



TCRWP AssessmentPro

Teacher 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 teacher, you will be able to use the *TCRWP AssessmentPro* system with data relevant to your students. The objective of this user manual is to teach you how to manage and use classroom data 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.

Professional Implications

We would like to remind you that *AssessmentPro* gives you access to Family Educational Rights and Privacy Act (FERPA) protected information. 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 such as student ID numbers. Never share any reports that contain student-identifiable elements and especially never share this information outside your school.

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Getting Started

When you enter <https://www.rwpassessments.com> into your web browser, you will be taken to our *AssessmentPro* login page:

The Teachers College Reading & Writing Project
Columbia University

TCRWP AssessmentPro

Login | Register

Welcome

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 <https://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 <https://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.

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Logging In

Ask your data specialist if you have already have a user account in the system.

If so, you should have an email sent to you that includes your log in information. If you ever misplace your password, you can reset it by clicking on *Forgot Your Password?* Enter your email address that is listed in your account and press submit. Your log in information will be emailed to you. When you are ready to log in, enter your login information as provided in the email sent to you (this will be an email address and password). Click the blue *Login* button to continue.

If you do not have an account in the system your data specialist can create an account for you or you can register as a user for your school (see more information below).

New Users

If you are a new user in your school, you can either register for an account or your data specialist can create one for you. Talk with your data specialist about which option is preferred. Register for an account by clicking the *Register* link at the top of the page. You will first be asked to identify your school.

The screenshot shows the registration interface for TCRWP AssessmentPro. At the top, there is a navigation bar with the user's name 'Welcome, Sara Sanchez' and a dropdown menu for 'Ms Murphey's Class'. The main navigation includes 'Classroom', 'Students', 'School', 'Administration', and 'User Forum'. The page title is 'Registration'. The current step is 'Step 1: Identify Your School'. It features two search methods: 'Select' (with dropdowns for Country, State or Province, Region, District, and School) and 'Search' (with a text input and radio buttons for 'Search by School Name' and 'Search by Teachers College Abbreviation'). The 'Search by School Name' option is selected. A 'Search' button is present. Below the search options, it displays 'You have identified: P.S. 034 Franklin D. Roosevelt' with a 'Next Step >>' button. The footer contains copyright information for Columbia University Teachers College Reading and Writing Project.

Registration

Step 1: Identify Your School

Select

Country	USA
State or Province	New York
Region	New York City
District	01
School	P.S. 034 Franklin D. Roosevelt

Search

Search by School Name

Search by Teachers College Abbreviation

You have identified: **P.S. 034 Franklin D. Roosevelt**

Step 2: Your Personal Information

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Registration Step One

Next, you will be asked to submit your information. When you click *Submit Registration*, Your Data Specialist will either approve or reject your registration. You will be notified of the status of your registration in an email.

The screenshot shows the registration interface for TCRWP AssessmentPro. At the top, there is a header with the project logo and navigation links. Below the header, a blue navigation bar displays the user's name and class, along with menu options. The main content area is titled "Registration" and is divided into two steps. Step 1, "Identify Your School", shows the user has identified "P.S. 034 Franklin D. Roosevelt" with an "Edit" button. Step 2, "Your Personal Information", contains a form with the following fields: "First Name" (Lindsay), "Last Name" (Ferranti), "Role in TCRWP" (Teacher), "Email Address" (Ferranti@exchange.tc.columbia.edu), and "Password". A "Submit Registration" button is positioned to the right of the form. A note below the password field states: "Please Note: We do not accept Hotmail addresses for security purposes." The footer contains copyright information for 2008 and contact details for Columbia University.

The Teachers College
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TCRWP
AssessmentPro

Edit Profile | Logout

Welcome, Sara Sanchez : Ms Murphey's Class Classroom Students School Administration User Forum

Registration

Step 1: Identify Your School

You have identified: **P.S. 034 Franklin D. Roosevelt** [Edit](#)

Step 2: Your Personal Information

First Name

Last Name

Role in TCRWP ?

Email Address

Password

*Please Note:
We do not accept
Hotmail addresses for
security purposes.*

[Submit Registration](#)

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Registration Step Two

Teacher Homepage

Overview

Once you have logged in you will be brought to the teacher homepage. This page displays your classroom-level data and resources.

Classroom Profile

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

Benchmark Boys

Category	Count	Percentage
1 - Needs Support	1	7.69%
2 - Approaches Standards	4	30.77%
3 - Meets Standards	6	46.15%
4 - Exceeds Standards	2	15.38%

Benchmark ELL

Category	Count	Percentage
1 - Needs Support	1	33.33%
2 - Approaches Standards	1	33.33%
3 - Meets Standards	1	33.33%

Benchmark Girls

Category	Count	Percentage
1 - Needs Support	1	9.09%
2 - Approaches Standards	2	18.18%
3 - Meets Standards	7	63.64%
4 - Exceeds Standards	1	9.09%

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Homepage

Professional Implications – Logging Out

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

Top Navigation Bar

This purple bar will be at the top of the page no matter where you are in the system. Use it to navigate to each of the following areas:

- **Classroom:** This button will return you to your classroom home page.
- **Students:** Search for student profiles using this function
- **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.

The screenshot displays the TCRWP AssessmentPro interface. At the top, a purple navigation bar contains buttons for 'Classroom', 'Students', and 'User Forum'. Below this is a 'Managing Your Classroom' section with tabs for 'Overview', 'Roster', 'Reports', 'Letters', and 'Reading Volume Report'. The 'Overview' tab is active, showing a 'Classroom Profile' for P.S. 196 Grand Central Parkway, Classroom 10, with teacher Jayne and specialist Catherine. To the right, three pie charts show benchmark results for Boys, ELL, and Girls, categorized by performance levels: Needs Support, Approaches Standards, Meets Standards, and Exceeds Standards.

Category	1 - Needs Support	2 - Approaches Standards	3 - Meets Standards	4 - Exceeds Standards
Benchmark Boys	1 (7.69%)	4 (30.77%)	6 (46.15%)	2 (15.38%)
Benchmark ELL	1 (33.33%)	1 (33.33%)	1 (33.33%)	0 (0%)
Benchmark Girls	1 (9.09%)	2 (18.18%)	7 (63.64%)	1 (9.09%)

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Change Your Password/Email Address

Click on the *Edit Profile* link.

