Name_____

1	I have heard of this word	I can read it	I can spell it	I use it in my work		I have heard of this word	I can read it	I can spell it	I use it in my work		I have heard of this word	I can read it	I can spell it	I use it in my work
about					he					she				
after					her					so				
all					him					some				
an					his									
and					home					that				
are					house					the				
as										them				
					if					then				
back					into					there				
be										they				
big					just					this				
but										told				
by					like									
					little					up				
came										us				
come					man									
					me					very				
day					mum									
did					my					was				
do										we				
down					night					went				
					not					with				
for														
from					of					you				
					off									
get					one									
go					over									
going					our									
got					out									
had					said									
have					saw									

Start_____

Finish_____

Lindy Podzuweit • Hac Kham East Primary School • South Austrailia • lindy.podzuweit@hackhame.sa.edu.au

Sample Uses

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Virginia Johnson
Cedar Creek Elementary
Art teacher K-4
Bastrop ISD

Aim/Result	Capacity	Capacity Breakdown	I've heard of it	I know what it is	I need help	I can draw /construct it	I can help others do it
	Elements	Line:					
		straight					
		curved					
		angles					
		Shape:					
		circle					
		dot					
		Color:					
		primary: red, blue, yellow					
		secondary: green, orange, violet					
		Texture					
		Form:					
		cube					
		pyramid					
		cone					
		rectangular prism					
		triangular prism					
		cylinder					
		Perspective:					
		one-point					
	Principle	Emphasis					
Students understand and support art in all aspects of							
	Technique	Tempera					
		Watercolor					

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This was done as a way of students self-assessing their gains/ knowledge.

Bandelier Elementary School
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Principal - Nikki Dennis

Patrick Arguelles
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Albuquerque, NM 87120
505-890-5083 (H)
505-459-2348 (C)

6th GRADE COMPETENCIES SCHEDULE
Bandelier Elementary

STUDENT NAME _____
STUDENT NUMBER _____
DATE _____

Mathematics

6-8 Benchmark: The student understands problems involving fractions, decimals and percents and develops, analyzes, and explains a variety of algorithms and methods to solve problems.

TEACHING SCHEDULE	APS STRAND content standards		DISTRICT PERFORMANCE STANDARD	TERRANOVA Test Level/Item Number tied to NM STANDARD #	I Don't Get It	I've Heard of It	I Know It	I Can Teach/Apply It	EVIDENCE OF LEARNING
									3-D PORTFOLIO
	Strand II: NUMBER SENSE AND OPERATIONS **K-12 Content Standard:** The student demonstrates number sense through experiences with meaningful mathematical problems that focus on number meaning, number relationships, place value concepts, relative effects of operations, and multiple representations to communicate sound mathematical thinking.	**Simple Expressions**	**Explains** effect of changing placement of math symbols on outcome of problem (e.g., $1.00, $10.00, $100.00)						
			Uses commutative, associative, identity, zero, and distributive properties when solving problems.						
			Explains and **demonstrates** that order of operations and properties apply consistently across all math topics.						
			Selects an appropriate operation to solve situational story problems.						
		Rational Numbers	**Selects** and **uses** the appropriate number form (e.g., fraction, decimal, or percent) in a variety of situations, including measurement in U.S and metric systems.						
			Explains the part-whole relationships in division situations (e.g., $^1/_2 = 1 \div 2$).						
			Orders a mix of fractions, decimals, and percents.						
			Describes patterns within and among sets of fractions, decimals, and percents (e.g., If $^1/_8$=.125, $^2/_8$=.250, what does $^7/_8$=?).						
		Fractions	**Describes** the effects of arithmetic operations with fractions and decimals.						
			Recognizes and **uses** prime and composite numbers.						
			Finds Greatest Common Factor (GCF) and Least Common Multiple (LCM) using a variety of strategies, including prime factorization.						
			Develops and **tests** strategies for adding and subtracting fractions with like and unlike denominators.						
			Develops and **tests** strategies for multiplying and dividing fractions.						
			Translates hypotheses into formal and fluent fractional and decimal computations using appropriate mathematical terminology.						
			Estimates and **solves** problems involving fractions, and **justifies** the reasonableness of the solution.						
		Decimals	**Develops** and **tests** strategies for adding and subtracting decimals.						
			Develops and **tests** strategies for multiplying and dividing decimals.						
			Estimates and **solves** problems involving decimals, and **justifies** the reasonableness of the solution.						
		Estimation	**Uses** the appropriate estimation strategy for a variety of situations.						
			Determines when an exact answer is necessary or when an estimate is appropriate (e.g., medicine dosage vs. number of people at a concert).						

Sample Uses

CAPACITY MATRIX
LEARNER'S NAME:_____

Prepared by:
Donna Bearden

Instructions: *Evaluate yourself on each skill. put an "S" at your starting point. At the end of the day, re-evaluate yourself and mark your growth.*

UPDATED: 19-Sep-01

				LEARNING PROCESS						
				INFORMATION	KNOWLEDGE	KNOW-HOW		WISDOM		
			TOTAL	I know something about this	I can do this with help	I can do this on my own	I can break this into parts	I know when to use this	I know why this works	I can adapt this to other areas
AIM/RESULT	**CAPACITY**	**CAPACITY BREAKDOWN**	**15**							
Improving student achievement through Quality Tools and teamwork	*Opening Session* Developing Community	Getting Started / Taking Baby Steps	1							
		Using mistakes as a natural part of learning	2							
		Improving systems	3							
	Using Tools for Student Achievement	Setting Measurable Goals	4							
		Identifying Drivers and Barriers (Force Field Analysis)	5							
		Using multi-voting (Nominal Group Technique)	6							
		Using the following concepts:								
		Impact and Effort	7							
		Low Hanging Fruit	8							
		Span of Control	9							
		Formal Brainstorming	10							
		3-W chart (Who/What/When)	11							
	Making Teams Work	Building teams	12							
		Getting team members to follow through	13							
		Working towards a common goal	14							
	Closing Session Teamwork Video	5 dynamic factors of teamwork	15							

Please complete the following:

1. The most important idea I learned today was:

2. Three things I would like to learn more about are:

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Mathematics Grade 2 - Capacity Matrix
LEARNERS NAME:_____

Prepared by:
Donna Bearden

UPDATED: 1-Jun-01

OBJECTIVE	AREA	SKILL	I've heard of this	I can do this with help	I can do this on my own	I can teach someone else
Number, operation, and quantitative reasoning	**place value**	order whole numbers through 999				
		use symbols correctly (>, <, =)				
	fractions	identify parts of a whole				
		using whole object				
		using set of objects				
	addition and subtraction	usebasic addition facts				
		ones				
		twos				
		threes				
		fours				
		fives				
		sixes				
		sevens				
		eights				
		nines				
		solve 2-digit problems using addition				
		solve 2-digit problems using subtraction				
	multiplication and division	show and describe what happens when equal sets				
		objects are put together into one set				
		show and describe what happens when a set of				
		objects is seperated into equal sets				

Sample Uses

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