



DEPARTMENT OF EDUCATION

STANDARDS OF EXCELLENCE

ENGLISH PROGRAM

2000

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Undersecretaries, Executive Director of the Institute for Professional Development, Assistant Secretaries, Program Directors, Offices and Divisions, Directors of Educational Regions, Superintendents of Schools in Charge of Centers for Professional Development, School Directors, Professional Personnel in Complementary Services and Teachers

ACADEMIC AND TECHNOLOGICAL STANDARDS OF EXCELLENCE

The mission of the Department of Education of Puerto Rico has been revised to reflect the constant changes essentially brought about because of astronomical advances in information processing, technology, and the economy. The mission statement, according to Law 149 of July 15, 1999, known as the Organic Law of the Department of Education, establishes that the central benchmark of education is to assure the growth and development of the student in all his/her physical, mental, social, emotional, and ethical-moral aspects. This benchmark takes into account the socio-economic, political, scientific, and technological developments of the new millennium and rests on the universal and cultural values of the Puerto Rican society.

Law 149, which establishes the policy for public education in Puerto Rico, grants educational, financial, and administrative autonomy to each school in particular. It considers the school as totally integrated in the community; that is, it perceives the school as a community of learners. As such, it is a dynamic entity, with the capability to adjust its offerings to the needs of the student and with the ability to adapt to current developments in knowledge and teaching.

This legislation constitutes the legal framework on which Puerto Rico's Educational Reform is based. It calls for the formulation of standards of excellence for the entire student body in all areas of the curriculum. This stipulation is consonant with Goal Number Three (3) "Establish Standards of Excellence in all core subjects for all students" of Puerto Rico's

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Goals 2000, based on federal law Goals 2000, the Educate America Act of March 31, 1994. To implement Goal Number Three (3), standards of excellence were developed for each educational program of the System. The educational endeavor is based on the Cognitive-Humanistic Learning Theory with a Constructivist approach. Public Law 103-182 of 1994, "Improving America School Act" has also influenced the Education Reform in Puerto Rico. This legislation holds schools accountable for student performance. Standards of excellence were developed for each academic program of the System in order to assure faculty and student mastery of critical thinking skills, applied knowledge in academic and occupational contexts, and the emotional psychosocial, and ethical development of the learner.

The Department of Education, in its effort and determination to achieve its objectives and to promote the best and highest performance of all its members, has revised the standards of all academic and technological disciplines and, has developed standards for institutional and classroom assessment. The assessment standards have been implemented to measure the performance of students effectively and efficiently in the classroom and the entire System. This initiative was accomplished through the collaborative efforts of a group of teachers, facilitators, curriculum specialists, university professors, business people, and other resources.

All the standards have been revised for the purpose of aligning the content and applicability of the core of knowledge in response to the demands of the new millennium. The curriculum, with the standards as parameters will keep changing in dynamic and integrative fashion to promote the development of critical and creative thinking and relevant thought, in response to the challenges of a new era.

The core of the curricular design is comprised of the following eight (8) basic components:

- Knowledge
- Values, attitudes, and human virtues
- Skills and competencies
- Cultural diversity
- Environment
- School to Work
- Technology
- Economy

These eight components have been integrated in the standards of excellence of all academic and technological disciplines.

In this revision, other essential components have been preserved including: teaching and assessment to attend the needs and/or abilities of special students including students with a home language other than Spanish; competencies measured by the Puerto Rican Test of School Competencies and those required by the world of work (SCANS); the incorporation of recommendations from the State Council report on the development of the Improvement Plan for Elementary and Secondary Education of Puerto Rico Goals 2000 (1999); and the findings of the report ***Follow-up to the Implementation of the Standards of Excellence***, produced by the Undersecretary of Academic Affairs.

In the educational context, the standards are parameters, which serve as a guide toward the achievement of education of the highest quality. Their relevance to Educational Reform, specifically to the curriculum, consists in promoting the integration of academic and technological disciplines and serving to bring about strategic changes in the curriculum. At the same time, these facilitate the transfer and adaptation of the student from one school to another as well as the transition from school to the work environment. The standards are also utilized in evaluating the effectiveness of the entire Educational System.

The standards are classified as follows: content standards, performance standards, and assessment standards. Content standards describe the knowledge, skills, and competencies that the student must master and develop; performance standards are concrete examples of what the student is able to do in order to demonstrate his/her progress in mastering the content; assessment standards are strategies used to evaluate how knowledge is being acquired and skills are being developed.

The assessment standards establish, for the first time, a series of strategies aimed at assisting the teacher in selecting suitable assessment instruments and techniques to measure the academic achievement and progress attained by the student in the classroom.

Assessment is based on the following indicators, among others:

- The process of assessment promotes learning.
- The process of assessment assures equity because it enables every student to demonstrate his/ her learning.
- The process of assessment is accessible and available for revision.
- The techniques utilized in student assessment are aligned with the curriculum and the teaching learning process.
- Evidence gathered by means of assessment techniques facilitates the formulation of inferences regarding student learning.

Assessment is implemented at the institutional level and the classroom level. It can also be implemented at two or more integrated levels. Institutional assessment is aimed at demonstrating educational effectiveness in the entity or institution. Classroom assessment aims at achieving several goals including improving the educational process, monitoring student progress, making educational decisions, and producing evaluation reports.

The Department of Education has selected the following three (3) standards for assessment:

Standard 1: Diagnostic Evaluation

The Educational plan shall be implemented based on the evaluation of the current level of knowledge and skills of the student.

Standard 2: Formative Evaluation

Four (4) different assessment techniques, among many presented to the teachers, will be used to evaluate student progress.

Standard 3: Summative Evaluation (Institutional)

Progress attained by the student shall be determined utilizing three criteria: distribution of grades (at the end of the school year) scores on the Puerto Rican Test of School Competencies, and/or a Portfolio for the grades in which the test is not administered.

The Department of Education, fully aware of its commitment to the Education Reform, presents the revised standards in all academic and technological disciplines. The purpose is to attain the educational excellence to which we all aspire. These standards are established as a framework of reference for the development of educational units of study and daily lessons. In this manner, we will contribute to the society of the 21st century.

I urge you to study this Circular Letter carefully and to integrate the ideas contained herein in your daily professional activities.

Víctor Fajardo, Ed.D.
Secretary

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THEORETICAL FRAMEWORK OF THE CURRICULAR REFORM

The Puerto Rico Department of Education designed and implemented a program to develop systematic measures directed to achieving excellence in all educational and administrative endeavors during the years that preceded the arrival of the third millennium. The development and implementation of standards of excellence has been a key factor in this endeavor.

The cognitive – humanistic theory of learning was adopted in the interest of maintaining the core curriculum current and up-to-date. This fundamental theory guides the learning process towards the development of the highest levels of the thinking process. The mastery of this ability also strengthens the development of the student's affective, moral, ethical and aesthetic attributes in his/her social interaction.

The teaching and learning processes are dynamic and complex. These are developed through various approaches, methods, techniques, strategies and diverse resources. This principle is in accordance with the constructivist approach to learning. For this reason the Department of Education has adopted this approach to guide the educational process in the classroom. The strength of constructivism is the fact that the teacher assumes the role of mediator and facilitator of the learning process between students and their environmental context. This requires a change in the traditional paradigm in which the teacher is the provider of information and the student is the passive receiver. In the new paradigm, the student becomes an active participant and is encouraged to self-assess the quality of his/her progress in the learning process.

The constructivist approach to learning requires teachers to direct their attention, their efforts and their work towards the student, and not rely strictly on curriculum guides or feel that curriculum content must be covered in its entirety, as if it was a measure to determine the level of learning to be achieved. The constructivist approach converts the teaching and learning process into a dynamic, active, motivating and challenging practice in which the student uses his/her prior knowledge in order to prepare himself/herself to reflect on the task to be accomplished.

The curricular reform process that has been developed is aligned to the regulations of recent state and federal legislation that govern the Puerto Rico Department of Education. Of these, it is important to point out goal number three (3) of Puerto Rico Goals 2000, which requires the development and implementation of rigorous standards of excellence for students. Adopting these standards in all current curricular offerings facilitates the attainment of educational excellence.

A basic curriculum core that is common to all subjects guides the standards that have been approved, through the process of consultation and validation. This curriculum core includes the following aspects:

Knowledge:

- concepts; ideas; facts; divergences; principles; theories; technology; paradigms; laws.

Values, Attitudes and Human Virtues:

- ethics; dignity; solidarity; equality; integrity; self-control; responsibility; socialization; collaboration.

Skills and Competencies:

- life skills; reflective thinking; critical and creative thinking; communication; study skills; research, adaptation; work; technology; integration; theorization; assessment.

School to Work:

- supply and demand; total quality; commitment; dedication; service; production; technology; employability; negotiation; obtaining, retaining and progressing on the job; professional development; rules and regulations; institutional culture and politics.

Technology:

- computation; network; access; effective use of equipment; set of rules and regulations; educational application; configure; cybernetics; distance learning; integration; internet.

Economy:

- savings; investments; consumerism; global economy; management of goods; production and distribution; exportation and importation; management of public funds; budgets.

Cultural Diversity:

- ethnicity; race; age and gender; origin; socio-economic status; type of family; schooling; migration; bilingualism.

Environment:

- prevention; health; hygiene; conservation of resources; ecology; quality of life; reforestation; recycling; restoration.

(See Chart #1)

The standards include factors that guarantee educational excellence. These factors are: Theories of Learning, Approaches, Core Component, Fundamental Competencies, Analytical Aptitudes, and Personal Characteristics. These factors also relate with functions, which are Educational Research, Educational Planning, Educational Application, Operational Assessment, and Evaluation of Results. Student achievement, which is the most important criterion of reference of any educational agenda, is determined by both, the factors and functions. (See Chart #2)

On the other hand, the Puerto Rico Department of Education has considered the philosophical, psychological, and sociological factors in developing the standards of excellence. These underlying educational concepts will be used together with the pedagogical principles that have proven effective in conjunction with new trends that are supported by current research.

It is expected that the fusion of these elements will lead to the development of an individual that will continually construct his/her learning from a humanistic perspective, both personally and collectively. In this way, he/she will help reconstruct society and the world in which he/she lives. This humanistic approach facilitates the development of positive and productive citizens that will contribute to the socio-economic progress and development of Puerto Rico.

Puerto Rico Department of Education Curriculum Core 2000



Model of the Relationship Between the Factors and Functions That Influence the Standards and are Reflected in Academic Achievement

Analytical Aptitudes and Personal Qualities

Fundamental Competencies

Approach

Theory of Learning

- Critical Thinking
- Creative Thinking
- Problem Solving
- Reasoning
- Individual Responsibility
- Self-esteem
- Socialization
- Self-Control
- Integrity

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

- Knowledge
- Values and Attitudes
- Skills and Competencies
- School to Work
- Technology
- Economics
- Cultural Diversity
- Environment

Constructivism

Cognitive - Humanistic

SCANS

Theoretical Background

Curriculum

FUNCTIONS

RESULTS

Operational Assessment

Educational Application

Educational Planning

Educational Research

ANALYSIS OF FACTORS AND FUNCTIONS

ACADEMIC ACHIEVEMENT

INSTITUTIONAL GOALS

The Puerto Rico Department of Education aspires to achieve:

Goal 1

A student who masters academic and technological standards of excellence and evolves into a responsible citizen who is willing to become a life-long learner, capable of understanding himself/herself and the society in which he/she lives in a positive and productive manner.

Goal 2

A dynamic and effective educational system that takes into consideration the cultural diversity and needs of students in its educational offerings, in such a way as to make it attractive, interesting, pertinent, and adequate, encouraging both student and teacher to engage in the learning process.

Goal 3

The systematic and continuous integration of advanced technology to the new school in all educational, administrative, and fiscal processes in order to offer efficient and effective educational services.

Goal 4

A physical infrastructure that responds to the needs of a modern and up-to-date school that offers excellent educational services according to the needs and interests of a third millennium society.

Goal 5

An organization endowed with excellent human resources in constant professional development with high levels of performance, committed to providing high-quality services that guarantee positive results and satisfaction with all components of the educational process.

Goal 6

Effective administration of the Educational System that facilitates public policy and encourages the socio-economic development of Puerto Rico through education.

Goal 7

The new school, in its role as a learning community that will offer continuous services and activities through the systematic participation of all the stakeholders: parents, teachers, students, business people, and other citizens.

RECOMMENDATIONS FOR THE EFFECTIVE USE OF THE STANDARDS FOR EXCELLENCE

As part of the Educational Reform, the standards of all academic and technological disciplines constitute the mechanism by which the Puerto Rico Department of Education aspires to achieve an effective and efficient teaching and learning process. The Standards tell us what is relevant in each area of study and offer the fundamental conceptual components for the development of each programs curriculum. Standards are useful for all stakeholders within the Educational System such as, curriculum technicians, administrators, teachers and support personnel, students, parents, and other members of the community.

The curriculum technicians use the standards as a conceptual framework to design and develop courses and strategies that will allow the student to develop his/her potential to the fullest. They select the themes, organize and structure the content and educational experiences, revise the information, and provide the concepts and ideas for the designing activities and assessment tools.

Teachers use the standards to identify what should be taught in each grade and level, why it should be taught, and what should be expected of the students. In this way, the teacher will not make isolated decisions on what is sufficient or how much is adequate.

Students are the center of the educational system. Standards motivate students to delve more deeply into the subject matter, in such a manner, that they can consciously and comprehensively apply the acquired knowledge and skills to their everyday lives. The standards clarify what is expected of students and establishes goals that students should strive to achieve. Attaining these objectives will provide students with a feeling of personal satisfaction and success.

