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**Sample e-mail or text to parent for assessments:**

\*updated for English and Spanish parent communication

Dear [parent/at home learning partner name],

Throughout the school year, we conduct assessments that help me understand how your child is progressing in specific learning areas. The assessments help me identify areas in which your child might need more support and practice.  I would like to continue these assessments while everyone is at home.  Then, if your child needs targeted support for a skill, I will be able to develop lessons to support that learning area.

I’m requesting [minutes] of your time on [date] to set up for the assessment.  I will need you to be present or close by for parts of the assessment.  I’ll also need to get some information from you after [child’s name] and I are finished.  This would only be an additional [minutes].  Once you confirm the date and time, I’ll send you an invitation to connect with [web-based conferencing tool] so you and [child’s name] can share my screen at that time and we can get started.

Thank you in advance for your help!

*Estimado [padre/nombre del compañero aprendiendo en casa],*

*Durante el año escolar, realizamos unas evaluaciones que me ayudan a medir el progreso de su hijo/a en ciertas áreas de aprendizaje. Estas evaluaciones me ayudan a identificar áreas en las que su hijo/a podría necesitar más apoyo y/o práctica. Me gustaría continuar con ello mientras todos estén en casa. Después, si su hijo/a necesita algún apoyo específico, podré desarrollar lecciones para ayudarle en esa área específica de aprendizaje.*

*Le pido [minutos] de su tiempo el [fecha] para configurar esta evaluación. Necesitaré que esté presente o cerca de su hijo/a para llevar acabo algunos aspectos de la evaluación. También necesitaré que me proporcione algos detalles después de que [nombre del niño] y yo hayamos terminado esta evaluación. Solo serían [minutos] adicionales. Ya que se confirme la fecha y la hora, le enviaré una invitación para que se conecte con [herramienta de conferencias en línea] para que yo pueda compartir mi pantalla con usted y [nombre del niño] y así podamos comenzar.*

*¡Gracias de antemano por su ayuda!*

**Teacher Preparation Checklist:**

* + I have a CLI Engage Account and my student roster is there
  + I have been trained to administer assessments by my district or on the CLI-Engage Website
  + I know what my district approved web-conferencing tool is and have access
  + I have familiarized myself with the CLI Engage platform
  + I have practiced assessing remotely with a friend or colleague
  + I have scheduled my assessment time with individual students
  + I have tested required technology
  + I have downloaded and/or printed all scoring guidelines and required forms
  + I have provided parents or at home learning partners with any additional materials and/or forms they will need

**Handouts for parents:**

##### Family-Friendly Descriptions of TPRI 1st Assessment Measures: [English & Spanish](https://cliengage.org/public/wp-content/uploads/sites/10/2020/08/TPRI_Grade1_Combined_Descriptions-of-Assessment-Measures_-EnglishSpanish.pdf)

