

Immaculate Conception † St. Joseph School Newsletter

www.boscocatholic.org

March 10, 2022

With support from families, we respect and encourage students to reach their potential **Spiritually** by developing a strong relationship with Jesus and knowledge of His church, **Academically** by igniting learning, leadership and life skills, **Physically** by learning about and living healthy habits and **Socially** by becoming active members of the community who serve others as stewards of the Gospel so they are the light of Christ in the world.

MARCH Habit of the Month: **SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD**

- ★ Remember to attend Mass and grab a **bulletin/children's bulletin!** (Have your child write his or her name on it and turn it in on Monday, or turn them all in at the end of the month.)
- ★ Remember to discuss seeking to understand, then to be understood as a family!
- ★ How is your child living Habit 5: "Seek First to Understand, Then to Be Understood" at home based on some of the key concepts we have been learning about this month?

Dear ICSJ families,

Today your child heard from our school counselor about some exciting next steps she is taking in her life. She has the opportunity to move out of state along with her significant other as they both pursue their career goals.

While this news is very exciting for her and we all wish her the best, we also recognize that the children, that have grown so close to her, may experience feelings of sadness, grief, and possibly anxiousness over who will fill Ms. R's shoes.

We want you to be prepared for this when your children get home. We encourage you to help them focus on joy and support for Ms. R and excitement for who may join us next as a school counselor while acknowledging that it's ok to feel a little sad. Staying focused on the positive, however, will help the transition more than living in the sadness of her departure.

We will begin the process right away of searching for a new school counselor. God brought us Ms. R and He will lead the right person to us again!

We will certainly miss the energy, kindness, caring, and wisdom that Ms. R brought to our school but above all else we wish her the very best on her new adventure! That's what we do for those we love!

Conference Sign Up

The online conference scheduler will close this Sunday, **March 13 at midnight.** Instructions for scheduling your conferences online were emailed out. They may also be found in last week's newsletter.

Conferences are March 14 and 15. No school March 17 and 18.

After scheduling your conferences, please print or write down your conference schedule. You will not be able to go back to the scheduler after March 13.

No School tomorrow, March 11 - Professional Development Day

No Waterloo buses - March 14, 15, 16. Parents will need to provide transportation for their students. Our Bosco bus will run the transfer route to & from preschool. The first bell rings at 7:20am, students are tardy if not in their classroom by 7:30. IC dismisses at 2:25. No classes at BCSS March 17 & 18.



Please send all newsletter items to icsjnewsletter@boscocatholic.org by 3:00pm on Wednesday, March 15.



From Ms. Rutherford...

Hi families!

This newsletter article comes with both sadness and excitement. My boyfriend was offered an incredible job in Texas to work with the Army and has asked me to move with him. I am extremely grateful for this opportunity and excited for the future that it may bring us, while also feeling sadness at the same time. The last three years at Bosco have been such a blessing in my life. I have met and worked with the most incredible students, families, and staff. During this time, I have created friendships that will last a lifetime, worked with supportive administrators and families, and have felt so much love from each and every one of my students. I appreciate the support and welcoming I received when I first arrived here and have felt "at home," ever since. I will miss our small town Iowa community and our small school where I got to know each and every student on a more personal level. Forever will I be grateful for Bosco: the place where I first started as a school counselor and the place where I grew in faith, in my career, and through my own personal journey.

I want to thank you and your kiddos and the rest of the staff at Bosco for the support you have given me during my time here. I have had the most wonderful experience and appreciate the opportunities I have been given here. I shall ensure that the rest of my time here working will be spent following through with expectations, providing social-emotional support, and continuing to love our students! Bosco will forever have a special place in my heart and your kiddos truly filled my bucket every single day. Please pray for me on this upcoming new adventure and know I will always be praying for my Bosco friends and this community.

