



Unit Design

Patterns Around The World

Grade Level:
Grade 2

Content Areas:
Math, Art, Social Studies

Names:
Aleta C. Young

Dexter Daul
Ddaul@greenbay.k12.wi.us

and

Linda Pletcher
lpletche@greenbay.k12.wi.us

Standards and Benchmarks

Math:

A.2.1 All children at this level have the opportunity to learn these performance benchmarks; use reasoning abilities to perceive patterns and identify relationships

C.2.1. All children at this level have the opportunity to learn these performance benchmarks; Analyze the following 2 and 3 dimensional shapes and object, circle, triangle, square, rectangle, octagon, hexagon, pentagon, trapezoid, oval, and rhombus. Children will be able to name these shapes as well as compare and contrast them. Students will investigate and predict results by putting and taking apart shapes. They will draw and construct physical models.

Horizontal Connections:

Social Studies E.4.9: Children will explain how people learn about others who are different from them.

Art 2.2.2: Children will know how to use the structures and functions of art to understand art elements of shape and form. They will understand and apply primary and secondary colors.

Concepts:

Math: patterns, similarities, line, order, predict, shape, symbols, color

Social Studies: patters, culture, beliefs, symbols, shape, color

Art: order, continuity, culture, line, pattern, trends, shape, color, form, technique

Generalizations:	Essential/Guiding Questions:
1. People around the world use and employ patterns.	1. How do patterns differ? How are they the same? Show examples. 2. Show me where you would find a pattern in nature, at home; at school. 3. What shapes do you see in patterns? Why do you think these shapes are used? 4. Why do we use color in patterns? Explain.
2. Students will be able to generate their own pattern using a variety of medium.	1. What is a pattern? Show me an example.

Comments

Restructure:

Benchmark: Art Standard 2.2.2: Children will know how to use the structures and functions of art to understand art elements of shape and form. Have the ability to identify colors (primary and secondary).		
Benchmark Proficiency Criteria	Learning Target	Method of Assessment
1. Work safely with art related materials.	S	O
2. Understand 2 and 3 dimensional shapes and their differences, ability to identify.	K	SR,CR
3. Ability to read a color wheel.	K	SR, CR.O
4. Identify colors	K	SR, CR

K = Knowledge
S = Skill
R = Reasoning
D = Dispositions

P = Product

CR = Constructed Response
SR = Selected Response
P = Product
PA = Performance Assessment
O = Observation
PC = Personal Communication
PF = Portfolio

Comments

Restructure:

Benchmark: Math Standard A.2.1: The children will have the opportunity to use their reasoning abilities to perceive patterns and identify relationships.		
Benchmark Proficiency Criteria	Learning Target	Method of Assessment
1. To identify the next element of a pattern.	K	O, PA, SR, CR
2. Compare/contrast various patterns from different environments.	K, R	O,
3. To form groups using shapes, color and size by sorting	K, R	SR, CR, O

K = Knowledge
S = Skill
R = Reasoning
D = Dispositions

P = Product

CR = Constructed Response
SR = Selected Response
P = Product
PA = Performance Assessment
O = Observation
PC = Personal Communication
PF = Portfolio

Comments

Restructure:

Benchmark: Math Standard C.2.1: To analyze the following 2 and 3 dimensional shapes and objects; circle, triangle, square, rectangle, hexagon, rhombus. Students will compare and name shapes, take shapes apart to analyze, draw and construct physical models.		
Benchmark Proficiency Criteria	Learning Target	Method of Assessment
1. To define line and shape.	K	SR, CR
2. To understand part vs. whole	K	SR, CR
3. To predict the next element of a pattern	K,R	CR, SR, PA
4. Ability to work together with others to make a model of a pattern and a 3D model	S,R	O, PA

K = Knowledge
S = Skill
R = Reasoning
D = Dispositions

P = Product

CR = Constructed Response
SR = Selected Response
P = Product
PA = Performance Assessment
O = Observation
PC = Personal Communication
PF = Portfolio

Comments

Restructure:

Benchmark: Standard E.4.9 To explain how people learn about others who are different than them.		
Benchmark Proficiency Criteria	Learning Target	Method of Assessment
1. Understand the definition of different.	K	CR, SR
2. Ability to identify different environments, families, school settings, community settings, objects	K, R	O, CR
3. Create a personal symbol for their families to compare and contrast themselves.	R,S	PA
4. Identify needs vs. wants.	K	CR, SR
5. Understand ability to be influenced by change	K, S	O

K = Knowledge
S = Skill
R = Reasoning
D = Dispositions

P = Product

CR = Constructed Response
SR = Selected Response
P = Product
PA = Performance Assessment
O = Observation
PC = Personal Communication
PF = Portfolio

Instructional/Assessment Planner

Baseline Assessment

Assessment	Instruction
<i>Baseline</i>	
Formative Assessment: Activity Sheet, SR, CR	Unit 1: Working with KWL charts, testing what they know
Formative Assessment: Group projects on making shapes on poster board, SR, CR	Unit 3: Working in small groups, testing their ability to identify shapes
Formative Assessment: Digital camera pictures, SR, CR. Observation of children	Unit 4: Ability to identify patterns in the world around you Unit 5: Develop a “man-made” pattern
Formative Assessment: Study of Islamic and Hmong cultures: Observation, ability to follow directions, CR, SR	Unit 6 and Unit 7: Introduction of the two cultures, their location, use of patterns and shapes

Performance Assessment

See attached sheets regarding performance assessment

Baseline Assessment

Name:

Class: Second Grade

Benchmark #: Social Studies E.4.9 To explain how people learn about others who are different from themselves.

1. Name someone in the class who is different from you, why.
2. What is one thing you need? You want.
3. Tell me one thing that describes you best.

Benchmark #: Art Standard 2.2.2 Children should know how to use structures and functions of art to understand art elements of shape and form-the ability to show the difference between colors.

1. Using your crayons, show me the colors red, yellow, blue green, pink, purple.
2. Draw the following shapes in the order given: square, triangle, circle, rhombus, hexagon, rectangle.
3. Draw a horizontal line. Draw a vertical line.

Benchmark #: Math Standard A.2.1 The opportunity to use reasoning abilities to perceive patterns and identify relationships.

1. What would be next? Circle, square, triangle, circle, square _____
2. Name one pattern you would see in nature, at your home.
3. Give me one way that you would sort (put the children into groups) the children in this classroom.

Benchmark #: Math Standard C.2.1 Analyze 2 and 3 dimensional shapes, construct physical models, be able to name the shapes, compare them.

1. Be able to identify the following shapes cube, sphere, prism.
2. List one way they are the same, one way they are different.
3. Make a pattern using the above listed shapes.

Baseline Scoring

Benchmark #

correct = 3 (proficient)
correct = 2 (approaching proficiency)
correct = 1 (not proficient)

Benchmark #

correct = 3 (proficient)
correct = 2 (approaching proficiency)
correct = 1 (not proficient)

Benchmark #

correct = 3 (proficient)
correct = 2 (approaching proficiency)
correct = 1 (not proficient)

Benchmark #

correct = 3 (proficient)
correct = 2 (approaching proficiency)
correct = 1 (not proficient)

Benchmark #

correct = 3 (proficient)
correct = 2 (approaching proficiency)
correct = 1 (not proficient)

Performance Assessment

Goal: The student demonstrates understanding about the critical component of the unit topic (Use generalizations to guide writing the goal)

Goal: Students will be able to :
identify and continue a pattern
identify components of the pattern (shape, color, size, vert., horz)
note how pattern serve different purposes.

Scenario: The student is placed in a real-world situation in which the student assumes a role with an authentic audience. (Use G.R.A.S.P.S to guide writing the scenario)

Scenario: Children will work together to build a home to specific specifications. Children will take note of the shapes, colors, and sizes, patterns that fit their new profession. For example: the electrician(s) will follow a pattern for running their cable. The brick layer(s) will follow a pattern for the laying of the brick on the home and for the landscape (texture, color, and size). The concrete layer (s) will have to note the shape of their mold, the purpose of the concrete (sidewalk vs. driveway). The roofer(s) will notice the patten to install the shingles, making sure the roof won't leak. The plaster (s) and painter (s) will have to meet the needs of the buyer. The color of the rooms and patters in the rooms will be specific.

