



TCRWP AssessmentPro Data Specialist User Manual

The Teachers College Reading and Writing Project welcomes you to TCRWP *AssessmentPro*, the web-based data platform that supports our many reading assessments. As a Data Specialist, you will be responsible for managing the use of the TCRWP *AssessmentPro* system in your school. The objective of this user manual is to teach you how to manage and use data at your school through the *AssessmentPro* system. This will enable you to look across your data to glean information about your students' reading health.

A portion of *AssessmentPro* was made possible by a generous donation from the Kornfeld Foundation.

To jumpstart your use of *AssessmentPro*, please refer to our *Getting Started* guide .

Professional Implications

We would like to remind you that *AssessmentPro* gives you access to information protected by the Family Educational Rights and Privacy Act (FERPA). Please be responsible when handling this information. We recommend that you:

- Change your password immediately to assure that only you have access to your account. Do not share your password with anyone.
- Be sure to click Logout when walking away from your computer screen or when concluding your use of the *AssessmentPro* system (be extra careful if your screen saver has come on).
- Keep in mind that FERPA guidelines prohibit the distribution of any student-identifiable information. Never share any reports that contain student-identifiable elements, and especially never share this information outside your school.
- Limit the users who have access to your school-wide information to your principal, your assistant principal, and yourself. All other users should be approved with teacher or specialist level access only. If you would like to add additional users with school-wide privileges, be sure your principal has approved this.
- Make sure users who are no longer with your school are marked "inactive."

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Getting Started

The Teachers College Reading and Writing Project welcomes you to TCRWP Assessment, the web-based data platform that supports our many reading assessments. To log on, simply enter your email and password above. If you do not yet have an account, click "register" in the upper right hand corner of the screen. If your school has signed up for the TCRWP assessments and this web-based data system, your data specialist will be able to validate your registration.

If you are a NYC school and you are interested in the TCRWP Assessment, you can access those at <http://rwproject.tc.columbia.edu>. If you are a NYC school interested in TCRWP Assessment, this web-based data platform, please have the data specialist for your school contact the DOE at periodicassessment@schools.nyc.gov. If you are outside of NYC and are interested in this platform, contact us at readingandwritingpro@tc.edu.

You may preview the reports and pages of this platform at our website, at <http://rwproject.tc.columbia.edu>. Simply click on the link for TCRWP Assessment Preview.

Announcements

Upcoming assessment workshops at TCRWP: [August 28th](#) and [September 23rd](#).

Status Report for TCRWP Assessment: Currently, members may:

- log in,
- register,
- create classroom rosters,
- access student data,
- enter current reading levels, and
- view student history pages.

To receive assistance entering additional (missing) data on students, please contact readingandwritingpro@tc.edu to get a data template (before September 15th). After September 15th, schools will be responsible for entering this data manually.

Check in on October 25th for updates on printing charts and graphs and doing a mail-merge for a parent letter for report cards.

AssessmentPro Homepage

Logging In

To open the log-in page for the *AssessmentPro* system, open an internet browser and enter the following URL into the address bar:

<https://www.rwassessments.com>

On this page, there are helpful links and information regarding TCRWP assessments as well as a place to login to the system.

Your account has already been created for you. Please follow these steps to log in for the first time:

1. Click on *Forgot your password? Click here.*
2. Type your **full** email address into the email address field. Be sure this is the same email address that you have used to correspond with TCRWP regarding *AssessmentPro*.
3. Your password will be emailed to you. If you do not receive your password within a few minutes, be sure to check your junk mail box.
4. After accessing that email, return to the *AssessmentPro* screen. Enter your Login information as provided in the email sent to you (this will be an email address and password).
5. Click the blue *Login* button to continue.

Announcements

Look under the Welcome section for helpful information and links pertaining to the TCRWP *AssessmentPro* system and the assessments themselves. The Announcement section will display announcements about upcoming Professional Development, news about new features in the *AssessmentPro* system, and other helpful information.

New Users

You can guide all new users in your school to register for an account on the system by clicking the *Register* link at the top of the page.

When a new user clicks on *Register*, they will first be asked to identify their school.

The screenshot shows the 'Registration' process on the TCRWP AssessmentPro website. At the top, there's a navigation bar with the TCRWP logo, a welcome message for 'Sara Sanchez : Ms Murphey's Class', and links for Classroom, Students, School, Administration, and User Forum. On the right, there are 'Edit Profile' and 'Logout' buttons. Below the navigation, the main content area is titled 'Registration'. It starts with 'Step 1: Identify Your School'. This section contains a 'Select' form with dropdown menus for Country (USA), State or Province (New York), Region (New York City), District (01), and School (P.S. 034 Franklin D. Roosevelt). To the right is a 'Search' box with an 'OR' operator and two search options: 'Search by School Name' (radio button selected) and 'Search by Teachers College Abbreviation'. A 'Search' button is also present. Below the 'Select' form, a message says 'You have identified: P.S. ABC' with a 'Next Step >>' button. At the bottom, there's a 'Step 2: Your Personal Information' section and a copyright notice: 'Copyright © 2008 - Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us'.

Registration Step 1

Next, they will be asked to submit their information. When they click *Submit Registration*, these applicants will show up in your list of “Pending Registrations”, where you can approve or reject the user. See Administration – Access Management for more information on this process.

The screenshot shows the TCRWP AssessmentPro registration interface. At the top, there's a banner for 'the Teachers College Reading & Writing Project' at Columbia University, featuring three circular icons of children. On the right of the banner are 'Edit Profile' and 'Logout' links. Below the banner is a navigation bar with links for 'Classroom', 'Students', 'School', 'Administration', and 'User Forum'. The main content area has a title 'Registration' and a sub-section 'Step 1: Identify Your School' showing 'You have identified: P.S. ABC' with an 'Edit' button. The next section, 'Step 2: Your Personal Information', contains fields for 'First Name' (Lindsay), 'Last Name' (Ferranti), 'Role in TCRWP' (Teacher), 'Email Address' (Ferranti@exchange.tc.columbia.edu), and 'Password'. To the right of the password field is a note: 'Please Note: We do not accept Hotmail addresses for security purposes.' A large blue 'Submit Registration' button is located to the right of the input fields. At the bottom of the page is a copyright notice: 'Copyright © 2008 Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us'.

Registration Step 2

Data Specialist Homepage

Overview

Once you have logged in, you will be brought to the Data Specialist homepage. This is your home-base when accessing the features in *AssessmentPro*. You will notice that your homepage gives you easy access to school-level data, classroom-level data, administrative features, and important resources.

The screenshot shows the Data Specialist homepage for the Teachers College Reading & Writing Project (TCRWP) AssessmentPro system. The top navigation bar includes links for 'Edit Profile' and 'Logout'. Below the bar, a banner displays the TCRWP logo and the text 'Welcome, Sara Sanchez : Ms Murphey's Class'. A menu bar offers links to 'Classroom', 'Students', 'School', 'Administration', and 'User Forum'. On the left, a 'P.S. ABC Reports' section shows a bar chart titled 'Current Benchmark Level' with data for Male, Female, and IEP students. In the center, a 'Classroom-Level Information' section allows users to 'Select a Classroom' or 'Search for a Classroom' using teacher or classroom names. To the right, a sidebar provides links to 'Change School', 'Administration' (with sub-links for User Management, Student & Classroom Management, Data Management, and Assessment Management), and 'Resources' (with sub-links for Knowledgebase, User Forum, Glossary, Getting Started, and User Manual). The bottom of the page includes copyright information: 'Copyright © 2008 Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us'.

Data Specialist Homepage

Professional Implications – Logging Out

- It is important, at this point, to draw your attention to the *Logout* button located at the top of the data specialist homepage. **As a data specialist, you have access to FERPA protected information. You must click *Logout* when walking away from your computer screen or when concluding your use of the *AssessmentPro* system.**

School Reports

Each time you login, you will immediately see a bar graph that will assist you in determining the overall reading health of your school. This bar graph displays the *average* Independent Reading Level benchmarks for the students in your school. To clarify, the bar that is labeled “male” on this report is the result of the system calculating the average benchmark score (1-4) for all males in your school.

Like all reports in throughout the system, this bar graph is interactive. You can click on the chart to generate a list of student names that populate a particular part of the report.

To be clear:

- A red bar means the students are at a benchmark of 1 (below standards).
- A yellow bar means they are at a benchmark of 2 (approaching standards).
- A green bar means the students are at a benchmark of 3 (meets standards).
- A blue bar means the students are at a benchmark of 4 (above standards).

Clicking on the *Go* tab next to your school’s name will take you to a page where you can generate more reports that display school level data. See an explanation of this data in the *School Data* chapter of this manual.

Classroom Information

You can also search for data on a specific classroom by using the Classroom-Level Information search function in the lower portion of the Data Specialist homepage. See an explanation of this data in the *Classroom Data* chapter of this manual.

Administration

Quick links on the right hand portion of your homepage give you access to the Administration section of the site where you can manage your users, manage your students’ classroom assignments, import or export your data, and define the fields you would like to see in your custom assessments. For more details, see the *Administration* chapter of this manual.

Resources

The Resources feature will be valuable for every user and is coming soon. It will contain the following tools:

- The Knowledgebase: All users can find useful articles and documents including this user manual and the getting started guide as well as industry articles that we have included to help you inform your instruction.
- The User Forum: This is a tool that allows users to communicate with each other through discussion threads.
- The Glossary: We have compiled a glossary of helpful terms specific to the work you will do with the *AssessmentPro* System.

Top Navigation Bar

All main functions of the system are accessible through the top navigation bar. This bar is located in the header of every page in *AssessmentPro* and will remain in view no matter where you are. For a Data Specialist, there are 5 buttons on the top navigation bar:

1. **Classroom:** This is where all the class level data from your school is available. View classroom profiles, rosters, reports and more for every classroom in your school.
2. **Students:** View a student profile for every student in your school.
3. **School:** This button takes you back to your Data Specialist homepage. Here you can view school level reports and access school level data.
4. **Administration:** This is where you will access all the administrative functions of the *AssessmentPro* system for your school.
5. **Resources:** This area will take you to the Knowledgebase, User Forum, and Glossary. See the Resources Manual for more information (coming soon).

Each of the 5 buttons explained above have a separate chapter in this user manual. Read through these chapters for an in-depth look at each feature.

The screenshot shows the Data Specialist homepage. At the top, there's a banner for 'The Teachers College Reading & Writing Project' and a navigation bar with links for 'Edit Profile', 'Logout', 'Classroom', 'Students', 'School', 'Administration', and 'User Forum'. A blue box highlights the 'Administration' link. Below the banner, the teacher's welcome message is 'Welcome, Sara Sanchez : Ms Murphey's Class'. On the left, there's a chart titled 'P.S. ABC Reports' showing current benchmark levels for Male, Female, and IEP students. In the center, there's a section for 'Classroom-Level Information' with a dropdown for 'Select a Classroom' and a search bar for 'Search for a Classroom' with options to search by teacher's last name or classroom name. To the right, there are three boxes: 'Change School', 'Administration' (which is currently selected), and 'Resources'. The 'Administration' box lists 'User Management', 'Student & Classroom Management', 'Data Management', and 'Assessment Management'. The 'Resources' box lists 'Knowledgebase', 'User Forum', 'Glossary', 'Getting Started', and 'User Manual'. At the bottom, there's a copyright notice: 'Copyright © 2008 Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us'.

Data Specialist Homepage

Change Your Password/Email Address

Click on the *Edit Profile* link located at the top of your homepage.

The screenshot shows the TCRWP AssessmentPro homepage. At the top right, there is a blue rectangular button labeled "Edit Profile". Below the header, there is a navigation bar with links for Classroom, Students, School, Administration, and User Forum. On the left side, there is a chart titled "P.S. ABC Reports" showing current benchmark levels for Male, Female, and IEP students. On the right side, there are three main menu sections: "Change School", "Administration", and "Resources". The "Administration" section includes links for User Management, Student & Classroom Management, Data Management, and Assessment Management. The "Resources" section includes links for Knowledgebase, User Forum, Glossary, Getting Started, and User Manual. At the bottom of the page, there is a copyright notice: "Copyright © 2008 Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us".

Data Specialist Homepage

This page shows some basic information included in your profile. Here you can change your password and the email address associated with your account. Be sure to click on *Save Information* when you have finished updating your information.

The screenshot shows the "Edit Your Profile" page. It features a form with fields for First Name (Sara), Last Name (Sanchez), Email Address (Sanchez@schools.nyc.gov), Password (sarasanchez1234), and Primary Role (Data Specialist). There is also a "Save Information" button at the bottom of the form. The background of the page is the same as the homepage, with the TCRWP logo and navigation links.

Edit Your Profile

Managing Your Classrooms

Each classroom has a classroom profile. The main page of the Classroom Profile section can be accessed by selecting or searching for the name of the classroom you are trying to view.

The screenshot displays the TCRWP AssessmentPro Data Specialist Home Page. At the top, there's a banner for the Teachers College Reading & Writing Project at Columbia University. Below the banner, the page header includes "Welcome, Sara Sanchez : Ms Murphey's Class" and navigation links for Classroom, Students, School, Administration, and User Forum. On the left, a "P.S. ABC Reports" section shows a bar chart titled "Current Benchmark Level" with data for Male, Female, and IEP students across levels 1 to 5. In the center, there's a "Classroom-Level Information" section with a "Select a Classroom" dropdown menu and a "Search for a Classroom" input field with options to search by Teacher's Last Name or Classroom Name. To the right, there are three expandable sections: "Change School", "Administration" (listing User Management, Student & Classroom Management, Data Management, and Assessment Management), and "Resources" (listing Knowledgebase, User Forum, Glossary, Getting Started, and User Manual). At the bottom, a copyright notice for the Teachers College Reading & Writing Project is visible.

Data Specialist Home Page

Managing Your Classroom – Secondary Navigation Bar

After you have selected a classroom, this will bring you to the Classroom Overview. The functions of each tab in a classroom profile are as follows (more information on each tab follows below):

- **Overview**
- **Roster**
- **Reports**
- **Reading Volume**

The screenshot shows the 'Managing Your Classroom' page of the TCRWP AssessmentPro system. At the top, there's a banner for 'The Teachers College Reading & Writing Project' from Columbia University, with tabs for 'Edit Profile' and 'Logout'. Below the banner, the main navigation bar includes 'Welcome, Lindsay Ferranti' and links for 'School', 'Project', 'Administration', and 'User Forum'. The central content area is titled 'Managing Your Classroom' and features a secondary navigation bar with tabs: 'Overview' (which is highlighted with a blue border), 'Roster', 'Reports', 'Letters', and 'Reading Volume Report'.

On the left, there's a 'Classroom Profile' section with details:

- P.S. 196 Grand Central Parkway
- Classroom: 10
- Teacher: Jayne
- Specialists: Catherine
- Students: 26
- Assessments Completed

On the right, there are four pie charts showing student performance benchmarks:

- Benchmark Boys:** A pie chart showing 46.15% (green), 15.38% (blue), 7.69% (red), and 30.77% (yellow).
 - Legend: 1 - Needs Support (red), 2 - Approaches Standards (yellow), 3 - Meets Standards (green), 4 - Exceeds Standards (blue)
- Benchmark Girls:** A pie chart showing 63.64% (green), 18.18% (yellow), 9.09% (red), and 9.09% (blue).
 - Legend: 1 - Needs Support (red), 2 - Approaches Standards (yellow), 3 - Meets Standards (green), 4 - Exceeds Standards (blue)
- Benchmark ELL:** A pie chart showing 33.33% (yellow), 33.33% (red), and 33.33% (green).
 - Legend: 1 - Needs Support (red), 2 - Approaches Standards (yellow), 3 - Meets Standards (green)

At the bottom of the page, there's a copyright notice: 'Copyright © 2008 Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us'

Classroom Profile

Overview

This is the classroom's home page. This page showcases all identifiable information for the selected classroom. You can view information such as classroom name, teachers and specialists assigned to the class, number of students on the class roster, etc. You are also given a snapshot

of the benchmark reports available for the class. As all reports in the system, this report is interactive! You can click on the chart to generate a list of student names that populate a particular part of the report.

The screenshot shows the TCRWP AssessmentPro interface. At the top, there's a banner for 'The Teachers College Reading & Writing Project' at Columbia University. The main navigation bar includes 'Edit Profile' and 'Logout' on the right, and 'School', 'Project', 'Administration', and 'User Forum' on the left. A welcome message 'Welcome, Lindsay Ferranti' is displayed. Below the banner, the title 'Managing Your Classroom' is shown, along with tabs for 'Overview', 'Roster', 'Reports', 'Letters', and 'Reading Volume Report'. The 'Overview' tab is selected.

