

Amira ISIP

User Manual

ABSTRACT

The *Amira ISIP 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

2025-2026 School Year

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Part 1: General Information

1.1 Overview of Amira ISIP

Amira ISIP is a unified assessment that serves as :

- 1) a universal screener,
- 2) A dyslexia screener. And
- 3) a benchmark assessment.

Amira ISIP performs these three functions in a single interaction with the student. Additionally, Amira ISIP can be used as a progress monitoring tool.

Amira ISIP should be administered at the beginning-of-year (BOY), middle-of-year (MOY) and end-of-year (EOY) to deliver essential data at key checkpoints.

1. Universal & Dyslexia Screening

Universal screening in Amira ISIP is an online computer-based test for Kindergarten to Grade 8 students. In approximately 20 minutes Amira ISIP assesses a range of early literacy skills and identifies students at risk of reading difficulties, including dyslexia.

The New Mexico Public Education Department [requires](#) all first grade students to be screened for dyslexia. Amira ISIP is a state approved dyslexia screener.

The universal screener has been configured by NMPED. This screener integrates early literacy assessment with dyslexia screening, aligning with state requirements.

2. Benchmark Assessment

Amira ISIP also serves as a Benchmark Assessment, offering insights into student growth and detailed data aligned with state standards and school curricula. It is designed for grades PreK-8. Growth and mastery metrics are produced from the constructs covering 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 outside of the district set benchmark windows. These ODAs automatically function as progress monitors, but inherit the window's designation when used within established periods.

The third method leverages Amira Tutor, where teachers simply allow students to log in 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

The Amira ISIPment includes the following task combinations. As shown in the table below, the NM PED has configured task combinations for each grade. These vary in order to assess students in an age appropriate and standards-based way.

- **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).
 - **Phoneme Substitution:** Students will perform a phoneme substitution to either the first or last phoneme in the consonant-vowel-consonant (CVC) words.
- **Phonological Working Memory:** The Nonsense Word Repetition 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.

The table below outlines the assessment tasks configured by NMPED across grade levels.

✓ = task is required ○ = task is available to adaptivity

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
Phoneme Segmentation		○	✓	✓	○						1 min
Phonological Deletion/Elision		○	✓	✓	○						1 min
Phoneme Substitution		○	✓	✓	○						1 min
Blending	✓	✓	○	○	○						1 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

1.3 Language Configuration

Amira ISIP Assess will be assigned in English. District administrators should set default language settings for student assessments to English in "Assessment Configuration" on the admin home page.

*Please note: For students who will assess in Spanish, they will use the Amira ISIP Lectura assessment. This assessment automatically populates the 1st day of each month and does not require setting assessment windows or configuring language..

Teachers can choose whether Amira delivers instructions in English or Spanish during the Amira ISIP Assess, ensuring alignment with each student's language needs.

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

1.4 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. Details are also available in the [ODA/SODA Practitioner's Guide](#).

Understanding On-Demand Assessments (ODAs)

An On-Demand Assessment (ODA) is a full Amira ISIP that can be administered 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, if districts did not set up progress monitoring windows, or to reassess when prior data may be invalid or incomplete.

Key Features of ODAs:

- Typically takes 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 windows, 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 short, targeted formative assessment designed to help teachers track progress on specific reading skills. These fixed-form assessments are ideal for progress monitoring in Multi-Layered System of Supports (MLSS) and Response To Intervention (RTI) settings and offer a quick, focused view into how students are growing in a particular area.

Key Features of SODAs: in

- Targets a single reading skill through fixed-form assessment
- Takes approximately 5–7 minutes to complete
- Generates tracking metrics to support growth monitoring, without replacing benchmark data

Available SODA Constructs and Tasks

The following table outlines the specific reading skills (constructs) that can be assessed using a SODA, along with the corresponding tasks included in each subtest:

Construct	Tasks
Alphabetic Decoding	Word Identification, Pseudoword Identification
Letter Knowledge	Letter Names, Letter Sounds
Phonological Awareness	Blending, Segmentation, Deletion, Substitution
Vocabulary	Oral Reading Fluency, Receptive Vocabulary
Spelling	Spelling
Fluency	Oral Reading Fluency Passage

Construct	Tasks
Reading Comprehension	Oral Reading Fluency Passage, Reading Comprehension Questions

Common Use Cases for SODAs:

SODAs are commonly used to monitor progress for students in Tier 2 or Tier 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 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.

Understanding SODA Scoring and Limitations

SODA Scoring Process: When a student completes a SODA, the original Amira ISIP score remains unchanged, a new subtest score is generated, and the SODA tracking metric will reflect the percent correct for most subtests. This tracking metric is distinct from the norm-referenced subscore produced from a regular assessment. Regular assessments will also produce this SODA tracking metric, allowing for comparability between regular assessments and SODAs.

Important Limitations: SODA tracking metrics from regular assessments and standalone SODAs may not be directly comparable for high-performing students due to differences in item difficulty between the different types of assessments. In a regular assessment, high-performing students may "gate into" more difficult items, which can lower their percent correct on those items, making their SODA tracking metric appear artificially low even though their norm-referenced subscore is high.

For this reason, SODA tracking metrics should only be used with lower-performing students for progress monitoring, where item difficulty is a better match for student skill level. Educators should rely on SODA tracking metrics primarily to monitor growth in targeted skills for students receiving intervention—not to compare performance across the full student population.

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 Access to Results: Results from SODAs will appear in the Student Summary Report starting in September 2025.

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

Tracking Report in their Amira Teacher 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.

1.5 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 comprehensive, norm-referenced measure that synthesizes a student's Words Correct Per Minute (WCPM) and accuracy into a single developmental scale score. 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 (0-100%) that tracks a student's mastery of state-specific, grade-level standards. 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.

1.6 Understanding Amira's Assessment System

Amira ISIP is a new, third-generation assessment system. 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:

- It is based on direct observation of oral reading and makes in-test adjustments to the test protocol based on these observations.
- 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

NMPED has selected 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

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 outline.

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

1.7 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-layered assessment model: benchmark, formative (tutoring), and on-demand

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

For School Administrators:

- Monitor Assessment Classification and growth across all Levels using Admin Dashboards
- Support fidelity of use by tracking usage metrics (e.g., minutes read, story completion)

For District Leaders:

- Use Amira data to evaluate Layers 1, 2 & 3 efficacy, identify areas of strength and need across grades, plan supports for grades and schools
- Monitor tutor usage

Implementation Framework

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

1. Assessment Scheduling: Configure benchmark windows
2. Teacher Professional Development
3. Monitor & Adjust: Use dashboards for monitoring student growth and system fidelity checks

Part 2: Teacher Administration Experience

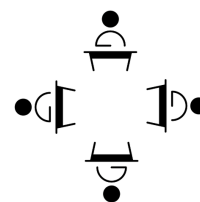
Successful implementation of Amira assessments requires careful preparation and thoughtful administration to ensure accurate, reliable results that truly reflect student reading abilities. This section provides comprehensive guidance for teachers and administrators on setting up optimal testing environments, 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.



- **(Optional) Utilize headphones:** Although headphones are optional, they are highly recommended in assessment administration settings that include more than 5 students. Headphones can be helpful to reduce ambient noise. Headphones with a mic can help pick up the voice of students who speak very softly.
[Headset Options](#)
- **[Technology Requirements](#) for Amira Assessment:** Amira ISIP 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
 - Tablets (e.g., iPads, Android tablets).
- **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 in noisy environments)
 - **[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.
 - Clear cookies & cache.
 - 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 on their [Growth Dashboard](#).

2.2 Assigning an Assessment Overview

Districts will set up assessment benchmark windows (BOY, MOY, EOY), 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 progress monitor windows, or if a teacher needs to reassess or schedule an assessment outside of the district benchmark windows, 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 Progress Monitoring, On-Demand, or Subtest On-Demand Assessment. Students will automatically receive the assigned assessment upon their next login.

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

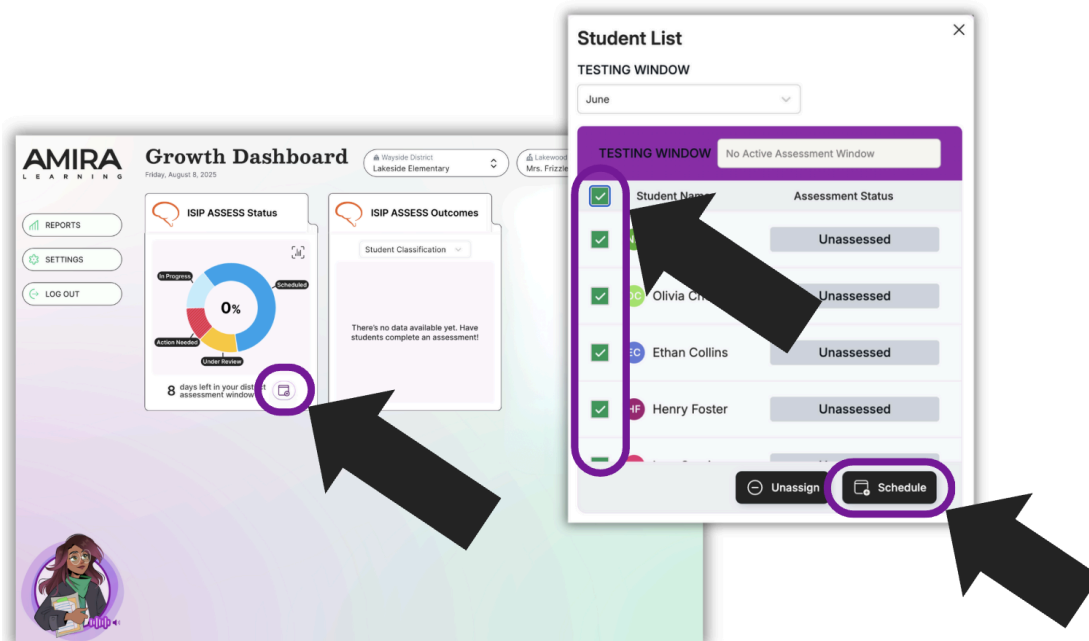
As students complete their assessment, the graph on the Assessment widget will show the percentage of students who are in progress, complete or have not started the assessment. Clicking on the graph shows a detailed breakdown of each student's Assessment Status.

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:

1. From the Growth Dashboard, click the **Calendar** icon on the ISIP Assess Status Widget.
2. Select the testing window from the dropdown menu.
3. Click student name(s) or the whole class.
4. Click **Schedule**.



5. Use the instructions dropdown to indicate Amira's language for providing instructions on the student's English assessment.
6. Click Create to schedule the assessments.

Schedule an On Demand Assessment

On demand assessments are given to students upon their next login and expire at the start of the next assessment window.

TESTING WINDOW
Period 11 (current)

☐ **Assessment is a Benchmark**
(if unchecked, assessment will be treated as progress monitoring)

Student Name	Assess On	Sessions	Instructions Language
Ashley White	English	1	English

Cancel
 Create

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 in the tracking report 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.
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.
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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, try these common troubleshooting tips:
 - Close out multiple tabs on the device so that only Amira is open.
 - Clear cookies & cache.
 - 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 <u>content</u> 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 <u>instructions</u> of the assessment	"Listen to Amira's directions again." "Amira wants you to ____"	DO NOT coach students in any way. DO NOT help students by

Context	What to say:	What NOT to say:
	(ex. read this word, choose an answer, etc.)"	providing example reading or answers.
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](#).

