



Elementary School Education:

# Meeting School Academic Expectations

Guide to School Success

# What Are We Learning Today?

1. Tests your child will take at school: English Language Proficiency and other district and state assessments
2. How to achieve academic success
3. Reading and Math skills across grade levels
4. Resources for success: Clever and PLP

# Tests your child will take at school

To find elementary school test dates:

<https://www.pcsb.org/Page/30928>

Assessment Name	Subject Tested	K	1	2	3	4	5
<b>MAP</b> (Measurements of Academic Progress) Ongoing throughout the school year	Reading	✓	✓	✓	✓	✓	✓
	Writing						✓
	Math	✓	✓	✓	✓	✓	✓
	Science				✓	✓	✓
<b>FSA</b> (Florida Standards Assessments) April-May	Reading				✓	✓	✓
	Writing					✓	✓
	Math				✓	✓	✓
	Science						✓
<b>ACCESS for ELs</b> (Assessing Comprehension and Communication in English State-to- <u>State</u> for English Learners) February- March	<b>English Language Proficiency:</b> Listening, Speaking, Reading and Writing	✓	✓	✓	✓	✓	✓

# What is My Child's English Proficiency Level?



## Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> <li>Follow modeled, one-step oral directions (e.g., "Find a pencil.")</li> <li>Identify pictures of everyday objects as stated orally (e.g., in books)</li> <li>Point to real-life objects reflective of content-related vocabulary or oral statements</li> <li>Mimic gestures or movement associated with statements (e.g., "This is my left hand.")</li> </ul>	<ul style="list-style-type: none"> <li>Match oral reading of stories to illustrations</li> <li>Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.")</li> <li>Sequence a series of oral statements using real objects or pictures</li> <li>Locate objects described orally</li> </ul>	<ul style="list-style-type: none"> <li>Follow modeled multi-step oral directions</li> <li>Sequence pictures of stories read aloud (e.g., beginning, middle, and end)</li> <li>Match people with jobs or objects with functions based on oral descriptions</li> <li>Classify objects according to descriptive oral statements</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information</li> <li>Find details in illustrated, narrative, or expository text read aloud</li> <li>Identify illustrated activities from oral descriptions</li> <li>Locate objects, figures, places based on visuals and detailed oral descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Use context clues to gain meaning from grade-level text read orally</li> <li>Apply ideas from oral discussions to new situations</li> <li>Interpret information from oral reading of narrative or expository text</li> <li>Identify ideas/concepts expressed with grade-level content-specific language</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Repeat simple words, phrases, and memorized chunks of language</li> <li>Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase</li> <li>Identify and name everyday objects</li> <li>Participate in whole group chants and songs</li> </ul>	<ul style="list-style-type: none"> <li>Use first language to fill in gaps in oral English (code switch)</li> <li>Repeat facts or statements</li> <li>Describe what people do from action pictures (e.g., jobs of community workers)</li> <li>Compare real-life objects (e.g., "smaller," "bigger")</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions of a social nature</li> <li>Express feelings (e.g., "I'm happy because...")</li> <li>Retell simple stories from picture cues</li> <li>Sort and explain grouping of objects (e.g., sink v. float)</li> <li>Make predictions or hypotheses</li> <li>Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions for social and academic purposes</li> <li>Participate in class discussions on familiar social and academic topics</li> <li>Retell stories with details</li> <li>Sequence stories with transitions</li> </ul>	<ul style="list-style-type: none"> <li>Use academic vocabulary in class discussions</li> <li>Express and support ideas with examples</li> <li>Give oral presentations on content-based topics approaching grade level</li> <li>Initiate conversation with peers and teachers</li> </ul>	



## Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
READING	<ul style="list-style-type: none"> <li>Identify symbols, icons, and environmental print</li> <li>Connect print to visuals</li> <li>Match real-life familiar objects to labels</li> <li>Follow directions using diagrams or pictures</li> </ul>	<ul style="list-style-type: none"> <li>Search for pictures associated with word patterns</li> <li>Identify and interpret pre-taught labeled diagrams</li> <li>Match voice to print by pointing to icons, letters, or illustrated words</li> <li>Sort words into word families</li> </ul>	<ul style="list-style-type: none"> <li>Make text-to-self connections with prompting</li> <li>Select titles to match a series of pictures</li> <li>Sort illustrated content words into categories</li> <li>Match phrases and sentences to pictures</li> </ul>	<ul style="list-style-type: none"> <li>Put words in order to form sentences</li> <li>Identify basic elements of fictional stories (e.g., title, setting, characters)</li> <li>Follow sentence-level directions</li> <li>Distinguish between general and specific language (e.g., flower v. rose) in context</li> </ul>	<ul style="list-style-type: none"> <li>Begin using features of non-fiction text to aid comprehension</li> <li>Use learning strategies (e.g., context clues)</li> <li>Identify main ideas</li> <li>Match figurative language to illustrations (e.g., "as big as a house")</li> </ul>	
WRITING	<ul style="list-style-type: none"> <li>Copy written language</li> <li>Use first language (L1, when L1 is a medium of instruction) to help form words in English</li> <li>Communicate through drawings</li> <li>Label familiar objects or pictures</li> </ul>	<ul style="list-style-type: none"> <li>Provide information using graphic organizers</li> <li>Generate lists of words/phrases from banks or walls</li> <li>Complete modeled sentence starters (e.g., "I like ____")</li> <li>Describe people, places, or objects from illustrated examples and models</li> </ul>	<ul style="list-style-type: none"> <li>Engage in prewriting strategies (e.g., use of graphic organizers)</li> <li>Form simple sentences using word/phrase banks</li> <li>Participate in interactive journal writing</li> <li>Give content-based information using visuals or graphics</li> </ul>	<ul style="list-style-type: none"> <li>Produce original sentences</li> <li>Create messages for social purposes (e.g., get well cards)</li> <li>Compose journal entries about personal experiences</li> <li>Use classroom resources (e.g., picture dictionaries) to compose sentences</li> </ul>	<ul style="list-style-type: none"> <li>Create a related series of sentences in response to prompts</li> <li>Produce content-related sentences</li> <li>Compose stories</li> <li>Explain processes or procedures using connected sentences</li> </ul>	

# English Learner's Road to Success and Independence: How to Achieve Success

## English Learner - Road to Success and Independence, Grades 3-5

About me:

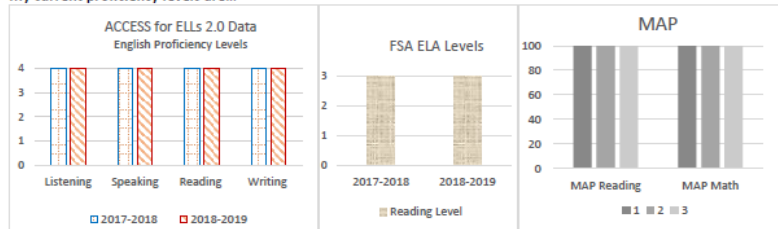
Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Language: \_\_\_\_\_ Country of Birth: \_\_\_\_\_

What makes me unique: \_\_\_\_\_

My goal is to achieve proficiency:

- \_\_\_\_\_ ACCESS for ELs - overall English language proficiency level 4 and above
- \_\_\_\_\_ ACCESS for ELs - reading proficiency level 4 and above
- \_\_\_\_\_ FSA ELA level 3 and above

My current proficiency levels are...



My current reading level is... (Color in the level each running record cycle)

Kindergarten Emergent			1 <sup>st</sup> Grade Early Reading Level					2 <sup>nd</sup> Grade Transitional				3 <sup>rd</sup> Grade Transitional				4 <sup>th</sup> Grade Fluent				5 <sup>th</sup> Grade Fluent	
A	B/C	D/E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U/V			

Based on my data, my areas of focus this year will be...

