

KINDERGARTEN PORTFOLIO PROGRESS REPORTING DATABASE INSTRUCTIONS
UPDATED 9/22/15

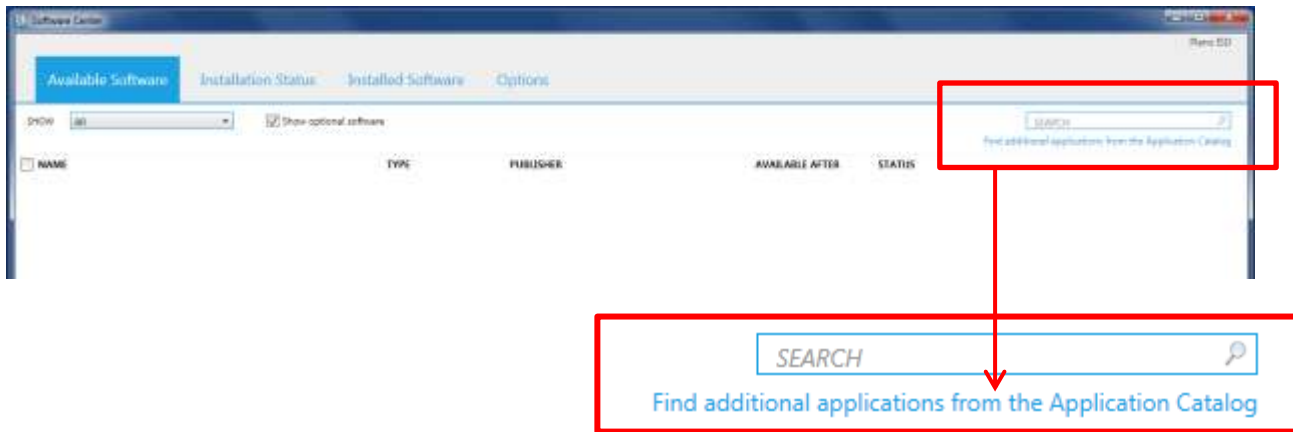
1. Install the Kindergarten Portfolio Database App

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

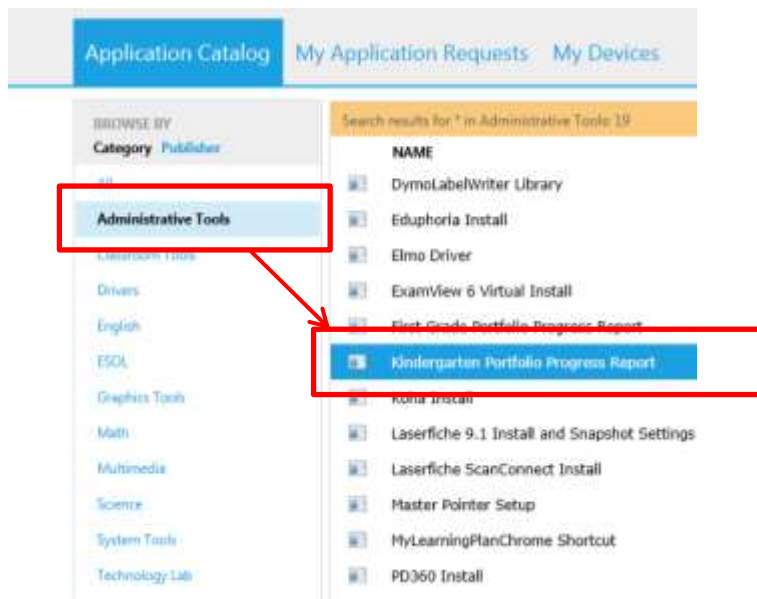
- A. From the blue desktop screen of your computer, double click the icon called “**App Depot**”.



- 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 “**Kindergarten Portfolio Progress Report**”.



