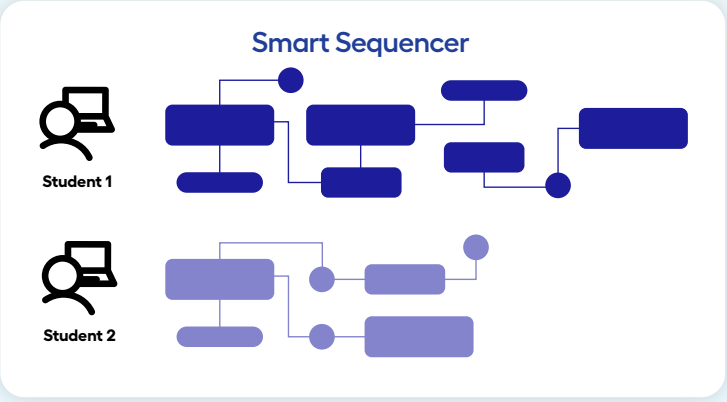
imagine
language & literacy

Adaptive Learning Paths for Each Student

Introducing the Smart Sequencer®

Imagine Learning Language & Literacy maximizes the impact of instructional time by chartering personalized learning paths for every student. Its Smart Sequencer technology combines data from diagnostic assessments with current student performance to determine which learning modules the student needs, and the order in which they need them, optimizing pathways to skill proficiency. Instead of waiting for the next benchmark to recalibrate learning paths, it continuously and dynamically adjusts each student's learning path to ensure every minute spent in the program increases learning outcomes.

A Unique Start: Embedded Placement Assessment



An initial placement assessment for each student determines Smart Sequencer's recommended starting point in the Imagine Language & Literacy learning sequence. Students encounter the in-program assessment when they log into Imagine Language & Literacy for the first time. It includes multiple sub-tests that determine each student's language and literacy proficiency levels and the related underpinning skills.

While the assessment typically takes 25 minutes, students may need anywhere from 10 to 60 minutes due to the adaptive nature of the test. Testing may be divided into two sessions; however, stretching the assessment across several sessions may compromise the validity of results. Once each student's optimal entry point is determined, the Smart Sequencer generates a personalized instructional pathway to address unfinished learning and build on individual strengths, accelerating them towards grade-level standards mastery.

Four Instructional Strands

The placement assessment gives students four distinct starting points that correspond with Imagine Learning Language & Literacy's four instructional strands:

1. Reading
2. Oral Vocabulary*
3. Grammar
4. Listening Comprehension

*inclusive of Tier 1 vocabulary and Tier 2 academic vocabulary

The **literacy domain** includes the reading instructional strand. The initial reading subtest considers the student's school grade level to determine whether the student is initially assessed on letter recognition (grades K-2) or word recognition (grades 3-6). It adapts to find students' true performance from this starting point. For example, a student in grade 4 will begin with the word recognition subtest. If a student is unsuccessful, they receive a letter recognition subtest. If a student is successful on word recognition, the literacy section will continue to adapt up through the sentence recognition subtest until they are placed at the appropriate starting point in the literacy strand.

Next, students enter the **language domain**, which consists of vocabulary and grammar subtests. The vocabulary subtest assesses both basic and academic vocabulary (tier 1 and tier 2) at the strand correlated to their literacy score. Students who are assessed at grade 1 or higher (book 30 and above) in the reading strand will be assessed on grammar. Students who are not initially placed into grammar may receive it following completion of book 30.

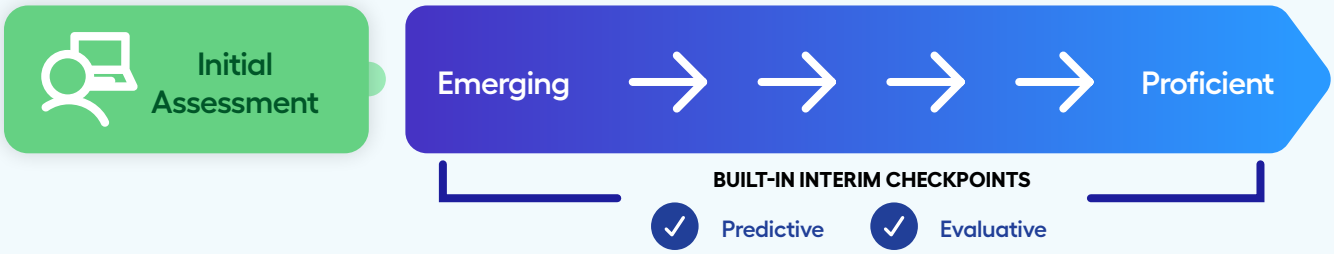
imagine galileo map GROWTH™

Initial Placement with NWEA MAP Growth or Imagine Galileo ELA Benchmark

Both NWEA MAP Growth and the Imagine Galileo ELA Benchmark Assessment may be used to place students into the Imagine Language & Literacy instructional sequence in lieu of the embedded placement assessment. If these external assessment scores do not suggest a clear starting point in any of the four instructional strands, Smart Sequencer may automatically assign additional subtests to students to refine their placement.

