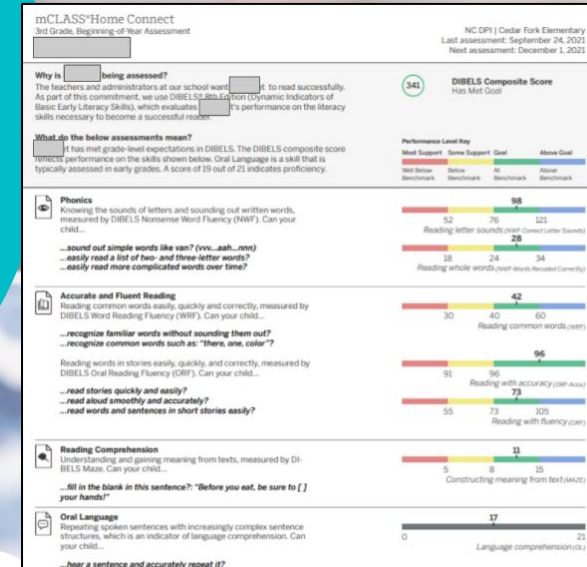


You will need:

Your child's
mclass Home
Connect Letter

Academic Parent Teacher Teams! Q1 2021



WELCOME!

- Please mute your microphone.
- Please use the FAQ document in the chat box to record any questions you may have.
- This presentation will be emailed to you and uploaded to the Cedar Fork website.



Ms. Beers

Ms. Khatibi

Ms. Kuba

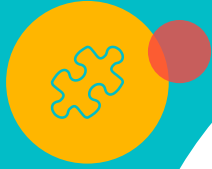
Ms. Lockhart

Teacher Introductions

Ms. Ray

Ms. Scherrer

Ms. Welch



Agenda

- 1st Quarter Recap
- 2nd Quarter Standards
- Standards Based Grading
- Break
- mClass Student Reports
- Dreambox



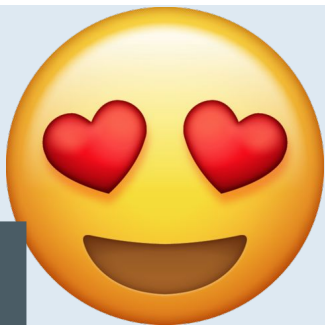
Icebreaker

How are you feeling at this
point in the year?

Four Corners



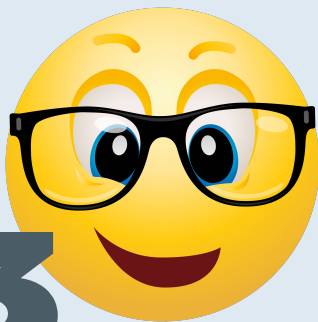
1



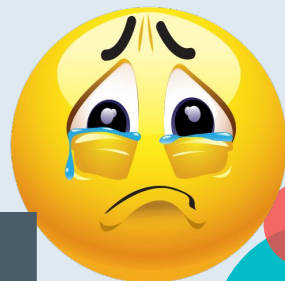
2



3



4





First Quarter

What did your child learn this
past quarter?






LITERACY



Small Moments

<p>Big Topic</p> 	<p>One day there was snow on the ground!</p>
<p>Smaller Topic</p> 	<p>I went outside to play in the snow.</p>
<p>Small Moment</p> 	<p>I went sledding while I played in the snow.</p>



 <p>Title and front cover</p>	 <p>Author</p>
<p>Start here</p> 	<p>Go this way</p> 
<p>First part</p> <p>I see the big cat.</p>	<p>Letters</p> 
<p>Last part</p>	<p>Words</p> <p>mom red stop</p>
<p>Sentence</p> <p>I love my mom.</p> <p>Space</p>	

© Ellice 2006 - OK Math and Reading Labs



MATH



Sorting

Sorting - put items in groups based on attributes

We can sort by:

- Size: small, medium, large
- Shape: circles, squares, triangles
- Color: red, green, blue
- Number: two, three, four, five

Subitize

to see and know right away

you subitize with your eyes

Numbers 0-10

0	zero		6	six
1	one		7	seven
2	two		8	eight
3	three		9	nine
4	four		10	ten
5	five			

I can we the like see a go



SOCIAL STUDIES



Class Rules

1. Work as a **TEAM**
2. Be **RESPONSIBLE**
3. **LISTEN** to others
4. Be **RESPECTFUL**
to everyone
5. Be **KIND** and **HELPFUL**
6. Do your **BEST**


Bionca Jennifer
 Bryn Jiani
 Chante Jackson
 Ethan
 Mikayla
 Olivia
 Noah
 William
 Jacob
 Joseph
 Stacey
 Danton Cole
 Samantha
 Anasta Tyler





SCIENCE




Positional Words
Tell where something is


The duck is **in** the lake. 