Classroom Profile:

- P.S. 196 Grand Central Parkway
- Classroom: 10
- Teacher: Jayne
- Specialists: Catherine
- Students: 26
- Assessments Completed

Benchmark Boys:

Performance Level	Percentage
1 - Needs Support	7.69%
2 - Approaches Standards	30.77%
3 - Meets Standards	46.15%
4 - Exceeds Standards	15.38%

Benchmark ELL:

Performance Level	Percentage
1 - Needs Support	33.33%
2 - Approaches Standards	33.33%
3 - Meets Standards	33.33%

Benchmark Girls:

Performance Level	Percentage
1 - Needs Support	9.09%
2 - Approaches Standards	18.18%
3 - Meets Standards	63.64%
4 - Exceeds Standards	9.09%

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Classroom Profile – Overview

You cannot edit the data on this page.

Professional Implications

- Take a look at how the students in the class compare to state standards to determine where the needs for intervention lie.
- Which students need support and what type of support do they need? How will you plan for instruction to meet the needs of students who exceed standards?

Roster

The classroom roster provides a snapshot of the students assigned to the class. You can also add new students and remove students from the class on this page. The data found here is a summary of the data from the student profile. The student profile is described in more detail in the *Student Data* chapter of this manual.

(To edit any information for a student, click on the student's name and make the changes in the student's profile.)

- **Student Name:** Clicking on the student's name will take you to that student's profile.
- **Date of Birth**
- **Grade**
- **IEP:** If the student has an IEP, this will be marked "yes."
- **In-School Intervention:** If the student participates in an ISI, this will be marked "yes."
- **ESL/ELL:** For ESL/ELL learners, this field will be filled in with either "Non-ELL," "Former ELL," "ELL," or "Eligible for Testing."
- **Extended Day:** If the student participates in extended day, this should be marked with "yes."
- **Reading Level:** This displays the reading level from the prior assessment period or from any more recent informal assessments. See the professional implications box below for more information. **The reading level displayed here will not affect the reading level entered in the student profile. See below.**

Classroom Roster

Student Name	Date of Birth	Grade	IEP	In-School Interventions	ESL/ELL	Extended Day	Reading Level	Last Assessment Date	
ALBERTS, HARRY	8/12/2001	2nd	No	No		No	B	9/30/2006	Remove
ANDERSON, MICA	2/16/2001	2nd	No	No		No	I	6/30/2008	Remove
DALLIA, LOLA	2/19/2001	2nd	No	No		No	J	6/30/2008	Remove
EMERSON, JOY	5/14/2001	2nd	No	No		No	C	11/30/2008	Remove
DOLAN, KIM	9/28/2001	2nd	No	No		No	K	6/30/2008	Remove
HARPER, JESSICA	4/7/2001	2nd	No	No		No	E	6/30/2008	Remove
JOHNSON, MARK	6/28/2001	2nd	No	No		No	I	6/30/2008	Remove
MERROLA, JACK	9/3/2001	2nd	No	No	Former ELL	No	E	3/31/2008	Remove
ODONNELL, SARA	3/6/2001	2nd	No	No	Former ELL	No	I	6/30/2008	Remove
PAUL, MARCUS	6/2/2001	2nd	No	No	Eligible For Testing	No	H	6/30/2008	Remove
SANDBERG, ELI	5/31/1999	2nd	No	No	ELL	No	C	11/30/2008	Remove

Add New Student

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Classroom Roster

Professional Implications

- **Maintaining/Updating Reading Levels** – If you assess any of your students between assessment windows (i.e. in January); record any changes in independent reading level here. *If you update any reading levels on this page, you may PRINT the page, but please note that the information will not be recorded or reflected in any of the student, class, or school reports.* To officially change the student's reading level, this must be done in their student profile during an open assessment window or by importing a new data file.

Reports

A detailed look at classroom level data is available in this section of *AssessmentPro*. The classroom reports are generated from the data in the assessment tabs of each student profile in the class.

Professional Implications

- Classroom-level reports are meant to guide instruction only, and should never be shared with anyone other than the classroom teacher. Classroom reports will have a standard disclaimer – “FERPA guidelines prohibit the distribution of any student-identifiable information. Any reports that contain student-identifiable elements should not be shared outside the school.”

Student Letter Identification and Letter Sounds Progression:

This report is available to all school and classroom level users. This means that data specialists, administrators, specialists and classroom teachers can generate this report. This report will allow you to track your students' progress over time for Letter Identification and Letter Sounds. Viewing this information on each of the students in your classroom at once has useful instructional benefits. Choose each of the assessment windows you want to view in this report and click *Submit*. You will then be able to view your students' progress in the identification of lower case (Low) and upper case (Up) letters as well as letter sounds (Sounds) over those four assessment windows.

The screenshot shows the TCRWP AssessmentPro software interface. At the top, there's a banner for "The Teachers College Reading & Writing Project, Columbia University". The main navigation bar includes "Edit Profile", "Logout", "Welcome, Sara Sanchez : Ms Murphey's Class", "Classroom", "Students", "School", "Administration", and "User Forum". Below the banner, the title "Managing Your Classroom" is displayed, followed by a horizontal menu with tabs: "Overview", "Roster", "Reports" (which is selected), "Letters", and "Reading Volume Report".

Progression Analysis:

- Student Letter Identification and Letter Sounds Progression
- Independent Reading Level Progression

Class Report Analysis:

- Class Reading Level

Export:

- Export Class Data

Student Letter Identification and Letter Sounds Progression

Select Report Criteria:

First Assessment Window	November 2007
Second Assessment Window	March 2008
Third Assessment Window	June 2008
Forth Assessment Window	September 2008

Submit

Student Name Progression Data:

Student Name	November 2007			March 2008			June 2008			September 2008		
	Low	Up	Sounds	Low	Up	Sounds	Low	Up	Sounds	Low	Up	Sounds
ALBERTS,HARRY	10	13	12	12	13	14	15	17	16	24	25	25
ANDERSON,MICA	12	16	15	15	20	17	17	20	18	20	20	20
DALLIA,LOLA	09	12	15	12	14	16	12	15	14	21	21	19
DOLAN,KIM	20	20	20	22	25	25	24	25	25	26	26	26
EMERSON,JOY	13	15	12	16	18	14	18	18	13	20	21	22
HARPER,JESSICA	17	20	18	19	21	19	20	21	19	24	24	24
JOHNSON,MARK	10	12	15	14	16	15	16	19	17	19	19	19
ODONELL,SARA	22	24	24	26	26	26	26	26	26	26	26	26
PAUL,MARCUS	20	20	20	21	22	20	25	26	24	26	26	26
SANDBURG,ELI	12	17	12	15	18	14	18	18	13	22	21	22

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Letter ID and Letter Sound Progression Report

Professional Implications

- Consider which of your students are having difficulty with letter sounds. If there are patterns of difficulty in your classroom, you might want to conduct small strategy groups. Shared reading is often an effective tool to build letter sound skills.
- Remember that teaching letters or sounds in isolation is not as helpful to students as teaching this within the context of reading or writing. You could even plan a small word work period for the classroom.

Independent Reading Level Progression:

This report is available to all school and classroom level users. This report allows you to track the progress of students' independent reading levels over time. Choose each of the assessment windows you want to view in this report and click *Submit*. You will then be able to view IRL progression for all students in the class over those four assessment windows.

The screenshot shows the TCRWP AssessmentPro software interface. At the top, there's a banner for 'The Teachers College Reading & Writing Project' at Columbia University. The main menu includes 'Edit Profile | Logout', 'Welcome, Sara Sanchez : Ms Murphey's Class', 'Classroom', 'Students', 'School', 'Administration', and 'User Forum'. Below the menu, a sub-menu for 'Managing Your Classroom' has 'Print' selected. A navigation bar below that includes 'Overview', 'Roster', 'Reports' (which is highlighted), 'Letters', and 'Reading Volume Report'. On the left, a sidebar has sections for 'Progression Analysis' (with 'Student Letter Identification and Letter Sounds Progression' and 'Independent Reading Level Progression'), 'Class Report Analysis' (with 'Class Reading Level'), and 'Export' (with 'Export Class Data'). The main content area is titled 'Independent Reading Level Progression Data' and contains a 'Select Report Criteria' section with dropdown menus for 'First Assessment Window' (November 2007), 'Second Assessment Window' (March 2008), 'Third Assessment Window' (June 2008), and 'Fourth Assessment Window' (September 2008). A 'Submit' button is below these. Below this is a table showing student names and their independent reading levels across four assessment windows. At the bottom, there's a copyright notice: 'Copyright © 2008 Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us'.

Student Name	November 2007	March 2008	June 2008	September 2008
	Independent reading level	Independent reading level	Independent reading level	Independent reading level
ALBERTS,HARRY	C	D	E	G
ANDERSON,MICA	E	E	G	H
DALLIA,LOLA	E	F	I	J
DOLAN,KIM	C	C	C	E
EMERSON,JOY	F	H	K	K
HARPER,JESSICA	D	E	E	F
JOHNSON,MARK	C	D	E	E
ODONELL,SARA	F	G	I	J
PAUL,MARCUS	D	G	J	J
SANDBURG,ELI	F	G	H	J

Independent Reading Level Progression Report

Professional Implications

- When looking at the Independent Reading Level Progression report, observe the changes in your students' reading levels. Movement as well as stagnation have implications for teaching.
- Consider possible reasons why a student may not progress in his or her reading level.

Classroom Reading Level

This report is available to all school and classroom level users. It shows the distribution of reading levels in one class. You can click on a bar to view a list of students. For example, clicking on the red B bar in the report below would give you a list of students that are reading at a Level B in this class.

The screenshot shows the TCRWP AssessmentPro software interface. At the top, there's a banner for 'The Teachers' College Reading & Writing Project' from Columbia University. The main menu includes 'Edit Profile', 'Logout', 'Welcome, Lindsay Ferranti', 'School', 'Project', 'Administration', and 'User Forum'. Below the menu, the title 'Managing Your Classroom' is displayed, along with a 'Print' button. A navigation bar offers 'Overview', 'Roster', 'Reports' (which is selected), 'Letters', and 'Reading Volume Report'. On the left, a sidebar provides links for 'Progression Analysis' (Student Letter Identification and Letter Sounds Progression, Independent Reading Level Progression), 'Class Report Analysis' (Class Reading Level), and 'Export' (Export Class Data). The central area displays a bar chart titled '1st Grade November 2008' under 'Select Report Criteria'. The chart shows the number of students at various reading levels: B (red bar, 8.33%), C (yellow bar, 12.50%), D (yellow bar, 12.50%), E (green bar, 12.50%), F (green bar, 25.00%), G (green bar, 6.67%), H (blue bar, 8.33%), and I (blue bar, 4.17%). The Y-axis represents the 'Number of Students' from 0 to 8, and the X-axis represents the 'Reading Level' (B, C, D, E, F, G, H, I).

Classroom Reading levels

Professional Implications

- How are the students in my class distributed across reading levels?
- How can I use this data to inform my small group instruction?

Letters

You can generate personalized letters for students and their families. You can do this for your whole class or for one student at a time. These letters are formulated to reflect a student's assessment data.

The screenshot shows the TCRWP AssessmentPro software interface. At the top, there is a banner for 'The Teachers College Reading & Writing Project' from Columbia University. The main title 'TCRWP AssessmentPro' is prominently displayed. A navigation bar below the banner includes links for 'Edit Profile', 'Logout', 'School', 'Project', 'Administration', and 'User Forum'. Below the navigation bar, a sub-menu titled 'Generate Your Class Letters' is shown. This sub-menu includes links for 'Overview', 'Roster', 'Reports', 'Letters', and 'Reading Volume Report'. A dropdown menu labeled 'Select Signatory:' shows options like 'Lori Smith' and 'BARBRA JONES', with 'Lori Smith' currently selected. Two large blue buttons are present: 'Student Letters' on the left and 'Parent Letters' on the right. At the bottom of the page, there is a copyright notice: 'Copyright © 2008 Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us'.

Student and Family Letters

Professional Implications

- Family letters allow the school to communicate with families about a student's successes and challenges.
- Student letters give students the opportunity to celebrate their accomplishments. It also provides a way for him/her to take ownership of his or her own progress in reading.

Student Letters

Checking in with students regarding his/her progress in reading is an important part of the teaching and learning process. *AssessmentPro* will generate a letter addressed to each student that is formulated around his or her current independent reading level. It also explains what the student's progress means for him or her as a reader. Student letters offer book recommendations to the students at their reading level as well as one level up.

Family Letters

The family letters provide insight into the student's progress on each assessment (if the data is available). This letter informs families about some of the assessment processes and purposes as well as what their child's scores mean for him/her as a reader.

Generating Letters on the classroom level

Both student and family letters can be generated for your whole class at one time. This may save you more time when getting report cards ready. Once a letter is generated, an editable document will open that contains letter for each student in a classroom. You can add to or take away from as you see fit. It is important to note that a letter will not be generated for a student if his or her data is not in the system.

Both student and family letters are generated the same way:

1. Choose who the letter will be from. In most schools the letter can be from the Principal or the Assistant Principal.
2. Click on either *student letter* or *parent letter*
3. Save the file to your desktop.

The screenshot shows the TCRWP AssessmentPro software interface. At the top, there's a banner with the text "The Teachers College Reading & Writing Project" and "Columbia University". Below the banner, the main title "TCRWP AssessmentPro" is displayed. On the right side of the banner, there are profile icons for users and links for "Edit Profile" and "Logout". The main menu bar includes "School", "Project", "Administration", and "User Forum". A welcome message "Welcome, Lindsay Ferranti" is shown. Below the menu, a sub-menu titled "Generate Your Class Letters" is open, featuring tabs for "Overview", "Roster", "Reports", "Letters", and "Reading Volume Report". Under the "Letters" tab, there's a dropdown menu labeled "Select Signatory: Lori Smith". Two large blue buttons are visible: "Student Letters" and "Parent Letters". In the bottom left corner of the main window, there's a copyright notice: "Copyright © 2008 Columbia University 525 West 120th Street Box 35-B". Overlaid on the bottom right of the main window is a "File Download" dialog box. The dialog box asks "Do you want to open or save this file?", showing details about the file: Name: file.rtf, Type: Microsoft Word Document, From: www.rwpassessments.com. It also includes an "Open", "Save", and "Cancel" button, and a checked checkbox for "Always ask before opening this type of file". A warning message at the bottom of the dialog box states: "While files from the Internet can be useful, some files can potentially harm your computer. If you do not trust the source, do not open or save this file. [What's the risk?](#)".

4. Open the file. Letters for all of your students are included in this one document.
5. Edit it as you wish and save your changes.
6. Print the letters.

Reading Volume

With this tool you can take a look at the reading volume of all students in a class over a set period of time. Simply enter a beginning date and ending date for the time period you want to examine then click on the *filter* button. *AssessmentPro* will generate a report that gives you the following data:

- **Reading Level**
- **Total Books**
- **Total Pages**
- **Average Books:** the average number of books that the student reads in the amount of time you have chosen.
- **Average Pages:** the average number of pages that the student reads in the amount of time you have chosen.

The screenshot shows the TCRWP AssessmentPro interface. At the top, there's a banner for 'The Teachers College Reading & Writing Project' from Columbia University. The main navigation bar includes 'Edit Profile', 'Logout', 'Welcome, Sara Sanchez : Ms Murphey's Class', 'Classroom', 'Students', 'School', 'Administration', and 'User Forum'. Below this, a sub-menu titled 'Managing Your Classroom' has tabs for 'Overview', 'Roster', 'Reports', 'Letters', and 'Reading Volume Report' (which is highlighted). A date range selector shows '9/1/08 - to - 9/5/08' with a 'Filter' button. The main content area displays a table of student reading data:

Student Name	Reading Level	Total Books	Total Pages	Avg. Books	Avg. Pages
JULIET	F	4.00	0.00	4.00	0.00
ANGUS	D	8.00	0.00	8.00	0.00
MARGARET	E	9.00	0.00	9.00	0.00
PATTER, XIN YU	E	8.00	0.00	8.00	0.00
NANCY	B	7.00	0.00	7.00	0.00

At the bottom, there's a copyright notice: 'Copyright © 2008 Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us'.

Reading Volume

Professional Implications

- When students are in the lower levels (A – K) they should be reading more books than in the higher levels (L – Z). When following a lower level reader who is below benchmark, consider if he or she is rereading books for comprehension, word recognition, and/or fluency.

