

Amira Tutor

User Manual

ABSTRACT

The *Amira Tutor User Manual* serves as a comprehensive guide for educators, administrators, and stakeholders to understand, implement, and optimize the use of Amira Tutor—an AI-powered, research-backed reading coach within the Amira Reading Suite. This manual outlines the design, features, and instructional strategies behind Amira Tutor, which delivers one-on-one, adaptive reading support for students across diverse learning needs and grade levels.

DATE

2025-2026 School Year

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Part 1: Overview of Amira Tutor

1.1 Purpose of Tutor in the Amira Reading Suite

Amira Tutor is an AI-powered reading coach that provides one-on-one tutoring support for students across all reading levels. Built on advanced speech recognition and natural language processing technology developed at Carnegie Mellon University, Amira Tutor serves as a patient, encouraging virtual tutor that listens to students read, provides real-time feedback, and adapts instruction to meet individual learning needs.

The tutoring system represents a revolutionary approach to reading instruction by combining the latest in artificial intelligence, the Science of Reading, and neuroscience research. Students engage with texts appropriate for their reading level while receiving immediate support for word recognition, fluency development, and comprehension strategies through natural conversation and adaptive micro-interventions.

Key Components of Amira Tutor

- **AI-Powered Reading Support:** Advanced speech recognition technology that achieves 96% agreement with human expert judgment—equivalent to the inter-rater agreement between two expertly trained teachers scoring the same reading.
- **Real-Time Micro-Interventions:** Immediate assistance with unfamiliar words, pronunciation guidance, and reading strategy prompts delivered through natural conversation and targeted support based on reading science principles.
- **Text Sets:** Thousands of leveled texts organized around Core Knowledge topics and background knowledge themes, automatically updated based on progress and assessment data, and aligned with district curriculum.
- **Adaptive Instruction:** Dynamic adjustment of support levels, text complexity, and instructional focus based on student performance patterns and individual learning needs.
- **Comprehensive Progress Monitoring:** Continuous tracking of reading growth, engagement metrics, and skill development across all tutoring sessions

- **Motivational Elements:** Badging system and celebration of milestones to maintain student engagement and build reading confidence.
- **Bilingual Practice & Support:** Students can read and receive tutoring in both English and Spanish, and read in English with instructions and tutoring provided in Spanish.
- **Comprehension Conversations:** Dynamic, AI-led Socratic dialogues that mirror authentic classroom discussion and strengthen understanding by prompting students explain, reflect, and connect ideas.
- **Badging:** Badging system rewards students with digital badges for demonstrating growth in reading skills, motivating continued practice and celebrating progress.

1.2 Research-Based Efficacy and Evidence

Amira (formerly Project LISTEN's Reading Tutor), is an advanced, AI-powered literacy assessment and tutoring platform designed to provide personalized reading practice and immediate feedback to improve literacy outcomes (Amira Learning, 2022, 2024; Instructure, 2024; Jeans, 2025; Korsah et al., 2010; Mathes et al., 2016; Poulsen et al., 2007). Amira Tutor functions as a one-on-one digital tutor, leveraging voice recognition and machine learning to adapt to each student's needs (Poulsen et al., 2007).

Key Findings on Efficacy

The most recent efficacy studies indicate consistent positive impacts on student reading growth, particularly for English Language Learners (ELLs) and middle school students. For more information see our [Research site](#).

Consistent Growth and High Effect Sizes

Amira Learning's AI-powered tutoring capabilities have shown significant increases in reading performance [ND_2023_2024_Tutor_English_NDSA.pdf, LA_2023_2024_Tutor_English_Amira Learning in Louisiana Public schools.pdf]. Studies consistently report effect sizes comparable to high-quality one-on-one human tutoring [National_2025_Tutor_English_Amira Impact for Middle School Students.pdf, White Paper_ AI Tutoring Powers Reading Growth For MLLs_ELLs In English & Spanish.pdf, TX_2024_Tutor_English_Texas Efficacy Research.pdf].

For example, the effect size for reading fluency in Savannah-Chatham Public Schools was measured at 0.45 [National_2022_Tutor_English_Meta-analysis of Amira Research.pdf], and for middle school students, effect sizes ranged from 0.35 to 0.40 across two consecutive years [National_2025_Tutor_English_Amira Impact for Middle School Students.pdf]. The Utah State Department of Education's analysis indicated a 0.45 effect size, representing 1.5 years of growth in a year with 30 minutes of weekly use [White Paper_ AI Tutoring Powers Reading Growth For MLLs_ELLs In English & Spanish.pdf].

Comparable to Human Tutoring

Research has consistently shown that the system's foundational technology is as effective as certified human tutors and can rival one-on-one human tutoring in driving reading growth (Amira Learning, 2019, 2024).

Impact Across Grade Levels and Subgroups

Kindergarten through Grade 3: Students using Amira have demonstrated higher spring DIBELS scores than non-users, with statistically significant results across all grade levels in Louisiana [LA_2023_2024_Tutor_English_Amira Learning in Louisiana Public schools.pdf].

Grades 3-5: In North Dakota, students in the highest usage quartile (approaching or exceeding 960 minutes per year) scored up to 15 points higher on the NDSA ELA than those with the lowest usage [ND_2023_2024_Tutor_English_NDSA.pdf].

Grades 4-5: Students in Louisiana who used Amira had higher spring LEAP ELA scores than non-users, also statistically significant.

[LA_2023_2024_Tutor_English_Amira Learning in Louisiana Public schools.pdf].

Middle School (Grade 6): Consistent use of Amira (20-30+ minutes per week) led to 6-7 percentile point gains compared to low-usage peers over two consecutive years, even after controlling for initial reading levels [National_2025_Tutor_English_Amira Impact for Middle School Students.pdf].

English Language Learners (ELLs)/Multilingual Learners (MLLs): Research highlights large effect sizes for multilingual students, with one study showing a 0.68 effect size in oral reading fluency for ELLs [White Paper_ AI Tutoring Powers Reading Growth For MLLs_ELLs In English & Spanish.pdf]. Amira's ability to tutor in English, Spanish, and use Spanish as a scaffold for English literacy supports diverse linguistic backgrounds [White Paper AI Tutoring Powers Reading Growth For MLLs_ELLs In English & Spanish.pdf].

Importance of Usage Dosage

The studies consistently emphasize that adherence to recommended usage thresholds (typically 30 minutes per week) is crucial for maximizing the platform's impact [ND_2023_2024_Tutor_English_NDSA.pdf, National_2025_Tutor_English_Amira Impact for Middle School Students.pdf, White Paper_AI Tutoring Powers Reading Growth For MLLs_ELLs In English & Spanish.pdf]. Higher usage is consistently associated with stronger literacy development across various outcomes [GA_2020_2021_Tutor_English_The Consortium for Policy Research in Education (CPRE).pdf, National_2022_Tutor_English_Meta-analysis of Amira Research.pdf].

For instance, students meeting or exceeding 20 minutes of Amira usage per week demonstrated approximately double the percentile rank improvement compared to minimal users in middle school [National_2025_Tutor_English_Amira Impact for Middle School Students.pdf].

Evidence and Reliability

The efficacy of this tutoring system is supported by a robust body of research. It meets the Every Student Succeeds Act (ESSA) criteria for [Level 2 "Moderate" evidence \(Instructure, 2024\)](#) and ["Level 3 "Promising"](#). Its effectiveness has been demonstrated in gold-standard randomized controlled trial studies across various geographies, grade levels, and student populations, and its findings are consistent with meta-analyses on intelligent tutoring systems (Amira Learning, 2019, 2022, 2024).

Alignment with Science of Reading

Amira's design and success are attributed to its alignment with Science of Reading principles, including explicit phonics, guided oral reading, and adaptive practice [National_2025_Tutor_English_Amira Impact for Middle School Students.pdf]. It incorporates foundational literacy skills like phonological awareness, phonics, decoding, oral reading fluency, and vocabulary acquisition [ND_2023_2024_Tutor_English_NDSA.pdf].

1.3 Understanding Amira's AI Tutoring System

Amira Tutor employs cutting-edge artificial intelligence to transform how we support children's reading development. The AI system consists of two interconnected

components working together to provide responsive, individualized reading instruction that adapts in real-time to student needs.

Core AI Technologies

Reading Error Detection (RED) Model: When a student reads aloud to Amira, the RED model analyzes their speech patterns to identify specific reading challenges. Unlike generic speech recognition systems, Amira's RED model is specifically designed to evaluate reading skill, distinguishing between genuine reading errors and natural speech variation due to developmental factors, accent, dialect, or other factors unrelated to reading ability.

This specialized AI was developed over 5 years by a highly experienced AI team in collaboration with experts from Carnegie Mellon and Johns Hopkins Universities, achieving 96% agreement with human expert judgment.

Micro-Intervention Selection Model: Working in tandem with the RED model, this sophisticated system:

- Analyzes detected reading errors in real-time
- Evaluates the specific context of the student's struggle
- Considers the student's historical performance and skill mastery profile
- Examines linguistic properties of the text and words being read
- Selects the most appropriate micro-intervention based on reading science principles

How the AI System Works

Comprehensive Data Capture: Amira's AI approach captures hundreds of data points during a single reading session, creating a comprehensive picture of each student's reading abilities and providing targeted support at the moment of need.

Expert-Guided Training: The AI system is trained on extensive data including:

- Expert annotation of over 10,000 hours of children's reading by trained specialists
- Rigorous annotation rubrics aligned with reading science
- Over 5 years of accumulated feedback from educators in real classrooms
- Thousands of expert-labeled examples of appropriate reading interventions

- Deep analysis of which interventions work best for specific error types and student profiles

Intelligent Decision Making: For example, when a student successfully sounds out a word but cannot produce the full word, Amira might deliver a micro-intervention to help the student blend sounds. If a different student has shown evidence of mastering most decoding skills but makes miscues on unfamiliar vocabulary, Amira might deliver vocabulary or background knowledge oriented micro-interventions.

Ensuring Fairness and Effectiveness:

- Amira's AI systems are designed to be fair, accurate, and effective for every child, regardless of background or speech patterns.
- The systems:
 - Recognize and accept diverse accents and dialects
 - Accommodate developmental speech patterns
 - Show equivalent accuracy across gender, racial and ethnic groups, and for English language learners
 - Undergo continuous testing to ensure no bias against any student population
 - Adapt intervention strategies to individual learning styles and needs

Regular evaluations show that Amira performs consistently across all demographic groups, with accuracy rates exceeding 95% for each subgroup.

1.4 Tutor Features and Capabilities

Amira Tutor offers a comprehensive suite of features designed to support reading development across all skill levels and learning needs, grounded in the Science of Reading and aligned with Scarborough's Reading Rope framework.

Text Sets

Amira is designed to deliver text sets that align with the district's sequence of Core-Knowledge Topics. Amira text sets are derived specifically from and totally aligned to a district's chosen curriculum. Amira's AI ingests and absorbs districts' lesson plans and calendar, and offers text sets to match.

What makes an Amira Text Set?

Each text set is anchored to a key text within the district’s chosen curriculum. Each has a set of 4 to 9 supporting texts, and texts may be leveled to different degrees of text complexity. Each set has a “hook text” that is typically used as the introductory passage.

Components of High-Quality Text Sets

Component	Description	Rationale/Research Support
Input: Anchor Text	A complex, grade-level text that serves as the central focus of the unit. This text likely comes from the core curriculum. The anchor text is <i>provided</i> to Amira, not <i>generated</i> by Amira.	Provides a shared, challenging text that grounds the unit and serves as a target for comprehension. The surrounding texts build knowledge to support access to this text. ³
Amira Output: Supporting Texts	A collection of texts gleaned from Amira’s library or generated by Amira that are appropriate given the CK Topic and the Anchor Text. Each supporting text is leveled by AI to various complexity levels (below, at, and above grade level).	Ensures all students, regardless of their current reading level, can access the core knowledge and vocabulary of the unit, scaffolding them toward grade-level material. ²
Amira Output: Hook Text	A compelling, high-interest passage used to introduce the topic and spark student curiosity at the beginning of a unit.	Captures student attention from the outset, leading to higher engagement and motivation throughout the unit of study. ³
Amira Output: Background Knowledge Skill Sequence	A sequence of CK Topics that mirrors the district’s plan for instruction over the course of the school	Enables Amira to flow text sets to students in lock step with the teacher’s instruction.

Component	Description	Rationale/Research Support
	calendar.	
Either Core Input or Amira Output: Vocabulary List	A list of key vocabulary that a student should learn.	Vocabulary lists are sometimes built into the core and sometimes not. Amira text sets use the core's vocabulary when it exists.

Early Reader Skills Scaffold

The Early Reader Skills Scaffold (ERSS), developed in collaboration with Dr. Katie Pace Miles, offers a structured set of research-based practice activities tailored for Early Readers and Pre-Readers. When Amira or a teacher identifies a student in one of these categories, the student receives targeted support through the ERSS. These highly scaffolded activities are designed to build foundational literacy skills and foster early reading development.

This structure is crafted to foster early literacy growth, ensuring that each learner receives the necessary support to build foundational reading skills. A video demonstration and full details can be found [here](#).

Bilingual Reading and Tutoring

Amira Tutor supports students in both English and Spanish, offering a seamless bilingual learning experience. The AI listens to students read aloud in either language and provides real-time, responsive tutoring tailored to the student's needs.

Additionally, Amira accommodates diverse classrooms by allowing students to read in English while receiving scaffolding, directions, and tutoring in Spanish—helping English Learners access reading practice with linguistic support.

Comprehension Conversations

Comprehension Conversations are interactive, oral discussions designed to build students' understanding of what they've read. After completing a story, Amira

engages students in a conversation using open-ended, text-based questions that prompt critical thinking and verbal expression. These AI-led discussions are aligned to research-based comprehension strategies and allow students to demonstrate their understanding through spoken responses. By capturing and analyzing student answers in real time, Amira provides insights into comprehension growth while helping students practice essential skills like making inferences, summarizing, and citing evidence.

Comprehension Conversations are available in some stories at the 3rd grade reading level and higher.

Reading Support Features

Word-Level Assistance:

- Immediate pronunciation support for unfamiliar words
- Context-based vocabulary instruction with visual associations
- Morphology and word structure guidance
- High-frequency word practice and reinforcement
- Strategic decoding support with sound-it-out prompts

Fluency Development:

- Paced reading practice with adjustable speed
- Prosody modeling and feedback
- Repeated reading opportunities with progress tracking
- Expression and intonation guidance
- Building independence in reading flow

Comprehension Support:

- Comprehension Conversations: AI-led Socratic dialogues that prompt students to engage more deeply with text by making inferences, summarizing key ideas, and articulating their thinking
- Strategic questioning during and after reading
- Text structure instruction and graphic organizers
- Summarization prompts and guidance
- Connection-making opportunities (text-to-self, text-to-text, text-to-world)

1.5 Integration with Assessment Data

Amira Tutor creates a seamless connection between assessment and instruction by utilizing data from Amira Assess to inform and personalize the tutoring experience. This integration ensures that tutoring directly addresses identified learning needs and supports targeted skill development.

