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A Model Continuous Learning Progress Program Designed for K-6 Students in Easton School District #28

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A MODEL CONTINUOUS LEARNING PROGRESS PROGRAM
DESIGNED FOR K-6 STUDENTS
IN EASTON SCHOOL DISTRICT #28

by

Sara J. McCoy

May, 2000

The purpose of this project was to develop a model continuous learning progress program, aligned with the Washington State Essential Academic Learning Requirements designed specifically for elementary students, grades kindergarten through sixth grade in Easton School District 28, Easton, Washington. To accomplish this purpose, current research and literature concerning serving students in nongraded continuous progress learning programs were reviewed, and assisted in the development of student profiles, student learning plans, learning continuums, and student assessment portfolios.

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CHAPTER ONE

BACKGROUND OF THE STUDY

Introduction

Nearly all children come to their beginning school years wanting to learn and believing that they are capable of learning. Yet within a few years, this eagerness seems to have disappeared for all but a few children. How can this be possible? . . . due to the continuing rapid expansion of knowledge, emphasis must be placed on the skills of learning to learn, rather than on content learning, especially in the early years. (Anderson & Pavan, 1993)

As Anderson and Pavan have stated, most children come to school eager to learn and believing that they are capable of learning. Traditional elementary programs make the assumption that students are all entering school with the same "readiness," background knowledge, and experiences. It is also assumed that they come to school with the same growth potential, to continue learning a predetermined set of skills and knowledge at the same rate as others at the same place in time (Stainback & Stainback, 1984). This

premise is erroneous, and has caused students to lose their natural enthusiasm for learning.

Much has been learned about how young children learn and about the developmental processes in which learning takes place. Just as the infant has reached the markers of sitting, crawling, walking, and speaking at different times, so has the primary student developed the ability to read, write and mathematically solve problems at different rates. In any first grade class, there is a mental readiness span of four years (Fredenburg, 1966). With this knowledge in hand, it can be said that an educational program that allows for individuals to progress at different rates is inevitable if student success is the desired outcome.

Purpose of the Project

The purpose of this project was to develop a model continuous learning progress program, aligned with the Washington State Essential Academic Learning Requirements, designed specifically for elementary students, grades kindergarten through sixth grade in Easton, School District #28, Easton, Washington. To accomplish this purpose, current research and literature concerning serving students in nongraded continuous learning progress programs were reviewed, and assisted in the development of student profiles, student learning plans, learning continuums, and student assessment portfolios.

Limitations of the Project

For the purpose of this project it was necessary to establish the following limitations:

1. Scope: The Continuous Learning Progress Program was developed for the students of Easton Elementary School, Easton School District #28, Easton, Washington.
2. Research: The preponderance of the literature reviewed in Chapter Two was limited to research current in the last ten years. Additionally, select school districts were contacted and invited to submit information regarding continuous progress learning programs unique to their individual schools.
3. Participation: Easton School District employees who assisted the writer (Sara J. McCoy) in planning and implementing the project included members of the Easton Elementary staff including: kindergarten teacher, third and fourth grade teacher, fifth and sixth grade teacher, and the Easton School District superintendent-principal.

Definition of Terms

Significant terms used in the context of this study have been defined as follows:

1. Authentic Assessment: The evaluation of a child's learning in the context of his or her daily work. Authentic assessment can include portfolios, teacher observation, one-to-one or small group questioning, reading aloud, writing or other completed projects. (Fredenburg, 1996)
2. Continuous Progress: A curriculum which allows a child to progress through the curriculum at his or her own rate, without conforming to an externally imposed time limit on learning a fixed amount of subject matter in a fixed amount of time. (Fredenburg, 1996)
3. Developmentally Appropriate Practices: Educational practices that are age and individually appropriate and are matched to the developmental level of the child, rather than expecting a child of a certain age to accomplish a set amount of learning. Recognizes that children of the same age are at widely differing developmental levels, and need to be taught "where they're at." (Fredenburg, 1996)
4. Integrated Curriculum: Learning that combines subjects such as reading, art, math, science, geography, into a single unit; most often theme-based. (Fredenburg, 1996)
5. Learning Styles: The notion that children (and adults) learn in different ways. Formalized by Howard Gardner's theory of

multiple intelligences, but not limited to that theory; learning styles reflect individual differences in students as well as cultural and family influences. (Gardner, 1993)

6. Multiage Continuous Progress Classroom: The practice of

blending two or more grades, four or more chronological ages, staying with the same teacher for more than one year. Multiage practices foster developmentally appropriate instruction and provide a more challenging educational system. (Fredenburg, 1995)

7. Nongradedness: A way of organizing schools so that children progress developmentally on a continuous basis at their own pace. All classrooms have some aspect of gradedness in place and could be considered "less graded." (Anderson & Pavan, 1993)

8. Student Profile: A narrative of a student's learning progress, that specifically defines strengths, accomplishments and areas for growth throughout the curriculum. Student profiles are written periodically and shared with parents to communicate student learning.

9. Student Learning Plan: A written plan designed to direct instruction toward an individual student, based on where he or she is on a learning continuum and to project where the student

will be at a particular date in time in given skills, attitudes and understandings. Learning plans help teachers, students, and parents clarify learning goals appropriate to individual students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND INFORMATION OBTAINED FROM SELECTED SOURCES

Introduction

The review of research, literature and information has been organized to address:

1. Continuous Learning Progress as it relates to learning theory and brain research.
2. The research on retention in the early grades.
3. Aligning the curriculum with the Washington State Essential Academic Learning Requirements.
4. Staff development research on continuous progress learning programs.
5. Summary of information obtained from selected resources.
6. Summary

Continuous Progress Learning as it Relates to Developmental Learning Theory and Brain Research

Although many organizational patterns exist in public education, strikingly, most have been organized by age. For the past 140 years, the graded structure of educational institutions has been the prominent design and has been based on the following assumptions (Stainback & Stainback, 1984):

- that students of the same chronological age are ready to learn the same objectives
- students require the same amount of time in an academic year to master predetermined content
- that students can master predesigned objectives for a grade level for all curricular areas at the same rate

Recent research about child development, how children learn, and the negative effects of retention in the early grades on academic success, has caused educators to take a second look at traditional grade programs (Anderson & Pavan, 1993).

Children enter school with different propensities to learn, different background information, and at different developmental and chronological ages. "There is no unique sequence for all learners, and the optimum in any case, will depend on a variety of factors, including past learning, stage of

development, nature of the material and individual differences" (Bruner, 1966).

Not all children will master first grade curriculum in the course of that year. However, given three years to demonstrate achievement of the specified curriculum expected to be completed by the end of third grade, many more students will be able to do so than if evaluated at the end of each grade (McLoughlin, 1969).

More recently, Gardner (1983) defined intelligence to go beyond the perimeters of mathematical-logical and verbal-linguistic intelligence, which has been the foundation for measuring student success over the past century. Gardner applies equal weight to visual-spatial, musical, kinesthetic, interpersonal and intrapersonal modes of intelligence.

In their review of brain research as related to learning, Caine and Caine (1991) arrived at the following conclusions:

- The human brain performs many operations including parts and wholes simultaneously.
- Learning engages the entire physiology.
- The search for meaning is automatic and occurs through patterning.
- Emotions and cognition cannot be separated.
- Learning involves both focused attention and peripheral perception.

- Learning always involves conscious and unconscious processes.
- Isolated facts and skills require more effort to learn since they are unrelated, but learning related to past experiences allows usage of spatial memory, which is more efficient.
- Learning is enhanced by challenge and inhibited by threat.
- Each brain is unique.

A number of these concepts have indicated that learning is a unique individual process based on a particular person's past experiences, interests, environmental conditions and learning style. Caine and Caine suggested that schools in which brain-based learning took place would reflect environments in which teachers acted as facilitators, "orchestrating immersion" (p. 107) of students in activities, allowing students time for reflective processes about their learning to take place. Wholeness and connectedness of the learning experiences are essential to the process.

In his book, The Unschooled Mind: How Children Think and How Schools Should Teach, Gardner (1991) emphasized that schools reflecting current knowledge about brain research and learning theory would reflect a children's museum model of interactive, constructive and reflective learning.

Anderson and Pavan (1993) outlined what structural changes are necessary in traditional elementary educational systems to promote learning as a seamless continuous process. The authors argued that a nongraded continuous progress school can be effective, only when we unburden

ourselves of many erroneous assumptions about how children learn.

Anderson and Pavan's research concluded that when the inner workings within schools have started to reflect current research on learning theory, classrooms will reflect the diversity of learning styles and levels in such a way that will enhance student learning. In Toward a Theory of Instruction, Bruner (1966) wrote,

Because there is no single ideal sequence for learning, an effective curriculum must contain different ways of activating children, different ways of presenting sequences, different opportunities for some children to ski; parts, while others work their way through.

Bruner suggested that teachers need to observe children to see "what they make of the material and how they organize it" as knowledge of their achievements are insufficient. Gordon (1988) concluded that educational programming based on socioeconomic status, gender, language and culture have been unsuccessful due to the variation within each group. Instead, individual differences such as cognitive styles, motivation, work habits and prior skills and knowledge should direct the course of learning.

Research on Retention in the Early Grades

Because the implementation of retention and promotional policies have conflicted with continuous progress learning, Anderson and Pavan (1993) reviewed a number of major research studies on the subject. A

systematic review of the research literature between 1929 and 1973 was conducted by Jackson (1975). He located thirty original research studies that compared promoted and non-promoted students on achievement and adjustment and concluded

There is no reliable body of evidence to indicate that grade retention increases the possibility for academic success over grade promotion for students with serious academic or adjustment difficulties. (p. 627)

The meta-analysis by Holmes and Mathews (1984) compared retained and promoted students with sufficient data to compute an effect size. They concluded that the promoted groups outperformed the retained groups by the following effect sizes or standard deviation units:

Academic Achievement	+.44
Personal Adjustment	+.27
Self Concept	+.19
Attitude Toward School	+.16

Regardless of such evidence, retention policies continue to be implemented as a remediation approach for failing students.

Those who continue to retain pupils, do so despite cumulative research evidence showing that the potential for negative effects consistently outweighs positive outcomes . . . the burden of proof legitimately falls on the proponents of retention plans to show there

is compelling logic indicating success of their plans when so many other plans have failed. (Holmes & Mathews, 1984)

In a follow-up study by Holmes published in 1989 (Shepard & Smith), nineteen additional studies were reviewed in which the author drew the same conclusions.

In their book, Flunking Grades: Research and Policies on Retention, Shepard and Smith highlighted the following conclusions:

- Retained children perform more poorly on average when they go on to the next grade, than if they had been promoted without repeating a grade.
- Dropouts are five times more likely to have repeated a grade than are high school graduates. Students who repeat two grades have a probability of dropping out of nearly 100 percent.
- Children of Yamamoto's (1980) study of childhood stressors rated the prospect of repeating a grade as more stressful than "wetting in class" or being caught stealing. The only two life events they thought would be more stressful than being retained were going blind and losing a parent. Both high achieving and retained students interviewed by Byrnes (1989) viewed retention as a necessary punishment for being bad in class or failing to learn.

- There are many alternatives to retention that are more effective in helping low achievers. These include remedial help, before and after school programs, summer school, instructional aides to work with target children in the regular classroom, and no-cost peer tutoring. Groups of teachers in some schools have developed staffing teams to work out plans with next grade receiving teachers about how to address the learning difficulties of students who otherwise would have been retention candidates. Some schools place poor performing students on an Individual Education Plan (IEP) akin to that of a Special Education model of intervention.
- The annual cost to school districts of retaining 2.4 million students per year is nearly \$10 billion. Summer school costs approximately \$1,300 per student compared to \$4,051 for a repeated grade.

Aligning the Curriculum with Washington State Essential Academic Learning Requirements

In 1995, the Washington State legislature established the Education Reform Act (RCW 28.A.630.885) to establish common learning goals for all students. The Commission on Student Learning was a committee governed by an eleven-member board, appointed by the governor and the state board of education. The act directed the Commission on Student Learning to

develop and administer the goals of educational reform. The Commission was charged with developing:

- clear challenging academic standards
- standards-based assessments and other ways of measuring student achievement
- an accountability system to hold schools and school systems accountable for results

The newly-developed state standards were based on four state learning goals. Those goals required that students would:

- I. Read with comprehension, write with skill, and communicate effectively in a variety of ways and settings;
- II. Know and apply the core principals of mathematics; social, physical, and life sciences; civics and history; geography, arts; and health fitness;
- III. Think analytically, logically and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and
- IV. Understand the importance of work and how performance, effort, and decisions directly affect career and educational opportunities.

Further work by the Commission on Student Learning produced benchmarks for learning at the fourth, seventh, and tenth grades, in reading,

writing, math, communication, mathematics, science, social studies, health and fitness. These benchmarks outline specific outcomes in learning in both knowledge and process areas (Commission on Student Learning, 1997).

Staff Development Research on Continuous
Progress Learning Programs

The following resources proved essential in the development of the model continuous learning progress program.

The works of Marie Clay (1993) helped the author and co-workers become educated on the process of learning and assessing reading on an ongoing basis to promote the concept of understanding the level at which the child is performing, and responding to the learner at that place.

The National Writing Project authors' (Calkins, 1994; Graves, 1992; Camborne & Turbill, 1994) work with teachers in writing classrooms documented the theory in practice that the steps of learning to write are developmentally based, and writing takes place in phases in which developing writers reach different points or stages at different rates.

Juneau School District developed a language arts portfolio system that was shared willingly by Luann McVey, literacy leader and reading recovery teacher. This material assisted the author and her co-workers in the development of learning profiles, continuums and portfolios. In addition, the author attended a national conference (Reading Recovery and Early Literacy) in Portland, Oregon in November, 1999. The conference information

reaffirmed and supported the author's current knowledge of best practices in early literacy.

The author and her co-workers, in addition to parents and a school board member visited Madrona School in the Edmonds School District and observed a successful model continuous learning program. After the visit, three Easton School elementary teachers attended a workshop presented by Bill Alsdurf and Susan Peterson, two primary teachers who had implemented and worked in the Madrona School program. The Madrona School Multiage, Continuous Progress Program workshop provided a multitude of resource materials for use in developing and managing the program.

Washington State Commission on Student Learning developed the Washington State Essential Academic Learning Requirements Frameworks for Learning (see Appendix A) which were invaluable in the development of the learning continuums.

The First Steps continuums and learning resource materials (Addison Wesley Longman Australia 1994) provided a comprehensive overview of child development in the areas of reading and writing and contributed to the development of the learning continuums.

The author attended the following workshops on authentic assessment practices:

- Performance-based Assessment and Scoring Rubrics (Jay McTighe, 1998)

- Making Rubrics Bloom and Grow (Association for Washington Secondary Principals, 1998)
- Performance Assessment Task Development (Jay McTighe, 1999)
- Portfolio Development (Educational Service District 105, 1997)

Workshops and conferences that additionally assisted the author's work in facilitating the development of the continuous learning progress program in grades K through 6 included:

- Maximizing Learning in Multiage Classrooms (Institute for Educational Development, Seattle, 1996)
- Readers' Workshop: Beliefs Into Action (Lee, Hammond, & Langeman, Spokane, 1997)
- Writers' Workshop: Beliefs Into Action (Lee, Hammond & Langeman, Ellensburg, 1995)
- WORD Conference (International Reading Association, Spokane, 1997)

The project was successful largely due to the curriculum and systems organization knowledge of Easton Superintendent Darell Cain, and the hard work and long hours contributed by my co-workers, Susan Willis (third and fourth grade teacher), Becky Houle (kindergarten teacher), and Jeri Downs (fifth and sixth grade teacher) who helped to research, develop, plan, and execute the program.

Summary of Information Obtained
from Selected Resources

An analysis of the information obtained from the above resources revealed that the following characteristics were generally common to primary continuous progress programs:

1. Since students learn at different rates, it was necessary to have multiage/flexible grouping in order for students to learn in a continuous progress program.
2. Regular authentic assessments and records of student work, gathered systematically (stored in individual portfolios), were necessary to determine where each child was placed on the learning continuums and to decide what still needed to be learned.
3. Periodical parent/teacher/student conferencing was necessary to communicate student growth.
4. Student learning continuums were created and validated by aligning the curriculum with the Washington State Essential Learning Requirements and using this source of alignment in developing the continuum components.
5. Staff members involved in implementing a continuous progress program needed to understand and support the developmental

learning theory which supports the concept of continuous progress learning in order to achieve successful implementation.

6. The involvement of school administration, involved staff

members, parents and community members in the planning stages of the program was paramount for effective implementation.

Summary

The research and literature summarized in Chapter Two supported the following themes:

1. Brain research and developmental learning theory have confirmed that children learn at different rates, with varying propensities to learn different materials based on background experiences, learning styles and abilities.
2. Children in graded systems who have been retained in the early grades have not fared as well academically and emotionally as students at the same achievement level who were promoted with their same-age peers, and that retention has increased the likelihood of dropping out of school in later grades.
3. The 1993 Washington State Education Reform Act (RCW 28A.630.885) which required high learning standards and

specific learning outcomes for all students, included Benchmarks and Frameworks (see Appendix A) which were used to align the curriculum of the continuous progress learning program.

4. Staff development and training in continuous progress learning programs involved staff and community members who researched and visited schools that had implemented successful models, attended workshops and training sessions on multiage practices and authentic assessment practices.
5. Characteristics generally common to selected continuous progress learning programs included: multiage, flexible grouping; authentic assessment systems; regular parent conferences; continuum reporting; and developmentally appropriate practices.

CHAPTER THREE

PROCEDURES OF THE PROJECT

The purpose of this project was to develop a model continuous progress learning program aligned with the Washington State Essential Academic Learning Requirements designed particularly for elementary students, grades kindergarten through sixth grade in Easton School District 28, Easton, Washington. To accomplish this purpose, current research and literature concerning students in nongraded continuous progress learning profiles, student learning plans, learning continuums, and student assessment portfolios.

Need for the Project

The need for this project was influenced by the following considerations:

1. During the 1996-97 school year, the writer (Sara J. McCoy), a first and second grade classroom teacher, was assigned to chair a curriculum committee made up of Easton School District staff and administrators. The task of the committee was to review

academic curriculum and program procedures in the current program, and to look for areas in which improvements could be made in academic achievement for all students.

2. Washington State (1993) had required all Washington State school districts to demonstrate student achievement in the Washington State Essential Academic Learning Requirements in reading, writing and mathematics (RCW 28A.630.885).
3. The author has been an active member of the Easton School District Learning Improvement Team.
4. The task of developing a continuous progress learning program aligned with the writer's past experience, knowledge, and observations of how young children learn.
5. Undertaking this project coincided with the writer's Master of Education studies in Curriculum and Instruction, at Central Washington University, Ellensburg, Washington.

Development of Support for the Project

In response to RCW 28A.630.885, Easton School District, from 1995-1999, had gone through progressive changes toward increasing the quality of student learning. Under the direction of Superintendent Darell Cain, the Easton Elementary School staff began the process of researching and developing a continuous progress learning program in 1996, in

conjunction with aligning the elementary curriculum with the Washington State Essential Academic Learning Requirements.

In the process of becoming familiar with the state's required learning outcomes for students in grades kindergarten through six, it became apparent that the learning component outcomes at the fourth grade and seventh grade benchmark levels in reading, writing, and math would need to be broken down into smaller progressive increments of learning that would precede the final outcome or understanding, and be implemented in the earlier grades.

To accomplish the benchmark requirements for all children, the skills and strategies needed to be defined and categorized in such a way that short-term and long-term goals could be set for each individual student, and progress and accomplishments could be assessed, recorded and reported.

In keeping with the current research reflected in the first two sections of this chapter, the Easton primary staff came to understand that regularly assessing individuals to determine what they know and what they don't know would be a necessary step in developing a continuous progress program.

