

Parent Handbook for Elementary Student Assessment Information
Trumbull Public Schools
2008 – 2009

Trumbull Public Schools administer various assessments throughout the school year in order to fully understand the academic strengths and needs of all students. We constantly review our assessment schedule to ensure the information gained from each assessment is valuable and justifies the necessary testing time.

In this handbook you will find a listing of all elementary school assessments administered during the year. The list is organized by grade level and includes details that enable you to understand the purpose, results, and use of each assessment.

You are able to view your child's assessment results in the Parent Portal section of our online student information database, Infinite Campus. Parents of students who were enrolled in Trumbull Public Schools last year received access codes that allowed for the creation of a user ID and password. Please continue to use this ID and password to access the Parent Portal.

For parents of entering Kindergarten students and anyone else that did not receive an access code, please complete the attached Parent Portal Registration Form and return it to your home school. Upon receipt of the registration form, you will receive an access code via email, along with instructions for creating a user ID and password.

Assessment result availability dates are included in this handbook. While individual assessment results are valuable, they are only one part of a thorough analysis of your child's current academic performance. An understanding of these results coupled with ongoing home-school communication provides a more complete picture.

If you have any questions regarding the assessment schedule, please contact the curriculum department at 452-4336. If you have any questions regarding your child's individual progress, please contact your school.

Sincerely,

Gary Kunschaft
Director of Curriculum, Instruction, and Assessments
Trumbull Public Schools

Parent Portal Registration Form

Please complete one form for each separate household:

Parent Name: _____ Email Address: _____

Home Address: _____

Student Name: _____ School: _____ Grade: _____

Student Name: _____ School: _____ Grade: _____

Student Name: _____ School: _____ Grade: _____

Student Name: _____ School: _____ Grade: _____

****Please return to your child's school.**

Parent Portal Registration Form

Please complete one form for each separate household:

Parent Name: _____ Email Address: _____

Home Address: _____

Student Name: _____ School: _____ Grade: _____

Student Name: _____ School: _____ Grade: _____

Student Name: _____ School: _____ Grade: _____

Student Name: _____ School: _____ Grade: _____

****Please return to your child's school.**

**Elementary Assessment Schedule
Trumbull Public Schools
2008-09**

Kindergarten Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
September	Initial Sound Fluency	Assesses a student's ability to recognize and produce the initial sound in an orally presented word (1 minute timed)	Identify students with automaticity of initial sound concerns	9/8-9/19	0 to 30	8 and above	2-Oct
	Letter Naming Fluency	Students are presented with a page of upper- and lower-case letters arranged in a random order and are asked to name as many letters as they can (1 minute timed)	Identify students with automaticity of letter naming concerns	9/8-9/19	0 to 30	8 and above	2-Oct
	Lower Case Letter Identification	Students produce the letter names of the 26 printed lower case letters	Baseline information for classroom instruction	9/8-9/19	0 to 26	Baseline	2-Oct
	Upper Case Letter Identification	Students produce the letter names of the 26 printed upper case letters	Baseline information for classroom instruction	9/8-9/19	0 to 26	Baseline	2-Oct
	Letter Sound Identification	Students produce the letter sounds of the 26 printed letters	Baseline information for classroom instruction	9/8-9/19	0 to 26	Baseline	2-Oct

Kindergarten Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
October	Rhyme Recognition	Students choose the spoken word that rhymes with the spoken target word	Identify students with literacy-related auditory skill concerns Baseline information for classroom instruction	10/6-10/17	0 to 8	8 = High Proficiency 6 to 7 = Proficiency 5 and Below = Limited Proficiency	31-Oct
	Rhyme Production	Students provide a word that rhymes with the spoken target word	Identify students with literacy-related auditory skill concerns Baseline information for classroom instruction	10/6-10/17	0 to 8	7 to 8 = High Proficiency 3 to 6 = Proficiency 0 to 2 = Limited Proficiency	31-Oct
	Parts to Words	Students combine spoken letter sounds to say a complete word (i.e. c-a-t = cat)	Identify students with literacy-related auditory skill concerns Baseline information for classroom instruction	10/6-10/17	0 to 8	7 to 8 = High Proficiency 2 to 6 = Proficiency 0 to 1 = Limited Proficiency	31-Oct
	Words to Parts	Students state the syllables they hear in the spoken target word, moving a block for each syllable (i.e. raindrop = rain-drop)	Identify students with literacy-related auditory skill concerns Baseline information for classroom instruction	10/6-10/17	0 to 8	8 = High Proficiency 3 to 7 = Proficiency 0 to 2 = Limited Proficiency	31-Oct
	Sounds to Words	Students combine sounds to state a complete word (i.e. c-a-t = cat)	Identify students with literacy-related auditory skill concerns Baseline information for classroom instruction	10/6-10/17	0 to 10	5 to 10 = High Proficiency 2 to 4 = Proficiency 0 to 1 = Limited Proficiency	31-Oct
	Sentences to Words	Students count the number of words in a given sentence, moving a block for each word	Identify students with literacy-related auditory skill concerns Baseline information for classroom instruction	10/6-10/17	0 to 8	7 to 8 = High Proficiency 2 to 6 = Proficiency 0 to 1 = Limited Proficiency	31-Oct