Administrators, parents and members of the community may also benefit from the standards. First of all, the standards demonstrate how the educational goals of our society are met. Secondly, parents and other community members will be provided with concrete information regarding what is expected of the students. Administrators obtain information that allows them to assess the quality of teaching and learning in every discipline in different schools, districts and regions. Furthermore, an education based on standards helps to develop better schools that in turn will graduate better-qualified individuals.

Finally, the standards are useful to train potential teachers, as well as, the experienced teacher in the planning and implementation of the curriculum. Additionally, the Institutions of Higher Education can use the standards to develop courses and programs for teachers, so that they will become efficient resources in the educational process.

STANDARDS OF EXCELLENCE

INTRODUCTION

The Puerto Rico Department of Education through its English Program has offered an English as a Second Language curriculum since 1948-49. Prior to this, different policies had been developed. Most recently several approaches integrated into the Balanced Literacy Approach have pointed towards a new direction. This is the English as an Additional Language – Technology Integrated approach (EAL-TI). Standards included in this document have been based on this approach.

Educators agree that standards that will move students beyond the acquisition of basic skills and gear them toward the mastery of high-order thinking skills must be adopted by schools, thus emphasizing excellence for all students. The English Program has revised its standards based on recent linguistic theory, research and practice in the teaching of English as an Additional Language. The theories underlying the teaching of English as an Additional Language in Puerto Rico are The Natural Approach, The Communicative Approach, and the Whole Language Philosophy using a literature based curriculum. The integration of all three approaches has led to the Balanced Literacy Approach. This approach provides for essential skills and strategy instruction within the context of meaningful, authentic reading, writing, and oral language activities. Since it is based on natural communication, it is viewed as an integral paradigm, therefore it is life oriented. The teaching strategies are from everyday life situations.

The English Program Vision

The development of a communicatively competent student who is academically and technologically literate, a critical and creative thinker, capable of using the English language, making decisions, and dealing with the expectations and demands of society.

The English Program Mission

To propitiate the students' acquisition of knowledge as well as the development of the competencies and linguistic skills geared at promoting his/her personal, cultural, social, ethical, and aesthetical growth by providing the needed educational experience for effective communication in English.

Goals

- To update the students' learning of English through the use of challenging content, performance, and assessment standards as well as through a revised teaching paradigm.
- To prepare all students to reach their potential through the development of the ability to communicate effectively in English in the four strands of the Program: oral communication, written communication, reading comprehension and literary appreciation.
- To prepare all students to reach their potential through the development of the ability to communicate effectively in English.
- To prepare all students to acquire the life skills and communication skills in English that will enable them to perform effectively in higher learning academic and technical scenarios thus encouraging them to become life-long learners.
- To prepare students to access, organize and evaluate information obtained through technological or electronic means for the development of reading, writing, listening, and observing skills.
- To prepare all students to become informed and responsible citizens in our democratic society.

Standards

The English Program Standards have been revised in keeping up with the latest research. The standards have been organized into four major strands: Oral Communication, Written Communication, Reading Comprehension, and Literary Appreciation. Auditory comprehension has been integrated to the Oral Communication standard in order to provide a natural flow of listening and speaking skills. Critical observation of technological media is developed throughout each strand. These strands are not independent and cannot be isolated from one another. Each strand is presented with its content standard, followed by a brief description. Cultural awareness and technological skills are present throughout the four content standards. The performance and assessment standards are presented by level (K-3, 4-6, 7-9, and 10-12). The content and performance standards are not distinct and separable; they are interrelated and should be considered as a whole. These standards are meant to be developed through the use of any literature-based text.

The standards presented in this document will provide articulation and sequence to the vision, mission and goals of the English Program by taking into consideration the culturally diverse student population that is served.

ORAL COMMUNICATION

CONTENT STANDARD #1: Student listens to and uses language effectively to interact verbally/non-verbally in different academic and social environments using different learning strategies and critical thinking skills.

DESCRIPTION:

Communication is a continuous process of expression, interpretation, and negotiation (Savignon, 1983). Oral communication is an interactive process by which the learner receives necessary auditory input in order to speak clearly, eloquently and effectively. Listening is not a passive activity. A listener must construct meaning from the oral messages received. Constructing meaning is an active process that depends on the context of the situation, the listener's mood, interests, expectations, and knowledge of the topic. Recent research demonstrates that oral language development provides the foundation on which reading and writing are built. Audience and purpose are very important in oral communication as they determine the degree of formality in choice of syntax and vocabulary.

Communication skills are necessary throughout one's life. Communication is essential to the functioning of the individual in academic, economic and social settings. Communicating effectively in English is necessary and required in today's global society. English plays an essential role in commerce, communications and technology worldwide. In Puerto Rico, business and industry require employees to be able to communicate effectively in English, as well as in Spanish.

Oral Communication

CONTENT STANDARD #1: The student listens to and uses language effectively to interact verbally/non-verbally in different academic and social environments using different learning strategies and critical thinking skills.

LEVEL: K - 3

Performance Standards	Assessment Standards
<p>The student:</p> <ul style="list-style-type: none"> • Responds to commands, instructions, statements and questions. • Offers and responds to greetings, compliments, invitations, introductions and farewells using appropriate courtesy phrases. • Reacts to simple discourse and nonverbal language. • Listens to a story, nursery rhyme, poem or song and uses pictures, drawings and/or language to express feelings, ideas, needs and values. • Responds verbally to questions involving self-identity or information related to home, school and community and accepts cultural differences. • Participates in short and simple group discussions and conversations. 	<p>Diagnostic</p> <p>The student will demonstrate previous knowledge through a diagnostic test.</p> <p>Skills to be diagnosed:</p> <p>Kindergarten</p> <ul style="list-style-type: none"> • Responds to personal information questions. • Responds to simple commands <p>First grade</p> <ul style="list-style-type: none"> • Responds to verbal instructions and commands • Answers questions about daily routines and personal information. <p>Second grade</p> <ul style="list-style-type: none"> • Asks and answers questions about at least two of the following topics: <ul style="list-style-type: none"> ○ Daily routines ○ Clothing ○ Friends ○ Food ○ Animals ○ Money ○ Personal information <p>Third Grade</p> <ul style="list-style-type: none"> • Recalls an auditory sequence • Talks about or describes a picture or particular situation.

LEVEL: K - 3

Performance Standards	Assessment Standards
<ul style="list-style-type: none">• Listens to a short simple message and conveys the idea in his/her own words.• Uses media for learning activity purposes.• Discusses class readings.• Tells and retells simple stories and events in logical order.	<p>Formative Evaluation</p> <p>The student will demonstrate academic progress through techniques based on a minimum of four different assessment strategies. The following strategies are suggested:</p> <ul style="list-style-type: none">• Teacher’s Observation (rubric or checklist)• Recording of conversations and discussions (rubric or checklist)• Student – teacher interview (rubrics)• Retells stories (rubric)• Self assessment (checklist)• Peer assessment (checklist)• Oral presentations (rubrics, checklist)• Anecdotal records <p>* Note: The assessment techniques or strategies will be adapted according to the particular needs and abilities of the student (See appendixes 1 and 2).</p> <p>For descriptions of assessment strategies and guidelines for developing rubrics, see appendixes 3 and 4.</p> <p>Summative Evaluation</p> <p>The student will demonstrate progress through his/her grades, a portfolio and/or the “Pruebas Puertorriqueñas de Competencias Escolares”.</p> <p>**Note: See appendix 5 for portfolio assessment.</p>

Oral Communication

CONTENT STANDARD #1: The student listens to and uses language effectively to interact verbally/non-verbally in different academic and social environments using different learning strategies and critical thinking skills.

LEVEL: 4 – 6

Performance Standards	Assessment Standards
<p>The student:</p> <ul style="list-style-type: none"> • Responds verbally/nonverbally to commands, instructions, statements, and questions. • Offers and responds to greetings, compliments, invitations, introductions, and farewells using appropriate courtesy phrases. • Listens to and reacts verbally or nonverbally to oral discourse. • Listens to a selection of literature and uses pictures, drawings and language to express feelings, ideas, needs, and values. • Discusses and accepts different social and cultural traditions and values. • Participates in small and large group discussions and conversations. • States accurate directions and conveys information to individuals and small groups. 	<p>Diagnostic</p> <p>The student will demonstrate previous knowledge through a diagnostic test.</p> <p>Skills to be diagnosed:</p> <p>Fourth Grade:</p> <ul style="list-style-type: none"> • Asks for and gives information or directions. • Listens to a short selection and identifies details, main idea or sequence. <p>Fifth Grade:</p> <ul style="list-style-type: none"> • Identifies, describes and asks for or gives information or directions. • Listens to a short selection and identifies details, main idea or sequence. <p>Sixth Grade:</p> <ul style="list-style-type: none"> • Identifies, describes and asks for information or directions. • Listens to a short selection and identifies details, main idea or sequence.

LEVEL: 4 – 6

Performance Standards	Assessment Standards
<ul style="list-style-type: none">• Uses media for learning activity purposes.• Discusses class readings.• Tells and retells stories and events in logical order.	<p>Formative Evaluation The student will demonstrate academic progress through techniques based on a minimum of four different assessment strategies. The following strategies are suggested:</p> <ul style="list-style-type: none">• Observation (rubric or checklist)• Recording of conversations and discussions (rubric or checklist)• Student – teacher interview (rubrics)• Retells stories (rubric)• Self assessment (checklist)• Peer assessment (Checklist)• Oral presentations (rubrics, checklist)• Anecdotal records <p>* Note: The assessment techniques or strategies will be adapted according to the particular needs and abilities of the student (See appendixes 1 and 2). For descriptions of assessment strategies and guidelines for developing rubrics, see appendixes 3 and 4.</p> <p>Summative Evaluation The student will demonstrate progress through his/her grades, portfolio and/or the “Pruebas Puertorriqueñas de Competencias Escolares”.</p> <p>**Note: See appendix 5 for portfolio assessment.</p>

Oral Communication

CONTENT STANDARD #1: The student listens to and uses language effectively to interact verbally/non-verbally in different academic and social environments using different learning strategies and critical thinking skills.

LEVEL: 7 – 9

Performance Standards	Assessment Standards
<p>The student:</p> <ul style="list-style-type: none"> • Responds verbally and is able to give commands, instructions, statements regarding classroom and real-life situations, and ask and answer questions in formal and informal settings. • Speaks in a formal or informal manner about attitudes, topics, and social settings. • Interprets messages, dialogues, and stories by responding verbally and/or nonverbally to readings in age appropriate situations conveyed in classroom settings. • Listens to selections of literature and uses pictures and graphic organizers to analyze, interpret, and express ideas, as well as convey feelings, needs, and values and possible applications to everyday life. • Discusses and accepts different social and cultural traditions and values as learned about in selected readings or as a result of classroom discussions of ethnic diversity. 	<p>Diagnostic</p> <p>The student will demonstrate previous knowledge through a diagnostic test.</p> <p>Skills to be diagnosed:</p> <p>Seventh Grade:</p> <ul style="list-style-type: none"> • Comprehends the main idea of a verbal discourse. • Asks and answers questions about at least two of the following: <ul style="list-style-type: none"> ○ Time/distance ○ Past actions and events ○ Likes and dislikes ○ Cost of things ○ Health/weather <p>Eighth Grade:</p> <ul style="list-style-type: none"> • Comprehends the main idea of a verbal discourse. • Asks and answers questions about at least two of the following: <ul style="list-style-type: none"> ○ Time/distance ○ Past actions and events ○ Likes and dislikes ○ Cost of things ○ Health/weather

LEVEL: 7 – 9

Performance Standards	Assessment Standards
<ul style="list-style-type: none"> • Participates in short and long social or academic group discussions and conversations regarding individual and group differences as presented in literature and class discussions. • Listens to different kinds of messages from TV and radio and transmits specific information about content and appropriate language usage. • Uses audiovisual media for learning activity purposes such as news, cultural and sports events, and to identify class related topics and language usage. • Discusses and analyzes class readings and literary texts. • Tells and retells stories and events in logical and/or chronological order. 	<p>Ninth Grade:</p> <ul style="list-style-type: none"> • Comprehends the main idea of a verbal discourse. • Asks and answers questions about at least two of the following: <ul style="list-style-type: none"> ○ Time/distance ○ Past actions and events ○ Likes and dislikes ○ Cost of things ○ Health/weather <p>Formative Evaluation</p> <p>The student will demonstrate academic progress through techniques based on a minimum of four different assessment strategies. The following strategies are suggested:</p> <ul style="list-style-type: none"> • Observation (rubric or checklist) • Recording of conversations and discussions (rubric or checklist) • Student – teacher interview (rubrics) • Retells stories (rubric) • Self assessment (checklist) • Peer assessment (Checklist) • Oral presentations (rubrics, checklist) • Anecdotal records <p>* Note: The assessment techniques or strategies will be adapted according to the particular needs and abilities of the student (See appendixes 1 and 2).</p> <p>For descriptions of assessment strategies and guidelines for developing rubrics, see appendixes 3 and 4.</p> <p>Summative Evaluation</p> <p>The student will demonstrate progress through his/her grades, portfolio and/or the “Pruebas Puertorriqueñas de Competencias Escolares”.</p> <p>**Note: See appendix 5 for portfolio assessment.</p>

Oral Communication

CONTENT STANDARD #1: The student listens to and uses language effectively to interact verbally/non-verbally in different academic and social environments using different learning strategies and critical thinking skills.