It was necessary to design a continuum of learning, broken down by grade and developmental level that reflected the outcomes of Washington State's Essential Academic Learning Requirements in reading, writing and mathematics. Dr. Robert Beath was contracted by the Easton School District

to act as a facilitator of this process. School district time was provided for Easton elementary teachers to work together in creating a continuum of learning that fit both with the Washington State Essential Academic Learning Requirements and the staff's research and knowledge about how children develop and learn the core academic skills, strategies and understandings.

The author embarked on research concerning best practices in teaching, and educational systems designed to produce students that were motivated, and engaged as lifelong learners.

The technological revolution forced a shift in a paradigm from teaching students vast amounts of knowledge in the area of content learning to teaching students to be proficient in the skills and strategies that promote independence in learning to read, write, and solve problems. The author's research about learning supported the theory that the structure and design of the traditional primary classroom were not the most conducive to learning for every individual.

The individual encouragement and support of the Easton School District administration and elementary faculty, combined with the author's leadership role in research and curriculum committee work, led ultimately to her decision to apply for admission to graduate studies at Central Washington University and to undertake the project that became the subject of this present study.

Procedures of the Project

The writer undertook the following procedures to develop a model continuous progress learning program for elementary students in grades kindergarten through sixth grade in the Easton School District.

1. In the winter of 1997, representatives from the Easton School staff, along with some active parent volunteers and a school board member, visited Madrona School in Edmonds School District in Washington State cited in The Multiage Handbook: A Comprehensive Resource for Multiage Practices (Fredenburg, 1996). All of the multiage schools profiled in this book embraced a common philosophy of multiage continuous progress learning that is backed by Pavan and Anderson's findings (1993) that the majority of studies found that students performed better academically and were mentally healthier in multiage classrooms. Also, in nongraded environments, boys, African Americans, underachievers and students of lower socioeconomic status performed better and felt more positive about themselves in school. The longer students stay in nongraded programs, the greater their improvement in achievement scores.
2. Some Easton Elementary staff members and parent volunteers visited the Concrete School District and attained first-hand

knowledge of a continuous progress program that had been designated as an exemplary school in Washington State as a pioneer project, funded by the Annenberg Foundation.

3. The author visited The Pioneer School (a private multiage school in Spokane), and brought back samples of student portfolios in grades one and two to share with the Easton staff.
4. The author was a member of the Easton District Assessment Team for the past three years, and attended several workshops and seminars which included, Performance-based Assessment (Jay McTaige), Portfolio Development (Brynn Matsen, ESD 105), and Developing Rubrics (AWSP).
5. Through researching what tools other schools were using to assess reading in the early grades, the author became familiar with the Developmental Reading Assessment (Beaver, 1997), an observational survey which has proven to be a valuable tool for the ongoing assessment of individual growth in reading in the early grades. The DRA is administered by observing a student read a passage of text to determine strategies and skills the reader is using or not using, and to calculate the accuracy level of his or her reading vocabulary to determine the appropriate instructional level of reading for optimum growth.

6. Easton School District purchased copies of The Multiage Handbook: A Comprehensive Resource for Multiage Practices (Fredenburg, 1996), which included profiles of thirteen public and private schools across the nation that had successfully implemented multiage continuous progress learning programs.
7. These books were distributed among the staff for reading and reflection while in the process of designating a primary program that would fit the needs of Easton School District. Articles included in this resource reinforced the benefits of peer tutoring, cross-age learning, teacher teaming, developmentally appropriate practices, cooperative learning and integrated studies fostered by multiage systems.
8. Other current books and articles on the subject were obtained and shared with staff members in order to gain information on the pros and cons of developing a nongraded continuous progress program.
9. The reading generated discussions between the primary teachers and superintendent/principal that concluded that a multiage continuous progress program would increase student learning, and that a small school setting was an ideal environment for the implementation to be successful.

10. The author co-facilitated a meeting of parents and community members to learn about and address issues and concerns of continuous progress learning programs.
11. Resources were requested from Juneau School District in Juneau, Alaska, and a final draft of a Language Arts Learning Continuum and Portfolio design were shared. This resource included models of reading and writing continuums, sample learning profile narratives, and predetermined selected items for portfolio assessment at each grade level in the primary grades.
12. Schools and school districts that were contacted and solicited for information pertaining to the development of the program included:

Bellingham School District Bellingham, Washington	Pioneer School Spokane, Washington
Concrete School Concrete, Washington	Selah School District Selah, Washington
Ferndale School District Ferndale, Washington	Toppenish School District Toppenish, Washington
Juneau School District Juneau, Alaska	Wenatchee School District Wenatchee, Washington
Madrona School Edmonds, Washington	
13. The author and Easton elementary teachers used the aforementioned resources in conjunction with the aligned

Essential Academic Learning Requirements to create the learning continuums that were used for tracking, and recording student progress in the areas of reading, writing and mathematics.

14. The committee designed the criteria necessary for a written student profile (narrative) that would report student progress in reading, writing and math. The profile would include a summary of the student's placement on the learning continuum in the academic areas, observations about learning styles, areas of strength, assessment results, needs for growth in academics and social adjustment.
15. The author and co-workers developed criteria for ongoing portfolio assessment. Selections of student work in reading, writing and math would be placed in individual student portfolios in the fall, winter and spring to document the individual student's growth through assessment pieces and samples of student work. The portfolio would stay in the classroom of the student's current teacher and be passed to successive teachers as the students matured through the program. The student profile would be shared with the parent or guardian two times a year, at the end of first and fourth quarter.

16. A schedule was developed for teachers to meet with parents and students in the fall to present a student profile and learning plan, and again the spring to report student progress through the portfolio components.
17. The outline components and philosophy of the program were presented to the school board for approval and were officially approved as a means of tracking, recording and reporting student progress in grades kindergarten through sixth grade.

Implementation and Assessment of the Project

The continuous progress program developed for students in Easton School District was implemented in four classrooms (a multiage first and second grade classroom, a kindergarten classroom, a multiage third and fourth grade classroom and a fifth and sixth grade classroom) in the fall of the 1997-98 school year through the present time. A student learning profile and learning plan was created by the classroom teacher (see Appendix B) for each individual student based on the assessment of student progress on the learning continuums in reading, writing and mathematics by October of 1997.

In the fall of each school year, teachers held teacher-parent-student conferences and informed parents and guardians of their child's placement on the learning continuum by sharing the student profile and learning plan. The student and teacher presented pieces of student work and assessments

from the student portfolio to demonstrate where the student was placed on the learning continuums. A second purpose for the conference was to communicate to the parent the expectations for learning outcomes for their child in each of the three academic areas (reading, writing, and mathematics) for the school year. The conferences provided opportunities for input from the student and the parents about learning expectations and performance.

One other conference took place, in the spring of the school year, in which the teacher and the student shared continuous progress learning results with the parents or guardians of the child. At these conferences, the teacher and student shared student work and assessment pieces which were documented in the student assessment portfolio as evidence of student placement on the continuums. Parents were given a copy of the updated student profile and learning continuum at each conference. Parents were also invited to pose questions and concerns and to give general feedback about their own child's school performance.

Student assessment pieces and continuum documentation revealed growth in all three academic areas. Students varied in rate of development along the continuum, and students that showed significantly limited progress were analyzed further for learning intervention plans. Teacher information for individual academic growth increased considerably, which assisted teachers in planning and modifying program and instructional materials.

Easton School District elementary teachers and the school superintendent have continued to evaluate the program and build on its effectiveness through updating the continuums with the new Washington Learning Frameworks (see Appendix A) and current information of assessment practices. In the fall of 1998, two committees were formed to design learning improvement action plans in reading and in math as a result of goals set forth by Easton School's Learning Improvement Team, and District Assessment Team. The author has been a member of both committees and has continued to work on further development of the continuous progress learning program in the Easton School District.

CHAPTER FOUR

THE PROJECT

The model continuous learning progress program, aligned with the Washington State Essential Academic Learning Requirements and designed specifically for elementary students, grades kindergarten through sixth grade in Easton School District #28, which was the subject of this project has been presented in Chapter Four in five units including:

Unit One:	Program Description
Unit Two:	Student Assessment Portfolios
Unit Three:	Student Learning Profiles and Learning Plans
Unit Four:	Student Learning Continuum
Unit Five:	Reporting Student Progress to Parents/Intervention

CONTINUOUS LEARNING

PROGRESS PROGRAM IN

EASTON SCHOOL

FOR GRADES K-6

EASTON SCHOOL DISTRICT

EASTON, WASHINGTON

Sara J. McCoy - First and Second Grade Teacher

May, 2000

Unit One

Program Description

Overview and Description of the Program

The continuous progress learning program is designed to identify where students are placed on an academic learning continuum, and track their progress through time using specific tools to document progress in reading, writing, and mathematics. Each student is assessed at the beginning of the school year and documentation of academic placement on the learning continuums is collected in a systematic manner in a student portfolio. This information allows the teacher to make reasonable projections about student learning for the course of a school year. A narrative is then written by the teacher which synthesizes the information and becomes the student's "road-map to progress." This piece includes a student profile and a student learning plan. The information is shared with parents in order to help them become partners in the education of their children.

Throughout the school year, observation and assessment information is recorded on the learning continuums which are also stored in

the student portfolio. These, in addition to district, state, classroom assessment pieces, and student work samples become the documentation of student learning progress throughout the year.

Parent-teacher-student conferences take place twice each year, in the fall and in the spring, for the purpose of reporting student progress.

Parents are also updated on their child's progress each quarter with an updated student continuum in each of the three academic subject areas, reading, writing, and mathematics.

Unit Two

Student Assessment Portfolio Documentation

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Student Assessment and Portfolio Documentation

Unit Overview

The Student Assessment and Portfolio Documentation Unit describes the tools used for assessing elementary students in reading, writing, and math, and summarizes the use of the student assessment portfolio to document student progress. In this unit, the author will describe the tools that the teacher uses to assess the individual student in reading, writing and mathematics and the practice of documenting student assessment pieces and student work in a portfolio system.

The Portfolio

The portfolio is intended to be a continuous documentation of student progress over time. The portfolio pieces are stored in a three-inch, three-ring binder in the student's classroom beginning when a child enters the program and continuing through the elementary grades. When a child moves on to another classroom (e.g., from kindergarten to first grade), the portfolio moves with him or her to document academic progress from the previous grade(s). The portfolio includes:

- student profiles (fall and spring)
- student learning plans (fall)
- learning continuums in reading, writing and mathematics
(updated four times a year)

- student work samples
- student assessment pieces

Reading Assessment

At grades kindergarten through third grade, students are individually assessed in reading using the Developmental Reading Assessment (DRA). This tool is an observational survey which is administered with a set of leveled books (levels A-44). The book levels start at very emergent reading level (two words to a page), and progress gradually to a high fifth grade reading level. The Assessment addresses reading accuracy, fluency, and comprehension. The teacher chooses the level of text that most closely approximates her prediction of the student's reading level, and after the teacher has given the student some brief background about the text, the student is asked to read it. The teacher then takes a running record of the student's reading, recording miscues and self-corrections. The teacher takes notes on what strategies the student uses to decode text. After the student has completed reading the section, the teacher asks questions to determine the student's level of comprehension. Additional texts (more or less difficult) are administered to determine the student's "just right" level of reading material which falls between 94-96% accuracy with sufficient comprehension. The book level determined to be the student's instructional level of reading is

then placed on a graph of reading progress to be placed in the student portfolio.

Teacher observations about the student's reading may be noted in the student profile, and a copy of the observational survey is stored in the portfolio. The DRA is administered three times a year, starting in the spring of the kindergarten year. Students who progress slowly or fall below grade level expectations in reading are assessed more frequently.

Second grade students are also administered The Washington State Second Grade Reading Assessment in the fall, and the STAR computerized reading assessment three times a year in conjunction with the DRA. The STAR assessment is a cloze method using a set of multiple choice words to fill in the word with the most correct meaning in a series of unrelated sentences. The student reads a sentence; chooses a, b, or c and pushes "Return" to move to the next sentence. The level of reading becomes successively more or less difficult based on the student's ability to answer previous test questions. The computer scores the child's reading level based on the information provided. The STAR reading assessment results are placed in the student portfolio.

Kindergarten and first grade students are also assessed using Marie Clay's assessment tools for letter identification and sight word identification. Very emergent readers are administered Marie Clay's "Concepts of Print" which helps identify the student's understanding of basic attentions to

reading such as letters, words, left to right/up and down orientation, beginning and end of book.

The Qualitative Reading Inventory, another reading observational survey geared toward assessing upper elementary students in reading is administered three times a year in grades four through six. This test provides grade level information for both fictional and informational text.

Upper elementary students are also administered the STAR reading assessment three times a year. Fourth grade students participate in the Washington State Assessment of Student Learning (WASL) in reading. Third and sixth grade students are administered the Iowa Test of Basic Skills (ITBS) each year.

Writing Assessment

Writing assessment in grades kindergarten through second grade are collected through samples of student work. Teacher observational notes and student work samples are combined to assess placement on the developmental writing continuum. As outlined in the Washington State Essential Academic Learning Requirements, students are expected to reach specific competencies in writing at each grade level. Students in the continuous progress learning program are given authentic writing tasks in a variety of forms throughout the year. They are introduced to the writing process, and gradually become familiar with revising and editing their work.

The teacher selects specific pieces of work in a variety of writing forms that demonstrate progress along the writing continuum. Forms of writing may include journal entries, book logs, poems, stories, letters, lists, and reports. Emerging and developing writers generally need a lot of assistance in developing a piece of writing and are not assessed formally on independent writing.

The teacher also administers a writing survey to the first and second grade students three times a year, in which they self-assess their own strength and areas for growth in writing.

Informal writing conferences take place throughout daily writing sessions. During this time the teacher makes and records observations and gathers information about individual student writers. These observations may be noted in the student profile or on the learning continuum.

District assessment requires that students in fourth through sixth grade are given a writing prompt and scored on a six-trait rubric once a year. Additionally fourth and seventh grade students participate in the WASL.

Math Assessment

Students in grades kindergarten through second grade are assessed regularly through a variety of classroom assessment tools (see Appendix). These include:

1. A locally-developed performance assessment administered three times a year (grades K-2).
2. The Addison-Wesley curriculum midyear and end of year cumulative math assessments (grades K-6).
3. Ongoing teacher observation (grades K-6).
4. Read it Draw it Solve it (Dale Seymore Publications) (grades K-3, performance problem-solving activities).

The classroom teacher uses these sources to assess student achievement in the “Essential Academic Learning Requirement” strands of mathematics, as framed in the math learning continuum.

Fourth grade students are assessed with WASL and third and sixth grade students take the ITBS.

Student Work Samples

Student work samples in reading, writing, and mathematics are collected and stored in individual student files in the classroom throughout the school year. At the time of each reporting period, the teacher selects work samples that represent student accomplishments on the learning continuum to be included in the assessment portfolio and shared at the teacher-parent-student conference. These work samples may include various forms of completed writing, or writing-in-process, problem-solving math activities, self-assessment, student goals and reading response work. The

purpose of the student work samples is to support the documentation of student growth on the learning continuum through representation of authentic student work.

Unit Three

Student Profiles and Learning Plans

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Unit Overview

The Student Profile and Learning Plan Unit describes how and for what purpose a student profile is written based on teacher observation and formal and informal assessments of student work. It includes the components of a learning profile and the student learning plan. Samples of student profiles and learning plans are included in the unit.

Student Profiles

A student profile is written by the end of fall quarter (or the first reporting period), by the teacher about each individual student in the classroom. The student profile is a narrative designed to approximate as closely as possible where an individual falls on the learning continuums and to report academic strengths and areas of challenge for each student. The profile includes teacher observations, assessment data, and any other information regarding preferred learning styles or "intelligences" that will help assist the teacher in designing an effective learning program for each student. The profile is written by the teacher after a four to six week period of observing and collecting assessment data at the beginning of the school year. The learning profile is shared with the student's parent(s) or guardian(s) at the fall conference, and updated and shared again at a spring conference. Three copies of the learning profile are made. One is placed in

the student assessment portfolio, one is given to the student's parent(s) and one is placed in the student's permanent records file.

Individual Learning Plans

An individual learning plan is a written narrative designed to outline the expected learning outcomes for each student in reading, writing and mathematics. The learning plan is written by the teacher based on the assessment and observational data gathered in the student profile. Learning plans are written at the beginning of each school year, shared at the first parent conference and placed in the student's assessment portfolio. This learning plan can be referred to throughout the year when planning individualized instruction, and again at the end of the school year when assessing student progress. The learning plan is divided into sections for reading, writing and mathematics. An additional section may be written for social skills, if applicable.

Unit Four

Learning Continuums

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Unit Overview

Learning continuums are designed and formatted to collect information on specific increments of student learning as outlined by the Washington State Essential Academic Learning Requirements. Specific learning components on a learning continuum include skills, strategies, knowledge/comprehension, and attitudes in each of the three academic learning areas, reading, writing and mathematics. The continuum accommodates that individuals are learning at different rates and do not always progress in their learning in the same chronological order. When observational and/or assessment pieces indicate that a student has achieved or accomplished a skill or understanding on the learning continuum, it is recorded and dated. The classroom teacher uses the information on the learning continuums when he or she designs or updates a student profile. Learning continuums are updated and shared with parents four times each school year.

Name _____
 School Year _____

Easton School District
 Reading Continuum
 Emergent / Kindergarten

Reading Continuum	Assessment Tools
Skills and Strategies	
_____ Identifies own name in print	Observation Checklist
_____ Names letters and knows letter sounds	Marie Clay Letter Identification
_____ Begins to make the connection between letter sounds, sequences and words	Marie Clay Writing Vocabulary Observation Sheet
_____ Understands how books work e.g. top, bottom, spine, cover, back, left to right	Concepts of Print Assessment
_____ Begins to use reading strategies e.g. picture cues, letter sounds, break into word parts, skips...reads on, meaningful substitutions, asks someone, reruns, recognizes need for correction	DRA Observation Guide
_____ Begins to identify initial and final consonant sounds	Marie Clay Hearing and Recording Sounds in Words Student Sheet
_____ Matches spoken and written word	Marie Clay Hearing and Recording Sounds in Words Student Sheet or Writing Vocabulary Student Sheet
_____ Identifies repetition of sounds, words or phrases	Observation Checklist
_____ Develops memory for text	Observation Checklist
_____ Reads labels and captions around the room	Observation Checklist
_____ Reads and follows simple directions and symbols	Observation Checklist
_____ Rereads to gain confidence and pace in known text	Observation Checklist
Comprehension	
_____ Pretends to read using picture cues	Comprehension Rubrik
_____ Retells familiar story in sequence	Comprehension Rubrik
_____ Recognizes some words in different contexts	Comprehension Rubrik
_____ Identifies beginning, middle and end of a story	Comprehension Rubrik
_____ Connects character with action (What did _____ do?)	Comprehension Rubrik
Attitudes And Behaviors	
_____ Participates in the oral reading of familiar stories, poems and songs	Behavior Observation Checklist
_____ Listens to and experiences a variety of books and authors	Behavior Observation Checklist
_____ Shares favorite reading selections with others	Behavior Observation Checklist
_____ Interacts with computer software with assistance	Behavior Observation Checklist
_____ Explores new reading materials, fiction and nonfiction, everyday	Behavior Observation Checklist
_____ Asks for nonfiction, as well as, fiction books to be reread	Behavior Observation Checklist
_____ Returns to read and/or review favorite books	Behavior Observation Checklist
_____ Responds to acknowledgment and encouragement	Behavior Observation Checklist

READING SKILLS A STRATEGIES
OBSERVATION CHECKLIST

STUDENT:

DATE:

COMPONENT

Yes

No

Documentation

- Identifies own name in print-
- Identifies repetition of sounds, words or phrases-
- Develops memory for text-
- Reads labels and captions around the room (in centers, and displays)-
- Reads and follows simple directions and symbols-
- Rereads to gain confidence and pace in known text-

READING COMPREHENSION RUBRIK

STUDENT:

DATE:

COMPONENT	5	3	1
Pretends to read using picture cues-	Uses picture cues and another reading strategy.	Uses picture cues.	Improperly uses picture cues.
Retells familiar story in sequence-	Retells in sequence and adds details.	Retells in sequence.	Retells, but not in sequence.
Recognizes some words in different contexts-	Recognizes 8-10 words.	Recognizes 4-7 words.	Recognizes 1-3 words
Identifies beginning, middle and end of a story-	Identifies beginning, middle, and end with no prompts.	Identifies beginning, middle and end, with minimal prompts.	Identifies beginning, middle or end.
Connects character with action (What did ____ do?)-	Connects character with action and adds specific details.	Connects character with action, but does not add details.	Incorrectly connects character with action.

