



NORTHERN ILLINOIS UNIVERSITY

# Migrant Education Services

*Outreach, Engagement and Regional Development*



## Fields Apart – Growing Together

# Educator Training

Presented by

Magaly Avila Rodriguez

Greg Ballweg

Kelly Cuevas Tovar

Date:

June 4, 2024



# Content

01	02	03	04
Program Eligibility	MPOs	Assessments	Resources
<ul style="list-style-type: none"><li>• Determine basic eligibility factors required to participate in the migrant education program</li><li>• Determine process for possible eligible youth</li></ul>	<ul style="list-style-type: none"><li>• Identify different measurable program outcomes for participating 3 – 21-year-olds and parents in the program</li></ul>	<ul style="list-style-type: none"><li>• Decide which are appropriate based on student age / last grade completed</li><li>• Correctly assess to obtain accurate results</li><li>• Analy ze assessment to best meet needs of students</li></ul>	<ul style="list-style-type: none"><li>• Identify different resources to use for student lessons</li><li>• Identify resources for students and families</li></ul>



# Part 1: Program Eligibility

Educator Training

Date:  
June 4, 2024

# Identification and Recruitment

- Before we can provide services, we must determine whether a child is eligible for the program.
- Certified recruiters identify potential eligible youth and conduct an interview to be able to register students.

# Basic Eligibility

Migratory  
Agricultural  
Worker

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Migratory Child

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Qualifying Work

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# Migratory Agricultural Worker/Fisher

- Qualifying move in the preceding 36 months
  - Due to economic necessity
  - From one residence to another
  - From one school district to another
- Engaged in temporary or seasonal qualifying work





# Migratory Child or Youth

- Younger than 22
- No high school diploma or equivalent degree
- Made qualifying move in past 36 months due to economic necessity
- Move on own as migratory worker or
- Move was with or to join/precede worker

# Migratory Child / Youth

There are no ethnic, national origin or language  
requirements for determining eligibility

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Preschool – school aged children

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Out of School Youth

# Qualifying Work

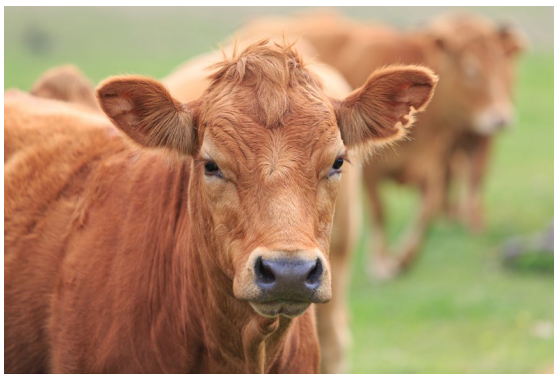
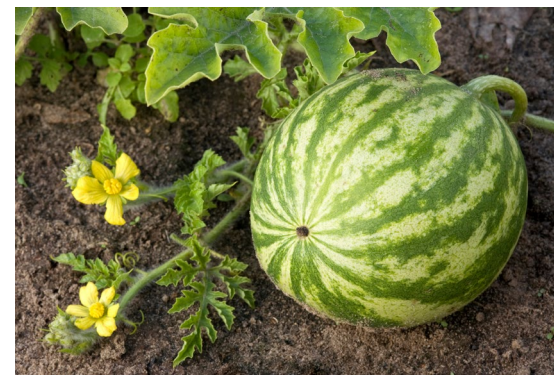
- Work is seasonal (due to the cycles of nature) AND directly related to the touching of the raw product

OR

- Work is temporary (less than 12 months) AND directly related to the touching of the raw product



# Qualifying Work





Part 2:

# Measurable Program Outcomes

Educator Training

Date:

June 4, 2024

# Measurable Program Outcomes

- Reflect the State performance targets, and the needs and solution strategies identified in the Comprehensive Needs Assessment (CNA)
- Are the desired outcomes of the strategies that quantify the differences that MEP services make
- Provide the foundation for the Service Delivery Plan (SDP) and can be clearly communicated and evaluated

School  
Readiness  
MPOs



“show gain of  
3.0 points”

2A) By the end of the 2023-24 reporting period, 75% of preschool migratory children participating for at least 3 weeks in summer school programs will show a gain of 3.0 points in the combined scores of the Emergent Literacy Skills and Alphabet subtests of the Illinois MEP Early Childhood Education (ECE) Assessment.

2B) By the end of the 2023 -24 reporting period, 75% of all preschool migratory children participating for at least 3 weeks in summer school programs will show a gain of 3.0 points on the Counting subtest of the Illinois MEP ECE Assessment.

English  
Language  
Arts MPOs



“significant gain at the  
.05 level”

1A) By the end of the 2023 -24 reporting period, migratory students in grades K-8 participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in reading/literacy between pre and post -test using an appropriate performance -based reading/literacy assessment.

1E) By the end of the 2023 -24 reporting period, the percent of identified migratory children in grades K -12 who participate in MEP instructional services will increase to 44%.



# Math MPOs

“significant gain (at the .05 level) in math between pre- and post-test”

1C) By the end of the 2023-24 reporting period, migratory students in grades K-8 participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in math between pre- and post-test using an appropriate performance-based math assessment.



HS Graduation  
& OSY  
Achievement

“percentage of participation will increase”

3A) By the end of summer 2024, the percentage of eligible migratory students in grades 9 -11 who participate in summer programs will increase to 35%.

3B) By the end of summer 2024, 75% of secondary -aged migratory students (those attending a field - based program and those in a center - based program for a sufficient amount of time to show progress [about 3 weeks in summer programs or 3 months in the regular term]) will make progress toward instructional/learning goals identified on their Secondary Student Services Plan.



OSY  
Achievement

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“70% of OSY will gain 5% on curriculum-based lesson assessments”

4A) By the end of summer 2024, 70% of migratory OSY engaged in instructional services for a sufficient amount of time to show progress (typically 3 weeks) will make measurable progress toward the instructional/learning goals identified on their Secondary Student Service Plan.

4B) By the end of summer 2024, 70% of the migratory OSY who completed OSY lessons during the regular year or summer will gain 5% on curriculum-based lesson assessments.

4C) By the end of the 2023 -24 reporting period, the percentage of migratory OSY identified who participate in instructional services will increase to 63%.



Ancillary &  
Support  
Services

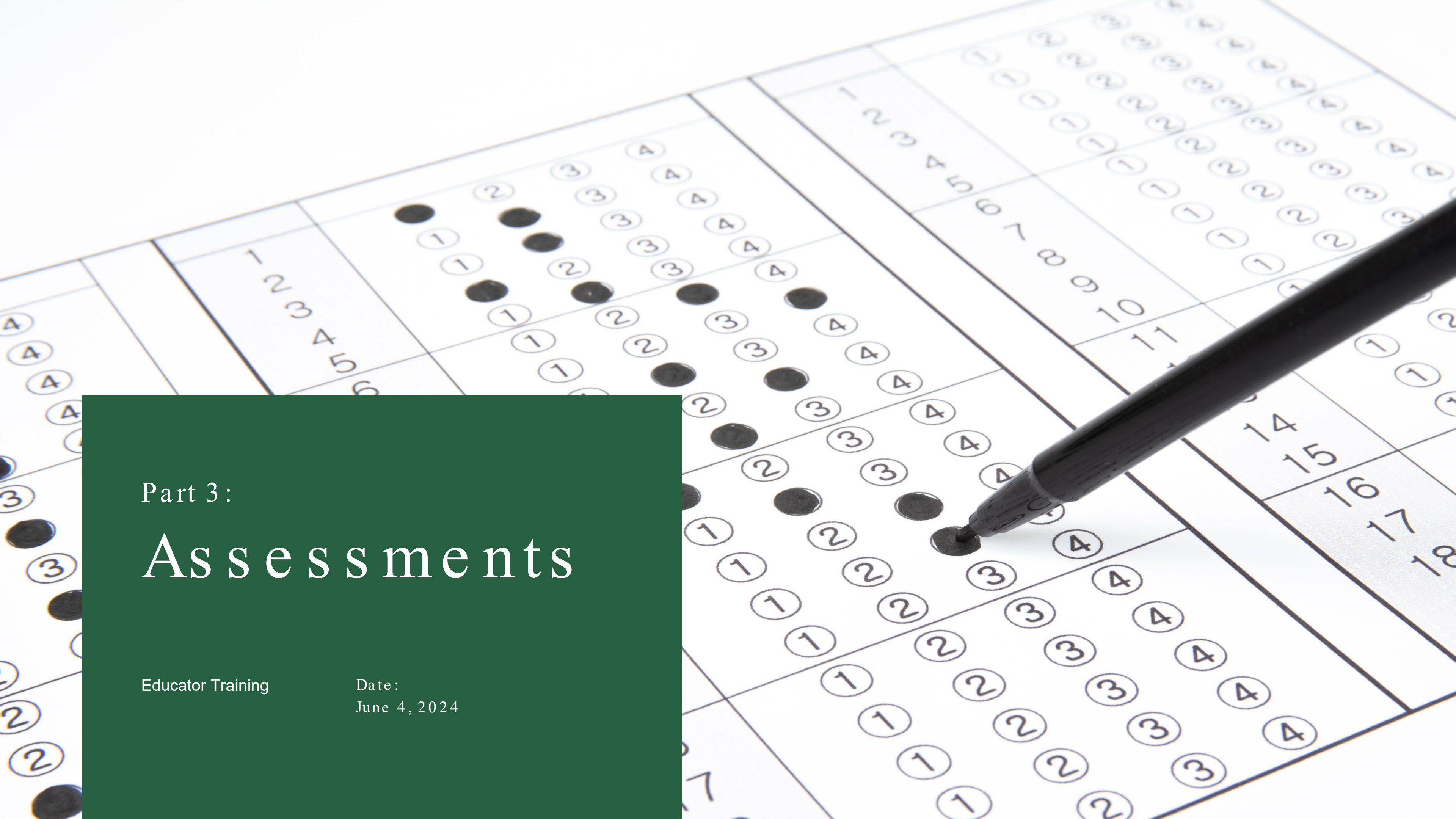
Educator Training

“80% of migratory parents will report satisfactory ability to support their child’s success in school”

5A) As a result of MEP coordination/ collaboration activities provided in 2023-24, 80% of migratory parents who engage in parent activities and complete the parent survey will report that they received information about support and academic services (e.g., health, nutrition, transportation, other support services ) to promote the health, well-being, and knowledge of support services and community resources for their children.

5B) As a result of MEP -sponsored parent engagement activities provided in 2023 -24, 80% of migratory parents participating in MEP activities will report satisfactory ability to support their child’s success in school as measured on the parent engagement survey.

5C) By the end of the 2023 -24 reporting period, the percent of identified migratory children and youth (ages 3 -21) who receive needs-based support services will increase to 62%.



Part 3:

# Assessments

Educator Training

Date:  
June 4, 2024

# Early Childhood- 8th Grade Assessment Guide

<b>Age/Grade</b>	<b>Reading Assessment</b>	<b>Math Assessment</b>	<b>Writing Sample</b>
PreK (age 3-5)*	Early Childhood Assessment		N/A
Kindergarten	CAP (Concepts About Print)	Kindergarten test	Yes
EEd (grades 1-5)	Rigby	Grade level test	Yes
Middle Level (grades 6-8)	Fluency Snapshot + retell rubric	Grade level test	Yes

\*PreK students may be 5 as long as they have not completed kindergarten

If a student scores extremely well on the reading assessment at their level, you may also give them the next reading assessment (for instance, a student is still instructional at level 30 in Rigby, then you may give them the 6th grade fluency snapshot with the retell rubric). Both assessments should be turned in.

If a student falls far below the fluency expectation on the Fluency Snapshot for their grade level, it is not necessary for them to finish reading the chapter and complete the retell portion of the assessment. Simply note the fluency/ accuracy score. The teacher working with the student may want to administer the Rigby at this point to gain more information about the student. Be sure to record both sets of scores.

