

HOUSTON INDEPENDENT SCHOOL DISTRICT  
**TITLE I, PART A, PARENTAL INVOLVEMENT PROGRAM**



Shadydale Elementary School  
5905 Tidwell Rd.  
Houston, Texas 77016

December 8, 2016

TO: Parents of Students Attending Shadydale Elementary School

SUBJECT: Explanation and Description of Assessments

The No Child Left Behind (NCLB) Act requires all Title I schools to provide to parents a description and explanation of the forms of academic assessment used to measure student progress. Below are various assessments that HISD and its schools use throughout the year. In addition, local assessments that are used at Shadydale Elementary to measure student progress are also included at the end of this letter.

In the Spring of 2012, the State of Texas Assessments of Academic Readiness (STAAR™) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program at grades 3–8 will assess the same subjects and grades that were previously assessed on TAKS. At the high school level, however, grade-specific assessments will be replaced with 5 end-of-course (EOC) assessments: Algebra I, Biology, English I, English II, and U.S. History. Students enrolled in grades 11 or 12 and have TAKS as a graduation requirement, will be administered Exit-Level TAKS until the standard has been attained.

The Texas Education Agency (TEA) has developed the State of Texas Assessments of Academic Readiness Alternate (STAAR™ Alternate 2) to meet the federal requirements mandated under the Elementary and Secondary Education Act (ESEA), a federal education law reauthorized as the No Child Left Behind law. STAAR Alternate 2 is designed for the purpose of assessing students in grades 3–8 and high school who have significant cognitive disabilities and are receiving special education services.

**IOWA** is a norm-referenced achievement test that measures students' academic achievement in reading, writing, language arts, mathematics, science, and social studies.

**Logramos** is a norm-referenced achievement test for students whose primary language of instruction is Spanish. It measures students' academic achievement in reading, language arts, mathematics, science, and social studies.

**TELPAS** is designed to measure the English language proficiency of K–12 English Language Learners in four language domains: listening, speaking, reading and writing.

**The CogAT** measures reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Reasoning skills develop gradually throughout a person's lifetime and at different rates for different individuals. Reasoning abilities are good predictors of success in school and are important outcomes of good schooling. *CogAT* does not measure such factors as effort, attention, motivation, and work habits, which also contribute importantly to school achievement.

To find out more about the STAAR study guides and released tests, visit the Texas Education Agency's Web site at [www.tea.texas.gov/student.assessment/staar/](http://www.tea.texas.gov/student.assessment/staar/). If you do not have access to the Internet, please call the contact person listed at the end of this letter and this information will be provided to you.

In addition to the assessments above, Shadydale Elementary also uses the following assessment(s) to measure student progress:

- Weekly Assessments
- School Level Assessments
- District Snapshots
- High Frequency Word Evaluation

If you have questions concerning this letter or need paper copies of the material referenced on the Web site, contact the school's Title I Campus Contact Person, Sandee Davis at 713-633-5150 during school hours, or e-mail [sdavis5@houstonisd.org](mailto:sdavis5@houstonisd.org).

Sincerely,

Tammie Daily  
Principal