The standard for successful completion of these components is a 3 average.

READING ATTITUDES
OBSERVATION CHECKLIST

STUDENT:
DATE:

<u>COMPONENT</u>	<u>5</u> <u>ALWAYS</u>	<u>3</u> <u>SOMETIMES</u>	<u>1</u> <u>NEVER</u>
● Participates in the oral reading of familiar stories, poems and songs-			
● Listens to and experiences a variety of books and authors-			
● Shares favorite reading selections with others-			
● Interacts with computer software with assistance-			
● Explores new reading materials, fiction and nonfiction, everyday-			
● Asks for nonfiction, as well as, fiction books to be reread-			
● Returns to read and/or review favorite books-			
● Responds to acknowledgment and encouragement-			

The standard for successful completion of these components is a 3 average.

Beginning/ Grade 1 Reading Continuum

Comprehension Rubric

Name _____

Date _____

	5	3	1
• Identifies some traits of characters and recognizes setting of story that is told and with detail	consistently with detail	characters but not setting	does not recognize characters or setting
• Identifies fiction and nonfiction text	consistently	begins to	has not demonstrated
• Retells, recalls, or recounts some details of text	consistently	begins to with prompting	rarely or not at all
• Recounts 3 or 4 steps of a procedural text or of information	can recount 3-4 steps	can recount 1- 2 steps	can not recount information items
• Retells or recounts stories and sequences of 3 or 4 incidents accurately	can retell 3-4 incidents accurately	1-2 incidents in order with minor distortions	can not recount incidents accurately
• Identifies consequences of actions	consistently with some detail	occasionally	rarely or not at all
• Begins to read beyond text and make inferences	frequently	occasionally	rarely or not at all

Name _____

Date _____

**Beginning Reading / Grade 1
Skills/Strategies**

	Observational	Check list	Performance documentation notes
• Knows that letter symbols form words	observed_____	not observed_____	
• Uses initial, final, and sometimes medial sounds to predict as well as confirm text	observed_____	not observed_____	
• Continues to use reading strategies to predict and confirm:			
picture cues_____	observed_____	not observed_____	
letter sounds_____	observed_____	not observed_____	
Begins to use other reading strategies:			
break word into parts_____	observed_____	not observed_____	
skips..reads on_____	observed_____	not observed_____	
meaningful substitutions_____	observed_____	not observed_____	
asks someone_____	observed_____	not observed_____	
recognizes need for			
correction_____	observed_____	not observed_____	
reruns_____	observed_____	not observed_____	
• Finds more than one piece of information related to a specific topic	observed_____	not observed_____	
• Interacts with pre-installed computer program and uses basic operation skills	observed_____	not observed_____	
• Associates sounds with letter clusters as well as individual letters	observed_____	not observed_____	
• Uses s, ed, -ing, er, and est endings	observed_____	not observed_____	
• Identifies alliteration, rhyme, and repeated or alternating patterns	observed_____	not observed_____	
• Increases sight vocabulary, especially of basic vocabulary	observed_____	not observed_____	

Easton Elementary
Reading Continuum /Beginning; grade 1
Name _____

School year _____

Observation Checklist Rubric

Notes

Attitudes/Behaviors

- | | | | |
|--|------------|-----------|--------|
| • Responds to literature through activities such as retelling, dramatizing, book talks, etc. | frequently | sometimes | rarely |
| • Shares personal stories and events | frequently | sometimes | rarely |
| • Shares favorite reading materials and encourages others to read them | frequently | sometimes | rarely |
| • Selects high interest material to explore topic | frequently | sometimes | rarely |
| • Makes connections between books and real life experiences | frequently | sometimes | rarely |
| • Initiates own reading and rereads to gain pace | frequently | sometimes | rarely |
| • Explores a variety of reading material and text features every day | frequently | sometimes | rarely |

Developing/ Grade 2 Reading Continuum

Name_____

Comprehension Rubric

Date_____

	5	3	1
• Makes inferences from illustrative and contextual details	Both from pictures and context	Makes inferences from pictures	Seldom makes inferences
• Understands the importance of the sequence of events or information	Clearly retells sequence of events	Retells with sequence of events	Retells events out of sequence
• Recalls specific events, ideas or information to explain meaning or reaction to text	Recalls specific ideas and explains meaning or reaction to text	Explanations make sense , but detail is limited	Attempted explanations unclear
• Copes with a number of characters, scene changes within a text	Easily	With assistance	Has difficulty

Easton Elementary
Reading Continuum/ Developing; Grade 2

School Year _____

Name _____

	Observed	Not Observed	Notes
Skills and Strategies:			
• Integrates reading strategies to figure out words and meaning in text	_____	_____	
• Begins to self correct	_____	_____	
• Begins to use organizers such as:	_____	_____	
titles_____			
page numbers_____			
chapters_____			
captions_____			
alphabetizing_____			
table of context_____			
index_____			
• Begins to use some organizational features of computers	_____	_____	
• Identifies a strategy to monitor reading progress	_____	_____	
• Uses increased knowledge of letter cluster syllabification affixes, roots, and compound words for predicting and/or confirming text	_____	_____	
• Copes with more specialized vocabulary and figurative language	_____	_____	
• Shows awareness of multiple meanings of some words	_____	_____	
• Summarizes text or content of illustrative material for a specific purpose	_____	_____	
• Locates information in a range of texts and illustrations to answer problems of pursue a topic	_____	_____	
• Uses dictionaries and glossaries to check meaning and spelling	_____	_____	
• Compares forms of writing	_____	_____	

Easton Elementary
Reading Continuum/ Developing; Grade 2
Name_____

School year_____

Observation Check List

Attitudes/Behaviors

Performance Observation Notes

- | | | | |
|---|------------|-----------|--------|
| • Reads self selected text with confidence | frequently | sometimes | rarely |
| • Shares personal stories and events which include relevant details | frequently | sometimes | rarely |
| • Describes reactions to books and considers ideas of others | frequently | sometimes | rarely |
| • Spends time with reading material everyday | frequently | sometimes | rarely |
| • Initiates own reading for information as well as pleasure and often returns to continue reading or to locate a specific section | frequently | sometimes | rarely |
| • Shares with others about what makes a good reader | frequently | sometimes | rarely |
| • Continues to respond to literature through activities such as retelling dramatizing, visual art activities book talks etc. | frequently | sometimes | rarely |

Easton Elementary
Reading Continuum/ Expanding: Grade 3

Comprehension Rubric

	5	3	1
<ul style="list-style-type: none"> Reads, discusses and responds to a variety of literature through a variety of activities 	Reads, discusses, and responds to three or more genres through a variety) of activities, e.g. book reviews, journals, graphics, oral sharing	Reads, discusses, and responds to two or fewer genres through a limited variety (2 or fewer) of activities, e.g. book reviews, journals, graphics, oral sharing	Reads only one genre of literature with very limited response
<ul style="list-style-type: none"> Generally demonstrates an understanding of main ideas, supporting details and logical sequence by retelling story in his/her own words 	Retells story including main ideas, significant supporting details, with events in order	Retells story including main idea, but with few significant supporting details, and some events out of order	Retells story without understanding of main idea or supporting detail. Many events out of order
<ul style="list-style-type: none"> Identifies main idea or message of text 	Clearly identifies main idea of text	Shows some understanding of main idea of text	Shows little or no understanding of main idea of text
<ul style="list-style-type: none"> Identifies importance of setting in terms of characters and actions 	Clearly identifies influence of place and time on characters' actions	Can identify influence of time, but not place, on characters' actions	Shows little or no understanding of influence of setting on characters' action
<ul style="list-style-type: none"> Identifies author's intention and purpose for writing and how these influence reading and response 	Clearly identifies author's purpose and can identify influence on reader response	Identifies author's purpose but not influence on reading	Does not identify author's purpose
<ul style="list-style-type: none"> Considers how different illustrative or text forms present a different view of or emphasis on the same content or theme 	Identifies significant similarities and differences in presentation of same theme/content	Identifies a few similarities/ differences	Makes no comparison

**Easton Elementary
Reading Continuum/ Expanding: Grade 3**

Comprehension Rubric (continued)

	5	3	1
• Understands a wide range of features within a text or book	Can recognize the usefulness of table of content, graphics, and index	Recognizes the use of table of contents and graphics	Unaware of the use table of contents
• Understands more than one form within a text	Demonstrates understanding of text when more than one form is present, e.g. poem, essay, lists, etc.	Demonstrates understanding of various forms of text; e.g. poem, essay, list, etc.	Limited understanding when reading a variety of forms
• Summarizes orally and in writing information gained from text and/or illustration	Restates main ideas and important detail orally and in writing	Restates main idea & detail orally, but not in writing	Cannot restate main idea
• Identifies elements in the text and illustrations that develop characterization and influence the presentation of plot	Identifies several significant elements that influence characterization	Identifies one significant element that influences characterization	Does not recognize elements that influence characterization
• Identifies persuasive elements in fiction and nonfiction material	Identifies several significant persuasive elements	Identifies one significant persuasive element	Does not recognize persuasive elements
• Understands relationship between parts of text (beginning, middle and end)	Demonstrates orally or in writing understanding of beginning, middle, and end/ implications for fiction and nonfiction text	Can identify beginning, middle, and end, but is unclear of implications	Confuses sequence of text
• Begins to distinguish between fact and opinion	Can differentiate obvious fact from obvious opinion	Can identify fact, but confuses opinion	Cannot differentiate fact from opinion

School Year _____

Easton Elementary
Reading Continuum/ Expanding: Grade 3

Skills and Strategies Checklist

- Builds reading vocabulary by interpreting context clues and begins to use dictionaries, glossaries, and other sources
- Understands sentence structure, paragraphs and chapters
- Finds and sorts information relating to a specific topic or purpose
- Understands and develops the use of organizers (table of contents, index, captions, alphabetizing, numbering, glossaries)
- Recognizes organizational features of electronic information
- Begins to take notes
- Selects and uses synonyms and antonyms for adjectives, adverbs, verbs
- Identifies similes and metaphors and provides alternatives
- Selects and integrates most appropriate strategies and can explain how meaning was gained and/or checked
- Justifies stance on authenticity of text, or reasons for actions in text, and own response
- Uses library for specific purposes as well as for browsing
- Gathers and synthesizes information from paragraphs and longer texts and from a variety of sources

Observational Checklist

observed _____ not observed _____

observed _____ not observed _____

observed _____ not observed _____

observed _____ not observed _____

observed _____ not observed _____

observed _____ not observed _____

observed _____ not observed _____

observed_____ not observed_____

observed _____ not observed _____

observed	not observed
1	0
0	1

observed _____ not observed _____

observed _____ not observed _____

Performance Documentation Notes

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Age Group	Total (%)	Male (%)	Female (%)	Male (%)	Female (%)
18-24	100	100	100	100	100
25-34	100	100	100	100	100
35-44	100	100	100	100	100
45-54	100	100	100	100	100
55-64	100	100	100	100	100
65+	100	100	100	100	100

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Figure 1. The effect of the concentration of the *Agaricus bisporus* spores on the growth of *Agaricus bisporus* on the substrate. The concentration of the spores was 10⁴, 10⁵, 10⁶, 10⁷, 10⁸, 10⁹, 10¹⁰, 10¹¹, 10¹², 10¹³, 10¹⁴, 10¹⁵, 10¹⁶, 10¹⁷, 10¹⁸, 10¹⁹, 10²⁰, 10²¹, 10²², 10²³, 10²⁴, 10²⁵, 10²⁶, 10²⁷, 10²⁸, 10²⁹, 10³⁰, 10³¹, 10³², 10³³, 10³⁴, 10³⁵, 10³⁶, 10³⁷, 10³⁸, 10³⁹, 10⁴⁰, 10⁴¹, 10⁴², 10⁴³, 10⁴⁴, 10⁴⁵, 10⁴⁶, 10⁴⁷, 10⁴⁸, 10⁴⁹, 10⁵⁰, 10⁵¹, 10⁵², 10⁵³, 10⁵⁴, 10⁵⁵, 10⁵⁶, 10⁵⁷, 10⁵⁸, 10⁵⁹, 10⁶⁰, 10⁶¹, 10⁶², 10⁶³, 10⁶⁴, 10⁶⁵, 10⁶⁶, 10⁶⁷, 10⁶⁸, 10⁶⁹, 10⁷⁰, 10⁷¹, 10⁷², 10⁷³, 10⁷⁴, 10⁷⁵, 10⁷⁶, 10⁷⁷, 10⁷⁸, 10⁷⁹, 10⁸⁰, 10⁸¹, 10⁸², 10⁸³, 10⁸⁴, 10⁸⁵, 10⁸⁶, 10⁸⁷, 10⁸⁸, 10⁸⁹, 10⁹⁰, 10⁹¹, 10⁹², 10⁹³, 10⁹⁴, 10⁹⁵, 10⁹⁶, 10⁹⁷, 10⁹⁸, 10⁹⁹, 10¹⁰⁰, 10¹⁰¹, 10¹⁰², 10¹⁰³, 10¹⁰⁴, 10¹⁰⁵, 10¹⁰⁶, 10¹⁰⁷, 10¹⁰⁸, 10¹⁰⁹, 10¹¹⁰, 10¹¹¹, 10¹¹², 10¹¹³, 10¹¹⁴, 10¹¹⁵, 10¹¹⁶, 10¹¹⁷, 10¹¹⁸, 10¹¹⁹, 10¹²⁰, 10¹²¹, 10¹²², 10¹²³, 10¹²⁴, 10¹²⁵, 10¹²⁶, 10¹²⁷, 10¹²⁸, 10¹²⁹, 10¹³⁰, 10¹³¹, 10¹³², 10¹³³, 10¹³⁴, 10¹³⁵, 10¹³⁶, 10¹³⁷, 10¹³⁸, 10¹³⁹, 10¹⁴⁰, 10¹⁴¹, 10¹⁴², 10¹⁴³, 10¹⁴⁴, 10¹⁴⁵, 10¹⁴⁶, 10¹⁴⁷, 10¹⁴⁸, 10¹⁴⁹, 10¹⁵⁰, 10¹⁵¹, 10¹⁵², 10¹⁵³, 10¹⁵⁴, 10¹⁵⁵, 10¹⁵⁶, 10¹⁵⁷, 10¹⁵⁸, 10¹⁵⁹, 10¹⁶⁰, 10¹⁶¹, 10¹⁶², 10¹⁶³, 10¹⁶⁴, 10¹⁶⁵, 10¹⁶⁶, 10¹⁶⁷, 10¹⁶⁸, 10¹⁶⁹, 10¹⁷⁰, 10¹⁷¹, 10¹⁷², 10¹⁷³, 10¹⁷⁴, 10¹⁷⁵, 10¹⁷⁶, 10¹⁷⁷, 10¹⁷⁸, 10¹⁷⁹, 10¹⁸⁰, 10¹⁸¹, 10¹⁸², 10¹⁸³, 10¹⁸⁴, 10¹⁸⁵, 10¹⁸⁶, 10¹⁸⁷, 10¹⁸⁸, 10¹⁸⁹, 10¹⁹⁰, 10¹⁹¹, 10¹⁹², 10¹⁹³, 10¹⁹⁴, 10¹⁹⁵, 10¹⁹⁶, 10¹⁹⁷, 10¹⁹⁸, 10¹⁹⁹, 10²⁰⁰, 10²⁰¹, 10²⁰², 10²⁰³, 10²⁰⁴, 10²⁰⁵, 10²⁰⁶, 10²⁰⁷, 10²⁰⁸, 10²⁰⁹, 10²¹⁰, 10²¹¹, 10²¹², 10²¹³, 10²¹⁴, 10²¹⁵, 10²¹⁶, 10²¹⁷, 10²¹⁸, 10²¹⁹, 10²²⁰, 10²²¹, 10²²², 10²²³, 10²²⁴, 10²²⁵, 10²²⁶, 10²²⁷, 10²²⁸, 10²²⁹, 10²³⁰, 10²³¹, 10²³², 10²³³, 10²³⁴, 10²³⁵, 10²³⁶, 10²³⁷, 10²³⁸, 10²³⁹, 10²⁴⁰, 10²⁴¹, 10²⁴², 10²⁴³, 10²⁴⁴, 10²⁴⁵, 10²⁴⁶, 10²⁴⁷, 10²⁴⁸, 10²⁴⁹, 10²⁵⁰, 10²⁵¹, 10²⁵², 10²⁵³, 10²⁵⁴, 10²⁵⁵, 10²⁵⁶, 10²⁵⁷, 10²⁵⁸, 10²⁵⁹, 10²⁶⁰, 10²⁶¹, 10²⁶², 10²⁶³, 10²⁶⁴, 10²⁶⁵, 10²⁶⁶, 10²⁶⁷, 10²⁶⁸, 10²⁶⁹, 10²⁷⁰, 10²⁷¹, 10²⁷², 10²⁷³, 10²⁷⁴, 10²⁷⁵, 10²⁷⁶, 10²⁷⁷, 10²⁷⁸, 10²⁷⁹, 10²⁸⁰, 10²⁸¹, 10²⁸², 10²⁸³, 10²⁸⁴, 10²⁸⁵, 10²⁸⁶, 10²⁸⁷, 10²⁸⁸, 10²⁸⁹, 10²⁹⁰, 10²⁹¹, 10²⁹², 10²⁹³, 10²⁹⁴, 10²⁹⁵, 10²⁹⁶, 10²⁹⁷, 10²⁹⁸, 10²⁹⁹, 10³⁰⁰, 10³⁰¹, 10³⁰², 10³⁰³, 10³⁰⁴, 10³⁰⁵, 10³⁰⁶, 10³⁰⁷, 10³⁰⁸, 10³⁰⁹, 10³¹⁰, 10³¹¹, 10³¹², 10³¹³, 10³¹⁴, 10³¹⁵, 10³¹⁶, 10³¹⁷, 10³¹⁸, 10³¹⁹, 10³²⁰, 10³²¹, 10³²², 10³²³, 10³²⁴, 10³²⁵, 10³²⁶, 10³²⁷, 10³²⁸, 10³²⁹, 10³³⁰, 10³³¹, 10³³², 10³³³, 10³³⁴, 10³³⁵, 10³³⁶, 10³³⁷, 10³³⁸, 10³³⁹, 10³⁴⁰, 10³⁴¹, 10³⁴², 10³⁴³, 10³⁴⁴, 10³⁴⁵, 10³⁴⁶, 10³⁴⁷, 10³⁴⁸, 10<

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School Year _____

Easton Elementary
Reading Continuum/ Expanding: Grade 3

Observational Checklist

**Performance Documentation
Notes**

Skills and Strategies Checklist (continued)

- | | | | |
|--|---------------|--------------------|-------|
| • Uses a range of reference material including technical texts to pursue interests and complete tasks | observed_____ | not observed _____ | _____ |
| • Skims and scans when selecting a book or seeking information | observed_____ | not observed _____ | _____ |
| • Uses charts and tables to read and present information comparing, recording, summarizing, or reorganizing ideas and facts from textual and/or illustrative materials | observed_____ | not observed _____ | _____ |

School Year _____

Easton Elementary
Reading Continuum/ Expanding: Grade 3

Attitudes/Behaviors Checklist

Observation Checklist

Notes

- | | | | |
|--|------------|-----------|--------|
| • Selects fiction and nonfiction texts for specific purposes | frequently | sometimes | rarely |
| • Reads to learn information about specific fields of study | frequently | sometimes | rarely |
| • Identifies and shares strengths, weaknesses, and interests as a reader and establishes goals | frequently | sometimes | rarely |
| • Develops confidence in talking about books and authors | frequently | sometimes | rarely |
| • Reads familiar text confidently | frequently | sometimes | rarely |
| • Spend some time reading everyday | frequently | sometimes | rarely |
| • Uses reading to explore ideas and gain new knowledge | frequently | sometimes | rarely |

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. A single vertical line runs down the left side, creating a margin. The paper appears to be from a notebook or a standard writing template. There are no markings, text, or drawings on the page.

