

AISD Parent Assessment Night



November 16
6-7pm
AES Cafeteria

Contacts for Additional Information:

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- **SPEECH-** alicia.chapa@academyisd.net

What is STAAR?

- STAAR is an assessment program designed to measure the extent to which students have learned and are able to apply the knowledge and skills defined in the state-mandated curriculum standards, the Texas Essential Knowledge and Skills (TEKS). Every STAAR question is directly aligned to the TEKS currently implemented for the grade/subject or course being assessed.

STAAR assessments are administered for:

- Grades 3–8 mathematics
- Grades 3–8 reading
- Grades 5 and 8 science
- Grade 8 social studies
- Algebra I, English I, English II, Biology, and U.S. History

HIGH SCHOOL STAAR/EOC

Students must pass the five STAAR tests in high school that are called end-of-course (EOC) assessments to meet the testing requirements for graduation.

Algebra I, English I, English II, Biology, and U.S. History

Practice Test Site for STAAR Testing- NEW PLATFORM

www.texasassessment.gov/families.html

Scroll down and choose "Practice Tests Login" on the left side.



The screenshot shows the TEA Families website interface. At the top, there is a navigation bar with the TEA logo and 'TEA ASSESSMENT' on the left, and 'VISIT TXSCHOOLS.GOV' on the right. Below this is a main header 'Students and Families' with a background image of two young girls. Underneath the header are four service tiles: 'STAAR' (State of Texas Assessments of Academic Readiness®), 'STAAR Alternate 2' (State of Texas Assessments of Academic Readiness Alternate 2), 'TLPAS' (Texas English Language Proficiency Assessment System), and 'TLPAS Alternate' (Texas English Language Proficiency Assessment System Alternate). Below these tiles is a blue section with two columns. The left column is titled 'How to Help Prepare Your Child' and contains two items: 'Practice Tests Login' (highlighted with an orange box) and 'Find A Book Tool'. The right column is titled 'View Your Child's Test Results' and contains a 'Family Portal' section with a 'Unique Student Access Code' field and a 'Date of Birth' dropdown menu.

Sign In as a Guest User

Leave settings turned ON.

Click "Sign In"

Choose the Grade, Subject/Test, and Accommodations you would like to view.

For additional tips on the testing platform, please view this [guide](#).





Please Sign In

Guest User
Toggle to sign in as yourself

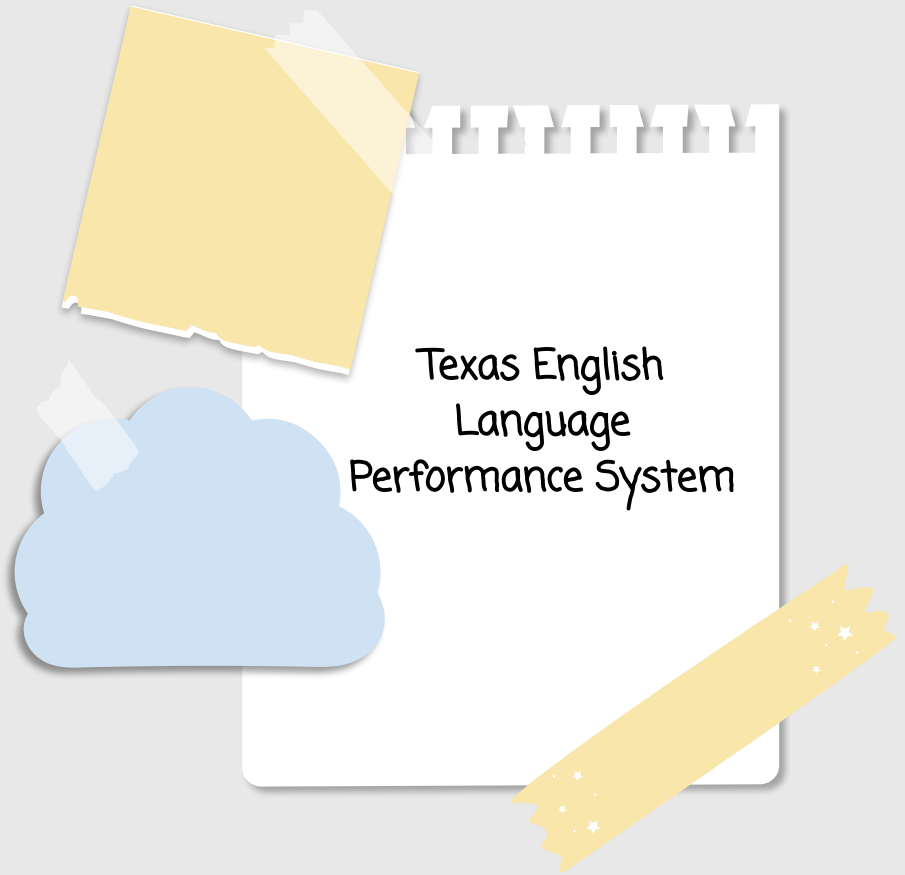
Guest Session
Toggle to join an active session