	My strengths are:	The two areas I want to improve are:	Steps I will take to accomplish these goals:	My teacher(s) will support me in attaining my goals by:	My parent(s) will help me be more successful by:
Semester 1:	_____	1. _____ 2. _____	_____	_____	_____
Reflection	Did I reach my goals? (Why? / Why not?)				
Semester 2:	_____	1. _____ 2. _____	_____	_____	_____
Reflection	Did I reach my goals? (Why? / Why not?) How can I use Summer Bridge to help me attain my goals?				

## English Learner - Road to Success and Independence, Grades K-2

About me:

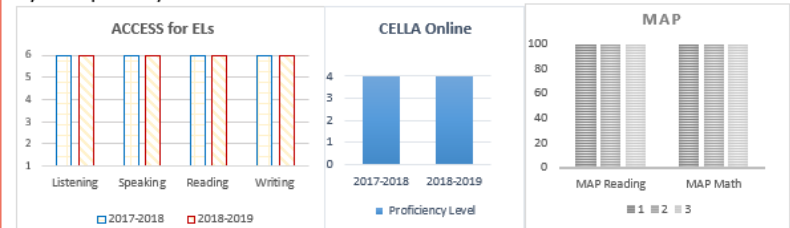
Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Language: \_\_\_\_\_ Country of Birth: \_\_\_\_\_

What makes me unique: \_\_\_\_\_

My goal is to achieve proficiency:

- \_\_\_\_\_ ACCESS for ELs - overall English language proficiency level 4 and above
- \_\_\_\_\_ ACCESS for ELs - reading proficiency level 4 and above

My current proficiency levels are...



My current reading level is... (Color in the level each running record cycle)

Kindergarten Emergent					1 <sup>st</sup> Grade Early Reading Level							2 <sup>nd</sup> Grade Transitional			
Pre-A	A	B	C	D	D	E	F	G	H	I	J	J	K	L	M

Based on my data, my areas of focus this year will be...

	My strengths are:	The two areas I want to improve are:	Steps I will take to accomplish these goals:	My teacher(s) will support me in reaching my goals by:	My parent(s) will help me be more successful by:
Semester 1:	_____	1. _____ 2. _____	_____	_____	_____
Reflection	Did I reach my goals? (Why? / Why not?)				
Semester 2:	_____	1. _____ 2. _____	_____	_____	_____
Reflection	Did I reach my goals? (Why? / Why not?) How can I use Summer Bridge to help me attain my goals?				


# How do I find my child's English proficiency level and assessment scores?

- Communicate with your teacher
  - Ask about reading levels and grades
  - Conversations with Teachers
  - PCS App – grades and assignments
- Check your child's agenda regularly- reports are sent home




- Focus – test history

<https://focus.pcsb.org/focus/>

 **Welcome, A**

**Alerts - Since you la**

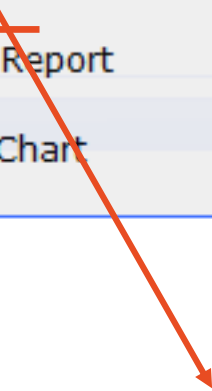
 You are not set to rece





**Featured Programs**

- > Demographic / Address Info
- > Preferences
- > Class Schedule / Registration
- > Class Requests
- > Final Grades & GPA
- > Test History
- > Test History Report
- > Absences
- > Attendance Chart
- > Referrals





[FOCUS-test history](https://focus.pcsb.org)  
<https://focus.pcsb.org>




AFE - Access for ELLs 2.0 (AFE)		Fri Mar 24, 2017	2016-2017	03
FSA - Florida Standards Assessments (FSA)		Mon Mar 27, 2017	2016-2017	03
FSA - Florida Standards Assessments (FSA)		Mon Apr 10, 2017	2016-2017	03
MAP - (Local) (MAP)		Tue Sep 5, 2017	2017-2018	04
MAP - (Local) (MAP)		Thu Sep 28, 2017	2017-2018	04



