

User Manual

NEW MEXICO

AMIRA ISIP ASSESS & AMIRA

EVALUAR

ABSTRACT

The Amira ISIP Assess and Amira Evaluar User Manual provides educators with essential guidance on administering Amira’s assessments. It outlines key features while offering instructions for setup, test administration, and accommodations. The manual supports integration with MLSS frameworks and includes tools for tracking student progress through metrics like ARM and MAST scores. This resource equips educators to deliver data-informed, equitable assessments aligned with instructional goals and compliance standards.

DATE

2026–2027 School Year

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Part 1: General Information

1.1 Overview of Amira ISIP Assess and Amira Evaluar

Amira ISIP Assess and Amira Evaluar serve three distinct and crucial purposes in supporting early literacy development: as a universal screener, a benchmark assessment, and a progress monitoring tool.

1. Universal Screener

Amira ISIP's universal screener is designed as an online computer-based solution primarily for PreK to Grade 8 students to assess early literacy skills and identify students at risk of reading difficulties, including dyslexia, in less than 20 minutes. The universal screener is typically configured as the beginning of the year assessment and is highly configurable at the LEA or SEA level. This initial assessment differs from other instances of the assessment in that inclusion of the Rapid Automatized Naming (RAN) task is highly encouraged in order to produce the most valid and accurate classification outcomes. This screener integrates early literacy assessment with dyslexia screening, aligning with state requirements.

2. Benchmark Assessment

Amira ISIP's Benchmark Assessment can be administered at the beginning-of-year (BOY), middle-of-year (MOY) and end-of-year (EOY) to deliver essential data at key checkpoints, offering insights into student growth and detailed data aligned with state standards and school curricula. It is designed for grades PreK–8. The Benchmark Assessment includes tasks that cover all components of the "reading rope" model, such as Phonological Awareness, Phonics/Decoding, High Frequency Word Recognition, Oral Reading Fluency, Receptive and Expressive Vocabulary, and Oral and Reading Comprehension.

The assessment leverages advanced AI algorithms for functions like Reading Error Detection (RED), multimodal learning analytics (audio analysis, keystroke data), and Natural Language Processing (NLP). This AI-driven approach ensures high accuracy, efficiency, and fairness across diverse student populations, including those with varying accents and dialects, English learners, and students with disabilities. Amira ISIP dynamically adjusts task types and difficulty, aiming for a median administration time of 15–20 minutes, to minimize test-taker fatigue and maximize accuracy. It provides real-time actionable data to teachers, empowering them with immediate feedback and resources tailored to identified skill gaps, and supports various accommodations for equitable access.

3. Progress Monitoring

Amira ISIP's progress monitoring tools are integrated within its suite to assess students' academic performance on an ongoing basis, evaluate their rate of improvement, and continuously signal which skills require supportive instruction. Progress monitoring assessments are equivalent to the tasks configured on the benchmark assessment.

Districts can implement progress monitoring through three distinct approaches, each offering different levels of administrative control and data collection. The first method involves district-level screening windows, where administrators establish multiple assessment periods designated as either benchmark or progress monitor evaluations. When students log in during these windows, they automatically receive the assigned assessment.

The second approach empowers teachers through on-demand assessments (ODAs), allowing them to assign evaluations at any time regardless of district scheduling. These ODAs automatically function as progress monitors when administered outside district windows, but inherit the window's designation when used within established periods.

The third method leverages Amira Tutor, where teachers simply assign students to the automated tutor system. In all cases, Amira generates comprehensive data following each administration, including overall scores and subscores commensurate with the assessment configuration.

1.2 General Test Settings, English

The Benchmark Assessment consists of a Dyslexia Screener and an Oral Reading Fluency passage with comprehension questions. Most schools administer the assessment three times per year: at the beginning, in the middle, and at the end of the year.

The Amira ISIP Assessment includes the following tasks:

- **Rapid Automatized Naming (RAN):** Rapid automatized naming requires the student to identify and articulate the elements of a long list. Processing speed and accuracy are measured.
- **Letter Naming and Letter Sounds:** The student is shown a letter and asked to identify it and produce the associated sound. For vowels, several alternatives are accepted.
- **Word Decoding:** The student is shown the text of words, one at a time. The student must read the word.
- **Phonological Awareness Tasks:**

- **Phoneme Segmentation:** Students are asked to break a word into its individual phonemes (sounds) and say them one at a time. The task begins with a modeled example. Students are then prompted with target words and must segment the sounds in sequence.
- **Blending:** A video is provided of a person slowly articulating each phoneme in a word. The students must blend the sounds and identify the complete word accurately.
- **Phonological Elision/Deletion:** Students are given a word and asked to say it without a specific part of the word (syllable or phoneme).
- **Phonological Working Memory:** This task assesses a student's ability to hear and accurately repeat made-up words, measuring how well they temporarily store and manipulate unfamiliar phonological information.
- **Pseudoword Identification:** This task requires the student to read pseudowords (nonsense words) in order to assess decoding skills.
- **Spelling:** Student ability to spell and encode are tested with this task.
- **Vocabulary:** This task consists of selecting synonyms or related words of certain target words.
- **Listening Comprehension:** Students answer questions about a passage they've heard in order to gauge their listening comprehension skills.
- **Oral Reading Fluency:** This task consists of reading a passage to ascertain overall fluency and other threads of mastery. The passage is dynamically calibrated to better gauge student ability.
- **Reading Comprehension:** Students answer questions about the passage they've read to gauge their comprehension and vocabulary-in-context skills.
- **Visual Attention Task:** Visual Attention task assesses a student's ability to focus on relevant visual stimuli by asking them to quickly identify specific target images in a grid of similar-looking distractors within 60 seconds.

Tasks	Pre-K	K	1	2	3	4	5	6	7	8	Time
Rapid Automatized Naming (RAN)	✓	✓	✓	✓	✓	✓	✓	○			1 min
Letter Name Identification	✓	✓	✓	✓	○						1 min
Letter Sound Identification	✓	✓	✓	✓	○						1 min

Tasks	Pre-K	K	1	2	3	4	5	6	7	8	Time
Phonological Awareness (Segmentation, Blending, Deletion, Substitution)	✓	✓	✓	✓	✓	○	○	○	○	○	4 min
Phonological Working Memory	✓	✓	✓	○	○	○	○	○	○	○	1-2 min
Listening Comprehension / Retell	✓	✓	✓	○	○	○	○	○	○	○	3 min
Pseudoword Identification (NWF)	○	○	✓	✓	✓	✓	✓	○	○	○	1 min
Word Identification (WIF)	○	✓	✓	✓	✓	✓	✓	✓	○	○	1 min
Spelling	○	✓	✓	✓	✓	✓	✓	✓	✓	✓	2-4 min
Oral Reading Fluency (ORF)	○	○	✓	✓	✓	✓	✓	✓	✓	✓	2-4 min
Reading Comprehension	○	○	✓	✓	✓	✓	✓	✓	✓	✓	2 min
Receptive Vocabulary	○	○	○	○	○	○	○	○	○		1-2 min
Visual Attention Task	○	✓	✓	✓							1 min
Approx. Time (in minutes)	11-12	14- 17	20- 25	16- 20	13-17	9-13	9-13	7-11	6-10	6-10	

✓ = task is fully supported ○ = task can be added by the district or state

The table above outlines the assessment tasks supported by Amira across grade levels based on the default configuration. Please note that specific tasks may vary slightly depending on individual state and district configurations.. These assessments are designed to evaluate key components of early literacy, reading fluency, vocabulary, and comprehension in a time-efficient manner. At the bottom of the chart, estimated total time ranges are given for each grade level.

While foundational tasks like Phonological Awareness and Letter Knowledge typically appear in early grades (Pre-K to 2/3), SODA content for off-grade administration is available. If older students (e.g., grades 4–8) are assigned these tasks, the system adapts and students will

initially receive the highest level content available. Additionally, content from Amira's Oral Reading Fluency (ORF) passages has been carefully constructed to align to different grade levels, including early readers in Kindergarten. Even though many Kindergarten students are pre-readers, Amira has created and validated appropriate content at that reading level, with more difficult passages available for those students who demonstrate high performance.

1.3 General Test Settings, Spanish

The Amira Evaluar Assessment is available for grades Pre-K through Grade 6. The assessment uses a stage-adaptive algorithm that tailors each task to the performance ability of the individual child, measuring progress across the key domains of early literacy in Spanish. Most schools administer the assessment three times per year: at the beginning, in the middle, and at the end of the year.

The Amira Evaluar Assessment includes the following domains:

Conciencia Fonológica (Phonemic Awareness): This domain measures a student's ability to notice, isolate, and manipulate individual sounds in spoken language, independent of print. Tasks assess recognition of phonemes in isolation, beginning and ending sounds, syllables, and intra-syllabic units.

Conversión Grafema-Fonema (Grapheme-Phoneme Conversion): This domain assesses a student's ability to pair letters with their corresponding sounds. Because Spanish has a highly consistent letter-sound correspondence, students are expected to acquire these skills earlier than in less consistent languages.

Comunicación Escrita (Written Communication): This domain measures orthography and dictation. Orthography tasks assess spelling and correct use of accent marks. Dictation tasks assess a student's ability to reproduce grammatically correct sentence structures from spoken input.

Vocabulario (Vocabulary): This domain measures both oral and reading vocabulary. Oral vocabulary reflects the words a student needs to communicate effectively; reading vocabulary reflects a student's ability to extract meaning from words encountered in text.

Comprensión Auditiva (Listening Comprehension): This domain measures a student's ability to understand information delivered orally, without reading any text.

Comprensión de Lectura (Reading Comprehension): This domain measures a student's ability to extract meaning from a written passage, covering both literal comprehension (main ideas, details, sequence, cause-effect) and inferential comprehension (drawing conclusions, making generalizations, connecting text to prior knowledge).

Lectura con Fluidez (Fluency): This domain measures a student's rate and accuracy while reading connected text aloud, expressed as words read correctly per minute.

Amira Default Blueprint

Tasks	Pre-K	K	1	2	3	4	5	6
Rapid Automatized Naming (RAN)	✓	✓	✓	✓	✓	✓	✓	✓
Letter Sounds	✓	✓	✓	○	○			
Beginning Sound Isolation	✓	✓	○	○	○			
Blending	✓	✓	○	○	○			
Grapheme-Phoneme Conversion	○	✓	✓	✓	✓			
Word Decoding								
Listening Comprehension	✓	✓	○					
Spelling						✓	✓	✓
Written Communication		○	✓	✓	✓			
Receptive Vocabulary	✓	✓	✓	✓	✓	✓	✓	✓
Oral Reading Fluency		○	✓	✓	✓	✓	✓	✓
Reading Comprehension		○	✓	✓	✓	✓	✓	✓
Picture Comprehension		✓	✓	✓	✓	✓	✓	

✓ = task is fully supported ○ = task can be added or is available for adaptivity

Lectura Default Blueprint

Tasks	Pre-K	K	1	2	3	4	5	6
Rapid Automatized Naming (RAN)	✓	✓	✓	✓	○	○	○	○
Letter Sounds	✓	✓	✓	○	○			
Beginning Sound Isolation	✓	✓	✓	○	○			
Blending	✓	✓	✓	○	○			
Grapheme-Phoneme Conversion	✓	✓	✓	✓				
Word Decoding								
Listening Comprehension	✓	✓	○					
Spelling						✓	✓	✓
Written Communication		○	✓	✓	✓			
Receptive Vocabulary	✓	✓	✓	✓	✓	✓	✓	✓
Oral Reading Fluency		○	✓	✓	✓	✓	✓	✓
Reading Comprehension		○	✓	✓	✓	✓	✓	✓
Picture Comprehension		✓	✓	✓	✓	✓	✓	

✓ = task is fully supported ○ = task can be added or is available for adaptivity

You can access the NMPED configurations for Amira ISIP & Evaluar [here](#).

1.4 Understanding Amira's Key Assessment Metrics

Amira generates multiple types of metrics to provide educators with comprehensive insights into student reading development. Understanding these metrics is essential for interpreting assessment results and making informed instructional decisions.

Primary Assessment Metrics:

- **Amira Reading Mastery (ARM):** A norm-referenced, holistic measure of a student's reading mastery and incorporates all skills assessed such as oral reading fluency, decoding, and vocabulary. ARM serves as the anchor metric for tracking reading growth over time and is updated with each assessment.
- **MAST Score (Mastery of Academic Standards & Targets):** A criterion-referenced score that tracks the distance traveled toward attainment of state standards proficiency for the student's grade. MAST uses a Red-Yellow-Green-Grey (RYGG) color-coding system to indicate mastery likelihood for individual standards.
- **Risk Index:** A predictive, research-based indicator that categorizes students into risk levels (Low, Some, High) for potential reading difficulties, including dyslexia, based on performance across multiple literacy tasks.
- **Estimated Mastery:** Amira's real-time projection of a student's current reading skill level across literacy components, providing probability-based estimates that update with each interaction.

1.5 Language Configuration

Assessments can be assigned in English, Spanish, or both languages, or in English but with instructions given in Spanish.

District administrators can establish default language settings for student assessments, selecting English only, Spanish only, or both. If students are configured to read in both English and Spanish, they'll see two tiles in their Student Inbox; a "Reading" tile to complete English assessments, and a "Lectura" tile to complete Spanish assessments. Students will complete the assessment for each language separately.

In Teacher Settings, teachers can select the appropriate language setting for each student in their class to ensure every student is assigned the correct testing language.

For each student, teachers can select from the following options:

- District Default – follows the language configuration set by the district
- English Only
- Spanish Only

- Both

For students' English assessment, teachers can choose whether students will receive instructions in English or Spanish, ensuring alignment with each student's language needs.

View a step-by-step walkthrough of Teacher Settings [here](#).

1.6 On-Demand and Subtest Assessments

Beyond the standard benchmark assessment periods, Amira provides educators with flexible assessment tools designed to meet varied instructional needs throughout the academic year. On-Demand Assessments (ODAs) and Subtest On-Demand Assessments (SODAs) offer educators the ability to gather timely, targeted data that supports instructional decision-making, progress monitoring, and intervention planning. These assessment options complement the traditional testing schedule by providing both comprehensive and focused measurement opportunities that align with the dynamic nature of classroom instruction and student support systems.

Understanding On-Demand Assessments (ODAs)

An On-Demand Assessment (ODA) is a full Amira ISIP Assessment that can be scheduled by a teacher at any time, outside of a benchmark (BOY, MOY, EOY) district-scheduled assessment. Although ODAs are identical to benchmark assessments in content, they give educators the flexibility to administer the full test as needed for progress monitoring or to reassess when prior data may be invalid or incomplete.

Key Features of ODAs

- Assigned by the teacher in the Growth Dashboard
- Can be assigned to one, multiple, or all students in a class
- Typically take less than 20 minutes to complete
- Produces norm-referenced scores including overall ARM and subscore results

ODAs serve as valuable tools when educators need comprehensive reading assessment data outside of the formal benchmark or progress monitoring windows scheduled by a district or campus administrator, whether for new student placements, reassessment following instructional changes, or verification of unexpected results from previous assessments.

Understanding Subtest On-Demand Assessments (SODAs)

A Subtest On-Demand Assessment (SODA) is a brief, focused formative assessment that helps teachers monitor student progress on specific reading skills. Because these assessments are adaptive, they adjust to each student's actual performance level—presenting content aligned with where the student is truly reading, rather than defaulting to their assigned grade level. This makes SODAs especially useful for progress monitoring within Multi-Layered System of Supports (MLSS) and Response to Intervention (RTI) frameworks, giving teachers a quick, targeted snapshot of student growth in a particular skill area. Currently, SODAs are available only in English. Details are also available in the [Subtest On-Demand Assessment Practitioner's Guide](#).

Key Features of SODAs

- Adaptive design
- Each SODA targets a single reading construct (e.g., phonics, fluency, comprehension)
- The subscores produced by SODA mirror the reporting metrics available for assessment score
- Standalone and non-disruptive — SODA results do not overwrite or affect Benchmark or Progress Monitoring scores
- Take 3–7 minutes to complete, depending on subtests assigned
- Results appear in the Student Summary Report for teacher-level use
- Available in English only (instruction language can be set to English or Spanish)

Available SODA Constructs and Tasks

Each SODA construct generates the same reporting metrics as the full Benchmark and Progress Monitoring Assessment. The table below shows each construct and how to interpret it:

Construct	Tasks	How to interpret progress
Alphabetic Decoding	Word Identification, Pseudoword Identification	Track improvement in word reading and phonics decoding over time
Letter Knowledge	Letter Names, Letter Sounds	Monitor mastery of letter names and letter-sound correspondences
Phonological Awareness	Blending, Segmentation, Deletion, Substitution	Track blending accuracy as a foundation for reading fluency

Construct	Tasks	How to interpret progress
Vocabulary	Oral Reading Fluency, Receptive Vocabulary	Monitor oral vocabulary and word knowledge growth
Spelling	Spelling	Track encoding skill growth aligned to phonics instruction
Fluency	Oral Reading Fluency Passage	Monitor reading rate and accuracy (words correct per minute)
Reading Comprehension	Oral Reading Fluency Passage, Reading Comprehension Questions	Track understanding of oral reading passages

Subtest Configuration

Letter Knowledge

☐ Tracking Metric: % correct

SUPPORTED FOR K-1

Phonological Awareness

☐ Tracking Metric: % correct

SUPPORTED FOR K-1

Alphabetic Decoding

☐ Tracking Metric: % correct

SUPPORTED FOR K-5

Vocabulary

☐ Tracking Metric: % correct

SUPPORTED FOR K-6

Text Fluency (ORF)

☐ Tracking Metric: WCPM

SUPPORTED FOR K-8

Reading Comprehension

☐ Tracking Metric: % correct

SUPPORTED FOR K-8

Spelling

☐ Tracking Metric: % correct

SUPPORTED FOR K-8

Common Use Cases for SODAs

SODAs are commonly used to monitor progress for students in Layer 2 or Layer 3 interventions, providing actionable data between benchmark assessments. Specific applications include:

- **MLSS/RTI Progress Monitoring:** Students receiving targeted instruction (e.g., in phonics or comprehension) benefit from regular progress checks.

- **Instructional Decision-Making:** Teachers use SODAs to dig deeper into a student's performance on a particular skill, including assigning a subtest weekly to track progress, reassessing after an unexpectedly low subtest score, and gathering data to decide whether to continue, adjust, or exit an intervention.
- **Assessment Irregularities:** If an Amira ISIP Assess Assessment is partially disrupted (e.g., fire drill, partial audio failure), a SODA may be issued for only the affected subtest.
- **Summer Programming:** In short summer programs (typically one month), a district may use an ODA at the start and end of the program, with a SODA midway to check instructional impact without administering the full battery.
- **Documentation and Compliance:** SODA data may be used in parent communications, IEP documentation, and other compliance reporting, especially when evidence of targeted instruction and student progress is required.

SODAs in Multi-Layered Systems of Support

SODAs are an effective and efficient tool for targeted progress monitoring within a Multi-Layered System of Supports, especially for students receiving Layer 2 or Layer 3 interventions. By focusing on a specific skill, SODAs offer a precise view of how a student is responding to a particular intervention. These short assessments provide timely and sensitive measures of growth, allowing educators to determine whether the intervention is addressing the identified skill gap.

SODA data enables the kind of ongoing, responsive decision-making that is essential to a strong MLSS model. Instead of re-administering the full battery of tasks found in a benchmark assessment, instructional teams can rely on targeted, frequent SODA metrics to gauge the effectiveness of a specific intervention. This approach supports timely instructional adjustments and ensures that interventions remain responsive to individual student needs.

What Gets Scored

When a student completes a SODA, only the selected subtest is scored. The assessment provides performance feedback on that specific skill only. SODAs do not generate an overall reading scale score. SODA results do not replace or alter the student's Benchmark or Progress Monitoring scores. Results exist solely as formative data for teachers to track specific skills and intervention progress. Because SODAs don't overwrite Benchmark data, they are safe to use repeatedly during intervention cycles.

Look for trends, not single scores. A single SODA data point has limited meaning. The power of SODAs comes from tracking the same construct over multiple administrations and

observing the trend line. Consistent improvement in scores over 4–8 weeks indicates the intervention is working for that specific skill. Flat or declining trends should prompt a review of instructional strategies for that construct.

Where SODA Results Appear

SODA results appear only in the Student Summary Report, accessed through teacher reports. They are not included in Benchmark Reports, Progress Monitoring Reports, the Growth Dashboard, or the Admin Dashboard. They are not used for district or state official reporting. [See a walkthrough of the Student Summary Report.](#)

Student and Teacher Experience

Student Experience: Students experience SODAs just like other Amira assessments. They log in, launch the assessment from their student inbox, and complete a short, focused set of items tied to one specific construct.

Teacher Experience: Teachers can assign a SODA from their Growth Dashboard. They will:

1. Click the ISIP Assess Status Widget **calendar icon**
2. Select the **student**, multiple students, or the whole class
3. Click **Schedule**
4. Select **Subtest Assessment**
5. Select one or more **Subtest Assessments** to assign
6. Review language settings and make adjustments as needed
7. Click **Create**.

[View a full walkthrough for assigning a SODA.](#)

Teacher Access to Results: Results from SODAs appear in the Student Summary Report, Tracking Metrics tab.

Administrative Considerations

The assignment and administration processes for ODAs and SODAs follow the same protocols outlined in Section 2 for benchmark assessments. Teachers utilize the ISIP Assess Status widget in their Growth Dashboard to assign these assessments, and the same classroom preparation guidelines apply. The flexibility of ODAs and SODAs makes them valuable tools for maintaining continuous assessment practices while supporting individualized instruction and intervention planning throughout the academic year.

1.7 Understanding Amira's Assessment System

Amira ISIP Assess introduces a new, third-generation assessment system that combines features from previous assessment types, DIBELS and CAT assessments, for a comprehensive approach to measuring student reading skills. This system is designed for precise measurement and efficient administration, benefiting both students and educators.

Here's a breakdown of Amira's design and process.

Amira ISIP is a hybrid assessment that integrates the strengths of earlier generations:

- Like DIBELS, it is based on direct observation of oral reading and makes in-test adjustments to the test protocol based on these observations.
- Like a computer-adaptive test (CAT), it is scored consistently by software and uses modern psychometrics, specifically Item Response Theory (IRT), to weigh the importance of items based on difficulty. IRT provides accuracy and ensures results are not dependent on the specific group of examinees or test items, enhancing measurement precision.
- It combines these attributes to provide a system that is fundamentally different from traditional CBMs or CATs, embracing and extending their benefits while overcoming their weaknesses.

Amira ISIP's testing is built around a powerful two-level decision-making process that ensures each student is tested appropriately.

Level 1: Configurable Construct Access

Educators can select the constructs (task types) most appropriate for each grade level.

- Tasks are categorized as: Benchmark Tasks (essential, administered to all students), Grade Inappropriate Tasks (not administered), and optional constructs administered based on a student's demonstrated ability level.
- All students begin assessments with benchmark tasks appropriate to their grade, ensuring consistent baseline measurement and early identification of students performing significantly above or below expectations.

Level 2: Stop & Start Rules

Similar to DIBELS, Amira utilizes start and stop rules at both the Construct and Testlet levels. These rules ensure efficient and appropriate testing and prevent student frustration.

Discontinuation Criteria (Stopping Rules) may be employed where appropriate:

- Floor Rules: If a student performs at or below a threshold on an initial testlet, the task may discontinue, referring the student to more developmentally appropriate assessments
- Ceiling Rules: Testing continues until the student reaches their maximum performance or completes all available difficulty levels, ensuring accurate measurement of high-performing students.
- Standard Error Criterion: Testing stops when sufficient precision is achieved, balancing accuracy with efficiency.
- Time Limits: Maximum administration time per task prevents extended testing.
- Consecutive Error Rules: Assessment may discontinue if a student makes a specified number of consecutive errors, indicating the material is beyond their current level.
- Starting Rules enable the collection of additional information when benchmark tasks are insufficient for accurate differentiation, such as triggering an extra testlet for students on the Dyslexia Risk cutline.

This system ensures a consistent baseline of items for all students while also preventing frustration from tasks that are too challenging.

Scoring, Accuracy, and Benefits

- Consistent Machine Scoring with Teacher Review: Amira ISIP uses consistent digital scoring, which reduces the potential for human bias and inequity documented in research. However, unlike pure CAT tests, Amira's design allows for educator judgment to override scoring, providing a crucial safety net.
- Accuracy: Rich Measurement: Amira collects an enormous number of measurement points in a short time, transcending simple binary item outcomes. It observes elements like speed, automaticity, self-correction, prosody, and other "audio features" to more accurately gauge a student's ability. Amira has earned high marks for accuracy, sensitivity, and specificity.

Amira's real-time calibration design provides significant benefits:

- Measurement Efficiency: It reduces testing time by 40–60% compared to paper-based assessments while maintaining reliability.
- Student Engagement: The system maintains an appropriate challenge level through systematic item selection.
- Diagnostic Precision: It offers granular ability estimates across specific skill domains.
- Instructional Relevance: It identifies specific areas for targeted intervention.
- Comprehensive Coverage: It accommodates the full range of student abilities through its systematic stopping and starting rules.

- Minimizes Frustration and Lost Instructional Time: Assessments are typically less than 20 minutes, reducing student stress, and many can be proctored simultaneously, minimizing lost instructional time

1.8 Integrating Amira into Multi-Layered Systems of Support (MLSS)

Amira is designed to address key challenges districts face in delivering timely, scalable, and individualized reading interventions within the MLSS model – particularly at Layer 2. It helps educators shift from traditional small-group limitations to evidence-based, AI-powered support that integrates seamlessly into core instruction.

Core MLSS Challenges Addressed by Amira

Common District Challenges:

- Too many Layer 2 students performing behind grade level
- Limited intervention resources, especially time from teachers and specialists
- Lack of real-time data for individualized instruction and consistent progress monitoring

Amira's Solutions:

- Continuous, automatic formative assessment during tutoring sessions
- Real-time mastery mapping of each student's reading development
- MLSS-specific alerts (e.g., stalled progress, reclassification needs)
- Three-tiered assessment model: benchmark, formative (tutoring), and on-demand

Alignment with MLSS Tiers

Layer 1: Universal Instruction

- Curriculum Coherence: Amira ingests district pacing guides and ensures all practice aligns with core instruction
- AI-Generated Lesson Plans: Supports differentiated instruction and skill grouping

Layer 2: Targeted Support

- MAST Scores help classify and group students by mastery levels across state standards
- Progress monitoring reports show whether interventions are accelerating growth

Layer 3: Intensive Intervention

- Subtest On-Demand Assessments (SODAs) track progress on isolated skill areas

- Legal/compliance-ready documentation supports intervention plans

Layered Progress Monitoring Structure

Amira provides a comprehensive three-layer approach to progress monitoring that aligns with MLSS decision-making needs:

Layer	Tool	Purpose
Layer 1	Benchmark Assessments	Universal screening, classification, MAST scores
Layer 2	Tutoring + AI Assessment	Real-time, continuous monitoring of skills
Layer 3	Subtest On-Demand Assessments (SODAs)	Targeted monitoring of individual skills

Each layer feeds into actionable reports and alerts for MLSS teams, helping drive responsive intervention planning.

