

Individualized Student Learning Plan

FOURTH GRADE

Assessment	Reading Proficiency	Writing Proficiency	Mathematics Proficiencies
<p>Stanford Achievement Test (SAT) Primary 3 Date: 4/XX Percentile Scores: 97-9 Total Reading 93-8 Vocabulary 96-9 Reading Comprehension 99-9 Total Mathematics 99-9 Problem Solving 92-8 Procedures 85-7 Language</p>	<p>Use strategies to comprehend informational text and chapter books.</p>	<p>Apply strategies for analysis and revision of writing to define clarity and purpose for multi-paragraph compositions (expressive and narrative).</p>	<ul style="list-style-type: none"> - Apply number concepts and operations to everyday situations. - Gather, organize, display, and interpret data. - Use patterns as a tool for problem-solving. - Apply the principles of geometry to the environment. - Interpret real world situations using measurement concepts.
	Learning Goals	Learning Goals	Learning Goals
<p>READING Basic Reading Inventory 9 Independent Level 9+ Instructional Level Strengths: awareness of authors' writing style and techniques Needs: continue to recognize literary elements in material (figurative language, etc.) WRITING Strengths: creative and interesting word choices; consistent application of conventions Needs: continue to express self in poetry, narratives</p>	<p>6.1.2 Use structural analysis skills (i.e., roots, prefixes) to decode unfamiliar words 6.1.4 Analyze selections of fiction, non-fiction by identifying the plot line, describing motivations of characters 6.1.6 Compare and contrast the historical and cultural perspectives of literary selections</p>	<p>4.2.3 Correctly use dialogue in writing 4.2.8 Develop bibliography to document sources used in a research report 5.2.14 Write autobiographically (narrative of a single event, providing insight into why the event is memorable)</p>	<p>4.#1 Name and find patterns for equivalent fractions 4.#2 Describe properties and areas of rectangles and various triangles 5.#3 Find equivalent names for percents</p>
	Strategies to be used (by teacher, student, parent)	Strategies to be used (by teacher, student, parent)	Strategies to be used (by teacher, student, parent)
	<p>T- Provide instruction and strategies using various materials from curriculum and additional suggested materials S- Continue to use a dictionary to identify the etymology of words; read fiction and non-fiction books relating to topic P- Continue to support student reading choices, and discuss literary elements and his thoughts and ideas</p>	<p>T- Provide instruction, feedback, samples of written material, variety of opportunities to develop skills S- Become aware of purpose for writing; create a "plan" that spans beginning and end of writing project P- Continue providing opportunities to write; discuss writing styles found in books, newspapers, magazines</p>	<p>T- Provide instruction, multiple strategies, and materials, opportunities to practice and retain skills S- Continue to perform well, independently in class and at home by interpreting instructions and rechecking work for accuracy and reasonableness P- Continue to encourage independent completion of tasks, providing support when needed</p>
	Documentation of Proficiency (date, include evidence)	Documentation of Proficiency (date, include evidence)	Documentation of Proficiency (date, include evidence)
<p>MATHEMATICS Strengths: improved skills in computation; increased self confidence Needs: check for accuracy and reasonableness by estimating or using inverse operation</p>	<p>6.1.2 - Literature unit, Time for Kids articles, history units 4/09 6.1.4, 6.1.6 Literature units (<i>Number the Stars, Hatchet, Island of the Blue Dolphins</i>), history units, independent reading materials 5/09</p>	<p>4.2.3 Journal entries from history lessons, additional assignments 4/09 4.2.8 Completion of related activities 5/09 5.2.14 Connections to literature, journal entries, writing assignment 5/09</p>	<p>4. #1 Classwork, daily assignments, unit assessment 4/09 4.#2 Independent tasks, unit assessment 4/09 5.#3 Oral responses, daily assignments, unit assessment 4/09</p>
	Teacher Signature:		Date:
	Parent Signature:		Date:
	Student Signature:		Date: