



Pasadena Unified School District Language Assessment Development Department

May 2022

Learning Should Be Personal™

We Love Working with You!

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About Sylvan



A 40-year brand



Founded by a teacher



Researched-based curriculum



Latest Technology



Scalable and Customizable



Several delivery options



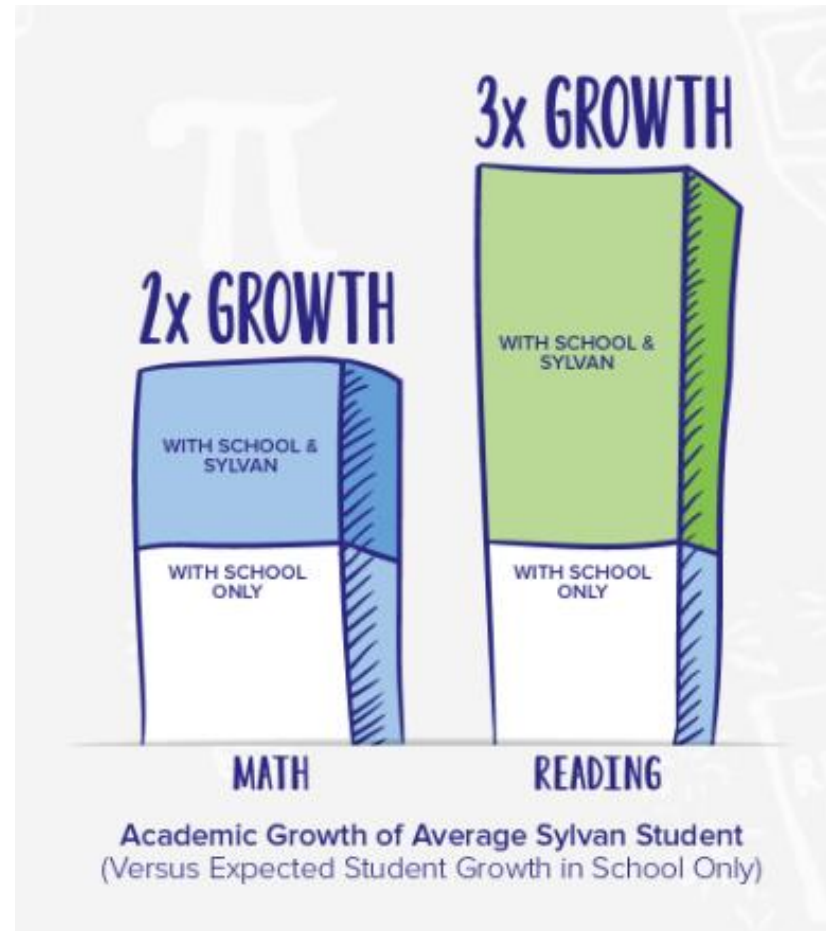
40-Years helping students

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Why Sylvan?

- A personalized and adaptive learning plan that helps students grow skills quickly.
- A team of expert instructors who challenge and inspire students.
- The best educational methods.
- Curriculum that aligns with State standards.
- Results, results, results!



The Sylvan Method

- ▶ Assess
- ▶ Plan
- ▶ Teach
- ▶ Apply

Sylvan Insight™ | Reading Assessment



Name: AnnaLise Chien	Scaled Score 414	Percentile Rank 65th	Grade Level Equivalent (GLE) 3.6
Assessment Date: July 11, 2020	This score places AnnaLise on a learning progression from grade K through 12 (0-1400). It identifies the best point to start AnnaLise's instruction.	This compares AnnaLise's test score to other students in North America at the same grade in school. For example, a 4th grade student scoring in the 70th percentile scored better than 70% of all 4th grade students who took the same test.	This compares AnnaLise's test score to the average grade of other students in North America who had the same score. For example, a GLE of 5.3 indicates that the student scored as well as the average 5th grade, 3rd month student.
Grade at Assessment: 3rd grade			

ACADEMIC SKILLS ASSESSMENT RESULTS

CURRENT GRADE IN SCHOOL	INITIAL	UPCOMING MILESTONE
(GLE: 3.0) SS: 344 7/11/2020	(GLE: 3.6) SS: 414 7/11/2020	(GLE: 3.9) SS: 438

SKILLS BELOW ANNALISE'S PLACEMENT:

- ★ Identifying the short u sound in words
- ★ Identifying 2- and 3-syllable patterns in words
- ★ Understanding that blending phonemes produces words
- ★ Identifying the final sounds in spoken words