LEVEL: 10 – 12

Performance Standards	Assessment Standards
<p>The student:</p> <ul style="list-style-type: none"> • Follows and gives complex directions used in academic, social and job scenarios. • Uses polite forms to negotiate and reach consensus in formal and informal settings. • Interprets messages, dialogues and stories verbally, nonverbally and/or in writing to readings in age appropriate situations conveyed in classroom settings. • Listens to selections of literature and uses pictures and graphic organizers to analyze, interpret, and express ideas, as well as convey feelings, needs, and values and possible applications to everyday life. • Makes oral presentations of issues related to cultural diversity that are pertinent to his/her personal life, community, or environment. • Clarifies and restates information as needed. 	<p>Diagnostic</p> <p>The student will demonstrate previous knowledge through a diagnostic test.</p> <p>Skills to be diagnosed:</p> <p>Tenth Grade:</p> <ul style="list-style-type: none"> • Listens to a short selection and identifies details, main idea or sequence. • Selects a topic and talks freely about it. <p>Eleventh Grade:</p> <ul style="list-style-type: none"> • Listens to a short selection and identifies details, main idea or sequence. • Selects a topic and talks freely about it. <p>Twelfth Grade:</p> <ul style="list-style-type: none"> • Listens to a short selection and identifies details, main idea or sequence. • Selects a topic and talks freely about it..

LEVEL: 10 – 12

Performance Standards	Assessment Standards
<ul style="list-style-type: none"> • Participates in short and long social and academic conversations and group discussions. • Discusses and analyzes class readings and literary texts. • Summarizes and retells works of literature and events in logical and/or chronological order. • Uses, interprets and analyzes audiovisual media, such as news broadcasts, cultural and sports events, and evaluates their effectiveness. • Listens to speeches to gather and interpret information and analyze for accuracy, bias, and speaker’s intent and purpose. 	<p>Formative Evaluation The student will demonstrate academic progress through techniques based on a minimum of four different assessment strategies. The following strategies are suggested:</p> <ul style="list-style-type: none"> • Observation (rubric or checklist) • Recording of conversations and discussions (rubric or checklist) • Student – teacher interview (rubrics) • Retells stories (rubric) • Self assessment (checklist) • Peer assessment (Checklist) • Oral presentations (rubrics, checklist) • Anecdotal records <p>* Note: The assessment techniques or strategies will be adapted according to the particular needs and abilities of the student (See appendixes 1 and 2). For descriptions of assessment strategies and guidelines for developing rubrics, see appendixes 3 and 4.</p> <p>Summative Evaluation The student will demonstrate progress through his/her grades, portfolio and/or the “Pruebas Puertorriqueñas de Competencias Escolares”.</p> <p>**Note: See appendix 5 for portfolio assessment.</p>

WRITTEN COMMUNICATION

CONTENT STANDARD #2: The student writes narrative, descriptive, expository, and persuasive texts demonstrating command of standard English, and the stages of the writing process using research and organizational strategies.

DESCRIPTION

Writing is an essential tool for learning, personal expression, and professional success. It is the tool by which students demonstrate their acquisition of knowledge in all content areas as well as a vital workplace skill. Both the basic skills of proper usage and the more complex skill of communication through extended writing in diverse forms are important. As students develop their writing skills, the tasks required of them are increasingly complex in both content and organization.

Writing is an ongoing developmental process and students do not learn this process by working on grammar exercises, sentence diagramming, or other isolated drills. Writing skills are best learned in the context of actual writing. Students should write for many different purposes and audiences. Writing skills are interrelated with reading, speaking and thinking skills. Each skill strengthens and stimulates the other and should be taught in an integrated manner.

The process of writing allows students to take charge of their own writing and learning. It involves five steps: prewriting, drafting, revising, proofreading and publishing not necessarily occurring in a linear mode. In the prewriting or planning stage the student selects his/her topic. The drafting phase allows the student to organize his/her ideas, consider the audience for whom he/she is writing, and develop the topic. The third stage, revision, is where the student looks at his/her work and examines the content, such as, choice of words to express ideas. The next step is proofreading or editing, which should take place after the student has made all the content changes that he/she feels necessary. The final stage is publishing. The student makes a final copy and prepares to share his/her work with others.

Written Communication

CONTENT STANDARD #2 : The student writes narrative, expository, persuasive and descriptive text demonstrating command of Standard English, using research and organizational strategies, and the stages of the writing process.

LEVEL: K – 3

Performance Standards	Assessment Standards
<p>The student:</p> <ul style="list-style-type: none"> • Copies words, phrases, and sentences written in English. • Dictates words, phrases and/or sentences to develop experiential writing. • Forms letters in print and spaces words and sentences using a left to right, top to bottom progression. • Draws pictures and/or uses letters or phonetically spelled words to write about experiences, people, objects or events. • Writes words, phrases, and sentences using writing conventions. • Uses pictures, words, phrases, and sentences to write about familiar texts or to express feelings. • Uses the picture dictionary and/or dictionary as an aid in the writing process. • Writes simple sentences, stories, and poems using descriptions of people, places, things, and relevant illustrations using the writing process. (prewriting, drafting, revising, reading, editing, and publishing). 	<p>Diagnostic</p> <p>The student will demonstrate previous knowledge through a diagnostic test.</p> <p>Skills to be diagnosed:</p> <p>First Grade:</p> <ul style="list-style-type: none"> • Writes his/her name. • Writes a word, phrase or sentence using phonetic or invented spelling to describe a picture. <p>Second Grade:</p> <ul style="list-style-type: none"> • Writes words, phrases or simple sentences about a picture using the following writing conventions <ul style="list-style-type: none"> ○ Capital letters ○ End punctuation • Constructs simple sentences (four words) <p>Third Grade:</p> <ul style="list-style-type: none"> • Writes simple sentences using capital letters and correct end punctuation. • Constructs a complete sentence (five words).

LEVEL: K – 3

Performance Standards	Assessment Standards
<ul style="list-style-type: none"> • Writes simple informational pieces (reports, friendly letters, descriptions) using illustrations when relevant. • Writes an opinion and supports it with facts and/or details. • Demonstrates basic keyboarding skills and familiarity with technology vocabulary such as, cursor, software, memory, disk drive, and hard drive. 	<p>Formative Evaluation</p> <p>The student will demonstrate academic progress through techniques based on a minimum of four different assessment strategies. The following strategies are suggested:</p> <ul style="list-style-type: none"> • Drawings (rubric, checklist) • All about Me stories (rubric) • Cartoons / Comic Strips • Journals • Anecdotal records • Reflexive diary • Writing prompts • Picture Books (Rubric or checklist) • Self Assessment (checklist) • Peer Assessment (checklist) <p>* Note: The assessment techniques or strategies will be adapted according to the particular needs and abilities of the student (See appendixes 1 and 2).</p> <p>For descriptions of assessment strategies and guidelines for developing rubrics, see appendixes 3 and 4.</p> <p>Summative Evaluation</p> <p>The student will demonstrate progress through his/her grades, portfolio and/or the “Pruebas Puertorriqueñas de Competencias Escolares”.</p> <p>**Note: See appendix 5 for portfolio assessment.</p>

Written Communication

CONTENT STANDARD #2: The student writes narrative, expository, persuasive and descriptive text demonstrating command of Standard English, using research and organizational strategies, and the stages of the writing process.

LEVEL: 4 – 6

Performance Standards	Assessment Standards
<p>The student:</p> <ul style="list-style-type: none"> • Writes words, phrases, and sentences and uses them to transmit messages. • Takes dictation of words, phrases, sentences, and short paragraphs using appropriate writing conventions. • Uses words, phrases, and sentences to write about familiar texts, messages, and/or to express feelings using appropriate grammar and syntax. • Uses the dictionary, reference books and electronic sources of information as an aid in the writing process. • Uses prewriting techniques, such as free writing, clustering or brainstorming to generate ideas for writing. • Writes descriptive paragraphs, poems, and stories using the writing process (prewriting, drafting, revising, editing and publishing). 	<p>Diagnostic</p> <p>The student will demonstrate previous knowledge through a diagnostic test.</p> <p>Skills to be diagnosed:</p> <p>Fourth Grade:</p> <ul style="list-style-type: none"> • Constructs a complete sentence (6 words) • Writes 3 descriptive sentences <p>Fifth Grade:</p> <ul style="list-style-type: none"> • Constructs a complete sentence (7 words). • Writes 4 descriptive sentences <p>Sixth Grade:</p> <ul style="list-style-type: none"> • Constructs a complete sentence (7 words) • Writes a simple descriptive paragraph.

LEVEL: 4 – 6

Performance Standards	Assessment Standards
<ul style="list-style-type: none"> • Write paragraphs that establish and support a central idea with a topic sentence, supporting sentences with simple facts or details, and include a concluding statement that summarizes the points. • Writes informational pieces (descriptions, personal letters, reports, instructions). • Writes an opinion or a clearly stated position statement using facts and/or supporting details. • Uses simple monitoring and self-correction methods. • Uses available technology to engage in the writing process. • Uses organizational features of electronic media, including passwords, entry and pull-down menus, word searches, thesaurus, outlining packages and spell checks to create simple documents. 	<p>Formative Evaluation</p> <p>The student will demonstrate academic progress through techniques based on a minimum of four different assessment strategies. The following strategies are suggested:</p> <ul style="list-style-type: none"> • Autobiography (Rubric) • Comic Strips (checklist, rubric) • Journals • Biographies (Rubric) • Reflexive diaries • Writing prompts • Graphic Organizers • Anecdotal records • Self assessment (checklist) <p>* Note: The assessment techniques or strategies will be adapted according to the particular needs and abilities of the student (See appendixes 1 and 2).</p> <p>For descriptions of assessment strategies and guidelines for developing rubrics, see appendixes 3 and 4.</p> <p>Summative Evaluation</p> <p>The student will demonstrate progress through his/her grades, portfolio and/or the “Pruebas Puertorriqueñas de Competencias Escolares”.</p> <p>**Note: See appendix 5 for portfolio assessment.</p>

Written Communication

CONTENT STANDARD #2: The student writes narrative, expository, persuasive and descriptive text demonstrating command of Standard English, using research and organizational strategies, and the stages of the writing process.

LEVEL: 7 – 9

Performance Standards	Assessment Standards
<p>The student:</p> <ul style="list-style-type: none"> • Takes dictation of words, phrases, sentences, and short paragraphs using writing conventions. • Uses familiar vocabulary in sentences, paragraphs and compositions to express ideas and feelings using appropriate grammar and syntax. • Uses the dictionary, reference books and electronic sources of information as an aid in the writing process. • Uses prewriting techniques, such as free writing, clustering or brainstorming to generate ideas for writing. • Writes compositions, short stories, poems, and plays using the writing process. (Applies varying organizational methods, and/or includes literary elements.) 	<p>Diagnostic</p> <p style="padding-left: 20px;">The student will demonstrate previous knowledge through a diagnostic test.</p> <p>Skills to be diagnosed:</p> <p>Seventh Grade:</p> <ul style="list-style-type: none"> • Constructs a complete sentence using correct punctuation. • Writes a simple descriptive paragraph about a picture or topic with a topic sentence, supporting details and a concluding sentence. <p>Eighth Grade:</p> <ul style="list-style-type: none"> • Constructs a complete sentence using correct punctuation. • Writes a 5 sentence paragraph about a picture or topic with a topic sentence, 3 supporting sentences, and a concluding sentences. <p>Ninth Grade:</p> <ul style="list-style-type: none"> • Constructs a complete sentence using correct punctuation. • Writes a composition about a given topic that includes an introductory paragraph, supporting paragraphs and a concluding paragraph.

LEVEL: 7 – 9

Performance Standards	Assessment Standards
<ul style="list-style-type: none"> • Write texts that include an introduction that makes clear the purpose of the composition, several paragraphs that develop the topic, and a concluding paragraph. • Writes informational pieces (letters, descriptions, reports, instructions, articles, interviews) • Writes various types of persuasive pieces that develop the reader’s interest (a convincing letter, a stated opinion or a clearly stated position). • Uses simple monitoring and self-correction methods. • Uses available technology for revising, rewriting, and publishing, using word processing skills and principles of design (margins, tabs, spacing, columns, page numbers). 	<p>Formative Evaluation</p> <p>The student will demonstrate academic progress through activities using a minimum of four different assessment strategies from the following list:</p> <ul style="list-style-type: none"> • Comic Strips (checklist, rubric) • Writing Log • Journals • Graphic Organizers • Compositions (rubric, checklist) • Short Stories (rubric, checklist) • Anecdotal Records <p>* Note: The assessment techniques or strategies will be adapted according to the particular needs and abilities of the student (See appendixes 1 and 2).</p> <p>For descriptions of assessment strategies and guidelines for developing rubrics, see appendixes 3 and 4.</p> <p>Summative Evaluation</p> <p>The student will demonstrate progress through his/her grades, portfolio and/or the “Pruebas Puertorriqueñas de Competencias Escolares”.</p> <p>**Note: See appendix 5 for portfolio assessment.</p>

Written Communication

CONTENT STANDARD #2: The student writes narrative, expository, persuasive and descriptive text demonstrating command of Standard English, using research and organizational strategies, and the stages of the writing process.