[Run Diagnostics](#) Browser: Chrome v98

Sign In

Label	Symbol	Student Result
Did Not Meet Grade Level		<u>DID NOT PASS</u> No basic understanding of course expectations is shown; a student may need significant support next year.
Approaches Grade Level		<u>PASSED</u> Some knowledge of course content but may be missing critical elements, student needs additional support.
Meets Grade Level		<u>PASSED</u> Strong knowledge of course content, student is prepared to progress to the next grade.
Masters Grade Level		<u>PASSED</u> Mastery of the course knowledge and skills is shown; student is on track for college and/or career.

TELPAS



Language Domains

Listening
Speaking
Reading
Writing

Proficiency Levels

Beginning
Intermediate
Advanced
Advanced High



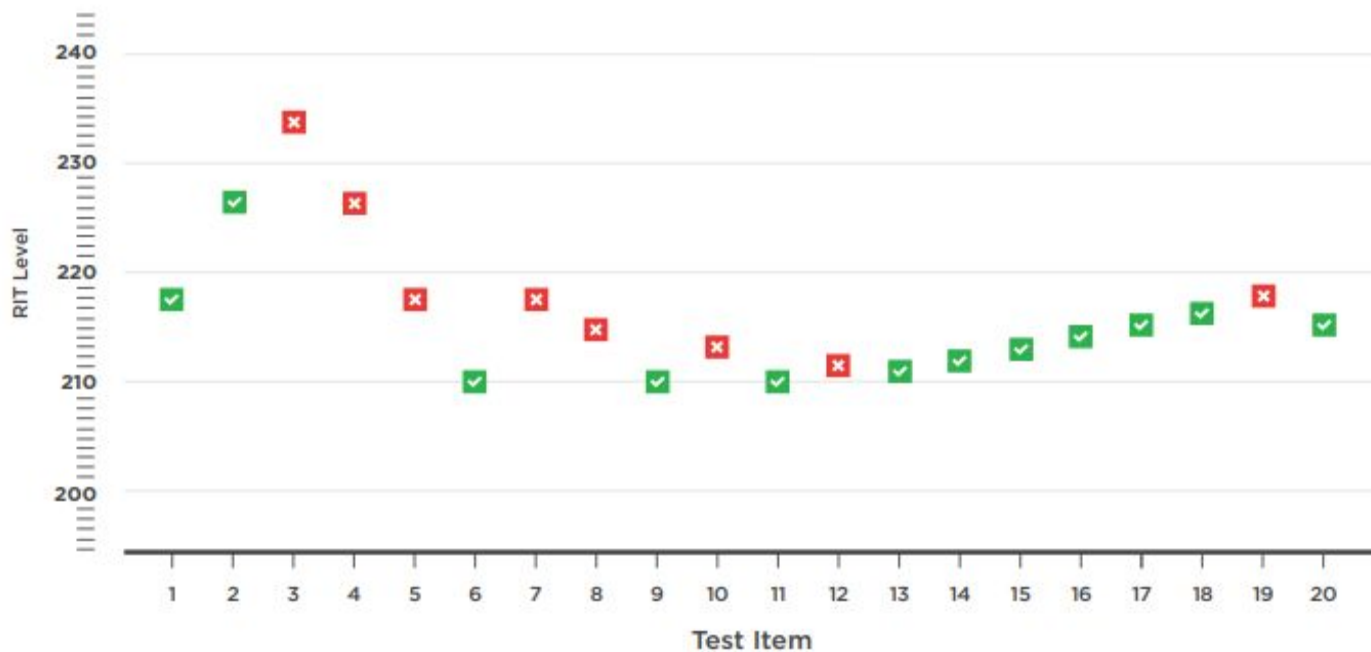
MAP



What is MAP testing?