# FOCUS Test History

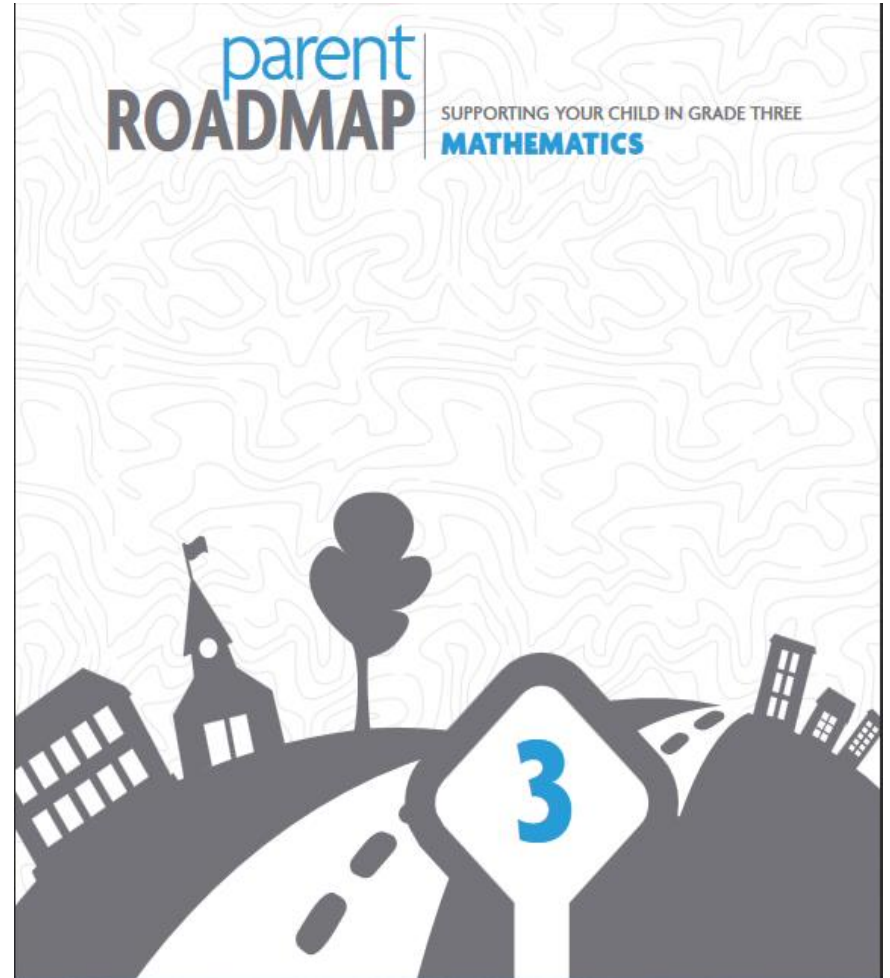
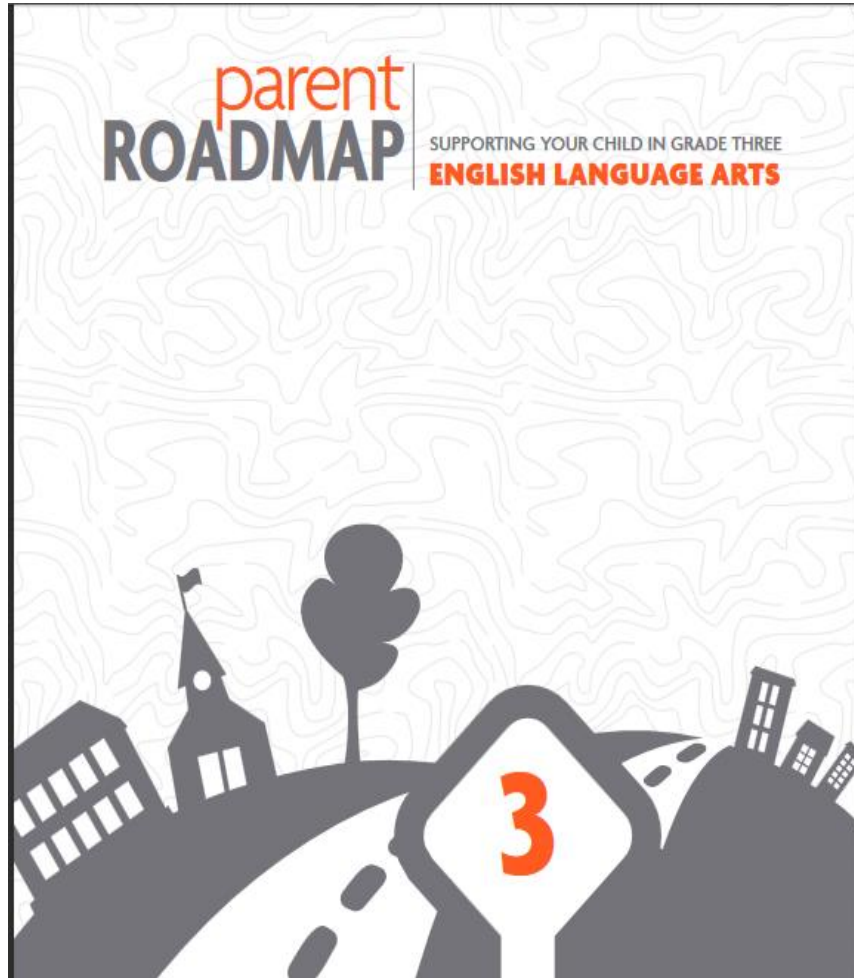
APE - Access for ELLs 2.0 (APE)		Fri Mar 24, 2017	2016-2017	03
FSA - Florida Standards Assessments (FSA)		Mon Mar 27, 2017	2016-2017	03

