

ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILE 8672
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Student Assessment

**[How learning
is measured]**

Essential Elements of Student Assessment

- Teacher made tests
- Curriculum embedded tests
- Competency Based examinations
- Iowa Test of Basic skills

**Essential Elements of
Student Assessment
(Continued)**

- Teacher made tests
- Curriculum embedded tests
- Competency Based examinations
- Iowa Test of Basic Skills

ITBS

[assist Board and administration
in decision making]

Nationally developed examination
that will provide information
regarding how NSBSD students
in basic skills compare to
students across the U.S.

Used by the Board and
administration to assist with
policy, budget and
curriculum decisions

**Essential Elements of
Student Assessment
(Continued)**

- Teacher made tests
- Curriculum embedded tests
- Competency Based examinations
- Iowa Test of Basic Skills

**• Competency Based Examinations
at 3rd and 6th grade**

**[Assists teacher, administrators
and Board decision making]**

**District developed examinations to
determine whether students have
mastered competencies in basic
skills (math, language arts,
reading and computer technology)**

**Used by teachers to determine
schooling interventions needs**

**Used by the administration and
Board to determine whether the
competencies are being taught
and the students are learning
at the appropriate rate**

**Essential Elements of
Student Assessment
(Continued)**

- Teacher made tests
- Curriculum embedded tests
- Competency Based examinations
- Iowa Test of Basic Skills

- **Curriculum embedded tests**
[assists teacher and administrator
decision making]

tests developed by test book
companies for measuring student
progress and to determine placement
related to the competencies

used by teachers to make decisions
regarding re-teaching, moving
to more difficult objectives,
monitoring and adjusting teaching

used by teachers and administrators
to look at a curriculum
alignment with competencies

Essential Elements of Student Assessment

- **Teacher made tests**
- **Curriculum embedded tests**
- **Competency Based examinations**
- **Iowa Test of Basic Skills**

- **Teacher made tests
[assists teacher
decision making]**

**frequent assessment of
student progress on
objectives leading to
competencies at the
elementary level and high
school course competencies**

DISTRICT ASSESSMENT PROGRAM

The district assessment program is designed to meet the Board's commitment to the idea that all students can learn and succeed. Each element of the assessment program is necessary to assist the Board, Administrators, and Teachers in making decisions about the overall district program.

Brigance Inventories

To meet one of the assessment requirements of this policy, i.e., frequent measurement, the District has adopted the Brigance Inventories for all grades as follows:

ECF-Kindergarten	<u>Inventory of Early Development</u>
Grades 1-6	<u>Comprehensive Inventory of Basic Skills</u>
Grades 7-12	<u>Inventory of Essential Skills</u>

The Brigance Inventories are text-referenced instruments which are used to determine the skills a student does or does not possess at a given time, and further to track the acquisition of new skills on a systematic basis. They are neither standardized nor norm-referenced, thereby making administration extremely flexible. (To be phased out by 1990)

Iowa Test of Basic Skills/Tests of Achievement & Proficiency

The Iowa Tests of Basic Skills and the Tests of Achievement and Proficiency are norm-referenced tests which are intended to measure a student's academic achievement relative to a national sample of comparable students. Tests are administered on an annual basis to all students grades K-12.

Specific tests for grade levels are as follows:

Kindergarten	ITBS	Level 5
Grade 1	ITBS	Level 7
Grade 2	ITBS	Level 8
Grade 3	ITBS	Level 9
Grade 4	ITBS	Level 10
Grade 5	ITBS	Level 11
Grade 6	ITBS	Level 12
Grade 7	ITBS	Level 13
Grade 8	ITBS	Level 14
Grade 9	TAP	Level 15
Grade 10	TAP	Level 16
Grade 11	TAP	Level 17
Grade 12	TAP	Level 18

(Specific tests cont'd)

Certified special education students may be tested off-level according to instructions available from the Coordinator of Special Programs.

Teacher-Made Tests

Teacher-made tests are recognized as the single most effective efficient method by which teachers can structure lesson planning, instruction and assessment. District policy calls for frequent, systematic assessment of each student's academic progress and teacher-made testing is encouraged and supported.

Bilingual Assessment

All language-minority students are assessed for possible program placement. A Parent Questionnaire is completed for each student upon enrollment. If the Parent Questionnaire indicates the presence of a language other than English, additional observations will be made by the classroom teacher and by a person who speaks the other language. Final language category determination is based upon the results of the Language Assessment Survey (LAS) or the Basic Inventory of Natural Language (BINL).

Curriculum Embedded Tests

The adopted curriculum materials in Reading and Math contain testing materials and a comprehensive management system. It is critical that these materials be used.

ACADEMIC ACHIEVEMENT/GRADING SYSTEMS

Achievement at all grade levels will be defined as an individual student's progress along a continuum of physical, affective and/or cognitive skills.

Achievement progress will be measured by teachers as indicated for the following grade levels:

ECE/K

Progress in these grades is dependent upon developmental readiness of each student. Student attainment of developmental skills identified in the curriculum will be recorded and will be shared with parents on a quarterly basis.

Grades 1-8

Students at these levels will progress according to the competencies identified for each grade. Letter grades will be issued based on the mastery of the competencies. Student participation may be included in the course competencies. Teachers will maintain student records reflective of the student's level of competency in each subject area.

Parent conferences will be held a minimum of 4 times per year to discuss the student's progress toward mastery of competencies as well as their social development.

Grades 9-12

The major criteria for grading at these levels is mastery of identified competencies. Student participation may be included in the course competencies. A grading plan will be developed by the teacher of each course for principal approval. Such plans will be shared with the students enrolled in each class and with their parents. Grades at this level will include:

- A Excellent
- B Above Average
- C Average
- D Below Average
- F Failing

Progress reports will be shared with parents on a quarterly basis. Formal report cards and grades will be issued at the end of each semester.

Subject ReadingGrade Level Kindergarten

School _____

ELEMENTARY COMPETENCIES

Assessment Materials:
 Formative - Houghton Mifflin
 Reading Management System

Adopted Materials:
Houghton Mifflin

Copyright
 Date 1986

Summative - ITBS

COMPETENCIES:	LEADING TO STANDARD	COMMENTS & NOTES
<u>Organizes</u> pictures to show a three-part sequence	IA	
<u>Recalls</u> and relates details from oral stories		
<u>Matches</u> pictures with oral descriptions		
<u>Verbally</u> suggest meanings for words in passages teacher reads	IB	
<u>Makes</u> judgments about stories	IC	
<u>Predicts</u> outcome of a sequence of actions or events	ID	
<u>Recognizes</u> likenesses and differences in descriptions of different characters	IE	
<u>Identifies</u> how story makes him/her feel		
<u>Recognizes</u> words that rhyme		
<u>Identifies</u> upper and lower case letters	II	
<u>Distinguishes</u> sounds		
<u>Learns</u> basic sight and color words		
<u>Names</u> and recognizes letters of alphabet in upper and lower case	III	
<u>Recognizes</u> own printed name (first and last in appropriate capital and lower case letters)	IV	
<u>Recites</u> own name, address, village, telephone number, birthday, mother's name and father's name		
<u>Prints</u> own first and last name in appropriate capital and small letters		
<u>Recognizes</u> likenesses and difference in shapes, sizes, colors, letters	V	
<u>Recognizes</u> likeness and differences in letter sounds in isolation or in spoken words		

Identifies initial letter sounds in words

V, contd.

Practices left-to-right sequence

Repeats or recites rhymes and identifies words
that rhyme

Shows interest in books and reading activities

VI

Browses and reads in picture books

ELEMENTARY COMPETENCIES

Subject Language Arts
 Grade Level Kindergarten
 School _____

Assessment Materials:
 Formative - Harcourt Brace
 Jovanovich Management System
 Teacher Made Tests
 Summative - ITBS

Adopted Materials: Copyright
Language for Daily Use Date 1986
Zaner-Bloser 1979
Harcourt Spelling Program 1974

COMPETENCIES:	LEADING TO STANDARD	COMMENTS & NOTES
<u>Recognizes</u> upper and lower case letters	I	
<u>Uses</u> "invented spelling" (writing sounds as they hear them) to convey ideas in writing <u>Writes</u> or copies letters, numerals, and words for a variety of learning activities	III	
<u>Identifies</u> spatial relationships of in/out, under/over, behind, top/middle/bottom/beside, through, first/last, far/near <u>Understands</u> that the spoken word can be written <u>Distinguishes</u> between singular/plural and future/past tense and identifies matching picture	IV	
<u>Follows</u> oral one- and two-step directions <u>Speaks</u> in complete sentences to express ideas clearly <u>Retells</u> events in a short story in sequence <u>Repeats</u> or recites rhymes <u>Relates</u> an experience in detail <u>Memorizes</u> simple finger plays <u>Listens</u> without interrupting <u>Focuses</u> attention on speaker <u>Responds</u> to speaker's signals <u>Listen</u> for main idea	V	
<u>Uses</u> pre-writing skills as a stimulus for group written expression (brainstorming, group discussion, setting purpose <u>Dictates</u> stories		

