

WARREN COUNTY SCHOOLS
Personalized Education Plan
Grades 3-5

School Year _____

Part I: Descriptive Information

Student: _____ School: _____ Grade: _____ Age: _____

Teacher: _____ Parent(s)/Guardian(s): _____

Attendance Record: _____

Check all appropriate: _____ Exceptional Child _____ LEP _____ Prior Retention/Grade Specified

Part II: Diagnostic Information

Check all appropriate statements, if applicable:

_____ Level I in Reading _____ Level I in Mathematics _____ Writing Score (if below 2.5)

_____ Level II in Reading _____ Level II in Mathematics

Academic Strengths	Academic Challenges	Other Information (ie. Behavior/Social Pattern/Interests/etc.)

Part III: Intervention Plan

Challenges to be Addressed	Strategies	Timeline	Resources Needed	Method of Assessment	Date Met	Date Not Met

White Copy – Cumulative Folder (Upon Completion)

Yellow Copy – Parent

Pink Copy – Teacher (Work File)

Part IV: Monitoring/Adjustments

Progress Checks: Date: _____ Date _____ Date: _____

Signatures:

Student: _____ Date: _____

Parent: _____ Date: _____

Teacher: _____ Date: _____

Other: _____ Date: _____

Additional Comments: _____



-Reading Results-
Interpret Achievement Levels for Reading, Grades 3 through 5

Level I Students performing at this level typically demonstrate inadequate mastery of grade level skills, strategies, and competencies and are not prepared to be successful at the next grade level. These students typically read at a literal level and need concrete experiences related to the passage to aid them in understanding and responding to test questions. As they go through the entire test, these students are able to respond to literal-level (knowledge) comprehension questions primarily based on fiction or biography passages. They are able to identify elements of fiction such as plot, setting, and characters.

Level II Students performing at this level typically demonstrate inconsistent mastery of grade level skills, strategies, and competencies, and are minimally prepared to be successful at the next grade level. These students typically read at a literal level with some interpretation of the material in the passage. They are able to respond to questions assessing Goal 2 of the curriculum—literal comprehension (identify, collect, or select information and ideas), inferential comprehension (organizing/sequencing information and analyzing information and ideas to identify the moral or main idea of a story), and application (generating and integrating information and ideas). These students are able to respond to questions based on familiar literary (fiction), content-based (i.e., social studies), and consumer/human interest (i.e., recipe) passages.

Level III Students performing at this level consistently demonstrate mastery of grade level skills, strategies, and competencies and are prepared to be successful at the next grade level. These students typically read at an interpretative level. They are readily able to respond to questions assessing the following areas of the curriculum:

- Goal 2—literal comprehension (“who,” “what,” “when,” “where,” and “how” questions; define unknown vocabulary words by examining context), inferential comprehension (complete graphic organizers by organizing and adding details; recognize the main idea, moral, or lesson of a story), application (use the information in the passage to understand historical issues, relate the issues to current events, and predict what most likely will happen in the future; follow directions to produce a product-recipe or craft).
- Goal 3—critical analysis (how could the material be used, how could the material be verified, who would be most interested in the material).

These students are able to respond to questions based on passages representing a variety of genres (e.g., simple poetry, narrative, content-based text such as science and social studies) and are able to identify metacognitive strategies (Goal 1): set purpose for reading; connect with prior knowledge; look for organizational pattern(s); and summarize key points and ideas.

Level IV Students performing at this level consistently perform in a superior manner clearly beyond grade-level requirements, competencies, and expectations. These students typically read at an analysis level and consistently use integration and evaluation thinking skills. They are readily able to respond to questions assessing the following areas of the curriculum:

- Objective 2.3—apply, extend and expand on information and concepts (determining what might happen in another situation based on what happened in the passage).
- Goal 3—critical evaluation of the material in a passage relative to specified criteria (distinguish between facts and opinions, determine the usefulness of the material, and determine the purpose of the author’s use of text characteristics).

They have success with literary (e.g., poetry) passages and informative passages about less familiar topics. They are able to use context clues to determine the meaning of words and phrases.



-Mathematics Results-

Achievement Levels

Level I Students performing at this level do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.

Level II Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.

Level III Students performing at this level consistently demonstrate mastery of the grade level subject matter and skills and are will prepared for the next grade level.

Level IV Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.