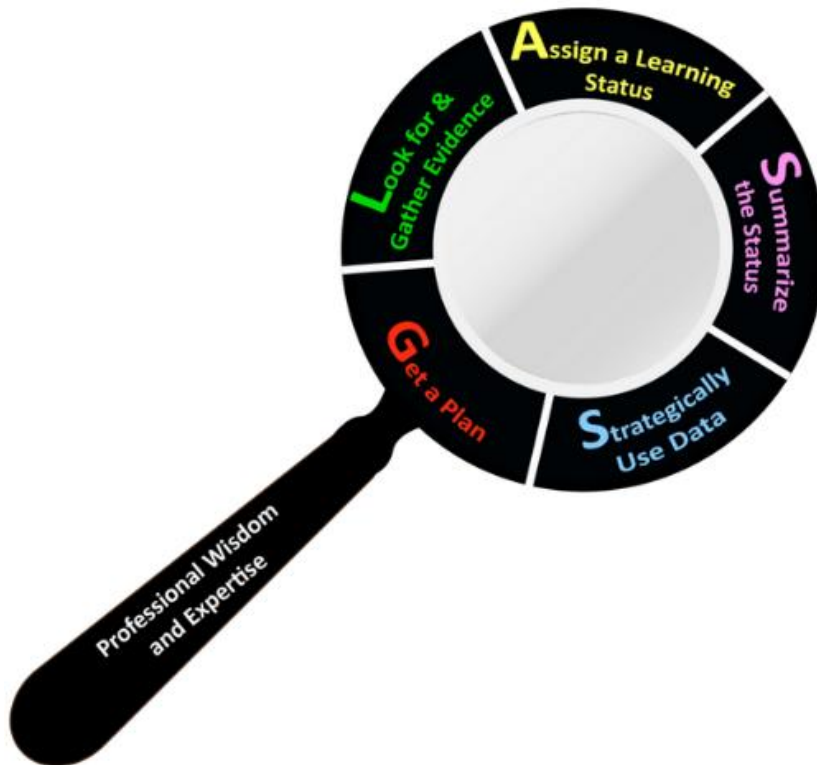**K-3 FORMATIVE ASSESSMENT**

Activity Guide

There are 10 activities corresponding to the 5 Formative Assessment Topic Areas:

1. Get a Plan (Activity 1.1)
2. Look for & Gather Evidence (Activities 2.1 – 2.3)
3. Assign a Learning Status (Activity 3.1, 3.2)
4. Summarize the Status (Activity 4.1)
5. Strategically Use Data (Activity 5.1 – 5.3)

Trainers will need to review the content of these activities to ensure that the constructs represented in the activities are included in the K-3 Formative Assessment as its being implemented in the participants' state, district, or school. Construct progressions may be substituted, however, answer sheets are not available for any other constructs than the activities provided in this packet. Answer sheets are provided at the end of this packet for all activities.

Activity 1.1

Contents

Topic #1: Get a Plan
Activity 1.1 – Assessment Opportunities

Materials:

1. Assessment Opportunity Chart
2. Reflection Questions

Goal: For you to begin to plan ways to incorporate this assessment into the context of your everyday classroom routine.

Directions: At your table, use the "Assessment Opportunity Chart" to brainstorm opportunities during the school day for assessment to take place.

a. As a group, brainstorm 5-6 common activities/times of day that occur throughout a typical school day. List them out on the first column of the Assessment Opportunity Chart.

b. As a group, go through each of your listed activities one-by-one and think about how Vocabulary Concepts could be assessed in the context of that activity/time of day (if appropriate).
   - The example, "Transition to Recess," is provided to get you started.
   - Use Vocabulary Concepts documents in your binder as a reference.

c. Be prepared to debrief about this activity as a large group.

Activity 1.1 Assessment Opportunity Chart

Activity/ Time of Day	Ideas for Assessing Vocabulary Concepts
Transition to Recess	Ask children to come up with synonyms for different nouns (e.g., child), verbs (e.g., playing), and adjectives (e.g., fast).

Activity 1.1

Directions: After completing the activity as a group, take some time to reflect upon the following questions:

1. What was the most surprising thing you learned from this activity?

2. How do you plan to use the information you compiled when you return to your classroom?

Activity 1.1

_____'s Weekly Plan

Week of: _____　　　　　　**Cluster: _____**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Construct/child focus:					
Construct/child focus:					
Construct/child focus:					
Construct/child focus:					
Construct/child focus:					

Activity 1.1

_____'s Weekly Plan

Week of: _____   **Cluster: _____**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Construct/child focus:					
Construct/child focus:					
Construct/child focus:					
Construct/child focus:					
Construct/child focus:					

Activity 1.1

Topic 2 – Look for and Gather Evidence
Activity 2.1 – The Power of Observation

Materials:

1. PowerPoint slides handout
2. Book Text handout (p. 10)
3. Observation Notes (p. 9)

Goal: For you to understand (a) the power of observation, (b) the importance of the K-3 Formative Assessment lens, and (c) the five components of high-quality documentation.

Directions: Follow along with the PowerPoint slides complete the activities with the group.

Observation Notes

Observation 1:

Observation 2:

Observation 3:

Activity 2.1

Five Little Monkeys Bake a Birthday Cake

Five little monkeys wake up with the sun.
Today's Mama's birthday!
Five little monkeys tiptoe past Mama sleeping.
Let's bake a birthday cake.
Shh! Don't wake up Mama.
One little monkey reads a recipe.
Two cups of flour.
Three teaspoons of baking powder.
Sift everything together.
But don't sneeze.
You will wake up Mama.

Activity 2.1

Activity 2.2—Determining Relevance
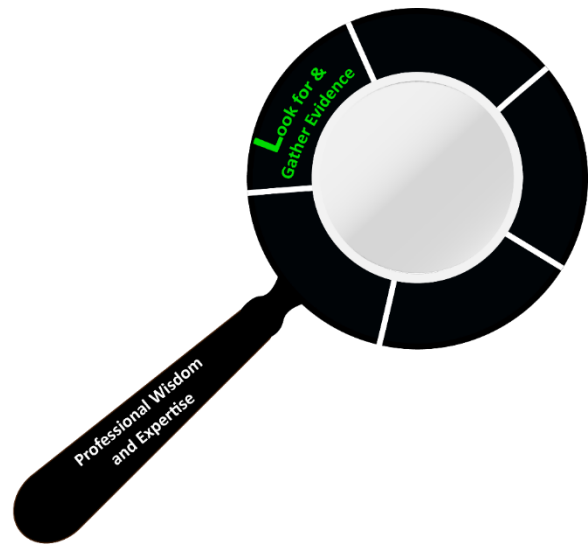
Materials:

1. Tablet or laptop on which to view the videos
2. Writing and Mathematical Patterns Construct Progressions
3. Checklist
4. Answer Sheet

Goal: For you to practice observing and documenting using a video of a real classroom.

Directions: You are going to view videos of real classrooms. Go to the following web address to view the videos:

- Video #1: https://youtu.be/ato0vn637pM
- Video #2: https://youtu.be/NyFZIi6Mw6k
- Video #3: https://youtu.be/F9mbhI-aonY
- Video #4: https://youtu.be/dSEUtkQBhHs

As a small group, discuss whether the video is relevant to the identified construct (as it is measured in this assessment). Discuss why or why not. Document your answers and discussion on the checklist provided.

Writing Construct Progression

Skill A	Skill B	Skill C	Skill D	Skill E	Skill F	
D i s t d	Uses drawings, scribbles, or letter-like forms to express ideas, information, or stories.	Writes letters, words, or phrases to label drawings or express ideas, information, or stories.	Writes, demonstrating an understanding of purpose or audience or both.	Writes two or more related ideas, pieces of information, or events.	Writes using a genre-specific organizational structure.	

