

**FIRST GRADE PORTFOLIO PROGRESS REPORTING DATABASE INSTRUCTIONS**  
**UPDATED 9/22/15**

**1. Install the First Grade Portfolio Database App**

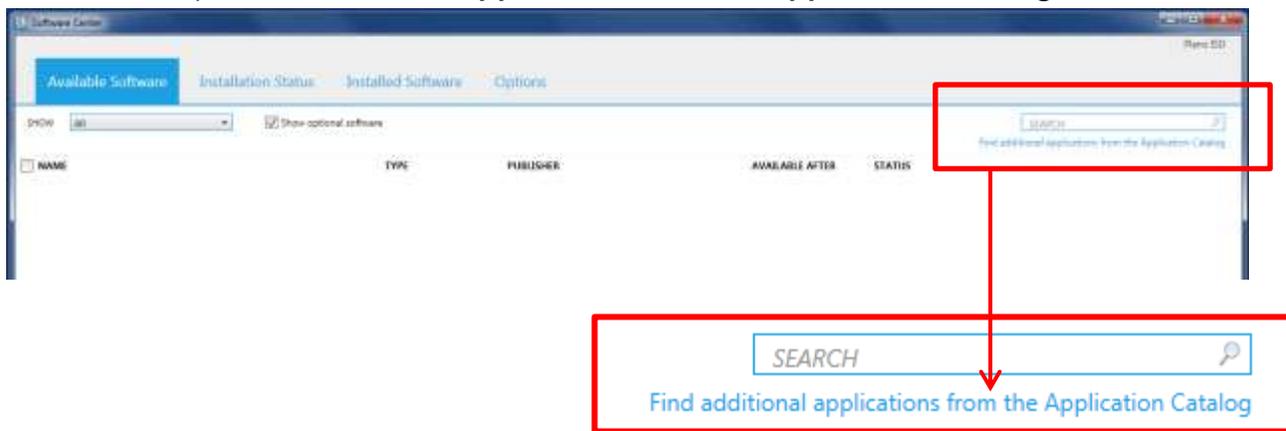
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**Important: Opening the database using any other method could result in data loss. Please follow these steps closely.**

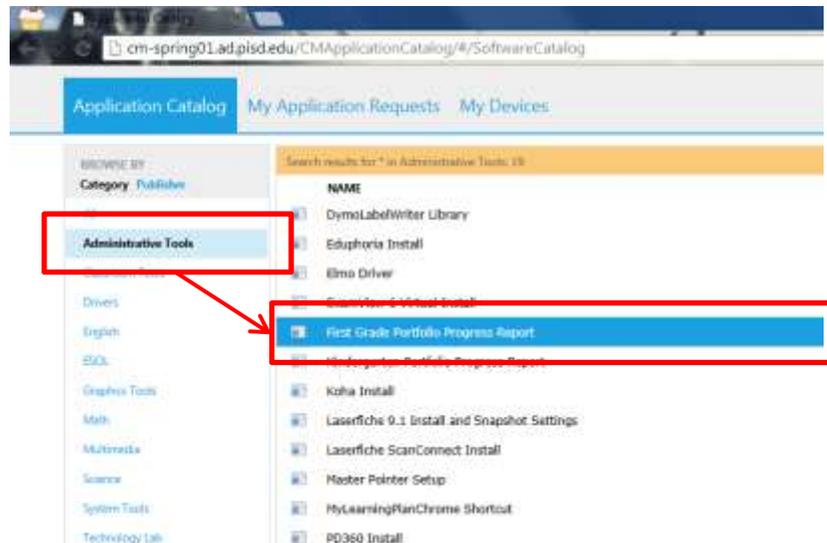
- A. From the blue desktop screen of your computer, double click the icon called “**App Depot**”.



- B. From the window that pops up, click the blue link below the search box on the right that says “**Find additional applications from the Application Catalog**”.



- C. From the left side of the screen, click the “**Administrative Tools**” category, then click the application “**First Grade Portfolio Progress Report**”.





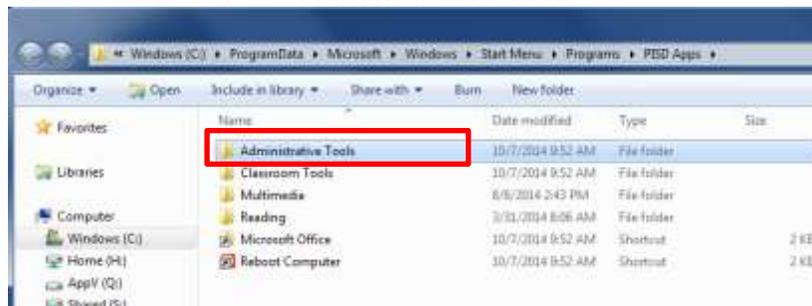
## 2. Opening the First Grade Portfolio Database App

**Important: Opening the database using any other method could result in data loss. Please follow these steps every time you open the database.**

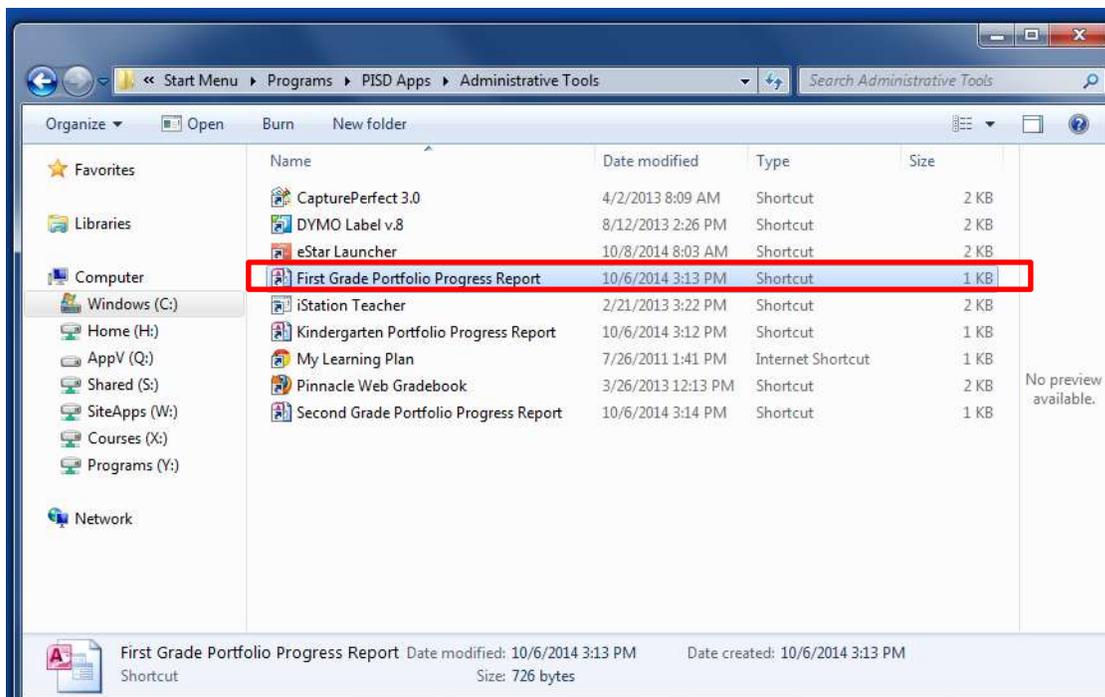
A. From your computer desktop, double-click the icon called “PISD Apps”.