The screenshot displays the TCRWP AssessmentPro interface. At the top, there is a navigation bar with 'Welcome,' and links for 'Classroom', 'Students', and 'User Forum'. Below this is a 'Managing Your Classroom' section with tabs for 'Overview', 'Roster', 'Reports', 'Letters', and 'Reading Volume Report'. The 'Overview' tab is active, showing a 'Classroom Profile' table and three benchmark pie charts.

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

Benchmark Boys

Category	Count	Percentage
1 - Needs Support	1	7.69%
2 - Approaches Standards	4	30.77%
3 - Meets Standards	6	46.15%
4 - Exceeds Standards	2	15.38%

Benchmark ELL

Category	Count	Percentage
1 - Needs Support	1	33.33%
2 - Approaches Standards	1	33.33%
3 - Meets Standards	1	33.33%

Benchmark Girls

Category	Count	Percentage
1 - Needs Support	1	9.09%
2 - Approaches Standards	2	18.18%
3 - Meets Standards	7	63.64%
4 - Exceeds Standards	1	9.09%

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Homepage

This page shows the basic information included in your profile. Here you can change your password and the email address associated with your account. We suggest that you keep your log-in information simple and easy to remember. You can also record it in a safe and private place. Be sure to click on *Save Information* when you have finished updating your information.

The screenshot shows the 'Edit Your Profile' page in the TCRWP AssessmentPro system. The page has a colorful header with the TCRWP logo and navigation links: Classroom, Students, School, Administration, and User Forum. The user is identified as Sara Sanchez. The profile form contains the following information:

Field	Value
First Name	Sara
Last Name	Sanchez
Email Address	Sanchez@schools.nyc.gov
Password	sarasanchez1234
Primary Role	Data Specialist

At the bottom of the form is a blue button labeled 'Save Information'. The footer of the page contains copyright information for Columbia University Teachers College Reading and Writing Project, dated 2008, and provides contact information.

Edit Your Profile

Managing Your Classroom

The tabs at the top of your classroom profile will help you navigate through all your classroom data (See more information about each tab in the pages that follow:

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

Classroom Profile

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

Benchmark Boys

Category	Count	Percentage
1 - Needs Support	1	7.69%
2 - Approaches Standards	4	30.77%
3 - Meets Standards	6	46.15%
4 - Exceeds Standards	2	15.38%

Benchmark ELL

Category	Count	Percentage
1 - Needs Support	1	33.33%
2 - Approaches Standards	1	33.33%
3 - Meets Standards	1	33.33%

Benchmark Girls

Category	Count	Percentage
1 - Needs Support	1	9.09%
2 - Approaches Standards	2	18.18%
3 - Meets Standards	7	63.64%
4 - Exceeds Standards	1	9.09%

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Classroom Overview

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. This information is managed by the information in your user profile as well as the information controlled by the data specialist.

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.

Classroom Profile

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

Benchmark Boys

Category	Count	Percentage
1 - Needs Support	1	7.69%
2 - Approaches Standards	2	15.38%
3 - Meets Standards	6	46.15%
4 - Exceeds Standards	4	30.77%

Benchmark ELL

Category	Count	Percentage
1 - Needs Support	1	33.33%
2 - Approaches Standards	1	33.33%
3 - Meets Standards	1	33.33%

Benchmark Girls

Category	Count	Percentage
1 - Needs Support	1	9.09%
2 - Approaches Standards	2	18.18%
3 - Meets Standards	7	63.64%
4 - Exceeds Standards	1	9.09%

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Classroom Overview

Professional Implications

- Take a look at how the students in the class compare to state standards to determine where the needs for intervention lie.
- Remember to include all students in planning and implementing new data driven instruction.
- When looking at benchmark reports think about all different populations of students. Which students still need support and what type of support do they need? Which students are approaching standards and what are their needs? How will you continue to challenge 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.**

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TCRWP AssessmentPro

Edit Profile | Logout

Welcome, Classroom Students User Forum

Managing Your Classroom

Overview **Roster** Reports Letters Reading Volume Report

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
MEROLLA, 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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Professional Implications

- **Maintaining/Updating Reading Levels** – If you assess any of your students **between** assessment windows (for example, January), this is where you record changes in independent reading level. ***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.***
- This page is significant in terms of giving you immediate analysis of a student's health as a reader. Look at your students' reading levels. How do they compare to state standards?
- Do you need to make special considerations for your class based on students' IEP or ELL needs? Based on the overall picture you have of your students on this page, are there any discrepancies where you feel a change would benefit the student?
- What services are your students receiving and how are you the student's service provider collaborating around this data?

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 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 Teachers College Reading & Writing Project
Columbia University

TCRWP AssessmentPro

Welcome, Sara Sanchez : Ms Murphey's Class

Classroom Students User Forum

Managing Your Classroom

Overview Roster **Reports** Letters Reading Volume Report

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	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 Sounds Progression

Professional Implications

- Consider which of your students are having difficulty with letter sound? What is that difficulty? 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 cover letter sound instructions.
- Remember that teaching letters or sounds in isolation does not help the student, but teaching this within reading, writing or a small concentrated word work period will be more effective.

Independent Reading Level Progression:

This report will allow you to track your students' progress over time in reading levels. 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 their independent reading levels over those four assessment windows.

The screenshot shows the TCRWP website interface. At the top, there is a header with the TCRWP logo and navigation links for 'Classroom', 'Students', and 'User Forum'. Below the header, there is a 'Managing Your Classroom' section with tabs for 'Overview', 'Roster', 'Reports', 'Letters', and 'Reading Volume Report'. The 'Reports' tab is selected, and the 'Independent Reading Level Progression Data' report is displayed. The report includes a 'Select Report Criteria' form with four dropdown menus for the assessment windows: November 2007, March 2008, June 2008, and September 2008. Below the form is a table showing the independent reading levels for ten students across these four windows.

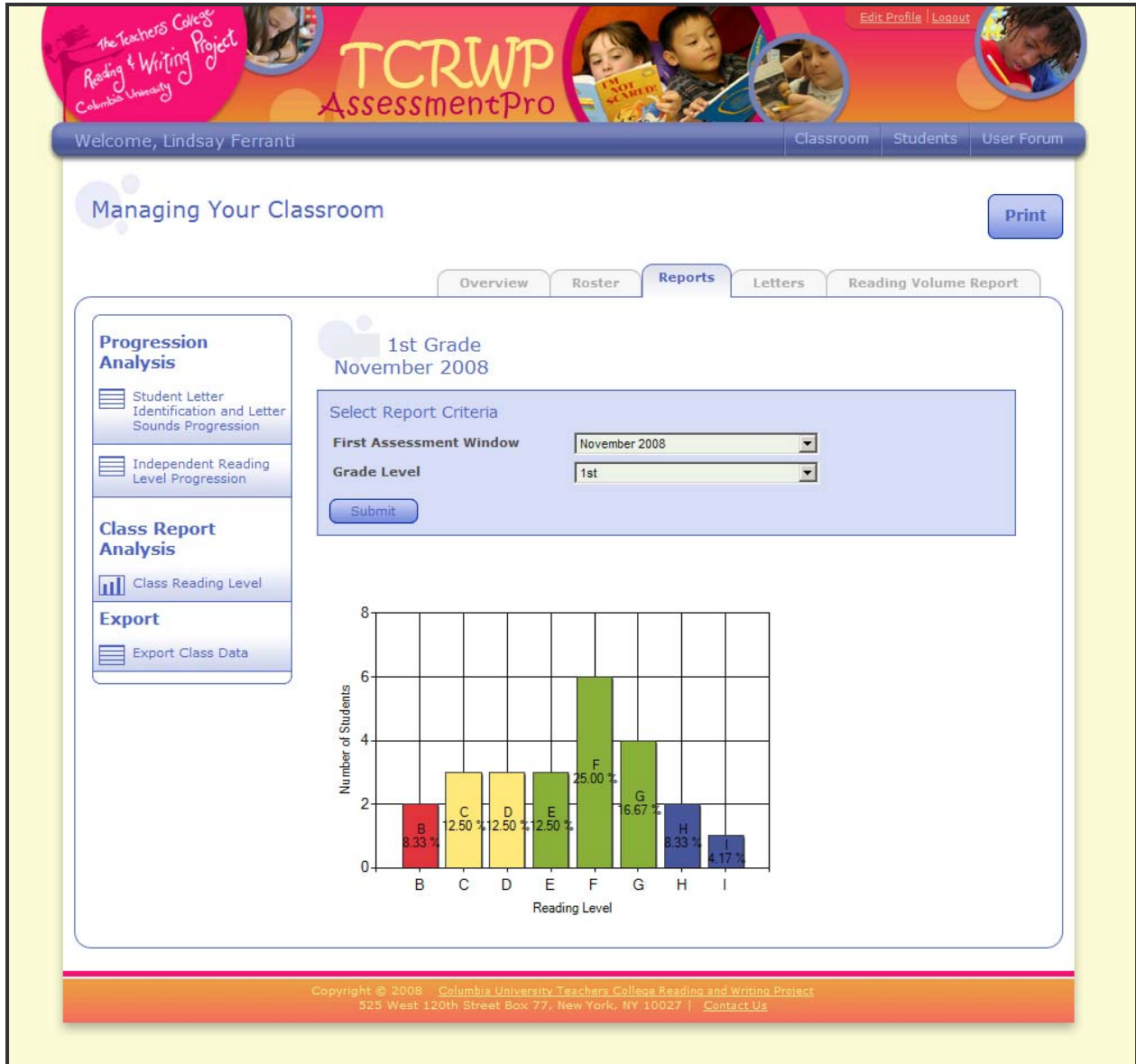
Student Name	November 2007	March 2008	June 2008	September 2008
ALBERTS,HARRY	C	D	E	G
ANDERSON,MICA	E	E	G	H
DALLIA,LOLA	E	F	I	J
DOLAN,KIM	C	C	C	E
EMERSON,JOY	F	H	K	K
HARPER,JESSICA	D	E	E	F
JOHNSON,MARK	C	D	E	E
ODONELL,SARA	F	G	I	J
PAUL,MARCUS	D	G	J	J
SANDBURG,ELI	F	G	H	J

Professional Implications

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

Class 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.



Professional Implications

Analyzing the data in this report will help you consider:

- What are the levels in this class?
- How can I group my class in terms of small group instruction?
- How many students are meeting the benchmark and what are the implications for the upcoming assessment, extended day, and extra support status?
- When looking at my minilessons am I teaching them skills that they can use in the level of books the majority are reading?
- Will additional intervention help the progress of my students?

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 displays the TCRWP AssessmentPro web interface. At the top, there is a header with the logo 'The Teachers College Reading & Writing Project Columbia University' and 'TCRWP AssessmentPro'. Below the header, there is a navigation bar with 'Welcome,' and links for 'Classroom', 'Students', and 'User Forum'. The main content area is titled 'Generate Your Class Letters' and features a tabbed interface with 'Overview', 'Roster', 'Reports', 'Letters', and 'Reading Volume Report'. The 'Letters' tab is active, showing a 'Select Signatory:' dropdown menu with options 'Lori Smith', 'Lori Smith', and 'BARBRA JONES'. Below the dropdown are two buttons: 'Student Letters' and 'Parent Letters'. At the bottom of the page, there is a footer with copyright information: '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 website interface. At the top, there is a header with the logo 'The Teachers College Reading & Writing Project Columbia University' and 'TCRWP AssessmentPro'. Below the header, a navigation bar includes 'Welcome, Lindsay Ferranti', 'Classroom', 'Students', and 'User Forum'. The main content area is titled 'Generate Your Class Letters' and features a dropdown menu for 'Select Signatory' set to 'Lori Smith'. Below this are two buttons: 'Student Letters' and 'Parent Letters'. A 'File Download' dialog box is open in the foreground, asking 'Do you want to open or save this file?'. The dialog box displays the following information: Name: file.rtf, Type: Microsoft Word Document, From: www.rwpassessments.com. It includes 'Open', 'Save', and 'Cancel' buttons, and a checkbox for 'Always ask before opening this type of file'. A warning message at the bottom 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 is a header with the logo 'The Teachers College Reading & Writing Project Columbia University' and 'TCRWP AssessmentPro'. Below the header, there is a navigation bar with 'Welcome,' and links for 'Classroom', 'Students', and 'User Forum'. The main content area is titled 'Managing Your Classroom' and has tabs for 'Overview', 'Roster', 'Reports', 'Letters', and 'Reading Volume Report'. The 'Reading Volume Report' tab is active, showing a date range selector set to '9/1/08' to '9/5/08' with a 'Filter' button. Below the selector is a table with the following 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

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Reading Volume

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?

Managing Student Progress

To access the Managing Student Progress section click on the *Students* tab located on the main navigation bar or click on a student's name on the roster page.

The screenshot shows the TCRWP AssessmentPro interface. At the top, there is a navigation bar with 'Classroom', 'Students', and 'User Forum' tabs. The 'Students' tab is selected. Below this is a 'Managing Your Classroom' section with tabs for 'Overview', 'Roster', 'Reports', 'Letters', and 'Reading Volume Report'. The 'Roster' tab is active, displaying a 'Classroom Roster' table. The table lists student information including name, birth date, grade, IEP status, in-school interventions, ESL/ELL status, extended day, reading level, and last assessment date. Each row has a 'Remove' button. At the bottom left of the roster area is an 'Add New Student' button. The footer contains copyright information for 2008.

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
MEROLLA, 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

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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 displays the 'Managing Student Progress' interface for 'GOMEZ, MARIA'. The 'Student Profile' tab is active, showing a form with the following fields:

First Name:	Maria
Middle Name:	
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 Date:	9/01/2007
Current Grade:	3rd
Reading Workshop:	Please select...
Active:	Yes

Additional elements include a 'Notes on Student Profile' section with an 'Add note' button, and 'Cancel' and 'Save and Continue' buttons at the bottom.

Student Profile Overview

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 displays the 'Student Profile' page in the TCRWP AssessmentPro system. The page header includes the TCRWP logo and navigation links for 'Classroom', 'Students', and 'User Forum'. The main content area is titled 'Managing Student Progress' and features a 'Select a Student' dropdown menu with 'GOMEZ, MARIA' selected. The 'Student Profile' tab is active, showing a form with the following fields:

First Name:	Maria
Middle Name:	
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...
Active:	Yes

At the bottom of the form are 'Cancel' and 'Save and Continue' buttons. A footer at the very bottom of the page 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'.

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 web application interface. At the top, there is a header with the logo 'The Teachers College Reading & Writing Project Columbia University' and 'TCRWP AssessmentPro'. Below the header, there is a navigation bar with 'Welcome,' and tabs for 'Classroom', 'Students', and 'User Forum'. The main content area is titled 'Managing Student Progress' and features a dropdown menu for 'Select a Student' with 'GOMEZ, MARIA' selected. Below this, there are tabs for 'Student Profile', 'Reading Volume', 'TC Assessment', 'State Assessment', 'Letters', and 'Reports'. The 'Reading Volume' tab is active, showing a 'Reading Volume' section with a 'Save All Changes' button. Below this is an 'Insert New Record' section with a table for entering data. The table has columns for 'Start Date', 'End Date', 'Reading Level', 'Books Read', and 'Pages Read'. There are three rows of data already entered, and one row is currently being edited with 'Pre-Emergent' as the reading level and '10' as the number of books read.

Start Date	End Date	Reading Level	Books Read	Pages Read
9/22/08	9/26/08	Pre-Emergent	10	0.00
9/1/2008	9/5/2008	B	7.00	0.00
9/8/2008	9/12/2008	B	10.00	0.00
9/15/2008	9/19/2008	C	6.00	0.00

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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

There are two ways for the students' assessment data to get into the system. One way is for your data specialist to import a data file that contains all of your school's data. The other way is for you to **enter the data into your students' profiles during an open assessment period only**. Be sure to talk to your data specialist before editing any data in the student profile. **If you edit any information in the profiles before the next assessment period is open, you will be replacing any data that is already stored there. This cannot be undone.**

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 displays the TCRWP AssessmentPro web interface. At the top, there is a header with the logo 'The Teachers College Reading & Writing Project Columbia University' and 'TCRWP AssessmentPro'. Below the header, a navigation bar includes 'Welcome,' and links for 'Classroom', 'Students', and 'User Forum'. The main content area is titled 'Managing Student Progress' and features a dropdown menu for 'Select a Student' with 'JIMINEZ, CARLA' selected. Below this, there are tabs for 'Student Profile', 'Reading Volume', 'TC Assessment' (which is active), 'State Assessment', 'Letters', and 'Reports'. The 'TC Assessment' tab is open, showing a 'Reading Level' section. On the left, a sidebar lists various assessment categories: 'Reading Level' (highlighted), '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 form area for 'Reading Level' includes: 'Independent Reading Level' (dropdown menu set to 'A'), 'IRL Benchmark' (text input field with '1'), and 'IRL Help Text' (text area with a pre-filled message: '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 form 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'.

TCRWP Assessments – Reading Level

- What level is your student currently at?
- Look at the miscue analysis and the retell portion of the running record. Where do your student's errors lie? What information regarding comprehension can you gain from his or her retell?
- Look at the assessment and your conference notes. Are you noticing what the student's needs might be?
- What text features can your student expect to see at his or her level? These features will guide your instruction.

- **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 web interface. At the top, there is a header with the logo 'The Teachers College Reading & Writing Project, Columbia University' and 'TCRWP AssessmentPro'. Below the header, a navigation bar includes 'Welcome,' and links for 'Classroom', 'Students', and 'User Forum'. The main content area is titled 'Managing Student Progress' and features a 'Select a Student' dropdown menu currently showing 'JIMINEZ, CARLA'. Below this, there are tabs for 'Student Profile', 'Reading Volume', 'TC Assessment' (which is selected), 'State Assessment', 'Letters', and 'Reports'. On the left side, a vertical menu lists various assessment categories, with 'Concepts of Print' highlighted in green. The main content area for 'Concepts of Print' includes a dropdown menu set to '13', a text input field for 'Concepts of Print Benchmark' containing the number '4', and a 'Concepts of Print Help Text' box with the following text: '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)'. At the bottom of the main content area, there are two buttons: 'Cancel' and 'Save and Continue'. The footer of the page 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'.