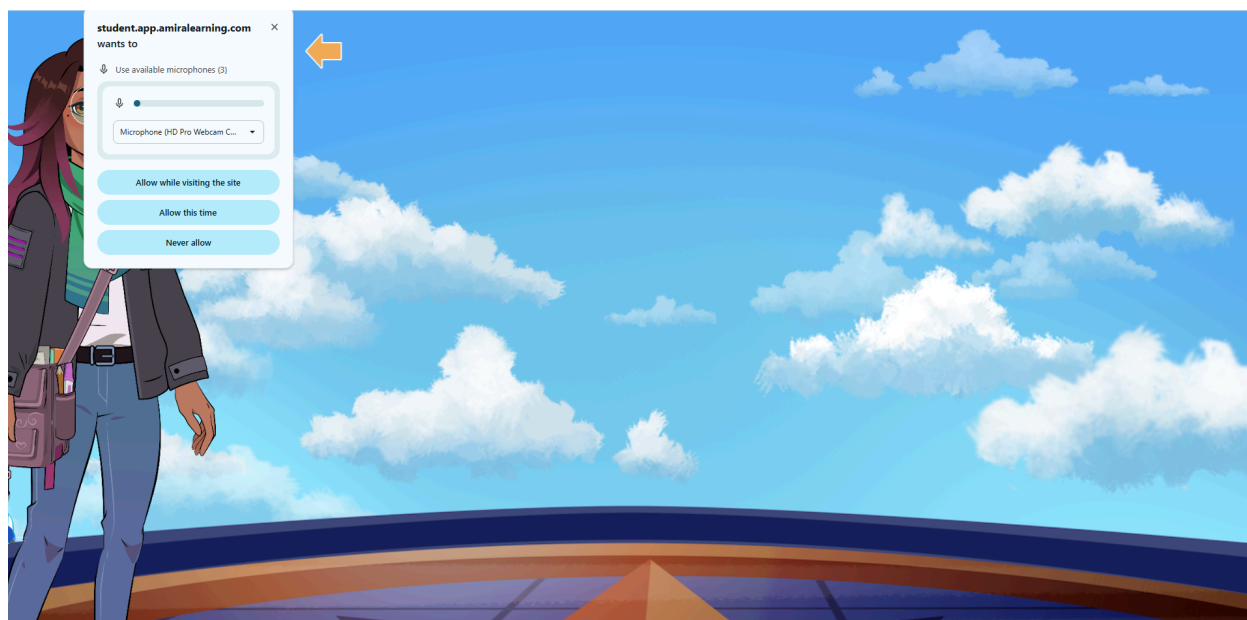
Part 3: Student Administration Experience

3.1 Overview of the Student Assessment Experience

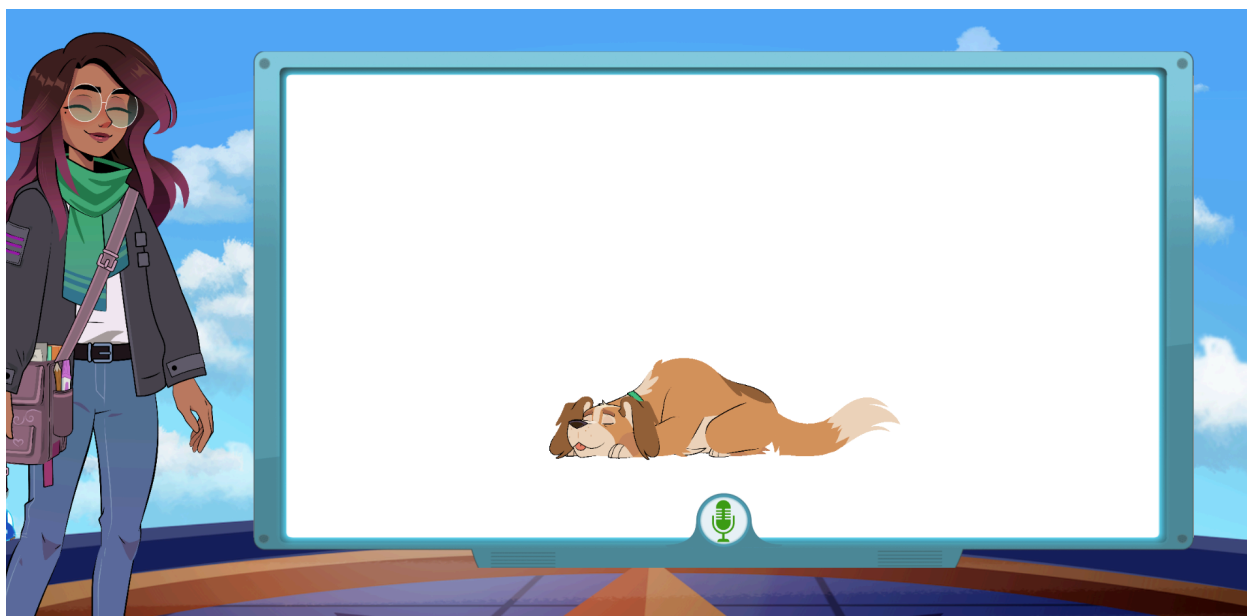
Students are welcomed into the assessment by the avatar, Amira. She explains the student will be taking an assessment and encourages them to do their best.

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

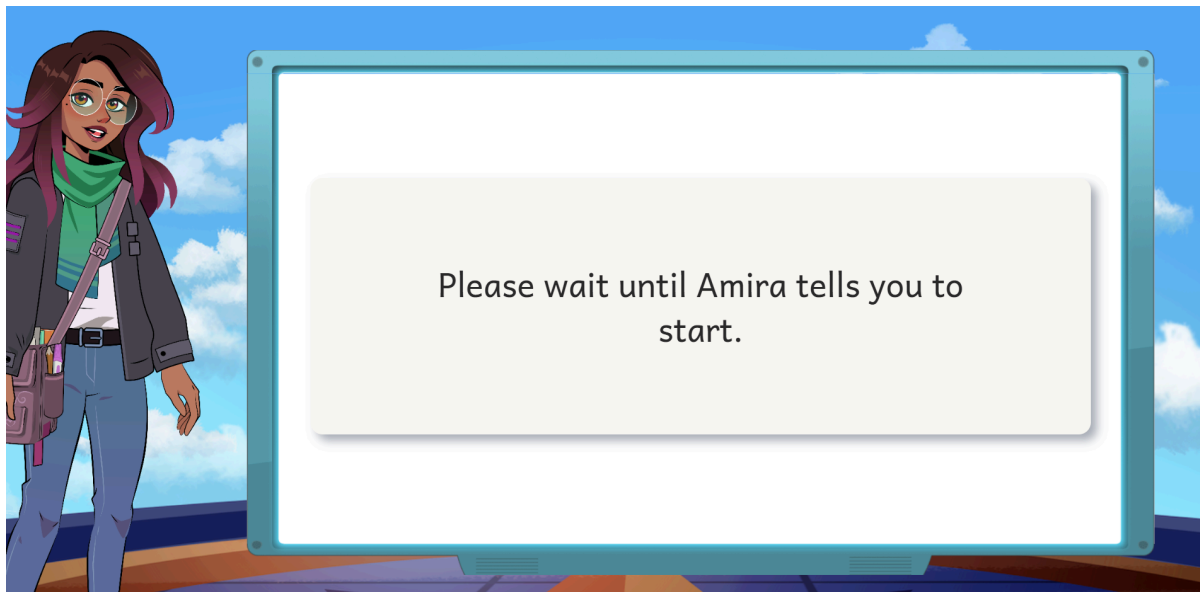
Students might be prompted to: turn on their microphone, speak louder, or adjust something. By walking through troubleshooting with students, Amira is taking the burden away from teachers and improving the experience and reporting across the classroom. Children will be more successful with Amira and 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.



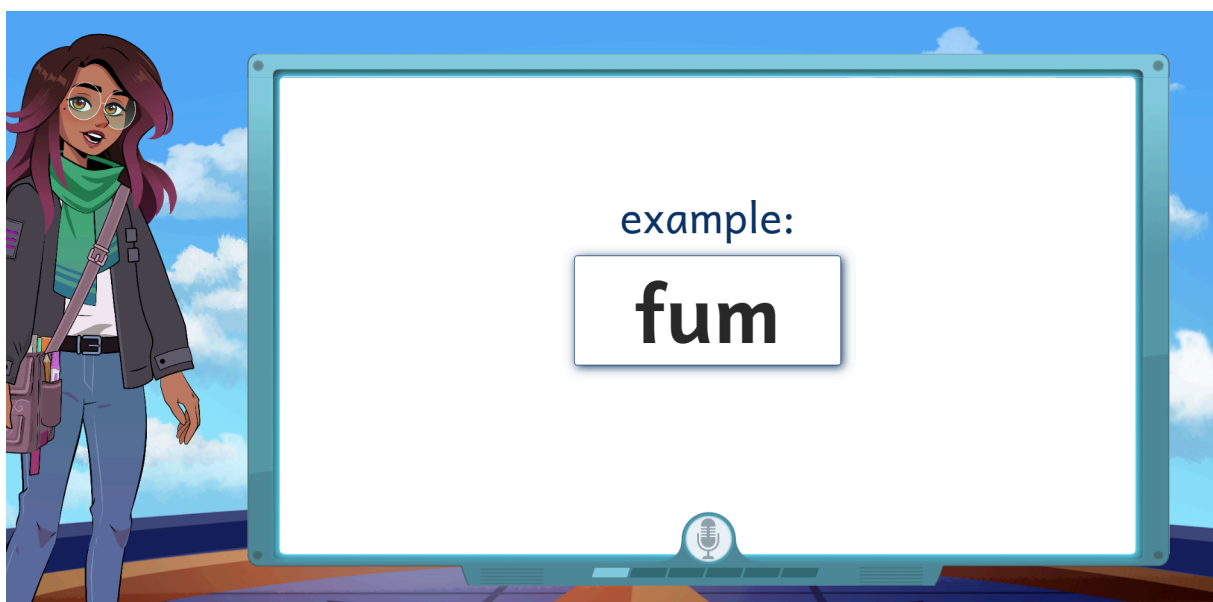
For lower grade students, Amira encourages students to speak loud enough in order to “wake up” Spot, the playful avatar dog, adding a fun and engaging element to the experience.



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. There are opportunities to have directions repeated.



Amira explains pseudo-word decoding by modeling the pronunciation of “fum” as: f → /f/, u → /ʌ/, m → /m/.

The Oral Reading Fluency (ORF) passage will automatically be aligned to the student's grade level text for that time of year (BOY, MOY, EOY). If it is too difficult after 60 seconds, Amira will "downlevel" to the preceding grade level passage. For example, a non-reading first grader would take the first grade ORF and "level down" to the Kindergarten passage. If they can't read the Kinder text after a minute, Amira will close out and thank the student while knowing they are now an "Early Reader." Similarly, if it is too easy, if the student reaches an established threshold of speed and accuracy, the text is adjusted to a higher level.

Amira ISIP administers an Oral Reading Fluency (ORF) task to assess students' ability to read words in the context of a passage, employing accuracy, prosody, and speed metrics, including Words Correct Per Minute (WCPM). The assessment presents a grade-level passage without images, divided into sections. The student reads one section at a time and then proceeds to the next. If the student struggles to read fluently, the text is adjusted to a lower level. If the student reaches an established threshold of speed and accuracy, the text is adjusted to a higher level. If the student demonstrates significant struggle throughout other tasks on the assessment, Amira may bypass the Oral Reading Fluency passage entirely if it is determined the student cannot productively engage with it. This will only occur if the district has a blueprint where ORF is not required for the grade level. Typically, Amira provides enough text for the student to read for 90 seconds to 4 minutes. Once the student finishes a section, Amira allows them to move on to the next block of text.

After the assessment, students' ongoing practice with Amira Tutor will align with their performance outcomes. Amira Tutor will provide reading materials that are tailored to each student's 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

Criteria	Conformance Level
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
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
Paper-Based Administration	Enable students with a range of special needs to receive a non-digital test administered by the teacher or a specialist. This paper-based version is NOT designed to be utilized with students identified as non-verbal receiving services.	Yes
Amira ISIP for Non-verbal Students	This is a digital assessment designed for students who are designated as non-verbal on their IEP. The Non-Verbal test consists of a subset of Amira ISIPs tasks which are receptive (do not require the student to do oral reading or talk).	Yes
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 do not 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

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"

How to change instructions for English Tasks to Spanish

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 should be used when a student cannot be “fairly” tested using the digital interface. Because Amira does not rely on keyboard input and is a purely 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.