Easton Elementary
Reading Continuum/Independent: Grade 4

Comprehension Rubric

	5	3	1
<ul style="list-style-type: none"> Uses and compares story elements and structure (plot, main idea, main and supporting characters, setting, point of view) when describing reaction to, retelling, or summarizing fiction text 	Includes at least four story elements in response or retelling	Includes two to three story elements in response or retelling	Includes only one element in response or retelling
<ul style="list-style-type: none"> Identifies and uses text structure, main idea, supporting details, text organizers, and illustrative material when summarizing or referencing nonfiction material 	Includes at least four story elements in response or retelling	Includes two to three story elements in response or retelling	Includes only one element in response or retelling
<ul style="list-style-type: none"> Identifies and explains similarities and differences in purpose and basic structure of different kinds of literary and informational text, including stories, poems, articles, reports, and letters 	Consistently with detail	With prompting	Not demonstrated
<ul style="list-style-type: none"> Chooses appropriate ways--either positive or negative--of responding to a variety of printed material 	Consistently	Occasionally	Rarely or not at all
<ul style="list-style-type: none"> Identifies features that indicate the author has considered the audience when presenting ideas and information 	Consistently	With prompting	Not demonstrated
<ul style="list-style-type: none"> Views the same text from different perspectives, including those of different cultures 	Able to identify more than one perspective	Aware of one perspective	Unaware of possibility of other perspectives
<ul style="list-style-type: none"> Considers the validity of information gained from text and illustration 	Easily	With some difficulty	Not at all
<ul style="list-style-type: none"> Applies information from reading to give a response and express insight, for example, entering imaginatively into another time, place, or role when absorbed in a text 	Consistently	Occasionally	Rarely or not at all

Name _____

School Year _____

Easton Elementary
Reading Continuum/ Independent: Grade 4

Comprehension Rubric (continued)

	5	3	1
<ul style="list-style-type: none"> Understands how illustrations and graphics, including diagrams, graphs, photographs, line drawings, and art influence reading and the ideas or information gained 	Explains understanding orally, in writing, or otherwise	Has difficulty explaining	Demonstrates little or no understanding
<ul style="list-style-type: none"> Compares elements of two or more texts in the same genre or by the same author or on a similar theme 	Includes at least four story elements in comparison	Includes two to three story elements	Includes only one element
<ul style="list-style-type: none"> Draws on previous experience and background knowledge to understand characters, events, and information 	Consistently	Occasionally	Rarely or not at all

Easton Elementary
Reading Continuum/Independent: Grade 4

Skills/Strategies Checklist

- Uses affixes, syllables, letter clusters, and knowledge of sound and letter patterns automatically
- Understands some of the function of word classes, including elements of tense, subject, and object
- Understands how words can be modified to have another function such as adjectives and adverbs
- Identifies the expanded form of contractions and basic abbreviations
- Uses dictionary, glossary, index, table of contents, and thesaurus to check spelling, meanings, and synonyms
- Uses index, table of contents, catalogs, files, numbering, and alphabetical organization to locate and reference material, both in text and on computer software
- Selects and integrates most appropriate strategies for reading a particular kind of text and can explain how meaning was gained and checked
- Uses appropriate vocabulary, including title, headings, paragraph, chapter, index, and captions when referencing text.
- Uses computer menus, searches, and icons
- Revisits and analyzes text and illustrations for a specific purpose, including identifying story elements and literary devices

Observation Checklist

observed _____ not observed _____

observed _____ not observed _____

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**Performance Documentation
Notes**

Name _____

School Year _____

Easton Elementary
Reading Continuum/Independent: Grade 4

Attitudes/Behaviors Checklist

Observation Checklist

Notes

- | | | | |
|--|------------|-----------|--------|
| • Questions others about reaction to a book or to the questioner's writing or response to a text | frequently | sometimes | rarely |
| • Spends time reading everyday | frequently | sometimes | rarely |
| • Locates and uses a variety of resource materials | frequently | sometimes | rarely |
| • Knows how to set goals and develop strategies to meet goals | frequently | sometimes | rarely |

Assessment

Macmillan Reading "Connections" Series Workbook pages/Skills practice pages (70% accuracy) OR Student Checklist OR as noted by other references

☒ Competent ☐ Needs More Work ☐ Not Introduced

Skills/Strategies

- ____ 1. Define words using context clues 1,14,30,128,139,140/20,73
- ____ 2. Identify and/or gain meaning from specialized vocabulary, idioms, words used in unusual contexts, or unfamiliar words 13,24,33/17
- ____ 3. Uses correct terminology when describing book or text features 76,100, 105/61
- ____ 4. Uses a variety of references to acquire vocabulary (Checklist)
- ____ 5. Continues to use a variety of strategies for reading-i.e. scan, skim, reread (Checklist)
- ____ 6. Complete a research paper that selects, interprets, synthesizes, summarizes, and presents information from more than one text type and source and more than one type of technology and describes the method and sequence used (Checklist)
- ____ 7. Uses information from tables, graphs, and maps and can describe findings in another format 39,43,120,121,125/48,87,93
- ____ 8. Generates questions for rereading, wider reading, or discussion (Checklist)
- ____ 9. Evaluates, contrasts, and discusses the reliability and validity of information gained through text and illustration (Checklist)
- ____ 10. Evaluates effectiveness of author's use of similes, metaphors, analogies, alliteration, and other literary device in relation to text type and purpose Novel Unit
- ____ 11. Considers the audience and the author's possible intended message and phases when reading orally (Checklist)

Attitudes/Behaviors (Assess by Student Checklist)

- ____ 12. Selects and reads a range of texts independently for enjoyment and information, shares opinions, and recommends books to others
- ____ 13. Reads and explores authors/subjects in depth
- ____ 14. Sets goals and/or initiates reading activities or responses to reading with others
- ____ 15. Spends time reading everyday

Comprehension

- ____ 16. Understands distinctions within word classes, for example, nouns proper nouns, pronouns, collective nouns - Language Arts class
- ____ 17. Shows awareness of techniques authors use to create, link, and contrast characters, events, ideas, and information -historical novel unit
- ____ 18. Demonstrates understanding that culture and values affect the author's perspective, connotation of words, and point of view-novel unit
- ____ 19. Compares the effectiveness of the same text, topic, or theme presented in more than one media i.e.. play, prose, video
- ____ 20. Distinguishes inferences and opinions when summarizing text for a specific purpose 9,20,92,122,131,136/16,23,67,82,86,90
- ____ 21. Identifies main idea, supporting facts and details 58,62-63/29
- ____ 22. Summarizes ideas 6,25/9

Assessment

Macmillan Reading "Connections" Series Workbook pages/ Skills Practice pages (70% accuracy) OR Student Checklist OR as noted by other references

☒ Competent ☐ Needs More Work ☐ Not Introduced

Skills/Strategies

- ____ 1. Makes confirms, or revises predictions 21,28/10
- ____ 2. Uses contextual clues to define and understand words 46,62,66,121, 136/32,78
- ____ 3. Identifies techniques for making comparisons, including simile, metaphor, personification, analogy, conjunctions 13,32,78,79,83,101,105/13,16,22,54,66
- ____ 4. Identifies ambiguity in text or mismatch between parts of text or between text and illustration (Checklist)
- ____ 5. Identifies persuasion and propaganda techniques 24-25/26
- ____ 6. Research shows specificity in material considered and in that selected and referenced (Social Studies Reports)
- ____ 7. Seeks specific feedback from others when presenting responses to books (Checklist)
- ____ 8. Begins to use specialized vocabulary words in various settings (vocabulary tests-- 70%)
- ____ 9. Uses specialized and informational sources (almanac, Guinness Book of World Records, atlas, etc., 97, 36,63,81,90
- ____ 10. Identifies cause and its effect 130,132,140/87

Attitudes/Behaviors (Assess by Student Checklist)

- ____ 11. Sets reading goals
- ____ 12. Spends time reading everyday
- ____ 13. Has established reading interests but willingly reads beyond these for ideas and information and to complete a task
- ____ 14. Takes responsibility for sustaining interest in reading and for selecting appropriate material for reading pleasure and for pursuing a task

Comprehension

- ____ 15. Pace, intonation, response, and phrasing of oral reading demonstrates understanding of purpose, form, style, complexity of ideas, information, issues, and range of punctuation (Checklist)
- ____ 16. Discusses how rereading influences initial meaning or ideas about text quality and style (Checklist)
- ____ 17. Considers issues and values presented in text alongside own experiences and current thinking and discusses these with others (Novel unit)
- ____ 18. Considers issues and ideas from perspectives beyond just those of classmates or current perspectives (Novel Unit)

Name_____

Easton School District

Writing Continuum

School Year_____

Emergent / Kindergarten

Writing Continuum	Assessment Tools
____ Records ideas and information-often unconventionally-but talks about what has been written	Student Writing Samples / Teacher Observation
____ Recognizes and can name all upper and lower case letters	Marie Clay- Letter Identification Assessment
____ Given models, can write upper and lower case manuscript letters	Performance Assessment
____ Understands that the sequence of letters in words matches the sequence of sounds	Student Writing Samples / Teacher Observation
____ Uses phonemes and letter knowledge in "invented spelling" when writing independently	Student Writing Samples / Teacher Observation
____ Copies simple text	Student Writing Samples / Teacher Observation
____ Writes own name (first and last) and the names of some family members and friends	Marie Clay- Writing Vocabulary Observation
____ Can write some conventionally spelled two or three letter words	Marie Clay- Writing Vocabulary Observation
____ Uses some classroom resources to find or check known words e.g. books, "word walls" charts	Teacher Observation
____ Uses writing resources such as pens, pencils, markers & computer.	Teacher Observation
____ Reads back own story with near accuracy	Teacher Observation
____ Recalls main idea and some detail when returning to writing at a later time	Teacher Observation
____ Demonstrates awareness and attempts to use writing conventions e.g. top to bottom, left to right, capital letters, periods	Student Writing Samples
____ Uses some complete sentences when dictating ideas or information	Teacher Observation
____ Shows understanding of different purposes of some text e.g. letters, shopping list, phone lists, birthday cards	Student Writing Samples
____ Uses more than one layout e.g. lists, connected text	Student Writing Samples
____ Writes labels, signs, or captions for drawings, and models	Student Writing Samples
____ Sometimes writes before drawing	Teacher Observation
____ Talks about topic and forms first sentence before writing	Teacher Observation
____ Sometimes asks for and willingly accepts, additions or changes to writing	Teacher Observation
____ Writes for own satisfaction and/or purposes	Teacher Observation
____ Talks about writing and written work, especially in relation to achievements	Teacher Observation

Evidence of the above is collected and stored in a Writing Portfolio:
words, lists, drawings with labels, group logs

Name _____

Easton School District

Writing Continuum

School Year _____

Beginning / Grade 1

Writing Continuum	Assessment Tools
_____ Shows understanding of some common spelling patterns	Journal Samples
_____ Attempts phonetic (best guess) spelling	Journal Samples
_____ Incorporates conventional spelling with some approximations	Student Writing Samples-letters, notes
_____ Shows awareness of letter sounds within words	Student Writing Samples / Teacher Observation
_____ Communicates meaning with pictures supported by words	Journal Samples
_____ Writes simple accounts with some elaboration	Stories, Narratives, Weekly News
_____ Sequences two or three events or items of information	Story Webs, Writing Process Pieces
_____ Uses more than one sentences structure in a piece of writing	Student Writing Samples
_____ Shows understanding in of beginning, middle, and end of a story	Student Writing Samples
_____ Answers simple questions in a complete sentence	Performance Assessment
_____ Uses capital letters, periods, and question marks, often adding these when revising or editing	Writing Process Pieces / Published Stories
_____ Plans before beginning writing e.g. brainstorm, discusses, lists, story webs	Journals, Webs, Teacher Observations, Writing Process Pieces
_____ Retells known stories in some detail and correct sequence	Teacher Observations
_____ Begins to use word processor	Student Work
_____ Selects a wide range of topics for personal writing	Hot Topics Lists
_____ Reads own work accurately, often noting where revision or editing is necessary	Teacher Observations / Shared Writing
_____ Understands a first draft requires checking and usually revision	Teacher Observation / Writing Conference / Writing Process Pieces
_____ Writes legibly, with most letters correctly formed	Student Writing Samples
_____ Attends to spacing and directionality from line to line as well as within a line	Student Writing Samples
_____ Shows awareness of different text forms in personal writing	Final Drafts / Portfolios
_____ Uses basic conventions for letters, poems, lists and stories	Student Writing Samples
_____ Distinguishes between first and third person	Student Writing Samples
_____ Publishes work with full credits of author and illustrator	Published Work: Portfolios, Celebration of Learning
_____ Enhances published work with appropriate graphics and illustrations	Published Work: Portfolios, Celebration of Learning
_____ Considers effort and product, though often by amount written	Student Writing Samples / Teacher Observation

Evidence of the above is collected and stored in a Writing Portfolio:

lists, logs, notes, journals, personal recounts, messages, patterned stories, name, address, phone number

Name _____

Easton School District

Writing Continuum

School Year _____

Developing / Grade 2

Writing Continuum	Assessment Tools
_____ Use conventional spelling more than phonetic approximations	Student Writing Samples / Journals
_____ Represents the complete sound of a word when writing independently	Student Writing Samples / Journals
_____ Uses "formal" or "book" language in some writing	Story Writing
_____ Uses conventions for quoted speech	Weekly News
_____ Maintains focus on a topic	Student Writing Samples
_____ Maintains consistent tense form	Student Writing Samples
_____ Maintains consistent person	Student Writing Samples
_____ Varies sentence beginnings	Student Writing Samples
_____ Varies sentence length	Student Writing Samples
_____ Includes important details in retellings and personal accounts	Student Writing Samples Teacher Observation
_____ Organizes and sequences writing	Reports / Story Writing
_____ Groups ideas in writing, with assistance	Teacher Observation Teacher Writing Conferences
_____ Uses vocabulary, phrases, and sentence patterns from other writing or reading	Story Writing / Journals
_____ Produces a variety of written forms, including stories, reports, letters, journal entries	Portfolio Pieces
_____ Uses more visual forms in personal writing e.g. maps, charts, graphs	Math / Reports / Read It, Draw It, Solve It
_____ Explains why one form is more appropriate than another	Teacher Writing Conferences
_____ Maintains interest from one time to another on same piece	Teacher Writing Conferences
_____ Plans in more details, often using a word web or story frame	Student Writing Samples / Writing Process Pieces
_____ Attends to spelling and punctuation in final product	Final Drafts / Published Work
_____ Accepts and sometimes uses suggestions and assistance to clarify and refine writing	Teacher Writing Conferences
_____ Uses a simple checklist for revising and editing	Teacher Writing Conferences
_____ Maintains consistent size in handwriting	Student Writing Samples
_____ Chooses appropriate titles for work	Teacher Observation / Student Writing Samples
_____ Begins to understand and use complete sentences in writing	Student Writing Samples

Evidence of the above is collected and stored in a Writing Portfolio:

lists, logs, notes, journals, personal recounts, messages, patterned stories, folktales, legends, letters, plays reflection on process, name, address, phone number

Name _____ Easton School District
Writing Continuum

School Year _____ Expanding/Third Grade

Writing Continuum	Assessment Tools
____ Selects vocabulary according to topic and purpose	Student Writing Samples/Teacher Observation
____ Spells most words accurately (though often some carelessness in verbs and tense)	Student Writing Samples/Teacher Observation
____ Refers to specific books for accurate details or correct spelling, especially of specialized vocabulary or informational texts	Student Self Reflection/Teacher Observation
____ Sections work into paragraphs or chapters	Student Writing Samples/Teacher Observation
____ Uses adjectives, adverbs, and some similes and metaphors to form imagery or provide detail	Student Writing Samples/Teacher Observation
____ Uses dictionary for unknown words and when editing	Student Self Reflection/Teacher Observation
____ Uses dialogue to develop character	Student Writing Samples/Teacher Observation
____ Includes headings, subheadings, table of contents, captions in final product	Student Writing Samples/Teacher Observation
____ Brainstorms to elicit ideas and information, often reworking these before writing	Student Writing Samples/Teacher Observation
____ Works for accuracy and detail in draft	Student Self Reflection/Teacher Observation
____ Develops own bank of useful and interesting words and uses these in a range of contexts	Student Writing Samples/Teacher Observation
____ Maintains more than one character throughout	Student Writing Samples/Teacher Observation
____ Connects time and setting and refers to these beyond introductory section	Student Writing Samples/Teacher Observation
____ Increases range of topics but writing shows preferences	Student Writing Samples/Teacher Observation
____ Maintains a diary, log, or personal dictionary more consistently	Student Writing Samples/Teacher Observation
____ Uses transitional phrases and sentences to connect episodes, facts, or points	Student Writing Samples/Teacher Observation

Name _____ Easton School District
Writing Continuum (continued)

School Year _____ Expanding/Third Grade

Writing Continuum	Assessment Tools
____ Shows awareness of writing forms applicable to careers, log, memo, receipt	Student Writing Samples/Teacher Observation
____ Responds to literature honestly and justifies stance	Student Writing Samples/Teacher Observation
____ Offers opinions and advice on peers' writing, often comparing with own	Teacher Observation
____ Independently reviews work for syntax, spelling, sequence, punctuation and presentation	Student Self Reflection/Teacher Observation
____ Revisits previous efforts and comments on new learning	Portfolios
____ Writes legibly using appropriate formations and links in cursive writing	Student Writing Samples/Teacher Observation

Name _____ Easton School District
Writing Continuum

School Year _____ Independent/Fourth Grade

Writing Continuum	Assessment Tools
____ Uses vocabulary suitable for form, topic, and purpose	Student Writing Samples/Teacher Observation
____ Uses syllabication when spelling new words	Student Self-Reflection/Teacher Observation
____ Displays spelling conscience in writing in curriculum areas as well as personal writing	Student Self-Reflection/Teacher Observation
____ Uses more than one word source (including a thesaurus) when revising and editing	Student Self-Reflection /Teacher Observation
____ Synthesizes information from more than one resource, especially for informational writing or to respond to a question or prompt	Student Writing Samples/Teacher Observation
____ Uses jotting, notes, webs, word maps, and lists to record information or ideas when preparing to write or during drafting	Student Writing Samples/Teacher Observation
____ Refers to personal experiences to clarify, compare, extend, or explain a view	Student Writing Samples/Teacher Observation
____ Writes an accurate first draft when necessary	Student Writing Samples/Teacher Observation
____ Includes adjectival and adverbial phrases and clauses when describing setting and characters and when developing plot	Student Writing Samples/Teacher Observation
____ Distinguishes appropriately between texts ____ to respond to a text or question, ____ to inform, ____ to persuade, ____ to direct, ____ to request, ____ to learn, and ____ to reflect	Student Writing Samples/Teacher Observation

Name _____ Easton School District
Writing Continuum (continued)

