

AMIRA

L E A R N I N G

AMIRA Reports 101

Don't forget to
check in!



<https://techtime26.sched.com/>

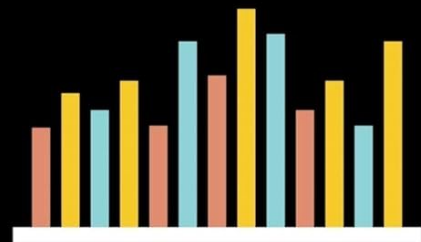
Tosha Young

RADA

(Research, Assessment, Data, & Accountability)

Data and Assessment Resources Padlet

https://padlet.com/tosha_young/assessment_data



If we have data
lets look at data.
If all we have
are opinions,
Let's go with mine.

Important Terms

ISIP (Assess)	Istation's Indicators of Progress refers to anytime a student takes an assessment (benchmark or progress monitoring). This is also called Assess in AMIRA.
Tutor	This is the AI-powered, oral-reading tutoring that students access regularly. As students read, they may encounter micro interventions to help build ORF skills. These stories count towards the state required 30-minutes/week of High-Quality Tutoring.
Instruct	These are the legacy Istation lessons . These do not count towards students High-Quality Tutoring minutes.

Important Terms

ISIP Score	This score does not include a student's ORF data.
ARM Score	AMIRA Reading Mastery is a composite score that measures a student's overall reading ability, compared to national norms. This scores includes all interactions with AMIRA (Assess and Tutor) including ORF data.
AMIRA Levels	These are based on the Istation quintile levels. • Level 1 = 0 - 20th percentile • Level 2 = 21 - 40th percentile • Level 3 = 41 - 60th percentile • Level 4 = 61 - 80th percentile • Level 5 = 81st percentile and above
Reading Risk Score	This is based on the Dyslexia Risk (DRI) score. DRI scores range from 0 - 100, with higher scores indicating higher risk. • 0 - 29 = low risk • 30 - 36 = at risk/weaker signals • 37 - 100 = at risk/stronger signals.

Accessing Teacher Reports



AMIRA
L E A R N I N G

Sign in to continue to Educator Site

Rio Rancho Public Schools 

Username

Password 

Login

[Trouble Logging In?](#)

Need Help? support@amiralearning.com

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<https://teacher.app.amiralearning.com/>

Accessing Teacher Reports

Select Amira Reading

Welcome to Amira

Please select the application you would like to use:



Amira Reading

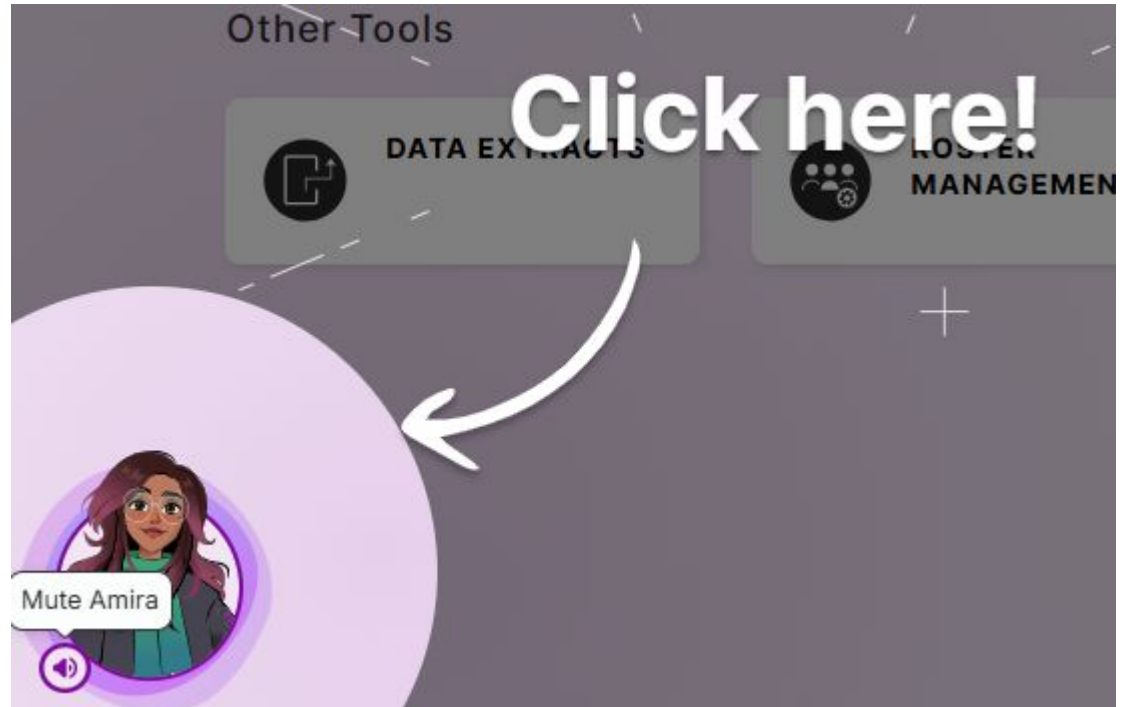
Access ISIP Assess, Instruct, and Tutor



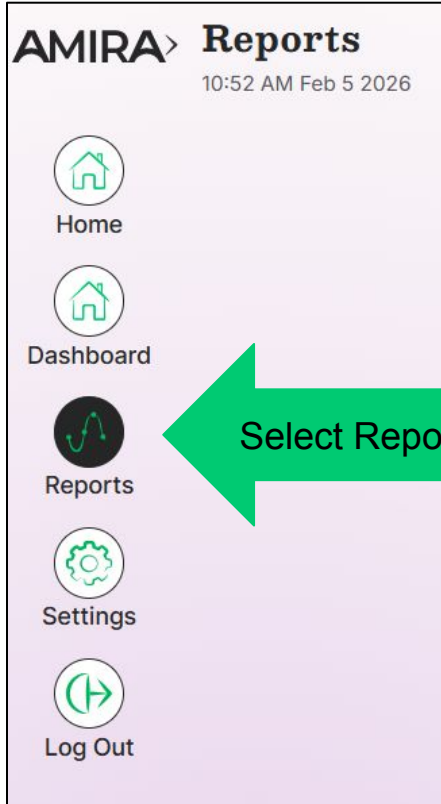
Lectura & Math

Access Spanish and Math

**Great
news!**

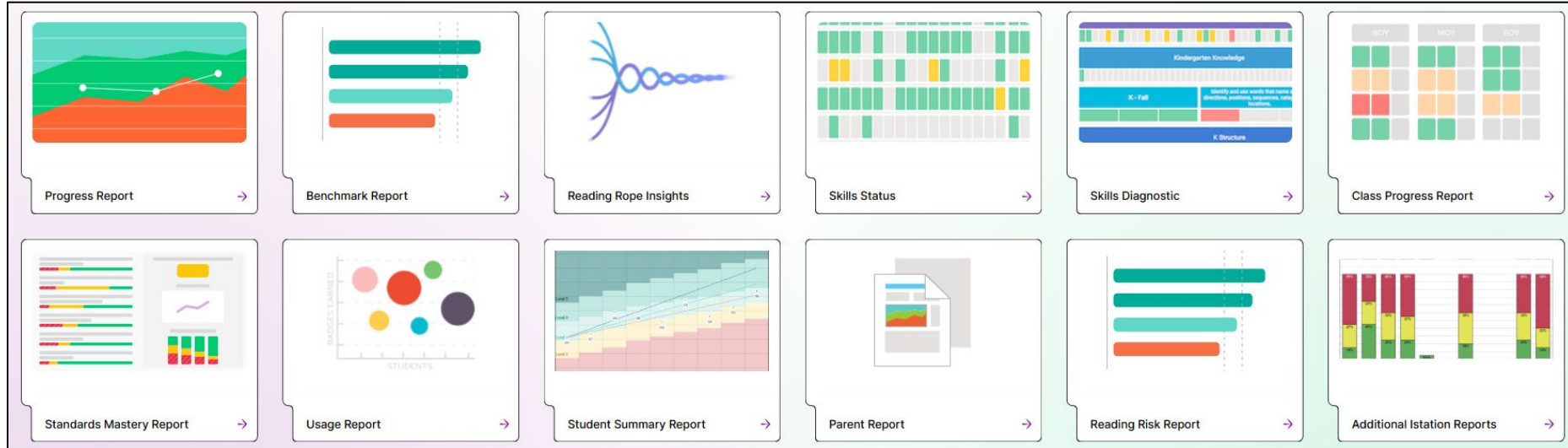


Accessing Teacher Reports



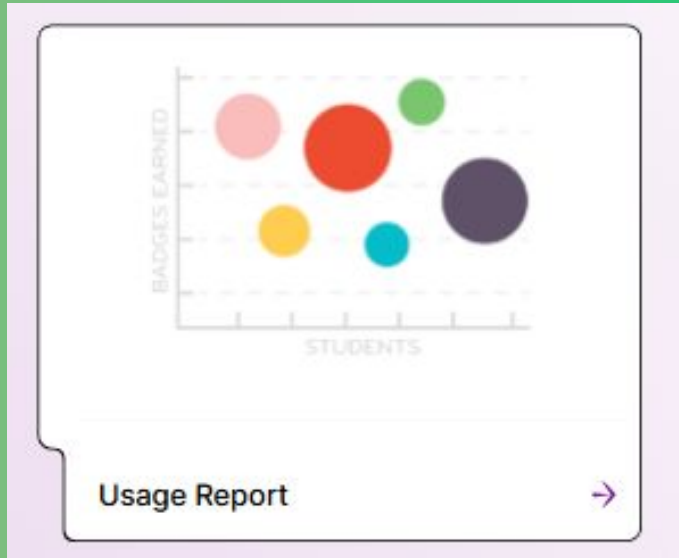
If you have District or School level access,
select the school/teacher you want to view.

Accessing Teacher Reports



This will take you to
All Teacher Reports

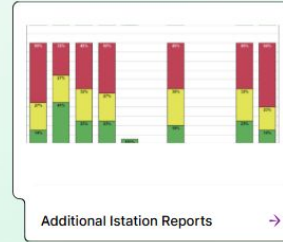
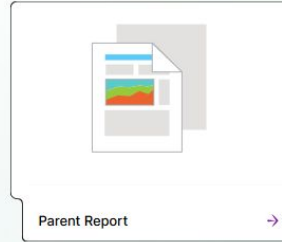
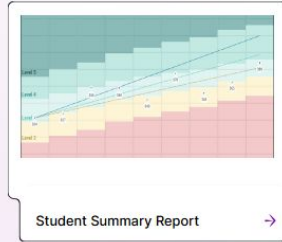
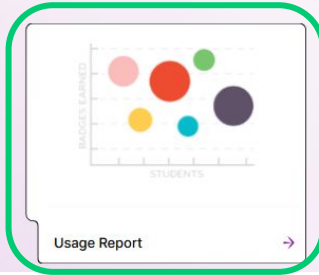
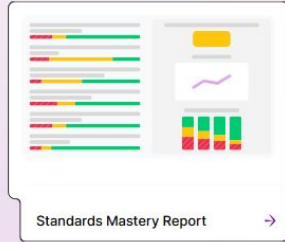
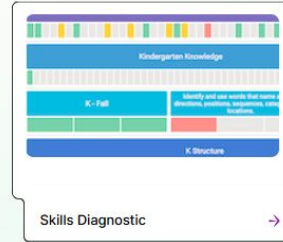
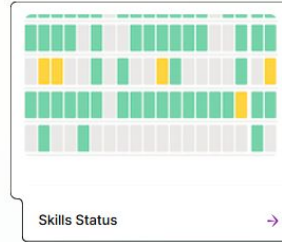
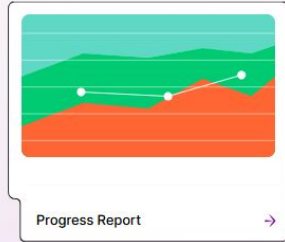
Usage Report



