



Student Assessment Portfolios

A Guide to Understanding and Interpreting
the Contents of Assessment Portfolios

The purpose of our portfolios is to:

- Share the scope and sequence of instructional units for the entire school year in all content areas as well as the key teaching points and skills within each unit
- Share students' assessment documents with families and explain their results within the context of grade level standards and benchmarks
- Provide families with explicit information about how to help their child make progress in all content areas

By providing this information families will know:

- o What their child is being taught across the year
- o How progress is being measured
- o How individual assessment results fit within the context of expectations and standards for children in their grade
- o Next steps for helping your child make progress

Your child's portfolio will be sent home 4 times a year:

- o November - with report cards
- o January - when promotion in doubt notifications are made
- o March - with reports cards
- o May - prior to final report card distribution in June

You may ask to see your child's portfolio at any time during the course of the year.

The assessment documents will be sent home with students in June with the **exception** of end of year assessments. They will be passed along to the teacher of your child's next grade to use for beginning of the year planning purposes.



Portfolio Documents

At the beginning of you
child's portfolio you'll
find several documents:

A signature page to
document each time
you bring the portfolio
home for review

Student Performance Portfolio
Parent/Guardian Signature Page
2014 - 2015

*Please sign this sheet each time you have received and reviewed your
child's portfolio.*

Date	Parent/Guardian Signature
November	
January	
March	
May	

At the beginning of you
child's portfolio you'll
find several documents:

A place for you to
communicate
comments or questions
that you may have for
your child's teacher
about the portfolio
contents and a place for
the teacher to respond
to those comments/
questions.

REFLECTIONS ON STUDENT PROGRESS

Teacher - November 2014
Parent - November 2014
Teacher - January 2015
Parent - January 2015

At the beginning of you
child's portfolio you'll
find several documents:

A page where the teacher
can communicate about the
Family's Responsibilities
with regard to supporting
their child's work at school.

Family Responsibilities

Effort Key

4 – Always
3 – Often
2 – Sometimes
1 – Rarely
NA – Not Applicable

	Nov.	Jan.	Mar.	May
Comes to school on time				
Comes to school prepared for the day's work				
Attends regularly				
Returns notices and signed permission slips on time				
Checks that homework has been completed				
Attends to health issues (vision, hearing, dental, etc.)				
Returns reading book baggies daily				
Completes daily reading logs				
Completes reading journal assignments				

Teacher Comments (November 2014)

Teacher Comments (January 2015)

Teacher Comments (March 2015)

Teacher Comments (May 2015)

At the beginning of you
child's portfolio you'll
find several documents:

An explanation of our 1,
2, 3, and 4 grading
range.

Understanding our Grading System

Academics

4	Exceeds grade level standards
3	Meets grade level standards
2	Approaches grade level standards
1	Far below grade level standards

At the beginning of each section you will find an Overview

The Overviews describe the concepts and skills that will be taught throughout the year in reading, writing, math, and social studies.

