

Chesterbrook Parent Coffee:

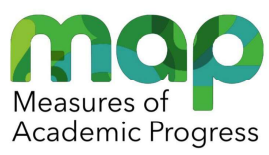
Breaking down assessments results to partner
with parents in supporting student growth

Name

Strengths

Needs

Growth



MAP

Math Screener



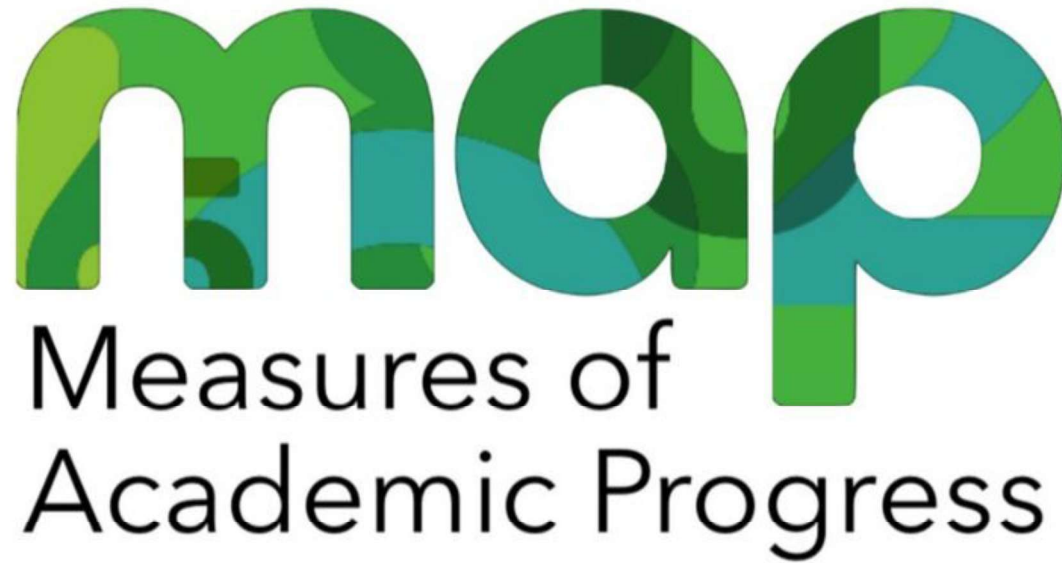
VALLSS

Virginia Language & Literacy Screening System



Supporting Student Growth

Multi Systems of Support



Understanding Student Reports

MAP Assessment Overview

What It Is:

Unlike paper-and-pencil tests, where all students are asked the same questions and spend a fixed amount of time taking the test, MAP is a computer-adaptive test.

That means every student gets a unique set of test questions based on responses to previous questions. As the student answers correctly, questions get harder. If the student answers incorrectly, the questions get easier. By the end of the test, most students will have answered about half the questions correctly, as is common on adaptive tests.

The purpose of MAP assessments are to help educators understand where a student is on their academic journey, if they are growing over time, and where a student's strengths and opportunity areas are.

What It Isn't:

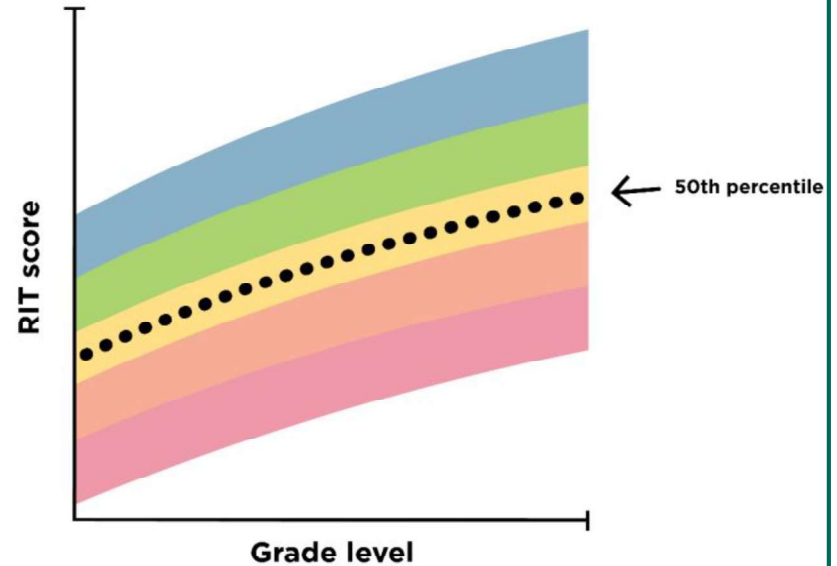
MAP is **not** a standardized or "high-stakes" test because it doesn't give all students the same, standard set of questions every time it's administered. Instead, it adapts based on a student's answer.

