The Role of Special Education in a Professional Learning Community

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Today’s Purpose

- Examine the values and core beliefs that drive PLC work and their impact on special education.
- Examine how special education fits into a collaborative culture.
- Focus on the dramatic impact that answering Question 1: What do we want all kids to know and be able to do? has on special education.
- Consider what a results orientation means for special education.
- Briefly discuss special education access to systems of intervention.

The likely pathway for a student who struggles in school is an adult life of poverty, incarceration, and/or dependence on society’s welfare systems.
The Harsh Reality Regarding Special Education

“Little attention is paid by federal accountability systems to whether students in special education are advancing in core subjects or acquiring the skills necessary for making special education and accommodations no longer necessary.”

—Lyon, et al., 2001

Harsh Reality Continued

- Among special education students out of high school up to six years, the percentage living independently in 2007 was 39%.
  (President’s Commission on Excellence in Special Education, 2002)

- The number of students with learning disabilities in the criminal justice system was estimated to be as high as 50%.
  (Bell, 1990)

President’s Commission on Excellence in Special Education, 2002

- Young people with disabilities drop out of high school at twice the rate of their peers.

- Enrollment in higher education is still 50% lower than among general-ed population.

- Of the over 6 million children in special education, almost half are identified as SLD. This group has grown more than 300% since 1976.

(President’s Commission on Excellence in Special Education, 2002)
President’s Commission on Excellence in Special Education, 2002

- Of those with specific learning disabilities, 80% are there because they haven’t learned how to read.
- Sadly, few children in special education close the gap.
- Children of minority status are over-represented in some categories.

(President’s Commission on Excellence in Special Education, 2002)

President’s Commission on Excellence in Special Education, 2002

- Finding: Often, qualifying for special education becomes an endpoint, not a gateway, to more effective instruction and strong intervention.
- Finding: The current system is “wait-to-fail” instead of a model based on prevention and intervention.
- Finding: Educators and policymakers think about special education and general education as two systems, when in fact, general and special education share responsibilities—they are not separate.

(President’s Commission on Excellence in Special Education, 2002)

President’s Commission on Excellence in Special Education, 2002

- Finding: Many identification methods lack validity. Thus, thousands of children are misidentified each year.
- Finding: Children with disabilities required highly qualified teachers.
- Finding: The current system does not always embrace or implement evidence-based practices.

(President’s Commission on Excellence in Special Education, 2002)
President’s Commission on Excellence in Special Education, 2002

Major Recommendations
1. Focus on results, not process.
2. Embrace a model of prevention, not a model of failure.
   (President’s Commission on Excellence in Special Education, 2002)

A Compelling Question

What are effective schools doing to achieve dramatic results in student learning?

Common Findings in Successful Schools
- Formed a professional learning community (clarity around the four critical questions)
- Focused on student work (through assessment)
- Changed their instructional practices accordingly to get better results
- Did all of this on a continuing basis
  (Fullan, 2000)
Implementation of Professional Learning Communities

“The reason professional learning communities increase student learning is that they produce more good teaching by more teachers more of the time. Put simply, PLCs improve teaching, which improves student results, especially for the least advantaged students.”

—Saphier, 2005

Impact of Becoming a PLC in District 96?

Our Journey Through Data

District Average Reading, Math, and Science
IEP MATH

<table>
<thead>
<tr>
<th>Category</th>
<th>ISAT Index</th>
<th>State Rank</th>
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<tr>
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<td>8</td>
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<tr>
<td>State</td>
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2010–2011 ISAT scale scores (ISBE)
Tabulation by: Chaos Group, Inc.

All Kids Can Learn
Comparison of Performance for All Students and Students With IEPs

Shift in Fundamental Purpose

From a focus on teaching ➔ To a focus on learning
From emphasis on what was taught ➔ To a fixation on what students learned
From a coverage of content ➔ To demonstration of proficiency

(DuFour, DuFour, Eaker, & Many, 2010)
Shift in the Work of Teachers and in School Culture

From private practice  
To open sharing of practice

From “these are my kids, those are your kids”  
To “these are our kids”

From each teacher assigning priority to different learning standards  
To collaborative teams establishing the priority of standards

(DuFour, DuFour, Eaker, & Many, 2010)

Put Your Heads Together

Table Talk

Core Beliefs
1. All kids can learn at high levels.
2. We must take collective ownership for ALL kids in order for them to reach their potential.

What is the current reality regarding these core beliefs in your school or system?

(Buffum, Mattos, & Weber, 2009)

Can We All Agree That ...

- We must focus on making sure that children learn.
- No one person can meet the needs of every single child.
- Hoping children learn is not a strategy that’s good enough.
Schools **Do** Make a Difference

Effective schools research of Ron Edmonds, Larry Lezotte, Wilbur Brookover, Michael Rutter, and others concluded that:

- All children can learn.
- Schools control the factors to ensure that students master the core of the curriculum.

An analysis of research conducted over a 35-year period demonstrates that schools that are highly effective **produce results that almost entirely overcome the effects of student backgrounds.**

(Marzano, 2003)

“We embrace explicitly the proposition that effective practice and popular practice are very likely two different things.”

—Douglas B. Reeves

If this is a truth in general education, what is the reality in special education?
A 1995 survey of 341 elementary and secondary special education teachers found that:
More than half believed that students with disabilities should have his or her own special curriculum, as opposed to the general education curriculum being the primary source of academic content.

(Samuels, 2011)
“[I]nterdependence is what organizations are about. Productivity, performance, and innovation result from joint action, not just individual efforts and behavior.”