Activity 2.2

Mathematic Patterns Progression

Skill A	Skill B	Skill C	Skill D	Skill E	Skill F
Duplicates sequential AB patterns with the same materials.	Duplicates sequential three-element patterns (e.g., ABB, ABC) with the same materials.	Extends sequential AB patterns at least one unit.	Extends sequential three-element patterns (e.g., ABB, ABC) at least one unit.	Duplicates sequential patterns (e.g., AB, ABC, AABB) using materials different from those used in the model pattern (pattern abstraction).	Identifies repeating unit in sequential patterns.

Skill G	Skill H	Skill I	Skill J	Skill K	Skill L	Skill M
Extends by at least one step or determines the missing step in spatial or numerical growing patterns.	Communicates a recursive rule governing the next step in spatial or numerical growing patterns.	Creates or enters data into a t-chart to document the relationship between the ordinal position of a step in a growing pattern (i.e., first, second, third) and an important feature of the step.	Applies the relationship between the two variables in a t-chart to extend a numerical growing pattern by at least one step.	Communicates a one-operation functional rule governing spatial or numerical growing patterns and uses it to determine a far step.	Communicates a two-operation functional rule governing spatial or numerical growing patterns and uses it to determine a far step.	Creates an equation that symbolizes a functional rule governing a spatial or numerical growing pattern.

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Activity 2.2

Checklist

Video	Video Description	Relevant	Not Relevant	Rationale
1				
2				
3				
4				

Activity 2.2

Materials:

1. Checklist
2. Answer Sheet

Goal: For you to (1) judge examples of documentation and (2) edit examples of documentation, based on your working knowledge of the components of high-quality documentation.

Directions: Work with your table partner. Read each scenario and its corresponding documentation example. Check which components of high-quality documentation are present in the example. Rewrite the example, making sure your rewritten example is targeted, descriptive, objective, and concise. The last example should reflect all five components (i.e., varied). Because the documentation must be relevant to how the construct is measured in the K-3 Formative Assessment, you should use the document entitled "Construct Progressions Overview" and your binder to help you understand the skills within each of the construct progressions. After you have completed the checklists and rewritten the documentation examples, switch your work with a different team and complete the checklist on the other team's rewritten documentation. When you are done, read the "Top Secret Answer Sheet." Before beginning, view the example on the next page.

Example: Consider the scenario below and the documentation example. The answers are in red.

Scenario: Emotional Literacy

Tyquan, Cecilia, and Evan are sitting at a table writing in their journals. Evan looks at what Cecilia wrote and says, "Cecilia, you write like a baby! Look at how I do it—mine looks better." Tyquan says, "Evan, that is mean. Look—you made Cecilia sad!"

Documentation	Targeted	Objective	Descriptive	Concise	Varied
Evan said something hurtful to Cecilia and Tyquan stood up for her.				X	n/a
Rewritten: *During journal time, Tyquan independently identified Cecilia's emotion (sadness) after Evan made fun of Cecilia's writing.*					n/a

Checklist

Scenario 1: Vocabulary Concepts

During a whole-group lesson, Ms. Eames tells the class they are going to play a game where she says a sentence, then points out one word from that sentence. Then the students have to think of other words that have similar meanings. She says, "For example, let's take the sentence, "The weather is cold outside today." Let's think about the word 'cold.' Other words that describe 'cold' are 'freezing,' 'icy,' or 'chilly.' Let's try it. My first sentence is, 'That hot air balloon is huge.' What are some other words that mean the same thing as 'huge'?" Ravi raises his hand and, when called on, offers the words 'enormous' and 'big'.

Documentation	Targeted	Objective	Descriptive	Concise	Varied
On Wednesday, during a whole-group lesson I had with the children seated at tables, I asked the class to think of words that mean something similar to "huge." Ravi raised his hand first and said the words "enormous" and "big". He smiled really big like he was proud of himself for being the first one to answer. Then he put his hand down and I called on someone else.					n/a
Rewritten:					n/a

Activity 2.3

Scenario 2: Perseverance

During a small group science activity in Mr. Lyle's classroom, each student completed a worksheet about the results of their experiment. It was the first time they had an assignment like this, and Nico experienced some frustration completing the activity. He periodically doodled on his worksheet instead of answering the questions. He also asked Mr. Lyle for help two times. Nico was able to finish the activity.

Documentation	Targeted	Objective	Descriptive	Concise	Varied
Nico did his science experiment correctly and then completed a worksheet about it.					n/a
Rewritten:					n/a

Activity 2.3

Scenario 3: Following Directions

Monday: During the math activity block, Ms. Stephenson tells Sasha, "Write your name on your paper and then choose a container of manipulatives to work with." Sasha chooses the tangrams and then sits down at her desk.

Thursday: During the math activity block, Ms. Stephenson tells Sasha, "Ask a friend to work with you and then choose a container of manipulatives." Sasha chooses the place value kit and then asks Marianna to work with her.

Friday: When lining up to go outside, Ms. Stephenson tells Sasha, "Put on your coat and then line up." Sasha lines up without putting on her coat.

Documentation	Targeted	Objective	Descriptive	Concise	Varied
Monday: During the math activity block, Sasha completed a 2-step direction incorrectly by doing only the second step (choosing a container of manipulatives) and skipping the first step (writing her name on her paper).					
Thursday: During the math activity block, Sasha completed a 2-step direction in the incorrect order by doing the second step (getting manipulatives) before doing the first step (asking a friend to work with her).					
Rewritten (or added):					

Activity 2.3

Directions: After completing the activities, take some time to think through the following questions:

1. What is the value of observation in early elementary classrooms?

2. When you were writing documentation, which of the five documentation components was it most difficult to do? Why?

Activities 2.2 and 2.3 Reflection

Topic #3: Assign a Learning Status

Activity 3.1: Assign a Learning Status

Materials:

1. Activity 3.1: *Match the Evidence Example #1: Following Directions*
   a. Laminated "Match the Evidence Example #1" board
   b. 3 laminated game pieces (Aiden, Emma, Obed)
2. Activity 3.2: *Match the Skill*
   a. Evidence for Amy & Pacey
   b. Laminated *Grip & Manipulation* board
   c. Laminated *Emotion Expression* board
   d. 4 game pieces (Amy & Pacey)
3. Reflection Questions
4. Answer Sheet

A. **Activity 3.1 - Match the Evidence**
   a. **Goal:** For teachers to practice using evidence to identify a skill on a construct progression.
   b. **Directions:** Work in pairs. Use the three pieces of evidence for three different children provided and place each in the column of the laminated chart that best aligns with the content of that particular piece of evidence. Note that not every skill level will be covered.

B. **Activity 3.2 - Match the Skill**
   a. **Goal:** For teachers to practice matching skill levels on a construct progression to a piece of evidence.
   b. **Directions:** Work as a group. Place the corresponding Skill Level Identifiers for Pacey and Amy under the skill level that best aligns to their behavior, skills and/or knowledge described in the anecdotal note.

Evidence Example

Evidence for Pacey & Amy

Pacey and Amy were working side-by-side cutting out hearts from construction paper for an art project. Amy was gripping her scissors, with one finger in each scissor loop and using whole arm movement, when Pacey took her scissors out of her hand. She began to cry loudly and looked to me for help. Pacey handed her back the scissors, explained that he took them to show her how to hold them "right," then he took them again and demonstrated holding them with two fingers in the bottom loop and his thumb in the top loop, cutting with precision. Then he gave them back to her, saying "I'm sorry I made you cry. I can see that you are sad." Amy just cried and would not engage in conversation with him or try any conflict resolution. Pacey went back to cutting his hearts with control coming from his wrist and fingers.

