


Data-Driven Decisions for Parents

LaToya Blackshear

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Who Am I... By Numbers

- 20 years in Education
- 3 years as an Administrator
- 2 ½ years as an Assistant Principal
- 1 Husband
- 2 Boys
- 50 clipped coupons
- 0 Pets

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AGENDA


- Icebreaker
- Kindergarten Readiness Assessment and Reports
 - Evaluate several At-Home Activities that are aligned to the data
- Mississippi Academic Assessment Program (MAAP) Reports
 - 3rd – 5th grade reports
 - STAR reports
 - Progress Monitoring
- MDE Resources aligned to data
 - Evaluate several At-Home Activities that are aligned to the data


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How do the pictures relate?





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What is the Kindergarten Readiness Assessment and where did it come from?

- Birth from The Literacy Based Promotion Act
- Common state-wide data on entering Pre-Kindergarten and Kindergarten students.
- Based on the 2014 MCT2 results
 - 17.5% of 3rd grade students scored at the minimal level in Language Arts
 - Equates to over 6,500 students who without meeting a good cause exemption would have been retained

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Why is the Kindergarten Readiness Assessment Important?

- Teachers are aware of the skills and abilities that the entering kindergarten child has mastered
 - Design a course of study that is similar to **Goldilocks and the Three Bears**
- Improve the reading skills of Kindergarten and First through Third Grade students enrolled in the public schools so that every student completing the Third Grade is able to read at or above grade level

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Kindergarten Readiness Benchmark Score

- What score do we want Kindergarteners entering school with?
 - Scale Score of 530
 - Scale Score associated with **70 percent mastery** of the assessed early literacy skills
- Longitudinal study, 84% of students at the beginning of Kindergarten with a scale score of 530 or above on *STAR Early Literacy* meet or exceed the criterion for proficient reading at the end of third grade

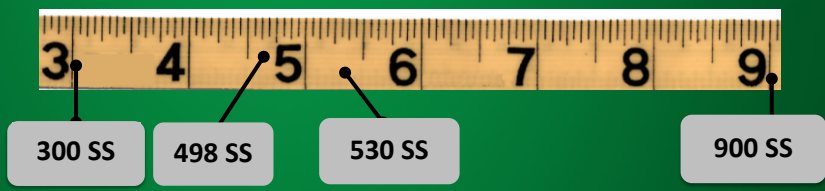
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Kindergarten Readiness Assessment

- Online assessment take no more than 30 minutes
 - Includes pre-test instructions and the practice tutorial.
- Computer-based adaptive assessment.
- STAR Early Literacy Scaled Score (SS)

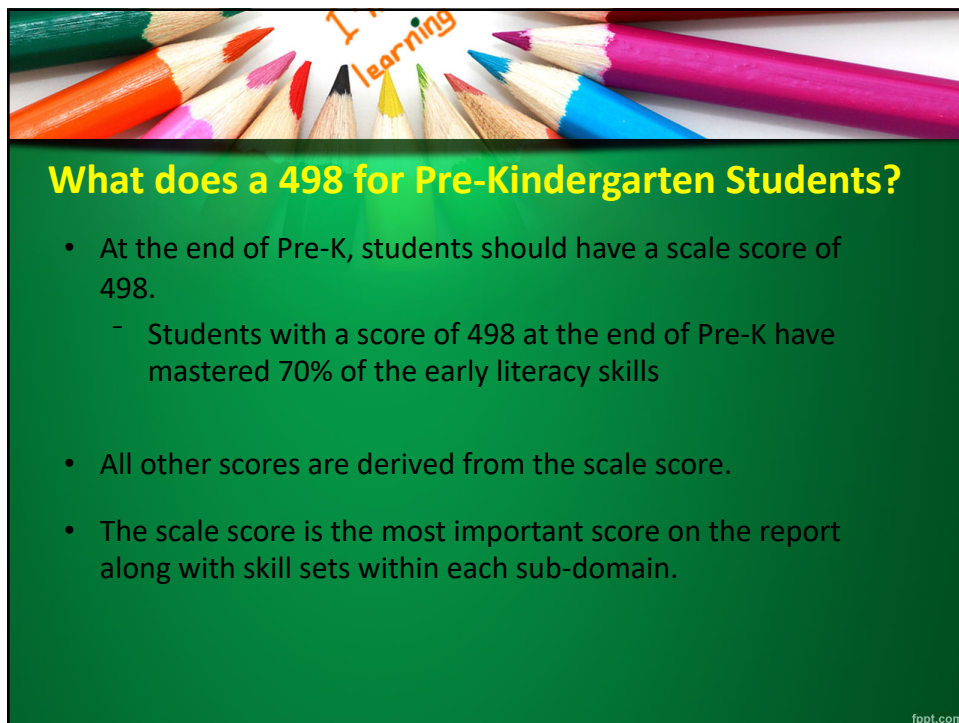


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 A presentation slide with a green background. At the top, there is a horizontal banner image showing several colored pencils (orange, pink, blue, green) arranged in a semi-circle, with the words '1st Learning' written in a stylized font. The main title 'STAR Early Literacy' is in bold yellow letters. Below the title, there is a bulleted list item:


- **Emergent Reader (300 – 674)**

Early Emergent Reader (300 – 487): Student is beginning to understand that printed text has meaning. The student is learning that reading involves printed words and sentences, and that print flows from left to right and from the top to the bottom of the page. The student is also beginning to identify colors, shapes, numbers, and letters.

Late Emergent Reader (488 – 674): Student can identify most of the letters of the alphabet and can catch most of the letters to their sounds. The student is also beginning to “read” picture books and familiar words around the home. Through repeated reading of favorite books with an adult, students at this stage are building their vocabularies, listening skills, and understandings of print.

 A small 'fppt.com' watermark is visible in the bottom right corner.

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STAR Early Literacy

- **Transitional Reader (675 – 774):** Student has mastered alphabet skills and letter-sound relationships. The student can identify many beginning and ending consonant sounds and long and short vowel sounds, and is probably able to blend sounds and word parts to read simple words. The student is also likely using a variety of strategies to figure out words, such as pictures, story patterns, and phonics.
- **Probable Reader (775 – 900):** Student is becoming proficient at recognizing many words, both in and out of context. The student spends less time identifying and sounding out words, and more time understanding what was read. Probable readers can blend sounds and word parts to read words and sentences more quickly, smoothly, and independently than students in the other stages of development.

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MKAS **STAR Early Literacy** **Reports**

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Parent Report

Dear Parent or Guardian of Jane Doe:

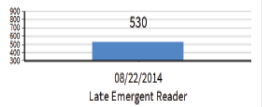
Your child has just taken a STAR Early Literacy assessment on the computer. STAR Early Literacy measures your child's proficiency in up to nine areas that are important in reading development. This report summarizes your child's scores on the assessment. As with any assessment, many factors can affect your child's scores. It is important to understand that these scores provide only one picture of how your child is doing in school.

Scaled Score: 530

The Scaled Score is the overall score that your child received on the STAR Early Literacy assessment. It is calculated based on both the difficulty of the questions and the number of correct responses. Scaled Scores in STAR Early Literacy range from 300 to 900 and span the grades Pre-K through 3.

Jane obtained a Scaled Score of 530. A Scaled Score of 530 means that Jane is at the Late Emergent Reader stage. Students with a score of 530 or above are typically ready to learn kindergarten-level skills. Students with a score below 530 usually need additional help.


Literacy Classification			
Early Emergent	Late Emergent	Transitional	Probable
Reader	Reader	Reader	Reader
SS 300-487	SS 488-674	SS 675-774	SS 775-900



At the Late Emergent Reader stage, children can rapidly identify the letters of the alphabet and can match most of the letters to their sounds. They are beginning to "read" picture books and familiar words around their home. Through repeated reading of favorite books with an adult, children at this stage are building their vocabularies, listening skills, and understandings of print.

Jane recognizes some printed words and can write his or her name. He or she is likely learning to separate spoken words into smaller parts, such as m- and -at for "mat" and then to blend the sounds together to say the words. Jane is probably also beginning to sound out simple printed words. With his or her growing knowledge of letter sounds and word structure, Maddison is starting to get meaning from text.

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Instructional Planning Report

JANE DOE

School: ELEMENTARY SCHOOL

Teacher: SMITH, JOHN

Grade Level: K

Test Results

Current SS (Scaled Score): 530 Test Date: 08/29/2014 Test Window: PreTest(08/11/2014-10/07/2014)


Literacy Classification: Late Emergent Reader

Suggested Skills

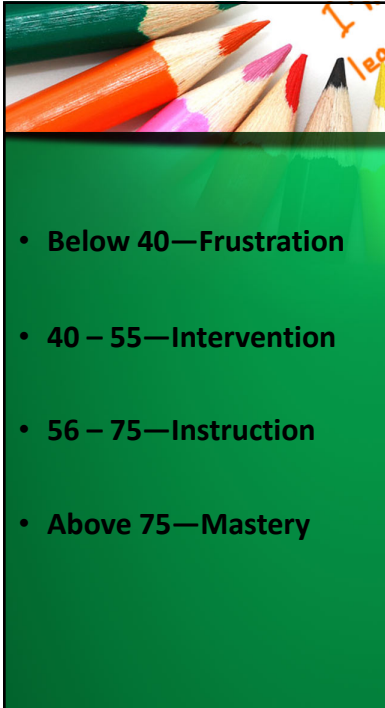
JANE's STAR Early Literacy scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for him/her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression.