Here are step-by-step instructions on how to administer a paper pencil assessment:

Amira ISIP Reading Assessment Grade 1 by AMIRA L E A R N I N G	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Letter</th> <th style="text-align: left;">Correct Answers</th> <th style="text-align: left;">Letter Name Score (0, 1)</th> <th style="text-align: left;">Letter Sound Score (0, 1)</th> </tr> </thead> <tbody> <tr><td>U u</td><td>/ʊ/</td><td></td><td></td></tr> <tr><td>K k</td><td>/k/</td><td></td><td></td></tr> <tr><td>S s</td><td>/s/</td><td></td><td></td></tr> <tr><td>Y y</td><td>/y/ /ɪ/ or ɛ/</td><td></td><td></td></tr> <tr><td>P p</td><td>/p/</td><td></td><td></td></tr> <tr><td>E e</td><td>/e/</td><td></td><td></td></tr> <tr><td>D d</td><td>/d/</td><td></td><td></td></tr> <tr><td>Z z</td><td>/z/</td><td></td><td></td></tr> <tr><td>I i</td><td>/ɪ/</td><td></td><td></td></tr> <tr><td>X x</td><td>/x/</td><td></td><td></td></tr> </tbody> </table>	Letter	Correct Answers	Letter Name Score (0, 1)	Letter Sound Score (0, 1)	U u	/ʊ/			K k	/k/			S s	/s/			Y y	/y/ /ɪ/ or ɛ/			P p	/p/			E e	/e/			D d	/d/			Z z	/z/			I i	/ɪ/			X x	/x/		
Letter	Correct Answers	Letter Name Score (0, 1)	Letter Sound Score (0, 1)																																										
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1. **Student Approval & Materials Access:** Once a student is verified to receive a paper/pencil assessment accommodation, your district administrator will provide you with a link to the assessment materials. The paper form of Amira ISIP is available [here](#).
2. **One-to-One Assessment Administration:** The assessment must be conducted one-on-one with the student to ensure comparability with Amira digital assessment interactions. Use the scoring portion of the assessment booklet to record all item-level responses during the session.
3. **Submit Scores:** The teacher or assessment proctor will submit the student's scores via Google Form.

After administering the assessment:



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	☐	☐

1. Access the Google Form provided for the specific paper-based version.
2. Complete the form carefully and accurately, including your work email address and the student's identifiable number (ID).
3. Transfer the item-level scores recorded from the teacher booklet into the digital google form.
4. A script will run daily to generate the student's overall score and subscores.
5. The results will be emailed to the teacher or a designated district staff member.
6. Whoever receives the score report must manually enter the student's scores into the product platform. View this [walkthrough](#) for step-by-step directions.

What tasks are included in the Paper/Pencil Assessment?

The paper-based assessment is a comprehensive version of the Amira 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

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. To ensure sufficient time for production and shipping, please contact your district/State representative as early as possible to request Braille materials. Request Braille [here](#).

Accommodation: Pausing and Extended Time

Goals:

1. Provide additional time or 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: Retest

Please follow the guidance in the [NMPED Amira ISIP Irregularity Process for Benchmark Months](#)

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 slide decks provided on the [Teacher Resource Hub](#) and here: [Slide Deck for PreK-4](#) and [Slide Deck for Grades 5- 8](#).
- Teach students key points for reading with Amira as outlined in the slide decks provided. Use [this video](#) 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.

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 for Directions	If a student speaks Spanish at home teachers can configure the instructions to be given in Spanish.	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.	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	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
	setting.	
Braille Test	A student receiving their typical reading instruction and practice in Braille should be offered a Braille assessment.	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.
Amira ISIP for Non-verbal students	A student designated as non-verbal in their IEP should be given the special NonVerbal assessment.	Amira ISIP NonVerbal is a specially configured version that only employs receptive tasks. In other words, this is a version of Amira that does not require spoken inputs. This version should be used in conjunction with other data points to make a risk classification.

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.

Assigning The Amira ISIP Non-Verbal Assessment

Assigning a Non-Verbal Assessment is simply a configuration of the standard assignment process.

District Assigned:

First go to the “settings” tab on the admin dashboard. Then choose “Assessment settings.” Under “Digital Assessment”, choose “Nonverbal” for student(s) who need the nonverbal assessment.

AMIRA [back to dashboard](#) Manage Amira Settings

Assessment Settings Tutor Settings Classroom Management

Configure Assessment
Your district's default configuration for bilingual students is to assess in **Spanish Only**.

Student Name	Student Language	Bilingual Configuration	Instructions for English Tasks:	Digital Assessment:
Sample Student	English	N/A	English	On
Sample Student2	English	N/A	English	On - Nonverbal Student
Sample Student3	English	N/A	English	Off - Paper & Pencil Only
Sample Student4	English	N/A	English	On

[Cancel](#) [Save Changes](#)

Finally, click Save Changes:

AMIRA [back to dashboard](#) Manage Amira Settings

Assessment Settings Tutor Settings Classroom Management

Configure Assessment
Your district's default configuration for bilingual students is to assess in **Spanish Only**.

Student Name	Student Language	Bilingual Configuration	Instructions for English Tasks:	Digital Assessment:
Sample Student	English	N/A	English	On
Sample Student2	English	N/A	English	On - Nonverbal Student
Sample Student3	English	N/A	English	Off - Paper & Pencil Only
Sample Student4	English	N/A	English	On

[Cancel](#) [Save Changes](#)

Remember to save changes

Teacher Assigned:

First, go to the Teacher Dashboard. Then click on “Settings.”

AMIRA [back to dashboard](#)
Manage Amira Settings

HOME REPORTS **SETTINGS** LOG OUT

Assessment Settings Tutor Settings Classroom Management

Configure Assessment
Your district's default configuration for bilingual students is to assess in **Spanish Only**.

Student Name	Student Language	Bilingual Configuration	Instructions for English Tasks:	Digital Assessment:
89 Sample Student	English	N/A	English	On
89 Sample Student2	English	N/A	English	On - Nonverbal Student
89 Sample Student3	English	N/A	English	Off - Paper & Pencil Only
89 Sample Student4	English	N/A	English	On

Cancel Save Changes

Under “Digital Assessment,” choose Nonverbal for student(s).

Finally, click **Save Changes**.

AMIRA [back to dashboard](#)
Manage Amira Settings

HOME REPORTS **SETTINGS** LOG OUT

Assessment Settings Tutor Settings Classroom Management

Configure Assessment
Your district's default configuration for bilingual students is to assess in **Spanish Only**.

Student Name	Student Language	Bilingual Configuration	Instructions for English Tasks:	Digital Assessment:
89 Sample Student	English	N/A	English	On
89 Sample Student2	English	N/A	English	On - Nonverbal Student
89 Sample Student3	English	N/A	English	Off - Paper & Pencil Only
89 Sample Student4	English	N/A	English	On

Remember to save changes

Cancel Save Changes

That's all there is to it.

Amira's Evidence for Alternative Assessments

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:

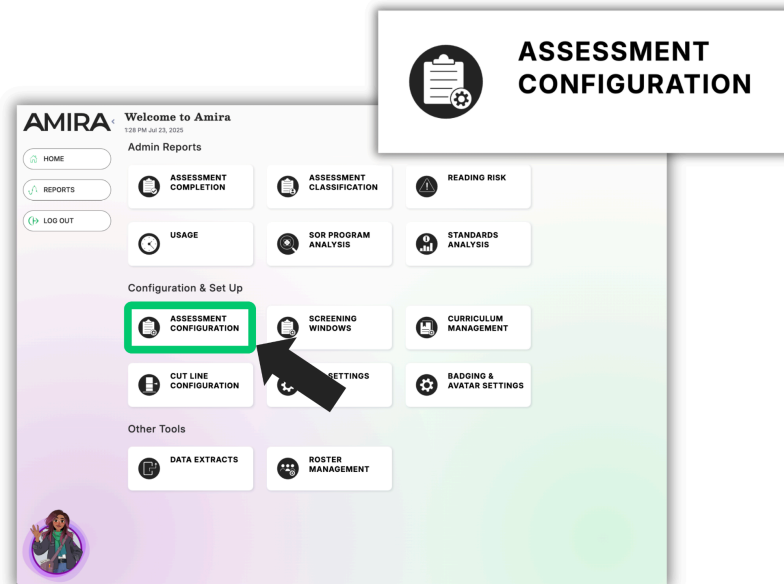
- If a 504 or IEP requires it.
- If a student struggles with technology and cannot be supported with teacher assistance.

Part 4: District Configuration Settings and Administration Experience

4.1 Assessment Configuration Settings: Step-by-Step Directions

Amira's assessment features have been customized to meet state requirements. District and School administrators do not have the ability to configure the tasks, as they have been determined and set by the PED. Districts and administration can set their windows for the 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, your campus or district assessment configuration and assessment tasks will pre-populate with the PED configuration.

Campus Assessment Configuration

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

New Mexico

3. The task configuration for each grade level has already been set by the PED. No action is required on your part.

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	5	6	7	8
RAN English & Spanish	On	On	On	On	On	OFF	OFF	OFF		
Phoneme Segmentation English Only	OFF	On	On	On	On	OFF	OFF	OFF		
Phonological Deletion/Elision English Only	OFF	On	On	On	On	OFF	OFF	OFF		
Phoneme Substitution English Only		On	On	On	On					
Phonological Working Memory English Only	On	On	On	On	On					
Blending (Legacy ISIP PA) Varies	On	On	On	On	On					
Letter Naming English Only	On	On	On	On	On					

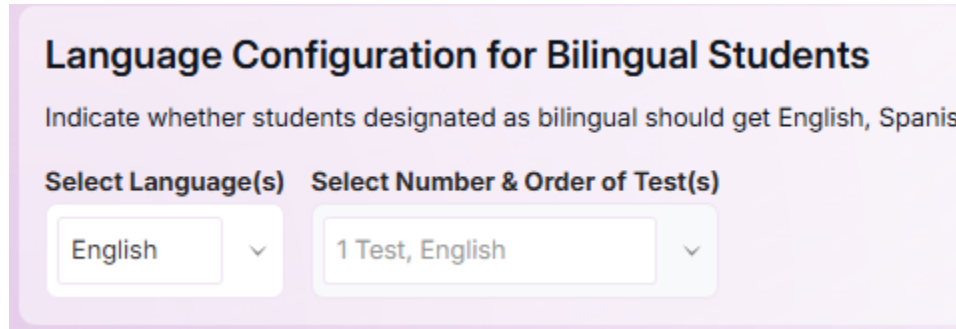
- Rapid Automatized Naming (RAN) has been set by the PED. No action is required on your part. Students will first receive the RAN type indicated in Primary Type. If they are unable to make progress in the Primary RAN task, Amira will automatically adapt to the Secondary Type.

Rapid Automatized Naming Configuration

Select which type of RAN tasks you will use in your assessment for each grade

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

5. Language Configuration for students must be set to **English only**. This configuration may require action on your part if it is defaulted to “Spanish” or “Both.”