The Student Experience

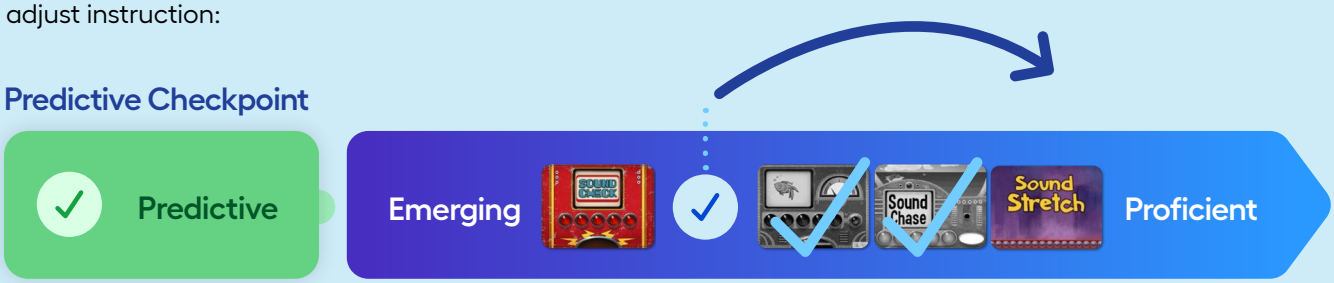
Students continually grow and change, so as they interact with learning modules the Smart Sequencer collects data and refines each pathway dynamically. This personalized approach respects that learning is not a linear process. Students can experience both moments of rapid growth and periods when progress takes more time. Interim checkpoints determine when a student needs to skip concepts that they already know, when they need to encounter concepts that complete unfinished learning, or when they need additional review before reaching mastery.



Checkpoints

Smart Sequencer employs two forms of built-in interim checkpoints that analyze student performance and adjust instruction:

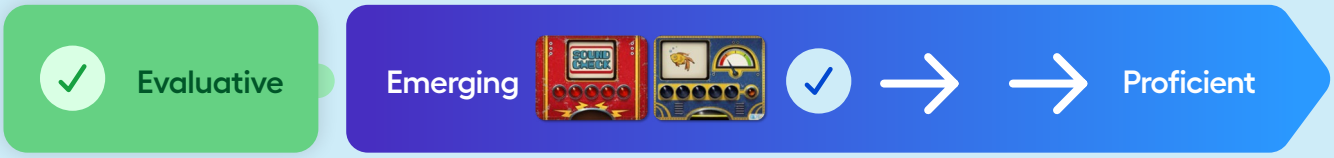
Predictive Checkpoint



Predictive checkpoints determine whether an upcoming lesson should be delivered to the student. The decision is based on established proficiency or through a short quiz given just prior to the lesson. Predictive checkpoints occur in vocabulary, grammar, and listening comprehension strands.

For example: Several weeks ago, a student was placed into Language & Literacy and began their personalized learning path. During that time, they also completed daily word-building lessons with the whole class that strengthened their vocabulary skills. The student is about to start a new group of vocabulary lessons in the program, but first, they encounter a predictive checkpoint. The student quickly and easily responds to the task with newly acquired vocabulary skills. Smart Sequencer factors this new data point into its recommendation. It removes the next planned group of vocabulary-centric lessons from the student's learning path, preventing the student from a needless review of mastered material.

Evaluative Checkpoint



Evaluative checkpoints look back at the student's performance in prior learning modules to determine what type of instructional support should be provided in an upcoming lesson or group of lessons. Evaluative checkpoints occur in word recognition activities and in grade-level reading strands.

For example: A student is slated to encounter a new book. Smart Sequencer triggers an evaluative checkpoint that looks back on the student's prior work with the last three books, specifically on how well the student handled the word recognition and vocabulary activities affiliated with each book. If the student was successful, Smart Sequencer adjusts the student's learning path to skip initial activities and move quickly into the story. If performance data suggests that a student is falling behind, the student will receive extra practice prior to reading the story and will encounter the initial word activities related to the new book after reading to reinforce weak skills.

Charting personalized learning paths for every student is just one way we enable educators to drive student growth with forward-thinking solutions.

Explore more at **www.imaginelearning.com/language-and-literacy**

imagine learning

imaginelearning.com
877-725-4257 • solutions@imaginelearning.com

895514060 2206