

Literacy-Based Promotion Act:

Parents As Partners

2017-2018



Division of Literacy

Office of Elementary Education and Reading
601-359-2586



Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Session Norms

- Silence your cell phones.
- Please check and/or reply to emails during the scheduled breaks.
- Be an active participant.
- Do not hesitate to ask questions.

Session Topics

- *Literacy-Based Promotion Act*
- Parents as Partners
- MAAP – ELA Grade 3 Assessment
- Good Cause Exemptions
- 3rd Grade Reading Summative Alternative Assessment
- Tips for Parents and Families
- Parent Read-at-Home Plan



5

Parents As Partners

Strong Readers =
Strong Leaders



6

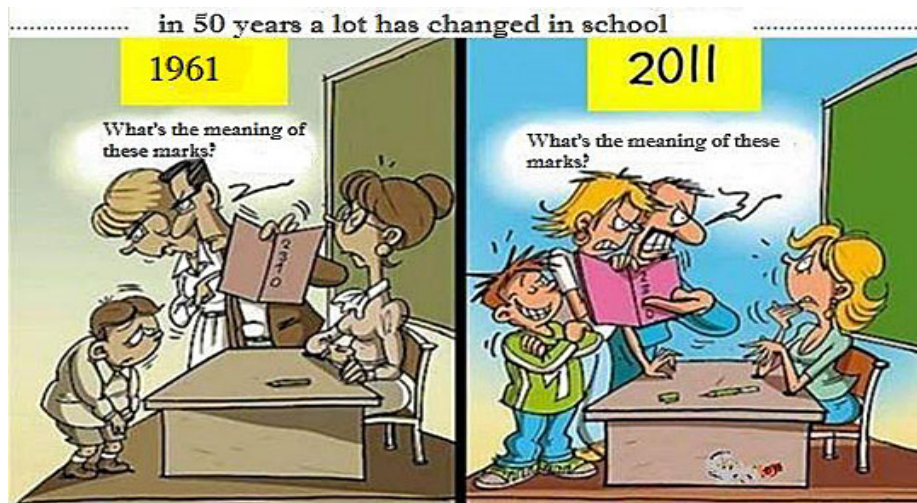
Parents as Partners

Respond to the following questions.

- How do you partner with your child's teacher?
- What help or resources do you need to strengthen the relationship?
- What help or resources do you need to support your child in reading at home?



Then & Now



Research

Harvard Family Research Project (January 2007) Findings:

- Increased family involvement in schools predicts increases in literacy achievement.
- Family involvement in school matters most for children at greatest risk.

“Increased family involvement in school had greater implications for children’s literacy than did family income, maternal level of education, or child ethnicity.”



Kindergarten Readiness and the Literacy-Based Promotion Act

(LBPA)



Improving Reading Outcomes

- It is required that ALL Kindergarten students be assessed (**Kindergarten Readiness Assessment**) at the beginning and end of the year to determine readiness and growth (SB 2572).
- The purpose of the *Literacy-Based Promotion Act* is to improve the reading skills of Kindergarten through 3rd grade public school students so that every student completing 3rd grade reads at or above grade level (SB 2157).

Universal Screener & Diagnostic Assessment

- Diagnostic assessments provide in-depth information about an individual student's particular strengths and needs for Tier 2 supplemental instruction and/or Tier 3 intensive intervention.
- K-3 students identified through the **BOY Universal Screener** whose results are below grade level should be assessed to determine targeted instructional support and interventions.
- **The intensive reading instruction and intervention must be documented for each student in an individual reading plan (IRP).**

Parental Notification

- Beginning with the 2014-2015 school year, a student scoring **at the lowest achievement level in reading** on the established state assessment for 3rd grade will not be promoted to 4th grade.
- If a K - 3 student has been identified with a substantial deficit in reading, the teacher will **immediately, and with each quarterly progress report, notify parents or legal guardians** of the determination and plans for addressing the deficiency, including sharing strategies that parents can use to support reading at home.
- A 3rd grade student who fails to meet the academic requirements for promotion to 4th Grade may be **promoted for good cause**.