Role: The children will be given a role to play. The children will work in groups of two or more. The roles are foreman, electrician, mason worker, concrete layer, roofer, plaster, and painter. More roles can be added

Audience: The buyer of the home or the general public if it is a spec home would be the audience.

Evaluation Criteria: The student meets the criteria for benchmark proficiency by producing evidence of learning.

Product: The children will construct a model home incorporating patterns and skills taught in this unit including shapes, color, size and how the patterns are the same and how they are different.

Criteria: Each role will have specific criteria for their "job" The children will give a verbal explanation of their role and its relationship to the whole house. They will explain their role as it relates to a pattern.

Performance Assessment Rubric

	Benchmark # Art 2.2.2 Functions of Art	Benchmark # SS E.4.9 Learning from others	Benchmark # Math C.2.1 Analyze Shapes	Benchmark # Math A.2.1 Perceive patterns
4	Ability to identify 4 or more patterns in the house in relation to color. Explain why.	Tell why different cultures are needed, using the house as an example	Identify 5 or more shapes in the house and name them. What is the 3D name if the shape has one	Identify 4 or more patterns in the house and tell why. Tell 2 or more objects that would be in each room (sorting)
3	Ability to identify 3 patterns in the house in relation to color and explain why they are patterns	Ability to explain what the roles in the house represent in relation to cultures	Identify 4 shapes in the house and name them. To be able to answer if the house is 3D or not and why	Identify 3 patterns in the house and identify why they are patterns. Give one object that would be located in each room (sorting)
2	Identify 2 patterns in the house using color and explain why they are patterns	Ability to identify the roles in the house	Identify 3 shapes in the house and name them	Identify 2 patterns in the house. Tell why
1	Identify a pattern in the house using color	Tell what you did to help “build” the house	Identify 1 or 2 shapes in the house and name them.	Identify 1 pattern in the house.

Unit Title: Patterns Around the World

Time: One Session

Lesson #: One

Key concept/understanding/skill: Opening activity: Setting up KWL charts with the children based on patterns and shapes.

Materials/Resources: Poster paper pre-set with a KWL chart; one for patters, one for shapes

Neville Public Museum Artifact: N/A

Classroom Setup: Have posters posted on the wall/board for children to see. Have a set of dark markers. Gather the class close to the posters so all children can see and hear.

Instructional Plan: 1. Describe what a KWL chart is, telling the children that all answers will be accepted and all ideas are good.
2. Have children start throwing ideas out about what they know about shapes. Write down all ideas under the section "What you already know." Try to be sure you get an idea from each child.
3. Move to the next section of the chart. Ask the children what they would like to learn about shapes. Again-be sure to get an idea from each child.
4. Move to the next section on the chart, narrowing down what will actually be covered in the unit, what we will learn. This will be more teacher directed.
5. Do the same procedure with the idea of patterns. Do a KWL chart.
6. Be sure the posters stay posted in the classroom for the duration of the unit.

Constructivist Principles: #5 Assessing student learning in the context of teaching. Be sure all answers are accepted and thought to be good.

Assessment Connection: Observation, feedback, class involvement. Do activity sheet.

Teacher notes/reflections:

Unit Title: PATW

Time: 1 Session

Lesson #: Two

Key concept/understanding/skill: Introduce children to important, essential vocabulary; line, shape, pattern, color

Materials/Resources: Definition cards (to post in room later), M&Ms, markers, marker board

Neville Public Museum Artifact:

Classroom Setup: Definitions: Shape-a line that encloses space, "fence". Color-hue (give examples)Pattern-sequence of shapes, lines, colors that repeat in a predictable order. Line-a path connecting two points: vertical, horizontal, straight, curved

Instructional Plan: 1. Get feedback from children on what they feel the definitions are. Be sure to clarify though, before moving on so that all children get the same explanation of the definitions. Post the vocabulary cards in the room.

