

# Year 2

## ISP Example: 7<sup>th</sup> Grade Science

Initial Student Skill Profile		
SLO Skill Focus	Students will be able to design and complete experiments and report their findings, providing supporting evidence from their data and using graphic displays to convey their meaning.	
Level	Descriptors	Number of Students in this level
Well above typical	The student is able to design simple experiments, with all of the components needed to complete the experiment most of the time when hypothesis is given. The student can create a testable hypothesis some of the time independently. The student can use data to create graphic displays and can explain how the data supports the evidence of their findings in simple terms with minimal assistance from the teacher. Sometimes the student can draw accurate conclusions.	
Above typical	The student understands the concepts of what an experiment should include. The student can develop simple experiments and some form of data collection with some teacher assistance most of the time when the hypothesis is given. A testable hypothesis can be created inconsistently and the student isn't always able to connect the experiment, the hypothesis and the components of the experiment into an aligned piece. Sometimes the student can draw conclusions with teacher assistance.	
Typical	The student understands the concepts of what an experiment should include but isn't able to consistently develop simple experiments and data collection without teacher assistance. The student can develop a hypothesis but it isn't always testable and the components of the experiment aren't aligned all the time with the data needed to prove the hypothesis or complete the experiment for the reliable outcomes.	
Below typical	The student inconsistently understands the concepts of what an experiment should include and needs some support in designing a simple experiment. The student can develop a hypothesis with probing questions from the teacher but the connection between the experiment and the data collection aren't aligned and the hypothesis isn't always testable. The student doesn't see the connection between the outcome and the data or how it relates to the hypothesis for drawing	
Well below typical	Student has minimal to no understanding of the concepts of what an experiment should include. The student has difficulty in understanding what a hypothesis is and isn't able to develop the steps in creating an experiment and setting up the data collection process without a lot of teacher assistance. The student isn't able to correctly interpret the data or outcome of the experiment and thus can't accurately draw simple conclusions.	

# Year 2

## ISP Example: Culinary Arts

Initial Student Skill Profile		
SLO Skill Focus	Students will use proper cooking conditions and follow recipes to prepare nutritionally sound meals.	
Level	Descriptors	Number of Students in this level
Well above typical	Student has cooked regularly. Recipes are followed with consistent measurements and precise execution as written. The student can increase or decrease the recipes for the size of a group. The student can cook full meals with balance and some knowledge of the nutritional makeup of their meal some of the time. Proper cooking conditions are not formally used but the student is aware of some important protocols.	
Above typical	Student has cooked some meals but inconsistently. Recipes are followed with consistent measurements most of the time. The student is recipe dependent for cooking and doesn't increase or decrease based on size. The meals are developed with minimal concern for nutritional make up or balance. Proper protocols aren't used or known.	
Typical	Student has some cooking experience. Simple recipes can be followed on a dish by dish basis. Meals are not prepared with balance or nutrition in mind. The student is unaware of proper cooking conditions and measurements aren't precise so the outcome of food is unpredictable.	
Below typical	Student has minimal cooking experience other than assisting others. Simple recipes can be followed but may require assistance. The student cooks by dish only and minimal attempts are made in planning a meal. The outcome of cooking is unpredictable and the student is unable to adjust for a better outcome.	
Well below typical	Student has little to no cooking experience. Following simple recipes, locating the right ingredients, and tools to measure require assistance. No meal planning is evident and proper cooking conditions are unknown to the student at all.	

# Year 2

## ISP Example: French 1

Initial Student Skill Profile		
SLO Skill Focus	Students will speak and write responses to questions presented in French using appropriate vocabulary and grammar when responding to questions about French culture.	
Level	Descriptors	Number of Students in this level
Well above typical	Students have had considerable exposure to French and French culture and are able to provide correct translations for multiple phrases with meaning behind them. There is evidence of understanding the structure of the language with speaking and/or written conjugation of verbs and a correct sentence structure. Students' English reading and writing are at or above grade level.	
Above typical	Students have had some exposure to French and French culture and are able to provide correct translations for some words and a few meaningful phrases. There is some evidence of understanding the structure of the language and the student is able to pick out words in sentences enough to follow simple French directions. Students' reading and writing are at or above grade levels.	
Typical	Students have limited exposure to French and French culture and are able to provide correct translations for some words. There is limited understanding of language structure and students struggle to understand basic French instructions. Students need assistance to follow directions when those directions are given in French. Students' reading and writing are at or above grade level.	
Below typical	Students have no familiarity with French or the French culture beyond commonly used words, such as greetings or numbers. There is no real understanding of the language structure and make mostly incorrect attempts to pick out words or phrases to assist in meaning. Students rely on other students or the teacher in order to follow simple French instructions. Students' reading and writing are at or just below grade level.	
Well below typical	Students have no familiarity with French or the French culture. They aren't able to attempt to use French words or to understand the language structure. Students rely completely on other students or the teachers to follow simple French instructions. The entire language is new and unfamiliar. Students'	

# Year 2

## ISP Example: 3<sup>rd</sup> Grade Math

Initial Student Skill Profile		
SLO Skill Focus	Students will solve one and two-step problems using categorical data and a variety of graphs.	
Level	Descriptors	Number of Students in this level
Well above typical	Students are able to read different kinds of data with multiple categories. They can solve basic one step problems independently and can inconsistently solve two step problems. Students tend to only use one type of graph for all problem solving even if another option would represent the data better.	
Above typical	Students are able to read different kinds of data with multiple categories. They can solve basic one step problems most of the time but may need assistance in reading the data to set up the problem to solve. Attempts are made on two step problems but are missing both steps some of the time. Students tend to use only one type of graph for problem solving and struggle to see other ways the data can be captured.	
Typical	Students are sometimes able to read different data and usually require assistance when various models are used. The students attempts to solve one step problems but may require some assistance in setting up the problem or understanding the data that needs to be used from the graph. Minimal attempts are made with two step problems independently and lots of teacher assistance is needed to understand the steps. Students struggle to use a graph in problems solving and understanding what the data represents.	
Below typical	Students are inconsistently able to read data and graphs. Attempts are made to solve one step problems but the students have a hard time identifying what numbers/categories to use in the problems. Teacher assistance is required for both one step and two step problems.	
Well below typical	Students have difficulty reading and interpreting graphs and understanding meaning without assistance. One and two step problems require assistance in setting up to solve. Students show little to no understanding of data collection and graphic displays.	