What is the SAT-10?

- A standardized, “norm-referenced” achievement test
- Compares a student’s score against the scores of other students taking the test
- Reports the percentile rank where each test-taker stands in the group
- “Ana scored at the 63rd percentile”...Ana scored equal to or higher than 63% of those taking the test
SAT-10 Administration

- Administered to 1st and 2nd grade students
- Multiple choice format
- Multi-color to motivate and capture student interest
- SAT-10 will be administered April 7th –April 11th
- Reading Comprehension (April 8th)
- Math Problem Solving (April 9th)
Why SAT-10?

- Provides achievement data that can be used to compare local students' performance with the performance of students in the nation

- Reports relative areas of strengths and weaknesses

- Provides data to study changes of performance over time
Percentile Rank

○ Ranges:
  1-20   Well below average
  21-40  Somewhat below average
  41-60  Average (50 is the national average)
  61-80  Somewhat above average
  81-99  Well above average

This is NOT a grade!
Stanines

- Standard score that divides scores into nine parts:

1, 2, 3 - Below Average
4, 5, 6 - Average
7, 8, 9 - Above Average
Percentile and Stanine Curve

<table>
<thead>
<tr>
<th>Stanine</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>9</th>
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<tbody>
<tr>
<td>PR</td>
<td>Below 4</td>
<td>4–10</td>
<td>11–22</td>
<td>23–39</td>
<td>40–59</td>
<td>60–76</td>
<td>77–88</td>
<td>89–95</td>
<td>Above 95</td>
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<tr>
<td></td>
<td>Below Average</td>
<td>Average</td>
<td>Average</td>
<td>Average</td>
<td>Average</td>
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<td>Average</td>
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Four Modes of Comprehension

- initial understanding
- interpretation
- critical analysis
- awareness and usage of reading strategies
1\textsuperscript{st} grade Sample Questions

1. Picture Reading

2. Picture Reading

3. Picture Reading
1st grade Sample Questions

Picture Reading

1. Abe has a new
   A goldfish  B kitten  C chicken

2. She is playing with his mother’s
   A clothes  B yarn  C thread

3. Mother will be
   A afraid  B happy  C upset
1<sup>st</sup> grade Sample Questions

**Sentence Reading**

1. Paul put on his vest.
   - A. Nest
   - B. Pants
   - C. Vest

2. Vic wants to ride in a plane.
   - A. Airplane
   - B. Plate
   - C. Train

3. Nina bought a new red bow.
   - A. Bowl
   - B. Bow
   - C. Hair tie
4. The boy is riding.
   - The puppy is sleeping.
   - The boy is walking.

5. Look at the dish.
   - It is time for lunch.
   - The dish is broken.

6. It is spring.
   - She has a new hat.
   - It is winter.
The Circus

Last week my parents took me to the circus. I saw a funny-looking clown with big feet and a red nose. The clown did tricks and rode on a tiny bike. Then he danced around with a cute little puppy that was wearing a hat. Everyone laughed and clapped when the clown took the puppy's hat and put it on his own head. My family had a very good time at the circus.

3. Where did the family go last week?
   - to the zoo
   - to the park
   - to the circus

5. What does the clown do to make people laugh and clap?
   - He does magic tricks.
   - He wears the puppy's hat.
   - He rides a tiny bike.

4. At the end of the story who wore the puppy's hat?
   - the boy
   - the puppy
   - the clown
Mister Fred’s Bike Store
Come and see our new children’s bikes. We have bikes to fit all riders. We have bikes with shiny wheels. There are bikes of all colors. We have books that tell how to ride safely.
You can meet Lisa Lin, who wrote the book Stay Safe on Your Bike. She will be at our store on Saturday at 11:00 A.M. If you buy her new book, she will write her name in it for you.

Mister Fred’s Bike Store
14 River Street
Open Monday–Friday 9:00 A.M.–6:00 P.M.
and Saturday 10:00 A.M.–3:00 P.M.

What would be the best way to find out more about the new bikes?

- Go and look at some of them
- Think about other bikes you have seen at stores
- Ask Mr. Fred why he sells bikes
- Ask your mom or dad what color bike they prefer

The picture of the bikes is meant to—

- help you know where Mr. Fred’s store is located
- make you want to buy a book from Lisa Lin
- show you how to ride a bike safely
- show you what kinds of bikes you might see at the store
Tested areas in Mathematics...

