign the next week's Interactive Reader; you should not send out four weeks of Interactive Readers in a row, since the Interactive Readers will not be leveled correctly.
- You will have little data on reading comprehension if you do not score the Interactive Reader.**
- Newcomers should take the Newcomer Screener (not GRADE), and you should group students accordingly based on their results.
- Only the beginning-of-year GRADE provides a level. The mid- and end-of-year GRADE measure growth.
- Why do students get different Interactive Readers?
 - When you assign the Interactive Reader, the appropriate selection is automatically sent to students according to their reading levels. You can only make one Interactive Reader assignment per cycle, and each student will receive the reader for his or her level, as determined by performance.
- You have checked a student's work, and it looks correct, so why is the **Check Your Work** text still there?

- The tools that are linked to **Check Your Work** are standard and are always available to help students evaluate their writing. Because of this, it is functional even when the text does not contain errors. Students can determine if corrections are necessary by clicking **Check My Work** and scrolling through the text in that section to look for highlighted words or sentences.
- Your students hardly ever get a score of 4 on the Interactive Reader. Why is that?
 - Scores are based on comprehension of ideas and not on how well students write.
 - A score of 1 indicates a low level of comprehension. Students may have only written one or two sentences.
 - A score of 2 indicates comprehension of many of the main ideas, but students are missing some of the key ideas.
 - A score of 3 indicates that students have a strong level of comprehension and have captured the majority of the main ideas.
 - A score of 4 is challenging to attain and indicates that students have captured and mastered all of the main ideas. This is the equivalent of scoring 100 percent.
 - If students write too much, it is no longer a summary, and they cannot earn a score of 4.
 - The number of words in the summary should not exceed 25 percent of the words in the original passage. Students can lose a full point if the summary is too long.