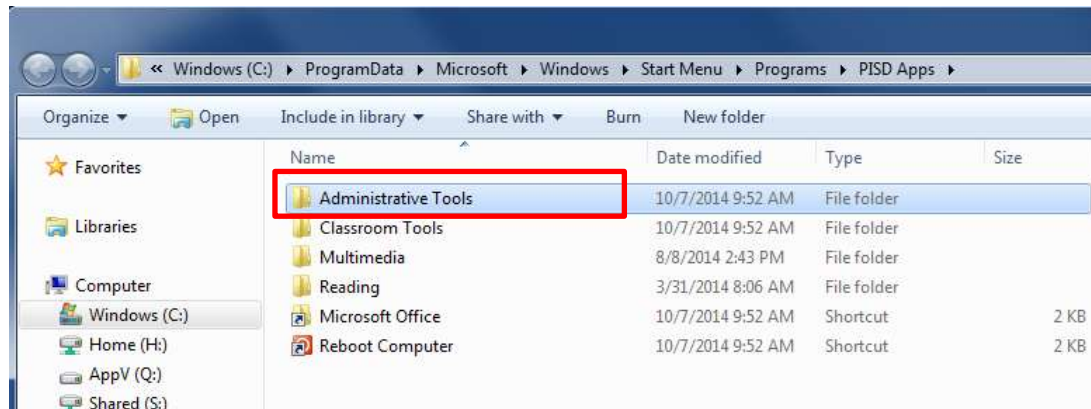
2. Opening the Kindergarten Portfolio Database App

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

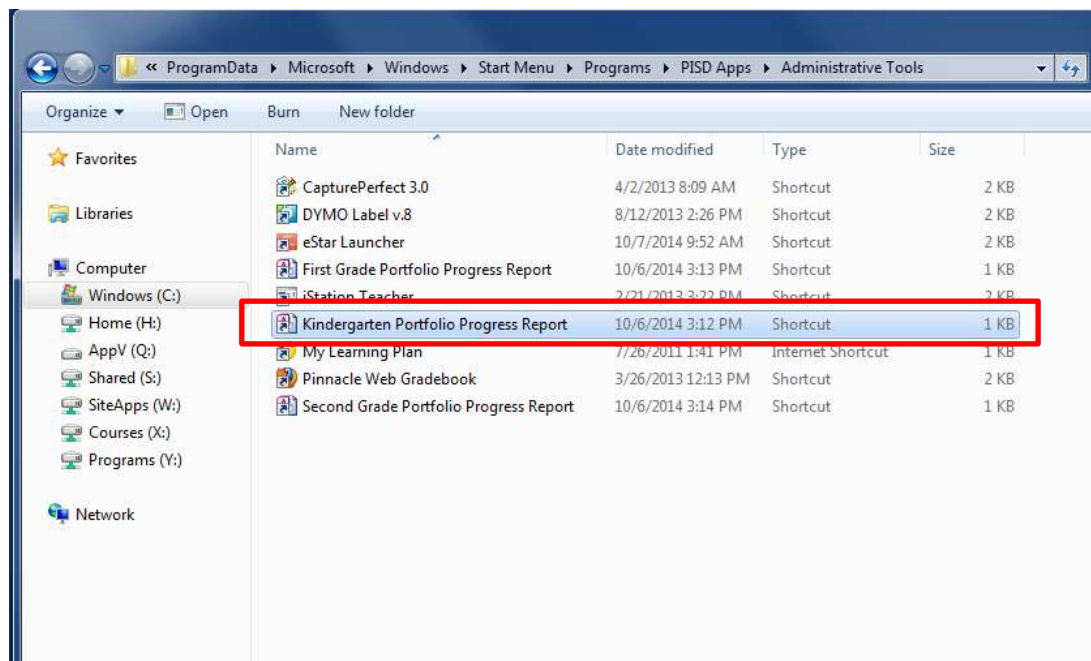
A. From your computer desktop, double-click the icon called “PISD Apps”.



