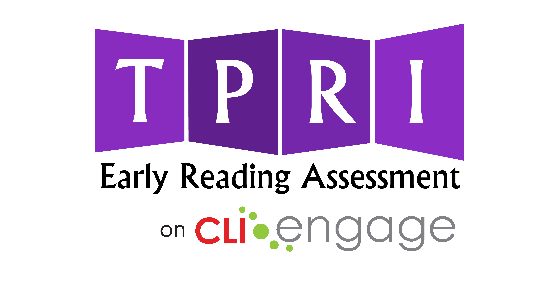
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**Sample e-mail or text to parent for assessments:**

\*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 2nd Grade Assessment Measures: [English & Spanish](https://cliengage.org/public/wp-content/uploads/sites/10/2020/08/TPRI_Grade2_Combined_Descriptions-of-Assessment-Measures_-EnglishSpanish.pdf)

|  |  |  |
| --- | --- | --- |
| **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?** |
| **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 fold. | * 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 |
| **Spelling Sets 1-4** assess your child’s ability to use  letters and letter sounds to write words. Trying to spell  words requires many skills including listening to words,  understanding the sound of the letters in the word, and  forming the letters in the word from left to right. It is  highly related to later success in reading and writing.  Your child may be given different sets of words, from  easiest (Set 1) to hardest (Set 4).  Example: Your child is asked to write a word such as past, sleep,  share, and tugging. | * Assist with attention to task | * Paper/ pencil * Computer or smartphone * Link provided by teacher for web conferencing tool |
| **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 steam, boat, pulled, and height. | * 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 did Robin and her dad go?” or “What makes  raccoons good climbers?” | * 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 did Robin and  her dad go?” or “What makes raccoons good climbers?” | * 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. |  |