Student Progress Report - Table View

Waterford Early Reading Program™

Waterford Early Learning™

Javier Lopez (ID: 30426B)
Grade: K
Class: Kindergarten
School: Farley Elementary
District: Auburn-Washburn

Date Range: June 2, 2011 - June 27, 2011

Current Usage

	(hr:min)
Student Usage	**01:02**
Class Usage	02:01
Grade Usage	02:01
Recommended Usage	04:30
Usage Goal	03:36

Usage Settings	(hr:min:sec)
Student Avg Session Length	**00:15:39**
Student Avg # Sessions per week	**1.4**
Class Avg Session Length	00:15:54
Class Avg # Sessions per week	2.5
Grade Avg Session Length	00:15:54
Grade Avg # Sessions per week	2.5

Current Progress

	Starting Level	Curr. Level	Class Avg Curr. Level	Grade Avg Curr. Level	Progress	Class Avg Progress	Grade Avg Progress	Current Lesson
Overall Progress	L1.02	L1.03	L1.73	L1.73	0.01	0.07	0.07	
Phon Awareness	/	/	PA.19	PA.19	/	0.16	0.16	
Phonics	L1.01	L1.03	L1.78	L1.78	0.02	0.04	0.04	D Recognition
Comp & Vocabulary	L1.02	L1.02	L1.89	L1.89	0	0.03	0.03	The Apple Tree
Language Concepts	L1.03	L1.03	L1.68	L1.68	0	0.1	0.1	Print Directionality
Fluency	/	/	/	/	/	/	/	

Current Performance

	Pretest Avg Mastery	Avg Mastery	Class Avg Mastery	Grade Avg Mastery
Overall Perf.	26%	94%	86%	86%
Phon Awareness	none	/	86%	86%
Phonics	26%	97%	88%	88%
Comp & Vocabulary	none	80%	84%	84%
Language Concepts	none	100%	87%	87%
Fluency Comprehension	none	/	/	/
Fluency WPM	none	/	/	/

red = Student is performing below target mastery level or is not meeting Usage Goal.
/ = Student has not started work in this Instructional Strand.
PT = Student is currently working in Reading Placement Tool.
Complete = Student has completed all content in this Instructional Strand.