Language Configuration for Bilingual Students

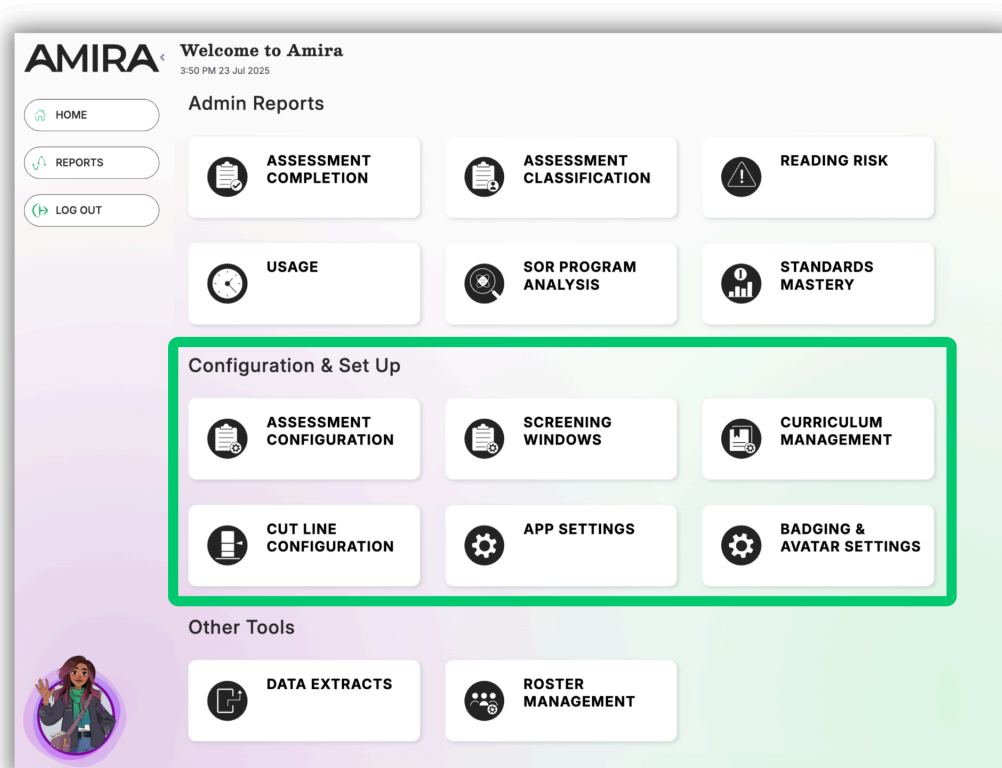
Indicate whether students designated as bilingual should get English, Spanish, or Both.

Select Language(s) **Select Number & Order of Test(s)**

English 1 Test, English

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 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.

Cut Line Configuration

Cutline configurations should be set to Levels.

Levels Turn On

Label	Starting PR	Ending PR	Color
Level 1	1	20	Red
Level 2	21	40	Yellow
Level 3	41	60	Pale Green
Level 4	61	80	Light Green
Level 5	81	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. Aligned standards will automatically default to New Mexico K-12 ELA Common Core State Standards. Administrators can also choose Curriculum (or default options if not listed) and should enable Lexile on reports for ORF passages.

CONFIGURE REPORTING

CHOOSE STANDARD USED IN REPORTING

New Mexico K-12 ELA Common Core State Standards



Amira will show New Mexico standards associated with skills in reports.

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

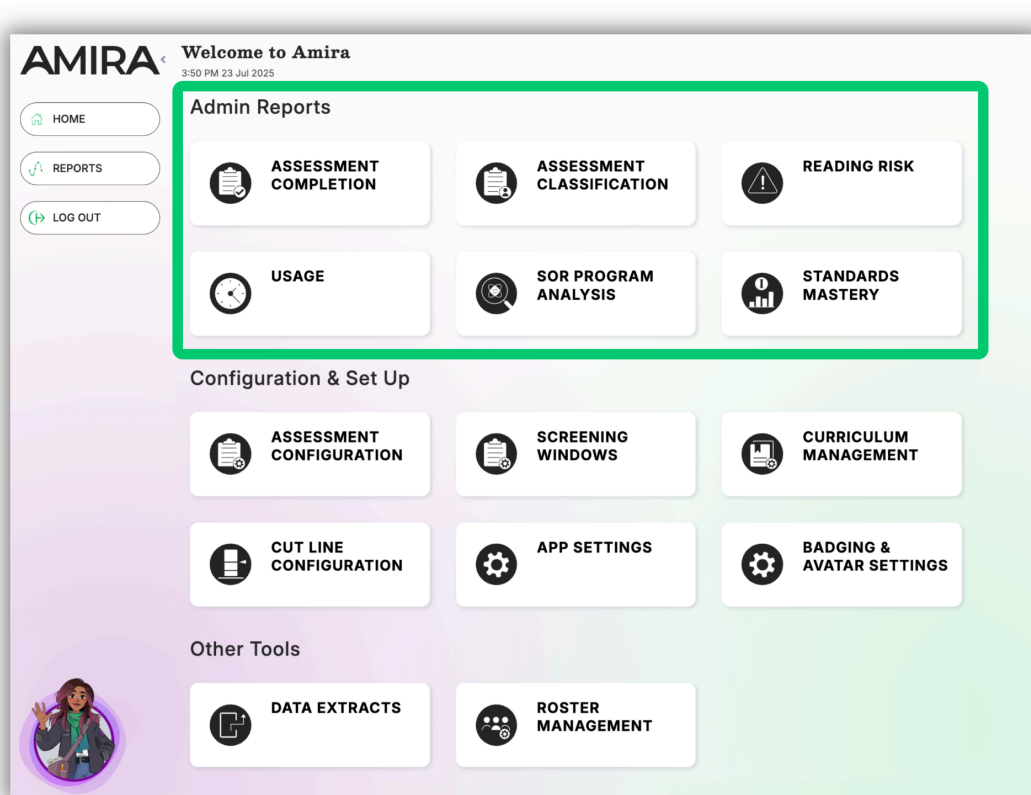


Lexile measure (based on grade equivalency)

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.



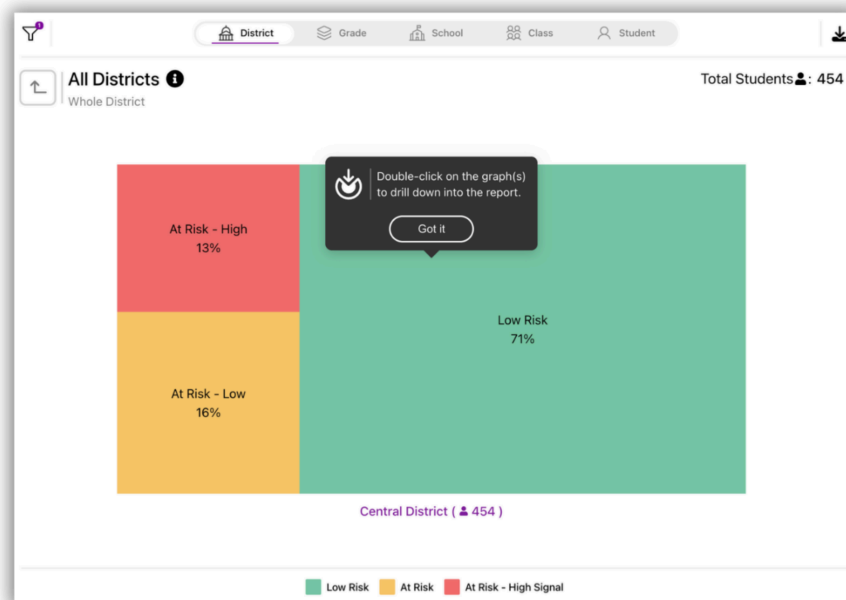
Assessment Classification Report

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



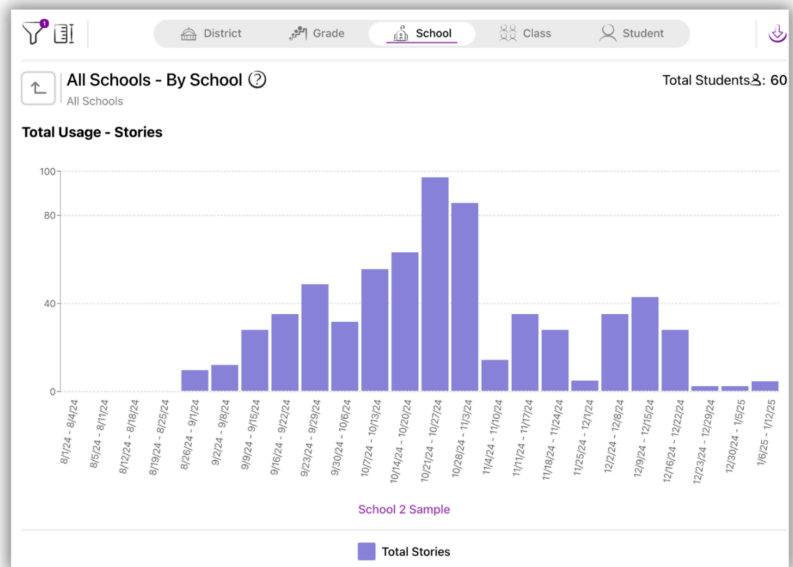
Reading Risk Report

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



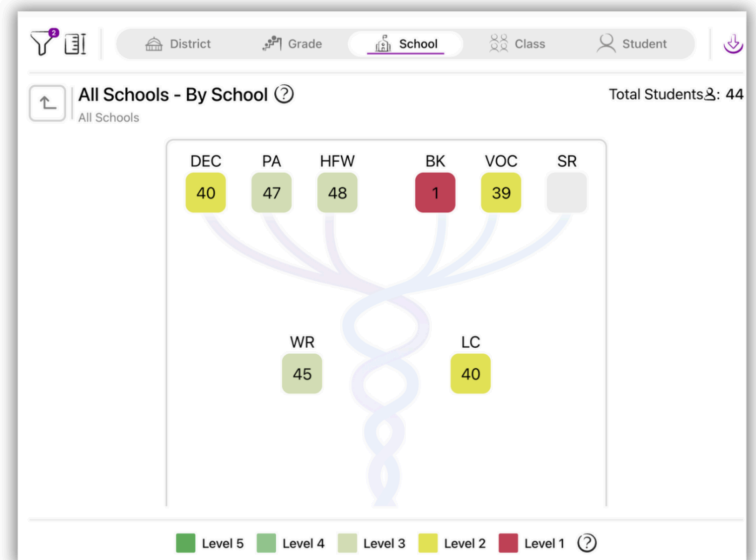
Usage Report

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



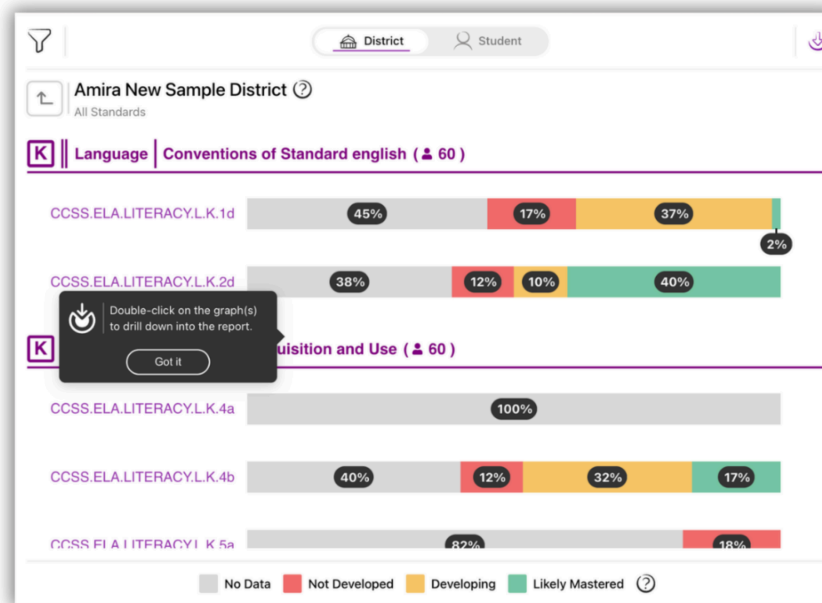
Science of Reading Program Analysis Report