TCRWP 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 displays the TCRWP AssessmentPro web interface. At the top, there is a header with the TCRWP logo and navigation links for 'Classroom', 'Students', and 'User Forum'. The main content area is titled 'Managing Student Progress' and shows a dropdown menu for 'Select a Student' with 'GOMEZ, MARIA' selected. Below this, there are tabs for 'Student Profile', 'Reading Volume', 'TC Assessment', 'State Assessment', 'Letters', and 'Reports'. The 'TC Assessment' tab is active, showing the 'Letter ID and Sounds' assessment form. The form includes a sidebar with various assessment categories, a main area with input fields for 'Letter ID - Lower Case' (24), 'Letter ID - Upper Case' (25), 'Letter ID - Total' (49), and 'Letter ID - Total Benchmark'. There are also help text fields for 'Letter ID' and 'Letter Sounds'. At the bottom, there are 'Cancel' and 'Save and Continue' buttons. The footer contains copyright information for Columbia University Teachers College Reading and Writing Project.

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TCRWP Assessments – Letter ID and Sounds

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

The screenshot displays the TCRWP AssessmentPro interface. At the top, there is a header with the logo 'The Teachers College Reading & Writing Project Columbia University' and 'TCRWP AssessmentPro'. Below the header, a navigation bar includes 'Welcome,' and links for 'Classroom', 'Students', and 'User Forum'. The main content area is titled 'Managing Student Progress' and features a 'Select a Student' dropdown menu with 'GOMEZ, MARIA' selected. A series of tabs below the student selection includes 'Student Profile', 'Reading Volume', 'TC Assessment' (which is the active tab), 'State Assessment', 'Letters', and 'Reports'. On the left side of the 'TC Assessment' tab, there is a vertical sidebar with buttons for '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', and 'School Specific'. The 'Sight Words' section is currently active, showing a list of 'High Frequency Word Test' options from A to H. Each test has a dropdown menu; 'Test A' is set to '20', while tests B through H are set to 'Please select...'. Below these tests are two input fields: 'Word List Total' with a value of '20' and 'Word List Total Benchmark' with a value of '1'. A 'Word List Total Help Text' field contains the text 'level1 help'. At the bottom of the form are two buttons: 'Cancel' and 'Save and Continue'.

TCRWP Assessments – High Frequency Words

Do your students recognize high frequency words that are appropriate for their grade level? See the Teacher’s College Reading and Writing Project website for reference materials.

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

The screenshot shows the TCRWP AssessmentPro web interface. At the top, there is a header with the logo and navigation links like 'Classroom', 'Students', and 'User Forum'. Below the header, a 'Welcome,' message is followed by a 'Select a Student' dropdown menu currently showing 'LOPEZ, JULIET'. The main content area is titled 'Managing Student Progress' and features several tabs: 'Student Profile', 'Reading Volume', 'TC Assessment' (which is active), 'State Assessment', 'Letters', and 'Reports'. On the left side, there is a vertical menu of assessment categories, with 'Oral Words Per Minute' highlighted in green. The main content area for 'Oral Words Per Minute' includes two input fields: 'Oral Words Per Minute' and 'Oral Words Per Minute Benchmark', both with a question mark icon. Below these is a text area for 'Oral Words Per Minute Help Text'. At the bottom of this section are 'Cancel' and 'Save and Continue' buttons. A 'Notes on Oral Words Per Minute' section is located at the bottom left, with an 'Add note' button. The footer contains copyright information for Columbia University Teachers College Reading and Writing Project.

TC Assessments – WPM

A student needs to read at a certain speed in order to be able to comprehend what he or she read. Consider the student’s prosody. Is the student reading too fast or too slow?

- **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 web interface. At the top, there is a header with the logo 'The Teachers College Reading & Writing Project' and 'TCRWP AssessmentPro'. Below the header, there is a navigation bar with 'Welcome,' and links for 'Classroom', 'Students', and 'User Forum'. The main content area is titled 'Managing Student Progress' and features a dropdown menu for 'Select a Student' with 'GOMEZ, MARIA' selected. Below this, there are tabs for 'Student Profile', 'Reading Volume', 'TC Assessment', 'State Assessment', 'Letters', and 'Reports'. The 'TC Assessment' tab is active, and within it, the 'Non-Fiction Reading Level' section is highlighted. This section contains a dropdown menu for 'Non-Fiction Reading Level' with the text 'Please select...' and a question mark icon. Below the dropdown are two buttons: 'Cancel' and 'Save and Continue'. On the left side of the interface, there is a vertical menu with various assessment options, including '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'. At the bottom left, there is a text area labeled 'Notes on Non-Fiction 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 web interface. At the top, there is a header with the TCRWP logo and navigation links for 'Classroom', 'Students', and 'User Forum'. Below the header, a 'Welcome,' message is displayed. The main navigation bar includes 'Managing Student Progress' and a dropdown menu for 'Select a Student' currently set to 'GOMEZ, MARIA'. The 'TC Assessment' tab is active, showing a list of assessment categories on the left: 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 (highlighted), Upper Level Spelling Inventory, Writing Assessment, and School Specific. The 'Elementary Spelling Inventory' configuration page is displayed, featuring a list of categories with corresponding dropdown menus: Consonants, Short Vowels, Digraphs, Blends, Long Vowel Patterns, Other Vowels, Infected Endings, Syllable Junctures, Unaccented Final Syllables, Harder Suffixes, and Bases or Roots. Each dropdown menu is currently set to 'Please select...' and has a question mark icon to its right. At the bottom of the configuration page, there are 'Cancel' and 'Save and Continue' buttons. A text area for 'Notes on Elementary Spelling Inventory' is located at the bottom left of the configuration area.

TC Assessments – Spelling Inventories

A student's spelling stage can sometimes explain errors made in MSV on a running record.

