

Astro Blast

Week of October 31 - November 4



In the past weeks I have been sharing information about where our students are according to MAP and STAR data. The SBAC data is similar as well. During the past two parent meetings, I have shared individual student data with the attendees. A sample of what the parents have received is on the back of this newsletter. Last week, you received summary information for your classes with similar information. Now that we have the information about our students' reading levels, we are prepared to meet them where they are.

The prefixes are a first foundational step showing our commitment to student literacy. As we ramp up a school-wide initiative for reading, we will be using a program called myON. On myON, the students are able to access a library of over 10,000 fiction and non-fiction books, but their selections are tailored to their Lexile levels and interests. Each book can be read to the student at a variety of speeds. Students can then take quizzes on what they have read either on myON or on AR. With myON because the books are integrated with the system, the students and all the stakeholders involved are able to see not just how students did on a quiz but how many books were read, including number of words, number of pages and number of minutes.

With the built in functions that myON offers, we can create competitions among classes,

whether those are Language Arts classes or Homerooms or even grade levels. I'd really like to see myON help us in our school-wide focus on reading.

Students may download 20 books at a time onto their Chromebooks for offline use. The data is saved on their Chromebooks and synced when they reconnect to the internet. Oxnard Elementary School District, which has a similar population to Carr, uses myON and has changed their literacy culture as described in [this](#) article. Information about reports is shown [here](#).

In our literacy professional development group, we are learning about different ways to make reading accessible to our students. I hope we can find and share with each other new ideas for helping our students to read more fluently, understand vocabulary better and to improve their comprehension of the text. Thanks to the literacy group also for brainstorming the idea of having a discussion forum. Please feel free to ask for help or post what you're doing in your classroom with literacy or any other strategies so that we can grow as a professional community. I am continuously reenergized by our staff and students and look forward to learning from your insights.



Student Test Score Report Informe de Calificaciones del Estudiante

Student ID 123456

John Doe

Grade/Año: 7

Lexile Level/Nivel de Lectura

627-777L

Grade Equivalent/Equivalente al Año: 3

SBAC Results/Resultados

Subject Tema	Level Nivel	Score Calificación	Goal Meta
ELA	2 Standard Nearly Met	2513	2552
Math	2 Standard Nearly Met	2477	2567

4	Superó las Normas Standard Exceeded
3	Cumplió con las Normas Standard Met
2	Casi Cumplió las Normas Standard Nearly Met
1	Normas No Se Cumplieron Standard not met

STAR Reading Test

Score/Calificación	Grade Equivalent/Equivalente al Año	Percentile %
615	5.6	28

AR Points/ Puntos

0

MAP Results/Resultados

Reading/Lectura

Date/Fecha	Score/Calificación	Percentile %	Goal/Meta
Fall/otoño 2016	207	31	222
Spring/primavera 2016	211	37	
Winter/invierno 2016	211	41	
Fall/otoño 2015	204	32	

Math/matemáticas

Date/Fecha	Score/Calificación	Percentile %	Goal/Meta
Fall/otoño 2016	219	41	235
Spring/primavera 2016	220	37	
Winter/invierno 2016	217	38	
Fall/otoño 2015	218	51	

CELDT Results/Resultados

If no scores appear, the student has been reclassified as English Proficient (RFEP).

Si no aparecen las calificaciones, el estudiante ha sido reclasificado a competente en inglés (RFEP).