Managing Student Progress

The main page of the Managing Student Progress section can be accessed by clicking on *Students* tab, located on the main navigation bar, or by accessing a classroom roster and clicking on the student name.

Current Benchmark Level

Level	Male	Female	IEP
1	3	1	2
2	1	1	1
3	1	1	1
4	1	1	1
5	1	1	1

Classroom-Level Information

Select a Classroom

Search for a Classroom

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Data Specialist Home Page

Main Page

Click on the *Students* tab in the top navigation bar. At the main page of *Managing Student Progress* you are prompted to select or search for an individual student. Complete as many search fields as you can to narrow down your search results. After clicking *Find Student*, choose a student from a list of search results. This brings you to that student's profile. You can also use the drop down function to choose a student from a list.

The screenshot shows the 'Managing Student Progress' page of the TCRWP AssessmentPro system. At the top, there is a banner for 'The Teachers College Reading & Writing Project' at Columbia University. The main navigation menu includes 'Edit Profile | Logout', 'Classroom', 'Students', 'School', 'Administration', and 'User Forum'. Below the menu, it says 'Welcome, Sara Sanchez : Ms Murphey's Class'. A search bar contains 'Select a Student' and a dropdown menu with 'Select a student'. A blue box highlights a 'Request For Student Profile' form. This form has fields for 'First Name', 'Last Name', 'Student ID', 'Date Of Birth', and 'Gender' (with a dropdown menu showing 'Please select...'). It also has 'Cancel' and 'Find student' buttons. The bottom of the page has a copyright notice: 'Copyright © 2008. Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us'.

Select A Student Profile

Managing Student Progress – Secondary Navigation Bar

There are 5 main tabs that house all data available for one student (see the sections below for more information on each tab):

- *Student Profile*
- *Reading Volume*
- *TC Assessments*
- *State Assessments*
- *Letters*
- *Reports*

The screenshot shows the TCRWP AssessmentPro software interface. At the top, there is a banner for 'The Teachers College Reading & Writing Project' from Columbia University. The main navigation bar includes links for 'Edit Profile | Logout', 'Welcome, Sara Sanchez : Ms Murphey's Class', 'Classroom', 'Students', 'School', 'Administration', and 'User Forum'. Below the navigation bar, a sub-menu for 'Managing Student Progress' is displayed, featuring tabs for 'Student Profile' (which is highlighted with a blue border), 'Reading Volume', 'TC Assessment', 'State Assessment', 'Letters', and 'Reports'. The central content area is titled 'Student Profile' and contains a form for entering student information. The form fields include: First Name (Maria), Middle Name (empty), Last Name (Gomez), Student ID (112233445), Date Of Birth (5/3/2000), Gender (F), IEP (Please select...), Ethnicity (Hispanic), In-School Intervention (Please select...), Extended Day Program (Please select...), ESL/ELL (Former ELL), Primary Language (Spanish), School Start Grade (Please select...), School Start Date (9/01/2007), Current Grade (3rd), Reading Workshop (Please select...), and Active (Yes). At the bottom of the form are 'Cancel' and 'Save and Continue' buttons. A note on the left side of the form says 'Notes on Student Profile' with a 'Add note' button.

Student Profile Navigation Bar

Student Profile

This page showcases all identifiable information for the student. A Data Specialist can access/edit fields such as student name, student ID, when the student started attending the school, etc. You can use the drop down menu to toggle between student profiles. **Note that this drop down menu can only be used in the Student Profile tab.**

Edit each field as needed and **be sure to click Save and Continue when you're ready to move to the next part of the student profile.**

The screenshot shows the 'Student Profile' tab selected in the navigation bar. The page displays a form for editing student information. The left sidebar contains a 'Notes on Student Profile' section with a 'Add note' button. The main form includes fields for First Name (Maria), Middle Name, Last Name (Gomez), Student ID (11223445), Date of Birth (5/3/2000), Gender (F), IEP (Please select...), Ethnicity (Hispanic), In-School Intervention (Please select...), Extended Day Program (Please select...), ESL/ELL (Former ELL), Primary Language (Spanish), School Start Grade (Please select...), School Start Date (9/01/2007), Current Grade (3rd), Reading Workshop (Please select...), and Active status (Yes). Buttons at the bottom include 'Cancel' and 'Save and Continue'. The top navigation bar includes links for Classroom, Students, School, Administration, and User Forum, along with 'Edit Profile | Logout'.

Managing Student Progress Select a Student GOMEZ, MARIA

Student Profile Reading Volume TC Assessment State Assessment Letters Reports

Student Profile

Notes on Student Profile

Add note

First Name: Maria

Middle Name:

Last Name: Gomez

Student ID: 11223445

Date Of Birth: 5/3/2000

Gender: F

IEP: Please select... ?

Ethnicity: Hispanic

In-School Intervention: Please select... ?

Extended Day Program: Please select... ?

ESL/ELL: Former ELL

Primary Language: Spanish

School Start Grade: Please select... ?

School Start Date: 9/01/2007

Current Grade: 3rd

Reading Workshop: Please select... ?

Active: Yes

Cancel Save and Continue

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Student Profile Overview

Professional Implications

- FERPA guidelines prohibit the distribution of any student-identifiable information. Any reports or pages that contain student-identifiable elements should not be shared.
- The accuracy of this data is very important because an improperly recorded piece of information could lead to mistakes in evaluating the student's needs.

Reading Volume

Reading volume measures how many books your students have read over a span of time. This tool also measures the number of pages and the amount of time your students are reading. This information can be recorded in terms of minutes, pages, and books.

The screenshot shows the TCRWP AssessmentPro software interface. At the top, there's a banner for 'The Teachers College Reading & Writing Project' at Columbia University. The main menu includes 'Edit Profile' and 'Logout'. Below the banner, the user is logged in as 'Welcome, Sara Sanchez : Ms Murphey's Class'. The navigation bar has tabs for 'Classroom', 'Students', 'School', 'Administration', and 'User Forum'. The 'Students' tab is active. A sub-menu for 'Managing Student Progress' is open, showing a dropdown for 'Select a Student' with 'GOMEZ,MARIA' selected. Below this, there are tabs for 'Student Profile', 'Reading Volume' (which is highlighted in blue), 'TC Assessment', 'State Assessment', 'Letters', and 'Reports'. The 'Reading Volume' section contains a table for 'Insert New Record' with fields for Start Date (9/22/08), End Date (9/26/08), Reading Level (Pre-Emergent), Books Read (10), and Pages Read (0.00). There's a button to 'Insert >'. Below this is a table showing previous records: one entry for 9/1/2008 to 9/5/2008 at level B (7.00 books, 0.00 pages) and two entries for 9/8/2008 to 9/12/2008 and 9/15/2008 to 9/19/2008 both at level B (10.00 books, 0.00 pages each). At the bottom, there's a copyright notice: 'Copyright © 2008 Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us'.

Reading Volume

Professional Implications

- This tool allows you to easily keep track of your students' reading volume so that you can implement instruction accordingly.
- Refer to the Volume Chart in the Teacher Directions for reading level L-Z on the TCRWP website (<http://rwproject.tc.columbia.edu>). This chart guides you to understand approximately what a student's reading volume should look like at each level.

TC Assessments

Store each student's TC assessment data here. The process of entering student assessment data is organized by assessment name:

- **Reading Level:** Assessing a reading level occurs by completing a running record on a short fiction excerpt in a leveled text to assess accuracy. Fluency and comprehension are also assessed with a Running Record. TCRWP Running Records include literal and inferential comprehension.

The screenshot shows the TCRWP AssessmentPro interface. At the top, there is a logo for "The Teachers College Reading & Writing Project" and navigation links for "Edit Profile" and "Logout". Below the logo, there is a banner with three circular icons showing children reading. The main menu includes "Welcome", "School", "Project", "Administration", and "User Forum". The "Project" tab is selected, displaying the "Managing Student Progress" page. On the left, a sidebar lists various assessment categories: "Reading Level" (highlighted in green), "Concepts of Print", "Letter ID and Sounds", "High Frequency Words", "Oral Words Per Minute", "Non-Fiction Reading Level", "Primary Spelling Inventory", "Elementary Spelling Inventory", "Upper Level Spelling Inventory", "Writing Assessment", and "School Specific". The main content area is titled "Reading Level" and contains fields for "Independent Reading Level" (set to "A") and "IRL Benchmark" (set to "1"). A "IRL Help Text" box provides instructions: "These readers should read tons of books. Be sure they read with fluency, expression and phrasing so it sounds like they are having a conversation instead of reading a text." At the bottom of the content area are "Cancel" and "Save and Continue" buttons. The footer contains copyright information: "Copyright © 2008 Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us".

TC Assessments – Reading Level

- **Concepts of Print:** This assessment should only be used for readers who are reading books at level B & below.

The screenshot shows the TCRWP AssessmentPro software interface. At the top, there's a banner for 'the Teachers College Reading & Writing Project' from Columbia University. The main title 'TCRWP AssessmentPro' is prominently displayed. On the right side of the top bar are links for 'Edit Profile' and 'Logout', along with a small profile picture. Below the banner, a navigation bar has tabs for 'School', 'Project', 'Administration', and 'User Forum'. The main content area is titled 'Managing Student Progress' and shows a list of students. A dropdown menu under 'Select a Student' shows 'JIMINEZ, CARLA'. Below this, there are several tabs: 'Student Profile', 'Reading Volume', 'TC Assessment' (which is highlighted in blue), 'State Assessment', 'Letters', and 'Reports'. The 'TC Assessment' tab is expanded to show the 'Concepts of Print' assessment for 'JIMINEZ, CARLA'. The 'Concepts of Print' section includes fields for 'Concepts of Print' (set to 13) and 'Concepts of Print Benchmark' (set to 4). It also contains a 'Concepts of Print Help Text' box with instructions: 'Teach one-to-one matching and directional movement on two lines of print. Ask students to name known pictures or colored dots in a line, pointing to each one. (Use one syllable words)' with up and down arrows for editing. At the bottom of this section are 'Cancel' and 'Save and Continue' buttons. To the left of the main content area is a sidebar with a tree-like structure listing various reading assessments: Reading Level, Concepts of Print (selected), Letter ID and Sounds, High Frequency Words, Oral Words Per Minute, Non-Fiction Reading Level, Primary Spelling Inventory, Elementary Spelling Inventory, Upper Level Spelling Inventory, Writing Assessment, and School Specific. At the very bottom of the screen is a red footer bar with the text 'Copyright © 2008 Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us'.

TC Assessments – Concepts Of Print

Professional Implications

- Consider the child's knowledge of directionality.
- Does the student point to each word when reading aloud, matching spoken word to print?
- Does he or she use picture support?
- Does the child distinguish between letters and words?

- **Letter ID and Sounds:** This assesses a student's familiarity with formation and name of lower case letters, upper case letters, and sounds.

The screenshot shows the TCRWP AssessmentPro software interface. At the top, there is a banner for 'The Teachers College Reading & Writing Project' at Columbia University, featuring three circular images of children and adults. To the right of the banner are links for 'Edit Profile / Logout'. Below the banner, the navigation bar includes 'Welcome, Sara Sanchez : Ms Murphey's Class', 'Classroom', 'Students', 'School', 'Administration', and 'User Forum'. A dropdown menu for 'Managing Student Progress' is open, showing options like 'Student Profile', 'Reading Volume', 'TC Assessment' (which is selected), 'State Assessment', 'Letters', and 'Reports'. On the left, a sidebar lists various assessment categories: Reading Level, Concepts of Print, Letter ID and Sounds (selected), Sight Words, Oral Words Per Minute, Non-Fiction Reading Level, Primary Spelling Inventory, Elementary Spelling Inventory, Upper Level Spelling Inventory, Writing Assessment, and School Specific. The main content area is titled 'Letter ID and Sounds' and contains fields for 'Letter ID - Lower Case' (24), 'Letter ID - Upper Case' (25), 'Letter ID - Total' (49), 'Letter ID - Total Benchmark' (empty), 'Letter ID - Help Text' (empty), 'Letter Sounds' (25), 'Letter Sounds Benchmark' (empty), and 'Letter Sounds Help Text' (empty). At the bottom are 'Cancel' and 'Save and Continue' buttons. The footer contains copyright information: 'Copyright © 2008 Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us'.

TC Assessments – Letter ID and Sounds

- **High Frequency Words:** This assesses students' automaticity with the most frequently used words in the English Language.

The screenshot shows the TCRWP AssessmentPro software interface. At the top, there's a banner for 'The Teachers' College Reading & Writing Project' from Columbia University. The main title 'TCRWP AssessmentPro' is prominently displayed. A navigation bar at the top right includes 'Edit Profile | Logout', 'School', 'Project', 'Administration', and 'User Forum'. Below the banner, a welcome message says 'Welcome, Lindsay Ferranti'. On the right, there's a circular profile picture of a student named 'GOMEZ, MARIA'. The main content area is titled 'Managing Student Progress' and has a sub-section 'Select a Student' with 'GOMEZ, MARIA' selected. Below this, there are tabs for 'Student Profile', 'Reading Volume', 'TC Assessment' (which is currently selected), 'State Assessment', 'Letters', and 'Reports'. The 'TC Assessment' tab is further divided into sections: 'Sight Words', 'High Frequency Words', 'Word Lists', and 'Spelling Inventory'. The 'Sight Words' section is currently active, showing fields for 'High Frequency Word Test A' (set to 20), 'High Frequency Word Test B' (set to 'Please select...'), 'High Frequency Word Test C' (set to 'Please select...'), 'High Frequency Word Test D' (set to 'Please select...'), 'High Frequency Word Test E' (set to 'Please select...'), 'High Frequency Word Test F' (set to 'Please select...'), 'High Frequency Word Test G' (set to 'Please select...'), 'High Frequency Word Test H' (set to 'Please select...'), 'Word List Total' (set to 20), and 'Word List Total Benchmark' (set to 1). There's also a 'Word List Total Help Text' field containing 'level 1 help'. At the bottom of this section are 'Cancel' and 'Save and Continue' buttons.

TC Assessments – High Frequency Words

- **Oral Words Per Minute:** This assesses the number of words per minute a student reads when reading a fresh text aloud with intonation and phrasing. They may glance ahead at the test but should not need extensive “rehearsal” time.

The screenshot shows the TCRWP AssessmentPro software interface. At the top, there's a banner for 'the Teachers College Reading & Writing Project' from Columbia University. The main navigation bar includes 'Edit Profile / Logout', 'Welcome, Sara Sanchez : Ms Murphey's Class', 'Classroom', 'Students', 'School', 'Administration', and 'User Forum'. Below this, a sub-menu for 'Managing Student Progress' is shown with tabs for 'Student Profile', 'Reading Volume', 'TC Assessment' (which is selected), 'State Assessment', 'Letters', and 'Reports'. A dropdown menu shows 'LOPEZ,JULIET'. On the left, a sidebar lists various assessments: Reading Level, Concepts of Print, Letter ID and Sounds, Sight Words, Oral Words Per Minute (which is highlighted in green), Non-Fiction Reading Level, Primary Spelling Inventory, Elementary Spelling Inventory, Upper Level Spelling Inventory, Writing Assessment, and School Specific. The main content area is titled 'Oral Words Per Minute' and contains fields for 'Oral Words Per Minute' and 'Oral Words Per Minute Benchmark', both with blue input boxes. Below these is a scrollable 'Oral Words Per Minute Help Text' area. At the bottom of this section are 'Cancel' and 'Save and Continue' buttons. To the right, there's a large empty area labeled 'Notes on Oral Words Per Minute' with a 'Add note' button at the bottom. The footer contains copyright information: 'Copyright © 2008 Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us'.

TC Assessments – WPM

- **Non-fiction Reading Level:** Assessing a reading level occurs by doing a running record of a short non-fiction excerpt with a leveled text to assess accuracy as well as using the same text to assess fluency and comprehension. TCRWP Assessments include literal and inferential comprehension.

The screenshot shows the TCRWP AssessmentPro software interface. At the top, there's a banner for "The Teachers' Corral Reading & Writing Project" and "TCRWP AssessmentPro". The main menu includes "Welcome, Sara Sanchez : Ms Murphrey's Class", "Classroom", "Students", "School", "Administration", and "User Forum". Below the menu, a navigation bar has tabs for "Student Profile", "Reading Volume", "TC Assessment" (which is selected), "State Assessment", "Letters", and "Reports". The main content area is titled "Managing Student Progress" and "Non-Fiction Reading Level". On the left, a sidebar lists various assessment categories: Reading Level, Concepts of Print, Letter ID and Sounds, Sight Words, Oral Words Per Minute, Non-Fiction Reading Level (which is highlighted in green), Primary Spelling Inventory, Elementary Spelling Inventory, Upper Level Spelling Inventory, Writing Assessment, and School Specific. A note below the sidebar says "Notes on Non-Fiction Reading Level". In the center, there's a dropdown menu labeled "Non-Fiction Reading Level" with the placeholder "Please select...". Below the dropdown are "Cancel" and "Save and Continue" buttons. The student name "GOMEZ,MARIA" is entered in the "Select a Student" dropdown at the top.

