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## **Integrating Student Led Conferences into an Elementary Classroom**

Paul Robert Marquardt

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# INTEGRATING STUDENT LED CONFERENCES INTO AN ELEMENTARY CLASSROOM

By

Paul Robert Marquardt

April 2003

Improving student learning and responsibility using student led conferences was studied. A guide for implementing student led conferences in an elementary school was developed and has been implemented at Camelot Elementary School. The results of the guide support that student led conferences can be utilized by general education teachers to enhance their students ability to develop an understanding of their learning and its processes. Through student led conferences, students learn to effectively set personal academic goals, improve their communication skills and become more active in their learning. The use of student led conferences has also provided evidence that participation and involvement of parents in their child's educational development increases.

## ACKNOWLEDGEMENTS

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## CHAPTER ONE

### Introduction

" For a discussion of student work to be relevant, accurate, and complete, students must be involved in some way. Having students lead a conference with parents or other significant adults is a way to maximize this involvement" (Bailey & Guskey, 2001, p. 1).

In the quotation above, Bailey and Guskey described the constant struggle to create meaningful communication between the classroom and home, and to foster student responsibility in the learning process.

In the past, parent conferences have been teacher-led events during which adults discussed their perceptions of a child's functional level; much of what was communicated was a mystery to the child (Cleland, 1999). Countryman and Shroeder (1996) recognized that they wanted their students to learn to exercise choice, take responsibility for their learning, and do their best work. Further, Countryman and Shroeder (1996) determined that their parent teacher conferences were not contributing to their goals of student responsibility and found that parents that attended conferences often did so without their child and discussed their child's performance with the teacher advocating for the student.

According to Hackmann (1996), traditional conferences often excluded the student and as a result some students often viewed the traditional conferences with distrust because they perceived it as an opportunity for the teachers and parents to conspire against them.

Hackman Further wrote:

"Often, the information parents were given at home was quite different than the information shared by the teacher. Parents often shared concerns about the

difficulty of either believing their child or their teachers. This often resulted in the parents and teachers being placed on the defensive” (Hackman, 1996, p.4).

Traditional conferences focused primarily on the teacher's goals for the student (Hackman, 1996; Conderman, Ikan & Hatcher, 2000). These goals may or may not have had meaning for the student or parent (Conderman, Ikan & Hatcher, 2000). Conderman, Ikan & Hatcher (2000) also stated that traditional conferences usually focused on student performance on norm-referenced tests, which may not have reflected the school or districts curriculum and standards. As well as focusing on assessments, the traditional conferences emphasized student deficits rather than strengths.

According to Hoerr (1997) children learned best when the school and home work together. Successful parent conferences have lead to positive communication between school and home (Kroth & Edge, 1997). When this team building between parents and professionals occurred, a sense of connection between home and school was created for the child. Katz (1994) believed that many parents may have felt vulnerable or uncomfortable around teachers and other educational professionals and may have had concerns about their own relationships with school or staff members in addition to their concern for their child's experiences.

According to Wise:

“The purpose of a conference is really quite simple: to communicate the child's progress to the parents. The question then becomes how best to present the status of the child's development in a manner that is positive, enlightening, and genuine” (2000, p.6).

Research by Patrikakou (1997) found that student expectations of themselves were a primary indicator of student success. He believed that given the importance students' academic expectations had on their own academic success, and thus on their future, then programs that encouraged students to expect more from themselves proved to be highly beneficial.

Bailey and Guskey claimed that:

“For students to take on a greater responsibility and be accountable for their work, they must see relevance. They must also value the work that they are doing and must be actively engaged in managing their own learning. A Student Led Conference offers one method for increasing student responsibility for learning (2001, p.3).

#### Statement of the Problem

Do student led conferences positively influence student responsibility and academic achievement? Additionally, does a student led conference format provide better opportunities for student self-reflection, more awareness of strengths and weaknesses, and expanded capacities to set personal goals for improvement? Finally, do student led conferences create a more successful communication between school and home?

#### Purpose of the Project

The purpose of this project was to design and provide a guideline and resources to implement successfully a student led conference program in an elementary school. This guide demonstrated the effectiveness of student led parent teacher conferences and helped to improve parental involvement, student thinking skills, students self awareness



of strengths and weaknesses, student ability to set personal goals for improvement, social skills, and responsibility and pride in educational accomplishments. It also provided a guideline and resources to implement successfully a student led conference program in an elementary school.

### Definition of Terms

For the purpose of this project the following terms were defined.

**Norm-referenced testing:** Tests that are scored in comparison with results to other same grade students. Students receive a percentile ranking based on how many percent of other students they scored higher than Conderman, Ikan & Hatcher, 2000).

**Portfolios:** A collection of student's work assembled and organized to demonstrate student achievement of standards or goals (Bailey & Guskey, 2001).

**Parent-Teacher Conferences:** An interaction between school and home to communicate a child's progress to parents (Wise, 2000, p.1).

**Student Led Conferences:** Student led conferences is simply having students conduct formal conferences with their parents or guests to display their schoolwork as well as discuss their learning, educational goals, and strategies for meeting those goals (Benson & Barnett, 1999).

## CHAPTER TWO

### Review of Literature

Bailey and Guskey (2001) described a teachers purpose in conducting a conference is to communicate a student's progress toward meeting the goals or standards for each class or subject area, however, when teachers talk about students to their parents they often feel that something is missing. They realized that the "something missing" was actually *someone* missing from the conversation: the student. (Bailey & Guskey, 2001).

As a result of the feelings portrayed by Bailey and Guskey (2001) there has been increasing interest and research done in the area of students leading parent teacher conferences. This chapter will examine student-led conference methods, processes, purposes, and effects on teaching and learning. Moreover, this chapter will discuss the problems associated with student led conferences, and provide a rationale for using student led conferences as the preferred method of parent-teacher conferences.

#### Student Led Conferences Processes and Methods

Student-Led conferences were developed as a different conference format that helped students to be more accountable for their work and help the teacher motivate students to be more active in the learning process (Allan & Little, 1989). Concerned that traditional parent-teacher conferences did not engage students in their academic development, a faculty at Center Middle School, located in Kansas City, designed a student led conference model to encourage students to accept responsibility for academic progress, encourage open communication, facilitate the development of students' oral communication skills and confidence, and increase parent participation in the process (Hackmann, Kenworthy & Niibelink, 1998). Instead of only the parent and teacher

meeting alone, the students would conduct the conference with their parents, this included telling parents what they hoped, as students, to learn and exhibit their papers, test results and projects (Allan & Little 1989). Blake (2000) suggested that to make a student led conference effective, students assume responsibility for their own work by choosing representative samples of work across disciplines, justify the inclusion of that work in some sort of portfolio, and prepare evaluations of their work based on common expectations and criteria. Bailey and Guskey (2001) suggested that the teacher's responsibility in the student led conference process was primarily to organize the conference environment to guarantee success. They explained that this included scheduling, guiding portfolio collection, rehearsing with students, and arranging space to accommodate families.

During conference discussions, students took responsibility for their learning and shared their academic and social strengths, weaknesses, and goals (Borba & Olvera, 2001). "Then the teacher steps back and lets students conduct conferences. Students became the leaders; the teacher became the guide, an observer, an unobtrusive helper" (Bailey & Guskey, 2001, p. 8). The teachers' primary goals were to teach students the basic principles of accepting responsibility for the work they did at school, to help students learn new concepts and skills, and to offer the students the opportunity to show their achievement to their parents (Allan & Little, 1989). Conference conversations were based on each student's performance or portfolios, which included samples of completed work and written self-reflections (Borba & Olvera, 2001). According to Allan and Little (1989) the teacher gave support and encouragement; the child read, explained, talked,

showed, directed and informed parents; and by accepting their child's invitation, the parents showed their commitment to the child.

### Purpose of Student Led Conferences

The parent-teacher conference has been an integral part of the elementary school program for decades, although these conferences have stood the test of time, they had not been without shortcomings and limitations (Fleistein & Guyton, 1989). Evidence existed to document overall dissatisfaction with the present conference system (Allan & Little, 1989). Although students were expected to assume responsibility for their academic progress, they were usually excluded from parent-teacher conferences (Hackmann, 1996). Students deserved to create portraits of themselves as learners, readers, and writers, and exhibit those portraits to those most important in their lives (Carol, 1995). Borba and Olvera (2001) described how teachers have had difficulty conveying to parents all the fine points they wanted to share about students work, about their participation in class, and about their success in meeting standards. They have felt constrained by time, but more important, that they were not the ones that could most accurately report student progress (Borba & Olvera, 2001).

Parent conferences were an important part of the teaching job (Allan & Little, 1989). Children learned best when the school and home work together (Hoerr, 1997). As Countryman and Schroeder (1996) recognized, a parent-teacher conference was usually a 15-20 minute time slot allotted for a parent to meet with a teacher and parents usually attended without their child, many times what the parent heard at home from their child was quite different from the pictures that the teachers painted for them. Students were

typically forced to sit at home, anxiously awaiting results of the latest meeting which discouraged honest dialogue between the teacher, parent and student (Hackmann, 1996).

"Parents were then in the difficult position of either believing their child or the teachers. This generally placed them and the teachers on the defensive, blocking open communication and better understanding. If a student does join a conference, he or she often plays the silent partner or even a martyr chastised for little effort. Some students are even often surprised by their lack of progress" (Countryman & Schroeder, 1996, p.64).

McFarlane (2002) pointed out that teachers needed to improve communication and develop effective partnership with everyone working toward a common goal. Goal 8 of the National Education Goals (1995) declared that, "by the year 2000 every school will promote partnerships that will increase parental involvement and participation promoting the social, emotional, and academic growth of children" (National Education Goals Panel, 1995) This goal prompted Patrikakou (1997) of the University of Illinois in Chicago to develop and implement a study examining the indicators of parental involvement and student success. According to Patrikakou (1997) there had been little research that investigated issues of parental attitudes, perceptions, and academic achievement or behavior for students around the middle school age. He found that there is a high correlation between parent's expectations of students, the student's own expectations, and future success (Patrikakou, 1997).

The implications of Patrikakou's findings provided parents and educators a powerful economic way to intervene to improve academic performance because parents could hold higher academic expectations and know that this positively affected academic

progress. The key was communication, explained Patrikakou, parents needed to communicate their expectations clearly and in various ways. The more clearly the high expectations were conveyed, the more precise the student's perceptions of them would be. Given the importance that parent and student expectations have on academic success, the design and implementation of programs that encouraged students to expect more from themselves may have proved to be highly beneficial (Patrikakou, 1997). A study by Hieshima and Schneider (1994) revealed that Asian American parents communicated their expectations with their children by spending time with their children in child-centered activities so the children could experience first hand their parent's expectations and feelings towards education and learning.

As Barnett and Benson avowed (1998), the inclusion of parents in school assessments of learning is one of the standards for assessment of reading and writing developed by the International Reading Association and the National Council of Teachers of English. They further explained that the IRA and the NCTE asserted that in many schools, parents stood on the periphery of the school community feeling hopeless, helpless, and unwanted and needed to become active participants in the assessment process. "In addition to bringing parents into the school experience of the students in a positive way, student led conferencing helps students develop skills necessary to be successful in the future" (Barnett and Benson, 1998, p.10). The open dialogue with both parents and teachers during conferences allowed each student to gain personal insight as a learner, enhance their sense of self, and concentrate on how to improve learning (Hackmann 1997; Piiciotto 1996; Shannon 1997). A strong link between school and home was considered to be the greatest single predictor of student success (Bulach &

Potter, 2001). The process of preparing for and conducting conferences allowed students to look at their own performance in the classroom, set goals and strategies for improving future work, organize a presentation about their learning, carry out that presentation, and reflect on its effectiveness with the goal of improving future performances (Borba & Olvera, 2001). Time management techniques, problem solving strategies, and decision-making methods were also part of the process (Allan & Little 1989). In addition, including the students in the process gave the students a voice (Nelson, 2001). Since students possessed intimate knowledge about their academic progress, they should be invited to participate as equal partners in a conference and a student led approach went a step further to empower students to take responsibility for content of conferences and discussion (Hackmann, 1996).

In addition to increasing meaningful students involvement Conderman, Ikan, and Hatcher (2000) expressed three reasons many schools have adopted student led conferences in the following ways: First, traditional conferences often excluded the student which was a critical link to the home-school communication; second, the traditional format focused primarily on the teacher goals for the student; finally, traditional means of conferences with parents had usually focused on the child's performance on norm-referenced tests that may not have reflected the school's curriculum or be translated in a meaningful plan for the student. Further, Conderman, Ikan and Hatcher, (2000) claimed that traditional conferences also too often emphasized a child's weaknesses rather than their strengths.

The ability levels in classrooms varied widely, some were active learners, and some were passive, accepting little responsibility for their learning (Austin, 1994). Allan

and Little ((1989) proclaimed that, "The purpose of student led conferences is to help the students accept the responsibility for reporting school progress to their parents" (Allan & Little, 2001). They further described the process as one that helped students in learning accountability for work produced, improving communication skills, learning organizational systems, and increasing leadership (Allan & Little, 1989). Guyton and Fleistein (1989) described sixth grade teachers who complained about students lacking a sense of ownership for their school progress and learning, and were often irresponsible about turning in their daily assignments and homework. "It was something done to them, not something they did for themselves" (Austin, 1994, p.2) Borba and Olvera (2001) explained that one way to improve the academic performance of students was to involve them directly in the assessment of their classroom work. They went on to explain that student led conferences encouraged students to participate actively in the evaluation of their academic process, which motivated students to think about and act on personal initiatives to improve learning, as well as, enabled students to communicate directly with teachers, parents and other adults about their learning experiences (Borba & Olvera, 2001).

#### Effects of Student Led Conferences

At Gustine Middle School, in Gustine, California the staff was becoming frustrated with how their parent teacher conferences were going (Borba & Olvera, 2001). Their conferences consisted of two traditional parent teacher conferences each year. Following these conferences, the same concerns were always raised: low parent attendance and student indifference. After some research they concluded that the absence



of the students during these conferences might have been a leading factor in those problems.

According to Borba and Olvera (2001) in the fall of 1996 Gustine Middle School decided to implement student led parent teacher conferences for fall conferences, and 80% of their students and parents attended resulting in the highest rate of attendance in their school history. In the spring, the teachers at Gustine decided to use the traditional format for conferences as a comparison, which resulted in a little over ten percent of the parents attending (Borba & Olvera, 2001). Schools that had conducted conferences that included students noted that parent attendance had considerably improved (Nelson, 2001). Teachers also reported more supportive communications when they contacted parents throughout their school year (Hackmann, Kenworthy & Nibbelink, 1998). When asked about their personal value of the process parents commented that they felt more engaged in the process of how their children learned and enabled them to see their child's work in progress instead of just seeing final assessments, which allowed them to correlate the process and product (Blake, 2000).

Shannon (1997) found that student led conferences caused students to accept greater responsibility for learning and enhanced the students' ability to share personal achievement with teacher and parent. When students realize that they were the ones that were to share work and assessments to parents their attitudes changed (Austin, 19995). Hackmann, Kenworthy, and Nibbelink concluded that students were empowered through student led conferences to share and discuss strengths, weaknesses, progress, and academic and social goals. These results were consistent with the results described as the Gustine experience (Borba & Olvera, 2001).

Further described by Borba and Olvera (2001) after their test year, Gustine decided to implement student led conferences at all grade levels throughout the year in 2000 and after the spring conferences, parents, students, and teachers were surveyed about their perceptions of the new conference format. They found that parent comments were very positive and found that opportunities for self-reflection improved the ability of students to think about what they had learned, accomplished, or failed to accomplish; Students became more aware of their strengths and weaknesses; Students expanded their capacities to set personal goals for improvement; Social skills of students were enhanced when they personally showcased their accomplishments and interacted with adults; and Students took personal responsibility for their learning by sharing their accomplishments and shortcomings (Borba & Olvera, 2001). The children began to develop strategies for improvement of work or behavior, and parents took part in the process offering suggestions as to how they could help at home (James, 1996).

Student's opinions showed that a majority perceived the conferences as helpful in facilitating self-reflection, identifying strengths and weaknesses, and increasing parent involvement at home (Borba & Olvera, 2001). Parents when responding to questionnaires distributed by Blake (2000) concerning recently attended student led conferences, stated that their children took greater responsibility for their work, grew in confidence, were more open to suggestions, were better prepared, and were becoming more critical thinkers. Students were encouraged to express opinions about work and classroom activities, gradually learning to think critically about their experiences in school (James, 1996). Through student led conferences, students learned that learning itself was important, that they were responsible for their learning, that all aspects of assignments

were important, being able to explain an idea or concept was a skill within itself, and that they could discover meaning behind classroom lessons (Shannon, 1997).

### Problems with Student Led Conferences

Blake (2000) admitted that to make student led parent conferences meaningful extensive preparatory work was necessary. They required a great deal of preparation of both the students and teachers (James, 1996). Teachers needed training, parents needed to be informed properly, students had to be trained and plan carefully with teachers to be prepared to organize samples of work, analyze their choices, and respond appropriately to expectations (Blake, 2000). This training is necessary so that students don't make themselves to appear better than reality (Countryman & Schroeder, 1996).

Countryman and Schroeder (1996) further reported that some parents had reservations about the limited participation of the teacher or advisor and viewed the format as discouraging them from discussing problems their child had with a teacher because they didn't want to discuss these types of problems in front of their child. Shannon (1997) reported that some teachers were overwhelmed with parent requests for traditional parent-teacher conferences that enjoyed the student-led conference but still felt a need for more feedback from the teacher. However, Hackmann, Kenworthy & Nibbelink (1998) claimed that many parents still refrained from attending conferences claiming transportation and scheduling difficulties.

Duran, Hindin, Paratore, & Sinclair (1999) discussed other problems experienced when conferencing with families of differing ethnic backgrounds. Their concern was based on research that indicated traditional methods of school based models

of parent involvement tended to create rather than eliminate barriers between home and school by assuming an understanding of American school culture on the part of parents who may have entirely different expectations of school and student roles (Duran, Hindin, Paratore, & Sinclair 1999).

#### Rationale for Using Student Led Conferences

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Schultz (1996) recommended student led conferences for the following reason: “Because we know that developing the metacognitive process in students, especially at a young age, heightens awareness and commitment to critical assessment of their learning” (Schultz, 1996, p. 70). By planning and participating in student led conferences, Bushey and Seliner (1997) elucidated that children learned to set goals, learned to evaluate their own work, improved their communication and organization skills, and took a more active role in their learning. Maynard (1998) explained that when a teacher provided information to parents about a student, the parent often connected this information to the teacher rather than the student, particularly when the news was not good. He concluded that the deliverer of news ultimately received the responsibility from those involved (Maynard, 1998). Wiggins (1993) described the role of education as helping individuals to become competent intellectual performers. Student led conferences placed students center stage as active learners, rather than passive recipients of information (Hackmann, 1996). In a study by Allan and Little (1989) student led conferences were found to be highly successful in helping students become more aware of the importance of work goals and develop self-responsibility and leadership skills. They went on to articulate that students gained also in self-esteem, social competency, and ability to see the importance of evaluation (Allan & Little, 1989). Students were engaged in self-evaluation, which

motivated them to produce quality work (Hackmann, 1996). With students engaged in student led conferences, teachers measured student progress, not in comparison to others, but by determining how well they achieved their own goals (Allan & Little, 1989). A questionnaire that Countryman and Schroeder (1996) sent to parents concluded that more than three out of four parents preferred student led conferences.

### Summary

The review of literature in Chapter 2 focused on the process and methods of student-led conferences, and its effects on student achievement. Additional literature was cited bearing reasoning for student led conferencing, effects of, and rationale for using student led conferences as the preferred model of parent teacher conferences for this project. The literature supported the assumptions that student led conferences, while achieving all the goals of traditional conferences, took a significant step toward engaging students as active learners and partners in the educational process. The student's accountability fostered by this model taught responsibility and encouraged students to develop a sense of ownership in their educational process. More importantly it encouraged open communication between school and home.

## CHAPTER THREE

### Project Procedures

#### Introduction

The purpose of this project was to develop a guide for implementing student led conferences in elementary schools in the Federal Way School District. To achieve this objective, a review of literature and research was conducted and the information was analyzed and organized. Its purpose was to provide teachers historical research concerning the rationale for student led conferencing, methods to implement SLC, and individual rubrics, charts, and lessons to use in implementation. Throughout the development process ideas and information were collected from a wide range of educational resources.

#### Need

Countryman and Shroeder (1996) stated that most students struggle with wanting adults to make decisions for them and wanting to be responsible for selves. As teachers they wanted students to learn to exercise choice, do their best, and take responsibility for their learning (Countryman & Schroeder, 1996). The Federal Way School District has adopted high goals and standards for the academic skills of each student and has strived to help each student to become a critical thinker to enable students to reach the high standards set for them by the district as well as the states essential learning's. A study that Shannon (1997) conducted on student-led conferences exhibited that they caused students to accept greater responsibility for learning. Olvera (2001); Shannon (1997); and Lenski, Riss, and Flickenger (1996) found that student led conferences enhanced a students

ability to share personal achievements and provided a format for the student to share and discuss strengths and weaknesses, goals, and progress towards their goals, which enabled students to become more critical thinkers and learners.