Assessment-Informed Tutoring

Diagnostic Integration:

- Automatic text level placement based on Amira Reading Mastery (ARM) scores
- Vocabulary instruction aligned with assessed word knowledge gaps
- Standards-aligned comprehension instruction

Ongoing Progress Monitoring:

- Continuous tracking of Words Correct Per Minute (WCPM) during tutoring
- Real-time updates to Estimated Mastery
- Integration with ARM score development
- Dynamic progress line calculations using sophisticated algorithms

Responsive Instruction:

- Dynamic adjustment of text complexity based on session performance
- Automatic skill focus changes as mastery develops
- Intervention intensity modification based on progress patterns
- Alert systems for concerning trends or accelerated growth

Data Flow Integration

The tutoring system both receives and contributes to formative assessment data:

Receives from Assessments:

- Individual skill gap identification through Skills Diagnostic reports
- Current reading level placements using ARM scores
- Risk indicators and intervention needs from dyslexia screening

Contributes to Assessment Profile:

- Session-by-session reading performance data
- Skill practice and mastery progression tracking
- Engagement and motivation indicators
- Response to intervention effectiveness measures

- Estimated Mastery calculations for progress monitoring

Amira Core Metrics

Amira Core Metric	Definition	Purpose
Amira Reading Mastery (ARM)	The Amira Reading Mastery (ARM) score serves as the anchor metric, providing a comprehensive measure of oral reading development that synthesizes WCPM and accuracy into a psychometrically valid measure. The ARM score is expressed relative to grade level; for example, an ARM score of 2.4 indicates that the student is reading at the level typically expected of a 2nd grader in the 4th month of the school year.	ARM scores are produced for every student who completes the screening process, even if they are unable to read connected text and are still building foundational skills.
Oral Reading Fluency (ORF)	The speed, accuracy, and expression with which a student reads connected text.	An effective combination of speed, accuracy, and proper expression (prosody), is considered a critical component of reading proficiency. Provides diagnostic insights..
Dimensions of Reading Ability	A student's relative strength in the core components of the Reading Rope model: Decoding, Phonological Awareness, High Frequency Words, Background Knowledge, Structures & Reasoning, and Vocabulary	Provides a nuanced, diagnostic profile of a student's reading abilities.

Amira Core Metric	Definition	Purpose
Mastery of Academic Standards and Targets (MAST)	The Mastery of Academic Standards & Targets score tracks student mastery of state-specific, grade-level standards, reflecting the percentage of standards likely mastered on a 0-100% scale.	The MAST helps educators understand how much progress a student or group of students has made towards grade-level mastery based on specific state standards.

1.6 Supporting Multi-Tiered Systems of Support (MTSS)

Amira Tutor is specifically designed to enhance MTSS implementation by providing scalable, individualized reading support that complements classroom instruction and targeted interventions. The tutoring system addresses key MTSS challenges while supporting all three tiers of instruction.

MTSS Supports

Tier 1 Universal Support:

- Differentiated practice aligned with core curriculum through text sets
- Independent reading support that extends classroom instruction
- Progress monitoring data using ARM scores to inform whole-class instruction
- Student engagement maintenance between teacher-led lessons
- Access to high-quality texts spanning multiple complexity levels

Tier 2 Targeted Intervention:

- Intensive practice targeting specific skill deficits identified through Skills Diagnostic reports
- Increased instructional time without additional teacher burden
- Consistent intervention delivery regardless of staffing constraints
- Progress monitoring data using Estimated Mastery to evaluate intervention effectiveness
- Automated skill-based grouping recommendations

Tier 3 Intensive Support:

- Highly individualized instruction matching intensive intervention goals

- Frequent progress monitoring using multiple data sources
- Supplemental practice supporting specialized intervention programs
- Comprehensive data collection for compliance and documentation requirements
- Integration with IEP goals and specialized instruction plans

Part 2: Teacher Experience

2.1 Getting Started with Tutor

Successfully implementing Amira Tutor in your classroom begins with understanding how the system works and preparing both your environment and students for optimal tutoring experiences. This section provides step-by-step guidance for initial setup and implementation using research-based practices.

Resources

Click [here](#) for a comprehensive Implementation Guide for launching Amira.

Click [here](#) for a Launch Checklist for Teachers or follow the steps below.

Steps for Launching Amira

Step 1: Complete Amira Training

- Attend a [live webinar](#) or complete the self-paced [Amira Academy Tutor course](#).

Step 2: Build Your Plan

- Build your tech plan & prep your devices: [Tech Prep Guide](#)
- Decide when and how you will use Amira: [Sample Schedules](#)
- Set weekly usage goals: [Goal Setting & Tracking Resources](#)
- Set up your classroom: [Classroom Resources](#)
- Inform families that students will use Amira: [Editable Family Letter](#)

Step 3: Adjust Tutoring Settings

- Ensure Tutor settings are personalized and appropriate for each student
- [How to: Adjust Tutor Settings](#)

Step 4: Introduce Amira to Students

- Use intro slides and videos to help students learn to read with Amira
- [Introducing Amira](#)

Classroom Integration Strategies

Independent Reading Time:

- Incorporate tutoring sessions into daily independent reading blocks, whether whole group, small group, or individual times.
- Use tutoring as a station in reading workshop rotations
- Provide tutoring access during early finisher activities
- Teach clear systems for headphone use and device management

Targeted Intervention:

- Assign specific students to daily tutoring based on intervention needs
- Use tutoring to supplement small group instruction
- Provide additional practice for students receiving Tier 2 or Tier 3 support
- Monitor progress using ARM scores and Estimated Mastery to inform intervention intensity decisions
- Coordinate with intervention specialists and support staff

2.2 Monitoring Student Progress

Effective implementation of Amira Tutor requires ongoing monitoring of student engagement, progress, and outcomes using the comprehensive data sources and reporting tools available through the Growth Dashboard and administrative reports.

Click [here](#) to access a walkthrough of the Growth Dashboard.

Tutor Usage Tracking:

- Track progress toward weekly usage goals (~30 minutes per week recommended) through the Tutor Weekly Goal widget
- Review which students completed tutoring sessions using Usage Reports
 - Monitor Total Time vs. High Quality Time metrics
 - Total Time = Includes all minutes spent reading with Amira
 - High Quality Time = Includes minutes only from finished stories
- Identify students who may need additional support or motivation
- Click on the Tutor Weekly Goal widget to view a more detailed breakdown of usage in the Usage Report
- Click [here](#) to see a walkthrough of the Usage Report

Skills Development Tracking:

- Monitor mastery progression using the Standards Mastery and Skills Status reports

- Track movement from red (not developed) to yellow (developing) to green (likely mastered)
- Identify skills requiring additional focus or instruction using color-coded indicators
- Celebrate student achievements and milestone completion
- Communicate progress with students and families using comprehensive reports

Standards-Based Progress:

- Connection between daily reading practice and grade-level standards
- MAST score tracking showing mastery of academic standards and targets
- Integration with classroom curriculum through text sets and topics
- Alignment with district assessment and accountability systems
- Communication of progress in terms familiar to teachers and families

Long-Term Growth Tracking:

- ARM score progression showing comprehensive reading development
- Skills mastery progression using research-based developmental sequences
- Predictive analytics showing projected end-of-year performance

Intervention Decision Making:

- Use the Reading Risk Report or Benchmark Report to identify students needing additional support
- Use the Skills Diagnostic Report to identify specific skills a student needs additional intervention and instruction with
- Monitor response to Tier 2 and Tier 3 interventions through Estimated Mastery
- Adjust intervention intensity based on progress monitoring data
- Coordinate with support staff using shared progress reports
- Document growth for IEP meetings and parent conferences

2.3 Best Practices for Implementation

Successful implementation of Amira Tutor requires thoughtful planning, consistent routines, and ongoing refinement based on student needs and classroom dynamics. These evidence-based practices support optimal outcomes.

Establishing Routines

Daily Implementation:

- Consistently scheduled time for tutoring sessions embedded into the daily schedule (research shows 10-15 minutes each day is optimal)
- Clear expectations for session completion and effort
- Established protocols for technical issues and [troubleshooting](#)
- Regular celebration of progress and achievements through Growth Dashboard data
- Integration with existing classroom management systems

Weekly Planning:

- Review usage and progress data regularly using the Growth Dashboard
- Analyze Skills Diagnostic updates and MAST score progressions weekly
- Communicate progress with students and families using comprehensive reports

Monthly Evaluation:

- Comprehensive review of ARM score growth and trajectory analysis
- Assessment of program effectiveness and student engagement patterns
- Adjustments to implementation strategies based on outcome data
- Professional learning and development planning based on classroom needs
- Coordination with intervention specialists and support staff

Creating Supportive Environments

Physical Environment:

- Quiet spaces that minimize distractions during reading sessions
- Comfortable seating and appropriate device positioning for optimal microphone use - space students out, or turn devices so that students are not sitting directly next to each other.
- Headphone availability for focused listening and privacy (headphones are not required.)

Social Environment:

- Celebration of reading growth and effort using motivational elements
- Integration of tutoring achievements into classroom community recognition

Part 3: Student Experience

3.1 Overview of Student Tutoring Experience

Students experience Amira Tutor as a patient, encouraging reading coach who provides personalized support and celebrates their reading journey. The tutoring interface is designed to be intuitive, engaging, and supportive while maintaining focus on reading skill development through research-based practices.

Typical Tutoring Session Flow

Welcome and Introduction:

When students first access Amira Tutor, they are greeted by the AI avatar who:

- Introduces herself as their personal reading tutor and learning partner
- Explains how the tutoring sessions will work using clear, age-appropriate language
- Sets positive expectations for the reading experience and growth journey

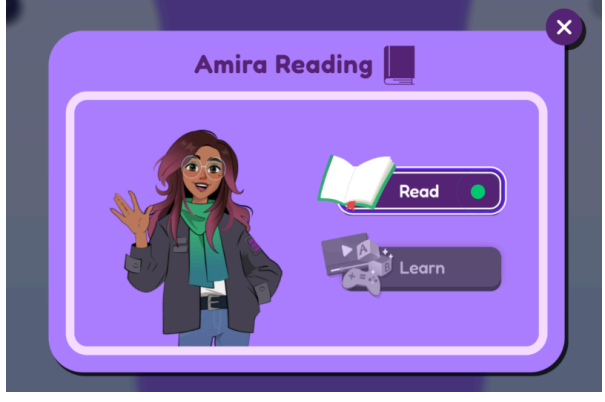
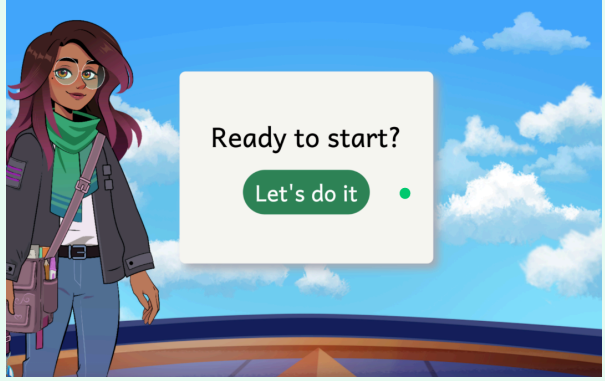
Reading and Support:

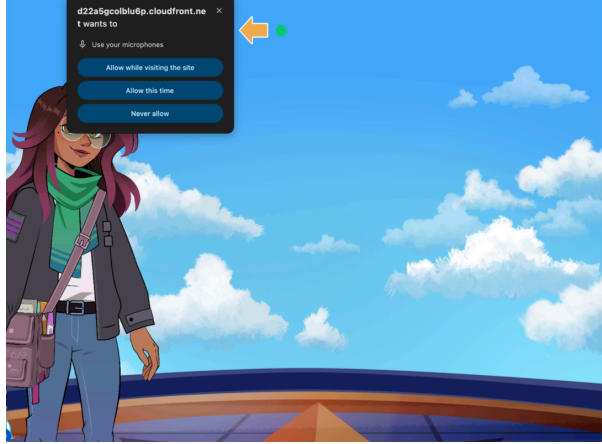
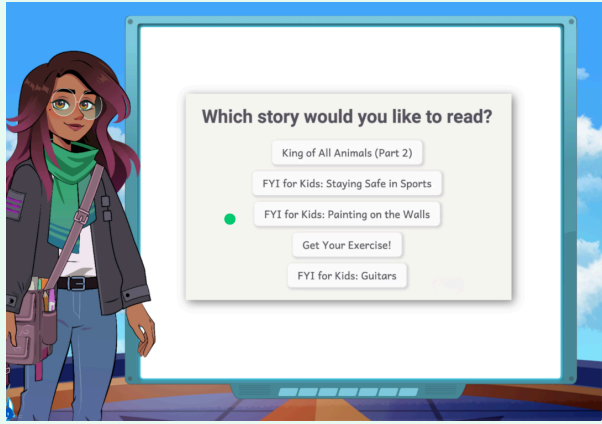
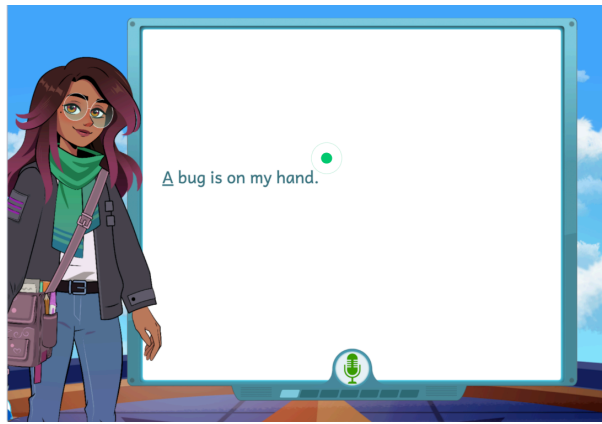
- Student reads aloud while Amira listens attentively using advanced speech recognition
- Amira provides real-time assistance with challenging words through micro-interventions
- Amira offers strategic questioning to support comprehension and deeper thinking
- Positive reinforcement for effort and progress using research-based motivation techniques

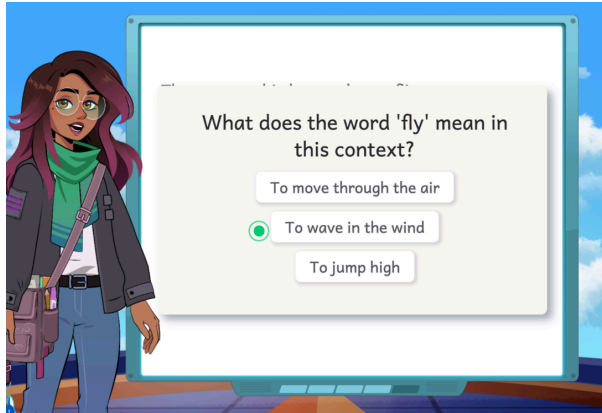
Session Wrap-up:

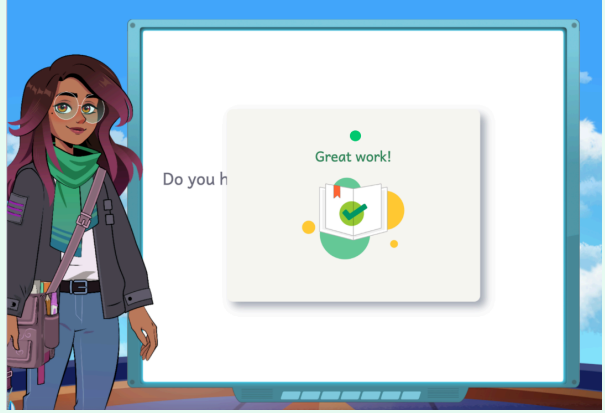
- Celebration of reading accomplishments and skill demonstrations

3.2 Step by Step Student Tutoring Experience

Step	Image
1. When students log in, they will arrive at their Student Inbox. This screen may appear differently depending on the student's grade level. If your students access Amira through HMH Ed, they will bypass the Student Inbox and go directly to Amira's "Ready to Start?" screen.	
2. If your district subscribes to Amira Instruct, students may see the options to "Read" or "Learn". To read with Amira Tutor, they should click "Read." If your district does not use Amira Instruct, students will skip this screen and proceed directly to the next step.	
3. Students click "Let's do it."	