Reflection Questions

Directions: After completing the activity, take some time to think through the following questions:

1. What was the most challenging aspect of assigning evidence to a skill level on the construct progression?

2. Did you use or learn about any strategies that could help you address those challenges?

Activity 3.2

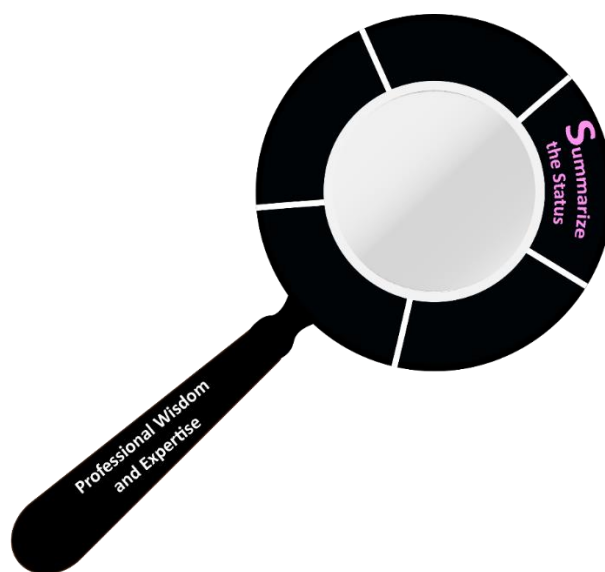# Topic #4: Summarize the Status

Activity 4.1: Summarize the Status

Materials:
1. Child Portfolio 1: Antonio
2. Child Portfolio 2: Lei
3. Child Portfolio 3: Dante
4. Reflection Questions
5. Answer Sheet

Goal: Use the evidence in the portfolio provided to determine learning statuses and a "final" status summary level for the child on each progression provided.

Directions:
- **Step 1:** Select two of the three portfolios. Identify the three constructs represented in your portfolio and review the assessment materials in your K-3 Formative Assessment binder.
- **Step 2:** Read the evidence in the child's portfolio to determine the appropriate learning statuses.
- **Step 3:** Use these data and the materials in the binder to select a final status summary.
- **Step 4:** Repeat Steps 1-3 with a second portfolio (should be the portfolio your partner completed in the first round. You should both complete the same two portfolios)
- **Step 5:** Share your rationale for the selection of the status summaries with your partner and talk through any discrepancies.
- **Step 6:** Look at the master codes in the "Top Secret" Answer Sheet and discuss the results.

Portfolio #1: Antonio	Perseverance Construct Progression

Directions: Begin by assigning a learning status for each piece of evidence provided and write the associated skill level in the line labeled "Learning Status." Then using the evidence and Learning Statuses, make a final Status Summary decision by checking the associated skill level in the box on the top (red) row. If the child is not yet at Skill A, Check ☐ **EMERGING**. If there is not enough information available to make a Status Summary Determination, check ☐ **NOT ENOUGH EVIDENCE**.

Skill A ☐	Skill B ☐	Skill C ☐	Skill D ☐	Skill E ☐	Skill F ☐	Skill G ☐	Skill H ☐
Begins to persevere in familiar and/or interesting classroom activities but quickly discontinues involvement in the activity after one or very few tries.	Perseveres in familiar and/or interesting classroom activities, but discontinues involvement after persisting through trials for a short period of the allotted time.	Perseveres in familiar and/or interesting classroom activities and works through most trials, but discontinues persisting before the end of the allotted time.	Perseveres in familiar and/or interesting classroom activities throughout the activity, persisting through trials throughout the allotted time.	Perseveres in classroom activities that are novel and/or moderately difficult for the child, fading in effort at points of challenge in the activity.	Perseveres within the allotted time in classroom activities that are novel and/or moderately difficult for the child, sometimes persisting and maintaining effort at points of challenge in the activity.	Perseveres throughout the allotted time in classroom activities that are novel and/or moderately difficult for the child, persisting and maintaining effort at points of challenge in the activity.	Perseveres throughout the allotted time in classroom activities that are very difficult for the child, persisting and maintaining effort at points of challenge in the activity.
WATCH FOR: Little to no time spent in an activity.	WATCH FOR: Effort is made, but not sustained for very long each time.	WATCH FOR: Effort made to stay in activity, but not the entire time.	WATCH FOR: Effort made to stay in activity the entire time.	WATCH FOR: Tries until activity becomes difficult.	WATCH FOR: Tries to work through the difficulty at least once.	WATCH FOR: Tries across all points of difficulty.	WATCH FOR: Tries even when activity is at top of ability level.

1. Date: 10/13/15   ☒ Observation   ☐ Situation

Antonio drew a picture of his house with a few details, but he rushed through his drawing to be done. He acted extremely frustrated (sighing, slamming down his pencil when he was done) when he didn't know how to spell the word "house" because it was a new word for him. Instead of looking at the word map, he attempted to write random letters, and upon questioning, he said "This my house."

Learning status: _____

2. Date: 11/4/2015   ☒ Observation   ☐ Situation

Antonio was able to keep trying, with prompting, to try a little harder in order to figure out how to zip up his own jacket (something he's never done and is challenging for him). He struggled at first, but didn't ask for help and after three or four attempts was able to successfully zip it up after a few minutes.

Learning status: _____

Activity 4.1

3. Date: 11/25/15   ☒ Observation   ☐ Situation
During project time, Antonio was changing beginning sounds in words to create new words. He can do this orally, but this time he had to write the new word which was harder for him. I gave him words I knew would be very difficult for him to see how he did. He continued working on them throughout the entire 40 minutes. He finished his work by himself, came and showed me how he did, and told me, "That was so hard - but no one help me!"
Learning status: _____

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Portfolio #1: Antonio	Object Counting Construct Progression

Directions: Begin by assigning a learning status for each piece of evidence provided and write the associated skill level in the line labeled "Learning Status." Then using the evidence and Learning Statuses, make a final Status Summary decision by checking the associated skill level in the box on the top (red) row. If the child is not yet at Skill A, Check ☐ **EMERGING**. If there is not enough information available to make a Status Summary Determination, check ☐ **NOT ENOUGH EVIDENCE**.

Skill A ☐	Skill B ☐	Skill C ☐	Skill D ☐	Skill E ☐	Skill F ☐	Skill G ☐	Skill H ☐	Skill I ☐	Skill J ☐
Displays early counting behavior with 4-6 objects arranged in a line (i.e., says or indicates some number words while pointing to the objects but does not count all of the objects correctly).	Consistently counts 4-6 objects in a line correctly.	Consistently counts 4-6 objects in a scattered arrangement correctly.	Knows the last number word used while counting is the total quantity and that the value of a collection of objects does not change unless objects are added or removed.	Consistently counts out 4- 6 objects from a set of more than 10 objects.	Consistently counts out 8- 10 objects from a set of more than 10 objects.	Correctly counts 18-20 objects in a scattered arrangement.	Uses beginning strategies (i.e., counting again from one or by repeating the cardinal number in the original set and then counting on) to find the new total when one object is added to a set of 6-10 objects.	Produces the correct number (without pause) when one object is added to a set of 6-10 objects.	Produces the correct number automatically (without pause) when two objects are added to a set of 6-10 objects.
WATCH FOR: Any number words used while touching or pointing to objects	WATCH FOR: Number words 1-to-1 correspondence Keeping track	WATCH FOR: Number words 1-to-1 correspondence Keeping track	WATCH FOR: Cardinality Number identity	WATCH FOR: Number words 1-to-1 correspondence Keeping track	WATCH FOR: Number words 1-to-1 correspondence Keeping track	WATCH FOR: Number words, 1-to-1 correspondence Keeping track	WATCH FOR: Counting from 1 Counting on	WATCH FOR: Counting from 1 Counting on	WATCH FOR: Counting from 1 Counting on

1. Date: 9/25/15   ☐ Observation   ☒ Situation   ☐ Task

Antonio needed to count 10 cubes and place them in front of him to do his math work.   He put 4 cubes in a line in front of himself, counted them correctly and looked up at me. I repeated he needed 10 cubes and to put his finger on each one and tell me if he had 10. He counted the 4 cubes and told me "No."

