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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 CPM Assessment Measures: [Assessment Administered in English](https://cliengage.org/public/wp-content/uploads/sites/10/2020/07/CPM_Descriptions-of-Assessment-Measures_-EnglishAssessment.pdf) | [Assessment Administered in Spanish](https://cliengage.org/public/wp-content/uploads/sites/10/2020/07/CPM_Descriptions-of-Assessment-Measures_-SpanishAssessment.pdf)

Optional: CIRCLE Progress Monitoring: Family Observation Forms: [Download English](https://cliengage.org/public/wp-content/uploads/sites/10/2019/05/FE_FamilyObservationForms-English.pdf) | [Download Spanish](https://cliengage.org/public/wp-content/uploads/sites/10/2019/05/FE_FamilyObservationForms-Spanish.pdf)

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| **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?**  |
| **Rapid Letter Naming** assesses your child’s ability to quicklyrecognize and name uppercase and lowercase letters.Recognizing and naming letters is an important part oflearning to read. Example: Letter b appears on the screen and the child says, “b.”This assessment will take 2.5 minutes. | * Assist with attention to task
* Assist with restating what student says if the answer is inaudible
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
 |
| **Rapid Vocabulary** assesses your child’s ability to quicklyrecognize and name pictures of certain objects. Vocabularyknowledge reflects children’s past experiences andgrowing knowledge of the world around them, and is oneof the most important predictors of later reading success.Example: A picture of a ball appears on the screen and thechild says, “ball.”This assessment will take 2.5 minutes. | * Assist with attention to task
* Assist with restating what a student says if the answer is inaudible
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
 |
| **Phonological Awareness** assesses your child’s ability toidentify and play with the sounds in spoken words. Thisskill is an important first step toward the understandingthat letters and groups of letters represent the sounds oflanguage. The score shown is the total score for all fourPhonological Awareness assessments (Syllabication,Onset-Rime, Alliteration, and Rhyming 1). If your childreceived a score that is on track, he or she has a goodunderstanding of the sounds of language at this point inthe year.This assessment will take 6-10 minutes. | * Assist with attention to task
* Assist with restating what a student says if the answer is inaudible.
* The child will not view the screen.
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
 |
| **Math** assesses core skill areas —rote counting, shapenaming, number discrimination, number naming, shapediscrimination, counting sets, and operations— that setthe foundation for children to succeed with more complexmath skills as they get older.This assessment will take 3-5.5 minutes | * Assist with attention to task
* Assist with restating what a student says if the answer is inaudible.
* For receptive tasks the parent will need to report the child’s response - that is, to which item did the child point or touch on the screen?
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
 |
| **Letter-Sound Correspondence** assesses your child’s abilityto say the sound of a given letter. Knowing how lettersconnect to the sounds children hear in words is crucial toreading success. Example: Letter F is shown on the screen.Child says /f/ sound.This assessment will take 5 minutes. | * Assist with attention to task
* Assist with restating what student says if the answer is inaudible
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
 |
| **Book and Print Knowledge** assesses your child’sunderstanding of how printed words and books work. Thisbetter prepares children for reading. Example: The teacher hands the child a book and says point to a word. Child points to the word hat.This assessment will take 5 minutes. | * Assist with attention to task
* Teacher will show a book through the shared screen and ask each item prompt.
* The parent reports which item the student selects to the teacher or the student expresses the response directly to teacher.
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
 |
| **Story Retell and Comprehension** assesses your child’s ability toretell a story in their own words, including characters, setting, emotions, and/or problems. It also assesses your child’s ability to answer basic questions about the story. Example: The teacher uses four pictures to tell a story. The teacher shows the same pictures again and asks the child to retell the story.After the child retells the story, the teacher asks three questions about the events of the story.This assessment will take 10 minutes. | * Assist with attention to task
* Assist with restating what a student says if the answer is inaudible.
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
 |
| **Social Studies** assesses your child’s understanding of self, family, and community, people and the environment, and history and events. Example: Three flags appear on the screen. The teacher asks the child to point to the United States flag. The child points to the United States flag.This assessment will take 8 minutes. | * Assist with attention to task
* Report which item student selects to teacher
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
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| **Science** assesses your child’s understanding of physicalscience, life science, Earth and space science, andengineering and technology applications of science.Exposing young children to science and engineering topicsmakes the most out of their natural curiosity about thesurrounding world.Example: A magnet is pictured at the top of the screen. Underneath the magnet are pictures of paper, wood, and nails. The teacher asks the child to point to the object that would be attracted to the magnet. The child points to the nail. This assessment should take 10 minutes. | * Assist with attention to task
* Report which item student selects to teacher
 | * Computer or smartphone
* Link provided by teacher for web conferencing tool
 |
| **Social Emotional Behaviors** enable children to build a senseof who they are and how they treat others. In thisassessment, teachers use checklists to watch for specificsocial emotional behaviors. The score shown is the totalscore for the five social and emotional assessments(Positive Social Behaviors, Classroom Community andSafety, Emotion and Behavior Regulation, Self-Care, andApproaches to Learning). If your child received a score thatis on track, your child is showing appropriate socialemotional behaviors for this point in the year.This assessment will take 10 minutes. | Parent to report answers via computer or smartphone | Parent interview via phone or web conferencing tool in use Social & Emotional with consideration for home learning environment \*If parent answers *I don’t know*, answer***rarely***  Optional: [CPM Social & Emotional Checklist](https://cliengage.org/user-guides/CPM-Social_Emotional_Checklist.pdf) |
| **Early Writing Skills** is a checklist the teacher use to watch forspecific writing behaviors that are important fordeveloping an understanding of the forms, features, andpurposes of written language. Example: Child draws pictures.This assessment will take 2 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)
* Teacher can provide a Family Activity from the collection that can be used as evidence for writing skills
 | * Computer or smartphone