Step	Image
4. Amira will greet the student and prompt them to enable the microphone if it isn't already turned on and connected. For Amira to function properly, microphone access must be granted and the correct microphone must be selected.	 The image shows the Amira character, a woman with long purple hair, wearing a green turtleneck, a grey jacket, and blue jeans, standing next to a large screen. The screen displays a microphone permission dialog box from a web browser. The dialog box has a title bar with a close button and the text 'd22a5gcoblu0p.cloudfront.net wants to use your microphone'. Below the title bar, it says 'Use your microphone' and 'Allow while visiting the site'. There are three buttons: 'Allow while visiting the site' (highlighted in blue), 'Allow this time', and 'Never allow'. The background of the screen shows a blue sky with white clouds and a brown ground.
5. Amira will present the student with a selection of five stories tailored to their instructional level. The student can choose the story they would like to read. - For students in the Early Reader Skills Scaffolding, students start a phonics activity instead of selecting a story. - For students with bilingual reading enabled, students choose English or Spanish before selecting a story.	 The image shows the Amira character standing next to a large screen. The screen displays a story selection menu with the title 'Which story would you like to read?'. There are five buttons: 'King of All Animals (Part 2)', 'FYI for Kids: Staying Safe in Sports', 'FYI for Kids: Painting on the Walls' (highlighted with a green dot), 'Get Your Exercise!', and 'FYI for Kids: Guitars'. The background of the screen shows a blue sky with white clouds and a brown ground.
6. Amira will say "Ready, Set, Go!" to cue the student to begin reading aloud. The story will show on the screen, and the student can begin reading. - Students should wait for the microphone at the bottom of Amira's screen to turn green before starting to read. - Students can read smoothly; they do not need	 The image shows the Amira character standing next to a large screen. The screen displays the first sentence of a story: 'A bug is on my hand.' Below the text, there is a green microphone icon. The background of the screen shows a blue sky with white clouds and a brown ground.

Step	Image
to try to follow the underline. It's there to support students in case they're not sure which word they're on.	
7. Throughout the reading session, Amira will provide interventions to support and coach the student if they make an error or get stuck. Amira does not intervene for every single miscue; she selects the highest leverage miscues to address in the moment or once the student finishes the sentence.	
8. Amira may offer comprehension questions during or at the end of the story. In stories at third-grade reading level and above, students may encounter open-ended comprehension questions that they are prompted to answer either verbally or by typing their responses.	

Step	Image
9. When the story is complete, Amira will tell the student “Great Work!” and share their speed and accuracy. Students must get to this screen to fully finish the story and in order for their data to save as High Quality Time in teacher reports.	

3.3 Accommodations and Accessibility

At Amira, we believe all students deserve access to equitable assessment materials, regardless of culture, background, learning needs, or disability. We are dedicated to providing a program, assessment, and all materials that support and are accessible to as many students as possible.

Amira adheres to the principles of universal design. The company’s development processes revolve around UDL and Agile/Lean.

Universal design for learning (UDL) works to accommodate the needs and abilities of all learners via eliminating the unnecessary hurdles in the learning process. UDL centers on developing a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning. Amira’s UDL process aims for accessible and inclusive instructional approaches that meet the needs and abilities of all learners. The specific goals at the heart of Amira’s design approach are:

- Incorporating universal design principles enhances an [inclusive learning environment](#).
- Designing a course to accommodate a wider variety of needs may eliminate potential learning barriers or unnecessary learning obstacles.

- Providing students with multiple means of perceiving, comprehending, and expressing their learning allows students to engage with the material in a way that most benefits them, and also encourages students to engage with material to improve in areas in which their skills are not as strong.

UDL is about providing options. Optionality supports diversity. Optionality provides pathways to innovation. From the Center For Teaching Innovation:

- Provide Options for Perception - Based on the premise that learners access information differently, this principle means providing flexible and multiple ways to present information.
- Provide Options for Expression - Since learners vary in their abilities to demonstrate their learning in different ways, this principle means providing flexible and multiple ways to allow students to express their knowledge or demonstrate their skills.
- Provide Options for Comprehension - Students are motivated to learn for different reasons and vary in the types of learning activities that keep them engaged. This third principle means providing multiple ways for engaging in course activities.

Built-in Universal Accommodations

Visual Accommodations:

- Highlighting of current reading position for tracking support
- Visual progress indicators and achievement displays for motivation
- Clean, uncluttered interface design to minimize distractions

Auditory Accommodations:

- Clear, natural speech from AI tutor
- Noise filtering and background sound management for focus
- Multiple opportunities to hear instructions or support as needed

Processing Accommodations:

- Repeated instructions and support as needed for understanding
- Chunking of complex texts into manageable sections
- Wait time for student processing and response without rushing

Support for English Language Learners

Language Development Support:

- Vocabulary pre-teaching for key concepts before reading
- Cognate recognition and instruction for Spanish-English connections
- Cultural context explanations for background knowledge building
- Encouragement of bilingual thinking and metalinguistic awareness
- Connection between languages for deeper understanding and transfer

Bilingual Support Features:

- Spanish language tutoring options with culturally responsive content
 - Tutor Language Settings
 - English or Bilingual: Specify the language(s) the student will use while reading with Amira. Selecting “Bilingual” will unlock the ability to adjust Spanish tutor settings.
 - Practice Reading in Options: Designate whether students will practice reading in English or English and Spanish.
 - Amira Speaks In: Select the language Amira will use to give directions during students’ English reading practice.
 - Click [here](#) for a walkthrough of the Tutor Language Settings.

3.4 Student Engagement and Motivation

Amira Tutor maintains student engagement through meaningful progress tracking, achievement recognition, and motivational elements that celebrate growth and effort rather than just final outcomes, supporting intrinsic motivation development.

Click [here](#) to access Classroom Resources for Progress Tracking and Motivation

Motivational Elements

Badging:

Amira’s Badging system is designed to motivate and celebrate student progress through positive reinforcement. As students read with Amira and demonstrate growth in key areas—such as accuracy, fluency, stamina, and comprehension—they earn digital badges that mark their achievements. These badges are thoughtfully

aligned with research-based reading milestones and provide students with a sense of accomplishment and purpose.

Achievement Recognition:

- Immediate celebration of reading successes and effort demonstration at the end of every story
- Badging systems for various accomplishments including persistence and growth
- Personal best recognition and encouragement for continuous improvement

Growth Mindset Development:

- Emphasis on learning and improvement rather than fixed ability
- Celebration of mistakes as learning opportunities
- Recognition of different types of progress and achievement
- Encouragement of challenge-seeking and persistence
- Connection between effort and outcomes for motivation

Student Agency and Choice

Reading Autonomy:

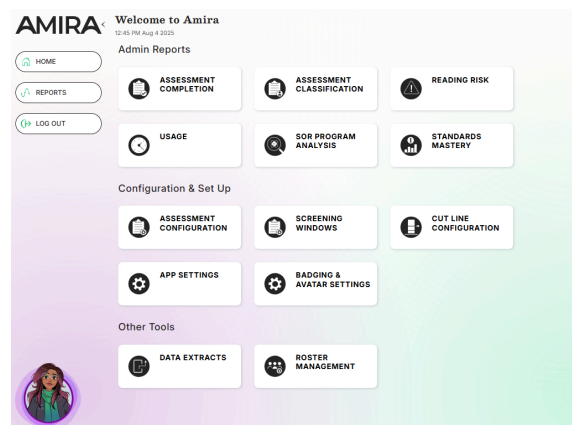
- Choice in text selection within appropriate levels based on interests
- Opportunities to express reading preferences and goals
- Ownership of personal reading journey and goal-setting

Part 4: District Configuration Settings and Administration Experience

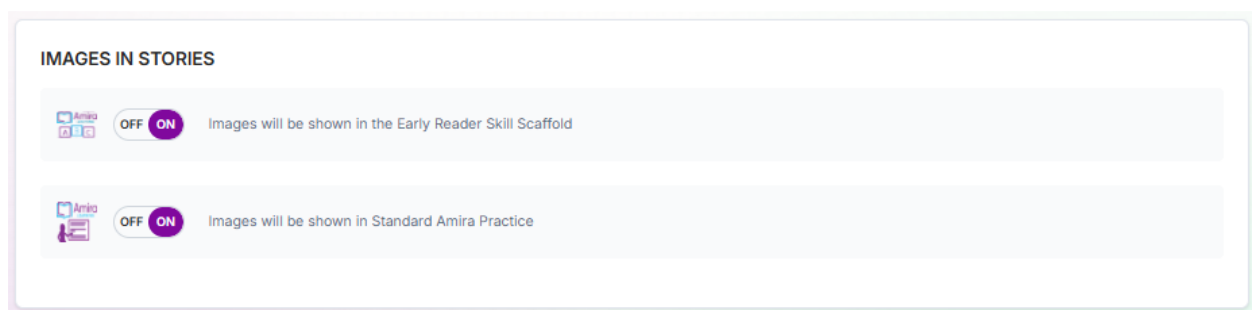
4.1 Tutor App Configuration Settings

Amira's Tutor features can be customized to meet district needs. District and School administrators have the ability to configure the Tutor App settings. Use this [walkthrough](#) or follow these steps.

1. From the Amira Admin Dashboard, click **App Settings**.



2. Images in Stories: Turn images in stories on or off for students in the Early Reading Skills Scaffold and Standard Amira Practice.



3. Intervention Frequency: Select between the following options:

- a. High - Amira will intervene frequently
- b. Standard - Amira will intervene at a normal rate
- c. Low - Amira will intervene infrequently

INTERVENTION FREQUENCY

Choose how often you'd like Amira to intervene during Standard Amira Practice

Standard - Amira will intervene at a normal rate during p... ▼

- 4. Giveword Intervention: Enable this option to allow Amira to use the Giveword intervention during practice. This tutoring technique simply provides the correct word to the student when needed.

GIVEWORD INTERVENTION

☐ OFF ☒ ON Enables the giveword intervention as a tutoring technique during practice, which gives the reader the word.

- 5. Select Reporting settings and select your state standards.

CONFIGURE REPORTING**CHOOSE STANDARD USED IN REPORTING**

Common Core ▼

Amira will show Common Core standards associated with skills in reports.

- 6. Select your curriculum for reports in English and Spanish. If you don't see your curriculum, select Amira Default.

CHOOSE CURRICULUM AVAILABLE IN REPORTS

Amira will show the selected curriculum's scope and sequence in skills reports.

Choose Curriculum for English

Amira Default

Choose Curriculum for Spanish

Amira Default

7. Enable DRA scales or Lexile measures to display in reports. Note: These levels are based on a concordance with the DRA and Lexile scale and apply only to the Oral Reading Fluency (ORF) passage.

CHOOSE SCALES USED IN REPORTING

The following scales will be available in Amira reports:

☐ DRA

☒ Lexile measure (based on grade equivalency)

8. Enable Fountas & Pinnell (F&P) reading levels to display F&P reading levels in the Benchmark Report. Note: These levels are based on a concordance with the F&P scale and apply only to the Oral Reading Fluency (ORF) passage.

F&P READING LEVEL ON REPORTS

☐ OFF ☒ ON

Amira will show the F&P reading level on the Benchmark Report

9. Enable teachers to record self-corrections, skips, and mistakes in the Review Activity screen.

SHOW EXTENDED COLUMNS IN TRANSCRIPTS

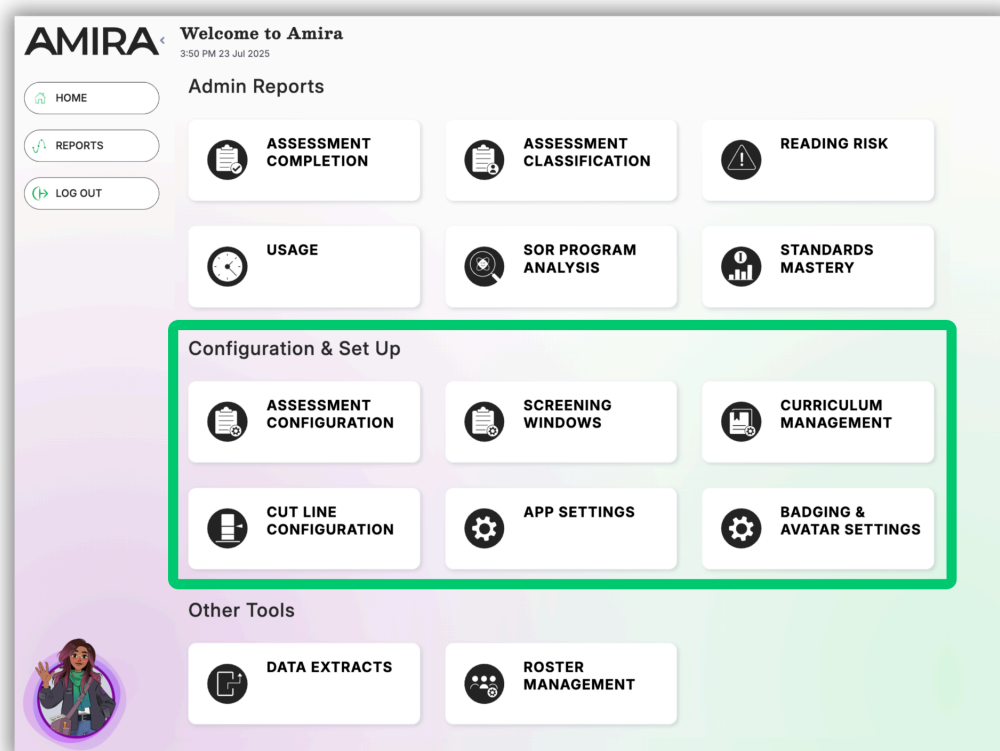
OFF **ON**

Amira will show the self-corrections, skips, and mistakes columns on the Review Activity screen

10. Remember to Save Changes at the bottom of the screen to save your configuration selections.

4.2 District Configuration Tools

The Admin Dashboard is the central hub for district and school leaders to oversee reading progress, monitor usage, and ensure the effective implementation of Amira. From this dashboard, administrators can configure settings at the district or school level and access comprehensive Amira data spanning districts, schools, classes, grades, and individual students.



View the [Administrator Configurations Guide](#) for information on how to use each tile and to view step-by-step walkthroughs.

