imagine+ plus

Imagine+ Assessment

Implementation Guide



imagine learning

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Introduction

Section 1

Purpose of this Guide

This implementation guide provides an overview of the key features of Imagine+ Assessment, including the purpose, use cases, and administrative best practices for the Imagine+ Screener, Imagine+ Diagnostic, and Imagine+ Formatives. Administrators can use this guide to develop a successful implementation plan for Imagine+ Assessment that addresses the unique needs of their district or school. Teachers can use this guide to administer the assessments within the system and to learn how to use reports to differentiate instruction and support student learning.

Goal of Imagine+ Assessment

The impact of core instruction, supplemental, and intervention solutions on learning is strongly tied to the extent of personalization, depth of student engagement, and actionability of data insights around performance and progress that help educators tailor instruction to meet the needs of every learner. High-quality assessment and reporting are critical to this recipe. No single assessment can serve all purposes, and multiple assessments are often used in a classroom to serve the many products used and meet all goals, from the individual student level to district requirements.

Imagine+ Assessment provides a comprehensive, yet flexible system that allows schools and districts to use the combination of assessment types that best fits their needs, be it for screening and placing students, providing intervention, monitoring progress, measuring progress toward standards mastery, informing classroom instruction and instructional decisions, or documenting outcomes. Educators can use Imagine+ Assessment offerings flexibly as part of their overall assessment strategy to empower precisely personalized learning and inform confident instructional decisions when using Imagine Learning ELA and Math curriculum solutions.

Flexibility and Integrations

Imagine+ Assessment provides centralized tools and reports related to various assessment offerings. Maximum program flexibility allows educators to pick and choose the assessment tools that best match their needs and goals. Imagine+ Assessment is a standalone assessment product that can be used to meet district needs related to screening, diagnostic, and formative assessments. Educators can also use Imagine+ Assessment's assessment offerings to supplement assessment products in their district assessment portfolio; for example, they can add formative assessments to their existing screening or diagnostic assessment tools.

Imagine+ Assessment also offers data integrations that support student placement in Imagine MyPath Math, Imagine MyPath Reading, and Imagine Language & Literacy based on results from the Imagine+ Diagnostic.

Assessment Integrations for Placement

Assessment	Imagine MyPath Math and Reading	Imagine Language & Literacy
Imagine+ Assessment (Imagine+ Diagnostic)	Yes	Yes

Technology and Tools Required

Imagine Learning's Help Center can help you get started with our products. To use Imagine Learning programs successfully, your network bandwidth and device hardware must meet the minimum system requirements. Additionally, you must configure your network to allow the allowed URLs through your firewall on the specified ports.

Imagine+ Assessment is a web application, so you can access it through a supported web browser. You do not have to download and install an application for any device. Students will need headphones or earbuds for assessments that include audio items, such as the Imagine+ Screener, the Imagine+ Diagnostic, or the Imagine+ Formatives in grades K–1. Students will also need a microphone for the oral-response tasks in the Imagine+ Screener.

Key Imagine+ Assessment Features

Types of Assessments

Imagine+ Assessment includes three different types of assessments in a single, comprehensive product with a centralized, consistent educator and student experience. All of these assessments provide age-appropriate testing experiences and yield clear and actionable data to support every student's growth. Designed for flexibility, the assessments can be used throughout the academic year to monitor student progress, inform instruction, and meet diverse educational needs.

Imagine+ Screener Pre-K–3: Comprehensive screening can help educators identify students who are at risk of reading difficulties or showing characteristics of dyslexia. It can also detail specific skills that need intervention. Educators may implement a briefer screening targeting key skills to meet state requirements.

Imagine+ Diagnostic K–12: This adaptive assessment pinpoints specific areas of academic need, identifies students who need additional assistance to meet learning goals, informs personalized learning in Imagine Learning supplemental/intervention products, and measures progress and growth for both English Language Arts and Mathematics.

Imagine+ Formatives K–8: These standards-aligned, short, prebuilt assessments provide a quick picture of learning to support day-to-day classroom instruction and intervention at the standard level.

Summary of Products

	Why (Purpose)	Who (Student Populations)	When (Frequency)	What (Outcomes)	Impact on Product Learning Paths
Imagine+ Early Literacy/ Dyslexia Screener	To identify young children who may be at risk for reading difficulties or show characteristics of dyslexia	All Pre-K–3 students	3 times per year (beginning, middle, and end of school year)	• Provides early identification of students who are at risk of reading difficulties • Guides instruction • Prevents future reading difficulties • Ensures all students receive the support they need to develop foundational literacy skills	None
Imagine+ Diagnostic	To serve as adaptive assessments that pinpoint areas of academic need in ELA and Math and identify students who need additional assistance to meet learning goals	All K–12 students	Up to 4 times per year	• Identifies at-risk students • Measures growth • Provides domain-level data • Informs learning path • Provides Lexile/Quantile measures	Initial placement and adjustment after each administration
Formatives	To provide short, fixed-form assessments in ELA and Math to use in the formative assessment/ instructional process and quickly confirm learning	All K–8 students	Ongoing/ continuous; part of instruction	• Help with standards proficiency • Analyze items and distractors	None

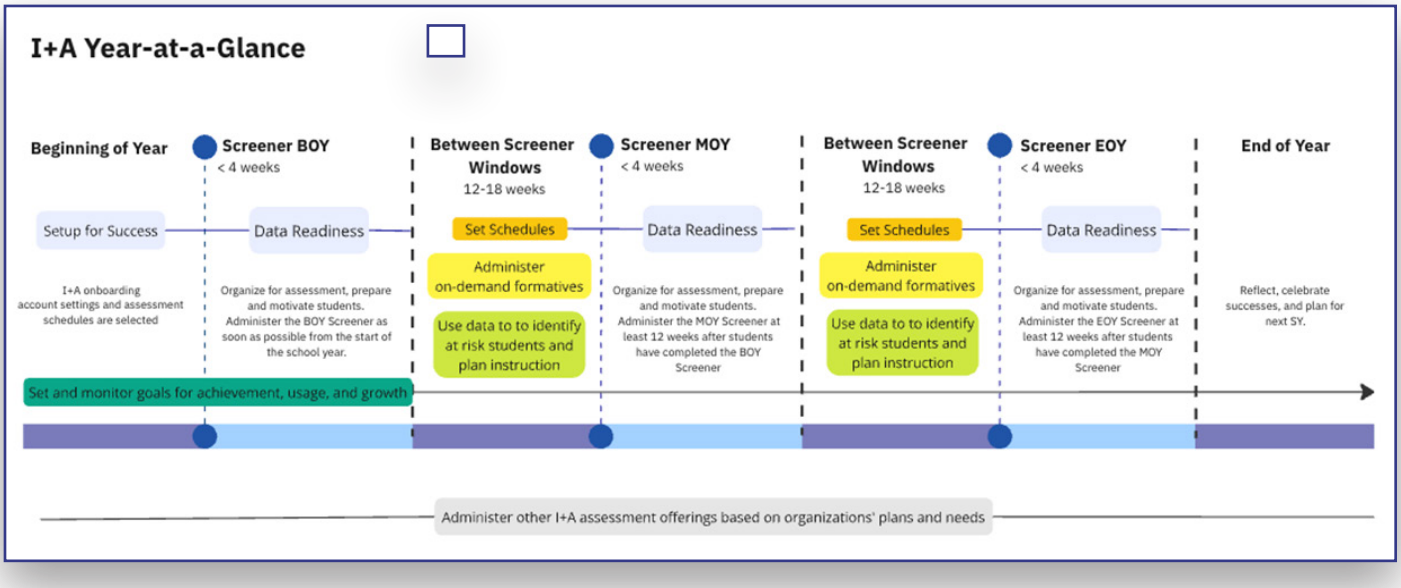
Sample Implementation Scenarios

Implementation Scenario: Using Imagine+ Screener with Imagine+ Formatives

Districts and schools seeking a high-quality dyslexia screener and ongoing progress monitoring for early learners (K–3) can benefit from combining the Imagine+ Screener with Imagine+ Formatives.

The screener provides a quick, skill-specific assessment that identifies students at risk and pinpoints areas needing intervention. Based on these results, teachers can use the Imagine+ ELA Formatives to monitor progress throughout the year. Formatives are easy to search by topic or standard and offer actionable, standards-aligned data without adding testing burden.

With reports available three times a year, educators can track growth, identify instructional needs, and adjust interventions as necessary, enabling timely, targeted support for students and more effective resource allocation.



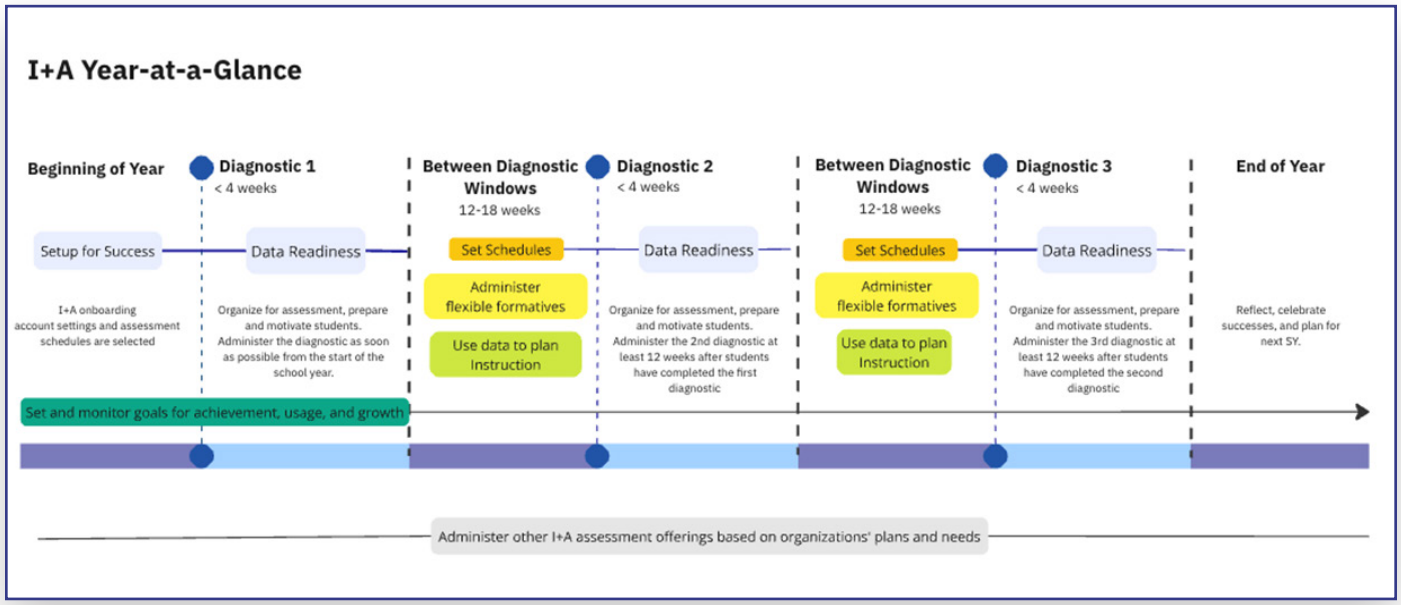
Imagine+ Screener for K–3 with Formatives

Implementation Scenario: Using Imagine+ Diagnostic with Imagine+ Formatives

For schools and districts that want a clear picture of students' instructional readiness and learning growth, combining the Imagine+ Diagnostic with Imagine+ Formatives offers a strong solution.

The diagnostic, given up to three times per year, identifies each student's assessed grade level and domain-specific strengths and needs. This allows teachers and schools to tailor instruction and adjust schedules based on actual student readiness.

Imagine+ Formatives provide a fast, effective way to track progress and check for mastery between diagnostic windows. Teachers can search by topic or standard to assign brief, standards-based assessments that inform instruction in real time. Together, these tools support a responsive, data-driven approach to instruction throughout the year.



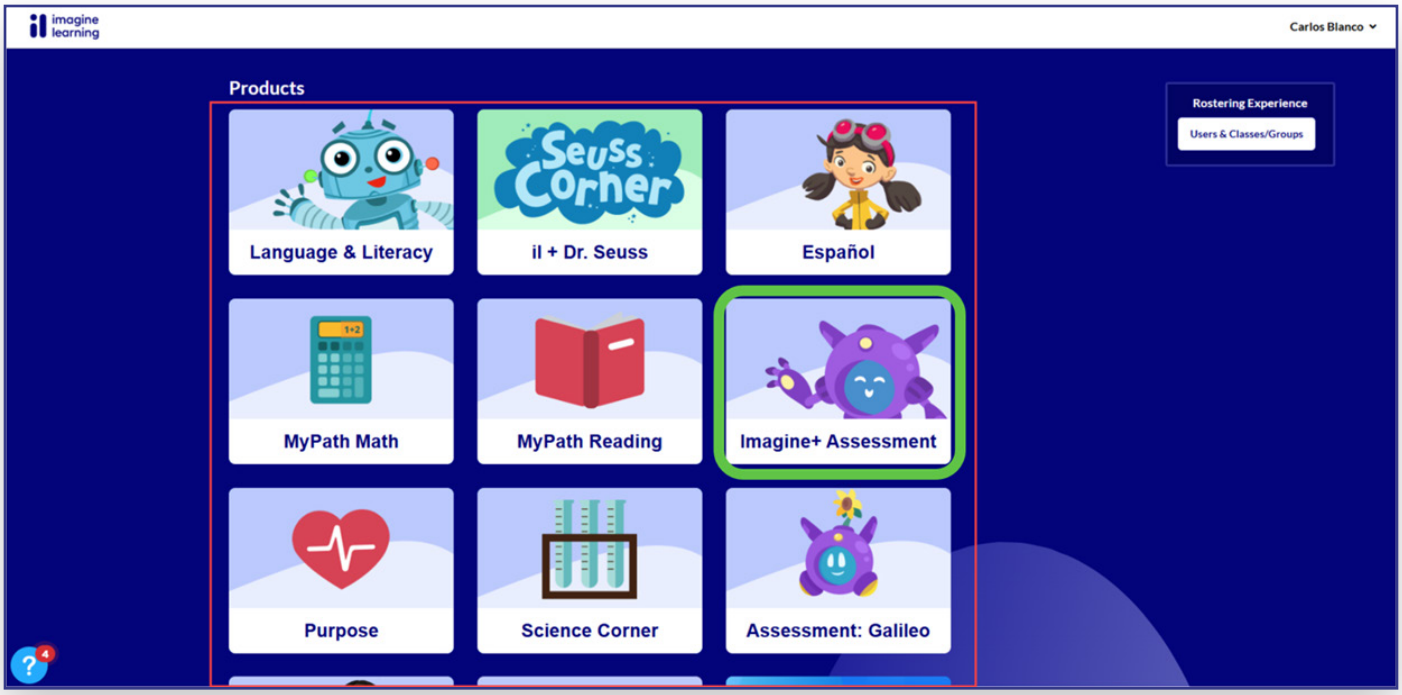
Imagine+ Diagnostics used with Imagine+ Formatives

Consistent Educator and Student Experiences

Imagine+ Assessment provides consistent educator and student experiences across multiple types of assessments. This approach minimizes the training necessary for educators and students, helping ensure actionable, valid, and reliable data that yield critical insights to guide instruction and intervention.

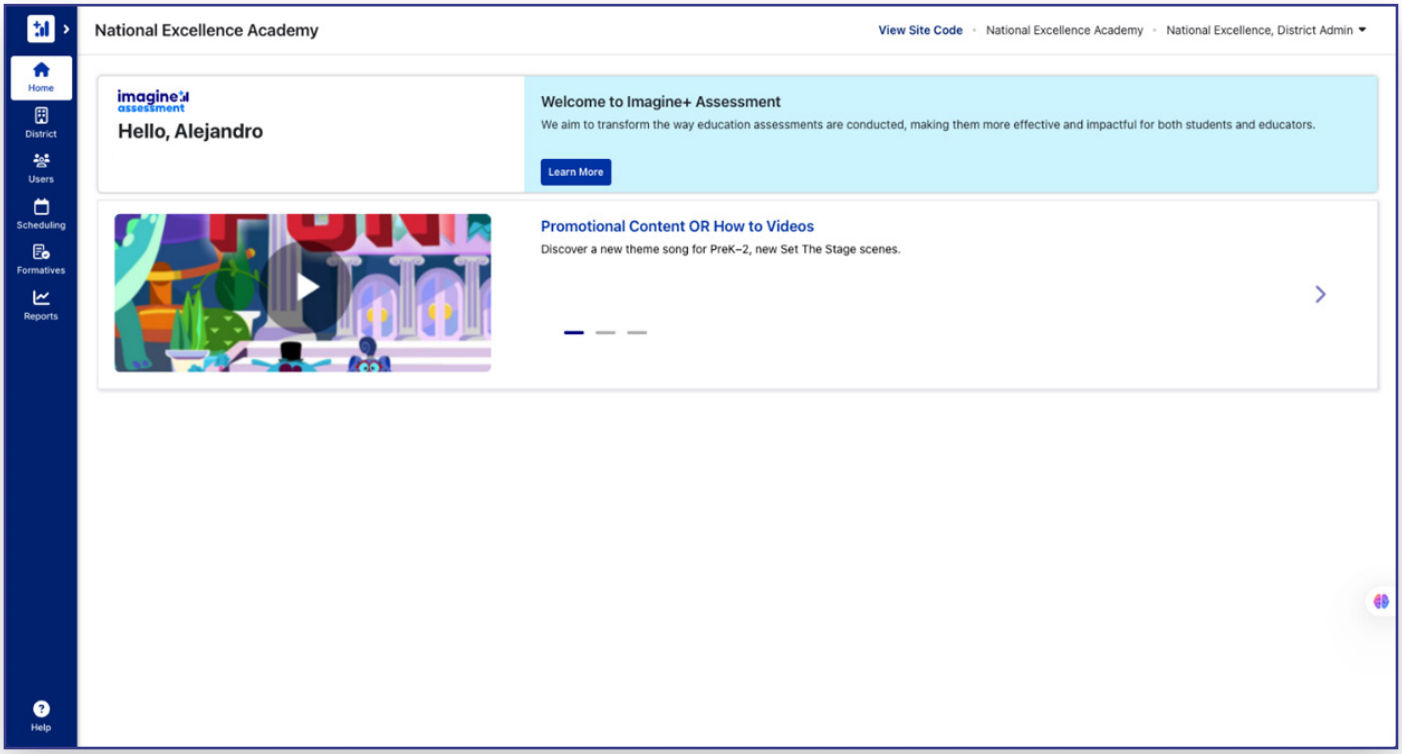
Educator Experience

Regardless of how educators use Imagine+ Assessment, they can always access Imagine+ Assessment tools and reports directly through the Imagine+ Assessment product tile on the product-selection screen.



