



NOTIFICATION OF MATH & READING BENCHMARK PROGRESS

As required by WV HB3035

Dear Parent/ Guardian:

When the West Virginia State Legislature passed HB3035 on March 11, 2023, one of the requirements is that the parent or guardian of a child in grades K-3 must be informed of their student's math and reading proficiency progress and if their child has been identified as having a deficiency in reading and/or math (Ref. HB3035, p. 5.) Pleasants County Schools will inform all parents/guardians of their child's performance on the beginning, middle, and end of year benchmark tests for math and reading and notate if there is a deficiency (below grade level progress.)

Students, teachers, and staff will continue to work together to improve reading and math proficiency during the school year. If your child does not show improvement in math or reading or there are other concerns, a teacher will reach out to you to schedule a meeting with the Student Assistance Team (S.A.T.) All Pleasants County Schools use the Multi-Tiered System of Supports to provide differentiated and individualized instruction to our students with additional supports provided by intervention teachers, Title 1 Teachers, Early Child Classroom Assistant Teachers, and others as needed.

Student Name				
School <input type="checkbox"/> Belmont Elementary School <input type="checkbox"/> St. Marys Elementary School				
Grade <input type="checkbox"/> K <input type="checkbox"/> 1st <input type="checkbox"/> 2nd <input type="checkbox"/> 3rd				
Teacher				
Student Scores (above or below the cut score) Please see the reverse side for the definition of cut score.	Subject	Beginning (BOY)	Middle (MOY)	End (EOY)
	Math	_____ below _____ above	_____ below _____ above	_____ below _____ above
	Reading	_____ below _____ above	_____ below _____ above	_____ below _____ above
Assessment(s) used with your child. Please see the reverse side for cut scores.	<input type="checkbox"/> iReady Math <input type="checkbox"/> Renaissance/STAR Math <input type="checkbox"/> WVGSA Benchmark Math- Grade 3 Only <input type="checkbox"/> mClass- DIBELS 8 (reading) <input type="checkbox"/> Renaissance/STAR Reading <input type="checkbox"/> WVGSA Benchmark ELA- Grade 3 Only			
Research-based reading and/or mathematics interventions and/or supplemental instructional services and supports that may be used to address any deficiencies (when and if needed.) If a child does not have a deficiency, this section will not be completed. <small>*Research of Robert Marzano **Research of Lev Vygotsky ^Research of Chase and Simon #Research of Jerome S. Bruner %Research of Howard Gardner</small>	<input type="checkbox"/> Tier 2 Small Groups with Title 1 Teacher or Interventionist <input type="checkbox"/> Tier 3 Small Groups <input type="checkbox"/> Adaptive programming: (<input type="checkbox"/> iReady, <input type="checkbox"/> RedBirds, <input type="checkbox"/> Amplify Boost <input type="checkbox"/> other: _____) <input type="checkbox"/> Differentiated instruction in the regular classroom% _____ <input type="checkbox"/> Multiple representations of the content% _____ <input type="checkbox"/> Non-linguistic representations of content* (picture prompts, verbal prompts, etc.) _____ <input type="checkbox"/> Instructional scaffolds in the classroom** _____ <input type="checkbox"/> Assignment chunking^ (assignments or text broken down and presented in smaller chunks) <input type="checkbox"/> Small group station activities in the regular classroom <input type="checkbox"/> cooperative learning* /** <input type="checkbox"/> Spiral review of basic concepts# <input type="checkbox"/> summarizing and note taking of lessons* <input type="checkbox"/> Student will verbalize thought processes* <input type="checkbox"/> Whole group review <input type="checkbox"/> targeted group review* <input type="checkbox"/> homework and practice* <input type="checkbox"/> setting objectives and providing feedback* <input type="checkbox"/> additional questions to check for understanding* <input type="checkbox"/> instructional cues* <input type="checkbox"/> graphic organizers* <input type="checkbox"/> Others: _____			
Strategies the parent or guardian may use at home to help their child succeed in math or reading.	<input type="checkbox"/> Review and check homework with your child. <input type="checkbox"/> Listen to your child read, read to your child, or take turns reading. <input type="checkbox"/> Make sure your child reads something every day. <input type="checkbox"/> Encourage your child to journal or write about their day. <input type="checkbox"/> Review math facts and math concepts. <input type="checkbox"/> Play counting games. <input type="checkbox"/> Review vowel sounds. Other suggestions: _____			

**According to WV-HB3035, if a child has a deficiency in Reading and the "child's reading deficiency is not corrected by the end of grade three, the child may not be promoted to grade four unless an exemption is met..."

There is no action is required on your part, however, you may contact your child's teacher or principal with any questions. If there is a concern with your child's progress, a teacher or principal will reach out to you.

Teacher

Principal

Eric Croasmun
Director



Cut Score Definition

Cut scores are selected points on the score scale of a test. The points are used to determine whether a particular test score is sufficient for some purpose. (Definition from ETS.) Students who score above the cut score or level are “on grade level” for that point in the school year. Students who score at or below the cut score or percentile level are below where they need to be at that point in the school year and are considered to have a deficiency.

Cut Scores for Each Assessment

iReady *Math* Diagnostics

Grade Level	Beginning of Year	Middle of Year	End of Year
Kindergarten	318	334	350
First Grade	347	365	383
Second Grade	387	402	416
Third Grade	413	427	440

Renaissance STAR *Math* Assessment and *STAR* Reading Assessment

Grade Level	Beginning of Year	Middle of Year	End of Year
Kindergarten	At or Below 25 th Percentile	At or Below 25 th Percentile	At or Below 25 th Percentile
First Grade	At or Below 25 th Percentile	At or Below 25 th Percentile	At or Below 25 th Percentile
Second Grade	At or Below 25 th Percentile	At or Below 25 th Percentile	At or Below 25 th Percentile
Third Grade	At or Below 25 th Percentile	At or Below 25 th Percentile	At or Below 25 th Percentile

WV GSA Benchmark Assessment- *Math* and *Reading*

Grade Level	Beginning of Year	Middle of Year	End of Year
Third Grade	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard

Amplify mClass- DIBELS 8th Edition- *Reading*

Grade Level	Beginning of Year	Middle of Year	End of Year
Kindergarten	279	355	405
First Grade	320	376	426
Second Grade	315	372	420
Third Grade	313	376	423

*The DIBELS 8th Edition components that are used to calculate the composite score vary by grade level.

<https://wvde.us/third-grade-success-act/>

<https://www.pleasantcountyschools.com/page/curriculum-and-instruction>