Cut Line Configuration

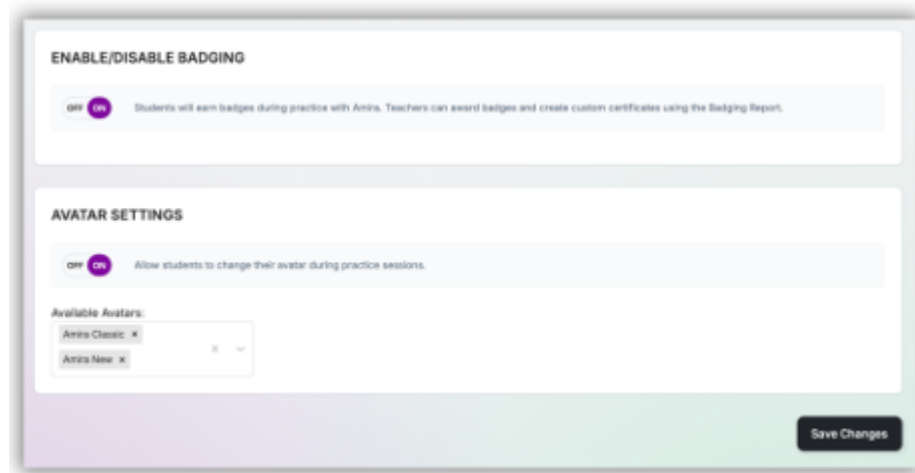
Administrators can select from multiple cutline models that define how proficiency levels appear in both administrator and teacher reports. These models vary in the number of tiers, the percentile ranges used to classify student performance, and the color schemes that visually represent student placement within the selected tiered framework. View a [step-by-step walkthrough](#).

The screenshot shows the 'Cut Line Configuration' interface. At the top, it says 'Cut Line Configuration' and '6:07 PM Aug 2 2025'. There is a 'Save Changes' button in the top right. Below this is a section titled 'Intervention Tiers' with a 'Turn On' toggle. The table below shows the configuration for three tiers.

Label	Starting PR	Ending PR	Color
Tier 3	1	20	Red
Tier 2	21	40	Yellow
Tier 1	41	99	Green

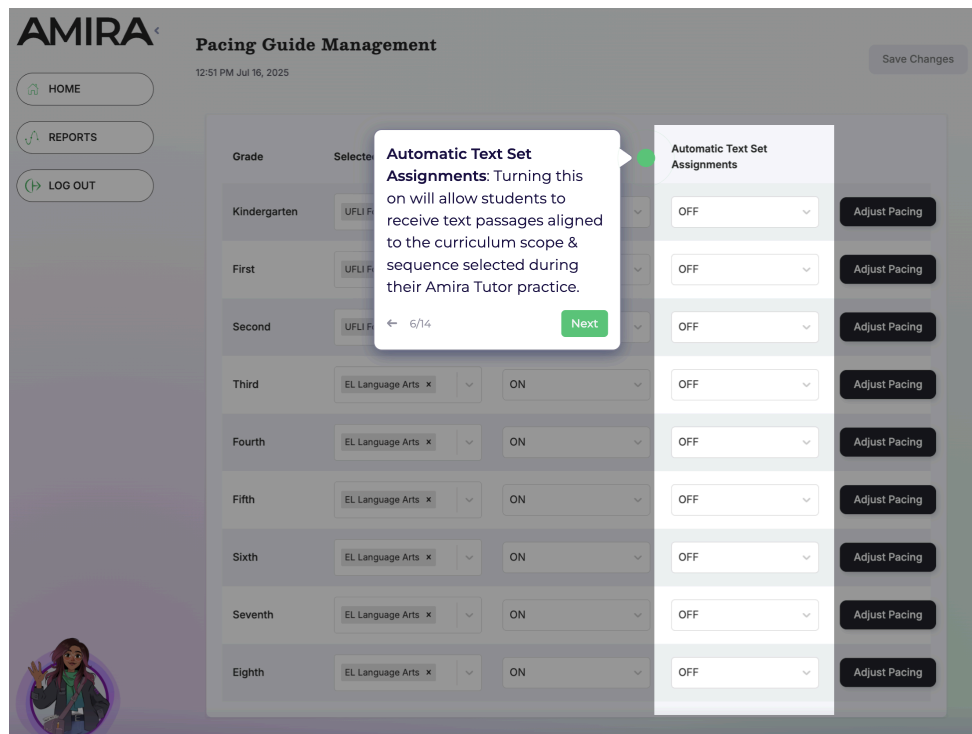
Badging and Avatar Settings

Administrators can enable or disable student badges during Amira Tutor sessions and can manage avatar customization options. Admins can choose which avatars are available and whether students can change them. View a [step-by-step walkthrough](#).



Curriculum Management

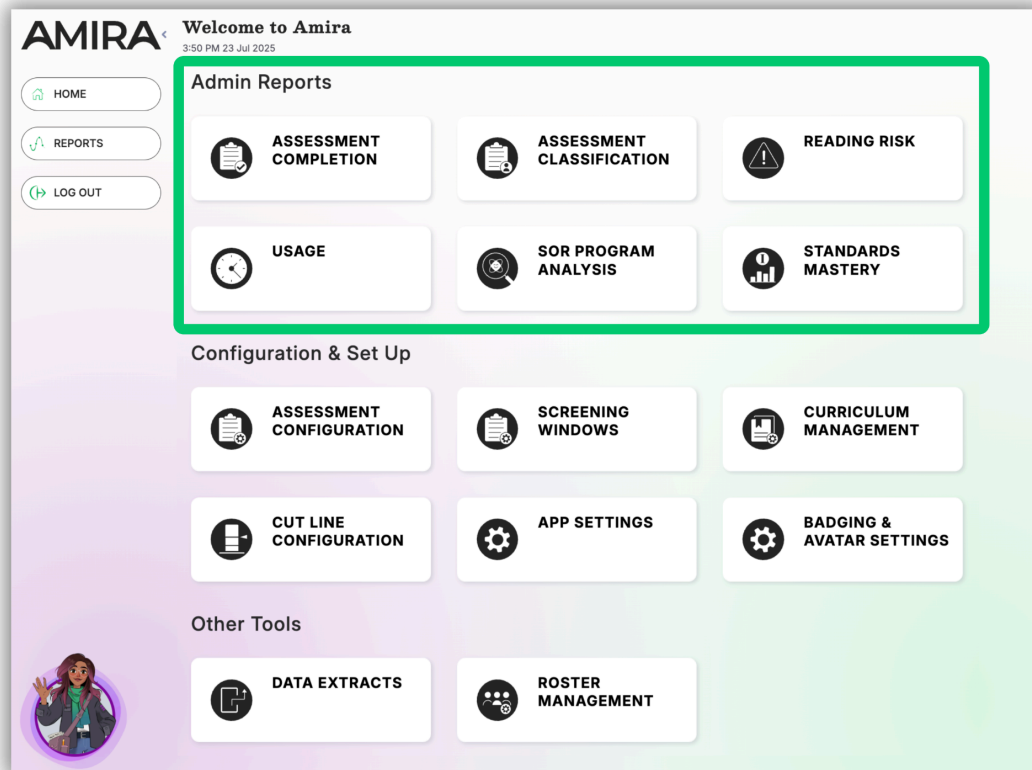
Administrators can enable text sets from the Curriculum Management tile. View a [step-by-step walkthrough](#).



4.3 District Reporting Tools

The Admin Dashboard hosts six key reports that enable administrators to monitor assessment completion, review results, evaluate reading risk district-wide, and analyze student performance and standards mastery.

View the [Administrator Reporting Guide](#) for information on how to use each tile and to view step-by-step walkthroughs.



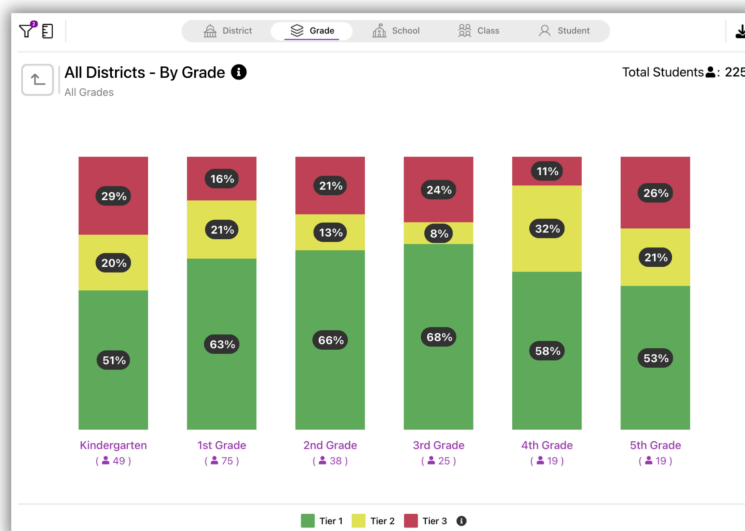
Assessment Completion Report

The Assessment Completion Report provides administrators with a clear overview of student assessment status. By tracking the status of benchmark and progress monitoring assessments across different time periods, this report helps educators quickly identify which students have completed their required assessments and who still needs to be assessed or reassessed.



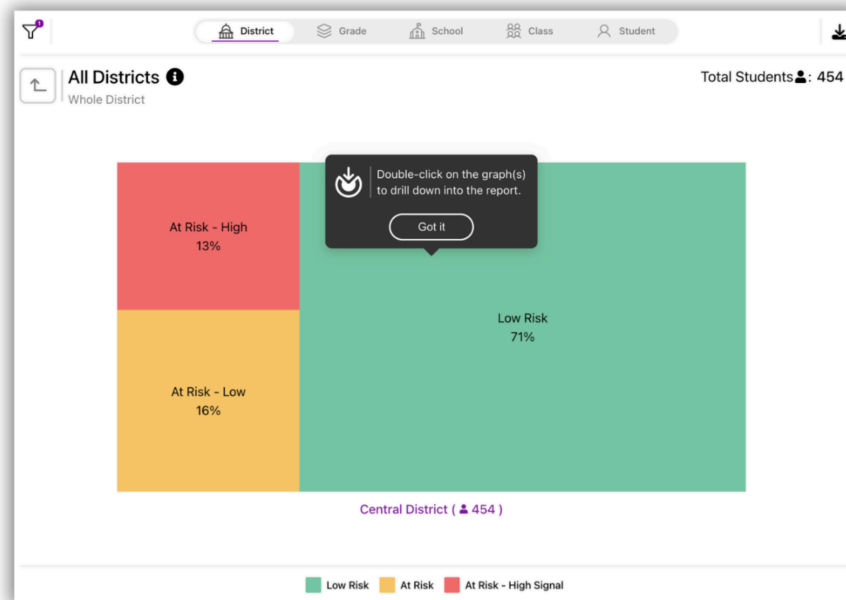
Assessment Classification Report

The Assessment Classification Report offers a comprehensive view of student performance across achievement tiers. The report includes flexible tiering options and allows administrators to select from multiple measures, such as ARM (overall reading mastery) and domain subscores. Educators can easily review classification outcomes at the district, school, and class levels, pinpoint areas for improvement, and analyze assessment results to support instruction and intervention.



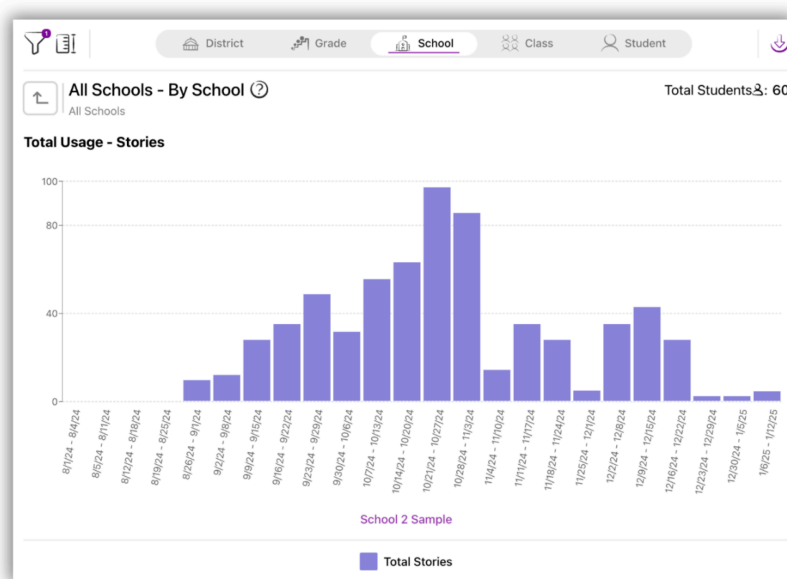
Reading Risk Report

The Reading Risk Report provides administrators with a district-wide overview of students' reading risk levels, helping to identify those who may be at risk for reading difficulty including dyslexia. The report equips school leaders with key data to assess students' need for early intervention, further testing, and additional support for at-risk readers.



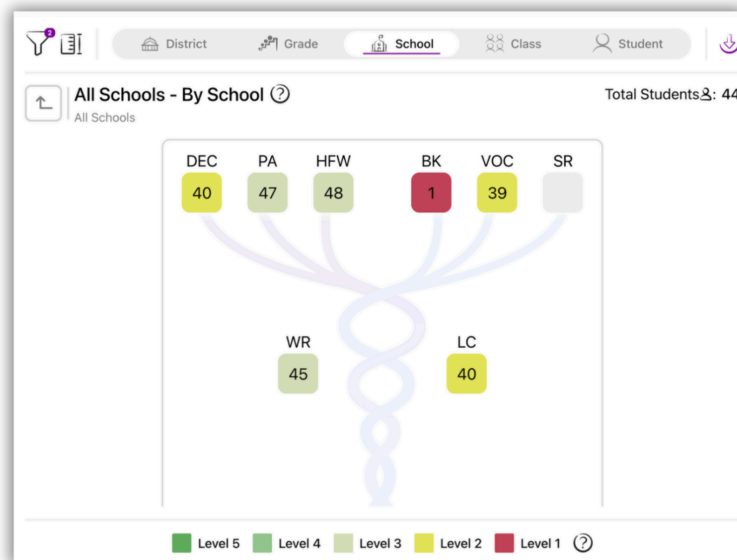
Usage Report

The Usage Report provides educators with a snapshot of students' weekly engagement with Amira, tracking progress towards recommended usage goals. This report displays the percentage of students meeting target usage along with total usage data to help administrators monitor implementation effectiveness.



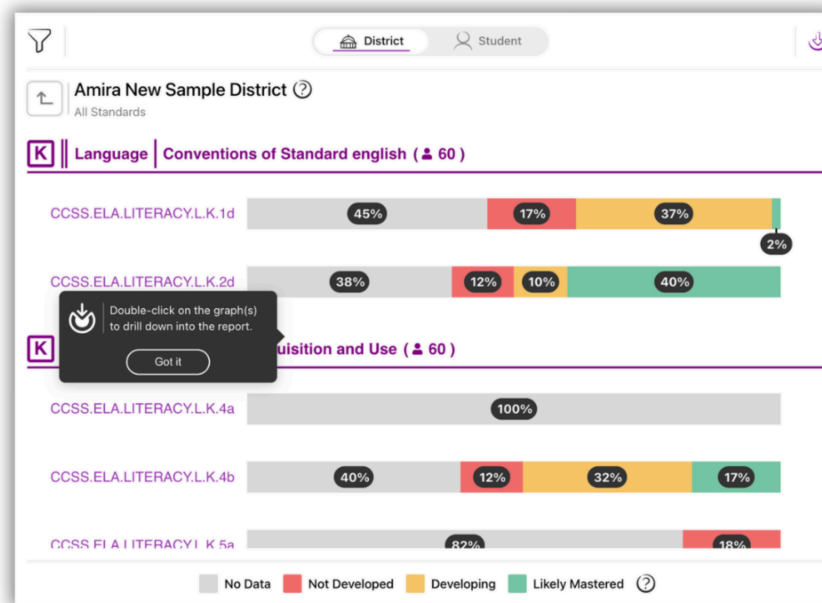
Science of Reading Program Analysis Report

This report helps administrators visualize district-wide reading proficiency using Scarborough's Reading Rope framework. It combines six core reading dimensions—phonological awareness, decoding, high frequency words, vocabulary, background knowledge, and reasoning—to produce word recognition, comprehension, and overall mastery scores. Educators can use the report to pinpoint strengths and target areas for instructional improvement.