Domain	
GR	Word Knowledge and Skills This score suggests JANE has an understanding of the sounds of letters. Based on this score, JANE should practice blending and segmenting first word parts and then initial, medial, and final phonemes.
K	Understand that blending phonemes produces words (e.g., blend the sounds sh- and -ip and choose the word's picture from a ship, a shower, and a lip) and that the sounds in words can be segmented
K	Identify 2- and 3-syllable patterns in spoken words by blending, counting, and segmenting syllables (e.g., tar-get makes the word target)
K	Identify VC or CVC words by blending phonemes including consonant blends (e.g., Listen carefully to what I say: sh-oe. Pick the picture whose name I say: /sh/ /oo/.)
K	Identify initial and final phonemes in spoken words (e.g., heart has the same beginning sound as head; boot has a different ending sound than bean)
K	Recognize consonant-blend sounds by distinguishing between single-syllable spoken words (e.g., pick the picture whose name begins with /st/ from the pictures of stairs, soup, swing)

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 <p>Diagnostic Report</p>	Skill Sets Within Each Sub-Domain	
	Skill set scores, ranging from 0-100, estimate the student's percent of mastery of skills in each set.	
	Alphabetic Principle	Skill Set Score
	→ Alphabetic Knowledge	67
	Alphabetic Sequence	30
	→ Letter Sounds	60
	Concept of Word	
	→ Print Concepts: Word length	68
	→ Print Concepts: Word borders	41
	→ Print Concepts: Letters and Words	71
	Visual Discrimination	
	Letters	77
	→ Identification and Word Matching	51
	Phonemic Awareness	
	→ Rhyming and Word Families	49
	→ Blending Word Parts	57
	→ Blending Phonemes	47
	Initial and Final Phonemes	20
	→ Consonant Blends (PA)	41
	Medial Phoneme Discrimination	12
	Phoneme Isolation/Manipulation	26
	Phoneme Segmentation	27
	Phonics	
	Short Vowel Sounds	34
	→ Initial Consonant Sounds	48
	Final Consonant Sounds	35
	Long Vowel Sounds	26
	Variant Vowel Sounds	34
	Consonant Blends (PH)	35
	Phonics	Skill Set Score
	Consonant Digraphs	31
	Other Vowel Sounds	29
	→ Sound-Symbol Correspondence: Consonants	51
	Word Building	25
	Sound-Symbol Correspondence: Vowels	27
	Word Families/Rhyming	25
	Structural Analysis	
	Words with Affixes	29
	Syllabification	31
	Compound Words	19
	Vocabulary	
	→ Word Facility	49
	Synonyms	23
	Antonyms	26
	Sentence-Level Comprehension	
	Comprehension at the Sentence Level	26
	Paragraph-Level Comprehension	
	Comprehension of Paragraphs	25
	Early Numeracy	
	→ Number Naming and Number Identification	57
	→ Number Object Correspondence	41
	→ Sequence Completion	41
	→ Composing and Decomposing	59
	→ Measurement	44


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Early Literacy Sub-domains

- **Structural Analysis (SA)**—Understanding affixes and syllable patterns in decoding, and identification of compound words.
- **Vocabulary (VO)**—Knowledge of high-frequency words, regular and irregular sight words, multi-meaning words, and words used to describe categorical relationships, position words, synonyms, and antonyms.
- **Sentence-Level Comprehension (SC)**—Identification of words in context.
- **Paragraph-Level Comprehension (PC)**—Identification of the main topic of text and ability to answer literal and inferential questions after listening to or reading text.
- **Early Numeracy (EN)** — Number naming, number identification, and number object correspondence.