- Adaptive online test
- Nationally normed test
- Students take the following:
 - Math K-8, Algebra 1 & 2, Geometry
 - Reading K-8, English I & II
 - Science 4-8, Biology
- Strong predictor of STAAR/ACT/SAT testing outcomes
- Helps drive instruction and small groups during the year for intervention
- Administered 3x per year (BOY, MOY, EOY)
- Measures GROWTH and ACHIEVEMENT

Visual of How an Adaptive Test Works

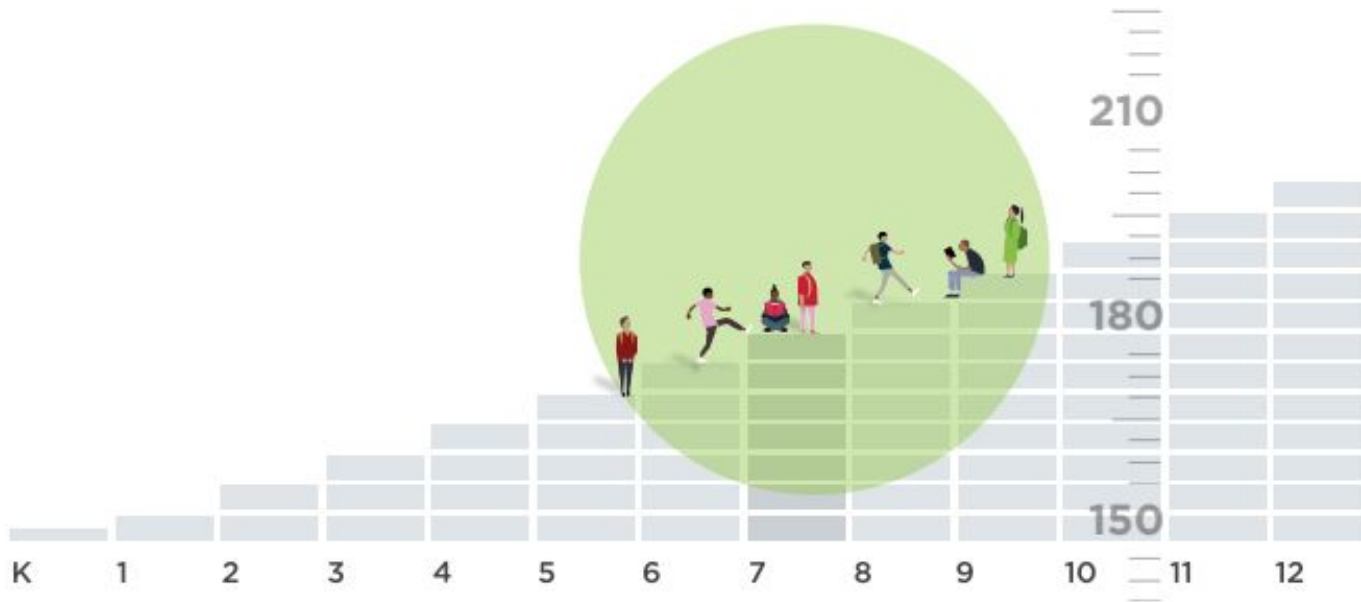


MAP Growth begins with a question at each student's grade level and adjusts the level of difficulty based on individual performance.

RIT Scale

What it measures

MAP Growth uses a RIT scale to accurately measure what students know, regardless of their grade level. It also measures growth over time, allowing you to track your child's progress throughout the school year and across multiple years. Once your child completes a MAP Growth test, they receive a RIT score.



We have the data, now what???

Make RTI groups

Small group/guided groups

Look at growth indicators

Predict accountability data

Special Programs
Referrals- Dyslexia,
SPED, GT, etc

Watch for trends

Mathematics STAAR Predictions by Campus BOY Data

School	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
Academy Elementary	548	129	23.5%	231	42.2%	124	22.6%	64	11.7%
Academy Middle School	374	51	13.6%	154	41.2%	124	33.2%	45	12.0%
Total	922	180	19.5%	385	41.8%	248	26.9%	109	11.8%

School	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
Academy High School	104	6	5.8%	55	52.9%	30	28.8%	13	12.5%
Academy Middle School	34	0	0.0%	0	0.0%	7	20.6%	27	79.4%
Total	138	6	4.3%	55	39.9%	37	26.8%	40	29.0%

Reading STAAR Predictions by Campus BOY Data

School	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
Academy Elementary	549	121	22.0%	214	39.0%	134	24.4%	80	14.6%
Academy Middle School	411	62	15.1%	121	29.4%	136	33.1%	92	22.4%
Total	960	183	19.1%	335	34.9%	270	28.1%	172	17.9%