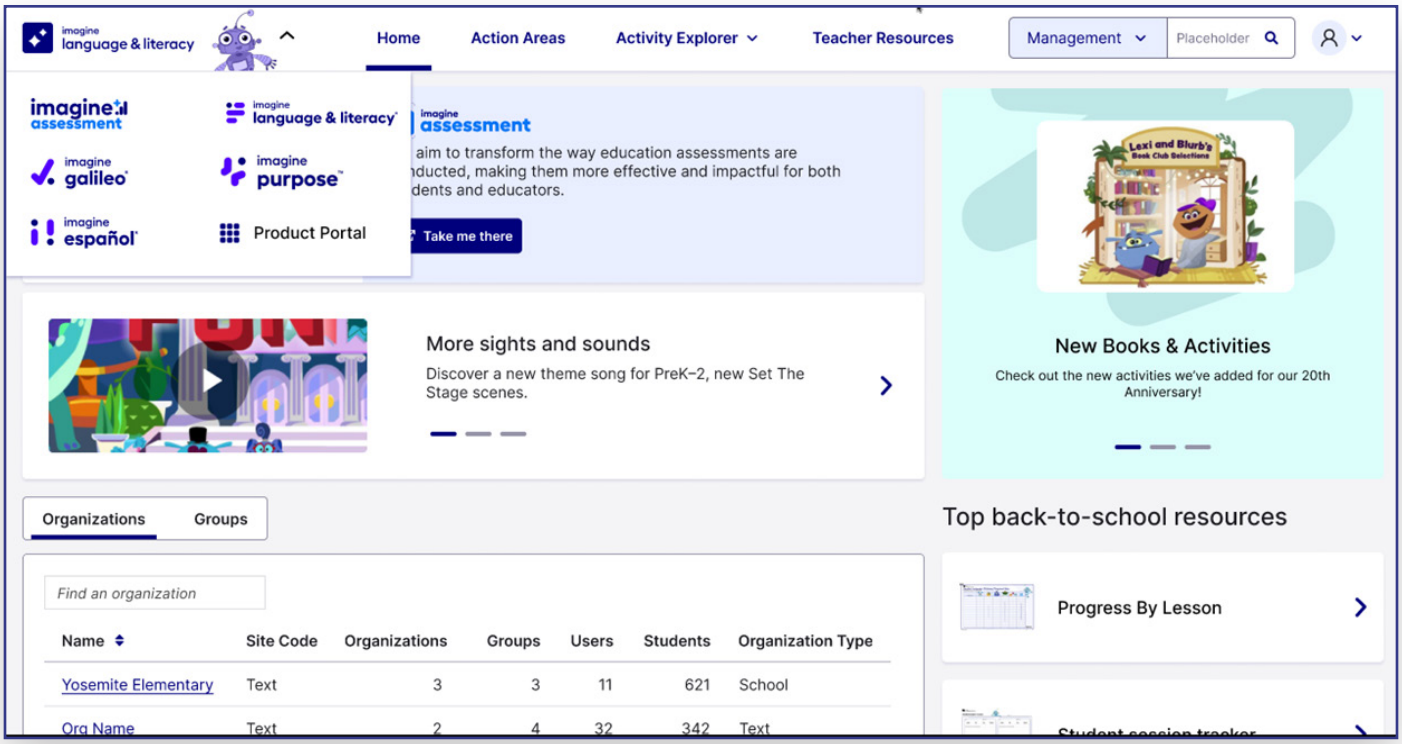
Teacher product-selection screen

When educators click on this tile, they will land on the Imagine+ Assessment home page. This page provides quick access to key implementation resources throughout the school year. The left-side navigation bar also provides quick access to areas within Imagine+ Assessment, including Schools/ Classes, Users, Scheduler, Reports, and Formatives.



Imagine+ Assessment dashboard

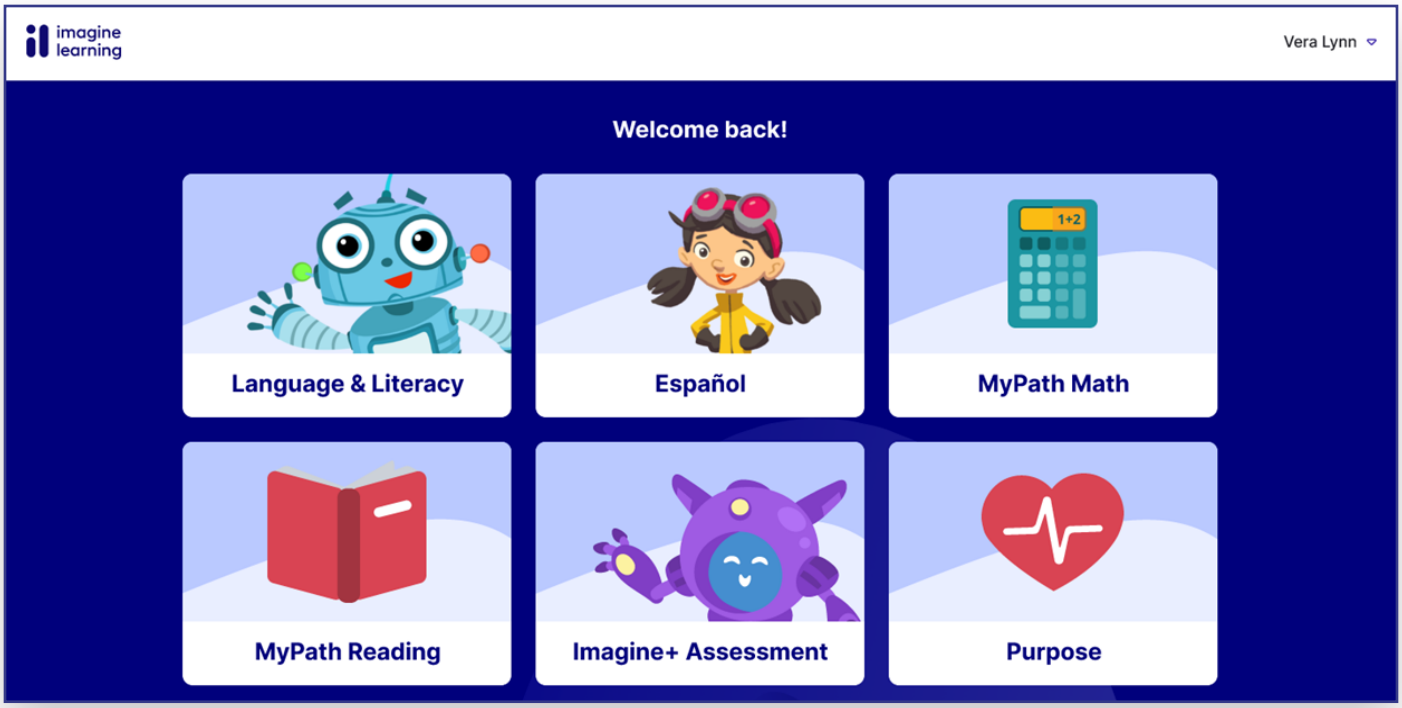
Educators who are using Imagine+ Assessment alongside other Imagine Learning products can also quickly switch between products through a menu flyout in the header at the top left of each product.



Imagine+ Assessment flyout

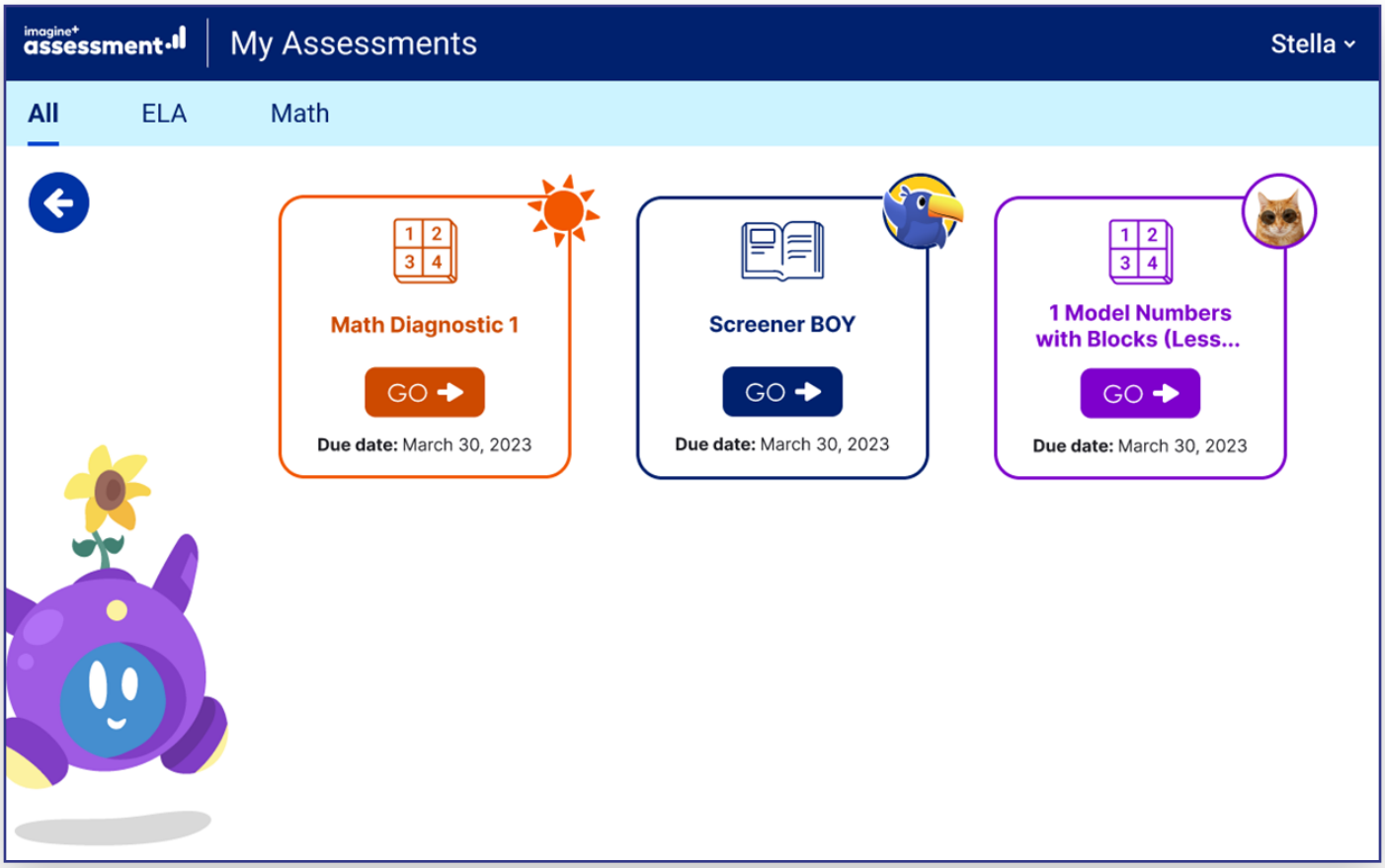
Student Experience

Similarly, regardless of how students use Imagine+ Assessment, they can always access scheduled assessments through the Imagine+ Assessment tile on the product-selection screen.



Student product-selection screen

When a student clicks on the tile, they will land on a page with all scheduled assessments. Age-appropriate experiences are provided for students in grades K–2, 3–5, and 6–12. Once the student clicks on a scheduled assessment, the testing interface for that assessment automatically launches. The student testing interface varies across different types of assessments, as each interface is designed to meet the specific purpose of the assessment.



Assessments displayed for a student

Students using Imagine+ Diagnostic for placement in Imagine MyPath or Imagine Language & Literacy will automatically be sent to take a scheduled Imagine+ Diagnostic when they click on the Imagine MyPath or Imagine Language & Literacy tile. This helps ensure that student learning paths are updated quickly to reflect the student's latest capabilities.

Research-Backed System

Assessments are used to achieve many different types of educational goals. An assessment's effectiveness is measured by how well it fulfills its purpose. Imagine+ Assessment includes three different types of assessments, each designed with a specific purpose in mind.

All assessments in the Imagine+ Assessment suite are backed by an ongoing research program to ensure that they fulfill their purpose. All assessment content is developed by educators with expertise in creating high-quality items, which are field-tested extensively with students. The assessment-research team includes psychometricians and research scientists who continually evaluate and work to maximize the asessments' technical quality. Technical manuals are available upon request for Imagine+ Diagnostic and Imagine+ Screener. For Imagine+ Diagnostic, research is conducted to ensure that student assessment data are used effectively to personalize students' learning experiences in supplemental/intervention products and support successful learning outcomes.

Universal Design

Universal K–12 education assessment tools are designed to evaluate student learning, skills, and educational progress across various subjects and grade levels. These tools help educators measure student performance, identify learning gaps, and inform instructional strategies.

Accommodations for students taking online assessments are designed to ensure accessibility and equity, particularly for students with disabilities, multilingual learners (MLLs), and those with Individualized Education Programs (IEPs) or 504 plans.

Imagine+ Assessment offers a variety of accommodations for each type of assessment. Subsequent sections of this guide will discuss unique features of each assessment type. Here are some of the more common accommodations featured in all Imagine+ assessments:

Response Accommodations

- **Autosaving:** As students move from one item to another, their testing progress is automatically saved. Therefore, they do not need to manually save before exiting.
- **Progressing to the next item:** To progress to the next item, students must select an answer, even if it is beyond their current level of knowledge. Advise students to simply do their best and select an answer.
- **Leaving the test before completion:** To leave the test before completion, students can pause the test and then exit.

Timing and Scheduling Accommodations

- **Frequent breaks:** Students can take short breaks without penalty.
- **Multiple-day testing:** Tests can be split over multiple days to reduce fatigue.
- **Flexible scheduling:** Students can take the test at a different time of day when they are most alert.

Setting Accommodations

- **Quiet or private testing location:** Students can take the test in a separate or distraction-free environment.
- **Noise-canceling headphones:** These help students who are sensitive to noise or need to focus.
- **Small group or one-on-one administration:** This helps students who need additional support.

Language and Translation Accommodations

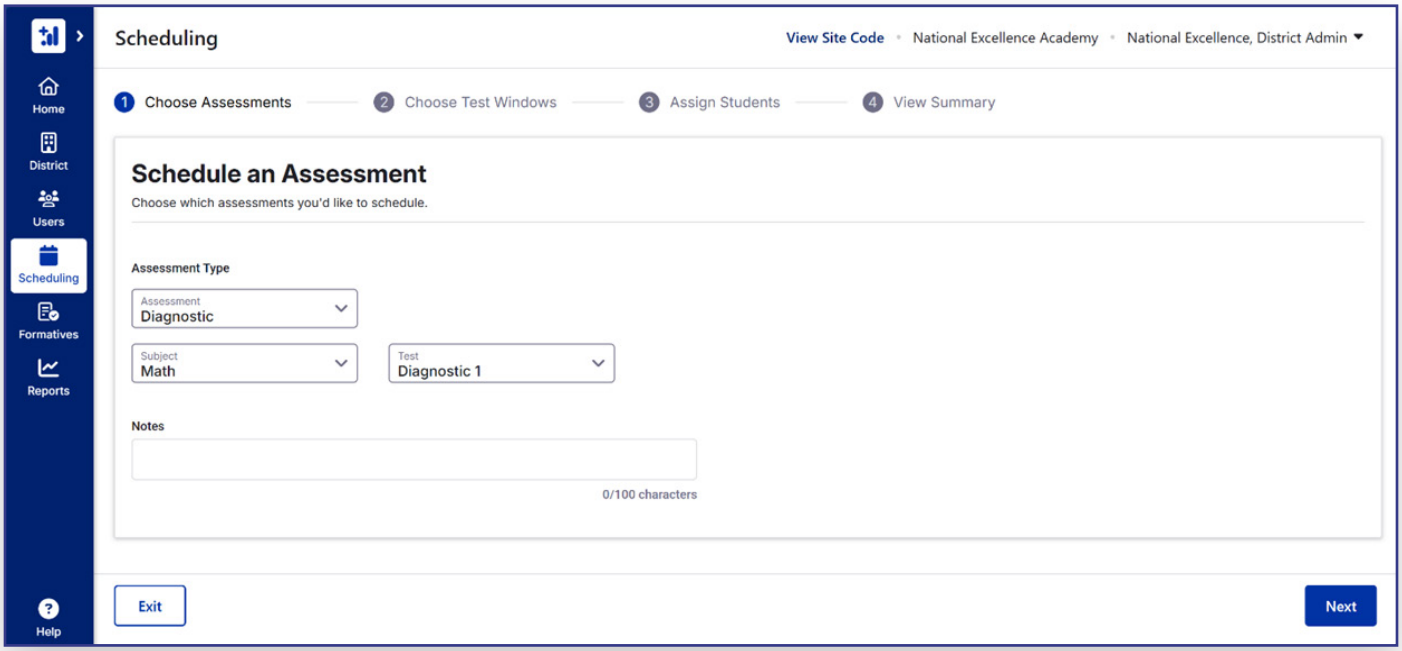
- **Bilingual dictionaries or glossaries:** These are allowed for MLL students.
- **Translation of instructions or questions:** Some tests provide content in multiple languages.
- **Oral translation or interpretation:** This helps students who require verbal translation.
- **Dual language presentation:** This shows English and the student's native language side by side.

Powerful Flexible Scheduler

Administrators can use the Flexible Scheduler in Imagine+ Assessment (I+A) to create assessment schedules for their schools and students and to view and edit currently scheduled assessments. Assessments available to you depend on your organization's product licensing.

User Roles and Permissions:

- **District administrators:** Full access to view and edit schedules district-wide
- **School administrators:** Full access for their schools; limited ability to modify assessments created by district administrators
- **Teachers:** Read-only access to schedules for their assigned classes



Flexible Scheduler

The Flexible Scheduler enables administrators to:

- **Schedule and assign assessments:** Create assessment schedules for the Imagine+ Diagnostic or Imagine+ Screener and assign them to individual students, classes, schools, or the entire district.
- **View scheduled assessments:** View a summary of each assessment that has been scheduled.
- **Monitor student progress on assessments:** View the completion status of in-progress assessments.
- **Edit in-progress or upcoming assessments:** Modify the start and end dates or change the students assigned to take assessments.
- **Reopen closed assessment schedules:** Extend deadlines to give students more time to complete a closed assessment.
- **Reassign assessments to students:** Allow students to restart an assessment they already started or previously completed.
- **Delete scheduled assessments:** Remove a test from the list of scheduled assessments.

The Flexible Scheduler allows teachers to view schedules for their assigned classes. They cannot use it to create, edit, delete, reopen, or reassign assessments.

Key Benefits:

- Efficient scheduling of assessments
- Flexibility in customizing assessment windows
- Support for monitoring student progress
- Centralized management of multiple assessment types

For more in-depth information on scheduling assessments, visit the Imagine+ Assessment Help Center.

User-Centric Reporting

You don't have to sacrifice ease of use for comprehensive, real-time insights into student growth, achievement, mastery of standards, and more. Imagine+ Assessment's unique, user-centric reporting design simplifies data analysis and interpretation for busy educators. Reports are tailored to fit the varying availability and needs of educators.

At-a-Glance View: Perfect for those with only a few moments to spare, this view highlights the most critical data points, providing a quick snapshot of key metrics so that you can focus on the most significant insights to prioritize immediate instructional actions.

- **Value:**
  - **Efficiency:** Enables educators to quickly grasp essential information without sifting through extensive data
  - **Prioritization:** Focuses on the most significant insights, allowing educators to prioritize immediate instructional actions
  - **Time-saving:** Ensures that educators with busy schedules can stay informed, even with limited time

5-Minute View: Striking a balance between brevity and depth, this view provides quick, yet meaningful data analysis for educators to gain a more comprehensive understanding of student performance and growth trends insights that can inform short-term instructional adjustments and planning.

- **Value:**
  - **Comprehensive analysis:** Facilitates an in-depth understanding of students' strengths, challenges, and growth opportunities
  - **Strategic planning:** Supports long-term instructional planning and targeted interventions based on detailed data insights
  - **Customization:** Allows educators to explore data at their own pace, tailoring their analysis to specific needs and objectives

Detailed View: For those who wish to delve deeper into the data, this section provides an extensive analysis of assessment results, allowing for a detailed examination of performance across various metrics in order to fully understand student strengths, challenges, and growth opportunities in support of long-term instructional planning and targeted interventions.

- **Value:**
  - **Comprehensive analysis:** Facilitates an in-depth understanding of students' strengths, challenges, and growth opportunities
  - **Strategic planning:** Supports long-term instructional planning and targeted interventions based on detailed data insights
  - **Customization:** Allows educators to explore data at their own pace, tailoring their analysis to specific needs and objectives

Imagine+ Early Literacy/Dyslexia Screener

Section 3

Imagine+ Screener is a revolutionary all-in-one literacy screener designed to identify children in grades pre-K–3 who are at risk of dyslexia and other reading challenges by assessing key literacy skills predictive of future reading success. Developed by experts at Boston Children's Hospital and the Florida Center for Reading Research, the Imagine+ Screener is a game-based, self-scoring, and adaptive tool that makes early literacy screening engaging and effective. Most districts choose to implement comprehensive screening that not only identifies at-risk students but also details the specific skills that need intervention. However, educators can also have students take a briefer screening targeting key skills to meet state requirements.

Purpose

Imagine+ Screener helps teachers identify students who may be at risk for reading difficulties at an early stage. This allows educators to intervene at the optimal time, which research has shown to be by kindergarten through first grade. The screener provides data to help teachers customize their instruction to meet the specific needs of each student and monitor progress over time.

