



Welcome!!

A yellow banner with a hand-drawn, slightly irregular edge. The text 'Welcome!!' is written in a bold, black, sans-serif font. The banner is surrounded by decorative elements including yellow lightning bolts and green squares.



**LET'S
TACO
'BOUT
TESTING!**

A red banner with a hand-drawn, irregular edge. The text is written in a bold, black, sans-serif font, arranged in four lines. The banner is surrounded by decorative elements including yellow lightning bolts and green squares.

ATTENDANCE

MS. NIPPER



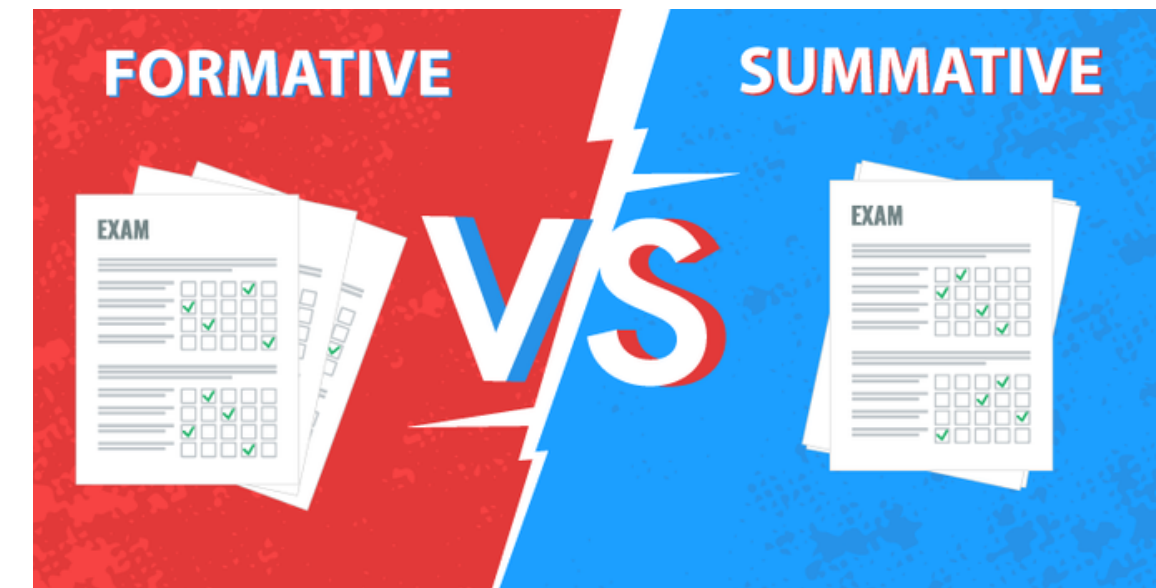
- Assessments give us vital information about your students' progress and the next best steps for their instruction
- Students usually do their best work when they follow their normal routine
- Students miss instruction when they have to make up an assessment

COMMON FORMATIVE AND SUMMATIVE ASSESSMENTS

MRS. SHAIN, MRS. POPE, MS. COKER



- These classroom assessments are some of the most important assessments your student takes-giving us vital information about grade level standards mastery
- Formative assessments give us information about how students are doing *during* a unit of instruction so we can adjust instruction and support
- Summative assessments are unit tests; students get Tier 2 instruction in reading and math for essential standards that are not mastered on these important assessments



GKIDS

MRS. WILSON, MS. TAYLOR, MS. BAILEY



- **Progressions are assessed year-round**
- **We assess in ELA, Math, and Foundations of School Success**
- **Different domains in each section, all to be assessed at different points in the year**
- **Range from Not Yet Demonstrating to Exceeding**
- **Goal is for students to be performing at Demonstrating level by end of year**