Learning Status:_____

Activity 4.1

2. Date: 11/15/15 ☐ Observation ☒ Situation ☐ Task
During math time, Antonio needed to count 15 cubes and place them in front of him. Then when I asked him to give me 8 of the cubes from the group, he correctly counted out 8 from the set of 15. He was able to do this two more times later in the week when asked.
Learning Status:_____
3. Date: 11/30/15 ☐ Observation ☒ Situation ☐ Task
I scattered cubes in front of Antonio and asked him how many cubes there were. He counted 19 correctly with 1-1 correspondence.
Learning Status:_____

28

Activity 4.1

Portfolio #1: Antonio	**Following Directions Construct Progression**

Directions: Begin by assigning a learning status for each piece of evidence provided and write the associated skill level in the line labeled "Learning Status." Then using the evidence and Learning Statuses, make a final Status Summary decision by checking the associated skill level in the box on the top (red) row. If the child is not yet at Skill A, Check ☐ **EMERGING**. If there is not enough information available to make a Status Summary Determination, check ☐ **NOT ENOUGH EVIDENCE**.

Skill A ☐	**Skill B** ☐	**Skill C** ☐	**Skill D** ☐	**Skill E** ☐	**Skill F** ☐
Completes one-step directions when support is provided in the form of visuals, gestures, or modeling.	Completes one-step directions (without support provided).	PARTIALLY completes two-step direction (without support provided) by completing only one step or completing the steps out of order.	Completes two-step directions in the correct order (without support provided).	PARTIALLY completes three-step directions (without support provided) by completing two steps, or completing the steps out of order.	Completes three-step directions in the correct order (without support provided).
WATCH FOR: -One-step -Support provided	WATCH FOR: -Fully completes 1 step -Independently [or no support]	WATCH FOR: -Partially completes 2 steps -Independently [or no support]	WATCH FOR: -Fully completes 2 steps -Independently [or no support]	WATCH FOR: -Partially completes 3 steps -Independently [or no support]	WATCH FOR: -Fully completes 3 steps Independently [or no support]

1.   Date: 8/31/15   ☒ Observation   ☐ Situation

When prompted to: "Put white board away, and sit back on the floor" Antonio just sat on the floor for a couple of minutes and didn't move until I gave him specific prompting with directions using visual cues. Then he was only able to put his white board away.

Learning Status:_____

2.   Date: 9/15/15   ☒ Observation   ☐ Situation

Antonio had a difficult time following two-step directions without a couple of prompts. He came up to the teacher and asked "What's next?" after completing the first step each time instructions were given.

Learning Status:_____

3.   Date:10/20/15   ☒ Observation   ☐ Situation

Followed two-step direction without needing to hear them again. 1) Put writing folder away. 2) Get snack out of backpack.

Learning Status:_____

Activity 4.1

4. Date:11/8/15	⊠ Observation	☐ Situation

Antonio was able to fully complete the directions 1) Return white board and crayons to bucket and 2) Return to your seat.

Learning Status:_____

Portfolio #2: Lei	Emotion Regulation Construct Progression

Directions: Begin by assigning a learning status for each piece of evidence provided and write the associated skill level in the line labeled "Learning Status." Then using the evidence and Learning Statuses, make a final Status Summary decision by checking the associated skill level in the box on the top (red) row. If the child is not yet at Skill A, Check ☐ **EMERGING**. If there is not enough information available to make a Status Summary Determination, check ☐ **NOT ENOUGH EVIDENCE**.

Skill A ☐	Skill B ☐	Skill C ☐	Skill D ☐	Skill E ☐
When offered strategies for regulating the expression of emotions, begins to use the strategies offered **with continual support**.	When offered strategies for regulating the expression of emotions, consistently uses the strategies offered **with minimal support**.	**Sometimes** uses learned strategies independently to regulate the expression of emotions during routine activities.	**Consistently** uses learned strategies independently to regulate the expression of emotions during routine activities.	**Independently** uses learned strategies for regulating emotions during complex contextual transitions (e.g., exposed to multiple stimuli simultaneously), to accomplish a different or new type of task, because of interruptions, or because of changes in the daily routines.
WATCH FOR: Repeated reminders and/or strategies needed.	WATCH FOR: Infrequent need for reminders and immediate response to strategies offered.	WATCH FOR: Use of strategies both with and without the need for reminders or strategies offered.	WATCH FOR: Use of strategies without need for reminders or strategies offered.	WATCH FOR: Use of strategies during more emotionally demanding situations.

1. Date: 9/22/15

Annie sympathizes with Lei who was crying for her mom. She reminded Lei to take three deep breaths like Mrs. M taught her, so Lei took a few breaths until she stopped crying.   Learning Status:_____

2. Date: 10/30/15

Lei and Yasmine had an argument about sharing markers and Lei was getting a little upset. Then she remembered the "sharing is caring" phrase we went over last week and she said it to her friend. She let Yasmine use the purple marker first and decided to take turns. The same thing happened later today with Ryan about the orange crayon, Lei repeated the phrase again and let Ryan use the crayon first.   Learning Status:_____

Activity 4.1

3. Date: 11/3/15   *PE - Lei took the jump rope that a group was using and just set down for a moment. They began to yell at her, she calmly stopped for several seconds, and gave them the jump rope. I went to her and asked her what was going on in her brain. She said she is using the "Count to 10" before she speaks because sometimes her words come out cranky! She said she is trying it at home, too.*   Learning Status:_____
4. Date: 11/11/15   *Today Lei looked like she was going to lose her temper, but instead she softly touched Tanya's shoulders and said, "Let's talk about it instead of fighting. They did on their own with me looking on but not interfering.*   Learning Status:_____

Activity 4.1

Portfolio #2: Lei	**Emotion Expression Construct Progression**

Directions: Begin by assigning a learning status for each piece of evidence provided and write the associated skill level in the line labeled "Learning Status". Then using the evidence and Learning Statuses, make a final Status Summary decision by checking the associated skill level in the box on the top (red) row. If the child is not yet at Skill A, Check ☐ **EMERGING**. If there is not enough information available to make a Status Summary Determination, check ☐ **NOT ENOUGH EVIDENCE**.

Skill A ☐	Skill B ☐	Skill C ☐	Skill D ☐	Skill E ☐	Skill F ☐	Skill G ☐
Acts, talks, or reacts to an experience or stimulus without demonstrating awareness of the reactions of others around them.	Shows awareness that his or her own actions, words, and reactions to an experience or stimulus has an impact on others.	Makes choices to express emotions in ways that get their needs met.	Begins to express emotions in ways that support building relationships.	Generally expresses emotions in ways that support building relationships.	Reflects about emotions and the consequences of actions with support from the teacher.	Independently reflects about emotions and the consequences of actions.
WATCH FOR: Child does not modify or change behavior in response to others' reactions.	WATCH FOR: Child acknowledges other's reactions.	WATCH FOR: Connection between expressed emotion and a need.	WATCH FOR: Prosocial behaviors (e.g., cooperating, sharing, helping others, enlisting help from others)	WATCH FOR: Consistent use of prosocial behaviors.	WATCH FOR: Behavioral responses connected to reflection and teacher support.	WATCH FOR: Behavioral responses connected to reflection.