2014-2015 Kindergarten Overview: Reading

Month(s)	Unit	Key Concepts "Students will know..."	Key Skills "Students will be able to..."
September	We are Readers Exploring the Exciting World of Books	<ul style="list-style-type: none"> Readers read with a purpose Books are filled with information Pictures support the text and move the story along Text include dialogue Text repeats in a pattern 	<ul style="list-style-type: none"> Understand the purpose of the reading Recognize that books are filled with info Use pictures to support the story and move it along Use dialogue to build upon the story Use patterns to understand how the story goes
October/November	Readers Read, Think, and Talk about Emergent Storybooks	<ul style="list-style-type: none"> Read and talk about emergent story books Connecting pages to story text Use pictures and story to say as much as you Stopping and thinking along the way Read with a partner 	<ul style="list-style-type: none"> Reread their books in many with fluency and expression Have conversations about books Share their favorite parts with a partner Discuss connections they made while reading Use a storytellers voice Act out parts of a story Read emergent reader texts with purpose and meaning Notice the changes in the pictures to help you figure out the changes in the words
November/December	Readers Use Their Superpowers to Read Everything	<ul style="list-style-type: none"> High frequency words in a text can help us figure out what text says Patterns help us read Pictures help us figure out words Readers use patterns to figure out what the book is really about 	<ul style="list-style-type: none"> Develop one to one matching Locate known words Reading with intonation and expression Make sure their story makes sense Develop concepts about print Use the charts in the classroom as a reference Read and reread text with more meaning
January/February	Becoming a Class of Reading Teachers	<ul style="list-style-type: none"> To ask questions Apply strategies How to work in a partnership To read with purpose 	<ul style="list-style-type: none"> Reread with purpose-for meaning Reread with fluency Partners help one another Solve problems
February/March	Reading For Information: Learning About Ourselves & Our World	<ul style="list-style-type: none"> The difference between fiction and non fiction Key ideas and details in the text Readers identify the different genres of texts to activate prior knowledge 	<ul style="list-style-type: none"> Identify main topic and key details Use pictures and words to gather new information Compare and contrast two texts on the same topic Cross check with meaning Monitor for meaning Collect new vocabulary Synthesize new info Use strategies to figure out new words Describe the relationship between illustrations and the text

Reading

Families typically interpret their child's reading level as the level that their child reads with accuracy. But being prepared to move from one reading level to the next involves much more than your child's accuracy level alone. Other important components of Reading Levels are:

- o Accuracy Rate
- o Self-Correction Ratio
- o Fluency Score
- o Reading Rate (WPM)
- o Comprehension Conversation Score
- o Writing About Reading Score

***All of these components together determine a child's independent reading level.**

Components of the Independent Reading Level Reading

Accuracy Rate

- o This refers to how accurately the reader reads the text.

Self-Correction Ratio

- o This refers to a reader's ability to notice errors in their reading and to correct them independently.
- o For a reader to be possibly considered as a reader at a particular level, this ratio must be high, meaning that the reader notices and self corrects most errors independently.

Reading Rate

- o This refers to the number of words that a reader reads correctly in 60 seconds.
- o For a reader to be possibly considered as a reader at a particular level the reader must be reading without extensive wait periods.

Components of the Independent Reading Level Reading

Reading Fluency

- o For a reader to be possibly considered as a reader at a particular level the reader must read in large, meaningful word groups or phrases; and read smoothly and with expression guided by the author's meaning and punctuation.

Comprehension Conversation

- o For a reader to be possibly considered as a reader at a particular level the reader must engage in a conversation with the teacher immediately following the reading and speak with an **excellent** understanding of the text. The conversation must include almost all important facts as well as important ideas.

Writing About Reading

- o For a reader to be possibly considered as a reader at a particular level the reader must be able to communicate in drawing or writing an **excellent** understanding of the text that includes almost all important facts as well as important ideas.

Fountas and Pinnell Summary Sheet

This document outlines how your child is performing on running record assessments. It gives you a break down of their performance on each component used to determine their independent reading level.

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FOUNTAS & PINNELL ASSESSMENT SUMMARY SHEET
2014-2015

LEVELS C, D, E, F, G, H, I

STUDENT: _____ CLASS: _____

	DATE:	DATE:	DATE:	DATE:
Independent Level				
Genre				
Accuracy Rate				
Self-Correction Ratio				
Fluency Score				
Comprehension				
Writing About				
Reading Score				

Accuracy Rate: 96% Accuracy Rate is required

Self-Correction Ratio: (# of errors + # of self corrections) ÷ # of self corrections = 1: ____

Fluency Scoring Key

0	Reads Primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.
1	Reads primarily in 2 word phrases with some 3-4 word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress with slow rate most of the time.
2	Reads primarily in 3-4 word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; almost no stress mostly appropriate stress and rate with some slow downs.
3	Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slow downs.

Comprehension Scoring Key

0	Reflects no understanding of the text. Either does not respond or talks off topic.
1	Reflects very limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects partial understanding of the text. Includes important facts or ideas but does not express the important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important facts or ideas but does not express the important information and main ideas.