LEVEL: 10 – 12

Performance Standards	Assessment Standards
<p>The students:</p> <ul style="list-style-type: none"> • Takes notes and summarizes information. • Uses the dictionary, reference books and electronic sources of information as an aid in the writing process. • Uses prewriting techniques, such as free writing, clustering or brainstorming to generate ideas for writing. • Writes short stories, poems, and plays using the writing process. (Applies varying organizational methods, and/or includes literary elements.) • Writes informational pieces such as, research papers, literary analyses, evaluations, and essays taking into consideration the content, grammar, syntax, organization, word choice, purpose, and audience to produce a clear, fluent, effective, and acceptable piece of writing. 	<p>Diagnostic</p> <p>The student will demonstrate previous knowledge through a diagnostic test.</p> <p>Skills to be diagnosed:</p> <p>Tenth Grade:</p> <ul style="list-style-type: none"> • Writes an essay about a given topic including an introduction, body and a conclusion. <p>Eleventh Grade:</p> <ul style="list-style-type: none"> • Writes an essay about a given issue in which he/she formulates a hypothesis and uses well-structured and logical narrative to support or reject it. <p>Twelfth Grade:</p> <ul style="list-style-type: none"> • Writes an essay about a current issue that includes a documented defense of the hypothesis.

LEVEL: 10 – 12

Performance Standards	Assessment Standards
<ul style="list-style-type: none"> • Writes various types of persuasive essays including cited evidence that develops the reader’s interest. • Uses simple monitoring and self-correction methods. • Uses word processing and publishing software for creating documents. • Writes personal business correspondence (e.g. informal letters, memos, job application letters, resumes) 	<p>Formative Evaluation</p> <p>The student will demonstrate academic progress through techniques based on a minimum of four different assessment strategies. The following strategies are suggested:</p> <ul style="list-style-type: none"> • Comic Strips (checklist, rubric) • Writing Log • Journals • Anecdotal Records • Graphic Organizers • Essays (Rubrics) • Writing Prompts <p>* Note: The assessment techniques or strategies will be adapted according to the particular needs and abilities of the student (See appendixes 1 and 2).</p> <p>For descriptions of assessment strategies and guidelines for developing rubrics, see appendixes 3 and 4.</p> <p>Summative Evaluation</p> <p>The student will demonstrate progress through his/her grades, portfolio and/or the “Pruebas Puertorriqueñas de Competencias Escolares”.</p> <p>**Note: See appendix 5 for portfolio assessment.</p>

READING COMPREHENSION

CONTENT STANDARD #3: The student demonstrates confidence, independence, and flexibility in the strategic use of reading skills, critical thinking, and the conventions of language for reading a range of simple to complex texts.

DESCRIPTION:

Reading is a dynamic interactive process of constructing meaning by combining the reader's existing knowledge with the information provided in the text. It occurs "when the present understandings that a reader brings to the text come together with a writer's intended meaning in a text" (Rosenblatt, 1978 cited in Templeton, 1997, p.151). Readers construct meaning literally, inferentially, and critically. The basic difference among these levels has to do with the degree to which the reader must rely upon prior knowledge when constructing meaning.

- Literal comprehension involves understanding what is explicitly stated in the text.
- Inferential comprehension involves understanding what is implied by the text. It is sometimes referred to as "reading between the lines."
- Critical comprehension involves understanding how to go beyond the information on the page, either to connect the information with what is already known or to realize that there is not enough information to make a connection.

Reading is an ongoing developmental process that is interrelated with writing, speaking, listening, and thinking. Thus, reading is necessary for the development of language proficiency skills in our students. Literate individuals have a greater opportunity to compete in the job market. Improving reading achievement gives students the opportunity to contribute and to participate fully in our society.

Reading Comprehension

CONTENT STANDARD #3: The student demonstrates confidence, independence, and flexibility in the strategic use of reading skills, critical thinking, and the conventions of language for reading a range of simple to complex texts.

LEVEL: K – 3

Performance Standards	Assessment Standards
<p>The student:</p> <ul style="list-style-type: none"> • Understands that print conveys meaning. • Understands how print is organized and reacts to it (e.g., identifies front and back covers and title page; follow words from left to right and top to bottom on a printed page. • Identifies common signs and logos; develops basic sight vocabulary. • Uses picture clues to aid comprehension and to make predictions about content. • Uses context as a clue to meaning. • Decodes unknown words using basic elements of phonetic and structural analysis. • Uses a picture dictionary to verify word meaning. 	<p>Diagnostic</p> <p>The student will demonstrate previous knowledge through a diagnostic test.</p> <p>Skills to be diagnosed:</p> <p>First Grade:</p> <ul style="list-style-type: none"> • Identifies and recalls simple details in a sentence • Recalls sequence of three events from a selection read using pictures. • Identifies details from a picture <p>Second Grade:</p> <ul style="list-style-type: none"> • Identifies simple details from a short paragraph • Recalls sequence of four events using pictures • Infers details from pictures • Identifies the main idea in a short paragraph <p>Third Grade:</p> <ul style="list-style-type: none"> • Identifies simple details in a paragraph • Recalls sequence of events using pictures or sentence strips • Infers details from pictures • Identifies the main idea of a short selection • Predicts outcomes

LEVEL: K – 3

Performance Standards	Assessment Standards
<ul style="list-style-type: none"> • Reads aloud-familiar stories, nursery rhymes, poems and portions of text with attention to rhythm, flow and meter. • Applies critical thinking skills to enhance and improve the following reading skills: <ul style="list-style-type: none"> – Identifies and recalls, events, their sequence, and obtains the main idea of the story. – Predicts, infers, details, and outcomes. – Responds to reading comprehension questions. – Identifies cause and effect relationships in a given story. – Establishes similarities and differences in a story. – Identifies important details in a story. – Retells the parts of the story. – Identifies cause and effect relationships in a given story. 	<p>Formative Evaluation</p> <p>The student will demonstrate academic progress through techniques based on a minimum of four different assessment strategies. The following strategies are suggested:</p> <ul style="list-style-type: none"> • Reading Logs (checklist) • Individual recitations (rubric) • Cartoons / Comic Strips (rubric, checklist) • Graphic organizers • Self assessment (checklist) • Teacher’s observation (checklist) • K-W-L Chart <p>* Note: The assessment techniques or strategies will be adapted according to the particular needs and abilities of the student (See appendixes 1 and 2). For descriptions of assessment strategies and guidelines for developing rubrics, see appendixes 3 and 4.</p> <p>Summative Evaluation</p> <p>The student will demonstrate progress through his/her grades, a portfolio and/or the “Pruebas Puertorriqueñas de Competencias Escolares”.</p> <p>**Note: See appendix 5 for portfolio assessment.</p>

Reading Comprehension

CONTENT STANDARD #3: The student demonstrates confidence, independence, and flexibility in the strategic use of reading skills, critical thinking, and the conventions of language for reading a range of simple to complex texts.

LEVEL: 4 – 6

Performance Standards	Assessment Standards
<p>The student:</p> <ul style="list-style-type: none"> • Reads a variety of print materials with comprehension. • Previews text (skims material; uses pictures textual clues, and text format). • Identifies basic sight vocabulary. • Makes, conforms and revises simple predictions about what will be found in a text. • Uses a variety of context clues (e.g., draws on earlier reading, reads ahead) to decode unknown words. • Decodes new words using phonetic and structural analysis techniques, the syntactic structure in which the word appears, and the semantic context surrounding the word. • Uses the glossary, dictionary and thesaurus to verify word meaning. 	<p>Diagnostic</p> <p>The student will demonstrate previous knowledge through a diagnostic test.</p> <p>Skills to be diagnosed:</p> <p>Fourth Grade:</p> <ul style="list-style-type: none"> • Identifies and recall details • Recalls sequence of five events from a selection read. • Identifies the main idea • Identifies cause and effect relationships <p>Fifth Grade:</p> <ul style="list-style-type: none"> • Identifies and recalls details • Recalls sequence of events • Identifies the main idea • Draws conclusions • Draws meaning from context <p>Sixth Grade:</p> <ul style="list-style-type: none"> • Identifies details in a selection • Infers cause and effect relationships • Identify the main idea • Predict outcomes • Draws conclusions • Identifies sequence of events

LEVEL: 4 – 6

Performance Standards	Assessment Standards
<ul style="list-style-type: none"> • Applies critical thinking skills to enhance and improve the following reading skills: <ul style="list-style-type: none"> - Identifies and recalls details - Paraphrases sentences and ideas - Recalls events and their sequence - Draws conclusions - Infers cause and effect relationships - Identifies the main idea and supporting details - Compares, contrasts and classifies - Predicts outcomes - Summarizes - Distinguishes between fantasy and reality - Distinguishes between fact and opinion 	<p>Formative Evaluation</p> <p>The student will demonstrate academic progress through techniques based on a minimum of four different assessment strategies. The following strategies are suggested:</p> <ul style="list-style-type: none"> • Reading Logs (checklist) • Individual recitations (rubric) • Comic Strips (checklist, rubric) • Graphic organizers • Self assessment (checklist) • Teacher’s observation (checklist) • K-W-L Chart <p>* Note: The assessment techniques or strategies will be adapted according to the particular needs and abilities of the student (See appendixes 1 and 2). For descriptions of assessment strategies and guidelines for developing rubrics, see appendixes 3 and 4.</p> <p>Summative Evaluation</p> <p>The student will demonstrate progress through his/her grades, portfolio and/or the “Pruebas Puertorriqueñas de Competencias Escolares”.</p> <p>**Note: See appendix 5 for portfolio assessment.</p>

Reading Comprehension

CONTENT STANDARD #3: The student demonstrates confidence, independence, and flexibility in the strategic use of reading skills, critical thinking, and the conventions of language for reading a range of simple to complex texts.

LEVEL: 7 – 9

Performance Standards	Assessment Standards
<p>The student:</p> <ul style="list-style-type: none"> • Comprehends and analyzes a variety of print materials. • Identifies and uses common organizational structures and graphic features to comprehend information. • Identifies and understands the meaning of and uses vocabulary correctly. • Uses a variety of strategies to define and extend understanding of word meaning (e.g., applies knowledge of word origins and derivations, analogies, idioms, etc). • Uses specific strategies to clear up confusing parts of text (e.g., pause, rereads text, consults another source, draws upon background knowledge, asks for help). • Reads aloud with expression conveying the meaning or mood of selection. 	<p>Diagnostic</p> <p>The student will demonstrate previous knowledge through a diagnostic test.</p> <p>Skills to be diagnosed:</p> <p>Seventh Grade:</p> <ul style="list-style-type: none"> • Identifies details • Recalls sequence of events from a selection read. • Identifies the main idea • Draws inferences • Predicts outcomes • Distinguishes between fact and opinion <p>Eighth Grade:</p> <ul style="list-style-type: none"> • Identifies details • Recalls sequence of events • Identifies the main idea • Draws inferences • Predicts outcomes • Distinguishes between fact and opinion • Recognize cause and effect relationship in text <p>Ninth Grade:</p> <ul style="list-style-type: none"> • Identifies facts that support an opinion • Recalls sequence of three events from a selection read. • Identifies the main idea • Draws inferences • Predicts outcomes • Distinguishes between fact and opinion

LEVEL: 7 – 9

Performance Standards	Assessment Standards
<ul style="list-style-type: none">• Applies critical thinking skills to enhance and improve the following reading skills:<ul style="list-style-type: none">– identifying and recalling details.– summarizing.– identifying the main idea and supporting details.– drawing inferences.– predicting outcomes.– distinguishing between fact and opinion.– identifying author’s conclusion– comparing different types of reading selections.– recalling events and their sequence.– responds to comprehension questions.– uses a dictionary and/or a glossary– identifies facts that support a conclusion	<p>Formative Evaluation</p> <p>The student will demonstrate academic progress through techniques based on a minimum of four different assessment strategies. The following strategies are suggested:</p> <ul style="list-style-type: none">• Reading Logs (checklist)• Individual recitations(rubric)• Comic Strips (checklist, rubric)• Graphic organizers• Self assessment (checklist)• Teacher’s observation (checklist) <p>* Note: The assessment techniques or strategies will be adapted according to the particular needs and abilities of the student (See appendixes 1 and 2).</p> <p>For descriptions of assessment strategies and guidelines for developing rubrics, see appendixes 3 and 4.</p> <p>Summative Evaluation</p> <p>The student will demonstrate progress through his/her grades, portfolio and/or the “Pruebas Puertorriqueñas de Competencias Escolares”.</p> <p>**Note: See appendix 5 for portfolio assessment.</p>

Reading Comprehension

CONTENT STANDARD #3: The student demonstrates confidence, independence, and flexibility in the strategic use of reading skills, critical thinking, and the conventions of language for reading a range of simple to complex texts.

LEVEL: 10 – 12

Performance Standards	Assessment Standards
<p>The student:</p> <ul style="list-style-type: none"> • Analyzes the structure of informational materials explaining how authors use these to achieve their purposes. • Identifies and correctly uses new words acquired through the study of the relationship to other words, uses a dictionary, related text, and/or technical sources of information. • Applies knowledge of word origins, derivations, and idioms and uses analogies, metaphors, similes, denotations, and connotations to extend vocabulary development. • Uses a range of automatic monitoring and self-correction methods (e.g., rereading , slowing down, consults another source etc.). • Reads aloud expressively to convey a clear interpretation of the work using appropriate rhythm, flow, meter, and pronunciation. • Uses syntax and semantics and other conventions of language for reading a range of simple to complex print. 	<p>Diagnostic The student will demonstrate previous knowledge through a diagnostic test.</p> <p>Skills to be diagnosed:</p> <p>Tenth Grade:</p> <ul style="list-style-type: none"> • Recognizes figures of speech • Organizes the steps in a process. • Identifies facts that support a conclusion. • Predicts outcomes • Identifies facts that support an opinion. <p>Eleventh Grade:</p> <ul style="list-style-type: none"> • Identifies an inferred main idea. • Paraphrases ideas and sentences. • Identifies figures of speech such as, similes, metaphors personification, and hyperboles. • Identifies relevant details that support a fact or an opinion. <p>Twelfth Grade:</p> <ul style="list-style-type: none"> • Identifies idioms and their meaning. • Identifies analogies • Predicts outcomes • Interprets information from maps, diagrams, charts and graphs. • Identifies relevant details that support facts and/or opinion.