1. Date: 9/7/15

Lei is not playing with friends at recess. When asked why not, she talks about her sister being mean to her at home and not wanting to play with anyone. I suggested she ask someone to play to make her feel better. She turned on a smile for Yasmine and asked her to play.   Learning Status:_____

2. Date: 10/5/15

Lei & Marco work on climbing on the monkey bars. They both climb on the ledge at the same time, Marco says "I'm first" and pushes in front of Lei. She said "I know you're excited to go first, but please don't push me!" and Marco said, "Sorry, Lei!"

Learning Status:_____

3. Date: 11/11/15

Activity 4.1

Portfolio #2: Lei	**Emotion Expression Construct Progression**

Directions: Begin by assigning a learning status for each piece of evidence provided and write the associated skill level in the line labeled "Learning Status". Then using the evidence and Learning Statuses, make a final Status Summary decision by checking the associated skill level in the box on the top (red) row. If the child is not yet at Skill A, Check ☐ **EMERGING**. If there is not enough information available to make a Status Summary Determination, check ☐ **NOT ENOUGH EVIDENCE**.

Lei was sitting in circle waiting for math. Some of her peers began chiding that she had a boyfriend. She turned to them and without anger or reprisal stated, "That is not a nice thing to tease me about, but I forgive you." She then smiled at them, turned around, faced forward and waited for math.

Learning Status:_____

Activity 4.1

Portfolio #2: Lei | **Gross Motor Construct Progression**

Directions: Begin by assigning a learning status for each piece of evidence provided and write the associated skill level in the line labeled "Learning Status." Then using the evidence and Learning Statuses, make a final Status Summary decision by checking the associated skill level in the box on the top (red) row. If the child is not yet at Skill A, Check ☐ **EMERGING**. If there is not enough information available to make a Status Summary Determination, check ☐ **NOT ENOUGH EVIDENCE**.

Skill A ☐	Skill B ☐	Skill C ☐	Skill D ☐	Skill E ☐	Skill F ☐	Skill G ☐	Skill H ☐	Skill I ☐
Walks on a flat foot or walks on the toes.	Walks by distributing weight from heel to toe WITHOUT arms and legs moving in opposition.	Walks by distributing weight from heel to toe WITH arms and legs moving in opposition.	Maintains balance and control when running.	Maneuvers around objects and people while running.	Emerging galloping skills.	Gallops smoothly.	Hops forward smoothly on one foot.	Skips smoothly.
WATCH FOR: Entire foot being placed flat on ground (not hitting with heel first) OR walking on toes/ball of foot	WATCH FOR: Heel hitting ground first AND arms not swinging opposite legs; arms may be held up to help with balance or for guarding.	WATCH FOR: Heel hitting ground first AND when right leg forward, right arm back; when left leg forward, left arm back	WATCH FOR: Running without falling	WATCH FOR: Running around things and people without bumping into them	WATCH FOR: Stiff and arrhythmic movements while trying to gallop	WATCH FOR: Rhythmical galloping with longer steps and arms swinging freely by sides	WATCH FOR: Balance and control while hopping forward on one foot	WATCH FOR: Smooth and rhythmical skipping with arms and legs moving in opposition.

---

1. Date: 9/30/15 ☒ Observation ☐ Situation

At recess, Lei and Savannah were playing tag. Savannah ran around the slide to avoid getting tagged, Lei was chasing her and bumped into the slide but continued running with balance and control

Learning Status:_____

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2. Date: 10/15/15 ☐ Observation ☒ Situation

Implemented the Situation: Lei could walk properly, run with balance and skips smoothly around cones placed in her way

Learning Status:_____

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3. Date: 11/8/15 ☒ Observation ☐ Situation

In P.E. class Lei & Maria were asked to gallop across the floor. Lei started skipping smoothly and Maria galloped once and then started running.

Learning Status:_____

Activity 4.1

Portfolio #3: Dante	**Letter Naming Construct Progression**

Directions: Begin by assigning a learning status for each piece of evidence provided and write the associated skill level in the line labeled "Learning Status". Then using the evidence and Learning Statuses, make a final Status Summary decision by checking the associated skill level in the box on the top (red) row. If the child is not yet at Skill A, Check ☐ **EMERGING**. If there is not enough information available to make a Status Summary Determination, check ☐ **NOT ENOUGH EVIDENCE**.

Skill A ☐	Skill C ☐	Skill C ☐	Skill D ☐	Skill E ☐	Skill F ☐	Skill G ☐
Distinguishes letters from pictures, shapes, or numerals	Distinguishes own first name from other names or other words (e.g., on folders, name charts, among other words or names)	Locates, talks about, or asks questions about letters in one's environment	Identifies (names, selects) one or more letters in own first name	Identifies (names, selects) some uppercase or lowercase letters (in addition to letters found in own first name)	Identifies (names, selects) each of the 26 letters in some form (may be a combination of uppercase and lowercase)	Identifies (names, selects) all 52 letters in uppercase and lowercase form
WATCH FOR: Knows difference between letters and other symbols	WATCH FOR: Recognizes own first name in print	WATCH FOR: Is aware of letters in environment	WATCH FOR: Knows familiar letters (i.e., at least 1 letter in first name)	WATCH FOR: Knows some less familiar letters (at least 1 letter not in first name)	WATCH FOR: Knows all 26 letters in either upper or lower case form	WATCH FOR: Knows all 52 letters in upper and lower case form

1. Date: 9/3/15   ☒ Observation   ☐ Situation

Letter naming--identified uppercase D, lowercase a, e and n

Learning Status:_____

2. Date: 10/26/15   ☒ Observation   ☐ Situation

Knows 23 upper but only 15 lower case (including t, z, and x). He still does not know Q, M and J in either upper or lower case.

Learning Status:_____

Activity 4.1

3. Date: 11/18/15	☐ Observation	☒ Situation

Situation - gave students letters out of order. Knows 26 upper case letters but only 19 lower case letters.

Learning Status:_____

Activity 4.1

Portfolio #3: Dante	**Reading Comprehension Strategies Construct Progression**

Directions: Begin by assigning a learning status for each piece of evidence provided and write the associated skill level in the line labeled "Learning Status." Then using the evidence and Learning Statuses, make a final Status Summary decision by checking the associated skill level in the box on the top (red) row. If the child is not yet at Skill A, Check ☐ **EMERGING**. If there is not enough information available to make a Status Summary Determination, check ☐ **NOT ENOUGH EVIDENCE**.