Role-Specific Implementation Guidance

For Teachers:

- Use Amira Tutor for daily practice and real-time skill diagnosis
- Review MAST and Estimated Mastery data to form instructional groups
- Assign SODAs to check progress on specific reading skills
- Leverage lesson recommendations from the AI Lesson Planner (Instruct users) or the Skills Status Report (non-Instruct users) for Layer 2 and Layer 3 students

For School Administrators:

- Monitor student classification and growth across all tiers using Admin Dashboards
- Ensure pacing guides are uploaded and Amira is correctly aligned to classroom curricula
- Support fidelity of use by tracking usage metrics (e.g., minutes read, story completion)

For District Leaders:

- Architect core coherence by mapping pacing guides and curriculum to Amira
- Enable centralized assignment of interventions (e.g., text sets, assessments)

- Use Amira data to evaluate Layer 2 & 3 efficacy, and make program adjustments as needed

Implementation Framework

Successful integration of Amira into existing MLSS frameworks follows a systematic approach:

1. Curriculum Ingestion: Partner with Success Manager to upload pacing guides
2. Assessment Scheduling: Configure benchmark windows and assign ODAs
3. Teacher Training: Professional development on reading reports, AI Lesson Planner, and ODA assignment
4. Monitor & Adjust: Use dashboards for student growth and system fidelity checks

MLSS Integration Benefits

Amira empowers educators to scale individualized reading instruction while keeping it coherent with the district's curriculum and MLSS processes. Its layered, AI-driven system ensures that no student falls through the cracks, and that intervention decisions are always rooted in real-time, actionable data. This integration supports districts in making data-driven decisions about student placement, intervention intensity, and resource allocation across all tiers of support.

Part 2: Teacher Administration Experience

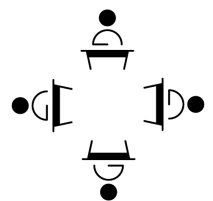
Successful implementation of Amira assessments requires careful preparation and thoughtful administration to ensure accurate, reliable results that truly reflect student reading abilities. This section provides comprehensive guidance for teachers and administrators on setting up optimal testing environments, navigating the technical aspects of assessment assignment, and maintaining standardized procedures throughout the evaluation process. From initial classroom preparation to managing student interactions during testing, these protocols are designed to create consistent conditions that support valid assessment outcomes while minimizing disruptions and technical difficulties.

Teachers should also reference the [Launching Amira Teacher Checklist](#) as a quick reference tool to ensure all essential preparation steps are completed before beginning assessment administration. The checklist serves as a valuable companion resource that consolidates the key preparation elements outlined in the following sections, helping teachers systematically verify that their classroom environment, technology setup, and student readiness align with best practices for Amira assessment administration.

2.1 Preparing For Assessments

It is recommended to prepare for assessment administration by considering the following space set up and technology needs:

- Space students out so their mics don't interfere with one another. Amira locks in on the foreground voice, so we suggest students don't sit directly side-by-side. Consider facing students towards each other so their device mics point opposite directions. Pro-tip: have students sit at the four points of a "compass" facing inward like the diagram shown to the right.
- Minimize background noise. Amira can handle a lot of noise but there are limits. When a classroom exceeds the limit, Amira lets the student know. In other words, wait until Amira is done before singing songs, playing music, making loud announcements, etc.
- Utilize headsets with a mic if you have them. Headsets with a mic are recommended, but not required. Headsets can be helpful to reduce ambient noise and pick up the voice of students who speak very softly.



- Technology Requirements for Amira Assessment Amira ISIP Assess is a browser-based assessment that runs on most modern devices without the need for additional software installation. The assessment can be administered on:
 - PC or Mac computers
 - Chromebooks
 - iPads
- Technology Minimum Requirements:
 - A supported web browser (latest versions of Chrome, Edge, Safari)
 - Reliable internet connection
 - Functional microphone (built-in or external)
 - Speakers or headphones (optional, but recommended)
 - For an updated whitelist and content filtering requirements, see this article: <https://help.amiralearning.com/s/article/What-are-the-technical-requirements>.
 - iPads: Safari is the required browser for utilizing Amira on an iPad.
- Try common technology troubleshooting tips:
 - Close out multiple tabs on the device so that only Amira is open.
 - Ensure the mic on the device is enabled.
 - For iPads: Make sure Siri is turned off, try restarting, or begin a practice of restarting the devices weekly.
 - Chat with Amira's support team in-the-moment using the Amira chat feature in your dashboard, or email support@amiralearning.com.
- Ensure students have directions for what to do when finished with their assessment.
- Ensure students finish the assessment before logging out. Teachers can track the progress of assessments in the ISIP Assess Status widget on their Growth Dashboard.

2.2 Assigning an Assessment Overview

If the district has already set up an assessment window, no teacher action is needed to assign the assessment. Students will automatically receive the assigned assessment on the first day of the testing window.

If the district has not set up an assessment window, or if a teacher needs to reassess or schedule an assessment outside of the district window, teachers will go to the Growth

Dashboard and click on the calendar icon on the ISIP Assess Status widget. From there teachers can assign the assessment by choosing the testing window, the student(s) that need to be assessed, and clicking Schedule. Teachers can assign a Benchmark, Progress Monitoring, or Subtest On-Demand Assessment. When students sign in they will be guided through the assessment by the avatar Amira; teachers do not administer the assessment outside of assigning it to students.

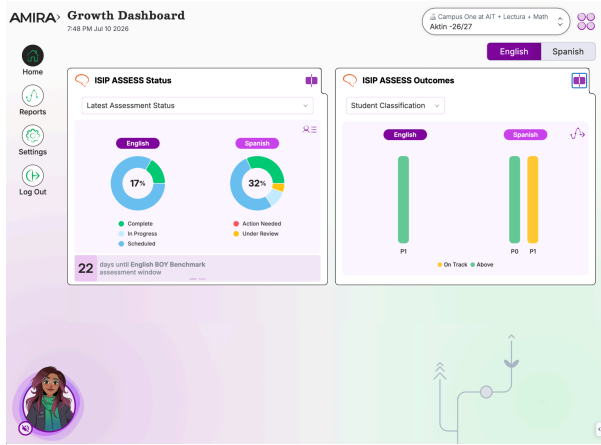
All Amira assessments can be offered to students in English and/or Spanish or in English but with Spanish spoken directions. The student's language(s) for the assessment(s) must be configured before the assessment is assigned.

As students complete their assessment, the graph on the Assessment widget will show the percentage of students who are in progress, complete or have not started the assessment. Clicking on the graph shows a detailed breakdown of each student's Assessment Status.

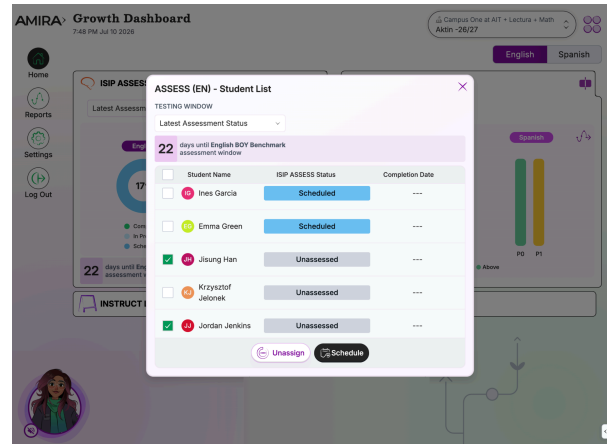
2.3 Assigning an Assessment: Step-by-Step Directions

Before assigning an assessment, teachers should verify that each student's assessment settings are accurate. Follow this [walkthrough](#) to learn how to review and adjust these settings.

For teachers to assign assessments, follow this [walkthrough](#) or read the instructions below:

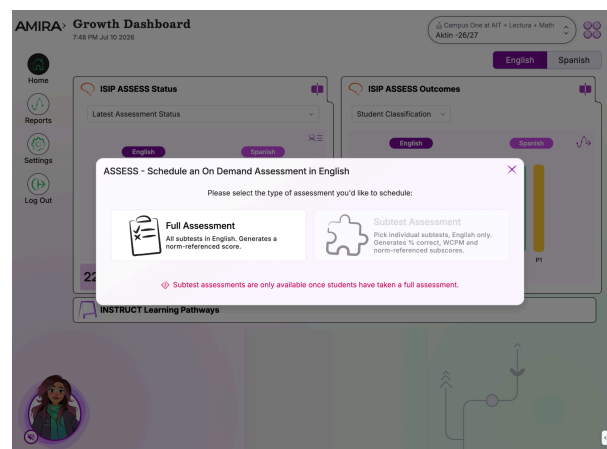
Step	Image
1. From the Growth Dashboard, click the Calendar icon on the ISIP Assess Status Widget. When in the dual-language view: - To assign an assessment in English, click the English circle graph. - To assign an assessment in Spanish, click the Spanish circle graph.	 The screenshot shows the AMIRA Growth Dashboard interface. At the top, there's a header with 'AMIRA Growth Dashboard' and a date '7:48 PM, Jul 10, 2025'. Below the header, there's a sidebar with navigation icons for Home, Reports, Settings, and Log Out. The main content area features two widgets: 'ISIP ASSESS Status' and 'ISIP ASSESS Outcomes'. The 'ISIP ASSESS Status' widget displays two circular progress charts for English (17%) and Spanish (32%). The English chart has a legend with 'Complete' (green), 'In Progress' (blue), and 'Scheduled' (yellow). The Spanish chart has a legend with 'Action Needed' (red) and 'Under Review' (orange). Below the charts, it says '22 days until English BOY Benchmark assessment window'. The 'ISIP ASSESS Outcomes' widget shows a bar chart for English and Spanish, with a legend indicating 'On Track' (green) and 'Above' (yellow). At the bottom left, there's a profile icon of a woman.

2. Select the testing window from the dropdown menu.
3. Click the checkbox next to a student name, multiple students, or the whole class.
4. Click Schedule.



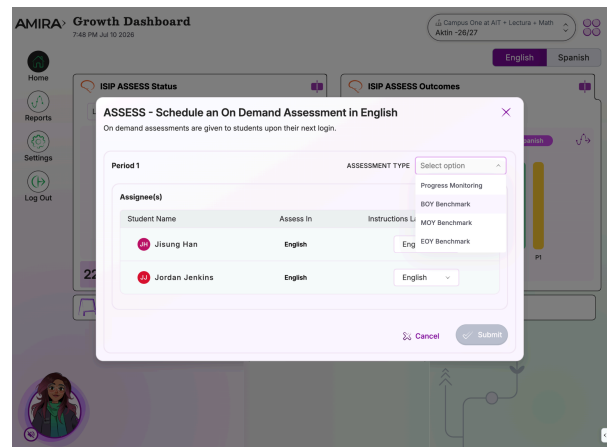
5. Select "Full Assessment" for a Benchmark or Progress Monitoring assessment.

Select "Subtest Assessment" for a subtest assessment.



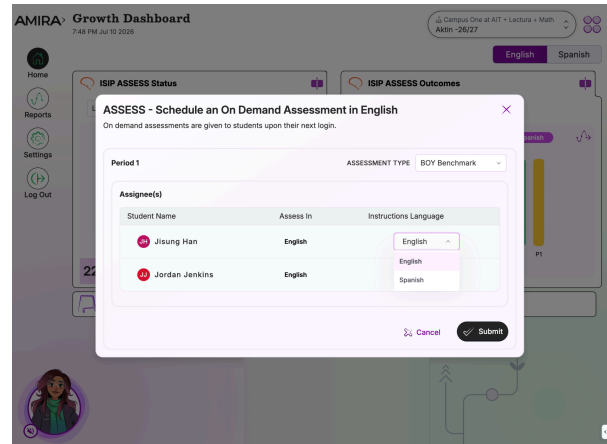
6. For "Full Assessment", select an assessment type from the dropdown menu; BOY Benchmark, MOY Benchmark, EOY Benchmark, or Progress Monitoring.

For "Subtest Assessment", select the "Instruction Language" if applicable and then select the Subtests you want to assign.



7. If scheduling an English assessment you will also have the option to select "Instructions Language"; select English or Spanish.

When all selections are complete, click Submit. The student(s) will receive the assessment the next time they log into Amira.



NOTE: Teachers can unassign the assessment by clicking on the Calendar icon, selecting the class or individual student, then clicking Unassign.

2.4 Assessment Status

The following table indicates the different statuses a teacher might see for a student during an assessment period.

Status	Description
Scheduled	The student was assigned an assessment on the given date. They will take the assessment the next time they log in.
District or Campus Scheduled	A district or school administrator created an assessment window. The student will take the assessment the first time they log in after the window start date.
In Progress	The student started but did not complete their assessment.
Complete	The student completed the assessment. Check the Benchmark Report for scores.
Scoring	The student completed the assessment, but scoring is still underway. Check the assessment status again in 24 hours.
Under Review	The student completed the assessment, but it's been flagged for review. Amira staff will manually check it, and the status will update to 'Complete,' 'Early Reader,' or 'Reassess' within 3 business days.
Manual Review	The assessment should be reviewed by the teacher. Listen to the recording in the Progress Report, and reassess if needed.
Early Reader	The student completed the assessment, but was unable to complete the Kindergarten passage, or completed the passage with a score of 7 WCPM or lower, and has been designated an Early Reader. If you use Amira Tutor, the student will be placed in the Early Reader Skills Scaffold for their Tutor practice.
Reassess	The student finished the assessment, but an issue caused an invalid score.

	If your district has assigned the assessment, this student will automatically receive it again the next time they log in. If not, click on the student's name and re-assign it.
Unassessed	The student hasn't been assigned an assessment for this testing window and will be in practice mode when they next log in.

Additional Status Notes:

- MAST scores will show "Grey" for skills where insufficient data exists and will update to Red, Yellow, or Green as students complete more assessments
- Estimated Mastery percentages update continuously and can be viewed by hovering over progress lines in student reports
- Risk Index classifications remain stable unless new assessment data significantly changes the student's skill profile

2.5 Suggestions for a Smooth Testing Process

- Use the materials provided in the teacher training and on the [Teacher Resource Hub](#) to introduce students to the Amira program, show a student-friendly video of how the program works, and demonstrate for students how to log onto the program.
- If the district also subscribes to Amira Tutor, allow students to log onto the program and practice reading with Amira 1-2 times before assigning the assessment. This will allow students to practice reading out loud, ensure they read loudly and clearly enough for Amira to hear them and practice navigating the program.
- Set up your space with the suggestions listed above; space students out so their mics don't interfere with one another. Consider facing students towards each other so their device mics point opposite directions. Pro-tip: have students sit at the four points of a "compass" facing inward.
- Prepare all technology. Ensure all computers/tablets are fully charged and headsets are functioning.
- Prepare an assignment or task for students for when they finish the assessment.
- For technology issues, review the [Device Setup Guides](#) first and follow the specific guidance for your device type. Then try these common troubleshooting tips:
 - Close out multiple tabs on the device so that only Amira is open.
 - Ensure the mic on the device is enabled.

- For iPads: Make sure Siri is turned off, try restarting, or begin a practice of restarting the devices weekly.
- Chat with Amira's support team from the Amira chat in the corner of your dashboard, or email support@amiralearning.com.

2.6 Sample Language for Proctors

Context	What to say:	What NOT to say:
To introduce the assessment	"Today you will be reading to Amira to show what you know and what you need to learn next to grow as a reader. Amira will give you directions once you log onto the program. Make sure to read loud and proud, and try your best!"	DO NOT coach students in any way. DO NOT help students by providing example reading or answers.
Student is disengaged	"Please focus and do your best. You can do it!"	DO NOT assign a consequence or set a time limit for the student. "Finish up, you have 5 minutes left." "If you don't focus, you will not go to recess."
Student asks a question about the content of the assessment	"I am not able to help you. Try your best!"	DO NOT coach students in any way. DO NOT help students by providing example reading or answers.
Student asks a question about the instructions of the assessment	"Listen to Amira's directions again." "Amira wants you to _____ (ex. read this word, choose an answer, etc.)"	DO NOT coach students in any way. DO NOT help students by providing example reading or answers.

Context	What to say:	What NOT to say:
There is a disruption (i.e. disruptive behavior or disruption outside of the classroom)	"Sorry for that disruption. I know that was distracting. Let's refocus and continue to try our best."	DO NOT leave students unattended to deal with the disruption.

Additional Notes for Proctors:

- Amira manages the time of the test. There is no need to move students along.
- Amira will provide all instructions for students during the assessment. There is no need to give instructions for test items during the assessment.
- Teachers may not review, practice, or coach students on the tasks in the assessment.
- Amira will do the scoring by applying a consistent rubric. There is no need for teachers/proctors to score responses.

2.7 Teacher and Proctor Script: Introducing Amira

When administering Amira assessments in high-stakes contexts, it is essential to maintain strict adherence to standardized procedures to ensure valid, reliable, and defensible results. These scripted protocols are designed to create consistent testing conditions across all assessment sessions, minimize external variables that could impact student performance, and protect the integrity of the evaluation process. Test administrators must follow these scripts verbatim, maintain a neutral and supportive demeanor, and carefully document any deviations or unusual circumstances that occur during testing. The following guidelines will help ensure that Amira assessments provide accurate measures of student reading ability while meeting the rigorous standards required for high-stakes accountability decisions.

See Appendix A and the following pdfs: [Scripts for PreK-4](#) and [Scripts for Grade 5- 8](#).

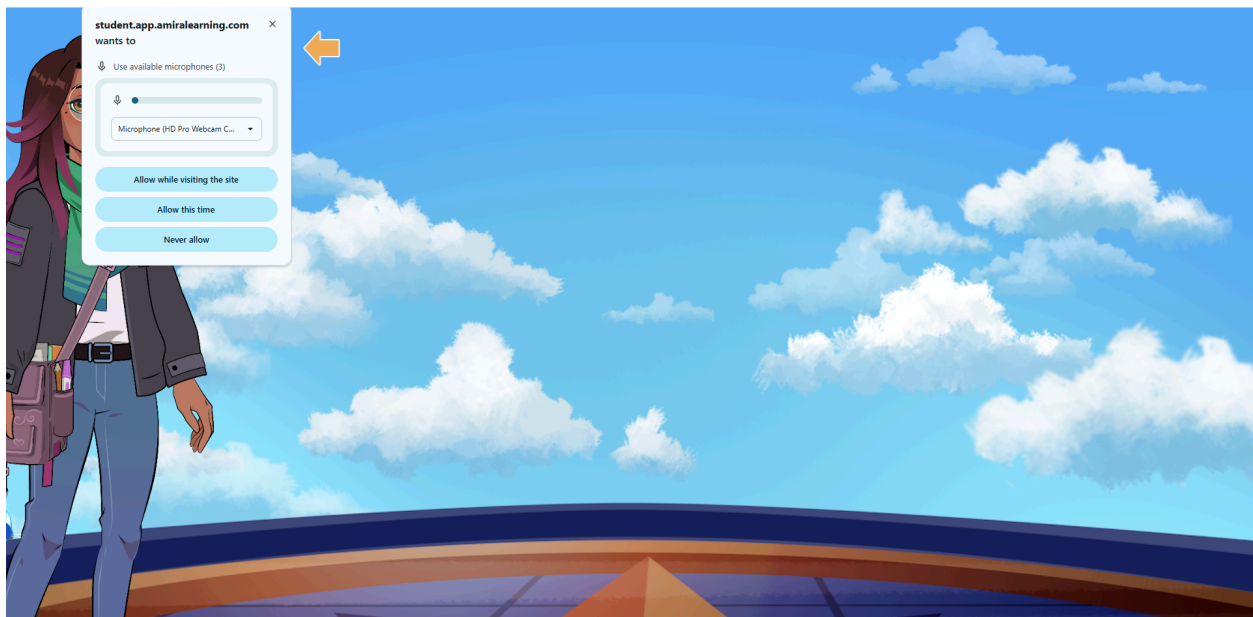
Part 3: Student Administration Experience

3.1 Overview of the Student Assessment Experience

Students are welcomed into the assessment by the avatar, Amira. She explains the student will be taking an assessment and encourages them to do their best.

When a student logs into the program for the first time, Amira will walk through steps for troubleshooting possible audio quality issues. Amira will ensure she can hear students and if there are issues she will work to help them resolve sound issues.

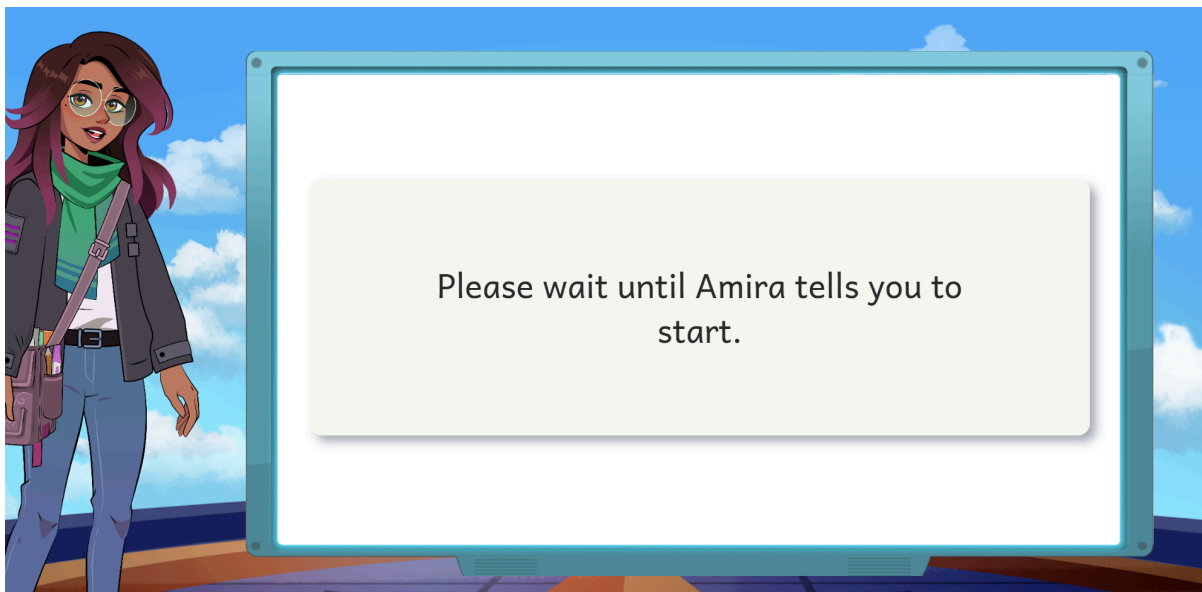
Students might be prompted to: turn on their microphone, speak louder, or adjust something. By walking through troubleshooting with students, Amira is taking the burden away from teachers and improving the experience and reporting across the classroom. Children will be more successful with Amira and technology generally as she will help them solve their own sound problems. Teachers do not need to assign this feature. It automatically pops up the first time a student logs in for practice or their first login for assessment.



For lower grade students, Amira encourages students to speak loud enough in order to “wake up” Spot, the playful avatar dog, adding a fun and engaging element to the experience.

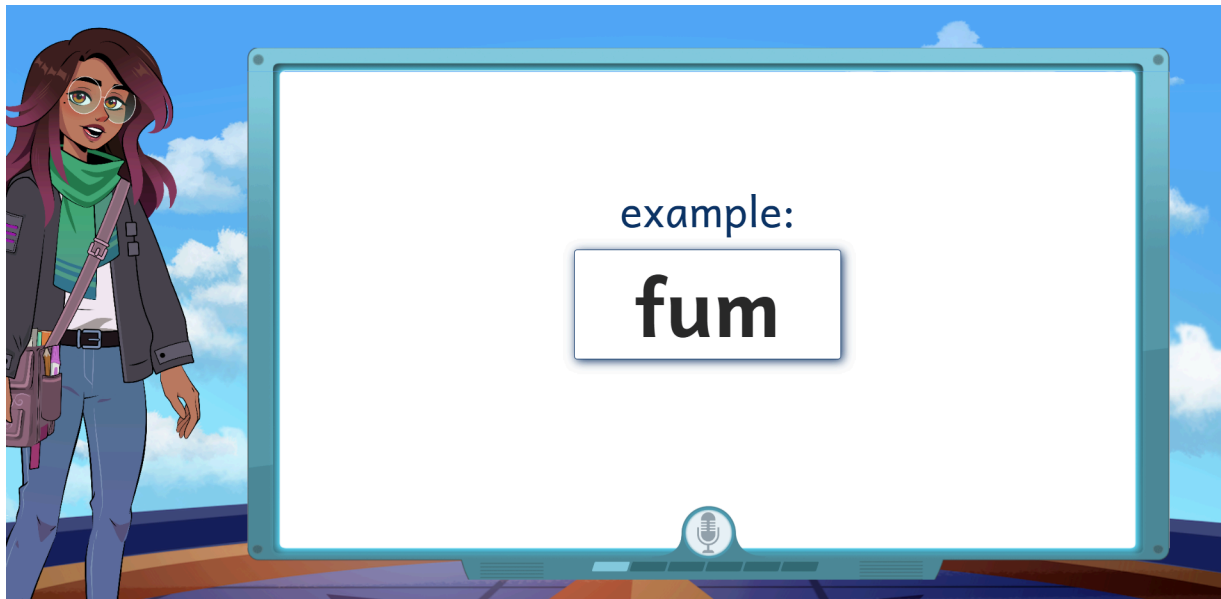


Depending on the blueprint configuration from the teacher or school, the test is broken into various tasks. The different tasks are timed to allow all students to successfully prove reading mastery and take sufficient breaks if needed. Students respond to assessment prompts verbally and the assessment is scored through the application. Teachers will not need to score any portion of the assessment.

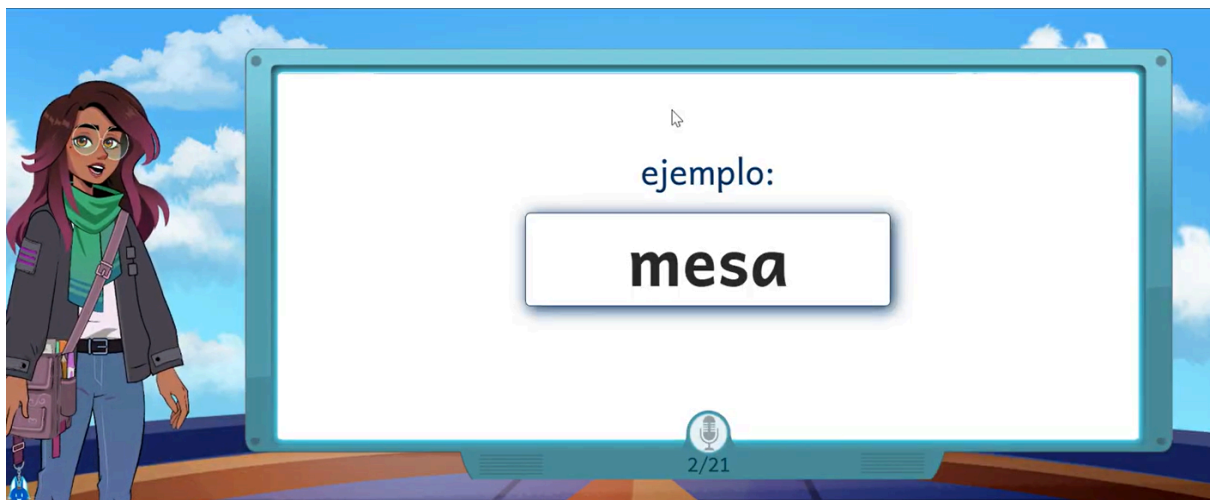


After each portion of the assessment, Amira provides clear guidelines for the next section. Her instructions include an example before students are asked to attempt the task. Her pacing is designed to keep students engaged and encouraged while administering their

assessment. Amira will not indicate if a response is correct or incorrect but maintains a positive cadence while the student continues through the assessment.