Key Features:

- **Child-friendly, game-based approach:** Children embark on a fun adventure with Pip, a friendly toucan, meeting animal friends who introduce new literacy skills through engaging subtests.
- **Adaptive assessment:** The game adjusts to each child's ability level, providing precise insights into their strengths and weaknesses.
- **Data dashboard:** Real-time analytics offer powerful insights, helping educators intervene early with targeted strategies to guide students toward grade-level literacy skills.
- **Validated and trusted:** The Imagine+ Screener has been scientifically validated and is used by thousands of children in school districts across the country. It evaluates critical literacy components aligned with the science of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. Rapid automatized naming (RAN) and oral language comprehension are also included.
- **Empowered educators:** With evidence-based resources and customized instruction plans, the Imagine+ Screener empowers teachers to support each student's unique learning path, ensuring timely and effective interventions.

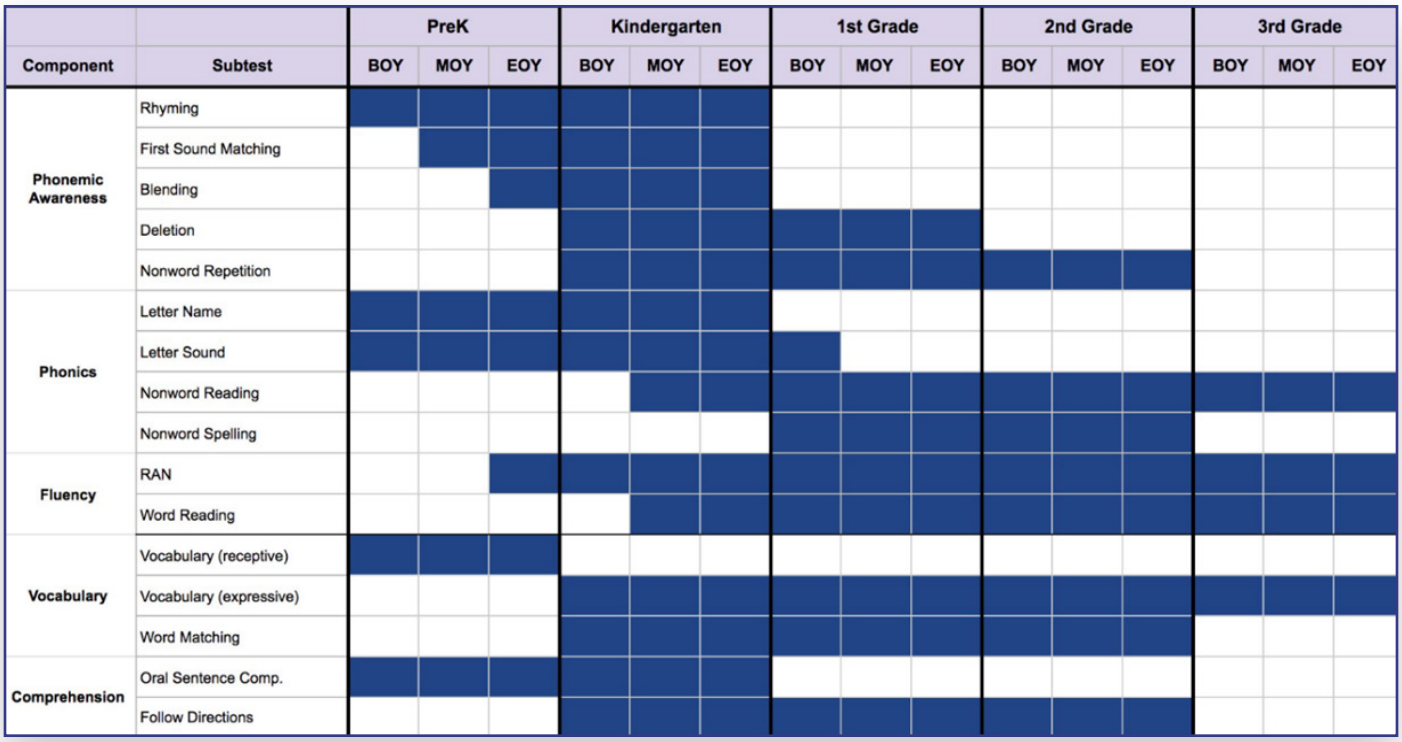
Assessed Skills

The Imagine+ Screener includes a comprehensive battery of subtests designed to assess various aspects of early literacy development in students from pre-K through grade 3. These carefully selected subtests work together to identify students who may be at risk for reading difficulties by evaluating their skills across the five essential components of reading identified by the National Reading Panel:

- **Phonological awareness:** The ability to identify and manipulate individual spoken sounds in words
- **Phonics:** The ability to use letter-sound correspondence to read and spell

- **Comprehension:** The ability to construct meaning from spoken words and sentences
- **Vocabulary:** Knowledge and memory of words, their meanings, and their correct usage
- **Fluency:** The ability to read text accurately with enough speed and prosody to construct meaning

Each subtest in the Imagine+ Screener assesses specific skills within these components, providing a comprehensive profile of a student's reading development. The subtests administered to a student depend on their grade level, the time of year, and whether Locked or Unlocked Mode was implemented.



Component	Subtest	PreK			Kindergarten			1st Grade			2nd Grade			3rd Grade		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Phonemic Awareness	Rhyming	■	■	■	■	■	■									
	First Sound Matching		■	■	■	■	■									
	Blending			■	■	■	■									
	Deletion				■	■	■	■	■	■						
	Nonword Repetition				■	■	■	■	■	■	■	■	■			
Phonics	Letter Name	■	■	■	■	■	■									
	Letter Sound	■	■	■	■	■	■	■								
	Nonword Reading					■	■	■	■	■	■	■	■	■	■	■
	Nonword Spelling							■	■	■	■	■	■			
Fluency	RAN			■	■	■	■	■	■	■	■	■	■	■	■	■
	Word Reading					■	■	■	■	■	■	■	■	■	■	■
Vocabulary	Vocabulary (receptive)	■	■	■												
	Vocabulary (expressive)				■	■	■	■	■	■	■	■	■	■	■	■
	Word Matching				■	■	■	■	■	■	■	■	■			
Comprehension	Oral Sentence Comp.	■	■	■	■	■	■									
	Follow Directions				■	■	■	■	■	■	■	■	■			

Subtests by grade and time of year

Supported Implementation Goals

Educators can use Imagine+ Screener to support the following implementation goals:

- **Early detection:** The screener helps identify students who may be at risk for reading difficulties, including dyslexia, at an early stage. This allows educators to intervene at the optimal time, which research has shown to be by kindergarten through first grade.
- **Tailored instruction:** The screener data can help teachers customize their instruction to meet the specific needs of each student.
- **Resource allocation:** It allows schools to allocate resources more effectively, ensuring that students receive additional support as needed.
- **Informal progress monitoring:** For some subtests, the screener provides a baseline to monitor student progress over time, helping educators adjust their teaching strategies as needed.
- **Improved outcomes:** Early intervention based on screener results can lead to better long-term academic outcomes, reducing the likelihood of future reading difficulties.

Assessment Windows

Pre-K–3 students are typically assessed three times throughout the year. Districts can choose when to administer the screener, with reporting detailing the specific skills that need intervention. Administrators can schedule and configure these assessments via scheduling tools in the Imagine+ Assessment dashboard.

The Imagine+ Screener requires a longer test window due to the nature and administration of the assessment. Providing a two- to four-week assessment window allows students to complete assessments and educators to score required sections. It is recommended to have approximately 45 days between assessment windows to allow students to respond to instruction, develop their skills, and showcase their learning on assessments. Having a shorter period between assessment windows would reduce the amount of time students would have to demonstrate progress before being assessed again, reducing the likelihood that growth would be observed. Administrators schedule and configure the assessments via the Imagine+ Assessment Scheduler.

Recommended Testing Windows:

- Beginning of the year (BoY): October–early November
- Middle of the year (MoY): late January–February
- End of the year (EoY): late April–May

Administration

Types of Subtests

The Imagine+ Screener includes three primary types of subtests. Each subtest typically takes 2–5 minutes to complete.

- **Oral-response subtests:** During these subtests, students listen to a prompt and respond verbally. Their responses are recorded and scored using AI-automated speech recognition to ensure consistency and minimize scoring bias while accommodating variations in student accents and pronunciation.
- **Tips for oral-response subtests**

  To ensure clear audio recordings and accurate scoring, follow these guidelines when administering oral-response subtests.

  - **Use headsets with microphones:** Headsets provide clearer audio recordings than earbuds. Ensure the microphone is properly positioned near the student's mouth.
  - **Ensure proper seating:** Seat students separately, facing the same direction, to minimize distractions and background noises.
  - **Check equipment beforehand:** Before testing, verify that headsets are fully plugged in, volume levels are appropriate, and microphones are functioning correctly. The Imagine+ Screener includes a Mic Check feature that helps ensure audio recordings are of sufficient quality.

- **Provide adult oversight:** Adult supervision during these subtests helps ensure students speak clearly and click the green arrow at the appropriate time.
- **Limit background noise:** Keep classroom noise levels low to avoid interference with audio recordings.
- **Encourage clear responses:** Remind students to speak at an appropriate volume and to clearly pronounce and enunciate their full answer before clicking the green arrow.

- **Point-and-click subtests:** These subtests require students to select or manipulate objects on the screen in response to audio prompts or visual cues.
- **Paper-pencil subtests:** Teachers manually administer these assessments using printable materials available in the Next Step Resources. After administration, teachers enter student responses into the Screener Report.
  - **Note:** The RAN subtest is timed, and a teacher must validate the time by listening to the recording.

Locked and Unlocked Modes

The Imagine+ Screener also offers two distinct modes for administering the assessment: **Locked Mode** and **Unlocked Mode**. Understanding the differences between these modes is crucial for ensuring proper test administration and data collection. See the Welcome Screen illustration within the student experience section to view where the option for Locked Mode is available to educators.

Locked Mode

- **Sequential progression:** In Locked Mode, students are introduced to Pip, the toucan. They proceed systematically through each subtest on the gameboard in a predetermined sequence.
- **Guided experience:** This mode provides a structured and guided experience, ensuring that students complete all subtests in the intended order.
- **Best for initial assessment:** Locked Mode is ideal for the initial administration of the Imagine+ Screener, as it provides a standardized and comprehensive assessment of a student's skills.

Unlocked Mode

- **Flexible navigation:** Unlocked Mode allows educators to navigate directly to a specific subtest, navigate out of sequence, and complete subtests multiple times.
- **Targeted readministration:** Teachers can use this mode to readminister a specific subtest if they need to retest a student. For example, teachers may need to reassess RAN for students who skip a row or click on the green arrow before naming all items.
- **Unlocked for retesting:** When a screener is reassigned to a student via the Scheduler tool in the Imagine+ Assessment report, it will automatically enter Unlocked Mode, allowing the student to access the appropriate subtests for retesting as the educator instructs.

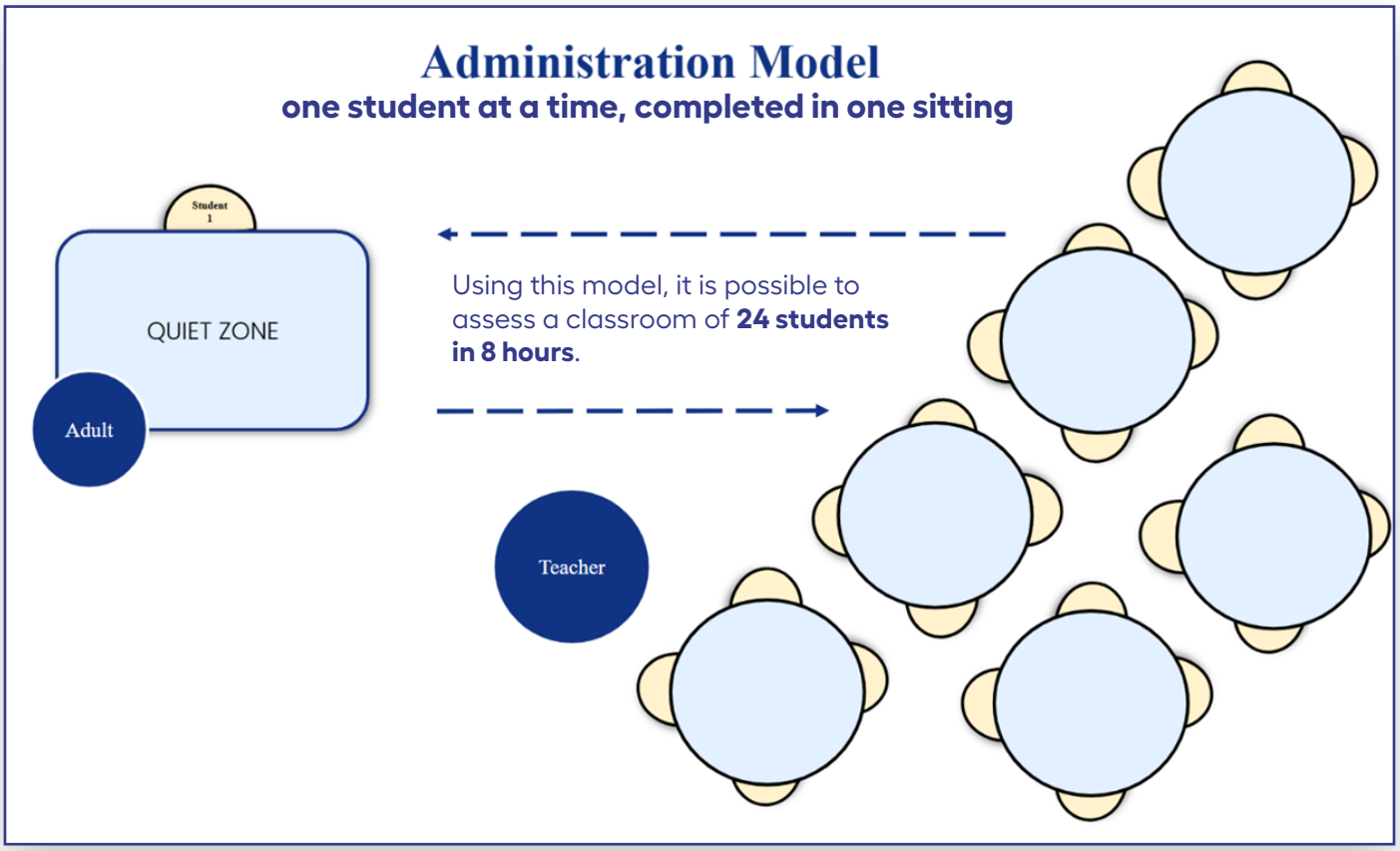
Important Considerations

- **Data integrity:** While Unlocked Mode provides flexibility, it is important to use it judiciously. Students should only retest subtests when the educator requires them to.
  - If students are accidentally logged in using Unlocked Mode, they will be able to navigate to ANY subtest on the gameboard, which will overwrite data for completed subtests.
  - Students will not receive the ending reward video when using Unlocked Mode.
- **Unlocked for retesting:** When a screener is reassigned to a student via the Scheduler tool in the Imagine+ Assessment report, it will automatically enter Unlocked Mode, allowing the student to access the appropriate subtests for retesting.

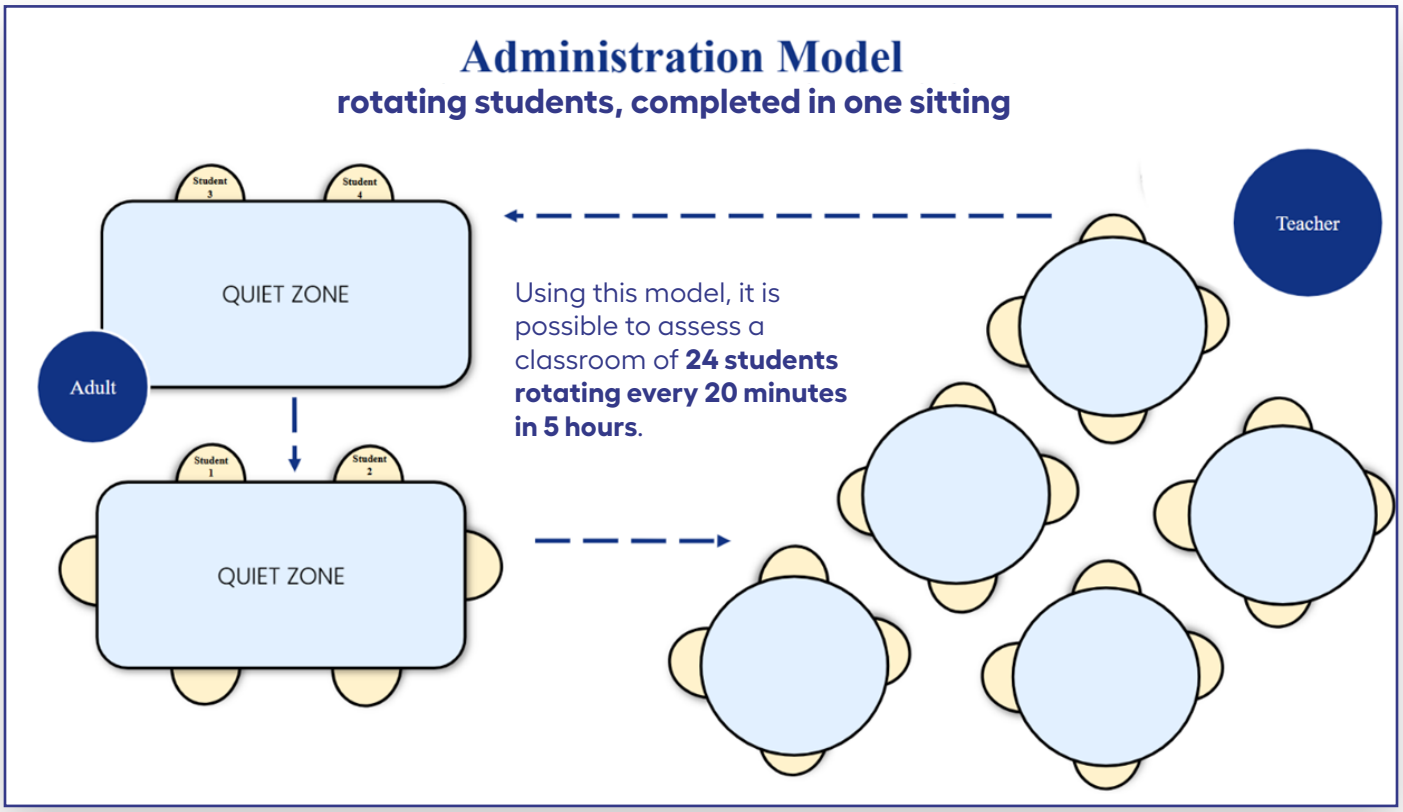
Classroom-Organization Strategies

Organizing your classroom to support assessment administration is critical for collecting valid data. Our recommended strategies have proven successful in classrooms nationwide.