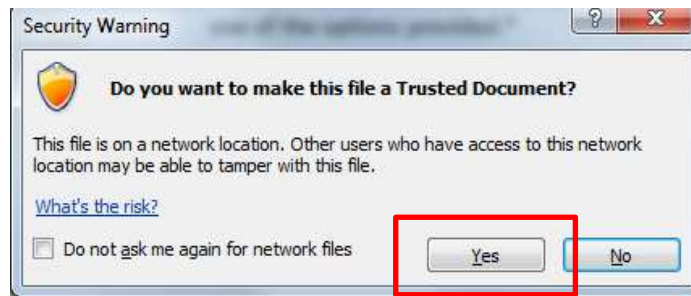
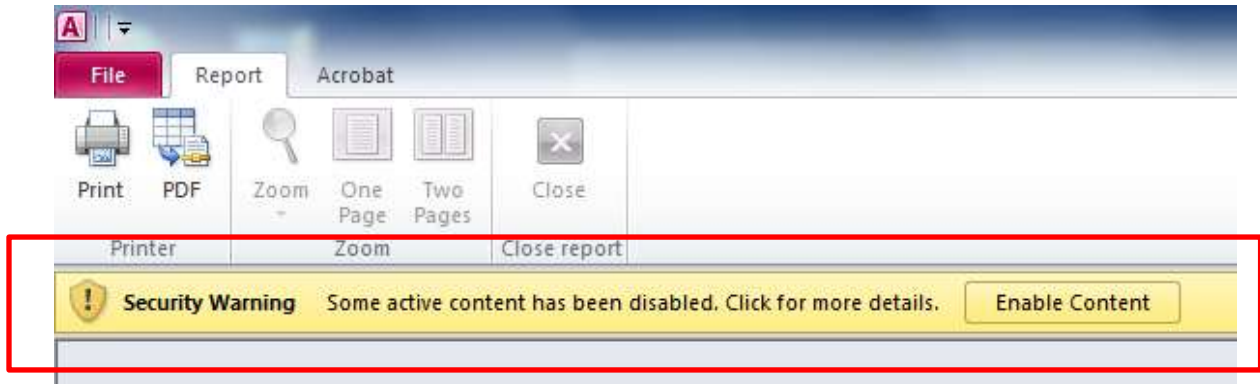
B. Double-click the folder called “Administrative Tools”.



C. Double-click the “Kindergarten 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: Forman

Student ID: 141414 Student First Name: Bruce Student Last Name: Wayne Testing Language: English

Reading/Language Arts ENGLISH Administration Math/Science/Social Studies

Data Entry Form
Teacher: Deanna Madon School: Forman

Student ID: 131313 Student First Name: Tony Student Last Name: Stark Testing Language: Spanish

Reading/Language Arts SPANISH Administration Math/Science/Social Studies

Data Entry Form
Teacher: Deanna Madon School: Forman

Student ID: 111111 Student First Name: Clint Student Last Name: Barton 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. Enter a numeric score or choose from the dropdown box. Fields with dropdown boxes are indicated by a down arrow on the right side of the field. Click the arrow to see the choices and select the appropriate option. **Note: Changes are saved automatically as you enter student data.**

Enter score

	BOY			MOY			EOY			
	K.1	K.2	K.3	1.4	1.6	1.8	1.10	1.14	1.16	2
INFORMAL READING INVENTORY										
Level										
READING/PHONICS										
Identify upper-case letters			/30			19 /30 S	26 /30 N			
Identify lower-case letters			/30			21 /30 S	24 /30 N			
Identify letters sounds			/30			28 /30 S	29 /30 S			
Orally recognize and generate rhyming words										N
Demonstrate one to one matching between a spoken word and a printed word						N				N
Blend letter sounds to read simple words										N
Read high frequency words	0 /29 N					14 /29 N				29 /29 S
Respond to questions about text read aloud						S				S
Recall facts and details from a story read aloud						S				N
HANDWRITING										
Use appropriate grip			5			S				S
Write legibly						S				S
Write upper-case letters	0 /29 N					19 /29 S				20 /29 N
Write lower-case letters	0 /30 N					21 /30 S				29 /30 S
WRITING										
Write own name						N				S
Communicate ideas through writing and drawing						N				N
Dictate or write sentences to tell a story						N				S
Sentence dictation	0 /39 N					11 /39 N				29 /39 S

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

Progress indicator automatically populates

Choose from dropdown boxes



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.”