Standards Mastery Report

The Standards Mastery Report offers administrators a detailed view of student proficiency across state reading standards at the district, school, class, and individual student levels by grade. Using a criterion-referenced approach, this report helps educators evaluate reading mastery, identify trends, and pinpoint areas requiring additional support.



4.4 Navigating Administrator Reports

The administrative reports enable administrators to seamlessly explore student data. A consistent navigation approach including drilldowns, tabs, and filters allow for flexible movement from a district-wide overview to specific grade, school, or classroom insights. This clear, multi-level view helps educators quickly pinpoint areas of need, identify trends, and make timely, data-informed decisions to better support student success.

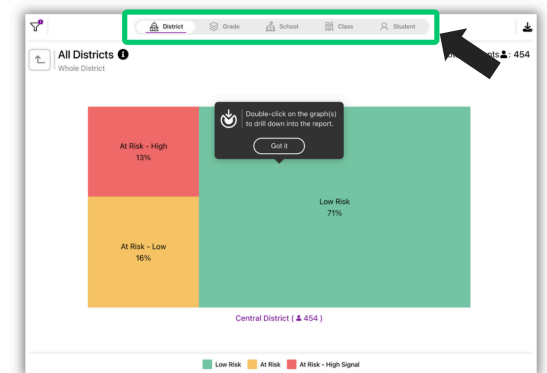
Drilldown

The drilldown feature offers quick access to three levels of data, beginning with the Whole District view. From there, administrators can double click on the graph to drill down to see all schools, and then double click again to explore all classes within a selected school.



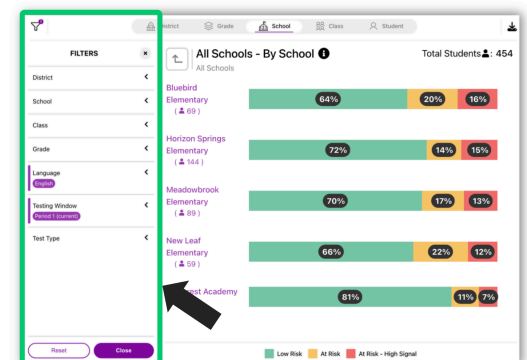
Tabs

The tabs serve as shortcuts, allowing administrators to jump directly to district, grade, school, class, or student views. From the district, grade, or school views, users can drill down further for school or class views.



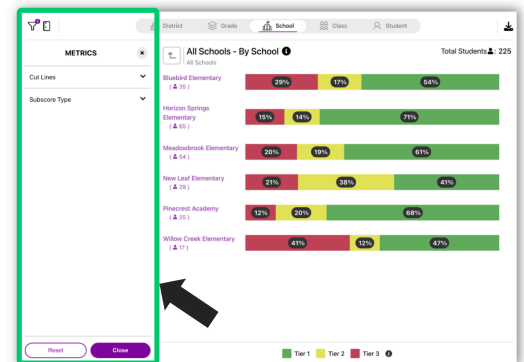
Filters Menu

The Filters Menu gives administrators control over how data is displayed, helping them quickly zero in on the information that's most relevant. Filters allow educators to narrow the data by specific groups such as school, class, grade level, language, test type, and testing window. For example, you can view results for one grade level across select schools or focus on a specific test period like the EOY Benchmark.



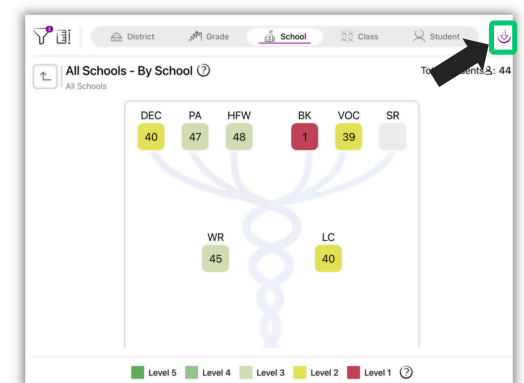
Metrics Menu

The Metrics Menu enables administrators to customize the metrics displayed in their reports. By selecting different cutline models or subscore types, they can focus on the data most relevant to their goals and priorities.



Export Data

Each report allows administrators to export the displayed data as a CSV file, enabling them to save, sort, and analyze the information in greater depth. This functionality supports a deeper understanding of large data sets and helps track progress toward school and district-wide goals.



Demographics Filter

The Demographics filter in Administrative Reports allows school and district leaders to monitor student performance and usage data through the lens of student subgroups.

Administrators can apply these filters when exploring reports, allowing them to answer questions like:

- Are certain demographic groups making faster or slower progress than others?
- Are current instructional models serving specific groups effectively?

Demographic importing allows administrators to add student demographic information to existing student accounts. The import supports a variety of optional fields such as:

- Gender

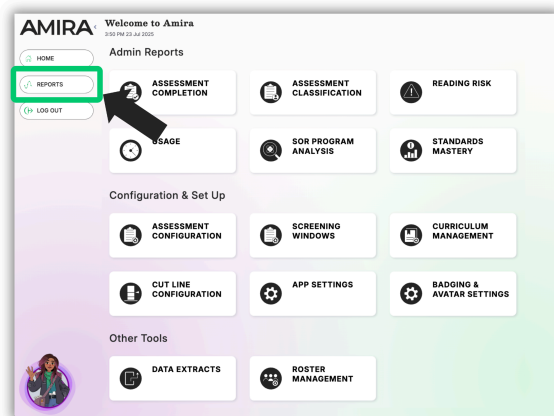
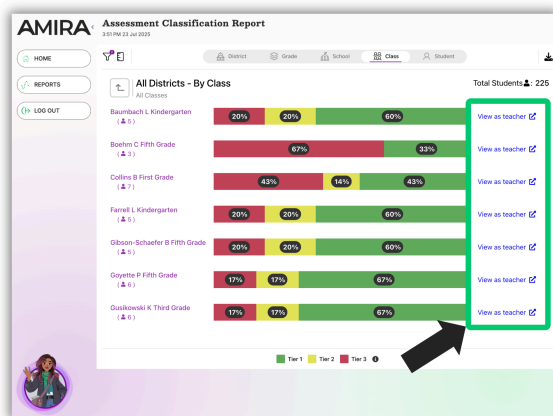
- Race
- Special Education
- Class Instructional Type
- Economically Disadvantaged
- English Proficiency
- Disability

To enable demographic filtering, administrators will take the following steps:

- Export student data from the district's Student Information System
- Include required fields including Student ID and Campus Code
- Use Amira's Demographic Import Template
- Upload the completed file through Amira Import and Rostering
- Source: <https://help.amiralearning.com/s/article/Demographic-Importing>

Accessing Teacher Reports

Administrators can easily access and view Teacher Reports in two ways. They can either click on quick links available within select administrative reports, such as the Assessment Classification Report, or navigate to the Reports button in the global navigation bar on the Dashboard.



Part 5: Reports and Data

5.1 Overview of Teacher Reports

Teachers can and do utilize all of Amira's reports for instructional decision making. Educators describe using our reports for determining access to intervention services, identifying skill and instructional gaps, and providing skill-specific instruction to every student as they grow as readers.

Understanding Amira's Mastery Model: Amira's reporting system is powered by an AI-driven, probabilistic mastery model that tracks students' skill development across the components of Scarborough's Reading Rope. Rather than measuring reading ability in broad strokes, it evaluates skill-by-skill progress and estimates how likely it is that a student has mastered a particular reading skill. This model is continuously updated using data from all student activity within Amira—including assessments, tutoring, and instruction—to deliver an individualized profile that highlights each student's strengths and needs.

Key Benefits of the Mastery Model:

- Precision: Identifies granular skill gaps to target instruction
- Personalization: Powers individualized reading plans
- Responsiveness: Adapts quickly as new student data arrives
- Acceleration: Enables focused teaching that drives rapid reading growth

When considering learning opportunities for groups of students, many teachers turn to the Skills Status Report. They can easily identify skills students need to practice or receive explicit instruction in to move towards mastery. The color coding and drag and drop feature makes it easy for teachers to find gaps, form small groups, and plan lessons to support students using the Red-Yellow-Green-Grey (RYGG) status system:

- Red: Not Developed - significant instruction needed
- Yellow: Developing - continue current instruction
- Green: Likely Mastered - ready for next level
- Grey: Unknown - needs assessment data

The true power of the Skills Status Report is the continual updating of the data; every time a child reads with Amira the data is updated to reflect the most recent reading experience, and this is reported down to the phoneme and skill level. Teachers are able to see exactly how well a child is reading and specifically target their instruction

to provide the most effective tools for growth. Alongside the skills mastery data, Amira provides the teacher with a transcript and a recording of the child reading with Amira. This allows teachers to pair the wealth of data with the nuance of listening to a child read to really understand and teach against their literacy gaps.

Schools deploy these tools in Multi-Tiered System of Supports (MTSS) meetings, Professional Learning Communities, and other support systems. Educators and families can partner alongside the data to build a true understanding of a student's literacy gaps and the next steps required of everyone to support the student's growth. The information provided through Amira Learning allows these teams to be deeply focused on actionable teaching of skills and providing valuable support to all children learning to read.

For instruction and intervention of individual students, most teachers consider the Instructional Recommendations Report, Skills Diagnostic Report, or Standards Mastery Report. These reports allow teachers to identify gaps for a specific student based on their standards and the pillars of the Reading Rope. As mentioned earlier, these reports can provide a window into the reading gaps of the student and resources for teachers to use in their instruction. All the resources are aligned to Science of Reading interventions and focus on explicit instruction for students to be paired with significant reading practice. As instructional teams consider the Skills Diagnostic Report, they can clearly see the skill gaps informing a child's reading ability and create meaningful instruction and intervention plans to support the student's growth in skill and overall reading mastery. The full suite of reports are located in the [Reporting Guide](#).

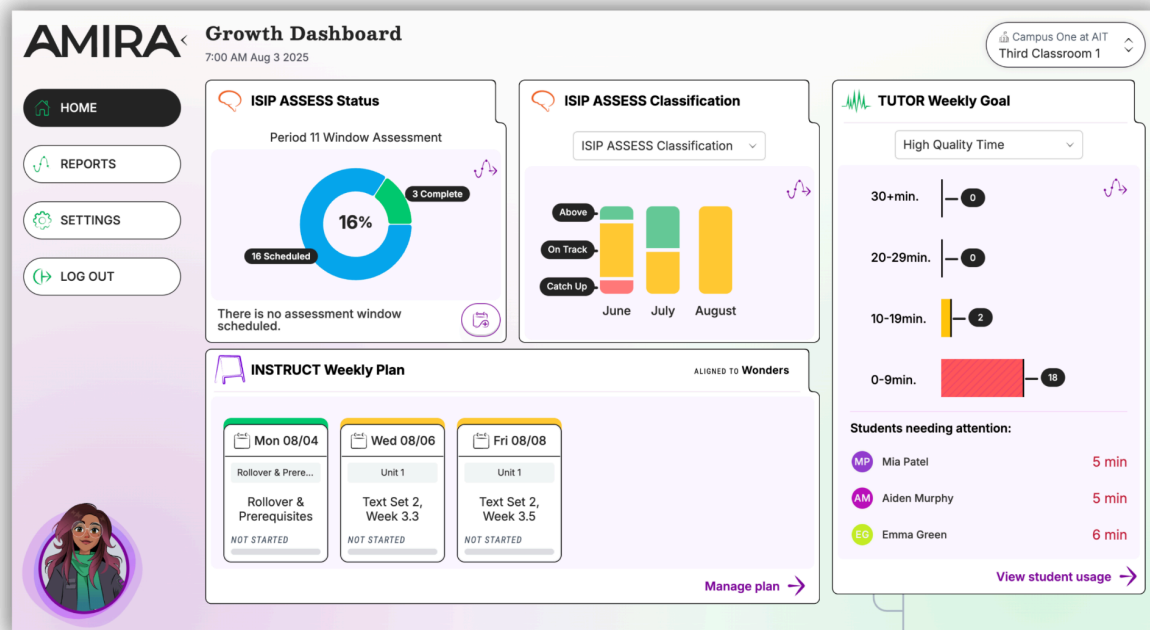
5.2 Growth Dashboard

The Growth Dashboard is your AI-powered command center for reading instruction - bringing together assessment data, lesson planning, and progress monitoring into one intuitive interface. It transforms complex student data into clear, actionable insights that help teachers make informed decisions, fast.

At its core, the Growth Dashboard empowers educators by answering three critical questions: Who needs support, what kind of support they need, and when they need it. With at-a-glance visuals and streamlined access to key data and reports, teachers can quickly identify student needs, manage classroom activities within Amira, and

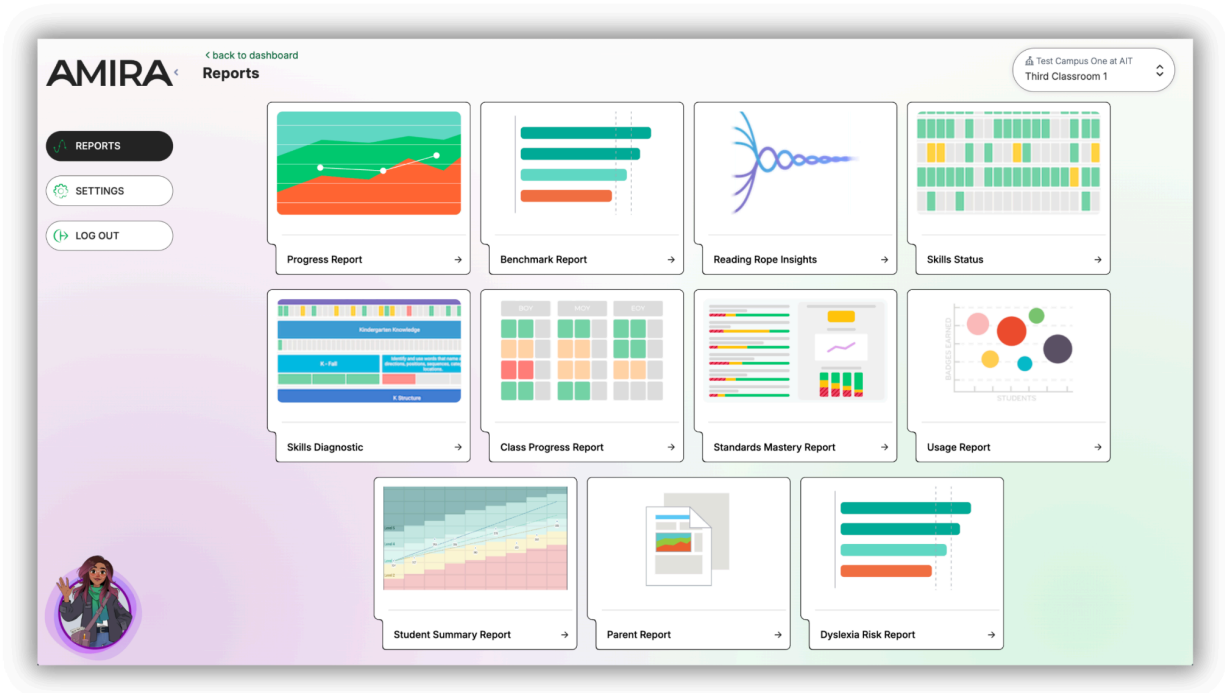
adjust instruction with confidence. It's everything a teacher needs to drive growth, all in one place.