ELEMENTARY COMPETENCIES

Subject Mathematics

Grade Level Kindergarten

School _____

Assessment Materials:

Formative - Addison Wesley

Management System

Brigance

Summative - ITBS

Adopted Materials:

Addison-Wesley

Copyright

Date 1983

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Describes, counts, sorts and names sets and members or elements of sets
Labels set as same, more, fewer, larger, smaller
Applies concepts of comparative size (more/less larger/smaller, shorter/taller) to objects
Matches, identifies, orders numbers and numerals to 12
Sorts by two or more variables (size/color/shape)
Writes numeral 0 - 12
Completes pattern sequences
Counts to 31 from memory

IA

Matches, identifies, orders numbers and numerals to 12

IB

Labels set as same, more, fewer, larger, smaller
Applies concepts of comparative size (more/less, larger/smaller, shorter/taller) to objects

IIA

Understands concept of addition and subtraction using concrete objects

IIIC

Is familiar with the concept of 1/2

IV

Recognizes coins (quarter, nickel, dime, penny)

V

Identifies and matches clock faces which show the same time

VIA

Recognizes basic geometric figures (circle, square, triangle, rectangle, oval, diamond)

VIC

Solves story problem orally

VII

SUPPLEMENTAL RESOURCES/IDEAS

1. Geoboard, clay, flannelboard, puzzles, manipulatives for counting and matching
2. Key Math Early Steps program
3. Computer Software - Sticky Bear numbers, Shapes, Opposites; MECC Counting Critters, Early Learning Series Vol. 1 & 2, Eronies Quiz; Millikin Jar Game, Chaos; Lucky's Early Skills; Muppet Learning Keys
4. Addison Wesley Manipulative Kit
5. Workjobs and Math Their Way

ELEMENTARY COMPETENCIES

Subject Computer Technology

Assessment Materials:
Formative - Teacher-made Tests

Adopted Materials:

Copyright
Date

Grade Level Kindergarten

School _____

Summative - Teacher-made Tests

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Is familiar with the basic structure of the key- I
board and can locate the space bar, return, and
arrow keys
Uses thumb on space bar

Dictates story to be printed with a word proces- II
sor

Knows basic rules for using the computer properly V
(where to turn on, never open disk drive while
red light is on, handles the disk correctly)
Uses clean hands, no food or drink around computer
Learns appropriate basic computer terms (computer,
monitor, disk drive, keyboard, printer, disk,
program, cursor, menu)
Points to and matches the correct terms to
computer: disk, disk drive, screen/monitor,
keyboard

Knows that computers are used in variety of jobs VI
and for recreation
Uses the computer with close supervision for
instructional purposes and enjoyment
Uses peripherals as appropriate (mouse, etc.)

SUPPLEMENTAL RESOURCES/IDEAS

1. Sunburst: Muppet Learning Keys, Teddy's Playground, Teddy & Iggy, Gertrude's Puzzles, Gertrude's Secrets, Iggy's Gnees, Muppetville, Touch Window
2. MECC: Friendly computer, #31 Preschool
3. Kids on Keys, Rabbit Race, Sticky Bear Typing, Delta Drawing, Face Maker

ELEMENTARY COMPETENCIES

Subject Reading

Grade Level 1st

School _____

Assessment Materials:

Formative - Houghton Mifflin
Reading Management System

Summative - ITBS

Adopted Materials:

Houghton Mifflin

Copyright

Date 1986

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Answers questions about what is read
silently or aloud

IA

Matches words with pictures

Recalls facts

Understands sequence of events

Selects words to complete sentences

IB

Matches words with pictures

Suggests contextually appropriate meanings

for words teacher identifies in reading aloud

Draws conclusions from reading

IC

Recognizes main idea

Identifies how a story makes him/her feel

Recalls story and makes predictions

ID

Relates cause and effect

Interprets character actions and feelings

IE

Recognizes rhyme and rhythm in poetry

Reads basic sight vocabulary from Reading and

II

Dolch lists

Recognizes and creates rhyming words

Knows letters of the alphabet in sequence

III

Uses Table of Contents and Glossary

Reads classroom charts and schedules

IV

Recognizes and writes address

Uses basic phonics skills to recognize and

V

reproduce sounds of consonants, long and short
vowels, consonant combinations (blends, dia-
graphs, etc.)

Identifies common word endings

Recognizes final word sounds

V, contd.

Recognizes contractions and compound words

Selects and reads grade appropriate materials
for pleasure

VI

ELEMENTARY COMPETENCIES

Subject Language Arts

Grade Level 1st

School _____

Assessment Materials:

Formative - Harcourt Brace

Jovanovich Management System

Teacher Made Tests

Summative - ITBS

Adopted Materials:

Language for Daily Use

Zaner-Bloser

Harcourt Spelling Program

Copyright

Date 1986

1979

1974

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Capitalizes first letter of days, months
proper names, and pronoun I

I

Punctuates sentences with period or question
mark

II

Spells simple words from first grade reading
Proofreads for misspelled words from first grade
reading

III

Adds endings (s, ing, ed) to known words to make
new words

Puts ideas in writing using "invented spelling"

Writes simple sentences

IV

Arranges words in meaningful order in a sentence

Writes and recognizes subject/verb agreement

Recognizes and uses question sentences

Asks questions for clarification

V

Communicates an experience to the group orally

Recites simple rhymes and poems

Uses appropriate vocabulary and tone

Participates in group discussion

Follows one- and two-step oral directions

Speaks in complete sentences to describe, ask,
tell

Listens without interrupting

Focuses on speaker

Listens for facts, information and main idea

Responds to speaker's signals

Participates in writing a group story using pre-
writing skills as a stimulus

Practices writing in response to a variety of

tasks

Writes about one topic with beginning and
ending

Edits own writing for mechanics

ELEMENTARY COMPETENCIES

Subject Mathematics

Assessment Materials:
Formative - Addison Wesley
Management System
Teacher Made Tests
Summative - ITBS

Adopted Materials:
Addison-Wesley

Copyright
Date 1983

Grade Level 1st

School _____

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Illustrates, reads, writes, orders and compares
numbers and numerals through 99
Describes, counts, and names sets and members or
elements of sets
Counts to 100 from memory
Sorts by three variables

IA

Knows ordinal numbers, 1st - 10th

IB

Recognizes and writes the expanded version of a
two-digit numeral
Identifies ones and tens place in a two-digit
numeral

IC

Understands meaning of addition and subtraction
and symbolic forms for each
Applies terms of more than, less than; identifies
symbols for equal to, greater than, less than

IIA

Memorizes addition and subtraction facts (sums
to 10)

IIB

Understands meaning of addition and subtraction
and symbolic forms for each
Memorizes addition and subtraction facts (sums
to 10)
Counts by 2's, 5's, and 10's

IIIC

Identifies fraction parts $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$

IV

Identifies penny, nickel, dime, quarter and dollar
Counts money with combinations of pennies, nickels
and dimes
Converts coinage to penny value

V

Identifies appropriate instrument for measuring (length, weight, temperature) VIA
Reads digital clock and clock face on the hour and half hour

Identifies appropriate instrument for measuring (length, weight, temperature) VIB

Identifies and forms circle, triangle, square, rectangle, oval and diamond VIC

Identifies unnecessary information in story problem VII

Identifies operation needed to solve an addition or subtraction story problem

Solves simple one-step word problems

SUPPLEMENTAL RESOURCES' IDEAS

1. Work on sets and counting from desk top numberline
2. Use cubes, sticks, chalkboard, flannelboard, flash cards, math games, plain playing cards with face cards removed
3. Introduce notation for money
4. Use addition and subtraction quizmo
5. Use large and small student clocks
6. Use craft sticks
7. Use chalkboard games and competition
8. Use play money
9. Mathematics In Our World = extra practice workbook, teacher's notebook with extra practice sheets, Masters for extra practice
10. Computer software: MECC - Money World, Arithmetic Critters, Clock Works, Space Subtraction, Early Addition, Circus Math, Clock, Bumble Games, Alligator Mix, Alien Counter, Action Addition, Early Games for Young Children, Knowing Numbers, Gertrude's Secrets, Math Rabbit
11. Addison Wesley Materials Kit

ELEMENTARY COMPETENCIES

Subject Computer Technology

Assessment Materials:

Adopted Materials:

Copyright
Date

Grade Level 1st

Formative - Teacher-made Tests

School _____

Summative - Teacher-made Tests

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Is familiar with the letters on the keyboard I
Uses proper hand placement: thumbs on space bar,
fingers on keys

Junior Typer I, Kids on Keys, Z-Bug
Friendly Computer, Type to Learn

Is introduced to simple word processing package; II
records own stories; observes these being printed

Knows how to enter information on certain disks IV
to get the program (such as Tic-tac-toe) or to
pull up their lesson