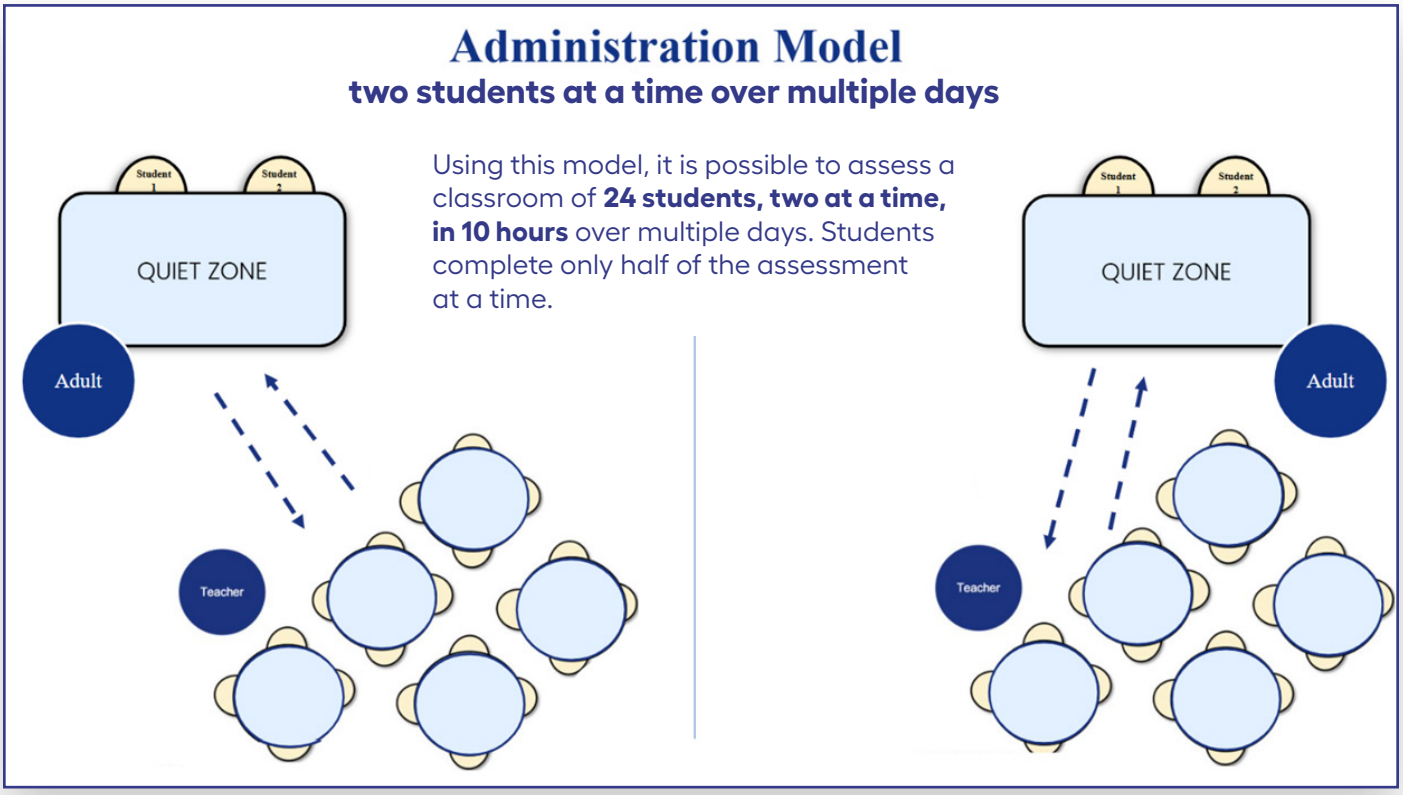
- **1:1 Testing:** Classroom teacher plus one adult who will oversee a single student being assessed in one sitting



- **1:2 Testing:** Classroom teacher plus one administrator who will oversee two students being assessed in one sitting



- **1:2 Testing:** Classroom teacher plus one administrator who will oversee two students being assessed over multiple sittings



Assessing Multilingual Learners

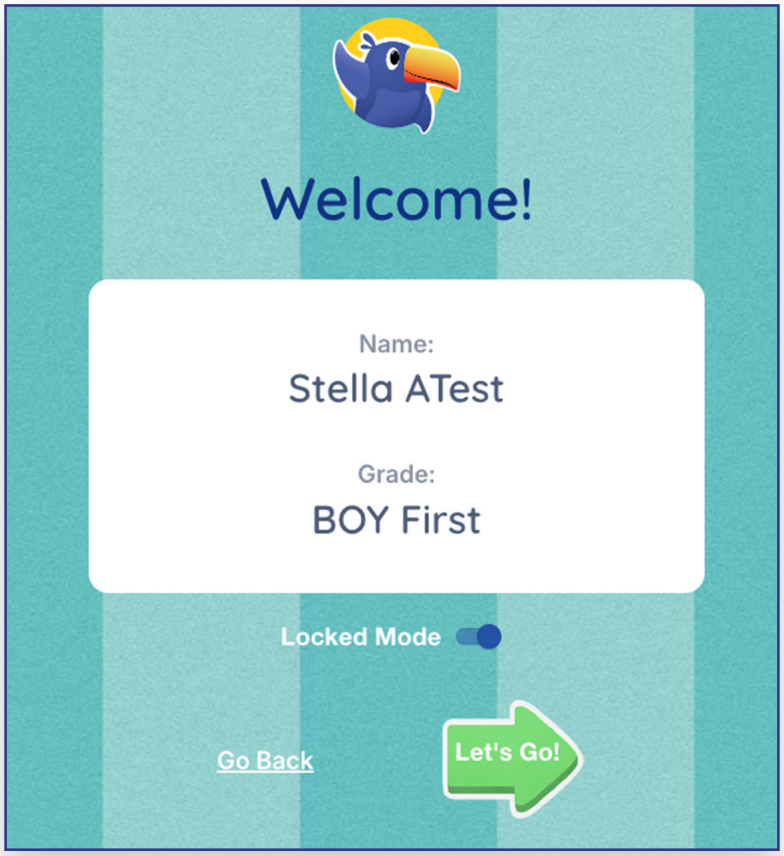
Imagine+ Screener is designed for pre-readers; therefore, most subtests are appropriate for multilingual learners. We recommend administering all or some of the subtests to multilingual learners who:

- know enough English to understand the oral instructions for each subtest and can reasonably know how to play each game.
- have a teacher who can pause the game for each subtest and provide the instructions in the students' native language.

As students develop English proficiency, teachers can administer or readminister subtests in Unlocked Mode to document student progress.

Student Experience

When a student clicks on the Imagine+ Screener entry in the test list, they will land on a confirmation page to verify their name and screener assessment. On this page, a test administrator can toggle the screener in Unlocked Mode if they want the student to take the subtests out of order or take only a few select subtests. By default the screener will be in Locked Mode. Locked Mode is recommended because it gives students a guided path to complete the assessment and is the only way for them to see the reward video at the end of the gameboard.



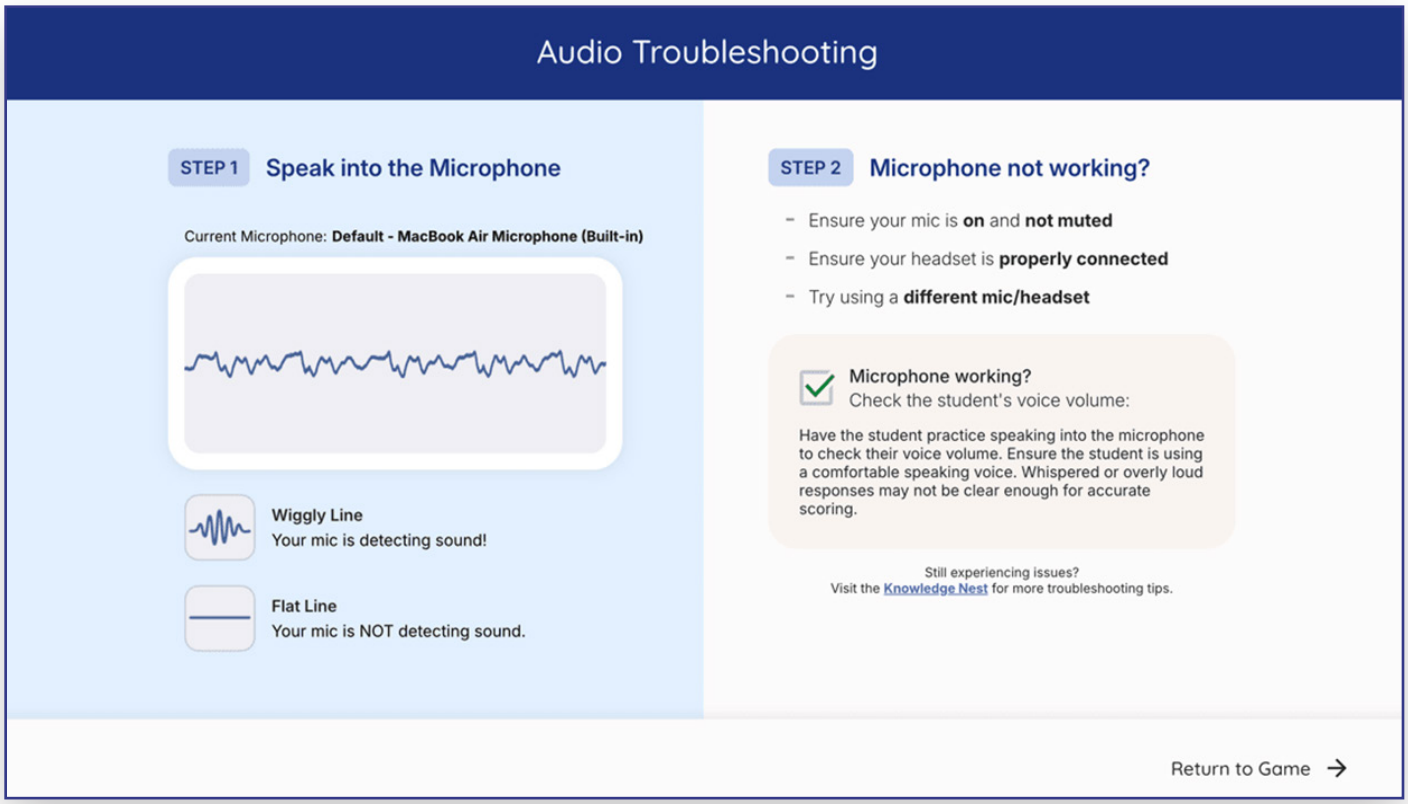
Student confirmation page

When the student clicks “Let’s Go!,” the gameboard will play an introductory video to orient them to the screener experience. The student will travel with their friend, Pip the toucan, on a journey through the city to sail his toy boat in the pond. Students will receive audio instructions telling them how to interact with the gameboard and subtests along the way.



Robot with microphone

After the introductory video, if there are incomplete oral-response subtests, the student will be taken through a mic practice to check if the recording device is working. If inaccurate recordings are detected, the student will be asked to alert a test admin to use the troubleshooting page to resolve any issues before starting the assessment.



The audio check

Once the student clicks on a subtest, they will:

- receive instructions on how to respond to the items related to that subtest (for example, “read a word aloud” or “click on the correct picture”).
- see Pip model how to respond to a sample item.



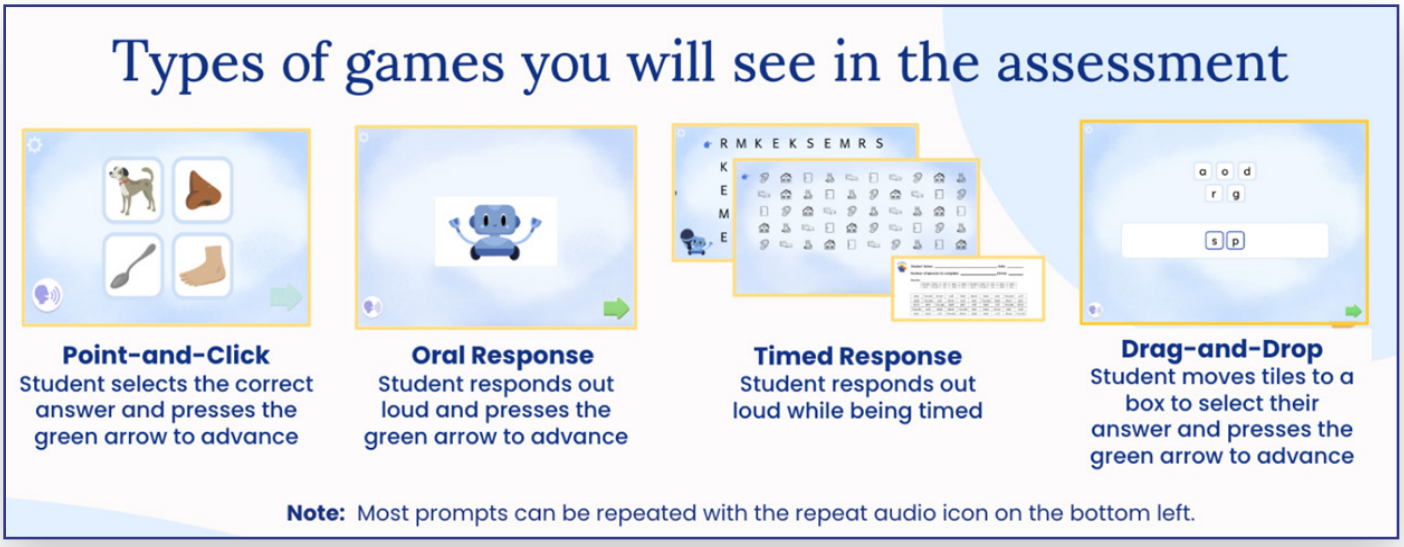
Pip with point-and-click (follow directions)

- complete a practice item with feedback.
- complete the items in the subtest without feedback. Students will receive a static set of items first. Additional items will be adaptively selected based on the student’s performance.
- receive a subtest-completion reward (a picture that will be displayed on their gameboard).



The gameboard

Students can exit the gameboard at any time after completing a subtest and return later to pick up where they left off. Students' progress will be saved upon exit.

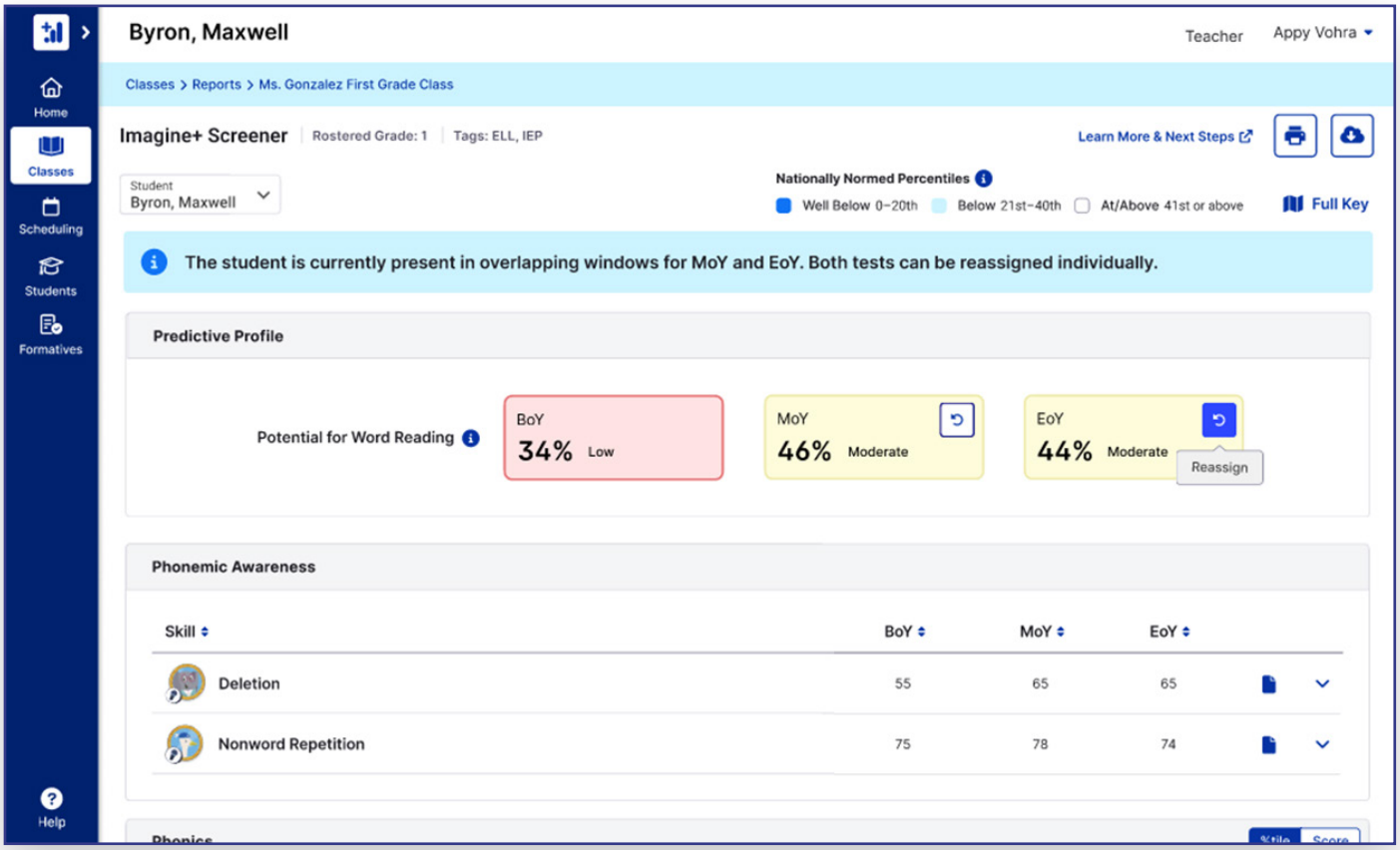


Students' experience within the Imagine+ Screener

Reassigning a Student Test

Educators can reassign the screener if they believe the student's score is not representative of the student's true abilities. For example, if a student's oral response subtest scores are lower than expected, there could be an issue with the microphone or loud background noise in the test environment.

When an educator reassigns a screener to a student via the Student Profile report, the screener will automatically enter Unlocked Mode, allowing the student to access the subtests they need to retake. The educator must submit the test after the retakes are complete. The screener will then be marked as complete, and the student will be recorded as having completed it. The screener will no longer appear on the student's Test List page.