This manual was designed to be a benefit to educators in grades K-8 interested in involving parents and achieving higher standards of academic performance from students. The manual includes rationale for student-led conferences and materials for student's preparation for conferences, portfolio building, parent letters, conference outlines and rubrics, and post conference suggestions. Ideas and activities were provided to assist in the development of pre-conference preparation of students and curriculum, methods and examples of format for the conferences, and post conference evaluation and reflection. Each unit has a variety of ideas, lessons, and graphic organizers to choose from to integrate student-led conferences in any individual teachers style of teaching. Along with the ideas and activities a thorough review of literature was provided pertaining to the topic of student led conferences to assist a teacher in determining if student led conferences are a valuable tool for them. The review was done for the purpose of providing rationale for conducting student led conferences. In obtaining the rationale three areas were investigated: Need for parent involvement, success of traditional parent teacher conferences, and literature and studies of student led parent teacher conferences.

#### Development of Support for the Project

In the Federal Way School District the goal for students is for them to become lifelong learners and to develop students into citizens that use critical thinking skills to make educated decisions. Over the span of a six-year career as a classroom teacher the

writer noticed that students who succeeded and became lifelong learners were those that were self-motivated. The district also determined that a major factor that influenced student success was intrinsic motivation. It was discovered that to be intrinsically motivated to improve student success, the students needed to become aware of their expected learning and set goals for themselves as they monitored their own progress towards those goals.

As a result, student led conferences using portfolios were researched and the Federal Way School District decided to adopt the conference format in grades k-7. As teachers were attempting to implement the conference format in the 2002-2003 school year many teachers expressed concerns about the lack of training and resources available. There was a need for a guide that was easy to reference and adapt for individual use. Given the writer's interest and previous use of student led conferences, he felt he could develop a manual that would help teachers organize and understand the process of implementing student led conferences. This manual would have to be easy to use and provide examples and resources that were specific to the elementary school in which it was being used. The writer consulted with various schools in the area and researched different forms and styles of student led conferences in the process of developing the manual.



### Procedures for Project

The writer undertook the following procedures to develop a model student led conference program manual for Camelot Elementary School in the Federal Way School

#### District:

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- The rubrics, charts, and lessons provided in this study were largely materials reviewed and edited for this purpose.
- Fellow educators and instructors were consulted in the process of revision and determination of applicability.
- The primary source of the materials was from current research and literature in the fields of parental involvement and conferences.
- Published articles, curricula, and Internet websites were used as secondary sources of information.
- Internet sites were investigated, research articles were evaluated, and texts on the previous subjects were referenced.
- Related information from the following school districts was reviewed and analyzed:

Selah School District

Auburn School District

Selah, Washington

Auburn, Washington

Federal Way School District

Federal Way, Washington

### Planned Implementation of Project

The writer intends to present the final draft of the student led conference program manual to Federal Way School District Administrators and teachers for their study, review, evaluation, and feedback during the 2003-2004 school year. The program manual will be adapted and modified based on input from professional colleagues. After distribution and implementation of the manual in the 2003-2004 school year, further assessment and modification will occur. Revisions and modifications will be based on the feedback from teachers using the manual and will include informal assessment.

**Integrating Student-Led  
Conferences  
In an Elementary Classroom**



**Paul Marquardt**

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# UNIT ONE

## UNIT ONE

### Introduction

Student led conferences are based on the increasing demand to have students become more involved and responsible for their education.

Student led conferences do this by involving them directly in the assessment of their progress. Students set goals based on desired learnings or outcomes, monitor progress towards those goals, demonstrate to teacher and parents the achievement of those goals, and finally sets new goals for further future success.

A student led conference program requires preparation and commitment to the process. There are multiple stages of a student led conference program that need to be implemented to ensure optimum success. These stages enable the student and parent to become aware of the process and learning expectations, to be prepared to measure success and set goals, to identify strengths and weaknesses, to be prepared to share achievement of goals, and to reflect on their success and process. The stages include setting up portfolios and conference formats, student reflections and portfolio days, training students, conference night, and reflection.



## Philosophy

The Federal Way School District (2002) believes that student involvement in student led conferences makes learning active, provides opportunities for students to evaluate their performance, and encourages students to take responsibility for their learning. When students take control of their conferences they become more accountable and provide a stronger link between school and home. The link between school and home is essential in providing the best opportunities for student success. The student, parent, and teacher all have expectations that they must meet to ensure that this progress is successful.

1. The student's job at the conference will be to explain standards and goals they are working on, and to show examples of their current level of performance. They also set goals for future improvement.
2. The parent's role is to listen, to discuss work observed through compliments and questions, and to determine ways that they can actively help their child to reach their goals.
3. The teacher's role is to organize process helping students collect work that demonstrates performance levels while identifying personal and district academic and social goals and train students to lead conferences.

When the parent, student, and teacher work together using student led conferences research has shown many benefits:

- Stronger sense of accountability among students;
- Students become more aware of strengths and weaknesses;
- Students expand their capacity to set personal goals for improvement;
- Stronger sense of pride among students;
- More productive student-teacher relationships;
- Development of leadership skills among students;
- Greater parental participation; and
- Increased teacher focus on standards.

# Unit Two

## UNIT TWO

### Planning

#### Portfolios and Conference Formats

#### Comparison of Formats

There are two main types of formats for student led conferences:

1. Simultaneous conferences in which three to five families are in a classroom at one time;
2. Presentation or showcase portfolio conferences in which one conference is being conducted at one time in the classroom.

#### Simultaneous Student Led Conferences

- ❖ Usually have three to five students and their families having conferences in one time block.
- ❖ The student is responsible for leading the conference and guiding discussion with family members while the teachers circulates among the groups and visits with each group for only a short time.

## **Advantages of simultaneous conferences:**

- ❖ **Students take a major responsibility for preparing and conducting the conference. While being responsible entirely for the conference the student will clearly be able to see the effects of trying to explain quality of work and will see the necessity for effective planning and preparing for the conference.**
- ❖ **Teachers enjoy this format because it is a more efficient use of time; a teacher can get up to five conferences done at one time.**
- ❖ **Allows scheduling conflicts to be less difficult because less time is needed making most popular times more available to parents.**
- ❖ **Parent attendance and participation is vital resulting in higher parent attendance.**

### **Disadvantages of Simultaneous Conferences:**

- ❖ The teacher is not part of an entire conference thus; it is difficult for them to monitor closely how information is being portrayed to the parent.
- ❖ It takes away from the idea that the student parent and teacher are a team working on and discussing goals and celebrating successes together.
- ❖ It requires intensive student training and preparation.

### **Individual Presentation or Showcase Conferences**

- ❖ Provide for the students to lead the conference.
- ❖ Instead of many conferences occurring at one time, however, only one conference is held at one time allowing for the teacher to be completely involved in each conference.
- ❖ The student is presenting to the teacher and parents as well as to other family or school community members and discussion is held on all facets of schoolwork with all members of conference.

## **Advantages of Individual Showcase Conferences**

- ❖ The teacher, parent, and student are a team working together to work towards helping the student meet their goals. This partnership is reinforcing to students to have the adult interest and involvement.
- ❖ Students take a major responsibility for preparing and conducting this type of conference as well and while the student is still responsible entirely for the conference the student will clearly be able to see the effects of trying to explain quality of work and will see the necessity for effective planning and preparing for the conference.
- ❖ This responsibility helps students to gain confidence and improve social skills as they present to multiple adults about their education.
- ❖ The teacher has constant control and knowledge of the information and manner of information being portrayed by the student. This promotes a higher quality of work and honesty.
- ❖ Effective for special needs students who need more assistants with the process or require more dialogue from all those involved in the child's education.

## Disadvantages of Individual Showcase Conferences

- ❖ It is difficult to find enough time to schedule an entire class of students.
- ❖ Contributing to the scheduling difficulties is the availability of parents during the day. If a majority of parents can only meet after school then this format can provide for many late nights of conferencing.
- ❖ Due to the large amount of time needed it is also more difficult to have conferences frequently.
- ❖ When the student is expected to present to a group of people it can be intimidating and overwhelming, whereas the student might be more at ease when just presenting to a parent.



## Portfolios

Portfolios are a medium used to collect and organize student work that is to be exhibited in the student led conferences. There are many ways in which to organize a portfolio.

## **Comprehensive showcase portfolio**

- ❖ **Covers all content areas and is organized by subject matter.**
- ❖ **This is an intensive process and should probably be done after some initial practice with individual subject matter portfolios.**
- ❖ **The same concept in which specific academic and behavioral goals are identified, goals are set, and work that demonstrates progress towards each goal is reflected on and included in the portfolio.**
- ❖ **As the year progresses, the students growth is displayed like a storybook within the portfolio demonstrating achievement of grade level expectations.**
- ❖ **At the end of the year the student will have demonstrated with the portfolio the achievement of that specific years grade level expectations.**

## **Skill specific process portfolio**

Similar to showcase portfolios, however, instead of being comprehensive or content area specific, it is concept or skill specific. Each concept studied in class has a completely separate and independently organized portfolio.

**It is important to understand that portfolios are not just a collection of student work. A portfolio has understood set outcomes, individual and district goals, student work, and student reflection of work included. There are some key elements to implementing successful portfolios:**

- 1. Determine purpose of portfolio;**
- 2. Determine format of portfolio**
- 3. Determine contents;**
- 4. Determine format for presenting information at conferences.**

**As Clelend (1999) states, a portfolio is not only used to exhibit a student's best work but also demonstrates progress over time. For a student to be able to best be prepared to describe their progress using a portfolio they must be prepared to be able to self evaluate and reflect on learning that has occurred before placing work in the portfolio. This requires long term and extensive planning and preparation.**

## Planning

Student led conferences are a part of instruction and not an isolated event. For these conferences to be successful the school year must be planned out and outcomes must be decided prior to beginning the process. The following is an example of a way to plan for the school year:

### August

- Determine format of conferences and portfolios.
- Identify expected academic and behavioral outcomes.
- Determine methods for reflection of student work.

### September

- Describe process to students and parents at orientation day.
- Introduce students to learning objectives.
- Have students create portfolio folders.
- Provide space for students to store all completed work.
- Have first portfolio day in which work is chosen and reflected on to be included in portfolio.
- Help students set personal goals.

## October

- Continue storing all work.
- Have another one to two portfolio days to select, reflect, and contribute towards portfolio.
- Teach students how to conduct conferences.
- Send home a letter reminding parents of the student led conference format and its benefits.
- Provide time for students to practice conducting conference.
- Schedule Conferences two weeks before conferences.
- Send student made invitations home as reminders one week prior to conferences.
- Conduct student led conferences.

## November

- Continue storing all work.
- Have another one to two portfolio days to select, reflect, and contribute towards portfolio.

## December

- Have students reflect on conferences.
- Continue storing all work.
- Have another one to two portfolio days to select, reflect, and contribute towards portfolio.
- Have students include reflections of goals in report cards.

## January

- Continue storing all work.
- Have another one to two portfolio days to select, reflect, and contribute towards portfolio.

## February

- Continue storing all work.
- Have another one to two portfolio days to select, reflect, and contribute towards portfolio.

## March

- Continue storing all work.
- Have another one to two portfolio days to select, reflect, and contribute towards portfolio.
- Send home a letter reminding parents of the student led conference format and its benefits.
- Provide time for students to practice conducting conference.
- Schedule Conferences two weeks before conferences.
- Send student made invitations home as reminders one week prior to conferences.
- Conduct spring student led conferences.

## April

- Continue storing all work.
- Have another one to two portfolio days to select, reflect, and contribute towards portfolio.

## May

- Continue storing all work.
- Have another one to two portfolio days to select, reflect, and contribute towards portfolio.

## June

- Continue storing all work.
- Have another one to two portfolio days to select, reflect, and contribute towards portfolio.
- Meet individually with each student having them present portfolio as evidence of meeting grade level expectations and personal goals supporting the right to graduate to the next grade level.
- Send portfolio home with student or send to next year's teacher.



# Unit Three

## Unit Three

### Student Reflections and Portfolio Days

In order for a student to share a portfolio with others they must truly understand it. For a student to understand their portfolio they must understand the reasoning for the work that is included within it. To effectively be aware of the reasoning for work to be included a student must:

1. Be aware of goals they are working towards; and
2. Recognize how an individual assignment is assisting them in the attainment of their goals.

Although the teacher works with a student to compile the work in their portfolio, the student makes the choices. It is then essential that after the student has been made well aware of their learning goals they must learn to evaluate and reflect on individual assignments to determine relationship of assignment to goal.

## Goal Setting

The most essential component for student led conferences to be successful is for the student to be aware of and understand their expectations.

It is critical to familiarize the students to their grade level expectations and to have concrete definitions of each standard. Knowing the expected learner outcomes allow the student to more effectively assess their progress reached towards their overall and individual goals.

**Federal Way School District**  
**Grade level Expected Outcome**  
**Learning Goals**

**Mathematics Expectations- 1st Grade**

**CONTENT STRANDS**

**1. The student understands and applies the concepts and procedures of mathematics.**

**1.1 Number Sense**

- 1.1.1 counts sets of objects less than 100 using a variety of grouping strategies (ones, twos, fives, tens)
- 1.1.2 reads and writes numerals to 100
- 1.1.3 represents objects in equal parts (e.g. shows many ways to divide a square in halves and fourths)
- 1.1.4 given three or more numerals between 1 and 100, orders them from smallest to largest
- 1.1.5 identifies the ordinal position of objects through tenth
- 1.1.6 recognizes when something is divided equally or unequally
- 1.1.7 uses the equal symbol in an appropriate manner (e.g. to represent two equivalent values)
- 1.1.8 uses models and number sentences to demonstrate the relationship between addition and subtraction (e.g. fact families)
- 1.1.9 creates and uses strategies for solving addition and subtraction basic facts (e.g. counting on, counting back, decomposition) to 20
- 1.1.10 uses mental math strategies (e.g., composing and decomposing numbers, doubles, neighbors) through 100
- 1.1.11 estimates "about how many" objects are in a set
- 1.1.12 estimates reasonable results when presented with an addition or subtraction situation

**1.2 Measurement**

- 1.2.1 uses non-standard unit to fill both 2-D and 3-D spaces
- 1.2.2 orders objects using length, capacity, and weight/mass (e.g. arranges pencils from shortest to longest)
- 1.2.3 measures using nonstandard units (e.g. growth of plants using paper clip chains)
- 1.2.4 describes the passing of time, including yesterday and tomorrow, using days of the week and months of the year
- 1.2.5 identifies measurement tools (e.g. calendar, coins, clock, ruler, etc.)

**1.3 Geometric Sense**

- 1.3.1 names and draws 2-D shapes (e.g. rectangles, triangles, circles, hexagons, trapezoids, and parallelograms)
- 1.3.2 identifies 2-D shapes within 3-D figures
- 1.3.3 recognizes symmetrical figures
- 1.3.4 describes locations from different perspectives relative to a landmark (e.g. connecting landmarks to describe a familiar route)

**1.4 Probability and Statistics**

- 1.4.1 discriminates between impossible, probable, and certain events in a real world context
- 1.4.2 collects data for a predetermined question
- 1.4.3 organizes, displays, and interprets data using objects and pictographs

## 1.5 Algebraic Sense

- 1.5.1 creates, compares, and describes a wide variety of patterns using sounds, objects, symbols in order to solve problems and make conjectures
- 1.5.2 compares amounts using the vocabulary "greater than," "less than," and "equal to"
- 1.5.3 manipulates objects to solve problem situations where an addend is unknown
- 1.5.4 solves equations involving addition and subtraction, with sums through 20, using manipulatives

## PROCESS STRANDS

### 2. The student uses mathematics to define and solve problems.

#### 2.1 Investigates Situations

- 2.1.1 uses a variety of strategies to solve problems (ex: act it out, draw a picture, guess and check)

#### 2.2 Formulates Questions and Defines the Problem

- 2.2.1 defines problems in everyday situations (ex: How much did the bean sprout grow last week?)

#### 2.3 Constructs Solutions

- 2.3.1 organizes relevant information to solve a problem and identifies irrelevant information
- 2.3.2 selects appropriate tools to measure length, capacity, weight/mass, time and temperature

### 3. The student uses mathematical reasoning.

#### 3.1 Analyzes Information

- 3.1.1 interprets and compares information from familiar situations to solve problems (e.g. explains why shapes are sorted in a certain way)
- 3.1.2 validates own thinking using models and/or patterns (uses cubes to justify method of solving problem)

#### 3.2 Predicts Results

- 3.2.1 makes and tests conjectures based on collected data (e.g. makes prediction about most popular pet, then analyzes data to see if correct)

#### 3.3 Draws Conclusions and Verifies Results

- 3.3.1 checks for reasonableness of answers when solving problems

### 4. The student communicates knowledge and understanding in both everyday and mathematical language.

#### 4.1 Gathers Information

- 4.1.1 uses reading and observation skills to extract mathematical information from pictures and/or physical models

#### 4.2 Organizes and Interprets Information

- 4.2.1 organizes and clarifies mathematical information orally and in writing (ex: uses cubes to make a bar graph showing the birth month of each class member)

#### 4.3 Represents and Shares Information

- 4.3.1 expresses ideas using models and/or graphs

### 5. The student understands how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations.

#### 5.1 Relates Concepts and Procedures within Mathematics

- 5.1.1 recognizes equivalent mathematical models in familiar settings (ex: uses cubes and popsicle sticks interchangeably when solving simple addition and subtraction problems)

#### 5.2 Relates Mathematics to Other Disciplines

- 5.2.1 recognizes mathematical ideas in familiar situations (ex: compares the height of bean sprouts grown in simple science experiments)

#### 5.3 Relates Mathematics to Real Life Situations

## Mathematics Expectations- 2nd Grade

### 1. The student understands and applies the concepts and procedures of mathematics.

#### 1.1 Number Sense

- 1.1.1 uses physical models to demonstrate the relationship between ones, tens, and 100s and identifies them appropriately as place values
- 1.1.2 reads and writes numerals to 100
- 1.1.3 uses models to represent halves, thirds, and fourths of objects and sets of objects
- 1.1.4 compares amounts using the vocabulary "greater than," "less than," and "equal to"
- 1.1.5 recognizes and identifies the relationship between parts and a whole (e.g. fourths means four equal parts)
- 1.1.6 uses physical models and equations to demonstrate the commutative property of addition ( $5+3=3+5$ )
- 1.1.7 uses physical models, diagrams, and/or acts out problems involving real life multiplication and division situations
- 1.1.8 describes and uses multiple strategies to solve two-digit addition and subtraction problems (e.g. alternative algorithms, decomposition)
- 1.1.9 uses mental math strategies (e.g. composing, decomposing, friendly numbers) through 1,000
- 1.1.10 uses comparative language to determine the reasonableness of an answer
- 1.1.11 describes and justifies reasonableness of an estimate to an addition or subtraction problem

#### 1.2 Measurement

- 1.2.1 uses non-standard units to outline or fill a shape (e.g. tiles a space and counts the number of tiles to find the area)
- 1.2.2 tells time (analog and digital) and measures temperature using standard units (noted in unit name and abbreviation)
- 1.2.3 identifies and counts coins to one dollar
- 1.2.4 estimates and measures length, area, weight/mass, and volume using non-standard units
- 1.2.5 selects appropriate non-standard units of measure for given objects or situations
- 1.2.6 identifies and uses appropriate measurement tools

#### 1.3 Geometric Sense

- 1.3.1 locates, sorts and classifies 2-D and 3-D geometrical figures (e.g., rectangular prisms, spheres, cylinders, and pyramids)
- 1.3.2 predicts the results of putting together and taking apart basic 2-D geometric figures (e.g. making a square from two triangles)
- 1.3.3 recognizes symmetrical and congruent figures and identifies a line of symmetry
- 1.3.4 describes location on a letter/number coordinate grid in terms of horizontal and vertical position
- 1.3.5 uses manipulatives and drawings to describe geometric transformations using a translation (slide), reflection (flip), or rotation (turn)

#### 1.4 Probability and Statistics

- 1.4.1 describes possible outcomes in a simple experiment where outcomes are not equally likely using words like "most often" and "least often"

- 1.4.2 collects and organizes data from simple surveys or experiments
- 1.4.3 organizes, displays, and interprets data using pictographs and bar graphs
- 1.4.4 predicts which event is more or less likely to occur in a real world context

#### 1.5 Algebraic Sense

- 1.5.1 represents repeating and growing patterns symbolically
- 1.5.2 given pairs of numbers, describes the functional relationship (e.g. guess my rule, function machine)
- 1.5.3 uses equal symbol to describe equality
- 1.5.4 uses standard notation in reading and writing open addition and subtraction sentences ( $3+_=7$ )
- 1.5.5 solves equations involving multiplication and division using manipulatives

### PROCESS STRANDS

#### 2. The student uses mathematics to define and solve problems.

##### 2.1 Investigates Situations

- 2.1.1 uses a variety of strategies and approaches to solve problems (ex: physical models, diagrams, acting out)

##### 2.2 Formulates Questions and Defines the Problem

- 2.2.1 defines problems in familiar situations (How much time do we have before PE?)