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



Standards Mastery Report

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

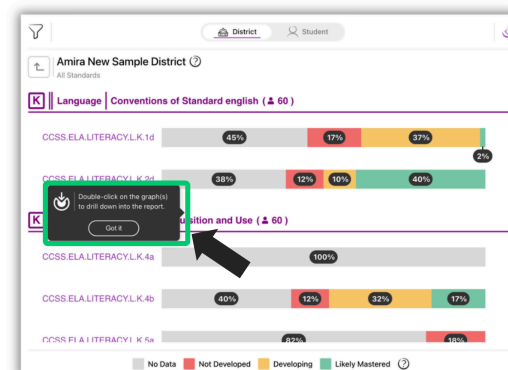


4.4 Navigating Administrator Reports

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

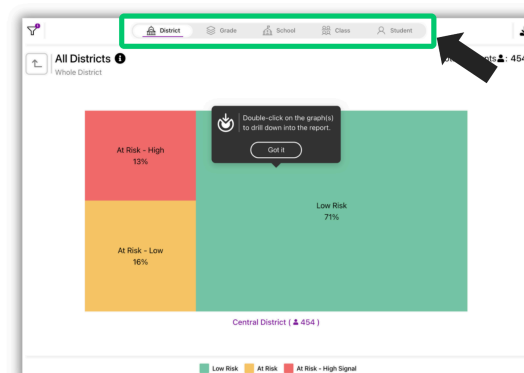
Drilldown

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



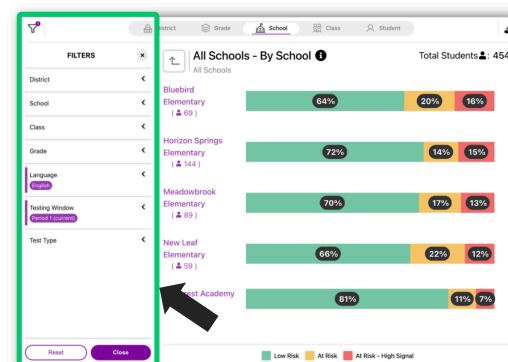
Tabs

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



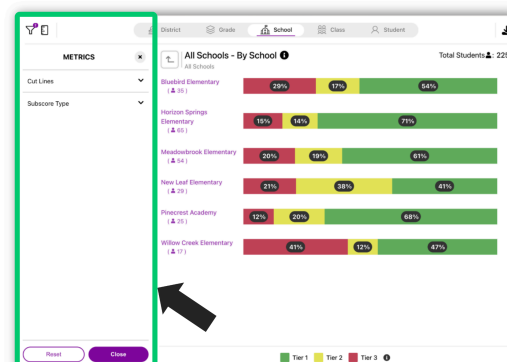
Filters Menu

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



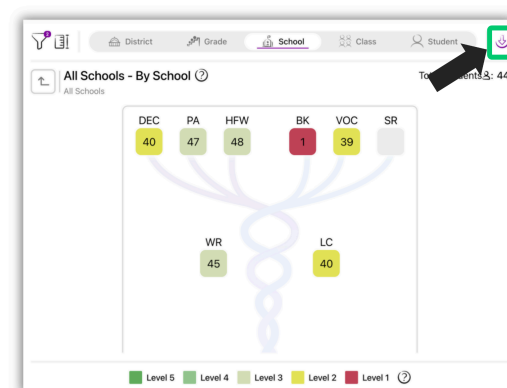
Metrics Menu

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



Export Data

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



Demographics Filter

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

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

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

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

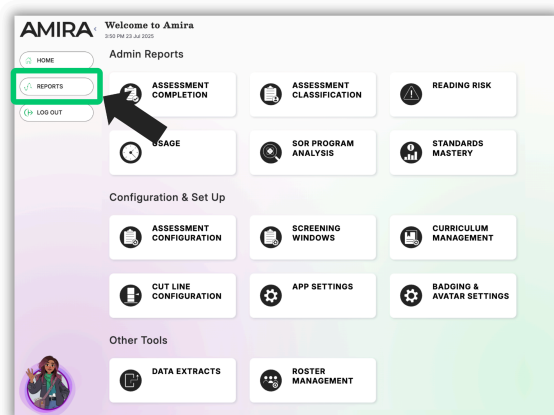
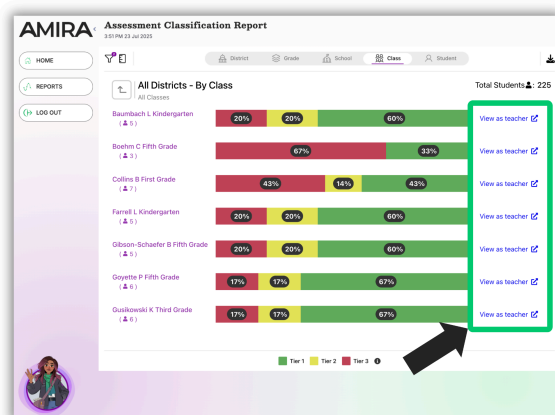
- Gender
- Race
- Special Education
- Class Instructional Type
- Economically Disadvantaged
- English Proficiency
- Disability

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

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

Accessing Teacher Reports

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



Part 5: Reports and Data

5.1 Overview of Teacher Reports

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

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

Key Benefits of the Mastery Model:

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

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

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

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

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

Schools deploy these tools in Multi-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.

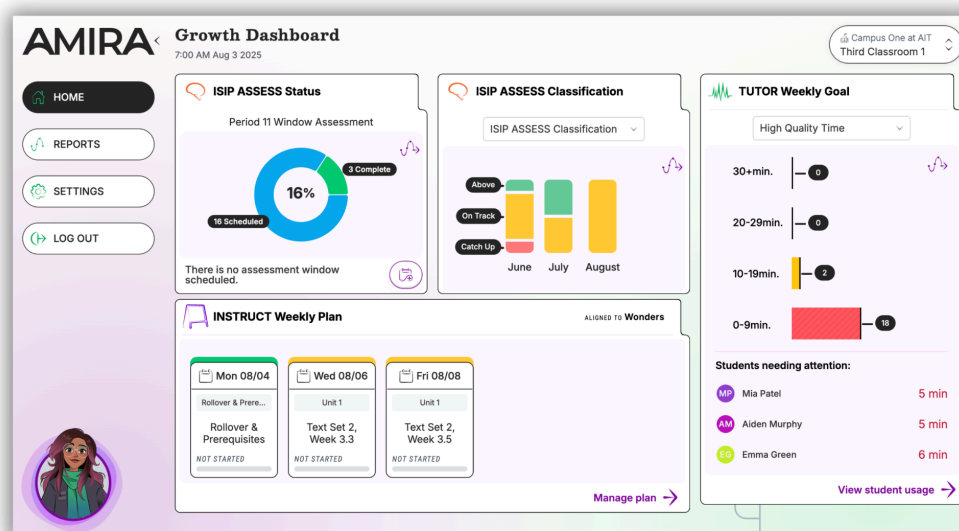
For instruction and intervention of individual students, most teachers consider the Instructional Recommendations Report, Skills Diagnostic Report, or Standards Mastery Report. These reports allow teachers to identify gaps for a specific student based on their standards and the pillars of the Reading Rope. 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 5.6](#).

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.

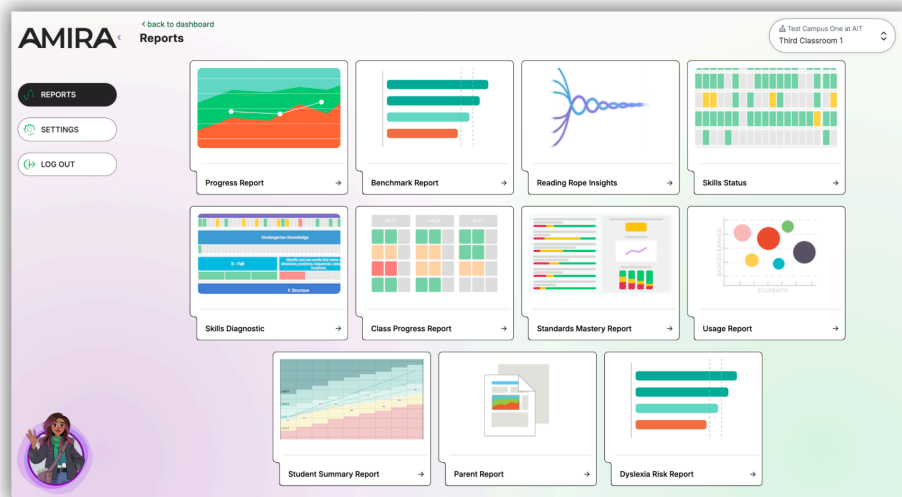
At its core, the Growth Dashboard empowers educators by answering three critical questions: Who needs support, what kind of support they need, and when they need it. With at-a-glance visuals and streamlined access to key data and reports, teachers can quickly identify student needs, manage classroom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

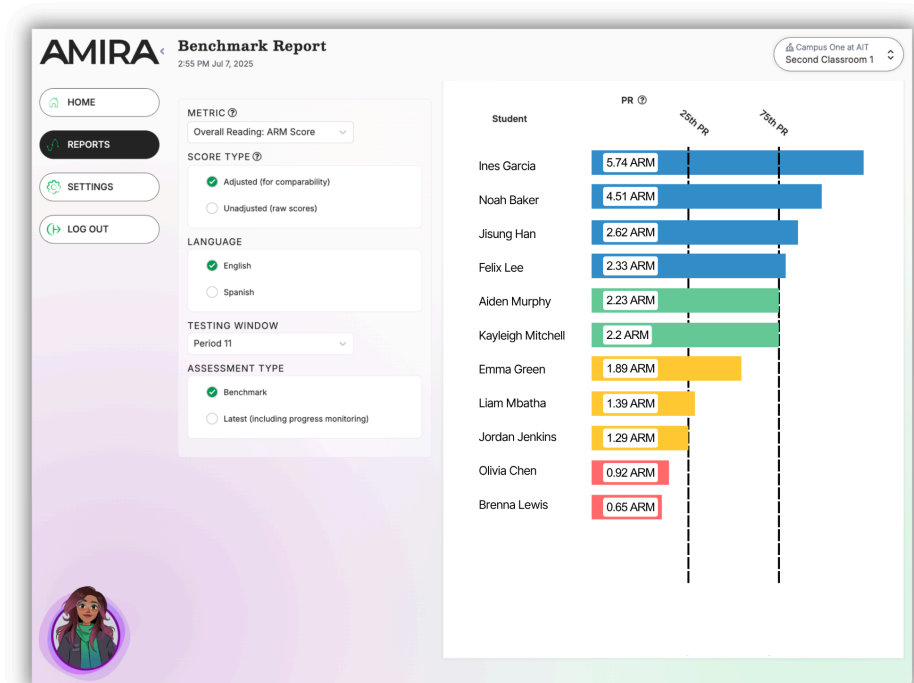


Benchmark Report

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

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

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

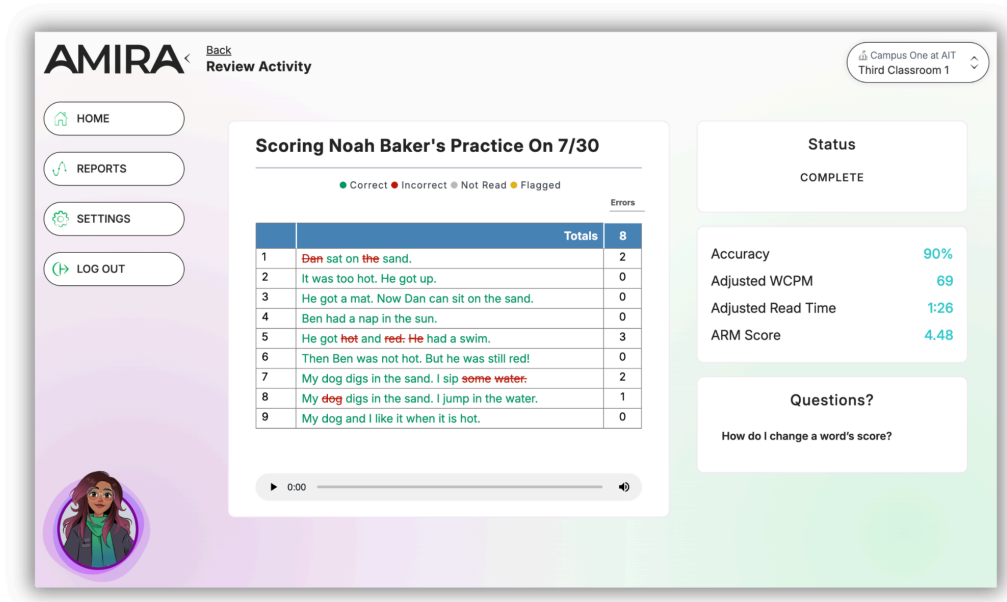
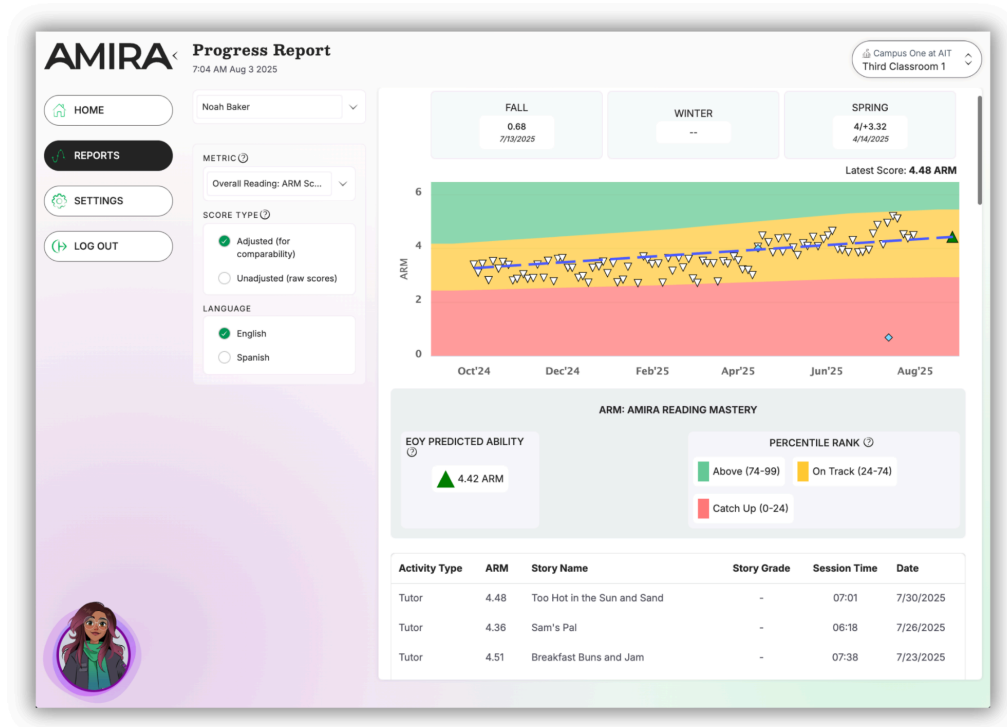