Kindergarten Assessments

Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date	
January	Concepts About Print	Students respond to teacher questions regarding book concepts, directionality concepts, reading concepts, concept of a letter and word, and punctuation marks utilizing a storybook	Analyze behaviors that support reading acquisition	1/5-1/30	0 to 24	18 to 24 = High 8 to 17 = Average 0 to 7 = Low	13-Feb
	Phonemic Segmentation Fluency	Assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently (i.e. cat = c-a-t,) (i.e. land = l-a-n-d) (1 minute timed)	Identify students with decoding concerns	1/5-1/30	0 to 72	18 and Above = At Goal 17 & Below = Below Goal	13-Feb
	Nonsense Word Fluency - Correct Letter Sounds	Students are presented with a page of random nonsense words (e.g., sig, rav) and asked to verbally produce the individual letter sound of each letter or verbally produce, or read, the whole nonsense word. (1 minute timed)	Identify students with decoding concerns	1/5-1/30	0 to 60	13 and Above = At Goal 12 and Below = Below Goal	13-Feb
	Lower Case Letter Identification	Students produce the letter names of the 26 printed lower case letters	Determine progress in skill Plan instruction	1/5-1/30	0 to 26	Progress	13-Feb
	Upper Case Letter Identification	Students produce the letter names of the 26 printed upper case letters	Determine progress in skill Plan instruction	1/5-1/30	0 to 26	Progress	13-Feb
	Letter Sound Identification	Students produce the letter sounds of the 26 printed letters	Determine progress in skill Plan instruction	1/5-1/30	0 to 26	Progress	13-Feb
	Sight Word Identification	Students state printed high-frequency target words	Baseline information for classroom instruction	1/5-1/30	0 to 24	Baseline	13-Feb

Kindergarten Assessments

Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date	
April	Rhyme Recognition	Students choose the spoken word that rhymes with the spoken target word	Determine literacy-related auditory skill progress of students Plan instruction	3/30-4/9	0 to 8	8 = High Proficiency 6 to 7 = Proficiency 5 and Below = Limited Proficiency	1-May
	Rhyme Production	Students provide a word that rhymes with the spoken target word	Determine literacy-related auditory skill progress of students Plan instruction	3/30-4/9	0 to 8	7 to 8 = High Proficiency 3 to 6 = Proficiency 0 to 2 = Limited Proficiency	1-May
	Parts to Words	Students combine spoken letter sounds to say a complete word (i.e. c-a-t = cat)	Determine literacy-related auditory skill progress of students Plan instruction	3/30-4/9	0 to 8	7 to 8 = High Proficiency 2 to 6 = Proficiency 0 to 1 = Limited Proficiency	1-May
	Words to Parts	Students state the syllables they hear in the spoken target word, moving a block for each syllable (i.e. raindrop = rain-drop)	Determine literacy-related auditory skill progress of students Plan instruction	3/30-4/9	0 to 8	8 = High Proficiency 3 to 7 = Proficiency 0 to 2 = Limited Proficiency	1-May
	Sounds to Words	Students combine sounds to state a complete word (i.e. c-a-t = cat)	Determine literacy-related auditory skill progress of students Plan instruction	3/30-4/9	0 to 10	5 to 10 = High Proficiency 2 to 4 = Proficiency 0 to 1 = Limited Proficiency	1-May
	Sentences to Words	Students count the number of words in a given sentence, moving a block for each word	Determine literacy-related auditory skill progress of students Plan instruction	3/30-4/9	0 to 8	7 to 8 = High Proficiency 2 to 6 = Proficiency 0 to 1 = Limited Proficiency	1-May