##### 2.3 Constructs Solutions

- 2.3.1 organizes relevant information to solve a problem; identifies missing information
- 2.3.2 selects appropriate tools to measure length, area, weight/mass, and capacity/volume

#### 3. The student uses mathematical reasoning.

##### 3.1 Analyzes Information

- 3.1.1 interprets and compares information in familiar situations (ex: determines which day of the week was the hottest)
- 3.1.2 validates own thinking using models and patterns (ex: uses square tiles to illustrate the area of a triangle); recognizes relatedness of similar problems

##### 3.2 Predicts Results

- 3.2.1 makes and tests conjectures based on collected data, and adjusts using supporting or contradictory results

##### 3.3 Draws Conclusions and Verifies Results

- 3.3.1 checks for reasonableness of answers (ex: after computing the sum of two numbers, uses estimation to see if the answer makes sense)

#### 4. The student communicates knowledge and understanding in both everyday and mathematical language.

##### 4.1 Gathers Information

- 4.1.1 extracts mathematical information from pictures, diagrams, and physical models (ex: explores area and perimeter of a variety of rectangles made with square tiles)

##### 4.2 Organizes and Interprets Information

- 4.2.1 organizes and clarifies mathematical information orally and in writing (ex: describes strategy for solving a subtraction problem in a math journal)

##### 4.3 Represents and Shares Information

- 4.3.1 expresses mathematical ideas using models and/or graphs (ex: uses collections of objects to demonstrate how to determine if a number is odd or even)

#### 5. The student understands how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations.

##### 5.1 Relates Concepts and Procedures within Mathematics



- 5.1.1 makes connection between different mathematical content areas (ex: uses physical models to explore the relationship between multiplication and division situations)

5.2 Relates Mathematics to Other Disciplines

- 5.2.1 recognizes mathematical patterns and ideas in familiar situations in other disciplines (ex: compares average monthly temperatures)

5.3 Relates Mathematics to Real Life Situations

**Mathematics Expectations- 3rd Grade**  
**CONTENT STRANDS**

**1. The student understands and applies the concepts and procedures of mathematics.**

**1.1 Number Sense**

- 1.1.1 uses physical models, pictures, and symbols to demonstrate the relationship between ones, tens, 100s, and 1,000s
- 1.1.2 recognizes place value through thousands
- 1.1.3 reads and writes whole numbers up to six digits in standard, expanded, and word forms
- 1.1.4 uses models and symbols to represent parts of a whole and/or parts of a set
- 1.1.5 compares amounts using the symbols for "greater than," "less than," and "equal to"
- 1.1.6 counts by twos, threes, fives, and tens; count by tens from any given number
- 1.1.7 rounds to the nearest ten; to the nearest hundred
- 1.1.8 uses objects, pictures, and symbols to order fractions with like denominators \*
- 1.1.9 adds and subtracts three-digit whole numbers with and without regrouping
  - understands addition and subtraction as inverse operations; uses addition to check subtraction
  - uses mental computation strategies
- 1.1.10 demonstrates understanding of commutative, associative, and identity properties of addition
- 1.1.11 multiplies and divides whole numbers
  - masters basic multiplication facts to  $10 \times 10$
  - mentally multiplies by 10, 100, and 1,000
  - multiplies two whole numbers, with and without regrouping, in which one factor is 9 or less and the other is a multi-digit number up to three digits
  - estimates a product
  - solves word problems involving multiplication
  - understands multiplication and division as inverse operations
  - knows the meaning of dividend, divisor, and quotient o knows basic division facts to  $100 \div 10$
  - knows that you cannot divide by 0
  - knows that any number divided by 1 = that number o divides two- and three-digit dividends by one-digit divisors
  - solves division problems with remainders o checks division by multiplying (and adding remainder)
  - solves two-step word problems
  - solves equations in the form of  $\_ \times 9 = 63$ ;  $81 \div \_ = 9$
  - uses models, diagrams, and number sentences to demonstrate the relationship between multiplication and division (e.g. fact families)

- 1.1.12 describes and uses multiple strategies to solve multiplication and division problems (e.g., alternative algorithms, decomposition)
- 1.1.13 uses mental arithmetic, pencil and paper, or calculator to solve problems involving whole numbers
- 1.1.14 mentally solves simple sums, differences, and products by using rounded numbers
- 1.1.15 describes and justifies reasonableness of an estimate in addition, subtraction, multiplication, and division

## 1.2 Measurement

- 1.2.1 selects appropriate type of unit for measuring area and perimeter
- 1.2.2 shows understanding of the concepts of area and perimeter
- 1.2.3 describes and compares objects using attributes of area, perimeter, length, weight/mass, money, and temperature
- 1.2.4 makes change from \$10.00
- 1.2.5 uses physical models to estimate volume of rectangular solids
- 1.2.6 measures length using standard units including fractional parts
- 1.2.7 understands that measurement is approximate
- 1.2.8 estimates and measures using standard units
- 1.2.9 selects appropriate standard unit of measure for given objects or situations
- 1.2.10 selects and uses appropriate measurement tools (e.g. ruler, tape measure, scale, thermometer, money, clock)

## 1.3 Geometric Sense

- 1.3.1 identifies and describes attributes of 2-D and 3-D geometrical figures using appropriate vocabulary (e.g. parallel, symmetric, congruent, similar, perpendicular)
- 1.3.2 classifies 3-D geometric figures using faces, edges, and vertices
- 1.3.3 identifies similar, congruent, or similar figures and draws line of symmetry
- 1.3.4 constructs models of 3-D shapes
- 1.3.5 describes the location of figures in the first quadrant of a coordinate grid using ordered pairs
- 1.3.6 predicts and describes transformations using a translation (slide), reflection (flip), or rotation (turn)

## 1.4 Probability and Statistics

- 1.4.1 determines the probability of events using words such as "certain," "equally likely," and "impossible"
- 1.4.2 lists possible outcomes of simple probability experiments
- 1.4.3 collects data in an organized way
- 1.4.4 states questions about collected data
- 1.4.5 explains and communicates data from tables, pictographs, bar graphs, and line graphs
- 1.4.6 describes measures of central tendency using words like "middle" and "most often"

- 1.4.7 predicts and tests predictions on the probability of outcomes of simple experiments (e.g. coins or spinners)
- 1.4.8 determines if games are fair or unfair
- 1.4.9 creates and interpret bar graphs and line graphs
- 1.4.10 records outcomes for simple event (for example, tossing a die) and display the results graphically

#### 1.5 Algebraic Sense

- 1.5.1 recognizes patterns in computational strategies (e.g. skip counting)
- 1.5.2 finds a rule that describes numeric or geometric repeating and growing patterns when given manipulatives or pictorial displays
- 1.5.3 uses symbols to describe equality and inequality ( $=, >, <$ )
- 1.5.4 solves equations involving addition, subtraction, or multiplication including open-ended equations using manipulatives

### PROCESS STRANDS

#### 2. The student uses mathematics to define and solve problems.

##### 2.1 Investigates Situations

- 2.1.1 uses a variety of strategies and approaches to solve problems

##### 2.2 Formulates Questions and Defines the Problem

- 2.2.1 defines problems in familiar situations
- 2.2.2 identifies missing information

##### 2.3 Constructs Solutions

- 2.3.1 uses models, patterns, words, pictures or numbers to organize information and solve problems
- 2.3.2 selects appropriate tools to measure length, area, weight/mass, and capacity/volume

#### 3. The student uses mathematical reasoning.

##### 3.1 Analyzes Information

- 3.1.1 interprets information from familiar situations (e.g. explains why shapes are sorted in a certain way or why a number may not fit a pattern)
- 3.1.2 validates own thinking using models and patterns

##### 3.2 Predicts Results

- 3.2.1 makes and tests conjectures based on collected data and adjusts using supporting or contradictory results

##### 3.3 Draws Conclusions and Verifies Results

- 3.3.1 reflects on and evaluates procedures
- 3.3.2 checks for reasonableness of answers

#### 4. The student communicates knowledge and understanding in both everyday and mathematical language.

##### 4.1 Gathers Information

- 4.1.1 extracts mathematical information from pictures, diagrams, and physical models

##### 4.2 Organizes and Interprets Information

- 4.2.1 organizes and clarifies mathematical information orally and in writing

##### 4.3 Represents and Shares Information

- 4.3.1 expresses mathematical ideas using mathematical language, models, charts, tables, graphs, and symbols (ex: when describing results of a measurement experiment)

#### 5. The student understands how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations.

5.1 Relates Concepts and Procedures within Mathematics

- 5.1.1 makes connections between mathematical content areas

5.2 Relates Mathematics to Other Disciplines

- 5.2.1 uses mathematical thinking in other subject areas

5.3 Relates Mathematics to Real Life Situations

- 5.3.1 recognizes mathematics in everyday situations
- 5.3.2 identifies how mathematics is used in career settings

Mathematics Expectations- 4th Grade

CONTENT STRANDS

1. The student understands and applies the concepts and procedures of mathematics.

1.1 Number Sense

- 1.1.1 uses objects, pictures, or symbols to demonstrate understanding of place value in whole numbers to 1,000,000
- 1.1.2 reads and writes whole numbers to 1,000,000 using standard, expanded and word forms
- 1.1.3 uses a number line, locate positive and negative whole numbers on a number line
- 1.1.4 shows understanding of fractions with denominators of 2, 4, 8, 3, or 6
- 1.1.5 identifies, compares, and orders whole numbers to 1,000,000 using standard, expanded, and word forms
- 1.1.6 identifies, compares, and orders common fractions
- 1.1.7 adds and subtracts whole numbers, multiplies by 2-digit numbers, and divides by one-digit numbers
  - illustrates the meaning of commutative, associative, and identity properties of addition and multiplication
  - shows meaning of multiplication and division by using objects to solve problems containing one- or two-digit numbers
  - reviews and reinforces basic multiplication facts to  $10 \times 10$  or mentally multiplies by 10, 100, and 1,000
  - identifies multiples of a given number; common multiples of two given numbers
  - multiplies by two-digit and three-digit numbers
  - writes numbers in expanded form using multiplication
  - estimates a product
  - uses mental computation strategies for multiplication, such as breaking a problem into partial products, for example:  $3 \times 27 = (3 \times 20) + (3 \times 7) = 60 + 21 = 81$
  - checks multiplication by changing the order of the factors or multiplies three factors in any given order
  - solves word problems involving multiplication
  - understands multiplication and division as inverse operations
  - reviews the meaning of dividend, divisor, and quotient
  - reviews and reinforce basic division facts to  $100 \div 10$
  - identifies factors of a given number; common factors of two given numbers
  - reviews: you cannot divide by 0; any number divided by 1 = that number
  - estimates the quotient
  - divides dividends up to four-digits by one-digit and two-digit divisors
  - solves division problems with remainders
  - checks division by multiplying (and adding remainder)

- solves equations in the form of  $\_ \times 9 = 63$ ;  $81 \_ = 9$
  - solves problems with more than one operation, as in  $(72) \times (36 \div 4) = \_$
  - equality properties: knows that equals added to equals are equal
  - knows that equals multiplied by equals are equal o uses letters to stand for any number, as in working a formula (for example, area of rectangle:  $A = L \times W$ )
- 1.1.8 solves problems involving a combination of any two number operations
  - 1.1.9 writes number sentences and story problems representing addition, subtraction, multiplication, and division situations
  - 1.1.10 recognizes and uses the most appropriate strategy or tool for a given computation
  - 1.1.11 identifies situations involving whole numbers in which estimation is useful
  - 1.1.12 uses estimation strategies (i.e. multiples of 10 and 100, rounding, front-end estimation, compatible numbers, clustering)
  - 1.1.13 rounds to the nearest ten; to the nearest hundred; to the nearest thousand

#### 1.2 Measurement

- 1.2.1 selects appropriate type of unit for measuring area, perimeter, and volume
- 1.2.2 shows understanding of the concept of volume
- 1.2.3 solves problems involving measurement of perimeter, area, length, weight/mass, elapsed time, temperature, and money
- 1.2.4 compares objects using attributes of perimeter, area, and volume
- 1.2.5 determines and justifies whether estimation or measurement is needed when given a realistic situation
- 1.2.6 estimates to predict and determines when measurements are reasonable
- 1.2.7 knows approximate size of basic standard units (U.S. and metric)
- 1.2.8 selects and uses appropriate measurement tools to a reasonable degree of accuracy

#### 1.3 Geometric Sense

- 1.3.1 compares attributes of two-dimensional and three-dimensional geometrical figures using math terms (e.g., parallel, symmetric, congruent, similar, perpendicular, edge, face, vertex, and angle)
- 1.3.2 identifies, describes, and compares symmetrical, congruent, and similar figures
- 1.3.3 identifies, draws, or creates two-dimensional geometric figures using tools (like straightedge or protractor)
- 1.3.4 describes the location and movement of figures using ordered pairs of positive whole numbers
- 1.3.5 creates and interprets bar graphs and line graphs
- 1.3.6 plots points on a coordinate plan (grid), using ordered pairs of positive whole numbers.
- 1.3.7 identifies, predicts, and draws spatial relations using a translation (slide), reflection (flip), or rotation (turn) with or without a coordinate grid

#### 1.4 Probability and Statistics

- 1.4.1 places events in the order of likelihood of occurrence

- 1.4.2 lists all possible outcomes of simple experiments in an organized way
- 1.4.3 identifies or describes an appropriate method for collecting data
- 1.4.4 creates and interprets bar graphs and line graphs
- 1.4.5 predicts and tests predictions on the probability of outcomes of simple experiments (e.g., coins or spinners)
- 1.4.6 makes inferences based on experimental results using coins, spinners, number cubes, etc

#### 1.5 Algebraic Sense

- 1.5.1 creates, analyzes, and extends number patterns using words, tables, and graphs
- 1.5.2 generates rules for number patterns with one or two operations
- 1.5.3 uses manipulatives and pictures to represent the process of maintaining equality and inequality in number sentences
- 1.5.4 uses standard notation in reading and writing open number sentences ( $3x+18$ )
- 1.5.5 solves open-ended equations involving addition, subtraction, multiplication, or division using manipulatives

#### PROCESS STRANDS

#### 2. The student uses mathematics to define and solve problems.

##### 2.1 Investigates Situations

- 2.1.1 recognizes and extends patterns in everyday situations
- 2.1.2 uses and adapts a variety of appropriate strategies (e.g., uses objects, draws pictures, works backwards, etc)
- 2.1.3 organizes, interprets, and compares relevant information using bar graphs, tables, pictographs, and Venn diagrams

##### 2.2 Formulates Questions and Defines the Problem

- 2.2.1 clarifies problems and identifies irrelevant information in problem situations
- 2.2.2 clarifies the problem and identifies the question being asked
- 2.2.3 distinguishes between relevant and irrelevant information

##### 2.3 Constructs Solutions

- 2.3.1 uses models, patterns, words, pictures or numbers to organize information and solve problems
- 2.3.2 solves single and/or multi-step problems
- 2.3.3 solves problems with multiple, viable solutions

##### 2.4 Evaluates methods of solution

#### 3. The student uses mathematical reasoning.

##### 3.1 Analyzes Information

- 3.1.1 analyzes information from familiar situations (e.g. explains why shapes are sorted in a certain way or why a number may not fit a pattern)
- 3.1.2 thinks about how results can be applied to future problems (e.g. answers questions such as "will that always be true?")

##### 3.2 Predicts Results

- 3.2.1 makes predictions about results and tests thinking based on collected data (e.g. if, then statement)

##### 3.3 Draws Conclusions and Verifies Results

- 3.3.1 uses models, patterns, words, pictures, or numbers to explain/justify methods used to solve problems



- 3.3.2 checks for reasonableness of answers when solving problems
- 3.3.3 evaluates procedures and results (e.g. "Is the answer correct, why or why not?")

**4. The student communicates knowledge and understanding in both everyday and mathematical language.**

**4.1 Gathers Information**

- 4.1.1 creates and follows a plan for gathering relevant information
- 4.1.2 uses reading and observation skills to access, and extract mathematical information from a variety of sources
- 4.1.3 formulates questions

**4.2 Organizes and Interprets Information**

- 4.2.1 organizes and clarifies mathematical information through reflection, discussion, and/or writing

**4.3 Represents and Shares Information**

- 4.3.1 expresses mathematical ideas using mathematical language, models, charts, tables, graphs, and symbols
- 4.3.2 uses mathematical information for the purpose of informing or persuading

**5. The student understands how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations.**

**5.1 Relates Concepts and Procedures within Mathematics**

- 5.1.1 represents information in more than one way
- 5.1.2 describes how two given models are equivalent (e.g. matches an array to the correct equation)

**5.2 Relates Mathematics to Other Disciplines**

- 5.2.1 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)
- 5.2.2 uses previously learned mathematical ideas

**5.3 Relates Mathematics to Real Life Situations**

- 5.3.1 recognizes mathematics in everyday situations

## Mathematics Expectations- 5th Grade

### CONTENT STRANDS

#### 1. The student understands and applies the concepts and procedures of mathematics.

##### 1.1 Number Sense

- 1.1.1 uses pictures or symbols to demonstrate understanding of whole numbers and decimals from 0.01 to 1,000,000
- 1.1.2 demonstrates understanding of integers and integer operations using concrete models (e.g. adding and subtracting positive and negative numbers on a number line)
- 1.1.3 compares and orders decimals using concrete models (e.g., number line)
- 1.1.4 converts improper fractions to mixed numbers
- 1.1.5 uses concepts of factors and multiples to classify and compare numbers
- 1.1.6 uses objects, pictures and symbols to illustrate and describe equivalent ratios
- 1.1.7 uses visual and physical models to add and subtract common fractions and decimals
- 1.1.8 adds and subtracts whole numbers, fractions and mixed numbers
- 1.1.9 adds, subtracts, multiplies, and divides decimals
- 1.1.10 uses physical models to demonstrate and explain the meaning of multiplication of simple fractions
- 1.1.11 uses mental arithmetic, paper and pencil, calculator, or computer as appropriate for a given situation involving whole numbers and fractions
- 1.1.12 identifies situations involving whole numbers and fractions in which estimation is sufficient and computation is not required
- 1.1.13 uses estimation prior to actual computation with whole numbers to determine reasonableness of results

##### 1.2 Measurement

- 1.2.1 compares and contrasts perimeter, area, and volume for a variety of shapes (e.g. describes how changing the perimeter affects the area)
- 1.2.2 measures objects directly and applies procedures for determining perimeter of polygons and area of rectangles
- 1.2.3 uses estimation to obtain reasonable approximations of linear measurements
- 1.2.4 selects appropriate measurement tool for a given situation and explains how the selection and use of a particular tool affects precision and accuracy

##### 1.3 Geometric Sense

- 1.3.1 precisely defines attributes of plane geometric figures using appropriate vocabulary (e.g., parallel, symmetric, congruent, similar, perpendicular, edge, face, vertex, angle)
- 1.3.2 identifies and draws multiple lines of symmetry
- 1.3.3 builds and records similar and congruent figures
- 1.3.4 constructs geometric figures using a variety of tools

##### 1.4 Probability and Statistics

- 1.4.1 understands that the probability of an event is between 0 and 1
- 1.4.2 conducts experiments to determine probabilities and compares predictions to experimental results
- 1.4.3 differentiates between random and non-random samples
- 1.4.4 organizes and displays data using frequency tables and line and bar graphs; determines which form is most appropriate
- 1.4.5 describes and calculates mean, median, mode, and range for simple data
- 1.4.6 makes inferences and notes trends based on data collected from bar graphs and line graphs

#### 1.5 Algebraic Sense

- 1.5.1 creates and extends number patterns that may involve a combination of addition, subtraction, and multiplication using words, tables and graphs
- 1.5.2 represents and describes patterns using tables and graphs with terms such as interval, pattern, rule, and sequence
- 1.5.3 uses symbols to represent the process of maintaining equality and inequality in number sentences (e.g.,  $8+4 > 7+3$ )
- 1.5.4 represents numbers as letters in formulas and equations
- 1.5.5 substitutes values in formulas [e.g.,  $l$  (length)  $\times$   $w$  (width) =  $a$  (area)]

### PROCESS STRANDS

#### 2. The student uses mathematics to define and solve problems.

##### 2.1 Investigates Situations

- 2.1.1 solves challenging problems that require perseverance
- 2.1.2 solves problems involving integration of topics, such as probability, statistics, geometry and number sense
- 2.1.3 develops and uses a variety of strategies and combination of strategies (e.g. guess-check-revise, work backwards, solve a simple problem and generalize, write an equation, organized list, use proportional reasoning)

