

Dear Parents,

The teachers and administrators at our school are committed to helping your child become a successful reader. As part of this commitment, our school has chosen to use a test called DIBELS to help us examine how your child is doing in learning important reading skills.

DIBELS stands for *Dynamic Indicators of Basic Early Literacy Skills*. DIBELS tests five skills that are necessary for learning to read. Children who learn these skills become good readers. The skills are:

- Phonemic Awareness: Hearing and using sounds in spoken words
- Alphabetic Principle: Knowing the sounds of the letters and sounding out written words
- Accurate and Fluent Reading: Reading stories and other materials easily and quickly with few mistakes
- Vocabulary: Understanding and using a variety of words
- Comprehension: Understanding what is spoken or read

DIBELS is made up of seven short individual tests, called subtests. Each DIBELS subtest focuses on a different skill and takes about 1 minute to do. Your child may be given two to five of the DIBELS subtests depending on his or her grade level.

Each DIBELS subtest takes only about one minute to do because they are used as *indicators*. Much like using a thermometer to take a child's temperature is an indicator of overall health, each subtest is an indicator of how well a child is doing in learning a particular early reading skill. DIBELS is used with millions of children throughout the United States. A child's score on a subtest tells us whether the child is likely to be "on track" for learning to read, or whether that child may need some help in learning important reading skills. Your child's teacher will use the information to better help your child. For example, the DIBELS test may tell us that we need to spend more time teaching your child how to "sound out" unknown words.

DIBELS is used to identify children who may need extra help to become good readers and check up on those children while they receive the extra help to make sure they are making progress. DIBELS also may be used by your school to make decisions about how well the school's overall reading program is working for all children. DIBELS should never be used to grade your child, or for decisions about retention.

We are working hard at school to make sure that every child is on target for success, and we thank you for your efforts at home. Together, we will help your child become a successful reader.

Sincerely,

mCLASS® Literacy Progress Report

Karen Aashdown_1 1st Grade, Beginning-of-Year Assessment

Last assessment: September 25, 2011



Needs Some Support

What does this mean?

To reach grade level expectations, Karen needs additional practice, both at school and at home.

Why is Karen being tested?

The teachers and administrators at our school want Karen to read successfully. As part of this commitment, our school uses a test called DIBELS (which stands for Dynamic Indicators of Basic Early Literacy Skills) to examine how many important reading skills Karen has learned.

What can I do?



To reinforce what Karen is learning in school, you can read together every day at home.

What are the skills Karen should learn to become a good reader?



Phonemic Awareness

Hearing and using sounds in spoken words, measured by DIBELS Phoneme Segmentation Fluency (PSF).

Can your child...

- ...identify the first sound in moon? (mmm)
- ...identify the middle sound in rain? (ay)
- ...identify the last sound in fish? (shhh)

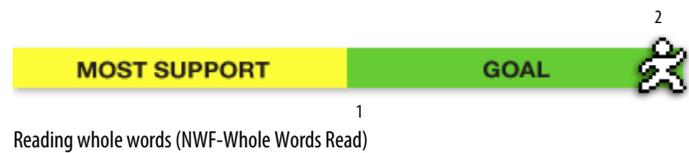


Phonics

Knowing sounds of letters and sounding out written words, measured by DIBELS Nonsense Word Fluency (NWF).

Can your child...

- ...sound out simple words like van? (vvv...aah...nnn)
- ...easily read a list of two- and three-letter words?



Accurate and Fluent Reading

Reading words in stories easily, quickly, and correctly. We will start measuring Karen's reading accuracy and fluency in the middle of first grade.



Reading Comprehension

Reading for comprehension is the ultimate goal of reading. We will start measuring Karen's reading comprehension at the end of first grade.

Activities for David

Even if you have just a few minutes each day, you may be surprised by how much you can help David learn to read. Here are some activities we recommend based on David's most recent mCLASS reading test. Most of these activities can be done just about anywhere. Feel free to change them a bit to match David's interests or to fit your schedule.



Where David needs support



Phonics

Knowing sounds of letters and sounding out written words

Count the Sounds

Help your child count the number of sounds in words. Have your child find pictures of two- and three-sound words. Put the same number of markers (coins, blocks, etc.) representing the sounds under the picture. Have your child touch a different marker as he or she says each sound. Some ideas for pictures are: fish (3 sounds), lip (3 sounds), shoe (2 sounds), and the number five (3 sounds).

Reading and Listening

Listen as your child reads words and books from school. Be patient as your child practices. Before helping him or her pronounce unfamiliar or difficult words, wait to see if your child tries to figure out how they are pronounced. Allow your child to try and sound out unfamiliar words. Tell your child how proud you are when he or she can read new words.

When you have time...



Reading Comprehension

Understanding the text, the ultimate goal of reading

Story Clips

After reading a book with your child, give your child three scenes from the book. Do not put them in order. Ask him or her to tell you which came first, second, and last in the story.



We are working hard to ensure that David's development is on target for success, and we thank you for your efforts at home. Together, we will help David become a successful reader.

The first group of progress indicators will be used for the first and second trimesters. In the third trimester, teachers will use the end of year progress indicators.

Progress Indicators for Academics (T1, T2)		End of Year Progress (T3)	
S	Area of strength	X	Exceeded standard
P	Progressing	M	Met standard
C	Area of concern	N	Did not meet standard
NA	Not taught or not assessed		

NA is used when a teacher has not yet taught to that standard during the year or has not taught the content thoroughly enough to be assessed at this time.

English Language Arts				
		T1	T2	T3
Reading				
Details	Discusses the central message in fictional texts using details about characters and plot elements			
	Discusses the main idea in informational texts using details about time, sequence, and cause and effect			
Structure	Distinguishes point of view			
	Uses text features (e.g., subheadings, diagrams, captions, charts, glossaries, and indexes) to locate information			
Integration of Knowledge and Ideas	Compares and contrasts themes, settings, and plots in stories			
	Compares and contrasts key ideas in informational texts by using information from illustrations and words in a text.			
Foundational Skills	Reads grade-level texts with expression, accuracy, and fluency			
Range of Reading	Understands grade-level texts in a variety of genres (e.g., folk tales, fairy tales, and science texts)			
Writing				
Types and Purposes	Writes narratives of real and imagined experiences using descriptive details			
	Writes well-organized informational texts to clearly share facts and ideas			
	Writes well-organized opinion pieces supporting a point of view with reasons			
Production and Distribution	Plans, revises, and edits writing			
	Uses a variety of digital tools to collaborate, produce, and publish			
Research to Build and Present Knowledge	Conducts short research projects using note-taking skills			
Range of writing	Writes routinely over extended and shorter time frames for a variety of purposes			
Listening/Speaking		T1	T2	T3
Comprehension and Collaboration	Engages in small and large-group conversations respectfully, builds on ideas of others, and expresses own ideas and evidence clearly			
Presentation of Knowledge and Ideas	Speaks clearly with appropriate pacing and volume to report on a topic, tell a story, or recount an experience			
Language		T1	T2	T3
Conventions of Standard English	Speaks and writes using grade-appropriate conventions and spelling			
Vocabulary Acquisition and Use	Determines the meaning of unknown and multiple-meaning words and uses grade-level vocabulary in speaking and writing			
English Language Arts Comments				
<i>T3: Teacher has the option of putting a comment here</i>				

The English Language Arts Standards are based on the Common Core State Standards.