Kindergarten Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
May	Concepts About Print	Students respond to teacher questions regarding book concepts, directionality concepts, reading concepts, concept of a letter and word, and punctuation marks utilizing a storybook	Determines progress of behaviors that support reading acquisition	5/4-5/15	0 to 24	18 and Above = High 8 to 17 = Average 0 to 7 = Low	29-May
	Lower Case Letter Identification	Students produce the letter names of the 26 printed lower case letters	Determine progress in skill	5/4-5/15	0 to 26	26	29-May
	Upper Case Letter Identification	Students produce the letter names of the 26 printed upper case letters	Determine progress in skill	5/4-5/15	0 to 26	26	29-May
	Letter Sound Identification	Students produce the letter sounds of the 26 printed letters	Determine progress in skill	5/4-5/15	0 to 26	26	29-May
	Sight Word Identification	Students state printed high-frequency target words	Determine progress in skill	5/4-5/15	0 to 24	24	29-May

1st Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
September	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension skills	9/22-10/6	Levels A to Z	Level H and Above by Year's End	17-Oct
	Phonemic Segmentation Fluency	Assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently (i.e. cat = c-a-t, (i.e. land = l-a-n-d) (1 minute timed)	Identify students with decoding concerns	9/22-10/6	0 to 72	35 and Above = At Goal 34 & Below = Below Goal	17-Oct
	Nonsense Word Fluency - Correct Letter Sounds	Students are presented with a page of random nonsense words (e.g., sig, rav) and asked to verbally produce the individual letter sound of each letter or verbally produce, or read, the whole nonsense word. (1 minute timed)	Identify students with decoding concerns	9/22-10/6	0 to 60	24 and Above = At Goal 23 and Below = Below Goal	17-Oct
November	Reading Records	Students identified with reading concerns in September read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress	11/17-11/25	Levels A to Z	Level H and Above by Year's End	12-Dec
January	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress	1/12-1/30	Levels A to Z	Level H and Above by Year's End	13-Feb
May	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress	5/11-5/22	Levels A to Z	Level H and Above	5-Jun

2nd Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
September	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension skills Identify students with concerns	9/22-10/6	Levels A to Z	Level L and Above by Year's End	17-Oct
November	Degrees of Reading Power (DRP)	Students read nonfiction passages on a variety of topics. Where words have been deleted, students are asked to select the correct word for each deletion from a set of multiple-choice options. In order to respond correctly, students must figure out the meaning of the text, using their knowledge of syntax, semantics, and other basic language skills to process text for meaning.	Gain information on students' comprehension skills Identify students with concerns	11/17-11/18	-15 to 99	28 and Above = Goal 21 to 27 = Proficient 20 and Below = Remedial	5-Dec
	Reading Records	Students identified with reading concerns in September read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress Monitor students with concerns	11/17-11/25	Levels A to Z	Level L and Above by Year's End	12-Dec
December	Writing Prompt	Students write in response to a narrative prompt in a 45-minute session	Determine students' writing progress in elaboration, organization, fluency, and specific writing crafts	9-Dec	2 to 12	Baseline	6-Jan
January	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress	1/12-1/30	Levels A to Z	Level L and Above by Year's End	13-Feb

2nd Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
April	Writing Prompt	Students write in response to a narrative prompt in a 45-minute session	Determine students' writing progress in elaboration, organization, fluency, and specific writing crafts	28-Apr	2 to 12	8 and Above	19-May
May	Degrees of Reading Power (DRP)	Students read nonfiction passages on a variety of topics. Where words have been deleted, students are asked to select the correct word for each deletion from a set of multiple-choice options. In order to respond correctly, students must figure out the meaning of the text, using their knowledge of syntax, semantics, and other basic language skills to process text for meaning.	Gain information on students' comprehension progress Identify students with concerns	5/5-5/8	-15 to 99	36 and Above = Goal 29 to 35 = Proficient 28 and Below = Remedial	22-May
	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress	5/11-5/22	Levels A to Z	Level L and Above	5-Jun