Student ID	Student First Name	Stu				
111111	Clint	Bar				
Reading/Language Arts ENGLISH Administration		Reading/Language Arts SPANISH Admi				
ASSESSMENTS						
	BOY	MOY	EOY			
Tejas LEE						
CONCEPTS OF PRINT						
	10 /10	D	/10	D	/10	D
GRAPHOPHONEMIC KNOWLEDGE						
Identifies Letter Names	26 /30	D	/30	D	/30	D
Identifies Letter Sounds	30 /30	D	/30	D	/30	D
PHONOLOGICAL AWARENESS						
Identifies Rhymes	1 /5	NE	/5		/5	
PHONOLOGICAL AWARENESS - Syllables						
Blending of Syllables	1 /6		/6		/6	
Segmenting Syllables	2 /6		/6		/6	
Total:	3 /12	NI	/12		/12	
PHONOLOGICAL AWARENESS - Sounds						
Identification of Initial Sounds	5 /8	NE	/8		/8	
Identification of Final Sounds	6 /8	NE	/8		/8	
Blending Sounds	7 /8	D	/8	D	/8	D
WORD READING	4 /10	NE	/10		/10	
LISTENING COMPREHENSION STORIES	6 /6	D	/6		/6	
READING COMPREHENSION STORY 4					/3	
Primary Spelling Inventory						
Feature Points						
MAP - Measures of Academic Progress						
Expected RIT Range	136-142				155-161	
Reading RIT Score	135	NI				
Qualifies for Tier 2 Reading Intervention	1					
Tier 2 Intervention Needed*	No					

D - Developed Skill I - Meets Tier 2 Intervention Criteria
NE - Expected Level NI - Needs Intervention
*See documentation in Comments section

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

Comments
10/26/15: This is my beginning of year comment.
2/26/16: This is my middle of year comment.
3/26/16: 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 to return to the welcome screen. **Note: Changes are saved automatically as you enter student data.**



- 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 Kindergarten 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

- 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 Kindergarten 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](#)

- 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"/> Coulson, Phil	Dual	222222
<input checked="" type="checkbox"/> Fury, Nick	Dual	333333
<input checked="" type="checkbox"/> Grey, Jean	Dual	444444
<input checked="" type="checkbox"/> Hill, Maria	Dual	555555
<input checked="" type="checkbox"/> Jarvis, Edwin	Dual	666666
<input checked="" type="checkbox"/> Kent, Clark	Dual	777777
<input checked="" type="checkbox"/> Odinson, Thor	Dual	888888
<input checked="" type="checkbox"/> Prince, Diana	Dual	999999
<input checked="" type="checkbox"/> Rogers, Steve	Dual	101010
<input checked="" type="checkbox"/> Romanova, Natasha	Dual	121212
<input checked="" type="checkbox"/> Stark, Tony	Spanish	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"/> Coulson, Phil	Dual	222222
<input checked="" type="checkbox"/> Fury, Nick	Dual	333333
<input checked="" type="checkbox"/> Grey, Jean	Dual	444444
<input checked="" type="checkbox"/> Hill, Maria	Dual	555555
<input checked="" type="checkbox"/> Jarvis, Edwin	Dual	666666
<input checked="" type="checkbox"/> Kent, Clark	Dual	777777
<input checked="" type="checkbox"/> Odinson, Thor	Dual	888888
<input checked="" type="checkbox"/> Prince, Diana	Dual	999999
<input checked="" type="checkbox"/> Rogers, Steve	Dual	101010
<input checked="" type="checkbox"/> Romanova, Natasha	Dual	121212
<input checked="" type="checkbox"/> Stark, Tony	Spanish	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.**