2. This next activity will also be a form of assessment. Hand out M&m's to the children. Have them form the candy into a straight line, a curved line, horizontal and vertical lines. Observe and make corrections as needed.

3. Have children use the candy to form a pattern based on color of the candy. Observe and ask for explanations as needed.

4. Have the children identify color of candy (ies) by holding them up and saying the color. Other children can hold one up of the matching color.

5. Ask the children the shape of the candy (circle, sphere, oval). Can they make a different shape using their candy. Form it on their desk and the go around the room. Be sure the child can identify their shape.

6. Children can eat their candy.

Constructivist Principles: 3. Seeking and Valuing Student's point of View. 5. Assessing student learning in the context of teaching.

Assessment Connection: Observation, Class participation

Teacher notes/reflections:

Unit Title: PATW

Time: 1 Session

Lesson #: Three

Key concept/understanding/skill: Identify shapes. Discuss how the shapes are different, the same. Use of pattern blocks to illustrate shapes

Materials/Resources: pattern blocks, classroom objects, markers, poster board, activity sheet

Neville Public Museum Artifact:

Classroom Setup: Shapes: square, triangle, circle, rectangle, rhombus, trapz., hexagon,

Instructional Plan:

1. Refer back to KWL chart on shapes. Review what they know.
2. Have each child stand up and find an object in the classroom. They must be able to say what the object is and what shape it has. If possible, have the children tell why they think that object has that shape. Be sure to do every student and involve the whole class.
3. Hand out Pattern blocks (handful to each child, being sure each child has every shape) have children hold up the block after you say its name. Discuss shape, where it is used, # of sides, angles. Discuss how the shapes are the same and how they are different.
4. (Can be used as a form of assessment). Divide the children into small groups. Assign each group a shape. Give them a large poster board sheet. They must draw the shape very large on the paper and then the group can decorate the shape however they would like. Post these in the room with a label under each shape. Be sure to watch for all groups' members being involved.
5. Do activity sheet individually

Constructivist Principles: #2 Structure curriculum around primary concepts.

Assessment Connection: 1. Making the posters of the shapes in small groups. Activity sheet involving the identification of shapes found all around you.

Teacher notes/reflections:

Unit Title: PATW

Time: 1 or 2 Sess.

Lesson #: 4

Key concept/understanding/skill: Draw together the ideas of pattern and shape; how are these two things connected; patterns can be made with different shapes.

Materials/Resources: 6-10 trade books

Neville Public Museum Artifact:

Classroom Setup: Digital camera, vocab cards made earlier, shape posters made earlier, KWL charts made earlier, literature

Instructional Plan:

1. Go over KWL charts with the children on patterns and shape. Can they make a connections on how these two ideas might have something in common.
2. Write "Patterns can be made with different shapes." on the board. Ask for feedback. Be sure to mention color and that patterns can be made with different colored shapes as well. Size of shapes can also be mentioned.
3. Put children in small groups. Each group will have a book to read and look at. Ask the children to look at the illustrations and find patterns. Go around the room and have the children explain what they found and why it is a pattern, how is the pattern made.
4. Teacher will lead a discussion on how shapes and patterns can be found all around us; school, home, community, nature, ect. Show the class the picture cards and have them identify the location of this pattern and why it is a pattern, what shapes are used.
5. Take a class walk. Have each child identify an object found around them that they feel has a pattern. Have the child take a picture of it. Go back then to the class and print the pictures. Have each child present their picture and explain it. Display the pictures after everyone has presented.

Constructivist Principles: #3 Seeking and valuing student point of view. #5 Assessing student learning in the context of teaching

Assessment Connection: Digital camera pictures, can the child explain their photo in relation to a pattern and the shapes that make up the pattern.

Teacher notes/reflections: Send home the "Home Component" at this time with a cover letter explaining the last activity and what our unit is about. Set a return date for the activity.

Unit Title: PATW

Time: 1 or 2 Sess.