When we talk about high-stakes tests, we are usually talking about a test designed to measure what students already know, based on what is expected at their grade level. High-stakes tests are also often used as a way to measure grade-level proficiency. MAP tests are designed to measure student achievement in the moment and growth over time, regardless of grade level, so it is quite different.

MAP Growth Overview

- MAP = Measures of Academic Progress
- Adaptive test (50% accuracy)
- Measure growth on an equal-interval scale (*RIT score)

*When students finish their MAP test, they receive a number called a **RIT score**. This score represents a student's achievement level at any given moment and helps measure their academic growth over time. The RIT scale is a stable scale, like feet and inches, that accurately measures student performance, regardless of age, grades, or grade level.



Like marking height on a growth chart and being able to see how tall a child is at various points in time, you can also see how much they have grown between tests!

Additional Score Report View

Family Report

mopGROWTH
Shelley Jones
 Fall 2020 Family Report

Page 1
 ID: 510500 | Grade 5
 Mesa Verde Elementary School

What is this report? A summary of how your child is performing academically, as measured by the most recent MAP Growth test.

What is MAP Growth? A test that adapts to your child's responses in real time to measure your child's skill level.

Why is my child taking MAP Growth? MAP Growth scores help teachers check student performance by measuring Achievement and Growth. Teachers use results to tailor classroom lessons and to set goals for students.

What do Achievement and Growth mean?
Achievement—How well your child has learned skills in a subject compared to similar students nationwide.*
Growth—A measure of your child's personal progress over the year.

What is a RIT score? The overall score for a subject based on a Rasch unit (RIT) scale that indicates how your child performed in a subject.

*Similar students — kids with same starting RIT score, same number of weeks of instruction, and in the same grade.

Mathematics

Low Average Achievement 38th Percentile

Shelley's overall score (RIT score) was a 204 on a range of 100-350. Your child is in the 38th percentile, which means they scored better than 38% of their peers.

Average Growth 55th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 55th percentile, which means they made more progress than 55% of their peers.

Shelley is likely to be:

- Be on Track on the NWEA Generic Linking Study (if taken in Spring 2021)
- Be on Track on the ACT College Readiness (if taken in Spring 2021)
- Be on Track on the SAT (if taken in Spring 2021)

Family Report Close-Up View

Mathematics

High Average Achievement 76th Percentile

Amanda's overall score (RIT score) was a 226 on a range of 100-350. Your child is in the 76th percentile, which means they scored better than 76% of their peers.

Average Growth 59th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 59th percentile, which means they made more progress than 59% of their peers.

Amanda is likely to be:

- Advanced on the NWEA Generic Linking Study (if taken in Spring 2021)
- On Track 22 on the ACT College Readiness (if taken in Spring 2021)
- On Track on the SAT (if taken in Spring 2021)

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/>.

Note: This report is only available for the most recent test term.

Note: This is a close-up view of the Family Report to show detail. This exact view can't be printed using the MAP Growth reporting system.