HCLI

MRS. JOHNSON, MRS. GRISHAM, MRS. WALKER



HOUSTON COUNTY LITERACY INVENTORY COMPONENTS

- **READING RECORD ANALYSIS**-FIND THE CHILD'S LEVEL THEY CAN READ INDEPENDENTLY WITH 95-100% ACCURACY (C-K) OR 98-100% ACCURACY (L-Z). A COMPREHENSION CONVERSATION WILL BE CONDUCTED AT THE END OF EACH BOOK READ. STUDENTS WOULD NEED TO SCORE 5-7 (A-K) OR 7-10 (L-Z) FOR IT TO BE CONSIDERED THEIR INDEPENDENT LEVEL.
-
- **HIGH FREQUENCY WORDS**- USING THE UFLI HFW ASSESSMENT STUDENTS WILL BE ASKED TO READ THE LIST OF WORDS THAT CORRELATE TO THEIR GRADE LEVEL. NEXT, IN A SMALL GROUP STUDENTS WILL BE ASKED TO WRITE THE SAME LIST OF WORDS.
-
- **CONCEPTS OF PRINT**- THE STUDENT SITS DOWN ONE-ON-ONE WITH THE TEACHER TO READ AN EARLY LEVEL TEXT (C-F) AND THE TEACHER OBSERVES STUDENT BEHAVIORS (BOOK ORIENTATION KNOWLEDGE, UNDERSTANDING OF PRINCIPLES, THE KNOWLEDGE THAT PRINT, NOT PICTURE, CONTAINS THE STORY, AND TOP OF PAGE.)
-
- **THE WRITING PROCESS**-THE WRITING ON DEMAND ASSESSMENTS WILL PROVIDE A CRYSTAL CLEAR DEMONSTRATION OF WHAT STUDENTS HAVE LEARNED TO DO WITHOUT ASSISTANCE. THESE ON DEMAND ASSESSMENTS SHOULD BE GIVEN KINDERGARTEN THROUGH FIFTH GRADE. WOD ARE GIVEN AT THE BEGINNING AND END OF EACH GENRE TAUGHT.

READING LEVELS

MRS. JOHNSON, MRS. GRISHAM, MRS. WALKER

	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
		A	B	C
				Below C
Grade 1	E	G	I	K
	D	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K	L	M	N
	J	K	L	M
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N	O	P	Q
	M	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q	R	S	T
	P	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T	U	V	W
	S	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U

KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations:
Needs Short-Term Intervention

Does Not Meet Expectations:
Needs Intensive Intervention

MAP FLUENCY

MRS. JOHNSON, MRS. GRISHAM, MRS. WALKER



MAP Reading Fluency is an online adaptive reading assessment for students in grades K-5 who are learning to read. It measures foundational reading skills, with an emphasis on oral fluency.

The assessment will begin with foundational skills:

- Listening Comprehension
- Picture Vocabulary
- Phonological Awareness
- Phonics/Word Recognition
- Sentence Reading Fluency

If applicable, the student will move on to oral reading which includes:

- Oral Reading Rate
- Accuracy
- Oral Reading Level
- Literal Comprehension

It will give scores for each section.

map Reading Fluency

Logged in as Trey Velasquez Randall

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PROCTOR DASHBOARD | ASSIGNMENTS | STUDENT PASSWORDS | REPORTS

Viewing as: School Admin

Term: Winter 2020 - 2021 | School: Bryce Canyon Elementary School | Current Grade: All Grades | Class: All Classes

Dyslexia Screener Matrix | Select View | All Classes | 37 Students

What do flagged and not flagged mean?