—Pfeffer & Sutton, 2000

Focus on Student Learning Results Oriented

The Power of Collaboration

Teacher collaboration in strong PLCs:

- Improves the quality and equity of student learning
- Promotes discussions that are grounded in evidence and analysis rather than opinion
- Fosters collective responsibility for student success

(McLaughlin & Talbert, 2006)

“The fact that teachers collaborate will do nothing to improve a school. The purpose of collaboration can only be accomplished if the professionals engaged in collaboration are focused on the right things.”

—DuFour, DuFour, Eaker, & Many, 2010, p. 91
Professional Learning Community

Critical questions we must answer:
1. What should all students know and be able to do?
2. How do we know if they know it?
3. How do we respond if they aren't learning?
4. How do we respond if they already have learned it?

Overview of Collaborative Structures

Shared Norms

Kildeer Countryside School District 96
Team Structures

<table>
<thead>
<tr>
<th>Network</th>
<th>Weekly or bi-weekly meetings</th>
<th>Team of specialists who support the teacher with students in need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdisciplinary and Grade-Level Teams Meetings</td>
<td><em>Meet during common planning time</em></td>
<td><em>Meet twice a month</em></td>
</tr>
<tr>
<td>Team Leaders</td>
<td><em>Meet during common planning time</em></td>
<td><em>Meet twice a month</em></td>
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<tr>
<td>Job-Alike/Content-Alike Meetings</td>
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<td><em>Meet twice a month</em></td>
</tr>
<tr>
<td>Elementary District Grade-Level Meetings</td>
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<tr>
<td>District Committees</td>
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Includes Sp-Ed Teacher
Problem-Solving

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Overview of Collaborative Structures

**Shared Norms**

- **Individual School**
  - Team Structure
  - Team Leaders meet twice a month
  - One leader per grade level/specialty who meets with the principal to disseminate information and discuss new topics

- **District Wide**
  - Special Educators’ Team
  - Responsibilities
    - Grade-level team: Three to five days a week
    - Job-alike team: monthly
    - Content-area team: professional development opportunities
    - Problem-solving team (PST)
      - Personal case load data meetings
      - Intervention students
      - Every six weeks

**When?**

- School day
- Early release
- Before and after school
- Staff development meetings
- Institute days
- Releases
- Summer writing work

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**Critical Things to Consider for Special Educators**

- Creating case loads that minimize the number of grade levels that a special education teacher has
- Building a schedule that allows for special educators to be a part of grade-level team meetings
- Including special educators in content-alike meetings across the district

**How Does This Impact Professional Development?**

Special educators must attend all PD opportunities afforded general education teachers when it is related to core content they teach or support!

**Question 1**

What Do We Want All Students to Learn?
Does all mean all?

Answer the question ...

“Will this student ever be expected to function independently?”

—Mike Mattos

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**Yes**

It is our moral obligation to make every effort to get them there.
Do not modify standards they are expected to reach.

**No**

You may be working toward modified standards, but the work looks the same.
Collaborate around those individual expectations.
Expect a results orientation.

---

Yes

Will include most of your eligibility categories
Common Findings in Successful Schools

Robert J. Marzano suggests that a **guaranteed** and **viable** curriculum based on a clear list of essential outcomes is the number one opportunity to raise the level of student achievement.

<table>
<thead>
<tr>
<th>Essential skills</th>
<th>DuFour</th>
</tr>
</thead>
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<tr>
<td>Clear and focused academic goals</td>
<td>Lezotte</td>
</tr>
<tr>
<td>Power standards</td>
<td>Ainsworth</td>
</tr>
</tbody>
</table>

Whatever you call this, it needs to be in place for our schools to be successful.

Why We Need to “Weed the Garden”

Power Standards?

If you wanted to teach all of the standards in the national documents, you would have to change schooling from K–12 to K–22.

- 255 standards across 14 subject areas
- 3,500 benchmarks
- 13,000 hours of class time available
- 9,000 hours of instruction available
- 15,500 hours of instruction needed to cover the 3,500 benchmarks

(Marzano, 2003)
Curricular Chaos

- Teachers are forced to individually navigate through standards, texts, frameworks, and curriculum guides. Special education instructional teachers are even more isolated.
- There is a mismatch between the taught curriculum and the assessed standards.
- Students continue to learn what the teachers want or like to teach.

(Marzano, 2003)

For special educators and special education students, this is disastrous.

In PLCs

- This is NOT left to each teacher to resolve individually.

- This is NOT left to deteriorate into a debate regarding teachers’ opinions on what students must learn.

(DuFour, DuFour, Eaker, & Many, 2010)

In PLCs

Collaborative teams work together to build shared knowledge regarding what essential standards (power standards) are for students to know and be able to do.

(It is most powerful when special education teachers are included in this process.)

(DuFour, DuFour, Eaker, & Many, 2010)
Our Process
Unpack
Power
Articulate
Scale
Articulate
Pace
Assessments

Unpacking the Standards
With Your Team …

- What does this standard mean?
- What are the learning targets?
- What would it look like if a student could do this?
- What is the level of rigor required by this standard?
- It leads to assessment design.

Power Standards Criteria

Endurance
Leverage
Readiness for the next level of learning

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Curriculum framework now exists as a fluid and ever-changing foundation for student learning.

Power standards lead to questions from special educators like, “What is most important about this standard?”

What Is a Learning Target?

Power Standard

Apply properties of powers, perfect squares, and square root.