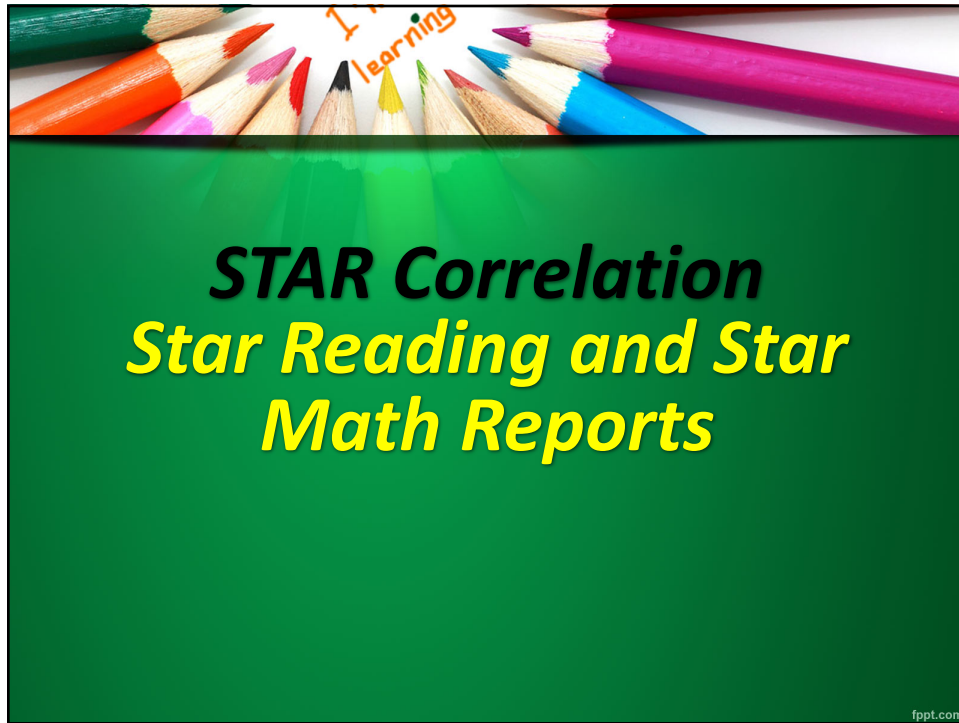
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STAR Reading
Student Diagnostic Report
Enterprise Test
Printed Thursday, January 15, 2015 12:49:53 PM

School: East Elementary School
Test Date: April 28, 2015 11:01 AM
Test Time: 2 minutes 5 seconds

Report Options
Use Trend Score: Use trend score for student's suggested skills

Benevidez, Sabah
ID: 10157
Grade: 3
Class: Mrs. Cadena's class
Teacher: J. Cadena

School Benchmark - Grade 3

STAR Reading Scores
SS: 357 (Scaled Score) ■ On Watch
PR: 32 (Percentile Rank)
GE: 3.1 (Grade Equivalent)
IRL: 3.0 (Instructional Reading Level)
Est. ORF: 84 (Estimated Oral Reading Fluency)

Domain Scores
Reading: Foundational Skills
Phonics and Word Recognition: 91
Reading: Literature
Key Ideas and Details: 86
Craft and Structure: 90
Range of Reading and Level of Text Complexity: 87
Reading: Informational Text
Key Ideas and Details: 86
Craft and Structure: 88
Range of Reading and Level of Text Complexity: 87
Language
Vocabulary Acquisition and Use: 89

Reading Recommendation
ZPD: 2.6-3.7 (Zone of Proximal Development)

Test Fidelity
Short Test Time: This student took the test in a very short time, which may affect results.

Score Legend:
354 – 494 – Passing
495 – 706 – Proficient
> 707 – At/Above - Advance

Score Legend:
■ Urgent Intervention ■ Intervention ■ On Watch ■ At/Above Benchmark

Domain scores of mastery or
Reading: Foundational Skills
Phonics and Word Recognition: 91
Reading: Literature
Key Ideas and Details: 86
Craft and Structure: 90
Range of Reading and Level of Text Complexity: 87
Reading: Informational Text
Key Ideas and Details: 86
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Vocabulary Acquisition and Use: 89

Reading Recommendation
ZPD: 2.6-3.7 (Zone of Proximal Development)

Test Fidelity
Short Test Time: This student took the test in a very short time, which may affect results.

- Parent Notification
- Student Diagnostic Report


4th

- 441 – 574 - Passing
- 575 – 906 - Proficient
- 907 – At/Above - Advance


5th

- 480 – 643 - Passing
- 644 – 968 - Proficient
- 969 – At/Above - Advance

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- **STAR Math**
- **Student Diagnostic Report**
- **4th**
 - 649 – 724 - Passing
 - 725 – 803 - Proficient
 - 804 – At/Above - Advance
- **5th**
 - 654 – 775 - Passing
 - 776 – 828 - Proficient
 - 829 – At/Above - Advance



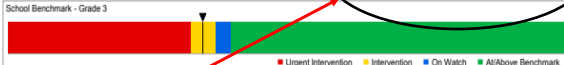
Student Diagnostic Report
Enterprise Test
Printed Thursday, September 18, 2014 3:09:31 PM

1 of 2

School: East Elementary School
 Report Options
 Use Trend Score: Use trend score for student's suggested skills

Test Date: September 18, 2014 1:38 PM
 Test Time: 16 minutes 25 seconds

Albertson, Kathryn
 ID: 10148 Class: Mr. DeMarco Class B
 Grade: 3 Teacher: C. DeMarco

School Benchmark - Grade 3


STAR Math Scores[†]


SS: 489 (Scaled Score)	■ Intervention	Kathryn's Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 15 (Percentile Rank)		Kathryn scored greater than 15% of students nationally in the same grade.
GE: 2.7 (Grade Equivalent)		Kathryn's test performance is comparable to that of an average second grader after the seventh month of the school year.