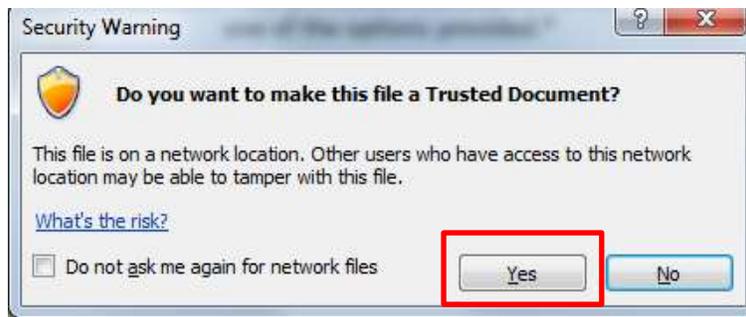
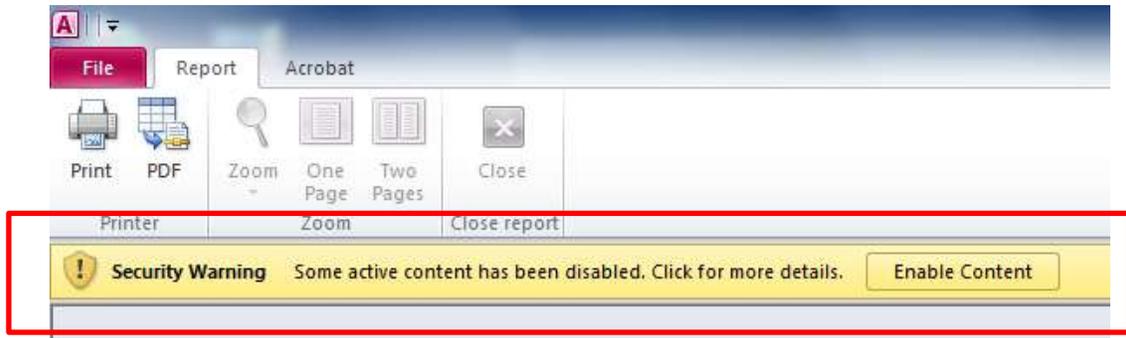
B. Double click the folder called “Administrative Tools”.



C. Double-click the “First Grade Portfolio Progress Report” app to open the database.

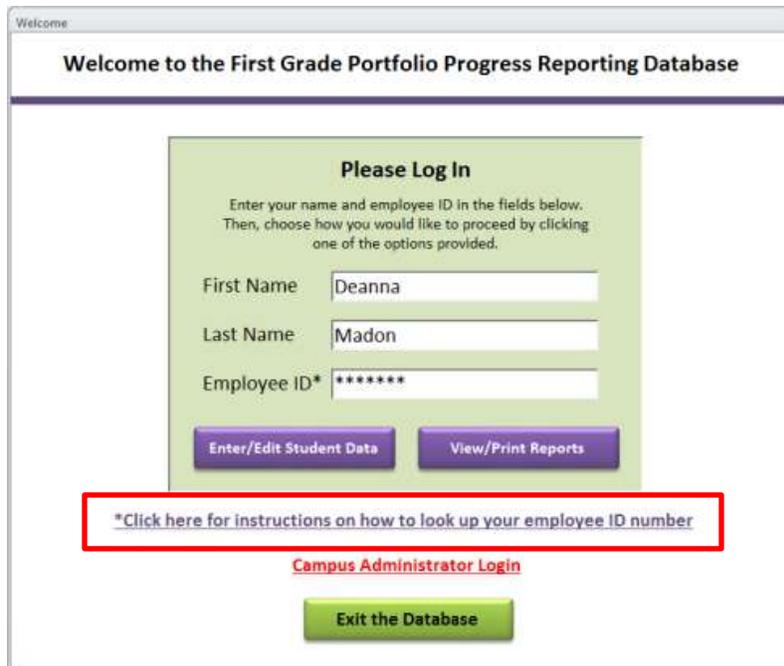


- D. The first time the database is opened on your computer, you will see a security warning pop up at the top of the window in a yellow banner. Click **“Enable Content”** and then click **“Yes”** when asked to make the file a trusted document.



### 3. Log In to the Database

- A. On the welcome screen, enter your first name, last name, and employee ID in the fields provided. **If you do not know your employee ID, click the link below the login area for instructions on how to look it up in TEAMS.**



#### 4. Enter student data

- A. Log in to the database with your first name, last name, and employee ID number. Then, click the button called **“Enter/Edit Student Data”**.

