

**APPENDIX D:**  
**THIRD GRADE TEACHER**  
**PACKET**

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## APPENDIX D THIRD GRADE TEACHER PACKET

Student Number _____	Date(s): Observation 1 _____ (Part C Only) Observation 2 _____
School District _____	
School Name _____	Observer _____
Student's Primary Teacher _____	<input type="checkbox"/> General Education <input type="checkbox"/> Special Education
Other Teacher _____	<input type="checkbox"/> General Education <input type="checkbox"/> Special Education

Please complete the Teacher Packet for each student in your classroom who received preschool special education programs and services. The Teacher Packet has three sections:

- Part A: Participation in the General Education Classroom;
- Part B: The Teacher-Child Rating Scale; and
- Part C: Third Grade (The Work Sampling System®) Assessment.

Several individuals in your school district have received training in completing the Teacher Packet. These individuals should be available to assist you in the use of the enclosed forms. **If you have not already discussed the Teacher Packet with someone in your district, please contact your principal.**

### Purpose

The Teacher Packet will collect information about the performance of third grade students who received preschool special education programs and services during the 2000-2001 school year (Cohort 1) and third grade students who have been determined eligible for special education programs and services during the 2001-2002, 2002-2003, 2003-2004, or 2004-2005 school years (Cohort 3). The Teacher Packet consists of three separate rating scales to be completed by the teacher or teachers who work closest to the students participating in this study.

### Who Should Complete the Teacher Packet?

Since the special education students in the study have many different instructional arrangements, we recommend the following:

STUDENT TIME OUTSIDE GENERAL EDUCATION	TEACHER TO COMPLETE PACKET
0-20 percent	General Education Teacher only
21-40 percent	General Education Teacher/discussion with Special Education Teacher if necessary
41-60 percent	General and Special Education Teachers collaboratively
> 60 percent	Special Education Teacher/discussion with General Education Teacher

For Technical Assistance in completing this packet, please email [cgibson@mgtamer.com](mailto:cgibson@mgtamer.com)



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**PART A: PARTICIPATION IN THE GENERAL EDUCATION CLASSROOM**

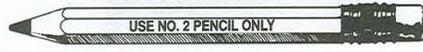
In this section, please indicate the level of special assistance that the student requires in the General Education classroom in each of the following performance domains: Language and Literacy Development, Cognitive and Academic Development, Personal and Social Development, and Physical Development. This section should be completed by **June 18, 2005**.

<b>Language and Literacy Development</b>	<b>Cognitive and Academic Development</b>
<input type="checkbox"/> Requires no assistance in the General Education classroom setting beyond that which is typically provided to all students. <input type="checkbox"/> Requires periodic individual assistance or instructional modifications in the General Education setting to benefit from the typical third grade curriculum. <input type="checkbox"/> Requires frequent individual assistance or extensive instructional modifications in the General Education setting to benefit from the typical third grade curriculum. <input type="checkbox"/> Requires continuous individual assistance or an alternative curriculum in the General Education setting. <input type="checkbox"/> Does not receive any primary instruction in the General Education setting in this performance domain.	<input type="checkbox"/> Requires no assistance in the General Education classroom setting beyond that which is typically provided to all students. <input type="checkbox"/> Requires periodic individual assistance or instructional modifications in the General Education setting to benefit from the typical third grade curriculum. <input type="checkbox"/> Requires frequent individual assistance or extensive instructional modifications in the General Education setting to benefit from the typical third grade curriculum. <input type="checkbox"/> Requires continuous individual assistance or an alternative curriculum in the General Education setting. <input type="checkbox"/> Does not receive any primary instruction in the General Education setting in this performance domain.
<b>Personal and Social Development</b>	<b>Physical Development</b>
<input type="checkbox"/> Requires no assistance in the General Education classroom setting beyond that which is typically provided to all students. <input type="checkbox"/> Requires periodic individual assistance or instructional modifications in the General Education setting to benefit from the typical third grade curriculum. <input type="checkbox"/> Requires frequent individual assistance or extensive instructional modifications in the General Education setting to benefit from the typical third grade curriculum. <input type="checkbox"/> Requires continuous individual assistance or an alternative curriculum in the General Education setting. <input type="checkbox"/> Does not receive any primary instruction in the General Education setting in this performance domain.	<input type="checkbox"/> Requires no assistance in the General Education classroom setting beyond that which is typically provided to all students. <input type="checkbox"/> Requires periodic individual assistance or instructional modifications in the General Education setting to benefit from the typical third grade curriculum. <input type="checkbox"/> Requires frequent individual assistance or extensive instructional modifications in the General Education setting to benefit from the typical third grade curriculum. <input type="checkbox"/> Requires continuous individual assistance or an alternative curriculum in the General Education setting. <input type="checkbox"/> Does not receive any primary instruction in the General Education setting in this performance domain.