Amira explains pseudo-word decoding by modeling the pronunciation of “fum” as: $f \rightarrow /f/$, $u \rightarrow /ʌ/$, $m \rightarrow /m/$. Directions will be repeated if the student does not respond in the given timeframe.



Amira ISIP Assess and Evaluar administers an Oral Reading Fluency (ORF) task to assess how well students read words in the context of a passage, using accuracy, prosody, and speed metrics, including Words Correct Per Minute (WCPM). The passage contains no images and is automatically aligned to the student's grade-level text for that time of year (BOY, MOY, EOY).

It is divided into sections, and the student reads one section at a time before moving on to the next. Typically, Amira provides enough text for 90 seconds to 4 minutes of reading.

The assessment adapts as the student reads. If a passage is too difficult, Amira down-levels to the preceding grade level after about 60 seconds. For example, a non-reading first grader would start on the first-grade passage and drop to the kindergarten passage; if they still can't read the kindergarten text after a minute, Amira closes out and thanks the student, classifying them as an "Early Reader." If a passage is too easy and the student reaches an established threshold of speed and accuracy, Amira up-levels to a more difficult passage so it can gauge the student's ability at that higher level. And if the student shows significant struggle across other tasks on the assessment, Amira may skip the ORF passage entirely when it determines the student can't productively engage with it.

After the assessment, the students' continued practice with Amira Tutor or Amira Instruct will reflect their performance on the assessment. Students using Amira Instruct will be provided lesson assignments aligned with their skill needs. Students reading with Amira Tutor will be offered texts to read aligned to their Zone of Proximal Development (ZPD).

3.2 Participation with Accommodations Overview

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 assessments allow for accommodations and have several accommodations built into the program and available universally. All assessments and practice with Amira is available in English only, Spanish only, and English with Spanish directions. It's expected that almost all students should not need additional accommodations outside of those available to all students as part of the program's configuration. In rare circumstances, when acknowledged by an IEP or 504 plan, additional accommodations should be made available to students as part of the assessment and those are outlined in the second table below.

Below is a description of accommodations provided with Amira Assessments and guidelines for when and how to use them. The tasks in Amira's assessment have been validated with thousands of students using typical configurations. The additional accommodations are also

outlined and allowable in rare situations. The accommodations should not interfere with the validity or outcomes of the assessment.

3.3 General Design For Accommodations

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.

3.4 Amira and WCAG

In 2025, Amira's Assessment met the Level AA standard under the Web Content Accessibility Guidelines (WCAG 2.1). The full Amira Accessibility Conformance Report WCAG Edition based on VPAT® Version 2.4 is available upon request.

3.5 Accessibility Interface For Students With Visual or Auditory Impairments

Amira adheres to best practices for UX development, supporting WCAG 2.0 guidelines.

Criteria	Conformance Level
1.1.1 Non-text Content (Level A)	Supports
1.2.1 Audio-only and Video-only (Prerecorded) (Level A)	Not Applicable
1.2.2 Captions (Prerecorded) (Level A)	Not Applicable
1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)	Not Applicable
1.3.1 Info and Relationships (Level A)	Supports
1.3.2 Meaningful Sequence (Level A)	Supports
1.3.3 Sensory Characteristics (Level A)	Supports
1.4.1 Use of Color (Level A)	Supports
1.4.2 Audio Control (Level A)	Supports
2.1.1 Keyboard (Level A)	Supports
2.1.2 No Keyboard Trap (Level A)	Supports
2.1.4 Character Key Shortcuts (Level A 2.1 only)	Not Applicable
2.2.1 Timing Adjustable (Level A)	Partially supports
2.2.2 Pause, Stop, Hide (Level A)	Not Applicable
2.3.1 Three Flashes or Below Threshold (Level A)	Supports
2.4.1 Bypass Blocks (Level A)	Supports
2.4.2 Page Titled (Level A)	Supports

Criteria	Conformance Level
2.4.3 Focus Order (Level A)	Supports
2.4.4 Link Purpose (In Context) (Level A)	Not Applicable
2.5.1 Pointer Gestures (Level A 2.1 only)	Supports
2.5.2 Pointer Cancellation (Level A 2.1 only)	Supports
2.5.3 Label in Name (Level A 2.1 only)	Supports
2.5.4 Motion Actuation (Level A 2.1 only)	Not Applicable
3.1.1 Language of Page (Level A)	Supports
3.2.1 On Focus (Level A)	Supports
3.2.2 On Input (Level A)	Not Applicable
3.3.1 Error Identification (Level A)	Supports
3.3.2 Labels or Instructions (Level A)	Supports
4.1.1 Parsing (Level A)	Supports
4.1.2 Name, Role, Value (Level A)	Supports

3.6 Accommodations Key – Program Configurations

Accommodation	Description	Available?
Spanish Proctoring For English Assessment	Enable students being tested in English to receive Spanish-language proctoring to ensure that they understand the tasks and have an equitable opportunity to show what they know.	Yes
Spanish Screener	Enable students to be screened for dyslexia in Spanish to prevent disproportionate flagging of English Language Learners.	Yes
English Paper-Based Administration	Enable students with a range of special needs to receive a non-digital test administered by the teacher or a specialist.	Yes
Spanish Paper-Based Spanish Administration	Enable Spanish speaking/reading students with a range of special needs to receive a non-digital test administered by the teacher or a specialist.	No

Accommodation	Description	Available?
Braille Administration	Provide the assessment in braille.	English – Yes Spanish – No
Breaks and/or Extended Time	Enable students to receive more time and/or receive breaks during their assessment.	Yes
Retest	Ensure that technology or environmental issues don't interfere with students' focus or ability to continue. If the environment is an issue, the student can be reassessed.	Yes
Preparing Students	Ensure that students understand how to get repeat instructions and otherwise get fairly tested.	Yes
Removing Tasks	Reduce the time and complexity of the assessment process for students needing a less complex assessment.	Yes

Additional Accommodations Allowable for Amira Assessments:

Accommodation:	RAN	LNf	NWF	WRF	ORF	Comp
Quiet setting for testing	✓	✓	✓	✓	✓	✓
Small group for testing	✓	✓	✓	✓	✓	✓
Breaks between tasks	✓	✓	✓	✓	✓	✓
Assistive Technology (e.g., hearing aids, glasses)	✓	✓	✓	✓	✓	✓
Enlarged Materials (through screen magnification)	✓	✓	✓	✓	✓	✓
Colored overlays, filters, lighting adjustments	✓	✓	✓	✓	✓	✓
Tracking Device		✓	✓	✓	✓	✓

3.7 Accommodations

Accommodation: Spanish Proctoring For English Assessment

Goals:

1. Prevent misunderstanding of the test protocol that then results in unreliable assessment outcomes for a student.
2. Ensure equity for students who have a discomfort receiving instruction in English and are used to engaging with teachers in Spanish.

When To Use:

This accommodation is designed to be used at the discretion of the teacher. Any student can be assessed in the hybrid mode whenever a teacher or assessment coach/supervisor desires.

How To Use:

1. Log in
2. Navigate to Settings -> Assessment Setting
3. Change "Instructions for English Tasks" to "Spanish"

Accommodation: Spanish Screener

Goals:

1. Distinguish between lack of familiarity with English reading and Dyslexia risk. This accommodation enables a determination of Dyslexia risk in Spanish.
2. Identify a student's level of reading mastery in Spanish
3. Establish a student's mastery of specific skills in Spanish
4. Ensure equity in enabling students from a Spanish-speaking household to be assessed in their first language

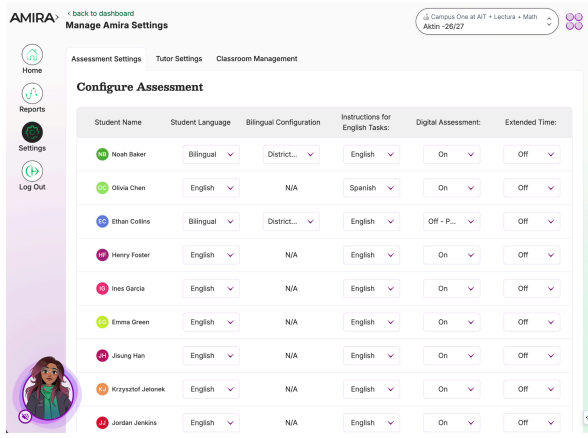
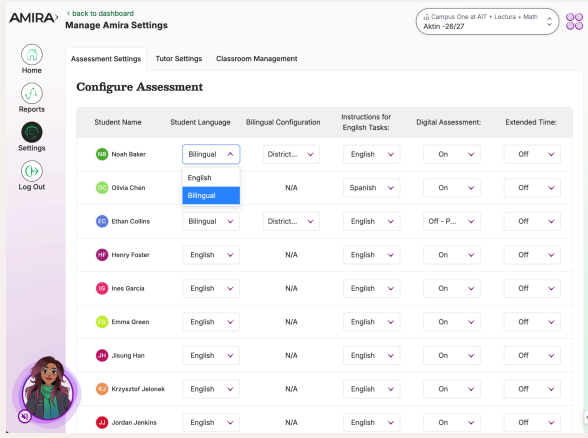
When To Use:

This accommodation should be used whenever equity necessitates assessing a student in Spanish. In addition, when a Spanish-native ELL is flagged as "high risk" for dyslexia by the English screener, the student should be tested with the Spanish screener.

How To Use:

There are two methods for instructing Amira to employ Spanish screening.

1. Rostering Approach
 - a. Provide Amira with a SS of students to be assessed in Spanish
 - b. The SS should have a student ID that matches the core rostering input
 - c. Amira will upload the SS and notify the District of a successful run
 - d. Students log in and will automatically be directed to a Spanish assessment
2. Teacher Approach: Use this [walkthrough](#) or follow the steps below.

Teacher Action Step	Image
a. From the Growth Dashboard, click Settings. Select the Assessment Settings tab.	
b. Student Language dropdown: Choose the appropriate language option for each student. Select English for students taking assessments in English only. Select Bilingual for students taking assessments in both English and Spanish, or students needing instructions provided in Spanish.	

c. **Bilingual Configuration dropdown:**

Select the appropriate language configuration option for each student.

District Default: the student will be assigned whichever assessments are set in the district's default configuration.

English Only: the student will be assigned the English assessment only.

Spanish Only: the student will be assigned the Spanish assessment only.

Both: the student will be assigned in both English and Spanish.

The screenshot shows the 'Manage Amira Settings' page with the 'Configure Assessment' table. The 'Bilingual Configuration' dropdown for Noah Baker is open, showing options: District Default, English Only, Spanish Only, and Both. The 'Instructions for English Tasks' dropdown is set to English.

Student Name	Student Language	Bilingual Configuration	Instructions for English Tasks	Digital Assessment	Extended Time
Noah Baker	Bilingual	District...	English	On	Off
Olivia Chen	English	English Only	Spanish	On	Off
Ethan Collins	Bilingual	Spanish Only	English	Off - P...	Off
Henry Foster	English	Both	English	On	Off
Irene Garcia	English	N/A	English	On	Off
Emma Green	English	N/A	English	On	Off
Jeung Han	English	N/A	English	On	Off
Krzysztof Jelonak	English	N/A	English	On	Off
Jordan Jenkins	English	N/A	English	On	Off

d. **Instructions for English Tasks dropdown:**

Select the language Amira will provide directions in for their English assessment.

English: Amira will provide directions in English for students' English assessment.

Spanish: Amira will provide directions in Spanish for students' English assessment.

The screenshot shows the 'Manage Amira Settings' page with the 'Configure Assessment' table. The 'Instructions for English Tasks' dropdown for Noah Baker is open, showing options: English and Spanish. The 'Bilingual Configuration' dropdown is set to District...

Student Name	Student Language	Bilingual Configuration	Instructions for English Tasks	Digital Assessment	Extended Time
Noah Baker	Bilingual	District...	English	On	Off
Olivia Chen	English	N/A	Spanish	On	Off
Ethan Collins	Bilingual	District...	English	Off - P...	Off
Henry Foster	English	N/A	English	On	Off
Irene Garcia	English	N/A	English	On	Off
Emma Green	English	N/A	English	On	Off
Jeung Han	English	N/A	English	On	Off
Krzysztof Jelonak	English	N/A	English	On	Off
Jordan Jenkins	English	N/A	English	On	Off

e. **Digital Assessment dropdown:**

Select the appropriate assessment delivery option.

On: The student will take their assessment digitally on the Amira platform.

On – Nonverbal Student: The student will take their assessment digitally on the Amira platform, but will complete a modified version that includes only tasks not requiring spoken responses.

Off – Paper & Pencil Only: The student will complete the paper & pencil version or braille version of the assessment administered 1:1 by a teacher.. *(NOTE: confirm with a school administrator before selecting this option.)*

Student Name	Student Language	Bilingual Configuration	Instructions for English Tasks	Digital Assessment	Extended Time
Noah Baker	Bilingual	District...	English	On	Off
Olivia Chen	English	N/A	Spanish	On	Off
Ethan Collins	Bilingual	District...	English	On - Nonverbal Student	Off
Henry Foster	English	N/A	English	Off - Paper & Pencil Only	Off
Ines Garcia	English	N/A	English	On	Off
Emma Green	English	N/A	English	On	Off
Young Han	English	N/A	English	On	Off
Krzysztof Jelonek	English	N/A	English	On	Off
Jordan Jenkins	English	N/A	English	On	Off

f. **Extended Time dropdown:** Select

whether the student will receive extended time on their assessment.

On: The student will receive extended time.

Off: The student will not receive extended time.

Student Name	Student Language	Bilingual Configuration	Instructions for English Tasks	Digital Assessment	Extended Time
Noah Baker	Bilingual	District...	English	On	Off
Olivia Chen	English	N/A	Spanish	On	On
Ethan Collins	Bilingual	District...	English	Off - P...	Off
Henry Foster	English	N/A	English	On	Off
Ines Garcia	English	N/A	English	On	Off
Emma Green	English	N/A	English	On	Off
Young Han	English	N/A	English	On	Off
Krzysztof Jelonek	English	N/A	English	On	Off
Jordan Jenkins	English	N/A	English	On	Off

Accommodation: Paper & Pencil Administration

Goals:

1. Enable students who cannot use the digital environment to receive an equivalent assessment.
2. Enable teachers to provide accommodations around the test-taking experience.

3. Provide an alternative assessment for students who cannot make use of a visual or JAWS based interface.

When To Use:

This accommodation is intended for students who cannot be fairly tested using Amira's digital interface. Since Amira uses voice, not keyboard input, paper-based testing should only be needed as an accommodation. The paper version of the amira assessments serve as an equivalent to Amira's digital assessment.

Goals of the paper & pencil assessment:

1. Ensure students who cannot use the digital environment receive an equivalent assessment
2. Enable teachers to provide accommodations around the test-taking experience
3. Offer an alternative for students who cannot use a visual or JAWS-based interface.

Here are [step-by-step instructions](#) on how to administer a paper pencil assessment.

Amira ISIP Reading Assessment
Grade 1

by



Letter	Correct Answers	Letter Name Score (0, 1)	Letter Sound Score (0, 1)
U u	/u/		
K k	/k/		
S s	/s/		
Y y	/y/ /i/ or /e/		
P p	/p/		
E e	/e/		
D d	/d/		
Z z	/z/		
I i	/i/		
X x	/x/		

1. Obtain Approval: Coordinate with school leadership to secure authorization for paper-and-pencil test administration by a school, district, or state leader.
2. Access and Print Assessment: Download and print the correct grade-level assessment ([see document here](#)).
3. Adjust Student Settings: Update the student's assessment settings to indicate they will complete the paper-and-pencil version ([see instructions here](#)).
4. Administer Assessment: Conduct the assessment one-on-one with the student.

5. Record Student Answers: Use the scoring rubric in the Teacher's Assessment PDF to mark each response as correct or incorrect as the student answers.
6. Submit Scores: Enter the student's scores into the appropriate grade-level form ([see document here](#)).
 - a. Access the Google Form provided for the specific paper-based version.
 - b. Complete the form carefully and accurately, including your work email address and the student's identifiable number (ID).
 - c. Transfer the item-level scores recorded from the teacher booklet into the digital google form.
 - d. A script will run daily to generate the student's overall score and subscores.
 - e. The results will be emailed to the teacher or a designated district staff member.



Amira ISIP Paper & Pencil Assessment Answer Document - Grade 1

This form is for submitting student results for those students using the paper pencil version of the Amira assessment. After administering the paper-and-pencil test, please use the completed Student Record Sheets to fill out all fields to ensure accurate scoring.

* Indicates required question

Work Email *

Your work email address will only be used to securely deliver your student's test scores. In some districts, scores may instead be sent directly to the central office.

Your answer _____

State *

Choose ▼

TASK 2: Letter Naming and Sounds

Indicate if the letter was correctly (1) or incorrectly (0) identified.

Letter Name *	(1) correctly	(0) incorrectly
U u	☐	☐
K k	☐	☐
S s	☐	☐
Y y	☐	☐
P p	☐	☐
E e	☐	☐
D d	☐	☐
Z z	☐	☐
I i	☐	☐
X x	☐	☐

7. Record Metrics: Amira will calculate the student's metrics; enter these in the designated system ([see instructions here](#)).

What tasks are included in the Paper/Pencil Assessment?

The paper-based assessment is a comprehensive version of the Amira English assessment, delivered through printed materials and guided by clear, detailed instructions. It includes all required tasks from the Amira default blueprint. Ensuring score comparability between the paper/pencil format and the digital version is a top priority.

Task Types	PreK	K	1	2	3	4	5	6	7	8
Rapid Automatized Naming	✓	✓	✓	✓	✓					
Letter Naming	✓	✓	✓							
Letter Sounds	✓	✓	✓							
Phoneme Segmentation	✓	✓	✓							
Phonological Awareness – Blending	✓	✓	✓							
Phonological Deletion (Elision)	✓	✓	✓							
Pseudoword Decoding (NWF)			✓	✓	✓	✓	✓			
Spelling		✓	✓	✓	✓	✓	✓	✓	✓	✓
Vocabulary		✓								
Word Decoding/Identification		✓	✓	✓	✓	✓	✓			
Listening Comprehension (Retell)	✓	✓	✓							
Oral Reading Fluency (ORF)		✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Comprehension		✓	✓	✓	✓	✓	✓	✓	✓	✓

Accommodation: Braille Administration (English Only)

The student portion of the assessment is available in Braille, while teacher instructions remain the same as those used in the standard paper-and-pencil format. Braille test forms are provided upon district or state request.

Here are [step-by-step instructions](#) for requesting braille materials and the braille assessment process.

Accommodation: Pausing

Goals: Provide breaks for students with approved accommodations

When To Use:

Occasionally, a student may need breaks or extended time to ensure a fair and equitable assessment experience. However, this should be used sparingly. Most Amira tasks include a built-in timeout based on research showing limited progress after extended struggle.

How To Use:

Students can take as many breaks as needed during the assessment. The assessment will save students' progress after every task. The student can log out of the assessment, take a break, and when ready they can log back in and start from the beginning of the last task they completed.

Accommodation: Extended Time

Goals: Provide additional time for students with approved accommodations

When To Use:

For students with extended time accommodations on an IEP, Amira can be configured to provide additional time on tasks. This should be provided when specified in the student's IEP or as outlined in district policy.

How To Use:

Administrators: View a [walkthrough](#) for configuring the extended time multiplier.

1. Log into the Admin Dashboard
2. Navigate to Assessment Configuration
3. Choose the extended time multiplier to apply to item-level assessment tasks

Teachers: View a [walkthrough](#) for adding an extended time accommodation to a student's assessment.

1. Log into the Teacher Growth Dashboard
2. Navigate to Settings > Assessment Settings
3. Change "Extended Time" to "On"

Accommodation: Nonverbal Assessment

Goals:

Provide a fully keyboard-based assessment option for students who cannot or should not engage in oral reading tasks, ensuring equitable access to literacy screening and progress monitoring.

When To Use:

This accommodation is designed for students with speech/language disabilities, selective mutism, English learners in early stages of language acquisition, or other circumstances where verbal responses are not appropriate or possible, based on the student's IEP/504 plan. In this version of the assessment key components cannot be measured, therefore it is not strictly equivalent to the core version. However, the assessment will still generate a Risk Index Score and an ISIP Scale Score that can be used for screening and reporting purposes for the small number of students for which this is an appropriate accommodation.

How To Use:

Students complete grade-appropriate subtests using only keyboard inputs—no speaking required. The assessment includes phonological/phonemic awareness, spelling, vocabulary, and reading comprehension tasks (depending on grade level) that have been specifically designed or adapted for non-verbal administration.

Available Subtests by Grade Level:

- Kindergarten: Phonological/Phonemic Awareness, Vocabulary
- 1st–2nd Grade: Phonological/Phonemic Awareness, Spelling, Vocabulary, Reading Comprehension (2nd only)
- 3rd Grade: Spelling, Vocabulary, Reading Comprehension
- 4th–6th Grade: Spelling, Reading Comprehension, Vocabulary
- 7th–8th Grade: Spelling, Reading Comprehension

Accommodation: Retest

Goals:

1. Enable a more accurate assessment of a student's ability if an initial interaction is flawed
2. Ensure that students who need a hands-on trial are accommodated

When To Use:

This accommodation is designed to resolve issues associated with two different circumstances. If a student's assessment is marred by one-off issues (e.g. an alarm or

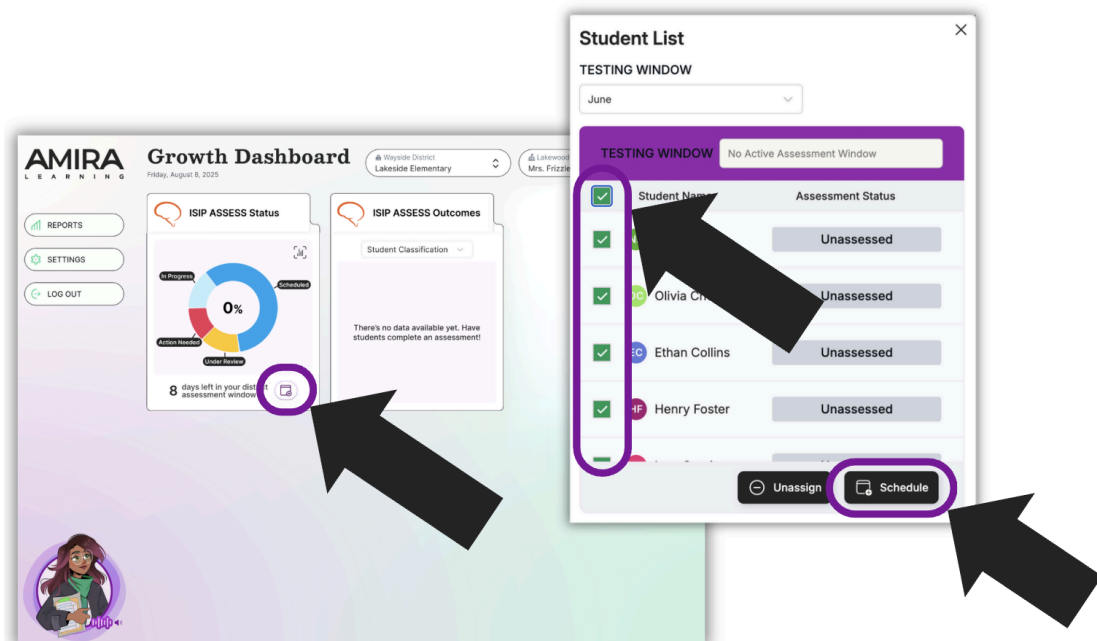
classroom distraction), the student can re-take. If a student needs extra familiarity in order to be in an appropriate state of readiness, this accommodation enables a “trial run.”

A re-assess should be used at the teacher’s discretion.

How To Use:

1. The teacher should log into Amira.
2. Navigate to the ISIP Assess Status widget.
3. Click the Calendar icon.
4. Locate the student that needs a re-assessment, and click the check box next to their name.
5. Click Schedule.
6. In the pop-up window, confirm all assessment details, then click Create.

The next time the student logs into Amira, the software will give them the assessment again.



Accommodation: Preparing Students

Goal: Ensure students who need extra preparation get to readiness.

When To Use: This accommodation should be employed at the teacher’s judgment.

How To Use:

- Provide students with an explicit introduction to Amira using the resources provided on the [Teacher Resource Hub](#).
- Teach students key points for reading with Amira as outlined in the resources provided, and show the videos provided on the [Teacher Resource Hub](#) to help teach and reinforce those key points.
- If your district also subscribes to Amira Tutor, have students practice reading with Amira Tutor before they complete their assessment. This will allow students to build familiarity with Amira and with the platform. Note that students will be reading grade level texts if they log in before completing an assessment; if your students are below grade level, it may be more effective to give the assessment first.

Accommodation: Removing Tasks

Goal:

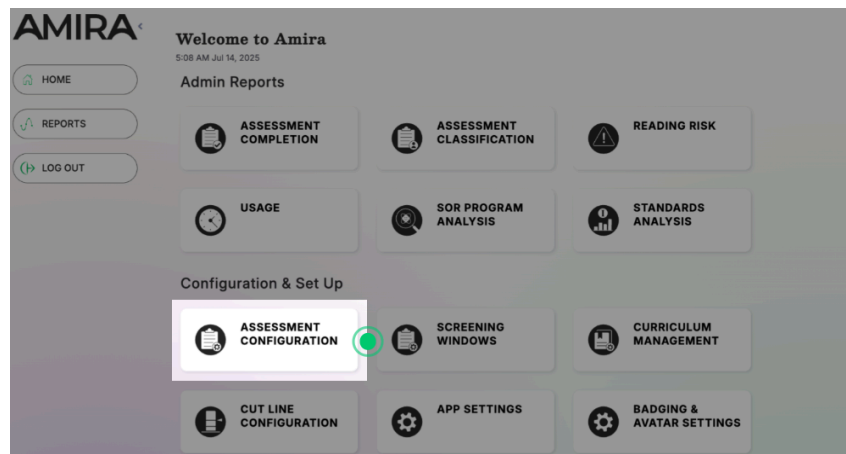
1. Reduce the level of test-taking complexity
2. Reduce the amount of time required

When To Use:

When the default configuration for the Amira screening or assessment process is beyond the capacity of a student to handle, tasks can be removed.

How To Use:

District or School administrators have the ability to configure the tasks for the Dyslexia Screener and Benchmark Assessment. Use this [walkthrough](#) or follow the steps listed in the following section of this manual under [Part 4: District Configuration Settings and Administration Experience](#).



3.8 Guidance for Administration with Special Circumstances

In some cases, teachers may determine students need an alternative assessment procedure, language, or optimization to ensure their scores reflect their abilities and accommodations.

At Amira, we recommend that teachers make determinations for students based on state guidance, IEP and 504 recommendations, and aligned to the best instructional and assessment practices for each student. Most students will interact with Amira with the standard settings and in small or large group settings. Amira's design includes sufficient timing per task to allow for students to struggle and accurately show their abilities.