**Pre - and post - assessments MUST be in the same language for evaluation purposes**

# Pre K (age 3 - 5)

## Early Childhood- 8th Grade Assessment Guide

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\*PreK students may be 5 as long as they have not completed kindergarten

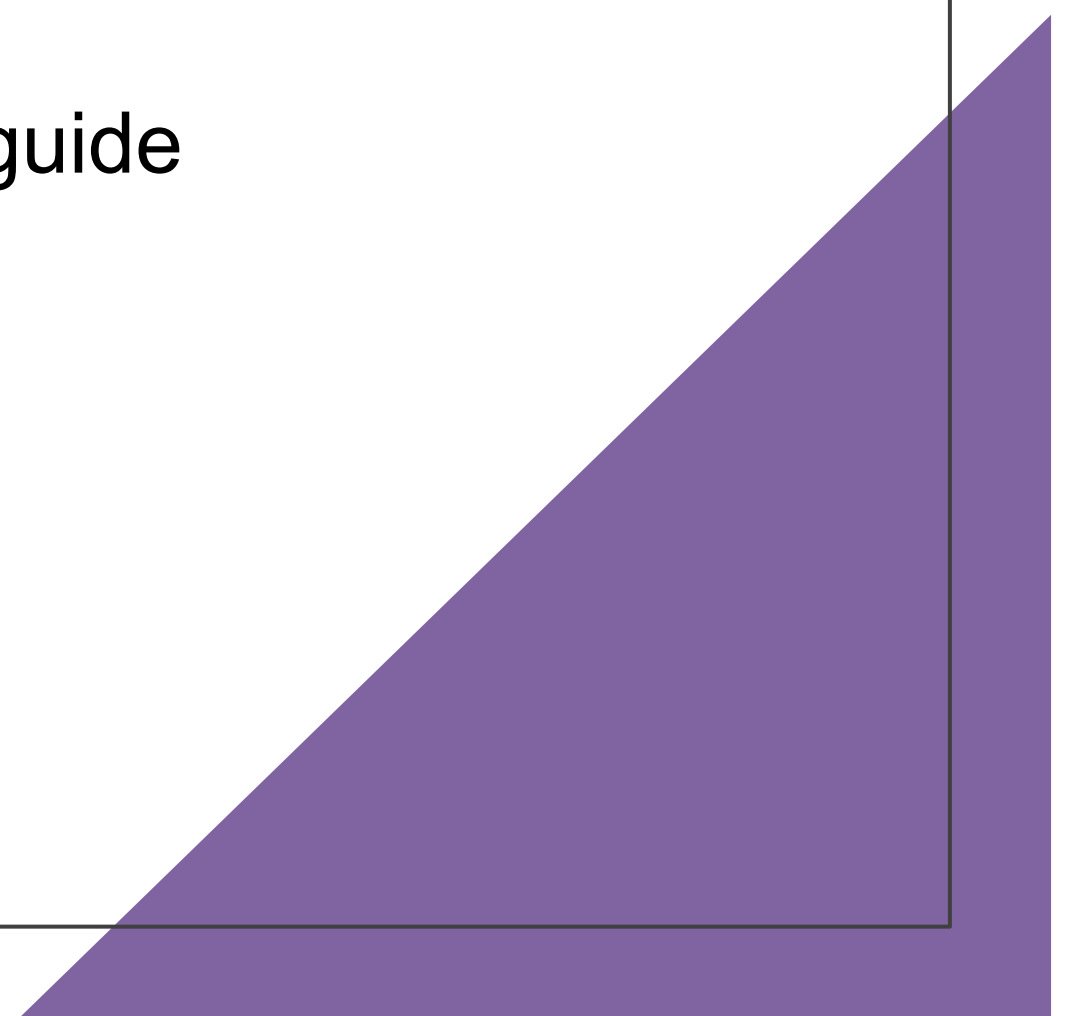
**MPO:** 75% of participating preschool migratory children will show a gain of 3 points in Emergent Literacy Skills, Alphabet, & counting subtests.

# Early Childhood Assessment

- **Materials**

- Instruction guidelines (script)
- Score sheet
- [Shape cards](#)
- [Color cards](#)
- [Alphabet cards](#)
- [Number cards](#)

- Pencil
- Blank paper
- 20 blocks
- Children's book & guide
  - *Corduroy*
  - *Little Red Hen*



# Early Childhood Assessment

## Key activities:

- *Concepts of Print Questions (related to books)*
- *“Matches”*
- *“Points to”/ “Identifies”*
- *“Names”*
- *“Rote Counting”*
- *“One -to -one Correspondence”*
- *“Quantity and Number”*



# Early Childhood Assessment

MEP PROJECT \_\_\_\_\_ TEACHER \_\_\_\_\_ CHILD'S NAME \_\_\_\_\_ CHILD'S DOB \_\_\_\_\_

Student's 1 <sup>st</sup> experience in a pre-school program	Yes	No	Site-based (SB) or Home-based (HB) program.	SB	HB	Student's Home Language	Pre-Test Date: Age [ ] YRS [ ] MOS	Post-Test Date: Age [ ] YRS [ ] MOS
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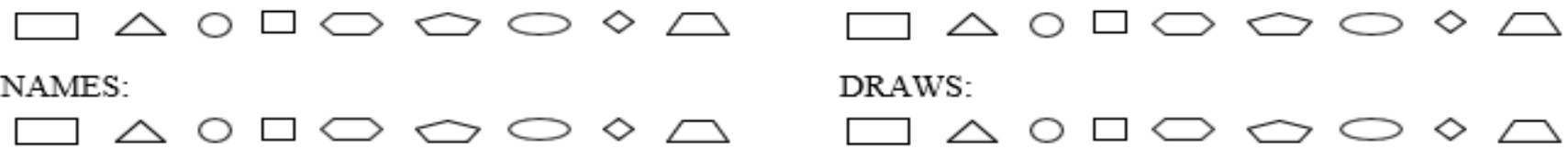
Instructions: Mark behaviors that are demonstrated or have been observed. Circle answers on the pre-test. Underline answers on the post-test. The score is the number of items marked.

Area	Tot Pts	Skill	Pre-Score	Post-Score
<b>A</b> Personal Data	3	ORALLY GIVES: 1. First name 2. Last name 3. Age		
<b>B</b> Initial Book Behaviors	3	1. Holds book right side up 2. Looks at book from front to back 3. Turns pages looking at text and pictures		

<b>C</b> *Emergent Literacy Skills	15	1. Points to pictures ___[Pre]___[Post] 2. Names pictures ___[Pre]___[Post] 3. Describes actions ___[Pre]___[Post] 4. Shares comments ___[Pre]___[Post] 5. Retells the story ___[Pre]___[Post] (Refer to book guide for scoring.)		
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<b>D</b> Colors	33	TO: 1.Red 2.Blue 3.Yellow 4.Brown 5. Black 6. Orange 7.Purple 8.Green 9.Pink 10.Gray 11.White NAMES: 1.Red		
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<b>E</b> *Counting	60	ROTE COUNTING: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 ONE-TO-ONE CORRESPONDENCE: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 QUANTITY AND NUMBER: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20		
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<b>F</b> Shapes	36	 NAMES: _____ DRAWS: _____		
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<b>G</b> Body Parts	10	NAMES: 1. Head 2. Legs 3. Arms 4. Fingers 5. Eyes 6. Ears 7. Mouth 8. Nose 9. Toes 10. Stomach		
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<b>H</b> Scissor Skills	3	1. Holds scissors properly 2. Cuts on a straight line 3. Cuts on a curved line		
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<b>I</b> Emergent Writing Skills	5	1. Scribbles 2. Attempts to write letters 3. Writes letters 4. Writes name 5. Identifies letters in name		
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<b>J</b> Prepositions	8	1. On 2. Under 3. Next to 4. In 5. Out 6. In front of 7. Behind 8. Between		
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<b>K</b> Following Directions	3	1. One step directions 2. Two step directions 3. Three step directions		
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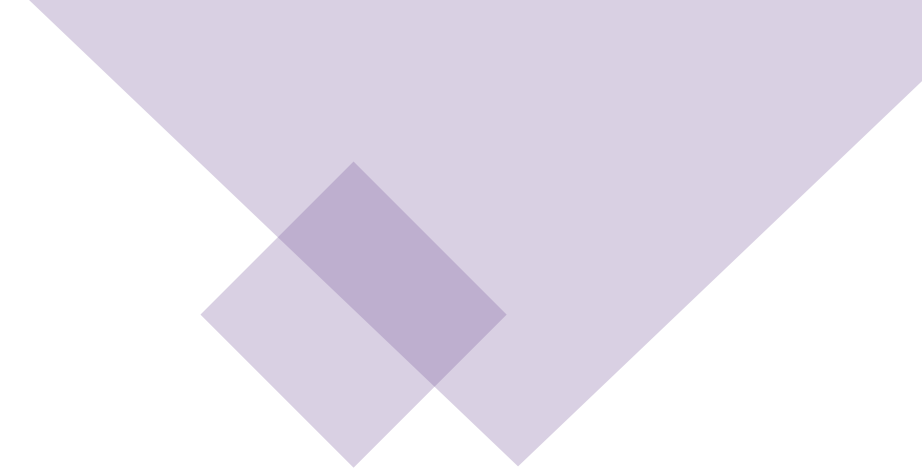

<b>L</b> *Alphabet	52	Identifies:		
		A B C D E F G H I J K L M N O P Q R S T U V W X Y Z		
		a b c d e f g h i j k l m n o p q r s t u v w x y z		

\*MPO skill areas \_\_\_\_ There was enough instruction time for the student to make progress. \_\_\_\_ There was not enough instruction time for the student to make progress.



## Areas of Focus for Instruction

- During every lesson make sure to include the following:
  - Emergent Literacy Skills
  - Counting
  - Alphabet
- All other areas are good if you get to them but not the priority for each lesson



# Early Childhood Assessment

C. Emergent Literacy  
Skills

E. Counting

L. Alphabet



A row of eleven sharpened colored pencils standing upright against a light blue background. The pencils are arranged in a slightly curved line, with colors including dark brown, brown, red, orange, yellow, light green, and dark green. The tips of the pencils are sharp and show the natural wood color.

# Early Childhood Assessment

- Keep in mind:
  - Divide assessment
  - Present as a “game”
  - Avoid frustration
    - If student struggles to ID letters in name, you can stop assessment

# Kindergarten



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EEd (grades 1-5)	Rigby	Grade level test	Yes
Middle Level (grades 6-8)	Fluency Snapshot + retell rubric	Grade level test	Yes

\*PreK students may be 5 as long as they have not completed kindergarten

**MPO: Students in Kindergarten will demonstrate a gain at the .05 level in reading/literacy between pre - and post -test.**