Lesson #: 5

Key concept/understanding/skill: Discussion of how patterns found around school and other patterns discussed are the same and how they are different.

Materials/Resources: unifix cubes, pattern blocks, small cube blocks, art materials (see plan)

Neville Public Museum Artifact:

Classroom Setup: Be sure digital camera pictures are on display. Have blocks ready for small groups; have art materials set up for classroom use

Instructional Plan: 1. Discuss the meaning of same with the class. Discuss the meaning of different.

2. Have a child go to the board and draw an object on the board. Have another student go and draw the same thing, another child draw something different. It can be different in color or in size as well as shape. Lead the discussion to determine if all students agree.

3. Break the children into small groups. Give each group a set of manipulatives (pattern blocks, unifix cubes, small cubes). Have each child in the group make a pattern with the blocks, have the others then try to copy that pattern. Take turns. After each group member has made a pattern, discuss in the group how the patterns made were the same and how they were different.

4. Reassemble as a class. Give directions for potato beading and building a pattern with the materials available.(materials are: yarn, pipe cleaners, ribbon, buttons, fabric, tissue paper, constrc. paper). This activity will allow the teacher to see if the child understands what a pattern is and also display to the class how patterns can be made with the same materials but still be very different

Constructivist Principles: #2 Structure curriculum around primary concepts. #5 Assessing student learning in the context of teaching

Assessment Connection: Give each child a piece of yarn. They will form a pattern on this yarn using the potato beads and other materials. They can glue the materials to the yarn or string them on the yarn. A pattern will develop on the yarn. See example. Be sure each child can explain their pattern, Display the yarn projects.

Teacher notes/reflections: Lots of prep. Children will need quite a bit of time to make their pattern

Unit Title: PATW

Time: 1 Session

Lesson #: Six

Key concept/understanding/skill: An introduction to patterns from other parts of the world. Many of these patterns and shapes have specific meaning.

Materials/Resources: map of area studied, pictures of area for examples, Hmong heart pattern, Neville Public Museum Artifact: Take note when we visit the museum

Classroom Setup: Have pictures ready to show (display)

Instructional Plan: 1. Write these questions on the board before getting started. Tell the children this is what is expected of them when the lesson is complete. 1. Where are these people from? 2. What is their special art form called? 3. What are some of the important colors to these people? 4. What shape did you make and what does it mean? 5. What patterns and shapes do these people use most often?

2. Introduce the idea that people have different uses and ideas for using patterns and shapes.

3. Introduce Hmong; their locations using a map, history of how they ended up in our country, pictures of people. Show the pictures to the children so they have some idea of the differences.

4. Introduce Pondow (flower cloth). Show the children pictures, point out the patterns in the projects, the shapes. Go thru the meaning of the shapes and symbols. Describe the idea behind the strip patterns on the cloth.

Constructivist Principles: #1 Posing problems of emerging relevance

Assessment Connection: Give the children a pattern of a heart shape in Hmong. The children will only have half the pattern (a touch of symmetry). Have the children cut it out and display it on a complimentary color of paper. The heart symbol "means" children. Check for understanding from the 3 questions posed at the beginning of the lesson.

Teacher notes/reflections: Children can and should further their information on this culture in the library. Make a requirement that the next library visit be focused on the Hmong culture. Challenge each child to find one fact and share with the others.

Unit Title: PATW

Time: 1 Session

Lesson #: 7

Key concept/understanding/skill: Study another kind of pattern. Patterns from other parts of the world have their own specific characteristics.

Materials/Resources: hand-outs on construction paper about Islamic culture, additional book about Escher, index cards, paint, paint brushes

Neville Public Museum Artifact: Take note when we visit the museum

Classroom Setup: map to show area of discussion, hand-outs of pictures, pattern tessellations, book with examples (Escher)

Instructional Plan: 1. Write these questions on the board before starting. Let the children know that they are expected to know this information after the discussion is over. 1. Locate the area of discussion on the map. 2. What art for did you make? Who is a famous person making these designs? 3. What is one characteristic of Islamic art? Why?