Skill A ☐	Skill B ☐	Skill C ☐	Skill D ☐	Skill E ☐	Skill F ☐	Skill G ☐	Skill H ☐
Listens to a story or informational text (with or without pictures) and demonstrates an understanding of the text.	Views pictures or images and demonstrates an understanding of the story or information presented.	Pretends to read a familiar book, retelling the story line or information presented in the text.	Reads without noticing when the reading does not make sense.	Monitors reading, noticing that the reading does not make sense, without attempting to repair meaning.	Monitors reading, noticing that the reading does not make sense, and attempts unsuccessfully to repair meaning.	Monitors reading and attempts to repair meaning by asking for and using comprehension strategies.	Monitors reading, successfully using self-selected comprehension strategies to maintain and improve meaning.
WATCH FOR: Listens and comprehends	WATCH FOR: Looks at pictures and comprehends	WATCH FOR: Pretends to read and retells	WATCH FOR: Reads without monitoring for meaning	WATCH FOR: Reads, monitors for meaning, does not correct comprehension	WATCH FOR: Reads, monitors for meaning, tries but fails to correct comprehension	WATCH FOR: Reads, monitors for meaning, asks for comprehension strategies	WATCH FOR: Reads, monitors for meaning, successfully uses comprehension strategies

1. Date: 9/15/15   ☒ Observation   ☐ Situation

Looked at pictures and text and pretends to read when retelling the story "Cookie's Week."

Learning status: _____

2. Date: 10/12/15   ☒ Observation   ☐ Situation

When reading the book "We're Going on a Bear Hunt" Dante reads about a "bead hunt" without noticing his error.

Learning status: _____

3. Date: 11/3/15   ☒ Observation   ☐ Situation

When given a new emergent reader text, called "The Parade," Dante, Marta & Juan look at the book together. Dante reads the title as "The Parrot" even though the book has a picture of a parade on the cover.

Activity 4.1

Portfolio #3: Dante	**Reading Comprehension Strategies Construct Progression**
Directions: Begin by assigning a learning status for each piece of evidence provided and write the associated skill level in the line labeled "Learning Status." Then using the evidence and Learning Statuses, make a final Status Summary decision by checking the associated skill level in the box on the top (red) row. If the child is not yet at Skill A, Check ☐ **EMERGING**. If there is not enough information available to make a Status Summary Determination, check ☐ **NOT ENOUGH EVIDENCE**.	
Learning status: _____	

Activity 4.1

Portfolio #3: Dante		Vocabulary Concepts Construct Progression					

Directions: Begin by assigning a learning status for each piece of evidence provided and write the associated skill level in the line labeled "Learning Status". Then using the evidence and Learning Statuses, make a final Status Summary decision by checking the associated skill level in the box on the top (red) row. If the child is not yet at Skill A, Check ☐ **EMERGING**. If there is not enough information available to make a Status Summary Determination, check ☐ **NOT ENOUGH EVIDENCE.**

Skill A ☐	Skill B ☐	Skill C ☐	Skill D ☐	Skill E ☐	Skill F ☐	Skill G ☐	Skill H ☐
Connects a word to its related concept	Uses school-related words appropriately in <u>one or more contexts</u>	Uses <u>multiple words</u> that are <u>closely related in meaning</u> to describe a <u>single</u> school-related <u>concept</u>	Determines the appropriate meanings of <u>multiple-meaning words</u> by using context	Uses <u>at least two meanings of multiple-meaning words</u>	Determines the <u>meanings of unfamiliar words</u> by using known words and knowledge of word structure (e.g., roots, affixes, compound words)	Recognizes both <u>literal meanings and non-literal meanings</u> (e.g., language that is nuanced, more precise or descriptive, has shades of meaning) of words and phrases	Uses <u>non-literal meanings</u> of words and phrases (e.g., language that is nuanced, more precise or descriptive, has shades of meaning)
WATCH FOR: -Understands or uses words as label for object, idea, etc.	WATCH FOR: -School-related words; Single-meaning words; One or more contexts	WATCH FOR: -Uses words that have similar meanings	WATCH FOR: -Multiple-meaning words -Determines meaning	WATCH FOR: -Multiple-meaning words -Uses two meanings	WATCH FOR: -Unfamiliar words -Uses known words to determine meaning	WATCH FOR: -Nuanced language -Recognizes literal and non-literal meanings	WATCH FOR: -Nuanced language -Uses non-literal meanings

1. Date: 8/30/15 ☒ Observation ☐ Situation

On Friday I read a story to the students with the word "delicious" in it. We discussed the word and did an activity. Today I had each student come up one at a time and tell me other words that meant delicious. Dante was able to come up with the words "good" and "yummy".
Learning Status:_____

2. Date: 10/4/15 ☒ Observation ☐ Situation

Was able to give two meanings of the word scale. Dante said "fishes have scales" when reading a book about the ocean that described the scales. A few hours later, when talking about Spiderman, he said he scaled a building. He said his brother taught him that. Learning Status:_____

3. Date: 10/15/15 ☒ Observation ☐ Situation

When given the word pairs walk/march, say/whisper, mad/furious, and happy/excited, Dante could identify what the words pairs meant and which word was more descriptive and interesting to use when writing or telling a story. Learning Status:_____

Activity 4.1

Reflection Question

Directions: After completing the activity, take some time to think through the following question:

1. Did you and your partner always agree on what status summary to assign a child? How do you plan to handle any data discrepancies (e.g., conflicting pieces of evidence, learning statuses from all over the progression, insufficient information, etc.) you may have in your classroom?

Activity 4.1

Topic #5: Strategically Use Data
Activity 5.1: Classroom Planning

Materials:
1. Classroom Report
2. Classroom Planning Document

Goal: For you to develop practical ideas for how to use a classroom report to inform cycles of planning and instruction.

Note: This activity highlights one way you can use the data to inform your instruction. This assessment is still undergoing study to determine the extent to which it is valid and thus should not be used to share data with families or make important decisions (e.g., determining grades). However, you can still use the evidence you gather in this assessment to inform your instructional planning. This activity highlights one way you can use the data to inform your instruction. It is not required as part of this pilot.

Directions: Work with a partner. Review the Classroom Report (which is similar to one generated from the technology platform) and then complete the Classroom Planning Document. Consider how you would use the data to inform instruction and plan next steps for your classroom.
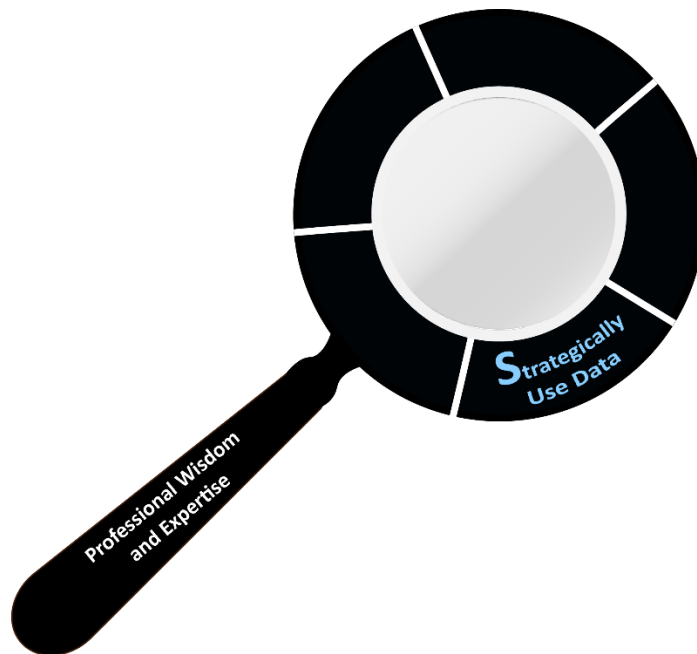
Classroom Report