Writing About Reading Scoring Key

0	Reflects no understanding of the text.
1	Reflects very limited understanding of the text.
2	Reflects partial understanding of the text.
3	Reflects excellent understanding of the text.

How can I use Reading Assessment Information to Help my Child Make Progress?

Now that you have an understanding of how your child's reading level has been determined there are documents in the portfolio that give you specific information as to how to support your child's progress.

Teacher's College (TC) Benchmark Chart

This document outlines the reading level expectations for every grade K-5 at four separate benchmark periods throughout the year. This document allows you to see where your child's reading level fits within the context of readers on his/her grade and beyond. You will be able to see if your child is exceeding or not yet meeting the benchmark for students in the grade at that time of the year as well as how far they are from those expectations.

Teachers College Reading and Writing Project
Benchmark Reading Levels and Marking Period Assessments
Updated December 2012

SEPTEMBER	NOVEMBER	JANUARY	MARCH	JUNE
Kindergarten Emergent Story Books Shared Reading	Kindergarten Emergent Story Books Shared Reading A/B (with book intro)	Kindergarten I/C (with book intro)	Kindergarten 1-Early Emergent 2-A/B (with book intro) 3-C (with book intro) 4-D/E	Kindergarten 1-B or below 2-C (with book intro) 3-D/E 4-F or above
Grade 1: 1-B or below 2-C 3-D/E 4-F or above	Grade 1: 1-C or below 2-D/E 3-F/G 4-H or above	Grade 1: 1-D or below 2-E/F 3-G/H 4-I or above	Grade 1: 1-E or below 2-F/G 3-H/I/J 4-K or above	Grade 1: 1-G or below 2-H 3-I/J/K 4-L or above
Grade 2: 1-F or below 2-G/H 3-I/J/K 4-L or above	Grade 2: 1-G or below 2-H/I 3-J/K/L 4-M or above	Grade 2: 1-H or below 2-I/J 3-K/L 4-M or above	Grade 2: 1-I or below 2-J/K 3-L/M 4-N or above	Grade 2: 1-J or below 2-K/L 3-M 4-N or above
Grade 3: 1-K or below (avg. H) 2-L 3-M 4-N or above	Grade 3: 1-K or below (avg. I) 2-L/M (avg. I) 3-N 4-O or above	Grade 3: 1-L or below 2-M/N 3-O 4-P or above	Grade 3: 1-M or below (avg. J) 2-N 3-O 4-P or above	Grade 3: 1-N or below (avg. K) 2-O 3-P 4-Q or above
Grade 4: 1-M or below (avg. J) 2-N/O (avg. N) 3-P/Q (avg. P) 4-R or above	Grade 4: 1-N or below (avg. I) 2-O/P (avg. P) 3-Q/R (avg. Q) 4-S or above	Grade 4: 1-O or below 2-P/Q 3-R/S 4-T or above	Grade 4: 1-O or below (avg. K) 2-P/Q (avg. P) 3-R/S (avg. R) 4-T or above	Grade 4: 1-P or below (avg. L) 2-Q/R (avg. Q) 3-S/T (avg. S) 4-U or above
Grade 5: 1-P or below (avg. M) 2-Q/R (avg. Q) 3-S 4-T or above	Grade 5: 1-P or below (avg. N) 2-Q/R/S (avg. Q) 3-T 4-U or above	Grade 5: 1-Q or below 2-R/S/T 3-U 4-V or above	Grade 5: 1-Q or below (avg. O) 2-R/S/T (avg. R/S) 3-U 4-V or above	Grade 5: 1-R or below (avg. P) 2-S/T/U (avg. S/T) 3-V 4-W or above
Grade 6: 1-R or below (avg. O) 2-S/T/U (avg. S) 3-V/W (avg. V) 4-X or above	Grade 6: 1-S or below (avg. P) 2-T/U/V (avg. T) 3-W 4-X or above	Grade 6: 1-T or below 2-U/V 3-W/X 4-Y or above	Grade 6: 1-T or below (avg. Q) 2-U/V (avg. U) 3-W/X (avg. W) 4-Y or above	Grade 6: 1-U or below (avg. Q) 2-V/W (avg. V) 3-X 4-Y or above
Grade 7: 1-T or below (avg. P) 2-U/V (avg. U) 3-W/X (avg. W) 4-Y or above	Grade 7: 1-T or below (avg. Q) 2-U/V/W (avg. U) 3-X 4-Y or above	Grade 7: 1-U or below 2-V/W 3-X 4-Y or above	Grade 7: 1-U or below (avg. R) 2-V/W (avg. V) 3-X 4-Y or above	Grade 7: 1-V or below (avg. R) 2-W/X (avg. W) 3-Y 4-Z or above
Grade 8: 1-V or below 2-W 3-X/Y/Z 4-Adult Literature	Grade 8: 1-V or below 2-W 3-X/Y/Z 4-Adult Literature	Grade 8: 1-W or below 2-X/Y 3-Z/Adult Literature 4-Adult Literature	Grade 8: 1-W or below 2-X/Y/Z 3-Adult Literature 4-Adult Literature	Grade 8: 1-W or below 2-X/Y/Z 3-Adult Literature 4-Adult Literature