TC Assessments – Nonfiction Reading Level

In addition to the text, students should be using all nonfiction text features to further comprehension:

- Text boxes
- Captions
- Pictures
- Diagrams and graphs

- **Spelling Inventory:** The spelling inventories assess students' understanding of sound to letter features in words. It can indicate a spelling stage as well as related word study work. There are Primary, Elementary, and Upper Level Spelling Inventories available for all students. It is important that you use only the inventory that is instructionally appropriate for each student.

The screenshot shows the TCRWP AssessmentPro software interface. At the top, there's a banner for 'the Teachers' College Reading & Writing Project' from Columbia University. The main menu includes 'Edit Profile' and 'Logout'. Below the banner, the navigation bar shows 'Welcome, Sara Sanchez : Ms Murphey's Class' and links for 'Classroom', 'Students', 'School', 'Administration', and 'User Forum'. A dropdown menu 'Select a Student' is set to 'GOMEZ,MARIA'. The main content area is titled 'Managing Student Progress' and has tabs for 'Student Profile', 'Reading Volume', 'TC Assessment' (which is selected), 'State Assessment', 'Letters', and 'Reports'. On the left, a sidebar lists various assessment categories: 'Reading Level', 'Concepts of Print', 'Letter ID and Sounds', 'Sight Words', 'Oral Words Per Minute', 'Non-Fiction Reading Level', 'Primary Spelling Inventory' (which is highlighted in green), 'Elementary Spelling Inventory', 'Upper Level Spelling Inventory', 'Writing Assessment', and 'School Specific'. The central panel is titled 'Primary Spelling Inventory' and contains a form with dropdown menus for 'Initial Consonants', 'Final Consonants', 'Short Vowels', 'Digraphs', 'Blends', 'Long Vowel Patterns', 'Other Vowels', and 'Inflected Endings', each with a question mark icon. At the bottom of this panel are 'Cancel' and 'Save and Continue' buttons. To the right of the main panel is a large, empty text area labeled 'Notes on Primary Spelling Inventory'.

TC Assessments – Spelling Inventories

- **Writing Assessment:** A student's writing score is determined by asking the student to do an "on demand" piece of narrative writing. That piece is then rated based on a continuum of benchmark texts. This continuum is available on the TCWRP website.

The screenshot shows the TCRWP AssessmentPro software interface. At the top, there is a banner for "The Teachers' Reading & Writing Project" from Columbia University. The main navigation bar includes "Welcome, Sara Sanchez : Ms Murphey's Class", "Classroom", "Students", "School", "Administration", and "User Forum". Below the banner, the title "Managing Student Progress" is displayed, along with a dropdown menu "Select a Student" set to "ASCENCIO,JULIET". A horizontal navigation bar below the title includes "Student Profile", "Reading Volume", "TC Assessment" (which is highlighted in blue), "State Assessment", "Letters", and "Reports".

The central area is titled "Writing Assessment". On the left, a vertical sidebar lists various assessment categories: "Reading Level", "Concepts of Print", "Letter ID and Sounds", "Sight Words", "Oral Words Per Minute", "Non-Fiction Reading Level", "Primary Spelling Inventory", "Elementary Spelling Inventory", "Upper Level Spelling Inventory", "Writing Assessment" (which is highlighted in green), and "School Specific".

In the main content area, under "Writing Assessment", there is a sub-section titled "K-8 Narrative Writing continuum". A dropdown menu labeled "Please select..." is open. A yellow callout box provides a detailed description: "A student is asked to do an 'on demand' piece of narrative writing and then that piece is rated based on a continuum of benchmark texts." Below the dropdown are two buttons: "Cancel" and "Save and Continue".

At the bottom left, there is a section titled "Notes on Writing Assessment" with a small "Add note" button at the bottom.

TC Assessments – Writing Assessment

- **School Specific:** This is where a teacher will enter a score of 1-5 for each custom assessment field described in the Assessment Management section of the Administration chapter in this manual.

Enter the student scores for each TC assessment shortly after each assessment is given. Be sure to click on the *Save and Continue* button after completing each assessment page. This will save the student's scores in the system and make those scores available to generate reports.

Professional Implications

- The moment you enter assessment information, the system will immediately display the benchmark level and instructional help for this student, taking into account the student's grade level and the time of year. This will help you plan instruction.

State Assessments

This section displays the student scores for each state assessment. If you need more information on a particular assessment, use your mouse to roll over the question mark in the yellow circle. A pop-up screen will display an explanation. If you are updating information in this section, be sure to press *Save and Continue* when you are finished entering.

The screenshot shows the TCRWP AssessmentPro software interface. At the top, there's a banner for 'The Teachers College Reading & Writing Project' at Columbia University. The main menu includes 'Edit Profile' and 'Logout'. Below the banner, the user is logged in as 'Welcome, Sara Sanchez : Ms Murphey's Class'. The navigation bar includes 'Classroom', 'Students', 'School', 'Administration', and 'User Forum'. The current page is 'Managing Student Progress' under 'Students'. A dropdown menu 'Select a Student' shows 'GOMEZ,MARIA'. Below this, tabs include 'Student Profile', 'Reading Volume', 'TC Assessment', 'State Assessment' (which is selected), 'Letters', and 'Reports'. The main content area is titled 'State Reading Level'. It contains fields for 'ELA Raw Score' (626), 'ELA Level' (2), 'Math Test' (2), 'Science Test' (Please select...), 'Social Studies Test (Grade 5)' (Please select...), 'Social Studies Test (Grade 8)' (Please select...), and 'ESL Test' (Please select...). At the bottom of this form are 'Cancel' and 'Save and Continue' buttons. The footer contains copyright information: 'Copyright © 2008 Columbia University Teachers College Reading and Writing Project' and '525 West 120th Street Box 77, New York, NY 10027 | Contact Us'.

State Assessments

Professional Implications

- How does data from state testing correlate with TCRWP assessment data?

State Reading Test: There are a couple of things to consider when looking at the state reading levels. Considering these questions will help you develop next steps for the student.

1. Did the student's meet state standards?
2. Does the student's score on the state test correlate with their reading level?
3. What kinds of questions did the student get correct/ incorrect at each level?
4. What was the genre and level of the text used in the assessment?

State Math Test: Enter the benchmark for the state math test here. Remember, math is becoming more of a reading test every year. When evaluating your math assessment, be sure to consider the level and amount of reading involved.

State Science Test: Enter the benchmark for the state science test here. There is much reading involved in a science assessment, as well (usually nonfiction). It is important to think again about how your students are approaching the text within the test. Are we teaching the students reading skills needed to read science content?

State Social Studies: Enter the benchmark for the state social studies test here. There is much reading involved in a social studies assessment, as well (usually nonfiction). It is important to think again about how your students are approaching the text within the test. Are we teaching the students reading skills needed to read social studies content?

State ESL – NYSLAT – Test: You can gain insight into literacy work that you might want to use with your students based on this data. Considering these questions will help you develop next steps for the student.

1. Did the student's meet state standards?
2. Does the student's score on the state test correlate with their reading level?
3. What kinds of questions did the student get correct/ incorrect at each level?
4. What was the genre and level of the text used in the assessment?

Letters

Just as in the classroom profile, you can generate a student or family letter in the student profile as well. In the student profile letters are generated on a student by-student basis. Once a letter is generated, an editable document will open that you can add to or take away from as you see fit.

The screenshot shows the TCRWP AssessmentPro software interface. At the top, there's a banner for 'The Teachers College Reading & Writing Project' at Columbia University. On the right of the banner are four circular icons showing children reading. To the right of the banner is a 'Logout' link. Below the banner is a blue navigation bar with tabs: 'School', 'Project', 'Administration', and 'User Forum'. The main content area has a title 'Generate Your Class Letters'. Below the title is a horizontal menu with tabs: 'Overview', 'Roster', 'Reports', 'Letters', and 'Reading Volume Report'. Underneath this menu, there's a dropdown labeled 'Select Signatory:' with 'Lori Smith' selected. A dropdown menu shows two options: 'Lori Smith' and 'BARBRA JONES'. Below the dropdowns are two large blue buttons: 'Student Letters' and 'Parent Letters'. At the bottom of the page, there's a copyright notice: 'Copyright © 2008 Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us'.

Student and Family Letters

Generating Letters

Both student and family letters are generated the same way:

1. Choose which administrator the letter will be signed by.

The screenshot shows the TCRWP AssessmentPro software interface. At the top, there's a banner with the text "The Teachers College Reading & Writing Project Columbia University" and the logo "TCRWP AssessmentPro". Below the banner, there are four circular icons of children. On the right side of the banner are links for "Edit Profile" and "Logout". A blue navigation bar at the top has tabs for "Welcome", "School", "Project", "Administration", and "User Forum". Below the navigation bar, the main title "Generate Your Class Letters" is displayed. Underneath the title is a horizontal menu with tabs: "Overview", "Roster", "Reports", "Letters", and "Reading Volume Report". A dropdown menu labeled "Select Signatory" is open, showing two options: "Lori Smith" (which is selected) and "BARBRA JONES". Below the dropdown are two blue rectangular buttons: "Student Letters" on the left and "Parent Letters" on the right. At the bottom of the screen, there's a red footer bar with the text "Copyright © 2008 Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us".

2. Click on either *student letter* or *parent letter*

3. Choose to save the file to your desktop as the student's name and assessment period.

The screenshot shows the TCRWP AssessmentPro software interface. At the top, there is a banner for 'The Teachers' College Reading & Writing Project' from Columbia University. The main menu includes 'Edit Profile' and 'Logout'. Below the banner, a welcome message 'Welcome, Lindsay Ferranti' is displayed, along with navigation tabs for 'School', 'Project', 'Administration', and 'User Forum'. A sub-menu titled 'Generate Your Class Letters' is open, showing two options: 'Student Letters' and 'Parent Letters'. A dropdown menu labeled 'Select Signatory:' shows 'Lori Smith'. At the bottom of the screen, a 'File Download' dialog box is overlaid, asking 'Do you want to open or save this file?'. It provides details about the file: Name: file.rtf, Type: Microsoft Word Document, From: www.rwpassessments.com. It also includes an 'Open' button, a 'Save' button, a 'Cancel' button, and a checked checkbox for 'Always ask before opening this type of file'. A warning message at the bottom of the dialog box states: 'While files from the Internet can be useful, some files can potentially harm your computer. If you do not trust the source, do not open or save this file. [What's the risk?](#)'.

4. Open the file.
5. Edit it as you wish.
6. Print the letter.

Reports

Each student profile has a *reports* tab. This tab is where all the assessment information on that student is displayed. You can track that student's benchmark level across time and view his or her progress in both TCRWP assessments and state assessments.

The Teachers' College
Reading & Writing Project
Columbia University

TCRWP AssessmentPro

Welcome, Lindsay Ferranti

Select a Student: NORA

Student Profile | Reading Volume | TC Assessment | State Assessment | Letters | Reports

Print All

Benchmark Level

Independent Reading Level and Benchmarks

September 2007 November 2007 March 2008 June 2008 September 2008 November 2008

Adult Level:
Z
Y
X
W
V
U
T
S
R
Q
P
O
N
M
L
K
J
H
G
F
E
D
C
B
A

Exceeds Standards
Meets Standards
Approaches Standards
Needs Support
Assessed Reading Level

All Benchmarks

NORA 4th Grade November 2008

Reading Level State Test

TCRWP Assessment Data

Assessment	Reading Level	Concepts Of Print	Letter ID	Letter Sounds	Wordlist Total	Oral Words	Spelling Stage
November 2008	2						
September 2008	2						
June 2008	2						
March 2008	2						
November 2007	3						
September 2007	3						

State Assessment Data

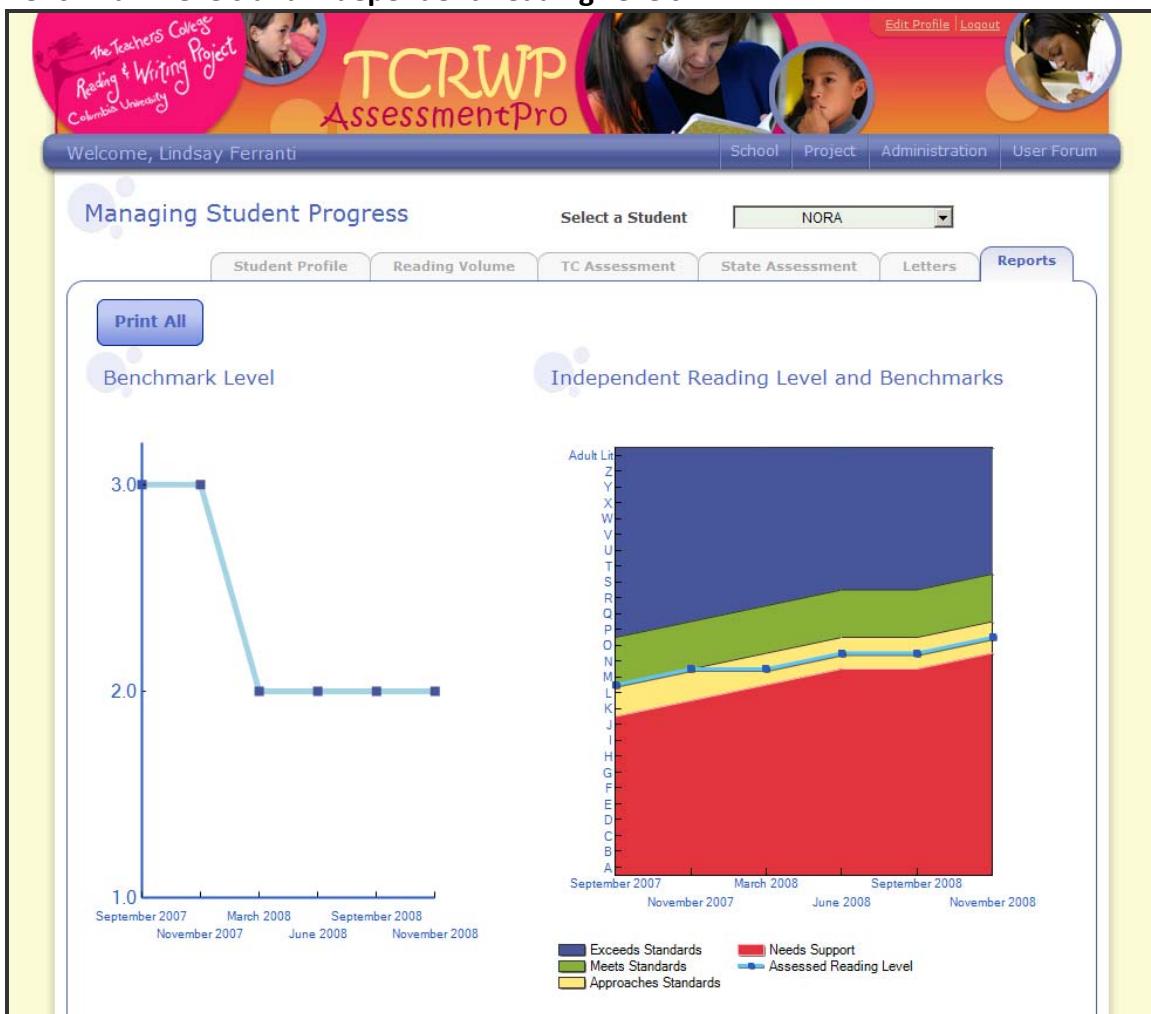
Assessment	State Reading Level	AssessmentWindowDate
June 2007		6/30/2007 12:00:00 AM
June 2008	3.00	6/30/2008 12:00:00 AM

Assessment Recommendations

Independent Reading Level	Readers will feel like they are taking off as readers! Help them to know that now is the time to read tons of 'easy' books, consuming whole series—talk up the importance of having a short stack of books on hand so readers don't need to waste a second between finishing one book and starting another. They can read half a dozen books a week or more. Readers will be interested in secondary as well as main characters, noting not only character traits but also how characters change over time.
Concepts Of Print	
Letter ID Total	
Letter Sounds	
Wordlist Total	
Oral Words Per Min	

Student Profile Reports

Benchmark Levels and Independent Reading Levels

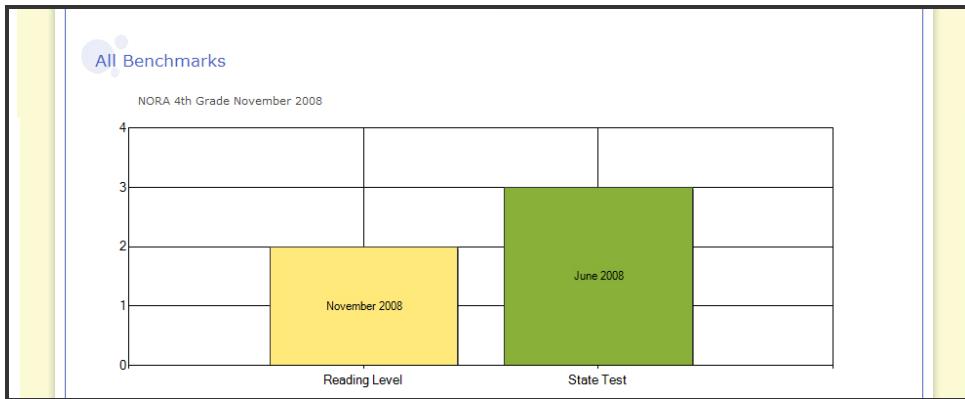


Professional Implications

- Has the student changed levels?
- What are some possible causes of any decline or plateau in growth?
- What are some goals for this student?