##### 2.2 Formulates Questions and Defines the Problem

- 2.2.1 defines problems and identifies irrelevant information in problem situations
- 2.2.2 clarifies the problem and identifies the question being asked
- 2.2.3 distinguishes between relevant and irrelevant information

##### 2.3 Constructs Solutions

- 2.3.1 uses technology (e.g. graphing calculators, spreadsheets) to find and analyze data or represent information
- 2.3.2 solves problems involving multiple steps

#### 3. The student uses mathematical reasoning.

##### 3.1 Analyzes Information

- 3.1.1 validates thinking and mathematical ideas using patterns, relationships, and counter-examples

##### 3.2 Predicts Results

- 3.2.1 develops conjectures based on analysis of new problem situations (e.g. in context of learning divisibility rules, formulates a rule for divisibility by 6 and develops arguments to support the rule)
- 3.2.2 generates and organizes data to test a conjecture

##### 3.3 Draws Conclusions and Verifies Results

- 3.3.1 supports arguments and justifies results using inductive reasoning
- 3.3.2 organizes and clarifies mathematical information by reflecting, writing, and discussing
- 3.3.3 reflects on and evaluates procedures and results through writing and discussion

**4. The student communicates knowledge and understanding in both everyday and mathematical language.**

4.1 Gathers Information

- 4.1.1 formulates questions and develops a plan for collecting and communicating relevant data
- 4.1.2 uses diagrams, oral narratives, symbolic representations, and written logs to clearly and effectively express ideas
- 4.1.3 uses available technology to browse, select, and retrieve information

4.2 Organizes and Interprets Information

- 4.2.1 organizes and clarifies mathematical information by reflecting and discussing (e.g. during class discussion about probability, presents oral justification for inferences made from experimental data)

4.3 Represents and Shares Information

- 4.3.1 uses both everyday and mathematical language appropriate to the audience

**5. The student understands how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations.**

5.1 Relates Concepts and Procedures within Mathematics

- 5.1.1 connects conceptual and procedural understandings among different mathematical content areas (e.g. applies ratios and proportions to indirect measurement tasks)
- 5.1.2 relates and uses different mathematical models and representations for the same situation

5.2 Relates Mathematics to Other Disciplines

- 5.2.1 identifies mathematical patterns and relationships in other disciplines (e.g. shows the relationship between coordinate grids and maps)
- 5.2.2 uses mathematical thinking and modeling in other disciplines
- 5.2.3 understands the contributions to mathematics by different cultures

5.3 Relates Mathematics to Real Life Situations

- 5.3.1 recognizes the use of mathematics outside the classroom and within several occupational/career areas (e.g. banking, engineering)

**Mathematics Expectations- 6th Grade**

**CONTENT STRANDS**

**1. The student understands and applies the concepts and procedures of mathematics.**

**1.1 Number Sense**

- 1.1.1 uses pictures and symbols to demonstrate understanding of fractions and decimals
- 1.1.2 compares and orders fractions, (denominators of 2, 3, 4, 8, 10, 16, 100), decimals to .001, mixed numbers, and common percents (75%, 50%, 25%)
- 1.1.3 expresses fractions in lowest terms
- 1.1.4 uses concepts of prime and composite numbers
- 1.1.5 uses objects, pictures, and symbols to create and solve equivalent ratios and proportions
- 1.1.6 uses visual and physical models for all operations on fractions and decimals
- 1.1.7 adds, subtracts, multiplies, and divides whole numbers, decimals, fractions, and mixed numbers
- 1.1.8 uses visual and physical models to demonstrate the meaning of division of simple fractions and decimals
- 1.1.9 uses mental arithmetic, paper and pencil, calculator, or computer as appropriate for a given situation involving whole numbers and fractions
- 1.1.10 identifies situations involving whole numbers and fractions in which estimation is sufficient and computation is not required
- 1.1.11 uses estimation prior to actual computation with whole numbers and fractions to determine reasonableness of results

**1.2 Measurement**

- 1.2.1 applies procedures for determining area of a triangle, circumference of a circle, and volume of a rectangular solid
- 1.2.2 measures a variety of rates (e.g., heartbeat, breath per minute)
- 1.2.3 uses estimation to obtain reasonable approximation of area
- 1.2.4 describes appropriate situations for using standard and nonstandard units of measure
- 1.2.5 demonstrates the relationship among units within the metric and U.S. system
- 1.2.6 selects appropriate measurement tool for a given situation and explains how the selection and use of a particular tool affects precision and accuracy

**1.3 Geometric Sense**

- 1.3.1 constructs geometric shapes given their properties (e.g., draws a quadrilateral with opposite sides parallel)
- 1.3.2 creates simple scale drawings of plane figures (e.g., doubles the dimensions of a simple polygon)
- 1.3.3 identifies and draws multiple lines of symmetry
- 1.3.4 builds and records similar and congruent figures
- 1.3.5 constructs geometric figures using a variety of tools

- 1.3.6 describes the location of points on a coordinate grid using ordered pairs including negative numbers
- 1.3.7 identifies and draws simple transformations including translations (slides), reflections (flips), and rotations (turns)

#### 1.4 Probability and Statistics

- 1.4.1 uses and describes strategies for determining that the probability of an event is a ratio between 0 and 1
- 1.4.2 displays the sample space of a probability experiment by making a table or using a diagram
- 1.4.3 chooses appropriate strategy for collecting random samples of a representative population
- 1.4.4 organizes and displays data using multiple line graphs and circle graphs; determines which form is most appropriate
- 1.4.5 calculates and demonstrates the appropriate use of mean, median, mode, and range to make inferences and draw conclusions
- 1.4.6 makes predictions, conducts experiments, and compares results with predictions
- 1.4.7 makes inferences and notes trends based on data collected from experiments, multiple line graphs, or circle graphs

#### 1.5 Algebraic Sense

- 1.5.1 creates, analyzes and extends number patterns that involve a combination of one or two operations
- 1.5.2 represents and describes patterns using tables and graphs; supplies missing elements of patterns
- 1.5.3 identifies the correct equation for a given situation
- 1.5.4 sets up and solves one-step single variable equations in a context

### PROCESS STRANDS

#### 2. The student uses mathematics to define and solve problems.

##### 2.1 Investigates Situations

- 2.1.1 solves challenging problems that require perseverance
- 2.1.2 solves problems involving integration of topics, such as probability, statistics, geometry and number sense
- 2.1.3 develops and uses a variety of strategies and combination of strategies (e.g. guess-check-revise, work backwards, solve a simple problem and generalize, write an equation, organized list, use proportional reasoning)

##### 2.2 Formulates Questions and Defines the Problem

- 2.2.1 defines problems and identifies irrelevant information in problem situations
- 2.2.2 clarifies the problem and identifies the question being asked
- 2.2.3 distinguishes between relevant and irrelevant information

##### 2.3 Constructs Solutions

- 2.3.1 uses technology (e.g. graphing calculators, spreadsheets) to find and analyze data or represent information
- 2.3.2 solves problems involving multiple steps

#### 3. The student uses mathematical reasoning.

##### 3.1 Analyzes Information

- 3.1.1 validates thinking and mathematical ideas using patterns, relationships, and counter-examples

##### 3.2 Predicts Results

- 3.2.1 develops conjectures based on analysis of new problem situations (e.g. in context of learning divisibility rules, formulates a rule for divisibility by 6 and develops arguments to support the rule)

- 3.2.2 generates and organizes data to test a conjecture

### 3.3 Draws Conclusions and Verifies Results

- 3.3.1 supports arguments and justifies results using inductive reasoning
- 3.3.2 organizes and clarifies mathematical information by reflecting, writing, and discussing
- 3.3.3 reflects on and evaluates procedures and results through writing and discussion

## 4. The student communicates knowledge and understanding in both everyday and mathematical language.

### 4.1 Gathers Information

- 4.1.1 formulates questions and develops a plan for collecting and communicating relevant data
- 4.1.2 uses diagrams, oral narratives, symbolic representations, and written logs to clearly and effectively express ideas
- 4.1.3 uses available technology to browse, select, and retrieve information

### 4.2 Organizes and Interprets Information

- 4.2.1 organizes and clarifies mathematical information by reflecting and discussing (e.g. during class discussion about probability, presents oral justification for inferences made from experimental data)

### 4.3 Represents and Shares Information

- 4.3.1 uses both everyday and mathematical language appropriate to the audience

## 5. The student understands how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations.

### 5.1 Relates Concepts and Procedures within Mathematics

- 5.1.1 connects conceptual and procedural understandings among different mathematical content areas (e.g. applies ratios and proportions to indirect measurement tasks)
- 5.1.2 relates and uses different mathematical models and representations for the same situation

### 5.2 Relates Mathematics to Other Disciplines

- 5.2.1 identifies mathematical patterns and relationships in other disciplines (e.g. shows the relationship between coordinate grids and maps)
- 5.2.2 uses mathematical thinking and modeling in other disciplines
- 5.2.3 understands the contributions to mathematics by different cultures

### 5.3 Relates Mathematics to Real Life Situations

- 5.3.1 recognizes the use of mathematics outside the classroom and within several occupational/career areas (e.g. banking, engineering)

**READING**

- 1. The student understands and uses different skills and strategies to read.**
  - 1.1 shows interest in words and books
  - 1.2 identifies and names upper case letters
  - 1.3 identifies and names lower case letters
  - 1.4 identifies letter sounds
  - 1.5 applies phonic skills to sound out words using consonant and short vowel patterns
  - 1.6 identifies rhyming words
  - 1.7 reads grade level words
- 2. The student understands the meaning of what is read.**
  - 2.1 demonstrates understanding of word meanings
  - 2.2 re-tells simple stories in sequence
  - 2.3 recognizes story parts
- 3. The student reads different materials for a variety of purposes.**
  - 3.1 shows interest in words and books
- 4. The student sets goals and evaluates progress to improve reading.**
  - 4.1 selects books independently

**WRITING**

- 1. The student writes clearly and effectively.**
  - 1.1 prints letters accurately
  - 1.2 prints numbers accurately
  - 1.3 writes own name
  - 1.4 begins to write left to right
- 2. The student writes in a variety of forms for different audiences and purposes.**
  - 2.1 copies from a model
- 3. The student understands and uses the steps of the writing process.**
  - 3.1 applies phonics skills to personal spelling
  - 3.2 Demonstrates understanding that writing and drawing are different
- 4. The student analyzes and evaluates the effectiveness of written work.**
  - 4.1 assigns a message to own symbols



**READING**

- 1. The student understands and uses different skills and strategies to read.**
  - 1.1 applies phonic skills by sounding out words using consonants short vowels and long vowels
  - 1.2 uses context clues
  - 1.3 uses picture clues
  - 1.4 recognizes grade level words
  - 1.5 reads fluently
  - 1.6 demonstrates understanding of story elements: character, settings, problem and solutions...
  - 1.7 demonstrates understanding of simple punctuation when reading orally
- 2. The student understands the meaning of what is read.**
  - 2.1 demonstrates comprehension of important ideas
  - 2.2 makes predictions based on the text
  - 2.3 orders or sequences parts of text
  - 2.4 connects previous experiences when reading
  - 2.5 finds similarities and differences in stories
  - 2.6 applies information gained from reading to give a response
- 3. The student reads different materials for a variety of purposes.**
  - 3.1 observes and uses instructions, signs, and labels
- 4. The student sets goals and evaluates progress to improve reading.**
  - 4.1 sets reading goals

**WRITING**

- 1. The student writes clearly and effectively.**

**Concept and Design**

- 1.1 writes about an idea \*
- 1.2 begins to show sequence of ideas

**Style**

- 1.3 begins to write about experiences and feelings

**Conventions**

- 1.4 uses correct letter formation
- 1.5 uses correct spacing \*
- 1.6 uses correct spelling of age-level words
- 1.7 uses phonetic spelling
- 1.8 uses complete sentences
- 1.9 begins sentences with capital letter and ends with period or question mark
- 1.10 produces a legible final product
- 2. The student writes in a variety of forms for different audiences and purposes.**
  - 2.1 writes for different purposes
- 3. The student understands and uses the steps of the writing process.**
  - 3.1 generates ideas or brainstorms with assistance
  - 3.2 writes using own vocabulary and spelling
  - 3.3 corrects errors with assistance
  - 3.4 reads back own writing to collect input from others
- 4. The student analyzes and evaluates the effectiveness of written work.**
  - 4.1 talks with others about writing

**READING**

- 1. The student understands and uses different skills and strategies to read.**
  - 1.1 applies phonic skills to sound out words using consonant and short vowel patterns
  - 1.2 uses context clues
  - 1.3 recognizes grade level words
  - 1.4 reads fluently
  - 1.5 demonstrates understanding of story elements: character, settings, problem and solutions...
  - 1.6 demonstrates understanding of simple punctuation when reading orally
  - 1.7 uses picture clues
- 2. The student understands the meaning of what is read.**
  - 2.1 demonstrates comprehension of important ideas
  - 2.2 makes predictions based on the text
  - 2.3 orders or sequences parts of text
  - 2.4 reads to learn new information or to perform a task
  - 2.5 finds similarities and differences in stories
  - 2.6 connects previous experiences when reading
- 3. The student reads different materials for a variety of purposes.**
  - 3.1 reads to learn new information or to perform a task
- 4. The student sets goals and evaluates progress to improve reading.**
  - 4.1 sets reading goals

**WRITING**

- 1. The student writes clearly and effectively.**

**Concept and Design**

- 1.1 writes a simple paragraph
- 1.2 writes about an idea \*

**Style**

- 1.3 uses interesting words to describe

**Conventions**

- 1.4 uses correct spelling of age-level words
  - 1.5 begins to use correct verb tense agreement
  - 1.6 uses complete sentences
  - 1.7 applies simple capitalization and punctuation
  - 1.8 produces a legible final product
- 2. The student writes in a variety of forms for different audiences and purposes.**
    - 2.1 uses a range of familiar text forms
  - 3. The student understands and uses the steps of the writing process.**
    - 3.1 generates ideas or brainstorms with assistance
    - 3.2 writes using own vocabulary and spelling
    - 3.3 reads back own writing to add missing or necessary words
    - 3.4 corrects errors with assistance
  - 4. The student analyzes and evaluates the effectiveness of written work.**
    - 4.1 begins to articulate qualities that make a piece of writing effective

**READING**

1. **The student understands and uses different skills and strategies to read.**
  - 1.1 extends phonic skills by applying word attack skills: prefixes, suffixes, roots...
  - 1.2 uses language structure, context and pictures to understand meaning
  - 1.3 builds vocabulary through reading
  - 1.4 reads orally with ease
  - 1.5 identifies critical story elements: character, plot, setting, solution...
  - 1.6 locates and uses text organizers: chapters, table of contents, glossary...
  - 1.7 understands sentence structure, paragraphs and chapters
2. **The student understands the meaning of what is read.**
  - 2.1 demonstrates comprehension of important ideas and details
  - 2.2 makes inferences and predictions
  - 2.3 finds similarities and differences in stories
  - 2.4 uses logical sequence to accurately retell stories
  - 2.5 connects with previous experiences and knowledge when reading
  - 2.6 separates fact from opinion
3. **The student reads different material for a variety of purposes.**
  - 3.1 reads to learn new information
  - 3.2 reads to perform a task
  - 3.3 reads a variety of literature
4. **The student sets goals and evaluates progress to improve reading.**
  - 4.1 sets reading goals

**WRITING**

1. **The student writes clearly and effectively.**

**Concept and Design**

- 1.1 uses paragraphs to organize text
- 1.2 uses details to elaborate about a topic or theme in text

**Style**

- 1.3 uses interesting words to describe
- 1.4 varies sentence beginnings and lengths

**Conventions**

- 1.5 uses correct spelling of age-level words
- 1.6 uses complete sentences
- 1.7 uses correct verb tense agreement
- 1.8 uses mechanics accurately (capital letters, sentence endings, commas)
- 1.9 produces a legible final product

2. **The student writes in a variety of forms for different audiences and purposes.**

- 2.1 uses a range of familiar text forms
- 2.2 begins to cite sources when writing reports

3. **The student understands and uses the steps of the writing process.**

- 3.1 begins to plan and organize before writing
- 3.2 writes using complete sentences and thoughts
- 3.3 corrects errors with assistance
- 3.4 begins to use reference tools
- 3.5 confers with others to improve writing

4. **The student analyzes and evaluates the effectiveness of written work.**

- 4.1 begins to articulate qualities that make a piece of writing effective

**READING**

- 1. The student understands and uses different skills and strategies to read.**
  - 1.1 uses language structure to understand meaning: prefixes, suffixes, roots
  - 1.2 builds reading vocabulary
  - 1.3 reads orally with fluency
  - 1.4 identifies critical story elements: character, plot, setting, solution...
  - 1.5 uses organizational features of printed text: table of contents, index
  - 1.6 adjusts reading pace to accommodate new material
  - 1.7 uses reading strategies to adapt reading to different types of text
- 2. The student understands the meaning of what is read.**
  - 2.1 demonstrates basic comprehension of fiction
  - 2.2 demonstrates basic comprehension of non-fiction
  - 2.3 makes and confirms predictions and inferences
  - 2.4 compares, contrasts and makes connections among texts
  - 2.5 reads and follows written directions
  - 2.6 links previous knowledge and experience when reading to increase understanding
  - 2.7 makes generalizations beyond the text
- 3. The student reads different material for a variety of purposes.**
  - 3.1 understands and uses materials to investigate a topic
  - 3.2 reads and understands information related to the performance of specific task
- 4. The student sets goals and evaluates progress to improve reading.**
  - 4.1 sets reading goals
  - 4.2 expresses reasons for recommending books to others

**WRITING**

- 1. The student writes clearly and effectively.**

**Concept and Design**

- 1.1 writes coherent paragraphs
- 1.2 demonstrates elaboration of a topic or theme through examples, details, facts, etc.
- 1.3 uses transitional words, sentences and phrases to connect ideas

**Style**

- 1.4 begins to choose precise language well-suited to the topic and audience
- 1.5 varies sentence lengths and structure

**Conventions**

- 1.6 knows and applies correct spelling of age-level words
- 1.7 begins to apply conventional grammar
- 1.8 applies capitalization and punctuation rules correctly (.,!?:'")
- 1.9 produces a legible final product
- 1.10 uses complete sentences
- 2. The student writes in a variety of forms for different audiences and purposes.**
  - 2.1 writes in a variety of forms
  - 2.2 writes for a range of purposes (e.g., to entertain, create, or debate)
  - 2.3 writes for different audiences
- 3. The student understands and uses the steps of the writing process.**
  - 3.1 uses a variety of prewriting strategies
  - 3.2 writes using complete phrases, sentences and thoughts
  - 3.3 confers with others to improve writing
  - 3.4 corrects some errors independently
  - 3.5 uses reference tools
- 4. The student analyzes and evaluates the effectiveness of written work.**
  - 4.1 articulates qualities that make a piece of writing effective

## READING

1. **The student understands and uses different skills and strategies to read.**
  - 1.1 uses language structure to understand meaning: prefixes, suffixes, roots
  - 1.2 builds reading vocabulary
  - 1.3 reads orally with expression
  - 1.4 identifies critical story elements: character, plot, setting, solution...
  - 1.5 identifies figurative language
  - 1.6 uses organizational features of printed text: table of contents, index, guide words...
  - 1.7 adjusts reading pace to accommodate new material
  - 1.8 uses reading strategies to adapt reading to different types of text
2. **The student understands the meaning of what is read.**
  - 2.1 demonstrates basic comprehension of fiction
  - 2.2 demonstrates basic comprehension of non-fiction
  - 2.3 makes and confirms predictions and inferences
  - 2.4 compares, contrasts and makes connections among texts
  - 2.5 reads and follows written directions
  - 2.6 links previous knowledge and experience when reading to increase understanding
  - 2.7 makes generalizations beyond the text
3. **The student reads different material for a variety of purposes.**
  - 3.1 understands and uses materials to investigate a topic
  - 3.2 reads and understands information related to the performance of specific task.
4. **The student sets goals and evaluates progress to improve reading.**
  - 4.1 sets reading goals

## WRITING

1. **The student writes clearly and effectively.**

### Concept and Design

- 1.1 writes coherent paragraphs
- 1.2 demonstrates elaboration of a topic or theme through examples, details, facts, etc.