Science STAAR Predictions by Campus BOY Data

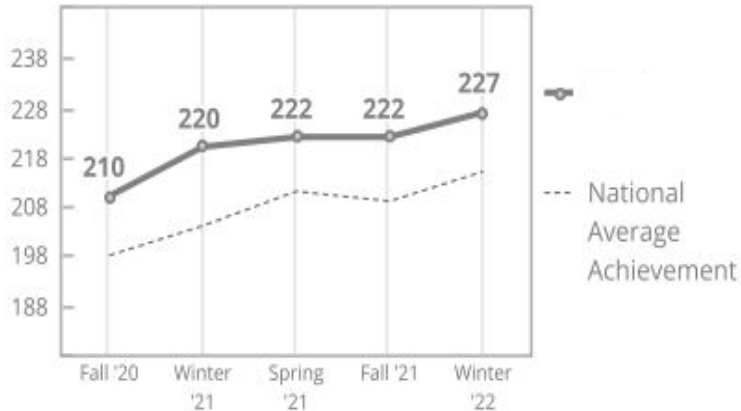
School	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
Academy Elementary	132	27	20.5%	61	46.2%	30	22.7%	14	10.6%
Academy Middle School	148	20	13.5%	47	31.8%	53	35.8%	28	18.9%
Total	280	47	16.8%	108	38.6%	83	29.6%	42	15.0%

Understanding your report!



Mathematics

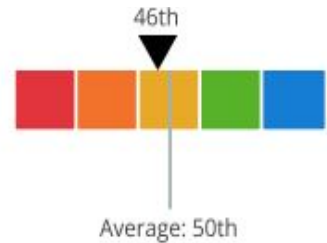
High Average Achievement 78th Percentile



overall score (RIT score) was a 227 on a range of 100-350. Your child is in the 78th percentile, which means they scored better than 78% of their peers.

Average Growth 46th Percentile

Your child's growth from Fall 2021 to Winter 2022 is in the 46th percentile, which means they made more progress than 46% of their peers.



likely to be:

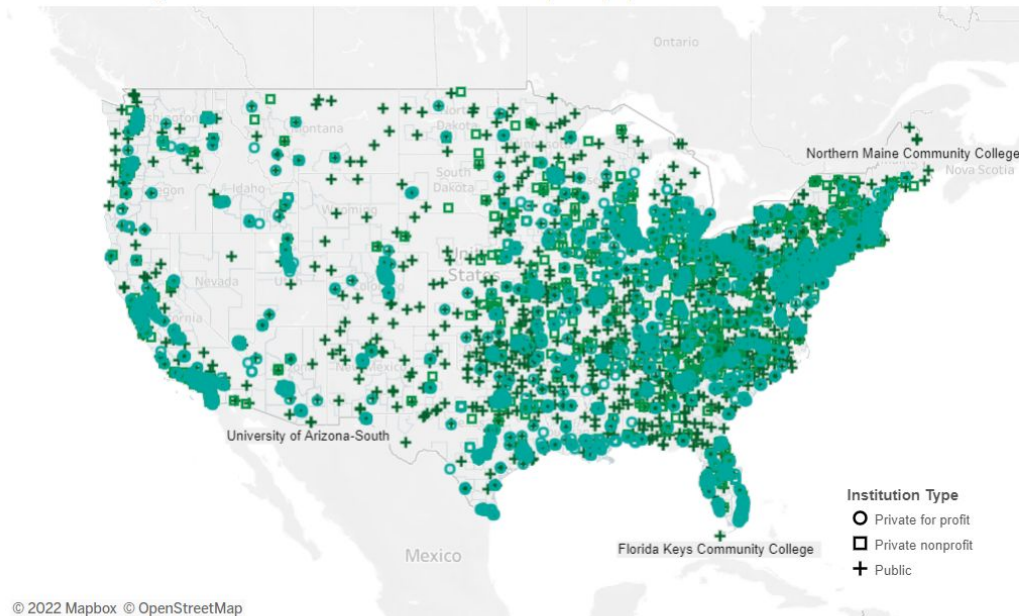
- Meets on the State of Texas Assessments of Academic Readiness (if taken in Spring 2022)

NWEA MAP College Explorer Tool (linked)

- Scroll down, wait for it to load completely

Search by RIT Range Search for Schools College Major Explorer

Click on a college to learn more. *The fields below the map will populate once a choice is made.*