Apply properties of powers.
Learning Target

Apply properties of perfect squares.
Learning Target

Apply properties of square root.
Learning Target

Power Standards and Pacing

• Unpacking targets that are buried in the standard and determining what they really mean. What does mastery look like?
• Power standards are paced by trimester at the elementary school and by quarter at the middle school.
• Learning targets within each standard are identified and listed in the trimester or quarter they are taught and assessed.
• Assessments are developed by learning target.
Identifying Power Standards

- Which standards are critical for our students to know and understand?
- Which standards—according to our state assessment data—do we especially need to emphasize?
- Which standards represent concepts and skills that endure, have leverage, and prepare students for the next level of learning?

Take a general education perspective (all kids).

Willow Grove Early Childhood

**Question 1:** What do we want kids to know and be able to do?

- Identified power standards using creative curriculum
- Unpacked creative curriculum standards they powered to create the learning targets
- Pacing guide

Developing Learning Targets

1. Identify verbs (skills) and write them separately below the power standard.
2. Identify nouns (concepts) that go with each verb (skill).
3. Break down each verb (skill) separately if there are several nouns (concepts) that go with the verb.
Unpacking for Clarity
Powering for Viability
Pacing for Consistency

Involving Students in the Process

What Are I Can Statements?
- Student-friendly targets using developmentally appropriate language
- Clear learning expectations for students
- Ways to provide clarity in every lesson
- Drivers of instruction and assessment
- Teacher-created
Where Do I Can Statements Come From?

I can statements are created from Illinois state learning standards or from common core power standards and student learning targets.

I Can Targets in the Classroom

I can identify common nouns.

Think About This

- Special education teachers no longer have to work in a chaotic curricular jungle where each teacher’s priorities differ.
- Targets and pacing guides focus collaboration between special and general education.
- Allow special educators to spiral.
- Allow for powerful collaboration around how teachers teach to the targets.
- General educators benefit greatly from the expertise of special educators.
How would this process impact instruction for special education?

How could this be useful in the identification and development of IEP goals?

Put Your Heads Together
Table Talk

Yes

It is our moral obligation to make every effort to get them there.
Do not modify standards they are expected to reach.

No

You may be working toward modified standards, but the work looks the same.
Collaborate around those individual expectations.
Expect a results orientation.

No
How Does This Look Different?

- Collaboration is specific to curriculum being taught (lower-level curricular implementation).
- Conduct regular special-ed and related-services teaming.
- Collaborate with other low-incidence teachers to share best strategies.
- When and where in your system can this happen (problem-solving meetings)?
- Maintain same focus on results.
- While the targets may look different, teams still work to answer the four critical questions.

Key Concepts of a PLC

Focus on Student Learning  ⟷  Collaborative Culture

Results Oriented

PLCs Have a Results Orientation

Teams are committed to achieving desired results.

They are hungry for evidence that their efforts are producing the intended outcomes.
Results Orientation

People without accurate information cannot act responsibly.

People with accurate information feel compelled to act responsibly.

(Blanchard, Carlos, & Randolph, 2001)

Special Education Implications

- RTI model should be maintained after eligibility (progress monitor, adjust based on data, gap closing).
- Use of formative data to drive instruction.
- IEP goals: Does it make sense to set goals for kids to make one year of growth when they are three years behind?

Things to Consider for Special Education

- Yes kids = formative assessment tied to targets and skill deficits
- No kids = tied to IEP goals and functional curriculum
- Remember: Every target is not an IEP goal!
- In BOTH cases, the problem-solving process continues after special education eligibility.
Problem-Solving Steps
How Data-Based Decisions Are Made

Problem Identification
What is the problem and is it significant?

Plan Evaluation
Did our plan work?

Problem Analysis
Why is it happening?

Plan Development
What shall we do about it?

Question 3
What Will We Do If Students Are NOT Learning?

Discuss the following scenario:
A student who receives special education services for a learning disability in reading comprehension begins to struggle in math. How does the team respond?
Problem-Solving Steps: How Data-Based Decisions Are Made

- Problem Identification
  What is the problem and is it significant?

- Plan Evaluation
  Did our plan work?

- Problem Analysis
  Why is it happening?

- Plan Development
  What shall we do about it?

Consider

- Do special education students have access to fluid interventions tied to targets being addressed in the curriculum? (Tier 1)
- Are interventions for special education eligible students considered the responsibility of special education?
- How might roles change as interventions evolve?

Put Your Heads Together

Table Talk

Given what we have discussed today, what does it mean to be an advocate for special education students?

Thank You!
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Unpacked Creative Curriculum Standards

Common Core Section_____________ Math and Science__________________________

Math
1a: Rote counts to 10
1b: Rote counts to 10

2a: Counts 10 items using 1:1 correspondence
2b: Demonstrates understanding of 1:1 correspondence
2c: Demonstrates understanding of 1:1 correspondence when counting 10 items

3a: Recognizes and names numerals 1–10
3b: Recognizes numerals 1–10
3c: Names numerals 1–10

4a: Copies numerals 1–10
4b: Copies numerals 1–10

5a: Sorts on the basis of color and shape
5b: Sorts on the basis of color
5c: Sorts on the basis of shape

6a: Recognizes and names colors and shapes
6b: Recognizes colors (red, yellow, blue, green, purple, black, gray, pink, white, orange, brown)
6c: Names colors (red, yellow, blue, green, purple, black, gray, pink, white, orange, brown)
6d: Recognizes shapes (circle, square, triangle, rectangle)
6e: Names shapes (circle, square, triangle, rectangle)

7a: Demonstrates the meaning of positional words (in, on, under, top, down, next to, over, beside, behind, off, bottom, out, up, in front, and between)

8a: Demonstrates awareness of physical characteristics, changes that occur in themselves, and their environment
8b: Demonstrates awareness of physical characteristics (eye color, skin color, hair color, etc.)
8c: Demonstrates awareness of changes that occur in himself or herself (height, motor development, etc.)
8d: Demonstrates awareness of changes that occur in his or her environment (e.g., weather, seasons, classroom environment, etc.)
Unpacked Creative Curriculum Standards

Common Core Section__________  Motor Development and Social Emotional__________

**Motor Development**
1a: Moves **safely and purposefully from place to place in the school environment**
1b: With prompting and support, demonstrates awareness of personal space (i.e., avoiding obstacles, hands and feet to self, respect for environment, navigating stairs, etc.)