13

Good Cause Exemptions (GCEs)

- a. Limited English Proficient students with less than two (2) years of instruction in an English Language Learner program
- b. Students with disabilities whose Individualized Education Program (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law
- c. Students with a disability who participate in the state annual accountability assessment and who have an IEP or Section 504 plan that reflects that the student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading **OR** was previously retained in Kindergarten or First, Second, or Third grade



14

Good Cause Exemptions

- d. Students who demonstrate an acceptable level of reading proficiency on an alternative assessment approved by the State Board of Education
- e. Students who receive intensive intervention for two or more years but still demonstrate deficiency in reading, and who previously were retained for two (2) years in any grade Kindergarten through 3rd grade

Interventions for Students with GCEs

A student who is promoted to 4th grade with a good cause exemption shall be provided an **individual reading plan as described in Section 37-177-1(2)**, which outlines intensive reading instruction and intervention informed by specialized diagnostic information and delivered through specific reading strategies to meet the needs of each student so promoted.

Mississippi Academic Assessment Program

(MAAP)

3rd Grade ELA Assessment



17

3rd Grade MAAP Assessment

- In the **2017-2018** school year, the **MAAP ELA Grade 3 Assessment** will determine 3rd grade promotion/retention.
- The assessment will be administered to 3rd grade public school students during the window of April 16 - April 24, 2018.
- The 3rd Grade Reading Alternative Assessment provided by Renaissance Learning - MKAS² will serve as the alternative assessment (1st Retest May 14-18, 2018).



18

College and Career Readiness Standards

(CCRS)

College and Career Readiness Standards (CCRS)

What are CCRS?

- Standards are learning goals that provide a clear understanding of what students are expected to learn at every grade level and serve as a roadmap to quality education.
- Standards have shifted from “what students are taught” to “what students need to be able to do” to succeed in the future.

Reading Literature (RL), Reading Informational (RI), Writing (W), and Language (L) Standards

Passage Distribution

The ELA Assessment for Grades 3-8 will include the breakdown of texts found in Table 3 based on the suggestions of NAEP.

Table 3.0 Passage Distribution for MAP ELA, Grades 3-8 Assessment

<i>Passage Selections</i>	
Selection	Number of Passages
Literature	2
Informational	2-3
Embedded Field Test	1

Text Complexity

- Quantitative text complexity is used to determine how difficult a text will be for a student to decode and comprehend.
- The computer-based programs measure word length, sentence length, and word frequency.
- Total Word Counts Per Passage/Paired (Grades 2-3) is 300-800

Reading Literature (RL) and Reading Informational (RI) Standards

- Items written to measure the RL and RI Standards are written to measure a student's ability to read and analyze a complex text to answer questions aligned to specific standards.

Reading Literature (RL) Standards

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
Reading Literature	0	12-13	4-5	17	20
RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	0	2-3	0-1	2-3	
RL.3.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	0	2-3	0-1	2-3	
RL.3.3 - Describe characters in a story and explain how their actions contribute to the sequence of events.	0	1-2	0-1	1-2	
RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	0	2-3	0-1	2-3	
RL.3.5 - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	0	1-2	0-1	1-2	
RL.3.6 - Distinguish their own point of view from that of the narrator or those of the characters.	0	1-2	0-1	1-2	
RL.3.7 - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	0	1-2	0-1	1-2	
RL.3.8 - (not applicable to literature)	0	0	0	0	
RL.3.9 - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.		1-2	0-1	1-2	
RL.3.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	0	0	0	0	

Reading Informational (RI) Standards

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
Reading Informational Text	0	12-13	4-6	17	20
RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	0	2-3	0-1	2-3	
RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.	0	2-3	0-1	2-3	
RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	0	2-3	0-1	2-3	
RI.3.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	0	2-3	0-1	2-3	
RI.3.5 - Use text features and search tools to locate information relevant to a given topic efficiently.	0	1-2	0-1	1-2	
RI.3.6 - Distinguish their own point of view from that of the author of a text.	0	1-2	0-1	1-2	
RI.3.7 - Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	0	1-2	0-1	1-2	
RI.3.8 - Describe the logical connection between particular sentences and paragraphs in a text.	0	2-3	0-1	2-3	
RI.3.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.	0	1-2	0-1	1-2	
RI.3.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	0	0	0	0	

Item Types

- The MAAP – ELA Grade 3 Assessment is composed of multiple question and item types:
 - **Performance Tasks:** require extended written response to a writing prompt using evidence from the text
 - **Close-Ended:** could be a question, phrase, or an expression, and require only one answer
 - **Open-Ended:** Student answers by clicking on an open cell. It is possible to choose multiple cells.
 - Multiple choice to select one word, phrase sentence, or paragraph in a text
 - Student draws lines to connect objects

Sample Test Item #1

DIRECTIONS: Read the passage and then answer the questions that follow.