SKILLS AT ANNALISE'S PLACEMENT:

- Determining an author's purpose or motive for writing
- Identifying fact and opinion in a text
- Comparing and contrasting elements in a story or passage
- Drawing conclusions based on information in a text
- Making inferences about text
- Recognizing short vowel sounds in words
- Recognizing consonant blend sounds in words
- Identifying the stated main ideas in a text
- Recalling facts and details from a text
- Orally reading text fluently (Passage 1)

ORAL READING AND WRITING OBSERVATIONS

Oral Reading	Writing
Accuracy:	Ideas:
Pacing:	Organization:
Phrasing:	Voice:
Punctuation:	Word Choice:
Expression:	Sentence Fluency:
	Conventions:

ANNALISE CHIEN'S SELF-ASSESSMENT

AnnaLise Chien completed a self-evaluation that asks students to reflect on their current habits, behaviors, and attitudes towards school.

Academic Perseverance	Academic Self-Confidence	School Engagement
very low ————— very high 	very low ————— very high 	very low ————— very high
AnnaLise Chien is very committed to academic success and is able to set and meet academic goals.	AnnaLise Chien strives to confront and overcome academic challenges.	AnnaLise Chien has strong relationships with success-oriented academic and social components.

Individual Learning Plans

- ▶ Individual Learning Objects/Lessons
- ▶ No two student's have the same learning plan

Key Learning Needs for AnnaLise:

COMPREHENSION

- Identifying the stated main ideas in a text
- Identifying the implied main idea in a text
- Recalling facts and details from a text
- Determining an author's purpose or motive for writing
- Identifying fact and opinion in a text
- Comparing and contrasting elements in a story or passage
- Drawing conclusions based on information in a text
- Making inferences about text
- Interpreting visual aids in a text
- Applying comprehension strategies to informational text
- Identifying and explaining the theme of a story

FLUENCY

- Orally reading text fluently (Passage 1)
- Orally reading text fluently (Passage 2)
- Orally reading text fluently (Passage 3)
- Orally reading text fluently (Passage 4)

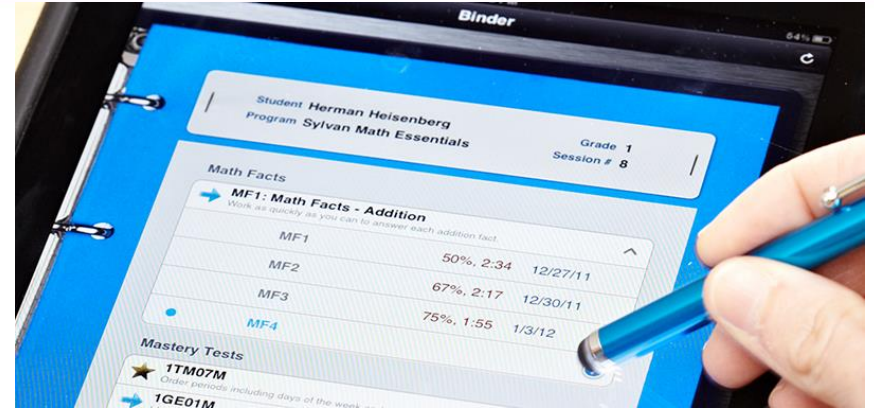
PHONICS

- Recognizing short vowel sounds in words
- Recognizing consonant blend sounds in words
- Recognizing long vowel sounds
- Decoding words with vowel digraphs
- Decoding words that contain irregular vowel patterns
- Decoding words with r-controlled vowel sounds
- Decoding words with silent letters

VOCABULARY

- Defining homophones based on context
- Defining multiple meaning words
- Identifying a word's denotation and connotation
- Building vocabulary through themed word units (Unit 7)
- Building vocabulary through themed word units (Unit 8)
- Building vocabulary through themed word units (Unit 9)
- Building vocabulary through themed word units (Unit 10)

At Sylvan, learning is personal. AnnaLise's learning plan will change over time in response to performance. Our adaptive learning plan ensures we focus our instruction on concepts AnnaLise needs to be successful while moving quickly through more familiar concepts. As AnnaLise moves through the learning progression, new skills will be added to the learning plan.



Read the sentence.



Mom ate the entire sandwich. She was full.

How can we figure out what the word entire means?

Results, results, results!

- ▶ Tracking student progress
- ▶ Keeping school administrators and parents in the loop!

