

Student: \_\_\_\_\_

Score: \_\_\_\_\_

| English Language Proficiency Assessment (ELPA) Performance Standards |         |         |         |         |
|----------------------------------------------------------------------|---------|---------|---------|---------|
| Standard                                                             | Level 1 | Level 2 | Level 3 | Level 4 |
| Listening                                                            | Level 1 | Level 2 | Level 3 | Level 4 |
| Speaking                                                             | Level 1 | Level 2 | Level 3 | Level 4 |
| Reading                                                              | Level 1 | Level 2 | Level 3 | Level 4 |
| Writing                                                              | Level 1 | Level 2 | Level 3 | Level 4 |

English Language Proficiency

| Level     | Level 1 | Level 2 | Level 3 | Level 4 |
|-----------|---------|---------|---------|---------|
| Listening | Level 1 | Level 2 | Level 3 | Level 4 |
| Speaking  | Level 1 | Level 2 | Level 3 | Level 4 |
| Reading   | Level 1 | Level 2 | Level 3 | Level 4 |
| Writing   | Level 1 | Level 2 | Level 3 | Level 4 |

| Performance Level                                  | Listening                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                    | Speaking |      |      |         |      |      |         |      |      |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|------|---------|------|------|---------|------|------|
|                                                    | Level 1                                                                                                                                                                                                                                                                                                                                            | Level 2                                                                                                                                                                                                                                                                                                                                            | Level 3                                                                                                                                                                                                                                                                                                                                            | Level 1  |      |      | Level 2 |      |      | Level 3 |      |      |
|                                                    |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                    | 10%      | 15%  | 20%  | 10%     | 15%  | 20%  | 10%     | 15%  | 20%  |
| 4. Communication Competency in English with others |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                    |          |      |      |         |      |      |         |      |      |
| 1. Understanding spoken language                   | • Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time | • Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time | • Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time | 100%     | 100% | 100% | 100%    | 100% | 100% | 100%    | 100% | 100% |
| 2. Understanding written language                  | • Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time | • Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time | • Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time | 100%     | 100% | 100% | 100%    | 100% | 100% | 100%    | 100% | 100% |
| 3. Understanding visual language                   | • Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time | • Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time | • Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time | 100%     | 100% | 100% | 100%    | 100% | 100% | 100%    | 100% | 100% |
| 4. Understanding digital language                  | • Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time | • Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time | • Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time<br>• Understands the main message of the message when not more than 2 conversations are going on at the same time | 100%     | 100% | 100% | 100%    | 100% | 100% | 100%    | 100% | 100% |

# Ca Progress Monitoring Selection Test Grade 5

**JA Banks**



## **Ca Progress Monitoring Selection Test Grade 5:**

**Handbook of Response to Intervention and Multi-Tiered Systems of Support** Paige C. Pullen, Michael J.

Kennedy, 2018-10-04 Of the many issues facing special education and general education today it is difficult to imagine one more important or timely than response to intervention RTI Almost overnight RTI has become standard practice across the nation Unfortunately RTI remains ill defined falls far short of its evidence based practice goal is almost invariably misused and often results in more harm than good Nevertheless as a conceptual framework RTI has great potential for ensuring that students with disabilities receive appropriate evidence based instruction The mission of this handbook is to present a comprehensive and integrated discussion of response to intervention RTI and its relation to multi tiered systems of support MTSS in both special education and general education Although the two terms are currently used interchangeably distinct differences exist between them Therefore chapters are dedicated to distinguishing the two concepts RTI and MTSS and describing each one s unique role in both general and special education In addition the authors recommend a third term Multi Tiered Instruction to differentiate the practices related to the purpose of the specific intervention **Resources in**

