

Revised Initial Skill Profiles

(Revisions of the non-exemplar ISPs in order to strengthen them and align to Success Criteria)

| Initial Student Skill Profile | | |
|-------------------------------|---|---|
| 7th Grade Science | Skill Statement: 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 skill | Student is able to follow directions to complete an experiment independently and can answer a series of questions about the outcome of the experiment accurately. Student can support their findings with evidence from the data verbally and in writing, and can draw reasonable conclusions from the outcome, but cannot connect conclusions to graphic displays. | |
| Above typical skill | Student is able to follow directions to complete an experiment with assistance from the teacher and answer a series of questions about the outcome of the experiment accurately most of the time. Student can support findings with evidence collected verbally, but not in writing or with graphic displays. | |
| Typical skill | Student is able to follow directions to complete an experiment with assistance from the teacher. Student can answer a series of questions about the outcome of the experiment accurately some of the time but cannot independently support their findings with accurate evidence from their data either verbally, in writing, or with graphic displays. | |
| Below typical skill | Student is able to follow directions to complete an experiment with assistance from the teacher and can answer basic questions about the outcome of the experiment when prompted some of the time. Student unable to support experiment outcomes with evidence. | |
| Well below typical skill | Student is able to follow directions to complete an experiment with close supervision and modeling from the teacher. Student struggles to answer questions about the outcome of the experiment accurately. Student cannot use evidence to support outcomes of the experiment. | |

CULINARY ARTS

| Initial Student Skill Profile | | |
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| Culinary Arts | Skill Statement: Students will be able to plan and prepare food commonly served in food service operations, (aligned to USDA standards) applying industry standard cooking techniques and using American Culinary Federation Education Standards for sanitation and safety. | |
| Level | Descriptors | Number of Students in this level |
| Well above typical skill | Students have considerable experience with cooking and report often helping to cook the family meals, including cooking some dishes independently. Students are familiar with cooking techniques | |
| Above typical skill | Students have cooked one or two dishes independently and sometime assist in cooking family meals. Students are aware of some cooking techniques. | |
| Typical skill | Students have some cooking experience, typically assisting family members as they prepare meals, but have not cooked independently. Students with prompting can recognize basic cooking techniques. | |
| Below typical skill | Students have a little cooking experience, typically with prepared foods/cake mixes/refrigerated cookie dough, etc. Students are not aware of most basic techniques. | |
| Well below typical skill | Students have no cooking experience and are not aware of cooking techniques | |

FRENCH

| Initial Student Skill Profile | | |
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| French I | Skill Statement: Students will be able to apply comprehension of French I vocabulary and structures in order to converse in a culturally appropriate way about everyday topics such as greetings, food, family, etc. | |
| Level | Descriptors | Number of Students in this level |
| Well above typical skill | Students able to respond physically to basic commands given in French without modeling from the teacher and can initiate their own basic commands. Students can pick out the meanings and pronounce many common French words about foods, greetings, etc. in a sentence without context. | |
| Above typical skill | Students able to respond physically to basic commands given in French without modeling from the teacher. Students can pick out common French words and can pick out the meanings a few common French words about foods, greetings, etc. in a sentence without context. | |
| Typical skill | Students able to respond physically to basic commands given in French after the physical responses paired with the words have been modeled by the teacher. Students have limited knowledge of French vocabulary, but can pick out the meanings of a few common French words about foods, greetings, etc. in a sentence when given context. | |
| Below typical skill | Students demonstrate significant lag time and struggle to respond physically to basic commands given in French after the words have been modeled by the teacher. Students have limited knowledge of French vocabulary and cannot pick out any common French words. | |
| Well below typical skill | Students unable to respond physically to basic commands given in French even with several rounds of modeling from the teacher. Students have no knowledge of French vocabulary. | |

4th/5th Grade Math

| Initial Student Skill Profile | | |
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| 3rd Grade Math | Skill Statement: Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step word problems. | |
| Level | Descriptors | Number of Students in this level |
| Well above typical skill | Student can multiply independently but are not able to use multiplication skills to solve one or two step word problems. | |
| Above typical skill | Students can add and subtract four-digit numbers with accuracy and multiply some numbers independently, without support | |
| Typical skill | Students can add and subtract four-digit numbers with accuracy and multiply some numbers when given support like manipulatives. | |
| Below typical skill | Students can add and subtract four-digit numbers with difficulty and often without accuracy. Students understand groupings of numbers but cannot multiply numbers. | |
| Well below typical skill | Students can add four-digit numbers but struggle with subtraction and regrouping. | |