



LEXIA

RAPID



ASSESSMENT

TEACHER QUICK GUIDE

Lexia® RAPID™ Assessment is an online adaptive screener for your classroom.

Using grade-specific tasks that span a continuum of reading and language development, RAPID will help you to:

1. Predict students' likelihood of reading success
2. Identify profiles of strengths and weaknesses in language and reading skills
3. Group students for instructional planning
4. Monitor change in skills over time

GRADES K-2



How does RAPID assess my students?

Reading and Language Tasks

RAPID for grades K-2 consists of required screening and recommended, optional comprehension tasks that assess students' reading and language skills.

Required Screening Tasks

Since K-2 students are learning to read, required screening tasks vary by grade level and time of year. The tasks measure foundational skills in **Word Recognition** and **Academic Language** that predict reading success at each grade level.

- All screening tasks are adaptive and norm-referenced
- A student's overall screening assessment results are available as soon as she completes all required, grade-specific screening tasks)

	Task Description	K	1	2	Average Time	Teacher-Led
Word Recognition	Phonological Awareness (Blending): the student hears words through the computer audio that have been broken into word parts or letter sounds and says the word by blending the parts into one word	■			2-3 min.	✓
	Letter Sounds: the student views letters and common consonant digraphs on the screen and says the sound the letters make	■ (fall, winter)			2-3 min.	✓
	Word Reading: the student views individual words on the screen and reads them aloud	■ (spring)	■	■	2-3 min.	✓
	Spelling: the student hears words through the computer audio and spells each one using a keyboard			■	3-4 min.	
Academic Language	Vocabulary Pairs: the student views three pictures and/or words on the screen as the computer audio reads the words aloud and selects the two words that go together best based on their meaning	■	■	■	3-4 min.	
	Following Directions: the student views pictures on the screen while listening to directions through the computer audio and follows the directions by selecting and/or moving pictures on the screen		■	■	3-4 min.	

Recommended Comprehension Tasks

After completing the required screening tasks, students are recommended for an optional comprehension task that assesses foundational skills in **Reading Comprehension**, based on their grade level, time of year, and performance on the **Word Reading** task. Comprehension tasks provide additional information about students' oral and written language comprehension.

	Task Description	K	1	2	Average Time	Teacher-Led
Reading Comprehension	Sentence Comprehension (Listening): the student listens to sentences spoken aloud by the computer and selects the picture that best matches the sentence from an array of four choices	■ (fall and winter)			2-4 min.	
	Passage Comprehension (Reading): the student reads a passage aloud and answers five comprehension questions	■ (spring)	■	■	Reading time varies	✓

How do my students and I use RAPID?



Login

- 1 Once students and classes have been set up through www.mylexia.com, launch your web browser and go to the site-specific RAPID URL for your school or district. This URL can be accessed via the Resources tab of myLexia.®
- 2 To start the assessment for a particular student, log in using the student's unique username and password.

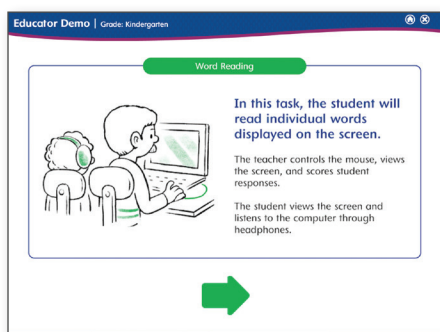


Choose the "I'm an Educator" tab to access the Educator Demo. From the K-2 Tasks menu, select **Teacher Training** to view a three-minute sequence about administration and scoring procedures for Teacher-Led tasks. Select a task to view sample test questions.

Assessment Interface

Task Introduction Screens

Each task begins with an introduction screen that illustrates the task type (Teacher-Led or Student-Led) and describes the set-up and administration procedures.



Teacher Code

Using the code "rapid" or "RAPID" in the Teacher Code box allows you to begin the first Teacher-Led screening

Teacher Code:

Continue

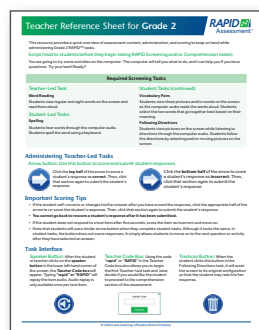
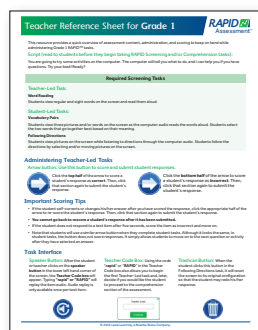
task, replay audio for students, and continue on to the comprehension section of the assessment.