Student History – All Benchmarks Report

You will notice that the bars on this report are color coded by benchmark. If there is no data recorded for a student on a particular assessment, the bar for that assessment will not appear in this report.



Professional Implications

- What does the data say?
 - What level is the student reading at across assessment periods? Is the student meeting standards?
 - What do we notice about the student's knowledge of high frequency words?
 - What are the implications for instruction?
- What could be some causes of any decline or plateau in growth?
- What are the next steps for the student?

Assessment Recommendations

AssessmentPro makes instructional recommendations for each student based on their specific needs. If a student has not been given an assessment, no instructional help text will appear.

Assessment Recommendations	
Independent Reading Level	Readers will feel like they are taking off as readers! Help them to know that now is the time to read tons of 'easy' books, consuming whole series—talk up the importance of having a short stack of books on hand so readers don't need to waste a second between finishing one book and starting another. They can read half a dozen books a week or more. Readers will be interested in secondary as well as main characters, noting not only character traits but also how characters change over time.
Concepts Of Print	
Letter ID Total	
Letter Sounds	
Wordlist Total	
Oral Words Per Min	

School Data

A summary of your school data is visible on the data specialist homepage. You can navigate to this page in various ways:

- You are taken to this page when you sign in as a data specialist.
- You can also click on the *school* tab, located on the main navigation bar. This navigation bar will be visible no matter where you are in the system.

The screenshot shows the TCRWP AssessmentPro Data Specialist Homepage. At the top, there's a banner for 'The Teachers College Reading & Writing Project' and 'TCRWP AssessmentPro'. Below the banner, the navigation bar includes 'Edit Profile' and 'Logout' on the right, and 'Classroom', 'Students', 'School', 'Administration', and 'User Forum' on the left. A blue box highlights the 'P.S. ABC Reports' section, which displays a bar chart titled 'Current Benchmark Level' for Male, Female, and IEP students. Another blue box highlights the 'Administration' menu, which lists 'User Management', 'Student & Classroom Management', 'Data Management', and 'Assessment Management'. A third blue box highlights the 'Resources' menu, which lists 'Knowledgebase', 'User Forum', 'Glossary', 'Getting Started', and 'User Manual'. The footer contains copyright information for the Columbia University Teachers College Reading and Writing Project, 525 West 120th Street Box 77, New York, NY 10027, and a 'Contact Us' link.

Data Specialist Homepage

The chart on your home page displays the current average benchmark score for the IRLs for each student in your school. For example, in the chart above the average IRL benchmark for male students in this school is a 3.

School Reports

The screenshot shows the TCRWP AssessmentPro interface. At the top, there's a banner for 'The Teachers College Reading & Writing Project' from Columbia University. The main navigation bar includes 'Edit Profile' and 'Logout'. Below the banner, the user is identified as 'Welcome, Sara Sanchez : Ms Murphey's Class'. The menu bar has tabs for 'Classroom', 'Students', 'School', 'Administration', and 'User Forum'. A blue box highlights the 'P.S. ABC Reports' tab, which is currently active. To the right of this tab is a 'Go >' button. Below this, a chart titled 'Current Benchmark Level' shows the following data:

Category	Level	Count
Male	1	3
Female	1	3
IEP	1	3

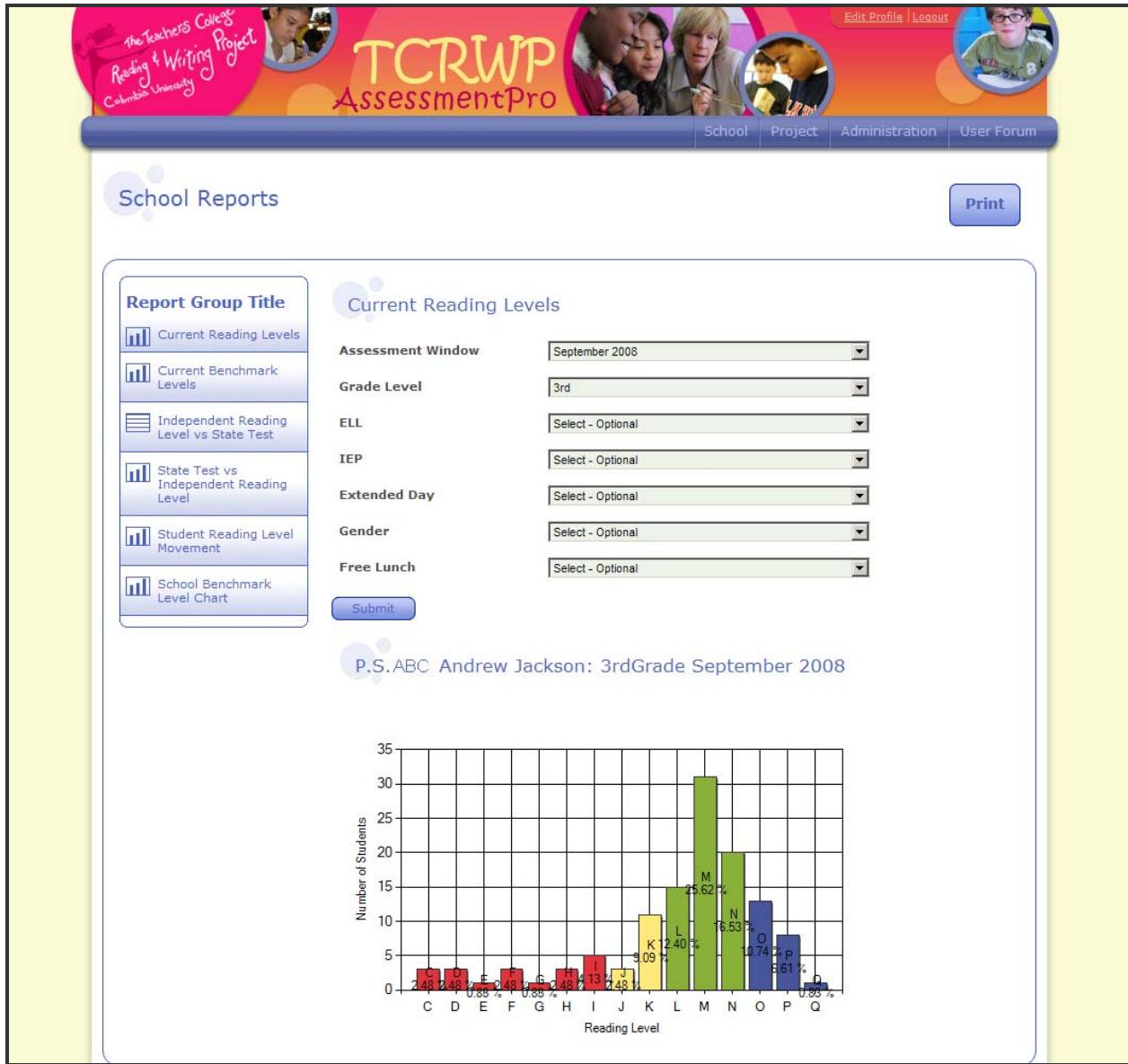
On the right side of the interface, there are three boxes: 'Change School', 'Administration' (with sub-links for User Management, Student & Classroom Management, Data Management, and Assessment Management), and 'Resources' (with sub-links for Knowledgebase, User Forum, Glossary, Getting Started, and User Manual). At the bottom, there's a 'Classroom-Level Information' section with a 'Select a Classroom' dropdown and a 'Search for a Classroom' input field. The search field has radio buttons for 'by Teacher's Last Name' (selected) and 'by Classroom Name', along with 'Search' and 'Clear' buttons. The footer contains copyright information: 'Copyright © 2008 - Columbia University Teachers College Reading and Writing Project, 525 West 120th Street Box 77, New York, NY 10027 | Contact Us'.

Clicking **Go** located on the tab that includes your school's name will take you to a page where you can view all available school level reports in much more detail. There are many school level reports available for you including:

- Current Reading Level
- Independent Reading Level vs. State Test
- State Test vs. Independent Reading Level
- Reading Level Movement Based on Grade
- School Benchmark Level

School Reading Level

To generate this school level report you must choose an Assessment Window and a grade level. All other fields are optional filters. If you choose to include a filter, the report that will generate will only show students that are part of that filter (i.e. ELL students). Like all reports in the system, this report is interactive! You can click on the chart to generate a list of student names that populate a particular part of the report.



School Reading Level Report

Professional Implications

- How does this report relate to the overarching goals of your school?
- When collaborating with grade level colleagues, how can you use this report to target instruction and to meet student goals?
- How does this report help me make decisions around ordering books?

School Benchmark Levels

This report will show you the IRL benchmark scores for your school as a whole and also for the following populations of students:

- Students with IEPs
- Male and Female students
- Students that Receive Free Lunch
- Extended Day Status
- Ell Students

The Teachers' College Reading & Writing Project
Columbia University

TCRWP AssessmentPro

Welcome, Sara Sanchez : Ms Murphey's Class

Classroom Students School Administration User Forum

School Reports

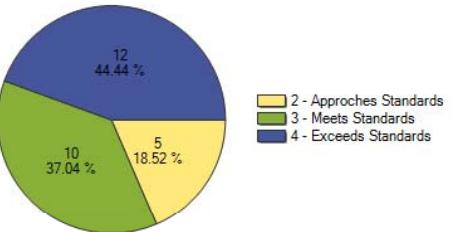
Print

Report Group Title

- Current Reading Level
- Current Benchmark Level
- Current Spelling Stage
- Independent Reading Level vs State Test
- Reading Grade Level Improvement
- Spelling Stage Improvement
- State Test Report
- State Test vs Independent Reading Level
- Student Reading Level Movement
- School Benchmark Level Chart

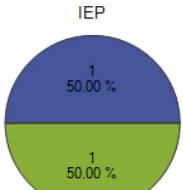
School Benchmark Level Chart

Whole School



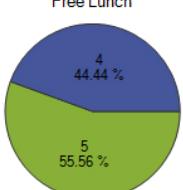
Benchmark Level	Count	Percentage
2 - Approaches Standards	5	18.52 %
3 - Meets Standards	10	37.04 %
4 - Exceeds Standards	12	44.44 %

IEP



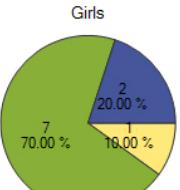
Benchmark Level	Count	Percentage
2 - Approaches Standards	0	0.00 %
3 - Meets Standards	1	50.00 %
4 - Exceeds Standards	1	50.00 %

Free Lunch



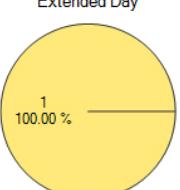
Benchmark Level	Count	Percentage
2 - Approaches Standards	0	0.00 %
3 - Meets Standards	5	55.56 %
4 - Exceeds Standards	4	44.44 %

Girls



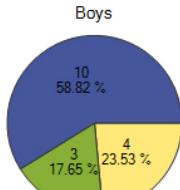
Benchmark Level	Count	Percentage
2 - Approaches Standards	2	20.00 %
3 - Meets Standards	7	70.00 %
4 - Exceeds Standards	1	10.00 %

Extended Day



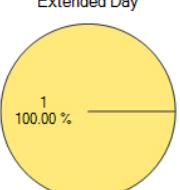
Benchmark Level	Count	Percentage
2 - Approaches Standards	1	100.00 %

Boys



Benchmark Level	Count	Percentage
2 - Approaches Standards	4	23.53 %
3 - Meets Standards	3	17.65 %
4 - Exceeds Standards	10	58.82 %

ELL



Benchmark Level	Count	Percentage
2 - Approaches Standards	1	100.00 %

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School Benchmarks Report

49

Reading Level Movement Based on Grade

This report allows you to compare the growth of a cohort of students over time. You can follow a cohort of students to view their latest reading level and see how they have disbursed as a group (ie, follow first graders who were reading at a level H to see what their reading levels are in November of 2008). The benchmark color coding on this report represents the second assessment window's benchmarks.

School Reports Print

Report Group Title

- Current Reading Levels
- Current Benchmark Levels
- Independent Reading Level vs State Test
- State Test vs Independent Reading Level
- Student Reading Level Movement
- School Benchmark Level Chart

Reading Level Movement Based on Grade Level

Reading Level:

Current Grade Level:

Assessment Window 1:

Assessment Window 2:

ELL:

IEP:

Extended Day:

Gender:

Free Lunch:

8 students read at Level H in November 2008

Reading Level	Number of Students	Percentage
D	1	12.50 %
F	1	12.50 %
G	1	12.50 %
I	1	12.50 %
J	3	37.50 %
K	1	12.50 %

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To run this report, you must choose the following parameters:

- A reading level for the report to show
- The current grade level
- Two assessment windows that are no more than 2 years apart.

You may also choose to filter the report based on ELL status, extended day, gender, free lunch, and IEP status.

Independent Reading Level Vs. State Test

This report allows you to compare the reading level of a student at any assessment period to their performance on the last state test.

The Teachers College
Reading & Writing Project
Columbia University

TCRWP AssessmentPro

Edit Profile | Logout

Welcome, [User Name]

School Project Administration User Forum

School Reports Print

Report Group Title

- Current Reading Levels
- Current Benchmark Levels
- Independent Reading Level vs State Test
- State Test vs Independent Reading Level
- Student Reading Level Movement
- School Benchmark Level Chart

Independent Reading Level vs State Test

Starting Level: M

Ending Level: Adult Literature

Grade Level: 4th

TC Assessment Window: November 2008

State Assessment Window: June 2008

Benchmark: 3 - Meets Standards

Submit

A Look at 4th Grade Students Who Received a 3 on the State Test:
What Were Their November 2008 Reading Levels?

Reading Level	Percentage
P	24.19 %
O	16.13 %
N	9.68 %
Q	9.68 %
R	12.90 %
S	12.90 %
M	3.23 %

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To run this report, you must choose the following parameters:

- A range of reading levels to display in the report
- The current grade of the students
- The assessment window that represents their reading level (TC Assessment Window)
- The state assessment window to compare it to.

In the example above we see that of the 4th graders who scored a 3 on the state test in June 2008, 11.29% of them were at a reading level of M in November 2008 and therefore have slipped back to a benchmark of 1 (below standard).

State Test Vs. Independent Reading Level

More information coming soon

Administration

The main page of the Administration section can be accessed in two ways:

- By clicking on *Administration* tab, located on the main navigation bar. This navigation bar will be visible no matter where you are in the system.
- By clicking on the *Administration* section on the data specialist home page. This section contains shortcuts that will link you to the specific administration functions.

the Teachers College
Reading & Writing Project
Columbia University

TCRWP
AssessmentPro

Welcome, Sara Sanchez : Ms Murphey's Class

Classroom Students School Administration User Forum

P.S. ABC Reports Go »

Current Benchmark Level

5
4
3
2
1

Male Female IEP

Classroom-Level Information

Select a Classroom

Classroom Select one: « OR »

Search for a Classroom

by Teacher's Last Name
by Classroom Name

Search Clear

Change School

Administration Go »

- User Management
- Student & Classroom Management
- Data Management
- Assessment Management

Resources Go »

- Knowledgebase
- User Forum
- Glossary
- Getting Started
- User Manual

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Data Specialist Homepage

Administration Main Page

The *Administration* main page is where you will find all the functions you need to manage any TCRWP related data in your school. It is broken into 4 main categories (read more about each section in the pages that follow):

- **User Management**
- **Student and Classroom Management**
- **Data Management**
- **Assessment Management**

Welcome, Sara Sanchez : Ms Murphey's Class

Classroom Students School Administration User Forum

Edit Profile Logout

Administration

User Management

Access Management Teacher Management View / Edit User Profile

Student and Classroom Management

Classroom Management

Data Management

Import School Data Export School Data

Assessment Management

Define Custom Fields for Assessments

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Administration Main Page

User Management – Access Management

A user's role will determine his or her level of access to data throughout the *AssessmentPro* system. Teachers are able to enter and access their own classroom data. The principal has access to school-wide data and reports. The data specialist will have access to all aspects of the system for the school.