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| **How should I explain each assessment to my student’s parent/at home learning partner?** | **What will I need help with from my student’s parent/at home learning partner?** | **What materials will my student’s parent/at home learning partner need in order to help me get accurate data from remote assessments?** |
| **Letter Sound (Screening**) assesses your child’s ability to  recognize and name the letters of the alphabet, as well  as say the sounds the letters make. The ability to identify  a letter and say its sound is a strong predictor of reading  success.  Example: An uppercase and lowercase letter T  appear on the screen. Your child identifies the letter  name by saying “T” and the letter sound by saying “/t/” | * Assist with attention to task * Assist with asking student to restate if the answer is inaudible | * Computer or smartphone * Link provided by teacher for web conferencing tool |
| **Word Reading (Screening)** assesses your child’s ability to  read specially selected words that help identify students  who may be at risk.  Example: Your child is asked to read a word such as home  during wave 1 or the word these during wave 3. | * Assist with attention to task * Assist with asking student to restate if the answer is inaudible | * Computer or smartphone * Link provided by teacher for web conferencing tool |
| **Blending Phonemes (Screening)** assesses your child’s  ability to blend parts of a word or individual sounds to  make a word. This skill is important for children when  learning to read and write.  Example: The teacher asks your child, “What would the word  be if I said /s/, /a/, /t/?” and your child says, “sat.” | * Assist with attention to task * Assist with asking student to restate if the answer is inaudible | * Computer or smartphone * Link provided by teacher for web conferencing tool |
| **Blending Word** Parts assesses your child’s ability to blend  together individual letter sounds or clusters of letter  sounds to make a word. This skill is important for children  when learning to read and write.  Example: The teacher asks your child, “What would the word be if I  said /f/, /ox/?” and your child says, “fox”. | * Assist with attention to task * Assist with asking student to restate if the answer is inaudible | * Computer or smartphone * Link provided by teacher for web conferencing tool |
| **Blending Phonemes** assesses your child’s ability to blend  individual sounds to make a word. This skill is important  for children when learning to read and write.  Example: The teacher asks your child, “What would the word be if I  said /c/, /a/, /t/?” and your child says, “cat”. | * Assist with attention to task * Assist with asking student to restate if the answer is inaudible | * Computer or smartphone * Link provided by teacher for web conferencing tool |
| **Deleting Initial Sounds** assesses your child’s ability to  manipulate the sounds in a word by taking away the first  sound of a word.  Example: The teacher asks the child to  say “nice” without the /n/ sound. Child says “ice.” | * Assist with attention to task * Assist with asking student to restate if the answer is inaudible | * Computer or smartphone * Link provided by teacher for web conferencing tool |
| **Deleting Final Sounds** assesses your child’s ability to  manipulate the sounds in a word by taking away the last  sound of a word.  Example: The teacher asks the child to  say “rain” without the /n/ sound. Child says “ray.” | * Assist with attention to task * Assist with asking student to restate if the answer is inaudible | * Computer or smartphone * Link provided by teacher for web conferencing tool |
| **Initial Consonant Substitution** assesses your child’s ability  to manipulate the first sound in a word to make a new  word.  Example: Your child sees “\_og” and is asked to  select and place the correct letter in the blank to make  the word cog. Child moves the letter c to the blank  space. | * Assist with attention to task * Report to teacher which item student selects   Or optional if parent has paper copy, show results | * Computer or smartphone * Link provided by teacher for web conferencing tool * Optional: handout |
| **Final Consonant Substitution** assesses your child’s ability  to manipulate the last sound in a word to make a new  word.  Example: Your child sees “fa\_” and is asked to  select and place the correct letter in the blank to make  the word fad. Child moves the letter d to the blank space. | * Assist with attention to task * Report to teacher which item student selects   Or optional if parent has paper copy, show results | * Computer or smartphone * Link provided by teacher for web conferencing tool * Optional: handout |
| **Middle Consonant Substitution** assesses your child’s  ability to manipulate the middle sound in a word to make  a new word.  Example: Your child sees “b\_g” and is asked  to select and place the correct letter in the blank to make  the word bug. Child moves the letter u to the blank  space. | * Assist with attention to task * Report to teacher which item student selects   Or optional if parent has paper copy, show results | * Computer or smartphone * Link provided by teacher for web conferencing tool * Optional: handout |
| **Initial Blending Substitution** assesses your child’s ability  to combine two consonants together at the beginning of  a word to make a new word.  Example: Your child sees “\_am” and is asked to select and  place the correct letters in the blank space to make the  word slam. Child moves the letter s and l to the blank space. | * Assist with attention to task * Report to teacher which item student selects   Or optional if parent has paper copy, show results | * Computer or smartphone * Link provided by teacher for web conferencing tool * Optional: handout |
| **Blends in Final Position** assesses your child’s ability to  combine two consonants together at the end of a word to  make a new word.  Example: Your child sees “be\_” and is asked to select and  place the correct letters in the blank space to make the  word belt. Child moves the letter l and t to the blank space. | * Assist with attention to task * Report to teacher which item student selects   Or optional if parent has paper copy, show  results | * Computer or smartphone * Link provided by teacher for web conferencing tool * Optional: handout |
| **Word Reading Sets 1-4** assess your child’s ability to read  words by sounding them out rather than knowing the  whole word from memory. This is a more advanced skill  that leads to reading success. Your child may be given  different sets of words, from easiest (Set 1) to hardest (Set  4).  Example: Your child is asked to read a word such as  pet, moth, breed, or cloud. | * Assist with attention to task * Assist with asking student to restate if the answer is inaudible | * Computer or smartphone * Link provided by teacher for web conferencing tool |
| **Reading Fluency Stories 1-6** assess your child’s ability to  read fluently, which takes into account speed, accuracy,  and expression. The ability to read fluently has a great  impact on the ability to comprehend text.  Example: Your child is asked to read two stories while the  teacher tracks how many correct words your child reads  per minute. | * Assist with attention to task * Help child start to read when teacher prompts ‘start’ since the teacher must also set a timer. | * Computer or smartphone * Link provided by teacher for web conferencing tool |
| **Reading Comprehension Stories 1-6** assess your child’s  ability to read and understand text. This includes  understanding words and groups of words, figuring out  the meaning of what they are reading, and drawing  conclusions.  Example: Your child reads two stories, then  is asked to recall details of the story and infer meaning  about vocabulary words and events, such as “Where  does the dog go?” or “When the story says, ‘Julia’s class  is collecting money for an animal shelter,’ what does the  word collecting mean?” | * Assist with attention to task * Assist with asking student to restate if the answer is inaudible | * Computer or smartphone * Link provided by teacher for web conferencing tool |
| **Listening Comprehension Stories 1-6** assess your child’s  ability to understand a story that is read to them. Strong  listening comprehension is a good predictor of reading  comprehension.  Example: The teacher reads two stories,  then asks your child to recall details of the story and infer  meaning about vocabulary words and events, such as  “Where does the dog go?” or “When the story says,  ‘Julia’s class is collecting money for an animal shelter,’  what does the word collecting mean?” | * Assist with attention to task * Assist with asking student to restate if the answer is inaudible | * Computer or smartphone * Link provided by teacher for web conferencing tool |
| **Reading Accuracy Stories 1-6** assess your child’s ability to  read text accurately.  Example: Your child is asked to read  two stories while the teacher notes any errors made  while reading | * This is scored by teacher. Child and parent do not see screen or participate. |  |