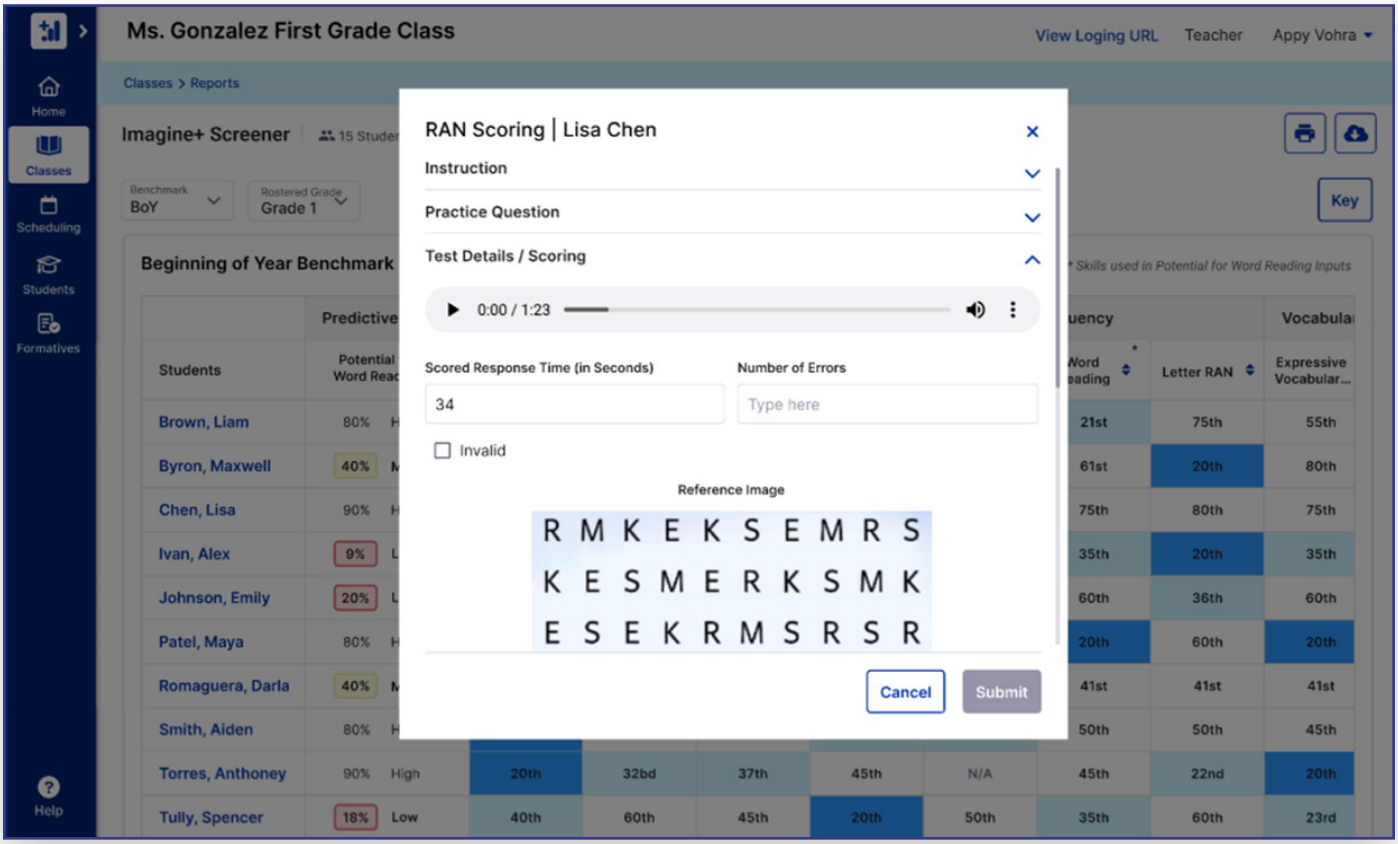


Student profile report

Reporting

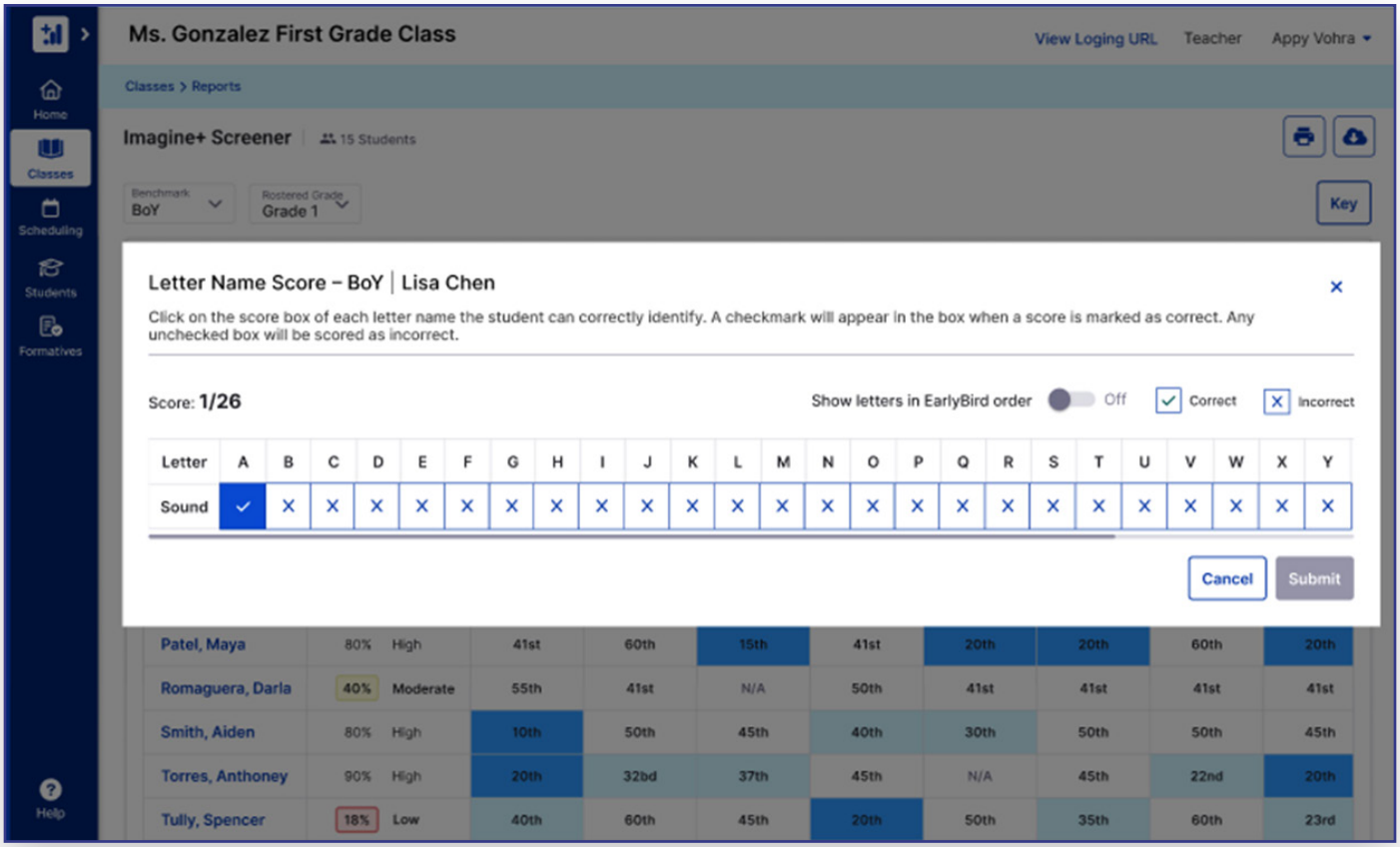
Data are collected from students who complete the subtests in the screener. Results are available almost immediately in the screener report as each subtest is completed within Imagine+ Assessment. Most subtests are automatically scored; however, the following subtests require manual score entry through the classroom or student report:

- **Rapid automatized naming (RAN):** The RAN score is the amount of time it takes the student to name all objects or letters shown. The RAN scoring modal on the screener reports displays the time from which the audio began recording until the time at which the student pressed the green arrow upon completion. The teacher confirms that time by listening to the student's RAN recording, making sure there are no gaps in time or excessive errors.



RAN scoring

- **Letter name:** Teachers can either administer their own letter name inventory or use the one provided by the Imagine+ Screener in the Help Center. The student will be asked to say each letter name out loud. The letter cards will not be given in alphabetical order. Once the test is completed, the teacher can enter whether each letter name was correct in the Letter Name scoring modal on the screener reports. Once the scores are submitted, the reports will immediately update with the ratio score (e.g., 19/26 correct) and the normed percentile. Which score is displayed depends on the "%tile/Score" toggle.



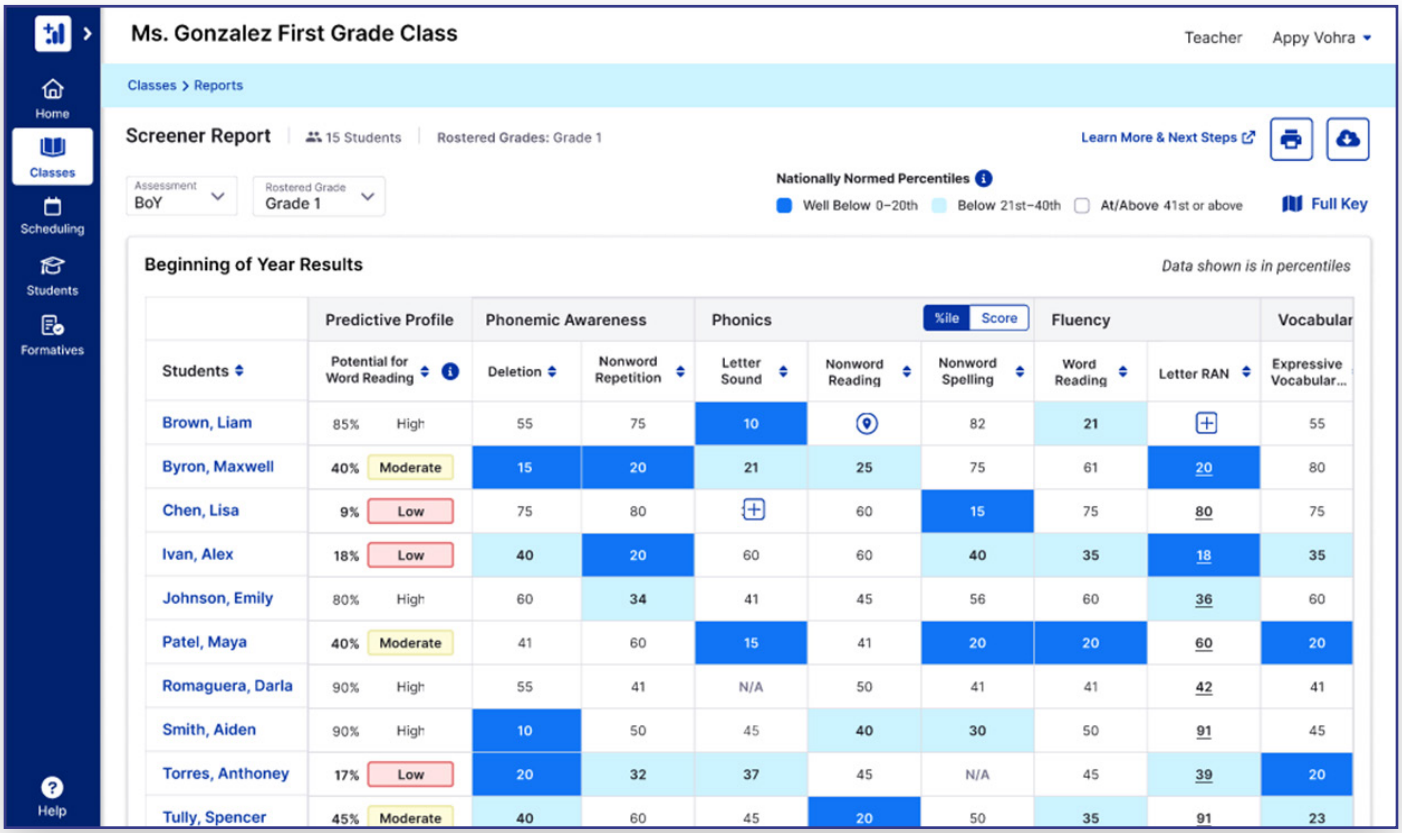
Letter name score

- **Letter sound:** Teachers can either administer their own letter sound inventory or use the one provided by the Imagine+ Screener in the Help Center. The student will be asked to say each letter sound out loud. The letter cards will not be given in alphabetical order. At kindergarten EoY and first grade BoY, the digraphs "ch," "th," and "sh" are included. Once the test is completed, the teacher can enter whether each letter sound was correct in the Letter Sound scoring modal on the screener reports. Once the scores are submitted, the reports will immediately update with the ratio score (e.g., 19/26 correct) and the normed percentile. Which score is displayed depends on the "%tile/Score" toggle.

Educators can review the Imagine+ Screener report across three assessments per year to evaluate student performance, monitor student growth, identify students in need of intervention, identify student strengths and challenges by skill area, and access customized lesson plans and next steps for instruction.

Level of Reporting

- **Class- and Student-Level Reporting**
  - Predictive flag for risk of word-reading difficulties, including dyslexia
    - For kindergarten through third grade, a low Potential for Word Reading (PWR) score, highlighted in red, indicates that, without intervention, a student will likely have severe word-reading issues, such as dyslexia, by the end of the year. A moderate PWR score, highlighted in yellow, indicates likely below-average word-reading skills by the end of the year without remediation.
    - For pre-K EoY, a predictive Reading Readiness score indicates that the student demonstrates phonological awareness and oral-language skills that are foundational in learning to read. A yellow exclamation point icon indicates that the student has "emerging" readiness and, without intervention, is likely to perform below benchmark on phonological awareness skills at the beginning of kindergarten.
  - Nationally normed percentile for each skill area color coded to indicate students and skill areas in need of additional support
    - Scores at or below the 20th percentile will be highlighted in dark blue to indicate well-below-benchmark performance. Scores between the 21st and 40th percentiles will be highlighted in light blue to indicate below-benchmark performance. Scores greater than the 40th percentile are above benchmark.
  - Ratio score for letter sound and letter name inventories



Class report

Please refer to the Imagine+ Assessment Help Center for more in-depth information on all aspects of screener reports.

Interpreting Results for Multilingual Learners

Imagine+ Screener is designed for pre-readers; therefore, most subtests are appropriate for multilingual learners. However, there are special considerations in interpreting results for multilingual learners.

- **Oral language comprehension:** Lower scores in the oral language comprehension subtests (vocabulary, word matching, oral sentence comprehension, and follow directions) should be expected based on students' background knowledge and English proficiency.
- **Phonemic and phonological awareness:** Scores in phonemic and phonological awareness subtests (rhyming, first sound matching, blending, deletion, and nonword repetition) not only offer a baseline for phonemic proficiency but also can reveal potential weaknesses in phonological processing and phonological memory based on the ability to hear, repeat, and manipulate phonemes, regardless of language. Since these subtests do not align with word meaning, they can identify skill deficit regardless of a student's native language, as long as the native language has similar phonology. Phonological proficiency has little association with oral language proficiency but is highly correlated with word reading.
- **Rapid Automatized Naming (RAN):** RAN is a valuable subtest for multilingual learners who have mastered the English words for the five objects presented in the subtest or use native language words that are monosyllabic. This naming speed score provides a baseline reflective of a student's neurological processing speed, which is relevant to reading fluency, yet requires no word reading.

Data from these subtests, along with qualitative data and monitoring for persistent difficulty in pronouncing new English sounds that are different from native languages, can help educators better discern whether the source of a student's difficulty is language learning or a reading disability.

For more in-depth information on the Imagine+ Screener, visit the Imagine+ Assessment Help Center.

Imagine+ Diagnostic

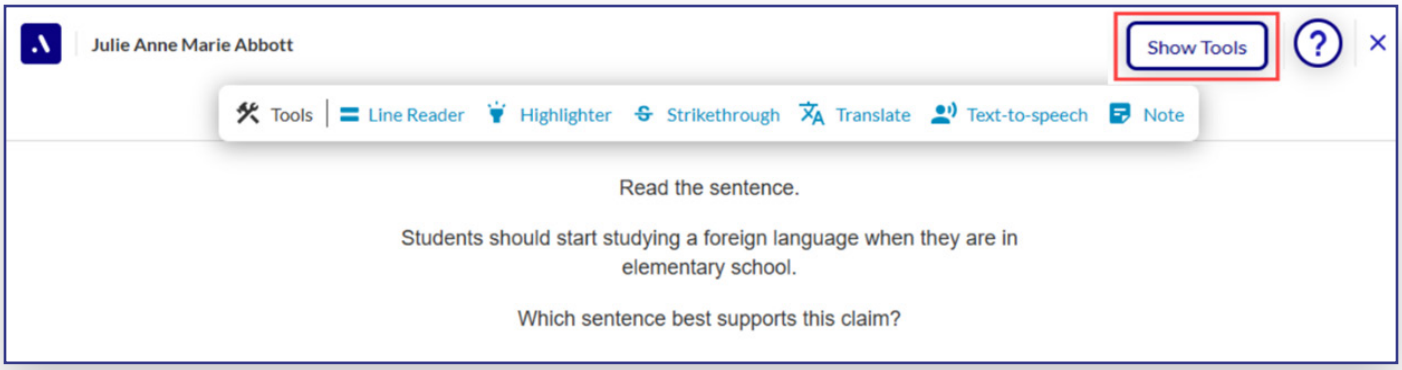
Imagine+ Diagnostic is a computer-adaptive diagnostic assessment designed to evaluate students' proficiency levels in Math and ELA. This assessment can be administered to students in grades K–12 and provides valuable insights into their academic abilities.

Purpose

- Pinpoint specific areas of academic need for each student
- Determine a student's instructional grade level in Math or ELA
- Ensure students receive appropriate content in their learning paths within other Imagine Learning products
- Track a student's overall ability and document their growth over time
- Provide educators with data to inform instruction and identify students who may need additional support

Key Design Features

- **Adaptive technology:** Questions adjust in difficulty based on the student's performance.
- **Multiple domains:** Students are evaluated in various content domains within Math and ELA.
- **Technology-enhanced items:** Interactive elements such as drag-and-drop, fill-in-the-blank, and multiple-choice items are included. A calculator will be presented to students when appropriate.
- **Student-friendly interface:** The interface features a user-friendly, age-appropriate design with clear instructions and breaks throughout the assessment.
- **Three-part structure:** The assessment is divided into three stages to provide a more manageable experience for students and to allow the system to gradually learn their abilities.
- **Spanish Math:** A trans-adapted version of the math assessment is available for grades K–12 to accurately measure the math capabilities of Spanish-speaking students.
- **Rapid-guessing flag:** Students who answer 20 percent or more of the assessment items in less than 8 seconds each will have their results flagged in the report. Educators may choose to reassign the assessment to the student to ensure a more valid measurement of the student's abilities.
- **Universal testing tools for all students**
  - **Line reader:** Allows students to identify and manipulate individual spoken sounds in words
  - **Highlighter:** Allows students to highlight important text for easy reference and review
  - **Strikethrough:** Allows students to eliminate multiple-choice or multiple-select options
  - **Translate:** Translates selected text into Spanish. Must be enabled for a student by an educator.
  - **Text-to-speech:** Reads all or a highlighted portion of text within the testing window. Must be enabled for a student by an educator.
  - **Notes:** Provides a space for students to organize thoughts or information



Universal tools

- **Help video:** Clicking the **question mark** in the top-right corner of the page will open a pop-up with a short help video. Each assessment item will have a corresponding help video.



Question mark

- **Supported Accommodations**
  - **Use of a scribe:** A scribe may be provided to help record a student's answers to test items. The scribe must limit their assistance to documenting the student's responses as given.
  - **Use of a screen reader:** A screen reader may be provided to help visually impaired students obtain information from text.
  - **Oral presentation or translation of test items and directions:** Districts can provide a proctor to read the directions and test items aloud for ELL and special needs students. Oral translation may also be used.
  - **Setting accommodations:** An alternative setting for completing assessments may be recommended in a student's IEP.
  - **Extended time:** Students can receive additional time to complete the assessment.

Assessed Domains

Math

Domain	Instructional Grade Levels
Number Sense	K–8
Operations and Algebraic Thinking	K–8
Geometry and Measurement	K–8
Data Analysis	K–8
Number and Quantity	9–12
Algebra	9–12
Functions	9–12
Geometry	9–12
Statistics and Probability	9–12

Reading

Domain	Instructional Grade Levels
Print Concepts	K–1
Phonological Awareness	K–1
Phonics and Word Recognition	K–3
Reading Comprehension	3–12
Conventions	1–12
Vocabulary	K–12
Informational Text Analysis	K–12
Literacy Text Analysis	K–12

Assessment Windows

Students are typically assessed multiple times throughout the year to monitor growth and to adjust instruction. The recommended assessment window of two to three weeks allows students to complete scheduled assessments. It is recommended to have approximately 45 days between assessment windows to allow students to respond to instruction, develop their skills, and showcase their learning on assessments. Having a shorter period between windows would reduce the amount of time students would have to demonstrate progress before being assessed again, reducing the likelihood that growth would be observed. Administrators schedule and configure the assessments via the Imagine+ Assessment Scheduler.

Recommended assessment windows:

- **Diagnostic 1:** July 1 to October 31
- **Diagnostic 2:** November 1 to March 31
- **Diagnostic 3:** April 1 to June 30
- **Diagnostic 4:** Optional

It is important to schedule assessments to fit around the school calendar and to ensure students have adequate instructional time between assessment windows.