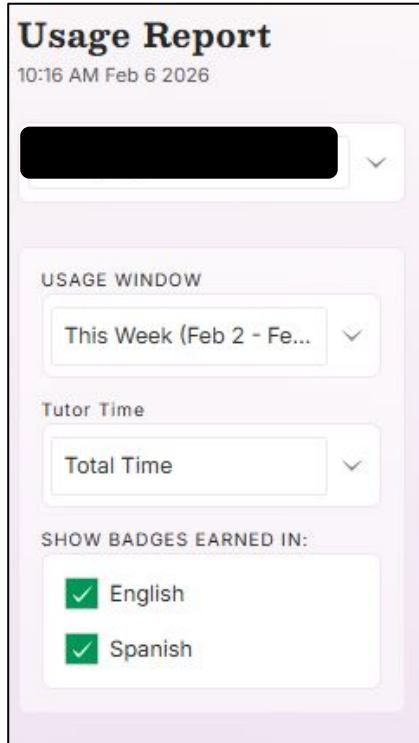
The **Usage Report** is a **class level** report that allows you to see how much Tutoring Time (both Total and High Quality) and stories students have engaged in each week.

You should check the the **Usage Report** about **once a week** to see how students are progressing towards the goal of 30 HQ minutes each week.

Usage Report



Usage Report



The screenshot shows the 'Usage Report' interface. At the top, it says 'Usage Report' and '10:16 AM Feb 6 2026'. Below this is a blacked-out dropdown menu. Further down is the 'USAGE WINDOW' section with a dropdown menu showing 'This Week (Feb 2 - Fe...'. Below that is the 'Tutor Time' section with a dropdown menu showing 'Total Time'. At the bottom is the 'SHOW BADGES EARNED IN:' section with two checked items: 'English' and 'Spanish'. Four green arrows point from the text on the right to these four filter sections.

If you have district or school level access, select **Class/Teacher** from drop-down menu

Select the **week** you want to view.
Will default to current week.

Select **Total Time** or **High Quality Time**.
HQ Time goal is 30 minutes/week.

Available for both **English** and **Spanish**

Usage Report

Award student **Badges**

Overview of class
Tutor Usage for
the week

Student names -
use the checkboxes
to select students to
build certificates

Tutoring Time based on
selection (**Total** or **HQ**) in
Tutor Time menu

Number of
COMPLETED Tutor
stories

Time spent in **Instruct** lessons (this
DOES NOT count towards HQ time and
not all schools have access)

You have 2 new badges to award!

Award All

Our Class Tutor Usage

2 badges

121 stories

745 minutes

Our Students

Showing usage data and badges earned for Feb 2 - Feb 8

Export to CSV

☒	Last Name	First Name	Tutoring Time	Tutoring Stories	Instructional Time	Instructional Activities	Learning Path Time	Tutor + Instruct Time	Badges Earned	New Awards	Total Sessions	Total Sessions (Spanish)
☒			59 min	8	0 min	0	0 min	59 min				
☒			37 min	5	0 min	0	0 min	37 min				
☒			49 min	3	0 min	0	0 min	49 min				
☒			70 min	13	0 min	0	0 min	70 min				
☒			40 min	20	0 min	0	0 min	40 min				
☒			27 min	8	0 min	0	0 min	27 min				
☒			64 min	6	0 min	0	0 min	64 min				
☒			13 min	1	0 min	0	0 min	13 min				

Award 0 Badges **Print 0 Badges** **Build Certificates**

Ability to **export data** for tracking purposes

Usage Report

Tutoring Time may change depending on whether you are looking at **Total Time** or **High Quality Time**.

Tutor Time

Total Time

SHOW BADGES EARNED IN:

English

Spanish

✓	Last Name	First Name	Tutoring Time	Tutoring Stories
✓			27 min	8
✓			67 min	8
✓			13 min	1

High Quality Time is what counts towards the **30 minutes per week** requirement.

Tutor Time

High Quality Time

SHOW BADGES EARNED IN:

English

Spanish

✓	Last Name	First Name	Tutoring Time	Tutoring Stories
✓	[REDACTED]	[REDACTED]	27 min	8
✓			62 min	8
✓			3 min	1

Usage Report



Tutor Time			
High Quality Time			
SHOW BADGES EARNED IN:			
☒ English			
☒ Spanish			
Last Name	First Name	Tutoring Time	Tutoring Stories
☒		27 min	8
☒		62 min	8
☒		3 min	1

Use color-coding to quickly see who is on-track for their weekly goal.

Usage Report

Scan for times in **Total Time** that do not match color-coding.



☒		71 min	2
-------------------------------------	-------------	--------	---

Change to **High Quality Time** to see the discrepancy.



☒		15 min	2
-------------------------------------	-------------	--------	---

Click on **Time** to see what might be happening and incomplete stories.



Language	Minutes Reading	Tutoring Time	Completed Stories	Incomplete Stories
English	7	14.7	2	3
Spanish	0	0	0	0

This student might be **“story shopping”** - either starting a story and not completing it, or just looking at different stories without engaging with the text. **This indicates a need for closer monitoring.**

Badges and Certificates

For more information about **Badges and Certificates**, click [HERE](#)



Amira Badges Guide

What are Amira Badges?

Amira Badges recognize student progress and achievements in reading with Amira Tutor. Badges are available for both English and Spanish reading and are only visible to students after a teacher awards them.

Getting Started: Enable Badging (Admins)

Before badges can be used, a District or School Administrator must turn the feature on. They can log into the Administrator Dashboard, select the Badging & Avatar Settings tile, and toggle Badging to Enabled. [Click here for a walkthrough.](#)

How Badges Work

Students can earn badges for five different categories, or for teacher-created custom categories:

- Total Sessions
- Minutes This Week
- New WCPM Highs
- Skills Scaffold Graduation (Early Reader)
- Fluency Milestone Achieved
- Teacher-created

Each achievement can include up to six levels, and every level has its own mascot. Some achievements may not offer a badge at every level.