 The cat is **under** the desk.

The clouds are **above** the house. 

* * The hat is **on** the snowman.

The dog is **in between** the trees. 

 The girl is **beside** the boy.

Force

A **push** or **pull** causing motion (movement)







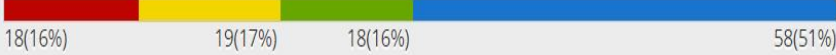








MCLASS Data

mCLASS is a universal screener that measures the development of reading skills.



Kindergarten Beginning of Year mCLASS Data

Composite Score	21-22 BOY  113	306
Letter Names (LNF)	21-22 BOY  113	25
Phonemic Awareness (PSF)	21-22 BOY  113	5
Letter Sounds (NWF-CLS)	21-22 BOY  113	9 sounds
Decoding (NWF-WRC)	21-22 BOY  113	1 nonsense word
Word Reading (WRF)	21-22 BOY  113	1 word
Vocabulary	21-22 BOY  93	15

15



mCLASS Home Connect
3rd Grade, Beginning-of-Year Assessment

NC DPI | Cedar Fork Elementary
Last assessment: September 24, 2021
Next assessment: December 1, 2021

Why is [redacted] being assessed?
The teachers and administrators at our school want [redacted] to read successfully. As part of this commitment, we use DIBELS 8th Edition (Dynamic Indicators of Basic Early Literacy Skills), which evaluates [redacted]'s performance on the literacy skills necessary to become a successful reader.

What do the below assessments mean?
[redacted] has met grade-level expectations in DIBELS. The DIBELS composite score reflects performance on the skills shown below. Oral Language is a skill that is typically assessed in early grades. A score of 19 out of 21 indicates proficiency.

341 DIBELS Composite Score
Has Met Goal

Performance Level Key
Most Support Some Support Goal Above Goal
Well Below Benchmark Below Benchmark At Benchmark Above Benchmark

Phonics
Knowing the sounds of letters and sounding out written words, measured by DIBELS Nonsense Word Fluency (NWF). Can your child...
...sound out simple words like van? (vvv...aah...nnn)
...easily read a list of two- and three-letter words?
...easily read more complicated words over time?

98
52 76 121
Reading letter sounds (NWF-Correct Letter Sounds)
28
18 24 34
Reading whole words (NWF-Words Recoded Correctly)

Accurate and Fluent Reading
Reading common words easily, quickly and correctly, measured by DIBELS Word Reading Fluency (WRF). Can your child...
...recognize familiar words without sounding them out?
...recognize common words such as: "there, one, color"?

42
30 40 60
Reading common words (WRF)

96
91 96
Reading words in stories easily, quickly, and correctly, measured by DIBELS Oral Reading Fluency (ORF). Can your child...
...read stories quickly and easily?
...read aloud smoothly and accurately?
...read words and sentences in short stories easily?

73
55 73 105
Reading with accuracy (ORF-Acc)

11
5 8 15
Constructing meaning from text (SAZT)

Reading Comprehension
Understanding and gaining meaning from texts, measured by DIBELS Maze. Can your child...
...fill in the blank in this sentence?: "Before you eat, be sure to [] your hands!"

Oral Language
Repeating spoken sentences with increasingly complex sentence structures, which is an indicator of language comprehension. Can your child...
...hear a sentence and accurately repeat it?

17
0 17 21
Language comprehension (OL)

Where [redacted] needs support

Reading Comprehension
Understanding and gaining meaning from texts

News Report
Have your child pretend that he or she is a news reporter telling all about a story. Ask your child to provide an oral report of the story that he or she just read. Ask your child (the reporter) two questions about the details in the story.

Two New Words
Have your child write down two new words he or she learned from a story. Ask him or her to read the sentences in which those words appear. Have him or her guess the meaning of the words using context clues. Help your child look up the definitions in a dictionary to see how close his or her guesses were. Explain to your child that one of the most fun parts of reading is learning new words. The more words we learn, the better we read and the more we understand the story.