Student Introduction

After completing the Teacher-Led tasks, the student will see a brief, interactive video that explains how to navigate the Student-Led tasks.

Teacher Reference Sheets

Grade-specific Teacher Reference Sheets, available for printing from the RAPID Resources Hub at myLexia.com, provide a quick reference to keep on hand while administering RAPID tasks.



Arrow Button

When administering Teacher-Led tasks, you use this arrow button to score student responses without providing feedback to students about their performance.

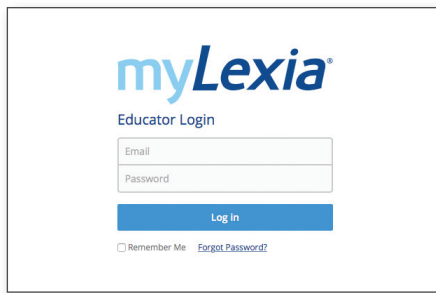


Click the top half of the arrow to score a student's response as correct. Then, click that section again to submit the student's response.



Click the bottom half of the arrow to score a student's response as incorrect. Then, click that section again to submit the student's response.

How do I review my students' performance?



Instant Data Access

Student Reports show each student's screening task scores, indicate performance on the comprehension tasks, and identify the student's Instructional Focus.

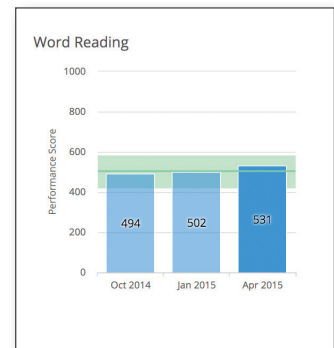
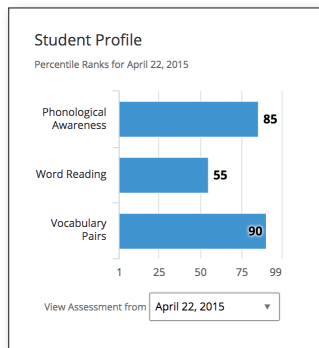
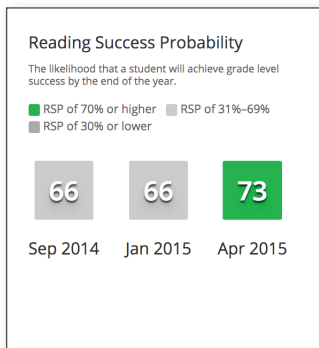
Class Reports show individual student data as well as aggregates of all student scores to provide an analysis of class performance over time and group students for instructional planning.



Visit www.myLexia.com to view reports and manage student accounts for your class.

Screening Scores

Based on their performance in the screening tasks, students receive three scores:



① Reading Success Probability (RSP)

Uses your student's overall screening task results to indicate the likelihood that he/she will be successful on an end-of-year, grade-level reading measure.

② Percentile Ranks

Create a Profile for each student in your class. Percentile ranks specify a student's strengths and areas requiring instructional focus, informing targets for small-group instruction.

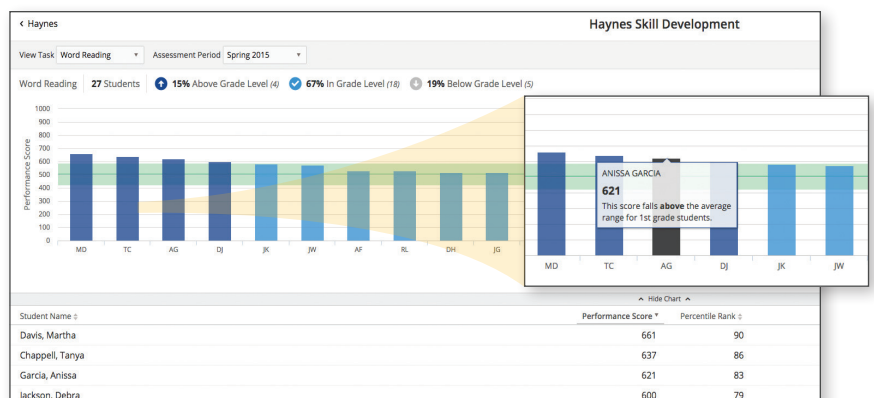
③ Performance Scores

Measure Skill Development over time for each screening task with a consistent, sensitive scale. Performance Scores detect growth and allow for comparisons between students' skill development and the average range of performance for their grade.