Student Progress Report - Graph View

Waterford Early Reading Program™

Waterford Early Learning™

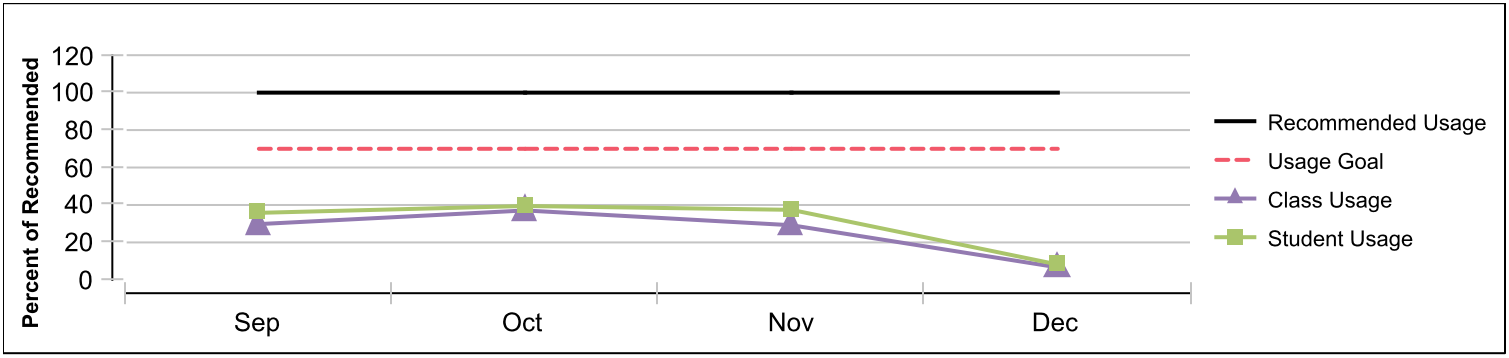
Anna Chang (ID: 28711)
Grade: Pre-K

Date Range: September 6, 2011 - December 30, 2011

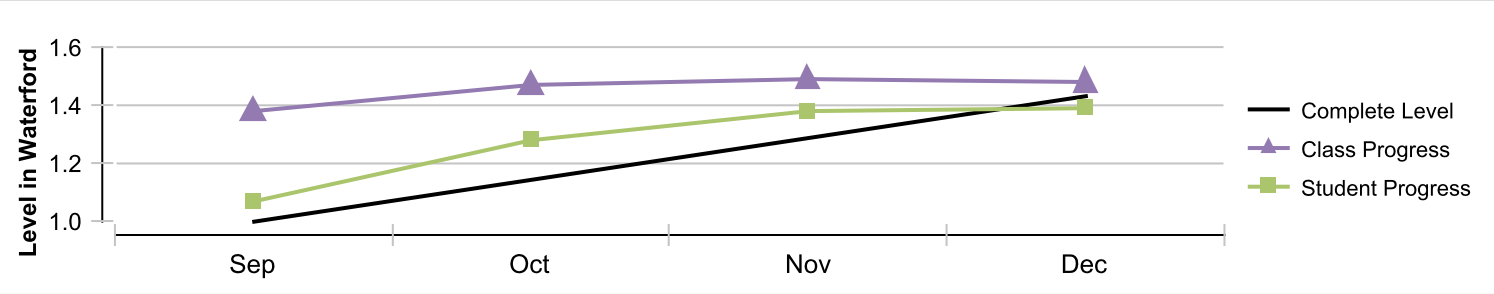
Class: Mrs. Jones
School: Waterford School
District: Waterford District

Usage Pattern

Table view

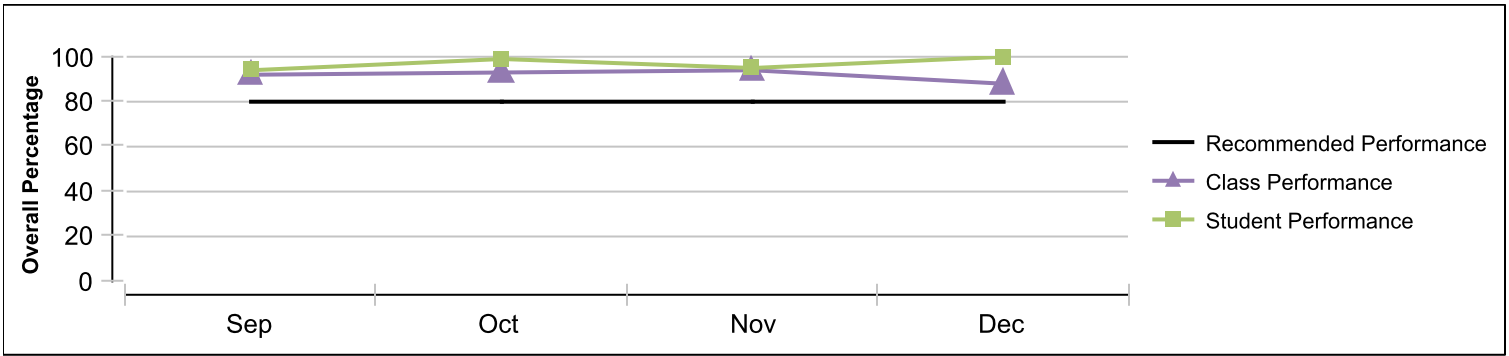


Progress Pattern



Overall Performance Pattern

Area of Difficulty



*Average Mastery is the average of all student post assessment scores. The score is heavily weighted toward Phonics.

Area of Difficulty Report - Student
Waterford Early Reading Program™

Waterford Early Learning™

George McDonald (ID: 298751)
Grade: K
Class: Mrs. Jones
School: Evergreen Elementary School
District: Marion County School Board

Date Range: September 27, 2011 - January 24, 2012

Phonics
Individual Skills

Skill Area	Skill
There are no failed skills in this instructional strand	

Lessons

Lesson Name	Learning Objective	Last Attempt Date	# of Attempts	Last Score
Pattern Postassessment: -ad	Demonstrate ability to blend letter sounds to read words using the word pattern -ad.	Jan 13, 2012	1*	60%
Power Word Postassessment: His	Demonstrate ability to read and identify the Power Word (sight word) "his."	Jan 13, 2012	1*	60%
Power Word Postassessment: Was	Demonstrate ability to read and identify the Power Word (sight word) "was."	Jan 13, 2012	1*	20%
The Hat	Identify words from the decodable book The Hat, and then read the book.	Jan 13, 2012	1	60%
Nan and the Ham	Identify words from the decodable book Nan and the Ham, and then read the book.	Jan 5, 2012	2*	20%
Pattern Postassessment: -an	Demonstrate ability to blend letter sounds to read words using the word pattern -an.	Dec 14, 2011	1*	60%
/n/	Identify the letter that makes the /n/ sound.	Dec 12, 2011	1*	20%
Pam and Pat	Identify words from the decodable book Pam and Pat, and then read the book.	Dec 7, 2011	2*	60%
Pattern Postassessment: -ap	Demonstrate ability to blend letter sounds to read words using the word pattern -ap.	Dec 1, 2011	1*	80%
Power Word Postassessment: And	Demonstrate ability to read and identify the Power Word (sight word) "and."	Nov 29, 2011	1*	20%
A Mat	Identify words from the decodable book A Mat, and then read the book.	Nov 16, 2011	2*	60%
Power Word Postassessment: A	Demonstrate ability to read and identify the Power Word (sight word) "a."	Nov 10, 2011	1*	20%