Domain Scores
Pre-Kindergarten-8
 Operations and Algebraic Thinking: 78
 Number and Operations in Base Ten: 42
 Measurement and Data: 35
 Geometry: 69
 Number and Operations — Fractions: 41


Algebra Readiness
 Kathryn is not yet meeting grade level expectations for algebra readiness.

Math Recommendation
 Accelerated Math™ Library: Grade 3
 If you are using the Accelerated Math™ management software system with Kathryn, assign the Grade 3 library. This library should provide a good match for her abilities.

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What do we look for as a parent?



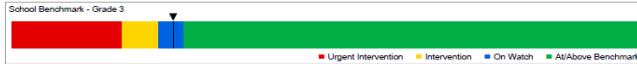
Student Diagnostic Report
Enterprise Test
Printed Thursday, January 15, 2015 12:49:53 PM

1 of 1

School: East Elementary School
 Report Options
 Use Trend Score: Use trend score for student's suggested skills

Test Date: April 28, 2015 11:01 AM
 Test Time: 2 minutes 5 seconds

Benevidez, Sabah
 ID: 10157 Class: Mrs. Cadena's class
 Grade: 3 Teacher: J. Cadena

School Benchmark - Grade 3


STAR Reading Scores[†]

SS: 357 (Scaled Score)	■ On Watch	Sabah's Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 32 (Percentile Rank)		Sabah scored greater than 32% of students nationally in the same grade.
GE: 3.1 (Grade Equivalent)		Sabah's test performance is comparable to that of an average third grader after the first month of the school year.
IRL: 3.0 (Instructional Reading Level)		Sabah would be best served by instructional materials prepared at the third grade level.
Est. ORF: 84 (Estimated Oral Reading Fluency)		Sabah can likely read 84 words per minute correctly on grade level appropriate text.

Domain Scores
Reading: Foundational Skills
 Phonics and Word Recognition: 91
Reading: Literature
 Key Ideas and Details: 86
 Craft and Structure: 90
 Range of Reading and Level of Text Complexity: 87
Reading: Informational Text
 Key Ideas and Details: 86
 Craft and Structure: 88
 Range of Reading and Level of Text Complexity: 87
Language
 Vocabulary Acquisition and Use: 89

Reading Recommendation
 ZPD: 2.6-3.7 (Zone of Proximal Development)
 Sabah's ZPD identifies books at the right level to provide optimal reading challenge without frustration. Enter Sabah's ZPD in www.ARBookFind.com to find appropriate books.

Test Fidelity
 Short Test Time: This student took the test in a very short time, which may affect results.

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Instructional Planning Report

**Instructional Planning Report
for Tyler Hillard**

1 of 4

Printed Thursday, September 18, 2014 12:45:34 PM

School: East Elementary School
 Class: Mr. DeMarco Class B

Teacher: C. DeMarco
Grade: 3

Report Options
Use Trend Score: Use trend score for student's suggested skills

STAR Reading Test Results

Current SS (Scaled Score): 376	Test Date: 09/17/2014	Lexile® Measure: 400L	Lexile® ZPD: 460L-630L
IRL: 3.2	ZPD: 2.7-3.8		
Projected SS for 07/31/15: 416			

Based on research, 50% of students at this student's level will achieve this much growth.

Tyler's Current Performance

School Benchmark

Scaled Score: 200 250 300 350 400 450 500 550

Legend: Urgent Intervention (red), Intervention (yellow), On Watch (blue), Above Benchmark (green)

Suggested Skills

Tyler's STAR Reading scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression.

Reading: Foundational Skills

OR:

Phonics and Word Recognition

This score suggests Tyler should practice the following phonics and word-recognition skills:

- 3 » Decode increasingly difficult multisyllable words by identifying syllable patterns (e.g., transportation)
- 3 » Identify the meanings of grade-level appropriate affixes (e.g., dis-, non-, re-, un-, and -ful, -ly, -ness) and infer how they affect the meanings of words
- 3 » Decode words with common Latin suffixes, such as the -or in elevator or -ment in government, and identify the meanings of the words
- 3 » Read grade-level irregularly spelled sight words automatically (e.g., certain, notice)

Fluency

This score suggests Tyler should work on the following to increase fluency and comprehension of texts at Tyler's reading level:

- 3 » Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet grade-level benchmarks
- 3 » Read on-level texts aloud smoothly with expression (e.g., using appropriate expression to indicate punctuation, such as periods, question marks, and exclamation points)
- 3 » Confirm or correct understanding of a word or a larger text by using context clues, including both words and text structures, by using phonics, particularly understanding of word morphology, and by slowing reading pace and/or rereading

Reading: Literature

Key Ideas and Details


This score suggests Tyler should practice the following skills to improve comprehension of the key ideas and details of a literary text at Tyler's reading level.