Our recommended procedures for alternative assessments are as follows:

Assessment Type	Recommendation	Notes
Alternative Language	If a student speaks Spanish at home or has different literacy abilities in Spanish, the bilingual assessment will provide valuable insights into their literacy skills.	Amira can proctor in English and Spanish.
Paper/Pencil Test	If a student struggles with technology devices because of vision or otherwise noted supports that are identified in an IEP or 504, they might qualify for a paper and pencil assessment.	Available in English only. The teacher will administer the assessment one-on-one using the booklet instructions and record student responses in the scoring section of the booklet.
Individualized Support	Many students are administered Amira assessments in large or small groups. A student with a 504 or IEP that requires a quiet environment, extended time, or support with technology or attention might benefit from an assessment administered in a 1:1 setting.	A teacher will sit with a student to ensure their timing and space is appropriate for their needs, but Amira will offer all the directions and scoring through the program.

Assessment Type	Recommendation	Notes
Braille Test	A student receiving their typical reading instruction and practice in Braille should be offered a Braille assessment.	Available in English only. The student portion of the assessment is available in braille, while the teacher instructions remain identical to those in the standard paper-and-pencil test. To ensure sufficient time for production and shipping Braille booklets, please contact your district/State representative as early as possible to request Braille materials.

Any alternative assessment score can be reported to Amira at support@amiralearning.com and added to the Amira Dashboard. Additionally, districts and schools can download a spreadsheet or CSV of their scores and add a student's accommodated score to be reported in a different academic dashboard.

Amira's Evidence for Alternative Assessments

Spanish Assessment

We recommend teachers administer in Spanish:

- If the program's goal is biliteracy or dual-language immersion, teachers may consider testing students in both Spanish and English to understand their different reading abilities.
- If a student primarily reads and speaks in Spanish at home.
- If a student has been in a primarily English speaking program for less than three years.
- If a student shows signs of reading difficulties in English that might present differently in Spanish.

Alternative Setting

A student should be offered a small group or individual setting:

- If a 504 or IEP requires it.
- If a student is uncomfortable with technology or struggles with Amira during their pre-assessment practice sessions.
- If a student typically is administered assessments in alternative settings.

- A student requires breaks or extended time during assessments that would be better provided with an instructor close by.

*An alternative setting administration is the same as a large group setting, as Amira will be giving the instructions and the teacher is offering technical and attention assistance.

Paper and Pencil Assessment

A student should be offered a paper and pencil assessment:

- If a 504 or IEP requires it.
- If a student struggles with technology and cannot be supported with teacher assistance.

This accommodation should be used when a student cannot be “fairly” tested using the digital interface. Because Amira is a voice-based interaction, the need for a paper-based test should be limited to a small number of situations. However, when a student can only be tested by a teacher, the paper-based process provides an equivalent to Amira’s digital version of the assessment.

[View this document](#) for the steps in the process for using a paper and pencil assessment accommodation.

Braille Assessment

A student should be offered a braille assessment:

- If a 504 or IEP requires it.
- If a student has a visual impairment
- If a student receives their typical reading instruction and practice in braille

This accommodation is intended for students with visual impairments or who receive their typical reading instruction and practice in braille. The braille assessment serves as an equivalent to Amira’s digital assessment, ensuring accessibility and fairness in testing.

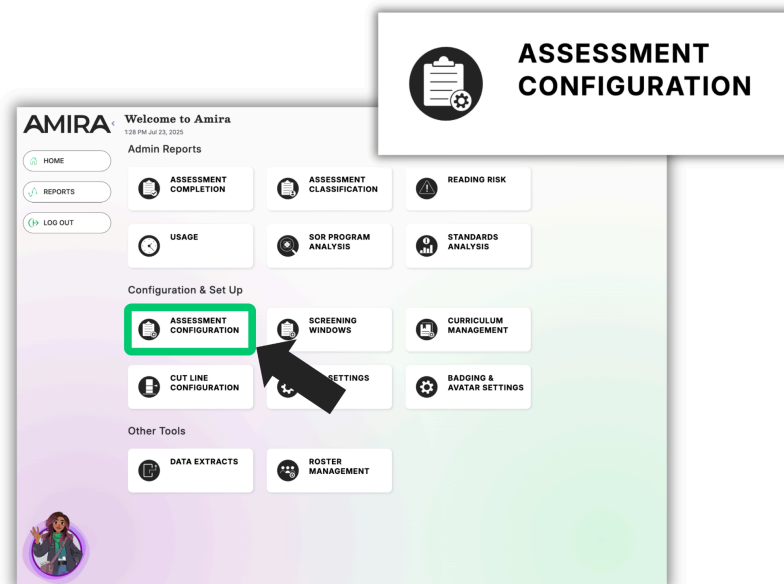
[View this document](#) for the steps in the process for using a braille assessment accommodation.

Part 4: District Configuration Settings and Administration Experience

4.1 Assessment Configuration Settings: Step-by-Step Directions

Amira's assessment features can be customized to meet district needs or state requirements. District and School administrators have the ability to configure the tasks and administration windows for the Dyslexia Screener and Benchmark Assessment. Use this [walkthrough](#) or follow these steps:

1. From the Amira Admin Dashboard, click Assessment Configuration.



2. In the Assessment Configuration dropdown menu, select the configuration that your district will use for the assessment. If you don't see your state-specific configuration, select Amira Standard.

Campus Assessment Configuration

This determines the set of required tasks that will be present in your campus's assessment configuration.

Amira Standard
Amira Standard
Amira ISIP
Idaho
California

Pre-K K 1

- View the required tasks for each grade level based on the configuration selected. Use the dropdown menu to turn additional tasks on or off.

Assessment Tasks

While some tasks can be adjusted by grade level, others may be required by your district and cannot be changed.

Task	Pre-K	K	1	2	3	4
RAN English & Spanish	On	On	On	On	On	On
Phoneme Segmentation English Only	OFF	OFF	OFF	OFF	OFF	OFF
Phonological Deletion/Elision English Only	OFF	On	On	OFF	OFF	OFF
Phoneme Substitution English Only		OFF	OFF	OFF	OFF	OFF
Phonological Working Memory English Only	On	On	On			
Blending (Legacy ISIP PA) Varies	On	On	On	ON	OFF	

- For English assessments, select which type of Rapid Automatized Naming (RAN) you will use in your assessment for each grade level. Students will first receive the RAN type indicated in Primary Type. If they are unable to make progress in the Primary RAN task, Amira will automatically adapt to the Secondary Type.

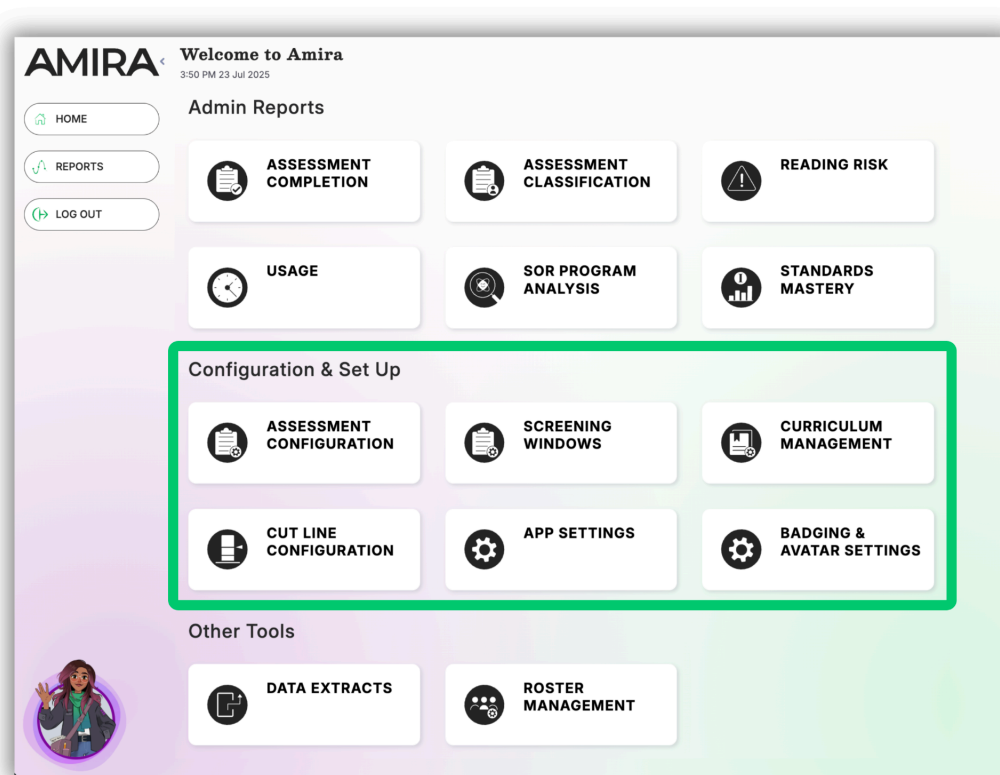
Rapid Automatized Naming Configuration

Select which type of RAN tasks you will use in your assessment for each grade level. Students will first receive the RAN type indicated in Primary Type. If they are unable to make progress in the Primary RAN task, Amira will automatically adapt to the Secondary Type.

Grade	Primary Type	Secondary Type
Kindergarten	Number RAN	Number RAN
1st Grade	Number RAN	Number RAN

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.

Screening Windows Setup

The Screening Windows tile in the Admin Dashboard allows administrators to customize when students complete their Amira ISIP Assess and Evaluar Assessments throughout the year. Administrators can select either a three-times-per-year benchmark schedule or a monthly progress monitoring cadence, then customize screening windows by school, grade level, and assessment type. This flexible setup supports both Benchmark and Progress

Monitoring assessments, enabling districts to align testing windows with instructional goals and school calendar.

AMIRA Screening Window Setup
6:18 PM Aug 2 2025

HOME
REPORTS
LOG OUT

2025 - 2026 School Year Whole District Add Window Save Changes

Create time frames in which students will be delivered an assessment automatically. There can only be one Progress Monitoring screening window per month.

BOY Benchmark

START DATE *	END DATE *	GRADE(S) *	ASSESSMENT TYPE *	LANGUAGE	STATUS
09/01/2025	09/30/2025	Pre-K (English Only) Kindergarten 1st grade 2nd grade 3rd grade 4th grade 5th grade 6th grade	BOY Benchmark	EN ES	Upcoming

MOY Benchmark

START DATE *	END DATE *	GRADE(S) *	ASSESSMENT TYPE *	LANGUAGE	STATUS
12/01/2025	12/31/2025	Pre-K (English Only) Kindergarten 1st grade 2nd grade 3rd grade 4th grade 5th grade 6th grade	MOY Benchmark	EN ES	Upcoming

EOY Benchmark

START DATE *	END DATE *	GRADE(S) *	ASSESSMENT TYPE *	LANGUAGE	STATUS
03/01/2026	03/31/2026	Pre-K (English Only) Kindergarten 1st grade 2nd grade 3rd grade 4th grade 5th grade 6th grade	EOY Benchmark	EN ES	Upcoming

Cut Line Configuration

Administrators can select from multiple cut line 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.

Cut Line Configuration
6:07 PM Aug 2 2025

Save Changes

Intervention Tiers Turn On

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

App Settings

The App Settings tile allows administrators to adjust key settings related to reporting features to align with district instructional goals and preferences. Administrators can customize reporting by selecting your aligned standards and curriculum (or default options if not listed), enabling DRA, Lexile, or F&P reading levels for ORF passages on reports, and allowing teachers to mark self-corrections, skips, and errors during review of ORF passages.

AMIRA >

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

CHOOSE SCALES USED IN REPORTING

The following scales will be available in Amira reports:

☐ DRA

F&P READING LEVEL ON REPORTS

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

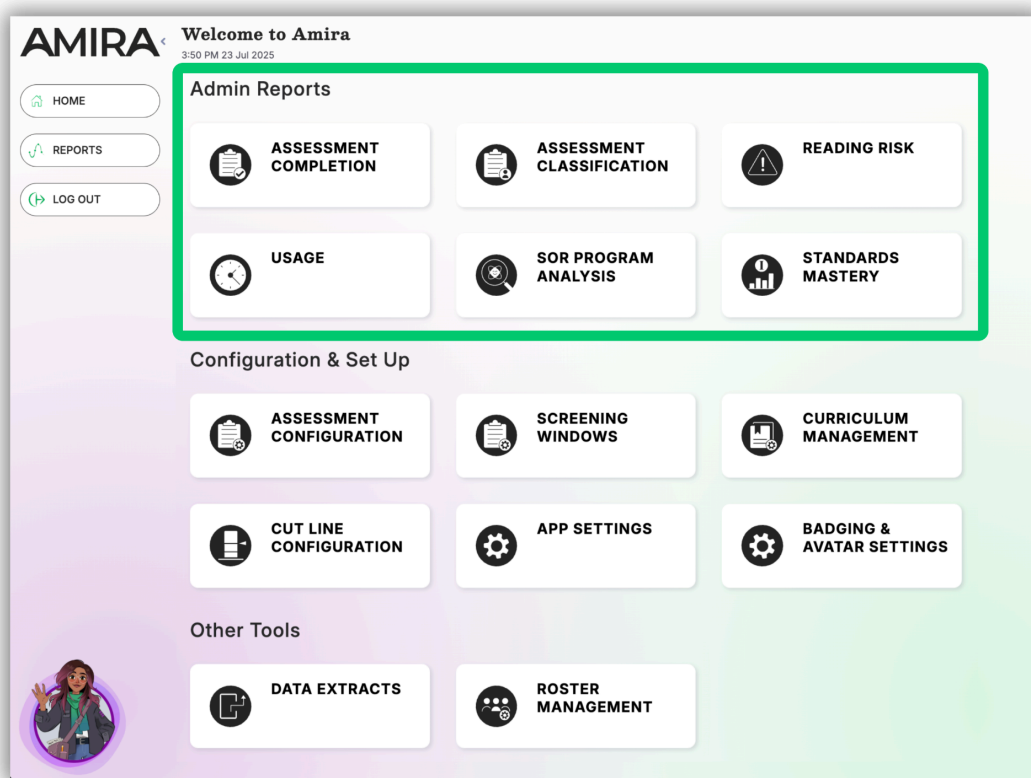
SHOW EXTENDED COLUMNS IN TRANSCRIPTS

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

4.3 District Reporting Tools

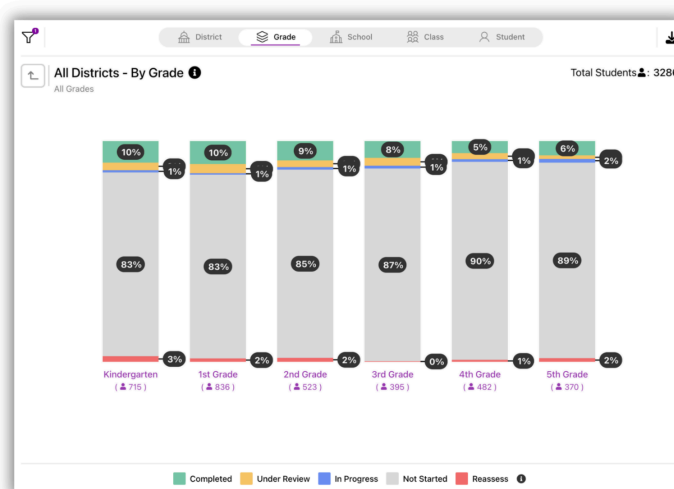
The Admin Dashboard hosts six key reports that enable administrators to monitor assessment completion, review results, evaluate reading risk district-wide, and analyze student performance and standards mastery.

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



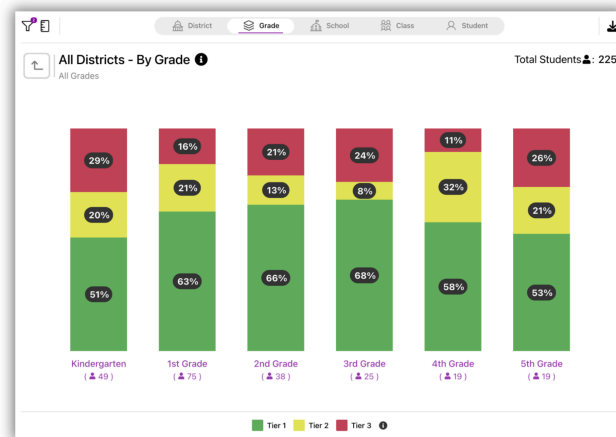
Assessment Completion Report

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.



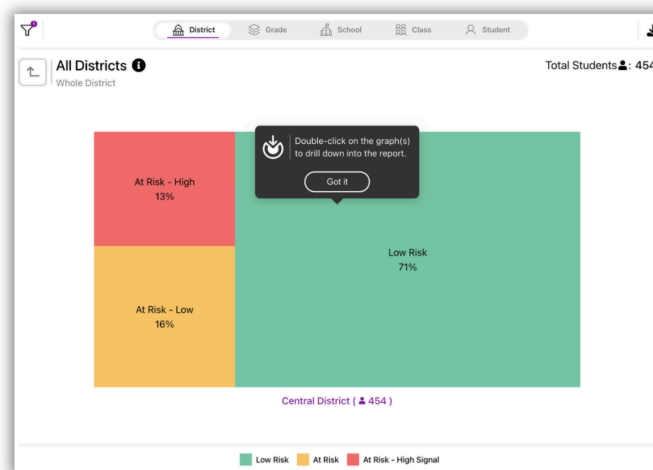
Assessment Classification Report

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.



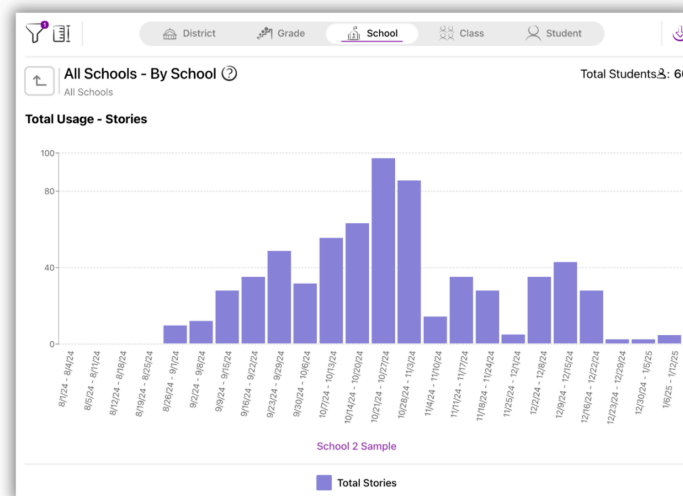
Reading Risk Report

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.



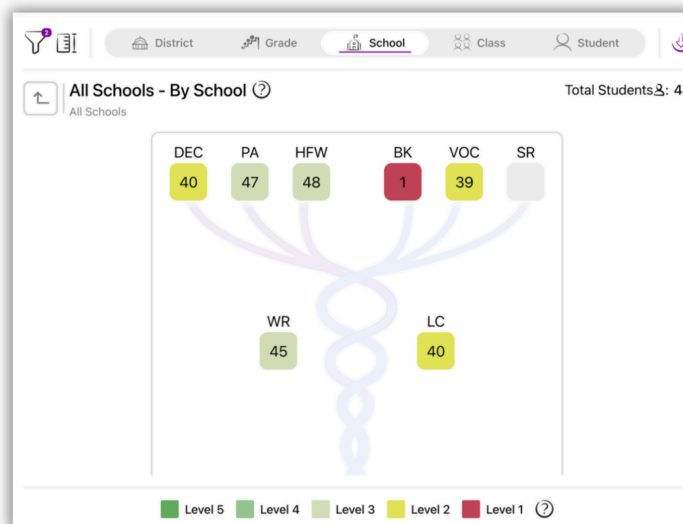
Usage Report

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.



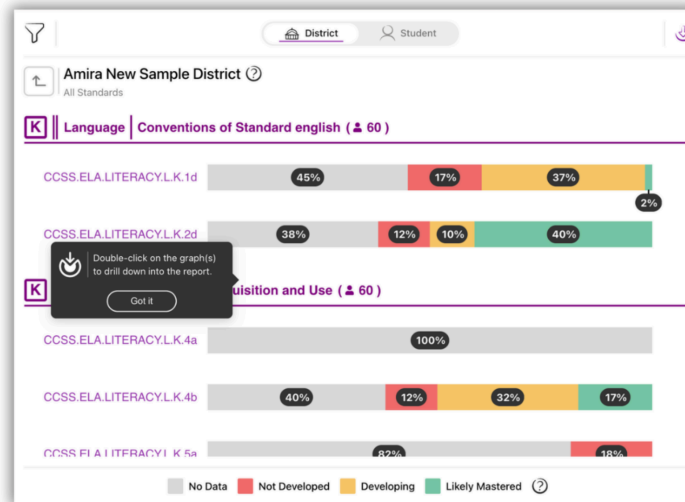
Science of Reading Program Analysis Report

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.



Assessment Growth Report

(Configurable by Success Manager)

The Assessment Growth Report allows administrators to view growth between assessments by presenting ARM Scores, Percentile Ranking, Tier, and Estimated Mastery for every student in each assessment period. This report also offers “suspicious audio” alerts to aid administrators in flagging possible reassessment needs.

AMIRA Assessment Growth Report
Last Updated: 3:38 AM Feb 21 2026

Dahlberg Practice Demo District - By Student

School	Class	Grade	Last Name	First Name	MOY Score	MOY PR	MOY Date
Dahlberg Practice Demo District	2nd	2nd Grade	Student	2nd1	2.54	45	02/11/2026
Dahlberg Practice Demo District	2nd	2nd Grade	Student	2nd12	3.92	88	12/02/2025
Dahlberg Practice Demo District	2nd	2nd Grade	Student	2nd2	4.47	93	02/16/2026
Dahlberg Practice Demo District	2nd	2nd Grade	Student	2nd3	4.78	98	02/18/2026
Dahlberg Practice Demo District	2nd	2nd Grade	Student	2nd30	3.9	85	01/05/2026
Dahlberg Practice Demo District	2nd	2nd Grade	Student	2nd31			
Dahlberg Practice Demo District	2nd	2nd Grade	Student	2nd32			
Dahlberg Practice Demo District	2nd	2nd Grade	Student	2nd33			
Dahlberg Practice Demo District	2nd	2nd Grade	Student	2nd36	3.4	74	01/05/2026
Dahlberg Practice Demo District	2nd	2nd Grade	Student	2nd39	2.47	46	01/13/2026

Impact Report

(Configurable by Success Manager)

The Impact Report graph compares reading growth (measured in weeks of ARM score improvement) between students who meet Amira's recommended usage targets and those who don't, showing whether higher engagement with Amira leads to faster reading development. Dotted lines project future growth if students continue on their current usage trajectory.



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.

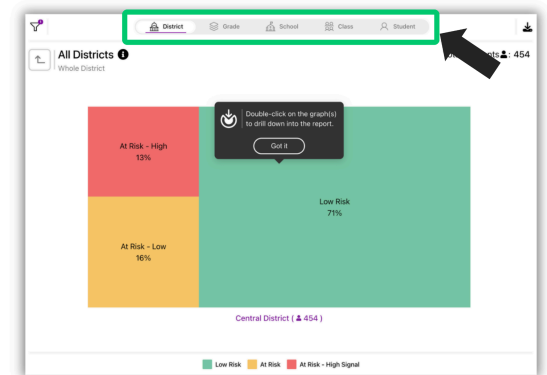
Drilldown

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.



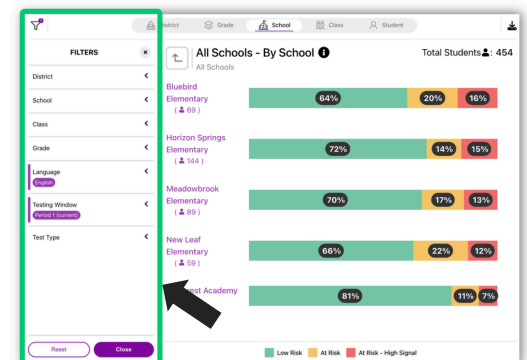
Tabs

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.



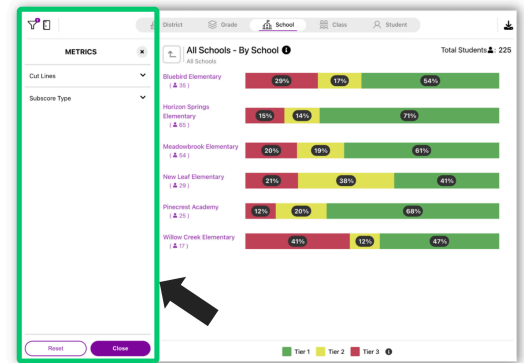
Filters Menu

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.



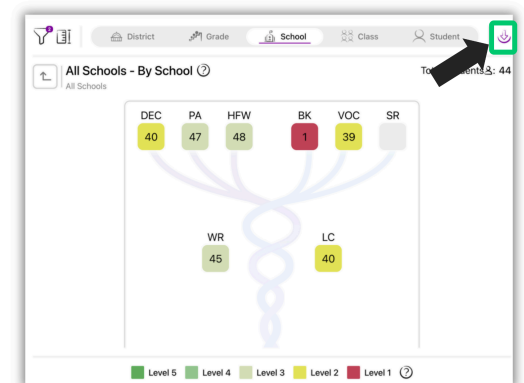
Metrics Menu

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?

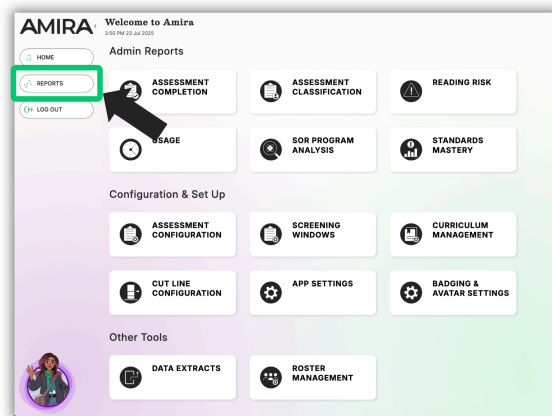
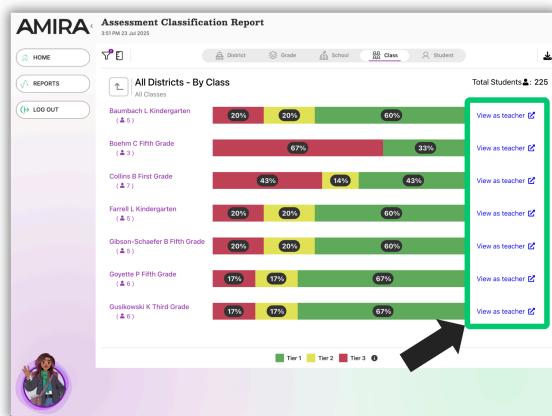
Demographic importing allows administrators to add student demographic information to existing student accounts. To enable demographic filtering, administrators will take the following steps:

- 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

Amira ISIP Assess automatically generates all reports within minutes of assessment completion. Once a student finishes testing, Amira's cloud-based scoring engine immediately processes the session data and updates the Growth Dashboard. Teachers can view results in near real time without any manual scoring, data upload, or human intervention. All composite, subtest, and risk-level scores are calculated by Amira's AI-driven probabilistic mastery model and published directly to the dashboard and related reports. This automation ensures consistent scoring, eliminates user error, and provides educators with immediate, actionable insights aligned to instructional decision-making.