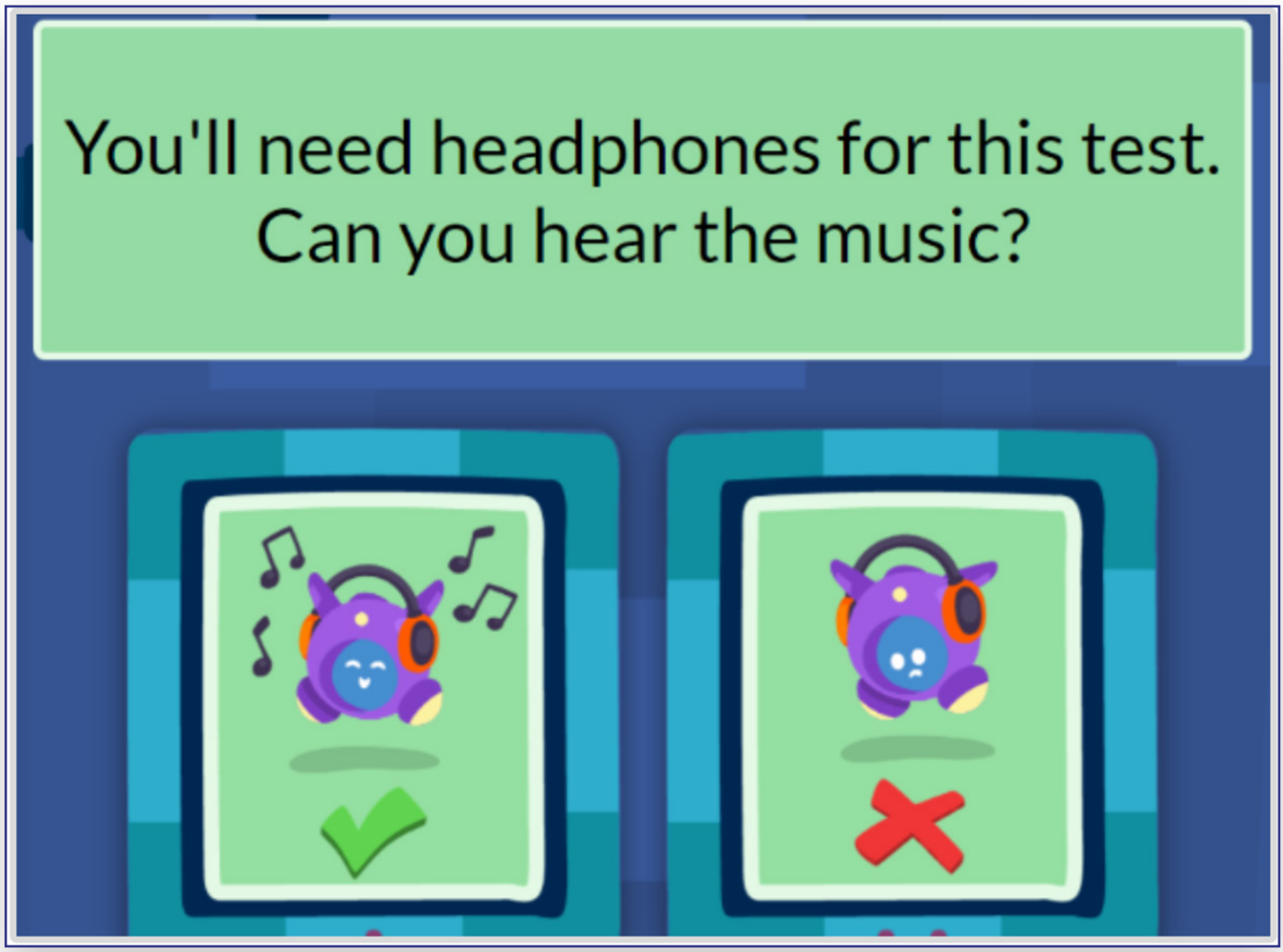
Administration

- **Question quantity:** The number of questions varies based on grade level and student performance, but there are typically 30 to 45 questions per subject.
- **Time allotment:** The assessment generally takes 45 to 60 minutes per subject.
- **Flexibility:** Students can pause and exit the assessment at any time. Their progress is saved.
- **Inactivity time-out:** If a student is inactive for more than 3 minutes, they will be prompted to resume or will be logged out after 90 seconds.
- **Incomplete assessments:** Assessments that are not completed within 30 days will expire, which means students must restart the assessment the next time they log in during the current assessment window. If the assessment expires and the window closes, the educator can reschedule the assessment for the student if desired.
- **Age appropriateness:** Students are engaged with age-appropriate questions in an age-appropriate environment.
- **Information:** Teachers should share basic details about the assessment, such as testing window dates, estimated time to complete, and the adaptive nature of the questions.
- **Testing environment:** Students should take the test in a quiet space with a computer or tablet with connected headphones or earbuds. Students may use scratch paper.
- **Expectations:** Teachers should encourage students to do their best. They should explain that test results will be used to inform instruction and, if applicable, to adjust students' learning paths in Imagine MyPath or Imagine Language & Literacy.
- **Structure:** Teachers should tell students about the three stages of the assessment and the breaks provided.
- **Flexibility:** Teachers should let students know that they can save their progress and continue the assessment later. Younger students in particular can benefit from taking the assessment across multiple sessions.
- **Academic integrity:** Teachers should remind students to complete the assessment independently, without assistance.

Student Experience

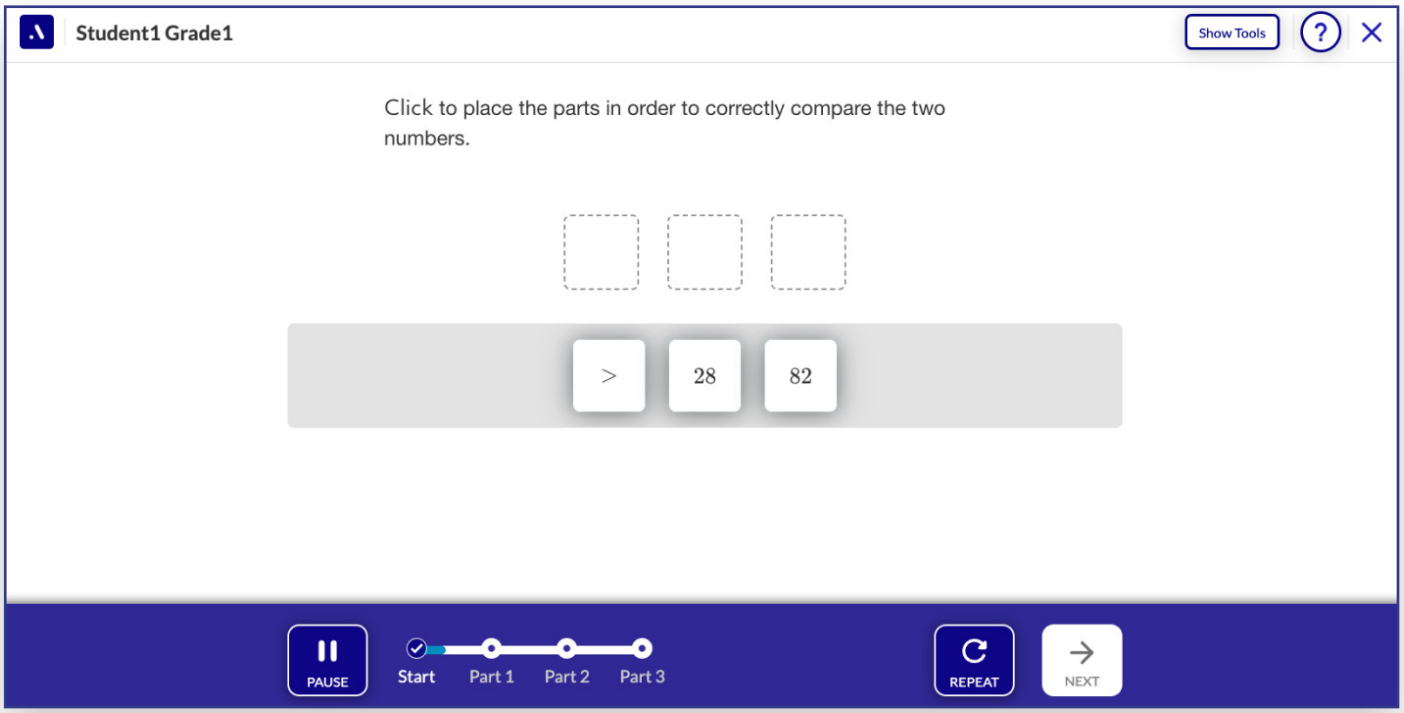
Imagine+ Assessment is designed to support students who are new to online testing, as well as those who are more experienced. It offers an age-appropriate interface and experience to help both young and seasoned learners showcase their knowledge. Age-appropriate screens, fonts, and instructions are used at the different grade bands of K–1, 2–5, and 6–12.

- **Welcome:** Students are greeted and informed they will be taking a test. They are encouraged, "Do your best!" and "You'll do great!"
- **Audio check:** Students verify that their hardware is working and can receive audio input. If students indicate that their headphones are not playing the music, they are prompted to ask for assistance.



K–5 audio check

- **Testing interface:** During the assessment, students will encounter content designed to assess domains and skills from any of the grade bands.



Student testing interface

- **Transition screens:** Transition screens, complete with audio and positive reinforcement, are included between each stage to support students during the assessment.



Grades 6–12 transition screen

- **Congratulatory final screen :** Upon completing the test, students are directed to a celebratory screen.

Refer to the Imagine+ Assessment Help Center for more in-depth information about the student experience for the various grade bands.

Reassigning a Student Test

Educators can reassign an assessment if they believe the score is not representative of a student's true abilities. For example, they may know that one student experiences test anxiety, and another student does not take assessments seriously.

A teacher or administrator can reassign the diagnostic from the student-level Diagnostic Report during an open assessment window.

- When an assessment is reassigned, the score from the original assessment will no longer be visible in reports. If integrated with MyPath Math or Reading, the original grade placement can still be viewed on the Student Placement page until the student retakes the assessment.
- The student will be required to take the Imagine+ Diagnostic again upon their next login.
- If integrated with other Imagine Learning products, lesson data from lessons completed between the original and reassigned assessments will be retained.
- An assessment should be reassigned if a student:
  - became ill during the assessment.
  - received unapproved assistance.
  - had a rapid-guessing flag on the Diagnostic Report.

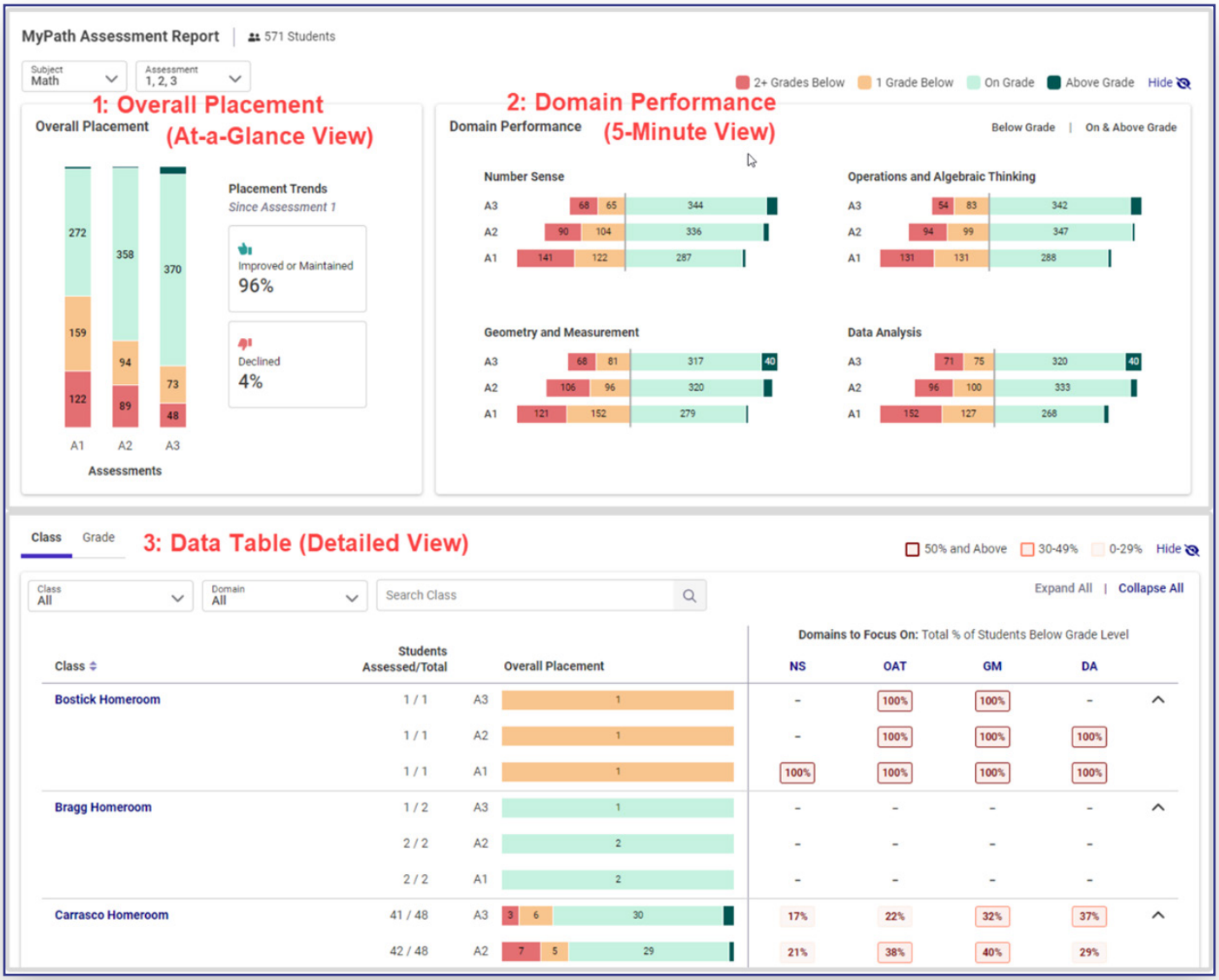
Reporting

Imagine+ Diagnostic provides students' overall grade-level placement information as well as detailed information about student performance in each assessment domain in Math and Reading. Students' overall and domain-level assessed grades are determined using scaled score ranges. To guide intervention, the report prominently displays the areas where students need the most help.

Here is an example of a school-level report for the Imagine+ Math Diagnostic.

The report opens with **three main sections**, as discussed in Section 2 of this guide:

1. **Overall Placement** (At-a-Glance View)
2. **Domain Performance** (5-Minute View)
3. **Data Table** (Detailed View)



Data are collected from students who complete the diagnostic assessment. Results are available almost immediately in the Diagnostic Report within Imagine+ Assessment. These charts show what is available at various levels.

Report	District Level	School Level
Overall Grade Placement	Yes	Yes
Overall Performance Trends	Yes	Yes
Domain Performance	Yes	Yes
Domain Performance Trends	Yes	Yes
Overall Comparisons & Trends	School & Grade Level	Class & Grade Level

Report	Class Level	Student Level
Overall Scale Score	Yes	Yes
Overall Assessed Grade Level	Yes	Yes
Domain Assessed Grade Level	Yes	Yes
Scale Score Growth	Yes	Yes
Lexile/Quantile	Yes	Yes
Percentile Rank	Yes	Yes
Rapid-Guessing Flag	Yes	Yes
Overall & Domain Performance Comparisons and Trends	Student	Student

Class-level report or student report

The Imagine+ Assessment Help Center has numerous comprehensive articles to assist with using and understanding the Diagnostic Report.

Imagine+ Formatives

Imagine+ Formatives are short, pre-built, and standards-aligned assessments that provide a quick picture of learning to support day-to-day classroom instruction and intervention. They are designed to help educators quickly confirm learning as an integral part of teaching. These assessments are easily accessible from the Formatives section of Imagine+ Assessment.

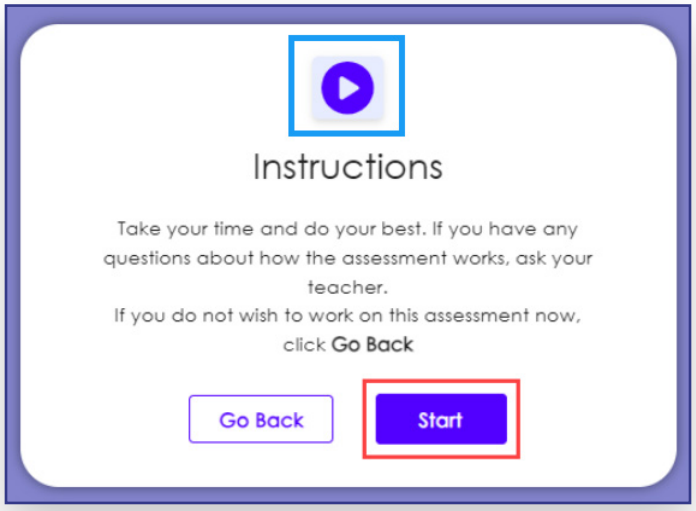
There are 320+ formatives in Math and 575+ formatives in ELA. These formative assessments measure skills and standards for grades K–8.

Purpose

- Quickly confirm learning of specific skills and standards
- Inform day-to-day classroom instruction and intervention
- Help measure standards proficiency for progress monitoring

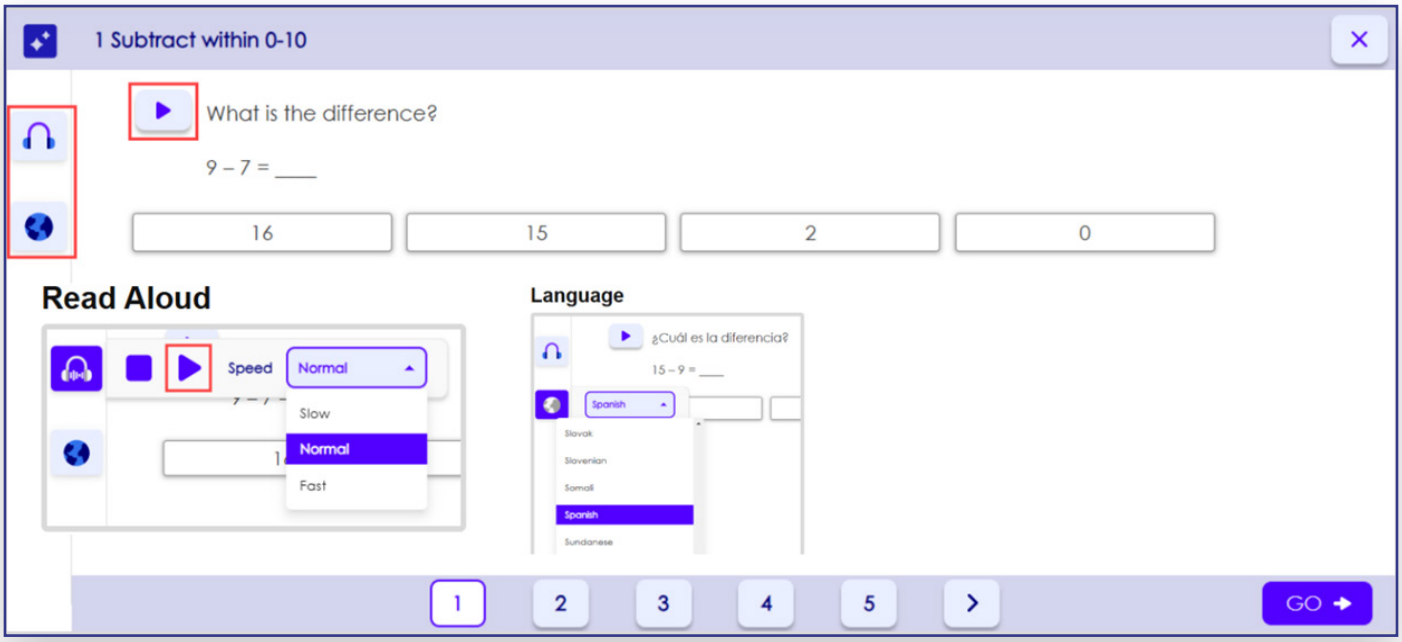
Key Features

- **Targeted skill focus:** Each formative focuses on a single skill or a small set of related skills.
- **Fixed-form structure:** All students answer a standardized set of questions, allowing educators to compare results more easily.
- **Number of items:** The number of items per formative varies depending on grade level and purpose, but there are typically 3–7 items.
- **Standards alignment:** Formatives are aligned to state standards for all 50 states, including Common Core. (Note: "N/A" for a standard might mean the skill is addressed in a different grade level within your state's standards.)
- **Testing tools**
  - **K–2 students:**
    - **Instructions:** Students are encouraged to read the instructions or click the play button to listen to the instructions.



Instruction screen

- **Start:** Questions are automatically read aloud in English for K–2 students. Clicking the play button will replay the question.
- **Read aloud:** Click the headphones to make the Read Aloud menu appear. Students can click the play button to have all of the text within the window read aloud, or they can first highlight a particular section of text that they wish to have read aloud and then click the headphones to use the tool. Students can also choose to have the text read aloud at different speeds: Slow, Normal, or Fast.