With love,
Ms. R

Daddy Daughter Dance

- Friday, March 11, 2022 from 6:30pm-8:00pm in Saint Mary Center
- Girls can bring Dad, Grandpa, Uncle or other special guest
- This event is open to all ages from BCSS and St. A, as well as friends and family
- Tickets are \$5.00 per person. A flyer was sent home with your daughter. Please RSVP if you plan to attend by returning the flyer to school
- Hosted by the Fun Run Committee

Test/Assessment Information

Do you have questions about ISASP, MAP, FAST tests/assessments? Frequently Asked Questions and other information about these tests may be found below.



Peace • Love • Mya Strong

Hello Families!

We want to share some news about one of our middle school students. Mya Bauwens is an 8th grade student. Some of you might know that the

summer before Mya started third grade she was diagnosed with a brain tumor. They were able to remove the tumor and over time Mya has returned to normal life. Mya has continued annual checkups. Unfortunately at Mya's checkup in November, doctor's discovered that the tumor had returned. Doctors believe that the tumor is not cancerous. Mya is again going to have surgery to remove the tumor. That surgery will take place in April. Mya shared her story with her classmates. Middle school teachers shared her story with the 6th & 7th grade students and middle school parents. Mya's brother, Colton is in 5th grade and she has cousins in kindergarten and 2nd grade, so we share this with our Bosco family asking for prayers for Mya and her family.

If you would like to donate or help Mya and her family, Mya's aunt, Jess Brickley, has designed a t-shirt. All proceeds from sales will go to Mya's family. The link is below, as well as the Go Fund Me page for Mya. Students may wear the Mya Strong t-shirts (with uniform pants) on Wednesdays for the rest of the school year.

[Mya Strong](#) [Go Fund Mya](#)

Give your child(ren) an extra big hug tonight!

March 16 Prayer Service for Ukraine

The current war in Ukraine is cause for great concern for the whole world. Pope Francis has encouraged us to pray for peace. Archbishop Jackels will preside at a live-streamed Archdiocesan prayer service at St. Raphael Cathedral on Wednesday, March 16 beginning at 6:30pm and concluding at 7:30pm. Join us for part or all of the prayer service. A collection to assist the refugees of Ukraine will be announced. Let us pray for peace! To participate virtually, visit www.dbqarch.org/live-broadcasts.

Tuition Assistance

Filling out the STO application has never been easier. Step by step instructions may be found in last week's newsletter.

The FACTS application needs to be completed no later than April 15, 2022. The online FACTS application can be found at <https://online.factsmgt.com/aid>

PK-8 Class Composites are being sent home today.



STAFF SHOUTOUTS



Parents, we have a great opportunity for you to give our staff a shoutout at our Appreciation Stations. During conferences, please take a minute with your child to stop at our Appreciation Stations (located by the main entrance) and write down a positive message to our teachers and staff. These will be distributed to staff to show them the gratitude our student body and families have for them! Our PTO is dedicated to making our teachers and staff feeling appreciated and this is a way for YOU to help!
"Kindness is a gift everyone can afford to give." -Unknown



2022-2023 Kindergarten and Preschool

We are gathering numbers for our 2022-2023 kindergarten and preschool classes. If you have a child who will be entering kindergarten or preschool next year, or if you know of someone who has a child, please fill out the form in this newsletter and return to the school office.

Nurse's Notes

This weekend we "spring" ahead. Officially we lose an hour of usual sleep time. Next week is also National Sleep Week. This may be the time to review your sleep habits. We should try the best we can to stick to a schedule. That would mean not staying up late or sleeping in on weekends. Limit caffeine intake. If you find you need a "pick me up" mid afternoon try going for a walk. The activity will help refresh you. Try to have a bedtime routine. Turn off electronics. Try reading. Try to incorporate relaxation into your routine by yoga or meditation. Try to exercise daily. It is not recommended to exercise too close to bedtime. If you find you are not able to fall asleep or wake up during the night, try writing down your thoughts. Figure out what is running around in your head. School age children should be getting 9-12 hours of sleep a night, teens 8-10 hours and adults 7 or more according to the CDC. Unplug, unwind and head to bed. Marianne Hickey RN