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. In the Progress Report, 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-Layered System of Supports (MLSS) 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.

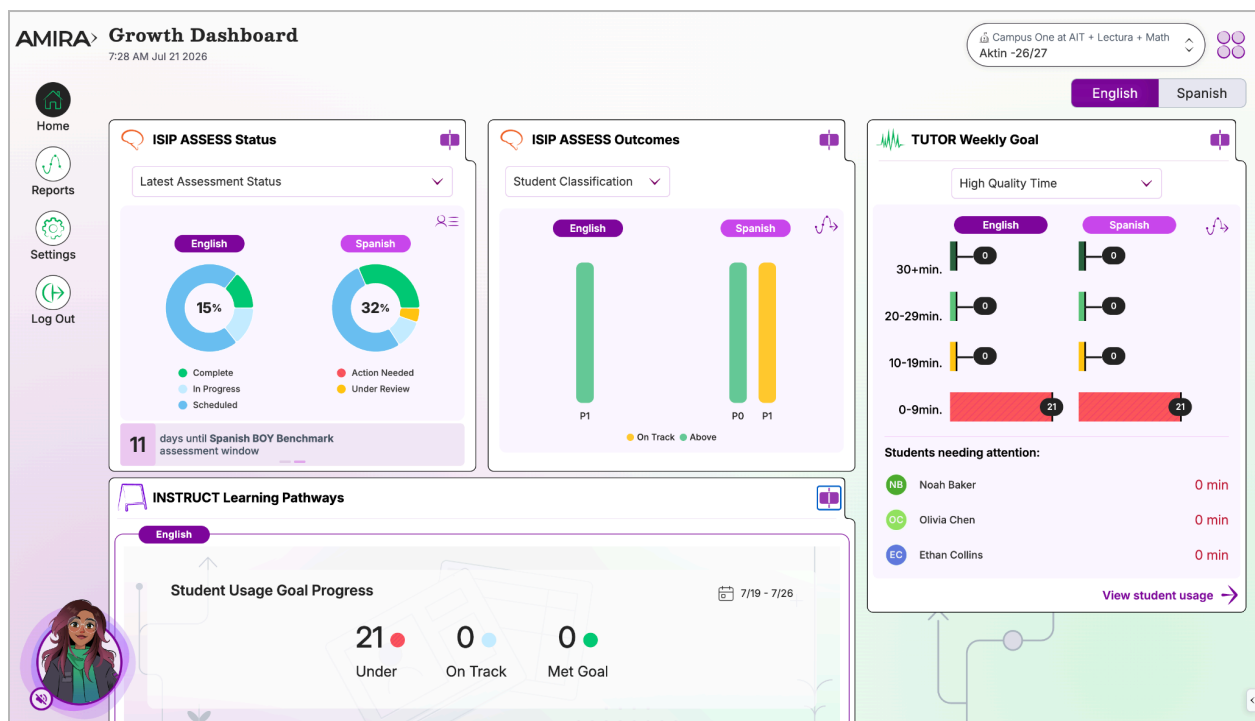
For instruction and intervention of individual students, most teachers consider the Reading Rope Insights Report, Skills Diagnostic Report, or Standards Mastery Report. These reports allow teachers to identify gaps for a specific student based on their standards and the pillars of the Reading Rope. In addition, the Standards Mastery report also supports groupings (see also [Section 1.7 Integrating Amira into Multi-Layered Systems of Support \(MLSS\)](#)) 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. For example, 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](#) and details about key reports are located in the [Reports Key in Section 5.4](#).

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.

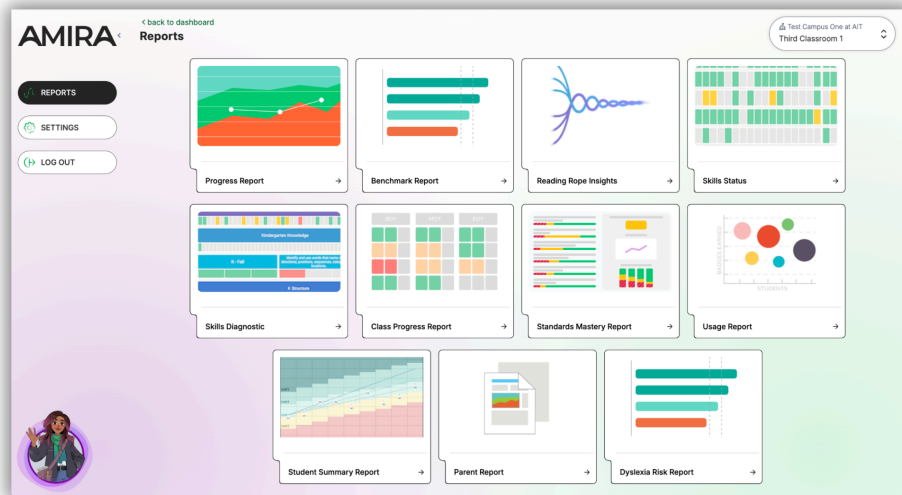
At its core, the Growth Dashboard empowers educators by answering three critical questions: Who needs support, what kind of support they need, and when they need it. With at-a-glance visuals and streamlined access to key data and reports, teachers can quickly identify student needs, manage classroom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

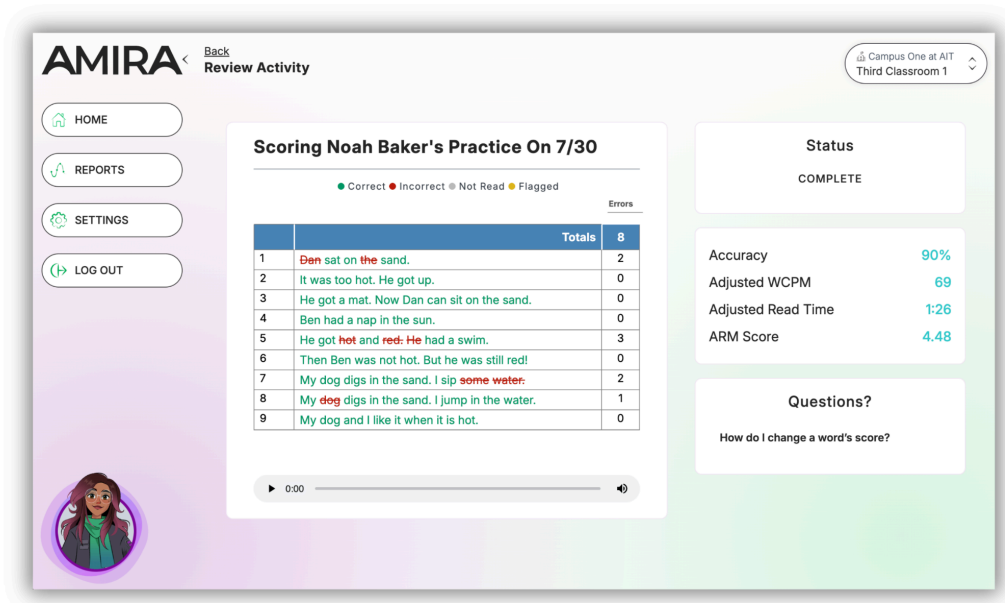
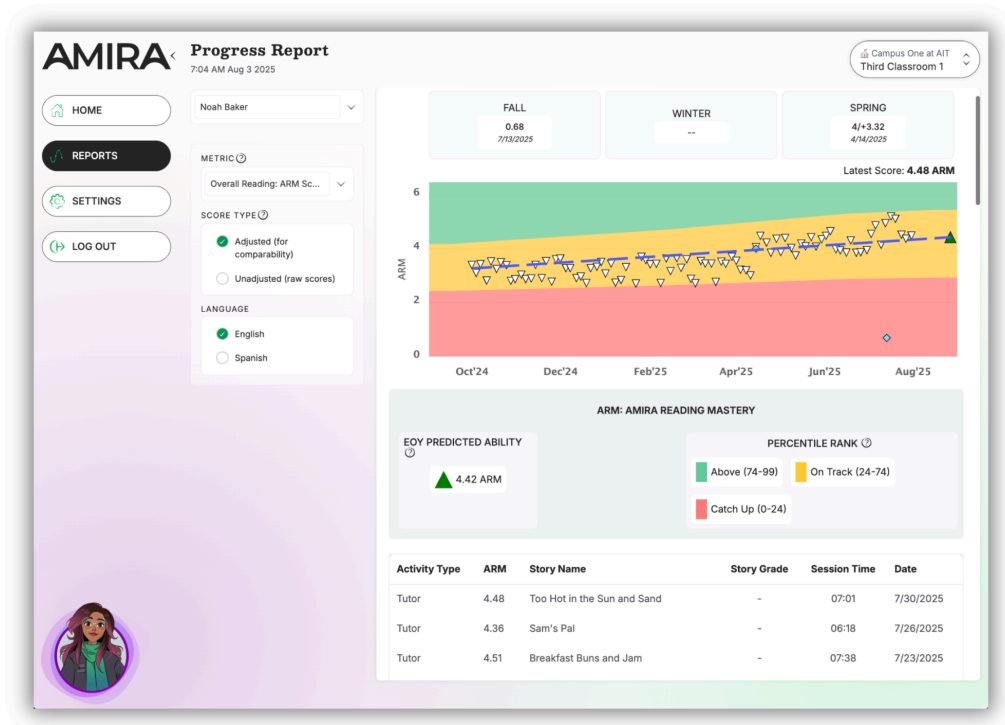


Progress Report

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.

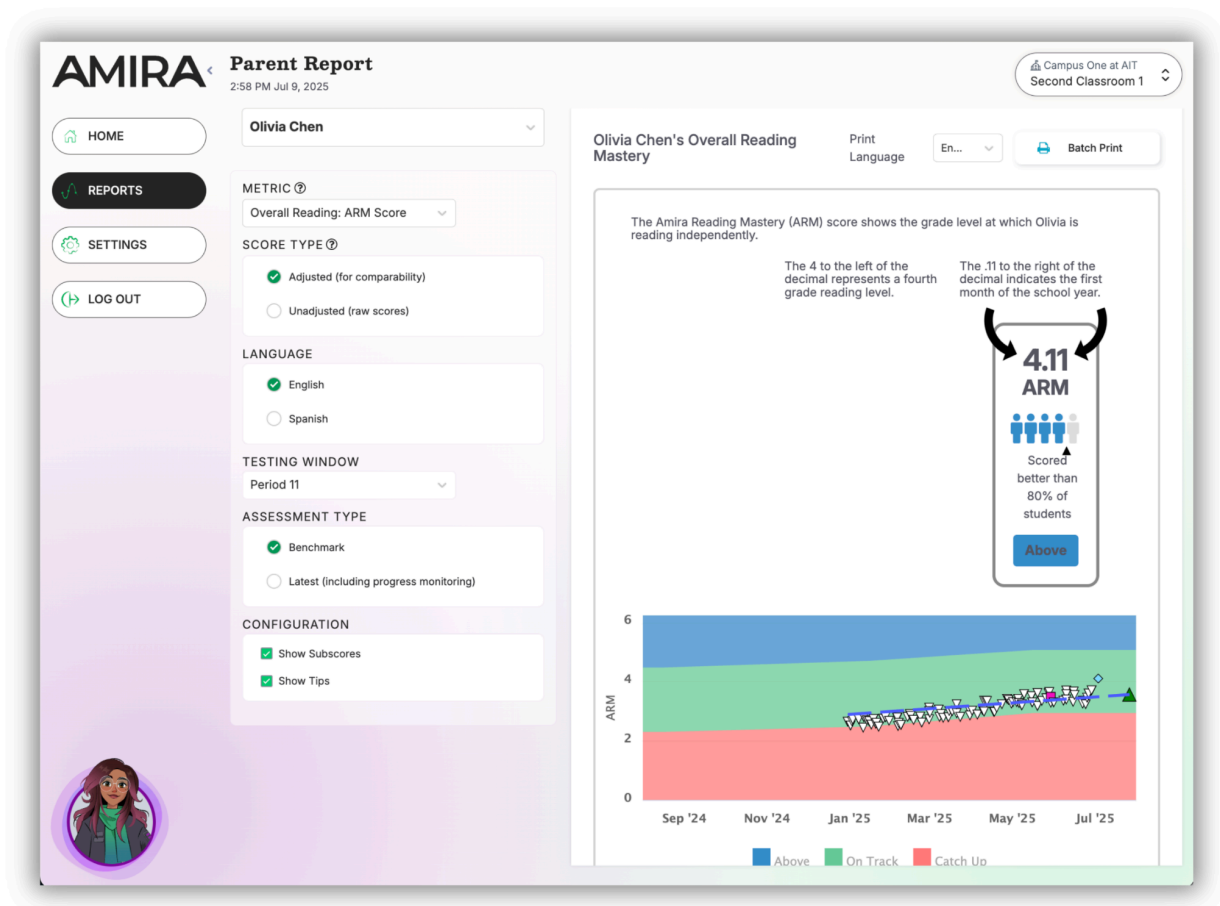


Parent Report

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. The Parent Report is available in multiple languages including Spanish, Mandarin, Cantonese, Tagalog, Vietnamese, Arabic, French, Korean, Russian, Farsi.

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

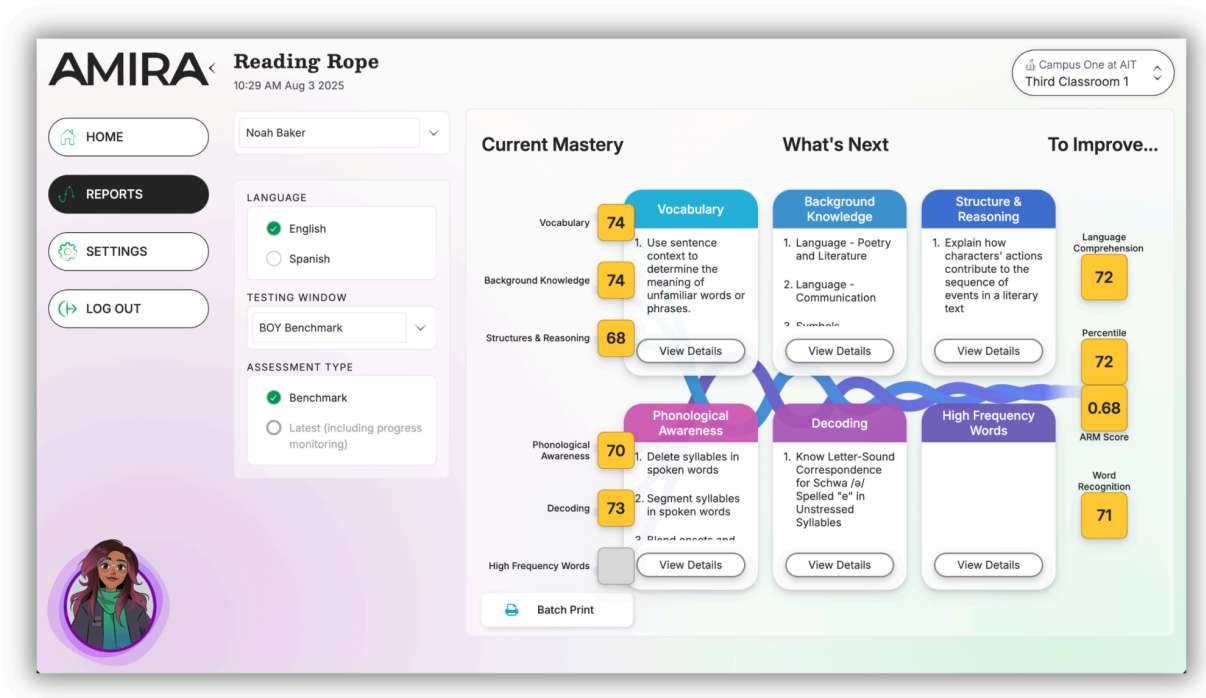


Reading Rope Insights Report

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.



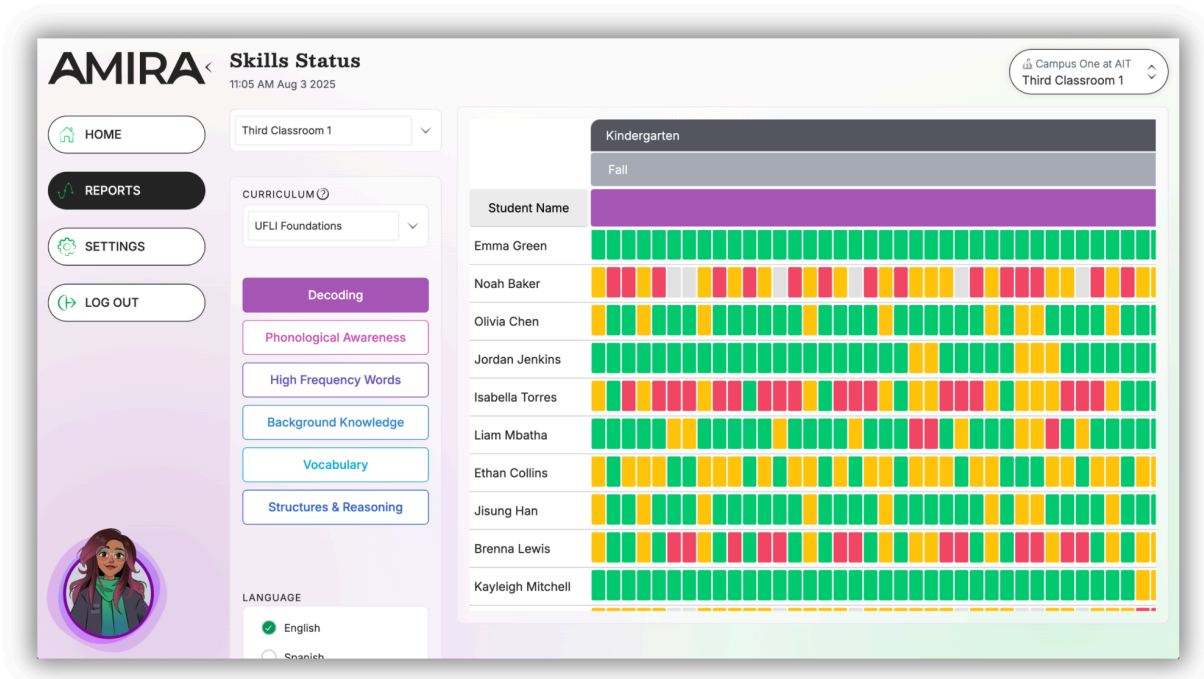
Skills Status Report

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.

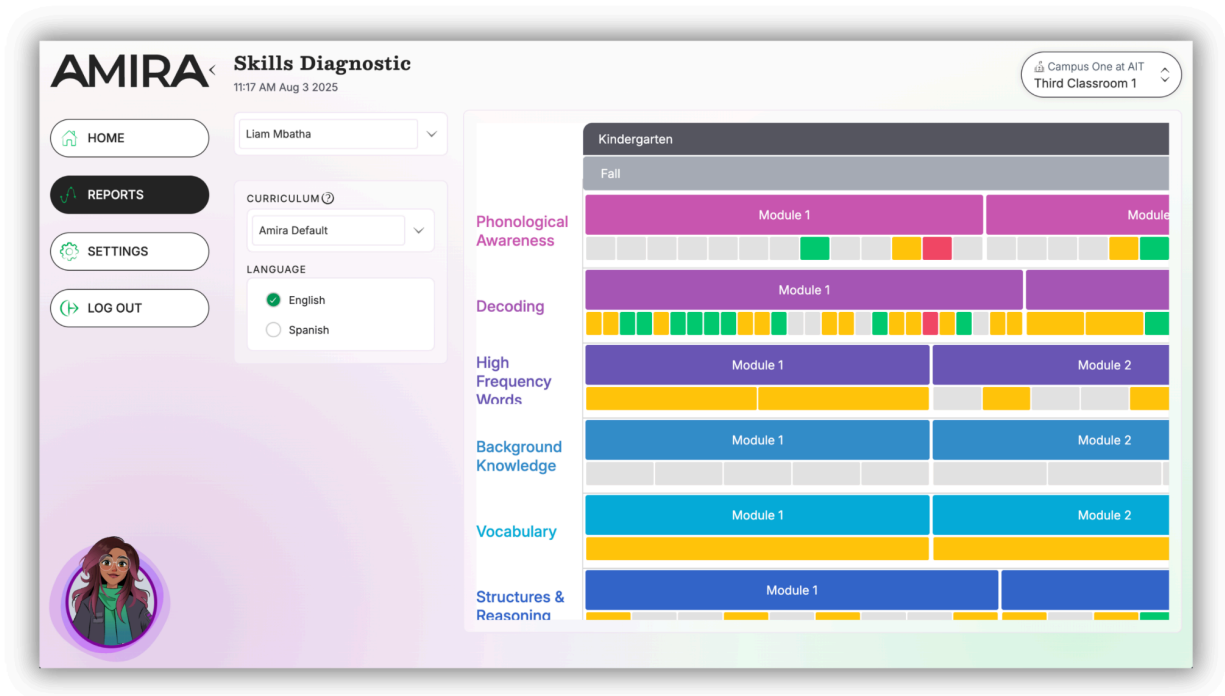


Skills Diagnostic Report

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.

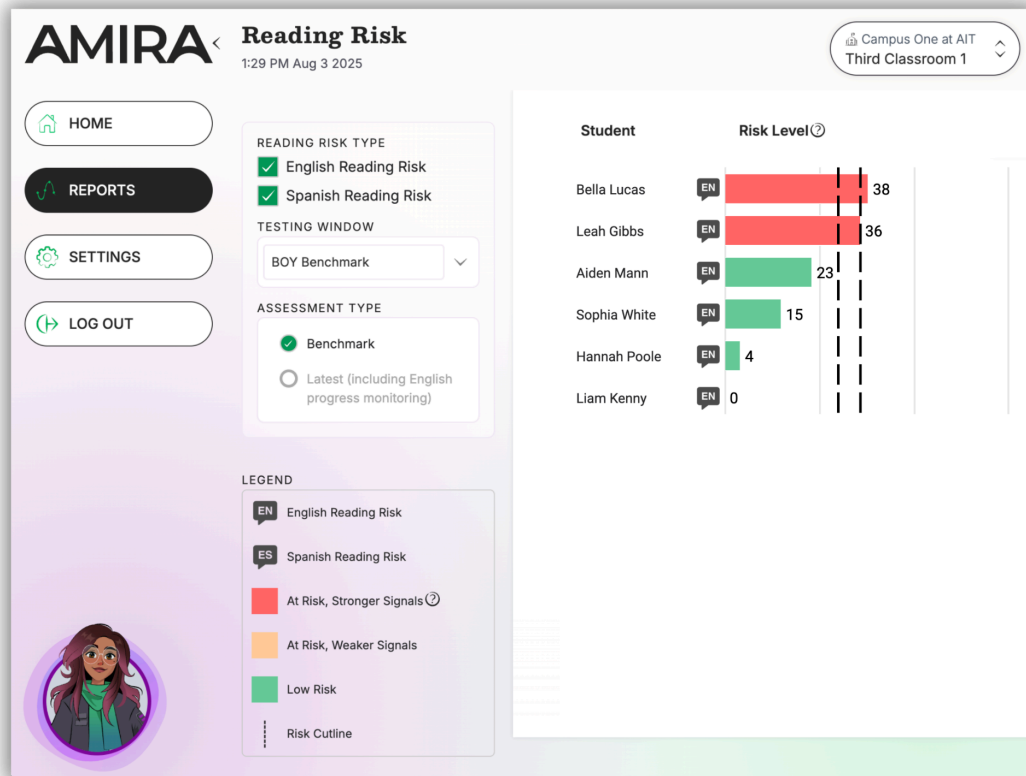


Reading Risk Report

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 Assess 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.



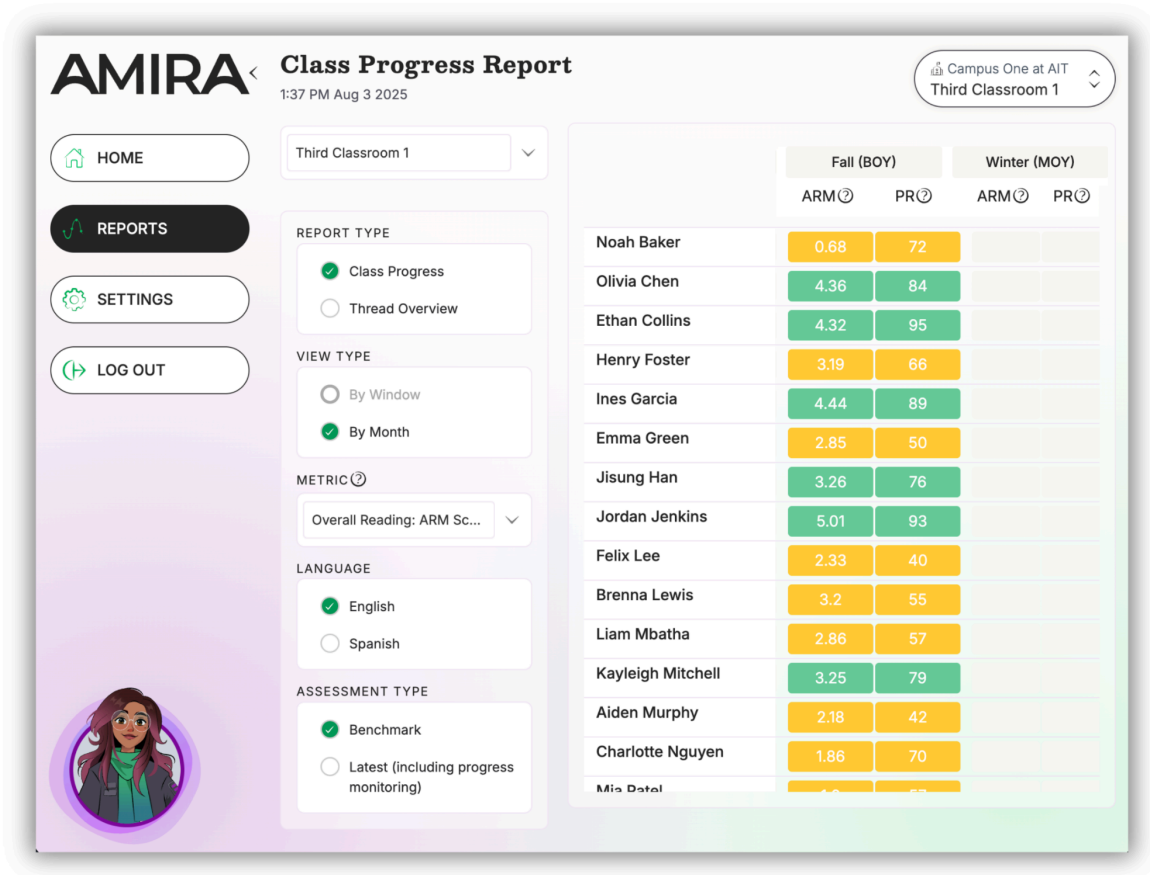
Class Progress Report

The Class Progress Report allows teachers to view and compare 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 selected metric, such as the 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.