English Badges:

Level	A	B	C	D	E	F
Mascot	Panda	Bear	Rabbit	Tiger	Gorilla	Unicorn
Picture						

For **student-friendly** information about **Badges**, click [HERE](#)





Here's How!

Badges are earned by completing different combinations of the achievements below:

- ✓ Total Number of Stories Read
- ✓ Early Reader Skills Scaffold Completion
- ✓ Number of Minutes Read in 1 Week
- ✓ Fluency Milestone
- ✓ New Word Count Per Minute High
- ✓ Other Milestone Created By Your Teacher

Let's get this reading party started!!



Competitions - click on images to access resources

AMIRA
AMIRAS

Amira Competition Guide

About Amira Reading Competitions

Competition Calendar

About This Guide:

- STEP 1 Define Your Teams
- STEP 2 Choose a Format
- STEP 3 Set Goals & Milestones
- STEP 4 Track & Share Progress
- STEP 5 Celebrate Success
- Competition Planning Templates

About Amira Reading Competitions

As educators, we know that **reading is a habit**. When students are motivated to read regularly, they can build enough habits to become lifelong readers.

Amira Reading Competitions are designed to motivate students, build healthy reading habits, and celebrate growth. By setting clear goals, tracking progress, and recognizing achievements, these competitions create an exciting atmosphere for reading. They can be adapted for any grade level, class size, or school culture, making them a flexible tool for encouraging literacy in your community.

[Click here](#) for all Amira Reading Competition Resources



General Competition Guide

AMIRA
AMIRAS

Ready, Set, Read!

Competition Overview

How It Works:

- Each team has a race car that moves along a race track on display.
- Pages on the track indicate milestones.
- For example, 50 stories, 100 minutes, etc. You can have as many steps as you'd like!
- Teams move their race car after milestones are achieved.
- The algorithm is to reach the finish line.



How to Customize:

- Choose Your Milestones:** Decide whether to track the number of stories read or minutes read with Amira.
- Set Your Milestones:** Determine the overall goal for students and identify key milestones to celebrate along the way.
- Define Your Teams:** Organize teams by class, grade level, or school, or create smaller teams of students within a class.
- Define Your Goals:** Decide if teams will compete to reach a shared goal. Opt for a single or multiple winners.

How to Track:

- Teachers use the [Tracking Sheet](#) to monitor stories and minutes read during the current week. Check the [Reading Report](#) for data on stories and minutes read in previous weeks.
- Admin: Use the [Race Time & Score Completed table](#) in the Admin Dashboard ([page 28](#)) to track class usage or school-wide usage.

Provides Materials: [Color Sheet](#) [Data Sheet](#) [Race Sheet](#) [Read Sheet](#)
Competition Guide: [Competition Overview](#)

August - October (or anytime)

*links may not be working

AMIRA
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Book Blizzard!

Competition Overview

How It Works:

- Each time a student reads, books or minutes, they get to create a snowflake.
- The student makes a snowflake and hangs it from the classroom ceiling or on the walls.
- At the end of the week, the team counts hanging snowflakes, building a "blizzard" in the classroom.
- The class or grade with the most snowflakes is the biggest Blizzard by the end of the competition week!



How to Customize:

- Choose Your Milestones:** Decide whether to track the number of stories read or minutes read with Amira.
- Set Your Milestones:** Determine the overall goal for students and identify key milestones to celebrate along the way.
- Define Your Teams:** Organize teams by class, grade level, or school, or create smaller teams of students within a class.
- Define Your Goals:** Decide if teams will compete to reach a shared goal. Opt for a single or multiple winners.

How to Track:

- Teachers: Use the [Tracking Sheet](#) to monitor stories and minutes read during the current week. Check the [Reading Report](#) for data on stories and minutes read in previous weeks.
- Admin: Use the [Race Time & Score Completed table](#) in the Admin Dashboard ([page 28](#)) to track class usage or school-wide usage.

Provides Materials: [Color Sheet](#) [Data Sheet](#) [Race Sheet](#) [Read Sheet](#)
Competition Guide: [Competition Overview](#)

November - January

AMIRA
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Read Your Heart Out!

Competition Overview

How It Works:

Version 1

Each team has the **Read Your Heart Out!** poster displayed in the classroom.

When a team member achieves the color in the poster, they place a heart on the poster.

The goal is to color in the poster.

Version 2

Each team has the **Read Your Heart Out!** poster displayed in the classroom.

When a team member achieves the color in the poster, they place a heart on the poster.

The goal is to reach the top of the poster.



How to Customize:

Choose What to Measure: Decide whether to track the number of stories read or minutes read with Amira.

Set Goals and Milestones: Determine the overall goal for students and identify key milestones to celebrate along the way.

Define Your Teams: Organize teams by class, grade level, or school, or create smaller teams of students within a class.

Choose a Competition Style: Decide if teams will compete against each other or work together toward a shared goal.

Set Your Win/Win: Opt for a single winner or multiple winners—before the competition is to your read!

How to Track:

- Teachers: Use the [Tracking Sheet](#) to monitor stories and minutes read during the current week.
- Check the [Reading Report](#) for data on stories and minutes read in previous weeks.
- Admin: Use the [Race Time & Score Completed table](#) in the Admin Dashboard ([page 28](#)) to track class usage or school-wide usage.

Additional Resources

- [Competition Guide](#)
- [Competition Race Templates](#)

Provides Materials: [Color Sheet](#) [Data Sheet](#) [Race Sheet](#) [Read Sheet](#)
Competition Guide: [Competition Overview](#)

February

AMIRA
AMIRAS

Slam Dunk Stories!

Competition Overview

How It Works:

- Teams are organized into brackets (choose from one of three templates, depending on how many teams are competing).
- Each week, teams compete to reach the final and win a prize to win the most stories or highest minutes read.
- The winning team from each bracket advances to the final round of the bracket.
- The competition continues weekly, with teams advancing through the bracket until a champion is crowned.



How to Customize:

- Choose Your Milestones:** Decide whether to track the number of stories read or minutes read with Amira.
- Set Your Milestones:** Determine the overall goal for students and identify key milestones to celebrate along the way.
- Define Your Teams:** Organize teams by class, grade level, or school, or create smaller teams of students within a class.
- Define Your Goals:** Decide if teams will compete or work toward a shared goal. Opt for a single or multiple winners.