- B. The data entry form will be populated with the names of the students in your class and any scores that have been entered into SAS for each student. Scroll through your student data by clicking the blue **“Next Student”** and **“Previous Student”** buttons. Student names will be in alphabetical order. **The blue shaded fields are fields that will be populated directly from SAS and may not be edited in the database.**



- C. Select a subject area from the tabs below the student information fields.  
**Note:** There may be two or three tabs visible for any student, depending on their testing language. Students with only TPRI scores in SAS are categorized as “English” testers in the database. Students with only Tejas LEE scores in SAS are categorized as “Spanish” testers. Students with both TPRI and Tejas LEE scores in SAS are categorized as “Dual” testers.

Data Entry Form  
 Teacher: Deanna Madon School: Bethany  
 Student ID: 722222 Student First Name: Phil Student Last Name: Coulson  
 Testing Language: Spanish  
 Reading/Language Arts SPANISH Administration Math/Science/Social Studies

Data Entry Form  
 Teacher: Deanna Madon School: Bethany  
 Student ID: 333333 Student First Name: Nick Student Last Name: Eury  
 Testing Language: English  
 Reading/Language Arts ENGLISH Administration Math/Science/Social Studies

Data Entry Form  
 Teacher: Deanna Madon School: Bethany  
 Student ID: 444444 Student First Name: Jean Student Last Name: Grey  
 Testing Language: Dual  
 Reading/Language Arts ENGLISH Administration Reading/Language Arts SPANISH Administration Math/Science/Social Studies

- D. Begin entering scores in the appropriate reporting period column or leave scores blank for tasks that have not been tested. Choose scores from the dropdown boxes provided. **Note:** Changes are saved automatically as you enter student data.

CLASSROOM PROGRESS	BOY	MOY	EOY
INFORMAL READING INVENTORY	K-2	1.4	1.6 1.8 1.10 1.14 1.16 2
Level			
Accuracy	%		%
Comprehension	%		%
Fluency Level (cwpm)			
<b>READING/PHONICS</b>			
Identify upper and lower-case letters	S		
Identify letter sounds	S		
Use knowledge of letter sounds and common spelling patterns to read and spell words	S		
Read high frequency words	S		
Respond to questions about text	N		
Read aloud grade level text with fluency and comprehension	N		
<b>HANDWRITING</b>			
Use appropriate spacing	S		
Write upper-case letters	S		
Write lower-case letters	N		
Write legibly	S		
<b>WRITING</b>			
Communicate ideas through writing sentences	S		
Write brief stories (beginning, middle, end)	S		
Write brief expository compositions	S		
Use beginning capital and end punctuation	N		

Choose from dropdown boxes

S - Satisfactory progress toward grade level expectations  
 N - Not yet demonstrating adequate progress toward grade level expectations.



- E. A new field has been added on all three tabs, called **“Tier 2 Intervention Needed.”** It is located below the Tier 2 Criteria Indicator field. This field is intended to reflect the professional discretion of the teacher in determining the student’s need for Tier 2 intervention. Use the dropdown boxes in this field to select “Yes” or “No.”

**Note: Use the “Comments” section of the data entry screen to indicate when teacher recommendation differs from Tier 2 Criteria Indicator field (see letter “F” below). For example, “[Student] will/will not receive Tier 2 interventions based on a preponderance of evidence as demonstrated in the portfolio provided by the teacher.”**

ASSESSMENTS	BOY	MOY	EOY
<b>TPRI - Texas Primary Reading Inventory</b>			
<b>SCREENING</b>			
Letter Sounds	10/10 D		/10
Word Reading	7/8 D		/12
Blending Phonemes	6/6 D		
<b>PHONEMIC AWARENESS</b>			
Blending Word Parts	5/5 D	/5	/5
Blending Phonemes	5/5 D	/5	/5
Deleting Initial Sounds	2/5 SD	/5	/5
Deleting Final Sounds	2/5 SD	/5	/5
<b>GRAPHOPHONEMIC KNOWLEDGE</b>			
Initial Consonant Substitution	5/5 D	/5	/5
Final Consonant Substitution	5/5 D	/5	/5
Middle Vowel Substitution	1/5 SD	/5	/5
Initial Blending Substitution	5/5 D	/5	/5
Blends in Final Position	5/5 D	/5	/5
<b>WORD READING</b>	15/20 D	/20	/20
<b>READING</b>			
Accuracy	2 D		
Fluency (w/clip)	76 D		
Comprehension	6/6 D	/6	/6
<b>PRIMARY SPELLING INVENTORY</b>			
Feature Points	38/56		
<b>MAP - Measures of Academic Progress</b>			
Expected RIT Range			
	155-161	164-171	174-182
Reading RIT Score	140 SD		
<b>Qualifies for Tier 2 Reading Intervention</b>			
Tier 2 Intervention Needed*	No		

