How do I know how my student is doing in reading?

There are many criteria that help to determine how a student is doing in reading including but not limited to benchmark data, ongoing formative assessments (used to check understanding and plan instruction), summative assessments (provide information about content knowledge and usually result in grades) and reading inventories (performed by reading specialists for some students). In general, you should be able to see examples of how your student is performing on these different measures and how they are performing compared to their peers. Very little of this information is found on the report card. In T/E, families usually need to request this information.

> **Benchmark Assessments** – Are given 3 times per year and are used to predict a student's probability of future success in reading. Students performing below benchmark have a much higher probability of not meeting later reading goals without strategic intervention. Benchmarks should be norm-referenced, nationally and sometimes locally. Meaning they compare your student to how students across the country or across the district are performing. See TESD's current benchmark schedule here - https://www.tereads.com/reading-benchmark-schedule.

> **Formative Assessments** – Are done throughout the year to guide instruction and check for understanding. These may include teacher checklists and rubrics, student portfolios and even progress monitoring graphs.

> **Summative Assessments** – Are given at the end of a unit or course of study and are used to measure competency. In TESD they may include Literacy By Design Theme Tests, spelling tests and the ERB Comprehensive Testing Program (https://www.erblearn.org/services/ctp-overview).

> **Reading Inventory (Critical Reading Inventory is widely used in the district)** – Gives a more comprehensive view of a student's reading ability and level. It assesses fluency, miscues and comprehension and gives a reading level for the student. This assessment is usually only done by the reading specialist and is not done for all students. It is not the tool used to report reading level on report cards.

How are the reading levels reported on report cards determined? (question to ask teacher)

What is the expected reading level for each grade by marking period? (question to ask teacher)

What does it mean if my student receives reading support or intervention or participates in BRIDGE?

If your student is receiving additional reading instruction outside of the whole class instruction they are receiving "intervention." The district uses a variety terms (support, club, BRIDGE) to label intervention and a variety of criteria to place children in reading intervention. It is important to understand your student's area(s) of weakness so that you can support the intervention happening at school and so that you can monitor progress to make sure appropriate growth is being made.

How do I know what my student's area(s) of weakness are?

Most likely you will have to ask the teacher. When you have this conversation, you want to make sure you identify what criteria were used to identify the weakness(es). You also want to be sure to ask how growth will be measured and at what point your student would be removed from intervention. In this conversation, you should be given data and not just anecdotal information. You should also be provided with ongoing progress monitoring information.

What is progress monitoring?

Progress monitoring is a critical component of intervention. In order to determine if an intervention technique is working appropriately students are given short assessments to determine how they are performing. These assessments are given frequently (once a month, once every two weeks or once a week depending on the intensity of intervention) and are recorded in a graph format. Parents and teachers should all review this data frequently and changes should be made when intervention is not effective. For more information about progress monitoring click here - https://www.understood.org/en/school-learning/special-services/rti/how-rti-monitors-progress