	Vocabulary Concepts Progression								
	Emerging	**Skill A**	**Skill B**	**Skill C**	**Skill D**	**Skill E**	**Skill F**	**Skill G**	**Skill H**
	Not yet at Skill A.	Connects a word to its related concept	Uses school-related words appropriately in <u>one or more contexts</u>	Uses <u>multiple words</u> that are <u>closely related in meaning</u> to describe a <u>single</u> school-related <u>concept</u>	Determines the appropriate meanings of <u>multiple-meaning words</u> by using context	Uses <u>at least two meanings of multiple-meaning words</u>	<u>Determines the meanings of unfamiliar words</u> by using known words and knowledge of word structure (e.g., roots, affixes, compound words)	<u>Recognizes both literal meanings and non-literal meanings</u> (e.g., language that is nuanced, more precise or descriptive, has shades of meaning) of words and phrases	<u>Uses non-literal meanings</u> of words and phrases (e.g., language that is nuanced, more precise or descriptive, has shades of meaning)
Children at level:				• Linus Abblebaum	• Addy Pereira • Isaac Velez • Katrina Kemple	• Arlo Sanders • Dev Patel • Rocky Cruz • Erin Harris Sam Kinder		Serena Adams	

K-3 FORMATIVE ASSESSMENT

Classroom Planning Document

1. What is the range of skill levels of the children?

2. How would you differentiate instruction for your children based on their skill levels? Consider:
   a. How to group children.

   b. What times of the day to plan instruction.

   c. What specific activities to provide to address children's needs.

   d. What types of instruction to use (e.g., modeling the skill, providing opportunities to practice with support, providing specific feedback).

Activity 5.2: Child Planning

Materials:
1. Individual Child Report
2. Child Planning Document
3. Reflection Questions

Goal: For you to develop practical ideas for how to use individual pieces of child evidence, learning statuses, and status summaries to inform planning and instruction.

Notes: Note that this activity highlights one way you can use the data to inform your instruction. It is not required as part of this pilot.

Directions: Working individually, review the individual child report, which is something that can be generated from the Tech Platform for the K-3 Formative Assessment. Each piece of evidence collected is listed on the report by date under the learning status demonstrated. The status summaries are listed in bold for each construct. Choose two constructs to focus on and then answer the questions on the Child Planning Document. After you complete your plan, get with a partner. Read each other's plan and share additional ideas about your plans with each other (e.g., further developing ideas as needed).
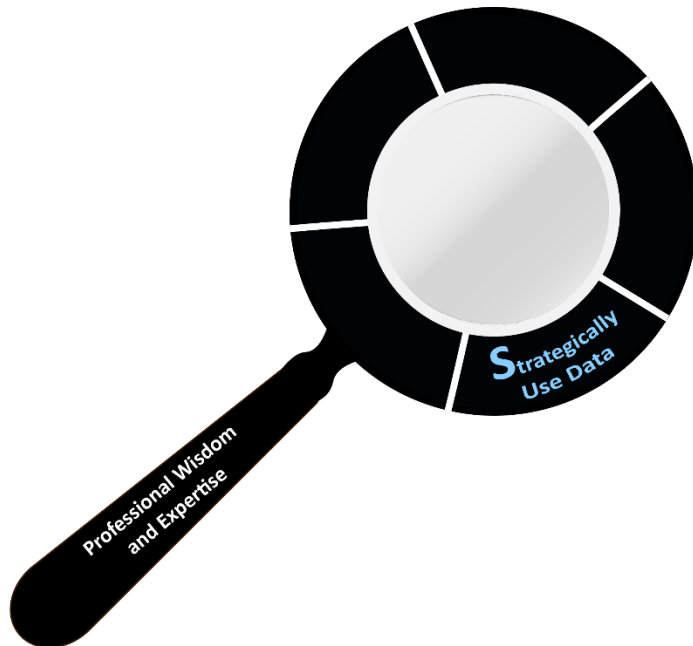
Child Planning Document

1. What two constructs did you select?

2. What are the next steps for this child (for each construct)?

3. Based on your response to the question above (#2), what specific strategies could be used to help the child develop the skills in these progressions?

Reflection Questions

Directions: After completing the activities, take some time to think through the following questions:

1. What are some strategies for systematically using data to inform your instruction?

2. How do you currently use data in your school/classroom? How does the K-3 Formative Assessment fit in?

Activities 5.1-5.2

Answer Sheets

Activity 2.2 – Determining Relevance Answer Sheet

Video	Video Description	Relevant	Not Relevant	Rationale
1	Child is working on a book. Teacher reviews story and corrects child's spelling.		X	The teacher conferenced with the child around her spelling, which is not related to the writing construct. However, the teacher could have read the book (and also asked questions) to determine whether the child was demonstrating Skill D, E, or F.
2	Child's book is being shown. The child has drawn a picture and written a page about space.	X		The child's writing includes a drawing and a sentence related to the drawing. The child could be demonstrating Skill C or D. The teacher needs to follow-up with the child to determine the skill level.
3	Child identifies the repeating unit in the pattern she has just made.	X		The mathematical patterns progression includes a skill about identifying the repeating unit, which is what the child does in this clip.
4	Teacher asks children to create patterns for one another.		X	While a great activity, this is not relevant to the mathematical patterns construct progression because creating sequential patterns is not one of the skills included.

Activity 2.3 – Five Components Review Answer Sheet

Scenario 1: Vocabulary Concepts

During a whole-group lesson, Ms. Eames tells the class they are going to play a game where she says a sentence, then points out one word from that sentence. Then the students have to think of other words that have similar meanings. She says, "For example, let's take the sentence, "The weather is cold outside today." Let's think about the word 'cold.' Other words that describe 'cold' are 'freezing,' 'icy,' or 'chilly.' Let's try it. My first sentence is, 'That hot air balloon is huge.' What are some other words that mean the same thing as 'huge'?" Ravi raises his hand and, when called on, offers the words 'enormous' and 'big'.

Documentation	Targeted	Objective	Descriptive	Concise	Varied
On Wednesday, during a whole-group lesson I had with the children seated at tables, I asked the class to think of words that mean something similar to "huge". Ravi raised his hand first and said the words "enormous" and "big". He smiled really big like he was proud of himself for being the first one to answer. Then he put his hand down and I called on someone else.	X		X		
Rewritten: During a whole-group lesson, the class was asked to say words that mean something similar to "huge". Ravi volunteered the words "enormous" and "big".					

Answer Sheet: Activity 2.3

Scenario 2: Perseverance

During a small group science activity in Mr. Lyle's classroom, each student completed a worksheet about the results of their experiment. It was the first time they had an assignment like this, and Nico experienced some frustration completing the activity. He periodically doodled on his worksheet instead of answering the questions. He also asked Mr. Lyle for help two times. Nico was able to finish the activity.

Documentation	Targeted	Objective	Descriptive	Concise	Varied
Nico did his science experiment correctly and then completed a worksheet about it.		X		X	
Rewritten: *Nico participated in a new science activity where the students complete a worksheet after an experiment. He took some breaks to doodle on his paper and asked me for help twice. He completed the activity despite these challenges.*					

Answer Sheet: Activity 2.3

Scenario 3: Following Directions

Monday: During the math activity block, Ms. Stephenson tells Sasha, "Write your name on your paper and then choose a container of manipulatives to work with." Sasha chooses the tangrams and then sits down at her desk.

Thursday: During the math activity block, Ms. Stephenson tells Sasha, "Ask a friend to work with you and then choose a container of manipulatives." Sasha chooses the place value kit and then asks Marianna to work with her.

Friday: When lining up to go outside, Ms. Stephenson tells Sasha, "Put on your coat and then line up." Sasha lines up without putting on her coat.