I - Meets Tier 2 Intervention Criteria  
D - Developed Skill      SD - Still Developing Skill  
\*See documentation in Comments section

- F. Enter any comments into the “Comments” box at the bottom of the form.  
**Remember to date each entry.**

<b>Comments</b>
10/26/14: This is my beginning of year comment.
2/26/15: This is my middle of year comment.
5/26/15: This is my end of year comment.

- G. When you have finished entering data for all students, click the orange **“Return to Welcome Screen”** button on the right side of the screen. **Note: Changes are saved automatically as you enter student data.**

Previous Student <	Next Student >
Return to Welcome Screen	

- H. Exit the database by clicking the **“Exit the Database”** button on the welcome screen OR proceed to step 5 to run reports.

Welcome

**Welcome to the First Grade Portfolio Progress Reporting Database**

**Please Log In**

Enter your name and employee ID in the fields below.  
Then, choose how you would like to proceed by clicking one of the options provided.

First Name

Last Name

Employee ID\*

[\\*Click here for instructions on how to look up your employee ID number](#)

[Campus Administrator Login](#)

## 5. Run Reports

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- A. Login to the database using your first name, last name, and employee ID and click the button called **“View/Print Reports”**.

Welcome

**Welcome to the First Grade Portfolio Progress Reporting Database**

**Please Log In**

Enter your name and employee ID in the fields below.  
Then, choose how you would like to proceed by clicking one of the options provided.

First Name

Last Name

Employee ID\*

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[Campus Administrator Login](#)

- B. Select the students whose reports you want to see by checking the box beside the student names. By default, all students are selected. Use the **“Select All”** box at the top of the list to select or deselect all the students in the list.

**Report Switchboard**

Select All

Name	Language	Student ID
<input checked="" type="checkbox"/> Barton, Clint	Dual	111111
<input checked="" type="checkbox"/> Brown, Charlie	English	191919
<input checked="" type="checkbox"/> Coulson, Phil	Spanish	222222
<input checked="" type="checkbox"/> Duck, Daisy	Dual	181818
<input checked="" type="checkbox"/> Fury, Nick	English	333333
<input checked="" type="checkbox"/> Grey, Jean	Dual	444444
<input checked="" type="checkbox"/> Hill, Maria	Spanish	555555
<input checked="" type="checkbox"/> Holmes, Sherlock	English	151515
<input checked="" type="checkbox"/> Jarvis, Edwin	English	666666
<input checked="" type="checkbox"/> Kent, Clark	English	777777
<input checked="" type="checkbox"/> Kyle, Selena	English	161616
<input checked="" type="checkbox"/> Mouse, Minnie	English	171717
<input checked="" type="checkbox"/> Odinson, Thor	English	888888
<input checked="" type="checkbox"/> Prince, Diana	English	999999
<input checked="" type="checkbox"/> Rogers, Steve	English	101010
<input checked="" type="checkbox"/> Romanova, Natasha	English	121212
<input checked="" type="checkbox"/> Stark, Tony	English	131313
<input checked="" type="checkbox"/> Wayne, Bruce	English	141414

Report Date:   
You may specify the date to be printed on your reports.

**Portfolio Progress Reports**

**Parent Letters**

Reporting Period:  BOY  MOY  EOY

- C. Specify the date that you would like to print on your reports. By default, this field will populate with today's date, but you may change it if you would like your reports to print out with a different date.