**PART B: TEACHER-CHILD RATING SCALE (T-CRS)**

# Teacher-Child Rating Scale (T-CRS) 2.1

<b>ID Number</b>								<b>Grade</b>		<b>Today's Date</b>		<b>For Office Use Only</b>				<b>Child's Name:</b> _____																																																																																																																																					
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**Erase changes completely** **CORRECT MARK**

Please rate **how much you agree each item describes the child.** Fill in the oval corresponding to your response

**Strongly Disagree** ← → **Strongly Agree**

- |  |                         |                         |                         |                         |                         |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 1. A self-starter                                  | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 2. Disturbs others while they are working          | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 3. Participates in class discussions               | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 4. Lacks social skills with peers                  | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 5. Has difficulty following directions             | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 6. Accepts imposed limits                          | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 7. Withdrawn                                       | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 8. Makes friends easily                            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 9. Functions well even with distractions           | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 10. Overly aggressive to peers (fights)            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 11. Defends own views under group pressure         | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 12. Other children shun or avoid this child        | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 13. Underachieving (not working to ability)        | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 14. Tolerates frustration                          | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 15. Anxious, worried                               | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 16. Classmates like to sit near this child         | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 17. Works well without adult support               | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 18. Defiant, obstinate, stubborn                   | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 19. Expresses ideas willingly                      | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 20. Has trouble interacting with peers             | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 21. Poorly motivated to achieve                    | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 22. Copes well with failure                        | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 23. Nervous, frightened, tense                     | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 24. Has many friends                               | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 25. Completes schoolwork                           | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 26. Disruptive in class                            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 27. Comfortable as a leader                        | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 28. Other children dislike this child              | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 29. Has poor concentration, limited attention span | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 30. Accepts things not going his/her way           | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 31. Does not express feelings                      | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 32. Well liked by classmates                       | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

PLEASE DO NOT WRITE IN THIS AREA

663611

## **PART C: THIRD GRADE (WSS) ASSESSMENT**

STUDENT ID \_\_\_\_\_ FEMALE  **Observation** Winter - \_\_\_\_\_  
 DATE OF BIRTH \_\_\_\_\_ MALE  **Periods** Spring - \_\_\_\_\_  
 TEACHER \_\_\_\_\_ SCHOOL \_\_\_\_\_

Student ID#: «Student\_ID»  
**The Work Sampling System®**  
 Third Grade  
**Developmental Checklist**

## About the Developmental Checklist

This Checklist assists teachers in observing, recording, and evaluating an individual child's skills, knowledge, behaviors, and accomplishments. It is intended to help teachers monitor what children know and can do, and to assist teachers in planning learning experiences throughout the year. The behaviors and skills described here are those considered to be developmentally appropriate for most children in this grade.

The Checklist reflects common experiences and expectations in classrooms that are structured around activities appropriate for most children of this age. Teachers should be able to complete the Checklist without actually testing their children, although some items may require teachers to set up specific opportunities or activities that enable their students to demonstrate specific skills. We recommend that these activities be integrated into typical classroom routines as much as possible.

