



Implementation Guide: Student Report for Parents

This guide was developed for teachers who are sharing the Student Report for Parents with families. It includes the following topics:

- Understanding the Student Report for Parents
- Generating the Student Report for Parents and Sharing it with Families
- Having Conversations with Families about Data
- Supporting Resources



Understanding the Student Report for Parents

CIRCLE Progress Monitoring (C-PM), Texas Kindergarten Entry Assessment (TX-KEA), Texas Primary Reading Inventory (TPRI), and “El Inventario de Lectura en Español de Tejas” (Tejas LEE) are validated assessment tools that help quickly and reliably assess a student’s progress in a particular skill area. These assessments provide a comprehensive report for sharing assessment results with parents, called the Student Report for Parents.

Teachers can use this tool with families to openly communicate, and share observations and assessment data results on the student’s skills. The information provided in the report allows parents to gain an understanding of the skills being taught in the classroom and activities they can do at home to support these skill areas. Teachers have the option to print the parent report to send home, review during a parent-teacher conference, or share with parents to access the results online using a Personalized Identification Number (PIN).

Sample C-PM Parent Report

(page one)

(page two)

Student: Bill Bills Class: T Demo's KG Class Wave: 3
Language of Assessment: English Report Date: 11/02/2020

Student Report for Parents

CIRCLE Progress Monitoring (C-PM) is an assessment that your child's teacher uses to gain a complete understanding of how your child is progressing in the learning areas that are important for later school success. It also helps the teacher identify areas in which your child might need some targeted support and practice. This information enables the teacher to plan lessons to meet your child's individual needs, as well as provide you with ideas on how you can support and challenge your child at home. On the report that follows, you will see a summary of your child's assessment results.

Performance Categories

On Track Your child's score is On Track or within the expected range.	Needs Support Your child scored below the expected range for this age group and additional support is recommended. See Family Resources for support at home.	Monitor Your child is approaching the On Track score for children under four years old. Continue to monitor and support your child in this learning area.	Out of Range Based on your child's age, performance categories do not exist for this learning area. Continue to monitor your child's development in this area.
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Your Child's Performance at a Glance

Language	<ul style="list-style-type: none"> Word Recognition and Comprehension Speech Prod. and Sentence Skills Rapid Vocabulary
ABC Reading & Writing	<ul style="list-style-type: none"> Basic and Print Knowledge Early Writing Skills Letter-Sound Correspondence Phonological Awareness Rapid Letter Naming
STEM	<ul style="list-style-type: none"> Science Math
Health & Development	<ul style="list-style-type: none"> Social Studies Physical Development and Health

Family Resources

Hear your strengths across your child's skills or visit the following link to find free, individualized resources to help your child at home: <https://www.circlerange.org/pin/0420>

What you will find:

- Playful activities to provide additional support and practice in specific learning areas based on your child's current performance.
- Descriptions of the learning areas assessed and how they are measured for later school success.
- Steps to prepare for your parent-teacher conferences.

Your child's teacher should be able to help answer questions about your child's assessment scores and how you can work together to build your child's skills. For more activities, please visit the **CIRCLE Activity Collection** family at circlerange.org

*Raw score only. Performance Categories do not exist.

Student: Bill Bills Class: T Demo's KG Class Wave: 3
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Performance and Progress

Rapid Letter Naming Wave 3 On Track 34/52	Social Emotional Behaviors Wave 2 33/38 Positive Behav., 33/34 Emotion and Beh., 4/0 Self Care
Rapid Vocabulary Wave 2 On Track 33/55 33/55 Rapid Vocabulary	Early Writing Skills Wave 1 On Track 18/20
Phonological Awareness Wave 3 On Track 19/28 4/7 Inflection, 5/7 Onset-Rime, 5/7 Alliteration, 3/9 Rhyming	Physical Development and Health Wave 2 On Track 20/24 4/8 Fine and Visu., 33/35 Gross Motor
Math Wave 3 On Track 28/28 2/2 rote counting, 2/2 Number Dictation, 4/4 Shape Dictation, 3/3 Operations	Speech Prod. and Sentence Skills Wave 2 On Track 8/10
Science Wave 2 On Track 22/24	Administration Mode Raw Score 2/3 *Only the raw score can be reported for this reason.