### Style

- 1.3 uses transitional sentences and phrases to connect ideas
- 1.4 begins to choose precise language well-suited to the topic and audience

### Conventions

- 1.5 varies sentence lengths and structure
  - 1.6 knows and applies correct spelling of age-level words
  - 1.7 begins to apply conventional grammar
  - 1.8 applies capitalization and punctuation rules correctly (,!?:")
  - 1.9 produces a legible final product
2. **The student writes in a variety of forms for different audiences and purposes.**
    - 2.1 writes in a variety of forms
    - 2.2 writes for a range of purposes (e.g., to entertain, create, or debate)
    - 2.3 writes for different audiences
  3. **The student understands the writing process.**
    - 3.1 uses a variety of prewriting strategies
    - 3.2 writes using complete phrases, sentences and thoughts
    - 3.3 confers with others to improve writing
    - 3.4 corrects some errors independently
    - 3.5 uses reference tools
  4. **The student analyzes and evaluates the effectiveness of written work.**
    - 4.1 articulates qualities that make a piece of writing effective
    - 4.2 offers feedback on other's writing

## READING

1. **The student understands and uses different skills and strategies to read.**
  - 1.1 uses language structure to understand meaning: prefixes, suffixes, roots
  - 1.2 builds reading vocabulary
  - 1.3 reads orally with expression
  - 1.4 identifies literary devices: analogy, foreshadowing...
  - 1.5 identifies critical story elements: character, plot, setting, solution...
  - 1.6 uses organizational features of printed text: table of contents, index
  - 1.7 analyzes text for a specific purposes
2. **The student understands the meaning of what is read.**
  - 2.1 demonstrates basic comprehension of fiction
  - 2.2 demonstrates basic comprehension of non-fiction
  - 2.3 makes and confirms predictions and inferences
  - 2.4 compares, contrasts and makes connections among texts
  - 2.5 reads and understands information related to the performance of specific tasks
  - 2.6 makes generalizations beyond the text
  - 2.7 identifies and comprehends the main idea and supporting facts
3. **The student reads different material for a variety of purposes.**
  - 3.1 evaluates the appropriateness of a variety of resource materials for specific tasks
  - 3.2 reads and understands information related to the performance of specific task
4. **The student sets goals and evaluates progress to improve reading.**
  - 4.1 sets reading goals and uses strategies to meet goals

## WRITING

1. **The student writes clearly and effectively.**

### Concept and Design

- 1.1 writes coherent paragraphs
- 1.2 demonstrates elaboration of a topic or theme through examples, details, facts, etc.
- 1.3 uses transitional sentences and phrases to connect ideas

### Style

- 1.4 chooses precise language well-suited to the topic and audience
- 1.5 varies sentence lengths and structure

### Conventions

- 1.6 knows and applies correct spelling of age-level words
  - 1.7 applies conventional grammar
  - 1.8 applies capitalization and punctuation rules correctly (.!?:")
  - 1.9 produces a legible final product
2. **The student writes in a variety of forms for different audiences and purposes.**
    - 2.1 writes in a variety of forms
    - 2.2 writes for a range of purposes (e.g., to entertain, create, or debate)
    - 2.3 writes for different audiences
  3. **The student understands the writing process.**
    - 3.1 uses a variety of prewriting strategies
    - 3.2 writes using complete phrases, sentences and thoughts
    - 3.3 confers with others to improve writing
    - 3.4 corrects some errors independently
    - 3.5 uses reference tools
  4. **The student analyzes and evaluates the effectiveness of written work.**
    - 4.1 articulates qualities that make a piece of writing effective

### Saving work

As students complete work in the classroom they will need to evaluate it to determine if it is adequate in representing their learning. Not all work goes into a portfolio and students need first, a procedure and place for saving all work completed; and second, time to examine work and reflect on its relevance, and include in portfolio. One method is to provide a file folder that students have access to where they put all completed work. Then on portfolio day the students can take their file and peruse the contents deciding which will be included in the portfolio. After the decision has been made the students can take the remaining assignments home. The trouble with this method is that many times parents get upset because they don't have the opportunity to see student work until after a portfolio day which might be too late to help the child if they are struggling with a concept. To resolve the problem, weekly work folders can be created in which all student work that is done is sent home, on Friday in a weekly communication folder that is signed and returned, with contents, to school on Monday. This provides an opportunity for parents to see work completed each week, allows students a method to save work for portfolio, and gives parents an opportunity to write messages of concern or questions to teacher. The following is a model of a cover for a weekly communication folder:

## Reflection of Individual Pieces of Work

Often it is most meaningful if the students and teacher working together develop a rubric for reflection. Often this is difficult to do without having a model to begin with and primary students need more guidance than intermediate. The following are some examples of reflection formats that can be used when choosing for and including individual pieces of work in student portfolios:

### OPEN ENDED QUESTIONS TO PROMOTE REFLECTION

1. What makes this your best work?
2. How did this piece help you to accomplish goal?
3. Why did you select this piece?
4. What is important about this piece?
5. What should a parent or teacher look for when they look at this piece of work?
6. What did you learn in this piece of work?
7. What about this piece of work do you feel confident about?
8. What are you good at in this piece of work?
9. What strengths do this piece of work demonstrate?

### SENTENCE STARTERS

1. This is my favorite piece of work because ...
2. This is my best piece of work because ...
3. I selected this piece because ...
4. This is my best example of ...
5. This piece of work helped me to ...



The following can be used with primary students for reflection or during first conferences to model reflection:

**Writing**

This piece was chosen to demonstrate the steps used in the writing process. Please notice: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

**Writing**

This piece was chosen to demonstrate the paragraph concept. Please notice how I: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

**Writing**

This piece demonstrates how to use style in the writing process. Please notice how I: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

**Writing**

This piece of writing demonstrates the proper use of conventions in the writing process. Please notice how I: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

Adapted from Bailey & Guskey, 2001

**Math**

This assignment demonstrates my understanding of the concept of

\_\_\_\_\_, Please notice how I: \_\_\_\_\_

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**Math**

This assignment demonstrates my ability to properly use \_\_\_\_\_

as a skill successfully, Please notice how I: \_\_\_\_\_

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**Math**

This assignment demonstrates my ability to use the problem solving strategy \_\_\_\_\_, in mathematics. Please notice how I:

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**Math**

This assignment demonstrates my ability to communicate mathematically.

Please notice how I: \_\_\_\_\_

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Adapted form Bailey & Guskey, 2001

**Reading**

**This assignment demonstrates the effective use of the reading**

**strategy** \_\_\_\_\_ . Please notice how I: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Reading**

**This assignment demonstrates my use of the vocabulary development**

**skill** \_\_\_\_\_ . Please notice how I: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Reading**

**This assignment demonstrates my ability to read at grade level. Please**

**notice how I:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Reading**

**This assignment demonstrates my ability to** \_\_\_\_\_ .

**Please notice how I:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adapted from Bailey & Guskey, 2001

**Portfolio Entry**

**Subject:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assignment:** \_\_\_\_\_

**This is what I learned:** \_\_\_\_\_

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**I chose this assignment for my portfolio because** \_\_\_\_\_

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**Please notice how I** \_\_\_\_\_

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Adapted from Benson & Barnett, 1999

**Exceptional Work!**

This is my favorite piece of work in \_\_\_\_\_. I picked it for the following reasons:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

Adapted from Benson & Barnett, 1999

## Portfolio Entry

The purpose of this assignment was to ...

I chose this for my portfolio because ...

It shows that I have learned to ...

Adapted from Bailey & Guskey, 2001

## Reflection of progress

Reflection of individual assignments is

appropriate

for students to understand the purpose and value of each particular assignment. It is also important for students to monitor and reflect on overall progress made so that they can effectively determine if they are actively working, staying focused on goals, setting new and appropriate goals, and celebrating learning.

# Grade Level Matrices

**The Following Matrices that can  
be used by students to track  
successful completion of  
Grade Level Expectations**



# BENCHMARK 1 READING

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Level of Proficiency**

<b>ESSENTIAL LEARNING 1: THE STUDENT UNDERSTANDS AND USES DIFFERENT SKILLS AND STRATEGIES TO READ</b>			
<b>Component 1: use word recognition and word meaning skills to read and comprehend text</b>			
Uses picture cues			
Uses letters and sounds to predict and confirm text			
Use context cues			
<b>Component 2: build vocabulary through reading</b>			
Reads the first 150 sight words			
Uses alphabetical order to sort words			
<b>Component 3: read fluently, adjusting reading for purpose and material</b>			
Gains fluency when reading familiar text			
<b>Component 4: understand elements of literature—fiction</b>			
After listening to stories, discusses literary devices (humor, dialogue)			
Recognizes concepts about print (words, sentences, beginning capitals, punctuation)			
After listening to stories, identifies elements of fiction (plot, character, setting, problem/solution)			
<b>Component 5: use features of non-fiction text and computer software</b>			
Locates information in non-fiction text (children’s dictionaries, encyclopedias, etc.)			
Identifies and uses features on non-fiction text (title page, table of contents, etc.)			
Uses feature of computer software (icons, pull down menu)			
<b>ESSENTIAL LEARNING 2: THE STUDENT UNDERSTANDS THE MEANING OF WHAT IS READ</b>			
<b>Component 1: comprehend important ideas and details</b>			
Reads and discusses fiction and non-fiction text (traditional, personal letters, expository, etc.)			
Retells stories and sequences of up to 4 incidents			
Uses personal experience to discuss the characters, events in stories			
Predicts what will happen in a story			
<b>Component 2: expand comprehension by analyzing, interpreting, and synthesizing information and ideas</b>			
Uses similarities and differences in stories to create a group Venn diagram			
<b>Component 3: think critically and analyze authors’ use of language, style, purpose, and perspective</b>			

# BENCHMARK 1 READING

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

## Level of Proficiency

Discusses the difference between fact and opinion in a group setting			
Identifies characters' actions and discusses possible consequences			
Uses non-fiction text to complete a project			
<b>ESSENTIAL LEARNING 3: THE STUDENT READS DIFFERENT MATERIALS FOR A VARIETY OF PURPOSES</b>			
<b>Component 1: read to learn new information</b>			
Reads labels and signs around the classroom and school			
Follows 3-4 step directions			
<b>Component 2: read to perform a task</b>			
This benchmark is met in R.I.3.1.1			
<b>Component 3: read for literary experience</b>			
Participates in the reading of texts which reflect different views of family, friendship, and culture			
<b>Component 4: read for career applications</b>			
Reads about and participates in discussions about careers			
<b>ESSENTIAL LEARNING 4: THE STUDENT SETS GOALS AND EVALUATES PROGRESS TO IMPROVE READING</b>			
<b>Component 1: assess strengths and need for improvement</b>			
Sets reading goals			
<b>Component 2: seek and offers feedback to improve reading</b>			
Conferences with teacher			
<b>Component 3: develop interests and share reading experiences</b>			
Selects favorite character, subjects, and books and shares with others			

# BENCHMARK II READING

Level of Proficiency

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

<b>ESSENTIAL LEARNING 1: THE STUDENT UNDERSTANDS AND USES DIFFERENT SKILLS AND STRATEGIES TO READ</b>			
<b>Component 1: use word recognition and word meaning skills to read and comprehend text</b>			
Uses phonics as a decoding strategy			
Uses context cues			
When reading, demonstrates understanding of prefixes and suffixes			
<b>Component 2: build vocabulary through reading</b>			
Reads the first 300 sight words			
Uses dictionaries and glossaries to find the meaning of new words			
<b>Component 3: read fluently, adjusting reading for purpose and material</b>			
Reads familiar text with fluency			
<b>Component 4: understand elements of literature—fiction</b>			
Discusses literary devices (humor, dialogue, exaggeration)			
After reading stories, identifies plot, character, setting, problem/solution			
<b>Component 5: use features of non-fiction text and computer software</b>			
Locates information using a variety of sources (dictionary, encyclopedia, electronic encyclopedia)			
Uses the various parts of non-fiction text to locate information (glossary, chapter headings, etc.)			
Uses feature of computer software to obtain information (pull-down menu, key word searches)			
<b>ESSENTIAL LEARNING 2: THE STUDENT UNDERSTANDS THE MEANING OF WHAT IS READ</b>			
<b>Component 1: comprehend important ideas and details</b>			
Gains information from non-fiction text (articles, dictionaries, etc.)			
Locates the main idea and supporting details			
Reads and responds to fiction text (narrative, recounts, poetry, plays)			
Makes predictions based on the text			
Makes inferences based on implicit information in the text			
<b>Component 2: expand comprehension by analyzing, interpreting, and synthesizing information and ideas</b>			
Uses similarities and differences in stories to create a Venn diagram			

# BENCHMARK II READING

Level of Proficiency

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

<b>Component 3: think critically and analyze authors' use of language, style, purpose, and perspective</b>			
Identifies statements as either fact or opinion			
Identifies the author's purpose for writing (to entertain, inform, persuade, etc.)			
Applies information gained from reading to complete a variety of cross-curricular projects			
<b>ESSENTIAL LEARNING 3: THE STUDENT READS DIFFERENT MATERIALS FOR A VARIETY OF PURPOSES</b>			
<b>Component 1: read to learn new information</b>			
Uses reading strategies to understand signs, labels, and instructions			
Reads and follows directions for games, lesson assignments, recipes, projects			
<b>Component 2: read to perform a task</b>			
This component is met in R.I.3.1.1			
<b>Component 3: read for literary experience</b>			
Reads and discusses books which reflect different views of family, friendship, culture, and tradition			
<b>Component 4: read for career applications</b>			
Discusses different kinds of career documents (memos, schedules, directories, etc.)			
<b>ESSENTIAL LEARNING 4: THE STUDENT SETS GOALS AND EVALUATES PROGRESS TO IMPROVE READING</b>			
<b>Component 1: assess strengths and need for improvement</b>			
Sets personal reading goals			
<b>Component 2: seek and offers feedback to improve reading</b>			
Conferences with teacher			

# BENCHMARK III READING

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Level of Proficiency

<b>ESSENTIAL LEARNING 1: THE STUDENT UNDERSTANDS AND USES DIFFERENT STRATEGIES TO READ</b>			
<b>Component 1: use word recognition and word meaning skills to read and comprehend text</b>			
Uses phonics skills to decode unknown words			
Uses context cues to make meaning from text			
When reading, demonstrates understanding of prefixes and suffixes			
<b>Component 2: build vocabulary through reading</b>			
Reads the first 500 sight words			
Selects and uses the most appropriate resources (dictionary, glossary, thesaurus)			
<b>Component 3: read fluently, adjusting reading for purpose and material</b>			
Reads text with expression			
<b>Component 4: understand elements of literature—fiction</b>			
Discusses literary devices (humor, dialogue, exaggeration, mood)			
Discusses similes and metaphors			
Discusses a book by chapters and paragraphs			
After reading stories, summarizes and interprets plot, character, setting, problem/solution, point of view, main idea			
<b>Component 5: use features of non-fiction text and computer software</b>			
Completes projects or presentations using non-fiction resources and computer software			
Uses the various parts of non-fiction text to locate information (diagrams, maps, indexes, graphs, captions)			
Uses features of computer software to obtain information			
<b>ESSENTIAL LEARNING 2: THE STUDENT UNDERSTANDS THE MEANING OF WHAT IS READ</b>			
<b>Component 1: comprehend important ideas and details</b>			
Reads, responds to, and evaluates fiction text including folktales, legends, fables, myths, rhymed and unrhymed poetry			
Gains information from non-fiction text, (encyclopedias, almanacs, newspapers, etc.)			
Summarizes main idea and supporting details			
Evaluates and discusses characters, events, and information based on previous experiences and knowledge			
<b>Component 2: expand comprehension by analyzing, interpreting, and synthesizing information and ideas</b>			
Analyzes similarities/differences in stories and between stories (compare and contrast)			
<b>Component 3: think critically and analyze authors' use of language, style, purpose, and perspective</b>			

# BENCHMARK III READING

Level of Proficiency

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Reads a selection and discriminates between fact and opinion			
Identifies different purposes and styles for writing			
Applies information gained from reading to complete a variety of cross-curricular presentations			
<b>ESSENTIAL LEARNING 3: THE STUDENT READS DIFFERENT MATERIALS FOR A VARIETY OF PURPOSES</b>			
<b>Component 1: read to learn new information</b>			
Uses labels and instructions to locate information to perform a task			
<b>Component 2: read to perform a task</b>			
This component is met in R.I.3.1.1			
<b>Component 3: read for literary experience</b>			
Reads and discusses books which reflect different views of family, friendship, culture, and tradition			
<b>Component 4: read for career applications</b>			
Identifies the kinds of documents one might read in a career setting			
<b>ESSENTIAL LEARNING 4: THE STUDENT SETS GOALS AND EVALUATES PROGRESS TO IMPROVE READING</b>			
<b>Component 1: assess strengths and need for improvement</b>			
Conferences with teacher			
<b>Component 2: seek and offer feedback to improve reading</b>			
This benchmark is met in R.I.4.1.1			
<b>Component 3: develop interests and share reading experiences</b>			
Evaluates and is able to select favorite authors, subjects, and books			

# BENCHMARK 1 WRITING

**Level of Proficiency**

**Student:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

<b>ESSENTIAL LEARNING 1: THE STUDENT WRITES CLEARLY AND EFFECTIVELY</b>			
<b>Component 1: develop concept and design</b>			
Writes several sentences on a self-selected topic			
Lists/webs details on a topic			
Writes simple stories that have a beginning, middle, end			
<b>Component 2: use style appropriate to the audience and purpose</b>			
Expresses personality and/or feelings in pictures and text			
Expands vocabulary through brainstorming activities			
<b>Component 3: apply writing conventions</b>			
Uses subject-verb agreement in writing simple sentences			
Incorporates capitalization and ending punctuation			
Uses phonemic knowledge and memory to spell level appropriate words			
Writes most letters in standard form			
<b>ESSENTIAL LEARNING 2: THE STUDENT WRITES IN A VARIETY OF FORMS FOR DIFFERENT AUDIENCES AND PURPOSES</b>			
<b>Component 1: write for different audiences</b>			
Writes to known audience			
<b>Component 2: write for different purposes</b>			
Writes for different purposes			
<b>Component 3: write in a variety of forms</b>			
Writes in different forms/genres			
<b>Component 4: write for career application</b>			
Names careers that require writing			
Identifies non-fiction resources			
<b>ESSENTIAL LEARNING 3: THE STUDENT UNDERSTANDS AND USES THE STEPS OF THE WRITING PROCESS</b>			
<b>Component 1: prewrite</b>			
Generates own ideas			

# BENCHMARK 1 WRITING

Level of Proficiency

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

<b>Component 2: draft</b>			
Composes drafts using drawings, vocabulary and spelling			
<b>Component 3: revise</b>			
Adds language and pictures to enhance text			
<b>Component 4: edit</b>			
Corrects errors against level-appropriate criteria			
<b>Component 5: publish</b>			
Selects an appropriate format to publish writing			
<b>ESSENTIAL LEARNING 4: THE STUDENT ANALYZES AND EVALUATES THE EFFECTIVENESS OF WRITTEN WORK</b>			
<b>Component 1: assess own strengths and needs for improvement</b>			
Notes growth and sets goals for writing			
<b>Component 2: seek and offer feedback</b>			
Listens to and offers feedback about the writing of self and others			



# BENCHMARK 2 WRITING

Level of Proficiency

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

<b>ESSENTIAL LEARNING 1: THE STUDENT WRITES CLEARLY AND EFFECTIVELY</b>			
<b>Component 1: develop concept and design</b>			
Writes several sentences which focus on a self-selected topic			
Uses details to support main ideas			
Writes simple stories with beginning, middle, end, and transitions			
<b>Component 2: use style appropriate to the audience and purpose</b>			
Creates text and pictures that show personal style and originality			
Incorporates new and different words			
Varies sentence length and beginnings			
<b>Component 3: apply writing conventions</b>			
Incorporates capitalization and punctuation in writing			
Transitions from phonetic to conventional spelling			
Writes all letters correctly			
<b>ESSENTIAL LEARNING 2: THE STUDENT WRITES IN A VARIETY OF FORMS FOR DIFFERENT AUDIENCES AND PURPOSES</b>			
<b>Component 1: write for different audiences</b>			
Writes to expanded audience			
<b>Component 2: write for different purposes</b>			
Writes in different modes (narrative, expository)			
<b>Component 3: write in a variety of forms</b>			
Expands writing by using a range of forms/genres			
<b>Component 4: write for career applications</b>			
Identifies forms of writing used in career settings			
Uses non-fiction resources for information writing			
<b>ESSENTIAL LEARNING 3: THE STUDENT UNDERSTANDS AND USES THE STEPS OF THE WRITING PROCESS</b>			
<b>Component 1: prewrite</b>			
Generates and organizes own ideas			

# BENCHMARK 2 WRITING

Level of Proficiency

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

<b>Component 2: draft</b>			
Composes expanded drafts using own vocabulary and spelling			
<b>Component 3: revise</b>			
Adds description, details, and action verbs to enhance text			
<b>Component 4: edit</b>			
Corrects errors against level-appropriate criteria			
<b>Component 5: publish</b>			
Selects an appropriate format to publish writing			
Uses appropriate technology in publishing			
<b>ESSENTIAL LEARNING 4: THE STUDENT ANALYZES AND EVALUATES THE EFFECTIVENESS OF WRITTEN WORK</b>			
<b>Component 1: assess own strengths and needs for improvement</b>			
Self-evaluates and sets goals for writing			
<b>Component 2: seek and offer feedback</b>			
Listens to and offers feedback about the writing of self and others			