The Checklist is completed two times per year, each time following a period of ongoing observation that corresponds to one of the Work Sampling System's two collection periods. The process of observing and rating the indicators on the Checklist provides information that teachers may use to assist in their planning. In the winter, the teacher can assess the child's growth and development and make additional modifications to existing curriculum plans. In the spring, the Checklist provides a detailed summary of the child's development and accomplishments over the course of the year.

### Developmental Guidelines

The Checklist presents each specific skill, behavior, or accomplishment in the form of a one-sentence performance indicator. The Checklist for each age or grade level is accompanied by a set of detailed Developmental Guidelines that explain and elaborate on each performance indicator by providing a rationale and examples. The rationale provides a context that explains the meaning and importance of the indicator and briefly outlines reasonable expectations for children of this age. The examples show several ways children might demonstrate the skill or accomplishment represented by the indicator. Since teachers might otherwise interpret the same indicator in different ways, the Guidelines promote consistency of interpretation and evaluation across children, teachers, and schools. The Guidelines incorporate information from a wide array of resources, including local, state, and national standards for curriculum development. The Guidelines are essential for correct and effective use of the Checklist. Each performance indicator on the Checklist includes a reference to the page in the grade-level Guidelines where the indicator is described. Developmental Guidelines are available at each school.

### Checklist Ratings

These categories reflect the degree to which children have acquired the skill and behavior, and/or have demonstrated the accomplishments required by each of the performance indicators listed in the Checklist and described in the Guidelines. Three types of ratings are possible:

**Not Yet** — indicates that this child cannot perform this indicator; i.e., that this performance indicator represents a skill, an area of knowledge, or a specific set of behaviors or accomplishments that the child has not acquired.

**In Process** — implies that the skills, knowledge, behaviors, or accomplishments represented by this indicator are intermittent or emergent, and are not demonstrated reliably or consistently.

**Proficient** — means that this child can reliably demonstrate the skills, knowledge, behaviors, or accomplishments represented by this performance indicator. Although the child may have advanced beyond the level of difficulty of the indicator, and may no longer participate in activities that are described by the indicator, if the teacher has observed the child perform such tasks, and if the tasks are clearly within the child's range or repertoire, the indicator should be marked "Proficient."

If a particular indicator covers an area of the curriculum that is not included in this classroom, or that has not yet been introduced to this student, write "NA" for "Not Applicable." Space is also available at the end of the Checklist for brief comments.

For more information, please contact Aaron George at (850) 386-3191 or [ageorge@mgtamer.com](mailto:ageorge@mgtamer.com).

## I. Personal and Social Development

### A. Self concept

W S

1. Demonstrates self-confidence. (p.1)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
2. Shows initiative and self-direction. (p.1)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

### B. Self control

W S

1. Acts with responsibility and independence. (p.1)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
2. Uses coping strategies to manage a range of feelings and situations. (p.2)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

### C. Approaches to learning

W S

1. Shows eagerness and curiosity as a learner. (p.2)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
2. Begins to use time constructively and works in a focused manner. (p.2)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
3. Approaches tasks with flexibility and inventiveness. (p.3)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
4. Uses technology to assist with thinking and problem-solving. (p.3)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

### D. Interaction with others

W S

1. Interacts easily with peers. (p.3)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
2. Interacts easily with adults. (p.3)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
3. Participates in the group life of the class and school. (p.4)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
4. Shows empathy and caring for others. (p.4)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

### E. Social problem-solving

W S

1. Uses strategies to make social decisions and solve social problems. (p.4)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

## II. Language and Literacy

### A. Listening

W S

1. Gains meaning by listening. (p.7)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
2. Critically analyzes what is heard or seen. (p.7)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

### B. Speaking

W S

1. Speaks effectively using increasingly precise vocabulary. (p.7)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

Not Yet-child cannot demonstrate indicator

In Process-child demonstrates indicator intermittently

Proficient-child can reliably demonstrate indicator

The Work Sampling System Third Grade Developmental Guidelines contains full descriptions of each performance indicator. (Number in parentheses indicates the page in the Guidelines where the indicator is described.)