Progress Report

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

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

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

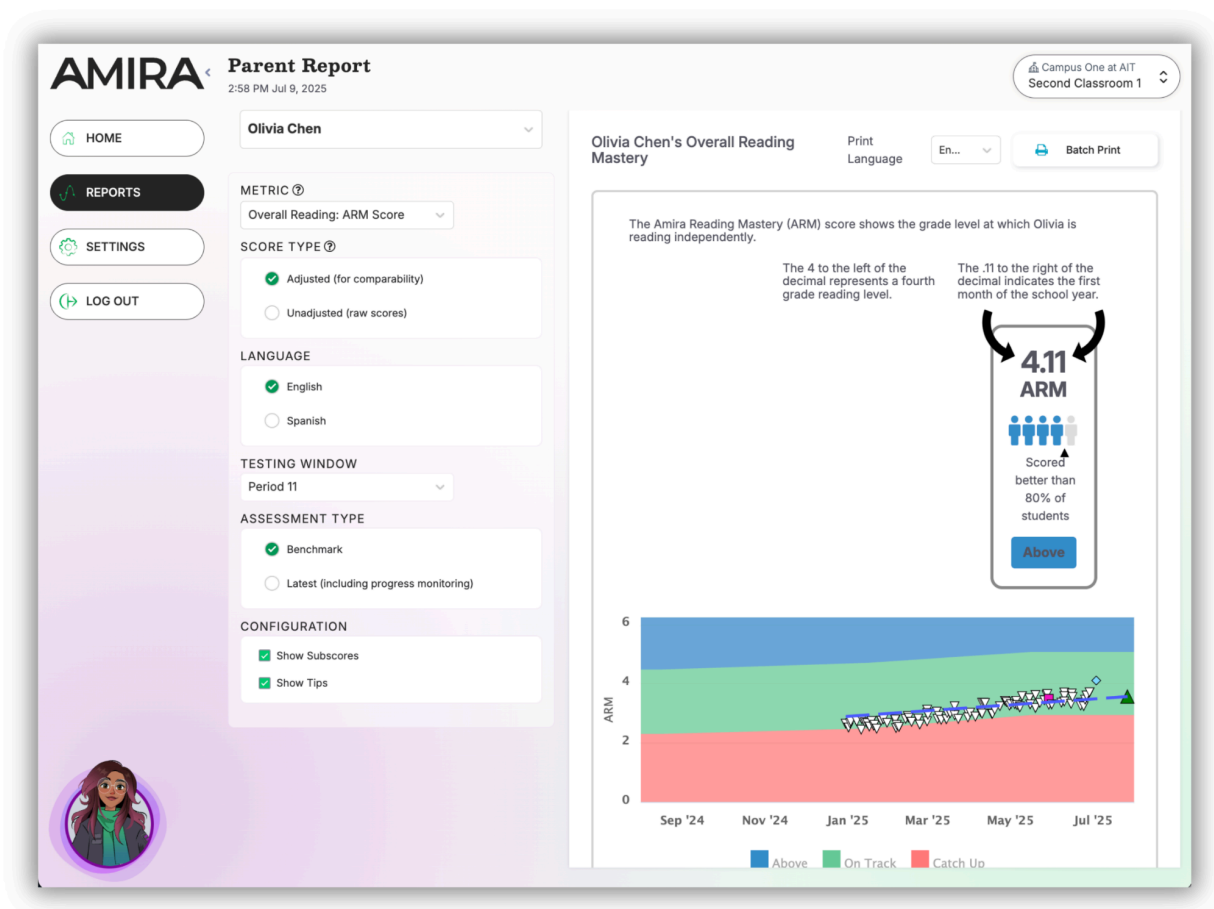


Parent Report

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

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

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

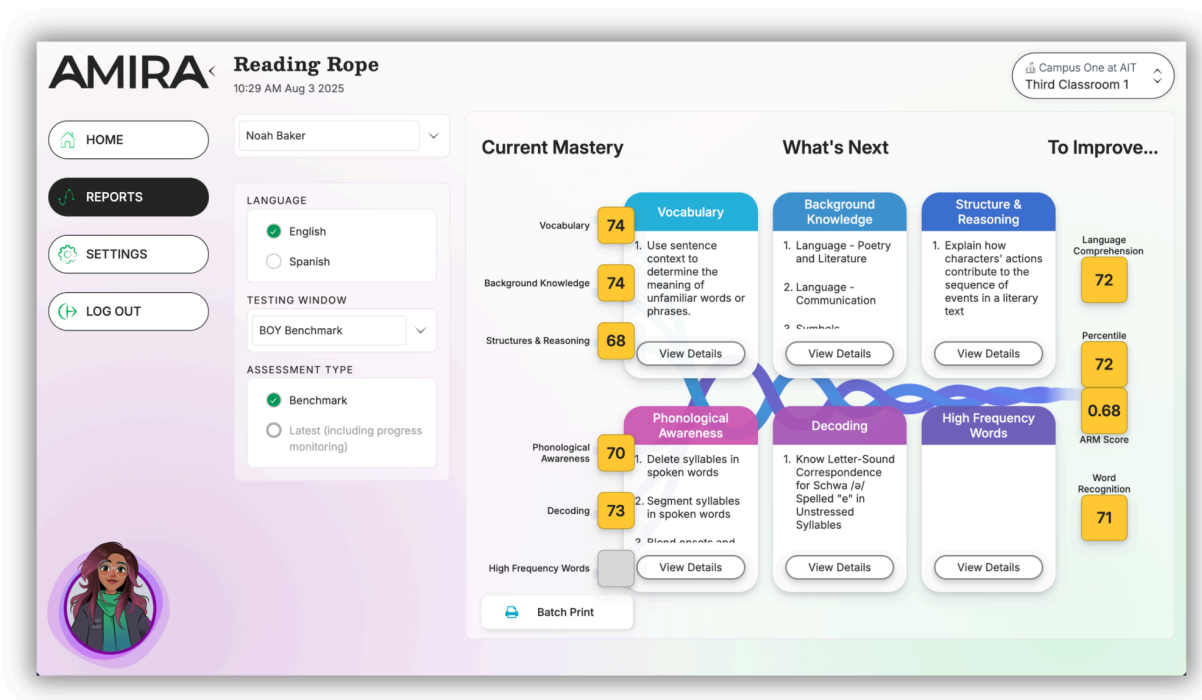


Reading Rope Insights Report

The Reading Rope Insights Report offers teachers a comprehensive, at-a-glance view of a student's reading abilities through the lens of the Reading Rope framework. It displays the student's percentile rankings across six core components, which are then synthesized into overall scores for Language Comprehension and Word Recognition. In addition to these summary insights, the report includes the student's ARM Score and ARM Score Percentile Ranking, giving educators a broader measure of reading performance.