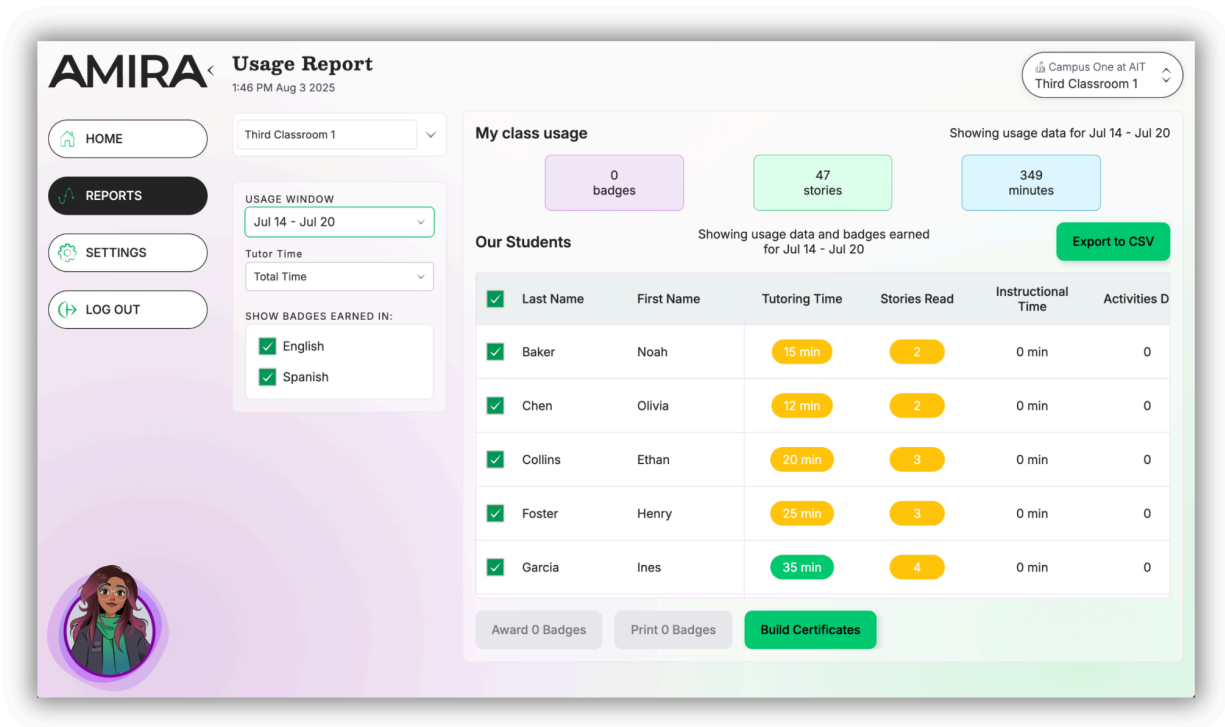
Usage Report

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.



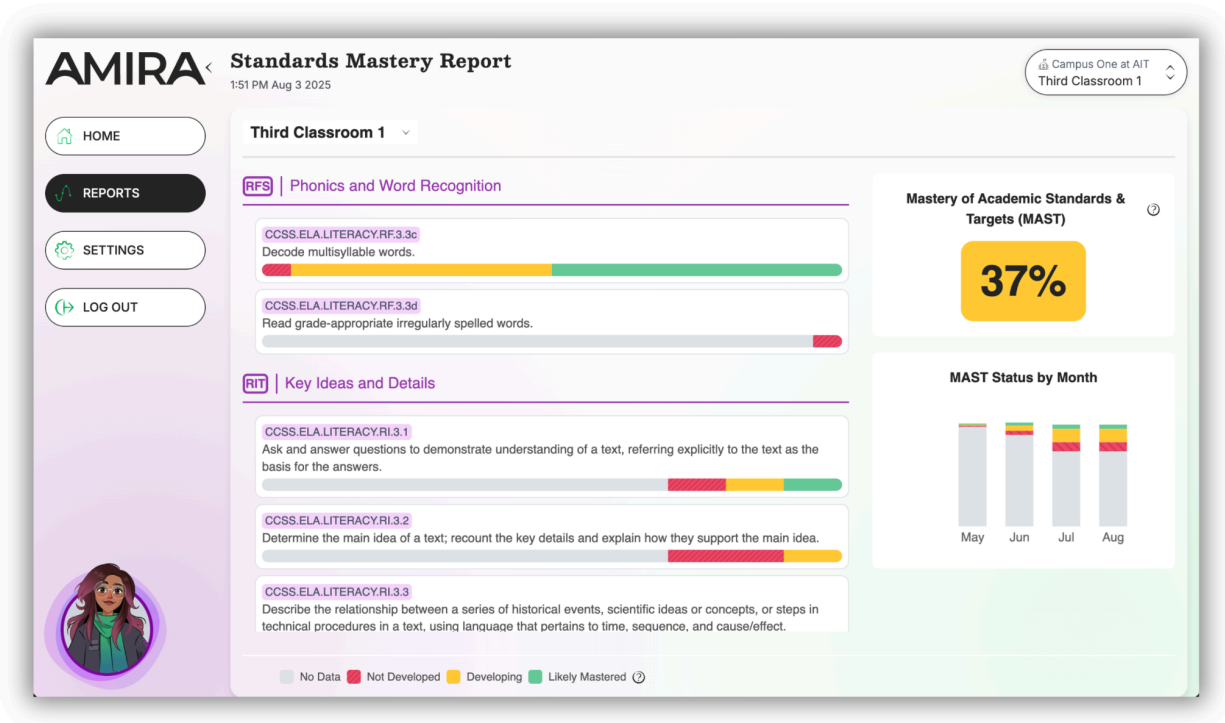
Standards Mastery Report

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.



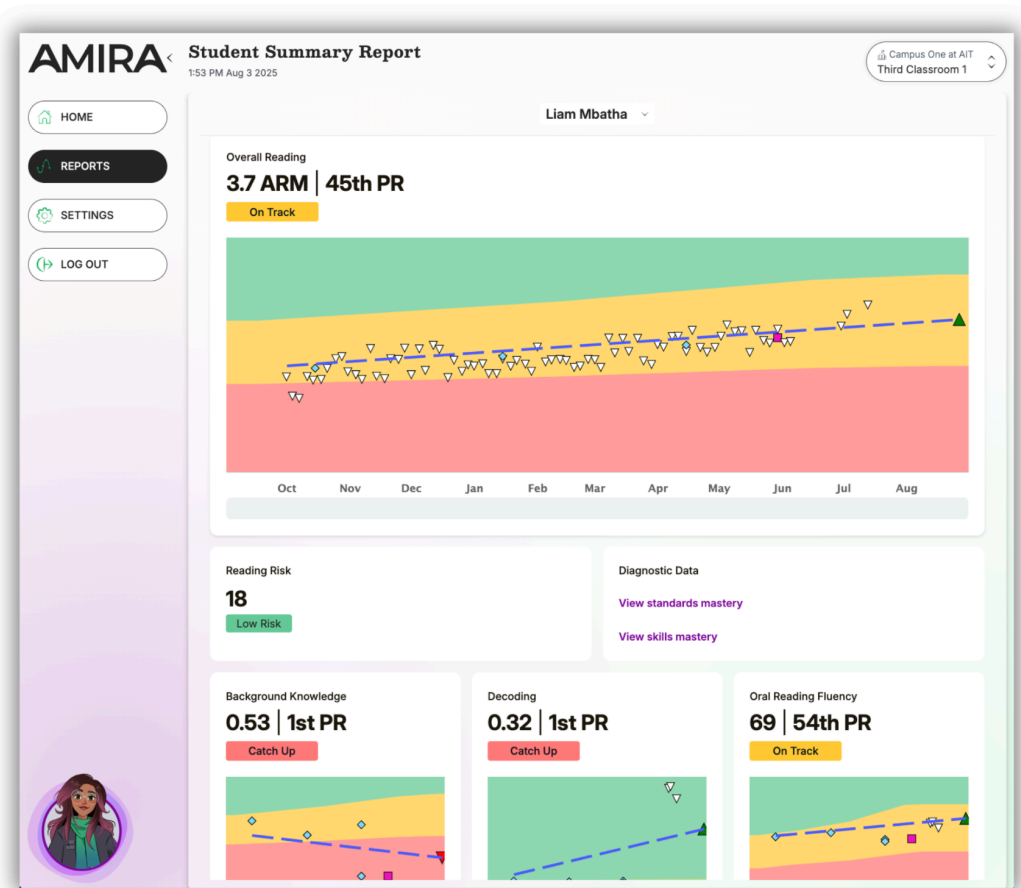
Student Summary Report

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/MLSS 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.

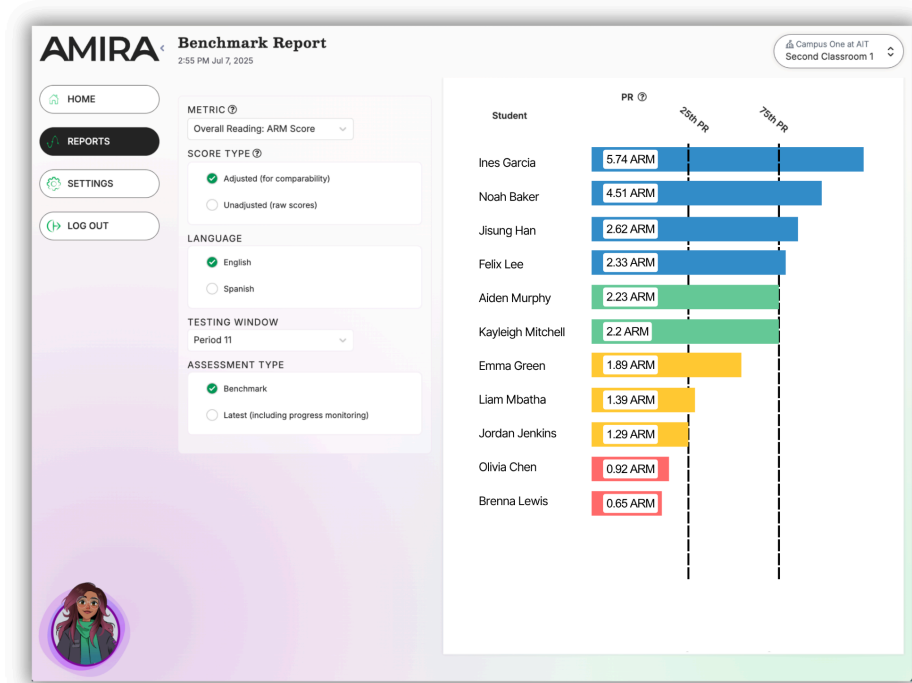


Benchmark Report

The Benchmark Report gives teachers a clear snapshot of their students' assessment results, making it easy to compare performance across the class and against national norms. The report also lets teachers view English and Spanish assessment results side-by-side, offering a biliteracy view that shows student outcomes in both languages at a glance.

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.



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.
Class Progress Report	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.

Report	Purpose of the Report	How & When to Use It	Additional Information
Parent Report	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.
Progress Report	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.
Reading Risk Report	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.
Reading Rope Insights Report	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.
Skills Diagnostic Report	Analyze one student's skill mastery in detail.	Use for individual planning or MLSS discussions.	Color-coded mastery, hover/click for details and instructional resources.
Skills Status Report	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 resources.
Standards Mastery Report	Track progress toward grade-level standards.	Use to guide instruction and	Includes MAST Score and mastery

Report	Purpose of the Report	How & When to Use It	Additional Information
		monitor growth by month.	distribution by month.
Student Summary Report	See a full picture of one student's reading status.	Use during RTI/MLSS 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 scores.

View a comprehensive [Metrics Guide here](#).

5.5 Understanding Progress Monitoring with Estimated Mastery

Amira's progress monitoring system provides real-time insights into student reading development through Estimated Mastery, a predictive assessment of a student's current reading skill level across various literacy components.

Recommended Implementation Protocol

For Assessment-Focused Progress Monitoring:

1. Administer full assessments in Fall, Winter, and Spring benchmark periods
2. Track progress using ARM scores as the primary growth metric
3. Monitor Estimated Mastery by hovering over progress lines in reports to view real-time mastery estimates
4. Utilize ODAs and SODAs for targeted progress monitoring between benchmark periods
5. Establish monitoring cadence: Monthly or biweekly progress monitoring "moments" for data review

Key Components Assessed in Progress Monitoring

- Phonemic Awareness: Sound identification, blending and segmenting skills, phoneme manipulation
- Phonics and Decoding: Letter-sound correspondences, sight word recognition, decoding strategies
- Fluency: Reading rate (WCPM), accuracy percentage, prosody and expression
- Vocabulary: Word recognition in context, meaning comprehension, academic vocabulary
- Comprehension: Literal understanding, inferential reasoning, text structure awareness

Interpreting Progress Data

Positive Growth Indicators:

- Steady upward trend in mastery percentages
- Consistent performance across multiple sessions
- Accelerated growth in targeted intervention areas
- Improved confidence levels in struggling areas

Concern Indicators:

- Plateauing or declining performance
- High variability in session-to-session performance
- Slow growth rate compared to expected trajectory
- Persistent gaps in foundational skills

Part 6: Test Security

6.1 Overview of Test Security

This section is focused on ensuring that your administration of the Amira Assessment is secure. It describes the recommended test security policies, procedures, and responsibilities for ensuring the security of Amira Assessments and compliance by all individuals associated with Amira testing, the steps you should take to protect both the fidelity of the test and the privacy of your students, and answers Frequently Asked Questions about the security measures built into the Amira assessment and software.

6.2 Roles and Responsibilities

Successful administration of the Amira Assessment is a team effort. Everyone can contribute to making sure the test produces the best possible information while minimizing security risks.

Key Player	Role
Principal	Building level coordination
District Assessment Owner (DAO)	Liaison to Amira
Technical Coordinator (Tech Lead)	Technical support
Teachers	Reporting Users
School Assessment Leader (SAL)	Coordinates the testing process for an individual school

Principal:

School administrators play a vital role in Amira test administration. Their central role is to be the communication hub linking parents, teachers and District level administrators.

Critical Success Factors:

- Principals need to set aside time to work with teachers
- Principals need to attend the Getting Started training

- Principals need to build a first-order understanding of the data the Amira assessment generates

General Responsibilities:

- Designate Proctors
- Ensure testing is scheduled and on track for completion in the testing window
- Schedule time to meet with grade-level teams to review data

Security-Related Responsibilities:

- Report testing irregularities as specified by District Policy
- Ensure compliance with the Amira Test Security Policy within the building

District Assessment Owner (DAO):

The DAO is the main owner of the Assessment process. The Assessment Owner is the main contact for Amira and partners with the Amira Customer Success Manager (CSM). The DAO serves as the clearinghouse for all questions and concerns for both district and school staff.

Critical Success Factors:

- Has the time to provide support and coordination during test windows
- Willingness to communicate consistently and in a timely fashion with the Amira CSM
- Understanding of early literacy assessment

General Responsibilities:

- Ensuring SALs understand test administration procedures and allowable testing accommodations
- Ensuring that SALs are trained and prepared for school testing
- Helping teachers understand the Amira testing process
- Preparing the Assessment schedule
- Working with Amira and the Tech Lead to ensure hardware and environmental readiness
- Monitoring test completion
- Working with Principals to ensure that re-dos and make-up tests occur within the schedule
- Preparing testing schedules in coordination with Principals and
- Sharing these schedules with all participants in the process
- Ensuring the Tech Lead has audited all testing devices for compatibility with minimum testing requirements

Security-Related Responsibilities:

- Ensuring all staff involved in testing have read and understand the Amira Test Security Policy and protocols
- Ensuring that the Tech Lead has complied with security testing policies
- Recording and collecting testing irregularity data
- Resolving security issues and concerns with Amira

Technical Lead (Tech Lead):

The Technical Lead is the main contact between the district and Amira's Support team. The Lead is responsible for all preparation work to make sure the labs and testing rooms are conducive to successful testing.

Critical Success Factors:

- Has the time to support the Assessment process
- Reviews Amira's technical materials

General Responsibilities:

- Ensuring all testing devices are in good working order and remediate if necessary
- Ensuring all testing equipment is ready before each testing session, including working headphones
- Reporting network or infrastructure issues to the appropriate help desk
- Working with Amira, the District technical team and the DAO to resolve any issues

Security Responsibilities:

- Record testing irregularity data and report instances to the Amira CSM
- Making sure that the latest version of the Lockdown Browser is available on each testing device.
- Conducts reviews of hardware to

Teachers:

Teachers are essential to testing. Teachers drive test fidelity by implementing the protocols learned in training.

Critical Success Factors:

- Comfort with the purpose of the Amira Assessment
- Understanding of the data generated by the test
- Attending and absorbing the training on how to use the data and Amira reports

Responsibilities:

- Ensure that students have worked with Amira practice prior to the Assessment
- Prepare students so that they know what to expect

- Prepare the testing environments
- Sharing and explaining test data with students and parents
- Ensure all students in the class are tested within the testing window
- Keep test takers on task
- Deal with any environmental issues that might impair performance

Security Responsibilities:

- Helping monitor test sessions
- Monitor for unauthorized materials
- Ensure that students do not access materials or devices that might provide assistance
- Maintain a quiet environment and minimize disruptions
- Record testing irregularity data and report instances to the SAL

School Assessment Lead (SAL):

The School Lead is responsible for the smooth and secure administration of the test in their school.

Critical Success Factors:

- Has the time to provide support and coordination during test windows.
- Willingness to communicate consistently and in a timely fashion with the DAO
- Attends Amira training

General Responsibilities

- Ensuring Teachers understand test administration procedures and allowable testing accommodations.
- Ensuring that Teachers are trained and prepared for school testing
- Ensuring that the DAOs scheduled milestones are achieved
- Working with Amira and the District's Tech Lead to ensure hardware and environmental readiness
- Monitoring test completion
- Working with their Principal to ensure that re-dos and make-up tests occur within the schedule

Security-Related Responsibilities:

- Ensuring all school staff involved in testing have read and understand the Amira Test Security Policy and protocols
- Ensuring that walls are free of materials that might aid test-takers
- Recording and collecting testing irregularity data and sharing any issues with the DAO

6.3 Assessment Security Plan

Valid results require maintaining the security of the test. Amira works with each District to create a Security Plan. The Security Plan has the following elements:

Security Components	Narrative
Environment	This section describes the recommended approach to maintaining a test-taking environment that optimizes security and validity.
Retesting	This section covers when and how to re-test in a way that maintains test security and integrity.
Proctoring	This section covers best practices for teacher proctoring, particularly in relation to ensuring administration security.
Privacy	This section covers the Amira approach to privacy and security from a technology perspective.

Environment

Amira is immune from many of the security problems that have traditionally plagued digital tests. Because students are doing reading and reading-related tasks, there is very little opportunity to cheat. They must produce responses. But, there are important precautions that ensure the testing environment does not introduce bias or allow the student to escape from the requirement to do oral reading.

- Materials on walls cannot convey information that might aid the student
- Pre-testers must be out of hearing range of active testers
- Student start times should be staggered by at least 90 seconds
- Students should be seated such that they cannot touch the student on either side with their elbows
- Students should not be allowed to coach one another
- Adults should not coach or prompt test takers
- Disruptions should be minimized
- The overall noise in the environment should be managed to a level such that when standing next to a student their reading can be clearly heard
- Any disruptive student should be removed from the assessment environment

Retesting

Retesting is rarely required with Amira. Nationally, the retesting rate is below 1%. However, retesting is warranted under a few circumstances. Amira keeps retests secure by varying the items a student encounters on a 2nd (Nth) attempt. Amira provides online forms and trouble ticketing systems to record any irregularities.

The following situations are NOT valid reasons to re-test:

- Student illness
- Testing or student disruptions

Students who are disruptive should be removed from the testing area and rescheduled to test at a later time. In the rare instance of a drill occurring, SALs should inform Teachers in advance so that testing will not be disrupted.

The following situations are VALID reasons to retest:

- The student received meaningful help from an adult or student
- The student did not get the accommodations they needed
- A student's test was taken by someone else, due to a login issue

"Meaningful help" encompasses a logical array of situations where the student was guided to correct responses they otherwise would have been unable to provide:

- The student got answers from another person
- Someone else read to Amira during the test process
- The student received guidance that provided clues to correct reading
- The student was given materials that provided answers
- The student was clearly mimicking another student and not reading on their own.

Proctoring

In 99% of implementations, proctoring is a shared responsibility between Amira and the teacher.

The Amira avatar is designed to handle most of the test administration. The software incorporates a vast number of proctoring capabilities. For most situations that occur during the testing process, Amira has rule-based proctoring solutions to enable every student's score to be valid. Amira relieves teachers of most of the micro-management that would otherwise be necessary.

However, teachers/proctors still have a vital role to play in maintaining test administration integrity and security. This lists below outline the recommended proctoring method:

What to do:

- Security: monitor for unauthorized materials
- Security: monitor for students communicating with each other in any way during testing
- Validity: maintain a reasonably quiet environment
- Validity: minimize disruptions
- Validity: move students onto the next activity as the finish
- Security: record & report irregularity instances

What NOT to do:

- Validity: DO NOT coach students in any way
- Validity: DO NOT help students by providing example reading or answers. Amira will pick this up.

What the Teacher/Proctor need not worry about:

- Amira manages the time of the test. There is no need to move students along.
- Amira will do the scoring by applying a consistent rubric. There is no reason to worry about “grey” responses.
- Student audio levels – Amira will manage this.
- Network issues – Amira will identify this.

6.4 FAQs About Amira Security

1. **Does Amira vary items across Windows?**

Yes. The item pool is designed to support minimal repetition of items across administrations, with the exception of performance tasks such as RAN and Phonological Working Memory, and tasks where the item bank is naturally limited, such as letter naming and sound identification. For standard items and passages, students should not expect to see a repeated item or passage for at least four successive administrations.

2. **How does Amira maintain Item security?**

The majority of Amira’s items are direct observation of reading ability or foundational reading skills like letter knowledge and phonological awareness. The majority of items

are not multiple choice and require a form of oral reading or production. As a consequence, these items are inherently secure, immunized from students being artificially able to memorize or prepare. In general, Amira's items draw from decades of CBM research, which demonstrate that having students do the tasks they are asked to do daily in the classroom is a strong means of ensuring security, reliability and validity.

For the items outside of production tasks, Amira protects Item Security through traditional means associated with digital tests.

- **Random variation within a Window:** Amira maintains an Item Pool for each Task (sub-test) within the Assessment that is substantially larger in each Assessment Window than the maximum configured number of items. This enables variation that cannot be anticipated.
- **Guaranteed non-repeats across successive administrations:** Per the above, Amira maintains a deep item pool and selection mechanism that avoids repeat items across at least four administrations of the assessment.
- **New items each school year:** Amira tests new items each school year. These in-testing items are presented within the regular assessment regime but do not contribute to scoring or measurement. Items that achieve psychometric standards are then incorporated into the following school year's item pools. This ensures a constant flow of new and unanticipated items in each screening/assessment window.

3. **Do students receive the same items more than once?**

For most tasks, they will not see repeat items for at least four administrations. Exceptions are performance tasks such as RAN and Phonological Working Memory, and tasks where the item bank is naturally limited, such as letter naming and sound identification. Other than those exceptions, large item pools combined with non-repeat mechanisms of selection are used to preclude students seeing items repetitively, even when retested during a window.

4. **How does Amira preserve student privacy?**

Amira prioritizes student privacy through several robust measures:

- **Data Control:** Districts maintain control over student data and set privacy preferences. Amira does not sell or share student data for marketing purposes.

- **Data Security:** All student data is encrypted both in transit and at rest. Amira uses secure, FERPA- and COPPA-compliant protocols, ensuring that no personally identifiable information (PII) is collected without proper consent.
- **De-identified Data:** Student voice data is de-identified and used solely to support educational purposes. Recordings are stored in a de-identified format and are never used for biometric identification.
- **Closed-loop System:** Student data remains within a closed-loop system, meaning it is not sent to public AI platforms or third-party models.
- **Compliance with Laws:** Amira complies with federal laws such as FERPA and COPPA, ensuring that student data is handled responsibly and securely.

5. **How does Amira evolve test forms and items?**

Items that meet psychometric standards are deployed into the production environment and used randomly within active tests. This ensures that over the course of the target window a nationally representative sample of data is collected and that this data reflects actual outcomes within the production testing process. Items are tested over the course of 1 school year. The data is then evaluated using a range of psychometric measures, including DIF. New items are then incorporated into the Item Pool. This results in a constant flow of fresh items into the testing process.

Test security is further maintained by the regular retirement of items. This retirement process is driven by psychometric data, particularly item fit and DIF calculations.

Part 7: Privacy & Security

7.1 Amira's Commitment to Privacy and Security

Amira exists to help every child learn to read. That mission depends on the trust of the schools, teachers, and families we serve, and Amira treats the protection of student information as a first-order product requirement — engineered into the platform, verified by independent auditors, and governed by binding contracts with every education agency we serve.

Amira's approach rests on five commitments. First, data minimization: Amira collects only the information necessary to deliver assessment, instruction, and tutoring — nothing more. Second, purpose limitation: student data is used solely for authorized educational purposes; Amira never sells student data, never serves advertising to students, and never builds profiles of children for any non-educational purpose. Third, district control: the local education agency (LEA) owns its student data, directs its use, and can require correction, export, or destruction at any time. Fourth, security by design: all data is encrypted in transit and at rest, access is controlled on the principle of least privilege, and the entire program is examined annually by independent SOC 2 Type II auditors. Fifth, closed-loop AI: Amira's speech and reading models run on Amira's own secured infrastructure; Amira never performs public LLM inference during student sessions and never shares student data with public AI platforms such as ChatGPT or Gemini.

Because Amira listens to children read aloud, we hold ourselves to a standard beyond baseline legal compliance for voice data specifically: recordings are stored only in de-identified form, are never used to create voiceprints or biometric identifiers, and are handled by a single infrastructure sub processor (Amazon Web Services) under strict contractual controls. Districts may disable audio retention entirely.

The remainder of this chapter documents each of these commitments in detail.

7.2 Privacy and Security Compliance at a Glance

The table below summarizes Amira's conformance with each element that education agencies, auditors, and privacy frameworks expect of a student data processor. Every element is independently verifiable through Amira's SOC 2 Type II report, executed Data Sharing Agreements, published policies, and district audit rights.

Amira privacy and security compliance elements:

Expected Privacy & Security Element	Amira
Written, board-approved information security program	YES
Independent SOC 2 Type II examination (AICPA Trust Services Criteria)	YES
Encryption of all data in transit (TLS/HTTPS)	YES
Encryption of all data at rest (AES-256)	YES
Role-based access control on the principle of least privilege	YES
Multi-factor authentication for internal system access	YES
Continuous security monitoring and intrusion detection/prevention	YES
Independent third-party penetration testing	YES
Documented, tested incident response plan	YES
Breach notification to the LEA within 72 hours of confirmation	YES
Data minimization: collection limited to educational necessity	YES
Audio stored exclusively in de-identified form	YES
No biometric templates or voiceprints created or used	YES
No sale of student data; no targeted advertising; no marketing profiles of children	YES
No public LLM inference during student sessions; no student data to public AI platforms	YES
Signed Data Sharing Agreement (DSA) offered to every LEA	YES
Subprocessor flow-down contracts imposing equivalent protections	YES
District-controlled data disposition, deletion, and audio-retention settings	YES
Parent/guardian access, review, and correction pathway (via the LEA)	YES
Employee confidentiality agreements and recurring privacy/security training	YES
Alignment with nationally recognized cybersecurity frameworks (NIST CSF, SP 800-53, SP 800-171; AICPA SOC 2)	YES
U.S. data residency for U.S. users; Canadian data residency for Canadian users	YES

EU-U.S. Data Privacy Framework and UK Extension certification for transatlantic data	YES
Recognition of Global Privacy Control (GPC) opt-out signals	YES

7.3 Compliance with Governing Standards: FERPA, COPPA, and GDPR

FERPA (Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g)

Amira operates under FERPA's "school official" exception, 34 C.F.R. § 99.31(a)(1), which permits an LEA to disclose education records to a contractor without individual parental consent when three conditions are met. Amira satisfies all three:

- Legitimate educational interest. Amira performs reading assessment, screening, and tutoring functions the LEA would otherwise perform with its own staff.
- Direct control. Under Amira's Data Sharing Agreement, the LEA retains ownership of all student data and Amira acts only at the LEA's direction.
- Redisclosure limitations. Amira adheres to 34 C.F.R. § 99.33: student data is never redisclosed except as the LEA directs, as the DSA permits, or as law requires.