How to Track:

- Teachers: Use the [Tracking Sheet](#) to monitor stories and minutes read during the current week. Check the [Reading Report](#) for data on stories and minutes read in previous weeks.
- Admin: Use the [Race Time & Score Completed table](#) in the Admin Dashboard ([page 28](#)) to track class usage or school-wide usage.

Provides Materials: [Color Sheet](#) [Data Sheet](#) [Race Sheet](#) [Read Sheet](#)
Competition Guide: [Competition Overview](#)

March

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AMIRAS

Amira Bingo!

Competition Overview

How It Works:

- Set a Template:** Choose from blank or pre-filled Bingo board templates.
- Customize (if using a Blank Board):** Fill each box with reading achievements from the list below, or create your own based on your students' goals.
- Track Progress:** As students complete each reading achievement, they can mark off a circle on the board.
- Win the Bingo!** Students can win Amira Bingo by completing a full row, column, or diagonal—or challenge them to complete the entire board!



How to Customize:

- Choose Your Milestones:** Decide whether to customize your own Bingo boards based on stories read, or choose from the pre-filled boards.
- Set Your Milestones:** Decide on the goal for students—all they achieve Bingo by completing a certain number in a row, or all they need to fill the entire board?
- Define Your Teams:** Students can complete Bingo boards individually or as part of a group, such as small groups, the whole class, or even an entire grade level.

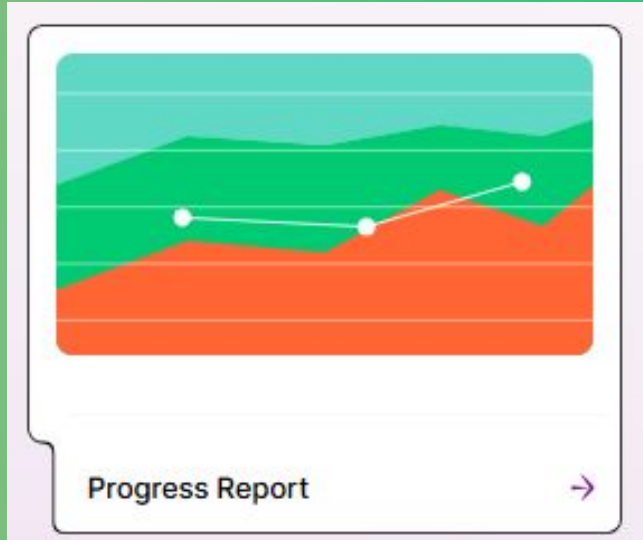
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Provides Materials: [Color Sheet](#) [Data Sheet](#) [Race Sheet](#) [Read Sheet](#)
Competition Guide: [Competition Overview](#)

April - May (or anytime)

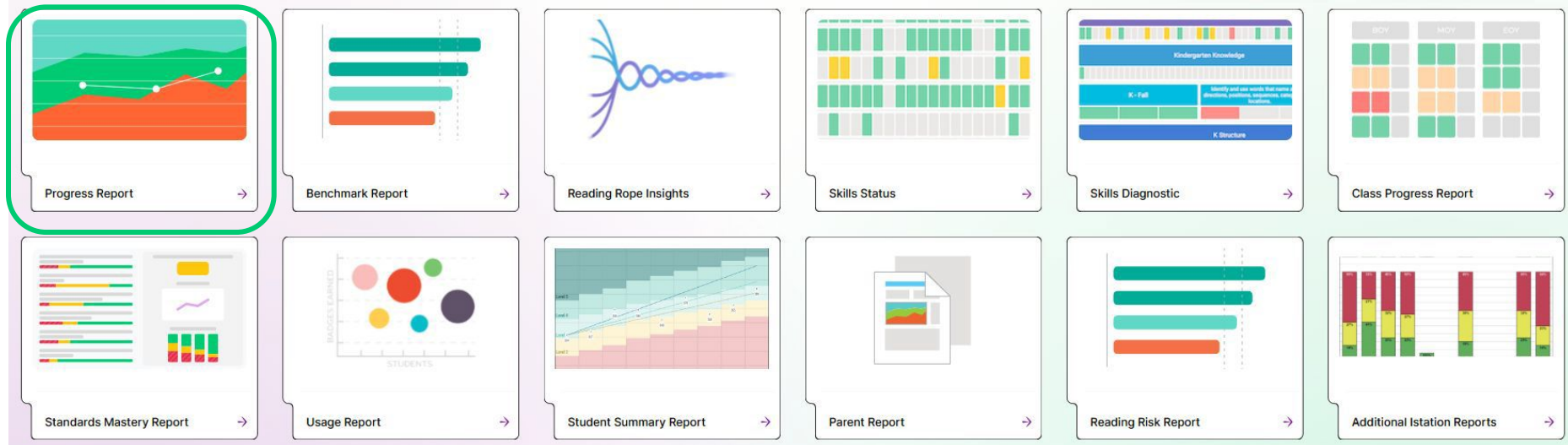
Progress Report



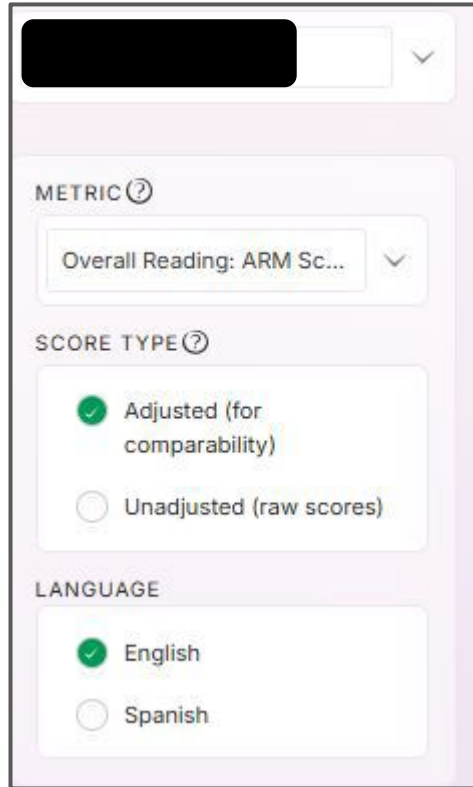
The **Progress Report** is a **student level** report that allows you to access the student's progress graph, as well as all of the auditory recordings from Assess or Tutor.