**Instruction:** Large group, small group, circle time, transitions, music and movement activities, playground, motor skill practice, self-care routines
**Assessment:** Observation with checklist, performance assessment

**Social Emotional Development**
1a: Manages **classroom rules, routines, and transitions with occasional reminders**
1b: Manages classroom rules
1c: Manages classroom routines and changes in classroom routines
1d: Cares for personal hygiene with reminders as part of classroom routines
1e: Manages in-classroom transitions and out-of-classroom transitions

**Instruction:** Large group, small group, circle time, transitions, music and movement activities, playground, motor skill practice, self-care routines
**Assessment:** Observation with checklist, performance assessment

2a: Completes **simple two-step tasks independently**
2b: Begins simple two-step tasks independently
2c: Remains engaged in two-step task until completion

**Instruction:** Large group, small group, circle time, transitions, visual supports, motor skill practice, self-care routines
**Assessment:** Observation with checklist, performance assessment

3a: **Interacts with two to three children cooperatively in play**
3b: Initiates interaction with children when playing cooperatively
3c: Joins in interaction with two to three children when playing cooperatively
3d: Sustains interaction with children when playing cooperatively
3e: Uses appropriate language and social rules while playing cooperatively with reminders

**Instruction:** Large group, small group, music and movement activities, playground, motor skill practice, self-care routines, center time
**Assessment:** Observation with checklist, performance assessment

4a: **Accepts support in regulating own emotions**
4b: With support, identifies own emotions to regulate self
4c: With support, identifies emotions in others

**Instruction:** Large group, small group, circle time, read aloud, center time
**Assessment:** Observation with checklist, performance assessment
Unpacked Early Childhood Standards

Creative Curriculum Section ________________ Literacy ____________________________

Standards (label as 1a, 2a, etc.)

1a: Recognizes and names 10 uppercase and 10 lowercase letters
1b: Recognizes 10 uppercase letters
1c: Recognizes 10 lowercase letters
1d: Names 10 uppercase letters
1e: Names 10 lowercase letters

**Instruction:** Letter of week, sound jar, Jolly Phonics, Harcourt

**Assessment:** Performance assessment, DIBELS, observation checklist

2a: With prompting and support, asks and answers questions about text, referring to pictures
2b: With prompting and support, asks (Who, What, Where, and When) questions about text, referring to pictures
2c: With prompting and support, answers (Who, What, Where, and When) questions about text, referring to pictures

**Instruction:** Read aloud, discussion of picture scenes

**Assessment:** Performance assessment, observation checklist

3a: Recognizes first name in print

**Instruction:** Question of the day, signing in, environmental print, labeling papers, transition activities

**Assessment:** Performance assessment, observation checklist

4a: Matches five beginning sounds using visual clues

**Instruction:** Sound jar, Haggerty, Jolly Phonics, alliteration activities, Harcourt

**Assessment:** ISEL, performance assessment, observation checklist

5a: Identifies pairs of rhyming words

**Instruction:** Sound jar, Haggerty, transition activities, Harcourt, music, poems, read aloud

**Assessment:** Performance assessment, observation checklist

6a: Draws pictures and dictates details
6b: Draws pictures and dictates details
6c: Copies shapes (circle, triangle, rectangle, square)
6d: Copies simple representational drawings (e.g., person, house, car, flower)

**Instruction:** Completing incomplete pictures, dictations, writing center, shared writing, art

**Assessment:** Work samples, performance assessment, observation checklist
7a: Uses scribbles, approximations of letters, or known letters to represent written language for a variety of purposes

Instruction: Center time, shared writing, brainstorming activities, circle time routine activities
Assessment: Work samples, performance assessment, observation checklist

8a: Writes first name, capitalizing initial letter only

Instruction: Step-by-step modeling, signing in, shared writing, open stencils
Assessment: Work samples, performance assessment, observation checklist

9a: Follows two-step verbal directions

Instruction: Modeling, visual cues, music and movement time, arrival and departure routines, self-care routines
Assessment: Performance assessment, observation checklist

10a: Uses complete four- to six-word sentences with conventional grammar to communicate needs and ideas
10b: Uses complete four- to six-word sentences with conventional grammar to communicate needs
10c: Uses complete four- to six-word sentences with conventional grammar to communicate ideas

Instruction: Opening circle, center time, modeling, snack time, visual supports
Assessment: Language samples, performance assessment, observation checklist

11a: Answers Wh (Who, What, Where, When) questions
11b: Answers Who questions
11c: Answers What questions
11d: Answers Where questions
11e: Answers When questions

Instruction: Read aloud, visual supports, computer programs
Assessment: Performance assessment, observation checklist

12a: Produces developmental speech sounds accurately
12b: Produces p, b, m, f, n, w, h, k, g, t, d, v
12c: Marks for blends, final consonants

Instruction: Sound jar, read aloud, modeling, music activities, Haggerty, Harcourt, Jolly Phonics
Assessment: Performance assessment, observation checklist
Creative Curriculum Section __________ Math __________________________

M1a: Rote counts to 10
   1a: Rote counts to 10

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2b: Demonstrates understanding of 1:1 correspondence
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Science
1a: Demonstrates awareness of physical characteristics, changes that occur in himself or herself, and his or her environment
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**Motor Development**

1a: Moves safely and purposefully from place to place in the school environment
1b: With prompting and support, demonstrates awareness of personal space (e.g., avoiding obstacles, hands and feet to self, respect for environment, navigating stairs, etc.)