# Concepts About Print

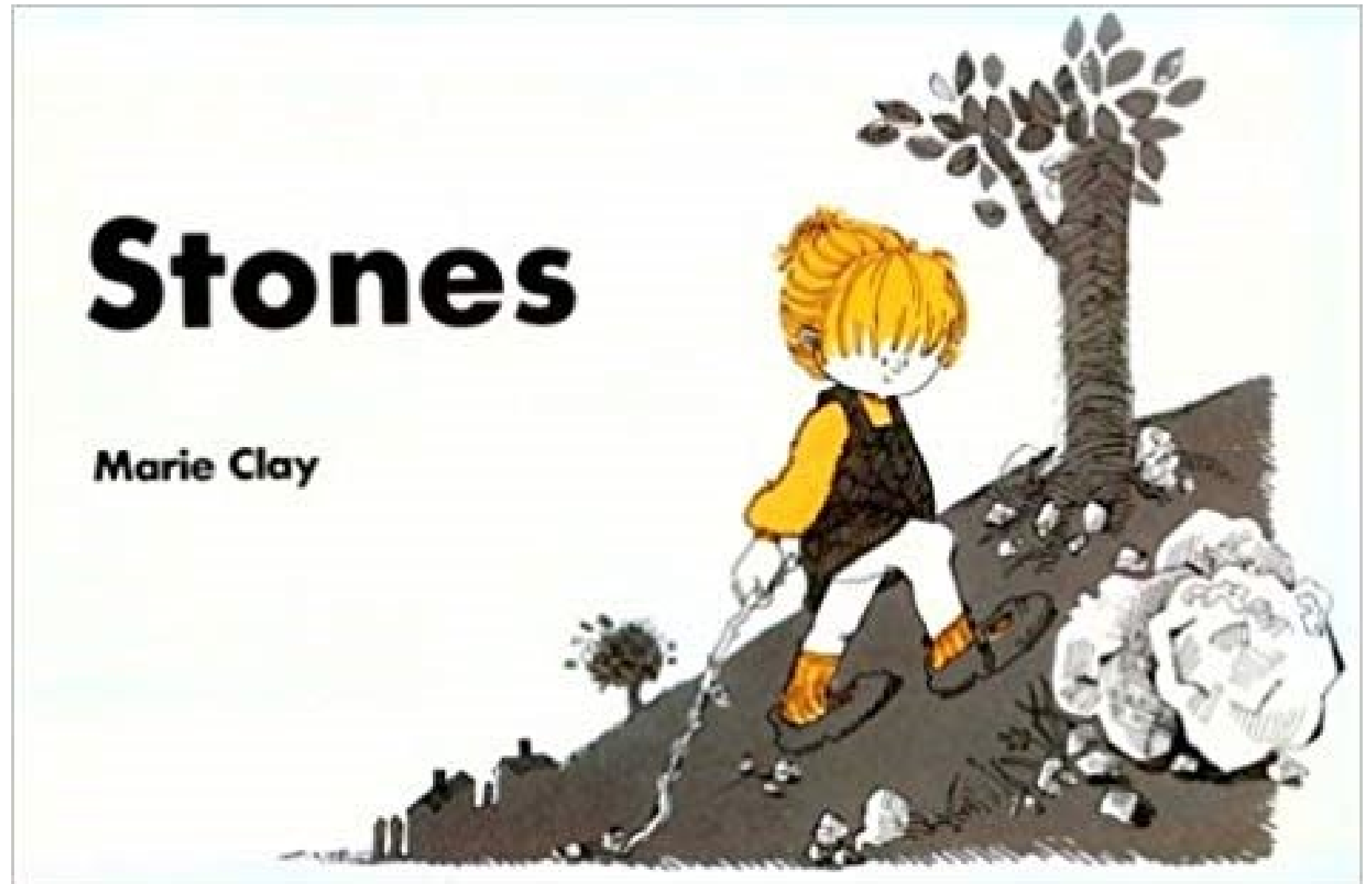
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## Materials

- Script
- Scoring sheet
- Book

**\*Re-read through script prior to administering for the first time**

**\*Stick to script exactly; no additional comments or praise**



# Concepts About Print

- Print awareness – child understands that print carries a message
- One to one correspondence – child recognizes a match between each word read and each word printed as text on a page
- Directionality – child holds a book correctly and “reads” from left to right and top to bottom (tracking print)
- Letters, words, and sentences – child recognizes and distinguishes between letters, words, and sentences
- Upper - and lowercase – child recognizes and distinguishes between upper - and lowercase letters and punctuation
- Parts of a book – child recognizes the author, title, and front and back of a book
- First and last – child has knowledge of the concept of “first” and “last”



- Sand
- Stones
- Moon
- Shoes

## CONCEPTS ABOUT PRINT SCORE SHEET

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Age: \_\_\_\_\_

TEST SCORE: /24

Recorder: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

STANINE GROUP:  

PAGE	SCORE	ITEM	COMMENT
Cover		1. Front of book	
2/3		2. Print contains message	
4/5		3. Where to start	
4/5		4. Which way to go	
4/5		5. Return sweep to left	
4/5		6. Word-by-word matching	
6		7. First and last concept	
7		8. Bottom of picture	
8/9		9. Begins 'The' ( <i>Sand</i> ) Begins 'I' ( <i>Stones</i> ) Begins 'I' ( <i>Moon</i> ) Begins 'Leaves' ( <i>Shoes</i> ) bottom line, then top, OR turns book	

10/11		10. Line order altered	
12/13 12/13 12/13		11. Left page before right 12. One change in word order 13. One change in letter order	
14/15 14/15		14. One change in letter order 15. Meaning of a question mark	
16/17 16/17 16/17 16/17		16. Meaning of full stop (period) 17. Meaning of comma 18. Meaning of quotation marks 19. Locate: m h ( <i>Sand</i> ); t b ( <i>Stones</i> ); m i ( <i>Moon</i> ); m i ( <i>Shoes</i> )	
18/19		20. Reversible words 'was', 'no'	
20 20 20 20		21. One letter: two letters 22. One word: two words 23. First and last letter of word 24. Capital letter	

# Grades 1 - 5

## Early Childhood- 8th Grade Assessment Guide

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\*PreK students may be 5 as long as they have not completed kindergarten

**MPO: Students in grades 1 - 5 will demonstrate a gain at the .05 level in reading/literacy between pre - and post -test.**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Pre-assessment		Pre-assessment	
Date:		Date:	
Instructional:		Instructional:	
Independent:		Independent:	

Level 1: On the Table

Comprehension	Score:
Retell	/8
Questions	/3
Total:	/11
Accuracy %	

		Accuracy		
		95-100%	90-94%	<90%
Comprehension	10-11			
	7-9			
	0-6			

Level 2: At the Zoo

Comprehension	Score:
Retell	/8
Questions	/3
Total:	/11
Accuracy %	

		Accuracy		
		95-100%	90-94%	<90%
Comprehension	10-11			
	7-9			
	0-6			

Level 3: Kate Goes to a Farm

Comprehension	Score:
Retell	/10
Questions	/3
Total:	/13
Accuracy %	

		Accuracy		
		95-100%	90-94%	<90%
Comprehension	12-13			
	9-11			
	0-8			

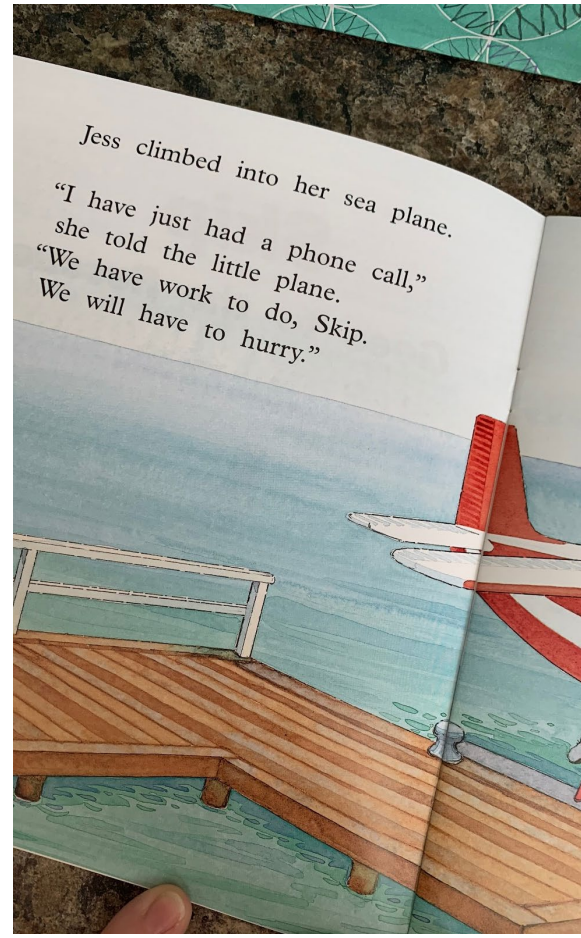
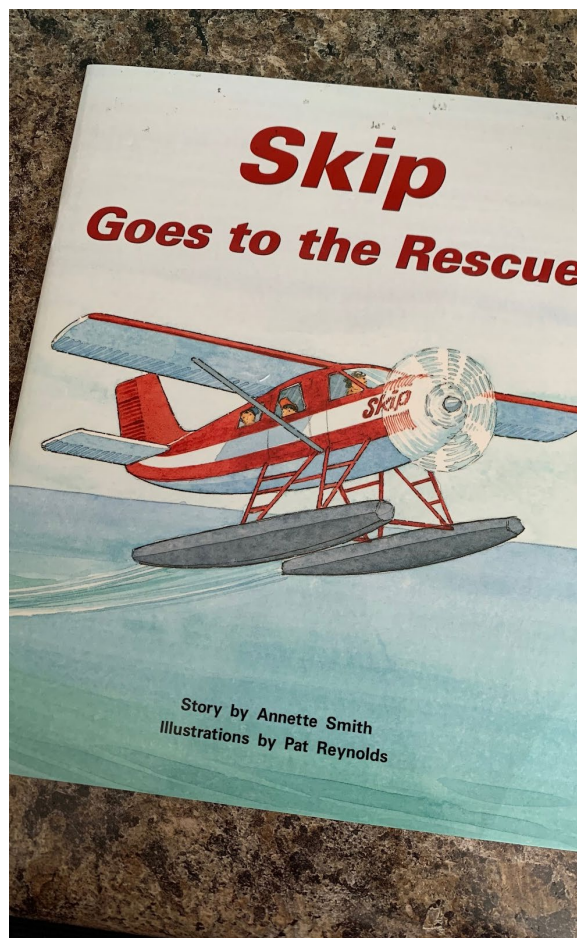
# Rigby

Students Finishing 1<sup>st</sup> – 5<sup>th</sup> grade

- **Materials**
- 30 leveled books and accompanying recording sheets
- [Rigby scoring graph packet](#)

\*we use 3 parts: running record, comprehension questions, retell

\*we are looking for a student's instructional level



**Reading Record**

**Ultra Benchmark**

Name: \_\_\_\_\_ Age: 15

Text: Skip Goes to the Rescue Level: 15

Accuracy: \_\_\_\_\_

Page	This story is about a sea plane named Skip and the pilot names Jess.	E	S.C.	Err	M:
2	Jess climbed into her sea plane. "I have just had a phone call," she told the little plane. "We have work to do, Skip. We will have to hurry."				
4	Jess started Skip's engine. "We are going over to the island," she said. "A boy has broken his arm. He needs our help." Skip went faster and faster over the water. Then the little sea plane went up into the air.				
6	Soon the little plane came to the island. Jess looked down. "I can't see the boy," she shouted. "Fly around the island, Skip."				
7	Skip flew slowly around the island. Then Jess saw some people on the beach. They were waving. A boy was sitting on the ground.				
8	"Look, Skip!" shouted Jess. "There is the boy! But he is down on the beach by the rocks."				
Allow student to finish reading the book.		Total			

Reading Record © Harcourt Achieve Inc., 2007. This page may be photocopied for educational use within the purchasing institution.

**Assessment Record**

**Ultra Benchmark**

Level 15: Skip Goes to the Rescue

**Retelling Response Sheet**

Name: \_\_\_\_\_

1 2 3 4 5 6 7 8 9 10  
Frustration = 1-4 Instructional = 7-8 Independent = 9-10

	0 Inaccurate or no response	1 Partial	2 Full Detail
Main Characters	Inaccurate or no response	1 or 2 of the following: Jess, Skip, the boy	Jess, Skip, and the boy
Setting	Inaccurate or no response	Outside	Outside over the ocean or outside near the beach
Problem	Inaccurate or no response	A boy on an island breaks his arm and needs help.	Jess rushes into her sea plane, Skip, because she receives a phone call that a boy on an island needs help due to a broken arm. They fly over the ocean to an island so they can help him. As they near the island, Jess cannot see the boy. Skip and Jess continue flying until they see people waving and the boy sitting nearby. However, Skip cannot land because too many rocks are under the water.
Solution	Inaccurate or no response	Jess flies her sea plane, Skip, to the island and brings the boy back across the sea.	Jess notices that Skip can land at the end of the beach because the water is free of rocks. Jess lands Skip, and the boy's father helps him into the plane as the crowd cheers. The boy arrives safely to land and thanks Jess.
Sequence	Gives no events or provides some events inaccurately sequenced	Identifies some events in the correct order	Relates most or all of the events in the correct order

Reading level Accuracy level:  $\frac{135}{135} = 100\%$

Running Words 135 Self-correction rate: \_\_\_\_\_ = \_\_\_\_\_ = 1:

%	99	98	97	96	95	94	93	92	91	90	89	88	87	86
Errors	1-2	3	4	5-6	7	8	9-10	11	12	13-14	15	16	17-18	18-

Reading level (with understanding): Frustration / Instructional / Independent

Retelling Response Sheet © Harcourt Achieve Inc., 2007. This page may be photocopied for educational use within the purchasing institution.

**Comprehension Check**

Level 15: Skip Goes to the Rescue

Name: \_\_\_\_\_

**Questions to check for understanding** (check if understanding acceptable)

- What was the name of the sea plane? (literal)  
Response: (Skip)
- Why did Jess and Skip have to go over to the island? (literal)  
Response: (a boy had broken his arm and needed help)
- Why did Skip land at the far end of the beach? (literal)  
Response: (to avoid the rocks)
- How do you think the boy might have broken his arm? (inferential)  
Response: (Response should reflect interpretation and higher-level thinking.)