Report Switchboard

Select All

My Students		
Name	Language	Student ID
<input checked="" type="checkbox"/> Barton, Clint	Dual	111111
<input checked="" type="checkbox"/> Coulson, Phil	Dual	222222
<input checked="" type="checkbox"/> Fury, Nick	Dual	333333
<input checked="" type="checkbox"/> Grey, Jean	Dual	444444
<input checked="" type="checkbox"/> Hill, Maria	Dual	555555
<input checked="" type="checkbox"/> Jarvis, Edwin	Dual	666666
<input checked="" type="checkbox"/> Kent, Clark	Dual	777777
<input checked="" type="checkbox"/> Odinson, Thor	Dual	888888
<input checked="" type="checkbox"/> Prince, Diana	Dual	999999
<input checked="" type="checkbox"/> Rogers, Steve	Dual	101010
<input checked="" type="checkbox"/> Romanova, Natasha	Dual	121212
<input checked="" type="checkbox"/> Stark, Tony	Spanish	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

- 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.

Pleco ISD Portfolio Progress Report

Kindergarten

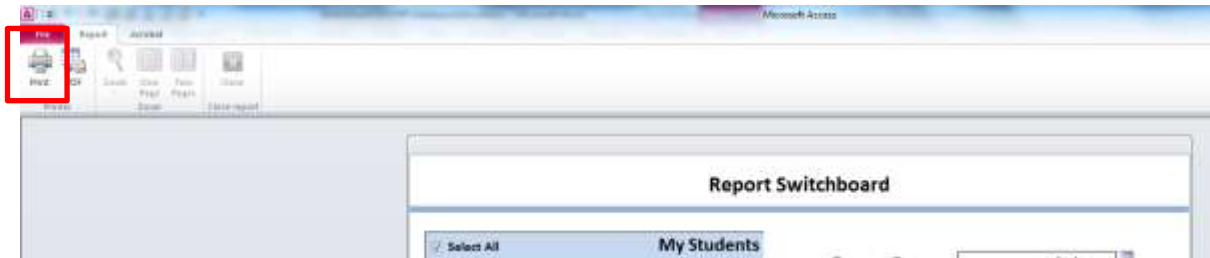
Student Name: Clint Barton Student ID: 111111 Teacher: Diana Prince
Date: 9/14/2015
Reporting Period: BOY Year: 2015-2016

Comments by Reporting Period:

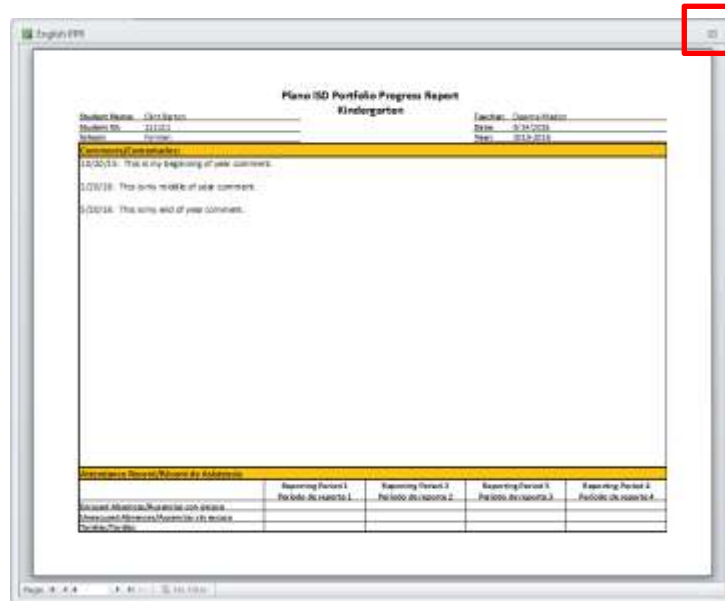
Reporting Period 1	Reporting Period 2	Reporting Period 3	Reporting Period 4