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MAAP Assessments MAAP Score Report


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Mississippi Academic Assessment Program (MAAP)

- MAAP
 - Goal - evaluate and monitor student learning to ensure students develop the knowledge and skills they need to graduate prepared for college or careers
 - Assessed in grades 3 through 8 (ELA and Math), high school (Algebra I and English II)
 - Designed to let parents know how their child is progressing, and to give teachers more information to guide instruction



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5 Levels and Score Range

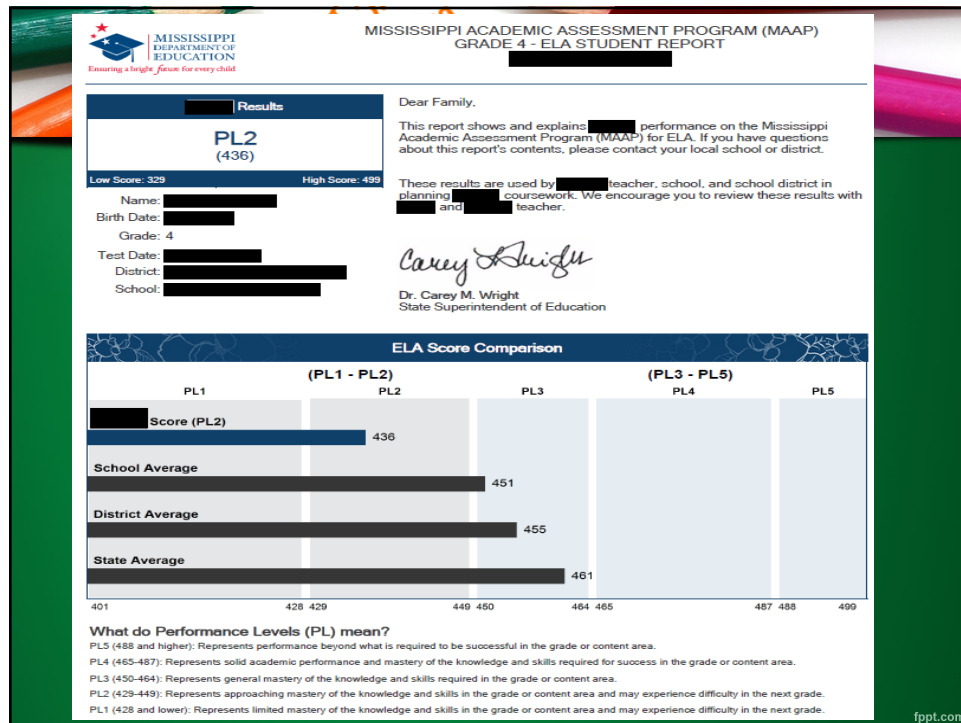
- Level 1 – Minimal
- Level 2 – Basic
- Level 3 – Passing
- Level 4 – Proficient
- Level 5 – Advanced
- All scores begin with the grade level followed by the number 1 – 99

LEVEL

- Example – 301 – 399
 - » 401 – 499
 - » 501 – 599

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ELA Raw Score by Section			
Name of Section	Points Correct	Points Possible	Percent Correct
Reading Literature	6	20	30%
Reading Informational Text	10	20	50%
Language	2	8	25%
Writing	5	12	42%
Total Raw Score	23	60	38%


For more information about the scores above, please go to <https://www.mdek12.org/OSA/MAAP>

Strengths	Areas of Improvement
<ul style="list-style-type: none"> Determine a main idea of an informational text and summarize the text. Determine the author's point-of-view and how his ideas are developed. Determine word meanings in informational texts. Provide evidence from the text to support ideas. 	<ul style="list-style-type: none"> Determine the meaning of grade-appropriate words and phrases in context. Interpret figures of speech. Use different strategies to determine meanings of words.

What's Next?	Questions?
<ul style="list-style-type: none"> Talk with [REDACTED] school about this report and possible areas for improvement. Attend parent/teacher conferences and other important meetings and participate in parent/teacher organizations. Stay in touch with [REDACTED] school throughout the year regarding progress and performance. Ask the school the following questions: <ul style="list-style-type: none"> What instructional materials are used for ELA? How can I get more involved in [REDACTED] ELA education? What are the homework expectations and how can I help? What online resources are available? 	<p>Please contact your student's school with any questions or concerns.</p>

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MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)
GRADE 4 - MATH STUDENT REPORT

Results

PL3
(450)

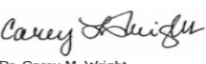
Low Score: 334 High Score: 499

Name: [REDACTED]
Birth Date: [REDACTED]
Grade: 4
Test Date: [REDACTED]
District: [REDACTED]
School: [REDACTED]

Dear Family,

This report shows and explains [REDACTED] performance on the Mississippi Academic Assessment Program (MAAP) for Math. If you have questions about this report's contents, please contact your local school or district.