- 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 'Managing Student Progress' interface for the student 'ASCENCIO, JULIET'. The 'TC Assessment' tab is active, and the 'Writing Assessment' sub-tab is selected. A sidebar on the left lists various assessment categories, with 'Writing Assessment' highlighted in green. The main content area displays the 'Writing Assessment' configuration, including a dropdown menu for 'K-8 Narrative Writing continuum' set to 'Please select...'. A yellow callout box explains: '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 'Cancel' and 'Save and Continue' buttons. At the bottom, there is a 'Notes on Writing Assessment' section with an 'Add note' button.

TC Assessments – Writing Assessment

- **School Specific:** This is where you will enter a score of 1-5 for each custom assessment field. The Data Specialist manages what is viewed and recorded on this screen. Be sure you are at an understanding as a school what each score means for each custom assessment.

Enter the student scores for each TC assessment shortly after the 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 (they were most likely imported into the system for you). If you need more information on a particular assessment, use your mouse to roll over the question mark in the yellow circle for a pop-up screen with 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 web interface. At the top, there is a header with the logo 'The Teachers College Reading & Writing Project Columbia University' and 'TCRWP AssessmentPro'. Below the header, there is a navigation bar with 'Welcome,' and 'Classroom', 'Students', and 'User Forum' links. The main content area is titled 'Managing Student Progress' and features a dropdown menu for 'Select a Student' with 'GOMEZ, MARIA' selected. Below this, there are tabs for 'Student Profile', 'Reading Volume', 'TC Assessment', 'State Assessment' (which is active), 'Letters', and 'Reports'. The 'State Reading Level' form contains the following fields:

ELA Raw Score	<input type="text" value="626"/>	?
ELA Level	<input type="text" value="2"/>	?
Math Test	<input type="text" value="2"/>	?
Science Test	<input type="text" value="Please select..."/>	?
Social StudiesTest (Grade 5)	<input type="text" value="Please select..."/>	?
Social StudiesTest (Grade 8)	<input type="text" value="Please select..."/>	?
ESL Test	<input type="text" value="Please select..."/>	?

At the bottom of the form, there are 'Cancel' and 'Save and Continue' buttons. The footer of the page 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'.

State Assessments

Professional Implications

- Consider how data from state testing correlates with TCRWP assessment data.
- This kind of data allows you to look more deeply into what kinds of intervention your students need.
- As always, data from one assessment should not be used as the sole indicator for instructional needs.

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?

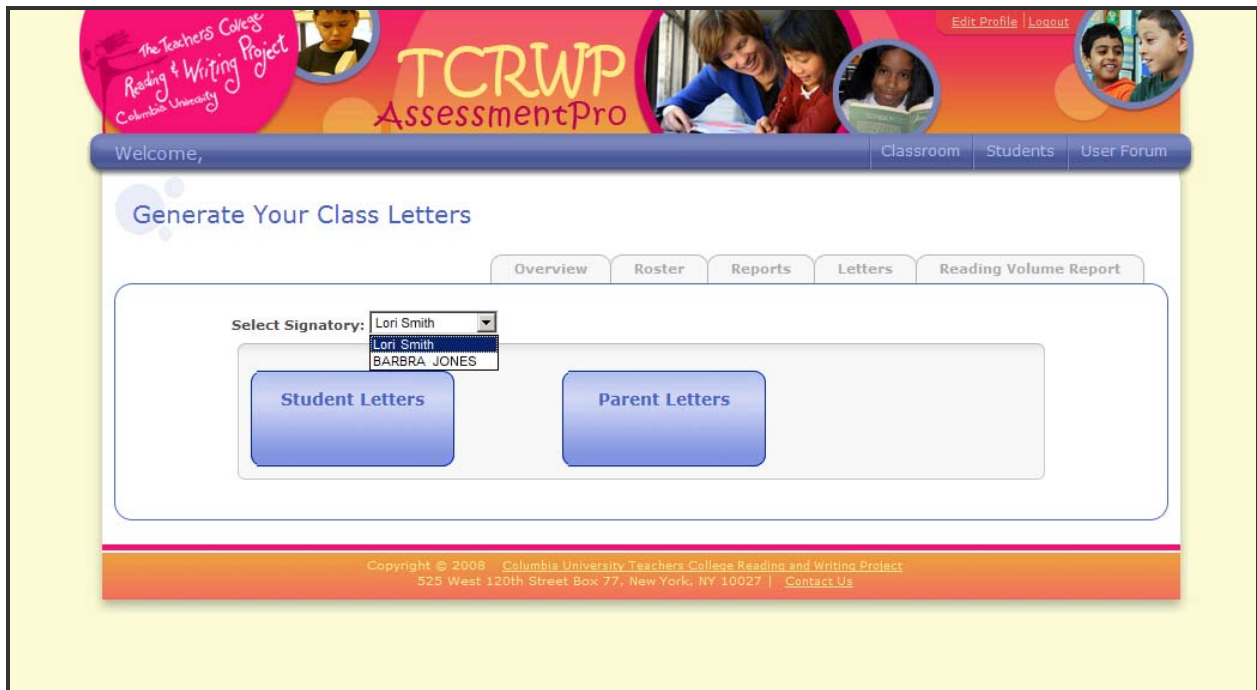
State Social Studies: Enter the benchmark for the state social studies test here. There is much reading involved in a social studies assessment, as well (usually nonfiction). It is important to think again about how your students are approaching the text within the test. Are we teaching the students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