LEVEL: 10 – 12

Performance Standards	Assessment Standards
<ul style="list-style-type: none"> • Reads critically and creatively for sustained periods of time. • Interprets, analyzes and evaluates complex ideas, informational texts, including technical manuals, professional journals, newspaper and broadcast editorials, electronic networks, political speeches, and debates. • Applies critical thinking skills to enhance and improve the following reading skills: <ul style="list-style-type: none"> – using a dictionary or glossary. – identifying and recalling details – summarizing – identifying the main idea and supporting details – drawing inferences – predicting outcomes – distinguishing between facts and opinion – recognizing figures of speech – identifying author’s conclusions – recalling events and their sequence – evaluating author’s purpose – identifies facts that support a conclusion – retrieves and summarizes information – interprets information from diagrams, maps, charts and graphs – locates information that supports opinions, predictions, and conclusions 	<p>Formative Evaluation</p> <p>The student will demonstrate academic progress through techniques based on a minimum of four different assessment strategies. The following strategies are suggested:</p> <ul style="list-style-type: none"> • Reading Logs (checklist) • Individual recitations (rubric) • Comic Strips (checklist, rubric) • Graphic organizers • Self assessment (checklist) • Teacher’s observation (checklist) • K-W-L Chart <p>* Note: The assessment techniques or strategies will be adapted according to the particular needs and abilities of the student (See appendixes 1 and 2). For descriptions of assessment strategies and guidelines for developing rubrics, see appendixes 3 and 4.</p> <p>Summative Evaluation</p> <p>The student will demonstrate progress through his/her grades, portfolio and/or the “Pruebas Puertorriqueñas de Competencias Escolares”.</p> <p>**Note: See appendix 5 for portfolio assessment.</p>

LITERARY APPRECIATION

CONTENT STANDARD #4: The student uses the language arts to comprehend, interpret, and critique imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text recognizing the social, historical, and cultural features of the text.

DESCRIPTION:

One of the most important components of any culture is its literature. Through literature an understanding of the diverse social, historical, political, philosophical, and economic dimensions may be developed. Literary appreciation involves the knowledge of books, literary culture, and the production of literary works in prose or verse.

Students will read and listen to oral, written, and electronically produced texts and performances and relate them to their own lives. They will enjoy and evaluate literary merit based on an understanding of the different genres, the literary elements, and the literary periods and traditions revealed. Literature has the power to maintain the students motivated and excited about learning.

Literary Appreciation

Content Standard #4: The student uses the language arts to comprehend, interpret, and critique imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text recognizing the social, historical, and cultural features of the text.

LEVEL: K - 3

Performance Standards	Assessment Standards
<p>The student:</p> <ul style="list-style-type: none"> • Applies reading skills and strategies to understand a variety of familiar passages and texts (e.g. fairy tales, nursery rhymes, picture books, poems, predictable books, etc...). • Identifies favorite nursery rhymes, poems books, and stories and relates them to personal experiences. • Identifies and describes settings, main characters, main events, and plot in stories. • Understands simple dialogues and how they relate to the story • Identifies the role and contribution of authors and illustrators to printed materials • Identifies the structure in poetry (e.g. pattern books, predictable books, nursery rhymes). • Identifies and understands basic cultural characteristics in text that are similar to his/her own. 	<p>Diagnostic The student will demonstrate previous knowledge through a diagnostic test.</p> <p>Skills to be diagnosed:</p> <p>Kindergarten</p> <ul style="list-style-type: none"> • Demonstrates literary preference through an illustrated interest inventory. <p>First Grade:</p> <ul style="list-style-type: none"> • Listens to and views a simple illustrated selection and identifies the: <ul style="list-style-type: none"> ○ Title ○ Author ○ Main characters ○ Setting • Distinguishes between fantasy and realism. <p>Second Grade</p> <ul style="list-style-type: none"> • Listens to and views a simple illustrated selection and identifies the: <ul style="list-style-type: none"> ○ Title ○ Author ○ Main characters ○ Setting ○ Sequence of events

LEVEL: K - 3

Performance Standards	Assessment Standards
<ul style="list-style-type: none"> • Reads to enjoy, appreciate and obtain information. 	<ul style="list-style-type: none"> • Distinguishes between fantasy and realism. <p>Third Grade</p> <ul style="list-style-type: none"> • Reads two short illustrated selections and identifies the: <ul style="list-style-type: none"> ○ Title ○ Author ○ Main characters ○ Setting ○ Sequence of events • Distinguishes between fantasy and realism. <p>Formative Evaluation</p> <p>The student will demonstrate academic progress through techniques based on a minimum of four different assessment strategies. The following strategies are suggested:</p> <ul style="list-style-type: none"> • Reader’s Response Journal • Writing Logs • Guided stories (rubric) • Teacher’s Observation (Checklist) • Self assessment (Checklist) • Graphic Organizers <p>* Note: The assessment techniques or strategies will be adapted according to the particular needs and abilities of the student (See appendixes 1 and 2).</p> <p>For descriptions of assessment strategies and guidelines for developing rubrics, see appendixes 3 and 4.</p> <p>Summative Evaluation</p> <p>The student will demonstrate progress through his/her grades, portfolio and/or the “Pruebas Puertorriqueñas de Competencias Escolares”.</p> <p>**Note: See appendix 5 for portfolio assessment.</p>

Literary Appreciation

Content Standard #4: The student uses the language arts to comprehend, interpret, and critique imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text recognizing the social, historical, and cultural features of the text.

LEVEL: 4 – 6

Performance Standards	Assessment Standards
<p>The student:</p> <ul style="list-style-type: none"> • Applies reading skills and strategies to understand varieties of literary passages and texts (e.g. fairy tales, folktales, fiction, non-fiction, poems, myths, fables, biography, and autobiographies). • Selects and evaluates works read, listened to, or seen, and relates them to personal experiences. • Identifies and compares the literary elements in stories describing characters, setting, plot, theme, and point of view. • Understands simple dialogues and how they relate to the story. • Determines the underlying theme or the author’s message, and relates it to prior experiences or the experience of others. • Identifies and responds to the sounds and structure in poetry (e.g. alliteration, rhyme, verse form) 	<p>Diagnostic</p> <p>The student will demonstrate previous knowledge through a diagnostic test.</p> <p>Skills to be diagnosed:</p> <p>Fourth Grade:</p> <ul style="list-style-type: none"> • Identifies characters, setting, and key events. • Determines character traits from dialogues in text. <p>Fifth Grade:</p> <ul style="list-style-type: none"> • Identifies and describes the story elements of plot, setting, and character. • Identifies the speakers or narrator in a selection. <p>Sixth Grade:</p> <ul style="list-style-type: none"> • Identifies rhythm, rhyme, assonance and alliteration in poetry. • Differentiates among common forms of literature such as, poetry, prose, fiction and non-fiction.

LEVEL: 4 – 6

Performance Standards	Assessment Standards
<ul style="list-style-type: none">• Identifies the structures in drama (e.g. dialogue, story, enactment, acts, scenes).• Identifies and compares the cultural elements of literary works with his/her own culture.• Reads to enjoy, appreciate, analyze, and obtain information.	<p>Formative Evaluation</p> <p>The student will demonstrate academic progress through techniques based on a minimum of four different assessment strategies. The following strategies are suggested:</p> <ul style="list-style-type: none">• Reading inventories• Reader’s response journals• Writing logs• Book talks (Rubric)• Graphic organizers• Story maps <p>* Note: The assessment techniques or strategies will be adapted according to the particular needs and abilities of the student (See appendixes 1 and 2).</p> <p>For descriptions of assessment strategies and guidelines for developing rubrics, see appendixes 3 and 4.</p> <p>Summative Evaluation</p> <p>The student will demonstrate progress through his/her grades, portfolio and/or the “Pruebas Puertorriqueñas de Competencias Escolares”.</p> <p>**Note: See appendix 5 for portfolio assessment.</p>

Literary Appreciation

Content Standard #4: The student uses the language arts to comprehend, interpret, and critique imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text recognizing the social, historical, and cultural features of the text.

LEVEL: 7 – 9

Performance Standards	Assessment Standards
<p>The student:</p> <ul style="list-style-type: none"> • Applies reading skills and strategies to understand varieties of literary passages and texts (e.g. fairy tales, folktales, folktales, fiction, non-fiction, poems myths, fables, biography, and autobiographies). • Selects and evaluates works read, listened to or seen and relates them to personal experiences. • Compares and analyzes the use of literary elements within and among texts including characters, setting, plot, theme, and point of view. • Understands complex, extended dialogues and how they relate to a story. • Analyzes how a work of literature reflects the heritage, traditions, attitudes, and beliefs of a particular period. • Identifies and responds to the sounds and structure in poetry (e.g. alliteration, rhyme, verse form). 	<p>Diagnostic The student will demonstrate previous knowledge through a diagnostic test.</p> <p>Skills to be diagnosed:</p> <p>Seventh Grade:</p> <ul style="list-style-type: none"> • Identifies the authors purpose • Differentiates between first and third person narration. <p>Eighth Grade:</p> <ul style="list-style-type: none"> • Identify character traits from the dialogues in a given selection. • Identify literary devices such as, imagery and symbolism. <p>Ninth Grade:</p> <ul style="list-style-type: none"> • Identifies the causes for a character’s actions. • Identifies the problem and the solution in the plot of a story. • Compares and contrasts settings, characters, events, and ideas.

LEVEL: 7 – 9

Performance Standards	Assessment Standards
<ul style="list-style-type: none">• Analyzes drama as a source of information, entertainment, persuasion, or transmitter of culture.• Analyzes similarities and differences between his/her culture and those of others.• Reads to enjoy appreciate, analyze, and obtain information as a tool for life-long learning experiences.	<p>Formative Evaluation</p> <p>The student will demonstrate academic progress through techniques based on a minimum of four different assessment strategies. The following strategies are suggested:</p> <ul style="list-style-type: none">• Reading inventories• Reader’s response journals• Book talks (Rubric)• Composition (Rubric)• Writing logs• Graphic organizers• Story maps <p>* Note: The assessment techniques or strategies will be adapted according to the particular needs and abilities of the student (See appendixes 1 and 2).</p> <p>For descriptions of assessment strategies and guidelines for developing rubrics, see appendixes 3 and 4.</p> <p>Summative Evaluation</p> <p>The student will demonstrate progress through his/her grades, portfolio and/or the “Pruebas Puertorriqueñas de Competencias Escolares”.</p> <p>**Note: See appendix 5 for portfolio assessment.</p>

Literary Appreciation

Content Standard #4: The student uses the language arts to comprehend, interpret, and critique imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text recognizing the social, historical, and cultural features of the text.

LEVEL: 10 - 12

Performance Standards	Assessment Standards
<p>The student:</p> <ul style="list-style-type: none"> • Applies reading skills and strategies to understand varieties of literary passages and texts (e.g. fairy tales, folktales, fiction, non-fiction, poems myths, fables, biography, and autobiographies). • Evaluates the merit of the literary text on the basis of individual preferences and the distinguishing features of different literary genres, periods, and traditions and uses those features to interpret the work. • Analyzes the use of literary elements by one or more authors including characterizations, setting, plot, theme, point of view, mood, tone, and style. • Understands complex extended dialogues and how they relate to a story. • Analyzes how works of literature reflect social, moral, political, and/or philosophical. • Identifies poetic forms (e.g. ballads, sonnets). 	<p>Diagnostic The student will demonstrate previous knowledge through a diagnostic test.</p> <p>Skills to be diagnosed:</p> <p>Tenth Grade:</p> <ul style="list-style-type: none"> • Identifies poetic elements (rhyme, rhythm, onomatopoeia, alliteration, assonance, and parallelism). • Identifies the main problem or conflict of the plot and how it is resolved. <p>Eleventh Grade:</p> <ul style="list-style-type: none"> • Paraphrases the meaning of selected poems • Identifies the author's point of view in essays, speeches and /or critical reviews. <p>Twelfth Grade:</p> <ul style="list-style-type: none"> • Identifies the persuasive technique being used in an advertisement. • Recognizes linear and circular plot structures in stories.

LEVEL: 10 – 12

Performance Standards	Assessment Standards
<ul style="list-style-type: none"> • Evaluates the literary merit of drama based on an understanding of the genre, literary period, and tradition. • Evaluates similarities and differences between his/her culture and those of others. • Enjoys reading as a life-long pursuit and understands that through literature, human experiences, motives, conflict, and values are reflected. 	<p>Formative Evaluation</p> <p>The student will demonstrate academic progress through techniques based on a minimum of four different assessment strategies. The following strategies are suggested:</p> <ul style="list-style-type: none"> • Reading inventories • Reader’s response journals • Essays (Rubric) • Book Talk (Rubric) • Dramatizations • Writing logs • Graphic organizers • Story maps <p>* Note: The assessment techniques or strategies will be adapted according to the particular needs and abilities of the student (See appendixes 1 and 2).</p> <p>For descriptions of assessment strategies and guidelines for developing rubrics, see appendixes 3 and 4.</p> <p>Summative Evaluation</p> <p>The student will demonstrate progress through his/her grades, portfolio and/or the “Pruebas Puertorriqueñas de Competencias Escolares”.</p> <p>**Note: See appendix 5 for portfolio assessment.</p>

GLOSSARY

Assessment: act or process of gathering data in order to better understand the strengths and weaknesses of student learning; includes rating scales, observation checklists, content analysis and/or interviews.