**Report Switchboard**

Select All

Name	Language	Student ID
<input checked="" type="checkbox"/> Barton, Clint	Dual	111111
<input checked="" type="checkbox"/> Brown, Charlie	English	191919
<input checked="" type="checkbox"/> Coulson, Phil	Spanish	222222
<input checked="" type="checkbox"/> Duck, Daisy	Dual	181818
<input checked="" type="checkbox"/> Fury, Nick	English	333333
<input checked="" type="checkbox"/> Grey, Jean	Dual	444444
<input checked="" type="checkbox"/> Hill, Maria	Spanish	555555
<input checked="" type="checkbox"/> Holmes, Sherlock	English	151515
<input checked="" type="checkbox"/> Jarvis, Edwin	English	666666
<input checked="" type="checkbox"/> Kent, Clark	English	777777
<input checked="" type="checkbox"/> Kyle, Selena	English	161616
<input checked="" type="checkbox"/> Mouse, Minnie	English	171717
<input checked="" type="checkbox"/> Odinson, Thor	English	888888
<input checked="" type="checkbox"/> Prince, Diana	English	999999
<input checked="" type="checkbox"/> Rogers, Steve	English	101010
<input checked="" type="checkbox"/> Romanova, Natasha	English	121212
<input checked="" type="checkbox"/> Stark, Tony	English	131313
<input checked="" type="checkbox"/> Wayne, Bruce	English	141414

Report Date:   
You may specify the date to be printed on your reports.

**Portfolio Progress Reports**

**Parent Letters**

Reporting Period:  BOY  MOY  EOY



- D. Print Portfolio Progress Reports in English or in Spanish by clicking the appropriate button in the section called “Portfolio Progress Reports”. Portfolio Progress Reports are three pages for students who tested in only English or Spanish. Dual language testers will have a four-page report. Reports are now available in English and Spanish for all students, regardless of testing language. Attendance information has been moved to the last page of the report, under the “Comments” section.

My Students		
Name	Language	Student ID
<input checked="" type="checkbox"/> Barton, Clint	Dual	111111
<input checked="" type="checkbox"/> Brown, Charlie	English	191919
<input checked="" type="checkbox"/> Coulson, Phil	Spanish	222222
<input checked="" type="checkbox"/> Duck, Daisy	Dual	181818
<input checked="" type="checkbox"/> Fory, Nick	English	333333
<input checked="" type="checkbox"/> Grey, Jean	Dual	444444
<input checked="" type="checkbox"/> Hill, Maria	Spanish	555555
<input checked="" type="checkbox"/> Holmes, Sherlock	English	151515
<input checked="" type="checkbox"/> Jarvis, Edwin	English	666666
<input checked="" type="checkbox"/> Kent, Clark	English	777777
<input checked="" type="checkbox"/> Kyle, Selena	English	161616
<input checked="" type="checkbox"/> Moles, Mirmie	English	171717
<input checked="" type="checkbox"/> Odinson, Thor	English	888888
<input checked="" type="checkbox"/> Prince, Diana	English	999999
<input checked="" type="checkbox"/> Rogers, Steve	English	101010
<input checked="" type="checkbox"/> Romanova, Natasha	English	121212
<input checked="" type="checkbox"/> Stark, Tony	English	131313
<input checked="" type="checkbox"/> Wayne, Bruce	English	141414