Type in name of college

Select College Readiness Benchmark

ACT

Spring Grade

6

Spring Math RIT

220

Spring Reading RIT

210

Region

(Multiple values)

State Abbreviation

(Multiple values)

Population Focus

Include all

Predominant Degree Awarded

(All)

Institution Type

- Private for profit
- Private nonprofit
- + Public

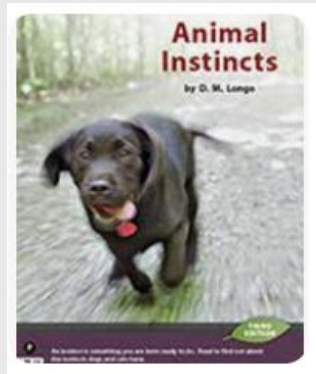
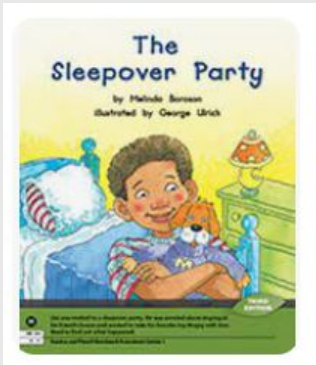
© 2022 Mapbox © OpenStreetMap

FOUNTAS & PINNELL READING LEVELS



What are F&P Reading Levels?

- Benchmark Assessment System
- Progress monitoring tool for teachers
 - Used to determine student's independent and instructional reading level
- What does it look like?



Running Record Example

Approximate Text Level Conversion and Comparison Table

Stages of Reading	Grade Level	Fountas & Pinnell	Reading A-Z	Lexile	RIT Score
Emergent Reader	K	A	aa	BR70L-10	141-147
	K	A	A	BR70L-10	
	K	B	B	BR40L-16	148-155
	K	C	C	BR40L-16	156-158
	K	D	D	160L-310L	159-161
Early Reader	1	E	E	160L-310L	162-163
	1	F	F	300L-450L	164-166
	1	G	G	300L-450L	167-172
	1	H	H	430L-530L	
	1	I	I	430L-530L	
	1	J	J	430L-530L	173-178
	1	J	K	510L-620L	
Transitional Reader	2	K	L	510L-620L	179-183
	2	L	M	530L-810L	184-187
	2	L	N	530L-810L	
	2	M	O	600L-850L	188-194
	2	M	P	600L-850L	
Early Fluent Reader	3	N	Q	660L-930L	195-197
	3	N	R	660L-930L	
	3	O	S	790L-940L	198-200
	3	P	T	790L-940L	
Fluent Reader	4	Q	U	820L-1030	201-203
	4	R	V	820L-1030	204-206
	4	S	W	820L-1030	
	4	S	X	890L-1080	
	5	T	Y	890L-1080	204-206
	5	U-V	Z	890L-1080	207-212
	6	W-X	W	920L-1120	213-216
	6	Y-Z	Y	920L-1120	217+

FOUNTAS & PINNELL AVERAGE READING LEVELS

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K	C+	D+	E+	
	B	C	D / E	
	A	B	C	
				Below C
Grade 1	E+	G+	I+	K+
	D / E	F	H	J / K
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J / K	K	L	M / N
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M / N	N	O	P / Q
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P / Q	Q	R	S / T
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S / T	T	U	V / W
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V / W	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grade 7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
Grade 8+	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations:
Needs Short-Term Intervention

Does Not Meet Expectations:
Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade-level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

EDUPHORIA UNIT ASSESSMENTS



The What.

- Grades:1-12
- Assessing the student expectations that were taught in each unit
- 10-20 questions
- Test questions are aligned to STAAR question types and our curriculum
- Online (3-12)

The How.

- Online through Eduphoria on chromebook(3-12)
- Paper test (2nd)
- Performance Based using Manipulatives or giving answers orally to teachers (1st)
- In the classrooms
- Accommodations are received if necessary depending on the individual student needs

Social Studies Grade 6 Unit 02: Freedom For All: The United States and Canada



SPEAK OPTIONS



ZOOM



ADD NOTE



EXIT TEST

1. Which of the following is limited in a limited government?



The power of leaders



The rights of citizens



The number of elections



The influence of political parties



< PREVIOUS



1



2



3



4



5



6



7



8

...

NEXT >

CLOSE

The When..

- At the end of each unit in core content (Math, Reading, Science, Social Studies)
- Every 2-4 weeks

The Why.