3rd Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
September	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension skills Identify students with concerns	9/8-9/26	Levels A to Z	Level O and Above by Year's End	10-Oct
	Writing Prompt	Students write in response to a narrative prompt in a 45-minute session	Determine students' elaboration, organization, fluency, and specific writing craft skills	25-Sep	2 to 12	Baseline	24-Oct
	Mathematics	Students answer a variety of multiple choice and open-ended questions aligned with the current state mathematics standards	Gain information on students' mathematics skills	9/15-9/19	0 to 100%	Baseline	10-Oct
	Otis-Lennon School Ability Test (OLSAT)	Multiple choice, norm-referenced assessment that measures the cognitive abilities that relate to a student's ability to learn in school. The assessment provides a total, verbal, and non-verbal school ability index and percentile rank.	Analyze students' cognitive abilities as they relate to current classroom performance	9/22-9/26	0 to 150	Students vary by ability	December (Upon receipt from assessment department of publishing company)
October	Degrees of Reading Power (DRP)	Students read nonfiction passages on a variety of topics. Where words have been deleted, students are asked to select the correct word for each deletion from a set of multiple-choice options. In order to respond correctly, students must figure out the meaning of the text, using their knowledge of syntax, semantics, and other basic language skills to process text for meaning.	Gain information on students' comprehension skills Identify students with concerns	10/6-10/10	-15 to 99	40 and Above = Goal 33 to 39 = Proficient 32 and Below = Remedial	24-Oct

3rd Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
December	Writing Prompt	Students write in response to a narrative prompt in a 45-minute session	Determine students' writing progress in elaboration, organization, fluency, and specific writing crafts	9-Dec	2 to 12	Progress	6-Jan
January	Reading Records	Students identified with reading concerns in September read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress Monitor students with concerns	1/12-1/30	Levels A to Z	Level O and Above by Year's End	13-Feb
	Mathematics	Students answer a variety of multiple choice and open-ended questions aligned with the current state mathematics standards	Gain information on students' mathematics skills progress	1/5-1/9	0 to 100%	75% and Above	30-Jan
April	Writing Prompt	Students write in response to a narrative prompt in a 45-minute session	Determine students' writing progress in elaboration, organization, fluency, and specific writing crafts	28-Apr	2 to 12	8 and Above	19-May

3rd Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
May	Degrees of Reading Power (DRP)	Students read nonfiction passages on a variety of topics. Where words have been deleted, students are asked to select the correct word for each deletion from a set of multiple-choice options. In order to respond correctly, students must figure out the meaning of the text, using their knowledge of syntax, semantics, and other basic language skills to process text for meaning.	Gain information on students' comprehension progress	5/5-5/8	-15 to 99	47 and Above = Goal 39 to 46 = Proficient 38 and Below = Remedial	22-May
	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress	5/11-5/22	Levels A to Z	Level O and Above	5-Jun
	Mathematics	Students answer a variety of multiple choice questions aligned with the current state mathematics standards	Gain information on students' mathematics skills progress	5/18-5/22	0 to 100%	75% and Above	9-Jun

4th Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
September	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension skills Identify students with concerns	9/8-9/26	Levels A to Z	Level S and Above by Year's End	10-Oct
	Writing Prompt	Students write in response to a narrative prompt in a 45-minute session	Determine students' elaboration, organization, fluency, and specific writing craft skills	25-Sep	2 to 12	Baseline	24-Oct
October	Degrees of Reading Power (DRP)	Students read nonfiction passages on a variety of topics. Where words have been deleted, students are asked to select the correct word for each deletion from a set of multiple-choice options. In order to respond correctly, students must figure out the meaning of the text, using their knowledge of syntax, semantics, and other basic language skills to process text for meaning.	Gain information on students' comprehension skills Identify students with concerns	10/6-10/10	-15 to 99	50 and Above = Goal 42 to 49 = Proficient 41 and Below = Remedial	24-Oct
	Mathematics	Students answer a variety of multiple choice and open-ended questions aligned with the current state mathematics standards	Gain information on students' mathematics skills	10/20-10/24	0 to 100%	Baseline	14-Nov
December	Writing Prompt	Students write in response to a narrative prompt in a 45-minute session	Determine students' writing progress in elaboration, organization, fluency, and specific writing crafts	9-Dec	2 to 12	Progress	6-Jan