Student: AnnaLise Chien

Report Date: November 30, 2020

Grade: 3

PROGRESS UPDATE | 21 Sessions Completed Since Start of Program

Skill Groups	Skill Summary by Instructional Level												Skills Mastered			
	PK	K	1	2	3	4	5	6	7	8	9	10		11	12	
Comprehension					12	3	1	9								16
Vocabulary					4	2		16								6
Fluency					6			4								6
Phonics		2	1	4												7

Mastered Skills

In Progress and Upcoming Skills

35
Total Mastered Skills

SKILLS REPORT | Reporting Period: 10/31/2020 - 11/30/2020

★ **SKILLS MASTERED/COMPLETED**

⚙ **SKILLS IN PROGRESS**

○ **UPCOMING SKILLS**

Comprehension

- ★ Identifying cause-and-effect relationships in a text (level 4)
- ★ Identifying the implied main idea in a text (level 5)

- ⚙ Summarizing the main ideas and details of a text (level 5)
- ⚙ Determining an author's purpose or motive for writing (level 5)

- Identifying fact and opinion in a text (level 5)
- Comparing and contrasting elements in a story or passage (level 5)

Fluency

- ⚙ Orally reading text fluently (Passage 1) (level 5)

- Orally reading text fluently (Passage 2) (level 5)

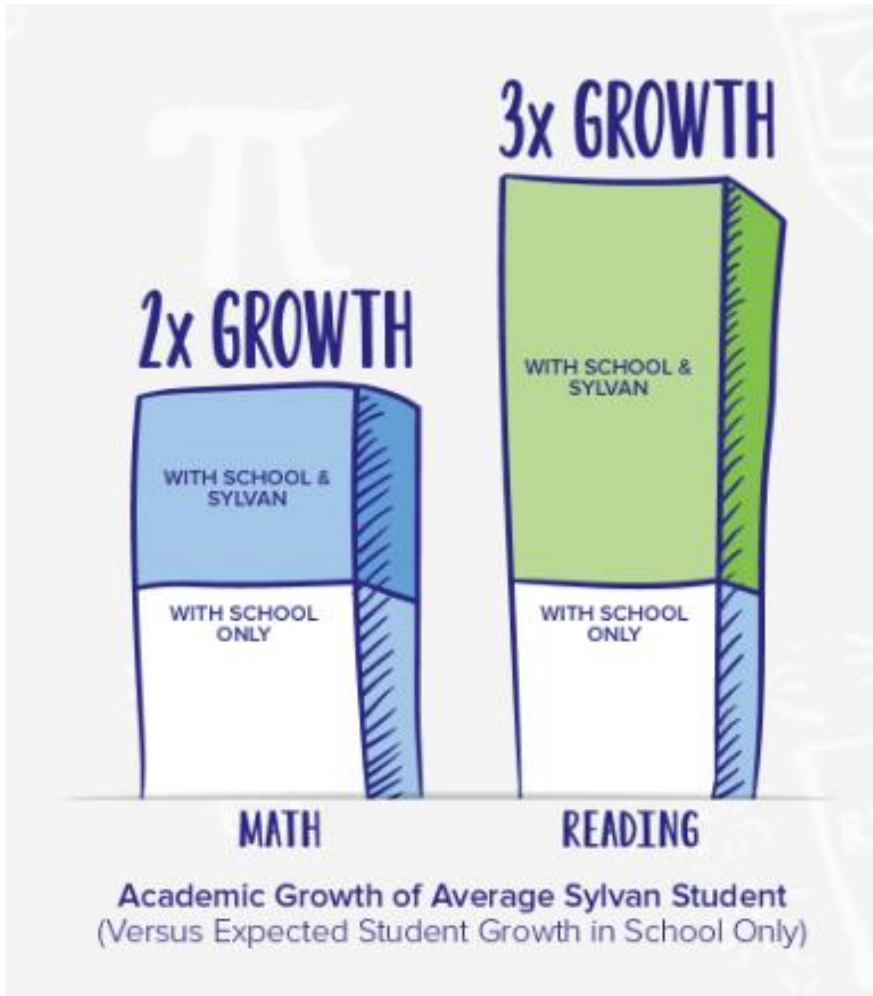
Vocabulary

- ⚙ Defining new words using concrete context clues (level 5)
- ⚙ Deriving the meaning of a word based on its prefix (level 5)

- Inferring the meaning of new words using context clues (level 5)

Questions?

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