Problem Solving....
probability, statistics, pattern of numbers, estimation, number sense and algebra

Procedures....
operations of numbers (addition, subtraction, etc)
Sample Math Problems

1. first
A. second
B. seventh
C. ninth
D. eleventh

2.
A. 6
B. 10
C. 13
D. 18
Sample Math Questions

1. Find the school bus that is underlined. In which position is the school bus?

2. One of the doors has an odd number. Which number is odd?
SAT-10 Results

- **Schools receive:**
  1) student stanine and percentile rank data for each subtest
  2) summary data including median percentile ranks and quartile score analysis
Parents receive:

- an Individual Student Report (ISR), which indicates the student’s percentile rank on each subtest.
A VISUAL EXPLANATION OF THE STANFORD ACHIEVEMENT TEST, TENTH EDITION (SAT-10) INDIVIDUAL STUDENT REPORT

A- Student Identification Information
The information at the top of the report includes the student’s name, school, location number, name of school, student ID, the test level, and grade level when tested.

B- Score Ranges
Percentile scores range from a low of 1 to a high of 99 with 50 being the average. Stanine scores range from a low of 1 to a high of 9 with 5 being average.

C- Subtest Scores
The student’s subtest scores. Percentiles and stanines, on Reading Comprehension and/or Mathematics: Problem Solving are displayed.

D- Letter to Parents
The letter reviews information on test score interpretation to share with parents. Translations are provided in Spanish and Haitian Creole.

E- Comments
Comments are listed as applicable for student’s who were Absent, Exempt from testing, or whose test was invalidated. The statement “Not Tested” indicates that the subtest was not administered to this grade level.
What Every Parent Should Know

Students need to....

- learn how to manage stress due to test anxiety
- be well-rested and have a good breakfast before taking a test
- review and practice skills/concepts taught for easy application
Reading Strategies for Success

- Read the passages carefully
- Identify the main idea
- Identify and underline key words in questions
- Revisit the text to find the answers and underline where the answers are found
- Read all answer choices and eliminate incorrect responses
- Use context clues to determine the meaning of unknown words
- First grade students will also need to listen carefully to oral passages/questions
Math Strategies for Success

- Listen carefully to oral questions
- Identify key words
- Solve math problems using sheet of paper provided
- Check all work carefully
- Check that only one answer is bubbled for each question
Florida’s Common Core State Standards (CCSS) implementation Plan
The following is Florida’s timeline for implementing the CCSS.

Phase 1 (2011-2012)
Full Implementation Grade K
Begin Implementation of Literacy Standards in ALL Content Areas for Grades 6-12
Begin Implementation of Rich and Complex Text and Informational Text for Grades K-12

Phase 2 (2012-2013)
Full Implementation Grades K-1
Full Implementation of Literacy Standards in ALL Content Areas for Grades 6-12
Continue Implementation of Rich and Complex Text and Informational Text for Grades K-12

Phase 3 (2013-2014)
Full Implementation Grades K-2
Implementation of a Blended Curriculum (CCSS and Supplemental NGSSS Aligned to FCAT 2.0 and EOCs) for Grades 3-12
Continue Implementation of Rich and Complex Text and Informational Text for Grades K-12

Full Implementation Grades K-12
PARCC Assessments Aligned to CCSS
Why Common Core?

- Florida has adopted new standards, the Common Core State Standards, in English, Language Arts, and Mathematics, which impact the way children are taught, how they learn, and how they will be assessed.

- Florida’s schools will be fully integrated with these new standards by the 2013-2014 school year.
Some Facts About Common Core Standards

- Developed by the most highly qualified teachers, administrators, and experts in the field of education
- Aligned with the highest international standards
- Based on the best research with regards to educational outcomes as well as readiness for college and the workforce
- Adopted in 45 states, two territories, and the District of Colombia
Common Core and the Classroom

- What can you expect for your child in the classroom?
  - Children learning through more collaborative group activities
  - Subject areas overlapping and intertwining with an increased focus in reading and comprehension
  - Reading more non-fiction (informational) text
More Complexity

- Students will be expected to read and comprehend more increasingly complex texts as well as complete more in-depth reading assignments as they move through the elementary and secondary grades.

- Research shows that the complexity of texts utilized in schools has declined over the past 40 years.
More Text Evidence

- In Reading, students will be required to make *evidence-based* claims about what they read.

- In Writing, students will be asked to cite evidence to justify their statements rather than rely on opinions or personal feelings.

- Students will be expected to write more and better, using facts, details, and examples to inform, describe, and explain.
More Speaking & More Listening

- Students will be expected to demonstrate that they can listen and speak effectively.