You should check the the **Progress Report** at least **twice a month** to see how students are progressing and check Oral Reading Fluency.

Progress Report



Progress Report



The image shows a vertical filter menu for a progress report. At the top is a student selection dropdown with a blacked-out name. Below it are three sections: 'METRIC' with a dropdown showing 'Overall Reading: ARM Sc...', 'SCORE TYPE' with radio buttons for 'Adjusted (for comparability)' (selected) and 'Unadjusted (raw scores)', and 'LANGUAGE' with radio buttons for 'English' (selected) and 'Spanish'. Four green arrows point from the right towards the student dropdown, the METRIC dropdown, the Adjusted radio button, and the English radio button.

Select **student** from drop-down menu

Graph will change depending on which **METRIC** you select. To see overall reading progress, select **ARM Score**.

Adjusted shows levels/percentile ranking

Available for both **English** and **Spanish**

Progress Report

ARM Score from most recent assessment (benchmark or progress monitoring)

Benchmark ARM Scores

Graph of ALL interactions with AMIRA



Current best estimate factoring in all interactions with AMIRA

EOY prediction based on data points and trendline

Levels based on quintiles. When you choose **Unadjusted** on **SCORE TYPE**, the levels are removed.

Progress Report

List of **ALL**
AMIRA
activities by
type, title, time,
and date



Indicates a
Comprehension
Conversation



Activity Type	ARM	Story Name	Story Grade	Session Time	Date
Tutor	2.52	Sea Horses	-	09:25	2/5/2026
Tutor	2.52	Paul Crawl's (Chapter Three)	-	09:09	2/5/2026
Progress Monitor	2.67	Playing Outside	2	02:47	2/4/2026
Tutor	2.43	Paul Crawl's (Chapter Two)	-	05:17	2/2/2026
Tutor	2.39	Paul Crawl's (Chapter One)	-	06:17	2/2/2026
Tutor	2.38	Don't Throw It To Him! (Part 3)	-	04:01	1/30/2026
Tutor	2.38	Don't Throw It To Him! (Part 2)	-	06:03	1/30/2026
Tutor	2.29	Don't Throw It To Him! (Part 1)	-	05:08	1/29/2026
Tutor	2.25	The Secret Inside a Seashell	-	04:29	1/29/2026
Tutor 	2.32	Fish's Lucky Day	-	11:32	1/28/2026

Progress Report



Clicking on either a data point, or activity will take you to the **ORF recording**

Progress Report

Can **correct** scoring by clicking on a specific word.

NOTE:
DO NOT correct on assessments.
Notify STC if you believe error(s) should be reviewed.

Scoring [REDACTED] Practice On 1/30

Correct Incorrect Not Read Flagged

	Totals	Errors
1	"This is the last play of the game," Coach Steve tells the team . "Mo will go deep," he says.	1
2	"This time, throw to Mo." The play starts. The Jay player runs with Mo. Then he stops.	1
3	But Mo keeps running. A Robin throws the ball high over Mo's head.	0
4	"He won't get to it," the Jays say. "He's small ," But Mo does get to the ball.	1
5	"He won't catch it," the Jays say . "He's a butterfingers ." But Mo catches it.	2
6	He runs with the ball past the goal line. The Robins win. They cheer.	1
7	"Coach Steve," Mo says. "Your plan won the game."	0
8	"No it didn't," the coach says. "You won the game. You are the one who caught the ball."	1

0:00 / 2:07

Status
COMPLETE

Accuracy 94%
Adjusted WCPM 77
Adjusted Read Time 2:00
ARM Score 2.38

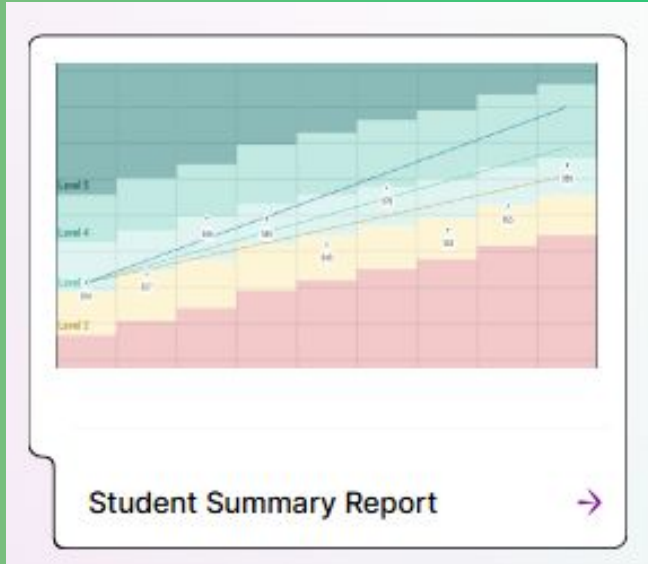
Questions?
Why is this WCPM using an adjusted time?
How do I change a word's score?