Boys & Girls JH Track

There is a signup sheet for anyone interested in JH Track. This is for any boy or girl in 7th & 8th grade. The signup sheet is located on the wall by the water fountain in the high school. My email is kueckertravis@gmail.com or call me at 319-596-5292 if you have any questions.
Coach Travis Kuecker

Teacher Appreciation Week

Our PTO is gearing up for Teacher Appreciation Week and we need your help to make it great for our teachers! We are looking for gift cards to anywhere local for a fun surprise. These can be in any increment, big or small, to any shop, restaurant, gas station, etc. Part of the fun will be the variety of retail places and dollar amounts. Please turn in your gift card donations to the main office clearly labeled "TAW Gift Card." We will be collecting gift card donations through April 22. Any donation will be greatly appreciated! More information about Teacher Appreciation Week will be coming. Thank you for supporting our amazing teachers!

*If you have questions or would like to help with Teacher Appreciation Week in other ways, please contact Crystal Frost @ cfrost@boscocatholic.org

Jr. Don's Baseball

If your son is interested in playing baseball this year, please reach out to one of the contacts listed below. The league includes various teams from neighboring towns. Games are held on Tuesday/Thursday nights and usually for the months of May and June. Practices would start in the near future. The 3rd/4th team contact is Kurt Schmitz @ 515-460-8989 and the 5th/6th team contacts are Diana Lindquist @ 319-269-7333 and Andy Frost @ 319-239-0368. Please let us know as soon as possible to work on teams/numbers. Thank you!!

Lady Don's Softball

We are working on coordinating the Lady Dons Softball Season for the spring/summer. If your daughter is in 1st through 6th grade and interested in playing please send an email to Ladydons22@yahoo.com with the following information as soon as possible and no later than April 1. Player Name, current grade, parent contact information: names, phone/ email.

Here is an idea of the season based on past years:
Home field: Pint Softball Complex in Raymond - Practice: starting mid April on M/W - Games: starting mid May M/W through end of June
Equipment: each player will need a glove, face mask, cleats (more information to come on requirements for face mask and glove size)
Fees: player season fees are based off final cost of umpires, field rental, equipment replacement and uniform needs.

GRW T-Ball and Pitching Machine League

Volunteers Needed! This program would not be possible without the time and talent of many generous volunteers! We are looking for responsible and enthusiastic people to join our committee to help us plan and coordinate this season and future seasons of T-Ball and Pitching Machine league. No baseball or softball experience is required. Please contact Erin Hogan (319-830-1672) or Crystal Frost (319-215-9599) or Andy Frost (319-230-0368). We looking forward to working with you!



We are beginning to prepare for the 2022-2023 school year!

It's time to **RESERVE** your child's **spot** in our
3 year old, 4 year old, or kindergarten program.

If you know of someone who has a 3 year old, 4 year old, or kindergartner,
please let us know or share this form with them!

Our after school program (ABC) will be available for all 3 and 4 year olds enrolled in our full day
classes. ABC is open to PK-5 students.

Grade in 2022-2023: (circle one)

Kindergarten

Preschool 4 yr old

Preschool 3 yr old

Please circle the 4 year old option you are interested in:

M-F 7:30-2:15

M-W-F 7:30-2:15

M-F 7:30-10:30

Please circle the 3 year old option you are interested in:

M-F 7:30-2:15

M-W-F 7:30-2:15

M-F 7:30-10:30

M-W-F 7:30-10:30

Child's Name: _____ Male Female (circle one)

Child's Date of Birth: _____

Parent Names: _____

Street Address, PO Box: _____

City, Zip: _____

Phone: _____

Email Address: _____

Catholic Non-Catholic (circle one) Parish registered: _____

Dear Family,

The following pages show you how to interpret the Individual Student Report, which summarizes your student's performance on the most recent administration of the Iowa Statewide Assessment of Student Progress (ISASP). The ISASP is intended to provide information to schools and families on how students are performing on the Iowa Core Academic Standards.