# BENCHMARK 3 WRITING

Level of Proficiency

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

<b>ESSENTIAL LEARNING 1: THE STUDENT WRITES CLEARLY AND EFFECTIVELY</b>			
<b>Component 1: develop concept and design</b>			
Maintains a focus on the topic and includes supporting details			
Organizes writing with a beginning, middle, end, and transitions			
Groups related thoughts and information into paragraphs			
<b>Component 2: use style appropriate to the audience and purpose</b>			
Projects a personal attitude or point of view			
Chooses words that create a particular mood/picture			
Varies sentence structure; fluent text invites oral reading			
<b>Component 3: apply writing conventions</b>			
Writes complete sentences using correct grammar			
Uses correct capitalization and punctuation consistently			
Spells level-appropriate words correctly			
Uses correct cursive letter formation			
<b>ESSENTIAL LEARNING 2: THE STUDENT WRITES IN A VARIETY OF FORMS FOR DIFFERENT AUDIENCES AND PURPOSES</b>			
<b>Component 1: write for different audiences</b>			
Writes for self, teacher, or other personally known audiences			
<b>Component 2: write for different purposes</b>			
Writes for different purposes			
<b>Component 3: write in a variety of forms</b>			
Writes using a range of forms/genres			
<b>Component 4: write for career applications</b>			
Identifies forms of writing used in career settings			
Cites sources when writing reports or technical documents			
<b>ESSENTIAL LEARNING 3: THE STUDENT UNDERSTANDS AND USES THE STEPS OF THE WRITING PROCESS</b>			

# BENCHMARK 3 WRITING

**Level of Proficiency**

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

<b>Component 1: prewrite</b>			
Generates and organizes own ideas in various formats			
<b>Component 2: draft</b>			
Drafts with a focus on meaning, audience, purpose and form			
<b>Component 3: revise</b>			
Selects vocabulary, graphics to enhance text and style			
<b>Component 4: edit</b>			
Corrects errors against level-appropriate criteria			
<b>Component 5: publish</b>			
Produces a legible final product according to criteria			
Uses appropriate technology in publishing			
<b>ESSENTIAL LEARNING 4: THE STUDENT ANALYZES AND EVALUATES THE EFFECTIVENESS OF WRITTEN WORK</b>			
<b>Component 1: assess own strengths and needs for improvement</b>			
Reflects upon and improves writing using criteria			
<b>Component 2: seek and offer feedback</b>			
Accepts and employs feedback on writing			
Offers constructive feedback on others' writings			

# BENCHMARK I COMMUNICATION

## Level of Proficiency

**Student:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

<b>ESSENTIAL LEARNING 1: THE STUDENT USES LISTENING AND OBSERVATION SKILLS TO GAIN UNDERSTANDING</b>			
<b>Component 1: focus attention</b>			
Independently pays attention while others are talking			
Exhibits audience behavior for 15 minutes			
<b>Component 2: listen and observe to gain and interpret information</b>			
Explains ideas from visual information			
Identifies basic story details			
Follow simple oral directions independently			
<b>Component 3: check for understanding by asking questions and paraphrasing</b>			
Understands the difference between questions and statements			
Shares and supports opinions on the discussion topic			
<b>ESSENTIAL LEARNING 2: THE STUDENT COMMUNICATES IDEAS CLEARLY AND EFFECTIVELY</b>			
<b>Component 1: communicate clearly to a range of audiences for different purposes</b>			
Expresses ideas clearly to teacher, friends and small groups of classmates			
Independently tells a story			
<b>Component 2: develop content and ideas</b>			
Uses KWL chart to identify what he/she wants to learn			
Organizes ideas or events in sequential order			
<b>Component 3: use effective delivery</b>			
Adjusts volume and rate as needed with teacher prompt			
Demonstrates good posture and eye contact to entire class with teacher prompt			
<b>Component 4: use effective language and style</b>			
Speaks in complete thoughts			
Demonstrates oral use of age-appropriate vocabulary e.g. first 250 Sitton words, grade level content vocabulary			

- B= -Shows little or no understanding of the introduced proficiency
- D= -Shows increasing independent knowledge and proficiency through daily work
- S= -Shows proficiency through application

# BENCHMARK I COMMUNICATION

Level of Proficiency

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

<b>Component 5: effectively use action, sound, and/or images to support presentations</b>			
Enhances speech with actions, sounds and visuals			
<b>ESSENTIAL LEARNING 3: THE STUDENT USES COMMUNICATION STRATEGIES AND SKILLS TO WORK EFFECTIVELY WITH OTHERS</b>			
<b>Component 1: use language to interact effectively and responsibly with others</b>			
Initiates and joins conversations			
Uses language that shows respect for others' feelings and rights with teacher prompt			
<b>Component 2: work cooperatively as a member of a group</b>			
Assumes group roles with teacher help			
Contributes relevant ideas to a group			
<b>Component 3: seek agreement and solutions through discussion</b>			
Accepts responsibility for personal actions and choices			
<b>ESSENTIAL LEARNING 4: THE STUDENT ANALYZES AND EVALUATES THE EFFECTIVENESS OF FORMAL AND INFORMAL COMMUNICATION</b>			
<b>Component 1: assess strengths and need for improvement</b>			
Uses teacher-provided criteria to evaluate eye contact, posture, and volume for both self and others			
<b>Component 2: seek and offer feedback</b>			
Accepts feedback to improve communication with teacher help			
<b>Component 3: analyze mass communication</b>			
Recognizes various forms of mass media			
Knows the difference between fact and opinion			
<b>Component 4: analyze how communication is used in career settings</b>			
Identifies different ways people communicate			

- B= -Shows little or no understanding of the introduced proficiency
- D= -Shows increasing independent knowledge and proficiency through daily work
- S= -Shows proficiency through application

*Adapted from Selah School District, 1999.*

# BENCHMARK II COMMUNICATION

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Level of Proficiency

<b>ESSENTIAL LEARNING 1: THE STUDENT USES LISTENING AND OBSERVATION SKILLS TO GAIN UNDERSTANDING</b>			
<b>Component 1: focus attention</b>			
Pays attention while others are talking			
Exhibits audience behavior for 20 minutes			
<b>Component 2: listen and observe to gain and interpret information</b>			
Recognizes and responds appropriately to nonverbal cues			
Interprets visual texts			
Accurately completes two-to-three part oral directions			
<b>Component 3: check for understanding by asking questions and paraphrasing</b>			
Independently asks relevant questions to extend ideas and clarify meaning			
Clarifies comments by rephrasing information with teacher help			
<b>ESSENTIAL LEARNING 2: THE STUDENT COMMUNICATES IDEAS CLEARLY AND EFFECTIVELY</b>			
<b>Component 1: communicate clearly to a range of audiences for different purposes</b>			
Expresses ideas clearly to teacher, small group, and total class			
Includes narrative and descriptive elements in recounts			
<b>Component 2: develop content and ideas</b>			
Identifies information from a graphic web or chart which relates to the topic			
Organizes presentation in a logical order			
<b>Component 3: use effective delivery</b>			
Independently adjusts volume and rate			
Demonstrates good posture and eye contact			
<b>Component 4: use effective language and style</b>			
Speaks in complete ideas using correct grammar			
Demonstrates oral use of age-appropriate vocabulary, e.g. first 550 Sitton words, grade level content vocabulary			
Enhances speech with similes, metaphors, comparing and contrasting, with teacher help			

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- S= -Shows proficiency through application

*Adapted from Selah School District, 1999.*

# BENCHMARK II COMMUNICATION

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Level of Proficiency

<b>Component 5: effectively use action, sound, and/or images to support presentations</b>			
Enhances speech with actions, sounds and visuals			
<b>ESSENTIAL LEARNING 3: THE STUDENT USES COMMUNICATION STRATEGIES AND SKILLS TO WORK EFFECTIVELY WITH OTHERS</b>			
<b>Component 1: use language to interact effectively and responsibly with others</b>			
Takes conversational turns as speaker and listener			
Independently uses language that shows respect for others' feelings and rights			
<b>Component 2: work cooperatively as a member of a group</b>			
Assumes group roles			
Contributes relevant ideas and effort to a group			
<b>Component 3: seek agreement and solutions through discussion</b>			
Accepts responsibility for personal actions and choices			
Identifies problem and solutions			
<b>ESSENTIAL LEARNING 4: THE STUDENT ANALYZES AND EVALUATES THE EFFECTIVENESS OF FORMAL AND INFORMAL COMMUNICATION</b>			
<b>Component 1: assess strengths and need for improvement</b>			
Uses criteria to evaluate eye contact, posture, and volume for both self and others			
<b>Component 2: seek and offer feedback</b>			
Uses feedback to establish goals for improvement			
<b>Component 3: analyze mass communication</b>			
Identifies various forms of mass media			
Identifies the message in advertising for children's products			
<b>Component 4: analyze how communication is used in career settings</b>			
Identifies different ways people communicate at home and school			

- B= -Shows little or no understanding of the introduced proficiency
- D= -Shows increasing independent knowledge and proficiency through daily work
- S= -Shows proficiency through application



# BENCHMARK III COMMUNICATION

Student	Teacher			
<b>ESSENTIAL LEARNING 1: THE STUDENT USES LISTENING AND OBSERVATION SKILLS TO GAIN UNDERSTANDING</b>				
<b>Component 1: focus attention</b>				
Pays attention while others are talking				
Exhibits appropriate audience behavior for 30 minutes				
<b>Component 2: listen and observe to gain and interpret information</b>				
Observes to describe simple experiments				
Interprets visual texts				
Applies listening strategies to complete a task				
<b>Component 3: check for understanding by asking questions and paraphrasing</b>				
Asks relevant questions to gain information and clarify meaning				
<b>ESSENTIAL LEARNING 2: THE STUDENT COMMUNICATES IDEAS CLEARLY AND EFFECTIVELY</b>				
<b>Component 1: communicate clearly to a range of audiences for different purposes</b>				
Expresses ideas clearly to an expanding range of audiences				
Includes narrative and descriptive elements when giving examples or expanding ideas				
<b>Component 2: develop content and ideas</b>				
Develops an interesting introduction and conclusion in oral presentations				
Organizes information in the body into a logical order with a main idea and supporting details				
<b>Component 3: use effective delivery</b>				
Speaks with volume and rate adequate for listeners in a variety of settings				
Demonstrates appropriate eye contact and posture				
<b>Component 4: use effective language and style</b>				
Speaks in complete ideas using correct grammar				
Independently enhances speech with similes, metaphors, comparing and contrasting				
<b>Component 5: effectively use action, sound, and/or images to support presentations</b>				
Enhances speech with actions, sounds , visuals, and media				
<b>ESSENTIAL LEARNING 3: THE STUDENT USES COMMUNICATION STRATEGIES AND SKILLS TO WORK EFFECTIVELY WITH OTHERS</b>				
<b>Component 1: use language to interact effectively and responsibly with others</b>				

- B= -Shows little or no understanding of the proficiency
- D= -Shows increasing independent knowledge and proficiency through daily work
- S= -Shows proficiency through application

## BENCHMARK III COMMUNICATION

Student	Teacher			
Communicates effectively by sharing ideas, and offering advice, opinions and information				
Adapts language appropriately as a listener/speaker to different types of conversation				
<b>Component 2: work cooperatively as a member of a group</b>				
Independently assumes group roles				
Contributes relevant ideas to a group				
Verbally affirms group members' efforts and contributions				
<b>Component 3: seek agreement and solutions through discussion</b>				
Accepts responsibility for personal actions and choices				
Identifies the problem, chooses solutions				
<b>ESSENTIAL LEARNING 4: THE STUDENT ANALYZES AND EVALUATES THE EFFECTIVENESS OF FORMAL AND INFORMAL COMMUNICATION</b>				
<b>Component 1: assess strengths and need for improvement</b>				
Uses criteria to evaluate eye contact, posture, volume and clarity of main ideas for both self and others				
<b>Component 2: seek and offer feedback</b>				
Applies feedback and sets goals for improvement on own presentation				
<b>Component 3: analyze mass communication</b>				
Cites examples of different forms of media				
Analyzes point of view and techniques presented in media				
<b>Component 4: analyze how communication is used in career settings</b>				
Identifies different ways people communicate in the workplace				

- B= -Shows little or no understanding of the proficiency
- D= -Shows increasing independent knowledge and proficiency through daily work
- S= -Shows proficiency through application

*Adapted from Selah School District, 1999.*

# BENCHMARK 1 MATHEMATICS

		Level of Proficiency		
Student:	Teacher:			
<b>ESSENTIAL LEARNING 1: THE STUDENT UNDERSTANDS AND APPLIES THE CONCEPTS AND PROCEDURES OF MATHEMATICS</b>				
<b>Component 1: understand and apply concepts and procedures from number sense</b>				
Counts sets of objects to 100 using grouping strategies				
Reads and writes numerals to 100				
Given 3 numbers between 1-100, orders them from smallest to largest				
Identifies parts of wholes (halves, fourths, etc.)				
Uses strategies for solving addition and subtraction (0-18)				
Estimates reasonable results when presented with an addition, subtraction, or counting problem				
<b>Component 2: understand and apply concepts and procedures from measurement</b>				
Explores (using tools) and estimates in measurement (length, area, perimeter)				
Tells time to the half hour				
Knows value of coins				
<b>Component 3: understand and apply concepts and procedures from geometric sense</b>				
Sorts, names, and draws circles, rectangles, triangles and squares				
Finds 2 and 3 dimensional shapes in the environment				
Uses positional words in describing location (above, below)				
Identifies symmetrical and congruent figures				
<b>Component 4: understand and apply concepts and procedures from probability and statistics</b>				
Makes predictions based on results of situations involving chance				
Collects, organizes, and displays data				
<b>Component 5: understand and apply concepts and procedures from algebraic sense</b>				
Creates and extends a wide variety of patterns				
Counts by 2's, 5's, and 10's, to 100				
Uses manipulatives/pictures to develop solutions for simple equations				
<b>ESSENTIAL LEARNING 2: THE STUDENT USES MATHEMATICS TO DEFINE AND SOLVE PROBLEMS</b>				
<b>Component 1: investigate situations</b>				
Uses a variety of strategies to solve problems e.g., draw a picture, look for patterns and irrelevant information				
<b>Component 2: formulate questions and define the problem</b>				
Identifies math questions and defines problems in familiar situations				
<b>Component 3 applies appropriate operations and processes to find a solution</b>				
Applies appropriate operations and processes to find a solution				
<b>ESSENTIAL LEARNING 3: THE STUDENT USES MATHEMATICAL REASONING</b>				
<b>Component 1: analyze information</b>				

# BENCHMARK 1 MATHEMATICS

	Level of Proficiency		
Student:			
Teacher:			
Use models and/or patterns to explain/justify methods of solving a problem			
<b>Component 2: predict results and make inferences</b>			
Makes and tests conjectures based on collected data			
<b>Component 3: draw conclusions and verify results</b>			
Checks for reasonableness of answers using manipulatives, counting, etc.			
<b>ESSENTIAL LEARNING 4: THE STUDENT COMMUNICATES KNOWLEDGE AND UNDERSTANDING IN BOTH EVERYDAY AND MATHEMATICAL LANGUAGE</b>			
<b>Component 1: gather information</b>			
Accesses math information/data from a variety of sources			
<b>Component 2: organize and interpret information</b>			
Organizes and discusses math information			
<b>Component 3: represent and share information</b>			
Expresses ideas using models, pictures, and/or graphs			
<b>ESSENTIAL LEARNING 5: THE STUDENT UNDERSTANDS HOW MATHEMATICAL IDEAS CONNECT WITHIN MATHEMATICS, TO OTHER SUBJECT AREAS, AND TO REAL-LIFE SITUATIONS</b>			
<b>Component 1: relate concepts and procedures within mathematics</b>			
Recognizes equivalent math models among math content areas (dollars=base ten, etc.)			
<b>Component 2: relate mathematical concepts and procedures to other disciplines</b>			
Recognizes math applications in other disciplines			
<b>Component 3: relate mathematical concepts and procedures to real-life situations</b>			
Gives examples of how math is used in everyday life			

# BENCHMARK MATHEMATICS

Student _____	Teacher _____	Level of Proficiency		
<b>ESSENTIAL LEARNING 1: THE STUDENT UNDERSTANDS AND APPLIES THE CONCEPTS AND PROCEDURES OF MATHEMATICS</b>				
<b>Component 1: understand and apply concepts and procedures from number sense</b>				
Uses physical models to show 1's, 10's, & 100's				
Reads and writes numerals to 1,000				
Uses models to represent fractions (halves, thirds, fourths, etc.)				
Uses strategies to solve basic addition and subtraction with and without regrouping				
Rounds to nearest 10 in estimating				
<b>Component 2: understand and apply concepts and procedures from measurement</b>				
Measures and compares lengths, areas, perimeters, and weights				
Describes and justifies methods of estimating measurement				
Tells time to the minute				
Reads a thermometer				
Knows the value of and counts coins and dollars				
<b>Component 3: understand and apply concepts and procedures from geometric sense</b>				
Sorts, describes, and constructs 2- and 3-dimensional figures				
Locates points on a coordinate grid				
Constructs models of symmetrical and congruent figures				
<b>Component 4: understand and apply concepts and procedures from probability and statistics</b>				
Predicts outcomes of certain/uncertain events; compares results				
Displays and interprets data using tables, bar graphs, etc.				
<b>Component 5: understand and apply concepts and procedures from algebraic sense</b>				
Counts/writes by 2's, 5's, and 10's from various starting points				
Describes a relationship when given pairs of numbers				
Completes number sentences using +, =, <, >,-				
<b>ESSENTIAL LEARNING 2: THE STUDENT USES MATHEMATICS TO DEFINE AND SOLVE PROBLEMS</b>				
<b>Component 1: investigate situations</b>				
Uses a variety of strategies e.g. discovering patterns, drawings, diagrams, guess/check, etc.				
<b>Component 2: formulate questions and define the problem</b>				
Identifies questions/defines math problems in everyday situations				
<b>Component 3 applies appropriate operations and processes to find a solution</b>				

# BENCHMARK MATHEMATICS

Student _____	Teacher _____	Level of Proficiency		
Applies appropriate operations and processes to find a solution				
<b>ESSENTIAL LEARNING 3: THE STUDENT USES MATHEMATICAL REASONING</b>				
<b>Component 1: analyze information</b>				
Validates own thinking using models and patterns				
<b>Component 2: predict results and make inferences</b>				
Makes and tests conjectures based on collected data				
<b>Component 3: draw conclusions and verify results</b>				
Checks for reasonableness of answers using estimation, rounding, etc.				
<b>ESSENTIAL LEARNING 4: THE STUDENT COMMUNICATES KNOWLEDGE AND UNDERSTANDING IN BOTH EVERYDAY AND MATHEMATICAL LANGUAGE</b>				
<b>Component 1: gather information</b>				
Accesses/interprets math information from a variety of sources				
<b>Component 2: organize and interpret information</b>				
Organizes/clarifies math information orally and in writing				
<b>Component 3: represent and share information</b>				
Expresses ideas using models, graphs, written explanations, etc				
<b>ESSENTIAL LEARNING 5: THE STUDENT UNDERSTANDS HOW MATHEMATICAL IDEAS CONNECT WITHIN MATHEMATICS, TO OTHER SUBJECT AREAS, AND TO REAL-LIFE SITUATIONS</b>				
<b>Component 1: relate concepts and procedures within mathematics</b>				
Makes connections between different math content areas				
<b>Component 2: relate mathematical concepts and procedures to other disciplines</b>				
Recognizes math applications in other disciplines				
<b>Component 3: relate mathematical concepts and procedures to real-life situations</b>				
Gives examples of how math is used in everyday life				