- Students will be assessed on both their listening and speaking skills; Therefore, there will be an increase in small-group and whole-class discussions in the classroom.

- Teachers will teach and evaluate students on how well they understand the speaker’s points.
Helpful Common Core Websites for Parents

http://www.corestandards.org

http://pta.org/parents/content.cfm?ItemNumber=2583

http://www.cgcs.org/Domain/36

http://www.achieve.org/achieving-common-core
Questions???
3 Key Ideas for Parents about the Common Core

Thinking Deeply
The Common Core emphasizes critical thinking. It requires students to analyze more, discuss more, evaluate more, justify more and explain their thinking & understanding deeply, especially in writing. Take-Away: Really thinking deeply is hard. Let it BE hard, help them talk it out.

Integrating Learning
The Common Core emphasizes learning across disciplines (reading with math & social studies standards combined into one task). Students spend more time working together with different settings, structures & tools. Take-Away: Problems & solutions happen everyday in the real world.

Showing How They Know
The Common Core emphasizes proof & evidence. Long gone are the days of worksheets, fact memorizations and skill & drill. Students are not taught this way and they are not assessed this way. Take-away: The new tests will require students to explain how they know.

Supporting The Common Core at Home
0 Ask *why* when children tell you they want something or want to do or not do something. 0 Use the word *because* after "No" or "Not tonight..." 0 Give reasons--you to them and them to you.
0 Encourage questions & explore answers (especially questions whose answers are not yes or no.)
0 Explain & discuss issues or problems in your house, neighborhood, & community. Brainstorm solutions.
0 Compare how things are alike and different--videos, movies, food. 0 Look for patterns 0 Describe & categorize stuff. 0 Tell your children what you value & why. 0 Encourage & celebrate opinions.

www.helloliteracy.blogspot.com
CC - 2013, by Jen Jones & Kate Duly
<table>
<thead>
<tr>
<th>RL.1.1</th>
<th>Questioning Key Details</th>
<th>RI.1.1</th>
<th>Questioning Key Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is the character happy/sad?</td>
<td>Why did the author write the article? (Invitation/flyer)</td>
<td></td>
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<tr>
<td>What does the story say about ____?</td>
<td>What happened ____?</td>
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<tr>
<td>What problem does the character have?</td>
<td>What caused ____?</td>
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<tr>
<td>Where is the problem solved in the story?</td>
<td>Where does ____?</td>
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<tr>
<td>What words describe the character?</td>
<td>How does ____?</td>
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<tr>
<td>What caused ____ to ____?</td>
<td>Where are ____ found?</td>
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<tr>
<td>At the end of the story where did ____ go?</td>
<td>Why does ____?</td>
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<tr>
<td>What happened ____?</td>
<td>What is ____?</td>
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<thead>
<tr>
<th>RL.1.2</th>
<th>Retell Central Message/Lesson</th>
<th>RI.1.2</th>
<th>Identify Main Topic; Retell Key Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retell what happened in the story/poem?</td>
<td>Why do you think ____ has the title ____?</td>
<td></td>
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<tr>
<td>What happened first? (Beginning/Middle/End)</td>
<td>According to ____ what will the reader learn?</td>
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<tr>
<td>Which of these happened first/last?</td>
<td>What would be a good name for ____?</td>
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<thead>
<tr>
<th>RL.1.3</th>
<th>Describe Story Structure (Character, Setting, Plot)</th>
<th>RI.1.3</th>
<th>Describe Connection between Text Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the most important character in the story?</td>
<td>How is the information about (2 people/events/ideas or pieces of information) ALIKE in the story/article/flyer/recipe?</td>
<td></td>
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<tr>
<td>How does the main character want?</td>
<td>How is ____ BETTER than ____?</td>
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<tr>
<td>How do you know how the character feels about ____?</td>
<td>Why is ____ important to ____?</td>
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<tr>
<td>What does the character think about ____?</td>
<td>What would happen if ____ was not there?</td>
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<tr>
<td>When the character does (action), how do the others feel?</td>
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<tr>
<td>What do the other characters say/feel about ____?</td>
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<tr>
<td>You can tell that ____ likes ____ because...</td>
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<tr>
<td>Where does the story take place? How do you know?</td>
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<tr>
<td>What is the problem in the story?</td>
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<tr>
<td>How is the problem solved?</td>
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<thead>
<tr>
<th>RL.1.4</th>
<th>Identify Feeling/Sensory Words &amp; Phrases</th>
<th>RI.1.4</th>
<th>Questioning Determine/Meaning of Words &amp; Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to this sentence. &quot;__________&quot;</td>
<td>What does ____ mean?</td>
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</tr>
<tr>
<td>What does ____ mean?</td>
<td>When (phrase containing assessed word), what do you think it means?</td>
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</tr>
<tr>
<td>What words did you read/hear that let you know that the character is happy/mad/scared?</td>
<td>In this story, what does the word ____ mean?</td>
<td></td>
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</tr>
<tr>
<td>What words/sentences did you read/hear that describe what you could hear/see/taste/touch or smell?</td>
<td>What is the person/animal doing when ____?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>RL.1.5</th>
<th>N/A</th>
<th>RI.1.5</th>
<th>N/A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>RL.1.6</th>
<th>Identify Character &amp; Point of View</th>
<th>RI.1.6</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is telling the story?</td>
<td>On which page can you find facts about ____?</td>
<td></td>
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<tr>
<td>Where in the story does another character tell what happened?</td>
<td>How can you find out what the word ____ means?</td>
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<thead>
<tr>
<th>RL.1.7</th>
<th>Use Illustrations &amp; Details to Describe (Character, Setting, Events)</th>
<th>RI.1.7</th>
<th>Use Text Features; Distinguish Information from Pictures/Words; Describe Key Ideas from Illustrations &amp; Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to this sentence. &quot;__________&quot;</td>
<td>You would find information about ____ under which heading?</td>
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<tr>
<td>Which picture in the story shows what the sentence is saying?</td>
<td>On which page can you find facts about ____?</td>
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<td></td>
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<tr>
<td>The illustration shows ____ is happening in the story.</td>
<td>How can you find out what the word ____ means?</td>
<td></td>
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<tr>
<td>How do the illustrations help you understand where and when the story is happening?</td>
<td>What does the symbol/icon tell you?</td>
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<tr>
<td>Look at the illustration on page ____ Describe how the character looks. How does the character feel about ____? How do you know?</td>
<td>How does the picture/drawing help you understand the story/article/flyer/recipe?</td>
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<tr>
<td>The purpose of the illustration in page ____ is to show the reader ________.</td>
<td>What does the picture/drawing/map show?</td>
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Curriculum & Instruction, Division of Language Arts & Reading, September 2011
| RL.1.8  | N/A   | RL.1.8 Identify Author's Perspective | Why does the author think that ____?  
| What are the reasons for the author's opinion?  
| What did you hear/read that tells you a drawn conclusion?  
| Explain why the author thinks that ____ is important?  