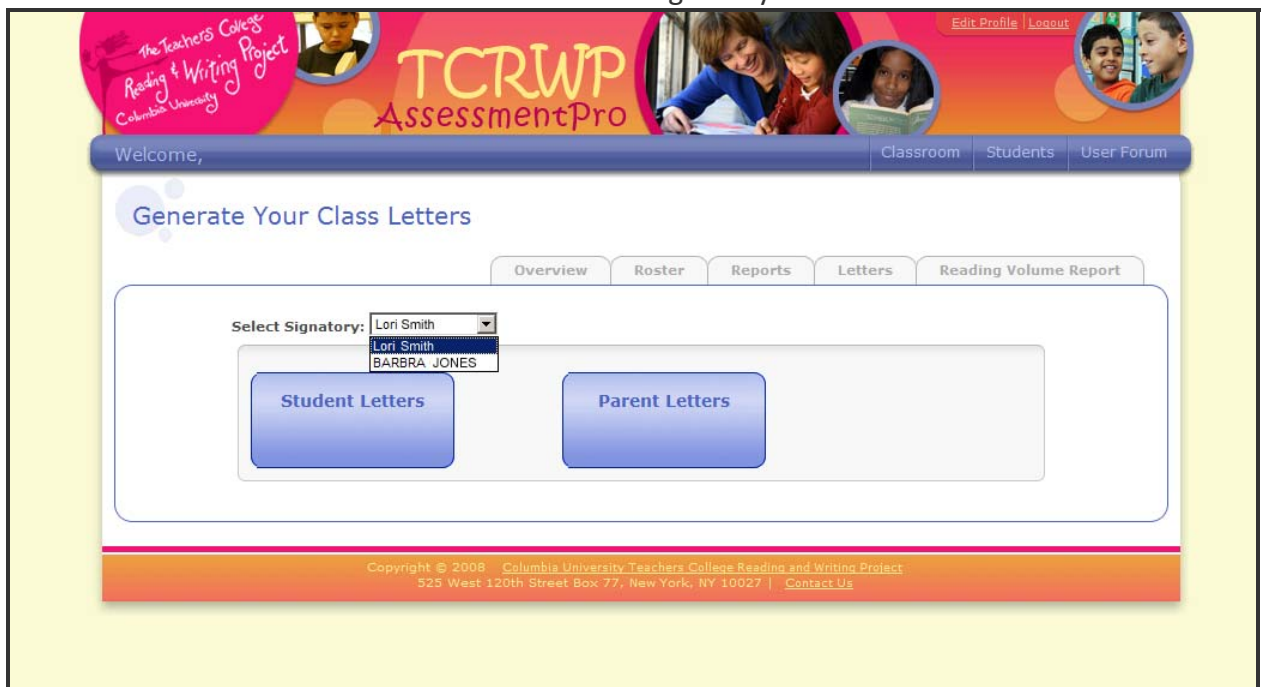
The screenshot shows the TCRWP AssessmentPro interface. At the top, there is a header with the logo 'The Teachers College Reading & Writing Project Columbia University' and 'TCRWP AssessmentPro'. Below the header, there is a navigation bar with 'Welcome,' and tabs for 'Classroom', 'Students', and 'User Forum'. The main content area is titled 'Generate Your Class Letters' and has tabs for 'Overview', 'Roster', 'Reports', 'Letters', and 'Reading Volume Report'. The 'Letters' tab is selected. Below the tabs, there is a 'Select Signatory:' dropdown menu with a list of names: 'Lori Smith', 'Lori Smith', and 'BARBRA JONES'. The 'Lori Smith' option is highlighted. Below the dropdown menu, there are two buttons: 'Student Letters' and 'Parent Letters'. The 'Student Letters' button is highlighted. At the bottom of the page, there is a footer with copyright information: '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.



This screenshot is identical to the one above, showing the TCRWP AssessmentPro interface. The 'Letters' tab is selected, and the 'Select Signatory:' dropdown menu is open, showing 'Lori Smith', 'Lori Smith', and 'BARBRA JONES'. The 'Lori Smith' option is highlighted. Below the dropdown menu, there are two buttons: 'Student Letters' and 'Parent Letters'. The 'Parent Letters' button is highlighted. At the bottom of the page, there is a footer with copyright information: '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 website interface. At the top, there is a header with the logo 'The Teachers College Reading & Writing Project Columbia University' and 'TCRWP AssessmentPro'. Below the header, a navigation bar includes 'Welcome, Lindsay Ferranti', 'Classroom', 'Students', and 'User Forum'. The main content area is titled 'Generate Your Class Letters' and features a dropdown menu for 'Select Signatory' set to 'Lori Smith'. Below this are two buttons: 'Student Letters' and 'Parent Letters'. A 'File Download' dialog box is open in the foreground, asking 'Do you want to open or save this file?'. The dialog box displays the following information: Name: file.rtf, Type: Microsoft Word Document, From: www.rwpassessments.com. It includes 'Open', 'Save', and 'Cancel' buttons, a checked checkbox for 'Always ask before opening this type of file', and a warning message: '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, Classroom Students User Forum