Why is [redacted] being assessed?
To obtain additional information to ensure that [redacted] is provided with the best support to become a successful reader, the Vocabulary measure was administered to determine knowledge of grade-level words.

32 Vocabulary
Has Met Goal

What does this mean?
[redacted] has met grade-level expectations in Vocabulary or knowledge of grade-level words.

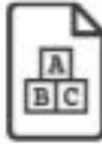
Performance Level Key
Most Support Some Support Goal
Well Below Benchmark Below Benchmark At or Above Benchmark

Vocabulary
Understanding the meaning of grade-level words, identifying the basic definitions of words, and using the words in context to complete sentences. Can your child...
...understand the meaning of grade-level words and use them in sentences?

32
24 27
Vocabulary

K-1

Letter Names



Letter Names (LNF)

21-22 BOY

20(18%)

20(18%)

73(64%)

113

25



K-1

Letter Names

1. Play I Spy with books/magazines - having your child look for particular letters.
2. Using the Letterland Chart - practicing saying the Letterlander, sound and letter.



K-1

Phonemic Awareness



Phoneme Segmentation Fluency

/s/ /a/ /t/

Phonemic Awareness
(PSF)

21-22 BOY

13(12%)

23(20%)

59(52%)

18(16%)

113

5

K-1

Phonemic Awareness

1. Say a simple CVC word and have your child break the word into separate sounds.
2. Have your child brainstorm lists (as many words that start with a certain letter)



K-3

Phonics



Nonsense Word Fluency

/m/ /u/ /n/ = mun

Decoding (NWF-WRC)

21-22 BOY

13(12%)

62(54%)

38(34%)

113

1 nonsense
word

K-3

Phonics

1. Have your child practice sounding out and blending CVC words.
2. Decodable texts



K

Accurate and Fluent Reading

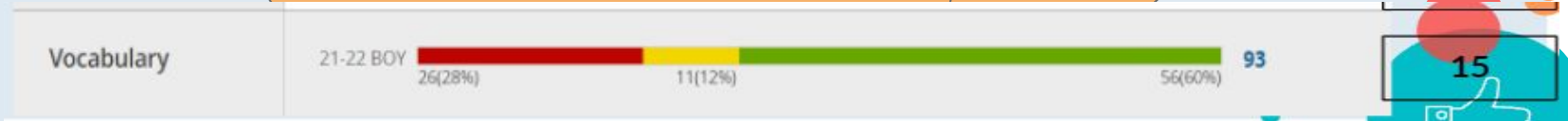


Word Reading Fluency



K-3

Oral Language and Vocabulary



Oral Language Benchmark: 16



Second Quarter

What will your child learn
this quarter?

LITERACY



Informational Writing

- Write about a real thing or place.
- Write to give information to the reader.



are!	can!	have!
green brown slow reptiles	swim lay eggs eat plants, fish, or insects	shell tail head 4 legs

Turtles are slow reptiles.
They can swim and lay eggs.

Asking Questions

helps us understand and remember what we read.

I wonder...

When ?
Who ?
Why ?
Where ?
How ?
What ?

My Story Hand

1 Beginning
2 Middle
3 Ending
4 Character
5 Setting

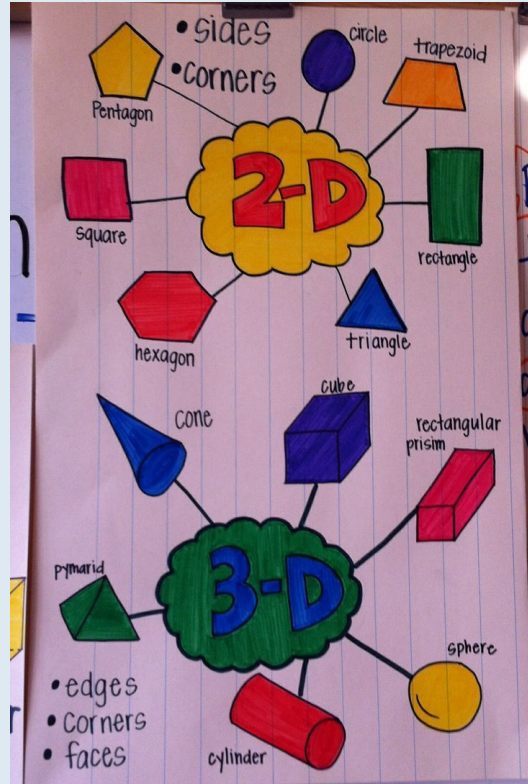
What is your opinion?