**Instruction:** Large group, small group, circle time, transitions, music and movement activities, playground, motor skill practice, self-care routines

**Assessment:** Observation with checklist, performance assessment

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### Early Childhood Pacing Guide (August–November)

<table>
<thead>
<tr>
<th>August–September</th>
<th>October–November</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Power Standards</strong></td>
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<tr>
<td>L2a: With prompting and support, asks and answers questions about text, referring to pictures</td>
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<td>L11a: Answers <em>Wh (Who, What, Where, and When)</em> questions</td>
</tr>
<tr>
<td>Sci1a: Demonstrates awareness of physical characteristics, changes that occur in himself or herself and his or her environment</td>
<td>M2a: Counts 10 items using 1:1 correspondence</td>
</tr>
<tr>
<td>SE1a: Manages classroom rules, routines, and transitions with occasional reminders</td>
<td>M5a: Sorts on the basis of color and shape</td>
</tr>
<tr>
<td><strong>Learning Targets</strong></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td>L2c: With prompting and support, answers (Who, What, Where, and When) questions about text, referring to pictures</td>
<td>L1b: Recognizes 10 uppercase letters</td>
</tr>
<tr>
<td>L3a: Recognizes first name in print</td>
<td>L1c: Recognizes 10 lowercase letters</td>
</tr>
<tr>
<td>L12b: Produces speech sounds: p, b, m, f, n, w, h, k, g, t, d, v</td>
<td>L6c: Copies shapes (circle, triangle, rectangle, square)</td>
</tr>
<tr>
<td>L12c: Marks for blends, final consonants</td>
<td>L9a: Follows two-step verbal directions</td>
</tr>
<tr>
<td>M1a: Rote counts 1–10 in sequential order</td>
<td>L10b: Uses complete four- to six-word sentences with conventional grammar to communicate needs</td>
</tr>
<tr>
<td>MD1a: Moves safely and purposefully from place to place in the school environment</td>
<td>L11b: Answers <em>Who</em> questions</td>
</tr>
<tr>
<td>SE1a: Manages classroom rules, routines, and transitions with occasional reminders</td>
<td>L11c: Answers <em>What</em> questions</td>
</tr>
<tr>
<td><strong>Learning Targets</strong></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td>L1b: Recognizes 10 uppercase letters</td>
<td>M2b: Demonstrates understanding of 1:1 correspondence</td>
</tr>
<tr>
<td>M6b: Recognizes colors (red, yellow, blue, green, purple, black, gray, pink, white, orange, brown)</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>M6d: Recognizes shapes (circle, square, triangle, rectangle)</td>
<td></td>
</tr>
<tr>
<td>Sci1c: Demonstrates awareness of changes and/or differences in himself or herself (height, motor development, etc.)</td>
<td></td>
</tr>
<tr>
<td>SE1b: Manages classroom rules</td>
<td></td>
</tr>
<tr>
<td>SE1c: Manages classroom routines and changes in classroom routines</td>
<td></td>
</tr>
<tr>
<td>SE1d: Cares for personal hygiene with reminders as part of classroom routines</td>
<td></td>
</tr>
<tr>
<td>SE1e: Manages in-classroom transitions and out-of-classroom transitions</td>
<td></td>
</tr>
<tr>
<td>M5b: Sorts on the basis of color</td>
<td></td>
</tr>
<tr>
<td>M6c: Names colors (red, yellow, blue, green, purple, black, gray, pink, white, orange, brown)</td>
<td></td>
</tr>
<tr>
<td>M6e: Names shapes (circle, square, triangle, rectangle)</td>
<td></td>
</tr>
<tr>
<td>M7b: Demonstrates the meaning of positional words (in, on, down, out, and up)</td>
<td></td>
</tr>
<tr>
<td>Sci1b: Demonstrates awareness of physical characteristics (eye color, skin color, hair color, etc.)</td>
<td></td>
</tr>
<tr>
<td>MD1b: With prompting and support, demonstrates awareness of personal space (e.g., avoiding obstacles, hands and feet to self, respect for environment, navigating stairs, etc.)</td>
<td></td>
</tr>
<tr>
<td>SE1a: Manages classroom rules, routines, and transitions with occasional reminders</td>
<td></td>
</tr>
<tr>
<td>SE1b: Manages classroom rules</td>
<td></td>
</tr>
<tr>
<td>SE1c: Manages classroom routines and changes in classroom routines</td>
<td></td>
</tr>
<tr>
<td>SE1d: Cares for personal hygiene with reminders as part of classroom routines</td>
<td></td>
</tr>
<tr>
<td>SE1e: Manages in-classroom transitions and out-of-classroom transitions</td>
<td></td>
</tr>
<tr>
<td>SE2b: Begins simple two-step tasks independently</td>
<td></td>
</tr>
<tr>
<td>SE3b: Initiates interaction with children when playing cooperatively</td>
<td></td>
</tr>
<tr>
<td>SE4c: With support, identifies emotions in others</td>
<td></td>
</tr>
</tbody>
</table>
## Willow Grove Early Childhood August–September Rubric