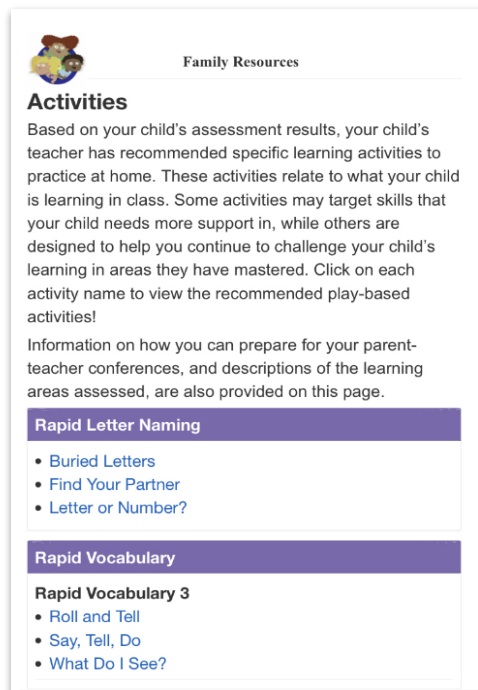
TEACHER COMMENTS: Bill can name all the letters and letter sounds, and is ready for kindergarten!

For questions about CU Engage and its tools, please submit a help ticket on circlerange.org. This assessment tool efficiently and reliably provides a snapshot of your child's learning at a given point in time. The results are NOT a comprehensive developmental evaluation, and are NOT intended to diagnose children who may have difficulty learning or other delays. Please talk to your child's teacher or an administrator at your child's school if you are concerned about your child's learning and/or development.

In order to understand the sections and unique features of the parent report for each assessment and grade level, start by thoroughly reviewing the guide for the assessment administered (found in the [Understanding Your Child's Assessment Results](#) section of the Family Engagement Toolkit). Teachers will want to familiarize

themselves with the following components:

- The **report date** reflects the date on which the teacher generated the report.
- The **Child's Performance at a Glance** box provides an overview of the student's performance at a particular wave. It's organized by broad domains using common terms that are easy for families to interpret.
- The **footnote** applies to anywhere there is an **asterisk** (*) on the parent report. For example, an asterisk can provide information about a screening that is part of the assessment or indicate when performance categories do not apply (when there are no benchmarks for a measure, only the raw score displays).
- The **Family Resources** section is dynamic in that families are directed to individualized resources based on their child's results. By scanning the QR code with their smartphone camera or clicking on the URL, families have access to:
 - Descriptions of the learning areas assessed and why they are important for later school success
 - Ways to help them prepare for their parent-teacher conference so they can take an active role as part of their child's educational team
 - Playful activities that provide additional support and practice in specific learning areas based on the child's current performance, as shown in the following image. Some activities may target skills that the child needs more support in, while others are designed to help families continue to challenge their child's learning in areas they have mastered. All of the recommended activities come from the **CIRCLE Activity Collection: Family**. Families can access additional free, research-based, playful learning activities by visiting cliengagefamily.org.

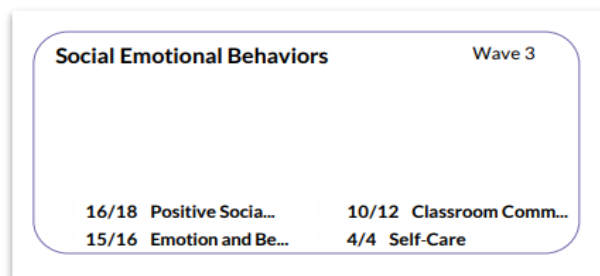


The screenshot shows a webpage titled "Family Resources" with a small icon of a family. Below the title is a section for "Activities" with an introductory paragraph explaining that activities are recommended based on assessment results. It lists two activity categories: "Rapid Letter Naming" and "Rapid Vocabulary". Under "Rapid Letter Naming", there are three links: "Buried Letters", "Find Your Partner", and "Letter or Number?". Under "Rapid Vocabulary", there is a sub-section "Rapid Vocabulary 3" with three links: "Roll and Tell", "Say, Tell, Do", and "What Do I See?".