**Comprehension Strategies Checklist**

Record the date under the appropriate observation and next steps you need to take.

Comprehension Strategy	Observed Achievement	Observed Difficulty	Next Steps
Uses prior knowledge and experience			
Identifies main idea or theme			
Compares and contrasts information			
Summarizes information			
Considers purpose for reading			
Asks questions to clarify meaning			
Connects ideas			
Text-to-text			
Text-to-self			
Text-to-world			
Visualizes information			
Uses fix-up strategies to monitor comprehension			
Makes and confirms inferences			

Comprehension	Score	Accuracy		
Questions	/10	95-100%	90-94%	< 90%
Comprehension	/4	13-14		
Comprehension	/14	9-12		
Comprehension		0-8		

Level 14: Little Hen, Mouse, and Rabbit

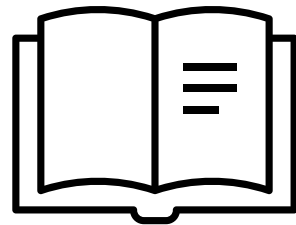
Comprehension	Score	Accuracy		
Questions	/10	95-100%	90-94%	< 90%
Comprehension	/4	13-14		
Comprehension	/14	9-12		
Comprehension		0-8		

Level 15: Skip Goes to the Rescue

Comprehension	Score	Accuracy		
Questions	/10	95-100%	90-94%	< 90%
Comprehension	/4	13-14		
Comprehension	/14	9-12		
Comprehension		0-8		

Rigby  
Students Finishing 1<sup>st</sup> – 5<sup>th</sup> grade

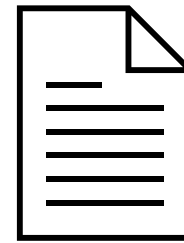
# RIGBY



## RUNNING RECORD

Students will read while the teacher records errors. The total number of errors is compared to the total number of words to gather an accuracy score.

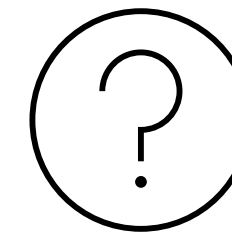
|-----FLUENCY-----|



## RETELL RUBRIC

Students retell what they remember from the reading. Students are given credit based on details provided using a retell rubric and a final score is tallied.

|-----COMPREHENSION-----|



## COMPREHENSION QUESTIONS

Students are asked both literal and inferential questions related to the reading. The number of questions correct is recorded.

# RIGBY - SCORING GUIDE

## Level 3: Wake Up Father Bear

RETELL RUBRIC

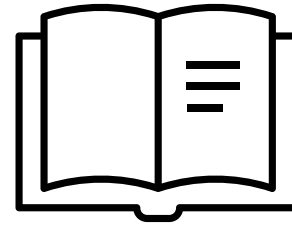
COMPREHENSION  
QUESTIONS

RUNNING RECORD

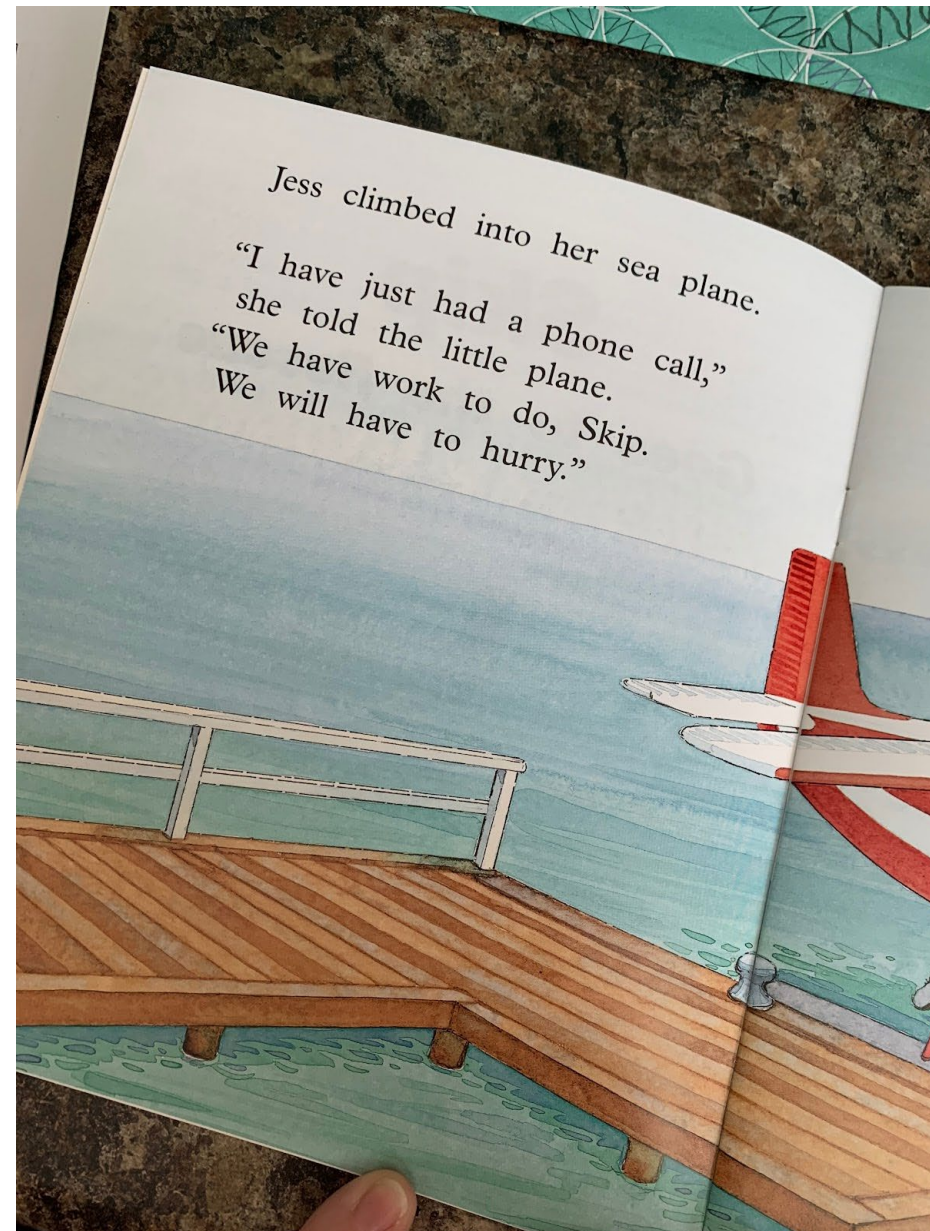
Comprehension	Score:
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Total:	/11

Accuracy %	
------------	--

		Accuracy		
		95-100%	90-94%	<90%
Comprehension	10-11			
	7-9			
	0-6			



# RUNNING RECORD – ACCURACY %



Level 15

**Ultra Benchmark** Reading Record

Name: \_\_\_\_\_ Age: 15 Date: \_\_\_\_\_  
Text: Skip Goes to the Rescue Level: 15 R.W.: 135  
Accuracy: \_\_\_\_\_ S.C. Rate: \_\_\_\_\_

Page	This story is about a sea plane named Skip and the pilot names Jess.	E	S.C.	Errors MSV	Self corrections MSV
2	Jess climbed into her sea plane. "I have just had a phone call," she told the little plane. "We have work to do, Skip. We will have to hurry."				
4	Jess started Skip's engine. "We are going over to the island," she said. "A boy has broken his arm. He needs our help." Skip went faster and faster over the water. Then the little sea plane went up into the air.				
6	Soon the little plane came to the island. Jess looked down. "I can't see the boy," she shouted. "Fly around the island, Skip."				
7	Skip flew slowly around the island. Then Jess saw some people on the beach. They were waving. A boy was sitting on the ground.				
8	"Look, Skip!" shouted Jess. "There is the boy! But he is down on the beach by the rocks."				
Allow student to finish reading the book.		Total			

Reading Record © Harcourt Achieve Inc., 2007.  
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## Errors:

- Substitution
- Omission
- Insertion
- Appeal
- Told
- Try That Again

## Non-Errors :

- Repetition
- Self Correction

# RECORDING MIS CUES

Reading behavior	Marking convention	Example
Accurate word reading	✓ above each correctly read word	✓   ✓   ✓ The brown fox
Substitution (one error if not self-corrected; record one error regardless of the number of incorrect substitutions)	Write each word attempted above the actual word.	✓ <b>brave</b> ✓ The brown fox
Omission (one error)	— Long dash	✓   —   ✓ The brown fox
Insertion (one error)	^ at point of insertion with the inserted word above it	✓ <b>little</b> ✓ The ^brown fox
Repetition of one word (no error)	R - one repetition R2 - two repetitions R3 - three repetitions	<b>R</b> The brown fox

Repetition of phrase (no error)

R with line and arrow to the point of where the reader returned to repeat

**R**  
The brown fox . . .

Self-correction (no error)

SC after the error to indicate reader has corrected the error

**brave/SC**  
The brown fox . . .

Intervention (reader needs to be directed to try again—one error)

Write TA if you need to tell the reader to "try again" and point to where he or she needs to try again. Indicate the part of text the reader needs to try again with brackets.

**TA**  
[The brown fox]

Intervention (reader is unable to read a word—one error)

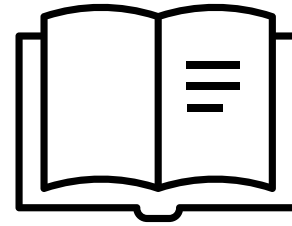
Write T above the word if you tell the reader the word after a 5 second wait

**T**  
The brown fox

Beginning sound (no error)

Mark the beginning sound above the word if the reader says it first, then a check if he or she follows with the correct word

**b/✓**  
The brown fox



# RUNNING RECORD – ACCURACY %

Level 15

**PM Ultra Benchmark** Reading Record

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_  
 Text: Skip Goes to the Rescue Level: 15 R.W.: 135  
 Accuracy: \_\_\_\_\_ S.C. Rate: \_\_\_\_\_

Page	This story is about a sea plane named Skip and the pilot names Jess.	E	S.C.	Errors MSV	Self corrections MSV
2	Jess climbed into her sea plane. "I have just had a phone call," she told the little plane. "We have work to do, Skip. We will have to hurry."				
4	Jess started Skip's engine. "We are going over to the island," she said. "A boy has broken his arm. He needs our help." Skip went faster and faster over the water. Then the little sea plane went up into the air.				
6	Soon the little plane came to the island. Jess looked down. "I can't see the boy," she shouted. "Fly around the island, Skip."				
7	Skip flew slowly around the island. Then Jess saw some people on the beach. They were waving. A boy was sitting on the ground.				
8	"Look, Skip!" shouted Jess. "There is the boy! But he is down on the beach by the rocks."				
Allow student to finish reading the book.					
<b>Total</b>					

Reading Record © Harcourt Achieve Inc., 2007.  
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**Reading level** Accuracy level:  $\frac{135}{135} = \text{ } \%$

**Running Words 135** Self-correction rate:  $\text{ } = \text{ } = 1:$

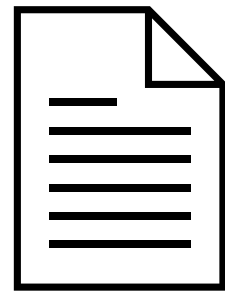
%	99	98	97	96	95	94	93	92	91	90	89	88	87	86	85
Errors	1-2	3	4	5-6	7	8	9-10	11	12	13-14	15	16	17-18	18-19	20

**Reading level (with understanding): Frustration / Instructional / Independent**

## Level 3: Wake Up Father Bear

Comprehension	Score:
Retell	/8
Questions	/3
Total:	/11
<b>Accuracy %</b>	

		Accuracy		
		95-100%	90-94%	<90%
Comprehension	10-11			
	7-9			
	0-6			



# RETELL RUBRIC

## TOTAL RUBRIC SCORE

- Have students retell the story
- If you must prompt for a category, mark that in the final column
- Teacher discretion is big