Page 1 of the report shows an overview of how your student performed on each subject test of the ISASP. There is a scale score for the subject test, performance graphic of the scale score, and achievement level based on the scale score. A description of your student's performance provides more information about the knowledge and skills of typical students at your student's achievement level.

Page 2 of the report shows how your student performed on the Iowa Core Domains associated with each subject test. The domains are content-specific areas of focus for the subject. Domains are listed for each subject test, and the percentage of questions your student answered correctly for each domain is also given.

Page 3 of the report shows how your student performed on the current administration of the ISASP compared to scores your student earned in previous years. This graph supports discussions about your student's growth as reflected in changes in scores over time.

Page 4 shows how your student performed on the Writing test. Your student's scores in the four areas (Prompt Task, Development, Organization, and Language Use) are presented, along with the average scores of your school district. Also, test results are presented in a Depth of Knowledge (DOK) framework. Each test item is associated with a DOK indicating the type and level of thinking and reasoning required of the student. A fraction indicating the points your student earned out of the total points possible in each DOK level is displayed.

As you review the ISASP results, take time to talk about the results with your student. Ask questions and get feedback from your student on academic areas of strength, what additional supports will help, and what engages your student in the classroom. Reach out to your school with this feedback and the ISASP results to find out more on how to continue to help your student's progress.

Sincerely, Iowa Testing Programs



ISASP IOWA STATEWIDE ASSESSMENT of STUDENT PROGRESS

The ISASP is the new statewide assessment aligned with the Iowa Core Standards. It provides a clear and accurate assessment of student learning outcomes that is relevant and actionable for the students, parents, educators, and the state. This guide explains how to read the **Individual Student Report**.

Individual Student Report

Page 1 of 4

1 The top of the report includes the ISASP logo, the student's name (FIRSTNAME LASTNAME-ELAMATHSCI), STATE ID# (0123456789), SCHOOL NAME (5678), DISTRICT NAME (1234), SPRING 2019, and GRADE 5.

The State of Iowa is committed to delivering a high quality assessment for its students. The Iowa Statewide Assessment of Student Progress (ISASP) is aligned with the Iowa Core Academic Standards. These results will provide educators, parents, and students important information about student performance that can be used to guide learning to best help each student.

Overview of how FIRSTNAME performed on the ISASP

ENGLISH LANGUAGE ARTS TOTAL Scale Score: **475** Achievement Level: **PROFICIENT**

The English Language Arts (ELA) Total scale score is the combination of your Reading (999) and Language/Writing (999) scale scores.

A student at this level has the knowledge, skills and abilities to be proficient in ELA. This may include the ability to read, comprehend and analyze literary and informational texts. This may also include the ability to write coherent pieces that are appropriate, organized, and use standard English. Page two of this report provides information about your student's performance in the domains of ELA.

More information about your student's English Language Arts Total score can be found at <http://iowa.pearsonaccessnext.com/>.

MATHEMATICS Scale Score: **410** Achievement Level: **NOT YET PROFICIENT**

A student at this level has not demonstrated the knowledge, skills and abilities to be proficient in Mathematics. Page two of this report provides more information about your student's performance in the domains of Mathematics.

More information about your student's Mathematics score can be found at <http://iowa.pearsonaccessnext.com/>.

SCIENCE Scale Score: **551** Achievement Level: **ADVANCED**

A student at this level has the knowledge, skills and abilities to be advanced in Science. This student is using the Science and Engineering Practices and Cross-Cutting Concepts demonstrating an analytical understanding of life, physical, and earth/space science. The student communicates core ideas and concepts using the complex practices of science. Page two of this report provides information about your student's performance in the domains of Science.

More information about your student's Science score can be found at <http://iowa.pearsonaccessnext.com/>.

<http://iowa.pearsonaccessnext.com/>
Page 1 of 4

1. STUDENT INFORMATION

The student's name, Iowa Student State ID, school, district, and grade appear at the top of the first page.

2. PERFORMANCE METER

The Performance Meter provides a graphic of the student's Achievement Level. The score ranges for each achievement level are displayed below the graphic.

3. SCALE SCORE

The Scale Score is a score that allows comparisons across grades and years.