Map and the Instructional Focus

Instructional Focus

MAP



**System-wide
Common
Assessments**



**Classroom
Assessments**

MAP gives us big picture, then we need assessment on standards in the unit, then classroom assessments help us truly understand where students are and design instruction to meet their needs

MAP As A Growth Measure

MAP tests give teachers information about a student's mathematics strengths and needs. The MAP test also helps teachers monitor a student's progress in learning grade level standards and fulfills a state requirement for through-year growth monitoring in grades 3-8

Information it **DOES** provide about student understanding:

- Achievement level relative to national norms
- Growth through the year and across years
- Guidance on instructional area strengths and areas of need*
- Projections for SOL

Information it **DOES NOT** provide about student understanding:

- Does not indicate mastery of specific standards or units
- RIT scores represent the difficulty of questions answered and should not be confused with a grade-level
 - A student's percentile score shows how their score compares to students at the same grade-level

*Growth Overview and Guidance with MAP:

- Provides teachers with areas of strength (academic readiness) and areas of need for all students.
 - Every student has an identified instructional area of need identified to support continued growth
 - **Bold font** = Area of Strength
 - *Italics* = Area of need

Test: MAP MATHEMATICS			
TEST INFORMATION	FALL		
Administering School:	_____		
Test Date:	_/_/____		
Performance on Tested Skills	Level	Score	PR
MATH OVERALL			
Number/Number Sense			
Computation/Estimation			
Measurement/Geometry			
Probability/Statistics, Patterns/Functions/Algebra			

Supporting Your Student At Home

Supporting Students

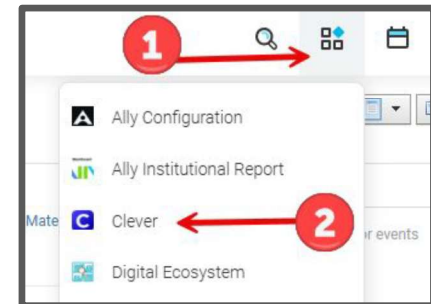
ST Math is a puzzle-based math program that provides individualized practice and feedback. It is based in brain research and developed by the nonprofit Mind Research organization. It's a visual instructional program that builds a deep conceptual understanding of math through rigorous learning puzzles and creative problem solving.

ST Math Assessment Support Tool for grades 2-6: Elementary students will have had their NWEA MAP scores connected to ST Math. This transfer creates customized learning paths for some students based on their scores to be completed and assigned.

Accessing ST Math:

[Log in to Clever](#) with student FCPS Google username and password

Students can access clever through Schoology. They will still need to login using FCPS Google username and password.





GRADES K-3

LITERACY SCREENER RESULTS

FOCUS

Understanding the VALLSS Student Summary Report &
how the results are used at school and at home

AGENDA



**VALLSS Student
Summary
Reports**



**How the Results
Are Used
At School**



**How the Results
Can Be Used
At Home**



VALLSS STUDENT SUMMARY REPORT

Band of Risk

Indicates level of risk for developing future reading difficulties

High	The goal is to teach students into the low-risk category, as this band indicates efficient decoding ability.
Moderate	
Low	

Scaled Score

Shows where a student scored in the continuum of a Band of Risk

Kindergaren	432-518	519-561	562-669
Grade 1	472-603	604-629	630-700
Grade 2	594-646	647-664	665-719
Grade 3	609-665	666-677	678-725

Instructional Indicators * and ^

* Suggests the need for additional explicit instruction and support in a particular skill
 ^ A different indicator used for RAN because it is not a skill that we teach, but it can be a helpful predictor of decoding ability

ORF indicators are based on the average WCPM of the two passages.

*K does not test ORF

ORF WCPM Ranges	Well-Below	Approaching	Adequate
Grade 1	0-4	5-8	9
Grade 2	0-30	31-64	65
Grade 3	0-54	55-74	75

WCPM: (Words Correct Per Minute)

Grades K-3

Fall 2025
Student Summary

Student: 1st Grader

Teacher: Teacher 1 School: Chesterbrook Elementary School High-Risk History**: #/#
 Grade: 1 Division: Fairfax County Public Schools