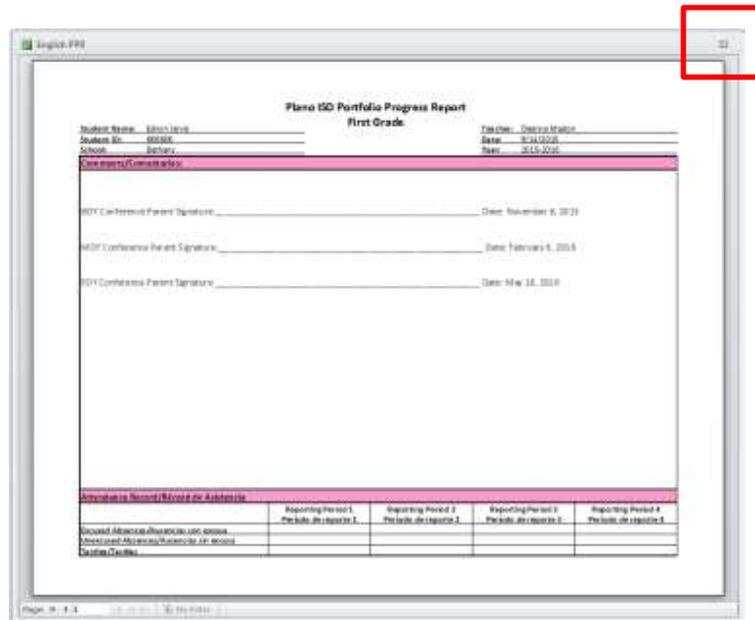
- E. Use the arrows at the bottom of the report window to navigate and preview the pages of your report, or use the left and right arrow keys on your keyboard.

Reporting Period 1	Reporting Period 2	Reporting Period 3	Reporting Period 4
Período de reporte 1	Período de reporte 2	Período de reporte 3	Período de reporte 4

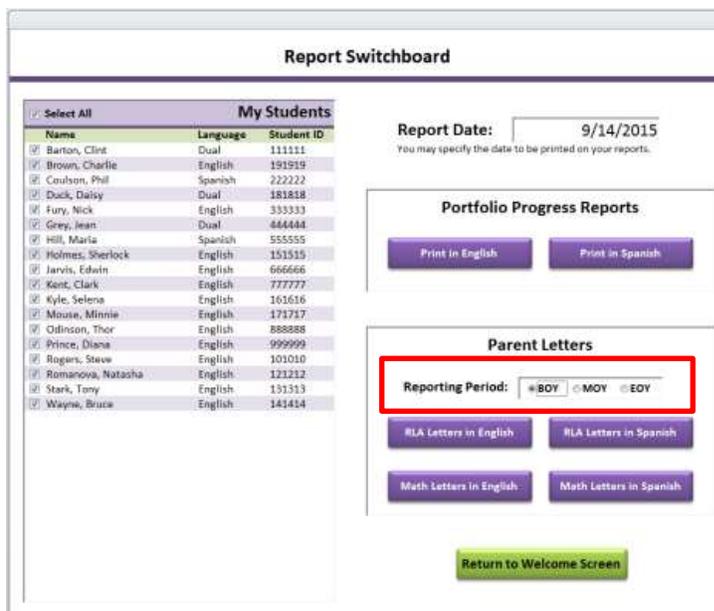
F. Click the **“Print”** button at the top left corner of the screen to print your reports.



G. When you are finished viewing and printing the report, click the **“X”** at the top right corner of the report window to close it.



H. Print Tier II parent letters by first selecting the reporting period from the three options in the section called **“Parent Letters”**. By default, the reporting period is set to **“BOY”**.





- I. Select the letter you wish to print by clicking the appropriate button in the section called "Parent Letters".

**Note: Parent letters are only available for the students that qualify for Tier II intervention for that reporting period.** (For example, if all students are selected in the list on the left side of the window, but only one student in the class qualifies for Tier II Reading intervention at the BOY reporting period, there will only be one RLA letter to view.) **Parent letters will only generate for the reporting period a student FIRST qualifies for Tier II intervention.** (For example, if a student qualifies for Tier II at BOY, and again at MOY, that student will not receive a second letter at the MOY reporting period because he/she qualified previously).