These results are used by [REDACTED] teacher, school, and school district in planning [REDACTED] coursework. We encourage you to review these results with [REDACTED] and [REDACTED] teacher.


 Dr. Carey M. Wright
 State Superintendent of Education

Math Score Comparison

	PL1	(PL1 - PL2)	PL2	PL3	(PL3 - PL5)	PL4	PL5
Score (PL3)	[REDACTED]						
School Average	450						
District Average	453						
State Average	462						

401 435 436 449 450 464 465 483 484 499

What do Performance Levels (PL) mean?

PL5 (484 and higher): Represents performance beyond what is required to be successful in the grade or content area.

PL4 (465-483): Represents solid academic performance and mastery of the knowledge and skills required for success in the grade or content area.

PL3 (450-464): Represents general mastery of the knowledge and skills required in the grade or content area.

PL2 (436-449): Represents approaching mastery of the knowledge and skills in the grade or content area and may experience difficulty in the next grade.

PL1 (435 and lower): Represents limited mastery of the knowledge and skills in the grade or content area and may experience difficulty in the next grade.

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Math Raw Score by Section

Name of Section	Points Correct	Points Possible	Percent Correct
Operations and Algebraic Thinking	5	10	50%
Numbers and Operations in Base Ten	8	12	67%
Numbers and Operations - Fractions	5	13	38%
Measurement and Data	6	14	43%
Geometry	5	8	63%
Total Raw Score	29	57	51%

For more information about the scores above, please go to www.mde.k12.ms.us/eae

Strengths

Areas of Improvement

What's Next?

Questions?

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Extend understanding of fraction equivalence and ordering.
- Understand decimal notation for fractions, and compare decimal fractions.

- Talk with [REDACTED] school about this report and possible areas for improvement.
- Attend parent/teacher conferences and other important meetings and participate in parent/teacher organizations.
- Stay in touch with [REDACTED] school throughout the year regarding progress and performance. Ask the school the following questions:
 - What instructional materials are used for Math?
 - How can I get more involved in [REDACTED] Math education?
 - What are the homework expectations and how can I help?
 - What online resources are available?

Please contact your student's school with any questions or concerns.

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



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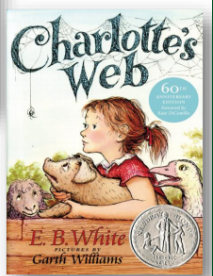
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Literature (Fiction)


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

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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?


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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



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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?

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Language

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading
- Understanding of figurative language
 - Figurative language, literal, similes, metaphors, compares, personification, attributes, allusion, associations

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ELA Raw Score by Section			
Name of Section	Points Correct	Points Possible	Percent Correct
Reading Literature	6	20	30%
Reading Informational Text	10	20	50%
Language	2	8	25%
Writing	5	12	42%
Total Raw Score	23	60	38%

For more information about the scores above, please go to <https://www.mdek12.org/OSA/MAAP>

Strengths

- Determine a main idea of an informational text and summarize the text.
- Determine the author's point-of-view and how his ideas are developed.
- Determine word meanings in informational texts.
- Provide evidence from the text to support ideas.

Areas of Improvement

- Determine the meaning of grade-appropriate words and phrases in context.
- Interpret figures of speech.
- Use different strategies to determine meanings of words.

What's Next?

- Talk with [redacted] school about this report and possible areas for improvement.
- Attend parent/teacher conferences and other important meetings and participate in parent/teacher organizations.
- Stay in touch with [redacted] school throughout the year regarding progress and performance. Ask the school the following questions:
 - What instructional materials are used for ELA?
 - How can I get more involved in [redacted] ELA education?
 - What are the homework expectations and how can I help?
 - What online resources are available?

Questions?

Please contact your student's school with any questions or concerns.

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How does the author's use of the word burning in line 40 affect the meaning of the passage?

Ⓐ It compares natural light and light from a fire.

Ⓑ It suggests the speaker wanted to build a campfire.

Ⓒ It creates a contrast between natural decay and fire.

Ⓓ It implies there was a wildfire that destroyed the woodpile.

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

Part A

Read the sentence from paragraph 12.

"I suppose she has some good qualities," conceded Mr. Harrison grudgingly.