Demonstrates using the basic rules for operating V
a computer properly
Knows how to turn computer on and off

Uses the computer with a minimum of supervision V
for instructional purposes
Knows computers come in a variety of forms

MECC Mastering Math, Early Learning

SUPPLEMENTAL RESOURCES/IDEAS

1. Print Shop, Alien Addition;, Millikin Paint With Words, Kidwriter, Winnie the Pooh
2. MECC: #31, #2, Kids on Keys, Rabbit Race, Stickybear Typing, Computergarten, Face Maker, Delta Drawing, Friendly Computer, Tic-tac-toe

ELEMENTARY COMPETENCIES

Subject Reading

Grade Level 2nd

School _____

Assessment Materials:

Formative - Houghton Mifflin
Reading Management System

Summative - ITBS

Adopted Materials:

Houghton Mifflin

Copyright

Date 1986

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Recognizes and understands factual details in reading IA

Orally answers questions about stories and discussions (describe object, recall details, give main idea, predict outcome)
Distinguishes between realism and fantasy

Develops use of content clues IB
Completes sentences by supplying appropriate word or phrase
Suggests synonyms for words in context

Draws conclusions from story read IC
Relates cause and effect
Recognizes main idea of story or paragraph
Identifies how a story makes him/her feel

Predicts outcome of a story or passage ID

Interprets character actions and feelings IE
Recognizes effect of language on mood of story or passage

Reads and recognizes base words or root words II
Recognizes words on basic sight list
Tells different meanings of words with same spelling, and synonyms

Locates words in Dictionary based on alphabetical order of first letter III
Alphabetizes a list of words by first and second letter

Uses Table of Contents and Glossary

Follows two-step written directions IV

Uses phonics skills to identify and reproduce combinations, consonants, blends, diagraphs, short and long vowel words V

Recognizes medial sounds

Uses basic phonics rules for determining vowel sounds (cvc, cvvc patterns, etc.)

Reads and recognizes common prefixes and suffixes, compound words, and contractions

Chooses and reads grade level books for silent reading pleasure VI

ELEMENTARY COMPETENCIES

Subject Language Arts

Grade Level 2nd

School _____

Assessment Materials:

Formative - Harcourt Brace
Jovanovich Management System
Teacher Made Tests
Summative - ITBS

Adopted Materials:

Language for Daily Use
Zaner-Bloser
Harcourt Spelling Program

Copyright

Date 1986

1979

1974

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Capitalizes first word of sentence

I

Uses comma to separate day of month and year

II

Begins to apply spelling rules and concepts
in daily writing

III

Spells basic Dolch sight words

Proofreads to identify errors in spelling

Expands simple sentences with descriptive
words and phrases

IV

Writes simple sentences with subject/verb
agreement

Recognizes naming (noun) and action (verb) words

Shares orally information about a book or story

V

Arranges story events into a logical sequence
orally and in writing

Participates in class discussions

Develops and relates oral creative stories

Speaks in complete sentences

Listens attentively and responds appropriately
during structured listening activities

Listens without interrupting

Listens for specific information and main idea

Follows oral three-step directions

Writes simple individual and group experience
about something familiar

Uses writing process (prewriting, writing,
editing, sharing)

Identifies appropriate language for audience and
purpose

Proofreads own writing for clarity and mechanics

ELEMENTARY COMPETENCIES

Subject Mathematics

Grade Level 2nd

School _____

Assessment Materials:
Formative - Addison Wesley
Management System
Teacher Made Tests
Summative - ITBS

Adopted Materials:
Addison-Wesley

Copyright
Date 1983

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Illustrates, reads, writes, orders and compares numbers and numerals through 999

IA

Knows ordinal numbers through 10th place

IB

Recognizes and identifies place value of ones, tens, and hundreds

IC

Recognizes and writes expanded version of three-digit numeral

Identifies odd and even numbers ending in 1,3,5, 7, 9 and 2,4,6,8,0

IE

Adds and subtracts numbers up to three digits without regrouping

IIB

Memorizes addition and subtraction facts (sums to 18)

IIIC

Adds and subtracts numbers up to three digits without regrouping

Adds one-column problems up to numbers of 100

Adds and subtracts two-digit numbers with regrouping

Counts by 2's, 3's, 4's, 5's, and 10's

Understands the concept of "twice"

Identifies, matches and writes $1/2$, $1/3$, $1/4$, $2/3$

IV

Names value of sets of coins less than \$1

V

Computes value based on coinage unit

Uses \$ and ¢ symbols

Counts money, makes change from a dollar

Reads digital clock and clock face to tell time to the quarter hour
Knows how many days in a week

VIA

Reads a ruler to whole numbers

VIB

Identifies circle, triangle, square, rectangle oval, diamond, curve, line

VIC

Identifies operation needed to solve an addition or subtraction story problem

VII

Identifies pertinent information and eliminates unnecessary information for solution

Solves single step word problems

Makes and interprets simple bar and picto-graphs from own work

SUPPLEMENTAL RESOURCES/IDEAS

1. How to Solve Math Word Problems (Weekly Reader)
2. Shoot the Moon program
3. Flash cards, fraction tiles, class schedules, large and small student clocks, blocks that snap together, chalkboard games and competition, money
4. Games: Little Professor, dice, addition and subtraction quizmo
5. Computer Software: MECC - Numbers Munchers, Mastering Math Series, Millikin Math, Clock Works, Money Works, Clock, Alligator Mix, Galaxy Math, Math Rabbit, Math Blaster, Micro Addition, Number Words, Sticky Bear Math

ELEMENTARY COMPETENCIES

Subject Computer Technology

Assessment Materials:
Formative - Teacher-made Tests

Adopted Materials:

Copyright -
Date

Grade Level 2nd

School _____

Summative - Teacher-made Tests

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Finds all the letters/numbers on the keyboard
Uses proper fingers on home row

I

Friendly Computer, Type to Learn

Learns control or function keys used to enter
word processing commands
Uses a simple word processing program for a variety
of purposes at all stages of writing
Records own writing

II

Magic Slate, Millikin Writer
Kidwriter

Uses data bases and filing systems

IV

Demonstrates proper way to load programs into
the computer from a disk
Demonstrates appropriate care and handling
of computer and peripherals
Becomes familiar with special characters on the
keyboard as appropriate (shift, open Apple, delete)
Uses appropriate basic computer terms

V

Uses computer independently for instructional
purposes
Operates input devices related to CAI programs
Becomes familiar with how computers are used
in different ways

VI

SUPPLEMENTAL RESOURCES/IDEAS

1. Kids on Keys, Microcomputer keyboarding, Jr. Typer - Rabbit Race
2. Teddy's playground, Teddy and Iggy, the Pond, Motown Parade

ELEMENTARY COMPETENCIES

Subject Reading

Grade Level 3rd

School _____

Assessment Materials:

Formative - Houghton Mifflin
Reading Management System

Summative - ITBS

Adopted Materials:

Houghton Mifflin

Copyright

Date 1986

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Identifies main idea and supporting details from story IA

Recognizes and deletes unnecessary or unrelated information from stories

Distinguishes between realism and fantasy, fact and opinion, fiction and nonfiction

Compares and contrasts characters in a story and setting IB

Uses context clues

Identifies main idea and supporting details in a story IC

Uses inference to identify cause and effect, logical conclusion, and mood or feeling of a story

Discusses and evaluates actions in situations in reading

Predicts outcome of a story or passage ID

Compares and contrasts characters in a story or setting IE

Describes the mood or feeling of a passage

Identifies or explains figures of speech

Recognizes and uses long, short and variant vowels II

Recognizes compound words, syllables, contractions, root words, affixes

Identifies synonyms, homonyms and antonyms

Finds information using indexes, Table of Contents, Glossary III

Locates items in dictionary on basis of first

and second letter; finds correct spelling and word meaning III, contd.