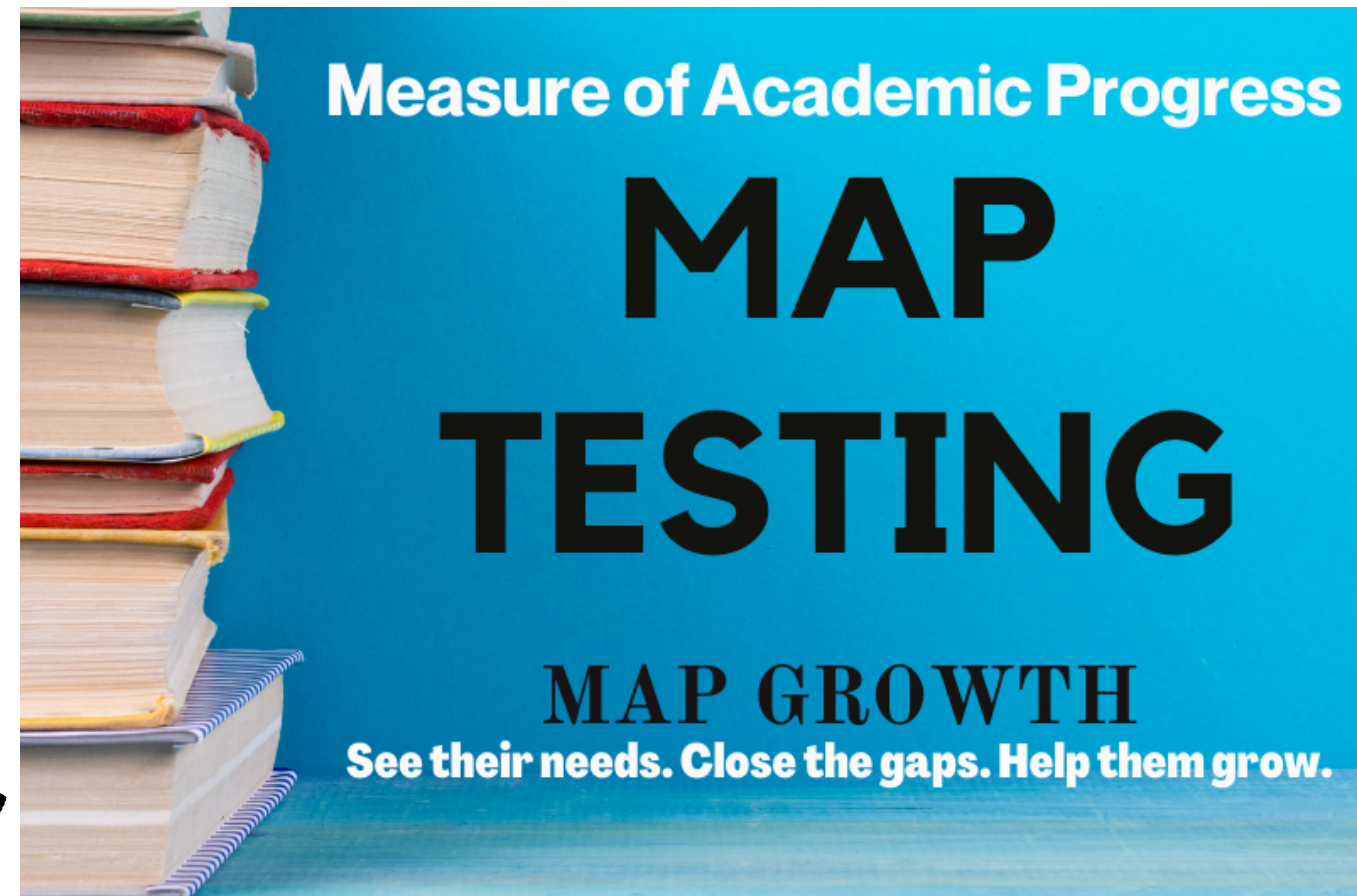
Students ↑	Grade When Tested	Dyslexia Screener Outcome	FOUNDATIONAL SKILLS					Sentence Reading Fluency
			Listening Comprehension	Picture Vocabulary	Phonological Awareness	Phonics/Word Recognition		
Bailey, Beverly	K	Flagged	B 40%	A 47%	A Rhymes & Syllables	B Letters & Sounds	NE 6/21	
Baker, Lois	3	Not Flagged	M 87%	M 93%	B Phonemic Manipulation	B Decodable: One-syllable	M 33/35	
Baker, Sonya	K	Flagged	A 53%	M 60%	A Rhymes & Syllables	A Letters & Sounds	NE 7/19	
Baker, Teresa	1	Flagged	B 47%	A 60%	A Blending & Segmenting	B Letters in Words	A 14/20	
Ball, Horace	2	Flagged	A 73%	B 53%	B Blending & Segmenting	B Decodable: CVC	M 28/30	
Barnes, Robert	3	Insufficient data	M 80%	M 87%	B Phonemic Manipulation	B Decodable: One-syllable	M 26/29	

MAP GROWTH

MS. NIPPER



- **MATH AND READING ASSESSMENT THAT TRACKS A STUDENT'S ACADEMIC GROWTH AND ACHIEVEMENT.**
- **IT MEASURES WHAT STUDENTS KNOW AND WHAT THEY ARE READY TO LEARN.**



- **3 TIMES A YEAR. (AUGUST, JANUARY, AND MARCH)**
- **STUDENTS AND TEACHERS WORK TOGETHER TO SET GOALS BASED ON STUDENT PERFORMANCE.**

MAP MATH AND READING PERCENTILES

MS. NIPPER



Growth Percentile:
Used to monitor and track if
students are making progress at
their individual level.



Achievement Percentile:
Used to monitor and track
if students are meeting
grade level expectations.