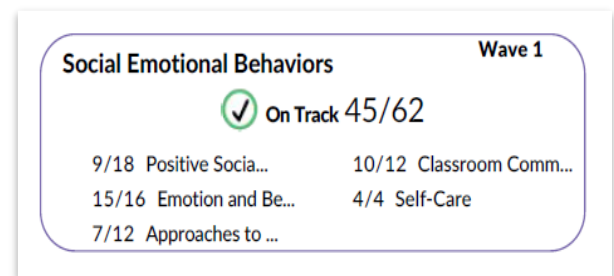
- The **total score** for each measure only displays when all sub-measures within that measure are administered. In the following images, notice how there is no total score when only four of the five

sub-measures are administered. In addition, if all sub-measures are not administered, the measure will not be listed in the Performance at a Glance section on page one of the parent report. Therefore, best practice is to administer all of the sub-measures within a measure so that a total score, performance category, and a progress graph will display.

Measure without total score

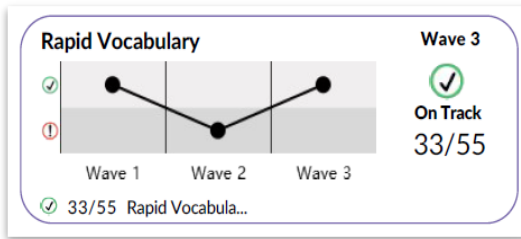


Measure with total score

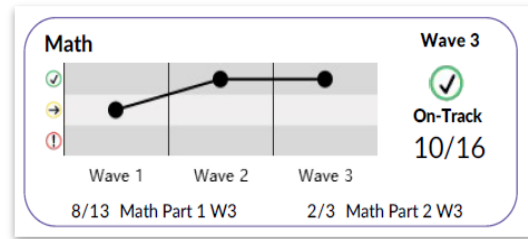


- **Administration mode** is an optional field that can inform parents about how their child completed the assessment: 1= in person, 2= remotely, or 3= combined. It also gives teachers the opportunity to document this information for future reference.
- **Teacher comment** box displays when teachers write a comment while generating a report. This feature allows teachers to make comments to individual students, small groups, or the whole class.
- **Graphs** show a student's progress in a learning area over time.
 - Each row of a graph represents a performance category. Performance categories are unique to each assessment, as shown in the following images, and differ within an assessment according to the student's age (e.g., 3 vs. 4 years old).
 - A graph visually depicts which performance category the child's score falls in at each timepoint or wave.
 - A graph only displays when the report includes results from more than one wave and when all of the sub-measures that are part of a measure are administered.
 - When interpreting graphs, it is important to note that some benchmarks change for each wave consistent with progression of skill development. In other words, what is expected of students increases over time. They are asked to demonstrate more complex skills by the end of the year to be *On Track* for their age and grade level. In the image labeled C-PM, for example, a student who received the exact same score on Rapid Vocabulary at Wave 1 and Wave 2 might be *On Track* at Wave 1 yet fall in the performance category of *Needs Support* at Wave 2 due to the different benchmarks (i.e., students are expected to know a greater number of vocabulary words at Wave 2).

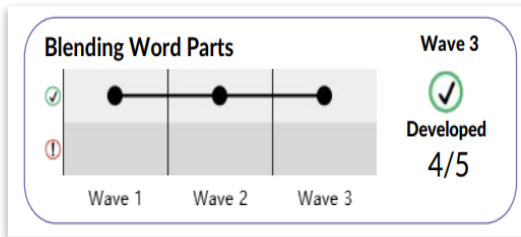
C-PM



TX-KEA



TPRI



TJL



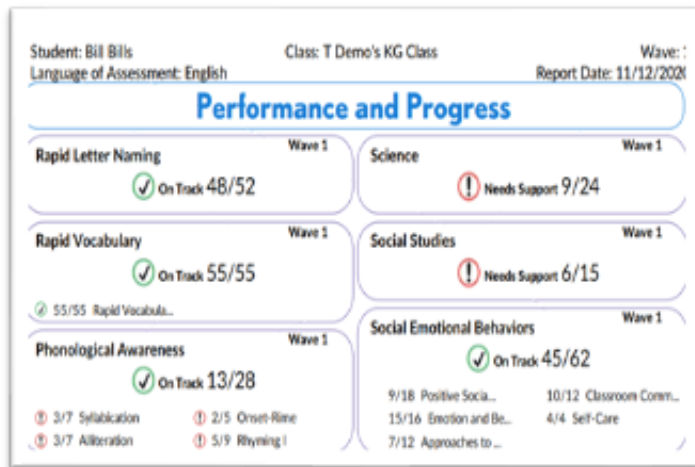
Generating the Student Report for Parents and Sharing It with Families