# BENCHMARK 4 MATHEMATICS

Level of Proficiency

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

<b>ESSENTIAL LEARNING 1: THE STUDENT UNDERSTANDS AND APPLIES THE CONCEPTS AND PROCEDURES OF MATHEMATICS</b>				
<b>Component 1: understand and apply concepts and procedures from number sense</b>				
1. Use pictures or symbols to demonstrate understanding of whole numbers and decimals from 0.01 to 1,000.000.				
2. Demonstrate understanding of integers and integer operations using concrete models (e.g., temperature change, elevator below ground floor).				
3. Compare and order decimals using concrete models (e.g., number line).				
4. Convert improper fractions to mixed numbers.				
5. Use concepts of factors and multiples to classify and compare numbers.				
6. Add and subtract fractions and mixed numbers.				
7. Add, subtract, multiply, and divide decimals.				
8. Use physical model to demonstrate and explain the meaning of multiplication of simple fractions.				
9. Identify situations involving non-negative rational numbers in which estimation is sufficient and computation is not required.				
10. Use estimation prior to actual computation with whole numbers to determine reasonableness of results.				
<b>Component 2: understand and apply concepts and procedures from measurement</b>				
11. Compare and contrast perimeter, area, and volume for a variety of shapes.				
12. Measure objects directly. Apply procedures for determining perimeter of polygons and area of rectangle.				
13. Select appropriate measurement tool for a given situation and explain how the selection and use of a particular tool affect precision and accuracy.				
<b>Component 3: understand and apply concepts and procedures from geometric sense</b>				
14. Precisely define attributes of plane geometric figure using appropriate vocabulary (e.g., parallel, symmetric, congruent, similar, perpendicular, edge, face, vertex, angle).				
15. Identify and draw multiple lines of symmetry.				
16. Build and record similar and congruent figures.				
17. Construct geometric figure using a variety of tools.				
<b>Component 4: understand and apply concepts and procedures from probability and statistics</b>				
18. Conduct experiment to determine probabilities and compare predictions to experimental results.				
19. Differentiate between random and non-random samples				
20. Organize and display data using frequency tables and line and bar graphs; determine which form is most appropriate to type of data.				
21. Describe and calculate mean, median, mode, and range for simple data.				
22. Make inferences and note trends based on data collected from bar graphs and line graphs.				
<b>Component 5: understand and apply concepts and procedures from algebraic sense</b>				
23. Create, and extend number patterns that may involve a combination of addition, subtraction, and multiplication using words, tables, and graphs.				
24. Represent and describe patterns using tables and graphs with terms such as interval, pattern, rule, and sequence.				
25. Use symbols to represent the process of maintaining equality and inequality in number sentences (e.g., $8 + 4 > 7 + 3$ ).				
26. Represent numbers as letters in formulas and equations.				
27. Substitute values in formulas (e.g., $l(\text{length}) \times w(\text{width}) = a(\text{area})$ )				
<b>ESSENTIAL LEARNING 2: THE STUDENT USES MATHEMATICS TO DEFINE AND SOLVE PROBLEMS</b>				
<b>Component 1: investigate situations</b>				
28. Develop and use a variety of strategies and combination of strategies (e.g., guess-check-revise, work backwards, solve a simple problem and generalize, write an equation, organized list, use proportional reasoning).				
<b>Component 2: formulate questions and define the problem</b>				
29. Clarify the problem and identify the question being asked.				
<b>Component 3 applies appropriate operations and processes to find a solution</b>				
30. Solve problems involving multiple steps.				
<b>ESSENTIAL LEARNING 3: THE STUDENT USES MATHEMATICAL REASONING</b>				

# BENCHMARK 4 MATHEMATICS

## Level of Proficiency

Student:	Teacher:				
<b>Component 1: analyze information</b>					
31. Validate thinking and mathematical ideas using patterns, relationships, and counter-examples.					
<b>Component 2: predict results and make inferences</b>					
32. Generate and organize data to test a conjecture (e.g., measure a random sample of 8 <sup>th</sup> graders to test the conjecture "The average height of an 8 <sup>th</sup> grader is 5'7".").					
<b>Component 3: draw conclusions and verify results</b>					
33. Organize and clarify mathematical information by reflecting, writing, and discussing.					
<b>ESSENTIAL LEARNING 4: THE STUDENT COMMUNICATES KNOWLEDGE AND UNDERSTANDING IN BOTH EVERYDAY AND MATHEMATICAL LANGUAGE</b>					
<b>Component 1: gather information</b>					
34. Use diagrams, oral narratives, symbolic representations, and written logs to clearly and effectively express ideas.					
<b>Component 2: organize and interpret information</b>					
35. Organize and clarify mathematical information by reflecting and discussing (e.g., during class discussion about probability, student presents oral justification for inferences made from experimental data.)					
<b>Component 3: represent and share information</b>					
36. Use both everyday and mathematical language appropriate to the audience.					
<b>ESSENTIAL LEARNING 5: THE STUDENT UNDERSTANDS HOW MATHEMATICAL IDEAS CONNECT WITHIN MATHEMATICS, TO OTHER SUBJECT AREAS, AND TO REAL-LIFE SITUATIONS</b>					
<b>Component 1: relate concepts and procedures within mathematics</b>					
37. Relate and use different mathematical models and representations for the same situation.					
<b>Component 2: relate mathematical concepts and procedures to other disciplines</b>					
38. Identify mathematical patterns and relationships in other disciplines (e.g., show the relationship between coordinate grids and maps).					
<b>Component 3: relate mathematical concepts and procedures to real-life situations</b>					
39. Recognize the use of mathematics outside the classroom and within several occupational/career areas (e.g., banking, engineering).					



# BENCHMARK 5 MATHEMATICS

## Level of Proficiency

Student:	Teacher:			
<b>ESSENTIAL LEARNING 1: THE STUDENT UNDERSTANDS AND APPLIES THE CONCEPTS AND PROCEDURES OF MATHEMATICS</b>				
<b>Component 1: understand and apply concepts and procedures from number sense</b>				
1. Use pictures and symbols to demonstrate understanding of fractions.				
2. Compare and order fractions, (denominators of 2, 3, 4, 8, 10, 16, 100), decimals to .001, mixed numbers, and common percents (75%, 50%, 25%).				
3. Express fractions in lowest terms.				
4. Use concepts of prime and composite numbers, and apply divisibility rules to problem solving situations.				
5. Add, subtract, multiply, and divide whole numbers, decimals, fractions, and mixed numbers.				
6. Identify situations involving non-negative rational number in which estimation is sufficient and computation is not required.				
7. Estimate result of computations using simple fractional quantities.				
<b>Component 2: understand and apply concepts and procedures from measurement</b>				
8. Apply procedures for determining area of a triangle, circumference of a circle, and volume of a rectangular solid.				
9. Measure a variety of rates (e.g., heartbeat, breath per minute).				
10. Select appropriate measurement tool for a given situation and explain how the selection and use of a particular tool affects precision and accuracy.				
<b>Component 3: understand and apply concepts and procedures from geometric sense</b>				
11. Construct geometric shapes given their properties (e.g., draw a quadrilateral with opposite sides parallel).				
12. Create simple scale drawings of plane figures (e.g., double the dimensions of a simple polygon).				
13. Identify and draw multiple lines of symmetry.				
14. Build and records similar and congruent figures.				
15. Construct geometric figures using a variety of tools.				
16. Describe the location of points on a coordinate grid using ordered pairs, which include negative numbers.				
17. Identify and draw simple transformations including translations, reflections, and rotations.				
<b>Component 4: understand and apply concepts and procedures from probability and statistics</b>				
18. Use and describe strategies for determining that the probability of an event is a ratio between 0- and 1.				
19. Display the sample space of a probability experiment by making a table or using a diagram.				
20. Organize and display data using multiple line graphs and circle graphs, determine which form is most appropriate to data type.				
21. Calculate and demonstrate the appropriate use of mean, median, mode, and range to make inferences and draw conclusions based on data.				
22. Make predictions, conduct experiment, and compare results with predictions.				
23. Make inferences and note trends based on data collected from experiments, multiple line graphs, or circle graphs.				
<b>Component 5: understand and apply concepts and procedures from algebraic sense</b>				
24. Create, analyze, and extend number patterns that involve a combination of one or two operations.				
25. Represent and describe patterns using tables, graphs. Supply missing elements of patterns.				
26. Identify the correct equations for a given situation.				
27. Set up and solve one-step single variable equations in a content.				
<b>ESSENTIAL LEARNING 2: THE STUDENT USES MATHEMATICS TO DEFINE AND SOLVE PROBLEMS</b>				
<b>Component 1: investigate situations</b>				
28. Develop and use a variety of strategies and combination of strategies (e.g., guess-check-revise, work backwards, solve a				

# BENCHMARK 5 MATHEMATICS

## Level of Proficiency

Student:	Teacher			
simple problem and generalize, write an equations, organized list, use proportional reasoning).				
<b>Component 2: formulate questions and define the problem</b>				
29. Clarify the problem and identify the question being asked.				
<b>Component 3 applies appropriate operations and processes to find a solution</b>				
30. Solve problems involving multiple steps.				
<b>ESSENTIAL LEARNING 3: THE STUDENT USES MATHEMATICAL REASONING</b>				
<b>Component 1: analyze information</b>				
31. Validate thinking and mathematical ideas using patterns, relationships, and counter-examples.				
<b>Component 2: predict results and make inferences</b>				
32. Generate and organize data to test a conjecture (e.g., measure a random sample of 8 <sup>th</sup> graders to test the conjecture "The average height of an 8 <sup>th</sup> grader is 5'7".").				
<b>Component 3: draw conclusions and verify results</b>				
33. Organize and clarify mathematical information by reflecting, writing, and discussing.				
<b>ESSENTIAL LEARNING 4: THE STUDENT COMMUNICATES KNOWLEDGE AND UNDERSTANDING IN BOTH EVERYDAY AND MATHEMATICAL LANGUAGE</b>				
<b>Component 1: gather information</b>				
34. Use diagrams, oral narratives, symbolic representations, and written logs to clearly and effectively express ideas.				
<b>Component 2: organize and interpret information</b>				
35. Organize and clarify mathematical information by reflecting and discussing (e.g., during class discussion about probability, student presents oral justification for inferences made from experimental data).				
<b>Component 3: represent and share information</b>				
36. Use both everyday and mathematical language appropriate to the audience.				
<b>ESSENTIAL LEARNING 5: THE STUDENT UNDERSTANDS HOW MATHEMATICAL IDEAS CONNECT WITHIN MATHEMATICS, TO OTHER SUBJECT AREAS, AND TO REAL-LIFE SITUATIONS</b>				
<b>Component 1: relate concepts and procedures within mathematics</b>				
37. Relate and use different mathematical models and representations for the same situation.				
<b>Component 2: relate mathematical concepts and procedures to other disciplines</b>				
38. Identify mathematical patterns and relationships in other disciplines (e.g., show the relationship between coordinate grid and maps).				
<b>Component 3: relate mathematical concepts and procedures to real-life situations</b>				
39. Recognize the use of mathematics outside the classroom and within several occupational/career areas (e.g., banking, engineering).				

# BENCHMARK 6 MATHEMATICS

Level of Proficiency

Student	Teacher				
<b>ESSENTIAL LEARNING 1: THE STUDENT UNDERSTANDS AND APPLIES THE CONCEPTS AND PROCEDURES OF MATHEMATICS</b>					
<b>Component 1: understand and apply concepts and procedures from number sense</b>					
1. Use pictures and symbols to demonstrate properties of the rational number system including decimals and 0.001 to 100,000,000.					
2. Demonstrate understanding of integer operations using pictures and symbols (e.g., number line).					
3. Compare and order rational numbers and fractions (including denominators 3, 5, 6, 9, 12, 15, 20).					
4. Find fractional equivalents for percents (including 90%, 66.6%, 33.3%).					
5. Use order of operations to add, subtract, multiply, and divide whole numbers, decimals, fractions, and mixed numbers.					
6. Identify situations involving non-negative rational number in which estimation is sufficient and computation is not required.					
<b>Component 2: understand and apply concepts and procedures from measurement</b>					
7. Apply relationships among perimeter, area, and volume (e.g., effects of changing one or more dimensions).					
8. Solve problems involving area, perimeter, circumference, and volume.					
9. Solve problems using rates (e.g., speed, money exchange) and determine the appropriate units.					
10. Make conversions within systems (e.g., meter to centimeters, pounds to ounces, inches to feet).					
11. Select appropriate measurement tools for a given situation and explain how the selection and use of a particular tool affects precision and accuracy.					
<b>Component 3: understand and apply concepts and procedures from geometric sense</b>					
12. Analyze relationships among plane figures and classify according to their properties.					
13. Create scale 2-D and 3-D drawings of objects (e.g., a room or yard).					
14. Identify and draw similar or congruent figures.					
15. Construct geometric figures using a variety of tools.					
16. Use ordered pairs to plot the location and movement of points and objects on a full Cartesian grid.					
17. Describe positions and orientations of shapes under multiple transformations.					
<b>Component 4: understand and apply concepts and procedures from probability and statistics</b>					
18. Calculate experimental and theoretical probability for simple events; express probability as a ratio, decimal, or percent.					
19. Use area models to display and determine theoretical probabilities.					
20. Conduct simulations to determine probabilities and compare results to theoretical expectations.					
21. Collect, organize, and display data using appropriate forms, including histograms, scatter plot, and stem-and-leaf plot.					
22. Make inferences and note trends based on data collected from experiments. Evaluate multiple interpretations of data from a variety of sources.					
<b>Component 5: understand and apply concepts and procedures from algebraic sense</b>					
23. Recognize, create, and extend patterns that may involve a combination of one or two operations or simple exponents.					
24. Represent linear patterns using mathematical symbols, equations, tables, or graphs.					
25. Express relationships between numbers using equality and inequality symbols.					
26. Write a situation that corresponds to a given equations or expression.					
27. Substitute values in formulas such as area or circumference or a circle.					
28. Set up and solve two-step single variable equations in a context.					
<b>ESSENTIAL LEARNING 2: THE STUDENT USES MATHEMATICS TO DEFINE AND SOLVE PROBLEMS</b>					
<b>Component 1: investigate situations</b>					
29. Develop and use a variety of strategies and combinations of strategies (e.g., guess-check-revise, work backwards, solve a simple problem and generalize, write an equation, organized list, use proportional reasoning).					

# BENCHMARK 6 MATHEMATICS

Level of Proficiency

Student	Teacher				
<b>Component 2: formulate questions and define the problem</b>					
30. Clarify the problem and identify the questions being asked.					
<b>Component 3 applies appropriate operations and processes to find a solution</b>					
31. Solve problems involving multiple steps.					
<b>ESSENTIAL LEARNING 3: THE STUDENT USES MATHEMATICAL REASONING</b>					
<b>Component 1: analyze information</b>					
32. Validate thinking and mathematical ideas using patterns, relationships, and counter-examples.					
<b>Component 2: predict results and make inferences</b>					
33. Generate and organize data to test a conjecture (e.g., measure a random sample of 8 <sup>th</sup> graders to test the conjecture "The average height of an 8 <sup>th</sup> grader is 5'7".").					
<b>Component 3: draw conclusions and verify results</b>					
34. Organize and clarify mathematical information by reflecting, writing, and discussing.					
<b>ESSENTIAL LEARNING 4: THE STUDENT COMMUNICATES KNOWLEDGE AND UNDERSTANDING IN BOTH EVERYDAY AND MATHEMATICAL LANGUAGE</b>					
<b>Component 1: gather information</b>					
35. Use diagrams, oral narratives, symbolic representations, and written logs to clearly and effectively express ideas					
<b>Component 2: organize and interpret information</b>					
36. Organize and clarify mathematical information by reflecting and discussing (e.g., during class discussion about probability, student presents oral justification or inferences made from experimental data).					
<b>Component 3: represent and share information</b>					
37. Use both everyday and mathematical language appropriate to the audience.					
<b>ESSENTIAL LEARNING 5: THE STUDENT UNDERSTANDS HOW MATHEMATICAL IDEAS CONNECT WITHIN MATHEMATICS, TO OTHER SUBJECT AREAS, AND TO REAL-LIFE SITUATIONS</b>					
<b>Component 1: relate concepts and procedures within mathematics</b>					
38. Relate and use different mathematical models and representations for the same situations.					
<b>Component 2: relate mathematical concepts and procedures to other disciplines</b>					
39. Identify mathematical pattern and relationships in other disciplines (e.g., show the relationship between coordinate grids and maps).					
<b>Component 3: relate mathematical concepts and procedures to real-life situations</b>					
40. Recognize the use of mathematics outside the classroom and within several occupational/career areas (e.g., banking, engineering).					

# UNIT FOUR

## Unit Four

### Student Training

The collection of student work and their reflections are the most important component of being prepared for conferences. In order for portfolios to be ready for presenting some class time will need to be used to organize and evaluate them. Finally, students must be trained how to conduct and verbalize their progress during the conference. It is also necessary to develop an outline of the actual conference for the students to follow. These preparations can take a significant amount of class time and will need to be started a couple weeks prior to the conference date.

Example of calendar of events preceding conferences:

<b>Monday</b> Introduce rubric for evaluating portfolio	<b>Tuesday</b> Develop list of work samples to be included in portfolio, model selection	<b>Wednesday</b> Provide time for overall reflections of progress and learning	<b>Thursday</b> Provided time for organizing and evaluating portfolios	<b>Friday</b> Provided time for organizing and evaluating portfolios
<b>Monday</b> Students create personal invitations to conference	<b>Tuesday</b> Provide outline of conference and model a conference for students	<b>Wednesday</b> Allow time for students to practice conducting a conference with a peer	<b>Thursday</b> Allow time for students to practice conducting a conference with a peer	<b>Friday</b> Students create a thank you. Do any final preparations

Fig 4.1

## Evaluating Portfolios

There are many things to consider when evaluating a portfolio. The evaluation will need to be created by the classroom teacher in relation to the methods, format, and materials used in collecting work. The following are important things to think about when creating an evaluation tool:

1. Create a checklist of everything that should be in the portfolio.
2. Create a rubric that evaluates the effectiveness and quality of portfolio.
3. Allow for time to work one on one with students to assist in evaluation.

A checklist infers that there is a predetermined set of assignments that should be included in a portfolio. This is not necessarily the case, however, there are certain predetermined expectations. A checklist would provide an outline for what topics should be considered in the portfolio with student chosen work and reflections to support that skill. The checklist can also include quarterly reflections and goal planning sheets required by teacher. (See Fig. 4.3)

A rubric is needed to help students reflect on the quality not only of the work they have chosen, but to reflect on how well they met the requirements of the checklist, quality appearance, and attention to detail and format. (See fig 4.2)

**Fig. 4.2**

**Portfolio Evaluation Rubric**

**Below Expectations**

Not all required categories available. Not all categories have significant number of sample work (2-3). Not all work has reflections of learning attached. Unprofessional look (unorganized, dirty, torn, and wrinkled).

**Meets Expectations**

All required categories available. 2-3 samples of work for each category. Each example has a written reflection of learning. Work is neatly organized according to checklist and has a professional look with only a few mistakes. Progress towards goals is apparent through effective reflection and assignment choices. All materials required by checklist are included.

**Exceeds Expectations**

All required categories are included. Each category has samples of work in addition to minimum required. Progress towards goals is apparent through effective reflection and assignment choices. Written reflections exhibit an understanding of growth towards goals and an understanding of progress made. Work is neatly organized according to checklist and has a professional look with no mistakes. All materials required by checklist are included.



Fig. 4.3

Sample checklist / outline of conference

Fall 2002 Student Led Conference Agenda

- Introduce your parents and teacher.
- Show your parents to their seat.
- Get your portfolio from your file.
- Show and explain your present levels of performance and goals setting sheet.
- Read your behavior rubric and explain your choices. Share your plan for moving to the next level.
- Explain the Sixth Grade Reading Expectations.
- Explain vocabulary development for reading class.
- Share word list created this year and ask for parents to include in family conversations.
- Share reading fluency and explain goals. Describe what strategies you are practicing already to help you meet goals.
- Explain the five reading strategies being practiced in reading.
- Use dialogue journal to demonstrate use of reading strategies.
- Tell which strategy you will work on next in portfolio.
- Explain math expectations.
- Share you math paragraph.
- Share math skills assessment and your goals for improvement.
- Share math pieces and reflections.
- Give parents Thank You Cards for coming.
- Ask parents to fill out evaluation.

## Conference Organizer

Date: \_\_\_\_\_

Please notice my goals and the work that I have provided that supports those goals.

Math Goal: \_\_\_\_\_

Math Goal: \_\_\_\_\_

Evidence:

Evidence:

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

Reading Goal: \_\_\_\_\_

Reading Goal: \_\_\_\_\_

Evidence:

Evidence:

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

Writing Goal: \_\_\_\_\_

Writing Goal: \_\_\_\_\_

Evidence:

Evidence:

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

Science Goal: \_\_\_\_\_

Soc. Studies Goal: \_\_\_\_\_

Evidence:

Evidence:

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

These are things I do well: \_\_\_\_\_

\_\_\_\_\_

These are things I want to improve on: \_\_\_\_\_

\_\_\_\_\_

You can help me by: \_\_\_\_\_

Adapted from Bailey & Guskey, 2001

# Outline of Conference

## Teacher material:

Oral Reading Fluency Results  
STAR Reading Vocabulary Results  
AR Reading Record  
District Writing Assessment  
District Math Assessment

## Student Material:

### Reading

- a. What I do well
- b. What I need to practice
- c. How I will reach goal

### Writing

- a. Show writing sample
- b. What I do well
- c. What I need to practice
- d. How I will reach goal

### Math

- a. Share math examples
- b. What I do well in math
- c. What I need to practice
- d. How I will reach goal

How my behavior helps or hurts learning

How I can improve behavior for success

# Unit Five

## Conference Night

**Preparation is the key to a successful student led parent teacher conference evening. This is the night that all the effort and preparation comes to fruition. The most important things to think about for conference night are:**

- 1. Scheduling**
- 2. Communicating the process**
- 3. Materials**

# Scheduling

## Factors to consider for scheduling:

- Length of conference
- Format
- District allowed time
- Number of students
- Facilities

# Camelot Elementary School

## Very Important Conference Information

Dear Parents,

Student-led conferences are scheduled this year on \_\_\_\_\_

There will be no regularly scheduled classes on those days. We believe that allowing students to talk with parents about their learning will give them a stronger sense of ownership and pride. These conferences will also allow us to establishment and maintain a positive home-school relationship while addressing the needs of the student.

