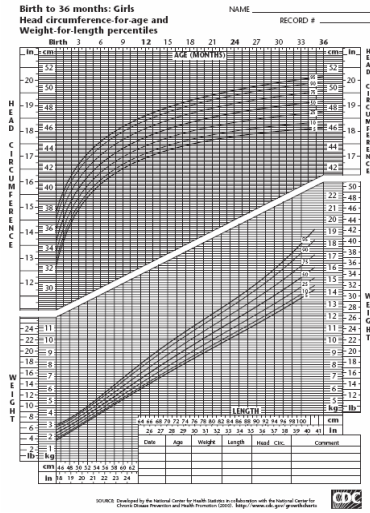




Ensuring Academic Success Through *Well Checks*

Dear Parent/Guardian:

As children develop, we are familiar with charts like the one to the right. Medical professionals regularly weigh our children and measure their height during a *well check*. Typically, this information is recorded on a growth chart. As you know, these charts display how your child compares to other children at the same age and identify individual rates of growth. Monitoring this information assists in determining if our children are developing properly or if there is a need for further information gathering.

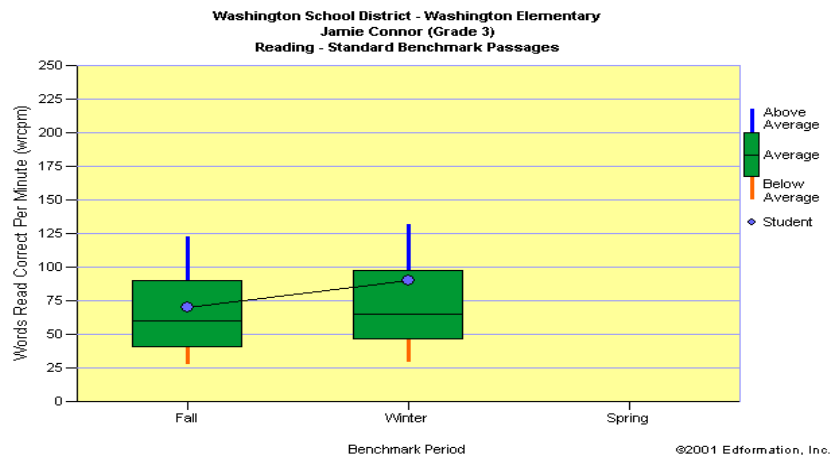


Educationally, successful early reading and mathematics skill development are foundational toward ensuring a child's long-term academic success. Given this importance, your child's school will provide *well check* information three times per year as an indicator of academic growth and progress. This information will be reported in the fall, winter and spring.

For kindergarten students, *well checks* assess letter-naming, letter-sound, number identification, and quantity discrimination fluency. In the winter and spring, kindergarteners' early reading development is assessed by reading primer level connected text aloud. Similarly, first through fifth grade students read grade-level passages aloud; *well check* measurement consists of the number of words read correctly per minute. This is an outstanding overall indicator of global reading achievement. At the first through fifth grade levels, the mathematics *well checks* assess computational and applied skill development. Administrators and teachers use this information to assist with instructional planning. This information assists differentiated instructional planning for students that are above or below average relative to peers. In addition, depending on your child's elementary school of attendance, you may receive additional data in the areas of reading comprehension, applied mathematics problem-solving, writing, and/or spelling. The *well check* information for your child will be displayed on a chart similar to the example below. See the addendum to this document for a brief description of all measures.



INDIAN PRAIRIE SCHOOL DISTRICT



The above example chart displays an individual student's reading achievement compared to other classmates in the same grade across the district during fall and winter data collection. The average range is represented by scores between the bottom and top horizontal lines of the dark gray rectangles. The single horizontal line inside the dark gray rectangle represents district-wide median performance. In the example above, the average range in the fall extends from approximately 40 to 90 words read correctly. The median performance level is approximately 60 words read correctly.

In this example, the number of words read correctly is indicated by a circle. Scores that fall on or above the vertical line that extends above the top horizontal line fall within the above average range relative to district peers. Scores on or below the vertical line that extends below the bottom horizontal line fall within the below average range relative to district peers. This graph indicates that the student read approximately 70 words correctly per minute in the fall and fell within the average range compared to district grade equivalent peers. Additionally, winter performance indicated growth relative to self and district peers.

Please note that this is only one indicator of your child's overall academic achievement. Additionally, please contact your child's teacher should you have any questions concerning interpreting your child's performance on these measures of academic growth or if further assessment data is indicated. Please note that this is one measure of your child's academic functioning.

Patrick W. Nolten, Ph.D.
Director of Assessment, Research and Evaluation
Indian Prairie Community Unit School District #204

P R E P A R I N G A L L S T U D E N T S T O S U C C E E D

Crouse Education Center

P.O. Box 3990, Naperville, IL 60567

phone: 630-375-3000 • fax: 630-375-3001 • web: www.ipdsd.org



ASSESSMENT DESCRIPTORS ADDENDUM

Early Literacy Assessment

LNf – Letter Naming Fluency – Measures the capacity to visually identify and orally name letters.

LSF – Letter Sound Fluency – Measures the capacity to visually identify and generate a sound associated with individual letters.

Reading Assessment

HDT – Highly Decodable Text – Measures decoding and comprehension skills through reading connected primer level text.

R-CBM – Reading Curriculum Based Measurement – Measures decoding and comprehension skills through reading grade level text.

MAZE – Reading Comprehension – Measures capacity to comprehend connected text; supplemental measure to R-CBM.

Early Numeracy Assessment

NIM – Number Identification – Measures the capacity to visually identify and orally name numbers.

QDM – Quantity Discrimination – Measures the capacity to identify the larger number from a pair.

Mathematics Assessment

M-COMP – Math Computation – Measures operational fluency when solving computational problems involving basic facts (addition, subtraction, multiplication, division) with single and multiple digits, fractions, decimals and percentages.

M-CAP – Math Concepts and Applications – Measures applied mathematics skills including number sense, operations, patterns/relationships, geometry, measurement, data/probability and pre-algebra.