Review the how-to guide for [Generating Student Reports for Parents](#) on CLI Engage. This guide gives step-by-step instructions for accessing the report and sharing it with families. There is an option to download a printable parent report (in PDF form) to send home to families, share in a parent-teacher conference, or provide to families with a PIN to access the parent report online. Teachers have the option of printing a parent report in English or Spanish, which allows families to read the report in their home language regardless of language of administration. The Parent PIN Report for online access is also generated in both English and Spanish.

Single wave reports vs. Multi-wave reports

Teachers have the option to generate single- and multi-wave reports. A single-wave report includes data from only one time point, while the multi-wave report includes data from more than one time point. Therefore, only multi-wave reports can generate graphs that illustrate a student's progress over time. We recommend only generating a single-wave report for the beginning of the year (wave 1) and include all waves assessed in subsequent reports. After more than one wave has been administered, we encourage teachers to generate a multi-wave report that includes all waves assessed so that families can see their child's performance in learning areas over time.

Single-wave report



Multi-wave report



Having Conversations with Families about Data

To promote student success, regularly inform families of how their children are progressing and provide concrete ways they can support their children in key learning areas. A natural opportunity to share this information and have these important conversations is during parent-teacher conferences. As teachers have conversations with parents, it is important to ask for their input, convey that they are an essential and valuable partner in their child's education team, and empower them in supporting children's knowledge and skills at home. Refer to the [Family Engagement Toolkit](#) to find other resources to help teachers make the most out of these conversations with families, including *Steps for Communicating Data in Family-Friendly Ways* and a *Family and Teacher Goal-Setting Form*.

Helping families understand why we assess students

Part of these conversations with families includes getting a sense of their understanding of why teachers assess. It also includes communicating the value of using assessment results to make informed decisions about their child's learning. By sharing the parent report with families, teachers highlight skills students are expected to know at a particular age and stage of development, and why these skills are important for future learning.

[CLI Engage](#) offers progress monitoring assessments for students in pre-K through second grade. These assessments are designed to be brief administrations that yield efficient yet reliable results. Assessment results are matched to intervention activities for teachers to target the student's least developed skills.

- [CIRCLE Progress Monitoring System](#) (Pre-K)
- [Texas Kindergarten Entry Assessment](#) (K)
- [TPRI & Tejas LEE](#) (Grades 1 & 2)

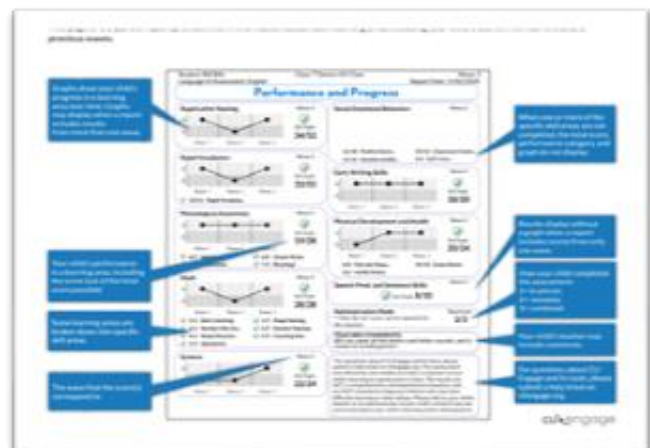
Assessment data is a vital tool for understanding and improving student performance. In the classroom, teachers regularly use assessment data to check for student progress, identify areas of strength and weakness, and measure learning gains or gaps. This feedback loop allows teachers to adjust and differentiate classroom instruction, as needed, and plan for at-home learning to help students move forward in their learning. Families may not be aware that teachers **design instruction** around what they have obtained from assessments so it can be helpful for teachers to explain that assessment data guides instruction and/or interventions which will promote the child’s continued progress. For example, the data can inform teachers and families which new skills a child is ready to learn instead of focusing on those they already know.