<table>
<thead>
<tr>
<th>Target Goal</th>
<th>1 Not Demonstrating</th>
<th>2 Emerging</th>
<th>3 Meets</th>
<th>4 Extends</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L2c</strong>: With prompting and support, answers (Who, What, Where, and When) questions about text, referring to pictures</td>
<td>Correctly responds to Who, What, Where, and When questions (0–1 of 4)—can be verbal or nonverbal</td>
<td>Correctly responds to Who, What, Where, and When questions (2–3 of 4)—can be verbal or nonverbal</td>
<td>Correctly responds to Who, What, Where, and When questions (4 of 4)—can be verbal or nonverbal</td>
<td>Correctly responds to Who, What, Where, Why, and How questions</td>
</tr>
<tr>
<td><strong>L3a</strong>: Recognizes first name in print</td>
<td>Not yet able to identify first name in print</td>
<td>Correctly identifies first name in print from a field of three words beginning with different letters</td>
<td>Correctly identifies first name in print from a field of three words beginning with same letter</td>
<td>Correctly identifies first and last name in print from a field of three words beginning with same letter</td>
</tr>
<tr>
<td><strong>L12b</strong>: Accurately produces speech sounds: p, b, m, f, n, w, h, k, g, t, d, v, y</td>
<td>Accurately produces some speech sounds (0–8 of 13) referring to pictures with a verbal model</td>
<td>Accurately produces most speech sounds (9–12 of 13) referring to pictures with a verbal model</td>
<td>Accurately produces all speech sounds (13 of 13) referring to pictures</td>
<td>Accurately produces all speech sounds (13 of 13) in conversational speech</td>
</tr>
<tr>
<td><strong>L12c</strong>: Marks for blends and/or final consonants</td>
<td>Consistently reduces blends and/or deletes final consonants</td>
<td>Marks for blends and/or final consonants 50% of the time in a 3–5 minute language sample</td>
<td>Marks for blends and final consonants in a 3–5 minute language sample</td>
<td>Accurately marks for blends and final consonants in conversational speech</td>
</tr>
<tr>
<td><strong>M1a</strong>: Rote counts 1–10 in sequential order</td>
<td>Not yet able to rote count to 10 in sequential order</td>
<td>Rote counts 1–10 in sequential order with prompting</td>
<td>Accurately rote counts 1–10 in sequential order</td>
<td>Accurately rote counts greater than 10 in sequential order</td>
</tr>
<tr>
<td><strong>M6d:</strong> Recognizes shapes (circle, square, triangle, rectangle)</td>
<td>Correctly recognizes some shapes (0–1 of 4) referring to pictures or objects</td>
<td>Correctly recognizes most shapes (2–3 of 4) referring to pictures or objects</td>
<td>Correctly recognizes all shapes (4 of 4) referring to pictures or objects</td>
<td>Correctly recognizes all shapes (4 of 4) within their environment</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Sclic:</strong> Demonstrates awareness of changes and/or differences in himself or herself (height, motor development, etc.)</td>
<td>Not yet able to make comments about different traits relating to changes or differences in himself or herself and/or compared to others in a structured activity</td>
<td>Makes comments about 1–2 different traits relating to changes or differences in himself or herself and/or compared to others in a structured activity</td>
<td>Makes comments about three different traits relating to changes or differences in himself or herself and/or compared to others in a structured activity</td>
<td>Makes comments about four or more different traits relating to changes or difference in himself or herself and/or compared to others within his or her environment</td>
</tr>
<tr>
<td><strong>SE1b:</strong> Manages classroom rules</td>
<td>Follows simple directions with physical assistance</td>
<td>Follows classroom rules with a max of two reminders</td>
<td>Understands and follows classroom rules without reminders</td>
<td>Follows and understands reasons for classroom rules</td>
</tr>
<tr>
<td><strong>SE1c:</strong> Manages classroom routines and changes in classroom routines</td>
<td>Follows classroom routines with physical assistance</td>
<td>Follows classroom routines and changes with prompts (visual, verbal, gestural)</td>
<td>Understands and follows classroom routines and accepts changes in routines</td>
<td>Follows and understands the purpose of classroom routines</td>
</tr>
<tr>
<td><strong>SE1d:</strong> Cares for personal hygiene with reminders as part of classroom routines</td>
<td>Allows adults to attend to personal needs without resistance</td>
<td>Cares for personal hygiene as part of classroom routines with adult assistance</td>
<td>Cares for personal hygiene with reminders as part of classroom routines</td>
<td>Understands the importance of personal hygiene and its role in healthy living</td>
</tr>
</tbody>
</table>
### 5th Grade Social Studies Pacing Guide - T2
#### 2011-2012 Assessment Schedule: Feb. 21-Mar. 2