As a data specialist, you manage and assign these roles in the *Access Management* feature.

The screenshot shows the 'Administration' main page of the TCRWP AssessmentPro system. At the top, there's a banner with the project's name and a welcome message for 'Sara Sanchez : Ms Murphey's Class'. Below the banner is a navigation menu with links for Classroom, Students, School, Administration, and User Forum. The main content area is organized into four sections: 'User Management' (which contains 'Access Management', 'Teacher Management', and 'View / Edit User Profile'), 'Student and Classroom Management' (containing 'Classroom Management'), 'Data Management' (containing 'Import School Data' and 'Export School Data'), and 'Assessment Management' (containing 'Define Custom Fields for Assessments'). A copyright notice at the bottom states: 'Copyright © 2008 Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us'.

Administration Main Page

New Users

When new users in your school register themselves, you will receive an email about their registration requests. You will also see their information under the Pending Registration portion of this page. You may choose to 'Accept' or 'Reject' any person's registration. If you accept him or her, the new user will receive an email confirmation.

In the Schoolwide Access Privileges portion of this page view the name, email address, and role of every user in your school. You can sort by any of these fields to easily locate and access the profile of a particular user.

Add a new user by clicking on the *Add a New User* button. **The DOE asks us to remind you that data specialists must get approval from their school administration before adding a new user.** Clicking *OK* will save the new user's information in all applicable places throughout the system. *AssessmentPro* will send an email to the new user with a log-in procedure. Teachers will be able to enter and access their own classroom data once the data specialist has registered them as new users.

The screenshot shows the 'Access Management' section of the TCRWP AssessmentPro interface. At the top, there is a banner for 'The Teachers' College Reading & Writing Project' at Columbia University. The main navigation bar includes 'Edit Profile', 'Logout', 'Welcome, Sara Sanchez : Ms Murphey's Class', 'Classroom', 'Students', 'School', 'Administration', and 'User Forum'. A blue button on the right says 'Add a New User'. Below this, a section titled 'Pending Registration Requests' is shown. Further down, a section titled 'Schoolwide Access Privileges' displays a table of user information:

Name	EmailAddress	Role	Action
CAMARRO, ELIZA	ecamarro@schools.nyc.gov	Teacher	Edit
DAY, MARCELLA	mday21@schools.nyc.gov	Teacher	Edit
DUNCAN, INGRID	duncan@schools.nyc.gov	Teacher	Edit
FRANKENBERGER, VICTOR	vfrank@schools.nyc.gov	Teacher	Edit
FUER, ADRIANE	afuer12@schools.nyc.gov	Teacher	Edit
GREEN, JONATHAN	jgreen3@schools.nyc.gov	Teacher	Edit
GRIFFIS, LORI	lgriffis22@nyu.edu	Data Specialist	Edit
HAINES, LUPE	lhaines123@schools.nyc.gov	Teacher	Edit
HINKEN, REVA	hinken@schools.nyc.gov	Teacher	Edit
JENKINS, JORDAN	jjordan12345@schools.nyc.gov	Teacher	Edit
JOHNS, LAWANA	johns234@schools.nyc.gov	Teacher	Edit
LITTLEFIELD, MARYELLEN	littlefield@schools.nyc.gov	Principal Assistant Principal	Edit
MOORE, CAROLINE	moore2@schools.nyc.gov	Teacher	Edit
MORLAND, KACIE	morland2@schools.nyc.gov	Teacher	Edit
RAYBOULD, DARCI	raybould@schools.nyc.gov	Teacher	Edit
SANDBLOOM, DESEREEN	sandb@schools.nyc.gov	Teacher	Edit
SANCHEZ, SARA	sanchez@schools.nyc.gov	Teacher	Edit
SANDERSON, MINNIE	sander@schools.nyc.gov	Teacher	Edit

At the bottom of the page, there is a copyright notice: 'Copyright © 2008 Columbia University Teachers' College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us'.

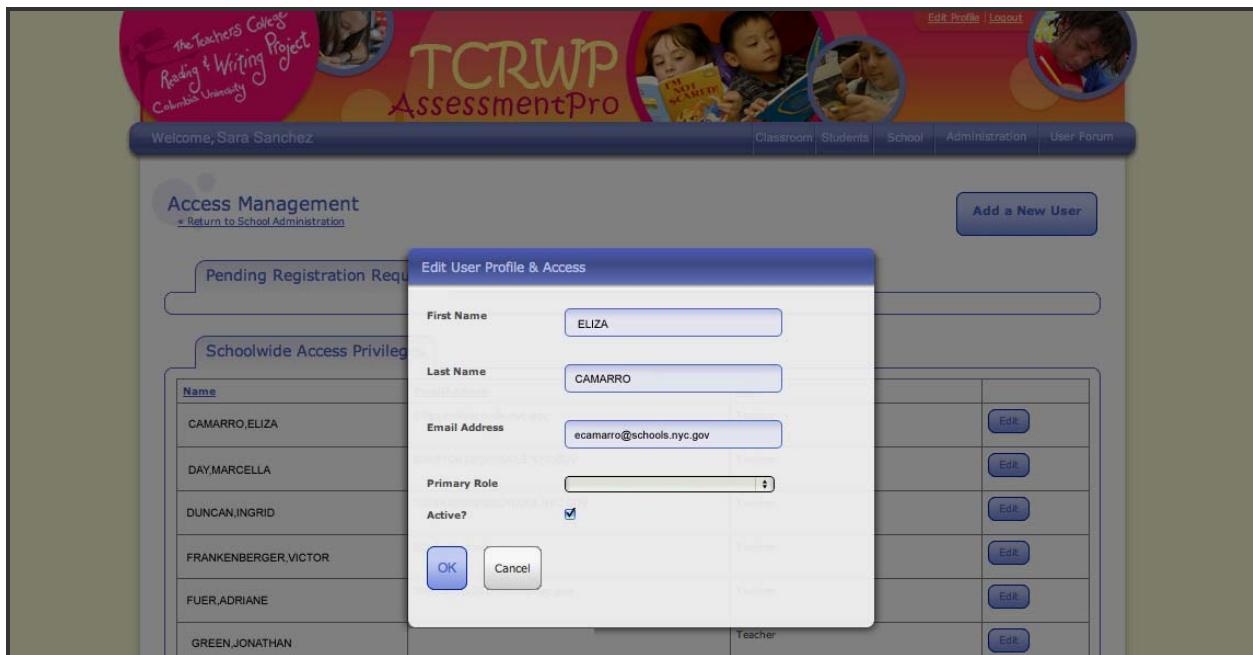
Access Management Page

Professional Implications

- If you receive notice that new users have pending registrations, and you are unsure about their role, you can choose which role to give to them initially, check with your administration and change their role as necessary (see next section – Editing a User).

Editing a User

Clicking the *Edit* button will present you with a screen that prompts you to change information in the user's profile.



Edit User Profile Screen

Change a user's role as well as select him or her to be a primary data specialist on this screen. In your school, you may have a primary and a secondary data specialist. We recommend that the primary data specialist will manage all users and will become an expert in this technology. If the primary data specialist is not a coach, we recommend the coach as a secondary data specialist so that the coach may study and generate school-wide data. Check with your administration before assigning anyone besides yourself to the role of primary data specialist.

Be sure to click *OK* when you have finished. This will save the updated information.

Professional Implications

- Was there teacher movement in your school last year? Perhaps there was some role switching. The User Management feature makes it easy for you to record changes in roles as they happen so all classes and, therefore, all student data are assigned to the proper person.

User Management – Teacher Management

Welcome, Sara Sanchez : Ms Murphey's Class

Classroom Students School Administration User Forum

Edit Profile Logout

Administration

User Management

- Access Management
- Teacher Management**
- View / Edit User Profile

Student and Classroom Management

- Classroom Management

Data Management

- Import School Data
- Export School Data

Assessment Management

- Define Custom Fields for Assessments

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Administration Main Page

The *Teacher Management* feature focuses on viewing/editing which classroom data each user has access to.

The same *Edit* and *Add a New User* buttons that were available in the *Access Management* section are also available in this feature.

Clicking on a classroom name will take you to that classroom's profile. See Classroom Management section for more information.

The screenshot shows the 'Teacher Management' section of the TCRWP AssessmentPro interface. At the top, there is a banner for 'The Teachers College Reading & Writing Project' at Columbia University, featuring three circular images of children and adults. On the right side of the banner are 'Edit Profile' and 'Logout' buttons. Below the banner is a navigation bar with links: 'Welcome, Sara Sanchez : Ms Murphey's Class', 'Classroom', 'Students', 'School', 'Administration', and 'User Forum'. A blue button labeled 'Add a New User' is located on the right side of the navigation bar. The main content area is titled 'Teacher Management' and includes a link to 'Return to School Administration'. Below this is a table listing 15 classroom profiles, each with a 'Name', 'Email Address', 'Classroom Name', '# Students', and an 'Edit' button. The table rows are as follows:

Name	Email Address	Classroom Name	# Students	Action
CAMARRO, ELIZA	ecamarro@schools.nyc.gov	104	18	Edit
DAY, MARCELLA	mday21@SCHOOLS.NYC.GOV	054	13	Edit
DUNCAN, INGRID	duncan@SCHOOLS.NYC.GOV	203	20	Edit
FRANKENBERGER, VICTOR	vfran@schools.nyc.gov	204	19	Edit
FUER, ADRIANE	afuer12@schools.nyc.gov	201	11	Edit
GREEN, JONATHAN	jgreen3@schools.nyc.gov	102	18	Edit
GRIFFIS, LORI	lgriffis22@schools.nyc.gov	103	20	Edit
HAINES, LUPE	lhaines123@SCHOOLS.NYC.GOV	277	11	Edit
HINKEN, REVA	hinken@schools.nyc.gov	177	13	Edit
JENKINS, JORDAN	jjordan@schools.nyc.gov	105	13	Edit
JOHNS, LAWANA	johns23@schools.nyc.gov	205	22	Edit
LITTLEFIELD, MARYELLEN	littlefield@schools.nyc.gov	052	13	Edit
MOORE, CAROLINE	moore@schools.nyc.gov	051	12	Edit
MORLAND, KACIE	morland@verizon.net			Edit
SANCHEZ, SARA	sanchez@schools.nyc.gov	202	20	Edit
SANDERSON, MINNIE	sander@schools.nyc.gov	077	12	Edit

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Teacher Management Page

Professional Implications

- Sometimes staff has to share responsibilities over some subjects/classrooms. In the Teacher Management feature, you are able to easily see which teachers are assigned to which classrooms. This will allow you to change and edit these responsibilities as needed.

User Management – View / Edit User Profile

Both the *Access Management* and *Teacher Management* features showcase options to edit the user profile. In this section, you will be able to view the entire user profile and edit/analyze as necessary.

Welcome, Sara Sanchez : Ms Murphey's Class

Classroom Students School Administration User Forum

Edit Profile | Logout

Administration

User Management

- Access Management
- Teacher Management
- View / Edit User Profile**

Student and Classroom Management

- Classroom Management

Data Management

- Import School Data
- Export School Data

Assessment Management

- Define Custom Fields for Assessments

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Administration Main Page

Professional Implications

- Do you need to change a staff member's name or email address? Using the View User Profile feature streamlines this task for you. You can easily search by a user name to connect to their profile and make the necessary changes. You are able to keep data current by using this feature.

Viewing/Editing a User Profile is a two step process:

1. Find User
2. View / Edit User Profile

Viewing a User's Profile – Step 1: Find User

First, you need to find the user. You can do this by searching for the person by their user type (their role), name, or email address.

Click *Search* to identify the user you want to view. This will populate a field with the name of the user you have identified.

The screenshot shows the TCRWP AssessmentPro interface. At the top, there is a banner with the text "The Teachers College Reading & Writing Project" and "Columbia University". Below the banner, the title "TCRWP AssessmentPro" is displayed. The top navigation bar includes links for "Edit Profile" and "Logout", and tabs for "Classroom", "Students", "School", "Administration", and "User Forum". A welcome message "Welcome, Sara Sanchez : Ms Murphey's Class" is shown. The main content area is titled "View/Edit User Profile" and has a link to "Return to School Administration". It is divided into two sections: "Step 1: Find User" and "Step 2: View/Edit User Profile". The "Step 1" section contains a "Select a User Type" dropdown set to "Teacher" and a "Select User Type" button. It also features a "Search for a User" section with a search input field, a radio button for "Search by User Last Name" (which is selected), a radio button for "Search by Email Address", and a "Search" button. Below this, a message says "You have identified:MURPHEY,SHANNA" with a "Next »" button. The "Step 2" section is currently empty. At the bottom, there is a copyright notice: "Copyright © 2008 Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us".

View / Edit User Profile: Step 1

Click *Next* to go to Step 2.

Viewing a User's Profile: Step 2

Once you have identified a user, then you can view his or her profile. Here, again, you have the opportunity to edit any information in the user profile. This includes the user's name, email address, their role, and any classes they are assigned to. Be sure to click *Edit User Profile* on this screen to save any changes you've made.

At this point you can also choose to select a different user and view/edit their profile.

The screenshot shows the TCRWP AssessmentPro interface. At the top, there is a banner with the text "the Teachers College Reading & Writing Project" and "Columbia University". Below the banner, the main navigation menu includes "Edit Profile" and "Logout". The top navigation bar also displays "Welcome, Sara Sanchez : Ms Murphey's Class", "Classroom", "Students", "School", "Administration", and "User Forum".

The main content area is titled "View/Edit User Profile" and includes a link to "Return to School Administration". It is divided into two sections: "Step 1: Find User" and "Step 2: View/Edit User Profile".

Step 1: Find User contains a button labeled "Select a Different User" and a note: "Please note that by selecting another user prior to submitting changes to this user's profile, your changes to the user profile will be lost."

Step 2: View/Edit User Profile displays the following user information:

- First Name: SHANNA
- Last Name: MURPHEY
- Email Address: SMurphey@schools.nyc.gov
- Primary Role: Teacher
- Is Primary Data Specialist? (checkbox): Unchecked
- Available Classes:
 - 052
 - 053
 - 051
 - 205Buttons for moving items between lists:
 - Left list: "052", "053", "051", "205" (with a right arrow button)
 - Right list: "054" (with a left arrow button)

At the bottom of the form are "Edit User Profile" and "Cancel Changes" buttons.

At the very bottom of the page, there is a copyright notice: "Copyright © 2008 Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us".

View / Edit User Profile: Step 2

If you choose to edit your own profile be sure not to change your role as a primary data specialist without first assigning that role to someone else in your school. Due to the high level of access that a data specialist has, there must always be exactly one user assigned as a Primary data specialist in each school.

Student and Classroom Management – Class Management

Data associated with a classroom has many instructional implications for the educator. The *Class Management* feature allows a data specialist to manage the data and information associated with each class. This will ensure that the data is properly represented.

The screenshot shows the TCRWP AssessmentPro Administration Main Page. At the top, there is a banner for "The Teachers College Reading & Writing Project" from Columbia University. The banner includes the project logo and a photo of children reading. To the right of the banner are links for "Edit Profile" and "Logout". Below the banner, the page header includes a welcome message "Welcome, Sara Sanchez : Ms Murphey's Class" and navigation links for "Classroom", "Students", "School", "Administration", and "User Forum". The main content area is titled "Administration". It contains four main sections: "User Management" with links for "Access Management", "Teacher Management", and "View / Edit User Profile"; "Student and Classroom Management" with a link for "Classroom Management" (which is highlighted with a blue border); "Data Management" with links for "Import School Data" and "Export School Data"; and "Assessment Management" with a link for "Define Custom Fields for Assessments". At the bottom of the page, there is a copyright notice: "Copyright © 2008 - Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us".