Area of Difficulty Report - Student

Waterford Early Reading Program™

Lessons

Lesson Name	Learning Objective	Last Attempt Date	# of Attempts	Last Score
Power Word Postassessment: On	Demonstrate ability to read and identify the Power Word (sight word) "on."	Nov 10, 2011	1*	40%
Power Word Postassessment: My	Demonstrate ability to read and identify the Power Word (sight word) "My."	Oct 24, 2011	1*	20%
Power Word Postassessment: He	Demonstrate ability to read and identify the Power Word (sight word) "he."	Oct 11, 2011	1*	0%

Phonological Awareness

Lesson Name	Learning Objective	Last Attempt Date	# of Attempts	Last Score
Rhyme Practice 1	Identify words that rhyme.	Jan 13, 2012	10*	25%
Rhyme Postassessment	Demonstrate ability to match rhyming words.	Jan 12, 2012	6*	20%
Syllable Practice	Identify the number of syllables in words.	Dec 12, 2011	6*	60%
Syllable Postassessment	Demonstrate ability to identify the number of syllables in words.	Dec 7, 2011	2	60%
Rhyme Practice 2	Match words that rhyme.	Oct 26, 2011	1*	45%

Comprehension & Vocabulary

Lesson Name	Learning Objective	Last Attempt Date	# of Attempts	Last Score
There are no failed lessons in this instructional strand				

Language Concepts

Lesson Name	Learning Objective	Last Attempt Date	# of Attempts	Last Score
Words Tell about the Pictures	Understand that the words on a page tell about the pictures.	Oct 7, 2011	2*	75%

* Lessons included in this report may be reviewed in subsequent lessons, but will no longer be explicitly assessed

Early Reading Placement Summary

Waterford Early Reading Program™

Kindergarten **June 27, 2011**

Grade: K

School: Farley Elementary

District: Auburn-Washburn

firstname Name	Date Completed	Level 1			Level 2			Level 3
		Unit 1	Unit 2	Unit 3	Unit 1	Unit 4	Unit 6	Unit 1
Alex Austin	Jun 7, 2011			●				
Alexander McCready	Jun 7, 2011			●				
Amber Conti	Jun 8, 2011	●						
Anthony Llamas	Not Taken							
Antonio Razo	Not Taken							
Ashlyn Morrison	Jun 7, 2011				●			
Ashlynn Aurner	Jun 7, 2011			●				
Aytumn Sanchez	Jun 16, 2011			●				
Brayden Renteria	Jun 7, 2011				●			
Cailin Johnson	Jun 7, 2011			●				
Carmen Alston	Jun 15, 2011			●				
Ciana Evans	Jun 7, 2011			●				
Cora Iarossi	Jun 7, 2011				●			
Daysha Burkdoll	In Progress							
Derick Coffman	Not Taken							

Waterford Early Learning™

firstname Name	Date Completed	Level 1			Level 2			Level 3
		Unit 1	Unit 2	Unit 3	Unit 1	Unit 4	Unit 6	Unit 1
Ella Weber	Not Taken							
Evan Masters	Jun 7, 2011			●				
Freddy McConnell	Jun 7, 2011			●				
Gabrielle Traylor	Jun 7, 2011				●			
Grace Leenerts	Jun 7, 2011		●					
Ishan Indukuri	Jun 7, 2011		●					
Izac Lonnen	Jun 8, 2011				●			
Jacob Krentz	Jun 8, 2011			●				
Jadon Dennis	Not Taken							
James Schoovaerts	Jun 7, 2011			●				
Jayson Pletcher	Not Taken							
Joanna Castro Hernandez	Jun 7, 2011					●		
Joelle Ahlenius	Jun 8, 2011			●				
Jonah Kelly	Not Taken							
Kaleb Yaseen	Jun 7, 2011		●					
Kaylie Wall	Not Taken							
LaTavia Grimmett	Jun 7, 2011				●			
Luke Hamilton	Not Taken							
Marcos Mejia	Jun 8, 2011				●			
Mathias Jensen	Jun 7, 2011			●				