Rory's Funny Story
by Janice Graham



100%

Which sentence from the story would be the **best** caption for the illustration?

- (A) "The teacher, Mrs. Evans, had the best Funny-but-True stories of all." (paragraph 1)
- (B) "But Rory couldn't even think of one to tell." (paragraph 2)
- (C) "'I have a Funny-but-True!' cried Dana, waving wildly." (paragraph 5)
- (D) "'Oh, I bet funny things happen to you all the time,' said Mrs. Evans." (paragraph 14)

Sample Test Item #2

The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

What does soggy mean in paragraph 9?

- (A) tiny
- (B) strong
- (C) soaking wet
- (D) smelling bad

Part B

Which detail from the passage gives the **best** clue to the meaning in Part A?

- (A) The rabbit is covered in long, white fur.
- (B) Rory pulls the rabbit from a bucket of water.
- (C) Rory's mom holds the bunny as if it were a baby.
- (D) Rory's mother uses a blanket to make the rabbit warm.

Sample Test Items #3 & #4

Choose the two **best** descriptions of Mrs. Evans and the reasons for them.

- She was tired because her days were long.
- She was careless since she forgot about Rory.
- She was fearful because she was afraid to tell her stories.
- She was amusing because she told the funniest stories of all.
- She was lazy since she made her students do all the work.
- She was helpful because she encouraged Rory to share his stories.

Choose a word for each blank to complete the sentences about how Rory changes.

At the beginning of the story, Rory felt about sharing. By the end, Rory was feeling that he could make people

- remember
- laugh
- cry

Sample Test Item #5

DIRECTIONS: Read the passage and then answer the questions that follow.

Why I Sneeze, Shiver, Hiccup, and Yawn
by Melvin Berger

1 A sneeze is a reflex. So is a hiccup. You don't have to think about making reflexes happen. They happen whether you want them to or not. They happen very fast, and it is hard to stop them. Shivering and yawning are also reflexes. All reflexes work through your nervous system.

Select the sentence from paragraph 1 that **best** shows the main idea of the passage.

A sneeze is a reflex. So is a hiccup. You don't have to think about making reflexes happen. They happen whether you want them to or not. They happen very fast, and it is hard to stop them. Shivering and yawning are also reflexes. All reflexes work through your nervous system.

Item Types

Additional sample questions specific to the 3rd Grade MAAP assessment can be found by visiting the following web address:

<https://ms-practice.nextera.questarai.com/student/Webclient/test.aspx>

3rd Grade Reading Alternative Assessment

Important Test Information

- Computer-adaptive test
 - The questions get easier or harder based on how the student answers the previous question
- Taken **online only** using a computer or tablet
- 3 practice items and 50 test items
- Multiple-choice items

Sample Items- Reading Different Types of Texts

John Appleseed 1 / 34

In 1775, Betsy Ross and her husband John ran a shop in Philadelphia, Pennsylvania. In their shop, they sewed clothes and other things for people. John Ross joined the war and died in 1776. Then Betsy ran the shop by herself. This was very _____ in those times. Women did not often own businesses then.

- silent
- greedy
- forgotten
- unusual

Next

Range of Reading and Level of Text Complexity



Craft and Structure

John Appleseed 1 / 34

This is from a book's index. The book is called *Pioneers*.

E
Entertainment
hay rides, 26–28
music, 24–25
quitting bees, 22–23

Which page might tell about songs the pioneers sang?

- page 26, 27, or 28
- page 24 or 25
- page 22 or 23

Next

35

Tips for Parents And Families



36

What does this mean for parents?

- Parents must communicate regularly with teachers to know their child's reading level.
- Parents must be notified immediately if a reading deficiency is identified.
- At-home reading strategies will be shared with parents to help increase reading proficiency.

What can parents do?

- Meet with your child's teachers and discuss his/her performance in school.
- Address any concerns as early as possible.
- Always ask, "How can I support my child at home?"
- Make a note of important dates such as parent nights/conferences, progress reports and report cards, and assessments.
- [Make sure that your child is present and on time for school.](#)

Communicate with Your Child

One of the best ways to support your child is through two-way communication.