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

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



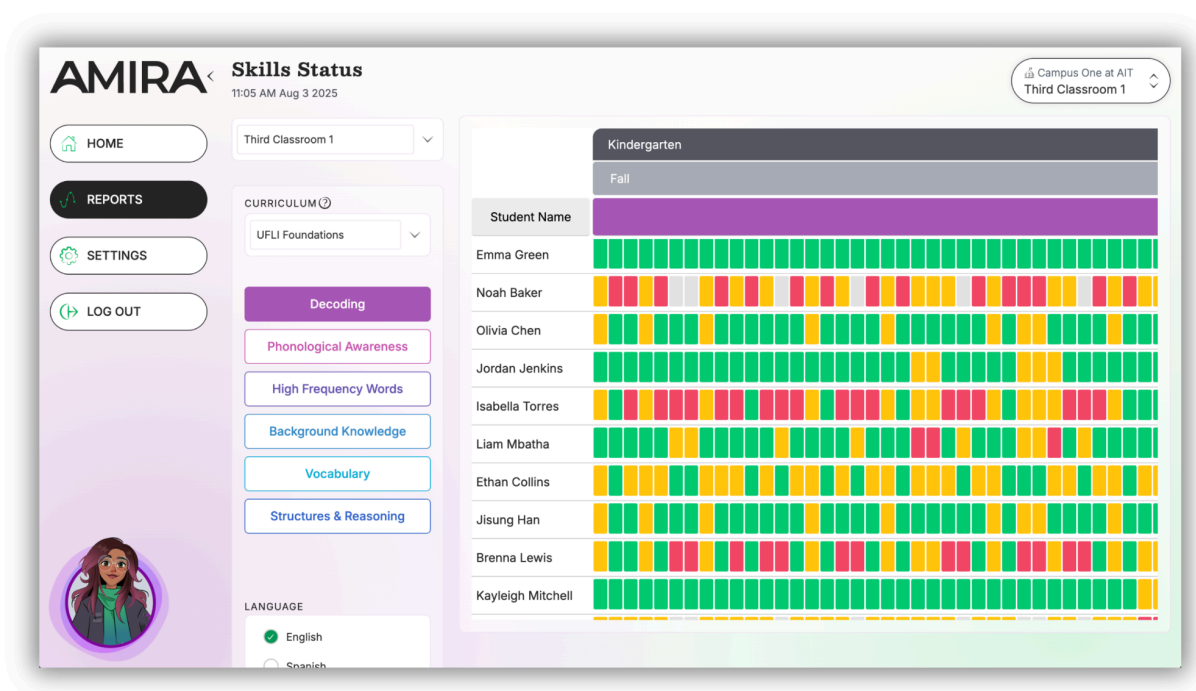
Skills Status Report

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

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

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

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

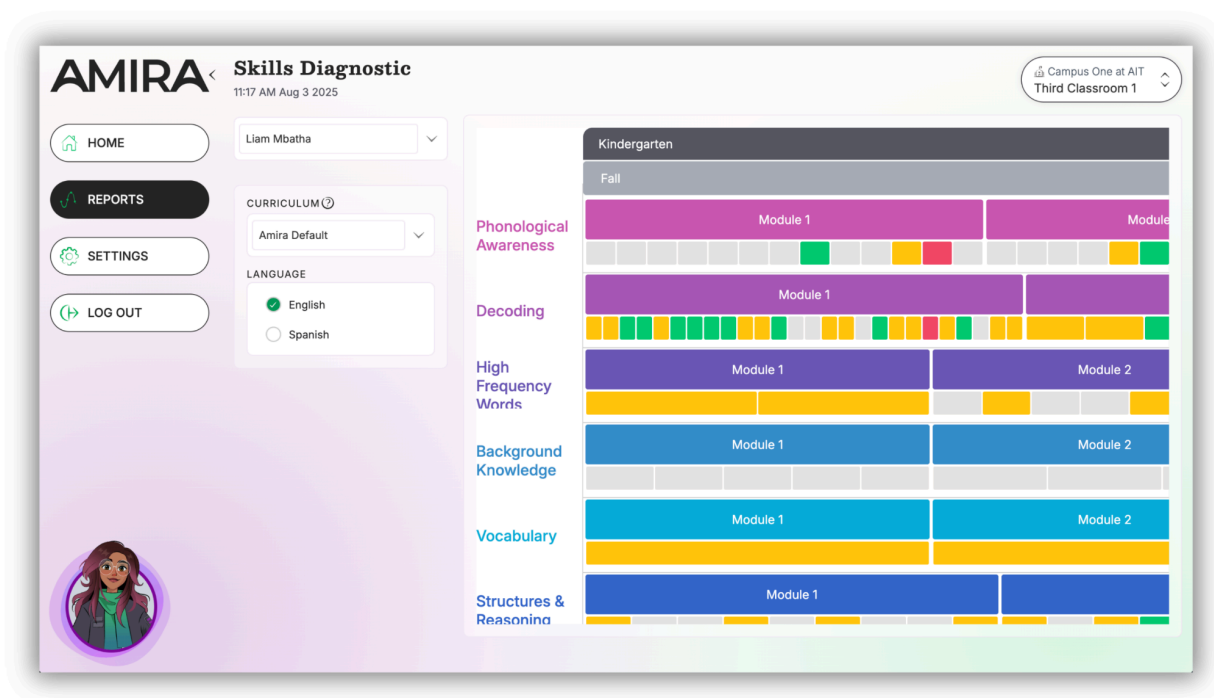


Skills Diagnostic Report

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

Each box in the grid represents an individual skill, color-coded to indicate the student's level of mastery. Hovering over a box reveals the skill description, the associated standard, and the number of observations and errors recorded by Amira. Clicking on a box opens a deeper view, including access to instructional resources that support targeted skill development.

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

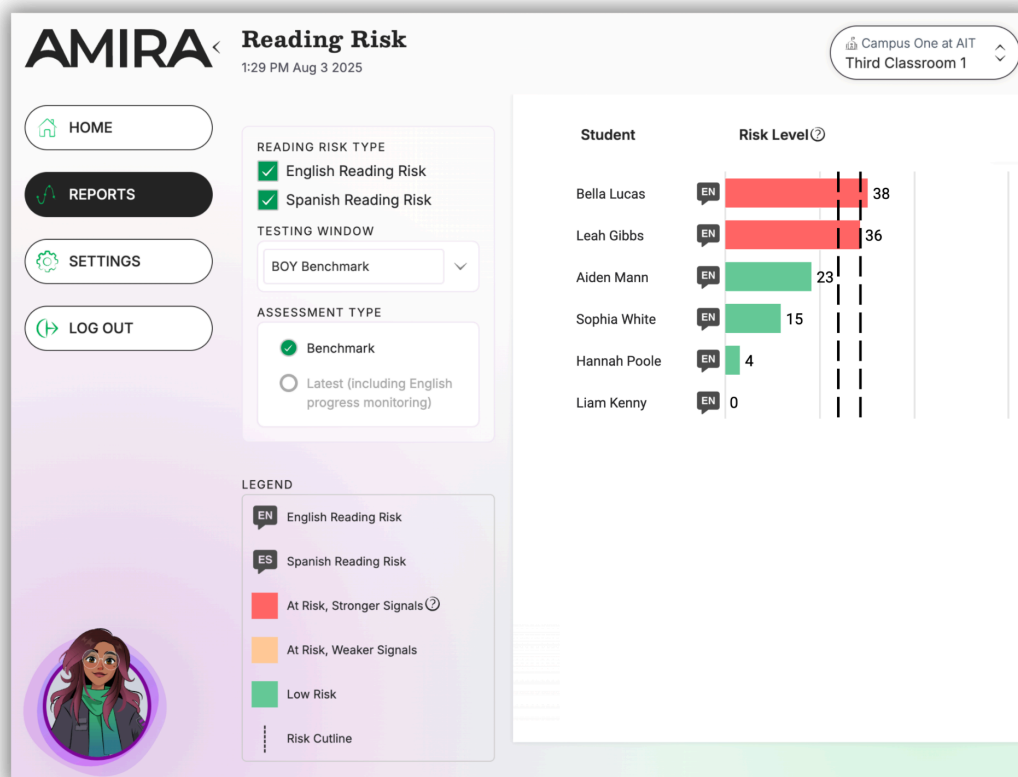


Reading Risk Report

The Reading Risk Report gives teachers an overview of students' risk levels for reading difficulties, including potential indicators of dyslexia. Drawing from the rich data captured by the Amira ISIPment, 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.



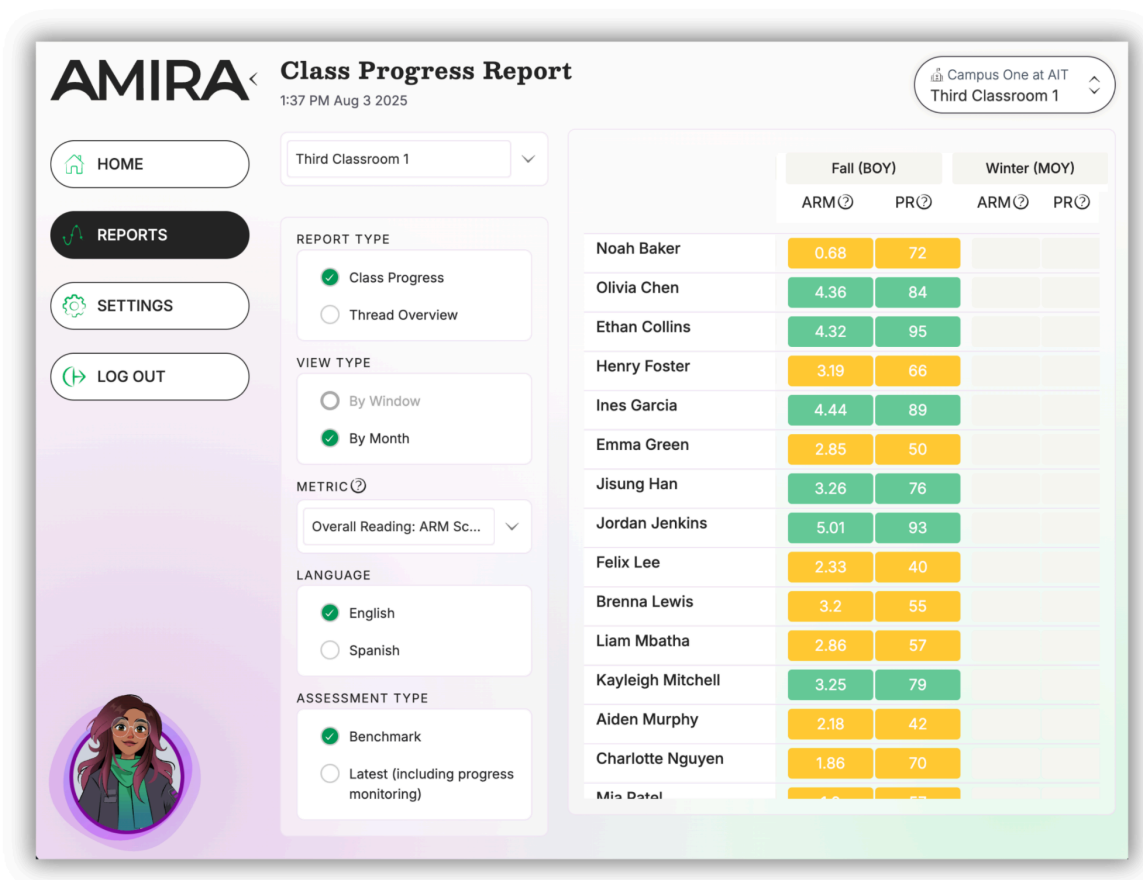
Class Progress Report

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.



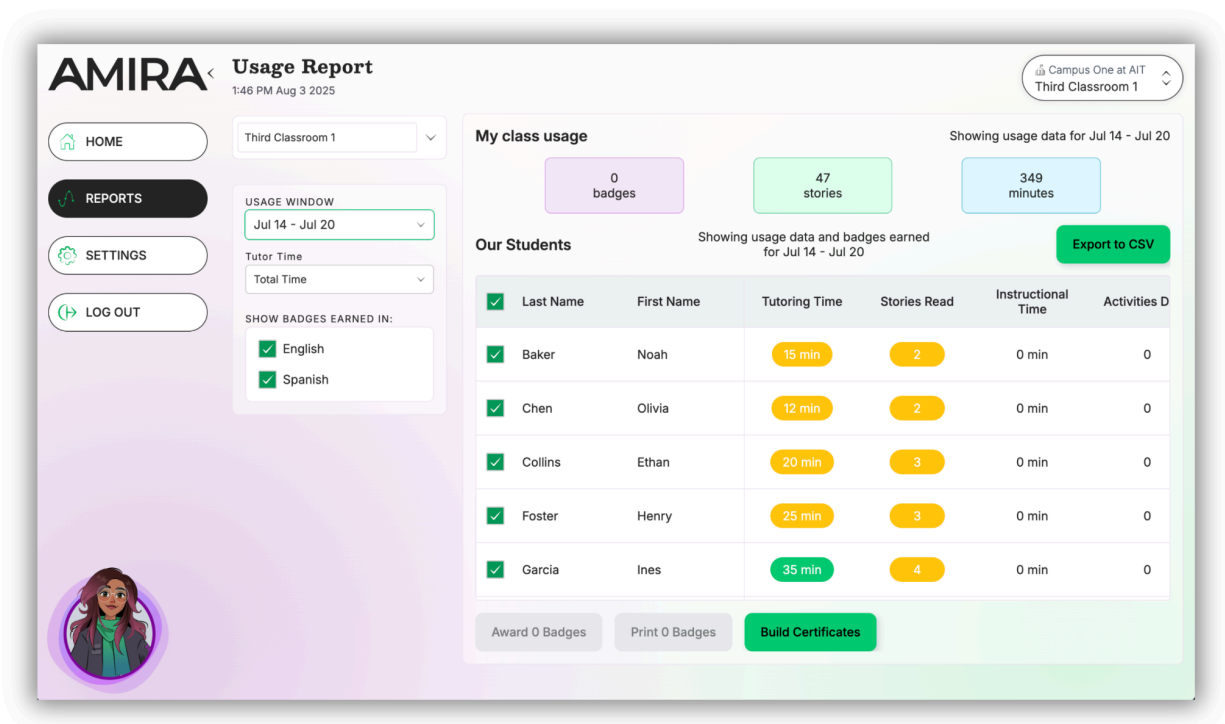
Usage Report

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.