4. ACHIEVEMENT LEVEL

The Achievement Level indicates the student's performance on the test and provides a general explanation of what the student knows and is able to do.

5. DESCRIPTION OF PERFORMANCE

The Description of Performance is an explanation of the student's understanding of content specific to grade level.

*Note: If you do not see scores for a listed test, please contact your student's school for more information. More information regarding the ISASP and Individual Student Report can be found at <http://iowa.pearsonaccessnext.com/>



Individual Student Report

Page 2 of 4

ISASP SPRING 2019	GRADE 5	FIRSTNAME LASTNAME-ELAMATHSCI STATE ID# 0123456789
----------------------	---------	---

DOMAIN SCORES

Domain scores can provide insight into your student's strengths and opportunities for improvement. In the tables below your student's domain scores are displayed as the percent correct in each category.

6

ELA-READING Domain Scores Student's Percent Correct

Key Ideas and Details	82%
Craft and Structure	60%
Integration of Knowledge and Ideas	57%

ELA-LANGUAGE/Writing Domain Scores Student's Percent Correct

Research to Build and Present Knowledge	37%
Production and Distribution of Writing	83%
Text Types and Purposes	36%
Conventions of Standard English / Knowledge of Language	88%
Vocabulary Acquisition and Usage	42%

7

MATHEMATICS Domain Scores Student's Percent Correct

Operations and Algebraic Thinking	40%
Number and Operations in Base Ten	60%
Number and Operations - Fractions	79%
Measurement and Data	48%
Geometry	57%

SCIENCE Domain Scores Student's Percent Correct

Life Sciences	84%
Physical Sciences	92%
Earth and Space Sciences	80%

<http://iowa.pearsonaccessnext.com/>
Page 2 of 4

6. IOWA CORE DOMAINS

The Iowa Core Domains are grade- and content-specific areas of focus that are tested. For example, *Key Ideas and Details* is a domain in grade 5 Reading.

7. PERCENT CORRECT

The Percent Correct provides the percentage of questions the student answered correctly in each Iowa Core Domain.

The ISASP assesses:

- **Reading**
For Grades 3 - 11
- **Language and Writing**
For Grades 3 - 11
- **Mathematics**
For Grades 3 - 11
- **Science**
For Grades 5, 8, and 10



Individual Student Report

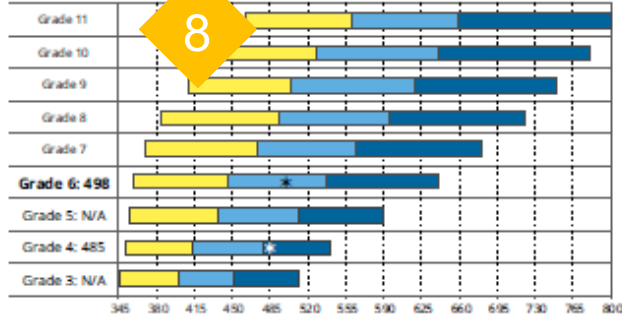
Page 3 of 4

ISASP SPRING 2021 GRADE 6 FIRSTNAME LASTNAME-ELAMATH STATE ID# 0123456789

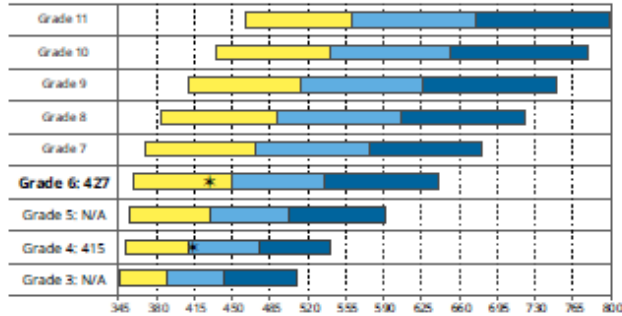
GROWTH

Growth is determined by comparing a student's scale score from a previous year with this year's scale score. The bar graph below displays the range of scale scores associated with each achievement level for the grades in which the ISASP is administered. Your student's scale scores are marked on the corresponding bar graph with a * (star).

