InSight

Students begin working in Reading Plus with an integrated assessment called InSight. InSight is a valid and reliable assessment created under the direction and guidance of leading reading researchers. InSight is a comprehensive assessment that provides data to identify instruction that meets the needs of each learner. InSight measures students’ reading comprehension, vocabulary knowledge, comprehension-based silent reading rate, and motivation for reading.

Purpose of InSight

The initial administration of InSight serves as a universal screener and placement test. Administrators and teachers can administer InSight assessment up to two additional times throughout the year as benchmarks to measure student progress over time.

Universal Screener

The initial administration of InSight serves as a universal screen to determine which students are not ready for Reading Plus instruction, which would benefit from silent reading intervention, and which are reading proficiently but can continue to build their capacity with increasingly complex texts.

Placement Test

Data gathered from InSight determines a student’s initial placement within each of the Reading Plus components. This data also is used to provide weekly assignment recommendations for each of the program’s components.

Benchmark Assessment

Multiple forms of InSight are available. Administration of these forms over the course of a school year helps educators monitor each student’s progress over time in the domains of reading efficiency, capacity, and motivation.

- Assigning InSight as a Benchmark – If InSight will be used as a benchmark assessment, it should be administered at mid-year and at the end of the year.

Access to InSight

Any student on a school’s Student Roster can take the InSight assessment. Students also can take the InSight assessment after they have been enrolled in a Reading Plus class. Students need their Reading Plus login credentials (username and password) in order to take the InSight assessment.

Preparing Students to Take InSight

Preparing students to take InSight will ensure that the results of the assessment are as accurate as possible. Click here for more details on administering InSight.

- Time Requirements – Students may need up to an hour to complete InSight. Students can complete the entire assessment in one sitting, or in two sittings, if necessary. Students automatically advance through each part of the assessment.
• **Instructional Movies** – Each part of the *InSight* assessment begins with students watching a brief instructional video. The videos provide students with an overview of what is expected of them in each part of *InSight*. The videos have specific directions and information that will help students do their best work. The use of headphones is suggested if students are taking *InSight* in a group setting.

• **Suspension During InSight** – A student will be suspended during the administration of *InSight* if he or she clicks through content too quickly, which is an indication that the student lacks attention to the task. If a student is suspended, he or she will see a suspension screen, and the teacher will be alerted. The student will be unable to continue the *InSight* assessment until a teacher reviews the cause of the suspension and “unsuspends” the student. This can be done from the student’s computer or tablet by entering the unsuspend code (type the F, 1, 2 keys sequentially), or from within the *Teacher Dashboard*. The names of suspended students appear at the top of the list on the *Actions Panel* within the *Teacher Dashboard*.

### Three Parts of InSight

#### Motivation Inventory

The first part of *InSight* is a motivation inventory that measures a student's motivation for reading across four affective domains. Student responses to statements about reading create a picture of how they see themselves as readers. The motivation inventory was designed under the direction of Dr. John Guthrie, a leading expert on student motivation.

• **Items** – The motivation inventory presents students with first-person statements about various aspects of reading. Each statement is crafted to elicit from students how they perceive themselves as readers in one of four affective domains of motivation: extrinsic motivation, self-efficacy, value, or interest.

• **Audio Support** – Students have the option of having each statement read to them.

#### Comprehension

The second part of *InSight* assesses a student’s silent reading comprehension ability. The assessment was created under the guidance of Dr. David Pearson, a leading expert on comprehension.

• **Comprehension Passages** – All assessment passages are quantitatively leveled using the Lexile® Framework for Reading and Common Core State Standards’ recommendations for Lexile® ranges. Passage topics are from dominant curriculum areas that align with a cross-section of state curricula, which serve to control for background knowledge. Word counts increase as students move to higher levels of texts. Students read the passages in an independent format, so their comprehension-based silent reading rates can also be accurately measured.

• **Questions** – Each assessment passage is followed by five rigorously crafted questions and foils that monitor student comprehension performance. Questions and foils have been crafted based on a rubric designed by Dr. David Pearson, a leading expert on comprehension assessment.

• **Comprehension Ceiling** – The assessment seeks a performance ceiling for each student, which is the highest level at which a student can consistently and successfully demonstrate
comprehension of 80% or higher. To find the performance ceiling, students may be presented with texts of varying levels of difficulty during the assessment.

**Vocabulary**

The vocabulary section of InSight evaluates a student’s knowledge of general academic vocabulary. The assessment was developed under the direction and guidance of Dr. Efrieda Hiebert.

- **Vocabulary Words Assessed** – The assessment evaluates student knowledge of general academic words from a research-based list of 2400 Words to Master that are among the most frequent words in written English and appear in content area and literary texts. Lists of the Words to Master at every grade level can be found in the Printable Resources section of the Help Site.