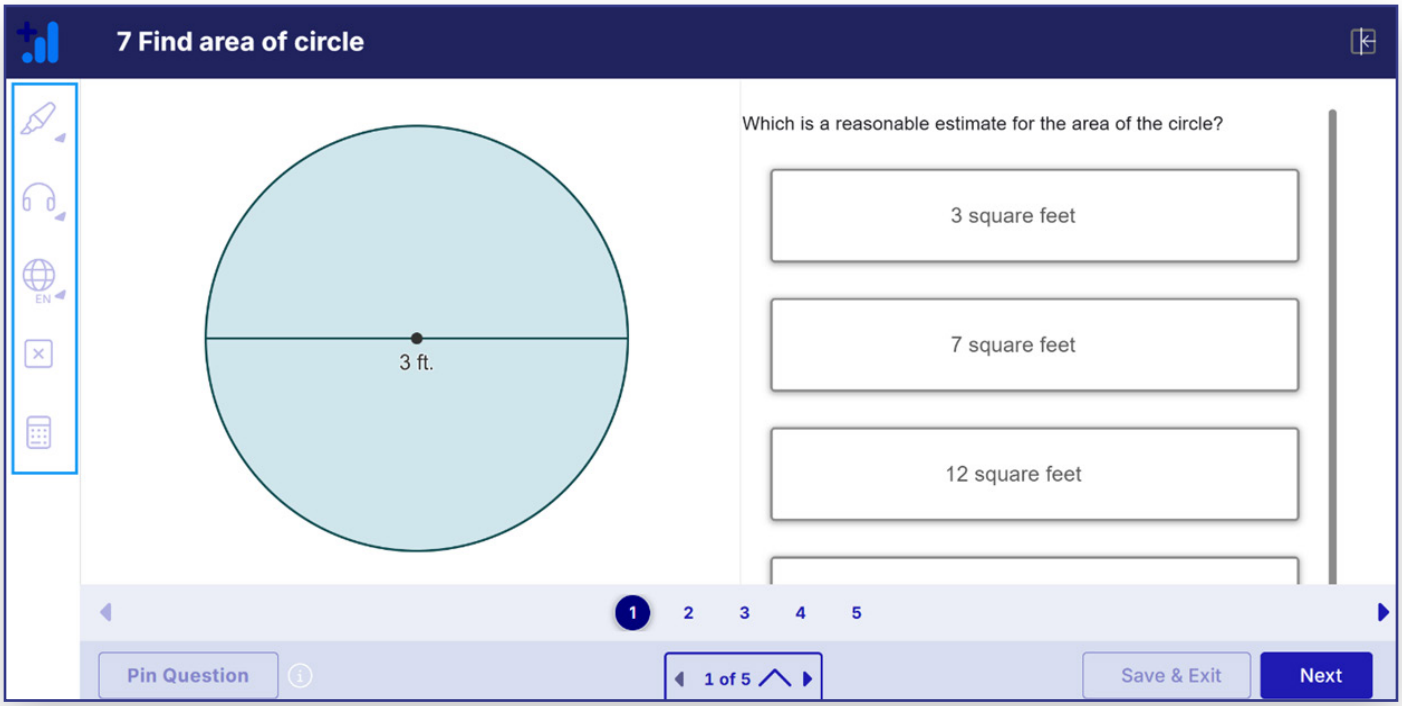


Read Aloud and Translation tools

- **Text Translation:** Click the globe to make the Language menu appear. Select a language from the drop-down menu to translate the text within the window to the chosen language. Some languages can be read aloud using the Read Aloud tool. If a language can be read aloud, the Read Aloud menu appears after the student clicks the headphones. If a language cannot be read aloud, the Read Aloud icon changes to a darker shade of purple and is no longer clickable.

- **Grades 3+:**
  - **Instructions:** Students are encouraged to read the instructions or click the play button to listen to the instructions.
  - **Highlight:** Students can highlight text by using their mouse to highlight text in the window and then clicking the highlighter icon and choosing a color. To remove any highlights, click the highlighter icon and then click the trash can.
  - **Read aloud:** Click the headphones to make the Read Aloud menu appear. Students can click the play button to have all of the text within the window read aloud, or they can first highlight a particular section of text that they wish to have read aloud and then click the headphones to use the tool. Students can also choose to have the text read aloud at different speeds: Slow, Normal, or Fast.

- **Text translation:** Click the globe to make the Language menu appear. Select a language from the drop-down menu to translate the text within the window to the chosen language. Some languages can be read aloud using the Read Aloud tool. If a language can be read aloud, the Read Aloud menu appears after the student clicks the headphones. If a language cannot be read aloud, the Read Aloud icon changes to a darker shade of purple and is no longer clickable.
- **Answer choice elimination:** Students can remove answer choices they know to be incorrect by clicking the X and then selecting the answer choice(s) they wish to remove. They need to click the X again when they are done making their selection.
- **Calculator:** A calculator is available when appropriate for an item.



Formative item

- **Supported Accommodations**
  - **Use of a scribe:** A scribe may be provided to help record a student's answers to test items. The scribe must limit their assistance to documenting the student's responses as given.
  - **Use of a screen reader:** A screen reader may be provided to help visually impaired students obtain information from text.
  - **Oral presentation or translation of test items and directions:** Districts can provide a proctor to read the directions and test items aloud for ELL and special needs students. Oral translation may also be used.
  - **Setting accommodations:** An alternative setting for completing assessments may be recommended in a student's IEP.
  - **Extended time:** Students can receive additional time to complete the assessment.

Supported Implementation Goals

Teachers can use formatives to:

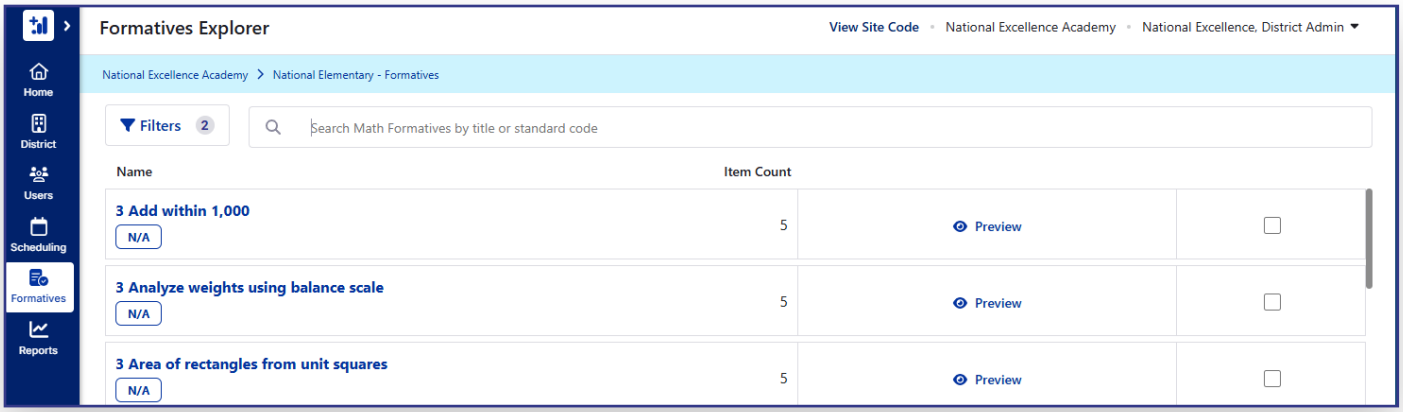
- quickly check student understanding of specific skills taught in class.
- identify standards-level proficiency for progress monitoring.
- follow up on Imagine+ Diagnostic results to pinpoint specific skills a student needs to improve.

Administration

From the Formatives Dashboard, teachers and administrators can manage the administration of all formative assessments. They can:

- search for formatives by subject, grade, standard, and keyword.
- preview formatives and see item content and aligned state standards before assigning.
- create assignments that include one or multiple formatives.
- assign the formatives to individuals, groups, or entire classes.
- view student completion of assignments.
- drill down to review student performance.

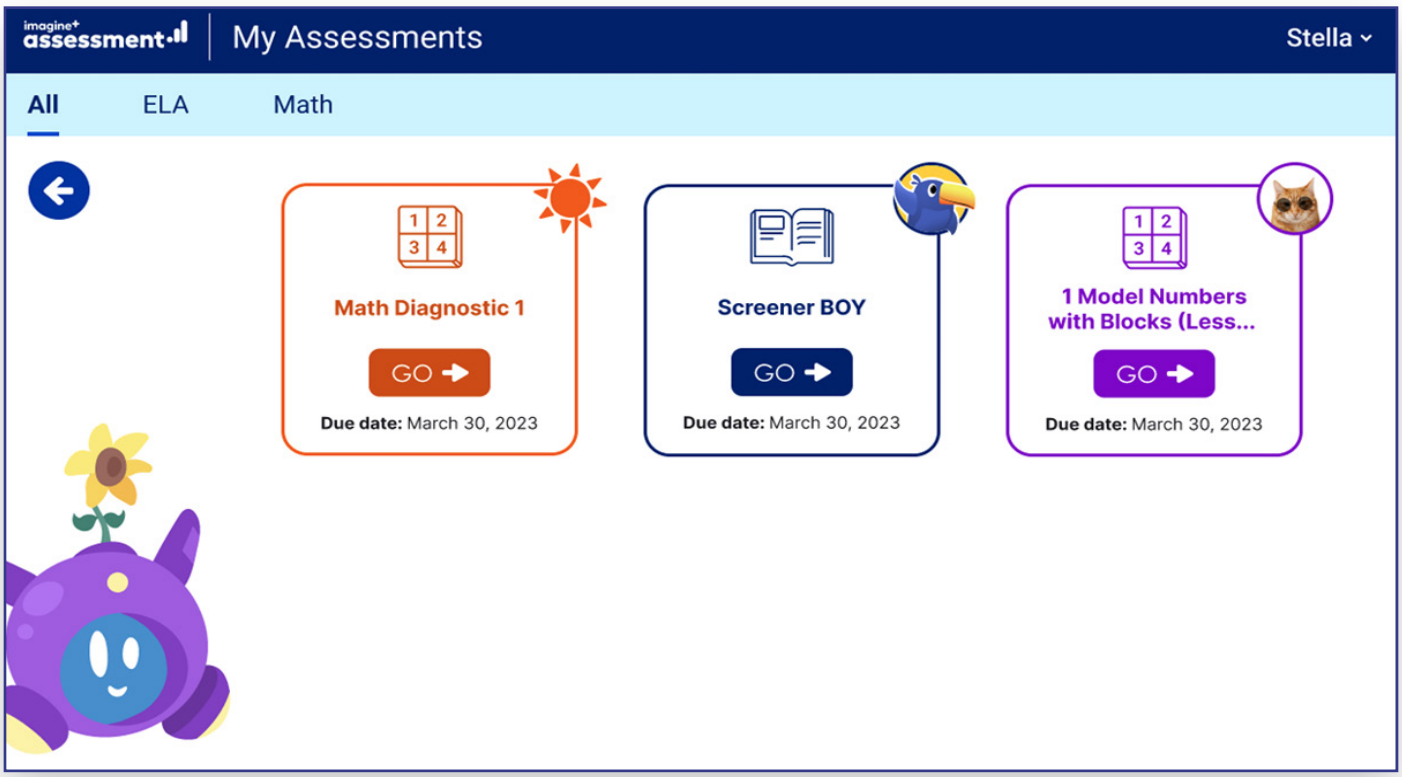
Note: An administrator can create formatives but must be listed as a teacher for a class to assign the assessments to students in that class.



Teacher experience for formatives

Student Experience

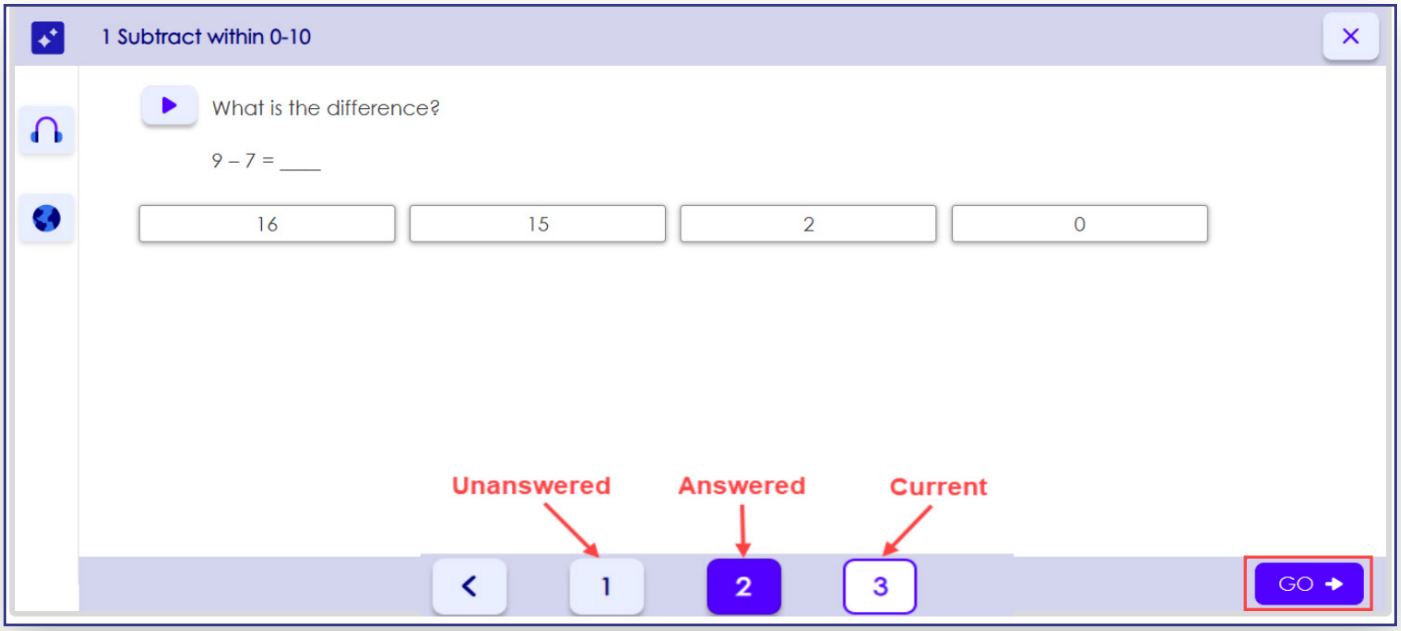
When students log in and click on their Imagine+ Assessment tile, they will see the “My Assessments” page which will inform the students what assessments have been assigned to them. This includes the formatives or “Quiz.”



Student experience for formatives

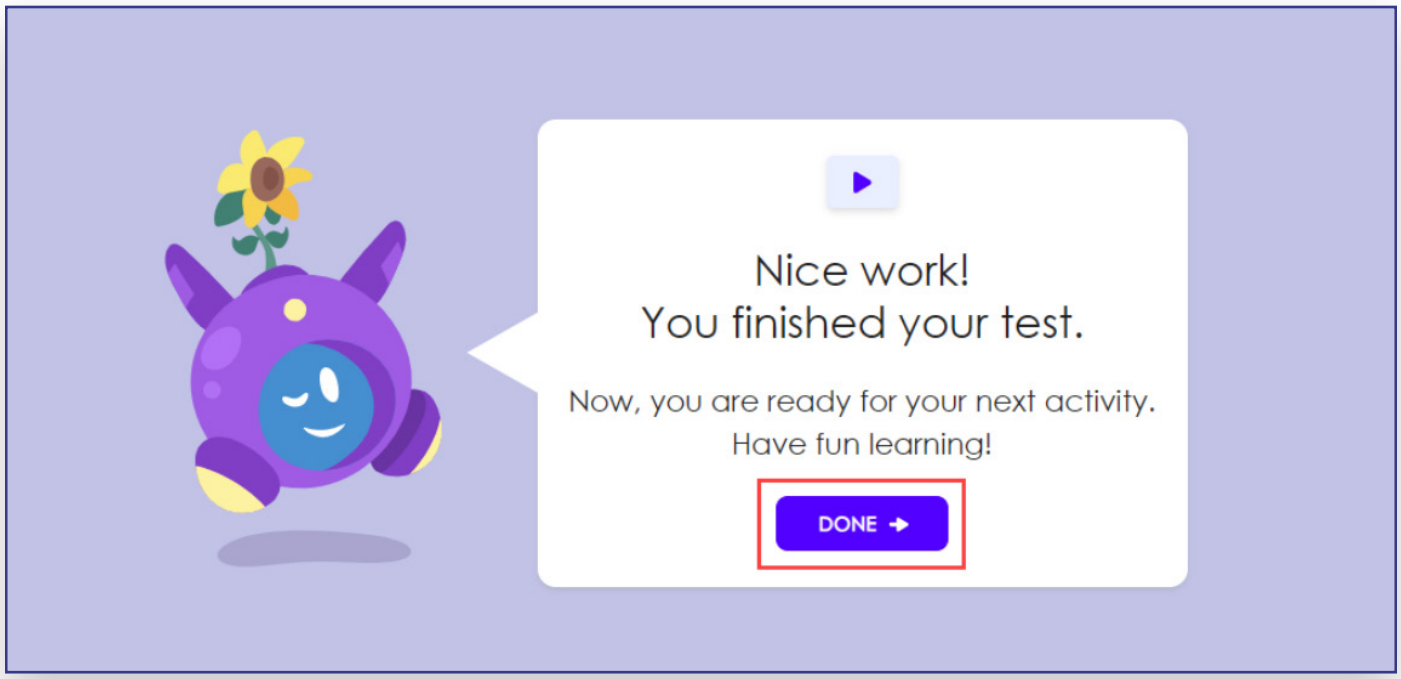
When students are completing a formative, they have both student tools and features to enhance their experience.

K–2 students can navigate between questions by using the arrows and pagination or by clicking Go. The pagination is color coded, so students can track any unanswered questions. Light purple means the question has not been answered, dark purple means the question has been answered, and white indicates the current question.



K–2 formative item

When students finish the quiz and click yes to confirm, they are taken to a *Nice work!* screen.



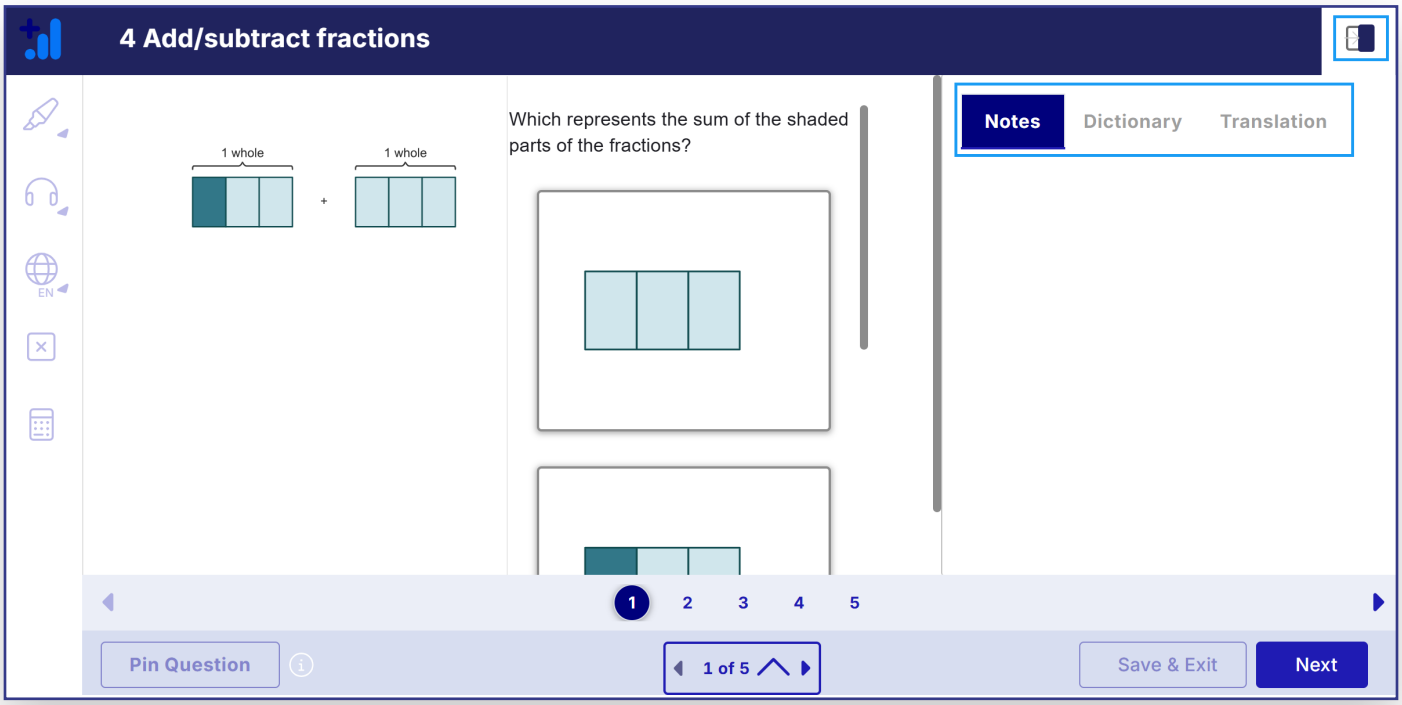
Completed K–2 formative

3+ students can also pin a question. This puts a purple pin on the question number to remind them to return to it later. To remove the pin, students need to return to the question and click the button again, which will now read "Unpin This Question."



