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Description automatically generated with medium confidence**Student Assessment and Adjustment Plan**

**What to do:** Review this example of a student assessment and adjustment plan. Then use the template on the last page to develop your own.

**Why it matters:** Learning recovery requires regular assessment of students’ learning so that activities and instruction can be adjusted as needed.

**Planner**

**Example**

**Scale:** R = Requires prerequisite skill, D = Developing skill, B = Basic, P = Proficient, N = No progress made

| **Student Name:** Laura Learner | | | | | | **Student Grade Level:** 3 | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Skill** | **Sep 15** | **Oct 15** | **Nov 15** | **Dec 15** | **Jan 15** | **Feb 15** | **Mar 15** | **Apr 15** | **May 15** |
| Skill 1: Read, write, and count within 1,000 | R: Can’t consistently count items provided | R: Can count 20 things and to 100 by ones | R: Can read and write numbers to 20; can count to 100 | R: Understands 1s, 10s, and 100s place value | D: Can count within 1,000 | B: Can read and count within 1,000; sometimes writes numbers out of order | P |  |  |
| Skill 2: Add and subtract within 1,000 | R: Can’t count forward from given number | R: Can compare two numbers between 1 and 10; adds and subtracts within 5 | R: Can add and subtract within 20 | N | R: Can add and subtract within 100 | D: Can add within 1,000 | N | B: Can add and subtract within 1,000, additional practice required around regrouping | P |
| Skill 3: Use “greater than, less than, and equals” to compare numbers within 1,000. | R | R: Can directly compare objects and amounts (can say if there are “more” or “less”) | R: Can compare two-digit numbers using 10s and 1s | D: Can compare three-digit numbers using 100s, 10s, and 1s | B: Can skip-count by 5s, 10s, and 100s and compare numbers within 1,000 | P |  |  |  |
| Skill 4: Estimate and measure lengths | R: Consistently describes items as larger or smaller | R: Describes multiple measurable attributes | R: Can tell length in whole units | D: Can select the measuring tool; can estimate length in inches and feet | B: Can measure using inches, feet, centimeters, and meters | P |  |  |  |
| **Instructional Plan to Address Skills Not Yet Achieved** | | | | | | | | | |
|  | Small-group or individual practice and stations that focus on counting | Small-group or individual practice with focus on counting by 10s and on addition;  help prepare snacks by counting goldfish crackers | Small-group or individual practice with focus on place value;  participate in Toilet Paper Olympics, using toilet paper squares to measure | Small-group or individual practice and stations that focus on addition and subtraction. | Small-group or individual practice with focus on addition and subtraction;  Big Win dice activity to compete for the biggest number | Small-group or individual practice with focus on subtraction;  open a program store and students earn coins of 1, 10, and 100 to spend at the store; students also work in the store | Small-group or individual practice with focus on subtraction;  continue to operate store;  stations that focus on addition and subtraction | Small-group or individual practice with focus on addition and subtraction  play money; Monopoly  continue to operate store |  |

**Scale:** R = Requires prerequisite skill, D = Developing skill, B = Basic, P = Proficient, N = No progress made

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | | **Student Grade Level:** | | | |
| **Skill** | **Sep 15** | **Oct 15** | **Nov 15** | **Dec 15** | **Jan 15** | **Feb 15** | **Mar 15** | **Apr 15** | **May 15** |
| Skill 1: |  |  |  |  |  |  |  |  |  |
| Skill 2: |  |  |  |  |  |  |  |  |  |
| Skill 3: |  |  |  |  |  |  |  |  |  |
| Skill 4: |  |  |  |  |  |  |  |  |  |
| **Instructional Plan to Address Skills Not Yet Achieved** | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |

*Characteristics of sound feedback include that it should be frequent, give students a clear picture of their progress and how they might improve, and provide encouragement.*

*—* Robert J. Marzano

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