- **Vocabulary Items** – Students are presented a word and then asked to choose a word or phrase that most accurately reflects the meaning of the target word.

- **Vocabulary Ceiling** – The assessment seeks a performance ceiling for each student, which is the highest level at which a student can successfully demonstrate vocabulary knowledge. Students may be presented with easier or more difficult items, based on their performance, to find the student’s ceiling.

**Results**

InSight assessment results provide educators with scores for a student’s comprehension level, vocabulary level, and efficiency level (rate). These scores are combined to create a student’s capacity index and proficiency index. In addition, InSight provides the student’s level of motivation for reading across four affective domains. The results are used to determine a student’s initial placement within his or her assigned Reading Plus components.

**Comprehension Level**

A student’s comprehension level is the highest level at which he or she can successfully and consistently demonstrate good comprehension. This information can be found on the Screening Report.

**Vocabulary Level**

A student’s vocabulary level is the highest level at which he or she can successfully demonstrate knowledge of the words being presented. This information can be found on the Screening Report.

**Motivation Levels**

Results from the motivation inventory place students on a scale of Very Low to Very High for each of the four domains measured. This information can be found on the Screening Report.

- **Four Affective Domains of Motivation**

  - **Extrinsic Motivation** – Reveals the extent to which a student’s motivation to read comes from external influences, such as rewards that are not tied to instructional goals.
• **Self-Efficacy** – Reveals the extent of a student's confidence and belief that he or she is capable of performing well on reading tasks.

• **Value** – Reveals to what extent the student values reading as an activity that is important, enjoyable and rewarding.

• **Interest** – Reveals the student’s desire and curiosity to give attention to, or engage in, reading activities.

**Efficiency / Reading Rate**

Efficiency level is defined as the student’s comprehension-based silent reading rate, or the word-per-minute (WPM) rate at which a student is able to successfully read and comprehend various levels of text.

**Capacity Index**

A student’s Capacity Index is derived from combining the student's comprehension level and the student's vocabulary level.

**Proficiency Index**

The student’s Proficiency Index is derived from combining the student's Capacity Index and the student's Efficiency level (word-per-minute silent reading rate). This information can be found on the *Screening Report and Benchmark Report*.

**Higher Efficiency / Higher Capacity**

Students who score high on both efficiency and capacity are proficient or advanced readers. The *Reading Plus* instructional pathway for these students will spark new interests and expand knowledge. These students are provided with opportunities to increase their capacities with complex texts at their grade levels and beyond.

**Higher Efficiency / Lower Capacity**

Students who score higher on efficiency and lower on capacity are capable of taking in text efficiently, but only when reading below-grade texts. These students benefit from vocabulary development and scaffolds within the program that help them access more complex texts while ensuring that their efficiency continues to develop along with capacity.

**Lower Efficiency / Higher Capacity**

Students who score lower on efficiency and higher on capacity are capable of reading and comprehending higher levels of text but do so at very slow WPM rates. These students benefit from starting with lower-level content where efficiency, rate and stamina can be developed most effectively.

**Lower Efficiency / Lower Capacity**
Students who score low on both efficiency and capacity are struggling with content and rate, and their instructional pathways will provide extensive opportunities and scaffolds to development both.

- **Not Ready** - Students with extremely low efficiency and capacity are designated as “not ready” for scaffolded silent reading practice in the *SeeReader* component. However, they may benefit from visual-perceptual skill development in *iBalance* and vocabulary development in *ReadAround*. Teachers may opt to have these students participate in *Reading Plus*, but the program will not provide predictions regarding student outcomes.

- **Borderline** – Students with very low efficiency and capacity are designated as “Borderline.” These students may not be ready for the *SeeReader* component. A teacher should closely monitor these students to ensure that each student makes expected progress.

**Recommended Assignments per Week**

Recommended assignments per week are calculated based on the gap between a student’s starting level and target ending level in each *Reading Plus* component program.

- **Individual Student Assignments Per Week** – To account for each student’s specific needs, individualized weekly assignment recommendations are provided for each component to which a student is assigned. Following these recommendations will help students make expected gains towards proficiency. These individualized recommendations are listed in the column marked “#/Wk” on the *Placement Report*.

- **Class Assignments Per Week** -This is the average number of weekly assignments for the class. If using individual student assignments is not feasible, weekly assignments can be set using the average assignments per week for the class.

**24-Week Outcome**

This refers to the expected level (grade level) after 24 weeks of consistent use following the recommended individual student assignments per week. This information is found in the column marked “24 Wk Outcome” on the *Placement Report*. If the student is expected to reach grade level after 24 continuous weeks of instruction, a “G” appears in the column. If students are not expected to reach grade-level content within 24 weeks, the column will display a numeric value representing the reading level they are likely to reach after 24 weeks of instruction. No 24-week outcomes are predicted or displayed for Not Ready or Borderline students.