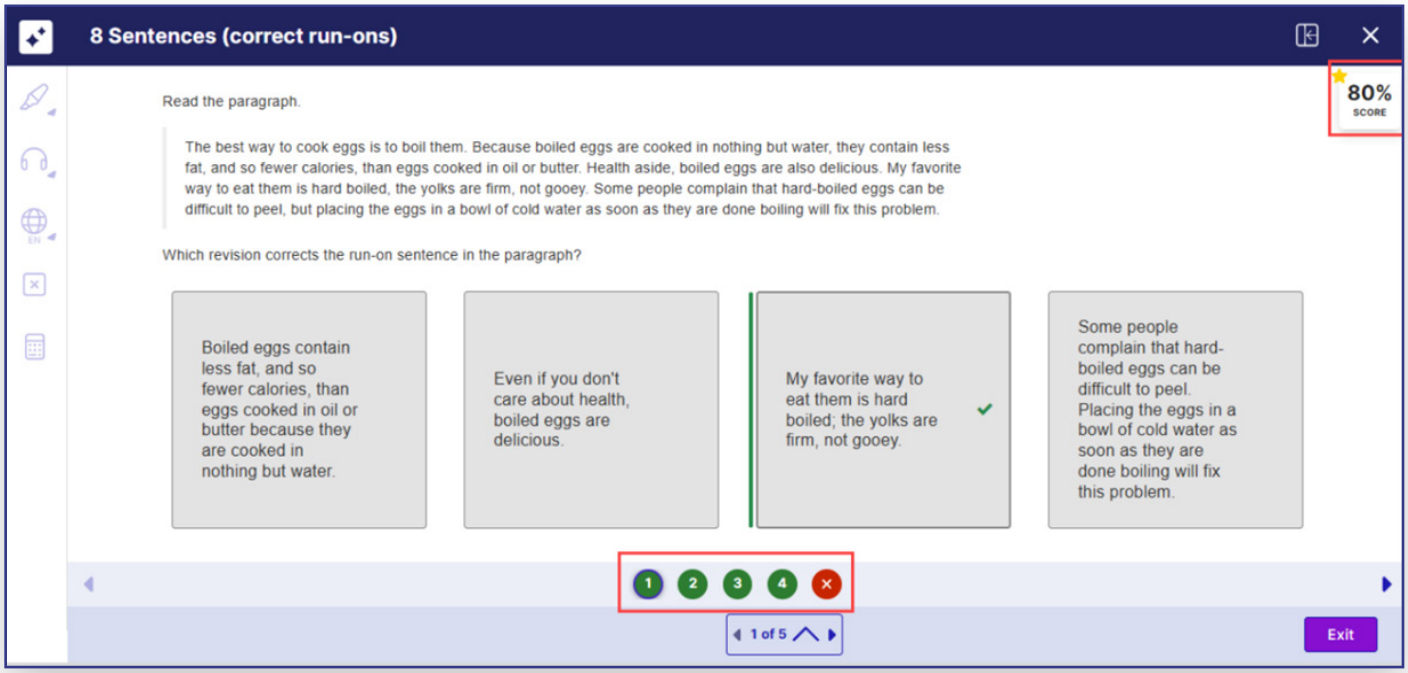
A pin

Students can take notes in a side panel, if desired. In most cases, the Dictionary and Translation tools will be disabled.



Student item with the side panel open

Once students have completed all items and submitted the quiz, they may view their quiz results. Their score will be displayed in the top-right corner. At the bottom of the window, they can page through each question to review their answers and see the correct answers.

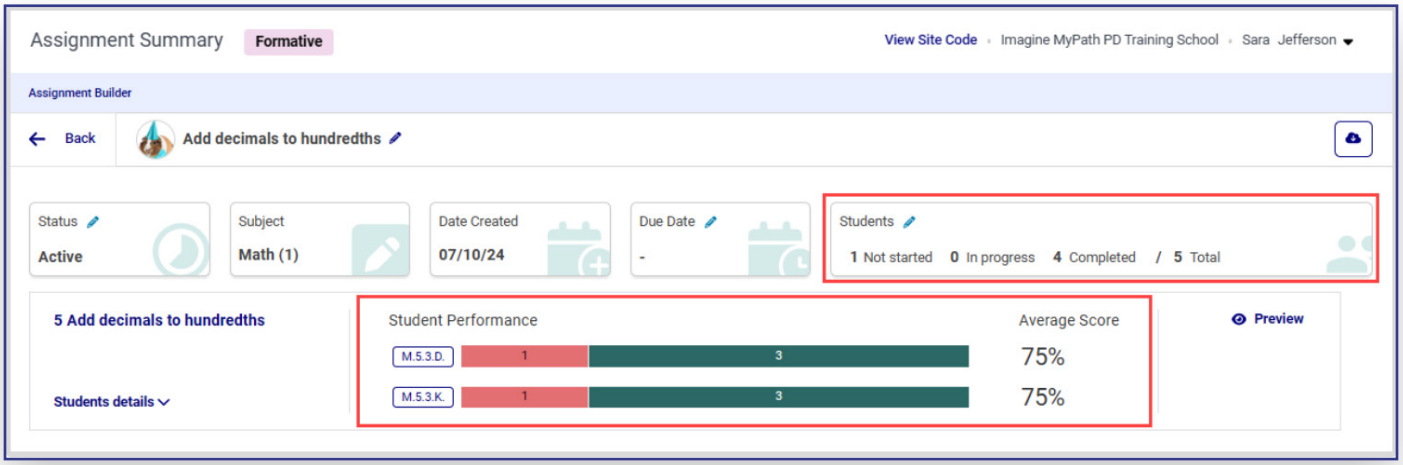


Quiz results showing correct answers

Reporting

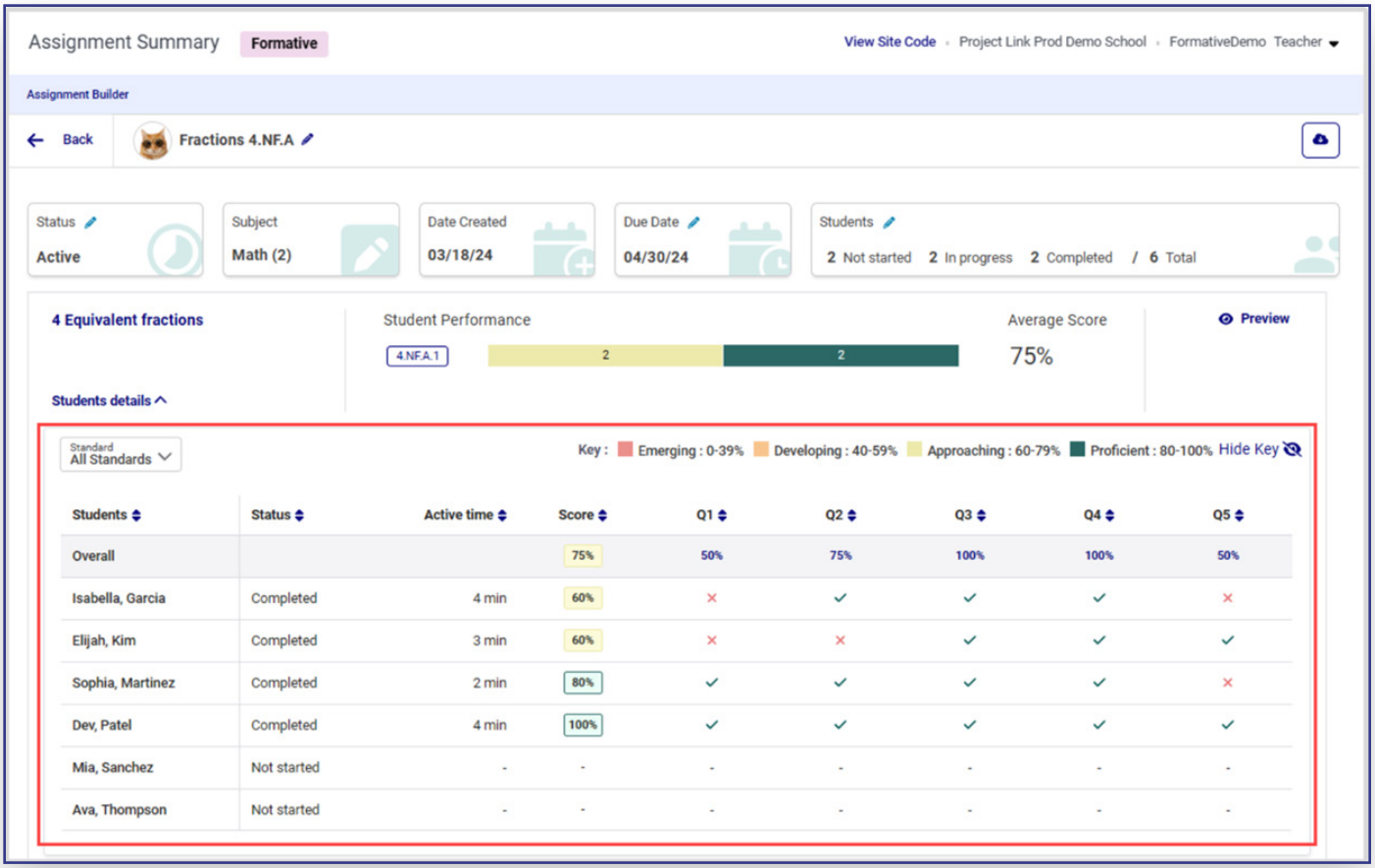
The Assignment Summary report summarizes performance data on one or more formatives. A color-coded stacked bar chart for each standard assessed on the formative indicates the distribution of proficiency levels among the students who have **completed** the formative. The students' **average score** for each standard is shown to the right of the bar chart. The upper-right corner shows the number of students who have not started, are in progress, or have completed the assignment.

Group/class-level data include the completion status, average score per formative/standard, and student count in each proficiency category per formative/standard.



Student formative report

Student-level data include the completion status, active time, scores per formative, proficiency category, and item-level results.



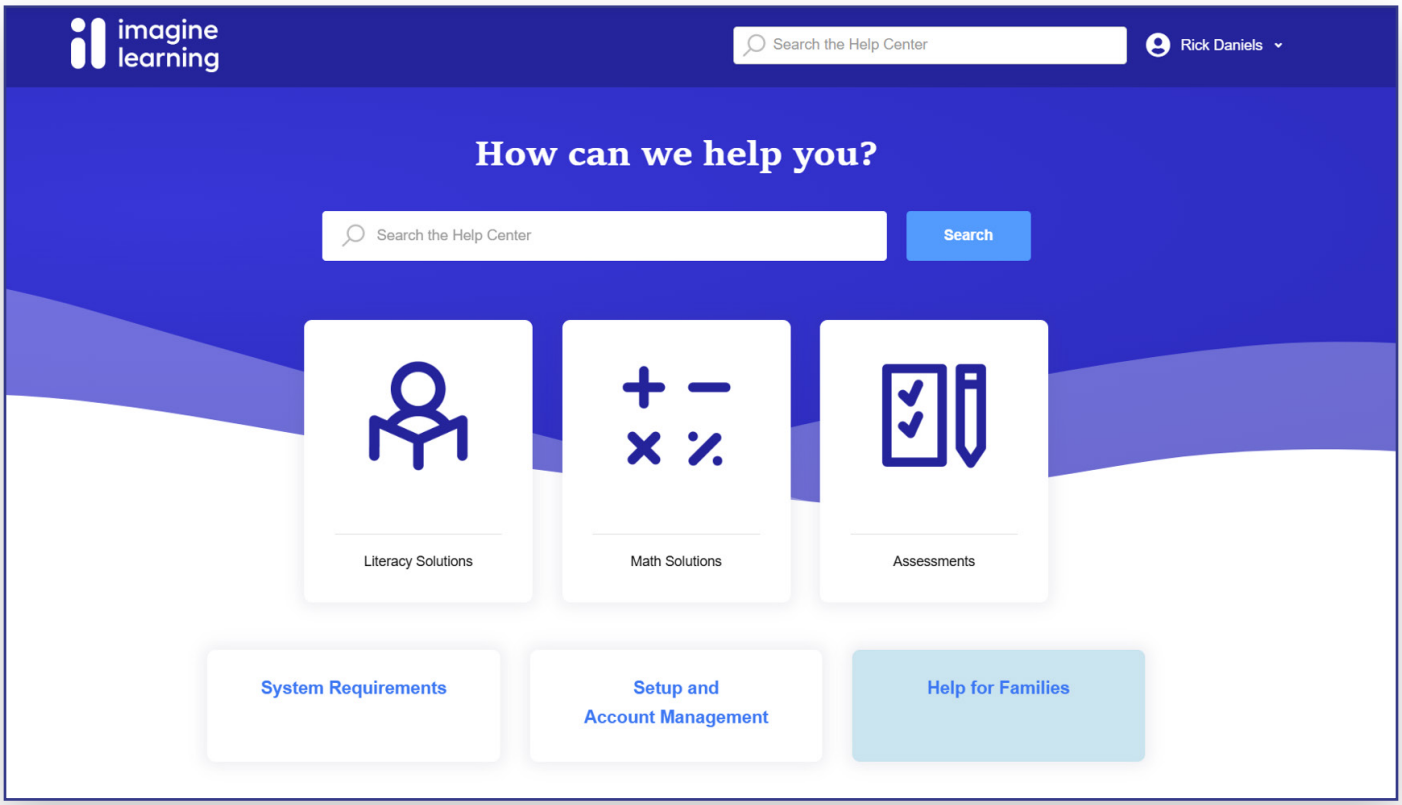
Class formative report

Additional Resources

Imagine Learning offers a wide variety of resources to support your implementation of Imagine+ Assessment. Please don't hesitate to reach out—we're here to help!

Help Center

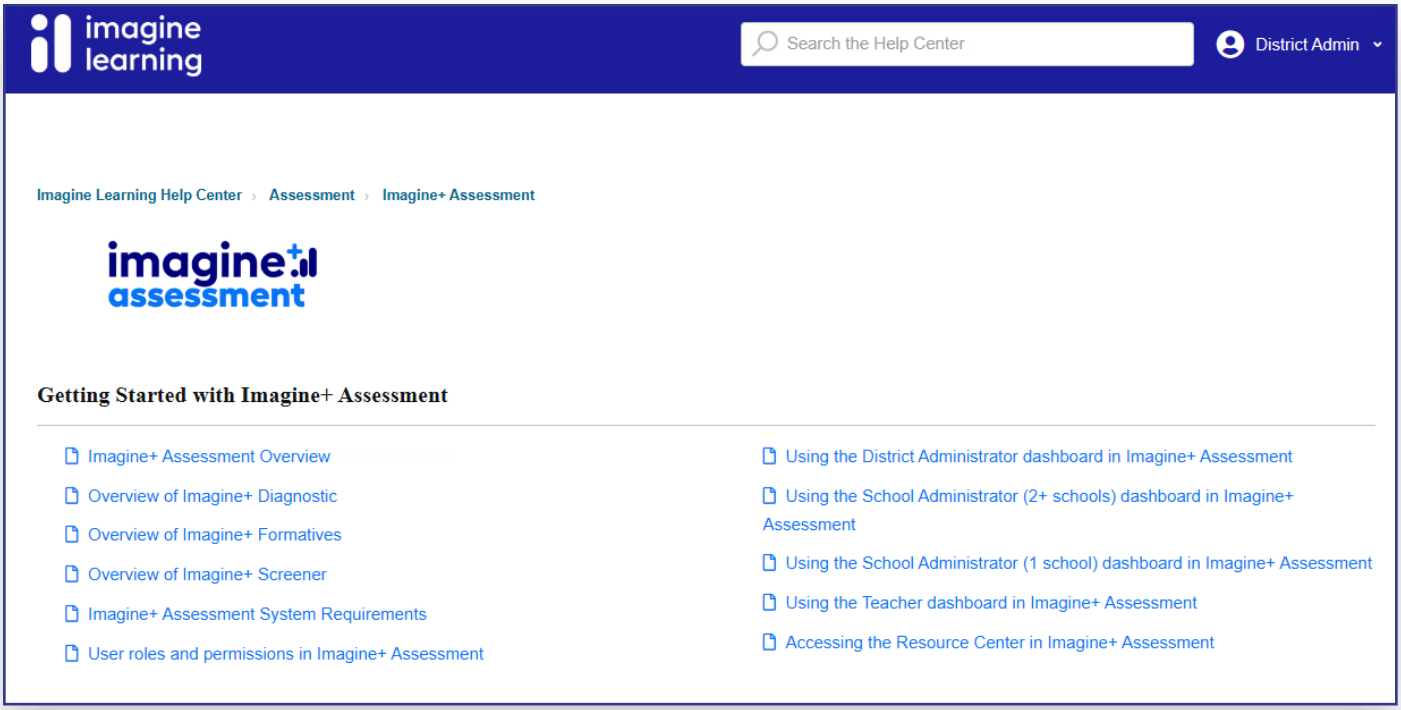
Imagine Learning has a comprehensive help center for assistance with everything from system setup to product-specific help. This invaluable resource is searchable and has live, interactive assistance.



Imagine Learning Help Center

Upon selecting Imagine+ Assessment, educators can explore the articles to find the assistance they need.

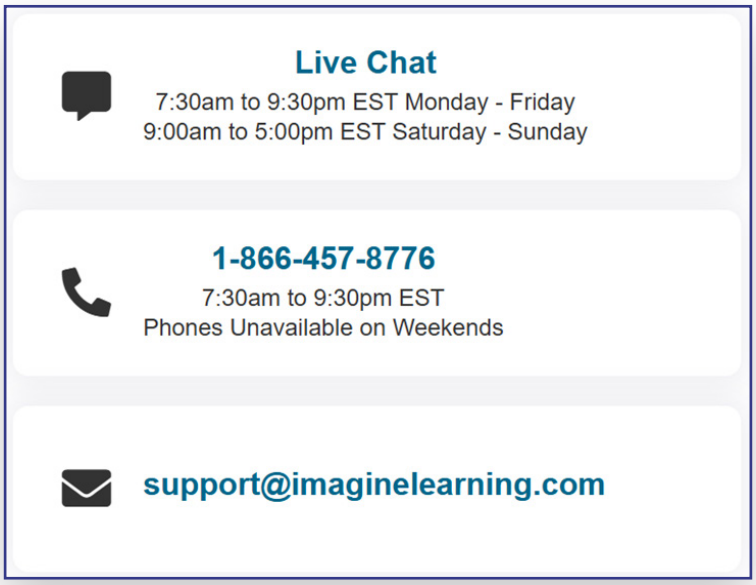
- Getting Started
- Scheduling Assessments
- Data & Reporting



I+A Help Center

Support

You can also contact Product Support via phone or email. We also provide a live chat option.



Professional Learning

Imagine Learning offers targeted training, customized sessions, and practical resources to give your educators everything they need to succeed. Districts can craft professional learning (PL) to meet the needs of their educators. Imagine Learning offers virtual webinars and onsite learning workshops.

There are four levels of available sessions:

- Leading with Success for Administrators
- Getting Started Workshops for Educators
- Next-Step Workshops for Educators
- Targeted Support

LEADING WITH SUCCESS **Audience: Administrators**

Session Title	Description *Sessions can be for Imagine+ Screener only.
Best Practices to Lead with Success	This workshop equips leaders to launch a successful implementation, focusing on key management tasks, assessment planning, and phased assessment integration. Participants will explore success plans, key data indicators, and action steps to ensure a smooth rollout.
Establishing a Data Culture	This workshop will guide leaders in establishing a data culture that emphasizes collaboration while cultivating a growth mindset and relational trust. Craft action plans to adopt a data-driven instructional model, develop data teams, model data usage and dialogue while using data to drive student achievement.
Facilitating Data Teams & Data Driven Dialogue	This workshop will prepare leaders to facilitate data teams and establish protocols to foster data-driven dialogue. Engage in hands-on exploration with reports, and develop action plans to promote data-driven decision making to support educators with assessment and instructional planning.

PL offerings for administrators

Continuous and Collaborative Support

We will work with you to develop a professional learning plan that meets the needs of your educators. We deliver self-paced, asynchronous, and on-demand courses, as well as virtual or in-person workshops and coaching. Our flexibility enables educators to focus on different implementation priorities, review what they have learned at their own pace, and extend their learning to the classroom with the ultimate goal of improving student performance.



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