- Tells us student strengths and weaknesses within each unit through data
- Helps us plan for any needed reteach
- Ensure students are on track with grade level skills
- Give them practice for online standardized test (STAAR)

All Learning Standards

6.2(B) [R]	6.2(C) [S]	6.5(F) [R]	6.6(B)	6.6(D) [R]	6.8(B) [S]	6.8(C) [S]	6.9(B) [S]	6.9(D) [S]
0%	0%	17%	100%	0%	0%	0%	0%	50%
33%	0%	50%	0%	100%	50%	33%	0%	25%
0%	100%	83%	0%	100%	50%	100%	0%	50%
0%	0%	33%	100%	0%	50%	67%	100%	0%
67%	0%	100%	0%	0%	100%	67%	0%	50%
67%	100%	83%	100%	0%	100%	33%	100%	25%
100%	100%	83%	100%	100%	50%	100%	100%	100%
67%	0%	67%	100%	100%	100%	67%	100%	25%
100%	0%	67%	100%	0%	100%	100%	100%	100%
100%	100%	17%	100%	0%	0%	100%	100%	50%
67%	100%	83%	100%	0%	50%	67%	0%	50%
100%	100%	83%	100%	0%	50%	100%	100%	100%
100%	0%	83%	100%	100%	100%	67%	100%	50%
100%	0%	100%	100%	100%	50%	100%	100%	100%
100%	100%	100%	100%	100%	100%	67%	100%	100%
33%	0%	33%	0%	100%	50%	67%	0%	75%
67%	0%	50%	100%	0%	50%	67%	100%	50%
100%	100%	100%	100%	100%	100%	67%	100%	75%
100%	100%	83%	100%	100%	100%	100%	0%	100%
67%	100%	67%	100%	100%	100%	100%	100%	50%
100%	100%	83%	0%	0%	100%	67%	100%	50%

DYSLEXIA

Kindergarten
screening must be
completed by end
of year

1st grade
screening must be
completed by Jan
31st

Texas Education Code (TEC) §38.003 defines dyslexia and related disorders in the following way:

"Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

"Related disorders" include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

The following are the primary reading/spelling characteristics of dyslexia:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored without prosody)
- Difficulty spelling

It is important to note that individuals demonstrate differences in degree of impairment and may not exhibit all the characteristics listed above.

The reading/spelling characteristics are most often associated with the following:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the names of letters and their associated sounds • Holding information about sounds and words in memory (phonological memory)
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

Consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

**ONE IN FIVE STUDENTS, OR 15-20%
OF THE POPULATION, HAS A
LANGUAGE-BASED LEARNING
DISABILITY.**



Aa	Bb	Cc
Dd	Ee	Ff
Gg	Hh	Ii
Jj	Kk	Ll
Mm	Nn	Oo



SPEECH



What's "typical"?

SPEECH SOUNDS MASTERED

By ages 2-3: P, B, M, D, N, H, T,
K, G, W, 'NG', F, and Y

By age 4: L, J, CH, S, V, SH, Z,

By age 5: prevocalic R, ZH (like
in treasure), TH as in feather

By age 6: TH as in 'thumb'

INTELLIGIBILITY- How
well should someone or
myself, understand my
child's speech?

3yr old: approx 68%

3.5 yr old: approx 78%

4 yr old: approx 86%

4.5 yr old: approx 91%

5 yr old: approx 94%

6 yr old: approx 97%

LANGUAGE: Around
how many words
should my child have?

12 months: 1-5 words

18 months: 10-50 words

24 months: 50-300 words
*also should be producing
some 2 word phrases

36 months: 250-1,000 words
*also should be producing
some 3 word phrases and/or
simple sentences

Speech Assessment is a PROCESS

What does that mean?

- It has a beginning and an end, and in between a lot of things need to occur, and data from all available sources must be compiled
- Teachers, pediatricians and daycare providers are excellent resources to consult if you are concerned about your child's speech prior to referral for an evaluation
- If your child happens to be outside the "typical" and thinking the route of evaluation, it unfortunately does not mean their evaluation will be completed the next day and they can begin receiving speech services right away
- The process involves paperwork and TEA provides timelines for each specific situation

Speech in the School Setting vs. Outside Speech Therapy

What's the difference?

In the school setting, there is specific eligibility criteria children must meet to receive speech and language services- one key element is **EDUCATIONAL NEED** (or in other words, how is the child's speech/communication affecting them in the educational setting).

Thank you
for Coming Tonight

Any Questions?