### Level 3: Wake Up Father Bear

Comprehension	Score:
Retell	/8
Questions	/3
Total:	/11
Accuracy %	

Comprehension		Accuracy		
		95-100%	90-94%	<90%
	10-11			
	7-9			
	0-6			

## Assessment Record

Level 15: *Skip Goes to the Rescue*

Name: \_\_\_\_\_

1    2    3    4    5    6    7    8    9    10  
Frustration = 1-6    Instructional = 7-8    Independent = 9-10

	0 Inaccurate	1 Partial	2 Full Detail	Check if prompted by teacher
Main Characters	Inaccurate or no response	1 or 2 of the following: Jess, Skip, the boy	Jess, Skip, and the boy	
Setting	Inaccurate or no response	Outside	Outside over the ocean or outside near the beach	
Problem	Inaccurate or no response	<ul style="list-style-type: none"> <li>A boy on an island breaks his arm and needs help.</li> </ul>	<ul style="list-style-type: none"> <li>Jess rushes into her sea plane, Skip, because she receives a phone call that a boy on an island needs help due to a broken arm.</li> <li>They fly over the ocean to an island so they can help him.</li> <li>As they near the island, Jess cannot see the boy.</li> <li>Skip and Jess continue flying until they see people waving and the boy sitting nearby.</li> <li>However, Skip cannot land because too many rocks are under the water.</li> </ul>	
Solution	Inaccurate or no response	<ul style="list-style-type: none"> <li>Jess flies her sea plane, Skip, to the island and brings the boy back across the sea.</li> </ul>	<ul style="list-style-type: none"> <li>Jess notices that Skip can land at the end of the beach because the water is free of rocks.</li> <li>Jess lands Skip, and the boy's father helps him into the plane as the crowd cheers.</li> <li>The boy arrives safely to land and thanks Jess.</li> </ul>	
Sequence	Gives no events or provides some events inaccurately sequenced	Identifies some events in the correct order	Relates most or all of the events in the correct order	

**Reading level**    Accuracy level:  $\frac{135}{135} = \text{\%}$

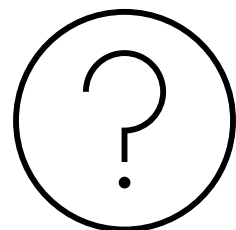
**Running Words** 135    **Self-correction rate:** \_\_\_\_\_ = \_\_\_\_\_ = 1:

%	99	98	97	96	95	94	93	92	91	90	89	88	87	86	85
Errors	1-2	3	4	5-6	7	8	9-10	11	12	13-14	15	16	17-18	18-19	20

Reading level (with understanding): Frustration / Instructional / Independent

Retelling Response Sheet © Harcourt Achieve Inc., 2007.  
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ISBN 9-9942-1018-1

Level 15, Book 2  
Skip Goes to the Rescue



# COMPREHENSION QUESTIONS


## QUESTION SCORE

- Ask students questions as written
- Mark if answered correctly
- Some questions allow for teacher discretion

### Level 3: Wake Up Father Bear

Comprehension	Score:
Retell	/8
Questions	/3
Total:	/11
Accuracy %	

		Accuracy		
		95-100%	90-94%	<90%
Comprehension	10-11			
	7-9			
	0-6			



Level 15: *Skip Goes to the Rescue*

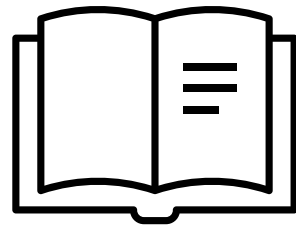
**Comprehension Check**

Name: \_\_\_\_\_

**Questions to check for understanding** *(check if understanding acceptable)*

- What was the name of the sea plane? *(literal)*  
Response: *(Skip)*
- Why did Jess and Skip have to go over to the island? *(literal)*  
Response: *(a boy had broken his arm and needed help)*
- Why did Skip land at the far end of the beach? *(literal)*  
Response: *(to avoid the rocks)*
- How do you think the boy might have broken his arm? *(inferential)*  
Response: *(Response should reflect interpretation and higher-level thinking.)*

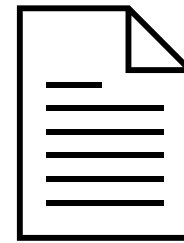
# LET'S PUT IT TOGETHER



## RUNNING RECORD

Students will read while the teacher records errors. The total number of errors is compared to the total number of words to gather an accuracy score.

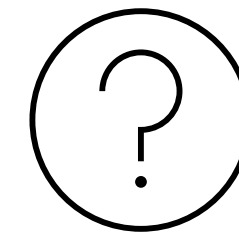
|-----FLUENCY-----|



## RETELL RUBRIC

Students retell what they remember from the reading. Students are given credit based on details provided using a retell rubric and a final score is tallied.

|-----COMPREHENSION-----|



## COMPREHENSION QUESTIONS

**Students are asked both literal and inferential questions related to the reading. The number of questions correct is recorded.**

# Rigby Scoring Graphs

Independent

## Level 3: Wake Up Father Bear

Comprehension	Score:
Retell	7 /8
Questions	3 /3
Total:	10 /11

Accuracy %	98%
------------	-----

	Accuracy			
		95-100%	90-94%	<90%
Comprehension	10-11	X		
	7-9			
	0-6			

# Rigby Scoring Graphs

Instructional

## Level 3: Wake Up Father Bear

Comprehension	Score:
Retell	7 /8
Questions	3 /3
Total:	10 /11

Accuracy %	93%
------------	-----

	Accuracy		
	95-100%	90-94%	<90%
Comprehension	10-11		X
	7-9		
	0-6		

# Grades 6 - 8



## Early Childhood- 8th Grade Assessment Guide

Age/Grade	Reading Assessment	Math Assessment	Writing Sample
PreK (age 3-5)*	Early Childhood Assessment		N/A
Kindergarten	CAP (Concepts About Print)	Kindergarten test	Yes
EEd (grades 1-5)	Rigby	Grade level test	Yes
Middle Level (grades 6-8)	Fluency Snapshot + retell rubric	Grade level test	Yes

\*PreK students may be 5 as long as they have not completed kindergarten

**MPO: Students in grades 6 - 8 will demonstrate a gain at the .05 level in reading/literacy between pre - and post -test.**



## FLUENCY SNAPSHOT

### STUDENTS FINISHING 6TH-8TH GRADE

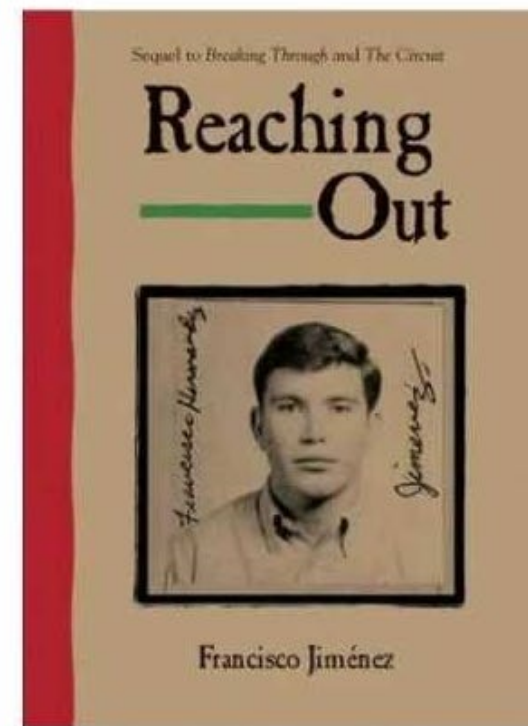
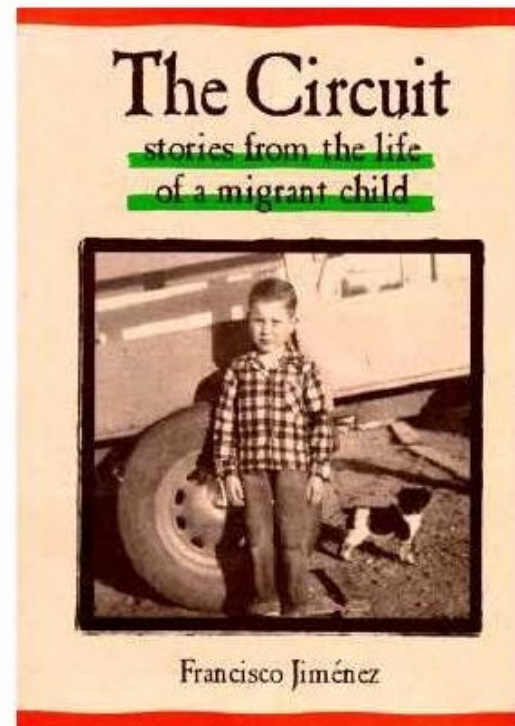
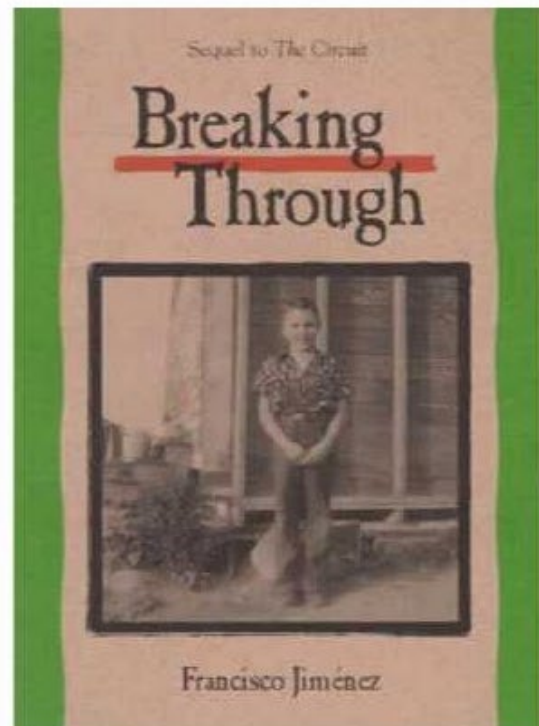
- Materials
  - One book per grade level
  - Running record sheets
  - Retell rubric
- 
- \*students are timed for 1 minute (their fluency score is recorded)
  - \*after 1 minute, students can read silently
  - \*retell rubric is used after the entire section is finished

Passages for each grade level

	English	Spanish
Sixth Grade	"El Angel de Oro," chapter 5 in <i>The Circuit</i>	"El ángel de oro," chapter 5 in <i>Cajas de cartón</i>
Seventh Grade	"Broken Heart," chapter 13 in <i>Breaking Through</i>	"Corazón partido," chapter 13 in <i>Senderos Fronterizos</i>
Eighth Grade	"In Solidarity," chapter 22 in <i>Reaching Out</i>	"En solidaridad," chapter 22 in <i>Más allá de mí</i>

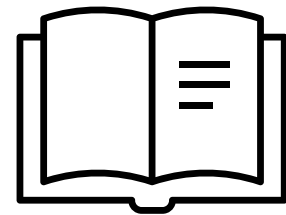
# FLUENCY SNAPSHOT

STUDENTS  
FINISHING  
6TH-8TH GRADE



# FLUENCY SNAPSHOT

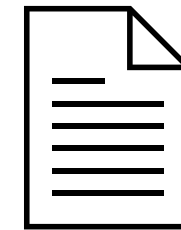
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## RUNNING RECORD

Students will read while the teacher records errors. The total number of errors is compared to the total number of words to gather an accuracy score.

|-----FLUENCY-----|

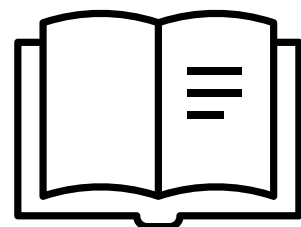


## RETELL RUBRIC

Students retell what they remember from the reading. Students are given credit based on details provided using a retell rubric and a final score is tallied.

|-----COMPREHENSION-----|

# FLUENCY SNAPSHOT



## RUNNING RECORD

Students will read while the teacher records errors. The total number of errors is compared to the total number of words to gather an accuracy score.

-----FLUENCY-----

**Fluency Snapshots**  
Sixth Grade Record Sheet (English)

Teacher reads title, "El Angel de Oro" and tribute, "For Miguel Antonio."

