

WARREN COUNTY SCHOOLS
Personalized Education Plan
Grades 6-8

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 6 through 8

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 the following areas of the curriculum:

- Goal 1-initial description and understanding that the way each passage is read is dependent on the purpose for which it is being read (identify the best way to read a directional passage to perform a task or produce a product).
- Goal 2-literal comprehension (details of the passage: "who," "what," "when," "where," and "how" questions), inferential comprehension (organizing/sequencing information, analyzing information and ideas to identify the moral or main idea of a story, determining the mood or tone of a passage), and application (generating and integrating information and ideas to perform a task or produce a product).
- Objective 3.2-identification of an author's purpose for writing a passage and the author's viewpoint. These students are able to respond to questions based on familiar literary (fiction and biography), content-based (i.e., social studies), and consumer/human interest (i.e., recipe) passages.

Level III Students performing at this level consistently and independently 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 consistently able to respond to questions assessing the following areas of the curriculum:

- Goal 1-description and understanding of the reading process (when answering a question, determine the best strategy to use such as skimming, scanning, or summarizing).
- Goal 2-literal comprehension (identify important details of the passage such as characters, setting, and plot; define unknown vocabulary words and phrases by examining context), inferential comprehension (recognize the main idea, moral, or lesson of a story; identify language devices such as figurative language; sequence events; describe character traits), and application (provide examples of current issues related to the material in the passage; use inferences from a passage; to make predictions).
- Goal 3-critical analysis (distinguish between fact and opinion, determine how the material could be used or verified, identify individuals who would be interested in the material, and evaluate the use of basic text characteristics such as illustrations and italic print).

These students are able to respond to questions based on passages representing a variety of genres (e.g., literary such as myth, narrative fiction, and biography; content-based such as science, social studies, and art; consumer/human interest such as directions and consumer information).

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-application of the material in the passage to solve problems, make decisions and inferences, or draw conclusions (identify which statement the information in the passage supports, solve a problem using the information presented in the passage); and to clarify or refine understanding of historical or contemporary issues and events (identify the impact of the material in the passage on today's society).
- Goal 3.3-critical evaluation of text characteristics (use of footnotes, capital letters, quotation marks).

These students have success with literary (e.g., poetry, drama, interview) passages and informative passages about less familiar topics.



-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.