Click [here](#) for a walkthrough of the Growth Dashboard.



5.3 Teacher Reports

At Amira Learning, our mission is to equip educators with timely, meaningful reading data for every student whenever they need it. The Growth Dashboard offers access to eleven comprehensive reports, enabling teachers to quickly assess each student's strengths and growth areas. With these insights at their fingertips, educators are empowered to deliver targeted support where it matters most.

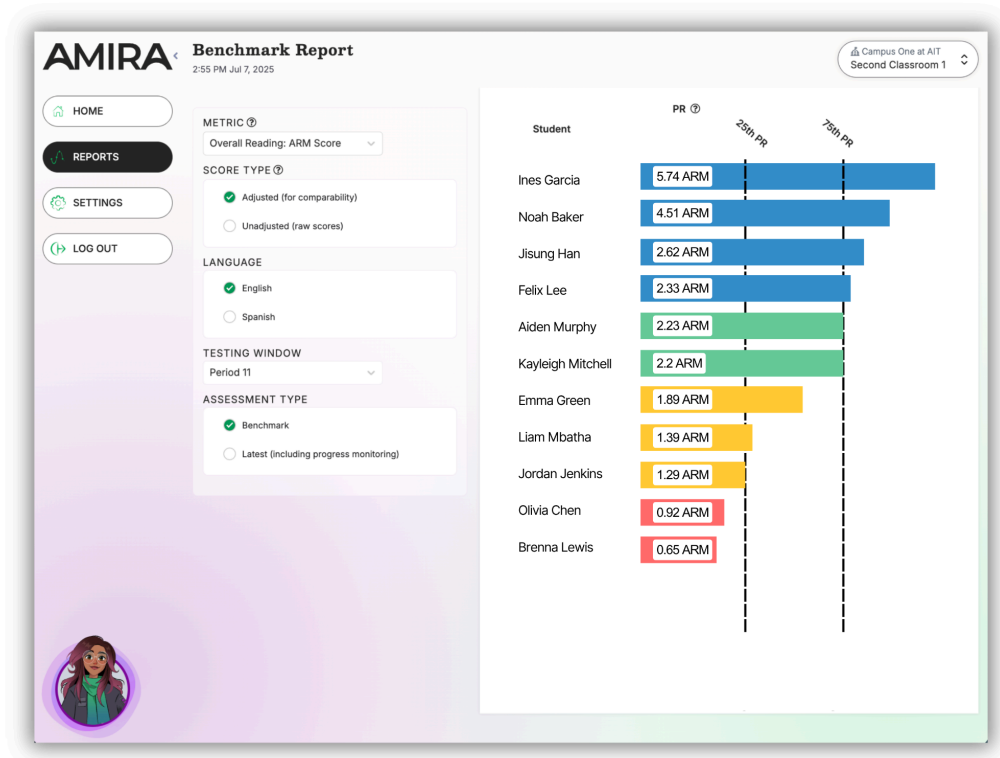


Benchmark Report

The Benchmark Report provides teachers with a clear, side-by-side snapshot of their students' assessment results making it easy to compare performance across the class and against national norms.

Teachers can customize the view using filters on the left side of the screen, selecting the desired metric, language, testing window, and assessment type to tailor the report to their instructional needs.

Click [here](#) to learn more about the Benchmark Report.

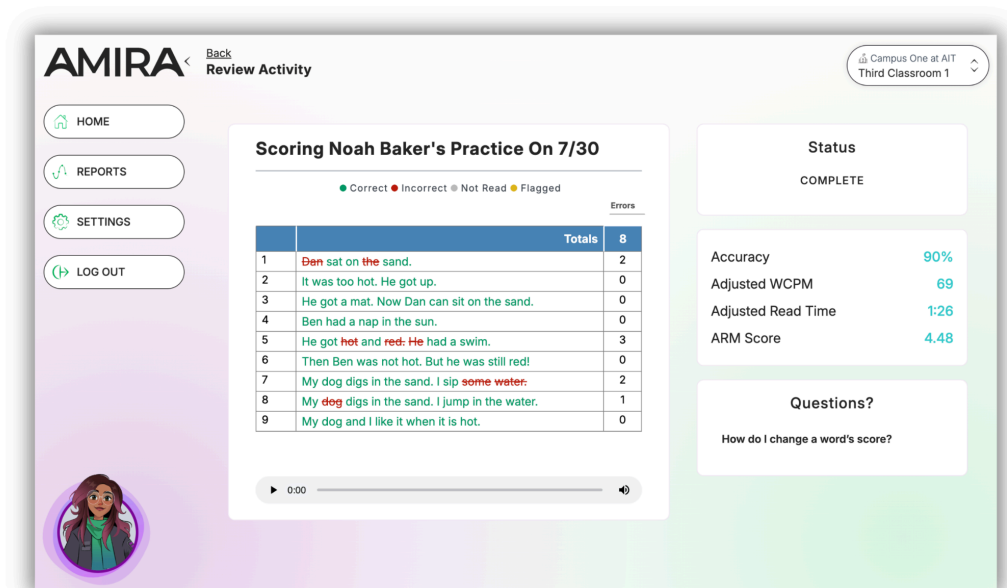


Progress Report

The Progress Report gives teachers a clear view of each student's reading journey, highlighting both overall growth and projected growth. Every reading session a student completes with Amira, whether practice or assessment, is plotted on an individualized growth chart, accompanied by a projection line that shows how the student is progressing toward their reading goals.

Below the chart, a complete list of all stories read, including Oral Reading Fluency passages from assessments, is provided. Teachers can click on any story to view a transcript and listen to a recording of the student's reading.

Click [here](#) to learn more about the Progress Report. See also the [Practitioners Guide for Estimated Mastery and Progress Monitoring](#).

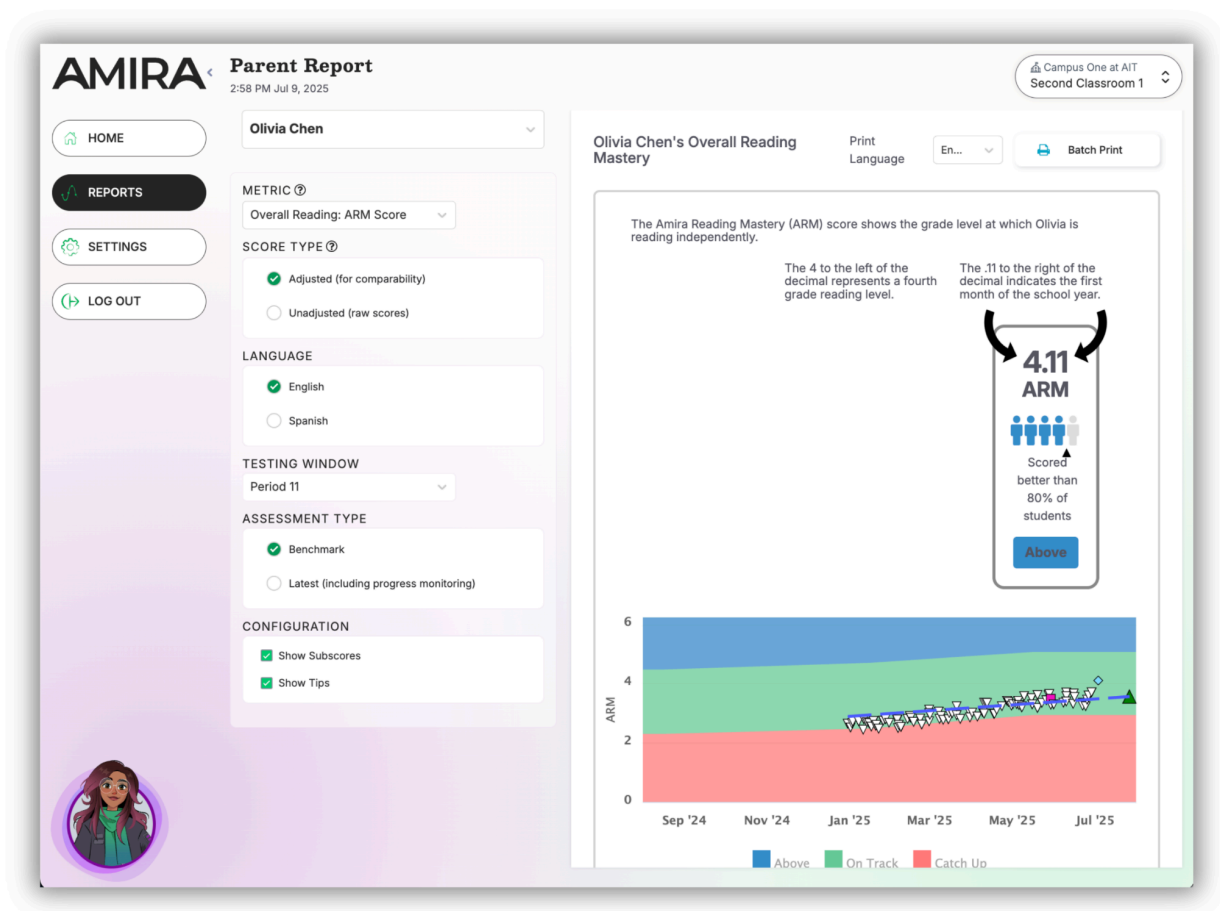


Parent Report

The Parent Report mirrors the Progress Report with a clear graph showing the passages a student has read alongside a personalized projection line. What sets it apart is its focus on helping families make sense of the data.

Designed with caregivers in mind, the report explains each student's reading progress in accessible terms and offers tailored, actionable suggestions for supporting learning at home. These recommendations align with the child's specific needs and are grounded in activities that parents can easily implement.

Click [here](#) to learn more about the Parent Report.



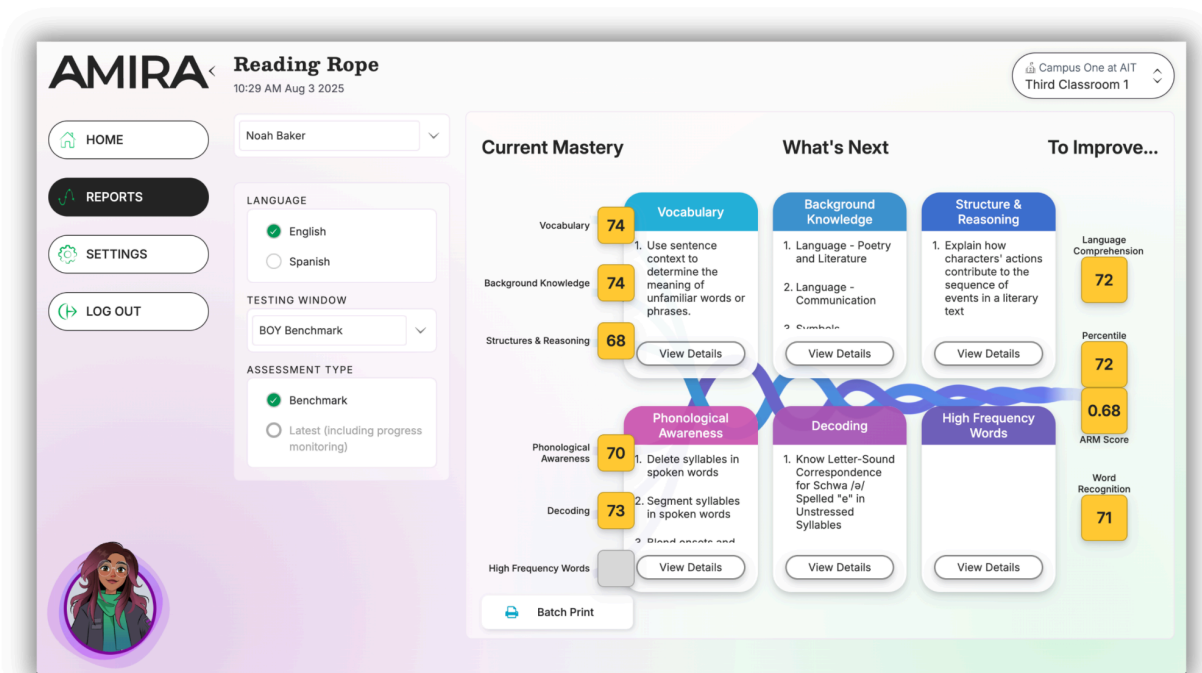
Reading Rope Insights Report

The Reading Rope Insights Report offers teachers a comprehensive, at-a-glance view of a student's reading abilities through the lens of the Reading Rope framework. It

displays the student's percentile rankings across six core components, which are then synthesized into overall scores for Language Comprehension and Word Recognition. In addition to these summary insights, the report includes the student's ARM Score and ARM Score Percentile Ranking, giving educators a broader measure of reading performance.

Teachers can also access instructional recommendations and targeted strategies tailored to each student's needs. For a deeper dive into skill mastery, clicking "View Details" opens the Skills Diagnostic Report, which provides a granular breakdown of specific strengths and gaps.

Click [here](#) to learn more about the Reading Rope Insights Report.



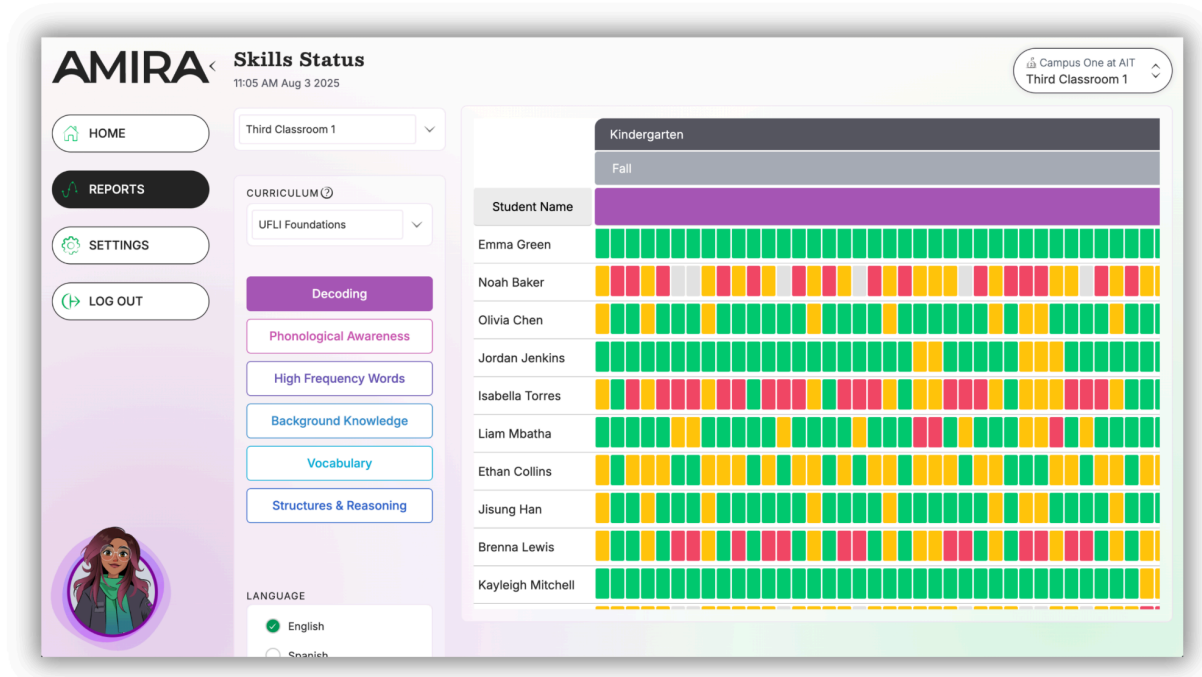
Skills Status Report

The Skills Status Report gives teachers a comprehensive view of skill mastery across the entire class, spanning standards from Pre-K through 8th grade. Teachers can focus on any Reading Rope component by selecting it from the lefthand menu, tailoring the view to specific instructional goals.

