

Dear Parents,

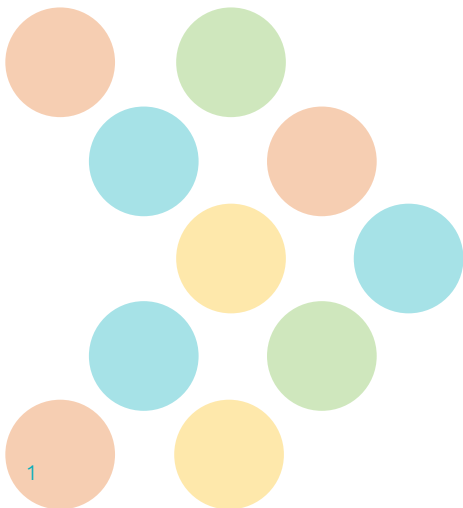
This letter provides information about our school's efforts to identify all students who need additional help to meet this year's student learning goals. To help us know which students might need additional support, the students complete screening tests up to three times each year. These tests help teachers see which students are likely to meet the end of year learning goals, and which ones need more help. Our school uses the following FastBridge Learning® assessments to screen students:

The teachers look at the screening scores immediately after the testing and compare their students' scores with other information about school performance. Those students whose scores are low across different tests are provided with additional support to help them meet the learning goals.

All of the students who participate in extra instruction also take regular progress tests to see if their skills are getting better. These tests are given weekly to monthly, depending on the student's learning needs. Both screening and progress monitoring score reports are shared with parents during parent-teacher conferences or at other times during the school year. These reports help the teacher, student, and parents know if each student is likely to meet this year's learning goals.

If your child has a low score on a screening test, and other information shows that the student needs extra help in that area, extra instruction will be given automatically during the daily school schedule. Your child's progress will be shared with you by his or her teacher. If you have questions about your child's school performance, screening scores, or progress monitoring results, please contact your child's teacher. We look forward to working with your child and you during this school year.

Sincerely,



FastBridge Learning® Assessments

NAME	DESCRIPTION
Reading	
FAST aReading™ K–12	Student completes 30-60 computer-based reading questions that are selected based on the student's grade and skill level. Includes questions related to all reading skill areas.
FAST AUTOreading™ K–12	The student completes two, three, or four brief subtests that measure phonics, fluency, and/or vocabulary.
FAST CBMreading™ 1–8	Student reads out loud for one minute while the teacher records any errors.
FAST earlyReading™ K–1	Student completes four subtests that measure important beginning reading skills related to letter names, letter sounds, as well as word and sentence reading.
Math	
FAST aMath™ K–8	Student completes 30 computer-based math questions that are selected based on the student's grade and skill level. Includes questions related to all math skill areas.
FAST CBMmath Automaticity™ 1–3	Student answers computer-based math fact problems for addition, subtraction, multiplication and division.
FAST CBMmath CAP™ K–8	Student answers computer-based applied math problems that include multi-step and word problems.
FAST CBMmath Process™ 2–6	Student completes a paper-based set of multi-digit math problems that include addition, subtraction, multiplication and division as well as problems with decimals.
FAST earlyMath™ K–1	Student completes 3 subtests that measure important beginning math skills related to numeral names, number sequences, and quantity discrimination.
Behavior	
FAST mySAEBRS™ 2–12	Students complete 20 computer-based questions related to their academic, emotional, and social skills.
FAST SAEBS™ K–12	Teachers complete 19 computer-based questions related to each student's academic, emotional, and social skills.

FastBridge Learning® Benchmarks & Norms

Benchmarks	FastBridge reports include indicators of student risk for not reaching learning goals. These are known as benchmarks and include indicators for the following levels: • Advanced: very likely to meet grade-level goals • Low Risk: likely to meet grade-level goals • Some Risk: unlikely to meet grade-level goals • High Risk: very unlikely to meet grade-level goals This information can be used by schools to identify supports for individual students.
Norms	FastBridge reports include information about a student’s performance when compared to other students in the same class, grade, school, and district. In addition, there is information about the student’s performance compared to the FastBridge national norms. This information can be used by schools to identify supports needed by groups of students.