ENGLISH LANGUAGE ARTS



MATHEMATICS



ACHIEVEMENT LEVELS: NOT YET PROFICIENT PROFICIENT ADVANCED

<http://iowa.pearsonaccess.com/>

Page 3 of 4

8. GROWTH

The Growth page provides information on the student's current score and any scores associated with previous administrations of the ISASP.

The colored bars indicate the three achievement levels, and your student's scale scores are marked on the bar graph with a * (star).

The scale scores within each subject area are on a common scale and may be directly compared to determine how a student's performance has changed over time.



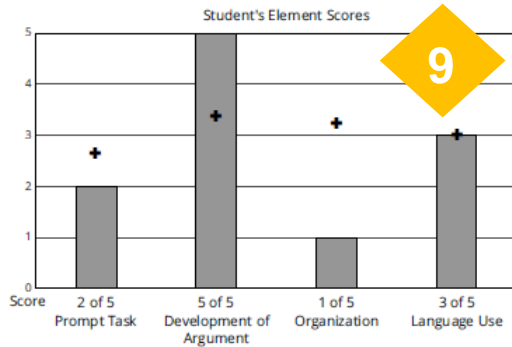
Individual Student Report

Page 4 of 4

ISASP FIRSTNAME LASTNAME-ELAMATH
SPRING 2021 GRADE 6 STATE ID# 0123456789

WRITING RUBRIC SCORES

Your student's essay was scored on four independent elements of writing: Prompt Task, Development, Organization, and Language Use. Specific descriptions of each score point associated with each element may be found online (<http://iowa.pearsonaccess.com/rubrics/>). The graph shows the scores your student earned on each element. The + (plus) indicates the district Average Score for each element.



DEPTH OF KNOWLEDGE (DOK)

Each item on the ISASP is identified with a depth of knowledge (DOK) level. DOK, or cognitive complexity, reflects the type and level of thinking and reasoning required of students when interacting with a particular item. The table displays a fraction indicating the points your student earned out of the total points possible in that DOK level.

Student's Points Earned / Total Points Possible

	ELA- READING	ELA - LANGUAGE/ WRITING	MATHEMATICS
Essential Competencies (DOK 1)	7 / 10	6 / 12	6 / 18
Conceptual Understanding (DOK 2)	10 / 17	7 / 13	5 / 11
Extended Reasoning (DOK 3)	4 / 7	3 / 8	3 / 10

<http://iowa.pearsonaccess.com/>
Page 4 of 4

9. WRITING RUBRIC

Student essays are scored on four independent elements of writing:

- Prompt Task
- Development
- Organization
- Language Use

The graph shows the scores your student earned on each element. The + (plus) indicates the district Average Score for each element.

Your student's scores, and their comparisons to the district averages, may indicate areas of strength and areas in need of improvement.

10. DEPTH OF KNOWLEDGE

Depth of Knowledge (DOK) reflects the type and level of thinking and reasoning students require to respond to a test question. (DOK 3 indicates a higher degree of cognitive complexity than DOK 1). The table displays fractions indicating the points your student earned out of the total points possible in that DOK level.

The ISASP informs students, parents, educators, and the state, on how Iowa students are performing on the Iowa Core Standards. It is intended to provide helpful information on areas in which students are performing well and areas in which they may need additional support. Students and parents are encouraged to review the results from the Individual Student Report and reach out to their schools for additional feedback.

MAP® (Measures of Academic Progress®)

Frequently Asked Questions

MAP assessments are computer adaptive achievement tests in Mathematics, Science, Language, and Reading.

1. What are computer adaptive tests?

The computer adjusts the difficulty of the questions so that each student takes a unique test. The difficulty of each question is based on how well the student has answered previous questions.

2. What tests does my student take?

Students are assigned to take MAP based on grade level.