Each box in the grid represents an individual skill, with color coding that reflects the student's level of mastery. Hovering over a box reveals a description of the skill, its aligned standard, and the number of observations and errors Amira has recorded. Clicking on a box opens the same detailed view, along with instructional resources to support targeted teaching.

Teachers can also drag and drop student names to reorganize the list—ideal for forming reading groups or comparing student performance. The report updates automatically based on data collected from every Amira reading session, whether practice or assessment.

Click [here](#) to learn more about the Skills Status Report.



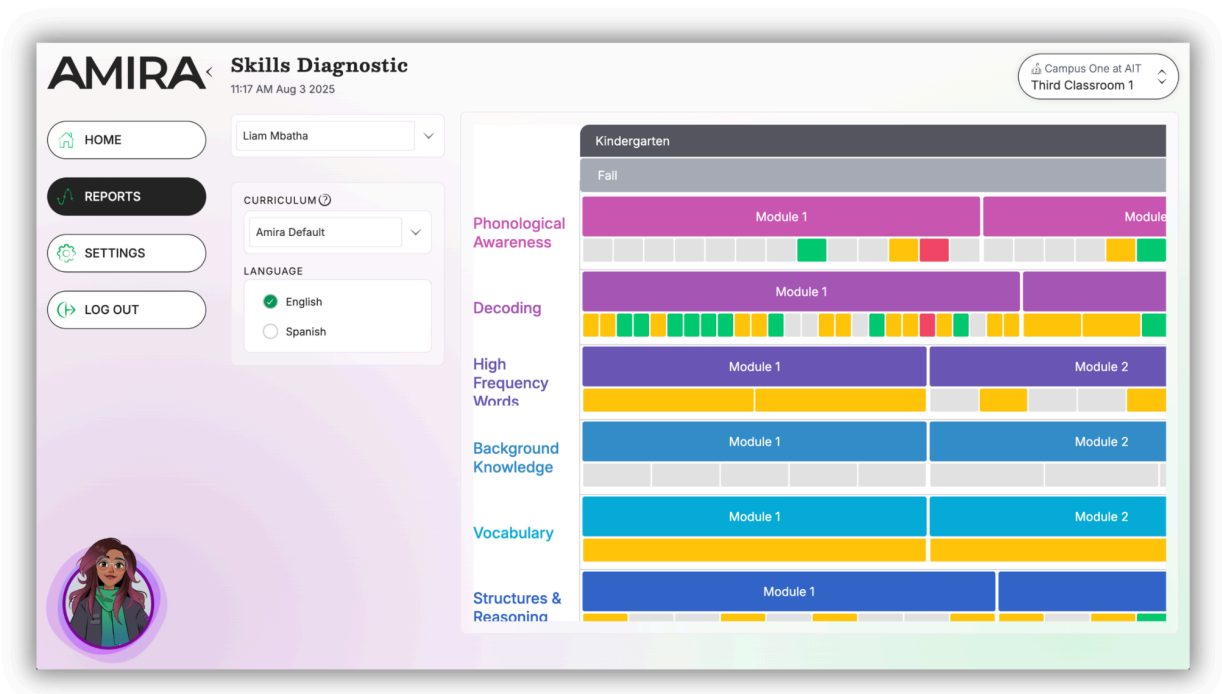
Skills Diagnostic Report

The Skills Diagnostic Report provides a detailed, student-specific view of skill mastery across all components of the Reading Rope in a single, easy-to-navigate screen.

Each box in the grid represents an individual skill, color-coded to indicate the student's level of mastery. Hovering over a box reveals the skill description, the associated standard, and the number of observations and errors recorded by Amira.

Clicking on a box opens a deeper view, including access to instructional resources that support targeted skill development.

Click [here](#) to learn more about the Skills Diagnostic Report.

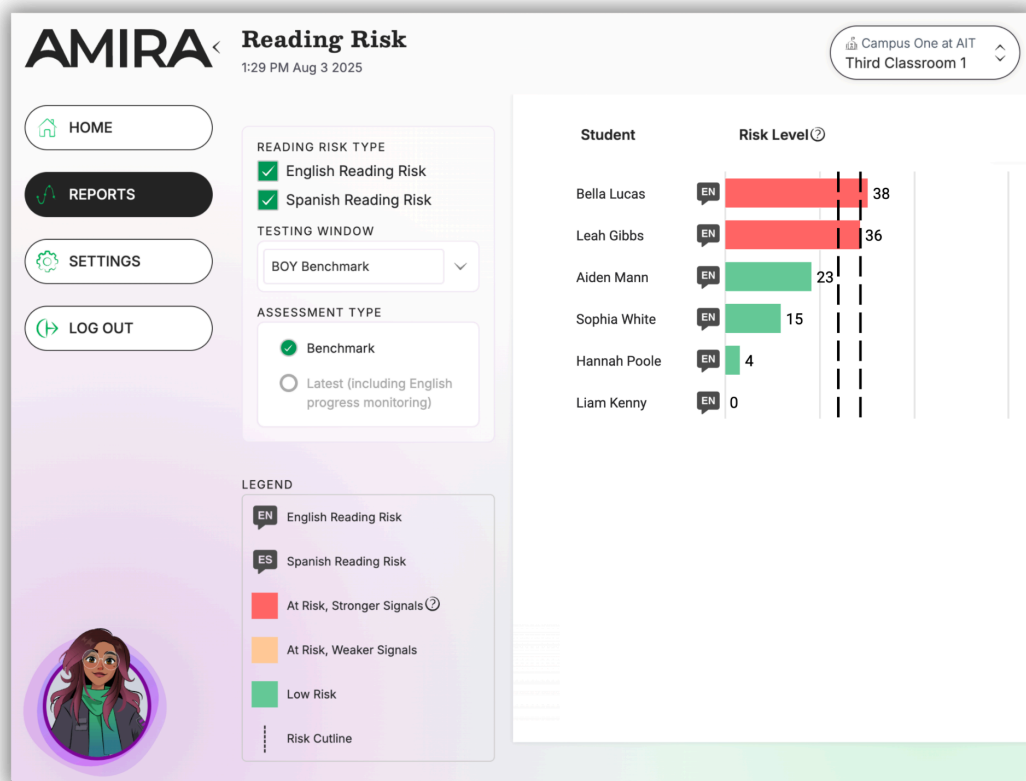


Reading Risk Report

The Reading Risk Report gives teachers an overview of students' risk levels for reading difficulties, including potential indicators of dyslexia. Drawing from the rich data captured by the Amira ISIP Assessment, the report generates a Dyslexia Risk Indicator (DRI) score for each student. This score helps educators quickly identify students who may require additional screening, targeted intervention, or support. Students with a DRI score of 30 or higher are classified as At Risk, while scores below 30 are considered Low Risk.

While Amira does not diagnose dyslexia, the Reading Risk Report is a valuable early-warning tool that flags students who may benefit from further evaluation and support.

Click [here](#) to learn more about the Reading Risk Report.



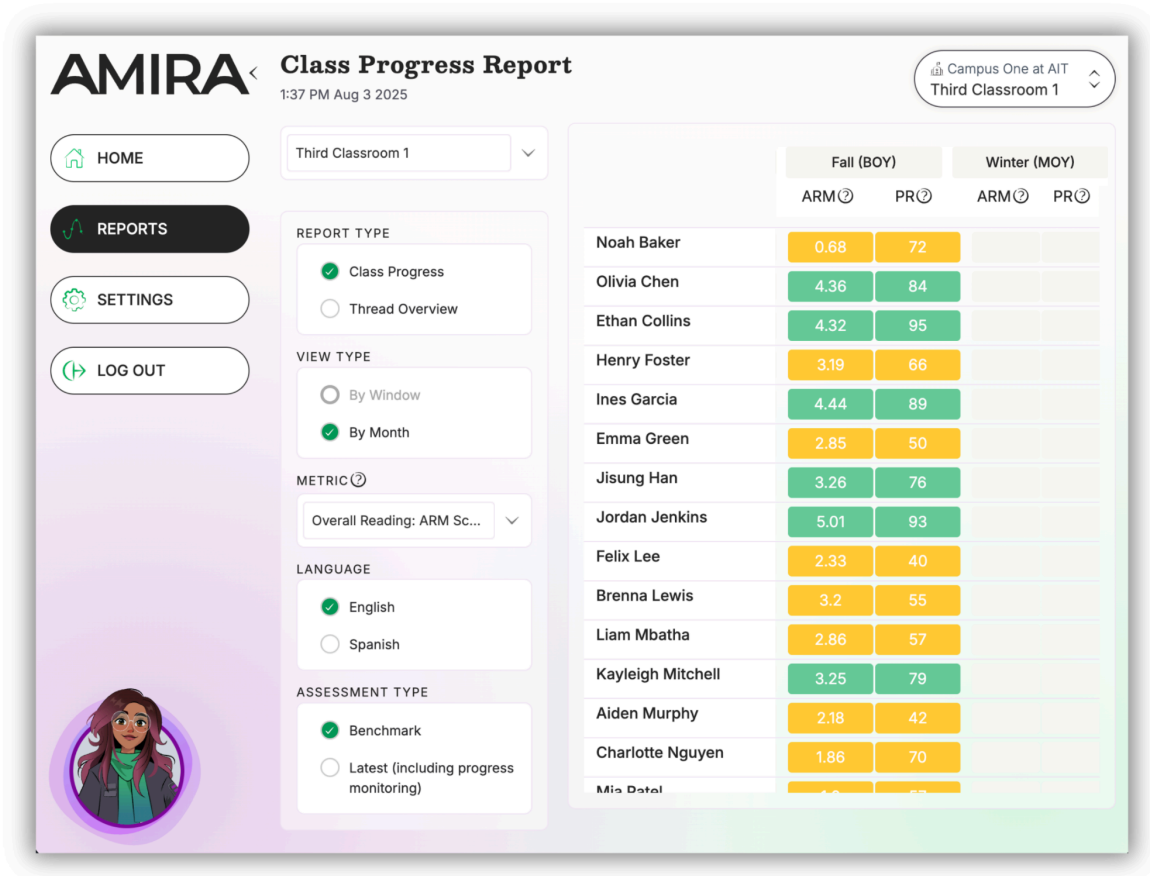
Class Progress Report

The Class Progress Report allows teachers to view and compare benchmark assessment scores for all students in a class, all in one place. Teachers can choose to display progress by monthly assessments or by assessment windows, making it easy to track growth over time.

The report displays each student's ARM Score and Percentile Ranking, and offers a toggle to the Thread Overview, which breaks down the latest assessment results by Reading Rope strand.

This report supports a high-level view of class-wide performance, helping educators monitor student progress and identify trends and growth across the school year.

Click [here](#) to learn more about the Class Progress Report.



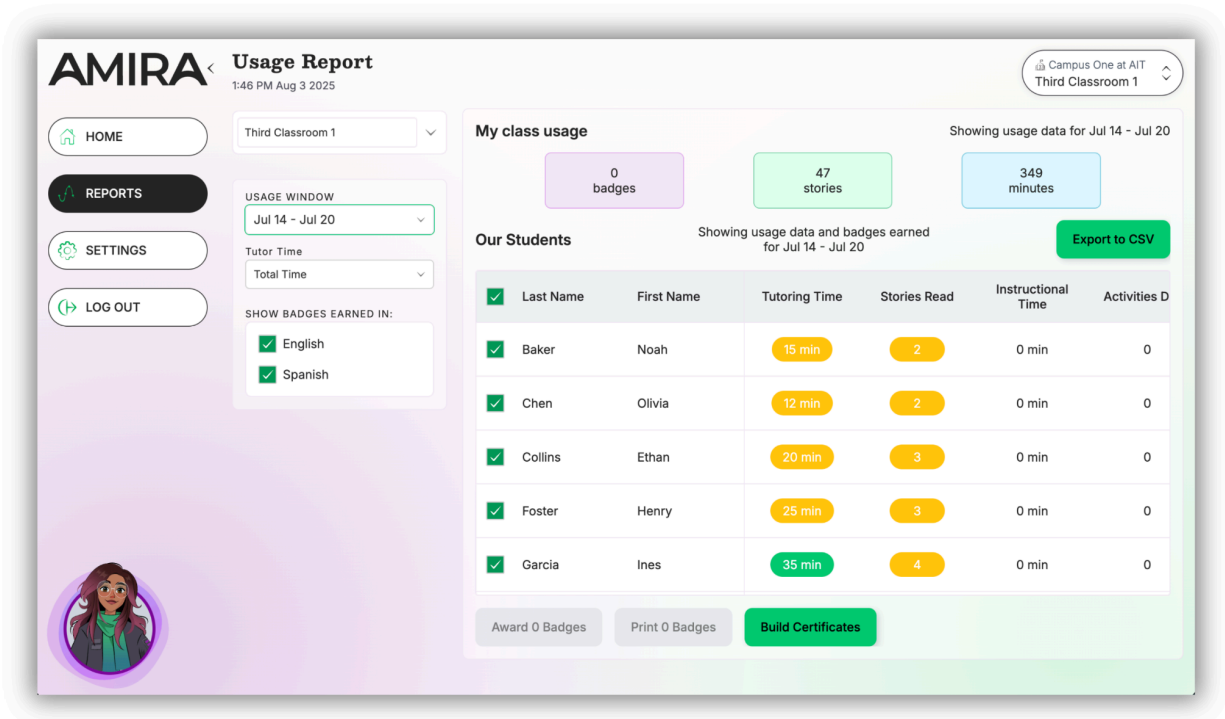
Usage Report

The Usage Report gives teachers a weekly snapshot of student engagement with Amira. It provides a detailed breakdown of both practice and instructional activity, including:

- Total tutoring time for the current week
- Number of stories read
- Instructional activities completed
- Minutes spent on each activity type
- Badges earned for hitting key reading milestones

This report helps teachers monitor student consistency and celebrate progress. Educators can also use it to identify students who may need encouragement or additional support to stay on track. To boost motivation, teachers can award digital badges to students who reach weekly goals.

Click [here](#) to learn more about the Usage Report.