ELA-Reading Total	3
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Title	Rating (local) (RTG) 
Listening Proficiency Level	6.0
Speaking Proficiency Level	6.0
Reading Proficiency Level	5.8
Writing Proficiency Level	4.4



# Parent Roadmaps: Reading and Math skills across grade levels



# Resources: How you can help your child be successful



PLP

# Clever



- online platform that supports learning outside of the classroom anytime, anywhere
- contains digital textbooks and other excellent learning resources
- students go to <http://clever.com/in/pcsb> and
- log in with their PCS FOCUS username (R2D2) and password

# Elementary Learning Apps

Clever Azalea Elementary School

Top Applications

Instructional

Resources

Resources  
for math  
and  
reading  
practice!

Top Applications



Istation



ST Math



HMH Intervention  
Services Group



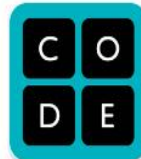
myON

eBook  
Libraries!

Instructional



Algebra Nation



Code.org



CommonLit



ConnectedED



Dre



Elementary  
Clever  
Dashboard



The DBQ Project



Learning applications for  
English learners

Think Central

Resources



What can I find in Clever?



# CLEVER Elementary Learning Apps

Learning applications for English learners

## Resources



BrainPOP



BrainPOP ELL



BrainPOP Jr.



Destiny



Florida Standards Assessments



Focus



Gale



Khan Academy Goals



Khan MAP Practice



Learn360



MackinVIA



Office 365



OverDrive



Performance Matters



PLP



SAFARI Montage



Scholastic

Khan Academy provides lessons for math practice grades 3-5

Personalized online lessons for the areas in which the student needs to work most