- How you feel about something
- Gives a reason or supporting detail *because*

I like _____ because...
My favorite _____ is _____
because...



MATH



Teen Numbers!

11 ●●●●● ●●●●● 10 + 1 = 11	12 ●●●●● ●●●●● 10 + 2 = 12	13 ●●●●● ●●●●● 10 + 3 = 13
14 ●●●●● ●●●●● 10 + 4 = 14	15 ●●●●● ●●●●● 10 + 5 = 15	16 ●●●●● ●●●●● 10 + 6 = 16
17 ●●●●● ●●●●● 10 + 7 = 17	18 ●●●●● ●●●●● 10 + 8 = 18	19 ●●●●● ●●●●● 10 + 9 = 19



Math Parent Resource



Homework Resources for Parents



We support parents in their efforts to reinforce at home what their children are learning in school. Below is a list of Homework Resources by grade and subject. This list will grow, so keep checking, and our schools will inform parents as new resources become available.

Apoyamos a los padres en sus esfuerzos por reforzar en casa lo que sus hijos están aprendiendo en la escuela. A continuación, se encuentra una lista de recursos para los niños clasificados por grado y materia. Esta lista va a aumentar, de modo que esté pendiente y nuestras escuelas informarán a los padres a medida que haya nuevos recursos disponibles.



Math Grades K-12

[Read More](#)



English Language Arts Grade 2

Segundo Grado [Read More](#)



English Language Arts Grade 3

Tercer Grado [Read More](#)



English Language Arts Grade 4

Cuarto Grado [Read More](#)



English Language Arts Grade 5

Quinto Grado [Read More](#)

K-12 Mathematics

Wake County Public School System



Elementary Math Courses

Middle School Math Courses

High School Math Courses



SCIENCE



Properties

MATTER *Matter* *matter* **Matter**

Size

Big: thin, thick, fat, skinny
I → o → n → g
→ short →
Small

Volume

measuring cup, graduated cylinder
1,000 Liters, 8oz.

Color

purple, black, blue, pink, yellow, orange, brown, red, green, white

Texture

bumpy, rough, pointy, smooth, soft, hard

Temperature

HOT, cold, Thermometer

Shape

Cube, circle, square, rectangle, heart, rhombus, octagon, hexagon, pentagon, trapezoid, parallelogram, cylinder, cone, sphere, rectangular prism, pyramid



Mass

light, heavy, Balance Scale, 5lbs







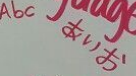



SOCIAL STUDIES



 **CULTURE** 

- ★ What a group of people have in common
- ★ the way a group of people lives

Religion 
Music 
Art 
Holidays 
Customs 
Food 
Language 
Clothing 

How I dress

Where I live

What I eat

My Language

_____ 's
Culture

What we celebrate





Standards Based Grading



4
Advanced
understanding
of the Standard

Student consistently demonstrates an in-depth understanding of the standards, concepts and skills taught during this reporting period.



3
Meets the
Standard

Student consistently demonstrates an understanding of the standard, concepts and skills taught during this reporting period.



2
Approaches the
Standard

Student is approaching an understanding of the standards, concepts and skills taught during this reporting period.



1
Does Not Meet
the Standard

Student does not yet demonstrate an understanding of the standards, concepts and skills taught during this reporting period.