K-1 students complete reading and math

2-8 students complete reading, math, and language

4th and 7th grade students also complete a science component

3. What is the purpose of the Measures of Academic Progress (MAP) assessment?

MAP is a norm-referenced measure of student growth over time. This means it compares your student's scores with scores from a preselected population. MAP assessments, joined with other data points, provide detailed, actionable data about where each child is on his or her unique learning path. MAP assessments differ from other data sources used by the ICSJ to inform instruction by being nationally normed, by tracking student progress throughout a year and across school years, and by providing specific areas in which students show strengths and show areas for improvement.

4. What are the uses of MAP?

MAP tests are based on a continuum of skills in Mathematics, Reading, Language, and Science from low skill levels to high skill levels. MAP assessments help teachers identify the instructional level of the student and also provide context for determining where each student is performing in relation to local or state standards and national norms. MAP reports allow teachers to better target instruction based on students' strengths and needs.

5. What is the testing window for ICSJ?

In order to track growth during the school year, students in grades 1 through 8 are assessed two or three times: namely, in the beginning (Fall), middle (school-based decision, Winter), and end of the school year (Spring). Although the tests are not timed, the typical length of time for the MAP test (Grades 2-8) is 1 hour per content area. K-1 tests take from 15 to 30 minutes to complete. The length of the test varies because of the adaptive nature of the test.

6. How is progress measured?

MAP assessments are used to measure a student's growth in Mathematics, Reading, Language, and Science. The Fall assessment gathers the baseline (where the student is starting the year at). The Winter assessment measures progress. The Spring assessment measures the students' growth to that point. The scale used to measure a student's progress is called the RIT scale, short for Rasch Unit (Rasch unit). The RIT scale is an equal-interval scale much like inches on a yardstick. It is used to chart a student's academic growth from year to year. The RIT is not a measure of mastery or a grade, rather it provides information about what a student is ready to learn. Based upon the reading RIT score, students see a variety of texts during the assessment, which range in complexity. If students read and understand texts in these levels, a lexile range is calculated based upon their performance. Lexile is one of many ways to measure text complexity.

7. What is a RIT Scale?

The RIT Scale is a curriculum scale that uses individual item difficulty values to estimate student achievement. An advantage of the RIT scale is that it can relate the numbers on the scale directly to the difficulty of items on the tests. In addition, the RIT scale is an equal interval scale. Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale, and it has the same meaning regardless of grade level.

8. Where is there more information about the questions students answer?

It is possible to download a zip file containing documents with sample questions from the various MAP assessments at the following website: <http://www.nwea.org/support/article/1140> The documents illustrate the range of content covered on the various exams and the level of rigor that students can access as they

continue to answer questions correctly. **Please Note:** There is an expectation that the mathematics questions will change over time.

9. What is a Lexile measurement?

Lexile is a unit for measuring text difficulty that is linked to the RIT score. Visit lexile.com to enter Lexile Range and generate appropriate reading lists. For students in grades K-2, please refer to the developmental levels. Other considerations for choosing appropriate text include your child's interests, themes and content of the books, and the purpose for the books. The Lexile scale helps identify reading material that is at an appropriate difficulty level for an individual student. It is important to keep in mind that Lexile does not evaluate genre, theme, content, or interest. Even though a student might be able to read books at a certain Lexile, the content or theme of the text may not be appropriate for that particular student because of his or her age or developmental level.

10. How will teachers use this information?

Teachers use formative assessments, state and local assessments, and MAP data to monitor students' progress and screen students for interventions and enrichment. The MAP reports will provide teachers with additional knowledge of where a student's strengths are and if additional support is needed in any specific area. Teachers will use this information to help guide instruction in the classroom and create flexible groupings to better differentiate lessons based on content. A current goal we are working on as a school is to share the information from the MAP reports with students as a way to demonstrate progress and motivate further growth.

11. Will MAP be used to identify students who need intervention services?

While a low RIT score and/or lack of growth between administrations may suggest the need for academic intervention, ICSJ does not use a single test to identify students for academic intervention. If you are concerned that the overall pattern of your child's performance suggests that she or he may need academic intervention, please contact your child's teacher to discuss your concerns.