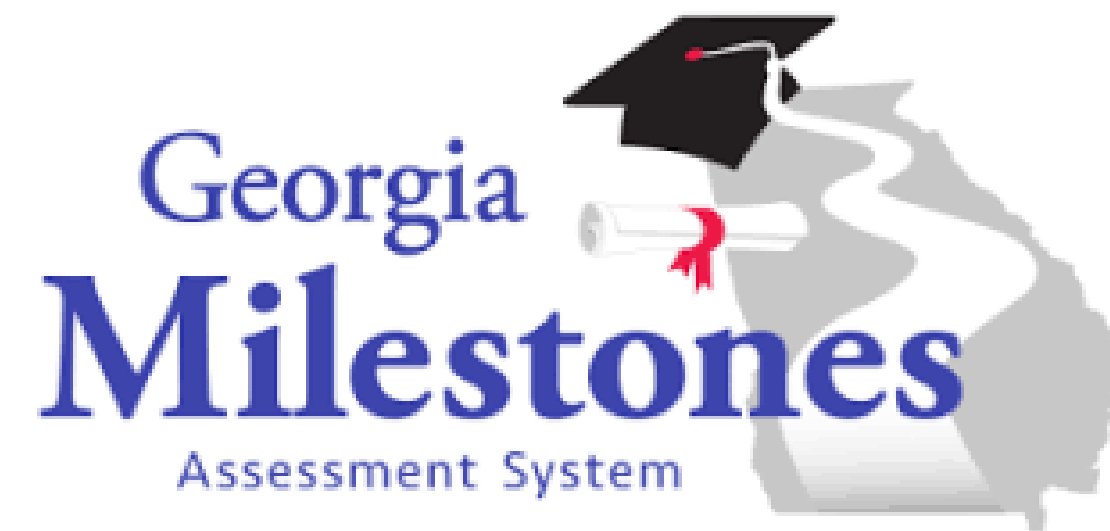
The achievement percentile shows how students perform based on
other students in the same grade level.

GEORGIA MILESTONES

MRS. ADKISON



- Given in May
- 3rd, 4th, and 5th Grade
- Computer Based
- Measures their proficiency of grade level standards



More information at GMAS Testing night. Be sure to attend and learn more.

IREADY

MRS. MATTHEWS, MRS. ADKISON, MS. MONCRIEF, MRS. POITEVINT



- MATH AND READING
- ALIGNED WITH THEIR NEEDS
- GIVES A PATH TO WORK ON



IREADY

MRS. MATTHEWS, MRS. ADKISON, MS. MONCRIEF, MRS. POITEVINT



- BENCHMARKS- MONTHLY
- SCHOOL ONLY
- 45 MIN/2 LESSONS WEEKLY
- GOALS OF 100 YEARLY





ANY
QUESTIONS???



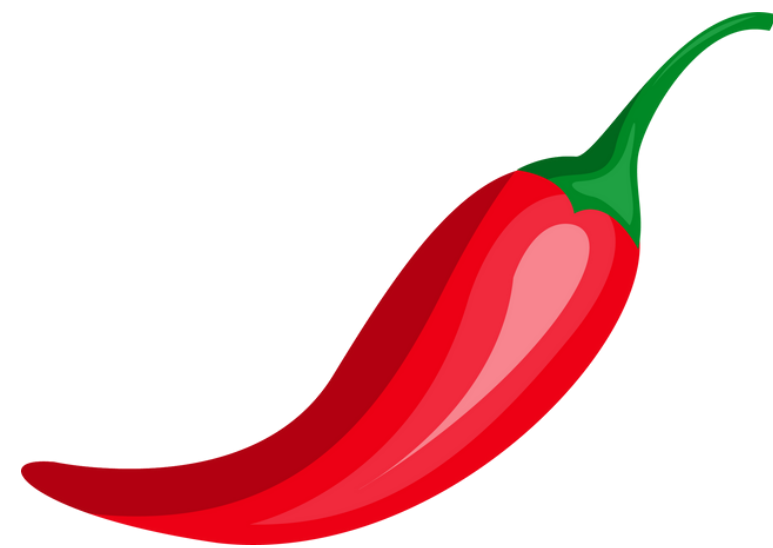
**THANK YOU FOR
COMING!**

**PLEASE STAY TO
ENJOY SOME TACOS!!!**



What's Your Taco

Name?



Take the last digit of your age

- | | | | | |
|-----------|--------------|----------|------------|---------|
| 1. Mister | 3. Doctor | 5. Madam | 7. Captain | 9. Lady |
| 2. Miss | 4. Professor | 6. Lord | 8. General | 10. Sir |

...and the month you were born

...and the first letter of your name

- | | | |
|------------|---------------|----------------|
| A. Cheesy | K. Vegetarian | U. Flaming hot |
| B. Crispy | L. Fiery | V. Deep fried |
| C. Spicy | M. Pollo | W. Refried |
| D. Saucy | N. Juicy | X. Zesty |
| E. Festive | O. Corny | Y. Peppy |
| F. Mellow | P. Stuffed | Z. Twice over |
| G. Loaded | Q. Classy | |
| H. Salty | R. Chunky | |
| I. Wild | S. Chewy | |
| J. Tasty | T. Mild | |



- Jan Hot Tamale
- Feb Mouthful
- Mar Nacho Taco
- Apr Fajita Chiquita
- May Gordita
- Jun Chimichanga

- Jul Roly Poly
- Aug Taquito
- Sep Macho Nacho
- Oct Mariachi
- Nov Salsa Scooper
- Dec Tostado