Finds information on calendar, in books, atlas and encyclopedia

Reads labels of all sorts, directions for games, assignments, and recipes IV

Identifies and reads common word endings (s, ed, es, ing, etc.), syllables, contractions and compound words V

Locates and reads library books silently and independently for pleasure VI

ELEMENTARY COMPETENCIES

Subject Language Arts

Grade Level 3rd

School _____

Assessment Materials:

Formative - Harcourt Brace
Jovanovich Management System
Teacher Made Tests
Summative - ITBS

Adopted Materials:

Language for Daily Use
Zaner-Bloser
Harcourt Spelling Program

Copyright

Date 1986
1979
1974

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Capitalizes first letter of names of things, cities, states
Proofreads own and classmates' work to practice revision skills in capitalization

I

Uses a period after abbreviations and initials
Uses comma to separate days of month and year and after greetings and closings in letters
Uses apostrophe for possessive words
Punctuates sentences with exclamation mark, period, question mark
Uses colon to separate numerals representing time
Proofreads own and classmates' work to practice revision skills in punctuation

II

Spells most basic sight words (Dolch and HM reading)
Proofreads own and classmates' work to practice revision skills in spelling

III

Recognizes and writes complete sentences
Uses varied sentence structure to compare fiction and nonfiction stories, poems and letters
Writes sentences demonstrating subject/verb agreement (past, present, singular, plural)
Proofreads own work to recognize mistakes in sentence structure
Identifies in a sentence articles, nouns, pronouns, action and describing words

IV

Makes oral book report
Participates in class discussions
Develops and relates oral creative stories
Speaks in complete sentences

V

Listens attentively and responds appropriately during structured listening activities V, contd.
Listens without interrupting
Listens for specific information and main idea
Follows oral directions

Writes cursively

Groups related sentences in sequence to form paragraph

Writes simple letters and addresses on envelopes

Uses writing process (prewriting, writing, editing, sharing)

Identifies appropriate language for audience and purpose

Writes on one topic with beginning, middle and end

Proofreads own writing for clarity and mechanics

ELEMENTARY COMPETENCIES

Subject Mathematics

Grade Level 3rd

School _____

Assessment Materials:

Formative - Addison Wesley

Management System

Teacher Made Tests

Summative - ITBS

Adopted Materials:

Addison-Wesley

Copyright

Date 1983

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Illustrates, reads, writes, orders and compares numbers and numerals through 9999 IA
Identifies the next digit in a sequence

Knows ordinal numbers through 20th position IB

Recognizes and writes the expanded version of a four-digit numeral IC

Names one's, ten's, hundred's and thousand's place of a four-digit numeral

Understands commutative and associative properties of addition ID

Identifies odd and even numbers IE

Reads, writes, and uses operational symbols of =, +, -, X, , and . IIA

Illustrates, reads, writes, orders and compares numbers and numerals through 9999 IIIA

Estimates and rounds two-digit numbers to the nearest 10 and three digit numbers to the nearest 100 IIIB

Adds and subtracts two- and three-digit numbers with and without regrouping IIIC

Adds with two or three addends

Understands concept of multiplication and division

Memorizes multiplication facts through 9's

Multiplies a two-or three-digit number by a one-digit number

Names and demonstrates fractional parts of objects IV
and sets ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{3}$, $\frac{3}{4}$)

Solves problems requiring making change and less V
than \$10

Uses \$, and decimal point to show amount of
money

Recognizes and tells degrees of temperature (F) VIA
above and below zero

Reads numeral notation and matches time on digital
clock or clock face

Reads digital clock and clock face to tell time to
exact minute

Measures lengths of centimeter, inch, and feet to VIB
the nearest whole unit

Identifies and names cubes, spheres, cylinders, VIC
cones, and inside and outside of a closed figure
and curves

Names and forms similar and congruent figures

Identifies the question and chooses the operation VII
needed to solve a problem

Selects the needed information to solve a problem

Interprets bar and picto-graphs and pie charts

SUPPLEMENTAL RESOURCES/IDEAS

1. Straight Forward Math Series, multiplication
2. Individualized computation skills program, HM
3. Math Mysteries/Schaffer (division 3-6)
4. Weekly Reader Series
5. Flash cards and a variety of manipulatives and games (Monopoly, Allowance Game, class schedules;)
6. Computer Software: MECC - Mastering Math, Clock Works, Money Works, Number Munchers, Millikin Math, Dragon Mix, Galaxy Math, Expanded Notation, Math Blaster

ELEMENTARY COMPETENCIES

Subject Computer Technology

Grade Level 3rd

School _____

Assessment Materials:

Formative - Teacher-made Tests

Adopted Materials:

Copyright
Date

Summative - Teacher-made Tests

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Is familiar with basic keyboarding skills and correct placement of fingers

I

PAWS, Type to Learn, MECC Keyboarding Primer

Returns with little finger, spaces with thumb, hands on home row

Learns control/function keys as needed

Writes and edits with independence (enter, revise, store)

II

Magic Slate, Millikin Writer, etc.

Retrieves and prints information stored on data disk

IV

Word Processor, Paint with Words, Kidwriter, Story Tree

Uses data bases, filing systems, graphics

Uses appropriate computer terms (program, menu, computer, monitor, repeat, switch, etc.)

V

Puts a program disk and data disk into proper drives and boots up system without supervision

Runs programs from a menu

Works independently on computer-assisted learning VI programs in specific subject areas

States and Traits, Coast to Coast, Millikin Math, Gertrude's Puzzles

Observes, discusses uses of computers in homes and businesses

Identifies careers and vocations using computers

Discusses advantages and disadvantages of using computers

Discusses ethical questions related to computers

Identifies software for specific purposes

SUPPLEMENTAL RESOURCES/IDEAS

1. Millikin Pre-Writing Activities
2. Sunburst Problem Solving Programs

North Slope Borough School District
Pouch 169
Barrow AK 99723

ELEMENTARY COMPETENCIES

Subject Reading

Assessment Materials:
Formative - Houghton Mifflin
Reading Management System

Adopted Materials:
Houghton Mifflin

Copyright
Date 1986

Grade Level Kindergarten

School _____

Summative - ITBS

COMPETENCIES:	LEADING TO STANDARD	COMMENTS & NOTES
<u>Organizes</u> pictures to show a three-part sequence	IA	
<u>Recalls</u> and relates details from oral stories		
<u>Matches</u> pictures with oral descriptions		
<u>Verbally</u> suggest meanings for words in passages teacher reads	IB	
<u>Makes</u> judgments about stories	IC	
<u>Predicts</u> outcome of a sequence of actions or events	ID	
<u>Recognizes</u> likenesses and differences in descriptions of different characters	IE	
<u>Identifies</u> how story makes him/her feel		
<u>Recognizes</u> words that rhyme		
<u>Identifies</u> upper and lower case letters	II	
<u>Distinguishes</u> sounds		
<u>Learns</u> basic sight and color words		
<u>Names</u> and recognizes letters of alphabet in upper and lower case	III	
<u>Recognizes</u> own printed name (first and last in appropriate capital and lower case letters)	IV	
<u>Recites</u> own name, address, village, telephone number, birthday, mother's name and father's name		
<u>Prints</u> own first and last name in appropriate capital and small letters		
<u>Recognizes</u> likenesses and difference in shapes, sizes, colors, letters	V	
<u>Recognizes</u> likeness and differences in letter sounds in isolation or in spoken words		

Identifies initial letter sounds in words

V, contd.

Practices left-to-right sequence

Repeats or recites rhymes and identifies words
that rhyme

Shows interest in books and reading activities

VI

Browses and reads in picture books

ELEMENTARY COMPETENCIES

Subject Language Arts

Grade Level Kindergarten

School _____

Assessment Materials:

Formative - Harcourt Brace

Jovanovich Management System

Teacher Made Tests

Summative - ITBS

Adopted Materials:

Language for Daily Use

Zaner-Bloser

Harcourt Spelling Program

Copyright

Date 1986

1979

1974

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Recognizes upper and lower case letters

I

Uses "invented spelling" (writing sounds as they hear them) to convey ideas in writing

III

Writes or copies letters, numerals, and words for a variety of learning activities

Identifies spatial relationships of in/out, under/over, behind, top/middle/bottom/beside, through, first/last, far/near

IV

Understands that the spoken word can be written

Distinguishes between singular/plural and

future/past tense and identifies matching picture

Follows oral one- and two-step directions

V

Speaks in complete sentences to express ideas clearly

Retells events in a short story in sequence

Repeats or recites rhymes

Relates an experience in detail

Memorizes simple finger plays

Listens without interrupting

Focuses attention on speaker

Responds to speaker's signals

Listen for main idea

Uses pre-writing skills as a stimulus for group written expression (brainstorming, group

discussion, setting purpose

Dictates stories

ELEMENTARY COMPETENCIES

Subject Mathematics

Grade Level Kindergarten

School _____

Assessment Materials:
Formative - Addison Wesley
Management System
Brigance
Summative - ITBS

Adopted Materials:
Addison-Wesley

Copyright
Date 1983

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

- | | |
|--|------|
| <u>Describes</u> , counts, sorts and names sets and members or elements of sets
<u>Labels</u> set as same, more, fewer, larger, smaller
<u>Applies</u> concepts of comparative size (more/less larger/smaller, shorter/taller) to objects
<u>Matches</u> , identifies, orders numbers and numerals to 12
<u>Sorts</u> by two or more variables (size/color/shape)
<u>Writes</u> numeral 0 - 12
<u>Completes</u> pattern sequences
<u>Counts</u> to 31 from memory | IA |
| <u>Matches</u> , identifies, orders numbers and numerals to 12 | IB |
| <u>Labels</u> set as same, more, fewer, larger, smaller
<u>Applies</u> concepts of comparative size (more/less, larger/smaller, shorter/taller) to objects | IIA |
| <u>Understands</u> concept of addition and subtraction using concrete objects | IIIC |
| <u>Is familiar</u> with the concept of 1/2 | IV |
| <u>Recognizes</u> coins (quarter, nickel, dime, penny) | V |
| <u>Identifies</u> and matches clock faces which show the same time | VIA |
| <u>Recognizes</u> basic geometric figures (circle, square, triangle, rectangle, oval, diamond) | VIC |
| <u>Solves</u> story problem orally | VII |