Specific **metrics** from selected activity

Select **PLAY** to listen to student recording

Can change playback **speed** or **download** recording

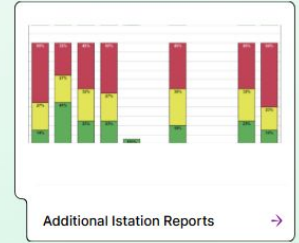
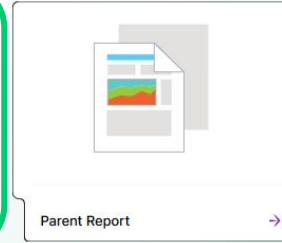
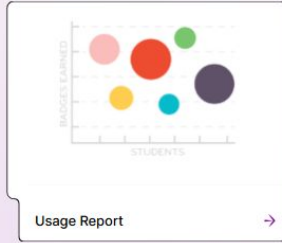
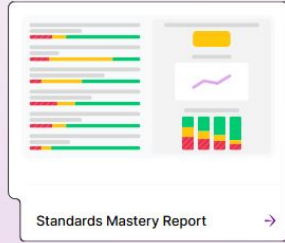
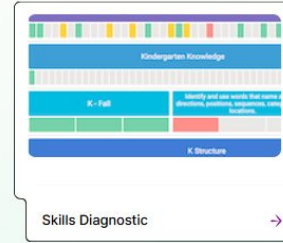
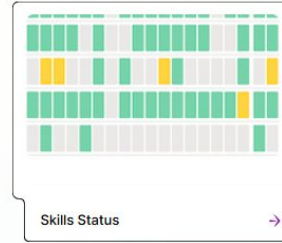
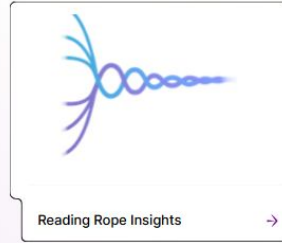
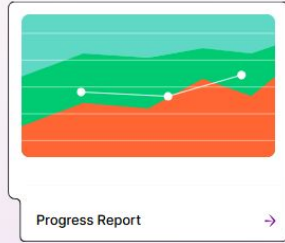
Student Summary Report



The **Student Summary Report** updates **after a student has taken an ISIP assessment** (benchmark or progress monitoring). This report will give you the most current subtest information to help identify specific areas of strength and need.

You should check the the **Student Summary Report** **after each assessment** (once a month).

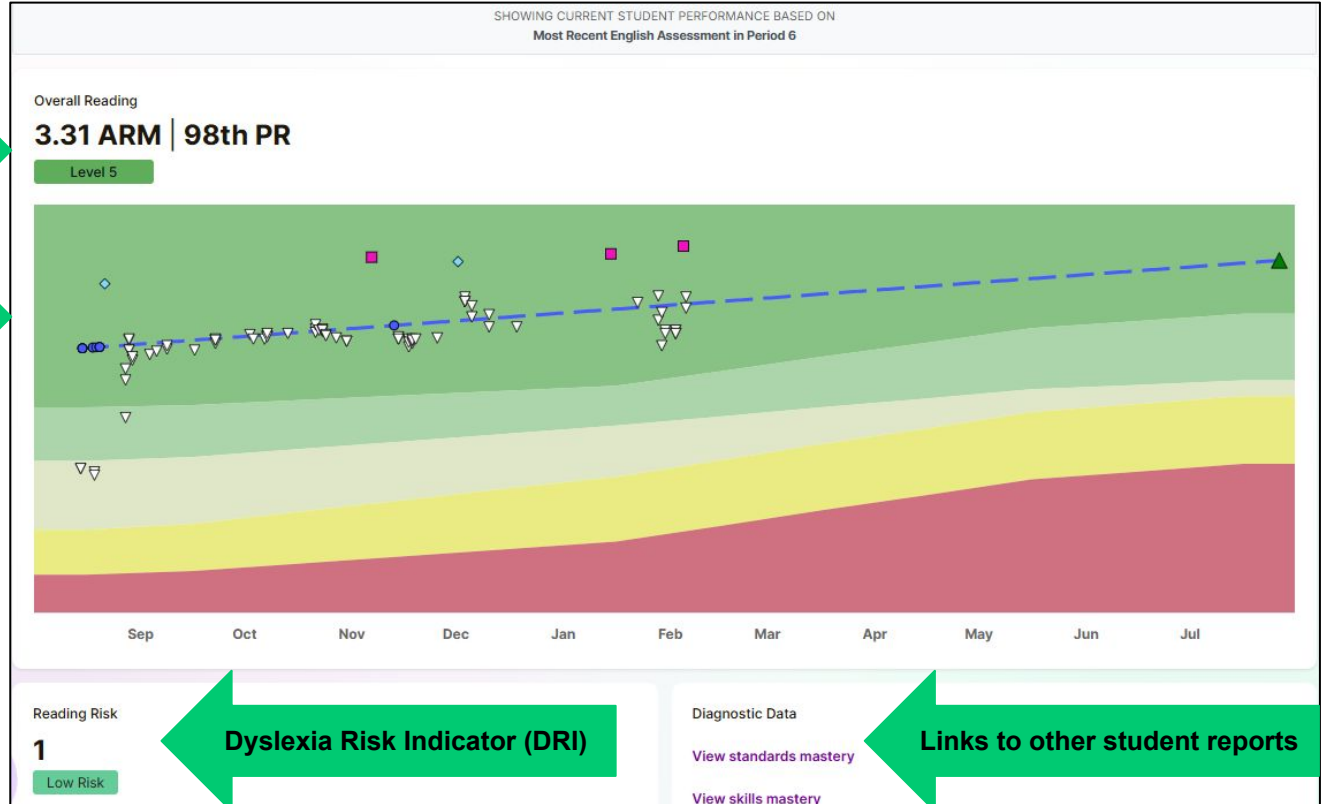
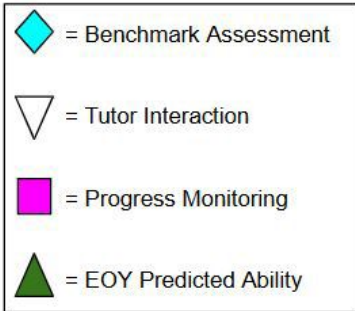
Student Summary Report