**Education** ,2000-04 [Differentiating Instruction for Students With Learning Disabilities](#) William N. Bender, 2012-09-04 Use the latest research to bring differentiated instruction to today s inclusive classrooms With flipped classrooms response to intervention and technology discussed as differentiated instructional tools this book has it all Teachers need 21st century resources that help them provide high quality differentiated instruction for all students In this new edition of his best selling resource William Bender draws on the latest brain research technology and educational initiatives to bring a new focus to differentiating instruction in the context of the Common Core State Standards By weaving together differentiated instruction Response to Intervention and educational technology educators can increase achievement among students with learning disabilities and also foster the development of 21st century skills This updated guide offers Specific strategies for differentiating instruction within an RTI framework and in the context of the Common Core State Standards Strategies for using technology to instruct and assess students with learning disabilities Teaching tips and concrete examples of brain friendly instruction Guidance on a range of supportive instructional techniques Additional strategies based on the latest research in metacognition Up to date techniques such as using Khan Academy flipped classes and wikis to enhance learning in general and special education settings This new edition of Differentiating Instruction for Students With Learning Disabilities offers the tools and strategies educators need to maximize achievement for all students The ideas in this book are wonderful They are new innovative current interesting and very practical I could easily implement some of these ideas in my classroom tomorrow Rachel Aherns Teacher Westridge Elementary School West Des Moines IA Between these pages you will find ample strategies of how to effectively and efficiently individualize instruction for a classroom of diverse learners without having to spend countless hours before and after a lesson preparing and assessing Jessica Purcell Teacher Morehead City

Middle School Morehead City NC      **Assessment for Intervention** Rachel Brown-Chidsey, Kristina J. Hokkanen, 2012-10-25

Problem solving assessment is an essential component of multi tiered systems of support such as response to intervention RTI and positive behavioral interventions and supports PBIS This authoritative work provides a complete guide to implementing a wide range of problem solving assessment methods functional behavioral assessment interviews classroom observations curriculum based measurement rating scales and cognitive instruments Prominent experts demonstrate the key role of assessment throughout the process of supporting at risk students from identifying academic and behavioral problems to planning and monitoring interventions Several chapters include reproducible forms that can be downloaded and printed in a convenient 8 1/2 x 11 size New to This Edition Reflects current education policy and best practices Seminal chapter on problem solving by Stanley L Deno has been updated with a revised model All chapters now discuss assessment in the context of multi tiered systems of support Chapter on working with culturally and linguistically diverse learners Chapter on graphing student data See also Response to Intervention Second Edition by Rachel Brown Chidsey and Mark W Steege which provides step by step guidelines and practical tools for implementing RTI schoolwide

**Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve** California. Curriculum Development and Supplemental Materials Commission, 2009 Adopted by the California State Board of Education      Storytown Ride the Edge Theme 3 Grade 5 Harcourt School Publishers, Isabel L. Beck, 2005

**The TurnAround ToolKit** Lynn Winters, Joan Herman, 2011 Lynn Winters s and Joan Herman s The Turnaround Toolkit is written for school leaders who are focused on transforming instruction and who may be working under significant time constraints to reverse declining student achievement or public perceptions of school failure Based on the evidence that simply implementing continuous improvement is not enough to close the achievement gap The Turnaround Toolkit provides a nine step formative evaluation program designed to achieve an immediate and consistent focus on improving instruction in order to bolster student achievement In a straightforward and accessible fashion Herman and Winters explain three overarching Turnaround Tasks that frame these steps and the necessary and sometimes drastic actions that must be taken by school leaders as they use data to strategically choose implement monitor and revise school interventions A dedicated online toolkit offers numerous worksheets and templates that support each stage of the process and help school leaders scaffold the work of educators to put an aggressive turnaround plan into action while a leadership guide at the end of the book provides guidance to turnaround teams and facilitators

Reading/language Arts Framework for California Public Schools California. Curriculum Development and Supplemental Materials Commission, 2007

**Research in Education** , 1974      **SAGE Handbook of Research on Classroom Assessment** James H. McMillan, 2013 The Sage Handbook of Research on Classroom Assessment provides scholars professors graduate students and other researchers and policy makers in the organizations agencies testing companies and school districts with a comprehensive source of research on all aspects of K 12 classroom assessment The

handbook emphasizes theory conceptual frameworks and all varieties of research quantitative qualitative mixed methods to provide an in depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area It presents classroom assessment research to convey in depth the state of knowledge and understanding that is represented by the research with particular emphasis on how classroom assessment practices affect student achievement and teacher behavior Editor James H McMillan and five Associate Editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research making significant contributions to this prominent and hotly debated topic in education

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