Administration Main Page

In the *Classroom Management* feature, clicking on a classroom name will take you to the full classroom profile where you can view the classroom overview, roster, reports, and reading levels. For more information on the profile and the data in it see the Classroom Profile section of this manual.

The teacher name on this page will link you to his or her user profile.

Welcome,

[Edit Profile | Logout](#)

Classroom Management

[Return to School Administration](#)

[Add a New Classroom](#)

Name	# Students	Teacher(s)	
620	26	CARDWELL, THOMAS	Edit Class
621	29	CRUZ, NANCY	Edit Class
622	26	DENNEY, LAUREL	Edit Class
623	27	FORTES, NATALIE	Edit Class
720	30	LEITH, RASHAD	Edit Class
721	27	MORRIS, PATRICIA	Edit Class
722	28	POOLE, MARTHA	Edit Class
723	26	SMITH, HILLARY	Edit Class
820	28	RYAN, JESSICA	Edit Class
821	27	TESTA, NICOLE	Edit Class
822	29	WELLER, SUSAN	Edit Class
823	28	VECCA, JACKIE	Edit Class

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Classroom Management Page

Professional Implications

- You will want to use this screen to keep track of the teachers you have assigned to each class. You can edit their access if they should no longer have access to a particular class.
- The # Students column on this page is a helpful reference. You can refer to this column to be sure that all students are accounted for in the classroom roster.

Edit a Classroom

To edit the basic information for a classroom click on *Edit Class*. This screen allows you to change the name of a class and assign/take away teacher(s) to that class. Be sure to click *Save Changes* when you are ready to save the updates.

The screenshot shows the TCRWP AssessmentPro interface. At the top, there's a banner for 'The Teachers College Reading & Writing Project' from Columbia University. The main menu includes 'Edit Profile | Logout', 'Classroom', 'Students', 'School', 'Administration', and 'User Forum'. A welcome message 'Welcome, Sara Sanchez' is displayed. On the left, there's a sidebar with 'Classroom Management' and a link to 'Return to School Administration'. In the center, a modal window titled 'Edit Classroom' is open. It has fields for 'Class Name' (containing '051') and 'Teachers' (listing 'Camarro, Eliza', 'Day, Marcella', 'Duncan, Ingrid', and 'Frankenberger, Victor'). There are 'Add' and 'Remove' buttons between the lists. At the bottom of the modal are three buttons: 'Save Changes' (highlighted in blue), 'Remove Class', and 'Cancel'.

Edit Classroom Screen

Clicking on *Add a New Classroom* allows you to create a profile for a new classroom. Clicking on this button will allow you to give a new classroom a name and choose which teachers/users are assigned to it. We recommend that classes be named by room. For example: K-102 or 4-305 rather than by teacher name. Then, if a teacher leaves during the year, the classroom name doesn't need to be changed. Once this information is saved, the new class will show up on this screen and in other applicable features of the *AssessmentPro* system.

Data Management – Import School Data

Generating data driven reports and maintaining classroom and student data are two highlights of the *AssessmentPro* System. In order for users in your school to have proper access to these features, you must import data directly into the system. Click on the *Import School Data* button on the *Administration* main page to begin the process of populating the system with your school's data.

The screenshot shows the 'Administration' main page of the TCRWP AssessmentPro system. At the top, there's a banner for 'the Teachers College Reading & Writing Project' from Columbia University. The navigation bar includes 'Edit Profile' and 'Logout'. Below the banner, the user is identified as 'Welcome, Sara Sanchez : Ms Murphey's Class'. The main content area is organized into sections:

- User Management:** Access Management, Teacher Management, View / Edit User Profile
- Student and Classroom Management:** Classroom Management
- Data Management:** Import School Data (highlighted with a blue border), Export School Data
- Assessment Management:** Define Custom Fields for Assessments

At the bottom, there's a copyright notice: 'Copyright © 2008 Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us'.

Administration Main Page

You can enter assessment data in one of two ways:

1. **Manually Entering** a student's assessment data on a case-by-case basis (as explained in the Monitoring Student Progress section of this manual).

OR BY

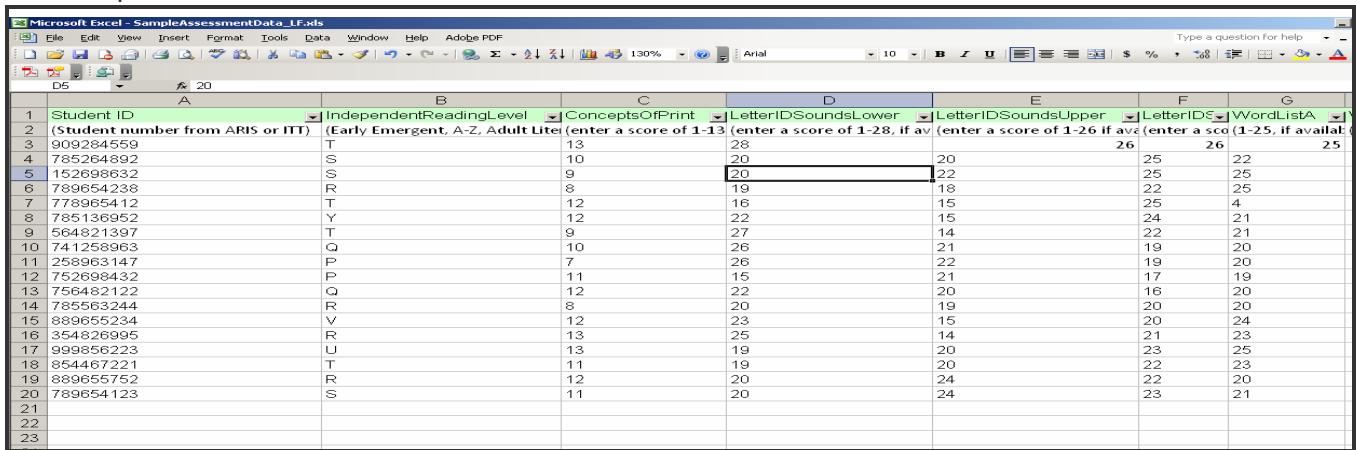
2. **Importing** a Data File that contains assessment data for multiple students/classes/grades. This process is explained below.

Create your Data File:

If you have been sent a data template from TCRWP, you will notice that the template has columns arranged for each specific type of data. You will need to complete one data file per assessment period. See Appendix A for all possible column names.

If you have **not** been sent a data template from TCRWP, you need to create an excel spreadsheet before you can import your data into the *AssessmentPro* system. You will need to complete a separate data file per assessment period. See Appendix A for all possible column names.

The completed data file should resemble the one below.



A screenshot of Microsoft Excel showing a sample assessment data file named "SampleAssessmentData_LF.xls". The spreadsheet contains 23 rows of data, starting with headers. The columns are labeled A through G. Column A contains Student IDs, and columns B through G contain various assessment scores and levels. The data includes entries for students like 909284559, 785264892, etc., with scores ranging from 7 to 28 across different categories such as IndependentReadingLevel, ConceptsOfPrint, LetterIDSoundsLower, LetterIDSoundsUpper, LetterIDSLower, and WordListA.

	A	B	C	D	E	F	G
1	Student ID (Student number from ARIS or ITT)	IndependentReadingLevel (Early Emergent, A-Z, Adult Literacy enter a score of 1-13 if applicable)	ConceptsOfPrint (enter a score of 1-13 if applicable)	LetterIDSoundsLower (enter a score of 1-28, if applicable)	LetterIDSoundsUpper (enter a score of 1-26 if applicable)	LetterIDSLower (enter a score of 1-25, if applicable)	WordListA (enter a score of 1-25, if applicable)
2	909284559	T	13	28	20	25	22
3	785264892	S	10	20	22	25	25
4	152698632	S	9	19	18	22	25
5	789654238	R	8	16	15	25	4
6	778965412	T	12	22	15	24	21
7	785136952	Y	12	27	14	22	21
8	564821397	T	9	26	21	19	20
9	741258963	Q	10	26	22	19	20
10	258963147	P	7	15	21	17	19
11	752698432	P	11	22	20	16	20
12	756482122	Q	12	20	19	20	20
13	785563244	R	8	23	15	20	24
14	889655234	V	12	25	14	21	23
15	354826995	R	13	19	20	23	25
16	999856223	U	13	19	20	22	23
17	854467221	T	11	19	20	22	23
18	889655752	R	12	20	24	22	20
19	789654123	S	11	20	24	23	21
20							
21							
22							
23							

For further information on how to create your spreadsheet, click on *View a Sample Data File* or contact Assessment Help at 212-678-8375.

Save your Data File:

We suggest saving the file as the assessment period month and year (for example save your file as June08.xls). **Be sure there are no spaces in your file name.** Copy and Rename the file as shown below for as many assessment periods that you have data for. For example, if you have data for September 2008 and June of 2008, you should create 2 separate data files (one for each assessment period).

Add the assessment data (scores for each student in each field) for each of the assessment periods. If you do not have information for a column or if the column is not applicable for the student, leave the information in that column blank. **The only two columns that cannot have ANY blanks are the Student ID column and the Reading Level Column.**

Be sure **NOT** to share these files via email. Do not print these files. These files now contain FERPA protected information and should be treated as confidential documents. When they are imported into *TCRWP AssessmentPro* they will be transferred securely.

Professional Implications

- You can import assessment data from assessment periods as far back as September 2006. Doing this will enhance your school's AssessmentPro experience. With data from multiple years you can track progression over time in multiple areas.

Finalize Your Data File

There are some final steps you must take to prepare your data files for the import process. **It is important to note that your data will not upload properly if you do not prepare each document in the following way.**

1. **Take out the description row (this row will only exist if you are using a template provided by TCRWP):** Highlight row 2 of the template where the descriptions are located. Do this by clicking on the number 2. Delete the entire row by *right* clicking on the number 2 after you've highlighted the row and selecting delete.

A	D	E	F	G	H	I	J	K	L	M
1 Student ID	JUNE IndependentRea	ConceptsOfPrint	LetterIDSoundsLower	LetterIDSoundsUpper	LetterIDSoundsSounds	WordListA	WordListB	WordListC	WordListD	WordListE
2 Student number (Farsi)	Emergent, A-Z, Adult (enter a score of 1-13, if available)	(enter a score of 1-20, if avail)	(enter a score of 1-26 if ava)	(enter a score of 1-26 if ava)	(enter a score of 1-26 if ava)	(enter a score of 1-25, if avail)				
3	Cut	D	13	25	26	26	12			
4	Copy	C	13	25	25	21	2			
5	Paste	C	13	20	23	21	6			
6	Paste Special...	c	11	25	26	22	12			
7	Insert	C	13	17	20	18	7			
8		B								
9		D	13	24	25	25	9			
10	Delete	E	13	18	18	13	20			
11	Clear Contents	B	13	24	26	25	6			
12	Format Cells...	D	11	24	26	21	9			
13	Row Height...	C	13	22	26	26	12			
14	Hide	B								
15	Unhide	D	8	26	26	25	7			
16		C	13	26	26	23	14			
17		B	11	24	24	19	5			
18	999999999	G	13	26	26	26	22			

2. **Add an “Ignore” column:** Scroll all the way to the right of the document until you reach the last column of the template. In the very next column type “ignore” into row 1. Enter zeros into all the cells in that row for as many student ID numbers that you have in the document (for example, if you have 401 student records, you will paste in 401 zeros in the ignore column).

A	D	E	F	G	H	I	AW	AX	AY	AZ
1 Student ID	JUNE IndependentRea	ConceptsOfPrint	LetterIDSoundsLower	LetterIDSoundsUpper	LetterIDSoundsSounds	WordListA	Ignore			
2 999999999	D	13	25	26	26	12	0			
3 999999999	C	13	25	25	21	2	0			
4 999999999	C	13	20	23	21	6	0			
5 999999999	c	11	25	26	22	12	0			
6 999999999	C	13	17	20	18	7	0			
7 999999999	B									
8 999099999	D	13	24	25	25	9	0			
9 999999999	E	13	18	18	13	20	0			
10 909999999	B	13	24	26	25	6	0			
11 999099999	D	11	24	26	21	9	0			
12 999999990	C	13	22	26	26	12	0			
13 999099999	B									
14 999999999	D	8	26	26	25	7	0			
15 999999999	C	13	26	26	23	14	0			
16 999099999	B	11	24	24	19	5	0			
17 999999999	G	13	26	26	26	22	0			
18 999999999	D									
19 999099909	B	13	10	12	13	3	0			
20 999999999	D	13	18	18	18	18	0			
21 999999999	A	8	10	12	11	10	0			

3. **Save each data file as a CSV document:** The *AssessmentPro* system will only be able to read your data files if they are saved in a CSV format. Once you have made the above changes, save each file in the following way
- Click *File* and *Save As*
 - In the *Save As* box that appears, look for the *save as type* selection box. Scroll down and choose CSV format.
 - In the *file name* field be sure that your file has no spaces or dots in the name.

The screenshot shows a Microsoft Excel spreadsheet titled "Sample Assessment Data 2007-2008.xls". The data is organized into several columns: Student ID, JUNE Independent Reading Level, Concepts Of Print, Letter/D Sounds Lowercase, Letter/D Sounds Uppercase, Letter/D Sounds Sounds, WordListA, and Ignore. A secondary table is visible in the background, showing rows from AW1 to AX1. A "Save As" dialog box is open, prompting the user to save the file. The "Save in:" dropdown shows "Desktop" as the location. The "File name:" field contains "Sample Assessment Data 2007-2008.xls". The "Save as type:" dropdown is set to "Microsoft Excel 97-Excel 2003 & 5.0/95 Workbook (*.xls)". The dropdown menu also includes options for "CSV (Comma delimited) (*.csv)" and "Text (*.txt)".

You may be asked if you wish to continue to save the file in csv format due to some incompatible data. If this happens, select Yes.

Be sure to remember where on your computer you are saving each of these files. You will need to know their location to import them into *AssessmentPro*.

Import your data files

On the Data Specialist homepage click on *Administration* in the top navigation bar highlighted below. (Or click on Data Management under *Administration* on the right hand side of the screen.)

The screenshot shows the TCRWP AssessmentPro Data Specialist Homepage. At the top, there's a banner for 'The Teachers College Reading & Writing Project' and 'TCRWP AssessmentPro'. The top navigation bar includes 'Edit Profile' and 'Logout' on the right, and 'Welcome, Sara Sanchez : Ms Murphey's Class' on the left. A blue box highlights the 'Administration' link in the top navigation bar. On the right, a sidebar also has 'Administration' highlighted with a blue box. The main content area shows a bar chart titled 'Current Benchmark Level' comparing Male, Female, and IEP students across levels 1 through 5. Below this is a section for 'Classroom-Level Information' with options to 'Select a Classroom' or 'Search for a Classroom'.

Data Specialist Homepage

On the Administration main page click on the *Import School Data* link highlighted below.

The screenshot shows the TCRWP AssessmentPro administration interface. At the top, there's a banner for 'The Teachers College Reading & Writing Project' from Columbia University. The main menu includes 'Classroom', 'Students', 'School', 'Administration', and 'User Forum'. On the right, there's a 'Edit Profile | Logout' link. The 'Administration' section is open, showing four categories: 'User Management' (with 'Access Management', 'Teacher Management', and 'View / Edit User Profile' buttons), 'Student and Classroom Management' (with 'Classroom Management' button), 'Data Management' (with 'Import School Data' and 'Export School Data' buttons, where 'Import School Data' is highlighted with a blue border), and 'Assessment Management' (with 'Define Custom Fields for Assessments' button). At the bottom, there's a copyright notice: 'Copyright © 2008 Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us'.