SUPPLEMENTAL RESOURCES/IDEAS

1. Geoboard, clay, flannelboard, puzzles, manipulatives for counting and matching
2. Key Math Early Steps program
3. Computer Software - Sticky Bear numbers, Shapes, Opposites; MECC Counting Critters, Early Learning Series Vol. 1 & 2, Eronies Quiz; Millikin Jar Game, Chaos; Lucky's Early Skills; Muppet Learning Keys
4. Addison Wesley Manipulative Kit
5. Workjobs and Math Their Way

ELEMENTARY COMPETENCIES

Subject Computer Technology

Assessment Materials:

Formative - Teacher-made Tests

Adopted Materials:

Copyright
Date

Grade Level Kindergarten

School _____

Summative - Teacher-made Tests

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Is familiar with the basic structure of the key- I
board and can locate the space bar, return, and
arrow keys

Uses thumb on space bar

Dictates story to be printed with a word proces- II
sor

Knows basic rules for using the computer properly V
(where to turn on, never open disk drive while
red light is on, handles the disk correctly)

Uses clean hands, no food or drink around computer

Learns appropriate basic computer terms (computer,
monitor, disk drive, keyboard, printer, disk,
program, cursor, menu)

Points to and matches the correct terms to
computer: disk, disk drive, screen/monitor,
keyboard

Knows that computers are used in variety of jobs VI
and for recreation

Uses the computer with close supervision for
instructional purposes and enjoyment

Uses peripherals as appropriate (mouse, etc.)

SUPPLEMENTAL RESOURCES/IDEAS

1. Sunburst: Muppet Learning Keys, Teddy's Playground, Teddy & Iggy, Gertrude's Puzzles, Gertrude's Secrets, Iggy's Gnees, Muppetville, Touch Window
2. MECC: Friendly computer, #31 Preschool
3. Kids on Keys, Rabbit Race, Sticky Bear Typing, Delta Drawing, Face Maker

North Slope Borough School District
Pouch 169
Barrow AK 99723

Subject Reading

Grade Level 1st

School _____

ELEMENTARY COMPETENCIES

Assessment Materials:
Formative - Houghton Mifflin
Reading Management System

Adopted Materials:
Houghton Mifflin

Copyright
Date 1986

Summative - ITBS

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Answers questions about what is read
silently or aloud
Matches words with pictures
Recalls facts
Understands sequence of events

IA

Selects words to complete sentences
Matches words with pictures
Suggests contextually appropriate meanings
for words teacher identifies in reading aloud

IB

Draws conclusions from reading
Recognizes main idea
Identifies how a story makes him/her feel

IC

Recalls story and makes predictions
Relates cause and effect

ID

Interprets character actions and feelings
Recognizes rhyme and rhythm in poetry

IE

Reads basic sight vocabulary from Reading and
Dolch lists
Recognizes and creates rhyming words

II

Knows letters of the alphabet in sequence
Uses Table of Contents and Glossary

III

Reads classroom charts and schedules
Recognizes and writes address

IV

Uses basic phonics skills to recognize and
reproduce sounds of consonants, long and short
vowels, consonant combinations (blends, dia-
graphs, etc.)
Identifies common word endings

V

Recognizes final word sounds

V, contd.

Recognizes contractions and compound words

Selects and reads grade appropriate materials
for pleasure

VI

ELEMENTARY COMPETENCIES

Subject Language Arts
 Grade Level 1st
 School _____

Assessment Materials:
 Formative - Harcourt Brace
 Jovanovich Management System
 Teacher Made Tests
 Summative - ITBS

Adopted Materials: Copyright
Language for Daily Use Date 1986
Zaner-Bloser 1979
Harcourt Spelling Program 1974

COMPETENCIES:	LEADING TO STANDARD	COMMENTS & NOTES
<u>Capitalizes</u> first letter of days, months proper names, and pronoun I	I	
<u>Punctuates</u> sentences with period or question mark	II	
<u>Spells</u> simple words from first grade reading <u>Proofreads</u> for misspelled words from first grade reading <u>Adds</u> endings (s, ing, ed) to known words to make new words <u>Puts</u> ideas in writing using "invented spelling"	III	
<u>Writes</u> simple sentences <u>Arranges</u> words in meaningful order in a sentence <u>Writes</u> and recognizes subject/verb agreement <u>Recognizes</u> and uses question sentences	IV	
<u>Asks</u> questions for clarification <u>Communicates</u> an experience to the group orally <u>Recites</u> simple rhymes and poems <u>Uses</u> appropriate vocabulary and tone <u>Participates</u> in group discussion <u>Follows</u> one- and two-step oral directions <u>Speaks</u> in complete sentences to describe, ask, tell <u>Listens</u> without interrupting <u>Focuses</u> on speaker <u>Listens</u> for facts, information and main idea <u>Responds</u> to speaker's signals	V	
<u>Participates</u> in writing a group story using pre-writing skills as a stimulus <u>Practices</u> writing in response to a variety of		

tasks

Writes about one topic with beginning and ending

Edits own writing for mechanics

ELEMENTARY COMPETENCIES

Subject Mathematics

Grade Level 1st

School _____

Assessment Materials:
Formative - Addison Wesley
Management System
Teacher Made Tests
Summative - ITBS

Adopted Materials:
Addison-Wesley

Copyright
Date 1983

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Illustrates, reads, writes, orders and compares numbers and numerals through 99
Describes, counts, and names sets and members or elements of sets
Counts to 100 from memory
Sorts by three variables

IA

Knows ordinal numbers, 1st - 10th

IB

Recognizes and writes the expanded version of a two-digit numeral
Identifies ones and tens place in a two-digit numeral

IC

Understands meaning of addition and subtraction and symbolic forms for each
Applies terms of more than, less than; identifies symbols for equal to, greater than, less than

IIA

Memorizes addition and subtraction facts (sums to 10)

IIB

Understands meaning of addition and subtraction and symbolic forms for each
Memorizes addition and subtraction facts (sums to 10)
Counts by 2's, 5's, and 10's

IIIC

Identifies fraction parts $1/2$, $1/3$, $1/4$

IV

Identifies penny, nickel, dime, quarter and dollar
Counts money with combinations of pennies, nickels and dimes
Converts coinage to penny value

V

Identifies appropriate instrument for measuring (length, weight, temperature) VIA
Reads digital clock and clock face on the hour and half hour

Identifies appropriate instrument for measuring (length, weight, temperature) VIB

Identifies and forms circle, triangle, square, rectangle, oval and diamond VIC

Identifies unnecessary information in story problem VII

Identifies operation needed to solve an addition or subtraction story problem

Solves simple one-step word problems

SUPPLEMENTAL RESOURCES/IDEAS

1. Work on sets and counting from desk top numberline
2. Use cubes, sticks, chalkboard, flannelboard, flash cards, math games, plain playing cards with face cards removed
3. Introduce notation for money
4. Use addition and subtraction quizmo
5. Use large and small student clocks
6. Use craft sticks
7. Use chalkboard games and competition
8. Use play money
9. Mathematics In Our World = extra practice workbook, teacher's notebook with extra practice sheets, Masters for extra practice
10. Computer software: MECC - Money World, Arithmetic Critters, Clock Works, Space Subtraction, Early Addition, Circus Math, Clock, Bumble Games, Alligator Mix, Alien Counter, Action Addition, Early Games for Young Children, Knowing Numbers, Gertrude's Secrets, Math Rabbit
11. Addison Wesley Materials Kit

ELEMENTARY COMPETENCIES

Subject Computer Technology

Assessment Materials:

Adopted Materials:

Copyright
Date

Grade Level 1st

Formative - Teacher-made Tests

School _____

Summative - Teacher-made Tests

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Is familiar with the letters on the keyboard I
Uses proper hand placement: thumbs on space bar,
fingers on keys

Junior Typer I, Kids on Keys, Z-Bug
Friendly Computer, Type to Learn

Is introduced to simple word processing package; II
records own stories; observes these being printed

Knows how to enter information on certain disks IV
to get the program (such as Tic-tac-toe) or to
pull up their lesson

Demonstrates using the basic rules for operating V
a computer properly
Knows how to turn computer on and off

Uses the computer with a minimum of supervision V
for instructional purposes
Knows computers come in a variety of forms

MECC Mastering Math, Early Learning

SUPPLEMENTAL RESOURCES/IDEAS

1. Print Shop, Alien Addition;, Millikin Paint With Words, Kidwriter, Winnie the Pooh
2. MECC: #31, #2, Kids on Keys, Rabbit Race, Stickybear Typing, Computergarten, Face Maker, Delta Drawing, Friendly Computer, Tic-tac-toe