Assessment Standards: statements that establish guidelines for evaluating student performance and attainment of content standards.

Communicative Approach: based on the theory that students achieve communicative competence when their attention is focused on conveying and receiving authentic messages, that contain information of interest to speaker and listener in a situation of importance to both (Rivers, 1987).

Communicative Competence: ability to recognize and to produce authentic and appropriate language correctly and fluently in any situation; use of language in realistic, everyday settings.

Content Standards: statements that define what one is expected to know and be able to do in the content area.

Culture: The ways of life of a people; includes norms, learned behavior patterns, attitudes and artifacts; also involves traditions, habits, or customs.

Evaluation: process of interpretation and use of information to make decisions; judgment regarding the quality, value, or worth of a response, product, or performance based upon established criteria.

Genre: a category of literary composition characterized by a particular style, form, or content.

Language Proficiency: the level of competence at which an individual is able to use language for both basic and communicative tasks and academic purposes.

Natural Approach: proposes instructional techniques that facilitate the natural acquisition of language and is based on two basic principles: Speech is not taught directly, but rather acquired by understanding what is being communicated (comprehensive input) in low anxiety environments; and, Speech emerges in natural stages focusing on successful expression of meaning rather than correctness of form (Krashen, & Terrel, 1994).

Non-verbal Communication: body gestures and mannerisms by which a person communicates with others.

Performance Standards: statements that specify how students must demonstrate their knowledge and skills, and can show progress toward meeting the content standard.

Whole Language: focuses on meaningful relevant reading materials in order to make learning to communicate interesting and enjoyable. It builds upon previous knowledge and experience that learners bring with them. The most important aspect is that there is no set hierarchy of skills and sub-skills and no necessary universal sequence of skills. Emphasis is placed on creating the need to understand and communicate.

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The revision of this document could not have been possible without the dedicated, hard work of the Standards Revision Committee. They offered their invaluable input, time and effort in putting this document together.

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APPENDIXES



DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

Circular Letter #6-2000-2001

Undersecretaries, Executive Director of the Institute for Professional Development, Assistant Secretaries, Program Directors, Offices and Divisions, Directors of Educational Regions, Superintendents of Schools in Charge of Centers for Professional Development, School Directors and Teachers

Victor Fajardo, Ed.D. (signed)
Secretary

ALTERNATE ASSESSMENT OF THE EDUCATIONAL PROGRESS OF STUDENTS WITH SIGNIFICANT DISABILITIES

The Federal Law "Individuals with Disabilities Education Act", as amended in 1997, requires educational agencies to develop alternate ways for evaluating the educational progress of students with disabilities for whom the Regular Assessment Program is not deemed appropriate.

The Department of Education must promote and assure the maximum participation of students with disabilities in the regular assessment tests administered by the Agency. Every student enrolled in a program of study that aims to develop academic skills must have access and participate in the Regular Assessment Program, with the necessary accommodations. This includes students with disabilities who are part of the regular school population competing for promotion, as well as students in special groups working towards the development of academic skills that are part of the general curriculum.

The determination of which assessment program is appropriate for assessing the progress of a particular student is an individualized decision that is made at a meeting of the Committee for Programming and Placement (COMPU) where the **Individualized Educational Program**

(IEP) is prepared and revised. The IEP should indicate the manner in which a student's educational progress is to be evaluated and the accommodations and modifications needed in order for the student to be able to participate in the Regular Assessment Program. If it is determined that the student will participate in the Alternate Assessment Program, the IEP must indicate the reasons for this determination.

There are several alternatives that the COMPU may consider when determining the manner in which the progress of students with disabilities will be evaluated.

I. For most of the students

- ❖ Participate in all of the tests administered by the Summative Regular Assessment Program (the Puerto Rican Test of School Competencies) under the same conditions as students who do not have disabilities.
- ❖ Participate in all of the tests of the Summative Regular Assessment Program, with the necessary accommodations (see Appendix 1).

II. For some students

- ❖ Participate in the tests of the Summative Regular Assessment Program with modifications. The modifications may include administering the test at a grade level considered appropriate for measuring the student's progress, as justified by the COMPU (off-level testing).

III. **Only for those students whose progress cannot be evaluated appropriately through regular assessment tests (even when accommodations and/or modifications are provided)**

- ❖ Participate in a process of continuous evaluation, using the portfolio strategy focusing on the student's progress towards pre-established goals and indicators.

The individualized decisions to be made by the COMPU as to how and which mechanisms are to be used in measuring the progress of every student with disabilities must be based on careful reflection that takes into account the information available on the student, as well as the following considerations:

- Students with disabilities, as well as all other children and youth, need teachers to have high expectations of what they can achieve.

- The assessment process in which a student with disabilities participates should be challenging.
- The curriculum to which students are exposed in self-contained classrooms should be varied, and reflect the different areas of the general curriculum to which all other non disabled students are exposed, except when this is clearly inappropriate.
- No student participating in the Regular Academic Program, competing for promotion ought to be excluded from participating in the Regular Assessment Program corresponding to his/her level and grade.
- Every decision to administer regular tests off-grade level must be based on an exceptional individual need, starting with the premise that relevant information on the progress of the student will be obtained, and must be justified in writing by the COMPU that has made the decision. Off-grade level tests shall not be administered to students who are competing for promotion.

Alternate Assessment: The Portfolio

The evaluation of the educational progress of students with disabilities for whom the Summative Regular Assessment Program is not appropriate will be carried out using the portfolio as the evaluative strategy. The use of the portfolio for the purpose of evaluation is not a new or unknown notion for many educators who already use it in different areas and programs.

The Special Education Program has adopted the portfolio as a mechanism for the alternate assessment given that it provides ample opportunity for the student to demonstrate, with the assistance and support of teachers and parents, the progress made and achievement attained, regardless of his/her particular characteristics or performance level.

The portfolio to be developed will consist of a collection of samples of work, documents, tests, pictures, tapes, among others, that allow for a determination of the level of achievement or performance of the student in different areas, specific tasks and skills, during a specified period.

While adopting the portfolio as the mechanism for the alternate assessment, the Special Education Program has considered the importance of offering direction to the effort that is made in developing services that promote the independence and productivity of those students who, due to the nature and severity of their disabilities, face the greatest challenges.

To this end, it has designed a document that draws together thirteen goals for the education of students with significant disabilities which will hopefully provide direction to the instructional effort and serve as a basis for gathering the information and evidence of progress to be included in the students' portfolios (see Appendix II). This document was presented to a group of teachers, parents, specialists, and supervisors for the purpose of obtaining their initial suggestions, prior to its use. The document, still undergoing evaluation this year, will be modified, if deemed necessary.

Considerations regarding the document of Goals and Indicators for the Summative Alternate Assessment

- The document developed for the summative alternate assessment is not a test, nor is it a standardized document that seeks to compare students with others.
- This document draws together the educational goals and indicators that should be considered as part of the alternate assessment of student progress.
- The thirteen goals identified in this document do not seek to exclude other particular goals that the COMPU sets for a student. These goals, different from goals in an IEP, are not yearly goals. These are long-term goals that are worked upon by designing specific yearly goals and objectives in each IEP, as deemed appropriate.
- The student portfolio can and ought to gather samples of work and other evidence related to the achievement of particular goals and objectives that are part of the student's IEP, since this definitely contributes to the attainment of the general goals considered in the summative alternate assessment.
- The summative alternate assessment document includes several proposed indicators for each goal. These indicators do not represent a fixed sequence or a task analysis since, there are pre-requisites for each one that are not indicated yet, ought to be attained in order to reach the level of performance required by the indicator. The portfolio must gather samples of work or evidence that reflect progress toward the attainment of each indicator, including those that reflect the attainment or mastery of the pre-requisites.
- The goals and indicators proposed in the document for the summative

alternate assessment cannot be developed by school personnel without considering the participation of the student's family, members of the community, and representatives of other organizations or agencies, as deemed appropriate. The integral development of the student requires that all parties share the responsibility and effort to support the student as he/she works to reach his/her goals.

- The COMPU can determine that the summative alternate assessment of a child or youth should not to be conducted according to the document on goals and indicators that has been developed due to his/her specific needs and the severity of his/her disability. In such exceptional cases, the portfolio shall also be used, but the COMPU will establish individualized goals and indicators using the modified alternate assessment document (see Appendix III). In this document, the COMPU shall specify the goals and indicators that shall serve as the basis for gathering information, documents, and references for the student's portfolio.

Use of the document of Goals and Indicators for the Summative Alternate Assessment and other related matters:

- The document of Goals and Indicators shall become part of the portfolio. It shall be completed by the student's special education teacher by taking into consideration all the sources of information available including other teachers, parents, specialists, and other school personnel who have information on the student's progress.
- The portfolio and assessment document should be completed for every student participating in the alternate assessment in the school year in which he or she turns 8, 11, 14, 17, and 20 years old.
- The gathering of information and necessary evidence for the initial portfolio should be carried out during the course of the 2000-2001 school year. The document of Goals and Indicators for the Summative Alternate Assessment shall be completed on or before the date in which assessment tests are administered to students in the Regular Program.
- For each student participating in the summative alternate assessment program, a statistical report will be filled out that gathers information relevant to this process. The form to be completed for this statistical report shall be distributed to districts and schools during the course of the school year.

- Professional personnel from the districts, regions, and central office shall provide opportunities to clarify doubts and receive technical assistance regarding the development of portfolios during the first months of class.
- For the purpose of assuring uniformity, the Assistant Secretariat for Integral Educational Services for Individuals with Disabilities shall provide schools with the file folders to be used to prepare the portfolios. These shall be distributed during the first semester of the school year.
- Special education teachers shall maintain, for each student who participates or will participate in the summative alternate assessment, a special folder with those materials, projects, and documents from which samples or references will be selected periodically. Eventually, the portfolio will gather work samples, documents, and references from the past three years.
- The portfolio of a student may include, besides samples of work, test results, communications and professional reports documenting student progress, photographs, audio and video tapes (if available and appropriate) interviews, questionnaires, awards, recognitions, and other references from the past three years. In addition, it may include observations or brief anecdotes from teachers, other professionals, and parents regarding the manner in which they perceive the student's progress in the last three years. The development of the portfolio should also offer the opportunity for the student to evaluate his/her own progress.
- The document for the summative alternate assessment to be completed as part of the portfolio utilizes two descriptive scales. One describes the manner in which the student progresses toward the attainment of the indicators. This scale is very similar to the scale currently used to evaluate the IEP. The other aims to describe the degree of progress towards the attainment of goals, as perceived by professionals and parents, considering the last three years in the school life of the child or youth. Professionals and parents who have contributed information for the portfolio should try to reach a consensus on the category of the scale that best defines the degree of progress of the student toward his/her goals.
- The portfolio developed for a student as part of the alternate assessment is considered an educational record that the Agency develops and maintains for which it will guarantee the confidentiality that applies to all educational records of the student. The content of the portfolio shall not be disclosed to

third parties without the written consent of parents. In addition, the Agency will grant the parent due access to the contents of the portfolio in the same manner and under the same criteria it utilizes to give access to any other educational records.

- The development of the portfolio for the alternate assessment of the student's progress does not substitute for the reevaluation that takes place every three years to determine the continuity of the student's eligibility for special education and related services. Nonetheless, both processes are complementary since the information gathered in the portfolio can be considered when carrying out the analysis of existing data required as part of the triennial evaluation.
- The Assistant Secretariat for Integral Educational Services for Individuals with Disabilities asks that interested teachers, once the process of developing the initial portfolio for students participating in the alternative evaluation for 2000-2001 is completed, submit to the Secretariat with parental authorization, their best sample of portfolio so that the Secretariat, may share them with other teachers as a model for the development of other portfolios. The Secretariat will organize this initiative in a timely manner and will reward the best examples of portfolios.

The development of portfolios as an alternative for measuring the progress of students with significant disabilities provides us with the opportunity to evaluate what we do and the results we obtain from our daily work with our students. We must acknowledge that this effort will also be a learning experience for us.

The Assistant Secretariat for Integral Educational Services will remain attentive to the development of the alternate assessment process accepting recommendations and suggestion from teachers, parents, and other professionals who may contribute to its improvement. Regardless of the variations or differences that might exist in the content of the portfolios, due to individual differences in our students, we must work on this assessment project remembering that the portfolio should be able to communicate that which the student has attained and can do today that he/she could not accomplish three years ago. The portfolio should also help us reflect about this in such a way that it helps us think about what the student cannot do today that we expect him/her to accomplish on the next evaluation.

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We thank you in advance for your collaboration in this very important effort. For additional information, please contact the Assistant Secretariat for Integral Educational Services for Individuals with Disabilities at 759-7228, 773-8905 or via fax at 753-7691.

We expect your compliance with the established norms.