10  
21  
31  
43  
55  
56  
68  
78  
89  
102  
111  
124  
134  
145  
155  
159  
169  
178  
191  
201  
212  
225  
231  
239  
250  
264  
275  
287  
299

Name \_\_\_\_\_  
Date \_\_\_\_\_  
School \_\_\_\_\_  
Teacher \_\_\_\_\_

**Scoring**  
Count as errors:  
• Substitutions  
• Mispronunciations  
• "Tolds" (teacher supplied words)  
• Omissions  
• Incorrect proper names (multiple incorrect name counted only as one error)

Not errors:  
• Insertions  
• Self-corrections

**Procedure:**  
• Count words read  
• Enter in box below  
• Count errors  
• Enter in box below  
• Subtract to get words correct per minute (WCPM)

Analyze errors to determine priorities for instruction.

Number of words read \_\_\_\_\_  
Number of errors \_\_\_\_\_  
WCPM \_\_\_\_\_

ld die  
there.  
ive. I  
ning  
ok a

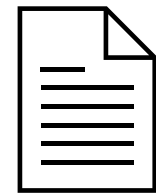
## *El Angel de Oro* For Miguel Antonio

It always rained a lot in Corcoran during the cotton season, but that year it rained more than usual. No sooner had we arrived from Fowler, where we had picked grapes, than it started to pour. Our cabin was one of several farm-worker shacks lined up in a row behind which ran a small creek.

There was not a lot to do when it rained. We stayed indoors telling ghost stories we had heard from other migrant workers. We also played guessing games. When I got tired of listening to the same stories told many times before, I watched our neighbor's goldfish. From our window I could see into the next cabin where a fishbowl sat on a small table. I spent hours glued to our window, watching the goldfish glide in slow motion, stirring the jade green plants with its delicate fins. Mamá enjoyed watching it too. She called it "el Angel de Oro."

Papá passed most of his time worrying. He smoked one cigarette after another and complained about the rain because we could not pick the cotton

# FLUENCY SNAPSHOT



## RETELL RUBRIC

Students retell what they remember from the reading. Students are given credit based on details provided using a retell rubric and a final score is tallied.

|-----COMMPREHENSION-----|

Retelling Rubric  
NARRATIVE TEXT

Qualities of Retelling	3 Capable	2 Developing	1 Beginning
<b>Gist/Main Idea:</b> *Lesson Learned *Plot, Main Idea	Retelling includes a <b>generalization</b> that states or implies the plot main idea and lesson learned from the story.	Retelling indicates <b>inaccurate</b> or <b>incomplete</b> understanding of plot main idea.	Retelling includes <b>minimal</b> or <b>no</b> reference to or understanding of plot main idea.
<b>Story Elements</b>	Retelling contains a <b>clear</b> restatement of <b>most</b> story elements (main characters, setting, problem, major events, and resolution) and their connection to one another.	Retelling contains a restatement of <b>some</b> story elements with <b>minimal</b> connections to one another.	Retelling contains <b>minimal</b> restatement of story elements.
<b>Organization</b>	Events are retold <b>mostly</b> in appropriate order with beginning, middle, and end.	Events are retold in a <b>somewhat disconnected</b> fashion. The beginning or middle or the end may be deleted.	Events lack <b>sequence</b> .
<b>Linguistic Spillover</b>	Use of language, conventions, and/or format from the selection indicates <b>basic</b> understanding of the story.	Use of language, conventions, and/or format from the selection may indicate <b>superficial</b> understanding.	Retelling includes <b>little</b> or <b>no</b> use of language, conventions, and/or format from the story.

Adapted from BCSchools

**Fluency Snapshots**

Sixth Grade Record Sheet (English)

Teacher reads title, "El Angel de Oro" and tribute, "For Miguel Antonio."

It always rained a lot in Corcoran during the cotton season, but that year it rained more than usual. No sooner had we arrived from Fowler, where we had picked grapes, than it started to pour. Our cabin was one of several farm-worker shacks lined up in a row behind which ran a small creek.

There was not a lot to do when it rained. We stayed indoors telling ghost stories we had heard from other migrant workers. We also played guessing games. When I got tired of listening to the same stories told many times before, I watched our neighbor's goldfish. From our window I could see into the next cabin where a fishbowl sat on a small table.

I spent hours glued to our window, glide in slow motion, stirring the delicate fins. Mamá enjoyed watching "el Angel de Oro."

Papá passed most of his time with a cigarette after another and complain we could not pick the cotton when it doesn't stop we'll have to leave and else," he repeated, pacing up and down thought of rain gave him a headache go to school the following week.

Monday morning, after getting up for school, which was only about a mile from labor camp. I could see it from where I met Miguelito, who lived in the shack two years older than I and had started

time that year a month earlier, in October. He took me to

10 Name \_\_\_\_\_  
 21 Date \_\_\_\_\_  
 31 School \_\_\_\_\_  
 43 Teacher \_\_\_\_\_

- 68 **Scoring**  
 78 Count as errors:  
 89 • Substitutions  
 102 • Mispronunciations  
 • "Tolds" (teacher supplied words)  
 111 • Omissions  
 124 • Incorrect proper names (multiple incorrect name counted only as one error)

140 Number of words read

5 Number of errors

135 WCPM

**Retelling Rubric**  
**NARRATIVE TEXT**

Qualities of Retelling	3 Capable	2 Developing	1 Beginning
<b>Gist/Main Idea:</b> *Lesson Learned *Plot, Main Idea	Retelling includes a <b>generalization</b> that states or implies the plot main idea and lesson learned from the story.	Retelling indicates <b>inaccurate or incomplete</b> understanding of plot main idea.	Retelling includes <b>minimal or no</b> reference to or understanding of plot main idea.
<b>Story Elements</b>	Retelling contains a <b>clear restatement</b> of most story elements (main characters, setting, problem, major events, and resolution) and their connection to one another.	Retelling contains a restatement of <b>some</b> story elements with minimal connections to one another.	Retelling contains <b>minimal</b> restatement of story elements.
<b>Organization</b>	Events are retold <b>mostly</b> in appropriate order with beginning, middle, and end.	Events are retold in a <b>somewhat disconnected</b> fashion. The beginning or middle or the end may be deleted.	Events lack sequence.
<b>Linguistic Spillover</b>	Use of language, conventions, and/or format from the selection indicates <b>basic</b> understanding of the story.	Use of language, conventions, and/or format from the selection may indicate <b>superficial</b> understanding.	Retelling includes <b>little or no</b> use of language, conventions, and/or format from the story.

# WRITING SAMPLES



## Early Childhood- 8th Grade Assessment Guide

<b>Age/Grade</b>	<b>Reading Assessment</b>	<b>Math Assessment</b>	<b>Writing Sample</b>
PreK (age 3-5)*	Early Childhood Assessment		N/A
Kindergarten	CAP (Concepts About Print)	Kindergarten test	Yes
EEd (grades 1-5)	Rigby	Grade level test	Yes
Middle Level (grades 6-8)	Fluency Snapshot + retell rubric	Grade level test	Yes

\*PreK students may be 5 as long as they have not completed kindergarten

# WRITING SAMPLES

- Gather a sample from first week of program
- You may submit original or photocopy of original, make sure it is legible
- Make sure the full name of the student
- Date sample & indicate it is the first week sample or last week sample



# WRITING SAMPLES

- Both writing samples must be in the same language
- Attach the two writing samples to the Balanced Literacy Student Assessment record for the student



# WRITING SAMPLES

- Be child's own writing, not dictated or copied
- Be writing the child does normally during course of day
- Not be done solely for purpose of evaluation
- Not be in response to prompts provided by teacher or result of "prewriting"



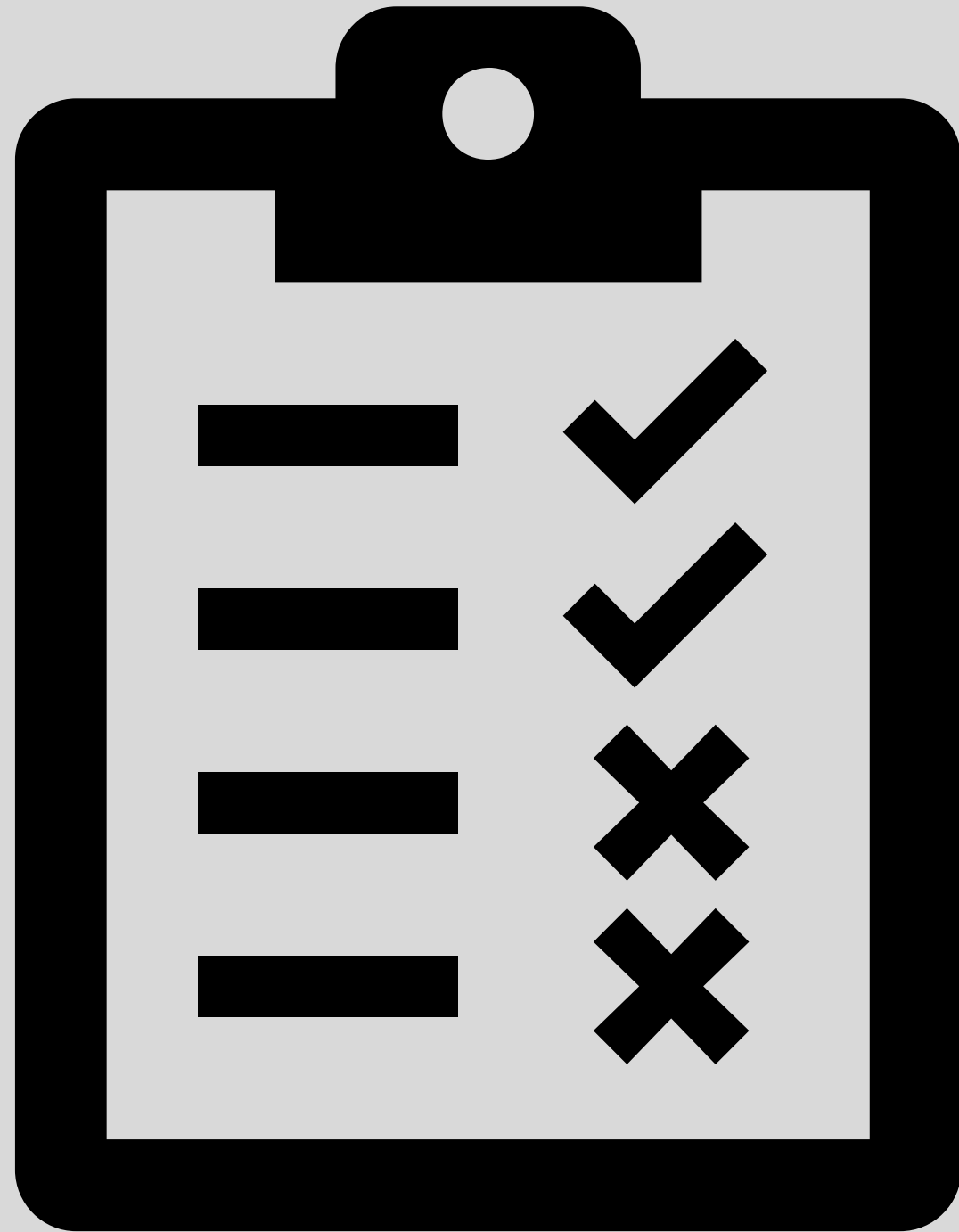
# Math

## Early Childhood- 8th Grade Assessment Guide

Age/Grade	Reading Assessment	Math Assessment	Writing Sample
PreK (age 3-5)*	Early Childhood Assessment		N/A
Kindergarten	CAP (Concepts About Print)	Kindergarten test	Yes
EEd (grades 1-5)	Rigby	Grade level test	Yes
Middle Level (grades 6-8)	Fluency Snapshot + retell rubric	Grade level test	Yes

\*PreK students may be 5 as long as they have not completed kindergarten

**MPO: Students in grades K - 8 will demonstrate a gain at the .05 level in math between pre - and post -test.**



## ENTERING SCORES

- Scores should be entered **AS SOON AS POSSIBLE** after assessing (on the same day)
- Please score assessments and enter all information
- Please make sure attendance is entered as well - a testing day counts as an attendance day!