W-Winter  
S-Spring

### C. Reading

W S

1. Shows interest in books and reading. (p.8)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
2. Analyzes words and acquires new vocabulary from reading. (p.8)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
3. Uses strategies to construct meaning from print. (p.8)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
4. Comprehends and interprets fiction and nonfiction text. (p.9)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
5. Reads for varied purposes. (p.9)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
6. Reads fluently and independently. (p.9)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

### D. Writing

W S

1. Uses writing strategies to convey ideas. (p.10)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
2. Writes for different purposes in different formats. (p.10)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
3. Applies mechanical and grammatical conventions when drafting and editing. (p.10)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
4. Uses a variety of spelling strategies. (p.10)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
5. Revises drafts to refine writing. (p.11)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

### E. Research

W S

1. Gathers and uses information for research purposes. (p.11)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

## III. Mathematical Thinking

### A. Mathematical processes

W S

1. Applies concepts and strategies to solve mathematical problems. (p.13)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
2. Communicates and represents mathematical thinking. (p.13)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

### B. Numbers and operations

W S

1. Shows understanding of numbers, quantities, and their relationships. (p.13)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
2. Estimates and accurately computes addition and subtraction problems. (p.14)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
3. Uses some strategies to multiply and divide whole numbers. (p.14)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
4. Shows understanding of fractions and decimals as parts of wholes. (p.14)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

### C. Patterns, relationships, and functions

W S

1. Uses the concept of patterning to make predictions and draw conclusions. (p.15)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

2. Uses variables in equations and inequalities to express number relationships. (p.15)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

2. Demonstrates some understanding of the properties of light, heat, electricity, magnetism, and sound. (p.20)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

**D. Geometry and spatial relations** **W S**

1. Analyzes properties and relationships among 2-D and 3-D shapes. (p.15)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
2. Explores and solves spatial problems using manipulatives and drawings. (p.16)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

**E. Measurement** **W S**

1. Demonstrates understanding of attributes that can be measured. (p.16)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
2. Uses tools and techniques to estimate and measure. (p.16)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
3. Shows understanding of time concepts. (p.17)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

**F. Data collection and probability** **W S**

1. Collects, records, and interprets data using tallies, lists, charts, and graphs. (p.17)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
2. Makes predictions based on data. (p.17)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

**IV. Scientific Thinking**

**A. Inquiry** **W S**

1. Seeks information through active investigation. (p.19)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
2. Demonstrates some understanding of how tools and technology advance scientific investigation. (p.19)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
3. Forms explanations and communicates scientific information in a variety of ways. (p.19)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

**B. Physical science** **W S**

1. Identifies, describes, and compares properties, position, and motion of objects. (p.20)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

**C. Life science** **W S**

1. Observes and describes characteristics and life cycles of living things. (p.21)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
2. Understands the relationship between the basic needs of organisms and their environment. (p.21)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

**D. Earth science** **W S**

1. Demonstrates understanding of properties and uses of the earth's materials. (p.21)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
2. Observes and describes simple changes in the earth and sky. (p.22)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

**VII. Physical Development and Health**

**A. Gross motor development** **W S**

1. Moves with agility, speed, and control while performing gross motor tasks. (p.29)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
2. Demonstrates coordinated movements in games, sports, and other activities. (p.29)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

**B. Fine motor development** **W S**

1. Uses strength, control, and eye-hand coordination to accomplish tasks. (p.29)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
2. Uses writing tools with confidence and control. (p.29)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

**C. Personal health and safety** **W S**

1. Begins to problem-solve and make decisions that promote personal health and safety. (p.30)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0
2. Demonstrates some awareness of current issues related to health and safety. (p.30)	Not Yet	0	0
	In Process	0	0
	Proficient	0	0

**COMMENTS**

**Winter Observation Period**

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

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**Spring Observation Period**

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

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