#### Economics

<table>
<thead>
<tr>
<th>Target #</th>
<th>4.0 - Extends</th>
<th>3.0 - Meets</th>
<th>2.0 - Below</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target #4a</strong></td>
<td>Evaluate the different types of variables that can affect a market economy.</td>
<td>Explain that in a market economy producers make the goods and services that people want.</td>
<td>Identify the difference between goods and services.</td>
<td><strong>Assessment Strategies - Items</strong></td>
</tr>
<tr>
<td><strong>Assessment Strategies - Items</strong></td>
<td>Using examples that have been presented in class, evaluate the effect of price differences on trade throughout history.</td>
<td>Describe how a large increase in the price of a good or service would affect how much of that item would be purchased.</td>
<td>Identify the difference between goods and services.</td>
<td><strong>Target #5a</strong></td>
</tr>
<tr>
<td><strong>Target #5a</strong></td>
<td>NOT directly taught in this context, but examples would be Silk Road/trade with the Indus and the connection to European exploration.</td>
<td>Key idea: Price goes up, fewer people can buy the item OR more people need to make sacrifices elsewhere to afford the good/service. Discussion, short response. Trade Fair = ask CM for details!</td>
<td><strong>Assessment Strategies - Items</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Strategies - Items</strong></td>
<td>Evaluate the effect of price differences on trade throughout history.</td>
<td>Describe how a large decrease in the price of a good or service would affect how much of that item would be purchased.</td>
<td>Identify the difference between goods and services.</td>
<td><strong>Target #6a</strong></td>
</tr>
<tr>
<td><strong>Target #6a</strong></td>
<td>Develop a plan for your family in the event that you lost the ability to trade with others for goods and/or services.</td>
<td>Describe how people’s lives would be different if they did not trade with others for goods and services they use.</td>
<td><strong>Assessment Strategies - Items</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Strategies - Items</strong></td>
<td>Analyze the long term effects and overall causes of cultural exchange between two societies of the past.</td>
<td>Diagram the positive and negative effects of a cultural exchange that occurred between two societies of the past.</td>
<td>Identify two societies that participated in cultural exchange.</td>
<td><strong>Target #7a</strong></td>
</tr>
<tr>
<td><strong>Target #7a</strong></td>
<td>Essay - must cover both effects AND causes to extend</td>
<td>Using examples presented in class, make T-charts</td>
<td><strong>Assessment Strategies - Items</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Strategies - Items</strong></td>
<td>Trade Fair! (ask CM for details)</td>
<td>Can be orally or written</td>
<td><strong>Target #8a</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Target #8a</strong></td>
<td>Essay - must cover both effects AND causes to extend</td>
<td>Using examples presented in class, make T-charts</td>
<td>Given a list of societies of the past, students can match those that participated in cultural exchange.</td>
<td><strong>Assessment Strategies - Items</strong></td>
</tr>
</tbody>
</table>

#### Informational Text - Reported in Literacy on Report Card

<table>
<thead>
<tr>
<th>Target #</th>
<th>4.0 - Extends</th>
<th>3.0 - Meets</th>
<th>2.0 - Below</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target #--</strong></td>
<td>Given a text, explain the author's points and use evidence from the text to support those points.</td>
<td>Given a text, identify the reasons and evidence that support particular points.</td>
<td>Given a text, students can identify some reasons and evidence that support the author's point or points.</td>
<td><strong>Assessment Strategies - Items</strong></td>
</tr>
<tr>
<td><strong>Assessment Strategies - Items</strong></td>
<td>Give a separate text from below. Essay or chart response.</td>
<td>Use text connecting to curriculum - Matching author's points to quoted support from text.</td>
<td>Integrate information from one text in order to write about the subject knowledgably.</td>
<td><strong>Target #--</strong></td>
</tr>
<tr>
<td><strong>Target #--</strong></td>
<td>Integrate information from three or more texts on the same topic in order to write about the subject knowledgably.</td>
<td>Integrate information from two texts on the same topic in order to write about the subject knowledgably.</td>
<td>Integrate information from one text in order to write about the subject knowledgably.</td>
<td><strong>Assessment Strategies - Items</strong></td>
</tr>
<tr>
<td><strong>Assessment Strategies - Items</strong></td>
<td>No assessment of actual writing skills. Just assessing whether kids can take info from three or more sources and include it in written work in a coherent way.</td>
<td>No assessment of actual writing skills. This is just assessing whether kids can take info from two sources and include it in written work in a coherent way.</td>
<td>No assessment of actual writing skills. Just assess whether kids can take info from one source and include it in written work in a coherent way.</td>
<td><strong>Target #--</strong></td>
</tr>
<tr>
<td><strong>Target #--</strong></td>
<td>Integrate information from three or more texts on the same topic in order to speak about the subject knowledgably.</td>
<td>Integrate information from two texts on the same topic in order to speak about the subject knowledgably.</td>
<td>Integrate information from one text in order to speak about the subject knowledgably.</td>
<td><strong>Assessment Strategies - Items</strong></td>
</tr>
<tr>
<td><strong>Assessment Strategies - Items</strong></td>
<td>Conferences with texts present. (Bring me the books/websites/whatever you're using and tell me what you're learning from where.) If using 3 or more sources, and can talk about them in a coherent way.</td>
<td>Conferences with texts present. (Bring me the books/websites/whatever you're using and tell me what you're learning from where.) If using 2 sources, and can talk about them in a coherent way.</td>
<td>Conferences with texts present. (Bring me the books/websites/whatever you're using and tell me what you're learning from where.) If using only one text, scores 2.0</td>
<td></td>
</tr>
</tbody>
</table>
### Reading

<table>
<thead>
<tr>
<th>Vocabulary Development</th>
<th>Trimester 1</th>
<th>Trimester 2</th>
<th>Trimester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses knowledge of root words</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Extends not applicable)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses prefixes to determine meaning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses suffixes to determine meaning</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determines the meaning of an unknown word using word, sentences, and cross-sentence clues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determines the meaning of a word in context when the word has multiple meanings</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies verbs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies nouns</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reading Strategies**

- Reads grade level text fluently with 95% accuracy: M
- Uses maps to understand reading passage: M
- Uses tables and charts to understand reading passage: M
- Determines the purpose of bold print and key words in informational text: M
- Determines purpose of graphics in informational text: M
- Determines purpose of organization of content in informational text: M

**Reading Comprehension**

- Identify the main idea of a selection when it is not explicitly stated in fiction text: M
- Identifies the main idea of a selection when it is not explicitly stated in fiction text: M
- Determines whether a set of complex instructions or procedures are complete and clear: M
- Determines the author’s purpose for writing a fiction or nonfiction text: M
- Distinguishes between minor and significant details in a passage: M
- Identifies cause and effect organizational patterns in fiction: M
- Identifies cause and effect organizational patterns in nonfiction: M

