



Welcome to Parent Night 2023

Assessments and Ways to Support at
Home

What will my child be assessed on this year?

- DIBELS
- MAP
- EOG
- In-Class Assessments



DIBELS

- DIBELS testing occurs three times a year (September, January, April/May)
- Students are assessed on several different components:
 - Nonsense Word Fluency
 - Word Fluency
 - Reading Fluency
 - Vocabulary
 - MAZE



Nonsense Words

fec	zok	miv	yoc	kod
kol	rez	suz	rev	wev
nam	log	tam	wol	kos
vac	mas	yob	siv	fep
sut	joj	muj	eb	pol
nes	duj	sim	luj	uv
beb	id	et	jag	kac
num	lum	wup	us	hak

Word Fluency

long

go

day

must

different

another

find

away

small

work

great

around

food

why

together

began

air

need

does

while

between

men

few

large

state

big

along

here

during

never

important

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soon

upon

hard

white

usually

person

better

room

since

family

country

eye

money

body

live

system

it's

end

united

Reading Fluency

Andy was one of the many ants who worked daily in the anthill. Every day Andy and the other ants would wake up and go off to work. Andy's job was to carry pieces of sand up the side of the anthill to build it higher. Andy thought his job was really boring. Who would find carrying pieces of sand interesting? All Andy did day after day was stack tiny pieces of sand on top of other tiny pieces of sand. Where was the challenge in that?

All Andy really wanted was to create a daring new kind of anthill. He wanted to build a modern castle. He could see the castle in his mind, and that goal made him continue his daily grind.

One day Andy spoke to his friend, Sally. He took a chance and told her about his dream. "I don't want to build anthills, Sally. I want to build a modern castle."

"I don't know, Andy," said Sally. "Ants have lived in anthills for a very long time."

"I need to tell someone who will understand," Andy thought.

The next day Andy went to see Queen Ant. He shook with fear as he knocked on her door.

"Come in," said a low, pretty voice.

Andy stepped inside the queen's chambers. There were beautiful pictures on the walls and a bright carpet underfoot. The queen wore a golden crown. She was much bigger than Andy.

"Who are you, and what do you want?" she said to Andy.

Andy showed her his plans for building a castle. "You are a lovely queen," Andy told her. "Lovely queens should live in castles. I'm the ant who knows how to build them."

MAZE

Albert was a goldfish in a bowl. He ate a breakfast of green **(and, but, from)** brown flakes each morning. Then he **(finished, fishbowl, watched)** the children go off to school.

(Which, Albert, Himself) hated being stuck in his bowl **(because, children, finally)** he could only swim around in **(circles, children, flakes)**. He'd rather go to school. Poor **(loved, Albert, Alone)** couldn't even read a book. The **(night, pages, flakes)** would get soaked!

Albert was quite **(a, an, if)** smart fish. He could do flips **(under, mean, rock)** water. He could spell his name **(in, one, ate)** the pebbles on the bottom of **(he, they, his)** bowl. No matter how brilliant Albert **(are, was, when)** though, he still had a problem. **(Mean, Only, And)** the cat spoke to him. And **(a, the, on)** cat was not particularly nice to **(him, his, day)**.

"I'll eat you up one day," **(home, an, the)** cat would tell Albert when they **(was, were, and)** all alone in the house. "I'll **(Albert, would, gobble)** you right up. You will be **(surprised, fishbowl, brilliant)** to discover that no one will **(sent, miss, off)** you."

It seemed to Albert that **(everyone, problem, breakfast)** loved the cat. No one seemed **(in, to, for)** notice the cat was mean. No **(they, by, one)** seemed to care that the cat **(brown, seemed, hated)** books and wasn't smart. The cat **(couldn't, hiding, school)** even spell his own name, but **(us, the, to)** children played with him every day.