What word means the same as grudgingly as it is used in the sentence?


- Ⓐ disrespectfully
- Ⓑ gratefully
- Ⓒ suspiciously
- Ⓓ unwillingly

Part B

Which word from the sentence helps define grudgingly as it is used in the sentence in Part A?

- Ⓐ conceded
- Ⓑ never
- Ⓒ qualities
- Ⓓ suspect

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Writing

- 4 Types of Writing
 - Informative
 - Respond to the main question through explaining the topic in details
 - Explanatory
 - Author presents some point of view on a certain topic, event or situation.
 - Argumentative
 - Presents arguments about both sides of an issue.
 - Narrative texts
 - write about what happened to you and how it influenced you

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ELA Raw Score by Section			
Name of Section	Points Correct	Points Possible	Percent Correct
Reading Literature	13	22	59%
Reading Informational Text	21	30	70%
Language	6	8	75%
Writing	6	12	50%
Total Raw Score	46	72	64%

For more information about the scores above, please go to <https://www.mdek12.org/OSA/MAAP>

Strengths

- Determine the meaning of grade-appropriate words and phrases in context.
- Interpret figures of speech.
- Use different strategies to determine meanings of words.

Areas of Improvement

- Develop a written response to a task using evidence from a text.
- Present ideas with logical organization.
- Use correct punctuation, capitalization, and spelling.
- Write with grade appropriate word choice and sentence structure.

What's Next?


- Talk with [redacted] school about this report and possible areas for improvement.
- Attend parent/teacher conferences and other important meetings and participate in parent/teacher organizations.
- Stay in touch with [redacted] school throughout the year regarding progress and performance. Ask the school the following questions:
 - What instructional materials are used for ELA?
 - How can I get more involved in [redacted] ELA education?
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Mississippi Department of Education
Resources

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Mississippi Academic Assessment Program (MAAP)

The Mississippi Academic Assessment Program (MAAP) is designed to measure student achievement in English Language Arts (ELA), Mathematics, Science, and US History. Students are assessed in grades 3 through 8 in English Language Arts (ELA) and Mathematics, grades 5 and 8 Science, Algebra I, Biology I, English II, and US History. The results of all MAAP assessments provide information to be used for the improvement of student achievement.

ELA and Math assessments are based on the 2016 Mississippi College- and Career-Readiness Standards. Science assessments are based on the Mississippi 2010 Science Framework which is in its last year. Starting in 2018-2019, all Science assessments will be based on the 2018 Mississippi College- and Career-Readiness Standards for Science. The US History assessment is based on the 2011 Mississippi Social Studies Framework.

Standards for assessments are located under the Documents tab.

Additional Resources

- MAAP Testing Manuals
- 2017 Mississippi Testing Accommodations Manual
- Assessment Guidance
- Graduation Options and Concordance Tables
- MAAP Testlets
- EOC Practice Test Rationales
- Blueprints/Interpretive Guides
- ELA Resources
- MDE MS Questar Writing Rubric Training (Webinar)
- MDE MS Questar Writing Rubric Presentation (PDF)
- MDE MS Questar Writing Rubric Training Resources
- Writing Tips
- Student Writing Samples with Annotations (3rd Grade)
- Questar Writing Scoring Training Grades 3-4 (open in Internet Explorer or Firefox)
- Questar Writing Scoring Training Grades 5-6 (open in Internet Explorer or Firefox)
- Questar Writing Scoring Training Grades 7-8 (open in Internet Explorer or Firefox)
- Questar Writing Scoring Training End-of-Course (open in Internet Explorer or Firefox)
- Math Resources
- Science and History Resources

Student Assessment

601-399-3052
Staff
FAQ

Services

- ACT State Testing
- English Language Proficiency Test (ELPT)
- Kindergarten Readiness Assessment
- Literacy-Based Promotion Act (LBPA) Assessments
- Mississippi Academic Assessment Program (MAAP)
- Mississippi Academic Assessment Program-Alternate (MAAP-A)
- National Assessment of Educational Progress (NAEP)
- Test Security


Links

- Testing Calendar
- Accountability
- Accreditation
- District and School Performance
- Educator Misconduct
- MS Assessment and Accountability Reporting System 2.0 (MAARS 2.0)
- Mississippi Academic Assessment Program (MAAP) Parent Resources
- Policies and Legal References
- Safe and Orderly Schools
- SharePoint Site (Login Required)

<https://www.mdek12.org/OSA/MAAP#>

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Additional Resources

- [MAAP Parent Resource](#)
- [MAAP Communication Toolkit](#)
- [Family's Guide to the MAAP Results](#)
- [2018-19 District- and school-level MAAP results](#)
- [Parent Guides for Student Success](#)
- [Reading Resources](#)

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