Skill Development

Access Skill Development details from the Class Report to see how many of your students are performing above, within, and below the average range for their grade level.

You can also use Skill Development details to further differentiate your instructional groupings based on student scores.



How does RAPID inform instructional planning?

Instructional Groups

Based on their profiles, RAPID identifies the instructional focus for groups of students. You can use these groupings to help plan small-group instruction and target students' skill weaknesses.

Instructional Group Focus	Student Performance
Word Recognition and Academic Language	At or below the 30th percentile in one or more foundational Word Recognition tasks and one or more foundational Academic Language tasks.
Word Recognition	At or below the 30th percentile in one or more foundational Word Recognition tasks.
Academic Language	At or below the 30th percentile in one or more foundational Academic Language tasks.
Enhanced Instruction	Above the 30th percentile in all tasks and have an RSP score at or above 70%, indicating they have a high likelihood of end-of-year reading success.

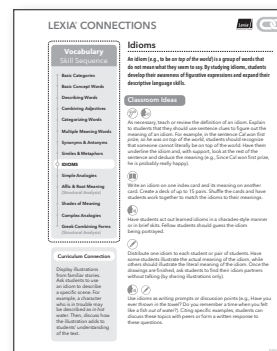
Instructional Groups		
Name	Students	
● Word Recognition and Academic Language	7	
● Word Recognition	4	
● Academic Language	4	
● Enhanced Instruction	3	

Clicking on a group provides recommendations for instructional priorities and a table showing the percentile ranks for students in that group.

Instructional Resources

Instructional groups link you directly to Lexia® Connections that can be used to target students' recommended instructional priorities (e.g., teaching Latin prefix rules).

These resources enhance and extend critical reading and language skills through reading, writing, speaking, and listening activities, as well as opportunities for peer collaboration and cross-curriculum connections.



Idioms		
Idiom	Meaning	
to be on top of the world	to be very happy	
to be in a sticky situation	to be in a difficult situation	
to be in a jam	to be in a difficult situation	
to be in a bind	to be in a difficult situation	
to be in a bind	to be in a difficult situation	
to be in a bind	to be in a difficult situation	
to be in a bind	to be in a difficult situation	
to be in a bind	to be in a difficult situation	
to be in a bind	to be in a difficult situation	
to be in a bind	to be in a difficult situation	

How do I implement RAPID in my classroom?

Implementation

RAPID can be implemented successfully using a combination of one-on-one and small group administration. Consider the following implementation scenarios that may work best for you and your students:

Cascade

Begin by logging the first student into RAPID and administering the Teacher-Led screening tasks. Once this student starts the Student Introduction, you can begin the assessment with another student. This “cascade” could repeat with one or two more students until you are supervising a small group of students completing the Student-Led screening tasks. If a student finishes the screening tasks and is recommended for Sentence Comprehension, he or she can complete this Student-Led task in the small supervised group. If a student is recommended for Passage Comprehension, you can administer that task one-on-one at a later time.

In kindergarten, this scenario is recommended for no more than two students at a time. In first and second grade, you may be able to implement this scenario with two to three students.



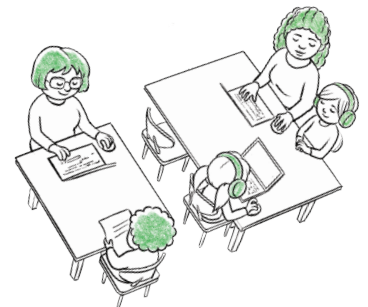
One-on-One

Log the student into RAPID and administer the Teacher-Led screening task(s). Then, you will continue to supervise the student as he or she completes the Student-Led screening tasks. Once the student completes the screening tasks, you can decide if you want the student to continue to the optional comprehension task, or if you want to start the screening tasks with another student.

This scenario may work best for kindergarteners and students who need sustained monitoring and support.

Rotation

This scenario is similar to the Cascade. As you work with students to complete the Teacher-Led screening tasks, an additional educator is available to administer the optional Passage Comprehension task or to begin the assessment with other students.



Your myLexia.com **username** is your school email address.

username |

password |

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