			Risk Band	Fall
			Scaled Score	/
CODE-BASED	Alphabet Knowledge	Letter Names		
		Letter Sounds		20*/28
	Phonological Awareness	Beginning Sounds Expressive		
		Phoneme Blending		
		Phoneme Segmenting		
	Decoding/Encoding	Encoding		
Real Word Decoding				
Oral Reading Fluency	Pseudoword Decoding			
	Oral Reading Fluency: Passage 1			
	Oral Reading Fluency: Passage 2			
LANGUAGE	Passage Comprehension	Passage Retell		
		Expressive Comprehension Questions		
	Vocabulary	Vocabulary Fluency		
OTHER	Syntax	Nonsense Sentences		
	Processing	Rapid Automatized Naming (RAN): Letters		4*/n/a

High	Student is in the High-Risk Band for developing reading difficulties and qualifies for EIRL.
Moderate	Student is in the Moderate-Risk Band for developing reading difficulties and requires additional explicit instruction: supplemental instruction is highly recommended based on student need.
Low	Student is in the Low-Risk Band for developing reading difficulties.

Scaled Scores for Bands of Risk



* Student requires additional explicit instruction in this skill
 ** Number of times ID'd on PALS - Number of times High Risk on VALLSS/ Total number of times assessed (standard & complete)
 ^ Student Flagged at risk for Rapid Automatized Naming

Note: Students with Non-Standard (NS) or Exempt Administration (E) are not assigned * or ^.

VALLSS STUDENT SUMMARY REPORT

Your Child's Report

- 1 Look for Instructional Indicators:** These can be present for students in all risk bands. Use these to identify any area(s) that your child may need to work on.
- 2 Look at the Risk Band** to determine your child's level of risk for developing future reading difficulties. Consider where the score falls within the risk band continuum.
- 3 Oral Reading Fluency (1st-3rd):** Which range does your child's Average WCPM fall into?

If your child's score falls in the **High-Risk Band**, they will get a **Reading Plan & qualify for EIRI**

Grades K-3

			Risk Band	Fall
			Scaled Score	/
CODE-BASED	Alphabet Knowledge	Letter Names		
		Letter Sounds	20*	28
	Phonological Awareness	Phoneme Segmenting		
		Encoding		
	Decoding/Encoding	Real Word Decoding		
		Pseudoword Decoding		
Oral Reading Fluency		Oral Reading Fluency: Passage 1		
		Oral Reading Fluency: Passage 2		
LANGUAGE	Passage Comprehension	Passage Retell		
		Expressive Comprehension Questions		
	Vocabulary	Vocabulary Fluency		
	Syntax	Nonsense Sentences		
OTHER	Processing	Rapid Automatized Naming (RAN): Letters	4^	n/a

High	Student is in the High-Risk Band for developing reading difficulties and qualifies for EIRI.
Moderate	Student is in the Moderate-Risk Band for developing reading difficulties and requires additional explicit instruction; supplemental instruction is highly recommended based on student need.
Low	Student is in the Low-Risk Band for developing reading difficulties.

Scaled Scores for Bands of Risk



*Student requires additional explicit instruction in this skill

VALLSS STUDENT SUMMARY REPORT

**EFFECTIVE
LITERACY INSTRUCTION**

THE 5 ESSENTIAL COMPONENTS OF READING



WORD RECOGNITION

LANGUAGE COMPREHENSION

Phonological Awareness

Phonics + Decoding

Fluency

Vocabulary

Comprehension

THE ULTIMATE GOAL IS COMPREHENSION

WORD RECOGNITION

Phonics
Alphabet Knowledge



Phonemic Awareness



Phonics
Encoding/Decoding



Fluency



LANGUAGE COMPREHENSION

Comprehension



Vocabulary



Grades K-3 Subtests

Letter Names

Letter Sounds

Beginning Sounds Expressive

Phoneme Blending

Phoneme Segmenting

Encoding

Real Word Decoding

Pseudoword Decoding

Oral Reading Fluency: Passage 1

Oral Reading Fluency: Passage 2

Passage Retell

Expressive Comprehension Questions

Vocabulary Fluency

Nonsense Sentences

K-3: Any student in the High-Risk Band

4-6: Failed SOL and/or Instructional Indicator on any VALLSS subtest

Using the data from screening assessments, we will create yearlong Reading Plans for students that outline:

- Area(s) of identified need
- Intervention details (program, interventionist, frequency)
- Reading goal(s) and instructional targets
- Progress monitoring tool(s) and frequency

*Families will receive a copy of the plan and directions to view progress monitoring data on ParentVUE before intervention begins



LEARN MORE: PARENT WEBINAR
Reading Plans and Your Student
October 22nd, 10-11:30 AM
Register Here



**HOW THE
RESULTS ARE USED
AT SCHOOL**
Reading Plans

A Multi-Tiered System of Supports

Tier 1

All children receive:

High quality instruction that meets your child's needs and additional support as needed.

Teachers and schools use data to plan for Tier 1 instruction for all children.

Tier 2

Some children receive:

Small group reteaching and **intervention** in addition to Tier 1.

Teachers and schools use data to determine if children need tier 2 instruction.

Tier 3

Few children receive:

Intensive **intervention**, or intervention on specific area(s) of need based on data in addition to Tier 1, and possibly Tier 2.

Teachers and schools use data to determine if children need tier 3 instruction.



LEARN MORE:

[MTSS Family Guide](#)

[Video: MTSS Overview](#)



HOW THE RESULTS ARE USED AT SCHOOL

MTSS

LITERACY RESOURCES FOR FAMILIES

Virginia Literacy Partners Resources for Families



Institute of Ed. Sciences Supporting Your Child's Reading at Home



ECE Resource Hub Take-Home Strategies



VA Dept. of Education Parent Literacy Resources



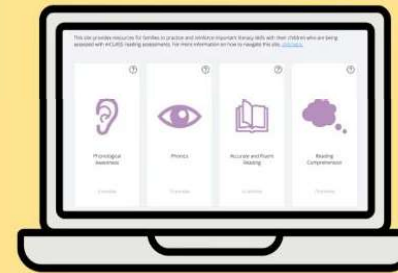
U.F.L.I. Parent Resource Hub



Reading Rockets Literacy at Home



Amplify Home Connect



FCPS Literacy Resources For Families



LITERACY RESOURCES FOR FAMILIES

Phon. Awareness	Phonics	Fluency	Vocabulary	Comprehension
<p>The ability to identify and work with speech sounds. (includes rhyme, syllables, onset-rime, & individual sounds within words).</p>	<p>Phonics involves teaching the link between letters or spelling patterns and their associated sounds to be able to read and spell accurately.</p>	<p>The ability to read accurately, at an appropriate rate, with expression.</p> <p>Family Video: Fluency</p>	<p>The words a child understands and uses to communicate whether it is speaking, listening, reading, or writing.</p>	<p>Comprehension is the process of understanding what text means and making sense of it.</p> <p>Family Video: Comprehension</p>
<p>Video for Parents: Helping Your Kid with Phonemic Awareness</p> <p>Articles: Target the Problem: Phonological and Phonemic Awareness</p> <p>Supporting Phonological Awareness at Home</p> <p>Tips for Teaching Your Child About Phonemes</p> <p>Learning Games: Khan Academy Kids</p> <p>Videos for Kids: Isolating Sounds Segmenting Sounds Blending Sounds</p>	<p>Videos for Parents: Helping Your Kid With Basic Phonics at Home</p> <p>Helping Your Kid With Reading Multisyllable Words</p> <p>Articles: Target the Problem: Word Decoding and Phonics</p> <p>5 Ways To Increase Your child's Reading Fluency</p> <p>Letters and Sounds: Practical Ideas for Parents</p> <p>Online Activities for Kids: Letter Tiles for Word Building</p> <p>Starfall: practice sounds & letters.</p> <p>Apps: PocketPhonics Duck Duck Moose Reading Zebrainy ABC Wonderlands</p>	<p>Videos for Parents: Helping Your Kid With High-Frequency Words</p> <ul style="list-style-type: none"> How Sight Words Help with Fluency <p>How can I help my child read more smoothly?</p> <p>Articles: Target the Problem: Fluency</p> <p>6 Smart Strategies to Boost Reading Fluency</p> <p>Five Easy Ways Parents Can Increase Their Child's Reading Fluency</p> <p>App: Sight Words Hangman</p> <p>Videos for Kids: Heart Word Magic: High-Frequency Words</p>	<p>Videos for Parents: Oral Language & Vocabulary</p> <p>Helping Your Kid With Building Academic Vocabulary</p> <p>Learn the Strategy: Book-Embedded Vocabulary Instruction</p> <p>Articles: Target the Problem: Vocabulary</p> <p>Building Your Child's Vocabulary</p> <p>Supporting Vocabulary at Home</p> <p>Apps: Bluster! VocabularySpellingCity Word SlapPs</p>	<p>Videos for Parents: Helping Your Kid With Reading Comprehension</p> <p>Helping Your Kid With Vocabulary & Comprehension With Read-Alouds</p> <p>Articles: Target the Problem: Comprehension</p> <p>Reading Aloud with Children of All Ages</p> <p>Online Activities for Kids: Storyline Online: A collection of videos of stories read by famous actors. Each book includes activities to support verbal, written and comprehension skills.</p> <p>Virtual Field Trips to build background knowledge</p> <ul style="list-style-type: none"> More from PBS