School Year _____ Independent/Fourth Grade

Writing Continuum	Assessment Tools
____ Selects appropriate form from an increasing range including ____ stories, ____ journals, ____ diaries, ____ personal and business letters, ____ reports, ____ expositions, and ____ lists	Student Writing Samples/Teacher Observation
____ Shows awareness of audience and purpose through appropriate vocabulary, basic form, and length	Student Writing Samples/Teacher Observation
____ Uses similes, metaphors, alliteration, rhyme, and repetition to cause effect and to develop imagery	Teacher Observation
____ Seeks input from peers when revising writing	Student Self-Reflection/Teacher Observation
____ Publishes longer pieces of work and attends to layout, graphics and illustrative enhancements	Student Writing Samples/Teacher Observation
____ Publishes in a wider range of forms, sometimes including more than one form within one piece	Student Writing Samples/Teacher Observation
____ Experiments with different verse and rhyme forms	Student Writing Samples/Teacher Observation

___/___ Introduced, not mastered X Indicates Mastery
Assessment Tools: Student Writing Samples, Teacher Observation

1. ___ Uses steps of the writing process:
 - Prewrite
 - Draft
 - Revise by a variety of methods, i.e. by adding, deleting, reordering, or simplifying
 - Edit
 - Publish
2. ___ Uses 6 Trait Writing Mastery is 75% on Student's Writing
 1. Ideas and Content (Writing is clear and hold the reader's attention all the way through)
 2. Organization-a. Works to develop inviting beginning and satisfying or thought-provoking ending with logical body of text
 - b. Gather, selects, interprets and presents coherent information in a concise and interesting form
 3. Voice— a. Writes with a clear personal voice
 - b. Injects humor, originality, suspense, excitement, or liveliness into writing
 4. Word Choice- Uses accurate, strong, specific, or new words or colorful expressions, or figurative language
 5. Sentence Fluency-Writing is easy to read and flows from one idea to the next and sentence structure is correct(no fragments or run-ons)
 6. Writing Conventions:
 - Grammar
 - Capitalization
 - Punctuation-uses correct marks, including quotation marks for quotes or thought
 - Spelling-Uses a multi-strategy approach to spelling
 - Paragraphing-start and stop at right places
3. ___ Creates impact and suspense through syntactical elements as well as vocabulary
4. ___ Uses technology for gathering information, revising, or preparing final copy
5. ___ Discusses the writing of others, and identifies qualities and techniques used
6. ___ Uses formal, informal, and specialized vocabulary appropriately.
7. Writes in a variety of genre:
 1. ___ Creates persuasive writing that includes cause and effect, opinions, or opposing opinions, or point of view with sufficient supporting information and appropriate emphasis
 2. ___ Clear coherent explanations,
 3. ___ Clear coherent instructions, (How to Paper)
 4. ___ Factual reports on a range of issues and topics
 5. ___ Poetry forms
 6. ___ Personal Narrative
 7. ___ Expository

Assessment Tools: Student Writing Samples, Teacher Observation

___/___ Introduced, not mastered X Indicates Mastery

1. ___ Uses steps of the writing process:

Prewrite

Draft

Revise

Edit

Publish

2. ___ Uses 6 Trait Writing Mastery is 75% on Student's Writing

1. Ideas and Content (Writing is clear and hold the reader's attention all the way through)

2. Organization-a. Works to develop inviting beginning and satisfying or thought-provoking ending with logical body of text

b. Gathers, selects, interprets and presents coherent information in a concise and interesting form

3. Voice-- a. Writes with a clear personal voice

b. Injects humor, originality, suspense, excitement, or liveliness into writing

4. Word Choice- Uses accurate, strong, specific, or new words or colorful expressions, or figurative language

5. Sentence Fluency-Writing is easy to read and flows from one idea to the next and sentence structure is correct(no fragments or run-ons)

6. Writing Conventions:

Grammar

Capitalization

Punctuation-uses correct marks, including quotation marks for quotes or thought

Spelling

Paragraphing-start and stop at right places

3. ___ Cites references, acknowledgments, and credits

4. ___ Writes on the same topic or theme in more than one form

5. ___ Uses technical and career documents to gather information for own writing

6. ___ Selects relevant material for a specific purpose and paraphrases, expands, or summarizes it according to purpose

7. ___ Provides detailed labeling, captions, or explanations

8. ___ Writes in a variety of genre:

1. ___ Creates persuasive writing that includes cause and effect, opinions, or opposing opinions, or point of view with sufficient supporting information and appropriate emphasis

2. ___ Clear coherent explanations

3. ___ Clear coherent instructions (How to Paper)

4. ___ Perspective or point of view from third person as well as first

5. ___ Poetry forms

6. ___ Personal Narrative

7. ___ Expository

8. ___ Interview, debate, or speech

9. ___ Advertisement/Commercial with persuasive techniques

Name _____

Easton School District

Math Continuum

School Year _____

Emergent / Kindergarten

Math Continuum	Assessment Tools
CONCEPTS AND PROCEDURES	
Number Sense	
_____ Establishes one-to-one correspondence in counting objects	Performance Assessment
_____ Determines the cardinal number of a set of objects less than 31	Performance Assessment
_____ When given three groups of objects (1-20), orders them from smallest to largest	Performance Assessment
_____ Given two sets of objects, each less than five, determines how many in all	Performance Assessment
_____ Uses a variety of approaches, strategies, and manipulative materials to create and tell stories involving addition and subtraction as found in familiar settings	Teacher Observation, Read It Draw It Solve It, Problem Solving
_____ Demonstrates the relationship between addition and subtraction situations when creating and telling stories	Teacher Observation, Read It Draw It Solve It, Problem Solving
_____ Estimates the number of objects in a set using comparative language (less than 10, more than 10)	Performance Assessment
_____ Uses a known quantity to estimate an unknown quantity (sets of objects to 30) using a variety of strategies and approaches	Performance Assessment
Measurement	
_____ Uses comparative words (longer, shorter, heavier, lighter) in meaningful situations to compare objects relative to weight/mass, length, area, volume, time, and temperature	Performance Assessment, Teacher Observation
_____ Measures in meaningful situations in other disciplines with nonstandard units	Teacher Observation
Geometry	
_____ Classifies real world 3-D objects as ball, box or can shape	Teacher Observation, Performance Assessment
_____ Identifies squares, circles, rectangles, and triangles	Performance Assessment
_____ Describes and compares geometric figures using spatial vocabulary such as corners, curves, inside, outside, right, left, below and above	Performance Assessment, Teacher Observation

Name _____

Easton School District

Math Continuum

School Year _____

Emergent / Kindergarten

Probability	
_____ Discriminates between impossible, probable, and certain events in a real world context	Teacher Observation
_____ Uses objects to sort and classify data in order to draw conclusions in familiar situations	Performance Assessment, Teacher Observation
_____ Uses physical objects to build and discuss graphs, tables, charts, pictographs, bar graphs, and maps in order to answer questions in familiar situations	Teacher Observation
Algebraic Sense	
_____ Recognizes and copies patterns using sounds, objects and symbols	Performance Assessment, Teacher Observation
_____ Sorts objects and classifies them by common attribute	Performance Assessment, Teacher Observation
_____ Uses physical objects and numerals to show the meaning of equality and inequality	Performance Assessment, Read It Draw It Solve It, Teacher Observation
PROBLEM SOLVING	
_____ Recognizes and searches for patterns in everyday situations (ex: finds simple ABAB color patterns in clothing i.e. striped shirt)	Teacher Observation
_____ Identifies questions to be answered in everyday situations (ex: How many children are absent today?)	Teacher Observation
_____ Organizes relevant information to solve a problem	Performance Assessment, Teacher Observation
_____ Selects appropriate tools for a given problem (ex: cubes, calculator)	Performance Assessment, Teacher Observation
MATHEMATICAL REASONING	
_____ Validates own thinking using models (ex: uses links to prove that one object is longer than another) and uses appropriate models given choices	Performance Assessment, Teacher Observation, Read It Draw It Solve It
_____ Predicts results (ex: guesses what color cube will most likely be drawn from a bag containing 2 red cubes and 1 blue cube)	Performance Assessment, Teacher Observation
_____ Reflects on results in familiar situations (ex: tells why a can rolls but not a box)	Performance Assessment, Teacher Observation

Name _____

Easton School District

Math Continuum

School Year _____

Emergent / Kindergarten

COMMUNICATION	
_____ Follows a plan for collecting information (ex: places a clothespin on a yes/no graph to answer a survey)	Performance Assessment, Teacher Observation
_____ Organizes and clarifies mathematical information in at least one way (ex: arranges two sets of cubes to determine which has more)	Performance Assessment, Teacher Observation, Read It Draw It Solve It
_____ Expresses ideas using models and/or pictures (ex: draws a picture to show which of two sets of cubes has more), relates small quantities using mathematical notation	Performance Assessment, Teacher Observation
_____ Given sets of objects, draws conclusions about attributes and explains possible reclassification of the data	Teacher Observation
CONNECTIONS	
_____ Recognizes equivalent mathematical models in familiar settings (ex: uses a variety of objects to make sets of 5 i.e. 5 cubes, 5 boys)	Performance Assessment, Teacher Observation, Read It Draw It Solve It
_____ Recognizes mathematical patterns in familiar situations in other disciplines (ex: looks for patterns in the shapes of tree leaves)	Teacher Observation
_____ Uses mathematical knowledge in everyday situations (ex: determines how many more students in the class come to school in a car than on a bus)	Teacher Observation

Name _____

Math Continuum
Beginning / Grade 1

School year _____

Math Continuum	Assessment Tools
Number Sense	
_____ Uses objects and begins to use pictures and symbols to demonstrate understanding of whole numbers (1-100)	Addison Wesley / Read it , Draw it Solve it, manipulative work, teacher observation
_____ Identifies, compares (greater than, less than, greatest, least and equal) and orders groups of objects	Addison Wesley / whole class work/ teacher observation
_____ Given three numerals between 1 and 100, orders them from smallest to largest	100's activities /performance task/ teacher observation
_____ Identifies the ordinal position of objects through tenth	Marilyn Burns math activity/ Addison Wesley/ Read it , Draw it , Solve it
_____ Sorts objects by at least one attribute, such as size shape or color	Teacher observation / free exploration w/ math manipulatives
_____ Uses physical models to demonstrate the relationship between addition and subtraction	Teacher Observation/ Performance task/ Addison Wesley/ Read it Draw it Solve it / Box it and Bag it activities
_____ Creates and uses strategies for solving addition and subtraction basic facts (counting on, counting back, doubles, etc.)	Teacher observation / Addison Wesley mid-year exam / performance tasks / Box it and Bag it Activities
_____ Estimates reasonable results when presented with an addition or subtraction situation	Teacher Observation / whole group work
_____ Begins to add and subtract using manipulatives	Performance task / teacher observation Box it and Bag it addition and subtraction activities/ Read it Draw it, Solve it
_____ Makes some estimations using simple terms such as more, less and the same	Teacher observation / student comments
Measurement	
_____ Orders objects using length, capacity and weight	Performance task
_____ Estimates and measures length, capacity and time using non-standard units in everyday situations in other disciplines	Teacher observation
_____ Recognizes usefulness of estimation when presented with situations involving time and money	Teacher observation
_____ Recognizes the penny, nickel, dime, quarter and dollar and expresses value using cent notation	Performance task
Geometry	
_____ Names and draws square, rectangle, triangle, circle, parallelogram	Performance task / LDAT
_____ Classifies shapes as two dimensional or three dimensional	Performance task /LDAT
_____ Uses informal geometric vocabulary to describe the similarities and differences of physical objects and geometric figures presented in familiar settings	Teacher observation

Name _____

Math Continuum
Beginning / Grade 1

School year _____

Probability and Statistics	
_____ Predicts which event is more likely or less likely to occur in a real world context	Performance task/LDAT
_____ Formulates questions for the purpose of gathering data . Collects, organizes and interprets data in everyday situation using objects and bar graph	Performance task / Puddle Problems (Zoo trip)
Algebraic Sense	
_____ Manipulates objects to solve problem situations where an addend is unknown	Addison Wesley / Read it Draw it Solve it
_____ Evaluates expressions with $>$, $<$, $=$, using a variety of strategies and physical models	Addison Wesley, Read it Draw it Solve it, Free exploration, Box it and bag it activities, whole group math instruction
Problem Solving	
_____ Uses a variety of strategies to solve problems (ex: act it out, draw a picture, guess and check)	Addison Wesley, Box it and Bag it. Observation of student at work, Read it, Draw it, Solve it
_____ Defines problems in everyday situations (ex: How much did the bean sprout grow last week? How many children can be on each of three teams?)	Teacher observation / Read it, Draw it, Solve it / class science activities
_____ Describes and justifies strategies to solve real life problems arising in the classroom	Teacher observation / student participation, class meetings, group decision making
_____ Organizes relevant information to solve a problem(ex: After surveying each classmate about his/her favorite flavor of ice-cream, determines the most popular flavor in the class); identifies irrelevant information	Performance task / Addison Wesley, Puddle problems, teacher designed graph activities
Selects appropriate tools to measure length, capacity, weight/mass, time and temperature	Performance task / Read it draw it , solve it
Mathematical Reasoning	
_____ Interprets and compares data in familiar settings to solve problems	Teacher Observation / Group discussion
_____ Validates own thinking using models and/or patterns (ex; uses cubes to explain/justify method of solving a problem)	Teacher observation during problem solving activities
_____ Makes and tests conjectures based on collected data (ex: upon completing a survey about pets each classmate has, guesses which pet is most popular and analyzes the data to see if his/her guess was correct)	Teacher observation during problem solving activities / Read it , Draw it Solve it
Checks for reasonable of answers after solving problems	Teacher observation

Name _____

Math Continuum
Beginning / Grade 1

School year _____

Communication	
_____ Uses reading and observation skills to extract mathematical information from pictures and/or physical models (ex: tells a number story describing the action shown in a picture or physical model)	Read it Draw it Solve it / LDAT
_____ Organizes and clarifies mathematical information orally and in writing (ex: uses cubes or sticky notes to make a bar graph showing the birth month of each member of the class)	Whole group work, math calendar, graphing activities, Read it Draw it Solve it
_____ Expresses ideas using models and/or graphs	Performance assessment / Puddle problems/ graphing activities
Connections	
_____ Recognizes equivalent mathematical models in familiar settings (ex: uses cubes and popsicle sticks interchangeably when solving simple addition and subtraction problems)	Performance task / math manipulative activities/ teacher observation
_____ Recognizes mathematical ideas in familiar situations in other disciplines (compares the height of bean sprouts grown in simple science experiments)	Teacher observation/ Student performance across curriculum
_____ Gives examples of how mathematics is used in everyday life	Teacher observation / student participation in class discussion

Name _____

Math Continuum
Developing / Grade 2

School year _____

Math Continuum	Assessment Tools
Number Sense	
_____ Counts forward by tens and 100's to 1000	Performance task, 100's book activities
_____ Uses physical models to demonstrate the relationship between ones, tens and 100	Performance task/ teacher observation, 100's book activities
_____ Identifies, compares and orders whole numbers	100's book activities
_____ Adds, subtracts, divides, and multiplies whole numbers using manipulatives	Addison Wesley. Read it Draw it Solve it, individual, small and whole group work
_____ Reads and writes numeral to 1000	Addison Wesley /performance task
_____ Uses models to represent halves, thirds, fourths of objects and sets of objects	Performance task / fraction cake/Addison Wesley/ Read it Draw it Solve it
_____ Creates and uses strategies to solve basic addition and subtraction facts (doubles, doubles plus one, doubles plus two and their reverses)	Addison Wesley /mid-year exam / observation/ whole group and small group work, Read it, Draw it Solve it.
_____ Describes and compares strategies to solve addition and subtraction computation problems	Read it Draw it Solve it.
_____ Adds and subtracts two digit numbers	Addison Wesley /end of year exam
_____ Describes and justifies reasonableness of an estimate to an addition or subtraction problem	Addison Wesley / Read it Draw it Solve it/ whole group estimation work (observation)
_____ Uses physical models, diagrams, and/or acts out problems involving real-life multiplication and division situations	Read it Draw it Solve it, whole group, and small group work (observation)
Measurement	
_____ Estimates and measures area and perimeter of regular two dimensional figures	
_____ Estimates and measures length, area, weight/mass, and capacity, time and temperature using referents in familiar settings from other disciplines	Addison Wesley / Read it Draw it Solve it/ thematic math unit
_____ Selects appropriate unit of measure for given objects/situations	Addison Wesley/ Read it , draw it solve it, real life application (class projects)/ teacher observation
_____ Uses standard units of measure of length, area, weight, capacity, time and temperature in familiar settings from other disciplines	Performance task/ following a recipe (capacity, time temperature), performing a science experiment (any of these), on-going measuring body chart (length), daily schedule (time) etc.
_____ Describes and justifies own methods of estimating involving realistic measurement situations (time, money, length, etc.)	Teacher observation / Addison Wesley/ whole group activities/bank and store/ dramatic play...

Name _____

Math Continuum
Developing / Grade 2

School year _____

Problem Solving	
_____ Uses a variety of strategies and approaches to solve problems (ex: physical models, diagrams, act out)	Teacher observation / performance task, throughout year / Read it , Draw it, Solve it./ Puddle problems/ Addison Wesley etc.
_____ Defines problems in familiar situations (ex: how much time do we have before PE?)	Teacher observation / on-going
_____ Organizes relevant information to solve a problem (ex: makes a Venn diagram to determine which of three recipes each classmate likes), and identifies missing information	
_____ Selects appropriate tools to measure length, area, weight/mass, and capacity/volume	Performance task
Mathematical Reasoning	
_____ Interprets and compares information in familiar situations (ex; determines which day of the week is the hottest)	Teacher observation/ class discussion
_____ Validates own thinking using models and patterns (ex: uses square tiles to illustrate the area of a rectangle); recognizes the relatedness of similar problems	Read it , Draw it , Solve it, Class discussion, Math Excursions
_____ Makes and test conjectures based on collected data (ex: given a bag containing four cubes I two different colors, guesses how many of each color there are after picking a cube 10 times with replacement) and adjusts using supporting or contradictory results)	Task performance (bag with colored cubes)
_____ Checks for reasonableness of answers (ex: after computing the sum of two numbers, uses estimation to see if the answer makes sense)	Teacher observation / inquiry
Communication	
_____ Extracts mathematical information from pictures, diagrams, and physical models (ex: explores area and perimeter of a variety of rectangles made with square tiles)	Read it Draw it Solve it
_____ Organizes and clarifies mathematical information orally and in writing (ex: describes strategy for solving a subtraction problem in a math journal)	Read it , Draw it, Solve it
_____ Expresses ideas using model/and or graphs (eg:uses collections of objects to demonstrate how to determine if a number is odd or even)	Class activities, i.e. calendar, 100's activities, graphing , sorting and counting to determine odd or even (i.e.: snack crackers)

Name _____

**Math Continuum
Developing / Grade 2**

School year _____

Measurement (cont.)	
_____ Uses cent and dollar notation when relating values of coins up to one dollar	Addison Wesley / end of year exam
_____ Makes change from one dollar	Performance task
Geometric Sense	
_____ Sorts, classifies; and uses 2D and 3D geometric figures in order to solve problems in real life settings	Integrated math unit (Math excursions))
_____ Uses manipulatives and drawings to describe geometric transformations (translations, reflections, and rotations)	Pattern block activities, performance task, geo-board dot paper activities (Addison Wesley)/ integrated math unit (math excursions)
_____ Identifies and graphs ordered pairs of whole numbers on a coordinate plane	Addison Wesley/ mid year test
_____ Begins to explore concepts of symmetry, similarity and congruence	Teacher observation / Addison Wesley - activities / geo-board exploration, block play, etc.
Probability and Statistics	
_____ Describes possible outcomes in simple experiments where outcomes are not equally likely	Addison Wesley activities/ Marilyn Burns activities—Teacher observation / performance task
_____ Collects, organizes and displays data in familiar situations from other disciplines using tables, bar graphs, pictographs and Venn diagrams	Performance task / graphing activities/ science, puddle problems, research, Read it, Draw it Solve it / Addison Wesley
_____ Describes data using words like "most often" and "least often"	Teacher observation / class discussion; math activities
Algebraic Sense	
_____ Represents patterns symbolically	
_____ Given pairs of numbers, orally describes the functional relationship (e.g., guess my rule)	!00's activities, Read it Draw it Solve it, Addison Wesley/ performance task
_____ Completes number sentences using +, -, <, >	Addison Wesley / Read it , Draw it Solve it, /performance task, observation
_____ Recognizes, creates and extends patterns of objects using a variety of materials such as beans, toothpicks, pattern blocks, calculator or colored tiles	Teacher observation/ manipulative math work