- It develops positive speaking and listening skills.
- It informs you of what your child is learning in school.
- It gives insight on how your child thinks and feels about school.

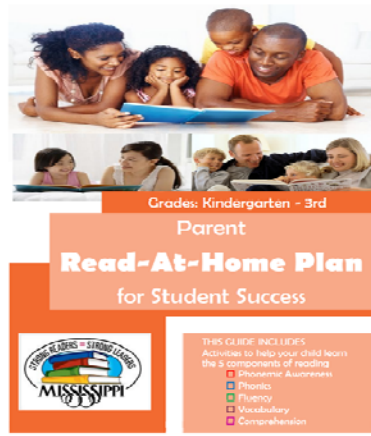
Show That Reading is Valued

- You may read to your child, your child may read to you, and/or you may read together.
- It is recommended that children read at home for a minimum of 20 minutes daily.
- Visit libraries, book trade stores, and yard sales to help create your home library.
- Expose your children to different types of reading material.



Parent Read-at-Home Plan

Strategies to Support Reading



Phonemic Awareness (*the ability to hear and distinguish sound*)

- Play a game in which you say a word and your child has to **break apart all the sounds**. Ask your child to stretch out a word like dog, and he/she can pretend to stretch a word with a rubber band. Your child should say /d/ /ŏ/ /g/.



- Orally provide pairs of **words that rhyme** and pairs that do not rhyme (Ex: pan/man; pat/boy). Ask, "Do 'pan' and 'man' rhyme? Why? Do 'pat' and 'boy' rhyme? Why not?"

Phonics *(the ability to understand the relationship between letters and the sounds they represent)*

- Point out **words that begin with the same letter** as your child's names (for example, *John* and *jump*). Talk about how the beginning sounds of the words are alike.
- **Make letter-sounds** and ask your child to draw matching letters in cornmeal or sand.
- **Building words** - Using magnetic letters, make a three letter word on the refrigerator (cat). Have your child read the word and use it in a sentence. Every day, change one letter to make a new word. Start by changing only the beginning letter (cat, bat, hat, sat, mat, rat, pat). Then change only the ending letter (pat, pal, pad, pan). Finally, change only the middle letter (pan, pen, pin, pun).



Fluency *(the ability to read with sufficient speed to support understanding)*

- **Repeated reading** - Choose a passage that will not be very difficult for your child. Read the passage aloud to your child, and then read it together, helping your child figure out any tricky words. Next, have your child read the passage to you with a focus on accuracy. Finally, have your child read the passage to you again, paying attention to fluency and expression. The goal is to sound smooth and natural.
- **Use different voices** - When reading a familiar story or passage, try having your child use different voices. Read the story in a mouse voice, cowboy voice, or a princess voice. This is another way to do repeated reading, and it adds some fun to reading practice.

Vocabulary *(the student's knowledge of and memory for word meanings)*

- **Play “categories”** with your child. Name a topic such as “farms” and ask your child to think of all the words he/she can related to that topic. This is a great way to build word knowledge!
- Trips to everyday places build vocabulary. **Discuss what you are doing and seeing** as you are going through the store, for example. “I’m here in the bakery. I can find donuts, cookies, and bread.” Ask your child, “What else do you think I could find here?”

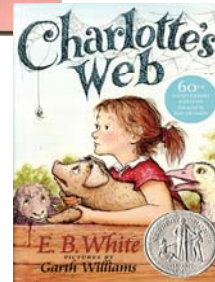
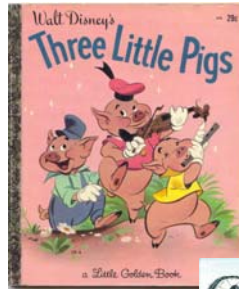
Comprehension *(the ability to understand and draw meaning from text)*

- **Before reading** - Point out the title and author. Look at the picture on the cover and ask, "What do you think you'll learn about in this book? Why?" This helps your child consider what he already knows about the topic.
- **During reading** - Don't forget the captions, headings, sidebars, or any other information on the page. Young readers tend to overlook these, so it's a good idea to show that the author includes lots of information in these "extras".
- **After reading** - Ask your child, "What was it mostly about? What do you still want to know? Where could you find out?"