**Literary Elements**

- Makes comparisons within and/or across passages: M
- Identifies the following forms and genres: historical fiction, realistic fiction, poem, and nonfiction: M
- Interprets literary passages using the following elements of literary structure: rising action, climax, falling action, and resolution: M
- Determines the causes of characters actions: M
- Identifies and interprets simile: M
- Identifies and interprets onomatopoeia: M
- Identifies and interprets idiom: M
- Identifies hyperbole: M

**Comments**

- *Modifications Provided*
- *Accommodations Provided*
- N/A Not Applicable

---

### Math

<table>
<thead>
<tr>
<th>Number Sense</th>
<th>Trimester 1</th>
<th>Trimester 2</th>
<th>Trimester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writes whole numbers up to 1,000,000,000</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Extends not applicable)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orders decimals through thousandths</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Extends not applicable)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compares decimals through thousandths</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Extends not applicable)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orders fractions having like or unlike denominators</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compares fractions having like or unlike denominators</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solves word problems using addition, subtraction, and multiplication</td>
<td>M</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Solves number sentences with decimals using addition through hundredths: M
| Solves number sentences with decimals using subtraction through hundredths: M |
| Solves number sentences with single-digit divisors: M |
| Interprets remainders: M |
| Solves addition of fraction problems with unlike denominators in lowest terms: M |
| Solves subtraction of fraction problems with unlike denominators in lowest terms: M |
| Converts between fractions (fifths and quarters), decimals, and percents: M |

**Measurement**

- Solves problems involving elapsed time within a 24-hour period (Extends not applicable): M
- Measures length to the nearest eighth of an inch (Extends not applicable): M
- Measures angles within three degrees using a protractor: M
- Converts between compound units of time: M
- Converts within the same measurement system for length: M
- Determines the area of parallelograms: M

**Algebra**

- Solves for the unknown in an equation with one operation: M

**Geometry**

- Identifies perpendicular and intersecting lines (Extends not applicable): M
- Solves for unknown angles in triangles: M
- Identifies the radius and diameter of a circle (Extends not applicable): M

**Data Analysis and Probability**

- Creates a line graph for a given set of data: M
- Solves for the probability of a simple event represented as a fraction between 0 and 1: M

**Comments**

<table>
<thead>
<tr>
<th>Writing</th>
<th>Trimester 1</th>
<th>Trimester 2</th>
<th>Trimester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support-Elaboration</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td>M</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science (Extends Not Applicable)</th>
<th>Trimester 1</th>
<th>Trimester 2</th>
<th>Trimester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Science</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth Science—Weather</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Science—Human Body</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Science—Sound and Light</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies (Extends Not Applicable)</th>
<th>Trimester 1</th>
<th>Trimester 2</th>
<th>Trimester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>M</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specials</th>
<th>Trimester 1</th>
<th>Trimester 2</th>
<th>Trimester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art (Extends Not Applicable)</td>
<td>Achievement</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>Music (Extends Not Applicable)</td>
<td>Achievement</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>Physical Education (Extends Not Applicable)</td>
<td>Achievement</td>
<td>M</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
</table>

Spells words correctly on weekly spelling test: M

Comments

*Modifications provided
*Accommodations provided
N/A Not applicable

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### Learner Characteristics

<table>
<thead>
<tr>
<th>Learner Characteristics</th>
<th>Trimester 1</th>
<th>Trimester 2</th>
<th>Trimester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completes class assignments on time</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Returns completed homework assignments on time</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listens attentively</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>Follows directions</td>
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<td>Is organized</td>
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<td>Is responsible</td>
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<tr>
<td>Is considerate of others</td>
<td>4</td>
<td></td>
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<tr>
<td>Actively participates in class</td>
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<tr>
<td>Understands and follows school rules</td>
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<tr>
<td>Works effectively in a group</td>
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<tr>
<td>Writes legibly</td>
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<tr>
<td>Uses class time productively</td>
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<td>Shows self-control</td>
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### Effort

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### Learning Characteristics and Effort Key

Behaviors that promote learning including learning characteristics and effort heavily impact student’s ability to meet academic standards. However, you will see on this report card evidence of student’s ability to meet academic standards is separate from his or her demonstration of behaviors that promote learning. It is our goal to encourage student success by identifying strengths and areas of improvement in their work, setting goals around what needs to be learned and continuously working toward improvement.

**4**—This student consistently and independently meets expectations.

**3**—This student frequently meets expectations with minimal assistance.

**2**—This student occasionally meets expectations and requires moderate assistance and redirection.

**1**—This student rarely meets expectations and requires considerable assistance and redirection.

### Comments for Learner Characteristics and Effort

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<th>3.25/born here</th>
<th>3.9/born here</th>
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**ELL Access Overall Score (# years in E/LA Instruction)**

- **Exceeds**: 15 *Avg.
- **Meets**: 134 *Avg.
- **Below**: 6-min solution (Decker), Inst. LA, Resource
- **Warning**: 6-min solution (Decker), Inst. LA, Resource, LEAP (Flaskamp)

**Q1 Benchmark Data (# of Targets)**

- **Exceeds**: 6-min solution (Decker), Inst. LA, Resource
- **Meets**: 6-min solution (Decker), Inst. LA, Resource, LEAP (Flaskamp)
- **Below**: None, took the test again, and scored in the 52%
- **Warning**: Frequently attends AL
References and Resources