Name _____

Math Continuum
Developing / Grade 2

School year _____

Connections	
_____ Makes connections between different mathematical content areas (ex: uses physical models to explore the relationship between multiplication and division situations)	Teacher observation / student comments about cooking, building, designing, cutting, measuring, adding, subtracting, multiplying and dividing in real life situations
_____ Recognizes mathematical patterns and ideas in familiar situations in other disciplines (ex: compares average monthly temperatures)	Teacher observation / across curriculum learning
_____ Give examples of how mathematics is used in everyday life	Teacher observation/ student comments

Name _____
 School Year _____

1

**Math Continuum
 Expanding/Third Grade**

Continuum	Assessment Tools
Number Sense	
_____ Uses physical models, pictures, and symbols to demonstrate the relationship between ones, tens and 100's	Addison Wesley (AW) Chapter Test 2A
_____ Uses physical models and equations (symbols) to demonstrate the commutative property related to place value ($100+4+60=100+60+4$)	Performance Assessment
_____ Uses physical models, pictures, and symbols to order fractions with like denominators	Read It, Draw It, Solve It 66 AW Chapter Test 15B
_____ Uses place value materials to solve addition and subtraction problems containing multi-digit whole numbers through hundreds	AW Chapter Test 4D, 5D
_____ Computes to solve problems in realistic situations containing multi-digit numbers using the addition or subtraction strategy most appropriate to the situation (mental math, paper and pencil, calculator)	AW Chapter Test 4C, 4E, 5E, 6E, 7E, 8E
_____ Uses models, diagrams, and symbols to demonstrate the relationship between multiplication and division	AW Chapter Test 16C, Performance Assessment
_____ Creates and uses strategies to solve multiplication and division basic facts	AW Chapter Test 8A-D, 9 A-D, 11A-D, 12A-D
_____ Uses mental math to multiply one-digit numbers by 10's and 100's	AW Chapter Test 13A
_____ Describes and justifies reasonableness of an estimate in a multiplication context	AW Chapter Test 13B
Measurement	
_____ Determines area and perimeter of irregular two-dimensional figures	AW Chapter Test 7B, 14B
_____ Uses language and symbols to compare attributes of perimeter and area	Performance Assessment
_____ Uses physical models to determine volume of rectangular solids	AW Chapter Test 14B, Performance Assessment
_____ Describes and justifies reasonableness of an estimate involving length, weight/mass, area, time, and temperature in other disciplines	AW Chapter Test 3 A-D, 7A, 7C, 4A Performance Assessment
_____ Measures to the nearest whole and common fractional parts of units when given a realistic situation in other disciplines	Performance Assessment
Geometric Sense	
_____ Uses faces, edges, and vertices to classify 2D and 3D geometric figures	AW Chapter Test 10A
_____ Classifies real world objects as containing squares, rectangles, triangles, circles, cubes, rectangular solids, spheres, cylinders, or pyramids	AW Chapter Test 10A Performance Assessment

Name _____
 School Year _____

2

**Math Continuum
 Expanding/Third Grade**

_____ Predicts and verifies transformations on a geometric figure (translations, reflections, and rotations)	AW Chapter Test 10D Performance Assessment
_____ Constructs models of three-dimensional shapes	Performance Assessment
_____ Describes the location of figures on a coordinate plane using ordered pairs	CT 10E, Performance Assessment
_____ Understands concepts of symmetry, congruence, and similarity	AW Chapter Test 10E
Probability and Statistics	
_____ Places events in order of likelihood of occurrence	Performance Assessment
_____ Predicts and verifies likelihood of occurrences using physical objects (number cubes, coins, etc.)	AW Chapter Test 6D
_____ Devises and conducts experiments to determine the probability of events as a quantity between 0 and 1	Performance Assessment
_____ Poses questions from data and chooses and explains one type of graph over another	Performance Assessment
_____ Collects, organizes, and displays data, with assistance, in forms such as tables, charts, pictographs, and bar graphs	Performance Assessment Puddle Problem 2
_____ Describes pictographs, bar graphs, and line graphs and how they communicate solutions to problems	AW Chapter Test 6A-C
_____ Describes measures of central tendency using words like middle and most often	Performance Assessment
Algebraic Sense	
_____ Finds a rule which describes numeric and geometric patterns when given manipulative or pictorial displays	AW Problem of the Day 10
_____ Translates problem-solving situations into expressions and equations that use geometric symbols for the unknown	Read It, Draw It, Solve It *****
_____ Recognizes patterns involved in a variety of estimation and computation strategies	AW Problem of the Day 88
_____ Uses standard notation in reading and writing open sentences (e.g. $3x = 18$)	Read It, Draw It, Solve It *****
Problem Solving	
_____ Uses a variety of strategies and approaches to solve problems (ex: make a table, find a pattern, make a problem simpler)	Ongoing Performance Assessment, Observation, Interviews, AW Chapter Tests, Journal
_____ Recognizes when an approach is unproductive and tries a new approach (in computation as well as problem solving)	Ongoing Performance Assessment, Observation, Interviews, AW Chapter Tests, Journal

Name _____
 School Year _____

3

Math Continuum Expanding/Third Grade

_____ Identifies the unknown in everyday situations (ex: verbalizes that the number of children going on a field trip and the number of seats on each bus must be known to calculate how many buses are needed for the trip)	Ongoing Performance Assessment, Observation, Interviews, AW Chapter Tests, Journal
_____ Applies appropriate methods, operations, and processes to construct a solution	Ongoing Performance Assessment, Observation, Interviews, AW Chapter Tests, Journal
Mathematical Reasoning	
_____ Validates thinking using models, known facts, patterns, and relationships (ex: uses a fraction kit to illustrate the relative sizes of three fractions)	Ongoing Performance Assessment, Observation, Interviews, AW Chapter Tests, Journal
_____ Makes conjectures, collects data, supports arguments, and justifies results (ex: when asked "Do larger pumpkins have more seeds?" makes conjectures and devises and carries out a plan to test the conjecture)	Ongoing Performance Assessment, Observation, Interviews, AW Chapter Tests, Journal
_____ Reflects on and evaluates procedures (ex: after completing the pumpkin experiment, decides if the method used was the best for answering the question)	Ongoing Performance Assessment, Observation, Interviews, AW Chapter Tests, Journal
Communication	
_____ Uses available technology to browse and retrieve mathematical information (ex: uses e-mail to collect, share, and analyze experimental data with other third graders throughout the country)	Performance Assessment
_____ Organizes and clarifies mathematical information through narrative expression (ex: in a math journal)	Performance Assessment, Observation, Interviews, AW Chapter Tests, Journal
_____ Expresses mathematical ideas with appropriate vocabulary using everyday language, models, charts, tables, graphs, and symbols (ex: when describing/justifying results of a measurement experiment)	Performance Assessment, Observation, Interviews, AW Chapter Tests, Journal
Connections	
_____ Uses mathematical thinking in familiar situations in other disciplines (ex: devises and conducts an experiment to determine if plants grow better in natural or artificial light)	Performance Assessment, Observation, Interviews, AW Chapter Tests, Journal
_____ Recognizes mathematics in familiar settings (ex: recognizes geometry as the basis for buildings, bridges, etc.)	Observation
_____ Identifies how mathematics is used in career settings	Interview

Name _____
 School Year _____

1

**Math Continuum
 Independent/Fourth Grade**

Continuum	Assessment Tools
Number Sense	
_____ Identifies, compares, and orders numbers to 1,000,000 and common fractions	Addison Wesley (AW) Chapter Test 1C, 2C
_____ Rounds numbers to the nearest tens, hundreds, and thousands	AW Chapter Test 2C
_____ Uses physical models and pictures to demonstrate relationships within fraction families (halves, fourths, eighths, sixteenths; or thirds, sixths, twelfths; etc.)	Performance Assessment, Observation
_____ Uses objects, pictures or symbols to illustrate the meaning of commutative and associative properties and identify properties of addition and multiplication	AW Chapter Test 1A, Performance Assessment
_____ Estimates and solves realistic problems involving multiplication and division using the computation strategy most appropriate to the situations (mental math, paper and pencil, calculator)	AW Chapter Test 5E, 6E, 7E, 9E, 10E
_____ Demonstrates the meaning of multiplication and division using physical models to solve problems containing one- or two-digit factors	Performance Assessment
_____ Uses physical models to solve problems involving a combination of any two whole number operations	Performance Assessment,
_____ Writes number sentences representing addition, subtraction, multiplication, and division situations	Ongoing AW Chapter Tests
_____ Solves relevant problems in other disciplines involving addition, subtraction, multiplication, and division of multi-digit whole numbers where the operations are not specified	Ongoing AW Chapter Tests, Observation, Performance Assessments
_____ Describes and justifies reasonableness of an estimate to a division context	Interview, AW Chapter Test 10 A-B
_____ Divides by 10's and 100's	Teacher Created Test
Measurement	
_____ Solves realistic problems involving measurement of perimeter, area, length, weight/mass, time and temperature when given diagrams or objects	AW Chapter Test 8A-E, 14C-D
_____ Uses language and symbols to compare attributes of perimeter, area, and volume	Interview
_____ Determines and justifies whether exact or approximate measures are needed when given a realistic situation	AW Chapter Test 8D
_____ Uses a ruler, tape measure, scale, thermometer, and clock to measure accurately	AW Chapter Test 8A-E, Observation, Performance Assessment
Geometric Sense	
_____ Identifies and describes attributes of two-and three-dimensional geometrical figures using appropriate adjectives such as parallel, symmetric, congruent, similar, and perpendicular	AW Chapter Test 11A-E, Observation, Performance Assessment

Name _____
 School Year _____

2

**Math Continuum
 Independent/Fourth Grade**

_____ Draws or creates two-dimensional geometrical figures using appropriate tools (ex: toothpicks to create two-dimensional shapes)	Performance Assessment
_____ Describes the relative position of figures located on a coordinate plane	AW Chapter Test 11D, Interview
Probability and Statistics	
_____ Uses organized counting to determine the number of possible outcomes of an event	AW Chapter Test 4D
_____ Makes inferences based on experimental results using coins, random number generators, spinners, etc.	AW Chapter Test 4D
_____ Poses simple questions and hypotheses in realistic situations in other disciplines, collects data and communicates results using graphs or tables supported by written or oral explanations	AW Chapter Test 4A-B, Performance Assessment
_____ Describes mean, median, and mode for specific data and associates them with measurement of central tendency	Interview, Performance Assessment
Algebraic Sense	
_____ Recognizes and creates sequential number patterns and generates rules for them	Problem of the Day
_____ Uses manipulatives and pictorial representations to illustrate processes maintaining equality in an equation	Observation, Performance Assessment
Problem Solving	
_____ Uses a variety of strategies and approaches to solve problems (ex: work backwards, make an organized list, make a table or graph, write number sentences)	Ongoing Performance Assessment, Observation, Interview, Journal, AW Chapter Tests
_____ Recognizes when an approach is unproductive and tries a new approach (in computation as well as in problem solving)	Ongoing Performance Assessment, Observation, Interview, Journal, AW Chapter Tests
_____ Identifies the unknown in familiar situations (ex: tells what information is needed in order to solve any problem)	Ongoing Performance Assessment, Observation, Interview, Journal, AW Chapter Tests
_____ Applies appropriate methods, operations, and processes to construct a solution	Ongoing Performance Assessment, Observation, Interview, Journal, AW Chapter Tests
Mathematical Reasoning	
_____ Validates thinking using models, known facts, patterns and relationships (ex: uses fraction bars to illustrate the meaning of addition with unlike denominators)	Ongoing Performance Assessment, Observation, Interview, Journal, AW Chapter Tests

Name _____
 School Year _____

3

**Math Continuum
 Independent/Fourth Grade**

_____ Makes conjectures, collects data, supports arguments, and justifies results (ex: devises and carries out a plan to test the conjecture that small rubber balls will bounce more times than larger ones when dropped from the same height)	Ongoing Performance Assessment, Observation, Interview, Journal, AW Chapter Tests
_____ Reflects on and evaluates procedures (ex: after completing the rubber ball experiment, decides if the method used was the best for answering the question)	Ongoing Performance Assessment, Observation, Interview, Journal, AW Chapter Tests
Communication	
_____ Uses available technology to browse and retrieve mathematical information (ex: uses the Internet and/or CD ROMs to find information on the use of symmetry in architecture)	Observation, Performance Assessment
_____ Organizes and clarifies mathematical information through reflection and discussion (ex: in a math journal following class discussion about strategies used to solve a problem)	Ongoing Performance Assessment, Observation, Interview, Journal, AW Chapter Tests
Connections	
_____ Recognizes relationships within mathematics	Ongoing Performance Assessment, Observation, Interview, Journal, AW Chapter Tests
_____ Uses mathematical thinking in familiar situations in other disciplines (ex: determines how to construct a garden that provides the most space for the lowest cost of fencing material)	Ongoing Performance Assessment, Observation, Interview, Journal, AW Chapter Tests
_____ Recognizes mathematics in familiar settings (ex: recognizes the use of statistics in sports)	Ongoing Performance Assessment, Observation, Interview, Journal, AW Chapter Tests
_____ Identifies how mathematics is used in career settings	Interview

EASTON MATH CONTINUUM

NAME _____

Confident/Grade 5	Fluent/Grade 6																																							
<input type="checkbox"/> Compare & order whole numbers C-2 <input type="checkbox"/> Identify place value to thousandths C-2 <input type="checkbox"/> Adds and subtract decimals C-3 <input type="checkbox"/> Define mean, median and mode C-4 <input type="checkbox"/> Construct tables and graphs C-4 <input type="checkbox"/> Multiplies 2 and 3 digit numbers C-5 <input type="checkbox"/> Multiplies decimals C-5	<input type="checkbox"/> Compares and orders decimals C-2 <input type="checkbox"/> Adds and subtracts decimals C-3 <input type="checkbox"/> Multiply decimals C-3 <input type="checkbox"/> Reads and writes numbers having exponents C-3 <input type="checkbox"/> Identifies prime and composite numbers C-3																																							
<input type="checkbox"/> Measures using metric measurement tools C-6	<input type="checkbox"/> Divide decimals C-4 <input type="checkbox"/> Calculates and use mean, median, and mode to describe a set of data C-5																																							
<input type="checkbox"/> Divides with one place divisors C-7 <input type="checkbox"/> Divides with two place divisors C-8 <input type="checkbox"/> Compares and order fractions C-9 <input type="checkbox"/> Adds and subtract fractions C-10 <input type="checkbox"/> Measures using standard measurement tools C-11 <input type="checkbox"/> Calculates perimeter and area C-16 <input type="checkbox"/> Uses mental arithmetic, pencil and paper, calculator or computer as appropriate to solve problems <input type="checkbox"/> Represents equalities and inequalities with =, >, <, = <input type="checkbox"/> Solves single variable equations	<input type="checkbox"/> Represents ideas or situations using models, graphs, tables, charts, written reflection or algebraic notation C-5 <input type="checkbox"/> Uses different mathematical models and representation of same situation (e.g., bar and circle graph) C-5 <input type="checkbox"/> Compares and orders fractions C-6 <input type="checkbox"/> Add and subtract fractions & mixed numbers C-7 <input type="checkbox"/> Multiply & divide fractions & mixed numbers C-8 <input type="checkbox"/> Calculate percents C-11																																							
<input type="checkbox"/> Uses problem solving steps (investigate the situation, formulate questions, define problem, apply appropriate methods and solve it) <input type="checkbox"/> Tests conjectures and inferences and explain why they are true or false <input type="checkbox"/> Expresses mathematical ideas to others <input type="checkbox"/> Recognizes use of mathematics outside of classroom and within different occupations	<input type="checkbox"/> Investigates situation, formulate questions, define problem and use appropriate method to solve it <input type="checkbox"/> Makes conjectures and inferences based on analysis of new problem situations <input type="checkbox"/> Draws conclusions and verify results																																							
	<input type="checkbox"/> Browses and retrieves information from a variety of sources <input type="checkbox"/> Recognizes use of mathematics outside of classroom and within different occupations																																							
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Unit Five

Reporting Student Progress to Parents/Intervention

<u>Contents</u>	<u>Page</u>
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Intervention Practices	P-20

Unit Overview

An essential ingredient of the continuous progress learning program is to maintain regular communication about student progress with parents and guardians. Reporting to parents occurs in the following ways:

- Two formal conferences are set up each year, once in the fall and once in the spring for the purpose of the teacher, parent(s) and student to meet and discuss work and progress on the learning continuum.
- The individual learning profile and learning plan is presented to the parent(s) at the fall conference and updated in the spring for presentation at the spring conference.
- The learning continuums are updated each quarter and a copy of each child's continuum is sent home to the parents and reviewed for progress twice a year.
- At the semester reporting period, a parent survey is administered along with the child's updated learning continuum, for the purpose of receiving feedback on each student's learning progress.
- Additionally, parents are invited to set up additional conferences if necessary for student growth or intervention.

Teacher-Parent-Student Conferences

Conferences in the continuous learning progress program are designed to keep parents informed on a regular basis about their child's progress in school and to communicate to parents how they can be partners in helping their child learn at home. Students are included in the conference and encouraged to share pieces of work that reflect learning progress. The teacher presents to the parent assessment pieces and other portfolio documentation that support the student's placement on the learning continuums. The parent is asked to review the child's learning profile and learning plan and pose questions, concerns, and affirmations about the individual profile and learning plan. The teacher may adjust the continuum to reflect input from the parent that can be substantiated. In this way, the conference becomes a step in the partnership and collaboration between parents, students and teachers.

The teacher communicates to the parent in the fall conferences that the learning plan reflects what the expected outcomes for learning will be for their child by the end of that school year. During the spring conferences, the learning plan is revisited and the parent is asked to review and give feedback on their child's updated learning profiles and learning continuums.

Intervention Practices

If the student's progress is in line with teacher and parent expectations, the parents and teacher will talk about what comes next on the learning continuum and may give ideas or suggestions of how to expand learning opportunities in the home. If a student is not progressing on the continuum in a timely fashion, and there is substantial evidence to believe that intervention practices are necessary, the teacher updates the learning plan to reflect that need, and talks to the parent about what might be done at home to help the child become successful at moving forward on the learning continuum.

If the intervention plan goes beyond simple classroom intervention, the plan is then looked at by the classroom teacher and the school's intervention specialist for further review. An intervention process can occur during any time in the school year, though it has been found that expediency of documentation results in more quickly meeting the child's needs.

The intervention team (made up of the teachers, paraprofessionals, intervention specialist, and school administrator) are then charged with designing an intervention plan that will meet short and long term goals of student progress in any particular subject area. Examples of intervention might be additional time provided for a student to work individually or in small groups on specific reading or writing skills and strategies, or the need for a student to have professional counseling. Summer school, or after

school homework sessions may be modes of intervention. Intervention does not replace the classroom curriculum, but provides remediation or make-up time for the purpose of bringing the student up to level in meeting academic expectations and decreasing his or her chances of failure at any level.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this project was to develop a model continuous learning progress program, aligned with the Washington State Essential Academic Learning Requirements designed specifically for primary students, grades kindergarten through sixth grade in Easton School District 28, Easton, Washington. To accomplish this purpose, current literature and research concerning serving students in nongraded continuous progress learning programs were reviewed, and assisted in the development of student profiles, student learning plans, learning continuums, and student assessment portfolios.