| RL.1.9 Compare/Contrast Characters Experiences | How are ____ ALIKE? (characters, setting, events, ending)  
| How is the _____ in title of story/poem ALIKE/DIFFERENT than the _____ in title of story/poem?  
| How is _____'s problem DIFFERENT from ____'s problem?  
| How is _____'s problem LIKE ____'s problem?  
| What does _____ do to solve the problem in title of story/poem? (Ask for each story/poem)  
| How does ____ change from ____ BEFORE ____ to AFTER ____ in each story?  
| RI.1.9 Identify Similarities/Differences between Two Texts | What are the two articles/flyer/recipe/stories about?  
| How can you use the information in BOTH articles/flyer/recipe/stories to tell a friend about them?  
| How are the pictures/drawings in _____ and ____ ALIKE/DIFFERENT?  
| What is DIFFERENT/ALIKE about the way to make/do ____ in title 1 and title 2?  
| How do the authors of title 1 and title 2 explain how _____ looks/eats/lives the SAME/DIFFERENTLY?  
| How is the information in _____ different from ______?  
| Why is _____ BETTER in title 1 than in title 2?  

| Language L.1.4a Use Context Clues | In this story, what does the word ____ mean?  
| Read/Listen to this sentence from the story.  
| "______"  
| What does the word/phrase ______ mean?  
| When the character says ____, it means ______.  

| L.1.4b Use Affixes | If (base word) means ______, what does base word + affix mean?  

| L.1.4c Identify Root Words | Which word has the same base word as ______?  

| L.1.5d Distinguish Shades of Meaning | Read/Listen to this story.  
| "__________"  
| What did ____ do/say when ______?  
| (Ex., Baby Bob is coloring on the walls in his room. Mother turned around and stopped what she was doing.  
| Mother (whispered, boomed, giggled), "Baby Bob!")  

Curriculum & Instruction, Division of Language Arts & Reading, September 2011