4	<ul style="list-style-type: none">● Consistently applies and extends the standard skills beyond grade level expectations● Consistently applies the standard with a high level of independence
3	<ul style="list-style-type: none">● Consistently demonstrates expected proficiency of the standard with grade appropriate materials● Completes tasks accurately with minimal to no assistance
2	<ul style="list-style-type: none">● Inconsistently demonstrates expected proficiency of the standard with grade appropriate materials● Exhibits inconsistent performance and misunderstandings at times● Applies the standard only with teacher guidance
1	<ul style="list-style-type: none">● Does not demonstrate proficiency of the standard and is successful only with materials that are well below grade level● Exhibits minimal performance● Does not have the requisite concepts and skills to participate in grade level instruction● Frequently responds with inappropriate answer and/or procedure● Needs assistance, guidance and modified instruction

Standards Based Grading Parent Resource



Homework and Classwork

- Homework Overview
- Classwork and Assessments
- Missed Work
- Prevention and Intervention
- Extra Credit
- Rubrics for Standards Based Grading

Home > Parents Homework and Classwork Policies



Cedar Fork Grading Norms

Rubrics for Standards Based Grading

	Language Arts	Mathematics
4	<ul style="list-style-type: none"> - Demonstrates proficiency of the standard with complex texts that are written beyond grade level. - Consistently applies and extends the standard while reading. - Consistently applies the standard with a high level of independence. 	<ul style="list-style-type: none"> - Consistent performance beyond proficiency. - Works independently. - Understands advanced concepts. - Applies strategies creatively. - Analyzes and synthesizes. - Shows confidence and initiative. - Justifies and elaborates responses. - Makes critical judgments. - Makes applications and extensions beyond proficiency, applies Level 3 competencies in more challenging situations.
3	<ul style="list-style-type: none"> - Consistently demonstrates expected proficiency of the standard with grade appropriate text. - Consistently applies the standard while reading. - Begins to apply the standard independently. 	<ul style="list-style-type: none"> - Exhibits consistent performance - Shows conceptual understanding. - Applies strategies in most situations. - Responds with appropriate answer or procedure. - Completes tasks accurately. - Needs minimal assistance. - Exhibits fluency and applies learning. - Shows some flexibility in thinking. - Works with confidence. - Recognizes cause and effect relationships. - Applies models and explains concepts.
2	<ul style="list-style-type: none"> - Inconsistently demonstrates expected proficiency of the standard with grade appropriate text. - Has difficulty applying the standard while reading. - Applies the standard only with teacher guidance. 	<ul style="list-style-type: none"> - Exhibits inconsistent performance and misunderstandings at times. - Shows some evidence of conceptual understanding. - Has difficulty applying strategies or completing tasks in unfamiliar situations. - Occasionally responds with the appropriate answer or procedure. - Frequently requires teacher guidance. - Demonstrates some Level 3 competencies but is inconsistent.
1	<ul style="list-style-type: none"> - Does not demonstrate proficiency of the standard and is successful only with text written well below grade level. - Cannot apply the standard while reading. - Does not have the requisite concepts and skills to participate in grade level instruction. 	<ul style="list-style-type: none"> - Exhibits minimal performance. - Shows very little evidence of conceptual understanding and use of strategies. - Frequently responds with inappropriate answer and/or procedure. - Very often displays misunderstandings. - Infrequently completes tasks appropriately and accurately. - Needs assistance, guidance and modified instruction.





The image shows a digital interface for Dreambox Learning. At the top, there is a logo with a stylized 'd' in blue and green, followed by the text 'dreambox' in blue and 'LEARNING' in smaller blue capital letters. Below the logo is a red pencil graphic. A bulleted list contains the text '4-6 lessons per week'. Below this list are three icons, each in a white square with a red prohibition sign (a circle with a diagonal slash) overlaid: a calculator, a sheet of paper with a pencil, and a person icon. At the bottom of each icon square is a text label: 'No Calculator', 'No paper and pencil', and 'No Parent Help'. The entire interface is set against a background of lined paper with a yellow sticky note in the top left corner.

dreambox
LEARNING

- 4-6 lessons per week

		
No Calculator	No paper and pencil	No Parent Help



Dreambox



Healthy Habits for Success in DreamBox

35

- 1 **Try every problem:** Persist even when it is hard. ✓
- 2 **Finish every lesson:** Persevere instead of choosing another lesson. ✓
- 3 **Utilize in-lesson support:** The feedback, hints, and help are created to assist you. ✓
- 4 **Use headphones with volume on:** Listen to the directions, assistance, and feedback. ✓
- 5 **Work Independently:** Don't let others do your work for you. ✓



Thank you!

We are very thankful you came tonight to partner with us.

We look forward to continuing our work together to help grow your learner!

Please complete the following survey to help us make APTT even better!



Feedback Survey



<https://bit.ly/3oZpelj>

FAQ



<https://bit.ly/2XsMuNf>