Amira does not create biometric templates and does not use recordings to identify or authenticate any person; recordings are stored de-identified and used solely for educational purposes. Amira also supports LEA obligations under the Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h.

COPPA (Children's Online Privacy Protection Act, 15 U.S.C. §§ 6501–6506)

Amira complies with COPPA and the FTC's school-authorization framework, under which schools may consent to the collection of personal information from children under 13 where the information is used solely for educational purposes and never for commercial exploitation. In Amira's implementation:

- Only authorized school officials — never students — create and manage student accounts; there is no open registration and no anonymous access.
- All collection is governed by the district agreement and used exclusively for school-authorized educational purposes.
- Amira does not sell children's data, does not use children's data for behavioral advertising, and does not build profiles of children beyond authorized educational purposes.
- If Amira learns it has collected a child's personal information without school consent, that information is deleted.

GDPR, UK GDPR, and the EU–U.S. Data Privacy Framework

For personal data originating in the European Union and the United Kingdom, Amira complies with the GDPR and UK GDPR and is certified to the EU–U.S. Data Privacy Framework (DPF) and the UK Extension, as administered by the U.S. Department of Commerce and enforceable by the Federal Trade Commission. Amira's certification is publicly viewable at dataprivacyframework.gov. Key GDPR-aligned commitments include: a documented lawful basis for each processing activity; processor status under school authority with processing limited to school instructions; data subject rights to access, rectification, erasure, restriction, and objection with defined response timelines; breach notification to supervisory authorities within 72 hours; encryption and technical–organizational measures; a designated Privacy Officer; independent recourse mechanisms and binding arbitration for unresolved complaints; and controls that allow a specific education authority to exclude its data from model training upon written request.

7.4 Amira's Privacy Policy

Amira maintains a unified public privacy policy covering the United States, Canada, the European Union, and the United Kingdom, available at all times at amiralearning.com/amira-privacy. The U.S. School Experience policy is reproduced in substance below (last modified June 29, 2026); the Canadian policy (PIPEDA and provincial law) and the EU/UK policy (GDPR, UK GDPR, and DPF) follow the same architecture with jurisdiction-specific rights and are incorporated into this manual by reference.

Scope and Users

The policy explains how Amira Learning, Inc. collects, uses, and discloses information about users of the Amira App, website, and related services. Users include Children (students under 13 enrolled in districts that make Amira available, who may use only the learning portion of the Services) and Educators (teachers and administrators, who alone can create accounts and subscribe).

Children's Information

Amira does not knowingly collect personal information from Children under 13 without school consent, collects and uses Children's information only as needed for authorized educational purposes, deletes any information found to be collected without consent, never sells Children's personal information, never uses Children's information for behavioral ad targeting, and builds no profiles of Children other than to support authorized educational purposes.

Information Collected

- From Educators: registration information (name, email, school affiliation, grade/classes) and roster information for their students (name, school email/credentials, school, class, grade, language, and optionally a parent email address).
- From Children — audio recordings: when a Child interacts with the Amira App, Amira collects recordings of the Child's voice. Recordings enable Amira's algorithms to understand reading strengths and needs, evaluate progress, customize the experience, and improve Amira's models and the App, subject to the de-identification and training controls described in subsequent sections.
- Automatically: device and log information and analytics from Educator use; and, for Children, in-app activity (stories read, taps, progress) used only to support the internal operations of the Services.

Use and Sharing

Information is used to operate, personalize, and improve the Services; to report reading progress to Educators; to provide support, notices, and (for Educators only) relevant communications; to protect security; and to meet legal obligations. Amira shares information only: with vendors and service providers bound to the commitments of the policy; in response to lawful process; to protect rights and safety; in a corporate transaction where the successor is bound to the policy's commitments; and as aggregated or de-identified data that cannot reasonably identify any individual. Amira never discloses a Child's personal information for marketing or promotional purposes.

Rights, Choices, and Retention

Eligible users may request access, correction, or deletion via Amira's Privacy Rights Request Form or trust@amiralearning.com; students and parents exercise these rights through their school, which verifies identity and authority. Amira honors Global Privacy Control opt-out signals. Unless law requires longer retention, Amira retains personally identifiable information only while the LEA maintains its subscription; upon cancellation or termination, PII is retained sixty (60) days to accommodate subscription lapses and is then destroyed. PII is also destroyed at any time upon LEA request. Amira's Privacy Officer may be reached at trust@amiralearning.com or Amira Learning, Inc., 490 Post St, Suite 500 PMB 2538, San Francisco, CA 94102.

7.5 Student Audio: De-Identified Storage on AWS, and Nowhere Else

Student voice recordings receive the most conservative treatment of any data class in the Amira platform. Two structural rules govern them:

- **Rule 1 — De-identified storage only.** Audio is stored exclusively in de-identified form. Recordings are separated from directly identifying roster information and maintained such that the audio itself does not reasonably identify a specific child. Amira does not create voiceprints or biometric templates from recordings, and recordings are never used to identify or authenticate any person.
- **Rule 2 — A single infrastructure subprocessor.** De-identified audio resides on Amazon Web Services (AWS) infrastructure in the United States (or, for Canadian users, on AWS infrastructure located in Canada). AWS is the only subprocessor with any custody of student audio. Audio files are not provided to, shared with, or made accessible to any other subprocessor, vendor, analytics provider, or third party of any kind. Amira's speech recognition and scoring models are Amira's own and run within Amira's AWS environment — no external speech-to-text service ever receives student audio.

Districts retain full control: audio retention can be disabled entirely at the district's election, recordings are erased on district request, and audio is destroyed pursuant to the retention schedule. Teachers may replay a student's recordings for instructional purposes (for example, demonstrating growth at a parent-teacher conference) through authenticated, role-based access only.

7.6 Security Provisions for Audio, Including Encryption

Audio inherits every control in Amira's SOC 2 Type II security program, plus voice-specific safeguards:

- **Encryption in transit.** Every recording is encrypted using TLS from the moment it leaves the student's device until it reaches Amira's environment; all internal service-to-service transfers are likewise encrypted.
- **Encryption at rest.** Audio at rest is encrypted with AES-256 on AWS storage, with managed key rotation; backups are encrypted to the same standard.
- **Access control.** Access to audio is restricted by role-based access control on the principle of least privilege; Amira personnel access to student records requires senior approval and a specific need; all internal access requires multi-factor authentication and is logged.
- **De-identification at rest.** Stored audio is maintained in de-identified form, so that even in the event of unauthorized storage access, recordings are not linked to an identified child.
- **Monitoring and testing.** Intrusion detection and prevention systems monitor the environment continuously; independent third parties conduct penetration tests; vulnerabilities are scanned continuously and patched promptly.

- **Incident response.** A written, tested incident response plan governs any suspected incident, with notification to affected LEAs within 72 hours of confirmation and cooperation with all required regulatory notifications.
- **Secure destruction.** When audio reaches the end of retention or an erasure request is honored, deletion uses secure protocols (overwriting or cryptographic wiping), including purges of backup media on routine cycles.

7.7 Policy: No Audio Sharing with Any Subprocessor Except AWS

It is Amira's firm policy that student audio files are not shared with any subprocessor except Amazon Web Services, which provides the secured infrastructure on which the de-identified recordings reside. This is a categorical rule, not a default: no analytics vendor, no support platform, no communications provider, no AI service, and no other third party receives student audio, in identified or de-identified form. Where other subprocessors support the platform, they operate on non-audio data classes only. Any future change to this policy would require: (1) advance written notice to every affected LEA; (2) execution of flow-down contractual protections at least as protective as Amira's DSA; and (3) the LEA's opportunity to object and direct otherwise before any transfer occurs. This policy is enforceable by every LEA through the DSA's audit rights and is within the scope of Amira's annual SOC 2 Type II examination.

7.8 Data Sharing Agreement (DSA) Policy and Model DSA

Amira offers — and encourages — a signed Data Sharing Agreement with every school, district, and state education agency it serves. The DSA is the controlling instrument for student data: where its terms conflict with any other writing, including the service agreement, terms of service, or privacy policy, the DSA controls. Amira's model DSA parallels the Student Data Privacy Consortium's National Data Privacy Agreement (NDPA) in structure and substance, and Amira executes NDPA-form agreements with state-specific exhibits wherever a district or state alliance requests. Core DSA commitments include: LEA ownership and control of all student data; Amira's status as a FERPA school official under LEA direction; enumerated authorized uses and a prohibition on all others; no sale of student data and no targeted advertising; parent access and correction through the LEA; law-enforcement request notification; breach notification within 72 hours; LEA audit rights; a cybersecurity framework requirement (NIST and SOC 2); data disposition within 30 days of request; and survival of obligations through any corporate succession, with the LEA holding termination rights over any successor. The complete model DSA follows.

Model Student Data Sharing Agreement (Amira Learning Standard DSA Template, v1.0)

STUDENT DATA SHARING AGREEMENT — Amira Learning Standard DSA Template, Version 1.0

This Student Data Sharing Agreement ("DSA") is entered into on the date of full execution (the "Effective Date") by and between _____ (the "LEA"), located at _____, and Amira Learning, Inc. (the "Provider"), located at 490 Post St., Suite 500, PMB 2538, San Francisco, CA 94102.

WHEREAS, the Provider is providing educational or digital services to the LEA; WHEREAS, the Provider and the LEA recognize the need to protect personally identifiable student information and other regulated data exchanged between them as required by applicable laws and regulations, such as the Family Educational Rights and Privacy Act ("FERPA") at 20 U.S.C. § 1232g (34 C.F.R. Part 99); the Children's Online Privacy Protection Act ("COPPA") at 15 U.S.C. §§ 6501-6506 (16 C.F.R. Part 312); the Protection of Pupil Rights Amendment ("PPRA") at 20 U.S.C. § 1232h; and the applicable student data privacy laws and regulations of the State of _____; and WHEREAS, the Provider and the LEA desire to enter into this DSA for the purpose of establishing their respective obligations and duties in order to comply with applicable laws and regulations. NOW THEREFORE, for good and valuable consideration, the LEA and Provider agree as follows:

A description of the Services to be provided, the categories of Student Data that may be provided by the LEA to Provider, and other information specific to this DSA are contained in the Standard Clauses hereto. In the event there is conflict between the terms of this DSA and any other writing, including, but not limited to, the Service Agreement and Provider Terms of Service or Privacy Policy, the terms of this DSA shall control. This DSA shall stay in effect for the term of the LEA's subscription to Amira unless earlier terminated as provided herein. The services to be provided by Provider to the LEA pursuant to this DSA are detailed in Exhibit "A" (the "Services"). Notices may be given via e-mail or first-class mail to the parties' designated representatives. [Signature blocks and representative designations appear in the executable template.]

STANDARD CLAUSES — ARTICLE I: PURPOSE AND SCOPE

Purpose of DSA. The purpose of this DSA is to describe the duties and responsibilities to protect Student Data, including compliance with all applicable federal, state, and local privacy laws, rules, and regulations, all as may be amended from time to time. In performing the Services, the Provider shall be considered a School Official with a legitimate educational interest, performing services otherwise provided by the LEA. Provider shall be under the direct control and supervision of the LEA with respect to its use of Student Data. The LEA agrees that the Provider is a School Official acting on the LEA's behalf.

Student Data to Be Provided. In order to perform the Services described above, the LEA shall provide Student Data as identified in the Schedule of Student Data, attached hereto as Exhibit "B".

DSA Definitions. The definition of terms used in this DSA is found in Exhibit "C". In the event of a conflict, definitions used in this DSA shall prevail over terms used in any other writing.

ARTICLE II: DATA OWNERSHIP AND AUTHORIZED ACCESS

Student Data Property of LEA. All Student Data transmitted to the Provider pursuant to the Service Agreement is and will continue to be the property of and under the control of the LEA. All copies of such Student Data, including any modifications or additions or any portion thereof from any source, are subject to the provisions of this DSA in the same manner as the original Student Data. As between the Parties, all rights, including all intellectual property rights in and to Student Data, shall remain the exclusive property of the LEA. For the purposes of FERPA, the Provider shall be considered a School Official, under the control and direction of the LEA as it pertains to the use of Student Data.

Parent Access. To the extent required by law, the LEA shall establish reasonable procedures by which a parent, legal guardian, or eligible student may review Education Records and/or Student Data, correct erroneous information, and procedures for the transfer of student-generated content to a personal account. Provider shall respond in a reasonably timely manner (and no later than forty-five (45) days from the date of the request, or sooner where state law requires) to the LEA's request for Student Data in a student's records held by the Provider. If a parent or other individual contacts the Provider directly to review Student Data, the Provider shall refer them to the LEA. Separate Account. If Student Generated Content is stored by the Provider, Provider shall, at the LEA's request, transfer or provide a mechanism to transfer it to a student's personal account. Law Enforcement Requests. Should law enforcement or other government entities contact Provider with a request for Student Data, the Provider shall notify the LEA in advance of a compelled disclosure, unless lawfully directed otherwise.

ARTICLE III: DUTIES OF LEA

The LEA shall: provide Student Data in compliance with all applicable laws; include its "School Official" criteria in its FERPA annual notification of rights where applicable; take reasonable precautions to secure credentials and obtain consents as required by governing law; and promptly notify Provider of any known unauthorized access and assist in investigation and response.

ARTICLE IV: DUTIES OF PROVIDER

Privacy Compliance. The Provider shall comply with all applicable federal and state laws and regulations pertaining to data privacy and security, including FERPA, COPPA, PPRA, the applicable student data privacy laws of the State, and all other applicable laws, as amended. Authorized Use. Student Data, including persistent unique identifiers, shall be used for no purpose other than the Services in Exhibit "A", the purposes authorized in Section 6 of this Article IV, or as stated in the Service Agreement and otherwise authorized under the statutes referred to in this DSA. Provider Employee Obligation. Provider shall require all employees and agents with access to Student Data to comply with this DSA and shall maintain appropriate confidentiality agreements with each. No Disclosure. Provider shall not re-disclose any Student Data or any portion thereof, including user content or other non-public or personally identifiable information, other than as directed or permitted by the LEA or this DSA. This prohibition does not apply to aggregate summaries of De-Identified information, disclosures pursuant to lawfully issued subpoena or other legal process, or to Subprocessors performing services on behalf of the Provider pursuant to this DSA. Provider will not Sell Student Data to any third party.

De-Identified Data. Provider agrees not to attempt to re-identify De-Identified Student Data. De-Identified Data may be used for purposes allowed under FERPA and for: (1) assisting the LEA or other governmental agencies in conducting research and other studies; (2) research and development of the Provider's educational sites, services, or applications, and to demonstrate the effectiveness of the Services; and (3) adaptive learning purposes and customized student learning. Provider's use of De-Identified Data shall survive termination of this DSA or any request to return or destroy Student Data. Except for Subprocessors, Provider agrees not to transfer De-Identified Student Data to any party unless (a) that party agrees in writing not to attempt re-identification, and (b) prior written notice has been given to the LEA, who has provided prior written consent. Prior to publishing any document naming the LEA, the Provider shall obtain the LEA's written approval of the manner in which De-Identified Data is presented.

Consent to Use of Data for Educational Purposes and Product Improvement. The LEA hereby consents to, and authorizes, Provider's use of Student Data for the following purposes, each of which the Parties agree constitutes a legitimate educational interest and use on behalf of the LEA: (1) to provide, deliver, maintain, support, and secure the Services; (2) for adaptive learning and customized or personalized student learning, including generating individualized instruction, practice, feedback, and personalized learning recommendations for students; (3) to generate assessments, screenings, reports, and analytics for the LEA, its teachers, and administrators, and, where applicable, for parents and legal guardians; (4) to maintain, develop, support, evaluate, diagnose, and improve Provider's educational products and services, including improving and training the accuracy and efficacy of Provider's reading assessment, speech recognition, and instructional models; and (5) to demonstrate the effectiveness of the Services. Where Student Data is used pursuant to subsections (4) or (5), Provider shall (a) apply the security and confidentiality protections of this DSA to all such data; (b) De-Identify such data prior to any use or disclosure outside of Provider and its Subprocessors; and (c) not use such data for Targeted Advertising or to Sell Student Data.

Disposition of Data. Upon written request from the LEA, Provider shall dispose of or provide a mechanism to transfer Student Data within thirty (30) days of the request. Upon termination of this DSA, if no written request is received, Provider shall dispose of all Student Data after reasonable prior notice to the LEA. The duty to dispose does not extend to De-Identified Data or data placed in a separate student account. The LEA may employ the "Directive for Disposition of Data" (Exhibit "D"). Advertising Limitations. Provider is prohibited from using, disclosing, or selling Student Data to (a) inform, influence, or enable Targeted Advertising; or (b) develop a profile of a student, family member/guardian, or group, for any purpose other than providing the Services. This does not prohibit adaptive learning, product recommendations to teachers or LEA employees, or notices to account holders about education product updates.

ARTICLE V: DATA PROVISIONS

Data Storage. Where required by applicable law, Student Data shall be stored within the United States. Upon request, Provider will provide a list of locations where Student Data is stored. Audits. No more than once a year, or following unauthorized access, upon written request with at least ten (10) business days' notice and execution of an appropriate confidentiality agreement, the Provider will

allow the LEA to audit the security and privacy measures in place. The Provider will cooperate reasonably with the LEA and any local, state, or federal agency with oversight authority, providing reasonable access to facilities, staff, agents, Student Data, and records. Failure to reasonably cooperate is a material breach.

Data Security. The Provider agrees to utilize administrative, physical, and technical safeguards designed to protect Student Data from unauthorized access, disclosure, acquisition, destruction, use, or modification, shall adhere to applicable data security law, and shall implement an adequate Cybersecurity Framework based on nationally recognized standards set forth in Exhibit "E" (NIST SP 800-53; NIST CSF; NIST SP 800-171; AICPA SOC 2). **Data Breach.** In the event of an unauthorized release, disclosure, or acquisition of Student Data, the Provider shall notify the LEA's designated representative immediately, but not longer than seventy-two (72) hours after confirmation of the incident, including a forensic report, an account of data that may have been compromised, and corrective actions. Notice shall be clear and conspicuous and include the statutory elements (nature of the incident, data types involved, protective steps, contact information, vigilance guidance, dates or date ranges, and any law-enforcement delay). Provider shall maintain a written incident response plan consistent with industry standards and provide a summary on request, and shall cooperate with the LEA to secure Student Data in the event of a breach originating from the LEA's use of the Service.

ARTICLE VI: MISCELLANEOUS

Termination and Survival. The Parties may terminate by mutual written consent; upon termination of the Service Agreement, Provider shall dispose of Student Data pursuant to Article IV, Section 7. Priority of Agreements. This DSA governs the treatment of Student Data and takes precedence over the Service Agreement, Terms of Service, Privacy Policies, or any other writing in the event of conflict. Entire Agreement; Counterparts; Electronic Signatures; Severability; Governing Law and Venue [State/County to be designated]. Successors Bound. This DSA binds successors in interest; the Provider shall give written notice within sixty (60) days after closing of any sale, merger, or disposition, with signed assurance that the successor assumes the DSA's obligations; the LEA may terminate if it disapproves of the successor. Authority; Waiver.

EXHIBIT A — DESCRIPTION OF SERVICES

Amira Learning licenses include access to Amira ISIP Assess and Amira Tutor. Amira Tutor is an AI-based literacy platform that listens to students read aloud, provides real-time feedback and coaching, and generates detailed reports on reading accuracy, fluency, and comprehension. Amira ISIP Assess includes screening, benchmarking, and progress-monitoring tools aligned with current research in the science of reading, including frameworks such as the Active View of Reading and the Multiple Deficit Model, supporting early identification of reading difficulties, including indicators of dyslexia. Participating schools receive access for all students in designated grades, along with teacher and staff training, implementation support, and access to student-level data and reporting tools.

EXHIBIT B — SCHEDULE OF STUDENT DATA

Categories and elements collected, used, or processed: Application Technology Metadata (IP addresses, cookies, browser user agent); Application Use Statistics (metadata on user interaction);

Assessment (reading assessment, screening, benchmarking, and progress-monitoring observation data generated by the Services); Demographics (gender, ethnicity/race, English proficiency status, special education flag/IEP/504, and native or primary language — accepted via district roster if provided; not required); Enrollment (school enrollment, grade level, class enrollment); Schedule (teacher names); Student Identifiers (local district ID, state-assigned ID, provider/app-assigned ID, app username and password); Student Name (first and/or last); Student In-App Performance (reading level, accuracy, fluency, and comprehension measures generated by the Services). The Provider does not collect or process categories or elements other than those identified, and will notify the LEA and obtain any required consent or amendment before collecting any additional categories.

EXHIBIT C — DEFINITIONS (SUMMARY)

The template defines, among other terms: De-Identified Data (records from which all personally identifiable information has been removed or obscured such that remaining information does not reasonably identify a specific individual); Educational Records; LEA; Metadata; Operator; Provider; Student Generated Content; School Official (per 34 C.F.R. § 99.31(a)(1)(i)(B)); Service Agreement; Student Data (broadly defined to include, among other elements, voice recordings, biometric information, and any information that would identify a specific student; excluding anonymized or de-identified data); Subprocessor (a party other than the LEA or Provider whom Provider uses for data collection, analytics, storage, or other service to operate and/or improve its service and who has access to Student Data); Subscribing School; Targeted Advertising; and Third Party.

EXHIBIT D — DIRECTIVE FOR DISPOSITION OF DATA

A standing form by which the LEA directs disposition (partial or complete; by destruction/deletion or by transfer; on a designated schedule or as soon as commercially practicable), executed by the LEA's authorized representative and verified by the Provider's authorized representative.

EXHIBIT E — DATA SECURITY REQUIREMENTS

The Provider has implemented and maintains an adequate cybersecurity program based on the following nationally recognized Cybersecurity Frameworks: National Institute of Standards and Technology — NIST SP 800-53, the Cybersecurity Framework for Improving Critical Infrastructure Cybersecurity (CSF), and Special Publication 800-171; and the American Institute of Certified Public Accountants — Systems and Organization Controls (SOC 2). Any exclusions, variations, or exemptions, and any additional security programs and measures, are detailed in an attachment to Exhibit "E".

7.9 Consents Provided by Districts to Amira

Amira's legal authority to serve students flows from the district, and the consent architecture has three layers:

- **FERPA school-official designation.** By executing the DSA and service agreement, the LEA designates Amira a school official with a legitimate educational interest under 34 C.F.R. § 99.31(a)(1), authorizing the rostering of students and the sharing of education records — including reading performance data and voice recordings —

without individual parental consent, subject to the LEA's direct control and FERPA's redisclosure limits. *In states where Amira is deployed under a statewide contract, the DSA and school-official designation are established through the state agreement, which binds participating districts.*

- **COPPA school authorization.** The school provides consent on behalf of parents for collection of personal information from children under 13, valid because the information is used strictly for educational purposes and never for commercial exploitation, consistent with the FTC's school-consent framework.
- **Enumerated DSA consents.** Article IV, Section 6 of the DSA records the LEA's express consent to five defined uses: service delivery and security; adaptive and personalized learning; generation of assessments, reports, and analytics for educators and families; maintenance, evaluation, and improvement of Amira's reading assessment, speech recognition, and instructional models; and demonstration of service effectiveness — with improvement uses conditioned on de-identification before any use or disclosure outside Amira and its subprocessors, and with targeted advertising and sale categorically prohibited.

Districts additionally control operational consents: enabling or disabling audio retention, directing erasure, authorizing (or declining) any use of their data in model training where state law or district policy so requires, and approving any publication that references the district. Amira supports district-led parent notification and opt-out processes and provides plain-language documentation for families on request.

The Family Educational Rights and Privacy Act (FERPA) generally prohibits SEAs & LEAs from disclosing personally identifiable information (PII) from education records without written parental consent. Congress and the U.S. Department of Education, however, have long recognized that schools do not perform every institutional function with W-2 employees: they engage contractors — for student information systems, learning platforms, assessments, transportation routing, food service, and more — and those contractors necessarily handle education records. The "school official" exception, 34 C.F.R. § 99.31(a)(1), is the legal mechanism that makes this possible while preserving FERPA's protections. The SEA/LEA exception permits disclosure without individual consent to a contractor that (1) performs an institutional service or function for which the school would otherwise use employees, (2) operates under the school's direct control with respect to education records, and (3) is bound by FERPA's redisclosure limitations.

The Exception is grounded in these three well-established characteristics. First, the exception is not a loophole but a deliberately designed, twice-codified regulatory framework — formalized in the Department's 2008 rulemaking, reaffirmed in 2011, and elaborated in a

decade of Department guidance — that conditions the privilege of access on district control and educational purpose. Second, the Exception is the operating basis for the entire American education technology sector: thousands of companies, and by extension the digital infrastructure of nearly every U.S. school district, function as school officials. Amira relies on the industry-standard, Department-sanctioned architecture for student data use. Third, the framework is court-tested and court-sanctioned — in the Supreme Court, in federal district courts, in state attorney general actions, and at the Federal Trade Commission — and it has held. Courts and regulators have policed its boundaries, consistently punishing commercial exploitation of student data while leaving the core educational-outsourcing framework intact. No court has invalidated the school official regulation. The judicial record therefore defines a safe harbor with remarkable clarity: a provider under SEA/LEA control, using data solely for authorized educational purposes, with no advertising or sale, is allowed to receive, process and retain student data.

The school official exception is not a niche arrangement; it is the legal foundation of the American K-12 digital ecosystem. The scale is documented:

- **Tool counts.** Instructure/LearnPlatform's widely cited EdTech Top 40 research, based on billions of usage data points, has found that U.S. school districts access on the order of 2,500 or more distinct edtech tools in a single school year, with thousands of unique products observed across districts nationally. Each tool that touches an education record — a roster, a score, a student work product — operates, if it operates lawfully without individual parental consent, as a school official under § 99.31(a)(1) or under a state-law contract regime built on the same structure.
- **Contract registries.** The Student Data Privacy Consortium's national registry and its state alliances catalog tens of thousands of executed data privacy agreements between districts and providers, the overwhelming majority built on the National Data Privacy Agreement — whose Article I, like Amira's DSA, expressly designates the provider a school official under the LEA's direct control. State registries required by statute (New York's § 2-d supplemental postings, Illinois SOPPA postings, Connecticut's registry) document the same population of vendors on the same basis.
- **The infrastructure layer.** Every category of core district software operates under this framework: student information systems (PowerSchool, Infinite Campus, Skyward), learning management systems (Canvas, Schoology, Google Classroom), productivity suites (Google Workspace for Education, Microsoft 365 Education), rostering and identity providers (Clever, ClassLink), assessment platforms (NWEA MAP, Curriculum Associates i-Ready, Renaissance Star, Amplify mCLASS, Istation/Amira), communications systems, transportation, nutrition, and special-education case management. The U.S. Department of Education's guidance assumes this reality: its

2014 online-services guidance and successors are written to help districts use the school official exception properly, not to discourage its use.