Standards Mastery Report

The Standards Mastery Report gives educators a clear view of student progress toward grade-level reading standards, both individually and across the class. Using a criterion-referenced approach, it shows which standards have likely been mastered and where support is still needed.

At the center of the report is the MAST Score - the percentage of assessed standards a student or class has likely mastered. Teachers can also view the MAST Status by Month chart to track changes in mastery levels over time, with categories like Likely Mastered, Developing, and Not Developed.

This report supports informed instructional decisions and helps teachers target support where it's needed most.

Click [here](#) to learn more about the Standards Mastery Report.



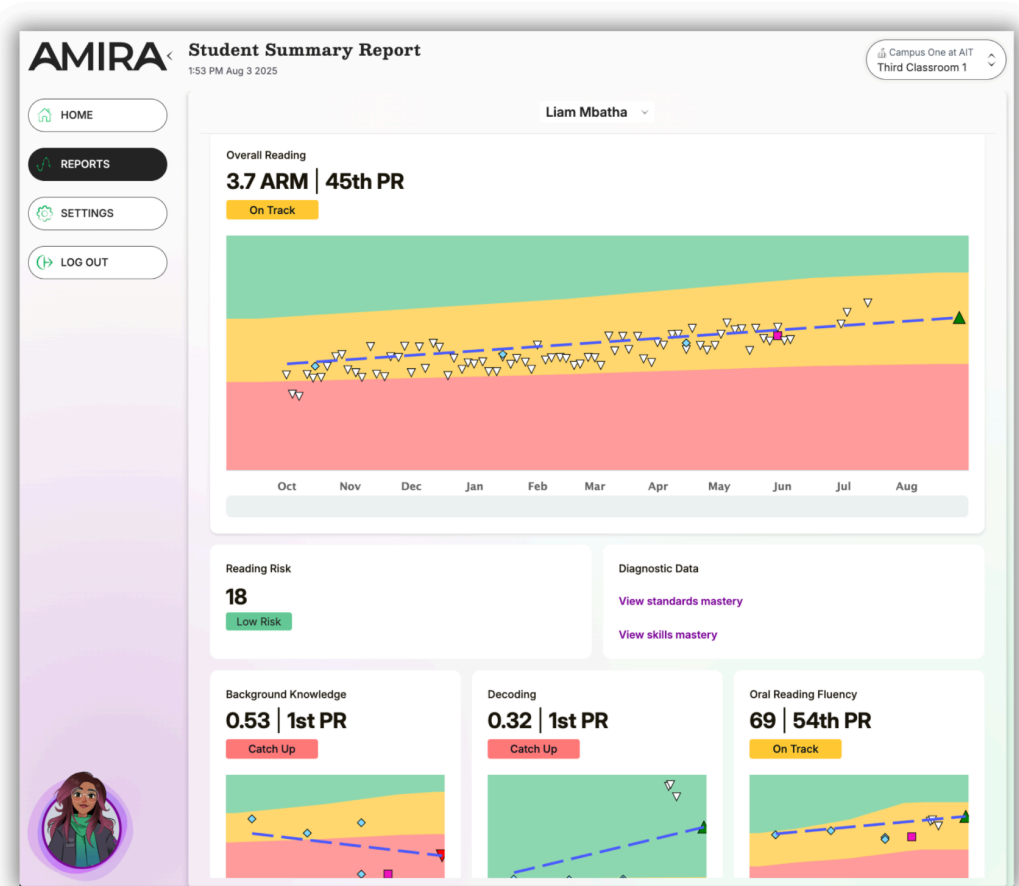
Student Summary Report

The Student Summary Report offers a comprehensive, at-a-glance view of an individual student's reading performance and progress across key domains. Designed to support decision-making within RTI/MTSS frameworks, it helps educators quickly identify strengths, spot potential risks, and access deeper diagnostic tools.

Key features include:

- Performance Overview Chart with score, percentile rank, performance level, and growth tracking using either ARM or ISIP Scaled Scores (based on district settings)
- Dyslexia Risk Indicator, clearly displaying risk status from the most recent assessment
- Interactive Charts for tracking subscore progress across reading domains, color-coded for easy interpretation
- Quick Links to the Skills Diagnostic and Standards Mastery reports for deeper analysis

Click [here](#) to learn more about the Student Summary Report.



5.4 Reports Key

Report	Purpose of the Report	How & When to Use It	Additional Information
Growth Dashboard	Serve as the central hub for accessing student reading data and insights.	Use daily or weekly to guide instruction and monitor student needs.	Provides access to 11 reports; surfaces key data for targeted support.
Benchmark Report	Compare assessment results across class and national norms.	Use after assessments to view class trends and individual performance.	Customizable by metric, language, window, and assessment type.

Report	Purpose of the Report	How & When to Use It	Additional Information
<u>Class Progress Report</u>	Compare benchmark results across a class over time.	Use to evaluate whole-class growth by month or window.	Toggle to Thread Overview to see strand-level insights.
<u>Parent Report</u>	Communicate reading progress with families in a parent-friendly format.	Share during conferences or progress updates.	Includes suggestions aligned to student needs for at-home support.
<u>Progress Report</u>	Track individual student growth and reading activity over time.	Use regularly to monitor progress and review reading sessions.	View transcripts and audio of student readings; includes ORF passages from assessments.
<u>Reading Risk Report</u>	Identify students at risk for reading difficulties (e.g., dyslexia).	Use after assessments to flag students for further screening.	DRI score ≥ 30 = At Risk. Amira flags risk but does not diagnose dyslexia.
<u>Reading Rope Insights Report</u>	Visualize student performance across Reading Rope components.	Use to identify strengths and needs across reading domains.	Links to Skills Diagnostic; includes recommendations for what the student needs to work on next.
<u>Skills Diagnostic Report</u>	Analyze one student's skill mastery in detail.	Use for individual planning or MTSS discussions.	Color-coded mastery, hover/click for details and instructional resources.
<u>Skills Status Report</u>	View class-wide skill mastery and performance by standard.	Use for forming groups and targeting instruction.	Color-coded mastery, hover/click for details and instructional

Report	Purpose of the Report	How & When to Use It	Additional Information
			resources.
Standards Mastery Report	Track progress toward grade-level standards.	Use to guide instruction and monitor growth by month.	Includes MAST Score and mastery distribution by month.
Student Summary Report	See a full picture of one student's reading status.	Use during RTI/MTSS or when reviewing student profiles.	Includes risk indicators, performance charts, and drill-down links.
Usage Report	Monitor student engagement and time spent reading.	Use weekly to celebrate progress and flag underuse.	Track stories, minutes, badges, and activity types.

Learn more about [norms](#) used for Amira's [metrics](#).

Part 6: Technical Requirements and Security

6.1 System Requirements

Amira Tutor is designed to work across a wide range of devices and platforms while maintaining optimal performance and user experience. Understanding these requirements ensures successful implementation and sustained effectiveness. Use this [Tech Prep Guide](#) to establish clear procedures and expectations around using Amira.

Device Requirements

Supported Devices:

- Tablets: iPad (iOS 13.0 or later), Android tablets (Android 8.0 or later)
- Computers: Windows 10 or later, macOS 10.14 or later
- Chromebooks: Chrome OS 88.0 or later
- Smartphones: iOS 13.0 or later, Android 8.0 or later (limited functionality)

Hardware Specifications:

- Processor: Minimum dual-core 1.5 GHz processor for optimal speech recognition
- Memory: 4 GB RAM minimum, 8 GB recommended for optimal performance
- Storage: 2 GB available space for application and temporary files
- Audio: Built-in microphone and speakers or headphone capability with clear audio quality
- Display: Minimum 9-inch screen recommended for optimal user interface and text readability

Network and Connectivity

Internet Requirements:

- Bandwidth: Minimum 5 Mbps download, 1 Mbps upload per concurrent user
- Recommended: 10 Mbps download, 2 Mbps upload for optimal AI speech processing

- Latency: Less than 100ms for real-time speech recognition and micro-interventions
- Reliability: Stable connection with minimal interruptions during tutoring sessions

Network Configuration:

- Firewall: Allow connections to *.amiralearning.com domains
- Ports: HTTPS (443), WebSocket connections for real-time AI communication
- Content Filtering: Whitelist educational technology domains in school filtering systems
- Quality of Service: Prioritize traffic to Amira domains during peak usage periods

Browser and Software Requirements

Supported Browsers:

- Chrome: Version 90 or later (recommended for optimal performance)
- Safari: Version 14 or later for Apple devices
- Firefox: Version 88 or later
- Edge: Version 90 or later for Windows devices

Required Browser Features:

- JavaScript enabled for interactive tutoring features
- Cookies and local storage enabled for session management
- Microphone access permissions for speech recognition
- Audio playback capability for AI tutor voice
- WebRTC support for real-time communication with AI systems

View the [Technical Requirements help article](#) for more information.

6.2 Data Privacy and Security

Amira Learning maintains the highest standards of data privacy and security, implementing comprehensive safeguards to protect student information and comply with all applicable regulations while supporting educational objectives. Visit our [Privacy & Security](#) page for additional information.

Privacy Compliance

Regulatory Compliance:

- FERPA: Full compliance with Family Educational Rights and Privacy Act
- COPPA: Children's Online Privacy Protection Act compliance for users under 13
- GDPR: General Data Protection Regulation compliance for international users
- State Privacy Laws: Compliance with individual state privacy requirements
- Student Privacy Pledge: Signatory commitment to student privacy best practices

Data Minimization Principles:

- Collection limited to educationally necessary information for tutoring effectiveness
- No collection of sensitive personal information (health, financial, biometric data)
- Automatic data anonymization where possible to protect student identity
- Regular data review and purging of unnecessary information
- Consent-based data collection for optional features and enhancements

Security Architecture

Advanced Data Protection:

- Encryption: AES-256 encryption for data at rest, TLS 1.3 for data in transit
- Access Controls: Role-based access with multi-factor authentication options
- Network Security: Firewalls, intrusion detection, and DDoS protection
- Regular Audits: Third-party security assessments and penetration testing
- Incident Response: Comprehensive breach detection and response procedures

Infrastructure Security:

- Cloud Provider: AWS with SOC 2 Type II compliance and educational focus
- Data Centers: Geographically distributed with physical security controls
- Backup Systems: Automated backups with encryption and geographic redundancy
- Monitoring: 24/7 security monitoring and alerting systems
- Update Management: Regular security patches and system updates

Data Governance

Ownership and Control:

- School district maintains ownership of all student data and educational records
- Granular control over data sharing and access permissions
- Right to data portability and deletion upon request
- Transparent data usage policies and practices aligned with educational goals
- Regular compliance reporting and documentation for accountability

Privacy by Design:

- Privacy considerations integrated into all system development processes
- Default privacy settings that protect student information automatically
- User control over personal information sharing and access levels
- Clear consent processes for optional data collection and features
- Regular privacy impact assessments for new features and capabilities

6.3 Troubleshooting Common Issues

Understanding and resolving common technical issues ensures smooth operation of Amira Tutor and minimizes disruption to the learning experience for students and educators. Use this [Troubleshooting Tips](#) document to resolve classroom tech issues quickly.

Audio and Speech Recognition Issues

Microphone Not Detecting Student Voice

- Solutions:
 - Ensure Amira has mic access.
 - Ensure the correct mic is selected.
 - Visit <https://mic-test.com/> to check your mic's functionality.

Background Noise Interfering with Speech Recognition

- Solutions:
 - Position student devices and mics away from each other.
 - Ideally, students should sit with their backs to the wall.
 - Testing dividers or other barriers can help reduce noise bleed.
 - Group students strategically to minimize noise and WiFi strain.

Support Student Behavior

- Wait until the mic turns green to begin reading.
- Read clearly and at a natural pace. Don't rush.
- Avoid rereading unless prompted. Amira will catch up.
- Pause at the end of each page. Don't click ahead too quickly.

Performance Issues

- Solutions
 - Close all other apps, windows, or browser tabs.
 - Run a speed test to ensure minimum device speeds (10 Mbps).
 - Ensure all content filter requirements have been met.

Still Need Help?

Click Amira on your Growth Dashboard to ask a question or request to speak with a live agent, browse [support articles](#) or send us an [email](#).



Part 7: Frequently Asked Questions

Implementation and Usage

Q: How much time should students spend with Amira Tutor each day?

A: Research shows optimal results with 10-15 minutes per session, 3-4 times per week, totaling about 30 minutes weekly. This can be adjusted based on individual student needs, with struggling readers benefiting from daily sessions and advanced readers using it 2-3 times weekly.

Q: Can Amira Tutor replace teacher-led reading instruction?

A: No, Amira Tutor is designed to supplement, not replace, teacher-led instruction. It provides application and practice of teacher-led instruction and individualized support for every student, allowing teachers to focus on higher-level instruction and targeted interventions.

Q: How does Amira work with our existing reading curriculum?

A: Amira integrates seamlessly with any reading curriculum through text sets aligned with Core Knowledge topics and district scope and sequence. The AI system can ingest curriculum documents and create aligned text collections that support current classroom themes and instructional focus areas.

Q: What if a student has a speech impediment or strong accent?

A: Amira's speech recognition achieves 96% agreement with human expert judgment and accommodates diverse speech patterns, accents, and speech differences. The system recognizes and accepts diverse accents and dialects while accommodating developmental speech patterns.

Technical and Troubleshooting

Q: What should I do if Amira can't hear a student reading?

A: First, check that the device microphone is working and browser permissions are enabled. Ensure the environment is reasonably quiet and the student is speaking clearly at an appropriate distance (6-8 inches) from the microphone. Try refreshing the browser, clearing the cache, closing any other tabs, unplugging headphones, or switching to a different device if problems persist. For students who are reading

quietly, a headset with a microphone can help. If challenges persist, email support@amiralearning.com.

Q: Can students use Amira Tutor on smartphones?

A: While technically possible, Amira Tutor is optimized for tablets and computers with larger screens for optimal text readability and interface navigation. Smartphone use is not recommended for regular tutoring sessions due to interface limitations.

Data and Progress Monitoring

Q: How often are ARM scores and Skills Diagnostic reports updated?

A: ARM scores are updated continuously with each tutoring session through the student's Estimated Mastery score. Skills reports (Skills Status, Skills Diagnostic, Standards Mastery) are updated overnight, with new data available the following day for instructional planning.

Q: What's the difference between ARM and MAST scores?

A: ARM (Amira Reading Mastery) is a norm-referenced score measuring overall reading growth compared to national peers, best used for tracking progress over time and understanding a student's reading level compared to grade level norms. MAST (Mastery of Academic Standards & Targets) is a criterion-referenced score showing the percentage of grade-level standards mastered, best used for instructional planning and standards-based grouping.

Q: How should I interpret the Red-Yellow-Green color coding in reports?

A: Red indicates the student needs intensive instruction on specific skills. Yellow suggests continuing current instruction while monitoring progress. Green means the student has likely mastered the skill and instruction can focus on application and advancement. Grey indicates insufficient data is available for determination.

Text Sets

Q: How are text sets assigned to students?

A: Text sets are automatically assigned to students when the district enables text sets in their configuration settings. Teachers cannot manually assign text sets.

Q: Will students reading below grade level receive grade-level texts?

A: Sometimes. Amira offers multiple text sets at different reading levels when available, and provides scaffolds (including Read With Me mode) to support access to grade-level content. This aligns with Science of Reading principles that all students should access expected-level content with appropriate support.

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