Conclusions

1. Students in elementary programs benefit both academically and socially from learning programs that are guided by knowledge of where the individual falls on the continuum of academic learning, and moving them forward from there.

2. Students in grades kindergarten through sixth grade enter the system with different background knowledge, learn at different rates, and approach learning from various perspectives, based on background experiences, preferred learning styles, and intelligences.
3. Success in the early grades will promote success in the later grades and decrease the chance of failure in school; therefore careful tracking of student progress in the early grades, best practices in teaching based on sound learning theory, and necessary intervention will be vital for students to achieve high standards throughout their school career.

Recommendations

1. To address individual learning styles, rates, and differences in background information, schools should implement continuous progress learning programs so that individuals can be served based on their specific learning needs.
2. To address individual academic goals in primary programs, staff members need to be knowledgeable in developmental learning theory and in authentic assessment practices, therefore schools should prioritize staff development in these areas.

3. With the knowledge that retaining students in the early grades does not lead to an increased chance of success in school, it follows that schools should carefully track student academic progress throughout the elementary grades, and apply intervention practices that will increase the chance of success for all students.
4. Other schools seeking to successfully implement a plan for a continuous learning progress program in the primary grades, may wish to adapt and/or utilize the model procedure developed for this project or undertake further research on this subject to meet their unique needs.

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Appendix A

Please note: Portions of Appendix A have been redacted due to copyright concerns.

A FRAMEWORK FOR ACHIEVING THE
ESSENTIAL ACADEMIC LEARNING
REQUIREMENTS
IN

Reading

Grades K-6

DRAFT

Revised January 15, 1998

Prepared by Margaret Mooney for the Commission on Student Learning

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Introduction

This framework is designed to assist teachers in planning and implementing the Essential Academic Learning Requirements in Reading. It provides a focus for assessment and serves as a scaffold for documenting and reporting students' progress in reading.

The Essential Academic Learning Requirements in Reading are applicable to all stages of reading development while they have special significance at each stage. This framework supports reading curricula developed by individual school districts to reflect the specific nature and culture of the community. The combination of efforts at the local level and use of this framework should ensure that all elements of the Essential Academic Learning Requirements in Reading are addressed at each grade level.

Since students progress at different rates on different skills, this framework is organized by grade level. For each grade level, information is presented in the following sections:

- Overview
- Quick Check
- Suggested Genres and Text Features to Be Worked Toward by the End of [Each Grade Level] chart
- Suggested Characteristics to Be Worked Toward by the End of [Each Grade Level] chart

The Overview for each grade summarizes some of the key learning common to students making normal progress for that grade.

The Quick Check provides a summary of skills and strategies that should be established and used competently and independently before a student can be considered ready to work at the next grade.

The Suggested Genres and Text Features chart lists types of fiction and nonfiction texts and the text features familiar to most students at each grade level. At each level, items are added to the chart to build on those introduced earlier. The range of material at each level reflects the focus and intent of the four Essential Academic Learning Requirements in Reading, emphasizing the need for skills and strategies to be taught and assessed on a wide range of texts and for a wide range of purposes.

The Suggested Characteristics chart offers skills and strategies, or characteristics, to be worked toward by the end of each grade. These present a more comprehensive outline than that presented in the Overview, and they are linked to the Essential Academic Learning Requirements in Reading, with all subsections of these covered at each grade. Suggested Tools for Assessing and Recording are those commonly used in classrooms and are linked to items in the Tool Kit. To interpret the Tools for Assessing and Recording columns, consult the key provided below the chart. A glossary is provided on page 29 of this document to help define unfamiliar terms.

Although the framework is organized by grade level, it is acknowledged that children progress at different rates and that any one child will show more or less progress at certain times. This, and the continuous extending and refining of skills and strategies learned in the early stages of development, means that any one skill is the basis for another skill or a number of other skills at the next level. For example:

Kindergarten

- Uses pictures to predict text

First Grade

- Uses pictures to confirm and not just predict text
- Identifies some features or traits of characters from illustration and text

Second Grade

- Makes inferences from illustrative and textual details
- Summarizes text or content of illustrative material for a specific purpose
- Locates information in a range of texts and illustrations to answer problems or pursue a topic

Third Grade

- Identifies elements in the text and illustrations that develop characterization and influence the presentation of plot
- Uses charts and tables to read and present information comparing, recording, summarizing, or reorganizing ideas and facts from textual and/or illustrative materials

Fourth Grade

- Identifies and uses text structure, main idea, supporting details, text organizers, and illustrative material when summarizing or referencing nonfiction material
- Considers the validity of information gained from text and illustration
- Revisits and analyzes text and illustrations for a specific purpose, including identifying story elements and literary devices
- Understands how illustrations and graphics, including diagrams, graphs, photographs, line drawings, realistic and impressionistic art, influence reading and the ideas or information gained

The suggested skills and strategies, or characteristics, at each level include those emphasizing phonetic, grammatical, and semantic elements as well as those relating to concepts of print and characteristics where these four elements need to be integrated in order for the reader to fully comprehend the content.

To ensure that teaching and assessment focus on the same skills, some teachers have found it helpful to copy the framework for their grade level for each planning period and to highlight a number of skills and strategies, list the content areas and the resources to be used, and highlight the assessment method. Some teachers keep a master cumulative sheet showing skills and strategies established and the range of material used. Figure 1 (page 6) gives an example of how a Characteristics chart from the framework can be used as the basis of a teacher's plan.

Figure 2 (page 7) shows how a Characteristics chart for a grade level can be used as the basis of the year's cumulative assessment and can provide detailed information for reporting to parents, colleagues, or administrators. The data entered include dates when skills are assessed, the assessment method, the type of material, the curriculum area, and whether the task was directed or undirected. Supporting evidence can be included in a student's portfolio.

Developed by Margaret Mooney, this framework is based on Washington's Essential Academic Learning Requirements. To ensure that the framework reflects Washington's educational practices and philosophies, the Commission on Student Learning asked educators from across the state to critically review the framework draft and offer suggestions for improvement. Their input is incorporated into this framework.

About the Author

Margaret Mooney is an internationally known educator and consultant in the field of reading. She worked on New Zealand's Ready to Read series, the national reading series developed and implemented by the government as the core program for children in their first three years of school. At the same time, she served as adviser to Auckland schools.

Ready to Read became internationally known when it was marketed in Australia, Canada, and the United States. Margaret Mooney worked with teachers in these countries to implement the program and its recommended teaching practices. She has also participated in several projects in Asian and Pacific countries, encouraging the development of indigenous material for reading instruction and sharing information about proven practices. In 1989, she became more involved in commercial publishing and has been responsible for the development of more than 400 books in three major resources for reading and writing curriculums. Her own writing includes some twenty books for teachers and children.

Margaret Mooney served as a consultant in the educational reform movement in Washington and then accepted the invitation of the Commission on Student Learning to design and develop the reading frameworks in consultation with educators throughout the state.

A FRAMEWORK FOR
ACHIEVING THE
ESSENTIAL ACADEMIC
LEARNING REQUIREMENTS

Writing

Grades K-4

DRAFT

Prepared by Dr. Barbara Kapinus for the Commission on Student Learning

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Introduction

This framework is designed to assist teachers in planning and implementing the Essential Academic Learning Requirements writing curricula. It provides a focus for assessment that emphasizes achievements in writing abilities appropriate for students at early grade levels. It also serves as a scaffold for documenting and reporting students' progress in these writing abilities to colleagues and parents.

The intent of this framework is to support the writing curricula developed by individual school districts. Writing curricula developed at the local level will best reflect the specific nature and culture of the community. The combination of efforts at the local level and this framework should ensure that all elements of the Essential Academic Learning Requirements in Writing are addressed at each grade level.

Although students come to school with varied background experiences and knowledge and progress at different rates on different skills, this framework is organized by grade level to indicate goals for learning. For each grade level, information is provided in the following sections:

- Overview
- Quick Check
- Suggested Writing Audiences, Sources, Purposes, and Forms by the End of [Each Grade Level] Chart
- Suggested Writing Characteristics to Be Achieved by the End of [Each Grade Level] Chart

The Overview contains a brief summary of main learning targets. This summary can be used for communicating goals to parents at the beginning of the school year. It can also be used for reporting to parents and for documentation within and beyond school.

The Quick Check section reflects the focus of the Overview and could also be used for communicating goals to parents, for documentation within and beyond school, or as a very general guide for classroom assessment.

The Suggested Writing Audiences, Sources, Purposes, and Forms by the End of [Each Grade Level] Chart lists some of the major aspects of writing familiar to most students at each grade level.

The Suggested Writing Characteristics to Be Achieved by the End of [Each Grade Level] Chart has three main sections: the characteristics of achievement in writing for the grade level, up to six pertinent links to the Essential Academic Learning Requirements, and some assessment

suggestions. To interpret the assessment suggestions, consult the key provided below the chart.

Teachers are reminded that the framework offers suggestions to work toward and some focus for instruction but is not intended to limit learning. For example, a characteristic introduced at any grade level should continue to be practiced, refined, and extended at subsequent grade levels.

Developed by Dr. Barbara Kapinus, this framework is based on Washington's Essential Academic Learning Requirements. To ensure that the framework would reflect Washington's educational practices and philosophies, the Commission on Student Learning asked educators from across the state to critically review the framework draft and offer suggestions for improvement. Their input is incorporated into this framework.

About the Author

Dr. Barbara Kapinus is currently a Senior Study Director at Westat in Rockville, Maryland. She was the Director of the Curriculum and Instructional Improvement Program at the Council of Chief State School Officers for four years, working with state and national projects on standards and assessments. She has worked on the National Assessment of Educational Progress in Reading, the IEA International Literacy Study, and the National Reading Test. She served for eight years as the Specialist in Reading and Communication Skills at Maryland State Department of Education where she worked on the state framework, professional development, and performance assessments for grades 3, 5, and 8. She worked for sixteen years in Prince George's County Public Schools as a classroom teacher, a reading specialist, and an instructional specialist. She has taught graduate courses in reading, writing, thinking skills, and assessment at The Johns Hopkins University, Western Maryland College, College of Notre Dame of Baltimore, and the University of Maryland. She was a primary investigator at the National Reading Research Center.

Dr. Kapinus has published articles in The Reading Teacher, The Journal of Reading, and The Journal of Educational Research and has chapters in several books. She has served on the editorial boards of The Reading Teacher, The Journal of Reading, The Journal of Literacy Research, and Educational Assessment. She was co-editor of the assessment column of The Reading Teacher. She completed her Ph.D. in Education at the University of Maryland.

A FRAMEWORK FOR ACHIEVING
THE
ESSENTIAL ACADEMIC LEARNING
REQUIREMENTS

Mathematics
Mathematics

GRADES K-4

Introduction

The intent of this framework is to support the Essential Academic Learning Requirements in Mathematics. Mathematics guidelines developed at the local level will best reflect the specific nature and culture of the community. This framework is designed to assist teachers in planning and implementing the mathematics curriculum. It provides a focus for assessment that emphasizes achievements in mathematics understanding and skills appropriate for students at early grade levels. It also serves as a scaffold for documenting and reporting students' progress in mathematics understanding and skills to colleagues and parents.

Although students begin school with varied background experiences and knowledge, and progress at different rates on different skills, this framework is organized by grade level to indicate goals for learning. Each Suggested Assessment Evidence for the End of [Each Grade Level] chart (the chart) included in this framework contains a listing of grade-appropriate evidence of learning, a correlation of that evidence with corresponding links to the Essential Academic Learning Requirements, and suggestions for methods of gathering evidence in order to assess the level of attainment.

Teachers are reminded that the framework offers suggested goals for each grade level. To assure mathematical achievement, it is important that content and processes introduced at any level continue to be practiced, refined, and extended at subsequent levels.

Problem Posing/Problem Solving, Mathematical Reasoning, and Communication

Primary goals of the Essential Academic Learning Requirements in Mathematics include posing and solving problems, reasoning mathematically, and communicating knowledge and understandings in everyday and mathematical language. Problem solving, reasoning, and communication should be infused as critical components of all mathematics instruction.

While engaged in meaningful mathematical experiences, children define and solve problems, reason logically, and communicate their understanding and knowledge to parents, peers, teachers, and themselves. Appropriate problem-solving experiences provide the children with a real world context in which to learn the concepts and mechanics of mathematics. Children are encouraged not only to think, but also to reflect on their thinking. They communicate their understanding through words, pictures, or numbers; develop an appreciation for the fact that there are many ways to solve problems; and develop an understanding of the role mathematics plays in their lives.

The charts are based on the assumption that concepts and topics in mathematics will be presented within a problem-solving setting. Children will be encouraged to solve problems arising from accessible situations rather than from artificial models. Similarly appropriate assessment techniques will include activities in which the students demonstrate their understanding of the concepts within problem-solving contexts. These techniques are indicated in the charts and described at the end of each grade level in the "Key for Assessment Processes." Not only will the teacher assess the students' abilities to apply mathematical knowledge, compute and estimate in this setting, but the teacher will also pay

Please note: The rest of this publication was removed from this scan due to copyright concerns.

Appendix B

EASTON SCHOOL STUDENT PROFILES

KINDERGARTEN
MRS. HOULE
NOVEMBER, 1997

Mathematics: can identify, compare and order groups of objects; sort objects by at least one attribute; participate in prediction and estimation activities; and respond to data organized and displayed in pictographs and bar graphs. She is exploring measuring tools and measurable attributes such as length, perimeter and weight. participates in free exploration, patterning, sorting and counting activities of objects and numbers using a variety of materials.

Reading: In regards to comprehension, pretends to read using picture clues. She can identify her name in print; name all letters and most sounds; understand how books work; and is beginning to make the connection between letter sounds and words. has a positive attitude toward reading. She chooses to look at books; participates in the oral reading of familiar stories; shares favorite reading selections with others; and actively listens to and experiences a variety of books and authors.

Writing: has mastered all of the Emergent writing skills, except pretending to write notes, letters and directions during creative play. At the Beginning level, she can write letter strings; copy simple text and manuscript formation; add dictation to drawings; and she experiments with capital and lower case letters.

Social: is a very artistic and creative child, who enjoys illustrating her passion for horses using incredible details. She interacts positively with others and earns several Goose Eggs for her team member behaviors.

Learning Plan: will complete all the Emergent skills in Math, Reading and Writing; and will complete most of the Beginning skills in Reading and Writing.

Parent Comments:

Student Profile
June 13, 1999

has been enrolled in a first/ second grade class as a first grade student this year. She is an eager, enthusiastic learner and is highly capable. She enjoys learning and is conscious of her own progress.

Reading: 's end of the year reading assessment (DRA) shows that she is a level 30 (extending) reader. Readers at this stage are able to select new text with limited support. They are able to read familiar text and some unfamiliar text and new text independently. Extending readers use a variety of strategies to read. They can read fluently and understand what they read. is read to and reads independently or with a partner each day in class. She can re-tell a story with clear details and understands beginning, middle and end, characters, setting, problems and resolution. knows that she is a good reader and that reading contributes to her learning. She is able to read different kinds of texts for different purposes. is a strong first grade reader and will continue to grow by reading on her own, with support, and being read to. As continues to read harder materials, she needs to take time to reflect on what she reads through conversation and writing. I would encourage to continue reading over the summer to maintain and develop her strength in this area.

Math: is a capable math student. She has mastered most of the concepts, skills and strategies of second grade math. She can add and subtract whole numbers, and has been introduced to regrouping for double digit subtraction and addition problems. can measure weight, length, and capacity, count out amounts of money under one dollar, tell time to the hour and half hour, divide and multiply small groups of objects, collect and interpret data using simple graphs, charts and tables, extend a complex pattern and apply pattern thinking to math problem solving. uses a variety of skills and strategies to solve math problems and can communicate them with pictures words, and numbers. She can write and identify numerals correctly to 1000. works well with others and independently. She is able to ask for help is she doesn't understand something. received a score of 77% on the second grade end of the year math test. This, in addition to her performance tasks, indicate she is well prepared for third grade math. At this time, I am recommending that she start the year in the third and fourth grade classroom for math.

Writing: has demonstrated significant progress as a writer this year. Her writing is very legible and she is able to express her own thoughts clearly on paper. She has increased her spelling vocabulary of essential words, and is able to write a complete sentence, using appropriate capitalization and punctuation. writes in a variety of forms of writing and uses the writer's process with assistance. When writing down thoughts and ideas, she will ask for help occasionally, but consistently uses text resources, environmental print, and her own knowledge of written language. is very proud of her accomplishments as a writer and enjoys sharing with others. She sees writing as a meaningful process and will continue to grow as a writer with lots of real experiences to write with purpose for real audiences (i.e., letters, notes, lists, journal, stories, poems).

Social: gets along with other students and uses appropriate problem solving strategies. She enjoys dramatic play, arts and crafts, reading, writing, and interactive games. is a leader in the class and other students look up to her for her capabilities and positive citizenship. She is aware and proud of her accomplishments as a student and is always willing to help others. I have enjoyed working with this year and look forward to another year with her as a second grade student.

EASTON SCHOOL STUDENT PROFILES

KINDERGARTEN
MRS. HOULE
NOVEMBER, 1997

Mathematics: can identify, compare and order groups of objects; sort objects by at least one attribute; participate in prediction and estimation activities; and respond to data organized and displayed in pictographs and bar graphs. He is exploring measuring tools and measurable attributes such as length, perimeter and weight. participates in free exploration, patterning, sorting and counting activities of objects and numbers using a variety of materials.

Reading: In regards to comprehension, pretends to read using picture clues and retells stories in his own words. He can identify his name in print; name all letters and most sounds; understand how books work; and is beginning to make the connection between letter sounds and words. has a positive attitude toward reading. He chooses to look at books; participates in the oral reading of familiar stories; shares favorite reading selections with others; and actively listens to and experiences a variety of books and authors.

Writing: has mastered all of the Emergent writing skills. At the Beginning level, he can write letter strings; copy simple text and manuscript formation; add dictation to drawings; and he experiments with capital and lower case letters.

Social: is a very polite and well behaved child. He cooperates appropriately in group or partner settings and frequently offers help to his peers. earns several Goose Eggs each week for his team member behaviors and completes his daily Helping Hands classroom duty with pride and great effort.

Learning Plan: will complete all the Emergent skills in Math, Reading and Writing; and will complete most of the Beginning skills in Reading and Writing.

Parent Comments: WOW! " This looks great! I'm glad hasn't been a problem and is participating well. You do such an outstanding job Becky, I wish you could teach them through 6th grade!!! " I'm very glad & truly blessed to have had you as my son's first teacher! T.
Your Student's Parent & Friend! " 1st

Student Profile and Learning Plan

October 18, 1998

Teacher: Ms. McCoy

is entering the first grade in a first-second multiage classroom. This will be his first year in my class. 's fall reading assessment demonstrates that he is reading at level 10 on the DRA scale. He is beginning to be able to choose books at his "just right" reading level. He can distinguish between fiction and non-fiction text and tends to choose informational reading. is cooperative and enthusiastic about learning. He is learning to make good use of his school time, and gets along well with peers.

has made the connection between letters, words and sounds and is able to support his pictures with his own text. He is enthusiastic about drawing and his pictures tell stories. He is able to write complete thoughts, and ideas. is particularly interested in writing about real events in his life. He has developed enough phonemic awareness to sound out unknown words to support his writing. He has developed strategies to find the correct spelling for high frequency words (word lists, dictionaries, environmental print). Jesse enjoys writing and shows pride in his work. He likes to share his writing with his teacher and classmates.

has shown interest and ability in mathematical thinking. He creates complex patterns with pattern blocks, and is quick to come up with strategies for solving simple math problems. He is able to communicate mathematical ideas verbally. His fall math assessment demonstrates that he can: create complex patterns of three or more elements, identify a square, triangle, trapezoid and hexagon, count 24 items accurately on the first try, count backwards from 24, and knows number concept through four, giving instantaneous correct responses.