STRATEGIES & ACTIVITIES FOR FAMILIES

Phon.Awareness	Phonics	Fluency	Vocabulary	Comprehension
<p>Have your child count the number of words in a spoken sentence. Syllable counting: Clap the syllables for everyone's name in your family. Count the number of syllables. Play "I spy" with things around the room by using the number of syllables as the clue (e.g. I spy something with 3 syllables).</p> <p>Play a mystery game using beginning sounds (e.g. I'm thinking of someone whose name starts with [sound])</p> <p>Word Race: Give your child one minute to name as many objects, people, foods, etc that start with a given sound.</p>	<p>Help your child learn the letters and sounds of the alphabet. Occasionally point to letters and ask your child to name them.</p> <p>Letter and sound hunts: Search your home or neighborhood for words that begin with or contain a certain letter or sound</p> <p>Encourage Sounding Out Unfamiliar Words: When your child comes to a word they cannot immediately recognize, they should first try to "sound it out" (i.e., decode it). Once they have "sounded out" as much as they can, they should try to think of a word that has those sounds in it, and that also makes sense in the sentence they are reading.</p> <p>Environmental Print: use print found in your everyday environment to develop your child's reading skills.</p>	<p>Read to Your Child: Model fluent reading and have them look at and point to the words while they listen</p> <p>Re-Read Familiar Books: Repeat Reading: Rereading favorite books over and over again can help a child to read with greater expression and build confidence.</p> <p>Listen to Audiobooks: Listen to audiobooks together and have your child follow along reading silently.</p>	<p>Have Conversations: Engage your child in conversations every day. If possible, include new and interesting words in your conversation. Build on and connect with your child's statements, questions, and responses.</p> <p>Build Language Through Everyday Interactions: Go outside, visit a museum, go to the grocery store...our environment is full of rich language opportunities to expand your child's vocabulary and oral language</p> <p>Encourage the use of Context Clues: When your child asks for the meaning of a word while reading, prompt them to use the sentence or paragraph around the word to try to figure out the meaning.</p>	<p>Discuss Books: Encourage children to discuss books by commenting, asking questions, and predicting what will happen next.</p> <p>7 Important Questions to Ask Your Child During Story Time</p> <p>Printable Bookmark: Tips for Reading with Your Child at Home</p> <p>Reading Adventure Packs for Families: Activities centered around fiction and nonfiction books</p> <p>Prepare your child for texts that they will read at School: If your child's class is studying a particular theme, look for easy-to-read books or magazines on the topic. Some prior knowledge will help them make their way through tougher classroom texts and promote reading comprehension.</p>

The best way to support Literacy at home is to READ with your child!