firstname Name	Date Completed	Level 1			Level 2			Level 3
		Unit 1	Unit 2	Unit 3	Unit 1	Unit 4	Unit 6	Unit 1
Mystik Smith	Not Taken							
Nathaniel Haskins	Not Taken							
Patrick Christian	Jun 7, 2011			●				
Robert Roth	Not Taken							
T'arieonna Blackwell	Jun 7, 2011			●				
Taylor Schakel	Jun 7, 2011				●			
Travis Stielow	Not Taken							
Trevor Ortiz	Jun 8, 2011				●			
Ty Greene	Not Taken							
Xavier Zimmerman	Jun 7, 2011	●						

Class Progress Report - Table View

Waterford Early Reading Program™

Kindergarten **Date Range:** **June 2, 2011 - June 27, 2011**

Grade:K

School: Farley Elementary

District: Auburn-Washburn

Recommended Usage:	**04:30**
Usage Goal:	**03:36**

	Overall			Phonological Awareness		Phonics		Comp & Vocab		Language Concepts		Fluency	
	Usage (hr:min)	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance
Class Average	**02:01**	**L1.73**	**86%**	**PA.19**	**86%**	**L1.78**	**88%**	**L1.89**	**84%**	**L1.68**	**87%**	**/**	**/**
Grade Average	**02:01**	**L1.73**	**86%**	**PA.19**	**86%**	**L1.78**	**88%**	**L1.89**	**84%**	**L1.68**	**87%**	**/**	**/**

	Overall			Phonological Awareness		Phonics		Comp & Vocab		Language Concepts		Fluency	
	Usage (hr:min)	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance
Alex Austin	03:10	L1.69	90%	PA.24	79%	L1.81	93%	/	/	L1.57	94%	/	/
Alexander McCready	01:59	L1.64	76%	PA.13	90%	L1.81	33%	/	/	L1.47	100%	/	/
Amber Conti	01:20	L1.04	98%	/	/	L1.04	100%	L1.05	80%	L1.03	100%	/	/
Anthony Llamas	00:00	PT	/	PT	/	PT	/	PT	/	PT	/	PT	/

Class Progress Report - Table View

Waterford Early Reading Program™

	Overall			Phonological Awareness		Phonics		Comp & Vocab		Language Concepts		Fluency	
	Usage (hr:min)	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance
Antonio Razo	00:00	PT	/	PT	/	PT	/	PT	/	PT	/	PT	/
Ashlyn Morrison	02:02	L2.12	70%	PA.16	93%	L2.02	74%	L2.05	83%	L2.30	37%	/	/
Ashlynn Aurner	02:58	L1.78	90%	PA.37	69%	L1.82	92%	/	/	L1.73	97%	/	/
Aytumn Sanchez	00:48	L1.60	88%	PA.03	/	L1.80	/	/	/	L1.40	88%	/	/
Brayden Renteria	03:14	L2.09	92%	PA.39	88%	L2.07	92%	L2.09	93%	L2.10	100%	/	/
Cailin Johnson	03:20	L1.73	87%	PA.37	69%	L1.82	87%	/	/	L1.63	95%	/	/
Carmen Alston	00:32	L1.60	100%	/	/	L1.79	/	/	/	L1.40	100%	/	/
Ciana Evans	00:47	L1.59	50%	PA.03	/	L1.80	/	/	/	L1.37	50%	/	/
Cora Iarossi	03:44	L2.07	92%	PA.24	84%	L2.05	96%	L2.07	82%	L2.10	88%	/	/
Daysha Burkdoll	00:00	PT	/	PT	/	PT	/	PT	/	PT	/	PT	/
Derick Coffman	00:00	PT	/	PT	/	PT	/	PT	/	PT	/	PT	/
Ella Weber	00:00	PT	/	PT	/	PT	/	PT	/	PT	/	PT	/