2. Review what was discussed regarding the Hmong. point out the characteristics of their art form (the patterns, shapes, color)

3. Introduce Islamic art (tessellations) (Escher) Characteristics are that the projects work from the center out, patterns just stop, watch for the patterns and shapes. Show pictures on construction paper. These designs were usually used for beauty, sometimes related to nature.

4. Do tessellation with the kids. Give each child an index card. Give directions to cut and tape the card to form a different shape (irregular). Give them construction paper to draw on. Be sure to show the children how to start in the middle of the page. Review how the characteristics of a tessellation match Islamic art.

5. Share tessellations--see if we can see any patterns, shapes, colors, lines, sizes that align with what we have already learned

Constructivist Principles: #3 Seeking and valuing student point of view. #4 Adopting curriculum to address student suppositions.

Assessment Connection: observations, listening skills for following directions of the tessellation, looking at the actual tessellation for understanding, asking the 3 questions from the beginning of the lesson for understanding.

Teacher notes/reflections:

Unit Title: PATW

Time: 1Session

Lesson #: 8

Key concept/understanding/skill: Review of the Hmong and Islamic cultures and also a review of vocabulary from unit

Materials/Resources: Be sure all projects and work is still displayed for the students.

Neville Public Museum Artifact:

Classroom Setup: Shape posters, tessellations, vocab cards, yarn patterns, KWL charts, Hmong hearts, digital camera photos displayed, writing and graph paper

Instructional Plan: 1. Review materials on the walls. Include in the discussion the vocabulary (color, shape, pattern and line) Review the ideas of the Hmong and Islamic cultures and their differences/similarities.

2. Discussion points: We can all use the same patterns, shapes, colors and still all work together, live together, learn from each other even though we are from different families, beliefs and cultures. We all use similar colors, sizes and lines in our patterns, but some cultures have specific meanings to their colors and patterns.

3. Journal writing: Write the vocabulary on the board; children should reflect and write the best they can. Add these words to the vocab; Hmong, Islamic, Pondow, tessellations, Line, Color, Shape, Pattern. What did they like best about these ideas, what was the worst. List a few things they learned. An illustrations can go along with this writing.

Constructivist Principles: #3 Understanding student point of view thru writing, children need to reflect on what they have learned.

Assessment Connection: Observation, reading their journals when complete

Teacher notes/reflections:

Unit Title: PATW

Time: 1 Session

Lesson #: 9

Key concept/understanding/skill: Assign an at home project to make a pattern that represents your family (culture)

Materials/Resources: Letter that will go home

Neville Public Museum Artifact:

Classroom Setup: none

Instructional Plan: 1. Explain to the children what the project will be, when the due date is, what is expected of them. The family is to make a pattern out of materials found around their home that represents their family. Example: If the family loves horses, maybe the pattern would incorporate that. If the family loves to cook together, maybe it would involve that. The patterns made by the family should be 3D, similar to the yarn projects we did in class. The projects must incorporate color, shape, line, size and pattern. The family must also write up a reasoning behind why their pattern is made the way it is. This will then show the idea that some families might have similar ideas, or we all will be very different, that different families represent different cultures, but use similar ideas with color, size & shape.

2. A class schedule will be set up for the presentation of these projects. The families will know when their child is presenting in case they would like to come into the classroom to help out. Everyone should be made to feel welcome.

Constructivist Principles: #1 Posing problems of relevance #3 Seeking and valuing student point of view #5 Assessing student learning in the context of teaching

Assessment Connection: Projects in on time; Student able to describe to pattern made; responsibility

Teacher notes/reflections: Be sure to put reminders in the parent newsletter weekly so all projects get turned in on time.