12. How are accommodations used during the MAP assessments?

The adaptive nature of the MAP assessment makes it appropriate for students with a wide range of skills and needs. All tests are untimed and additional selected accommodations are permissible. No portion of the reading test will be read to any student. NWEA believes that not reading aloud will reduce the amount of potential bias that can occur. This may cue or miscue the student to particular answer option choice.

13. How accurately does the MAP assess student performance?

Because of many factors, the MAP, like all assessments, might not accurately capture a student's true performance during a single administration. To reflect the influence of variables which might impact a student's performance on a single administration (e.g., illness, lack of sleep, distractions in the test environment), the MAP provides a "RIT

Range.” If the student took the test again reasonably soon after the administration, one would expect his or her score to fall within the RIT Range at least 68% of the time. The RIT Range therefore provides a good approximation of where a student’s true performance lies, in the absence of testing inaccuracies.

14. My student’s winter administration RIT score is lower than his/her fall assessment score. Should I be concerned?

As discussed above, all tests suffer from a margin of testing error and no single administration is likely to capture a student’s true performance. For that reason, the MAP is designed to be given several times a year, to minimize the effects of testing inaccuracies and provide a better picture of a student’s performance by examining the trend of his or her performance over several administrations. A second possible cause for a perceived lack of growth is that the student scored very high on the initial administration and so was more likely to score lower on a second administration, a statistical phenomenon known as “regression to the mean.” For these reasons, MAP data should be used in conjunction with other academic data to develop a comprehensive picture of student achievement.

The MAP tests are designed to assess content normally taught in specific grade bands. Students who are studying content beyond what is assessed by the test may not see improvement. This does not mean that they are not making instructional growth. The MAP assessment may simply not be testing what they have learned.

The final score is an estimate of the student’s achievement level relative to a national sample of students at his or her grade level.

FAST

FAST stands for Formative Assessment System for Teachers, and is an assessment suite developed by the University of Minnesota. FAST has been adopted by schools in 37 states and has over 14 million users.

- The aReading assessment is a computerized test that takes approximately 20-30 minutes and uniquely adapts to your child’s level of learning based on your child’s performance.
- The earlyReading test is individually administered one-on-one in about 15 minutes to your child at a developmentally appropriate level.

Fast is a universal screener. Universal Screening is the process of regularly checking every student’s performance (taking their “temperature”) periodically during the school year. This helps to identify students who are responding well to core instruction (on track), as well as those who may require supplemental instructional support to be successful in school.

FAST aReading™ (Kindergarten–8)

Students complete 30-60 computer-based reading questions that are selected based on the student's grade and skill level. Includes questions related to all reading skill areas. Similar to and comparable with MAPs and ISASP data.

FAST aMath™ (2–8)

Students complete 30 computer-based math questions that are selected based on the student's grade and skill level. Includes questions related to all math skill areas. Similar to and comparable with MAPs and ISASP data.

FAST earlyReading™ (Kindergarten–1)

Students complete four subtests that measure important beginning reading skills related to letter names, letter sounds, as well as nonsense word, sight word, and sentence reading.

FAST earlyMath™ (Kindergarten–1)

Students complete 3 subtests that measure important beginning math skills related to numeral names, number sequences, and quantity discrimination.

FastBridge reports include indicators of student risk for not reaching learning goals. These are known as benchmarks and include indicators for the following levels:

- Advanced: very likely to meet grade-level goals
- Low Risk: likely to meet grade-level goals
- Some Risk: unlikely to meet grade-level goals
- High Risk: very unlikely to meet grade-level goals

This information can be used by schools to identify supports for individual students.

Norms

FastBridge reports include information about a student's performance when compared to other students in the same class, grade, school, and district. In addition, there is information about the student's performance compared to the FastBridge national norms. This information can be used by schools to identify supports needed by groups of students.

FAST assessments help us to determine your child's instructional level and allow us to measure his or her reading growth. Students will take the FAST assessments in the fall, winter and spring this year.