If administering the assessment remotely, teachers will be asking parents to help assess their child. Avoid using the word *test* in conversations with families, as this can sometimes drum up negative feelings. Instead, use the term *assessment*, which refers to the process of gathering information on the student’s proficiency in specific skill areas in order to develop a plan for instructional needs.


Supporting Resources

The first-time teachers send home the Student Report for Parents, we recommend they send home the following resources with it to give families a comprehensive overview of the report and help them interpret their children’s results: *Understanding Your Child’s Assessment Result* and *Family-Friendly Descriptions of Measures*.

The [Understanding Your Child’s Assessment Results](#) guide outlines every area of the report so families understand different parts of the report. Provide families with a print-out or link that corresponds to the assessment administered.



We recommend teachers send home the [Family-Friendly Descriptions of Measures](#) with the parent report, especially at the beginning of the year. This dual-language (English/Spanish) resource provides family-friendly descriptions of the assessment measures and why they are important for later school success. Provide families with the print-out or link that corresponds to the assessment administered (e.g., C-PM English vs. C-PM Spanish).

 Description of Measures / Descripción de las evaluaciones		Assessment Administered in English
<p>As an active partner on your child's education team, we recognize that you will be better equipped to support your child's learning at home if you know exactly what is being taught in the classroom, and why these skills are important for your child's future. Here are some descriptions of the learning areas that your child was assessed in.</p>		
<p>RAPID LETTER NAMING</p> <p>Rapid Letter Naming assesses your child's ability to quickly recognize and name uppercase and lowercase letters. Recognizing and naming letters is an important part of learning to read. Example: Letter b appears on the screen and the child says, "b."</p>	<p>NOMBRES LETRAS RÁPIDAMENTE</p> <p>La prueba en inglés llamada Rapid Letter Naming evalúa la habilidad de su niño para reconocer y nombrar rápidamente las letras mayúsculas y minúsculas. Reconocer y nombrar letras es una parte muy importante del proceso de aprender a leer. Ejemplo: La letra b aparece en pantalla y el niño dice, "b".</p>	<p>Cómo participante activo en el equipo educativo de su niño, reconocemos que estará mejor equipado para apoyar el aprendizaje de su niño en casa si sabe exactamente lo que se enseña en el salón de clase. También estará mejor equipado si sabe por qué estas habilidades son importantes para el futuro de su niño. Aquí le mostramos algunas descripciones de las áreas de aprendizaje en las que se evaluó a su niño.</p>
<p>RAPID VOCABULARY</p> <p>Rapid Vocabulary assesses your child's ability to quickly recognize and name pictures of certain objects. Vocabulary knowledge reflects children's past experiences and growing knowledge of the world around them, and is one of the most important predictors of later reading success. Example: A picture of a ball appears on the screen and the child says, "ball."</p>	<p>VOCABULARIO RÁPIDO</p> <p>La prueba en inglés llamada Rapid Vocabulary evalúa la habilidad de su niño para reconocer y nombrar rápidamente imágenes de objetos. El vocabulario de los niños nos da una idea de sus experiencias previas y el conocimiento que tienen sobre el mundo que los rodea y predice el éxito que un niño puede tener más adelante en el proceso de lectura. Ejemplo: Una imagen de una pelota aparece en pantalla y el niño dice, "ball".</p>	<p>La prueba en inglés llamada Rapid Vocabulary evalúa la habilidad de su niño para reconocer y nombrar rápidamente imágenes de objetos. El vocabulario de los niños nos da una idea de sus experiencias previas y el conocimiento que tienen sobre el mundo que los rodea y predice el éxito que un niño puede tener más adelante en el proceso de lectura. Ejemplo: Una imagen de una pelota aparece en pantalla y el niño dice, "ball".</p>