# GENERAL RULES

- Students should always be assessed in their dominant language
- Students are always assessed at the grade level they just FINISHED
- Growth is key; if a student does extremely well on one assessment, the next assessment can be given



# Data Collection

- Submit data by August 14
  - Complete assessment by end of summer program to allow time for data submission
  - Pre and post – test to be administered and submitted for each student
- Reminders
  - Writing Samples need to be legible
    - Writing samples will need to be uploaded – begin thinking about creating a folder and organization to track and upload assessments



[Literacy Assessment Manual](#)

# SECONDARY STUDENTS

- Middle School
- High School
- Out of School Youth

## **MPO:**

- **A percentage increase in participation of eligible students in grades 9 through 11 (35%)**
- **75% of secondary -aged migratory student will make progress toward instructional/learning goals identified on their SSSP**

# SECONDARY STUDENT SERVICES PLAN

Please complete for:

- Middle school students that go beyond traditional math & reading skills
- ALL high school students
- OSY students that went to high school within the last school year

Secondary Student Services Plan Summer MEP					
Name _____		Date _____			
Site: _____		Grade Level _____	PFS (Y/N): _____		
Student's Goal _____					
Student's Interest(s) _____					
Instructional Focus (Check all that apply)		Materials/Strategies (Check or add)			
<input type="checkbox"/> Middle School Course — Make-Up for Promotion — Skill Building — Other		<input type="checkbox"/> Project SMART Other: _____			
<input type="checkbox"/> High School Credit Accrual — Missed or failed course — Remediation — Acceleration		<input type="checkbox"/> Course Credit <input type="checkbox"/> Credit by Exam Other: _____			
<input type="checkbox"/> Academic skill building		<input type="checkbox"/> Language arts <input type="checkbox"/> Writing <input type="checkbox"/> Math Other: _____			
<input type="checkbox"/> Assessment Preparation		<input type="checkbox"/> STAAR Prep <input type="checkbox"/> GED Prep <input type="checkbox"/> ACT Prep <input type="checkbox"/> HiSET Prep <input type="checkbox"/> SAT Prep <input type="checkbox"/> EOC Prep Other: _____			
<input type="checkbox"/> ESL		<input type="checkbox"/> OSY Language Screener <input type="checkbox"/> iSOSY English learning Materials Other: _____			
<input type="checkbox"/> Post-Secondary Preparation		<input type="checkbox"/> Preparing for College Lessons <input type="checkbox"/> Campus Visit <input type="checkbox"/> College Essay Other: _____			
<input type="checkbox"/> Career Awareness		<input type="checkbox"/> Preparing for College Lessons Websites: _____ Other: _____			
<input type="checkbox"/> Life Skills		<input type="checkbox"/> iSOSY Lessons (Health, Finances, Legal, Skills for Life, Parenting, Mental Health) Other: _____			
<input type="checkbox"/> STEAM		<input type="checkbox"/> NIU STEAM <input type="checkbox"/> Project SMART    Other: _____			
<input type="checkbox"/> Other		Other: _____			
After being enrolled for at least 3 weeks, to what extent did the student make progress on this plan? (check one)		<input type="checkbox"/> Not at all	<input type="checkbox"/> Very little	<input type="checkbox"/> Some-what	<input type="checkbox"/> A lot
Does this student have credit accrual needs? (student has failed 1 or more classes or is not on track toward graduation for grades 9-12, grades 7-8 are N/A)		<input type="checkbox"/> N/A	<input type="checkbox"/> Unknown	<input type="checkbox"/> No	<input type="checkbox"/> Yes
<small>Use the Secondary Student Record and PASS/Other Credit Accrual Coursework Report, if applicable, to document credit accrual and to aid in credit transfer. Both full and partial credits should be entered in MIS2000. Summer credit accrual information should be sent to students' home base schools or wherever they plan to enroll in the fall.</small>					

# SECONDARY STUDENT SERVICES PLAN

- After working with a student for more than one session (goal is 3 weeks)
  - mark their progress before they leave on the Secondary Student Services form

After being enrolled for at least 3 weeks, to what extent did the student make progress on this plan? (check one)	<input type="checkbox"/> Not at all	<input type="checkbox"/> Very little	<input type="checkbox"/> Some-what	<input type="checkbox"/> A lot
Does this student have credit accrual needs? (student has failed 1 or more classes or is not on track toward graduation for grades 9-12, grades 7-8 are N/A)	<input type="checkbox"/> N/A	<input type="checkbox"/> Unknown	<input type="checkbox"/> No	<input type="checkbox"/> Yes

Use the Secondary Student Record and PASS/Other Credit Accrual Coursework Report, if applicable, to document credit accrual and to aid in credit transfer. Both full and partial credits should be entered in MIS2000. Summer credit accrual information should be sent to students' home base schools or wherever they plan to enroll in the fall.



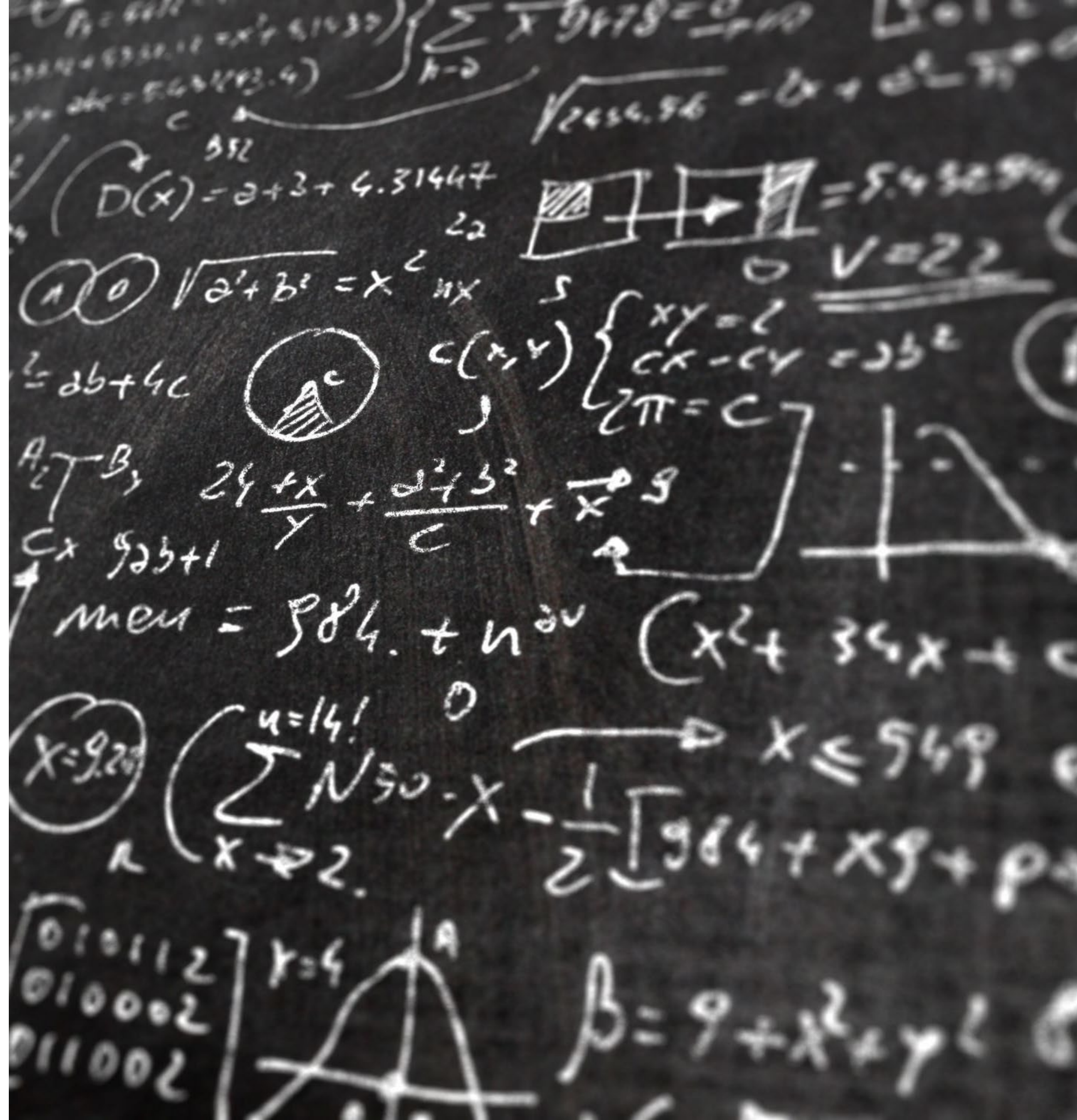
## Middle School Students

- If from Texas and have not taken/passed the STAAR Exam at the end of the school year, they can take this with us
  - 5th grade: Math & Reading
  - 8th grade: Math, Reading, Science, Social Studies

# High School Students

• If they have not taken/passed the STAAR Exam at the end of the school year, they can take this with us

- English 1/English 2/English 3
  - Algebra 1/Algebra 2
  - Biology
  - U.S. History
  - Special Education students: STAAR A/STAAR Alternate 2
  - ELL students: STAAR Spanish/STAAR L
- If a student failed (a) semester(s) of a course, they can recover the credit (.5 credits per exam)
- PASS courses are available to students from any state
  - CBEs (Credit by Examination) are available to students from Texas
    - 70% minimum needed to pass if have not taken the course
    - 80% minimum needed to pass if have taken the course



## Texas Migrant Interstate Program June 2024

### Events

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday								
26	27	28	29	30	31	1								
2	3 TODAY	4	5	6	7	8								
9	10	11	12	13	14	15								
16	17	Algebra I EOC, English I EOC, English II EOC, Biology EOC, US History EOC	18	Algebra I EOC, English I EOC, English II EOC, Biology EOC, US History EOC	19	Algebra I EOC, English I EOC, English II EOC, Biology EOC, US History EOC	20	Algebra I EOC, English I EOC, English II EOC, Biology EOC, US History EOC	21	Algebra I EOC, English I EOC, English II EOC, Biology EOC, US History EOC	22	Algebra I EOC, English I EOC, English II EOC, Biology EOC, US History EOC		
Algebra I EOC, English I EOC, English II EOC, Biology EOC, US History EOC	23	Algebra I EOC, English I EOC, English II EOC, Biology EOC, US History EOC	24	Algebra I EOC, English I EOC, English II EOC, Biology EOC, US History EOC	25	Algebra I EOC, English I EOC, English II EOC, Biology EOC, US History EOC	26	Algebra I EOC, English I EOC, English II EOC, Biology EOC, US History EOC	27	Algebra I EOC, English I EOC, English II EOC, Biology EOC, US History EOC	28	Algebra I EOC, English I EOC, English II EOC, Biology EOC, US History EOC	29	
30	1	2	3	4	5	6								

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# Out of School Youth

- English as a Second Language (ESL)/English Language Learning (ELL)/English Learning Skills (In English and Spanish)
  - MP3 Players to practice on their own
- GED (General Education Development/ Diploma) materials Preparation (In English and Spanish)
- Life Skills

## MPO:

- 70% of OSY will make progress toward instructional/learning goals identified on their SSSP
- 70% of OSY who completed OSY lessons will gain 5% on curriculum-based lesson assessments
- A percentage increase in participation of OSY (63%)

# OSY Assessments

- Most common is the English Language Screener
- Short, Targeted, and Timely Lessons (STAT)
- All can be found on iSOSY
  - Website: [osymigrant.org](http://osymigrant.org)
    - Instructional Resources
      - OSY English Language Screener
    - STAT Lessons
      - Tornado Safety (Info & Safety Sheets)
        - Lesson Plan
        - Pre-Test / Post-Test
        - Vocabulary
        - Test Answer Key





# iS O S Y

- [iSOSY](#)
- “Instructor Resources”
  - OSY English Language Screener - electronic option, too
  - 16 STAT Lessons - great for short assessment periods
- Student Portal (Google Translated) - many PRACTICE resources
- Catalog of Materials (home page)
- IL SDP explicitly highlights materials on iSOSY! - **FREE!**



A photograph of a woman with dark hair, wearing a white t-shirt with a red collar, smiling warmly as she reads a book to a young child. The child, wearing a white and green striped shirt, is looking down at the book with interest. The woman's hands are visible, pointing to the text in the book. The background is softly blurred, showing a grey couch.