IN an attempt to schedule your child/children at a time most convenient for you, we would appreciate your filling in the information below and returning it to school within the week. Your prompt response will allow us to schedule conferences for all of our students. Thank you!

### Preferred Conference Time

8:00-8:30	11:00-11:30	1:30-2:00
8:30-9:00	11:30-12:00	2:00-2:30
9:00-9:30	12:00-12:30	2:30-3:00
9:30-10:00	12:30-1:00	3:00-3:30
10:00-10:30	1:00-1:30	3:30-4:00
10:30-11:00		4:00-4:30

.....

First choice for conference: Day \_\_\_\_\_ Time \_\_\_\_\_

Second choice: Day \_\_\_\_\_ Time \_\_\_\_\_

Times I am unavailable for conferences: \_\_\_\_\_

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Name

Please call me as I am unable to make it at these times: \_\_\_\_\_

# Communicating

## Factors to consider for communicating process:

- Explain concept of conferences
- Provide support for student-led conferences
- Explain what to expect
- Explain the roles of the student, parent, and teacher.



# Student-Led Conferences

Dear Parents,

This year we are having Student-Led Conferences. This means that your child will be responsible for sharing the skills they have been working on in class. They will share some work samples with learning reflections and have goals set to reach the next level of success.

Student led conferences empower the student to take charge of their learning and become more aware of their learning process. This allows the student to realize that their effort and persistence is a critical factor to their success.

## What to expect in a Student-Led Conference:

- The Student's Job is to explain the standards and goals they are working on, and to show examples of their current levels of performance. They will also set goals with support from parent and teacher.
- The Parent's Role is to listen, to compliment, to discuss the work of their child, and to identify ways in which they can help their child reach his/her goals.
- The Teacher's Role is to help student select work samples that reflect learning, to help students prepare and practice for conference, and assist in goal setting for next learning period.

We look forward to meeting and celebrating your child's learning together.

Thank you,

(Please look on back for samples questions to ask at conference.)

# **The Parents Role in a Student-Led Conference**

**The parent's role is critical to the success of student led conferences.**

**The parents first role is as a listener. Explaining learning with a parent gives students a powerful reason to learn and work hard.**

**The second role is to talk with the student about the work presented. This will help to gain a better understanding of academic expectations and find ways the parent can support the child to reach their academic potential**

**Sample questions to ask:**

- 1. What can you tell me about this assignment?**
- 2. What did you have to do to complete this assignment?**
- 3. What skills did you have to use?**
- 4. What would you do next time to improve your work?**
- 5. What goals have you set?**
- 6. How can I help you meet your goals?**

**The final role for parents is to help set goals and identify ways they can support the student in achieving their goals.**

**Due to the important role of the parent in the process it is recommended that siblings not attend.**

## **Materials**

**With proper preparation and training of students, as mentioned in unit four, there is little left for the teacher to do except to ensure that all materials are in place and accessible by the student.**

**Materials needed for conference night:**

- **Outline of conference**
- **Student portfolios containing work and reflections**
- **Space for work to be kept**
- **Student academic expectations**
- **Student goal setting sheets**
- **Examples of student art and projects displayed.**

## **Teacher Activities During a**

## **Student Led Conference**

- **Welcome and greet families.**
- **If using Simultaneous conference format, circulate among families to give input.**
- **Observe and record:**
  - **Important student comments**
  - **Attendance**
  - **Questions from parents**
  - **Family dynamics**
- **Keep a list of things to do that come up in discussions during conference.**
- **Facilitate when needed.**
- **Treat parents and students as partners in education.**
- **Provide needed resources for parents.**
- **Express appreciation for all that came.**

Adapted from Bailey and Guskey, 2001.

# UNIT SIX

## Unit Six

### Reflection and Evaluation

#### Reflection of conferences

As we expect students to consistently reflect on their learning, it is also important for students, parents and teachers to reflect on the conference itself. The advantages for reflecting on the conference include:

- Evaluate the success of conference
- Learn ways to improve
- Extend learning opportunities beyond conference
- Time to review and reinforce goals set

## **Parent Reflections**

**Parent reflections and evaluations allow the teacher to get input from parents pertaining to value and success of conference. They can also be directed towards the child reinforcing the communication and goals that were set together.**

**Parent reflection should be done in two forms:**

- 1. A letter to the student reflecting on achievement and recognizing goals and areas of assistance.**
- 2. An evaluation of the conference for the teacher to help improve the process and planning for the next time.**

# Parent Evaluation

Parent Name: \_\_\_\_\_

Dear Parents,

Thank you for participating in our student-led conferences. This has been a wonderful learning experience for all of us.

In order to make improvements, I would appreciate your thoughts on the student-led conference.

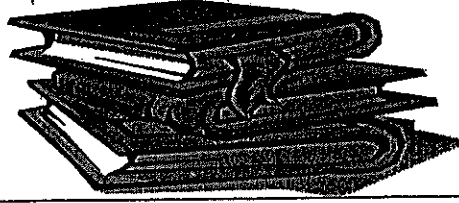
1. What did you like about the conference?
  
2. What would you change?
  
3. What comments did your child have about the conference?
  
4. Do you feel you have increased your understanding of your child's achievement at school?
  
5. Comments:

Your comments will be very valuable for helping me to prepare for conferences next year. Thank you so much for your support!

(Bailey & Guskey, 2001)



## Post Conference Parent Reflections



Dear Parents and Guests,

Please write a letter to your child reflecting on their performance during the student led conference. Some items for discussion that you may want to use in your letter are listed below. Please return or mail your letter to school within the next week. Your letter will become part of your child's portfolio. Thank you again for choosing to take an active role in your child's education. Your participation reinforces to the student that education and work are important not only to you, but to your child's future.

### Ideas for discussion in the letter:

- "I felt proud because...."
- "Keep up the good work on...."
- "I know that sometimes you have difficulty...but..."
- "I am glad to see that you are taking an active role in your education by..."
- "I am glad to see that you are making an extra effort in..."
- "Some ways I can help you are..."
- "I enjoyed your conference because..."
- "Next time I would like you to share..."

Sincerely,

## **Student Reflection**

**Students' benefit from reflection of student led conferences. It allows them to connect their goals and achievements beyond the conference and back into the conference.**

**Students should reflect on:**

- 1. What they did during the conference**
- 2. What they have learned from the conference**
- 3. What they can improve for the next conferences**

## Post Conference Student Reflections

1. The best thing about my conference was:

2. The thing I would change about my conference is:

Because:

3. One thing I learned from this conference was:

4. I think my parents learned:

5. My opinion of this conference is:

6. I feel student led conferences have helped me to:

Name \_\_\_\_\_ Date \_\_\_\_\_

Adapted from Bailey and Guskey, 2001.

## **Teacher Reflections**

**Teachers want to reflect on the process leading up to and the success of the conferences. This will help them to improve for next time and can renew their commitment to the student led conference format.**

**As teachers reflect they should:**

- **Read parent reflections and evaluations**
- **Read student reflections.**
- **Identify difficulties**
- **Identify successes**
- **Talk with other teachers who also used the student led format**
- **Determine areas for improvement**

## **After Conferences**

After conferences are over the teacher can use this checklist to ensure ongoing success...

- Schedule appointments with any parents who request extra time.
- Follow up on notes taken during conferences.
- Read evaluations from parents and students.
- Share and discuss process and feedback with colleagues.
- Provide reflection time for students.
- Inform parents of changes made to process.
- Inform parents of any progress made on individual discussions.
- Celebrate Successes!

Adapted from Bailey and Guskey, 2001.

# References

**Bailey, J. & Guskey, T. (2001) Implementing Student Led Conferences. Corwin Press, California.**

**Barnett, S., & Benson, B. (1999) Student Led Conferences Using Showcase Portfolios. Corwin Press, London.**

**The following school districts contributed to materials used in developing the manual for implementing student led conferences:**

**Selah School District  
Selah, Washington**

**Federal Way School District  
Federal Way, Washington**

# Appendix

NAME \_\_\_\_\_ 2002/2003

PERSONAL READING DATA

6TH GRADE STANDARDS

COMPREHENSION

STAR TEST SEPTEMBER: \_\_\_\_\_

STAR TEST DECEMBER: \_\_\_\_\_

STAR TEST MARCH: \_\_\_\_\_

STAR TEST JUNE: \_\_\_\_\_

COMPREHENSION

STAR SEPTEMBER \_\_\_\_\_

STAR DECEMBER \_\_\_\_\_

STAR MARCH \_\_\_\_\_

STAR JUNE \_\_\_\_\_

MY PARENTS CAN HELP ME BY: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

FLUENCY/ACCURACY

ORF TEST FALL: \_\_\_\_\_/WPM

ORF TEST WINTER: \_\_\_\_\_/WPM

ORF TEST SPRING: \_\_\_\_\_/WPM

FLUENCY/ACCURACY

ORF TEST FALL: \_\_\_\_\_/WPM

ORF TEST WINTER: \_\_\_\_\_/WPM

ORF TEST SPRING: \_\_\_\_\_/WPM

MY PARENTS CAN HELP ME BY: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

AR INFORMATION

AR CERTIFICATION

CLUB \_\_\_\_\_ WORKING

TOWARDS \_\_\_\_\_

AR INFORMATION

AR CERTIFICATION

CLUB GOAL FOR END OF YEAR: \_\_\_\_\_

MY PARENTS CAN HELP ME BY: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

AR AVERAGE BOOK LEVEL \_\_\_\_\_

AR QUIZ AVG. % CORRECT \_\_\_\_\_

AR POINTS ACCUMULATED \_\_\_\_\_

PERSONAL MATH DATA

FALL ASSESSMENT \_\_\_\_\_%

SKILLS ASSESSMENT \_\_\_\_\_/\_\_\_\_\_

MY PARENTS CAN HELP ME \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

AR AVERAGE BOOK LEVEL GOAL FOR END OF YEAR \_\_\_\_\_

AR QUIZ AVG. % CORRECT \_\_\_\_\_

AR POINTS ACCUMULATED GOALS:

First 12 WEEKS: \_\_\_\_\_

Second 12 WEEKS: \_\_\_\_\_

Third 12 WEEKS: \_\_\_\_\_

MY PARENTS CAN HELP ME BY: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



WHERE I NEED  
TO BE...

I AM HERE...  
(EVIDENCE)

MY GOALS ARE...

HOW I CAN GET  
THERE...

1. \_\_\_\_\_

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

**YOU CAN HELP ME...**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

	B	C	D	E	
	One	Two	Three	Four	
1					
2	<b>Preparation</b>	Rarely brings AR book or other needed supplies, homework is not completed, regularly loses assignments.	Often forgets to bring AR book or other needed supplies, homework is often not completed, often loses assignments and needs reminders to make them up at study hall. and do.	Usually brings AR book and supplies, usually completes homework and makes up missed assignments independently, keeps track of assignments.	Consistently comes to class prepared with all supplies and completed assignments. Makes up work missed during absences independently.
3	<b>Participation</b>	Tunes out during lessons, needs to learn to control impulsivity and make positive contributions to group discussions. Unable to paraphrase the ideas of others.	Tunes in when reminded to do so. Answers questions and shares ideas only when asked. Sometimes able to paraphrase the ideas of others.	Pays attention to the speaker, answers questions and shares ideas willingly. Paraphrases and builds on the ideas that others have contributed. Uses ATTENDING behavior.	Pays attention to the speaker. Shows a willingness to take risks, asks and answers questions eagerly, responding to the contributions of others.
4	<b>Teamwork</b>	Non-existent eye-contact, disrespectful body language or actions. No attempt to follow main ideas or ask for help. Closed-minded, rejects others ideas without consideration. Contributes little or nothing to the group.	Some eye contact, occasional unreceptive body language. Loses track of main idea and rarely asks questions when lost. Sometimes closed-minded and rejects the ideas of others without consideration. Makes small contributions to group.	Maintains eye contact and uses receptive body language. Understands the main idea or asks questions for clarification. Keeps an open mind, listens respectfully to the opinions of others. Contributes to the success of the group.	Maintains eye contact and receptive body language. Understands the main idea or asks questions for clarification. Listens with an open mind and encourages others to share. Engages members of the group to ensure success.
5	<b>Productivity</b>	Wastes class time and disrupts others. Most work is of poor quality, makes no effort to improve.	Wastes some class time and sometimes completes work carelessly. Seldom shows best work. Makes little effort to improve.	Uses class time effectively. Works steadily, stays focused and makes an effort to turn in best work. Demonstrates PERSISTENCE.	Makes the most of class time, works efficiently and is engaged in learning. Often produces exemplary work and always looks for ways to improve.
6	<b>Responsibility</b>	Does not accept responsibility. Has missing work and misses deadlines frequently. Needs constant monitoring. Blames others for mistakes, denies fault, leaves messes. Needs to learn to control IMPULSIVITY.	Resists responsibility. Often fails to complete assigned tasks and misses some deadlines. Needs reminders to act appropriately. Acknowledges some mistakes and accepts some responsibility.	Dependable; accepts responsibility, completes assigned tasks, meets deadlines. Monitors own behavior and acts appropriately in most situations. Accepts responsibility for mistakes, and makes improvements.	Completely reliable; takes on extra responsibilities, completes more than asked, meets or beats deadlines. Trustworthy, sets a positive tone in class and helps others succeed.

# Student AR Point Goals

Name \_\_\_\_\_

ZPD \_\_\_\_\_

Weekly Goals \_\_\_\_\_

Weeks	Your Cumulative Goal	Earned Weekly AR Points	Did You Meet Your Weekly Goal?	Did You Meet Your Cumulative Goal?	Total Points Earned
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

# Post Conference Plan

Student: \_\_\_\_\_

Those attending conference: \_\_\_\_\_  
\_\_\_\_\_

Goals set in conference: \_\_\_\_\_  
\_\_\_\_\_

## RESPONSIBILITIES

Student: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parents: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## What Should a Parent Do if He or She Cannot Attend the Conference?

Student-led conferences can be a very special time for you and your child. Please make yourselves available for these conferences. Schools will try to accommodate parent schedules. However, if it is not possible for you to attend alternate appointment times, you may want to ask a grandparent, another relative, or perhaps a family friend to take your place.

## What Should a Parent Do if He or She Wants a Private Conference with the Teacher?

If, after attending the student-led conference, you wish to schedule an appointment to speak privately with the teacher, please let the teacher know.

## Where Can Parents Find More Information About Grade Level and Course Standards That Need To Be Met?

### Website

[www.fwsd.wednet.edu](http://www.fwsd.wednet.edu)

### Community Resource Center

(253) 945-2260

### Curriculum-Instruction-Assessment

(253) 945-2006

### Federal Way Public Schools

(253) 945-2000

## Student-Led Conference Schedule

Student \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_ Room # \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Notes:

Student \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_ Room # \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Notes:



**Federal Way  
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Every Student, a Reader

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September 2002



## Parents' Guide to Student-Led Conferences

2002-03



**Federal Way  
Public Schools**  
Every Student, a Reader

## About this Pamphlet

During this school year 2002-03, students in many Federal Way Public Schools will participate in student-led conferences. Student-led conferences will be new for many students, parents, and teachers. This guide has been written for parents and others who want to better understand this form of conferencing. Additional information about student-led conferences can be obtained from your child's teacher or principal.

## When Are the Conference Days?

The following days have been set aside for student-led conferences. Elementary: October 30, October 31, November 1, March 27, and March 28. Secondary: December 5, December 6, March 27, and March 28. Most conference appointments will last between 20 and 30 minutes. Check with your school to confirm specific dates for your student conferences.

## Why Are We Having Student-Led Conferences?

We believe that student involvement in the conferences makes learning active, provides opportunities for students to evaluate their performance, and encourages students to accept responsibility for their learning. Having students take charge of the conference makes them more accountable for what they are learning. In addition, this form of conferencing creates a partnership between the home and the school that is hard to get in any other way. Both research and experience have demonstrated that student-led conferences offer many benefits including the following:

- stronger sense of accountability among students;
- stronger sense of pride in achievement among students;
- more productive student-teacher relationships;
- development of leadership skills among students;
- greater parental participation in conferences; and
- increased teacher focus on standards.

## What Does a Student-Led Conference Look Like?

Prior to the conference, students will collect work that reflects what they have learned. Students will be taught how to select work samples and how to evaluate their work to determine their strengths and weaknesses. This work will usually be assembled in a portfolio or folder. As the students conduct the conference, they will explain skills they have learned and share goals they have set for themselves.

A block of time will be scheduled for you and your child to conference together. While a teacher or other staff member will serve as the conference facilitator, the student will lead the conference.

As your son or daughter shares his or her work, you may want to ask questions such as:

- What can you tell me about this assignment?
- What did you have to do to complete this assignment?
- What skills did you have to use?
- What would you do next time to improve your work?
- What goals have you set?
- How can I help you meet your goals?

Given our district's emphasis on literacy, your son or daughter will be asked to speak about the reading skills he or she is developing. Your child will provide you with a copy of the reading expectations. Your child's principal will have copies of the expectations if you do not receive a copy during the conference.

At the end of the conference, you will be asked to complete a quick survey that will help us evaluate the effectiveness of the conference. You can complete the survey at school immediately after the conference. If time does not permit you to complete the survey at school, it can be filled out at home and returned to school with your son or daughter.

## What's the Role of the Parent in Student-Led Conferences?

We believe that student-led conferences are an important experience for all students and hope that all parents will be able to participate. Your role is critical to the success of the conference.

**Your first role is as a listener.** Having a parent audience for learning gives students a powerful reason to learn and work hard.

**Your second role as a parent is to talk with the student about the work that will be presented.** You will gain a better understanding of the academic expectations set for your child.

**Your third role as a parent is to identify ways you can support the student to achieve goals that will be set for the next grading period.**

## What's the Role of the Student During Student-Led Conferences?

Students should be able to explain academic standards, discuss how the standards are reflected in their classroom work, and be able to set goals for improving performance during the next academic term.

## What's the Role of the Teacher in Student-Led Conferences?

Teachers have several roles in preparing and conducting student-led conferences. Critical to the success of the conferences are three major activities:

- The teacher makes sure that all students know and can discuss the academic standards.
- The teacher makes sure conference materials are available for students and parents.
- The teacher schedules and organizes the conferences to ensure successful communication.

## CHAPTER FIVE

### Summary, Conclusion, and Recommendations

#### Summary

The purpose of this project was to develop a guide for implementing student-led parent teacher conferences in selected elementary schools. To accomplish this purpose a review of related literature and research was conducted. Additional related information from selected sources were obtained and analyzed.

Research was conducted to affirm that student led conferences would positively affect student achievement. Primary and secondary articles were analyzed and evaluated to develop an understanding of latest research pertaining to student led conferences. In addition to researching literature on the topic, extensive investigation of published texts was conducted to elaborate upon article findings and develop resources and methods for implementing a student led conference program. Best practices were extracted from an assortment of texts as resources within this project. Finally, individuals and school districts with experience on the area of student led conferences were consulted for best practices.

#### Conclusions

Conclusions reached as a result of this project were:

1. By planning and participating in student led conferences children learn to set goals, evaluate their work, improve communication, and are more active in their learning.
2. Planning for student led conferences must be extensive for teachers and students.

3. Student led conferences become a part of a teachers program, not an extension.
4. Student led conferences increase the participation and involvement of parents in a child's education.
5. During student led conferences students are able to take responsibility for their learning, and become more aware of their strengths and weaknesses and are able to set goals for personal achievement.
6. As a participant of student led conferences, students heighten awareness and commit to the assessment of their own learning.
7. Students become increasingly intrinsically motivated to learn.
8. Students are able to see the relevance of their instruction and are able to connect concepts being studied to prior knowledge and learning.

### Recommendations

As a result of this project, the following recommendations have been suggested:

1. Identifying the form of student led conferences preferred is the first step to establishing a student led conference format.
2. Students must know of and completely understand their expected learner outcomes first to effectively set personal goals and document progress towards their goals.
3. Teachers must establish a procedure and routine for developing portfolios which provide the evidence of achievement for student led conferences.



4. Providing training for students to effectively conduct student led conferences is vital for their success.
5. Effective student training consists of extensive practice with peers and teachers before conducting conferences with parents.
6. Students must evaluate and reflect on their work regularly.

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7. Commitment to the student led conference format, along with extensive yearlong planning and revising, are essential to ensure the desired outcomes.
8. Parents are unaccustomed to the student led conference format and need to be provided with communication pertaining to the reasoning supporting it and the expected roles of those involved.
9. Throughout the process it is important to model reflection of learning.
10. Researching and developing an understanding for human growth and development will allow for a successful continuum of the use of student led conferences throughout grade levels.
11. While preparing for student led conferences it is important to learn about the multicultural aspects and differences of perceptions of school and community relations in your community.

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