Class Progress Report - Table View

Waterford Early Reading Program™

	Overall			Phonological Awareness		Phonics		Comp & Vocab		Language Concepts		Fluency	
	Usage (hr:min)	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance
Evan Masters	03:42	L1.71	87%	PA.37	61%	L1.82	92%	/	/	L1.60	94%	/	/
Freddy McConnell	02:08	L1.66	91%	PA.16	100%	L1.81	92%	/	/	L1.50	86%	/	/
Gabrielle Traylor	01:22	L2.05	92%	PA.11	100%	L2.02	94%	L2.02	78%	L2.10	87%	/	/
Grace Leenerts	02:08	L1.33	95%	/	/	L1.32	97%	/	/	L1.33	88%	/	/
Ishan Indukuri	01:19	L1.29	94%	/	/	L1.28	97%	/	/	L1.30	83%	/	/
Izac Lonnen	01:35	L2.12	92%	PA.13	100%	L2.04	99%	L2.02	100%	L2.30	58%	/	/
Jacob Krentz	00:32	L1.58	50%	/	/	L1.79	/	/	/	L1.37	50%	/	/
Jadon Dennis	00:00	PT	/	PT	/	PT	/	PT	/	PT	/	PT	/
James Schoovaerts	03:08	L1.73	89%	PA.24	92%	L1.82	75%	/	/	L1.63	96%	/	/
Jayson Pletcher	00:00	PT	/	PT	/	PT	/	PT	/	PT	/	PT	/
Joanna Castro Hernan	00:47	L2.15	55%	/	/	/	/	L2.09	66%	L2.20	50%	/	/
Joelle Ahlenius	03:40	L1.76	98%	PA.24	90%	L1.82	100%	/	/	L1.70	99%	/	/

Class Progress Report - Table View

Waterford Early Reading Program™

	Overall			Phonological Awareness		Phonics		Comp & Vocab		Language Concepts		Fluency	
	Usage (hr:min)	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance
Jonah Kelly	00:00	PT	/	PT	/	PT	/	PT	/	PT	/	PT	/
Kaleb Yaseen	02:38	L1.35	94%	PA.05	80%	L1.40	94%	/	/	L1.30	96%	/	/
Kaylie Wall	00:00	PT	/	PT	/	PT	/	PT	/	PT	/	PT	/
LaTavia Grimmett	01:21	L2.05	91%	PA.11	84%	L2.03	92%	L2.02	90%	L2.10	100%	/	/
Luke Hamilton	00:00	PT	/	PT	/	PT	/	PT	/	PT	/	PT	/
Marcos Mejia	01:05	L2.05	92%	PA.08	93%	L2.02	95%	L2.02	80%	L2.10	87%	/	/
Mathias Jensen	01:03	L1.61	77%	PA.05	100%	L1.81	53%	/	/	L1.40	100%	/	/
Mystik Smith	00:00	PT	/	PT	/	PT	/	PT	/	PT	/	PT	/
Nathaniel Haskins	00:00	PT	/	PT	/	PT	/	PT	/	PT	/	PT	/
Patrick Christian	03:15	L1.70	88%	PA.26	76%	L1.82	89%	/	/	L1.57	97%	/	/
Robert Roth	00:00	PT	/	PT	/	PT	/	PT	/	PT	/	PT	/
T'arieonna Blackwell	02:43	L1.65	87%	PA.21	79%	L1.82	80%	/	/	L1.47	100%	/	/

Class Progress Report - Table View

Waterford Early Reading Program™

	Overall			Phonological Awareness		Phonics		Comp & Vocab		Language Concepts		Fluency	
	Usage (hr:min)	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance
Taylor Schakel	02:32	L2.07	96%	PA.24	89%	L2.05	99%	L2.05	90%	L2.10	87%	/	/
Travis Stielow	00:00	PT	/	PT	/	PT	/	PT	/	PT	/	PT	/
Trevor Ortiz	02:40	L2.16	94%	PA.24	93%	L2.13	94%	L2.14	90%	L2.20	100%	/	/
Ty Greene	00:00	PT	/	PT	/	PT	/	PT	/	PT	/	PT	/
Xavier Zimmerman	01:02	L1.03	94%	/	/	L1.03	97%	L1.02	80%	L1.03	100%	/	/

red = Student is performing below target mastery level or is not meeting Usage Goal.
/ = Student has not started work in this Instructional Strand.
PT = Student is currently working in Reading Placement Tool.
Complete = Student has completed all content in this Instructional Strand.

District Progress Report - Table View

Waterford Early Reading Program™

Waterford Early Learning™

Hazzard County **Date Range: June 13, 2011 - January 18, 2012**

Recommended Usage:

Preschool, Kindergarten	**39:30**
First Grade and up	**79:00**

Usage Goal:

Preschool, Kindergarten	**31:36**
First Grade and up	**63:12**

If the grade level usage falls below the usage goals, their usage time next to their name(below) will be in red. The usage goal default is 80% of the recommended usage.