* We expect that many schools will incorporate the reading level as part of the child's grade for reading workshop, but that that assessment will also be informed by reading habits, growth, etc. The level 1-3 benchmarks represent the average text difficulty levels for the majority of readers who achieved that score on the ELA. There is no pattern that allows for prediction of a 4. Because a score of 4 generally only allows for one or two errors, it is hard to assure parents or students that a correlation will exist between level of text difficulty and a score of 4. 8th Grade benchmarks come from Qualitative assessments.

Reading Level Behaviors and Expectations

The second document outlines the specific skills/strategies and reading behaviors readers every reading level must master before moving on to the next reading level. Families can look ahead to the next reading level beyond their child's current reading level to understand which skills/strategies and behaviors the teacher is working on in class so that they can support them at home as they read with their child.

Pre-A Reader Behaviors & Expectations

Date Level Mastered:

Uses pictures to help tell the story
Identifies the front cover, back cover, and title page of the book
Understands the purpose of an author/illustrator
Can recall and retell details from the story
Can "read" their books using a storytellers voice

Level A/B Behaviors & Expectations

Date Level Mastered:

Gets ready to read by using the front cover, title and illustrations
Points under each word when reading
Moves from left to right when reading
Uses the illustrations and the story as a source of information to decode text
Locates known words in text
Thinks about what makes sense
Carries the pattern from one page to the next with prompting

Level C Behaviors & Expectations

Date Level Mastered:

Uses the beginning letters in a word along with meaning and illustrations to solve an unknown word
Reads know words in the text automatically
Uses the pattern of the text as a source of information to assist in reading book
<i>Begins to Integrate Sources of Information:</i>
Makes sure the word looks right
Makes sure the word sounds right

Writing

- o In the writing section of your child's portfolio you'll find 2 writing pieces with scoring rubrics attached to them.
- o The rubrics are a continuum including the scores for the grades before and after your child's current grade. **These rubrics assess students against end of year expectations.**
- o Students receive a score of 1, 2, 3, and 4 on these rubrics. These grades correlate to the grading explanations found at the front of the portfolio.

Pre-Unit Assessment

One piece is a pre-unit “on demand” writing piece. This is a piece that students complete independently before any teaching has taken place in order to assess which skills/strategies students may have already mastered as well as which may need extensive instructional support. Although the piece is assessed using a rubric, this score DOES NOT contribute to your child’s writing grade. The purpose of the pre-unit assessment is to assist teachers with planning whole class, small group and individual instruction within the unit.