# The Personalized Learning Pathway (PLP)



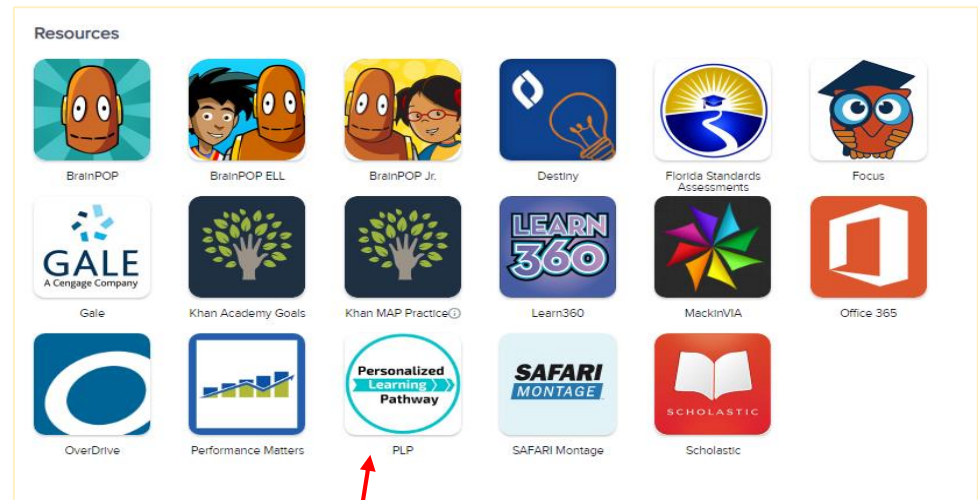
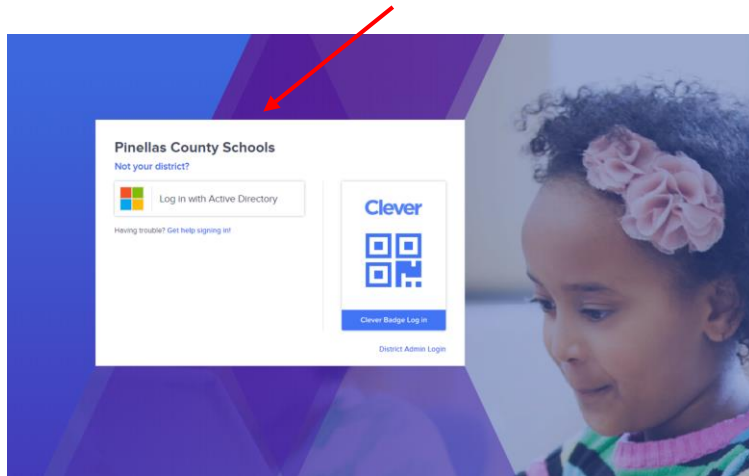
- learning app for students in grades 3-12
- assigns students with personalized lessons based on their academic progress in school and on state/district assessments





# HOW TO ACCESS THE PERSONALIZED LEARNING PATHWAY (PLP)?

To Access the PLP students log into **Clever at Home** through the link: <http://clever.com/in/pcs> using their username and password PCS.



Once an student is in Clever:

1. Click on the App Personalized Learning Pathway
2. Enter PCS student email address (example – username+password@**pcs.org** (Example: **r2.d2@pcs.org** )

# Elementary Lesson Example

Office 365 SharePoint

Most Recent Math Assessment

Category	Score
Operations and Algebraic Thinking	220
Number and Operations	218
Geometry	195
Measurement and Data	223

Most Recent ELA Assessment

Category	Score
Vocabulary Acquisition and Use	199
Informational Text & Language	181
Informational Text & Key Ideas	177
Literary Text & Language	

Current Gradebook Status

Subject	Grade
Reading	You have earned a B!
Math	You have earned a B!
Attendance	C

Class of 2028

Hobbies/Clubs

Achievements

Goals

Support Team

Print My Portfolio

CONTINUE TO KHANACADEMY

When the student clicks on one of the links for an area they need work, it takes them to an online lesson!

Each online lesson will include an item the students can hand in to their teacher at school.

Safari

DASHBOARD | SEARCH | PLAYLISTS

How to Hit the Mark!

Directions for Working in your Lessons

PLP.RI.2.4: Academic Vocabulary\_Intro

Running Time: 5 min 56 sec

Determine the meaning of academic vocabulary and domain specific words

Playlist Information

Description: This playlist will build your skills with using context clues to find the meaning of unknown words in text.

Elementary Playlist Instructions



## Other Available Resources/Help

- School resources: FOCUS, teachers/tutorials, website
- Parent Roadmaps: <https://www.pcsb.org/Page/594>
- PCS Homework Helpline: 727-547-7223
- ESOL Website: <https://www.pcsb.org/esol>
- PCS Website: <https://www.pcsb.org/>



<http://fsassessments.org/>



<http://www.cpalms.org/Public/>

# Questions



Contact:

Ericka Reckenwald

ESOL Family Outreach

727-588-6415

[reckenwalde@pcsb.org](mailto:reckenwalde@pcsb.org)