Administration Page

There are 5 steps to importing your data:

- **Importing Data – Step 1: Identify Data Period**

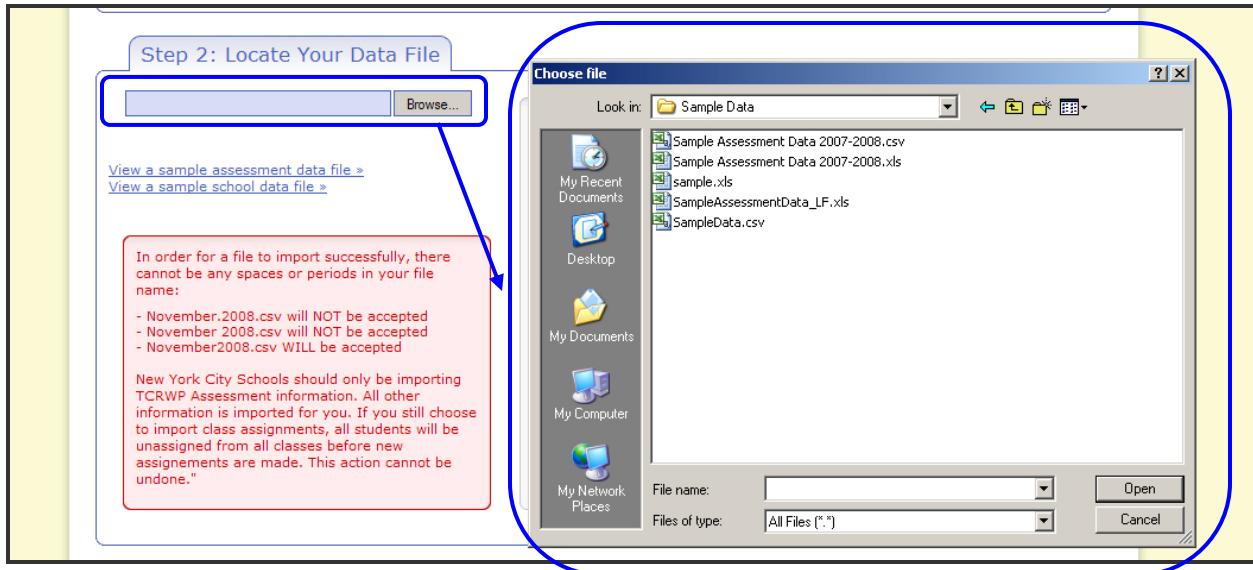
Use the drop down list to select the assessment month and year for the data you are going to import. Choosing the wrong assessment period here will record all of your data in the wrong place for all reports. **At this time there is no way to undo this.** Therefore it is VERY important that you carefully choose your assessment period in step one.

The screenshot shows the TCRWP AssessmentPro interface. At the top, there's a banner for 'The Teachers' College Reading & Writing Project' from Columbia University. Below the banner, the main title 'TCRWP AssessmentPro' is displayed. On the right side of the header, there are links for 'Edit Profile' and 'Logout'. Below the header, there's a navigation bar with links for 'School', 'Project', 'Administration', and 'User Forum'. A 'Welcome,' message is visible on the left. The main content area is titled 'Import Data' and includes a link to 'Return to School Administration'. The first step, 'Step 1: Identify Data', is highlighted. It features a dropdown menu labeled 'Assessment Window' with the following options: November 2008, September 2006, November 2006, March 2007, June 2007, September 2007, November 2007, March 2008, June 2008, September 2008, November 2008, March 2009, and June 2009. The 'November 2008' option is selected. Below the dropdown, there's a note about 'Independent Reading Level' and links to 'View a sample assessment data file' and 'View a sample school data file'. The second step, 'Step 2: Locate Your Data File', is partially visible below the first step.

Import School Data: Step 1

- **Importing Data – Step 2: Locate Your Data File**

This process is very much like attaching a file to an email. Click the *Browse* button to locate your data file. *AssessmentPro* will connect to your computer/network so you can select the appropriate data file. Clicking *Open* will populate the browse field with the file name.



Import School Data: Step 2

- **Importing Data – Step 3: Identify Type of Data**

By choosing which type of data you are about to import you are telling the *AssessmentPro* system where to store this data.

- Be sure to choose Assessment Information. Choosing **Class Assignment Information** will un-assign the students in your school from their current classes (**this action cannot be undone**).
- **Assessment Information** will update/create assessment scores that are used in student profiles and in generating reports. Select TCRWP Assessment. (State Assessment information is for importing state test scores.)

Click *Next* to import your data file.

The screenshot shows a step-by-step process for importing data. The current step is "Step 3: Identify Type of Data". There are three radio button options: "Student and Class" (unchecked), "TCRWP Assessment" (checked), and "State Assessment" (unchecked). A blue "Next »" button is at the bottom left. At the bottom right, there is a copyright notice: "Copyright © 2008 Columbia University Teachers College Reading and Writing Project 525 West 120th Street Box 77, New York, NY 10027 | Contact Us".

Import School Data: Step 3

- **Importing Data – Step 4: Match Your Data**

You will now be prompted to tell the system which columns in your file match the required TCRWP Field Names. Carefully matching your column headers as shown below to the required Field names will ensure that your data is represented properly throughout the system. This step tells the system where to save each piece of data. When you are sure that your data is properly represented, click *Import Data*.

Your Column Name	TCRWP Field Name
Student ID	-Ignore Field- Student ID
NOVEMBER Independent Reading Level	-Ignore Field- Custom Assessment 2 Custom Assessment 3 Custom Assessment 4 Custom Assessment 5 Custom Assessment 6 Custom Assessment 7 Custom Assessment 8 Custom Assessment 9 Custom Assessment 10
MARCH Independent Reading Level	-Ignore Field-
JUNE IndependentReadingLevel	-Ignore Field-
ConceptsOfPrint	-Ignore Field-
LetterIDSoundsLower	-Ignore Field- DBN
LetterIDSoundsUpper	-Ignore Field-
LetterIDSoundsSounds	-Ignore Field-
WordListA	-Ignore Field-
WordListB	-Ignore Field-
WordListC	-Ignore Field-
WordListD	-Ignore Field-
WordListE	-Ignore Field-
WordListF	-Ignore Field-
WordListG	-Ignore Field-
WordListH	-Ignore Field-
OralWordsPerMin	-Ignore Field-
NonFictionReadingLevel	-Ignore Field-
PSI Initial Consonants	-Ignore Field-

Import School Data: Step 4

Be sure to pay close attention to the type of TCRWP Field Name. For Independent Reading Level, it is important to choose IRL and not IRL Benchmark or IRL Help Text. Doing so will record your data in the wrong places throughout the system. Please contact us if you feel as though you need more clarification on the field names.

Importing Data – Step 5: Import Results

AssessmentPro will tell you which data was successfully imported into the system and which data had errors. There can be up to three links on this page:

- View and Save Bad Record File: Clicking on this link will generate a CSV file that contains only the rows of your original data file that were not accepted by the system. You can open this file, correct the errors, save it, and then import this file to correct the rejected rows.
- View and Save Error Report: Clicking on this link will generate a report that tells you WHY any rejected rows of data were rejected.
- View and Save Records Which Were Imported Successfully:

The screenshot shows the 'Import Data' page of the TCRWP AssessmentPro website. At the top, there's a banner for 'The Teachers' College Reading & Writing Project' from Columbia University, featuring several children reading books. On the right side of the banner are 'Login' and 'Register' buttons. Below the banner, the main content area has a blue header bar with the text 'Import Data' and a link to 'Return to School Administration'. A callout box labeled 'Step 5: Import Failure' contains the text: 'Click the links below to view the errors that were found in your CSV file:' followed by three links: 'View and Save Bad Record file >', 'View and Save Error Report >', and 'View and Save records which were imported successfully >'. Below these links is the instruction: 'Once you have corrected the errors in your data file, you may re-attempt to upload the file.' A green button labeled '« Upload Again' is located at the bottom left of this section. At the very bottom of the page, there's a copyright notice: 'Copyright © 2008 Columbia University Teachers College Reading and Writing Project 325 West 120th Street Box 77, New York, NY 10027 | Contact Us'.

Import School Data: Step 5

Data Management – Export School Data

You can export a copy of your school's data from the *AssessmentPro* system to an Excel document.

Click on Export School Data at the Administration home page.

Welcome, Sara Sanchez : Ms Murphey's Class

Classroom Students School Administration User Forum

Edit Profile Logout

Administration

User Management

- Access Management
- Teacher Management
- View / Edit User Profile

Student and Classroom Management

- Classroom Management

Data Management

- Import School Data
- Export School Data

Assessment Management

- Define Custom Fields for Assessments

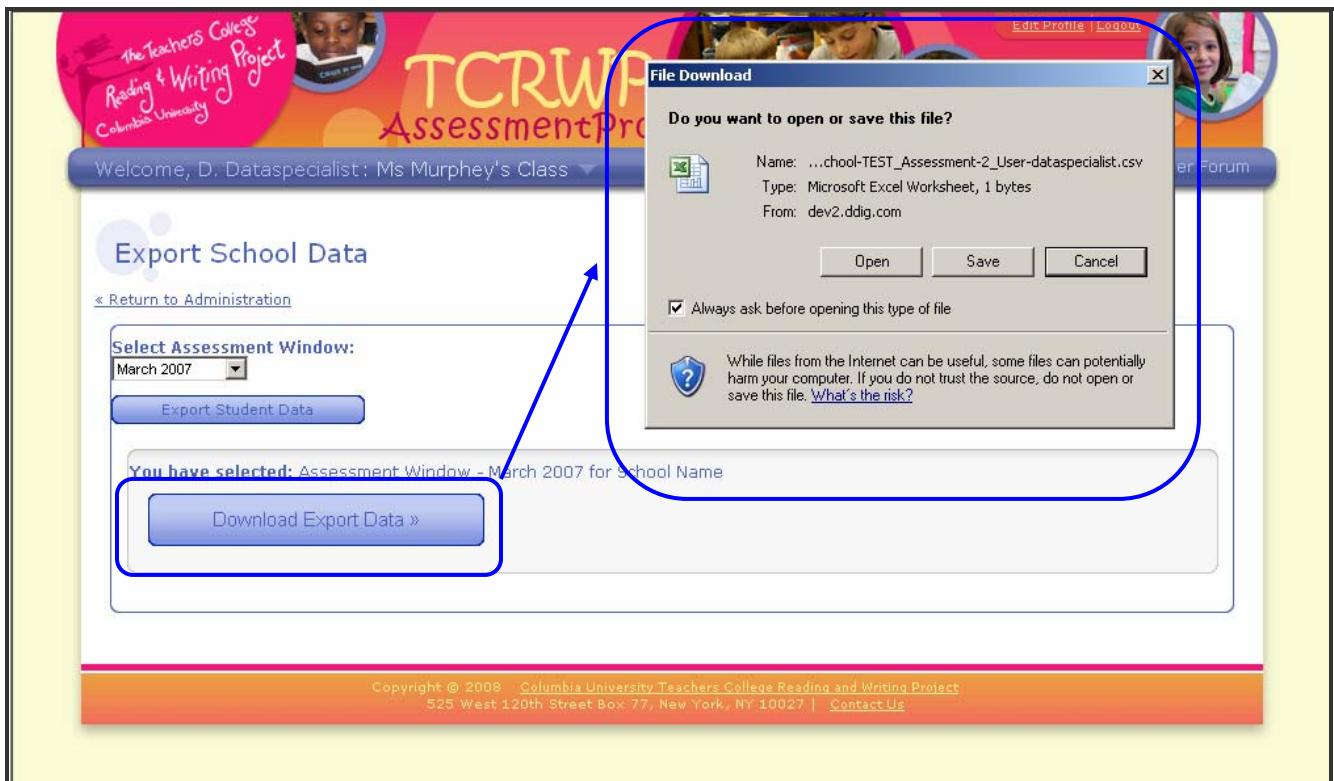
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Administration Main Page

Professional Implications

Exporting your data into an excel file will allow you to use your data as you wish.
You can generate other charts and graphs.

Select the assessment window for which you would like to export the data and click *Export Student Data*. This will prompt you to download the data you have identified. Depending on the security settings of your computer, you may be prompted to save or open the document. Save the document to your computer.



Export Data

Assessment Management

Schools have the opportunity to record customized data in *AssessmentPro*.

The screenshot shows the TCRWP AssessmentPro administration interface. At the top, there's a banner for 'The Teachers College Reading & Writing Project' from Columbia University. The main menu includes 'Edit Profile' and 'Logout'. Below the banner, the user 'Sara Sanchez' is logged in, viewing 'Ms Murphey's Class'. The navigation bar has links for 'Classroom', 'Students', 'School', 'Administration', and 'User Forum'. The 'Administration' section is currently selected. Under 'User Management', there are three buttons: 'Access Management', 'Teacher Management', and 'View / Edit User Profile'. Under 'Student and Classroom Management', there is one button: 'Classroom Management'. Under 'Data Management', there are two buttons: 'Import School Data' and 'Export School Data'. Under 'Assessment Management', there is one button: 'Define Custom Fields for Assessments', which is highlighted with a blue border. At the bottom, there's a copyright notice for 2008, the project's address at 525 West 120th Street, Box 77, New York, NY 10027, and a 'Contact Us' link.

Administration Main Page

Clicking on the *Define Custom Fields for Assessments* button will take you to a page where you can customize the School Specific tab in the TC Assessments portion of the student profile.

Manage Assessment Custom Fields

[Return to School Administration](#)

These fields can be used for any purpose you would like on the TC Assessment tab. You have up to 10 fields with the range of acceptable values between 1-5.

ID	Displayed Label	Internal Use Label	Displayed Help	Context Help	Visible
1	Attended Pre-K	Pre-K Status	Did this student attend a Pre-K program?	If the student did attend a Pre-K program, enter a value from 1-5.	<input checked="" type="checkbox"/>
2					<input type="checkbox"/>
3					<input type="checkbox"/>
4					<input type="checkbox"/>
5					<input type="checkbox"/>
6					<input type="checkbox"/>
7					<input type="checkbox"/>
8					<input type="checkbox"/>
9					<input type="checkbox"/>
10					<input type="checkbox"/>

Save Changes

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Manage Assessment Custom Fields

Your school has the option of customizing up to ten fields in this section. Each field will show up in the School Specific tab in the TC Assessments portion of the student profile. Each field will have the option of entering a 1 through 5. It is up to your school to decide what the 1 – 5 mean and this administration function will help you make it useful for your teachers.

In the example above, the Data Specialist is creating a custom assessment where the teachers can keep track of which of their students have attended a Pre-K program. See the image below that shows the resulting School Specific tab.

- ID: This is the order in which each custom assessment will show up on the screen
- Displayed Label: This is the title of the assessment.
- Internal Use Label: This is what the system would display if you decided to export this information.
- Displayed Help: This text will appear in italics next to the drop down selection box.
- Context Help: This text will appear when the user clicks on the yellow question mark next to the custom field. This is a good place to explain what each of the scores 1-5 mean. In this case the teacher is instructed to select a 1 if the student did attend a Pre-K program and a 2 if the student did not.
- Visible: You can choose if you want this assessment to be active in each student's profile or not.

The screenshot shows the TCRWP AssessmentPro software interface. At the top, there's a banner for 'The Teachers' College Reading & Writing Project' from Columbia University. The main menu includes 'Edit Profile', 'Logout', 'School', 'Project', 'Administration', and 'User Forum'. A welcome message 'Welcome,' is displayed, followed by 'Managing Student Progress' and a dropdown menu set to 'AKTAR, SHAMIMA'. Below this, tabs for 'Student Profile', 'Reading Volume', 'TC Assessment' (which is selected), 'State Assessment', 'Letters', and 'Reports' are visible. On the left, a sidebar lists various assessment categories: Reading Level, Concepts of Print, Letter ID and Sounds, High Frequency Words, Oral Words Per Minute, Non-Fiction Reading Level, Primary Spelling Inventory, Elementary Spelling Inventory, Upper Level Spelling Inventory, Writing Assessment, and School Specific. The 'School Specific' tab is currently active. The main content area is titled 'School Specific' and contains a question 'Attended Pre-K' with a dropdown menu set to 'Please select...'. To the right of this question is a note: 'Did this student attend a Pre-K program?' with a help icon. Below this are nine more dropdown menus, each labeled 'Please select...'. At the bottom of the form are 'Cancel' and 'Save and Continue' buttons, and a 'Notes on School' input field.

Custom Fields School Specific Tab

Resources

See User Forum and Knowledge Base manuals coming soon.

Appendix A

Column headers for data file

- Student ID
- Reading Levels - This information is required for every student
- Concepts of Print (from TC Assessments)
- Upper Letter ID
- Lower Letter ID
- Letter/Sound
- Word Lists (A-H) (from TC Assessments)
- Oral Words per minute (from TC Assessments)
- Spelling Inventories: There are three spelling inventories: primary, elementary, and upper. Record the scores as applicable for each student:
 - initial consonants
 - final consonants
 - short vowels
 - diagraphs
 - blends
 - long vowels
 - other vowels
 - inflected endings
 - syllable junctures
 - unaccented final syllables
 - harder suffixes
 - bases or roots
 - complex consonants
 - affixes
 - reduced vowels in accented syllables
 - Greek and Latin elements
 - assimilated prefixes
- Narrative Continuum for Writing: The Narrative Continuum scores are recorded as 1-12 if available.
- For Middle Schools: You might want to consider importing some of the elementary assessments (above) for your AIS students or your ELL students. Otherwise, do not import this data if it isn't applicable. Simply leave the columns blank.