**Note: Tier II parent letters are now available in English and Spanish for all students, regardless of testing language.**

**Note: It is possible for dual language testers to have two RLA Tier II parent letters at one reporting period if they qualified for Tier II intervention on both TPRI and Tejas LEE during the same reporting period. It is also possible for dual language testers to have one RLA Tier II parent letter at one reporting period and another RLA Tier II parent letter at one of the following reporting periods if the student qualified for Tier II intervention on TPRI at one reporting period, and then qualified for Tier II intervention on Tejas LEE at another reporting period, or vice versa.**

My Students		
Name	Language	Student ID
<input checked="" type="checkbox"/> Barton, Clint	Dual	111111
<input checked="" type="checkbox"/> Brown, Charlie	English	191919
<input checked="" type="checkbox"/> Coulson, Phil	Spanish	222222
<input checked="" type="checkbox"/> Duck, Daisy	Dual	181818
<input checked="" type="checkbox"/> Fury, Nick	English	333333
<input checked="" type="checkbox"/> Grey, Jean	Dual	444444
<input checked="" type="checkbox"/> Hill, Maria	Spanish	555555
<input checked="" type="checkbox"/> Holmes, Sherlock	English	151515
<input checked="" type="checkbox"/> Jarvis, Edwin	English	666666
<input checked="" type="checkbox"/> Kent, Clark	English	777777
<input checked="" type="checkbox"/> Kyle, Selena	English	161616
<input checked="" type="checkbox"/> Mouse, Minnie	English	171717
<input checked="" type="checkbox"/> Odinson, Thor	English	888888
<input checked="" type="checkbox"/> Prince, Diana	English	999999
<input checked="" type="checkbox"/> Rogers, Steve	English	101010
<input checked="" type="checkbox"/> Romanova, Natasha	English	121212
<input checked="" type="checkbox"/> Stark, Tony	English	131313
<input checked="" type="checkbox"/> Wayne, Bruce	English	141414

Report Date: 9/14/2015  
You may specify the date to be printed on your reports.

**Portfolio Progress Reports**

Print in English    Print in Spanish

**Parent Letters**

Reporting Period:  BOY    MOY    EOY

RLA Letters in English    RLA Letters in Spanish

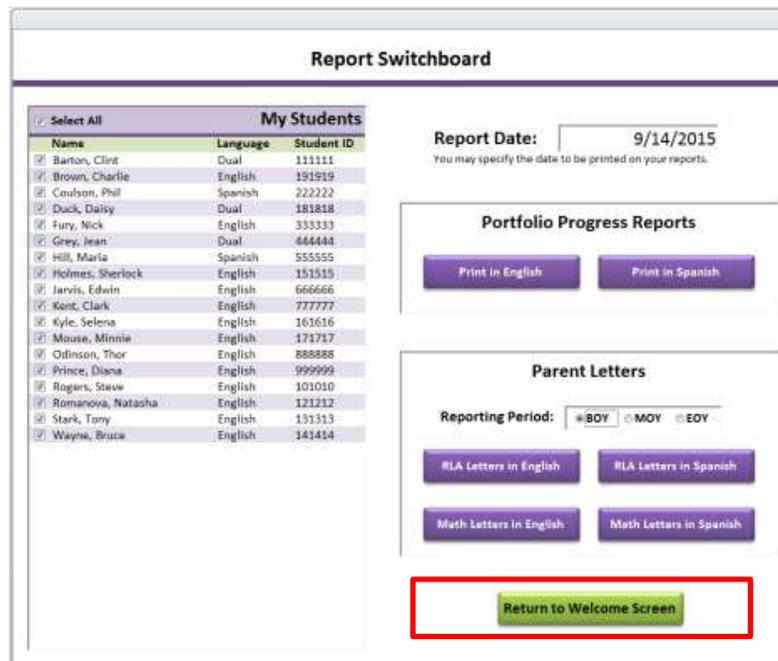
Math Letters in English    Math Letters in Spanish

Return to Welcome Screen

- J. When you are finished viewing and printing the report, click the “X” at the top right corner of the report window to close it.



- K. Click “Return to Welcome Screen” when you have finished printing your reports.



- L. Exit the database by clicking the **“Exit the Database”** button on the welcome screen.

Welcome

## Welcome to the First Grade Portfolio Progress Reporting Database

### Please Log In

Enter your name and employee ID in the fields below.  
Then, choose how you would like to proceed by clicking  
one of the options provided.

First Name

Last Name

Employee ID\*

[\\*Click here for instructions on how to look up your employee ID number](#)

[Campus Administrator Login](#)