

National Imagine Language & Literacy® Embedded Benchmark Report 2025–2026

Imagine Language & Literacy is a supplemental, personalized learning program for students in PreK–6 that helps build both literacy skills and English language proficiency. The program provides adaptive instruction that adjusts to each student’s needs, offering targeted support in reading, listening, speaking, and language development. Through engaging, interactive activities and personalized learning pathways, students receive explicit instruction and practice while educators gain access to data and resources to monitor progress and support learning. The program is designed to complement core English language arts instruction and includes specialized supports for multilingual learners, helping schools meet the needs of diverse classrooms.

Data for students who used the Imagine Language & Literacy program during the 2025–2026 school year and completed the embedded benchmark assessments at the beginning and end of the year were analyzed to measure student growth. Importantly, the results of these analyses provide a valuable reference for historical growth achieved by users of Imagine Language & Literacy across the nation.

Average Benchmark Score Growth	
Literacy	Vocabulary
206	160

Nationwide, students that used Imagine Language & Literacy during the 2025–2026 school year achieved 206 points and 160 points of growth between the first and last administrations of the literacy and vocabulary assessments, respectively. Figures 1 and 2 show that spending more time in Imagine Language & Literacy is positively associated with higher benchmark growth. Maximal growth was achieved by students that spent over 20 hours in the program over the course of the school year.

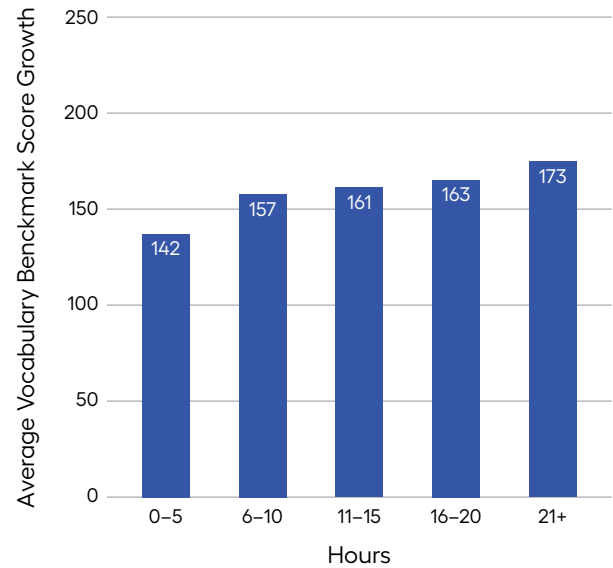
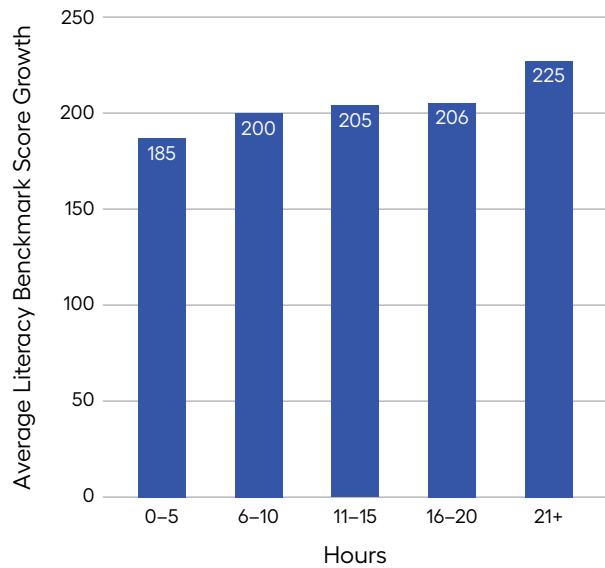


Figure 2 disaggregates the measured literacy and vocabulary benchmark growth by grade level. On average, growth is observed across all grades, but higher growth is achieved in early elementary grades. Importantly, results across and within education agencies may vary by grade level and student population. For example, schools with a high percentage of emergent multilingual learners may observe different gains than schools with other sociodemographic characteristics.