Literature (Fiction)

Fiction (made up)

- Story that usually has a beginning, middle, and end
- Consists of characters/setting
- Usually a problem/conflict in the story that gets resolved

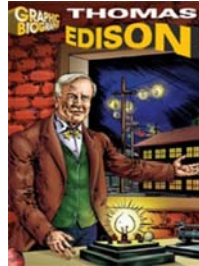


Comprehension Questions for Literature (Fictional) Text

- Who are the characters in the story?
- Where does the story take place?
- What is the problem in the story?
- What do you think will happen next?
- What is the main idea of what you just read?
- Are any of the characters in the story like you or someone you know? How so?

Informational Text (Non-fiction)

- Can consist of information, facts, dates, times, places, numbers/figures, etc.
- Can include text features such as table of contents, headings, sub-headings, index, etc.
- Includes text structure, such as, compare/contrast, cause/effect, etc.
- Examples: autobiographies, biographies, how-to books

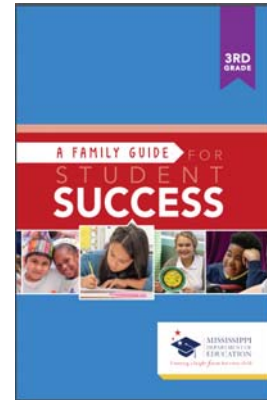


Comprehension Questions for Informational Text

- Who/what is this text mainly about?
- Give me five important facts that you learned from the text.
- Compare what you just read with something else you have read on the same subject.
- What conclusions can you make about what you just read?

A Family Guide to Student Success

Funded through a grant by the Kellogg Foundation



A Family Guide to Student Success

The collaboration of parents and educators is vital in guiding each child toward success.

- The ***Family Guide for Student Success*** outlines what your child should learn at each grade level from pre-kindergarten through 8th grade in the areas of English Language Arts and Math.
- The ***Family Guide for Student Success*** helps parents get a better understanding of the standards (CCRS) that students are expected to learn in each grade level so they can support their child's learning.

How do you know if your child has mastered the skill?

RL.3.3: Your child can describe characters in a story and explain how their actions contribute to the sequence of events in the story.

RL.4.3: Your child can describe in depth, a character, setting, or event in a story or drama, drawing on specific details in the text.

RL.5.3: Your child can compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text.

A student should be able to do (Evidence of Knowledge)...

- Sequence the key ideas and events in a story or play.
- Provide a description of characters in a story or play (e.g., traits, motivations, feelings).
- Describe or graphically represent characters (their thoughts, words and actions) and events in a story or play, drawing on specific details from the text.
- Explain how characters' actions contribute to the sequence of events.

- Identify important, specific details that support key ideas.
- Identify and describe the plot events in a story or drama.
- Describe the setting and characters of a story or drama, referring to specific details.

- Identify important, specific details that support key ideas in a story or drama.
- Identify and describe the plot events in a story or drama.
- Describe the setting and characters of a story or drama, referring to specific details.
- Compare and contrast characters, settings, and events using appropriate graphic or written representations, and using specific details from the text.

Key Takeaways

- As a parent, you will always be your child's first teacher.
- Always maintain open communication with your child's teacher(s).
- Try the activities and suggestions provided for you.
- Ask questions, become involved, and attend school functions when possible.



3rd Grade Assessment Timeline

Dates	Activity Description
April 16 - April 24, 2018	3rd Grade MAAP - ELA Assessment
May 14 - May 18, 2018	MKAS ² 3 rd Grade Reading Alternative Assessment Retest Window #1
June 25 - August 3, 2018	MKAS 3 rd Grade Reading Summative Alternative Assessment Retest Window #2

Question/Answer Session



Contact Information

Dr. Kymyona Burk, State Literacy Director K-12

kymyona.burk@mdek12.org

LeighAnne Cheesman, EL Coordinator/ Assistant State Literacy Coordinator

lcheeseman@mdek12.org

Jill Hoda, Assistant State Literacy Coordinator K-3

jhoda@mdek12.org

Casey Sullivan, Assistant State Literacy Coordinator K-3

csullivan@mdek12.org

Kristen Wells, Assistant State Literacy Coordinator K-3

kwells@mdek12.org

Jennifer Robinson, MKAS² Coordinator

Jennifer.Robinson@mdek12.org