Name:							Date:		
Rubric for Narrative Writing—Second Grade									
	Kindergarten (1 point)		Grade 1 (2 points)		Grade 2 (3 points)		Grade 3 (4 points)		
	1.5 pts	2.5 pts	3.5 pts	4.5 pts	5.5 pts	6.5 pts	7.5 pts	8.5 pts	
Overall	The writer told, drew, and wrote a whole story.	The writer wrote about when she did something.	The writer wrote about one time when she did something.	The writer wrote about one time when she did something.	The writer wrote a beginning in which he helped readers know who the characters were and what the setting was in his story.	The writer wrote a beginning in which he helped readers know who the characters were and what the setting was in his story.	The writer wrote a beginning in which he helped readers know who the characters were and what the setting was in his story.	The writer wrote a beginning in which he helped readers know who the characters were and what the setting was in his story.	
Lead	The writer had a page that showed what happened first.	The writer tried to make a beginning for his story.	The writer thought about how to write a good beginning and chose a way to start his story. She chose the action, talk, or feeling that would make a good beginning.	The writer thought about how to write a good beginning and chose a way to start his story. She chose the action, talk, or feeling that would make a good beginning.	The writer chose the action, talk, or feeling that would make a good ending.	The writer chose the action, talk, or feeling that would make a good ending.	The writer chose the action, talk, or feeling that would make a good ending.	The writer chose the action, talk, or feeling that would make a good ending.	
Transitions	The writer put her pages in order.	The writer put her pages in order. She used words such as first and then, to.	The writer told her story in order by using words such as when, then, and after.	The writer told her story in order by using words such as when, then, and after.	The writer chose the action, talk, or feeling that would make a good ending.	The writer chose the action, talk, or feeling that would make a good ending.	The writer chose the action, talk, or feeling that would make a good ending.	The writer chose the action, talk, or feeling that would make a good ending.	
Ending	The writer had a page that showed what happened last in his story.	The writer found a way to end his story.	The writer chose the action, talk, or feeling that would make a good ending.	The writer chose the action, talk, or feeling that would make a good ending.	The writer chose the action, talk, or feeling that would make a good ending.	The writer chose the action, talk, or feeling that would make a good ending.	The writer chose the action, talk, or feeling that would make a good ending.	The writer chose the action, talk, or feeling that would make a good ending.	
Organization	The writer's story had a page for the beginning, a page for the middle, and a page for the end.	The writer wrote her story across three or more pages.	The writer wrote a lot of lines on a page and wrote across a lot of pages.	The writer wrote a lot of lines on a page and wrote across a lot of pages.	The writer used paragraphs and clipped lines to separate what happened first from what happened later (and finally) in her story.	The writer used paragraphs and clipped lines to separate what happened first from what happened later (and finally) in her story.	The writer used paragraphs and clipped lines to separate what happened first from what happened later (and finally) in her story.	The writer used paragraphs and clipped lines to separate what happened first from what happened later (and finally) in her story.	
Development									
Elaboration*	The writer's story indicated who was there, what they did, and how the characters felt.	The writer put the picture from his mind onto the page. He had details in pictures and words.	The writer tried to bring his characters to life with details, talk, and actions.	The writer tried to bring his characters to life with details, talk, and actions.	The writer chose strong words that would help readers' picture her story.	The writer chose strong words that would help readers' picture her story.	The writer chose strong words that would help readers' picture her story.	The writer chose strong words that would help readers' picture her story.	
Craft*	The writer drew and wrote some details about what happened.	The writer used labels and words to give details.	The writer chose strong words that would help readers' picture her story.	The writer chose strong words that would help readers' picture her story.	The writer chose strong words that would help readers' picture her story.	The writer chose strong words that would help readers' picture her story.	The writer chose strong words that would help readers' picture her story.	The writer chose strong words that would help readers' picture her story.	
Language Conventions									
Spelling	The writer could read her writing. The writer wrote a letter for the sound she heard. The writer used the word wall to help her spell.	The writer used all he knew about words and sounds of words (sk, sp, /k, etc.) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	To spell a word, the writer used what he knew about spelling patterns (tion, er, ly, etc.). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	To spell a word, the writer used what he knew about spelling patterns (tion, er, ly, etc.). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before he wrote his final draft.	The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before he wrote his final draft.	The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before he wrote his final draft.	The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before he wrote his final draft.	