# Family Nights

- Engage parents in student activities
- Communicate student progress / areas of growth
- Teach fun / engaging games for home
- Teach to advocate for their child
- Inform about post -secondary options for their child
- Help them understand the importance of literacy and math in the home

## Parent Survey

Which is your program?  
 Beardstown    Kankakee    Parkland    Rochelle    Illinois Migrant Council (IMC)    Urbana

My child(ren) participating in the Migrant Education Program is(are) in (check all that apply):  
 Preschool/Kindergarten    Elementary    Middle School    High School

What parent activities did you participate in? (check all that apply)  
 Math home games    Reading with my child    Parent night at school    Parent workshop  
 Learning activities for the home    Online workshops or community resources    Packets    Something else

Directions: Please fill in one circle for each line below. Which rating best describes your experiences with the Migrant Education Program services? Thank you.	Not Applicable (N/A)	Not at all	A little	Some	A lot
1. How much did you learn about helping your child succeed in school?	○	☹	☺	☺	☺
2. How much did you learn about helping support your child's education?	○	☹	☺	☺	☺
3. How much did you learn about helping with reading and math skills?	○	☹	☺	☺	☺
4. How confident are you that you can use the information and activities on your own?	○	☹	☺	☺	☺

# PARENT SURVEYS

### MPO:

- 80% of migratory parents will report satisfactory ability to support their child's success in school

Rate MEP Services	Not Applicable	Poor	Fair	Good	Very Good
5. Programs for children	○	☹	☺	☺	☺
6. Programs for parents	○	☹	☺	☺	☺
7. Information from the program about health, nutrition, transportation, and community resources.	○	☹	☺	☺	☺

8. How did the Illinois Migrant Education Program help your child succeed in school?

9. How would you change the Illinois Migrant Education Program to make it better?

# Support Services

- Our main goal is to provide academic support & foster independence
- Referrals
  - MSHS, CHP, UMOS, LAS, food pantries, etc.
  - Check back with family to make sure they have followed through with services

## MPO:

- 80% of migratory parents will report that they received information about support and academic services (e.g., health, nutrition, transportation, other support services ) to promote the health, well-being, and knowledge of support services and community resources for their children.
- the percent of identified migratory children and youth (ages 3 -21) who receive needs -based support services will increase to 62%.



# Academic Resources



[The Achievery](#)



[iSOSY](#)



[IDRC](#)



[NIU Steam](#)



[Migrant Literacy Net](#)



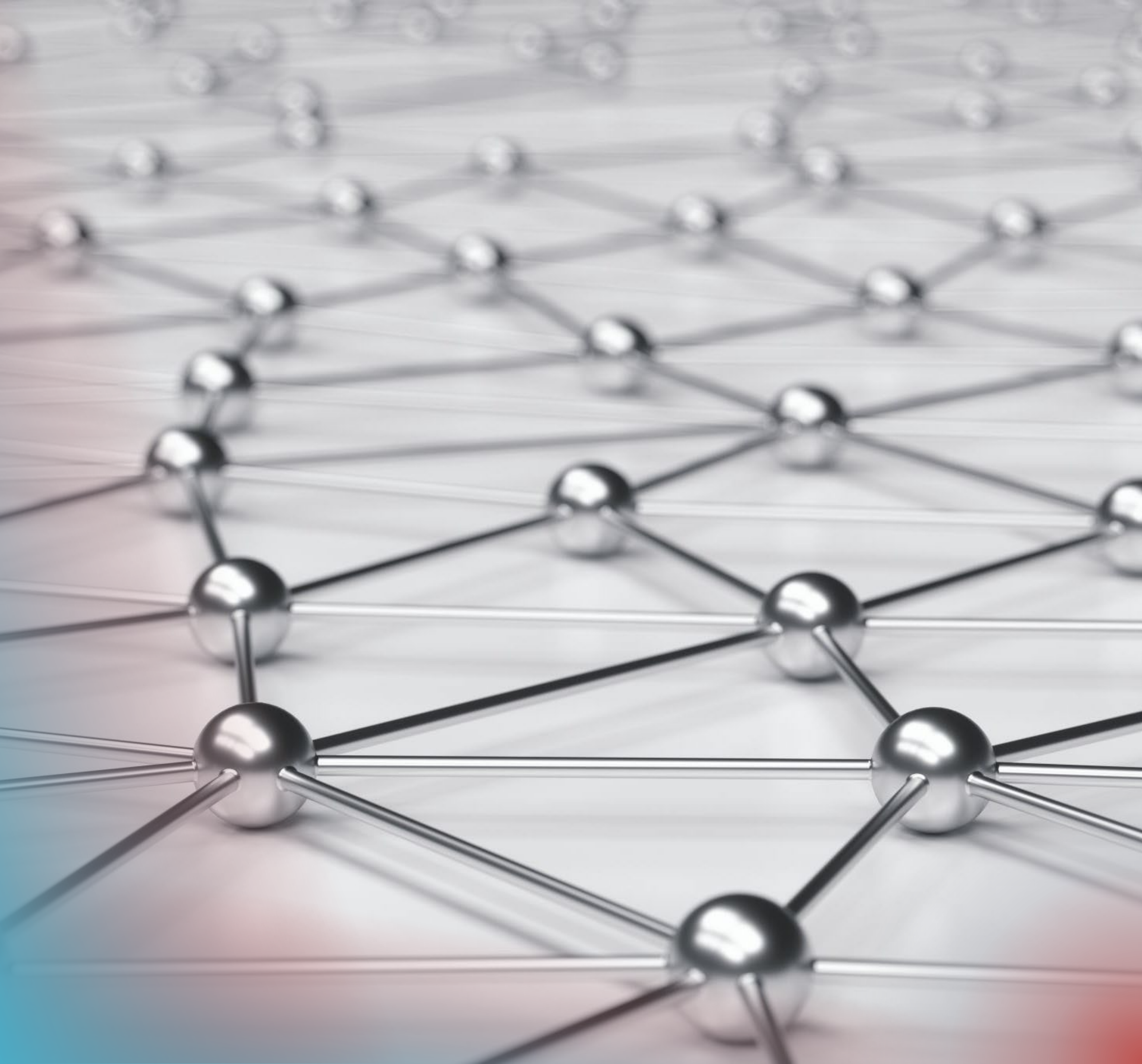
[Project SMART](#)



[Unite For Literacy](#)



[World Reader  
\(BookSmart\)](#)



# IDRC

- [IDRC](#)
  - Resources
    - For Family Youth (Resources to Share)
      - Learning Portal
      - Broken down by grade level ranges
        - Each has different learning resources
          - Apps, websites



# IDRC

- IDRC
- “Learning Portal”
  - Organized by **student age** & parent / teacher options
  - “Summer Learning” - reading competition **WIN A TABLET**
- “Language Resources”
  - English In Minutes - comprehensive books - **works on phone**
  - **Audio books** available for student practice
- All IDR-Consortium materials are **FREE!**

# The Achievery

- [The Achievery](#) (EN/ES)
  - Sign Up /Sign In
    - All Units
      - Title/description
      - Grade Level
      - Category
      - Collaborator
      - Common Core Standards
    - Categories
      - ELA, SEL, Technology & Engineering, Digital Arts, Math, Science, Digital Learning



SUCCESS



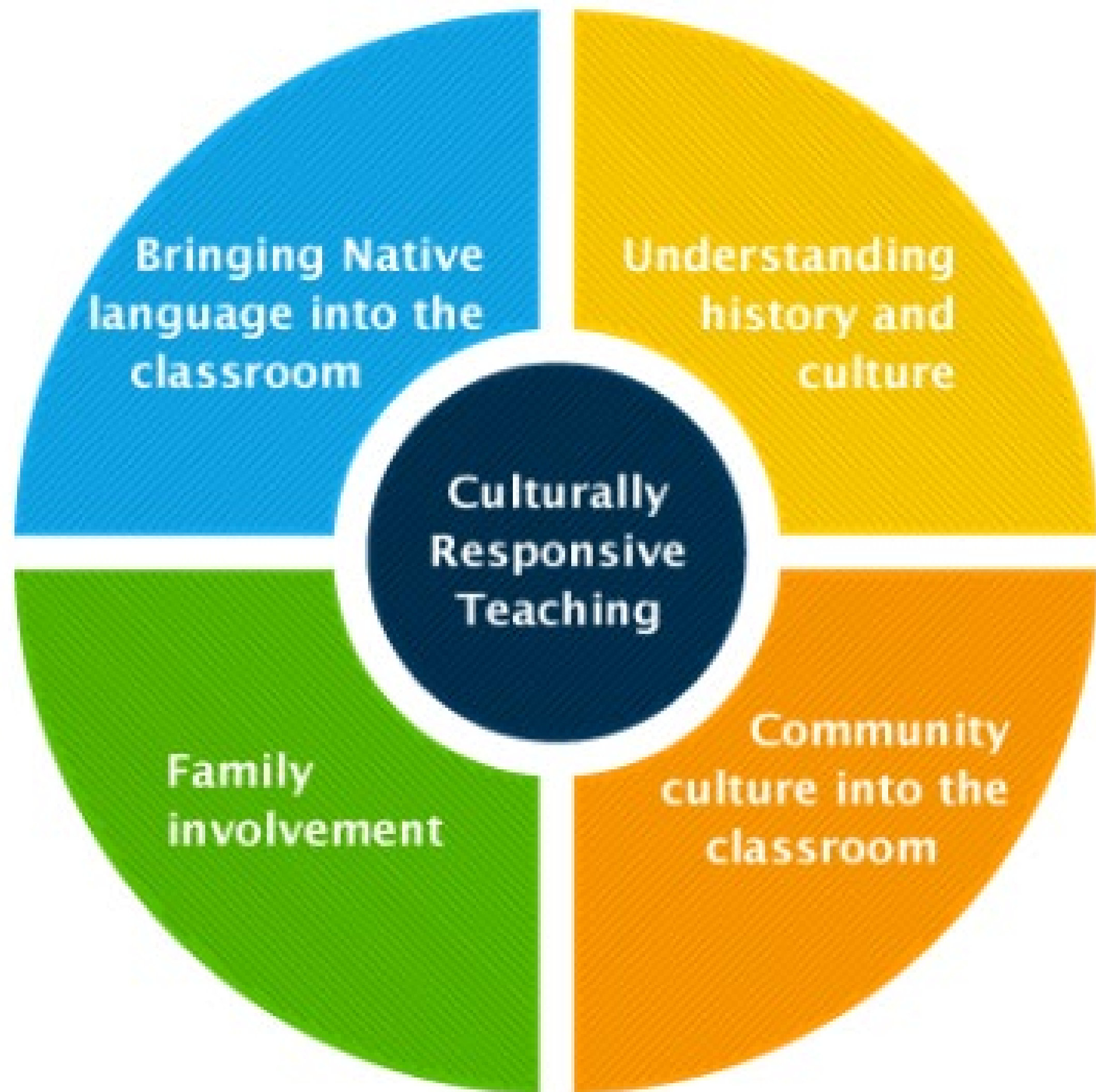
# The Achievery

- [The Achievery](#)
  - **Engaging** - multimodal / thematic units
  - Entire SITE is **bilingual** (EN / ES tab)
  - Funded by AT&T's "Rural Outreach" Program
  - National push from OME for States to use - **FREE!**
  - **Email required** for account security purposes / progress tracking
-

# Culturally & Linguistically Relevant Instruction

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- What is CLRI?
  - When a teacher incorporates and values a student's culture and language within their learning.
- Why is CLRI important?
- How do you ALREADY do this?



# Culturally & Linguistically Relevant Instruction

- It is part of our strategies for our MPOs
- Detailed in IMEP Service Delivery Plan (Goal #1: ELA & Mathematics)
- **EARLY LITERACY** (3-5 yrs) - CLRI Ideas:
  - World Reader & Unite for Literacy - **character “mirroring”**
- **EARLY MATH** (3-5 yrs) - CLRI Ideas:
  - The Achievery - (Early Math in **SPANISH**)
- **PROGRAMING** (ALL AGES) - CLRI Ideas from the SDP:
  - Field trips / Reading buddies / Pen Pals / Peer Math Program / Working with community partners and agencies



Questions?

THANK YOU  
GRACIAS  
MERCİ

**Greg Ballweg**  
*Statewide Educator*  
(630) 943 -5292  
[gballweg@niu.edu](mailto:gballweg@niu.edu)

**Magaly Avila Rodriguez**  
*Director of IMES*  
(956) 458 -8470  
[mavilarodriguez@niu.edu](mailto:mavilarodriguez@niu.edu)