Learning Plan/ Fall 1998

Reading: will apply strategies to reading new and more difficult material to increase his reading level on the DRA continuum. He will have opportunities for shared, independent and guided reading, in addition to being read to, on a daily basis. He should continue to read at home with support at least 80 minutes a week. He will be expected to bring home a "just right book" each school night, to read at home. will also work with an older reading partner once a week for guidance, support and time to explore high interest reading material. He will participate in class book talks, which encourage verbal response to reading. will continue to monitor his reading progress through recording books read in his reading log, and identifying instructional level (just right) books during independent reading time. He will have opportunities to read for information, and apply knowledge using technology to create a science project.

Writing: will develop writing skills through daily opportunities to write and receive frequent feedback from teacher and peers about his writing. He will begin to explore the six traits of writing and develop strategies to evaluate his own writing to make it better. will continue structured manuscript writing practice to improve letter formation. He will continue to learn how to write in a variety of forms, including notes, lists, letters, stories, journal writing, recording data, charting, graphing, and explaining math problems and science observations. should attain more fluency, confidence and skill in writing by the end of the first grade.

Math: By the end of first grade, should be able to add and subtract numbers through 10, and identify, count, and order numbers through 50. He should be able to write numerals through 20, devise ways to solve mathematical problems, using pictures, words, and numbers. He will begin to explore nonstandard units of measure for length, weight, height, circumference, area, and volume. He should be able to identify the names of coins and their values. He should be familiar with a variety of geometric figures. will continue to work on developing more complex applications of patterning to the number system. He should be able to tell time to the hour, and half hour, and recognize and demonstrate the meaning of one half, one quarter, and a whole. He will begin to demonstrate the ability to collect, sort and process data through the use of simple charts, graphs and pictures.

Social Skills: will participate in regular class meetings and problem solving groups to develop appropriate communication skills for real life problem solving. He will be responsible for a class job, which will rotate throughout the year. At least three times each year he will set goals for his own learning (with assistance), write them down, and evaluate them at a later date for progress. will bring home a homework folder each Monday. He will need parent help to complete the work, and he needs to return the folder with finished work and parent and student signatures by Friday of each week. This part of his learning plan is important for developing appropriate study and organizational skills to attain success at higher grade levels throughout his school career.

Grade 1

Student Profile

May 3, 1999

is an enthusiastic self directed learner, who is curious and interested in learning new things. He is highly articulate (has a well developed vocabulary) and enjoys expressing himself verbally. He picks up on concepts quickly, and applies them to his learning.

Reading: reads and responds to reading every day at school and is enthusiastic about what he reads. He continues to select appropriate instructional level books and has increased his strategies as a developing reader. He enjoys being read to and responds to high interest material at a higher level than he can read independently. March assessment with the Developmental Reading Assessment (DRA) put him at level 30 (extending reader) which means he can read most texts with minimal support, and new genres with support. has made considerable progress as a reader since October at which time he was assessed at a level 10 (DRA). His contributions to book talks and responses to questions about what he reads indicate a high level of comprehension for books more than one year above his grade level. should continue to read at instructional level and have opportunities to respond verbally and in writing to what he reads. He will continue to develop as a reader with consistent time spent reading independently, with support, and being read to.

Writing: has demonstrated the ability to write in a variety of forms for different audiences. He can write letters, notes, lists, and journal entries. With assistance, he is able to write short stories and reports. is able to put his own thoughts on paper using complete sentences. He recently wrote a short story that demonstrates his ability to create a clear beginning, middle, and end, write complete and correctly punctuated sentences, and work on revising and editing his writing with teacher assistance. writes daily in his reading response journal, and has increased his spelling ability with high frequency words. is a resourceful writer who is able to use strategies to find words he is not sure of such as dictionaries, word walls, and classroom print. His manuscript writing is developing and very legible, but he needs to concentrate on neatness or it can become sloppy. enjoys sharing his writing with others and is comfortable with giving and receiving feedback. also wrote a short report on beetles this quarter which will be published in a hyperstudio stack on the internet.

Math: demonstrates ability in math. He has been placed in a second grade math book and demonstrates the ability to read, follow directions and solve problems at this level. He is able to add and subtract simple equations (through ten), predict and estimate numbers and outcomes and is able to interpret and create simple graphs and charts. is thorough with his work, and takes pride in doing well. He is comfortable with asking for help when he does not understand a process or a direction and is willing to help others solve problems. has demonstrated the ability to tell time to the hour and half hour, clearly write numerals through 20, identify the names and values of coins, predict and confirm measurements with non-standard tools (i.e. popsicle sticks, unifix cubes), and tell simple word problems to solve addition and subtraction sentences. problem solving work demonstrates clear understanding and excellent ability to communicate his thoughts on paper.

Social: demonstrates appropriate school behavior, and is kind courteous and respectful to peers and adults. He is a dedicated student who takes pride in learning and works hard. is sensitive, shows empathy to others and is developing skills for solving problems with friends more effectively when they arise.

Student Profile and Learning Plan

October 18, 1998

Teacher: Ms. McCoy

is entering the first grade in a first-second multiage classroom. This will be his first year in my class. fall reading assessment demonstrates that he is reading at level 2 on the DRA scale. He is beginning to be able to choose books at his "just right" reading level. He can distinguish between fiction and non-fiction text and tends to choose informational reading. is cooperative and enthusiastic about learning. He is learning to make good use of his school time, and gets along well with peers.

is starting to make the connection between letters, words and pictures in his writing. He is enthusiastic about drawing and his pictures tell stories. He is able to dictate complete thoughts, and is experimenting with attaching his own letters and words to his pictures. is particularly interested in writing about animals. He is beginning to develop phonemic awareness and can recognize some beginning and ending sounds in words.

has shown interest and ability in mathematical thinking. He creates complex patterns with pattern blocks, and is quick to come up with strategies for solving simple math problems. He is able to communicate mathematical ideas verbally. His fall math assessment demonstrates that he can: create complex patterns of three or more elements, identify a square and a triangle, can estimate 24 items within the range of 20-29, can count 24 items accurately on the first try, can count backwards from 10, and knows number concept through six, giving instantaneous correct responses.

Sara McCoy
February 1, 1999

In reviewing the learning profile and plan of October 1999, I notice that [redacted] has not progressed along the continuum as would be expected. In addition, his attitudes about learning fluctuate. I attribute this to [redacted] frustration, and not receiving the necessary help required to make progress.

In the condition that [redacted] be given guided reading practice daily, with a trained professional, I would suggest that he spend time reading familiar books in addition to slightly challenging ones, to strengthen what he knows, and challenge his reading ability, with help, so that he can feel successful and make progress. [redacted] should be provided high interest reading material at his level, which would include science and informational books at an emergent/beginning levels. These materials would need to be ordered (I have sources for this). I would also suggest assessing his progress through the DRA every two weeks, and setting goals with him to make the next leap. If more detail is needed to support an individual tutor program for [redacted] I will map out the specifics.

At the least, I would like to see [redacted] reach a level 10 on the DRA by the end of the school year. This would still put him below grade level, but at a place where he could progress over the summer by continued reading. Without read at this level of independence, I would suggest continuing intense reading support on a daily basis over the summer. Second grade students are expected to read at a level 23 (DRA) by the beginning of second grade (Washington State Assessment).

Student Profile
June 13, 1999

has been enrolled in a first second grade class as a first grade student this year. has grown this year in all academic and social areas. He can be an eager, enthusiastic learner and is quite capable. can be frustrated easily, which limits his persistence with an activity he is unsure of. Increased confidence and self esteem will contribute to success in school.

Reading: end of the year reading assessment (DRA) shows that he is a level 16 (transitional) reader. Readers at this stage are able to select new text with limited support. They are able to read familiar text independently and new text with some support. Transitional readers are beginning to use a variety of strategies to read. is read to and with every day in class and receives an extra half hour of individual support from our intervention specialist each day. has really benefited from the extra support and is now reading at grade level. He would benefit from continued help at home and school with guided reading and instruction in skills and strategies. picks up new text quickly and has the problem solving strategies to continue to grow as a reader. His frustration level for staying at a task that is difficult is limited, and at times he drops out altogether because he doesn't want to try. I recommend that participate in a five week summer school session to help reinforce his recent progress and continue reading practice over the summer and have lots of opportunities to read and be read to.

Math: is a capable math student. He has mastered the concepts, skills and strategies of first grade math. When he applies himself, he picks up math thinking quickly, and can communicate his ideas quite well. works best with individual teacher guidance or with a teacher-led small group. He needs a lot of support and does not like to work independently. If he is stuck on a problem, he often sulks or cries out, instead of using an appropriate means of getting help. I want to see move from "I can't" to "I can", as his attitude interferes with his progress. scored at 94% on his written end-of-year math test, and his performance tasks demonstrated understanding of first grade math .

Writing: has been a reluctant writer in first grade. I attribute this to emotional and physical growth. His fine motor skills are still developing, which makes writing letters difficult. He is comfortable copying text and dictating stories, but rarely initiates his own writing. When writing down thoughts and ideas, he will only do so if someone guides him individually, word for word. Even then, he often protests and refuses to cooperate with help. If enrolls in summer school this year, I recommend he receive help with writing, and have lots of opportunities to explore writing. likes to draw, but again is intimidated by a particular assignment. My guess is that will gain confidence as a writer as he continues to have successful reading and writing experiences. responds well to encouragement and rewards for short term goals.

Social: gets along well with other students and enjoys dramatic play and using building materials (legos, blocks, clay, etc.). He is fascinated by the living world and can sustain long conversations over an information book that interests him. He likes to read with more mature readers and talk about what he reads. He follows directions most of the time and likes to be in a helping role. He frustrates easily in academic settings. He tends to be a perfectionist and not want to do something if he can't do it well. needs to continue to have positive interactions with others, lots of encouragement about his areas of growth, clear limits set, and I am confident he has the ability to be successful in all subject areas.

**Profile/Learning Plan
November 1999**

Profile:

I had the pleasure of working with _____ last year in our math program and am pleased that he has entered as a third grade student in my third/fourth multiage classroom. He is a bright student who brings a breadth of understandings into our program. He thrives on learning, always asking and hypothesizing answers to big questions: why, how, and what if? I enjoy this opportunity to work with him for the entire school day this year.

Reading: October reading assessment (Qualitative Reading Inventory) placed him at Level 5 when demonstrating comprehension of a familiar expository passage. His S.T.A.R computerized reading assessment placed him at 3.9 grade level equivalency.

_____ reads widely, both at home and at school. He prefers to choose nonfiction reading materials at school during independent reading. He also participates in a small guided reading group twice a week, reading both fiction and nonfiction. He joins that group each day for Literature Circle reading and response through discussion and entries in his Reading Journals. _____ generally demonstrates an understanding of main ideas, supporting details and logical sequence when retelling a story. He also summarizes orally information he has gained from a text. He is gaining more experience/competence demonstrating his understandings in his written responses.

Writing: _____ is demonstrating a number of criteria for the Expanding /Third Grade Writer for the Washington State Essential Academic Learning Requirements and our district Learning Continuum. He has written in a variety of forms this fall: several letters, poetry, journals, learning logs, lists, forms, and an extended play. He writes with a clear organization, with an recognizable voice, and with a variety of sentence structures that take the reader pleasantly throughout his pieces. He generally punctuates sentences accurately, and is beginning to use paragraph form. He usually spells most of the first 300 High-Frequency Words accurately in his writing, and is a reliable spelling resource for other students. He is beginning to develop his cursive handwriting.

Math: _____ is working in the fourth grade math curriculum which includes the Addison Wesley program and other resources to facilitate the students to reach the fourth grade benchmark for the Washington State Essential Academic Learning Requirements. He demonstrates understanding of the basic properties of addition and subtraction; identifies and orders numbers to 1,000,000; writes equations representing addition and subtraction; and solves relevant problems involving addition and subtraction in other content areas. He has solved problems involving measurement of circumference, time, weight/mass, using a ruler, a meter stick, and a clock to measure accurately. He continues to strengthen his strategies to solve problems in a variety of contexts and to check for understanding. He needs to focus during math time without distracting others.

Social Skills: _____ is a positive student and generally gets along well with his peers. He is usually courteous and appropriate in class, and recognizes his own need for change when faced with a problem. He is working on using a quiet voice in the classroom. He does have a predominate challenge which he has identified his personal goal: to act on his anger appropriately.

Susan Willis
Third and Fourth Grade Teacher

Learning Plan for Academic Year 199-2000

Reading: will continue to read and respond to a variety of fiction and nonfiction reading materials for a variety of purposes. He will expand his strategies to respond to his reading orally, in writing, and in artistic and graphic formats. I expect that his family will continue to provide him with reading opportunities to broaden his understandings. Our classroom library as well as our school library will provide him with a range of materials at his reading level. will participate in his guided reading group responding both with me and with his peers. By the end of the school year, I expect to meet all the criteria for the Expanding/Third Grade Frameworks in Reading according to the Washington State Academic Essential Learning Requirements and our district Learning Continuum..

Writing: will write in a variety of forms, for a variety of purposes and audiences throughout the year. In addition to continuing the forms in which he has already written, his writing will include reports, narratives, memos, and beginning notetaking. He will synthesize information to create an extended research report. He will extend his competency in organization, style, and fluency. In his narratives, he will connect time and setting and refer to these beyond the introductory section. He will work for accuracy and detail in his drafts. He will develop his keyboarding skills as well as his cursive handwriting formation and fluency. He will add to his bank of accurately spelled words. He will develop his use of word resources. With his continued focus on his writing at home and in school, I expect that by the end of the school year will reach all the criteria for the Extending/Third Grade Frameworks in Writing according to the Washington State Academic Essential Learning Requirements and our district Learning Continuum.

Math: will extend his understanding of mathematics in all strands. In *number sense* he will solve problems involving addition, subtraction, multiplication, and division of multi-digit whole numbers. He will identify, compare, and order numbers to 1,000,000 and common fractions. He will round numbers to nearest thousands. In *measurement* he will compare attributes of perimeter, area, and volume. In *geometric sense* he will identify and describe two- and three-dimensional geometrical figures using appropriate adjectives such as parallel, symmetric, congruent, similar, and perpendicular. He will describe the relative position of figures located on a coordinate plane. In *probability and statistics*, he will make inferences based on experimental results using coins, random number generators, spinners, etc. He will also pose simple questions and hypotheses, collect data and communicate results using graphs or tables supported by explanations. In *algebraic sense* he will recognize and create sequential number patterns and generate rules for them. He will use manipulatives and pictorial representations to illustrate processes maintaining equality in an equation. In *problem solving* he will extend his in using a variety of problem solving strategies to solve problems. He will recognize *connections* among the mathematical strands. I expect that by the end of the school year will reach many of the criteria for the Fourth Grade Benchmark in Mathematics according to the Washington State Academic Essential Learning Requirements and our district Learning Continuum.

Profile/Learning Plan: November 1999

has returned as a fourth grade student in my third/fourth multiage classroom. She is a bright student who enters the classroom with a breadth of literary experiences and background of rich family conversations. She is enthusiastic about life and learning, and is very artistic.

Reading: October reading assessment (Qualitative Reading Inventory) placed her at Level 4 when demonstrating comprehension of an unfamiliar expository passage. Her S.T.A.R computerized reading assessment placed her at 4.8 grade level equivalency.

loves to read and reads widely, both at home and at school. She prefers to read fiction and chooses reading materials at school during independent reading every day. She also participates in a small guided reading group twice a week, reading both fiction and nonfiction; she joins that group each day for Literature Circle reading and response through discussion and entries in her Reading Journals. has demonstrated an understanding of story elements, including plot, main idea, main and supporting characters, setting and point of view. She easily draws on her own previous experience and background knowledge to understand characters, events, and information.

Writing: is demonstrating a number of criteria for the Independent Fourth Grade Benchmark for the Washington State Essential Academic Learning Requirements in Writing. She has written in a variety of forms this fall: several letters, poetry, journals, learning logs, lists, forms, and narratives. She writes with a clear organization, with a powerful voice, and with a variety of sentence structures that take the reader pleasantly throughout her pieces. She consistently uses vivid language to create clear images in the reader's mind.

has become quite fluent in a variety of forms. She prefers to compose on the computer, but can now write easily in handwriting as well. She is well-known as the technology expert in the classroom! Her writing is often accompanied by detailed self-designed computer graphics. She is working to spell most of the first 300 High-Frequency Words accurately in her writing. She often uses conventional ending punctuation in her writing, but is working to become more consistent. She is developing her cursive handwriting through regular guidance and practice.

Math: is working in the fourth grade math curriculum which includes the Addison Wesley program and other resources to facilitate the students to reach the Fourth Grade Benchmark for the Washington State Essential Academic Learning Requirements in Mathematics. She demonstrates understanding of the basic properties of addition and subtraction; identifies and orders numbers to 1,000,000; writes equations representing addition and subtraction; and solves relevant problems involving addition and subtraction in other content areas. She has solved problems involving measurement of circumference, time, weight/mass, using a ruler, a meter stick, and a clock to measure accurately. She continues to strengthen her strategies to solve problems in a variety of contexts and to check for understanding. She is developing her strategies to stay on task when working with others during math time.

Social Skills: has matured emotionally and socially. She often chooses to be courteous and kind when interacting with her peers, and is working hard to have respectful responses when faced with a problem. She is usually cooperative and generous. almost always puts forth her best effort, producing neat, high quality work that she is proud to share with others.

Susan Willis
Third and Fourth Grade Teacher

Learning Plan for Academic Year 1999-2000

Reading: will read and respond to a variety of fiction and nonfiction reading materials for a variety of purposes. She will extend and deepen her understanding of story and text features both within and between texts. I expect that her family will continue to provide her with both reading and verbal opportunities to broaden her understandings. Our classroom library as well as our school library will provide her with a range of materials at her reading level. will participate in her guided reading group and Literature Circle, responding both with me and her peers in discussion, in writing, and in artistic and graphic formats. By the end of the school year, I expect to meet all the criteria for the Fourth Grade Benchmark in Reading according to the Washington State Essential Academic Learning Requirements.

Writing: will write in a variety of forms, for a variety of purposes and audiences throughout the year. In addition to continuing the forms in which she has already written, her writing will include essays, reports, summaries, and notetaking. She will synthesize information to create an extended research report. She will develop her keyboarding skills as well as her cursive handwriting formation and fluency. She will extend her competency in organization, style, and fluency. She will add to her bank of accurately spelled words. She will develop her use of word resources, including a thesaurus. She will extend her use of clauses to add complexity to her writing. With her continued focus on her writing at home and in school, I expect that by the end of the school year will reach all the criteria for the Fourth Grade Benchmark in writing according to the Washington State Essential Academic Learning Requirements.

Math: will extend her understanding of mathematics in all strands. In *number sense* she will solve problems involving addition, subtraction, multiplication, and division of multi-digit whole numbers. She will identify, compare, and order numbers to 1,000,000 and common fractions. She will round numbers to nearest thousands. In *measurement* she will compare attributes of perimeter, area, and volume. In *geometric sense* she will identify and describe two- and three-dimensional geometrical figures using appropriate adjectives such as parallel, symmetric, congruent, similar, and perpendicular. She will describe the relative position of figures located on a coordinate plane. In *probability and statistics*, she will make inferences based on experimental results using coins, random number generators, spinners, etc. She will also pose simple questions and hypotheses, collect data and communicate results using graphs or tables supported by explanations. In *algebraic sense* she will recognize and create sequential number patterns and generate rules for them. She will use manipulatives and pictorial representations to illustrate processes maintaining equality in an equation. In *problem solving* she will extend her in using a variety of problem solving strategies to solve problems. She will recognize *connections* among the mathematical strands. With consistent, focused support at home and at school I expect to meet the criteria for the Fourth Grade Benchmark in Mathematics according to the Washington State Essential Academic Learning Requirements by the end of the school year.