MAP Assessments

- Students take the MAP assessment 3 times per year (September, January, April)
- Reading and Math
- Measures growth
- Adaptive-The test changes questions based on how your child answers the previous question
- This assessment is K-5
- Relates directly to the EOG
 - Reading Scores: NP=100-197, Level 3=198-201, Level 4=202-214, Level 5=215-350
 - Math Scores: NP= 100-197, Level 3=198-205, Level 4=206-216, Level 5=217-350



How to read the MAP parent report

map GROWTH

Shawn Tolosky

Spring 2018 Family Report

Page 1

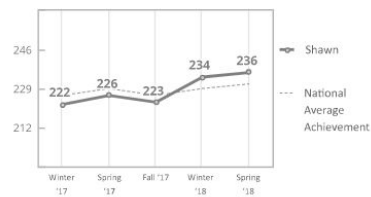
Student ID: ST529811468 | Grade 11
Sample High School

What is this report? A summary of how your child is doing academically.

What do Achievement and Growth mean? Achievement: How well your child has learned skills.

Mathematics

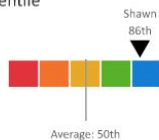
Average Achievement 60th Percentile



Shawn's overall score (RIT score) was a 236 on a scale of 100-350. Your child is in the 60th percentile, which means they scored better than 60% of their peers.

High Growth 86th Percentile

Your child's growth from Fall 2017 to Spring 2018 is in the 86th percentile, which means they made more progress than 86% of their peers.

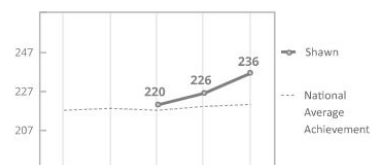


Shawn is likely to be:

- Approaches on the State XYZ Assessment (if taken in Spring 2018)
- College ready on the ACT College Readiness (if taken in Spring 2018)
- Not On Track on the SAT (if taken in Spring 2018)

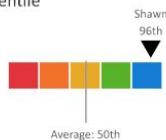
Reading

High Achievement 84th Percentile



High Growth 96th Percentile

Your child's growth from Fall 2017 to Spring 2018 is in the 96th percentile, which means they made more progress than 96% of their peers.



How can I use this information to help my child? Talk to your child's teacher. Here are some questions you can ask:

- What types of strategies are the teachers using that I may be able to reinforce at home?
- Does my child need extra help in any specific areas?
- How can I help my child's academic growth from home?
- How do you measure my child's learning in your classroom?
- When will my child's progress be measured again, and when can I get an update on my child's academic growth?
- How is my child doing in comparison to grade-level expectations?
- What will my child be working on to continue growing or to grow towards a mastery of grade-level standards?

Where can I get more information? Check out <https://nwea.org/familytoolkit/> for more information on MAP Growth, how it works, what it measures, and FAQs.

For sample tests in all subjects, visit <https://warmup.nwea.org/>.

In-Class Assessments

- We take district made assessments in all subjects
- Tests are typically administered on Mastery Connect
- Students who score below an 80% will be re-tested and re-taught on the material
- Highest possible score on a reassessment is an 80%



What does Mastery Connect look like?

3MA T6&10R District Topic Reassessment



1 of 10



1

2

3

4

5

6

7

8

9

10



Finish

Directions:

Calculator Inactive: #1-5 - You may NOT use a calculator for this section of the test.

Calculator Active: #6-10 - You may use a calculator for this section of the test, but you should not go back to the previous section of the test.

Solve each problem and show your work.

The third graders at Hornets Elementary School are going on a field trip to Discovery Place.



- Each teacher will take 3 packs of 10 bags of potato chips for snacks.
- There are 8 teachers.

How many bags of potato chips does the school need to buy for the field trip?

- 38
- 210
- 240
- 320



EOGS

- Math EOG and Reading EOG
- Typically the last week of May/First week of June
- Cumulative (all concepts we have learned throughout the year)
- Multiple choice questions
- Taken on the chromebooks



Resources to prepare your scholar for EOG's

Math

- Math Multiplication Facts
- Practice Released EOG
- Dreambox

Literacy

- Daily Literacy Homework
- Reading Comprehension Worksheets
- Practice EOG test (Centerpoint)


NCEdCloud and Clever

Recent




Clever - LEA 600

Recent



Canvas - LEA 600
Canvas - LEA 600





DreamBox

DISTRICT



Sora by
OverDrive

DISTRICT



SAVVAS
EasyBridge

Savvas
EasyBridge

DISTRICT

What can you do at home?

Parent Resource Folder





Questions?



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