Documentation	Targeted	Objective	Descriptive	Concise	Varied
Monday: During the math activity block, Sasha completed a 2-step direction incorrectly by doing only the second step (choosing a container of manipulatives) and skipping the first step (writing her name on her paper).	X	X	X	X	
Thursday: During the math activity block, Sasha completed a 2-step direction in the incorrect order by doing the second step (getting manipulatives) before doing the first step (asking a friend to work with her).	X	X	X	X	
Rewritten (or added): *Friday: While lining up to go outside, Sasha completed a 2-step direction incorrectly by doing only the second step (lining up) and skipping the first step (getting her coat).*					

Answer Sheet: Activity 2.3

Activities 3.1 and 3.2 – Assign a Learning status and Match the Skill – Answer Sheet

Activity	Master Code	Master Code Justification
Topic 3: Activity 3.1		
Aiden's Following Directions Skill Level	E	Aiden completed two of the three directions correctly, but did not complete the third and final direction. He began talking instead of looking up at the teacher.
Emma's Following Directions Skill Level	C	Emma completed one of the two directions correctly, but instead of putting her journal in the basket as instructed, she left it on the table.
Obed's Following Directions Skill Level	D	Obed completed the two directions correctly.
Topic 3: Activity 3.2		
Amy's Grip & Manipulation Skill Level	A	Amy used an early scissor grip when cutting.
Pacey's Grip & Manipulation Skill Level	D	Pacey held his scissors correctly, with two fingers in the bottom loop and his thumb in the top loop, and cut with precision and control coming from his wrist and fingers.
Amy's Emotional Expression Skill Level	A	Amy's crying and refusal to engage in conversation showed her lack of awareness of Pacey's reaction to her.
Pacey's Emotional Expression Skill Level	G	Pacey apologized and independently reflected on his emotions and how the act of taking Amy's scissors made her sad.

Answer Sheet: Activity 3.1 and 3.2

Activity 4.1 – Answer Sheet

Portfolio 1: Antonio	Master Code	Master Code Justification
Antonio's Perseverance Learning Status #1	Skill E	Antonio drew a picture of his house, but got frustrated and gave up when attempting to write the word "house"
Antonio's Perseverance Learning Status #2	Skill G or H	The level of difficulty for an activity will vary for each of your students. In Antonio's case, we don't know whether zipping is coat was a moderately or very difficult activity for him, so he could be at a G or an H.
Antonio's Perseverance Learning Status #3	Skill H	This was a very difficult activity for Antonio, but he was able to persevere throughout the challenge.
Antonio's Perseverance Status Summary	Skill G or H	Since it's unclear whether zipping was a moderately or very difficult activity for Antonio, he would be at either a G or an H for this construct.
Antonio's Object Counting Learning Status #1	Skill B	Antonio was able to correctly count 4 objects in a line.
Antonio's Object Counting Learning Status #2	Skill F	Antonio was able to correctly and consistently count out 8 cubes from a set of 15.
Antonio's Object Counting Learning Status #3	Skill G	Antonio was able to correctly count 19 cubes in a scattered arrangement.
Antonio's Object Counting Status Summary	Not Enough Evidence	Since there was only a single piece of evidence for each skill level displayed, more evidence would need to be collected to make a status summary determination.
Antonio's Following Directions Learning Status #1	Skill A	Antonio was only able to complete a one-step direction when a visual support was provided by the teachers.
Antonio's Following Directions Learning Status #2	Skill C	Antonio was only able to partially complete a two-step direction because he could only complete the first step.
Antonio's Following Directions Learning Status #3	Skill D	Antonio was able to complete two-step directions in the correct order without support.
Antonio's Following Directions Learning Status #4	Skill D	Antonio was able to complete two-step directions in the correct order without support.
Antonio's Following Directions Status Summary	Skill D	Since Antonio was able to complete two-step directions in the correct order without support on multiple occasions, he would be at Skill D.

Answer Sheet: Activity 4.1

Portfolio 2: Lei	Master Code	Master Code Justification
Lei's Emotion Strategies Learning Status #1	Skill B	Lei used the emotion regulation strategy taught by her teacher.
Lei's Emotion Strategies Learning Status #2	Skill C	Lei used the "sharing is caring" strategy to regulate her emotions twice in one day. [NOTE: Seeing something twice in one day is not enough to determine that strategy use is consistent (Skill D).]
Lei's Emotion Strategies Learning Status #3	Skill C	Lei used a learned strategy to help regulate her emotions when she was yelled at by other children.
Lei's Emotion Strategies Learning Status #4	Skill D	Lei used a different learned strategy to regulate her emotions when she was about to lose her temper. This piece of evidence was collected almost 2 months after the original evidence example. There has been no additional need for support after that interaction.
Lei's Emotion Strategies Status Summary	Skill D	Lei is at a Skill D because over time she consistently used learned strategies to regulate her emotions. In the first example, Lei needed support, after that she was able to regulate on her own. By November, Lei was consistently using learned strategies independently.
Lei's Emotion Expression Learning Status #1	Skill D	By smiling and asking Yasmine to play, Lei began to express her emotions in a way that supported building a relationship.
Lei's Emotion Expression Learning Status #2	Skill E	Lei was able to express her emotions in a way that supported building a relationship with Marco.
Lei's Emotion Expression Learning Status #3	Skill E	Lei was able to express her emotions in a prosocial way that supported building a relationship with her peers.
Lei's Emotion Expression Status Summary	Skill E	Lei was consistently able to use prosocial behavior to express her emotions to her peers in a way that supported building relationships with them.
Lei's Gross Motor Learning Status #1	Skill D	Lei was able to maintain balance and control while running, but was unable to maneuver around objects.
Lei's Gross Motor Learning Status #2	Skill I	Lei was able to walk, run with balance and skip, so she would be placed at a Skill I.
Lei's Gross Motor Learning Status #3	Skill I	Even though Lei was asked to gallop, she was able to skip smoothly.
Lei's Gross Motor Status Summary	Skill I	Lei was consistently able to skip smoothly.

Answer Sheet: Activity 4.1

Portfolio 3: Dante	Master Code	Master Code Justification
Dante's Letter Naming Learning Status #1	Skill D	Dante was able to identify some letters in his first name.
Dante's Letter Naming Learning Status #2	Skill E	Dante was able to identify some upper and lowercase letters and all the letters in his name (if used the evidence above)
Dante's Letter Naming Learning Status #3	Skill F	Dante knew all 26 uppercase letters, but not all lower case letters.
Dante's Letter Naming Status Summary	Skill F	Since Dante knew all 26 uppercase letters, but not all lower case letters he would be at a Skill F.
Dante's Reading Comprehension Strategies Learning Status #1	Skill C	Dante pretended to read the book "Cookie's Week" and retell the story in the text.
Dante's Reading Comprehension Strategies Learning Status #2	Skill D	When reading, Dante did not monitor for meaning and failed to notice "bead hunt" didn't make sense with the rest of the story "*We're Going on a Bear Hunt*".
Dante's Reading Comprehension Strategies Learning Status #3	Skill D	When reading "*The Parade*", Dante did not notice that "the parrot" didn't make sense as the title since there was a picture of a parade on the cover and not a bird.
Dante's Reading Comprehension Strategies Status Summary	Skill D	On multiple occasions, Dante failed to notice when his reading did not make sense.
Dante's Vocabulary Concepts Learning Status #1	Skill C	Dante was able to use multiple words that closely related to the word "delicious"".
Dante's Vocabulary Concepts Learning Status #2	Skill F	Dante correctly used two meanings for the word "scales".
Dante's Vocabulary Concepts Learning Status #3	Skill H	Dante was able to recognize and use both literal and non-literal meaning of words.
Dante's Vocabulary Concepts Status Summary	Not Enough Evidence	Since Dante displayed three different skill levels, more evidence would need to be collected to make a status summary determination.

Answer Sheet: Activity 4.1