	Usage (hr:min)	Overall		Phonological Awareness		Phonics		Comp & Vocab		Language Concepts		Fluency	
		Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance
Preschool	09:35	L1.49	87%	PA.37	80%	L1.52	85%	L1.42	85%	L1.47	93%	/	/
Kindergarten	10:10	L1.52	87%	PA.34	79%	L1.55	86%	L1.48	87%	L1.52	91%	L3.17	/
Second Grade	01:34	L1.17	90%	/	/	L1.18	93%	L1.14	80%	L1.20	87%	/	/

L1 represents Level 1 of *Waterford Early Learning*

.17 shows that this grade level is 17% of the way through the program

Waterford Institute

Preschool

	Usage (hr:min)	Overall		Phonological Awareness		Phonics		Comp & Vocab		Language Concepts		Fluency	
		Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance
Alta Elementary	16:45	L1.76	86%	PA.48	81%	L1.76	83%	L1.79	88%	L1.78	93%	/	/
Brighton Elementary	06:35	L1.51	83%	PA.30	75%	L1.58	78%	L1.36	84%	L1.46	92%	/	/
Davison Elementary	07:11	L1.30	92%	PA.21	90%	L1.32	93%	L1.23	83%	L1.29	94%	/	/
Denver Elementary	11:43	L1.55	83%	PA.35	78%	L1.59	78%	L1.51	82%	L1.53	93%	/	/
Eagle Mountain	10:12	L1.35	88%	PA.28	75%	L1.37	91%	L1.28	81%	L1.35	87%	/	/
Highpoint Elementary	15:15	L1.56	84%	PA.37	74%	L1.59	82%	L1.53	85%	L1.56	91%	/	/
Hillsborough Elementary	15:55	L1.66	85%	PA.52	81%	L1.70	80%	L1.63	91%	L1.65	94%	/	/
Lake Springs Elementary	06:47	L1.45	88%	PA.43	83%	L1.47	87%	L1.27	85%	L1.43	94%	/	/
South Valley Elementary	06:01	L1.45	90%	PA.36	87%	L1.49	88%	L1.28	83%	L1.42	96%	/	/
Wall Street School	05:57	L1.45	87%	PA.32	79%	L1.50	85%	L1.36	85%	L1.43	93%	/	/

Kindergarten

	Usage (hr:min)	Overall		Phonological Awareness		Phonics		Comp & Vocab		Language Concepts		Fluency	
		Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance
Alta Elementary	14:17	L1.69	86%	PA.44	78%	L1.71	84%	L1.68	91%	L1.69	92%	/	/
Davison Elementary	07:33	L1.25	93%	PA.18	84%	L1.25	95%	L1.16	86%	L1.25	91%	/	/
Denver Elementary	12:09	L1.64	84%	PA.32	71%	L1.67	81%	L1.61	88%	L1.63	92%	/	/
Eagle Mountain	11:35	L1.53	88%	PA.30	80%	L1.56	88%	L1.50	85%	L1.53	91%	/	/
Hillsborough Elementary	09:55	L1.28	86%	PA.22	68%	L1.30	88%	L1.27	80%	L1.28	91%	/	/

	Usage (hr:min)	Overall		Phonological Awareness		Phonics		Comp & Vocab		Language Concepts		Fluency	
		Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance	Curr Level	Performance
Lake Springs Elementary	07:06	L1.38	88%	PA.24	76%	L1.41	88%	L1.27	84%	L1.38	91%	/	/
South Valley Elementary	07:32	L1.46	88%	PA.34	86%	L1.50	86%	L1.35	90%	L1.43	95%	/	/
Wall Street School	06:26	L1.50	89%	PA.35	86%	L1.53	88%	L1.41	88%	L1.48	90%	L3.17	/

Second Grade

	Usage (hr:min)	Overall		Phonological Awareness		Phonics		Comp & Vocab		Language Concepts		Fluency	
		Curr Level	Performance	**Curr Level**	Performance	**Curr Level**	Performance	**Curr Level**	Performance	**Curr Level**	Performance	**Curr Level**	Performance
Test School	01:34	L1.17	90%	/	/	L1.18	93%	L1.14	80%	L1.20	87%	/	/

red = Student is performing below target mastery level or is not meeting Usage Goal.
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PT = Student is currently working in Reading Placement Tool.
Complete = Student has completed all content in this Instructional Strand.