North Slope Borough School District
Pouch 169
Barrow AK 99723

Subject Reading

Grade Level 2nd

School _____

ELEMENTARY COMPETENCIES

Assessment Materials:
 Formative - Houghton Mifflin
 Reading Management System

Adopted Materials:
Houghton Mifflin

Copyright
 Date 1986

Summative - ITBS

COMPETENCIES:	LEADING TO STANDARD	COMMENTS & NOTES
<u>Recognizes</u> and understands factual details in reading	IA	
<u>Orally</u> answers questions about stories and discussions (describe object, recall details, give main idea, predict outcome)		
<u>Distinguishes</u> between realism and fantasy		
<u>Develops</u> use of content clues	IB	
<u>Completes</u> sentences by supplying appropriate word or phrase		
<u>Suggests</u> synonyms for words in context		
<u>Draws</u> conclusions from story read	IC	
<u>Relates</u> cause and effect		
<u>Recognizes</u> main idea of story or paragraph		
<u>Identifies</u> how a story makes him/her feel		
<u>Predicts</u> outcome of a story or passage	ID	
<u>Interprets</u> character actions and feelings	IE	
<u>Recognizes</u> effect of language on mood of story or passage		
<u>Reads</u> and recognizes base words or root words	II	
<u>Recognizes</u> words on basic sight list		
<u>Tells</u> different meanings of words with same spelling, and synonyms		
<u>Locates</u> words in Dictionary based on alphabetical order of first letter	III	
<u>Alphabetizes</u> a list of words by first and second letter		
<u>Uses</u> Table of Contents and Glossary		
<u>Follows</u> two-step written directions	IV	

Uses phonics skills to identify and reproduce combinations, consonants, blends, diagraphs, short and long vowel words V

Recognizes medial sounds

Uses basic phonics rules for determining vowel sounds (cvc, cvvc patterns, etc.)

Reads and recognizes common prefixes and suffixes, compound words, and contractions

Chooses and reads grade level books for silent reading pleasure VI

ELEMENTARY COMPETENCIES

Subject Language Arts

Grade Level 2nd

School _____

Assessment Materials:

Formative - Harcourt Brace
Jovanovich Management System
Teacher Made Tests
Summative - ITBS

Adopted Materials:

Language for Daily Use
Zaner-Bloser
Harcourt Spelling Program

Copyright

Date 1986
1979
1974

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Capitalizes first word of sentence

I

Uses comma to separate day of month and year

II

Begins to apply spelling rules and concepts
in daily writing

III

Spells basic Dolch sight words

Proofreads to identify errors in spelling

Expands simple sentences with descriptive
words and phrases

IV

Writes simple sentences with subject/verb
agreement

Recognizes naming (noun) and action (verb) words

Shares orally information about a book or story V

Arranges story events into a logical sequence
orally and in writing

Participates in class discussions

Develops and relates oral creative stories

Speaks in complete sentences

Listens attentively and responds appropriately
during structured listening activities

Listens without interrupting

Listens for specific information and main idea

Follows oral three-step directions

Writes simple individual and group experience
about something familiar

Uses writing process (prewriting, writing,
editing, sharing)

Identifies appropriate language for audience and
purpose

Proofreads own writing for clarity and mechanics

ELEMENTARY COMPETENCIES

Subject Mathematics

Assessment Materials:
Formative - Addison Wesley
Management System
Teacher Made Tests
Summative - ITBS

Adopted Materials:
Addison-Wesley

Copyright
Date 1983

Grade Level 2nd

School _____

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Illustrates, reads, writes, orders and compares numbers and numerals through 999 IA

Knows ordinal numbers through 10th place IB

Recognizes and identifies place value of ones, tens, and hundreds IC
Recognizes and writes expanded version of three-digit numeral

Identifies odd and even numbers ending in 1,3,5, 7, 9 and 2,4,6,8,0 IE

Adds and subtracts numbers up to three digits without regrouping IIB

Memorizes addition and subtraction facts (sums to 18) IIIC

Adds and subtracts numbers up to three digits without regrouping

Adds one-column problems up to numbers of 100

Adds and subtracts two-digit numbers with regrouping

Counts by 2's, 3's, 4's, 5's, and 10's

Understands the concept of "twice"

Identifies, matches and writes $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{3}$ IV

Names value of sets of coins less than \$1 V

Computes value based on coinage unit

Uses \$ and ¢ symbols

Counts money, makes change from a dollar

Reads digital clock and clock face to tell time to the quarter hour VIA
Knows how many days in a week

Reads a ruler to whole numbers VIB

Identifies circle, triangle, square, rectangle VIC
oval, diamond, curve, line

Identifies operation needed to solve an addition or subtraction story problem VII

Identifies pertinent information and eliminates unnecessary information for solution

Solves single step word problems

Makes and interprets simple bar and picto-graphs from own work

SUPPLEMENTAL RESOURCES/IDEAS

1. How to Solve Math Word Problems (Weekly Reader)
2. Shoot the Moon program
3. Flash cards, fraction tiles, class schedules, large and small student clocks, blocks that snap together, chalkboard games and competition, money
4. Games: Little Professor, dice, addition and subtraction quizmo
5. Computer Software: MECC - Numbers Munchers, Mastering Math Series, Millikin Math, Clock Works, Money Works, Clock, Alligator Mix, Galaxy Math, Math Rabbit, Math Blaster, Micro Addition, Number Words, Sticky Bear Math

ELEMENTARY COMPETENCIES

Subject Computer Technology

Assessment Materials:

Adopted Materials:

Copyright
Date

Formative - Teacher-made Tests

Grade Level 2nd

School _____

Summative - Teacher-made Tests

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Finds all the letters/numbers on the keyboard
Uses proper fingers on home row

I

Friendly Computer, Type to Learn

Learns control or function keys used to enter
word processing commands
Uses a simple word processing program for a variety
of purposes at all stages of writing
Records own writing

II

Magic Slate, Millikin Writer
Kidwriter

Uses data bases and filing systems

IV

Demonstrates proper way to load programs into
the computer from a disk
Demonstrates appropriate care and handling
of computer and peripherals
Becomes familiar with special characters on the
keyboard as appropriate (shift, open Apple, delete)
Uses appropriate basic computer terms

V

Uses computer independently for instructional
purposes
Operates input devices related to CAI programs
Becomes familiar with how computers are used
in different ways

VI

SUPPLEMENTAL RESOURCES/IDEAS

1. Kids on Keys, Microcomputer keyboarding, Jr. Typer - Rabbit Race
2. Teddy's playground, Teddy and Iggy, the Pond, Motown Parade

North Slope Borough School District
Pouch 169
Barrow AK 99723

ELEMENTARY COMPETENCIES

Subject Reading

Grade Level 3rd

School _____

Assessment Materials:

Formative - Houghton Mifflin
Reading Management System

Adopted Materials:

Houghton Mifflin

Copyright

Date 1986

Summative - ITBS

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Identifies main idea and supporting details
from story IA

Recognizes and deletes unnecessary or unrelated
information from stories

Distinguishes between realism and fantasy,
fact and opinion, fiction and nonfiction

Compares and contrasts characters in a story IB
and setting
Uses context clues

Identifies main idea and supporting details in IC
a story
Uses inference to identify cause and effect,
logical conclusion, and mood or feeling of a
story
Discusses and evaluates actions in situations
in reading

Predicts outcome of a story or passage ID

Compares and contrasts characters in a story IE
or setting
Describes the mood or feeling of a passage
Identifies or explains figures of speech

Recognizes and uses long, short and variant II
vowels

Recognizes compound words, syllables,
contractions, root words, affixes
Identifies synonyms, homonyms and antonyms

Finds information using indexes, Table of III
Contents, Glossary
Locates items in dictionary on basis of first

and second letter; finds correct spelling and word meaning III, contd.