<p>PHONOLOGICAL AWARENESS</p> <p>Phonological Awareness assesses your child's ability to identify and play with the sounds in spoken words. This skill is an important first step toward the understanding that letters and groups of letters represent the sounds of language. The score shown is the total score for all four Phonological Awareness Assessments (Syllabication, Onset-Rime, Alliteration, and Rhyming). If your child received a score that is on track, he or she has a good understanding of the sounds of language at this point in the year.</p>	<p>CONCIENCIA FONOLÓGICA</p> <p>La prueba en inglés llamada Phonological Awareness evalúa la habilidad de su niño para identificar y jugar con los sonidos en las palabras dichas en voz alta. Esta habilidad es un primer paso muy importante en el proceso de entender que las letras y los grupos de letras representan los sonidos del lenguaje. El resultado final que se muestra incluye los resultados de las tres pruebas de conciencia fonológica (Syllabication, Onset-Rime, Alliteration and Rhyming). Si el resultado de su niño está dentro de la categoría de por buen camino, entonces su niño tiene un buen entendimiento de los sonidos del lenguaje en este momento del año escolar.</p>	<p>La prueba en inglés llamada Phonological Awareness evalúa la habilidad de su niño para identificar y jugar con los sonidos en las palabras dichas en voz alta. Esta habilidad es un primer paso muy importante en el proceso de entender que las letras y los grupos de letras representan los sonidos del lenguaje. El resultado final que se muestra incluye los resultados de las tres pruebas de conciencia fonológica (Syllabication, Onset-Rime, Alliteration and Rhyming). Si el resultado de su niño está dentro de la categoría de por buen camino, entonces su niño tiene un buen entendimiento de los sonidos del lenguaje en este momento del año escolar.</p>
<p>SYLLABICATION</p> <p>Syllabication assesses your child's ability to separate a word into syllable parts. Example: The teacher says the word pencil. The child claps and says "pen," and then claps and says "cil."</p>	<p>DIVISIÓN SILÁBICA</p> <p>La prueba en inglés llamada Syllabication evalúa la habilidad de su niño para separar una palabra en inglés en partes o sílabas. Ejemplo: El maestro dice la palabra pencil. El niño aplaude y dice "pen", luego aplaude otra vez y dice "cil". Separando correctamente las palabras pencil en dos partes.</p>	<p>La prueba en inglés llamada Syllabication evalúa la habilidad de su niño para separar una palabra en inglés en partes o sílabas. Ejemplo: El maestro dice la palabra pencil. El niño aplaude y dice "pen", luego aplaude otra vez y dice "cil". Separando correctamente las palabras pencil en dos partes.</p>
<p>ONSET-RIME</p> <p>Onset-Rime assesses your child's ability to put together the beginning sound (or sounds) of a word with the rest of the word. Example: The teacher says the sounds /c/ and /lap/. The child says "clap."</p>	<p>INICIO-TERMINACIÓN</p> <p>La prueba en inglés llamada Onset-Rime evalúa la habilidad de su niño para unir el sonido (o sonidos) inicial de una palabra con el resto de la palabra en inglés. Ejemplo: El maestro produce los sonidos /c/ y /lap/. El niño dice "clap".</p>	<p>La prueba en inglés llamada Onset-Rime evalúa la habilidad de su niño para unir el sonido (o sonidos) inicial de una palabra con el resto de la palabra en inglés. Ejemplo: El maestro produce los sonidos /c/ y /lap/. El niño dice "clap".</p>
<p>ALLITERATION</p> <p>Alliteration assesses your child's ability to identify if two words begin with the same sound. Example: The teacher asks if mom and mitten begin with the same sound.</p>	<p>ALTERACIÓN</p> <p>La prueba en inglés llamada Alliteration evalúa la habilidad de su niño para identificar si dos palabras en inglés empiezan con el mismo sonido. Ejemplo: El maestro pregunta si mom y mitten empiezan con el mismo sonido.</p>	<p>La prueba en inglés llamada Alliteration evalúa la habilidad de su niño para identificar si dos palabras en inglés empiezan con el mismo sonido. Ejemplo: El maestro pregunta si mom y mitten empiezan con el mismo sonido.</p>
<p>RHYMING I</p> <p>Rhyming I assesses your child's ability to identify if two words rhyme. Example: The teacher asks if cat and hat rhyme.</p>	<p>RIMAS I</p> <p>La prueba en inglés llamada Rhyming I evalúa la habilidad de su niño para distinguir si dos palabras riman en inglés. Ejemplo: El maestro pregunta si la palabra cat y la palabra hat riman.</p>	<p>La prueba en inglés llamada Rhyming I evalúa la habilidad de su niño para distinguir si dos palabras riman en inglés. Ejemplo: El maestro pregunta si la palabra cat y la palabra hat riman.</p>