Student Summary Report

Student's **current** ARM
Score, Percentile
Ranking, and Level

Graph of **ALL**
interactions with
AMIRA



Student Summary Report

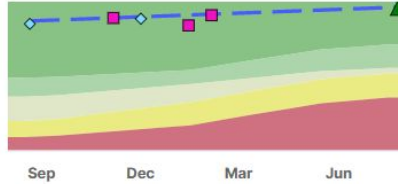
Subtest Subscores

Tracking Metrics

Background Knowledge

3.44 | 98th PR

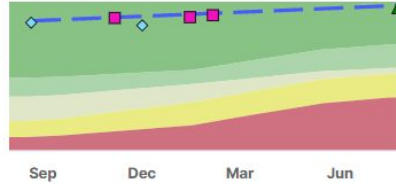
Level 5



Decoding

3.44 | 98th PR

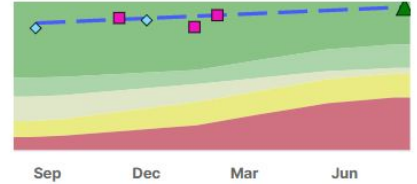
Level 5



High Frequency Words

3.44 | 98th PR

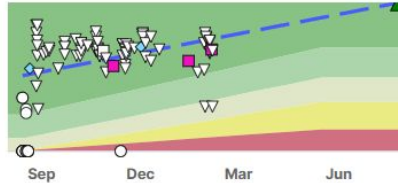
Level 5



Oral Reading Fluency

80 | 88th PR

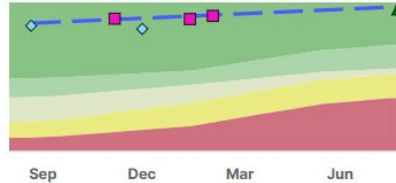
Level 5



Phonological Awareness

3.44 | 98th PR

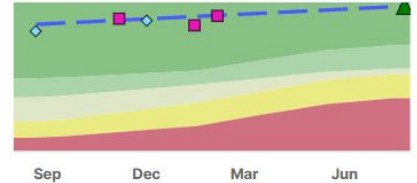
Level 5



Structures & Reasoning

3.44 | 98th PR

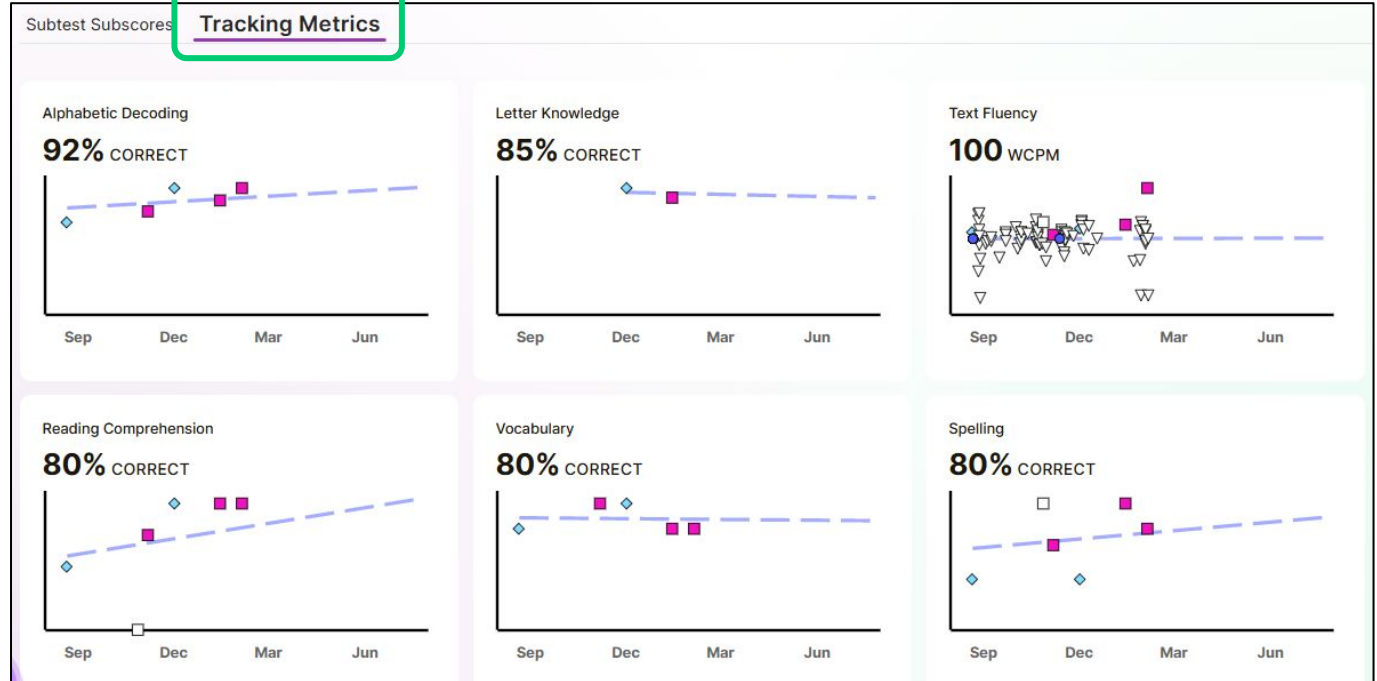
Level 5

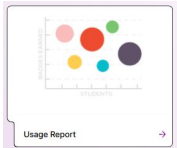
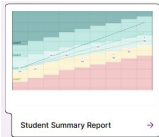


Subtest Subscores are based on most recent assessment (benchmark or progress monitoring).

Student Summary Report

Tracking Metrics show percentage correct (or WCPM) on most recent assessment (benchmark or progress monitoring).



Which report?	Usage Report 	Progress Report 	Student Summary Report 
What does it track?	● Class level ● Track Tutor usage	● Student level ● Track student progress ● Access ORF recordings	● Student level ● Assessment data ● Subtests
When should I check it?	Weekly	Twice a month	Monthly

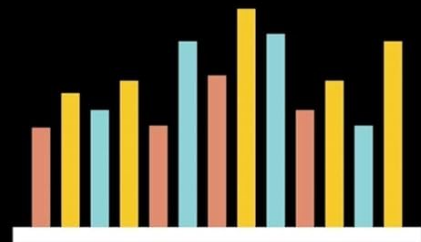
Tosha Young

RADA

(Research, Assessment, Data, & Accountability)

Data and Assessment Resources Padlet

https://padlet.com/tosha_young/assessment_data



If we have data
lets look at data.
If all we have
are opinions,
Let's go with mine.