Finds information on calendar, in books, atlas and encyclopedia

Reads labels of all sorts, directions for games, IV assignments, and recipes

Identifies and reads common word endings (s, ed, V es, ing, etc.), syllables, contractions and compound words

Locates and reads library books silently and VI independently for pleasure

ELEMENTARY COMPETENCIES

Subject Language Arts
 Grade Level 3rd
 School _____

Assessment Materials:
 Formative - Harcourt Brace
 Jovanovich Management System
 Teacher Made Tests
 Summative - ITBS

Adopted Materials: Copyright
Language for Daily Use Date 1986
Zaner-Bloser 1979
Harcourt Spelling Program 1974

COMPETENCIES:	LEADING TO STANDARD	COMMENTS & NOTES
<u>Capitalizes</u> first letter of names of things, cities, states <u>Proofreads</u> own and classmates' work to practice revision skills in capitalization	I	
<u>Uses</u> a period after abbreviations and initials <u>Uses</u> comma to separate days of month and year and after greetings and closings in letters <u>Uses</u> apostrophe for possessive words <u>Punctuates</u> sentences with exclamation mark, period, question mark <u>Uses</u> colon to separate numerals representing time <u>Proofreads</u> own and classmates' work to practice revision skills in punctuation	II	
<u>Spells</u> most basic sight words (Dolch and HM reading) <u>Proofreads</u> own and classmates' work to practice revision skills in spelling	III	
<u>Recognizes</u> and writes complete sentences <u>Uses</u> varied sentence structure to compare fiction and nonfiction stories, poems and letters <u>Writes</u> sentences demonstrating subject/verb agreement (past, present, singular, plural) <u>Proofreads</u> own work to recognize mistakes in sentence structure <u>Identifies</u> in a sentence articles, nouns, pronouns, action and describing words	IV	
<u>Makes</u> oral book report <u>Participates</u> in class discussions <u>Develops</u> and relates oral creative stories <u>Speaks</u> in complete sentences	V	

Listens attentively and responds appropriately V, contd.
during structured listening activities
Listens without interrupting
Listens for specific information and main idea
Follows oral directions

Writes cursively

Groups related sentences in sequence to form
paragraph

Writes simple letters and addresses on
envelopes

Uses writing process (prewriting, writing,
editing, sharing)

Identifies appropriate language for audience and
purpose

Writes on one topic with beginning, middle and
end

Proofreads own writing for clarity and mechanics

ELEMENTARY COMPETENCIES

Subject Mathematics

Grade Level 3rd

School _____

Assessment Materials:
Formative - Addison Wesley
Management System
Teacher Made Tests
Summative - ITBS

Adopted Materials:
Addison-Wesley

Copyright
Date 1983

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Illustrates, reads, writes, orders and compares numbers and numerals through 9999
identifies the next digit in a sequence IA

Knows ordinal numbers through 20th position IB

Recognizes and writes the expanded version of a four-digit numeral IC
Names one's, ten's, hundred's and thousand's place of a four-digit numeral

Understands commutative and associative properties of addition ID

Identifies odd and even numbers IE

Reads, writes, and uses operational symbols of =, +, -, X, , and . IIA

Illustrates, reads, writes, orders and compares numbers and numerals through 9999 IIIA

Estimates and rounds two-digit numbers to the nearest 10 and three digit numbers to the nearest 100 IIIB

Adds and subtracts two- and three-digit numbers with and without regrouping IIIC

Adds with two or three addends

Understands concept of multiplication and division

Memorizes multiplication facts through 9's

Multiplies a two-or three-digit number by a one-digit number

Names and demonstrates fractional parts of objects and sets ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{3}$, $\frac{3}{4}$) IV

Solves problems requiring making change and less than \$10 V
Uses \$, and decimal point to show amount of money

Recognizes and tells degrees of temperature (F) above and below zero VIA
Reads numeral notation and matches time on digital clock or clock face
Reads digital clock and clock face to tell time to exact minute

Measures lengths of centimeter, inch, and feet to the nearest whole unit VIB

Identifies and names cubes, spheres, cylinders, cones, and inside and outside of a closed figure and curves VIC
Names and forms similar and congruent figures

Identifies the question and chooses the operation needed to solve a problem VII
Selects the needed information to solve a problem
Interprets bar and picto-graphs and pie charts

SUPPLEMENTAL RESOURCES/IDEAS

1. Straight Forward Math Series, multiplication
2. Individualized computation skills program, HM
3. Math Mysteries/Schaffer (division 3-6)
4. Weekly Reader Series
5. Flash cards and a variety of manipulatives and games (Monopoly, Allowance Game, class schedules;)
6. Computer Software: MECC - Mastering Math, Clock Works, Money Works, Number Munchers, Millikin Math, Dragon Mix, Galaxy Math, Expanded Notation, Math Blaster

ELEMENTARY COMPETENCIES

Subject Computer Technology

Assessment Materials:

Adopted Materials:

Copyright

Formative - Teacher-made Tests

Date

Grade Level 3rd

School _____

Summative - Teacher-made Tests

COMPETENCIES:

LEADING TO STANDARD

COMMENTS & NOTES

Is familiar with basic keyboarding skills and correct placement of fingers

I

PAWS, Type to Learn, MECC Keyboarding Primer

Returns with little finger, spaces with thumb, hands on home row

Learns control/function keys as needed

Writes and edits with independence (enter, revise, store)

II

Magic Slate, Millikin Writer, etc.

Retrieves and prints information stored on data disk

IV

Word Processor, Paint with Words, Kidwriter, Story Tree

Uses data bases, filing systems, graphics

Uses appropriate computer terms (program, menu, computer, monitor, repeat, switch, etc.)

V

Puts a program disk and data disk into proper drives and boots up system without supervision

Runs programs from a menu

Works independently on computer-assisted learning programs in specific subject areas

States and Traits, Coast to Coast, Millikin Math, Gertrude's Puzzles

Observes, discusses uses of computers in homes and businesses

Identifies careers and vocations using computers

Discusses advantages and disadvantages of using computers

Discusses ethical questions related to computers

Identifies software for specific purposes

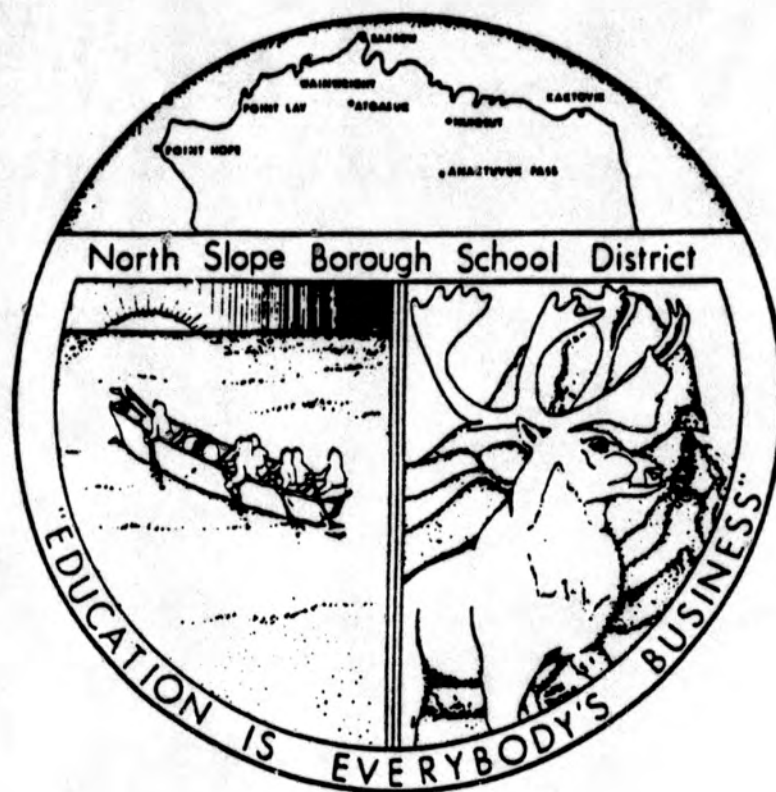
SUPPLEMENTAL RESOURCES/IDEAS

1. Millikin Pre-Writing Activities
2. Sunburst Problem Solving Programs

North Slope Borough School District

STANDARDS

Competency-Based Education Program



Revised: March 23, 1988

Adopted: March, 1988

Philosophy Premises

1. All students can learn and succeed.
2. Success breeds success.
3. Schools control the conditions of success.

Basic Principles

1. Clarity of Focus

The instructional organization, components and practices of the schools will be designed around the clearly defined standards which all students must master.

2. Expanded Opportunity

The schools must provide all students with the time and instruction they need to achieve mastery of the standards.

Program Components

These are the same components as in any other kind of instructional system.

What differs is that all four components are focused on, defined by and organized around the mastery of standards (outcomes) that all students are expected to accomplish.

1. Curriculum Content and Structure

This is determined by the standards students are working toward and structured to facilitate student progress toward those standards.

At each grade level this is organized into competencies which make clear to students and staff what is necessary to know before beginning each competency and how each one fits with the others. These are taught through modules, units and lessons.

There is an alignment to make sure that the curriculum actually contains the experiences that will directly facilitate defined mastery and to assure that the structuring and sequencing of those experiences directly supports continuity and consistency of student learning experiences.

Texts and support resources are correlated and aligned with the competencies at each grade level and these in turn align with the standards.

2. Instructional Delivery

KIITA (Knowing Instruction in Theory and Application), which includes the four essential elements of instruction, provides the framework for classroom instruction.

This requires a commitment to staff development as part of a comprehensive approach to instructional improvement.

3. Assessment

A well designed criterion-referenced assessment system and item pool for all courses will assist staff in measuring student performance by:

- including the system for record keeping and reporting to parents
- insuring that grading and ongoing classroom assessment will be part of a total framework which is clearly aligned with grade level competencies and mastery standards

Grading criteria must be clarified in translating student performance on competencies into grades.

Corrective feedback and reteaching by the teacher to the student is vital to the success of the program.