 * Link provided by teacher for web conferencing tool

 * Writing utensil, paper

Optional: [CPM Early Writing Checklist](https://cliengage.org/user-guides/CPM-Early_Writing_Checklist.pdf) |
| **Speech Production and Sentence Skills** is a checklistteachers use to watch for specific behaviors and skills thatallow children to express wants and needs, carry onconversations with others, and share information.Example: Child can be understood by teachers.This assessment will take 2 minutes. | Parent to report answers via computer or smartphone | Parent interview via phone or web conferencing tool in use Speech Production and Sentence Skills with consideration for home learning environment \*If parent answers *I don’t know*, answer***rarely***  Optional: [CPM Speech Production & Sentence Skills Checklist](https://cliengage.org/user-guides/CPM-Speech_Production_Sentence_Skills_Checklist.pdf) |
| **Motivation to Read** is a checklist teacher use to watch forspecific behaviors that show interest and enthusiasm forbooks and reading. Example: Child self-selects books.This assessment will take 2 minutes. | Parent to report answers via computer or smartphone | Parent interview via phone or web conferencing tool in use Motivation to Read with consideration for home learning environment \*If parent answers *I don’t know*, answer***rarely***  Optional: CPM Motivation to Read Checklist |
| **Approaches to Learning Expanded** are checklists that focuson your child’s ability to show initiative, curiosity, flexibility,art, and creativity. The score shown is the total score forthe three Approaches to Learning assessments (Initiativeand Curiosity, Flexibility, and Art/Creativity and DramaticPlay).The assessment will take 6 minutes. | Parent to report answers via computer or smartphone | Parent interview via phone or web conferencing tool in use Approaches to Learning Expanded with consideration for home learning environment \*If parent answers *I don’t know*, answer***rarely***  Optional: [CPM Approaches to Learning Observables](https://cliengage.org/user-guides/CPM-Approaches_to_Learning_Checklist.pdf)  |
| **The Physical Development and Health** checklist focuses onspecific physical development and health behaviors. Skillsin this area promote learning, and can enhance children’ssocial skills and self-esteem through group participation.The score shown is the total score for the three PhysicalDevelopment and Health assessments (Fine and VisualMotor, Gross Motor, and Health Status). If your childreceived a score that is on track, your child is showingappropriate physical and health behaviors for this point inthe year.The assessment will take 6 minutes. | Parent to report answers via computer or smartphone | Parent interview via phone or web conferencing tool in use Speech Production and Sentence Skills with consideration for home learning environment \*If parent answers *I don’t know*, answer***rarely***  Optional: [CPM Physical Development and Health](https://cliengage.org/user-guides/CPM-Physical_Development_and_Health_Checklist.pdf) |