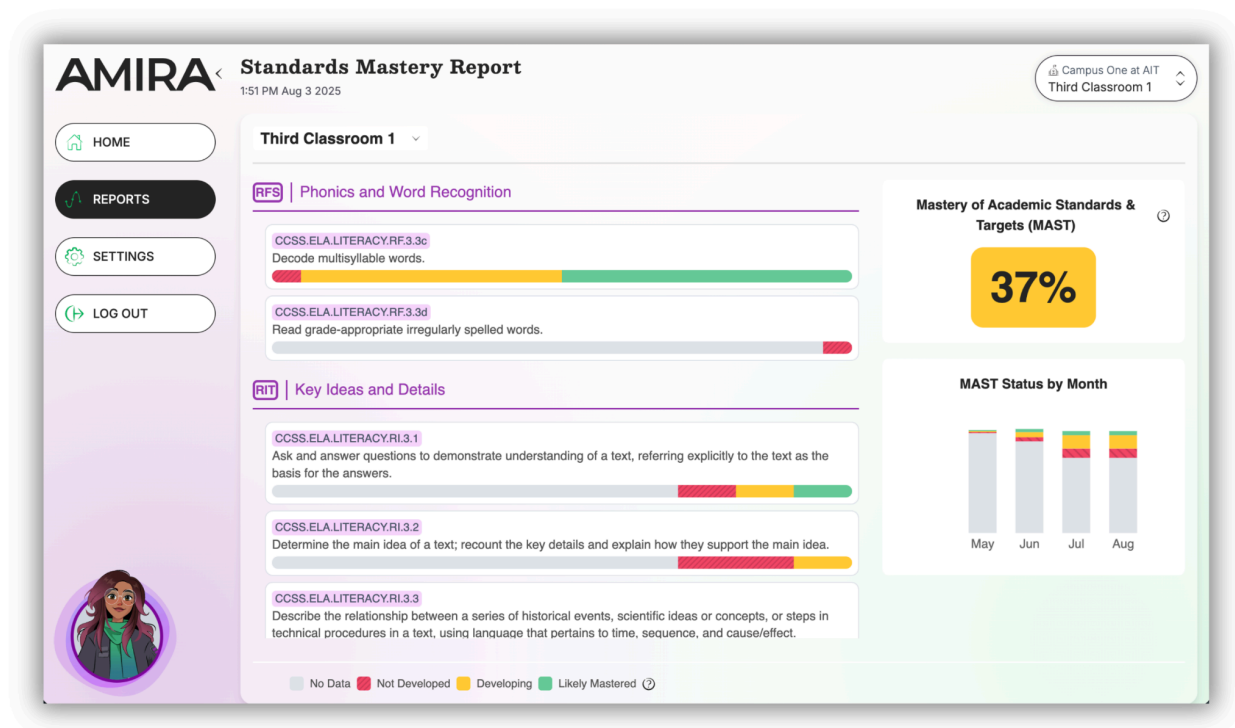
Standards Mastery Report

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.



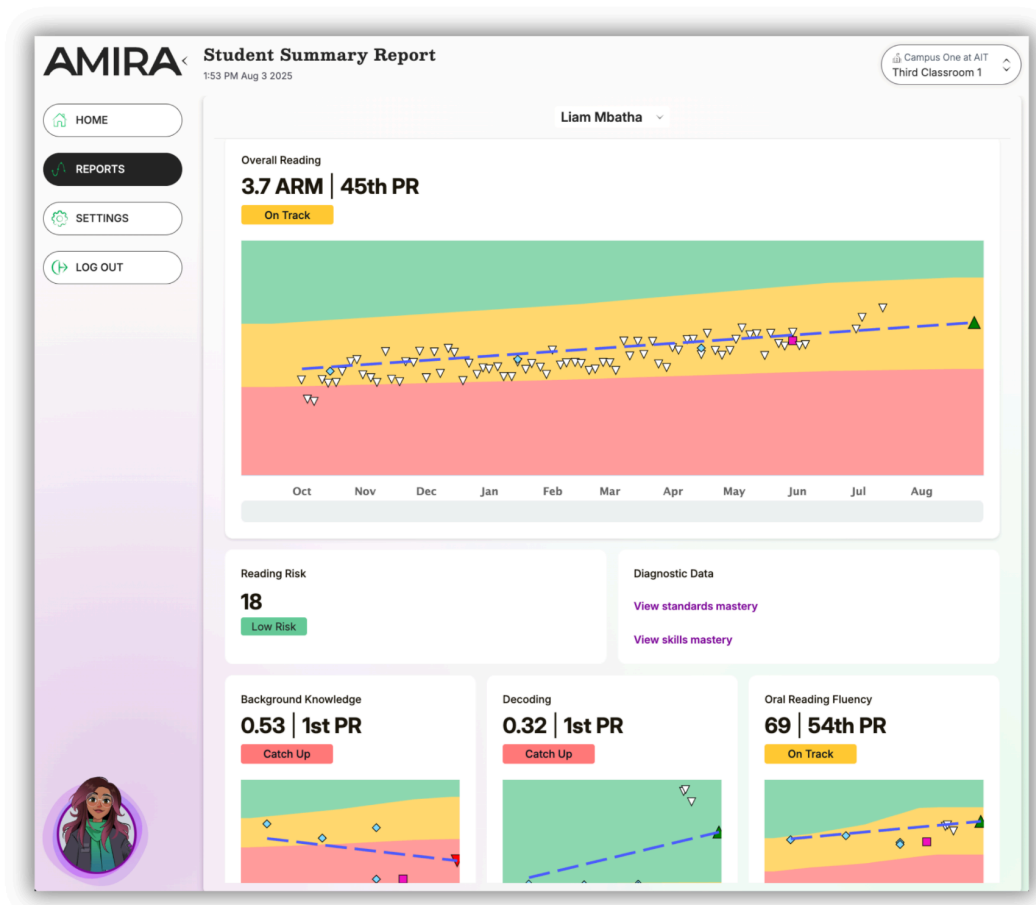
Student Summary Report

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.



5.4 Reports Key

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

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

Report	Purpose of the Report	How & When to Use It	Additional Information
			resources.
Standards Mastery Report	Track progress toward grade-level standards.	Use to guide instruction and monitor growth by month.	Includes MAST Score and mastery distribution by month.
Student Summary Report	See a full picture of one student's reading status.	Use during RTI/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 [metrics](#).

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 Manual

6.1 Overview of Test Security Manual

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.

Principal	Building level coordination
District Testing Coordinator (DTC)	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 State Policy
- Ensure compliance with the Amira Test Security Policy within the building

District Testing Coordinator (DTC):

The DTC 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 DTC 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

Please refer to the [NMPED Protocol for Amira ISIP Assessment Invalidations](#)

“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.

Privacy

Amira is highly secure and is designed around privacy safeguards. However, ensuring the privacy of students requires adherence to common-sense guidelines. The dominant reason for breaches are lapses at the human level.

1. *Guard Against Unattended Reporting Data*
Amira constrains data access to those explicitly permissioned to see a student’s information. However, keeping reports open on a computer or failing to manage physical print-outs of assessment data can defeat the security embedded into the software.
2. *Manage Parental Reporting carefully*
Amira provides a rich array of mechanisms for reporting information to Parents. Safeguards are built into the software to prevent inappropriate access. But, teachers must handle reporting carefully. We recommend avoiding printing reports in favor of utilizing electronic distribution.
3. *Keep extracts at the District level*
Amira’s teacher reporting is designed to be utilized online and “live”. This prevents the creation of files that can be exposed during hacks or redistributed without permission.

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 preserves the security of student information via a rigorous program of adhering to standards and best practices. The company is a signatory to all leading Student Privacy pledges. Partnering with HMH, we have followed a protocol such that most PII resides only in the HMH data centers, and all student assessment data resides only in the Amira data centers. This separation makes a breach almost impossible.

5. How does Amira evolve test forms and items?

Amira employs a trial by fire approach whereby 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.

6. What policies does Amira follow in terms of managing student data?

- | | | |
|---|--|---------------------------------------|
| ✓ FERPA (Family Educational Rights and Privacy Act) | ✓ COPPA (Children's Online Privacy Protection Act of 1998) | ✓ ISO/IEC 27018:2014 (Data standards) |
| ✓ The Software & Information Industry Association | ✓ Student Privacy Pledge introduced by the Future of Privacy Forum (FPF) | |

6.5 Security & Privacy Practices

The sections below describe the technical and organizational safeguards Amira employs to ensure the security and privacy of student and educator data.

Secure Architecture

Authentication:

Amira supports secure, standards-based identity and access management through integrations with SAML 2.0, LTI, and Clever, enabling districts to manage authentication and user provisioning using their existing systems. Multi-factor authentication (MFA) is handled by the customer's identity provider (IdP), allowing each district to enforce its own security policies and authentication workflows. Amira integrates seamlessly with these systems while leveraging AWS Cognito to manage backend identity services, enforce data encryption in transit and at rest, and maintain compliance with security standards such as SOC 2, HIPAA, and ISO 27001.

Encryption On The Wire:

All data in transit is encrypted using HTTPS (TLS 1.2 or higher), ensuring secure communication between clients and servers.

Data At Rest:

Amira takes a range of measures to guard against a security breach impacting student data.

First, Amira maintains a logically and physically separate data store for personally identifiable information (PII), distinct from application or instructional data. This architectural separation enhances security and minimizes the risk of privacy compromise.

Second, Amira encrypts all PII data at rest.

Third, Amira adheres to data minimization principles. No financial data, health records, government identifiers, or physical addresses are stored. Only essential information such as names, basic demographics, and rostering relationships is retained.

Data Center Certifications:

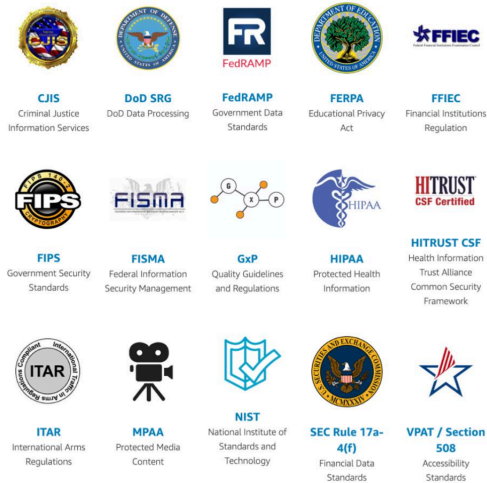
Amira's infrastructure is hosted on AWS, which holds certifications for a broad set of industry standards and undergoes regular third-party audits.

The data centers comply with a range of ISO and SOC requirements. AWS data centers comply with ISO 27001, 27017, and 27018; SOC 1, 2, and 3; and are covered under Amira's GDPR-compliant Data Processing Addendum (DPA). Certification reports are available upon request.

Global



United States



Additionally, Amira's data centers are:

1. Certified Under the EU-US Privacy Shield
2. Covered by a GDPR Data Processing Addendum (GDA).

Certification certificates, compliance reports and audits are available on request.

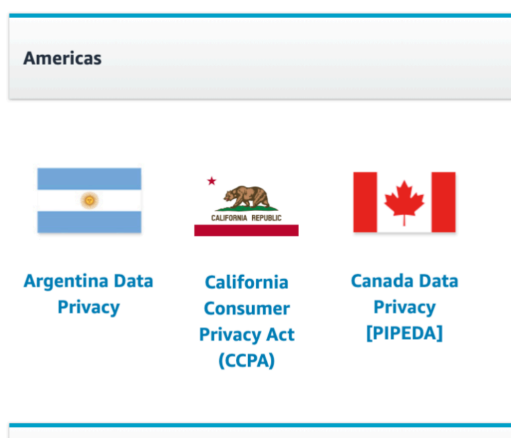
SOC 1 and SOC 2 Reports:

Amira will provide SOC reports on request. A non-disclosure agreement (NDA) is required.

Privacy Architecture:

This section outlines Amira’s approach to safeguarding user privacy. Amira adheres to stringent standards to mitigate privacy risks and ensure compliance with regulatory requirements..

Amira’s cloud infrastructure is designed to comply with applicable privacy regulations, including FERPA and GDPR.

**FERPA Compliant:**

Amira complies with the Family Educational Rights and Privacy Act (FERPA) and our commitment to do so is included in our contractual agreements with Districts.

Compliance with District Requirements:

Amira adheres to the principle that student data is owned by the school district. We follow district-specific guidance for data collection, retention, and storage. Audio data retention is configurable based on district policy. Tools are available to export and purge district data upon request. Ultimately, Amira’s data privacy approach reflects the policies and preferences of each partner district.

Part 7: Frequently Asked Questions About Amira Assessments

7.1 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, 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

7.2 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 (Texas Teacher Incentive Allotment)

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 a 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?"

Address any questions, then continue:

"Please put on your headphones and make sure they fit comfortably. 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.