4. Student Placement and Advancement

This includes the ways of placing, grouping and advancing students through the program which parallels the patterning of instructional delivery.
(Flow charts illustrate this process.)

Primary Reading Standards

Learning to read well is central to all learning.

Goal: The student will become an independent reader and will be able to demonstrate word attack, comprehension, vocabulary, structural analysis, study and survival skills as well as being able to read for pleasure (at the instructional level).

I. Comprehension

The student will demonstrate reading comprehension mastery of third grade level passages and stories in the following areas:

A. Facts

The student will be able to use comprehension and vocabulary skills to identify specific information needed to answer direct questions about a passage (or story).

B. Relationships/Context

The student will be able to interpret the meaning of a word from the way it is used in a sentence and be able to use context and pictures to determine meaning.

C. Inferences

The student will be able to apply meaning not explicitly stated through making inferences, seeing relationships, drawing conclusions and identifying the mood or feeling of a story.

D. Generalizations

The student will be able to generate ideas about what will happen next and be able to make predictions.

E. Language/Mood/Style

The student will be able to identify the mood or feeling of a story and recognize different aspects of a story character, feelings and motivations.

II. Vocabulary

The student will be able to recognize and select synonyms (from a choice of four words) for third grade level, content area words which are given in context within a short phrase or sentence.

III. Study Skills

The student will be able to:

- alphabetize by first and second letter
- use a table of contents to identify the page and chapter where information is found
- use an index to locate information
- use a primary level dictionary to find correct spelling and word meanings
- use common classification to locate information in an encyclopedia
- choose the appropriate reference material (calendar, atlas, book, dictionary, magazine, encyclopedia) where specific information may be found

IV. Survival Reading Skills

The student will be able to read:

- personal information (mailing address, place of birth ...)

V. Structural Analysis Skills

The student will be able to identify common word endings (s, es, ed, ing), syllables and contractions.

VI. Pleasure Reading Skills

The student will select and be able to read silently materials at the appropriate independent reading level from a variety of books, literature and publications.

Evaluation:

A criterion-referenced test will be designed to check for mastery in the above skills. The student will read appropriate grade level passages on the test to locate information and to answer questions.

Pleasure reading skills will be evaluated through the teacher, library records and observations which indicate that the student is choosing and reading a variety of literature selections.

In the area of study skills, the student may be asked to actually use the appropriate reference material to locate information.

Primary Language Arts Standards

Learning to write well and to communicate with others is central to all learning.

Goal: The student will show writing fluency and revision skills at the third grade instructional level. This will be evidenced in the following areas:

I. Capitalization

Students will be able to demonstrate and recognize the correct use of capitalization of the following:

- proper nouns (persons & animals)
- the pronoun I
- days of the week
- months
- names of cities and states
- names of things (ships, planes, etc.)
- first word of a sentence

II. Punctuation

The student will be able to use and recognize the absence of the following:

- a period after a telling sentence
- a question mark after an asking sentence
- a comma to separate the date of month and year
- a comma at the end of a salutation in a friendly letter
- a colon to separate numerals representing time

III. Spelling

The student will be able to use proofing skills to identify words with long and short vowel sounds, suffixes and prefixes and to identify words which are misspelled.

From a list of four words the student will be able to choose the word which is spelled incorrectly or determine if there are no mistakes in the spelling of the words.

The student will be able to demonstrate the ability to spell grade level words correctly in a writing sample.

IV. Usage and Expression

The student will be able to use correctly in written form and recognize mistakes in:

- past tense
- noun, pronouns, action and describing words
- simple sentences demonstrating subject/verb agreement (past, present, singular, plural)
- articles
- subject/predicate in simple form
- complete sentences
- varied sentence structure (questions, statements, exclamation, etc.)

V. Speaking/Listening

Students will be able to express themselves effectively through structured and informal speech by:

- being able to listen attentively and respond appropriately
- being able to follow simple oral directions
- being able to use complete sentences in classroom situations to describe an object or idea, ask a question, tell a story and tell the main idea of a book read

Evaluation:

A criterion-referenced test will be developed to check for mastery in some of the above areas.

Students will be asked to proof and correct a list of sentences which are written at the third grade reading level.

Students will be asked to recognize mistakes in a given third grade reading level passage and to put the correct line number where the mistake is found.

A sample of the student's writing will be used as another measure to evaluate proficiency in the above skills.

Primary Math Standards

Mathematical thinking is an essential basic skill.

Goal: Students will develop mathematical thinking, problem solving and computational skills and be able to demonstrate understanding of these related to the following mathematical concepts:

I. Number System and Numeration

A. Counting and Number Series

The student will:

- be able to count, read and write numbers from 0 to 1,000
- when given a set of numbers having a definite sequence (appropriate difficulty), give the next digit in the sequence
- when given a three-digit numeral, name the numeral just before or after

B. Ordinals

The student will identify the position of objects or events through twentieth positions.

C. Place Value and Expanded Notation

The student will:

- when given a four-digit numeral, name the number of thousands, hundreds, tens and ones
- recognize and be able to write the expanded version of a four-digit numeral

D. Properties of Number Systems

The student will demonstrate understanding:

- of the commutative property of addition (the sum of two numbers is not affected by reversing their order) by solving equations with sums up to 1,000
- of the associative property of addition (the sum of three numbers is independent of the way in which the numbers are grouped or paired for addition) by indicating the grouping of addends which will make the addition easiest for a given problem

E. Subsets

The student will identify even and odd numbers using the numbers zero to twenty.

II. Equations, Inequalities and Number Sentences

A. Operational and Relational Symbols

The student will be able to read, write and use the operational symbols of $=$, $+$, $-$, $\times$, $<$ and $>$ to make true number sentences.

B. Solution of Number Sentences

The student will be able to solve equations of two-and three-digit numerals and sums less than 999.

III. Whole Numbers and Integers

A. Reading and Writing

The student will, when given a two-digit number, be able to rename that number in several ways.

The student will be able to identify which number is greater than or less than when given two numerals up to four digits.

C. Rounding

The student will be able to round a two-digit numeral to the nearest ten and a three-digit numeral to the nearest 100.

D. Computation

The student will demonstrate computational skills in the following areas:

Whole Number Addition:

- accuracy in basic fact combinations through 20
- without renaming, add up to three-digit numbers with two or three addends
- with renaming, add two and three addends containing two-or three-digit numerals

Whole Number Subtraction:

- accuracy in basic fact combinations through 20
- without renaming, subtract up to three-digit numbers
- with renaming, compute subtraction problems up to two digits with one renaming

Whole Number Multiplication:

- accuracy in basic fact combinations up to 9's
- without renaming, multiply a two-or three-digit number by a one-digit number

IV. Fractions

The student will be able to identify which part of a whole is shaded for $\frac{1}{4}$, $\frac{1}{3}$ and $\frac{1}{2}$.

V. Decimals/Currency

The student will be able to:

- identify coins and state the value of each
- when given coins with a total value less than one dollar, compute the value in dollars and decimal notation
- demonstrate understanding of the meaning and use of the dollar sign, cent sign and decimal point

VI. Geometry and Measurement

A. Time/Temperature

The student will be able to:

- read a clock face, a digital clock (and a facsimile of a clock) to tell time to the nearest hour and five minutes
- read numeral notation and match time on clock (or facsimile of a clock)
- recognize and tell degrees of temperature below and above zero

B. Measurement

The student will be able to use standard measure of inches, feet or centimeters to measure to the nearest whole unit.

C. Geometric Figures

The student will be able to identify and name cubes, spheres, cylinders and cones, inside and outside of closed figures and curves.

VII. Word Problem Solving

A. Addition and Subtraction

The student will:

- demonstrate an ability to solve single-step word problems by being able to determine what operation to use to solve the problem and be able to perform the necessary computations to solve the word problem
- be able to solve simple word problems which involve adding and subtracting currency up to \$20.00

Evaluation:

A criterion-referenced test will be developed to check for mastery in all of the above areas.

Computer Technology Standards

Computer knowledge and usage is a basic lifetime and educational skill in today's technological age.

Goal: The student will be able to use the computer as a tool to process and retrieve information, solve problems, manipulate data and communicate with others as a vehicle for learning and will be able to demonstrate basic knowledge of the computer and how it operates.

I. Keyboarding

The student will be able to demonstrate knowledge of the keyboard and correct placement of the fingers.

II. Word Processing

The student will be able to input a story (or other writing sample) using a simple word processor.

III. Problem Solving

The student will be able to use problem solving software to solve appropriate grade level problems in math, science, reading or social studies.

IV. Retrieve Information

The student will be able to retrieve and print information stored on a data disk.

V. Basic Knowledge

The student will be able to demonstrate:

- understanding of computer software vocabulary such as enter, return, escape, spacebar, key, program, menu, continue, load, name, press, repeat and type.
- understanding of computer hardware vocabulary such as monitor, keyboard, disk drive, disk and printer switch.
- the correct manner in which to handle and care for the computer and computer disks.