Page: 1 of 4

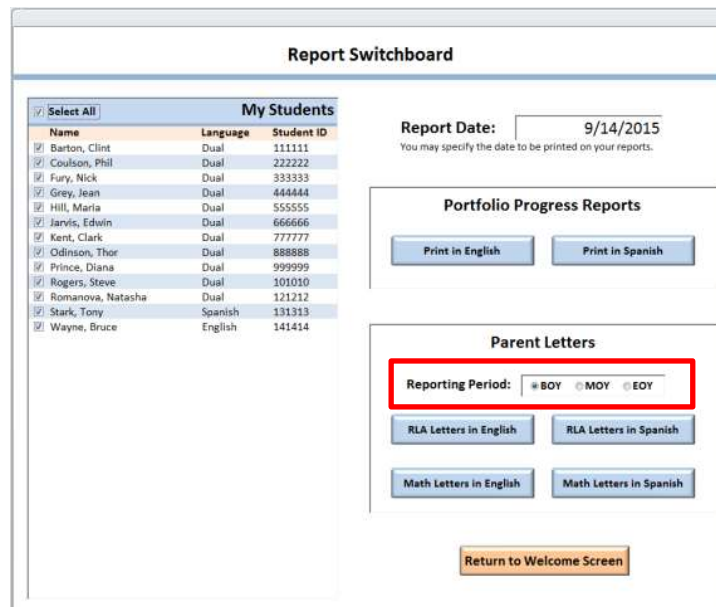
F. Click the **“Print”** button at the top left corner of the screen to print your reports.



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.

Report Switchboard

Select All

My Students		
Name	Language	Student ID
<input checked="" type="checkbox"/> Barton, Clint	Dual	111111
<input checked="" type="checkbox"/> Coulson, Phil	Dual	222222
<input checked="" type="checkbox"/> Fury, Nick	Dual	333333
<input checked="" type="checkbox"/> Grey, Jean	Dual	444444
<input checked="" type="checkbox"/> Hill, Maria	Dual	555555
<input checked="" type="checkbox"/> Jarvis, Edwin	Dual	666666
<input checked="" type="checkbox"/> Kent, Clark	Dual	777777
<input checked="" type="checkbox"/> Odinson, Thor	Dual	888888
<input checked="" type="checkbox"/> Prince, Diana	Dual	999999
<input checked="" type="checkbox"/> Rogers, Steve	Dual	101010
<input checked="" type="checkbox"/> Romanova, Natasha	Dual	121212
<input checked="" type="checkbox"/> Stark, Tony	Spanish	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

- 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.

Report Switchboard

Select All

My Students		
Name	Language	Student ID
<input checked="" type="checkbox"/> Barton, Clint	Dual	111111
<input checked="" type="checkbox"/> Coulson, Phil	Dual	222222
<input checked="" type="checkbox"/> Fury, Nick	Dual	333333
<input checked="" type="checkbox"/> Grey, Jean	Dual	444444
<input checked="" type="checkbox"/> Hill, Maria	Dual	555555
<input checked="" type="checkbox"/> Jarvis, Edwin	Dual	666666
<input checked="" type="checkbox"/> Kent, Clark	Dual	777777
<input checked="" type="checkbox"/> Odinson, Thor	Dual	888888
<input checked="" type="checkbox"/> Prince, Diana	Dual	999999
<input checked="" type="checkbox"/> Rogers, Steve	Dual	101010
<input checked="" type="checkbox"/> Romanova, Natasha	Dual	121212
<input checked="" type="checkbox"/> Stark, Tony	Spanish	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

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

Welcome

Welcome to the Kindergarten 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](#)