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Post-Unit Assessment

The final piece of writing in a unit is the post-unit “on demand”. This is a piece that students write independently after the completion of a unit. Its purpose is to see which of the skills/strategies taught in the unit the child has mastered and have transferred over into the student’s independent writing. This piece is also assessed using a rubric and this score IS used for determining the student’s writing grade.

Name: _____				Date: _____				Pre-Unit Assessment		Post-Unit Assessment	
Rubric for Narrative Writing—Second Grade											
Structure											
Overall Lead	Kindergarten (1 point)	1.5 pts	Grade 1 (2 points)	2.5 pts	Grade 2 (3 points)	3.5 pts	Grade 3 (4 points)				
	The writer told, drew, and wrote a whole story that showed what happened first.	Mid-Level	The writer wrote about when she did something.	Mid-Level	The writer wrote about one time when she did something.	Mid-Level	The writer told the story all by self.				
Transitions	The writer put her pages in order.	Mid-Level	The writer tried to make a beginning for his story.	Mid-Level	The writer thought about how to write a good beginning and chose a way to start his story. She chose the action, talk, or feeling that would make a good beginning.	Mid-Level	The writer wrote a beginning in which he helped readers know who the characters were and what the setting was in his story.				
Ending	The writer had a page that showed what happened last in his story.	Mid-Level	The writer put her pages in order. She used words such as first and then, to.	Mid-Level	The writer told her story in order by using words such as when, then, and after.	Mid-Level	The writer told her story in order by using phrases such as a little later and after that.				
Organization	The writer's story had a page for the beginning, a page for the middle, and a page for the end.	Mid-Level	The writer found a way to end his story.	Mid-Level	The writer chose the action, talk, or feeling that would make a good ending.	Mid-Level	The writer chose the action, talk, or feeling that would make a good ending and worked to write it well.				
	The writer's story had a page for the beginning, a page for the middle, and a page for the end.	Mid-Level	The writer wrote her story across three or more pages.	Mid-Level	The writer wrote a lot of lines on a page and wrote across a lot of pages.	Mid-Level	The writer used paragraphs and clipped lines to represent what happened first from what happened later (and finally) in her story.				
Development											
Elaboration*	The writer's story indicated who was there, what they did, and how the characters felt.	Mid-Level	The writer put the picture from his mind onto the page. He had details in pictures and words.	Mid-Level	The writer tried to bring his characters to life with details, talk, and actions.	Mid-Level	The writer wanted to show what was happening to (and in) his characters.				
Craft*	The writer drew and wrote some details about what happened.	Mid-Level	The writer used action and words to give details.	Mid-Level	The writer chose strong words that would help readers picture her story.	Mid-Level	The writer not only told her story, but also wrote in ways that got readers to picture what was happening and that brought her story to life.				
Language Conventions											
Spelling	The writer could read her writing. The writer wrote a letter for the sound she heard. The writer used the word wall to help her spell.	Mid-Level	The writer used all he knew about words and sounds of words (sk, sp, /k, etc.) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	Mid-Level	To spell a word, the writer used what he knew about spelling patterns (tion, er, ly, etc.). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	Mid-Level	The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before he wrote his final draft.				

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Writing Summary Sheet

This document outlines the overall grades for each genre of writing. This will allow you to see how your child is progressing within genres.

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WRITING ASSESSMENT SUMMARY SHEET
2014-2015

STUDENT: _____

CLASS: _____

Narrative Writing

Unit Pre-Test Date:	Unit Post-Test Date:	Unit Pre-Test Date:	Unit Post-Test Date:	Unit Pre-Test Date:	Unit Post-Test Date:

Informational Writing

Unit Pre-Test Date:	Unit Post-Test Date:	Unit Pre-Test Date:	Unit Post-Test Date:	Unit Pre-Test Date:	Unit Post-Test Date:

Opinion Writing

Unit Pre-Test Date:	Unit Post-Test Date:	Unit Pre-Test Date:	Unit Post-Test Date:	Unit Pre-Test Date:	Unit Post-Test Date:

How can I use writing assessment information to help my child make progress?