Attachments

MTM/me

GUIDELINES FOR ACCOMODATIONS DURING THE REGULAR ASSESSMENT PROGRAM

MOST COMMON ACCOMODATIONS		
PRESENTATION	RESPONSES	ENVIRONMENT
<ul style="list-style-type: none"> • Provide tests in Braille • Provide amplifiers • Provide tests with enlarged print • Provide a reader for the student • Read instructions aloud • Read instructions to them in sign language • Provide enlarged answer sheets • Underline key words, phrases or verbs in the instructions • Tape the answer sheet to the desk • Provide additional examples 	<ul style="list-style-type: none"> • Answer directly on the test • Use special templates • Point to the answer • Use sign language to answer questions that require an oral response • Use computers or typewriters • Use talking calculators • Use Braille • Use a recorder • Use an abacus 	<ul style="list-style-type: none"> • Place student alone in a cubicle • Place student in small groups • Allow student to take the test at home with supervision • Allow student to take the test in the Special Education classroom • Provide special lighting
		TIME SCHEDULE <ul style="list-style-type: none"> • Provide extended time • Provide frequent recesses • Extend the sessions to include more days

Date _____

Sex _____ F _____ M

Student's Name: _____ Case Number _____

Age: _____ School District: _____

Disability Code: _____ School: _____

The alternate assessment of the educational progress of students with significant disabilities

- ◆ seeks to provide direction to the educational effort in order to help them attain higher goals.
- ◆ is to be used only for those students for whom the Regular Assessment Program is inappropriate, as determined by the COMPU and established in the IEP.
- ◆ does not aim to compare one student with another but, rather, to reflect the student's progress when compared to himself, regarding the attainment of educational goals that are relevant and meaningful to him.
- ◆ is to be used with students with significant disabilities in those ages in which they would have participated in the Regular Assessment Program (ages 8, 11, 14, 17, and 20).
- ◆ considers the continuous collection of references or evidence of the student's performance as he/she attempts to reach these goals.

Signature of those who collaborated in the analysis of the student's performance and progress as they relate to the goals and indicators

Name	SIGNATURE	Title or Relationship
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Goals for the Education of Students with Significant Disabilities: Basis for the Alternate Assessment Program.

AREA: SOCIAL EMOTIONAL

Goal # 1

Will demonstrate social behavior that promotes his participation and acceptance in a variety of groups.

Indicators	Scale of Progress					Reference
1. Accepts the presence of other people	1	2	3	4	5	
2. Participates in games vocalizing or using facial gesture or expressions.	1	2	3	4	5	
3. Waits for his turn.	1	2	3	4	5	
4. Cooperates in group activities.	1	2	3	4	5	
5. Follows the rules established in familiar settings.	1	2	3	4	5	
6. Follows the rules in a variety of settings.	1	2	3	4	5	
7. Expresses his frustration or dissatisfaction in a socially acceptable manner.	1	2	3	4	5	
8. Demonstrates tolerance when facing disagreeable or unexpected situations.	1	2	3	4	5	
9. Recognizes and respects authority figures.	1	2	3	4	5	
10. Shows respect for the opinions and decisions of others.	1	2	3	4	5	

Goal # 2

Will demonstrate affection, acceptance, and understanding toward himself and others.

Indicators	Scale of Progress					Reference
1. Recognize close relatives and people with whom he maintains continuous contact.	1	2	3	4	5	
2. Avoids hurting himself.	1	2	3	4	5	
3. Avoids hurting others.	1	2	3	4	5	
4. Is aware of the feelings and moods of the people around him.	1	2	3	4	5	
5. Tries to participate in social activities that make him feel happy.	1	2	3	4	5	
6. Expresses and manifests, in a socially acceptable manner, his desires, feelings, and needs.	1	2	3	4	5	
7. Shows understanding of the consequences of his acts.	1	2	3	4	5	
8. Shows interest in showing off his appearance and good manners.	1	2	3	4	5	
9. Demonstrates affection and solidarity towards friends and acquaintances at appropriate moments.	1	2	3	4	5	

Goal # 3**Will effectively express his/her needs, feelings, and ideas using traditional or alternate means of communication.**

Indicators	Scale of Progress					Reference
1. Listen to the person speaking.	1	2	3	4	5	
2. Imitates sounds.	1	2	3	4	5	
3. Responds to a negative (no).	1	2	3	4	5	
4. Communicates wishes or ideas by means of sound, gesture, and body movements.	1	2	3	4	5	
5. Shows understanding of instructions and simple question.	1	2	3	4	5	
6. Express himself using words.	1	2	3	4	5	
7. Expresses himself using simple sentences	1	2	3	4	5	
8. Expresses himself using compound sentences.	1	2	3	4	5	
9. Offers basic functional information.	1	2	3	4	5	
10. Answers the telephone.	1	2	3	4	5	
11. Initiates and maintains a conversation.	1	2	3	4	5	
12. Formulates questions to obtain information.	1	2	3	4	5	
13. Employs some alternative form of communication (sign language, communication board, or other) effectively.	1	2	3	4	5	
14. Understands simple expressions and instructions in English with functional vocabulary.	1	2	3	4	5	
15. Communicates needs and ideas , in simple fashion, in English.	1	2	3	4	5	

AREA : READING

Goal # 4

Will read functionally for the purpose of following instructions and obtaining information.

Indicators	Scale of Progress					Reference
1. Responds to different visual stimuli.	1	2	3	4	5	
2. Enjoys being read to.	1	2	3	4	5	
3. Associates written words with pictures, objects, and actions.	1	2	3	4	5	
4. Understands instructions or ideas presented by means of a combination of words and pictures.	1	2	3	4	5	
5. Understand instructions or ideas presented in writing using studied vocabulary.	1	2	3	4	5	
6. Read first grade level vocabulary with comprehension.	1	2	3	4	5	
7. Reads third grade level vocabulary with comprehension.	1	2	3	4	5	
8. Reads sixth grade level vocabulary with comprehension.	1	2	3	4	5	
9. Demonstrates comprehension of a text written at first grade level.	1	2	3	4	5	
10. Demonstrates comprehension of a text written at third grade level.	1	2	3	4	5	
11. Demonstrates comprehension of a text written at sixth grade level.	1	2	3	4	5	

Goal # 5

Will express graphically his needs, feelings, and ideas.

Indicators	Scale of Progress					Reference
1. Holds the writing instrument keeping the sheet of paper in its place.	1	2	3	4	5	
2. Communicates by means of tracings or simple drawings.	1	2	3	4	5	
3. Can form letters and words in sequence, leaving the appropriate spaces.	1	2	3	4	5	
4. Writes his complete name.	1	2	3	4	5	
5. Copies a paragraph or brief selection, reasonably quickly, maintaining legibility.	1	2	3	4	5	
6. Writes words and phrases studied in dictation.	1	2	3	4	5	
7. Writes simple sentences to communicate a message, idea, or narrate an event.	1	2	3	4	5	
8. Expresses thoughts or ideas in a creative manner, by means of drawings or paintings.	1	2	3	4	5	
9. Completes basic, personal information in documents and forms.	1	2	3	4	5	
10. Writes a simple paragraph to communicate a message.	1	2	3	4	5	

AREA: MATHEMATICS

Goal # 6

Will utilize numerical concepts and mathematical procedures in the solution of daily real-life problems.

Indicators	Scale of Progress					Reference
	1	2	3	4	5	
1. Organizes and classifies objects according to color, shape, and size.	1	2	3	4	5	
2. Recognizes the concepts of of before, after, between, more, and less.	1	2	3	4	5	
3. Counts objects establishing numerical one to one correspondence .	1	2	3	4	5	
4. Adds and subtracts units without regrouping.	1	2	3	4	5	
5. Adds and subtracts regrouping.	1	2	3	4	5	
6. Multiplies by one digit.	1	2	3	4	5	
7. Divides by one digit.	1	2	3	4	5	
8. Carries out basic mathematical operations through the correct use of a calculator.	1	2	3	4	5	
9. Knows and utilizes measuring instruments (teaspoon, tablespoon, cup, foot, inches, others) functionally.	1	2	3	4	5	
10. Reads and uses a watch or clock to orient himself regarding time.	1	2	3	4	5	
11. Recognizes and uses the amount of dollars necessary to pay for services or objects at school or in the community.	1	2	3	4	5	

AREA: GENERAL KNOWLEDGE

Goal # 7

Will obtain and use information about the world around him.

Indicators	Scale of Progress					Reference
	1	2	3	4	5	
1. Recognizes and names objects and living things that surround him/her.	1	2	3	4	5	
2. Identifies the basic needs of living things.	1	2	3	4	5	
3. Recognizes and names important places in his community and country.	1	2	3	4	5	
4. Recognizes and names personalities in the world of sport, art, and politics.	1	2	3	4	5	
5. Asks and talks about important events that take place around him/her.	1	2	3	4	5	
6. Recognizes and names important places related to events he/she has studied.	1	2	3	4	5	
7. Uses newspapers, magazines, books, and dictionaries to look for information or data about someone or something that interests him/her.	1	2	3	4	5	
8. Operates available technological equipment at home and at school for the purpose of obtaining information and carrying out tasks.	1	2	3	4	5	
9. Uses information obtained from his/her environment to make decisions and participate in democratic processes.	1	2	3	4	5	

AREA: SELF HELP

Goal # 8

Will take care of himself regarding hygiene, health and safety.

Indicators	Scale of Progress					Reference
	1	2	3	4	5	
1. Collaborates and allows an adult to feed and clean him/her.	1	2	3	4	5	
2. Feeds him/herself.	1	2	3	4	5	
3. Undresses him/herself without help.	1	2	3	4	5	
4. Dresses him/herself.	1	2	3	4	5	
5. Goes to the bathroom by him/herself.	1	2	3	4	5	
6. Bathes and cleans him/herself independently.	1	2	3	4	5	
7. Seeks privacy for his/her physiological activities and hygiene.	1	2	3	4	5	
8. Expresses his/her need for attention when feeling sick.	1	2	3	4	5	
9. Expresses his/her need for help in different circumstances.	1	2	3	4	5	
10. Collaborates in the care of his/her health by taking his medicines and following instructions.	1	2	3	4	5	
11. Utilizes toys and recreational equipment with the proper precautions.	1	2	3	4	5	
12. Recognizes the danger of some objects and articles at home avoiding their inappropriate use (stove, iron, matches, knives, motor vehicles, others).	1	2	3	4	5	
13. Knows the telephone number to report an emergency and the importance of its proper use.	1	2	3	4	5	
14. Crosses the streets of the community with the proper precaution.	1	2	3	4	5	
15. Demonstrates socially acceptable behavior regarding his/her sexuality.						
16. Recognizes and avoids activities that negatively affect his/her health including the use of alcohol, drugs, or any other behavior that puts him at risk.	1	2	3	4	5	

Goal # 9**Will carry out tasks related to care and management of the home.**

Indicators	Scale of Progress					Reference
1. Picks up and organizes his/her toys and other objects in his room.	1	2	3	4	5	
2. Collaborates with an adult to organize and clean the house.	1	2	3	4	5	
3. Sorts and puts away his/her clothes.	1	2	3	4	5	
4. Cleans the furniture.	1	2	3	4	5	
5. Washes dishes and kitchen utensils.	1	2	3	4	5	
6. Sweeps with broom or vacuum cleaner.	1	2	3	4	5	
7. Dries the floor using a mop.	1	2	3	4	5	
8. Picks up and puts out the trash.	1	2	3	4	5	
9. Washes his clothes.	1	2	3	4	5	
10. Recognizes different detergents and cleaning liquids; uses and stores them properly.	1	2	3	4	5	
11. Prepares a shopping list.	1	2	3	4	5	
12. Prepares a simple budget.	1	2	3	4	5	

Goal #10**Completes preparation activities for preparing food.**

Indicators	Scale of Progress					Reference
1. Collaborates with an adult in the preparation of food.	1	2	3	4	5	
2. Utilizes basic kitchen utensils (spoon, fork, knife, can opener)safely.	1	2	3	4	5	
3. Prepares sandwiches and cold foods independently.	1	2	3	4	5	
4. Prepares and serves drinks with food.	1	2	3	4	5	
5. Stores and keeps food appropriately.	1	2	3	4	5	
6. Follows the steps to prepare a simple recipe.	1	2	3	4	5	
7. Prepares a simple meal independently.	1	2	3	4	5	
8. Sets the table to eat a prepared meal.	1	2	3	4	5	
9. Keeps the food preparation area and utensils clean and well-organized.	1	2	3	4	5	
10. Uses kitchen appliances (toaster, microwave, oven, stove) properly and safely.	1	2	3	4	5	

Goal # 11

Will know his community and will be able to move around it functionally using, if necessary, regular or adapted means of transportation.

Indicators	Scale of Progress					Reference
1. Visits places in the immediate surroundings accompanied by an adult.	1	2	3	4	5	
2. Associates places in the community with appropriate activities (school, park, supermarket, church, bank, service offices).	1	2	3	4	5	
3. Carries out, with minimal supervision, appropriate activities in places in the community such as the school, park, and store.	1	2	3	4	5	
4. Knows and visits, with adult supervision. The shopping centers, restaurants, banks, and offices in the community.	1	2	3	4	5	
5. Uses the services of his community independently.	1	2	3	4	5	
6. Knows and uses the regular or adapted means of public transportation to move around in his community.	1	2	3	4	5	
7. Knows and uses the regular or adapted means of public transportation to move outside his community.	1	2	3	4	5	

Goal # 12

Will participate in and enjoy regular or adapted recreational activities in different settings.