- **Voice and audio specifically.** Audio is not novel within the framework: districts have for decades administered assessments that record student voices through contractors — most prominently the speaking domains of federally required English learner assessments (e.g., WIDA ACCESS, administered and centrally scored by Data Recognition Corporation), along with world-language proficiency tests and reading-fluency tools. The school official/assessment-contractor structure has carried recorded student speech since long before AI entered the conversation.

The significance for any evaluation of Amira is proportionality: Amira's legal basis is the same one on which a typical district relies more than two thousand times over. The relevant question for a district or policymaker is therefore never whether the school official exception is legitimate — the entire sector, with the Department's blessing, answers that — but whether a given provider satisfies its conditions in fact. Sections 3 and 6 document that Amira does, with a contract that implements each condition expressly.

7.10 Challenges and Judicial Precedent

The FERPA framework, and the outsourcing model built on it, have been tested repeatedly across five decades. The precedent sorts into three groups: cases defining FERPA's enforcement architecture, challenges to the regulatory framework itself, and enforcement actions policing the boundaries of school-based consent. Together they yield a consistent doctrine: the framework stands; its abuse is punished.

Gonzaga University v. Doe, 536 U.S. 273 (2002). The Supreme Court held that FERPA's nondisclosure provisions create no personal rights enforceable under 42 U.S.C. § 1983 — there is no private right of action under FERPA. Enforcement runs exclusively through the Secretary of Education's funding-condition authority, administered today by the Student Privacy Policy Office, which investigates complaints and secures voluntary compliance, with fund termination as the ultimate sanction. For the school official framework, Gonzaga means the compliance relationship is institutional: districts answer to the Department, and vendors answer to districts through contract — which is exactly why a rigorous DSA matters so much, since the district's contractual remedies (and § 99.33(e) debarment) are the operative enforcement mechanism against a provider.

United States v. Miami University, 294 F.3d 797 (6th Cir. 2002). The Sixth Circuit confirmed the other half of the architecture: the United States may sue to enjoin violations of FERPA's conditions, and FERPA's protections are real, binding obligations — not precatory. The

pair of 2002 decisions thus establishes that FERPA is enforced vertically (Department to institution) rather than through private tort-style litigation.

Owasso Independent School District v. Falvo, 534 U.S. 426 (2002). The Court held that peer-graded papers are not "education records" before a teacher records them, reading "maintained" to suggest records kept in a central custodial sense. Owasso matters here for its interpretive posture: the Court declined to read FERPA in a manner that would federalize every classroom practice, signaling judicial reluctance to convert FERPA into an instrument that disrupts ordinary educational operations — the same practical spirit that animates the school official exception.

Challenges to the Regulatory Framework

Electronic Privacy Information Center (EPIC) v. U.S. Department of Education, 48 F. Supp. 3d 1 (D.D.C. 2014). The most direct legal attack on the Department's modernized FERPA regulations. EPIC challenged the 2011 amendments under the Administrative Procedure Act, arguing the Department had exceeded its statutory authority in broadening information-sharing definitions. The district court dismissed for lack of Article III standing without reaching the merits. The practical upshot: the Department's regulatory framework — including the 2008 outsourcing codification, which has now governed for nearly two decades — has never been vacated, enjoined, or held unlawful by any court. A regulation of this consequence, in continuous nationwide operation since 2008, unsuccessfully challenged and repeatedly reaffirmed in Department guidance, occupies about as settled a position as administrative law affords.

Policing the Boundaries: Commercial Use Cases and Enforcement

In re Google Inc. Gmail Litigation, No. 13-MD-02430 (N.D. Cal. 2014), and the Apps for Education advertising controversy. Plaintiffs, including student users of Google Apps for Education, alleged that Google's scanning of email content for advertising purposes violated wiretap laws; the litigation revealed that student accounts were subject to content scanning. The court denied class certification, but the reputational and legal pressure produced the structural result: in April 2014 Google announced it had permanently removed ads scanning from Apps for Education. The episode is the sector's foundational cautionary tale, and its lesson is a precise statement of the school official exception's boundary — a provider's authority over student data extends exactly as far as the educational purpose, and commercial exploitation forfeits the framework's protection along with the market's trust.

Balderas v. Google LLC (D.N.M., filed Feb. 2020; 489 F. Supp. 3d 1254 (D.N.M. 2020)). Of particular relevance to New Mexico stakeholders: the state's Attorney General sued Google

over children's data collected through Chromebooks and G Suite for Education, alleging COPPA violations and related state-law claims, and contesting the sufficiency of school-based consent. The federal district court dismissed the COPPA claim at the pleading stage in September 2020, and the matter thereafter resolved with Google undertaking enhanced student-privacy commitments in New Mexico without any judicial ruling invalidating the school-consent framework. The takeaway is two-sided and honest: state attorneys general are active and willing to test edtech data practices — and the school-consent architecture emerged from the test intact, with the enforcement energy directed at transparency and use limits rather than at the framework itself.

United States v. Edmodo, LLC (N.D. Cal. 2023) and the FTC's May 2023 Policy

Statement. The Federal Trade Commission's action against Edmodo is the controlling modern statement of where school-based authorization ends. The FTC alleged Edmodo collected students' personal information and used it for advertising, and unlawfully pushed its COPPA compliance duties onto schools without providing the required notices — resulting in a stipulated order.

State-law overlays. Finally, the states have legislated the same boundary rather than displacing the framework: the forty-plus SOPIPA-family statutes (California Bus. & Prof. Code § 22584 and its progeny), New York Education Law § 2-d, Illinois SOPPA, and their counterparts all presuppose that operators will hold student data under school engagement — and then prohibit precisely the conduct the Google and Edmodo matters involved: sale, targeted advertising, and non-educational profiling. The legislative record thus confirms the judicial one: fifty state legislatures examined vendor access to student data and, rather than abolishing it, codified its conditions.

Synthesis

Across the Supreme Court's FERPA cases, the failed APA challenge, the state AG litigation, and the FTC's enforcement program, one doctrine emerges with unusual clarity. The school official / school consent framework is lawful, settled, and universally relied upon; what courts and regulators punish is its abuse — the use of children's data for the provider's own commercial benefit. Every adverse outcome in the record involves advertising, monetization, or opacity. No adverse outcome involves a provider that confined itself to the district-authorized educational purpose under genuine district control. The precedent therefore does more than permit Amira's model; it maps the exact conduct that keeps a provider safe, and that conduct — no sale, no advertising, no non-educational profiling, district ownership and control, enumerated purposes, transparency, and enforceable contracts — is a description of Amira's Data Sharing Agreement and published commitments.

Application to Amira

Amira operates within the school official exception the way the Department of Education's guidance instructs: the institutional function (reading assessment and instruction) is one districts otherwise perform with employees; direct control is established and operationalized by state or district contract, and § 99.33(a)'s use and redisclosure limits are implemented. Amira sits on the compliant side of every line the precedent draws: it does not advertise, does not sell, does not profile for non-educational purposes, does not shift its own duties onto schools, and documents its practices in instruments districts can enforce and auditors can examine.

When a parent, board member, or legislator asks "who allowed a company to receive my child's reading data without my signature?", the accurate answer has three parts. Congress did, in 1974, when it vested the school-official determination in the educational agency; the Department of Education did, in 2008 and since, when it codified and repeatedly reaffirmed the conditions under which contractors may serve as school officials; and the parent's SEA or LEA did, when it executed an agreement or contract with Amira. Amira is authorized by the same legal act the district performs for the thousands of other tools its students touch each year. The framework has been challenged and has held; its boundaries have been enforced, and Amira honors them. Amira's consent is in its established institutional form — the one federal law has provided for half a century, refined for the digital era, and entrusted to the educational authorities accountable to the communities they serve.

7.11 Subprocessor Policy

Amira engages a deliberately small set of subprocessors and holds each to the same commitments Amira makes to districts. The policy has six elements: (1) Necessity — a subprocessor is engaged only where required to operate, secure, or support the Services (e.g., cloud infrastructure, communications delivery, support tooling); (2) Due diligence — every subprocessor is vetted for security posture, certifications, and legal compliance before engagement and periodically thereafter; (3) Flow-down contracts — every subprocessor executes a data processing agreement imposing confidentiality, security, purpose-limitation, and breach-notification obligations at least as protective as Amira's DSA, with immediate notice required if the subprocessor can no longer meet them; (4) Purpose limitation — subprocessors may process data solely to perform their function for Amira, never for their own purposes, marketing, or advertising; (5) Data-class restriction — student audio is restricted to AWS alone, and no subprocessor receives more data than its function requires; and (6) Accountability — Amira maintains records of all subprocessor transfers, remains fully responsible and liable for subprocessor handling of personal data (including under the

EU-U.S. DPF), and makes its subprocessor list available to LEAs, with notice of changes and the opportunity to object.

7.12 State Legislation: Landscape and Amira's Conformance

Student data privacy in the United States is governed by a lattice of state statutes layered atop FERPA, COPPA, and PPRA. More than forty states have enacted student privacy laws since California's SOPIPA (2014) established the operator model — no targeted advertising, no profiling, no sale, reasonable security, deletion on request — which most states have since adapted. A second wave, exemplified by New York's Education Law § 2-d and Connecticut's Public Act 16-189, added mandatory contract terms, parents' bills of rights, framework-based security requirements, and breach-notification duties. A third wave is now emerging that regulates AI in education specifically: in 2026 alone, 77 bills across 27 states address AI in classroom instruction, including procurement standards, approved-tool lists, and restrictions on training AI systems with student data. Amira's compliance strategy is to conform to the strictest common denominator — the DSA's protections apply nationally, not only where mandated — and to add state-specific riders wherever statute requires. The table below summarizes representative statutes and Amira's conformance.

The table below outlines representative state statutes and Amira conformance. This table is illustrative of Amira's approach across all states; Amira executes state-specific agreements and exhibits wherever required and monitors pending legislation (including New Mexico's LESC recommendations and similar 2026–27 proposals) through its policy team.

Jurisdiction / Law	Core Requirements	Amira Conformance
California — SOPIPA (Bus. & Prof. Code § 22584)	Prohibits targeted advertising, profiling, and sale of K-12 student data; requires reasonable security; deletion on district request.	Amira does not sell student data, serves no advertising, and builds no non-educational profiles; security program and deletion workflows satisfy SOPIPA's operator duties.
California — AB 1159 (2025)	Prohibits operators from using student data to train generative AI systems; expands student privacy protections; creates a private right of action.	Amira maintains per-LEA controls that exclude an LEA's data from model training absent specific written authorization; California deployments operate with training

		exclusions applied consistent with the statute.
New York — Education Law § 2-d / Part 121	Parents' Bill of Rights, supplemental information, NIST CSF alignment, encryption, breach notice, and data-privacy contract terms.	Amira executes § 2-d riders with New York LEAs, publishes supplemental information, encrypts data in transit and at rest, and aligns its security program to the NIST Cybersecurity Framework.
Connecticut — Public Act 16-189	Written contracts with prescribed student-privacy terms; breach notification to districts and the state.	Amira's DSA incorporates the required contract terms, and its 72-hour LEA breach-notification commitment meets the Act's timelines.
Texas — Education Code Ch. 32 (student data) and HB 18 (SCOPE Act)	Student data privacy duties for operators; duties regarding minors' online experience, harmful content, and data collection.	Amira collects only school-authorized educational data, provides no open registration, no advertising, and no unmoderated content, and supports district agreements under Texas law.
Illinois — SOPPA (105 ILCS 85) and BIPA (740 ILCS 14)	SOPPA: written agreements, posted subcontractor lists, breach notice, no sale. BIPA: consent and policy duties for biometric identifiers, including voiceprints.	Amira executes SOPPA-compliant agreements and posts required disclosures. Amira does not create or use voiceprints or any biometric template; recordings are never used to identify a person, placing Amira's processing outside BIPA's biometric-identifier scope while district consent frameworks provide additional cover.
Colorado — Student Data Transparency and Security Act	Contract provisions, transparency lists, collection limits, and destruction duties for school service providers.	Amira's DSA, published data schedule (Exhibit B), and disposition process (Exhibit D) implement each duty.

Idaho — SB 1227 (2026)	Requires AI tool procurement to comply with state and federal privacy law; authorizes an approved-tools list; prohibits AI from replacing teachers.	Amira, a statewide Idaho partner, is designed as a teacher-support tool and satisfies the procurement privacy requirements; Amira supports and participates in approved-tool vetting.
Nevada — AB 406 (2025)	Prohibits public schools from using AI to perform counselor, psychologist, or social-worker functions.	Not applicable by design: Amira performs literacy assessment and tutoring only and performs no counseling or mental-health functions.
New Mexico — PED AI Guidance; LESC 2026 policy recommendations (pending)	Non-binding guidance today; recommendations for AI procurement standards, privacy requirements, and a vetted-tools list are before the Legislature.	Amira operates statewide under PED's assessment program, supports districts' ability to disable audio retention, and has committed to participate in any vetting or evaluation framework New Mexico adopts.
NDPA / SDPC member states (MA, CA, TX, OH, IL, and others)	Standardized National Data Privacy Agreement with state-specific exhibits, adopted by state alliances of the Student Data Privacy Consortium.	Amira's model DSA parallels the NDPA's structure and obligations, and Amira executes NDPA-form agreements, including state exhibits, wherever an alliance district requests them.
Utah, Virginia, Nevada, Colorado, Connecticut (consumer privacy statutes)	State consumer-privacy rights (access, correction, deletion, opt-out) with education carve-outs and FERPA interplay.	Amira's Additional Privacy Notices for U.S. Residents document state-specific rights, and Amira honors verified requests, including Global Privacy Control signals.

7.13 SOC 2 as a Compliance Process, and Amira's Adherence

What SOC 2 Is

Systems and Organization Controls (SOC) 2 is the American Institute of Certified Public Accountants' (AICPA) attestation framework for service organizations that hold customer data. A SOC 2 examination is performed by an independent, licensed CPA firm against the

AICPA's Trust Services Criteria: Security (required), plus Availability, Processing Integrity, Confidentiality, and Privacy as applicable. Amira's examination covers the Security, Availability, and Confidentiality trust services criteria. The framework evaluates the design and operation of controls across risk management, access control, change management, system operations, monitoring, vendor management, and incident response. Two report types exist: a Type I report assesses whether controls are suitably designed at a point in time; a Type II report — the more rigorous standard — tests whether those controls actually operated effectively over an extended observation period (typically 6–12 months), with the auditor sampling evidence throughout. A Type II report is therefore not a questionnaire or self-certification: it is a sustained, evidence-based, independent examination, renewed on a recurring cycle, resulting in a formal attestation report that customers may review under NDA.

Amira's Adherence

Amira maintains SOC 2 Type II compliance, verified by independent auditors. The examination scope covers the systems that process student data — including the storage and handling of de-identified audio — and encompasses: continuous security monitoring across infrastructure and systems; strict access controls to prevent unauthorized data exposure; ongoing risk assessments and vulnerability management; and formalized policies and procedures ensuring operational integrity and transparency. Amira's DSA (Exhibit E) contractually commits Amira to maintain a cybersecurity program based on SOC 2 and the NIST family of standards, making the audit not merely a marketing credential but an enforceable obligation to every LEA. Districts may request Amira's current SOC 2 Type II report through their account representative, and the DSA's audit clause provides an independent verification path.

7.14 Conclusion: All Reasonable Steps to Protect Student Privacy

The question any district, parent, or policymaker is entitled to ask of an education technology provider is simple: are you taking all reasonable steps to protect students? For Amira, the answer is yes, and it is documented rather than asserted. Amira collects the minimum data needed to teach a child to read. It binds itself to every district through a controlling Data Sharing Agreement that makes the district the owner and Amira the school official under district direction. It complies with FERPA, COPPA, and PPRA; with the GDPR, UK GDPR, and the EU-U.S. Data Privacy Framework; and with the full lattice of state student privacy and emerging AI statutes, conforming nationally to the strictest common standard rather than the local minimum.

For the most sensitive data class — a child's voice — Amira goes further than any law yet requires: recordings are stored only in de-identified form, encrypted in transit and at rest, held on a single infrastructure subprocessor (AWS) and shared with no other, never used to build voiceprints or biometric identifiers, never exposed to public AI platforms, erasable on district request, and subject to a district's right to disable audio retention altogether. Model improvement occurs only under express district consent, only on de-identified data, and with per-district training exclusions available and applied wherever law or district policy requires.

These commitments are verified by independent SOC 2 Type II auditors on a recurring cycle, enforced by district audit rights, backstopped by 72-hour breach notification, and administered by a dedicated privacy and security team under a designated Privacy Officer. No responsible steward of children's data can promise that risk is zero; what Amira promises — and demonstrates — is that every reasonable step available to a modern education technology provider has been taken, is being taken, and will continue to be taken. Protecting the children we serve is not a compliance obligation Amira discharges; it is a condition of the trust on which our mission depends.

Part 8: How Amira's AI Works for Every Student

Amira Learning brings together the latest in artificial intelligence, the Science of Reading, and neuroscience to revolutionize the way students' reading is understood and assessed. The human brain is wired for learning, and with AI-powered assessment, we can accurately measure reading ability, surface actionable insight, and give every educator a clear picture of where each student stands.

While many tools claim to assess literacy, Amira stands apart in the accuracy and depth of insight it provides—capturing a detailed, evidence-based picture of how a student reads, not just whether they got a word right or wrong.

This section explains how Amira's AI works to deliver this insight—offering a closer look at the science, technology, and processes that power its ability to assess every reader fairly and accurately.

8.1 The Power of AI in Reading Assessment

Amira employs cutting-edge artificial intelligence to transform how we assess children's reading development. At the core of Amira's assessment is the Reading Error Detection (RED) model, which listens to students read aloud and provides immediate, accurate analysis of their reading abilities—similar to having an expert reading specialist present for every assessment.

Why AI for Reading Assessment?

Amira's AI approach captures hundreds of data points during a single reading session, creating a comprehensive picture of each student's reading abilities. This allows for assessment that goes far beyond a simple correct/incorrect score, surfacing the specific skills a student has mastered and the specific challenges they still face.

8.2 How Does Amira's AI Work?

Reading Error Detection

When a student reads aloud to Amira, the Reading Error Detection (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. It distinguishes

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 the course of 5 years by a highly experienced AI team in collaboration with experts from Carnegie Mellon and Johns Hopkins Universities. It achieves 96% agreement with human expert judgment—equivalent to the inter-rater agreement between two expertly trained teachers scoring the same reading.

What Informs Amira's AI Decisions?

Amira's intelligence stems from extensive training guided by reading science expertise, including:

- Expert annotation of over 10,000 hours of children's reading by trained specialists who understand reading science and the developmental progression of reading
- Rigorous annotation rubrics aligned with reading science and emphasizing the distinction between pronunciation- and reading-related deviations
- Over 5 years of accumulated feedback, through the product, from educators who have re-scored student performance reading with Amira in real classrooms
- Continuous model refinement incorporating this expert and educator feedback

The annotation process is guided by detailed rubrics specifically designed to ensure both accuracy and fairness across all student populations. This approach allows Amira to identify reading challenges aligned with the Science of Reading and deliver a reliable, standardized assessment of each student's reading ability.

8.3 Ensuring Fairness and Accuracy for All Students

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

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

Teacher Partnership

While powerful, Amira's AI doesn't replace educator judgment—it supports it. The system:

- Flags sessions that pose unusual challenges for the RED model for teacher review
- Allows teachers to listen to recordings and verify scores
- Provides detailed insights about student errors and a myriad of reports to inform teachers on student performance and needs

Real-World Impact

Currently used across all 50 states and 19 countries, Amira is actively assessing millions of students. By combining advanced AI for error detection with rigorous expert annotation and educator feedback, Amira provides an accurate, always-available reading assessment—giving every educator the insight they need to support their students.

Part 9: Frequently Asked Questions About Amira Assessments

9.1 FAQs About Amira Assessments

1. Does Amira understand my student's speech issue?

The general rule of thumb is "if you can understand the student, so can Amira." If there is a student with such an acute issue that it would have always taken a specialist to work with them, then that would be the case for Amira as well.

2. What does the assessment status "Early Reader" mean?

Many kindergarten students (and some students in other grade levels) will attempt the assessment and receive a designation of "Early Reader", meaning they were unable to successfully complete a kindergarten-level oral reading fluency passage or read the passage less than 7 WCPM.

3. What does the assessment status "Under Review" mean?

This can be due to a variety of factors – audio, student voice level, background noise, etc. – and is not a cause for alarm. It means that Amira is working on scoring the assessment and will update the student's status within 72 hours. If Amira is unable to score with precise accuracy, the assessment is flagged for human review by Amira staff. If at this point the assessment was unable to be scored, the student's assessment status will say "Reassess". The student will automatically receive the assessment again if it was scheduled in a district window; if not, the teacher should select the student and assign the assessment again.

4. How do I know when to reassess?

If the student's assessment status says "Reassess", which is typically due to a tech issue leading to an invalid score, the student should take the assessment again. If necessary, teachers should assign another assessment, and then watch how the student performs in a distraction-free environment. If something still seems off, let Amira staff know by emailing support@amiralearning.com with the student's name, class, and test date.

5. Do we have to use a headset with a microphone?

Headsets of all types are optional. Most devices have built in speakers and microphones that work great for Amira. She works to lock in on the foreground voice and not pay attention to the background noise. (Although you will hear all the background noise in the audio). Sometimes it is good for a student to have a headset to block out any distractions or to have headsets with a mic to pick up quiet speech. Sometimes teachers prefer to use Amira in a small group setting with headphones for that rotation to help students concentrate.

6. What is the difference between ARM and MAST scores?

ARM (Amira Reading Mastery) is a norm-referenced score that measures overall reading growth compared to national peers and is best used for understanding how a student is performing according to grade level expectations and for tracking progress over time. MAST (Mastery of Academic Standards & Targets) is a criterion-referenced score showing the percentage of grade-level standards a student has mastered and is best used for understanding a students' mastery of grade level standards and instructional planning for standards-based grouping.

7. How often should I use ODAs and SODAs for progress monitoring?

ODAs (full assessments) can be used whenever you need comprehensive reading data outside of scheduled benchmark windows. SODAs (5-7 minute targeted assessments) are ideal for frequent progress monitoring in MLSS settings – weekly for intensive intervention students, bi-weekly for moderate challenges, monthly for students performing on grade level.

8. What does Estimated Mastery tell me that other scores don't?

Estimated Mastery provides real-time probability estimates of skill mastery that update with every student interaction, allowing you to monitor incremental changes between formal assessments rather than waiting for quarterly tests.

9. How should I interpret the RYGG color coding in reports?

- Red: Student needs intensive instruction on this skill
- Yellow: Continue current instruction and monitor progress
- Green: Student has mastered this skill, move to next level
- Grey: Need more assessment data to determine mastery level

9.2 Help and Support

Have a question that has not yet been answered? Amira provides ongoing technical assistance through a dedicated helpdesk available during school hours, supporting both educators and administrators with troubleshooting, account management, and implementation issues. This support includes real-time guidance during assessment windows and continuous access to technical resources.

- Chat with Amira or ask to speak with an agent to get connected with a member of Amira's support team
- Search the [help center](#) to find an article
- Email support@amiralearning.com

Appendix A: Amira Assessment Administration Script

High-Stakes Testing Protocol

Pre-Assessment Setup Script

- Say to students: "Today you will be taking an important reading assessment called Amira. This assessment will help us understand how well you are reading. I want you to do your best work, but don't worry if some parts seem challenging."
- Check equipment: Ensure each device is fully charged, connected to stable internet, and has Amira loaded and ready.
- Verify student information: Confirm each student's name and ID are correctly entered in the system.

Assessment Introduction Script

Read aloud to students:

- "Good morning/afternoon. Today you will be taking the Amira reading assessment. This is an important test that helps us understand your reading skills.
- Here's what you need to know:
 - You will read passages aloud to the computer.
 - The computer will listen to you read and may ask you questions.
 - Take your time and read carefully.
 - If you don't know a word, do your best to sound it out.
 - If you make a mistake, you can keep going.
 - Raise your hand quietly if you have a technical problem.
- Are there any questions before we begin?"

If using a headset with a mic (recommended), address any questions, then continue:

"Please put on your headphones and make sure they fit comfortably. The attached mic should be in front of your mouth. You should be able to hear me clearly through them."

Test audio: "Can everyone hear me clearly? Give me a thumbs up if your headphones are working properly."

During Assessment Monitoring Script

Monitor students by:

- Walking quietly around the room
- Ensuring students are on task
- Watching for technical issues
- Taking notes on any disruptions or problems

If a student raises their hand: "I'll be right with you." (*Approach quietly and speak in a whisper*)

For technical issues: "Let me help you with that. Stay calm while I fix this problem."

If a student asks about content: "Do your best with that part. Remember to sound out words you don't know."

Do NOT:

- Give hints about reading content
- Help with pronunciation or word recognition
- Allow students to restart unless there's a technical issue
- Permit talking between students

Post-Assessment Script

When students finish: "Please raise your hand when you see the 'Assessment Complete' message. Keep your headphones on and wait quietly."

To individual students who finish: "Great job! Please close your device and wait quietly for others to finish."

When all students are done: "Excellent work, everyone! You all tried your best, and that's what matters most. Please carefully remove your headphones and place them on your desk."

Documentation Requirements

Complete immediately after assessment:

1. Date and Time: _____
2. Duration: Start: _____ End: _____
3. Students Present: ____ of ____ enrolled students
4. Technical Issues: ☐ None ☐ Internet connectivity problems ☐ Device malfunctions ☐ Audio issues ☐ Other: _____

5. Environmental Disruptions: ☐ None ☐ Noise from hallway/outside ☐ Interruptions from visitors ☐ Fire drill/emergency ☐ Other: _____
6. Student Issues: ☐ None ☐ Student illness during assessment ☐ Student behavioral concerns ☐ Student required assistance ☐ Other: _____

Administrator Signature: _____ Date: _____

Emergency Procedures

If fire alarm sounds: "Everyone stop what you are doing. Leave your devices open and line up quietly at the door. We will continue when we return."

If a student becomes ill: "Please raise your hand. [Name], please go to the nurse. We'll make sure you can finish your assessment later."

If technology fails completely: "Please remain calm. Close your devices and place them on your desk. We will reschedule this assessment."

Appendix: Frequently Asked Questions

Q: What if a student finishes much earlier than others?

A: This is normal. Have quiet activities ready for early finishers.

Q: Can students use scratch paper?

A: Only if specifically allowed by your district's testing protocol.

Q: What if a parent interrupts during testing?

A: Politely ask them to wait outside and speak with them after assessment is complete.

Q: How do I handle a student who refuses to participate?

A: Document the refusal and follow your school's protocol for non-participation.

This script must be followed exactly as written. Any deviations should be documented and reported to the assessment coordinator immediately.