Unit Title: PATW

Time: 1 Week

Lesson #: 10

Key concept/understanding/skill: Directions for final project assessment

Materials/Resources:

Neville Public Museum Artifact:

Classroom Setup: Area will remain up while students are working

Instructional Plan: 1. Tell the students what the goal is. (To build a home to the buyer specifications. The buyer has ideas specific to building and design)

2. Assign students to small groups, assign them roles, give them an idea of what the roles mean.

1. Electrician: Make/follow patterns on walls to make fixtures and outlets. (line, size, color)

2. Masonry: Lay brick in pattern designed by builder (color, size and texture)

3. Concrete: Lay concrete (driveway vs. landscape purposes) (texture, color, size)

4. Roofer: Lay shingles in a pattern (color, pattern)

5. Painter: Paint rooms according to colors set by the buyer (color, pattern)

Stress the idea that each group has a different role (culture), but if we all work together we can accomplish a task. Incorporate the ideas of line, shape, color and patterns

Tie in Social Studies and the career choices people have as well as the math aspects.

Constructivist Principles: #5 Assessing student learning in the context of teaching. #3 Seeking and valuing student point of view

Assessment Connection: Observations of the class, are they able to work well together, do all jobs get completed and directions followed.

Teacher notes/reflections:

Individual Record Keeping

Name:

Class:

Proficiency Level	Benchmark #		Benchmark #		Benchmark #		Benchmark #		Benchmark #	
	Baseline	P.A.	Baseline	P.A.	Baseline	P.A.	Baseline	P.A.	Baseline	P.A.
4										
3										
2										
1										

Name:

Class:

Proficiency Level	Benchmark #		Benchmark #		Benchmark #		Benchmark #		Benchmark #	
	Baseline	P.A.	Baseline	P.A.	Baseline	P.A.	Baseline	P.A.	Baseline	P.A.
4										
3										
2										
1										

Name:

Class:

Proficiency Level	Benchmark #		Benchmark #		Benchmark #		Benchmark #		Benchmark #	
	Baseline	P.A.	Baseline	P.A.	Baseline	P.A.	Baseline	P.A.	Baseline	P.A.
4										
3										
2										
1										

Name:

Class:

Proficiency Level	Benchmark #		Benchmark #		Benchmark #		Benchmark #		Benchmark #	
	Baseline	P.A.	Baseline	P.A.	Baseline	P.A.	Baseline	P.A.	Baseline	P.A.
4										
3										
2										
1										

Unit:

Teacher:

Class:

Benchmark					
Baseline Assessment			Final Assessment		
# of students at 1	X1=		# of students at 1	X1=	
# of students at 2	X2=		# of students at 2	X2=	
# of students at 3	X3=		# of students at 3	X3=	
# of students at 4	X4=		# of students at 4	X4=	
Total Score			Total Score		
% growth (total score of final/total score of baseline-100%) = % growth					

Benchmark					
Baseline Assessment			Final Assessment		
# of students at 1	X1=		# of students at 1	X1=	
# of students at 2	X2=		# of students at 2	X2=	
# of students at 3	X3=		# of students at 3	X3=	
# of students at 4	X4=		# of students at 4	X4=	
Total Score			Total Score		
% growth (total score of final/total score of baseline-100%) = % growth					

Benchmark					
Baseline Assessment			Final Assessment		
# of students at 1	X1=		# of students at 1	X1=	
# of students at 2	X2=		# of students at 2	X2=	
# of students at 3	X3=		# of students at 3	X3=	
# of students at 4	X4=		# of students at 4	X4=	
Total Score			Total Score		
% growth (total score of final/total score of baseline-100%) = % growth					

Unit:

Teacher:

Class:

Benchmark					
Baseline Assessment			Final Assessment		
# of students at 1	X1=		# of students at 1	X1=	
# of students at 2	X2=		# of students at 2	X2=	
# of students at 3	X3=		# of students at 3	X3=	
# of students at 4	X4=		# of students at 4	X4=	
Total Score			Total Score		
% growth (total score of final/total score of baseline-100%) = % growth					

Benchmark					
Baseline Assessment			Final Assessment		
# of students at 1	X1=		# of students at 1	X1=	
# of students at 2	X2=		# of students at 2	X2=	
# of students at 3	X3=		# of students at 3	X3=	
# of students at 4	X4=		# of students at 4	X4=	
Total Score			Total Score		
% growth (total score of final/total score of baseline-100%) = % growth					

Teacher Comments:

Page 2 of 2