Indicators	Scale of Progress					Reference
1. Shows interest in participating in recreational activities in school.	1	2	3	4	5	
2. Becomes engaged in recreational activities by him/herself in his free time.	1	2	3	4	5	
3. Participates in passive games (table games, electronic games, and others).	1	2	3	4	5	
4. Participates in recreational activities with peers who do not have disabilities.	1	2	3	4	5	
5. Regularly engages in physical activities and or sports.	1	2	3	4	5	
6. Participates in recreational activities in his residential community.	1	2	3	4	5	
7. Competes in sports events in and outside school.	1	2	3	4	5	

AREA: PREPARATION FOR EMPLOYMENT

Goal # 13

Will demonstrate desirable attitudes, skills, and habits geared to obtain and maintain a job.

Indicators	Scale of Progress					Reference
1. Responds positively to criticism and correction in carrying out tasks.	1	2	3	4	5	
2. Follows verbal instructions when carrying out tasks or doing specific work.	1	2	3	4	5	
3. Follows written instructions related to a task or job to be done.	1	2	3	4	5	
4. Completes an assigned task in a predetermined period of time.	1	2	3	4	5	
5. Explores, appropriately for his age, different occupational areas and associates them with his interests and abilities.	1	2	3	4	5	
6. Follows the necessary processes and procedures to insure his health and security in different simulated or real occupational settings.	1	2	3	4	5	
7. Identifies the reason why people need to work for their own benefit and the benefit of others.	1	2	3	4	5	
8. Identifies employment preferences according to his capacities and abilities.	1	2	3	4	5	
9. Carries out needed procedures, with help or independently, to obtain a job.	1	2	3	4	5	
10. Describes the occupational skills he/she possesses in a simple manner.	1	2	3	4	5	
11. Identifies his/her rights and responsibilities in the workplace.	1	2	3	4	5	

Descriptive scale to be used in evaluating the indicators:

1. Progress cannot be observed or measured
 - a) Is working on pre-requisites
 - b) Shows interest and attempts to perform but progress cannot be observed
 - c) Other reasons
2. Attains it with a great deal of support, direction, and cues
3. Attains it with some support, direction, and cues
4. Attains it by him/herself in a non-consistent manner
5. Attains it by him/herself consistently and independently

Note: For every indicator rated with a 1, the letter that describes the reason for indicating this level of progress (a, b, c) should be written in the space under Reference. If the selected letter is the c, the content of the portfolio should include a description of these reasons.

Goal #

Indicators	Scale of Progress					Reference
1.	1	2	3	4	5	
2.	1	2	3	4	5	
3.	1	2	3	4	5	
4.	1	2	3	4	5	
5.	1	2	3	4	5	
6.	1	2	3	4	5	
7.	1	2	3	4	5	
8.	1	2	3	4	5	
9.	1	2	3	4	5	
10.	1	2	3	4	5	
11.	1	2	3	4	5	
12.	1	2	3	4	5	
13.	1	2	3	4	5	
14.	1	2	3	4	5	
15.	1	2	3	4	5	

Goal #

Indicators	Scale of Progress					Reference
1.	1	2	3	4	5	
2.	1	2	3	4	5	
3.	1	2	3	4	5	
4.	1	2	3	4	5	
5.	1	2	3	4	5	
6.	1	2	3	4	5	
7.	1	2	3	4	5	
8.	1	2	3	4	5	
9.	1	2	3	4	5	
10.	1	2	3	4	5	
11.	1	2	3	4	5	
12.	1	2	3	4	5	
13.	1	2	3	4	5	
14.	1	2	3	4	5	
15.	1	2	3	4	5	

Descriptive scale to be used in evaluating the indicators:

- 6. Progress cannot be observed or measured
 - a) Is working on pre-requisites
 - b) Shows interest and attempts to perform but progress cannot be observed
 - c) Other reasons
- 7. Attains it with a great deal of support, direction, and cues
- 8. Attains it with some support, direction, and cues
- 9. Attains it by himself in a non-consistent manner
- 10. Attains it by himself consistently and independently

Note: For every indicator rated with a 1, the letter that describes the reason for indicating this level of progress (a, b, c) should be written in the space under Reference. If the selected letter is the c, the content of the portfolio should include a description of these reasons.

GUIDELINES FOR ADAPTING ASSESSMENT STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS AND/OR ABILITIES AND FOR LINGUISTICALLY AND CULTURALLY DIVERSE STUDENTS

- Provide shorter exercises for the student with specific learning problems without affecting the level of difficulty of the items.
- Provide additional time to complete tasks.
- Place the student in an appropriate location according to his/her need, so that the student can complete his/her task competitively, particularly those that need to read lips.
- Provide large print materials
- Allow the use of pictures and/or manipulatives.
- Speak in a clear and well-articulated voice, particularly for students with auditory problems.
- Utilize read-alouds, recordings, talking books, listening centers, among others, that will facilitate the learning process for students with special needs.
- Provide reading material in Braille.
- Provide activities that are more challenging for the talented student.
- Utilize tutors that can serve as readers, interpreters or writers.
- Alter the specifications of an assessment scale to accommodate the students' cultural characteristics, prior knowledge and educational experiences.
- Include multiple indicators in the specifications so students can demonstrate their range of competencies.
- Create a measuring scale that responds to the students' language proficiency levels and build in adjustments to the system that reflect students' growth in language proficiency.

DESCRIPTION OF ASSESSMENT STRATEGIES

Anecdotal Records

Anecdotal records are notes describing behaviors that provide a rich indication of student progress when reviewed over the course of a school year. You can describe a specific behavior along with the learning materials, setting, student grouping, and time and place the behavior occurred.

Checklist

Checklists identify specific behaviors to be observed and provide a form on which to indicate that the behavior occurred or how frequently it occurred. Examples of behaviors that might appear on a checklist are: scanning to find information while reading, using various cues for word meaning in context, making an outline or graphic organizer to plan an essay, or explaining successfully a problem-solving approach to a peer.

Comic Strips

Comic strips are an assessment technique that permits the student to demonstrate the mastery of concepts, skills, and vocabulary. It develops creativity among the students. This technique permits the teacher to identify the strengths and weaknesses of the student in the development of concepts, skills and vocabulary.

Graphic Organizers

Graphic organizers are visual systems that help organize and present information. Diagrams, maps and charts are examples of graphic organizers. The graphic organizers help the student organize and remember information. They also help clarify concepts that cannot be communicated easily through the use of words.

Journals

Journals are student's narrative diaries of what they have learned in each subject area. The journal may be kept daily and might mention the topics, what was difficult, what was easy, what strategies helped in learning, and what the student wants to know next.

K – W – L Charts

The K-W-L Charts are graphic organizers that students complete using three columns to reflect what they *Know* about a topic before an instructional activity, what they *Want* to know from the lesson, and what they *Learned* from the lesson after its completion. The rows on the chart can reflect specific topics covered.

Peer Assessment

Students can rate the work of their peers as readers, writers, and learners. They can rate the oral and written work of their peers, identifying areas that can be improved as well as areas that are presented effectively. Procedures and criteria for peer assessment should be developed with the class. By assessing others' work, students often see alternative linguistic patterns and develop an appreciation for diverse ways of manipulating language for communication.

Portfolios

A portfolio is a collection of student work that shows growth over time. The portfolio may contain written products, worksheets, self-assessments, audiotapes, or videos. It is useful to track student progress, to identify student strengths and needs, and to help in making instructional decisions. There are at least three types of portfolios. These are:

- Collections Portfolio – containing virtually everything the student has produced.
- Showcase Portfolio – focuses on the student's best work.
- Assessment Portfolio – contains work that illustrates growth with respect to specific instructional objectives.

Rating Scales

Rating scales are similar to checklists but provide an opportunity to indicate the degree to which a particular behavior occurred. For example, you can use a 4-point scale to indicate the level of control the student exhibited over specific aspects of writing, such as sentence formation consistent control, reasonable control, or little or no control. A rating scale might also enable you to indicate if the student behavior occurred independently or with peer or adult support.

Reading Logs

Reading Logs are records that students keep of the reading they have completed. These might be categorized by genre and include the title, author, topics, and date on which the reading was completed, as well as their personal response to the reading and important concepts or information to remember.

Rubrics

Scoring rubrics are holistic scoring scales that identify what students know and can do at different levels of performance on classroom tasks. Typically, there may be four or five levels of proficiency or achievement defined on a scoring rubric.

Self-Ratings

Self-ratings are the student's use of a scoring rubric to rate their own performance. For example, the use of a rubric for writing might include composing, style, sentence structure, word usage, and mechanics (spelling, capitalization, and punctuation).

Writing Logs

Writing Logs are records of the student's various types of writing. They may include finished products, drafts of work in progress, outlines, and/or topics for future writing.

Writing Prompts

Writing prompts are composed of a group of statements or questions about a specific topic, constructed to motivate students' thoughts and elicit their best writing on the topic.

GUIDELINES IN DEVELOPING A RUBRIC

The rubric is an authentic assessment tool that is useful in assessing complex and subjective criteria. It is a formative type of assessment since it becomes an ongoing part of the teaching and learning process. Students are involved in the assessment process through both peer and self-assessments. As students become more familiar with rubrics, they should be allowed to participate in designing the rubric. This empowers students and encourages them to become more focused and self-directed.

Advantages Of Using Rubrics

- Rubrics allow assessment to be more objective and consistent.
- Teachers can clarify criteria in specific terms.
- Students will know exactly how their work will be evaluated and what is expected of them.
- Rubrics provide benchmarks against which to measure and document progress.

Rubrics have the following common features:

- They focus on measuring a stated objective
- They use a range to rate performance.
- They contain specific performance characteristics arranged in levels indicating the degree to which a standard has been met.

Range or Scoring Levels

The following terms are examples of those that may be used to measure range or scoring levels:

Needs Improvement Satisfactory Good Exemplary
Beginning Developing Accomplished Exemplary
Needs Work Fair Good Excellent
Novice Apprentice Proficient Distinguished

Building a Rubric

(Adapted from : Instructional Technology Home Page)

- Review the content standards that the unit is meant to address.
- Review the criteria that will be used to judge the student's product or performance and make sure that they match the standards.
- Make a frame by deciding on the major categories and sub-categories that the rubric will address.
- Describe the four different levels of performance that match each criterion. It is recommended that the highest level of performance be described first and then work down to the lowest level.
- Write clear, concise specifications based on criteria that are observable.

Rubric Template

(Describe the task or performance that this rubric is designed to evaluate.)

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Stated Objective or Performance 1	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
Stated Objective or Performance 2	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
Stated Objective or Performance 3	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
Stated Objective or Performance 4	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
Stated Objective or Performance 5	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	

PORTFOLIO ASSESSMENT

Portfolios capture growth and change in student thinking and learning over a period of time. They provide teachers with a wealth of information upon which to base instructional decisions and from which to evaluate student progress. Teachers may use records of observations and the collection of student work when communicating the student's progress to parents.

Portfolios should actively involve the students in the process of assessment. This motivates students and promotes self-assessment and self-understanding. Students feel a greater sense of ownership of their work, which in turn, leads to the integration of class work with life experiences.

A portfolio is not a random collection of observations or student products. It should be systematic and include observations and student products that relate to major instructional goals. According to Grace (1992), the portfolio is a record of the student's process of learning: what he/she has learned and how he/she has gone about learning; how he/she thinks, questions, analyzes, synthesizes, produces, creates; and how he/she interacts – intellectually, emotionally, and socially – with others.

The portfolio is made up of a wide variety of materials: teacher notes, teacher – completed checklists, student self – reflections, reading logs, sample journal pages, written summaries, audiotapes of retellings or oral readings, videotapes of group projects, and others. Not all must be present in each portfolio. Each portfolio is unique. The material included in a portfolio should be organized in chronological order and category. Once organized, the teacher can evaluate the students' achievement. The student's current work is compared to his/her previous work. Evaluation should indicate the student's progress toward a standard of performance. It should be consistent with the curriculum and developmental expectations. Conclusions about a student's achievement, abilities, strengths, weaknesses, and needs should be based on the full range of his/her development as documented by the data in the portfolio.

Tips for Preparing a Portfolio

1. Include a table of contents with dates and page numbers.
2. Keep work for each unit in a folder, and then select the pieces that will be included in the portfolio. Remember to choose examples that reflect progress in each of the content standards. The student should participate in this selection.

3. Photocopy group-work so that each member of the group can include the work in his/her portfolio.
4. Include the teacher prompts and scoring rubrics or checklists with each work entered.
5. Tape (audio or video) student's explanations or oral presentations.
6. Keep copies of computer disks or printouts of relevant material.
7. Students should practice writing reflective cover letters for each entry.

Adapted from the PATT Portfolio Implementation Guide.

Sample Prompts for Student Reflection

Reflection

- I have chosen to include this work sample because
- If I did this assignment over, I would because
- Completing this portfolio reflection has helped me increase my knowledge/understanding of because

Collaboration (group activity)

- My role in the activity was
- I would give myself a grade of because
- I might change the way the group worked together because

Communication

- I focused and organized the information in this work entry in the following ways
- I expressed the information in this work entry clearly by

Personal Relevance

- What I liked most / least about this topic was because
- I can apply this knowledge / understanding in my daily life by
- This topic is interesting to me because

SUGGESTED AREAS OF THE PORTFOLIO

1. Table of Contents

2. Introduction

The student should prepare a brief introduction. This introduction should include a brief description or overview of the contents of the portfolio.

3. Divisions

There should be one section devoted to each content standard.

4. Entries

There should be at least two entries for each content standard.

These should be examples of student work that reflect progress in each content standard area. The student should participate in the selection of the work to be included.

5. Prompts for student reflection

Each entry should be accompanied by the student's reflection prompt.

6. Conclusion

The student should write a brief concluding statement regarding the entire portfolio.

ã **Department of Education, 2000**

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EXPLANATORY NOTE

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