4th Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
January	Reading Records	Students identified with reading concerns in September read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress Monitor students with concerns	1/12-1/30	Levels A to Z	Level S and Above by Year's End	13-Feb
	Mathematics	Students answer a variety of multiple choice and open-ended questions aligned with the current state mathematics standards	Gain information on students' mathematics skills progress	1/5-1/9	0 to 100%	75% and Above	30-Jan
April	Writing Prompt	Students write in response to a narrative prompt in a 45-minute session	Determine students' writing progress in elaboration, organization, fluency, and specific writing crafts	2-Apr	2 to 12	8 and Above	5-May

4th Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
May	Degrees of Reading Power (DRP)	Students read nonfiction passages on a variety of topics. Where words have been deleted, students are asked to select the correct word for each deletion from a set of multiple-choice options. In order to respond correctly, students must figure out the meaning of the text, using their knowledge of syntax, semantics, and other basic language skills to process text for meaning.	Gain information on students' comprehension progress	5/5-5/8	-15 to 99	54 and Above = Goal 46 to 53 = Proficient 45 and Below = Remedial	22-May
	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress	5/11-5/22	Levels A to Z	Level S and Above	5-Jun
	Mathematics	Students answer a variety of multiple choice questions aligned with the current state mathematics standards	Gain information on students' mathematics skills progress	5/18-5/22	0 to 100%	75% and Above	9-Jun

5th Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
September	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension skills Identify students with concerns	9/8-9/26	Levels A to Z	Level V and Above by Year's End	10-Oct
	Writing Prompt	Students write in response to a expository prompt in a 45-minute session	Determine students' elaboration, organization, fluency, and specific writing craft skills	25-Sep	2 to 12	Baseline	24-Oct
	Otis-Lennon School Ability Test (OLSAT)	Multiple choice, norm-referenced assessment that measures the cognitive abilities that relate to a student's ability to learn in school. The assessment provides a total, verbal, and non-verbal school ability index and percentile rank.	Analyze students' cognitive abilities as they relate to current classroom performance	9/22-9/26	0 to 150	Students vary by ability	December (Upon receipt from assessment department of publishing company)
October	Degrees of Reading Power (DRP)	Students read nonfiction passages on a variety of topics. Where words have been deleted, students are asked to select the correct word for each deletion from a set of multiple-choice options. In order to respond correctly, students must figure out the meaning of the text, using their knowledge of syntax, semantics, and other basic language skills to process text for meaning.	Gain information on students' comprehension skills Identify students with concerns	10/6-10/10	-15 to 99	55 and Above = Goal 47 to 54 = Proficient 46 and Below = Remedial	24-Oct
	Mathematics	Students answer a variety of multiple choice and open-ended questions aligned with the current state mathematics standards	Gain information on students' mathematics skills	10/20-10/24	0 to 100%	Baseline	14-Nov

5th Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
December	Writing Prompt	Students write in response to a expository prompt in a 45-minute session	Determine students' writing progress in elaboration, organization, fluency, and specific writing crafts	9-Dec	2 to 12	Progress	6-Jan
January	Reading Records	Students identified with reading concerns in September read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress Monitor students with concerns	1/12-1/30	Levels A to Z	Level V and Above by Year's End	13-Feb
	Mathematics	Students answer a variety of multiple choice and open-ended questions aligned with the current state mathematics standards	Gain information on students' mathematics skills progress	1/5-1/9	0 to 100%	75% and Above	30-Jan

5th Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
April	Writing Prompt	Students write in response to a expository prompt in a 45-minute session	Determine students' writing progress in elaboration, organization, fluency, and specific writing crafts	2-Apr	2 to 12	8 and Above	5-May
	Mathematics	Students answer a variety of multiple choice and open-ended questions aligned with the current state mathematics standards	Gain information on students' mathematics skills progress	4/7-4/8	0 to 100%	75% and Above	8-May
	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress	4/20-5/1	Levels A to Z	Level V and Above	15-May
	Degrees of Reading Power (DRP)	Students read nonfiction passages on a variety of topics. Where words have been deleted, students are asked to select the correct word for each deletion from a set of multiple-choice options. In order to respond correctly, students must figure out the meaning of the text, using their knowledge of syntax, semantics, and other basic language skills to process text for meaning.	Gain information on students' comprehension progress	4/28-5/1	-15 to 99	58 and Above = Goal 50 to 57 = Proficient 49 and Below = Remedial	8-May