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

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!

**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 TX-KEA Assessment Measures: [Download English](https://cliengage.org/public/wp-content/uploads/sites/10/2020/07/TX-KEA_Descriptions-of-Assessment-Measures_-EnglishAssessment-1.pdf) | [Download Spanish](https://cliengage.org/public/wp-content/uploads/sites/10/2020/07/TX-KEA_Descriptions-of-Assessment-Measures_-SpanishAssessment-1.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?** |
| **Vocabulary** assesses your child’s ability to recognizeand name pictures of certain objects.Vocabulary knowledge reflectschildren’s past experiences and growing knowledgeof the world around them and is one of the mostimportant predictors of later reading success.Example: A picture of a lamp appears on the screen, and your child says “lamp”This assessment will take 1 minute. | * Assist with attention to task
* Assist with restating what student says if answer is inaudible
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool

 |
| **Letter Names** assesses your child’s ability to recognize, identify or name uppercase and lowercase letters. Knowing the names of letters is one part of letter knowledge that is an excellent predictor of reading success.Example: The letter “t” appears on the screen, and your child says “t”.This assessment will take 1 minute | * Assist with attention to task
* Assist with restating what student says if answer is inaudible

\*Spanish –Report which item student selects | * Computer or smartphone
* Link provided by teacher for web conferencing tool

l |
| **Spelling** assesses your child’s early ability to use letters and letter sounds to write words. Attempting to spell words requires many skills including listening to simple words, understanding the sound of the letters in the word and then forming the letters in the word from left to right. It is highly related to later success in reading and writing.Example: Your child hears the word “hat”, sees a picture of a hat and then writes the word.This assessment will take 7-10 minutes. | * Assist with attention to task
* Share written responses w/ teacher (teacher can screenshot results via web conferencing tool or parent can send photo to teacher)
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
* Writing utensil, paper

Optional:[Spelling Form English](https://cliengage.org/public/wp-content/uploads/sites/10/2017/08/1_Spelling_St_Form_En-1.pdf)[Spelling Form Spanish](https://cliengage.org/public/wp-content/uploads/sites/10/2017/08/1_Spelling_St_Form_Sp-1.pdf) |
| **Listening Comprehension** assesses your child’s ability to understandInformation that is spoken and then follow the directions he or she heard. Listening comprehension is important because it leads to reading comprehension.Example: Your child hears instructions to touch the balloon after it changes color and then *waits* to touch the balloon once it changes colors.This assessment will take 5 minutes | * Assist with attention to task
* Report when the student selects the item to the teacher
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
 |
| **Letter Sounds (receptive)** assesses your child’s ability to hear and then match the letters of the alphabet to the sounds they make. Knowing that each letter makes a sound is a part of letter knowledge which is an excellent predictor of reading success.Example: Your child hears the letter sound /d/ and points to the letter “d”.This assessment will take 1-2 minutes | * Assist with attention to task
* Report which item student selects to teacher
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
 |
| **Letter Sounds (expressive)** assesses your child’s ability to say the sounds the letters of the alphabet make. The ability to identify and say the sound a letter makes is a part of letter knowledge that is an excellent predictor of reading success.Example: The letter t appears on t he screen and your child says, “t.”N/A BOY | * Assist with attention to task
* Report which item student selects to teacher
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
 |
| **Blending (receptive)** assesses your child’s ability to hear and identify the blended or combined sounds that make a word. It is necessary for children to be able to hear how individual sounds make up words when learning to read and write.Example: Your child sees four pictures and hears the names of the pictures: bat, baby, backpack and ball. Your child is asked to point to the picture that puts together the sounds /b/ and /all/ and points to the picture of the ball.This assessment will take 5 minutes. | * Assist with attention to task
* Report which item student selects to teacher
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
 |
| **Blending (expressive)** assesses your child’s ability to blend parts of a word or individual sounds to make a word. This skill is necessary for children when learning to read and write.Example: Your child is asked to put together the sounds /r/, /o/, /b/, /o/, /t/ and says the word “robot”.NA BOY | * Assist with attention to task
* Assist with restating what student says if answer is inaudible
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
 |
| **Decoding** assesses 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.Example: Your child sees the printed letters l-a-p and says the word “lap”.N/A BOY | * Assist with attention to task
* Assist with restating what student says if answer is inaudible
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
 |
| **Math -** Part 1 assesses your child’s knowledge of math skills. Knowing these skills sets are the foundation for children to succeed with more complex math skills as they get older.Example: Your child is asked to count, identify numbers, and add and subtract.This assessment will take 2-3 minutes | * Assist with attention to task
* Assist with restating what student says if answer is inaudible
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
 |
| Math – Part 2 assesses your child’s knowledge of math skills. Knowing these skills sets are the foundation for children to succeed with more complex math skills as they get older.Example: Your child is asked to recognize numbers, patterns, and ordinal numbers or the position of an object in a series.This assessment will take 2-3 minutes | * Assist with attention to task
* Report which item student selects to teacher
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
 |
| **Science and Engineering** assesses your child’s understanding of physical sciences, life sciences, earth and space sciences and the engineering applications of science. Exposing young children to science and engineering topics can make the most out of their natural curiosity about the surrounding world.Example: Your child sees three pictures: a cup, a mirror and a flower and picks the flower when asked which one of these is living.This assessment will take 5-7 minutes. | * Assist with attention to task
* Report which item student selects to teacher
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
 |
| **Academic Motor Skills** assess your child’s ability to independently complete daily tasks that are required for successful completion of school activities and basic functioning in the school environment.Example: The teacher records “not observed”, “delayed” or “typical for age” when observing your child’s ability to hold a pencil correctly, use scissors, sort and independently manage his or her own toileting, dressing and feeding needs.This assessment will take 5 minutes | * Parent to report answers via computer or smartphone
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool

\*If parent answers I don’t know, answer **“not observed”** and revisit this conversation after sharing what is being observed for this taskOptional: [FineMotor\_Parent](https://cliengage.org/public/wp-content/uploads/sites/10/2018/09/KEA_Fine_Motor_Skills_Parent.pdf) |
| **Social and Emotional Competence** assesses your child’s social and emotional skills that enable your child to be successful in the classroom and school environment.Example: The teacher records “rarely”, “sometimes”, or “consistently” when observing your child’s ability to ask for help, join activities, initiate conversations, engage in activities, take pride in accomplishments and recognize and name his or her own feelings and the feelings of others.This assessment will take 5 minutes | * Parent to report answers via computer or smartphone
 | Parent interview via phone or web conferencing tool in useSocial & Emotional with consideration for home learning environment\*If parent answers *I don’t know*, answer ***rarely***Optional: [Social Emotional Competence\_Parent](https://cliengage.org/public/wp-content/uploads/sites/10/2018/09/KEA_Social_Emotional_Development_Parent.pdf) |
| **Emotion Management** assesses your child’s ability to manage his or her own emotions and respond appropriately to an emotional experience. Emotion Management rates behaviors that may hinder your child’s success in the classroom and school environment.Example: The teacher records “rarely”, “sometimes”, or “consistently” when assessing whether or not your child dominates interactions, has temper outbursts, is inappropriate or hostile with peers or is unable to wait when attempting to get the attention of an adult or peer.This assessment will take 5 minutes | * Parent to report answers via computer or smartphone
 | Parent interview via phone or web conferencing tool in useSocial & Emotional with consideration for home learning environment\*If parent answers *I don’t know*, answer ***rarely***Optional: [Emotion Management\_Parent](https://cliengage.org/public/wp-content/uploads/sites/10/2018/09/KEA_Emotion_Management_Parent.pdf) |
| **Working Memory** assesses your child’s ability to process and remember one to three pieces of information at a time. Working Memory assesses part of a set of skills known as executive functioning or skills your child uses to plan, problem solve, and follow classroom and school rules.Example: Your child sees two pictures side-by-side that are the same except one has a bird on it. The bird disappears, and when asked which picture the bird was on, your child picks the picture the bird was on.Due to the amount of **In the Moment** communication required by the parent or at-home learning partner coupled with the attentional skills needed for the Executive Function, the accuracy of the data collected may be hindered. | * Assist with attention to task
* Report which item student selects to teacher
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
 |
| **Inhibition** assesses your child’s ability to withhold, or inhibit, a response or action. Inhibition assesses part of a set of skills known as executive functioning, or skills your child uses to plan, problem solve, and follow classroom and school rules.Example: Your child only touches or clicks on the butterflies that appear on the screen and ignores the bees that appear.Due to the amount of **In the Moment** communication required by the parent or at-home learning partner coupled with the attentional skills needed for the Executive Function subtests, the accuracy of the data collected may be hindered. | * Assist with attention to task
* Report which item student selects to teacher
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
 |
| **Attention** assesses your child’s ability to stay on task and focus their attention. Attention is part of a set of skills known as executive functioning, or skills that children use to plan, problem solve, and follow classroom and school rules.Example: Example: Your child is shown a group of five pictures including a block, a teddy bear, a shovel, a hat, and shoe. Your child is then shown one of these pictures and is asked to pick the matching picture from the group.Due to the amount of **In the Moment** communication required by the parent or at-home learning partner coupled with the attentional skills needed for the Executive Function subtests, the accuracy of the data collected may be hindered. | * Assist with attention to task.
* Report the item student selected to teacher
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
 |