Managing Student Progress Select a Student

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

Benchmark Level

Independent Reading Level and Benchmarks

All Benchmarks

NORA 4th Grade November 2008

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

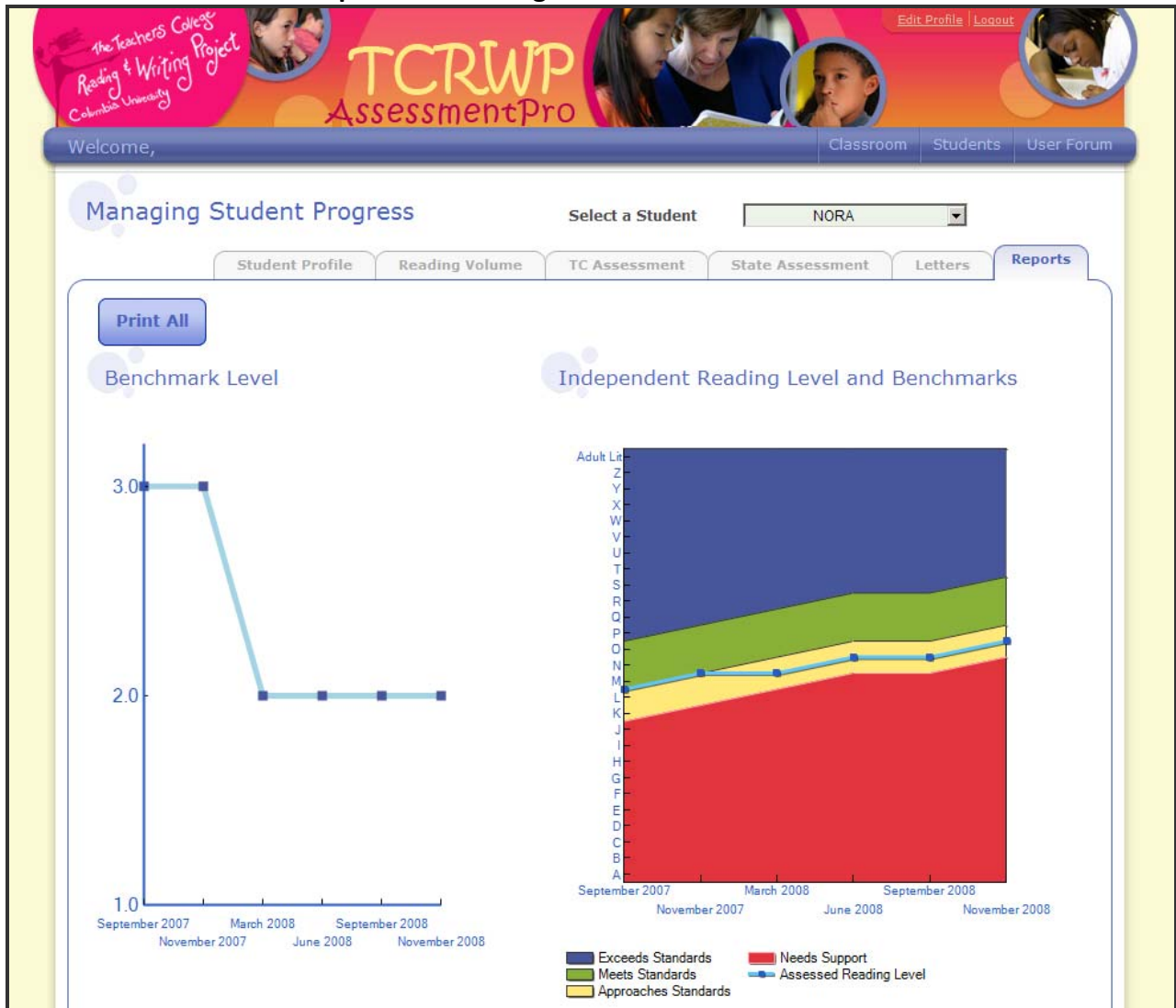
Letter Sounds

Wordlist Total

Oral Words Per Min

Student Profile Reports

Benchmark Levels and Independent Reading Levels

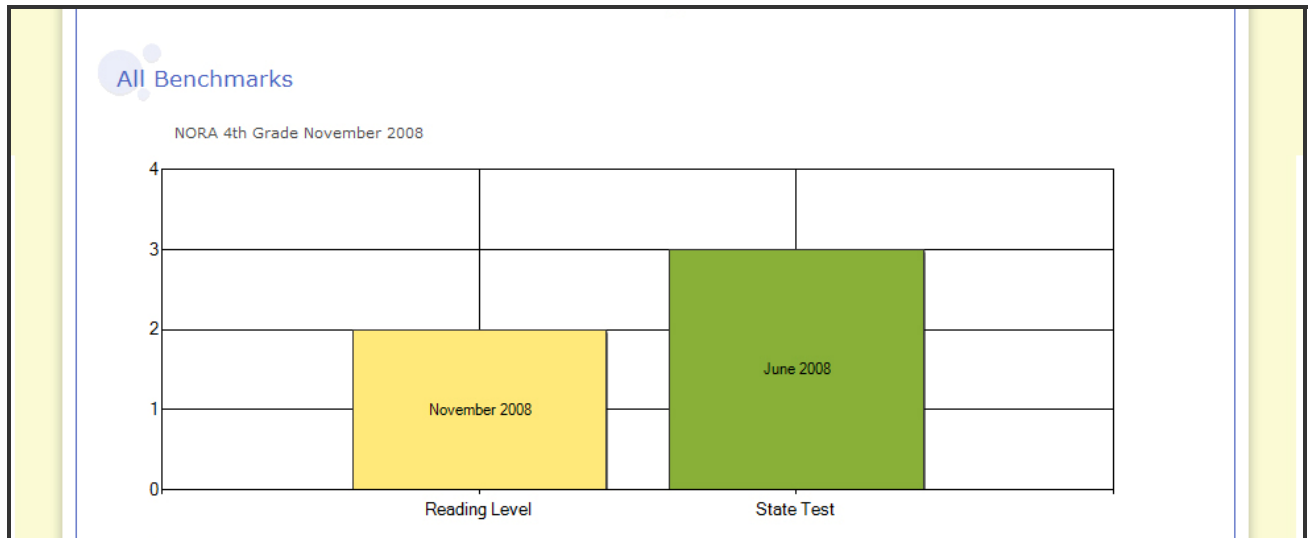


Professional Implications

- 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	

Resources

See User Forum and Knowledge Base manuals coming soon.

The screenshot displays the TCRWP AssessmentPro interface. At the top, there is a header with the logo "The Teachers Reading & Writing Project Columbia University" and "TCRWP AssessmentPro". Below the header is a navigation bar with "Welcome," and links for "Classroom", "Students", and "User Forum".

The main content area is titled "Managing Your Classroom" and includes a sub-navigation bar with "Overview", "Roster", "Reports", "Letters", and "Reading Volume Report".

The "Overview" section is divided into four main panels:

- Classroom Profile:** A table listing classroom details.

P.S.	196 Grand Central Parkway
Classroom	10
Teacher	Jayne
Specialists	Catherine
Students	26
Assessments Completed	
- Benchmark Boys:** A pie chart showing assessment results for boys.

Category	Count	Percentage
1 - Needs Support	1	7.69%
2 - Approaches Standards	4	30.77%
3 - Meets Standards	6	46.15%
4 - Exceeds Standards	2	15.38%
- Benchmark ELL:** A pie chart showing assessment results for English Language Learners.

Category	Count	Percentage
1 - Needs Support	1	33.33%
2 - Approaches Standards	1	33.33%
3 - Meets Standards	1	33.33%
- Benchmark Girls:** A pie chart showing assessment results for girls.

Category	Count	Percentage
1 - Needs Support	1	9.09%
2 - Approaches Standards	2	18.18%
3 - Meets Standards	7	63.64%
4 - Exceeds Standards	1	9.09%

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Homepage