- o Parents can look at their child's pre unit assessment to see which areas he/she needs to work on within the unit. These will be the same areas that the teacher will be focusing on during classroom instruction.
- o Parents can look at their child's post unit assessment to see which areas were not yet mastered within the unit so that they can support their child's writing at home as they move into another unit of study.
- o Parents can look at their child's performance as compared to the expectations for students on their grade.

Math

- o In the math section of your child's portfolio you'll find several types of math assessments.
 - o **Prerequisite Skills Assessment:** This assessment is administered to students to gather more information on how students are performing on grade level standards from the *previous* year. This assessment is not administered to all students and **does not contribute to your child's math grade.**
 - o **Beginning of the Year Assessment:** This assessment measures how students are performing on grade level standards. **This assessment does not contribute to your child's math grade.** The purpose of the BOY assessment is to provide a baseline to measure progress towards meeting standards.

Math

- o In the math section of your child's portfolio you'll find several types of math assessments.
 - o **Middle of the Year (MOY) Assessment:** This assessment measures the same skills and standards as the BOY assessment. It is used to measure progress against the beginning of the year benchmark. It is used for teachers
 - o **End of the Year (EOY) Assessment:** This assessment measures the same skills and standards as the BOY and MOY assessments. It is used to measure progress toward the end of year standards for the grade. It is used to contribute to your child's final math grade.
 - o **Unit Tests:** These assessments are administered at the end of each unit of study to determine mastery of unit content. They contribute to your child's report card math grades.

How can I use Math Assessment Information to Help my Child Make Progress?

How To Use The Item Analysis Chart

- Look at your child's Post Unit Assessment piece and make note of the items that are incorrect.
- Refer to the chart and find those items.
- Read the common errors associated with each of the incorrect items.
- Use the common error information to help specifically target the areas/concepts/skills that your child has not mastered.
- Provide additional practice for your child in those areas/concepts/skills as your child's classroom teacher is.
- Ask your child's teacher for assistance if you aren't sure how to support your child at home.

Name: _____ Date: _____

Kindergarten Unit 1 Assessment

Pre-Assessment Grade: _____

Post-Assessment Grade: _____

Item	*CCSS	Common Error
1	CC.K.G.2	May not correctly identify squares
2, 9	CC.K.G.4	May not correctly describe squares
3	CC.K.G.2	May not correctly identify rectangles
4, 11	CC.K.G.2	May not correctly identify circles
5, 13	CC.K.G.4	May have difficulty comparing attributes of two-dimensional shapes
6	CC.K.G.2	May not correctly identify triangles
7	CC.K.G.4	May not correctly describe triangles
8, 15	CC.K.G.2	May not correctly identify hexagons
10	CC.K.G.4	May not correctly describe hexagons
12	CC.K.G.4	May not correctly describe circles
14	CC.K.G.4	May not correctly describe rectangles
16	CC.K.G.6	May not understand how to join two-dimensional shapes to make a larger two-dimensional shape

Standards Addressed

Geometry: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

CC.K.G.2 Correctly name shapes regardless of their orientations or overall size.

Geometry: Analyze, compare, create, and compose shapes.

CC.K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

CC.K.G.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

Math Summary Sheet

This document outlines the pre unit assessment (prior to any teaching) and the post unit assessment (after unit instruction) scores. This comparison allows parents to see their child's progress within the unit and their mastery of unit content.

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MATH ASSESSMENT SUMMARY SHEET
2014-2015

Student Name: _____



Ongoing Assessment Data

Prerequisite Skills Assessment:	Beginning of the Year Assessment:	Middle of the Year Assessment:	End of the Year Assessment:

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	Pre-Test Score	Post-Test Score
Unit 1		
Unit 2		
Unit 3		
Unit 4		
Unit 5		
Unit 6		
Unit 7		
Unit 8		
Unit 9		
Unit 10		
Unit 11		
Unit 12		
Unit 13		

Social Studies

- o In this section of your child's portfolio you will find artifacts of your child's work in Social Studies along with the assessment criteria used to determine your child's Social Studies grade. These vary from grade to grade.



Questions and Clarifications