A purple rectangle with white background

Description automatically generatedA black background with a black square

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:** You can most effectively support students’ learning with regular assessment that allows you to adjust activities and instruction 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** |
| 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 |  |  |
| 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. Practice required around regrouping | P |
| Use “greater than, less than, and equals” to compare numbers within 1,000 | R | R  Can directly compare objects and amounts (“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, 100s; compare numbers within 1,000 | | P |  |  |  |
| 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 measuring tools; estimate length in inches, feet | B  Can measure using inches, feet, centimeters, and meters | | P |  |  |  |
| **Instructional Plan to Address Skills Not Yet Achieved** | | | | | | | | | | |
|  | Small-group or individual practice  Stations that focus on counting | Small-group or individual practice focused on counting by 10s and on addition  Help prepare snacks by counting goldfish crackers | Small-group or individual practice focused on place value  Toilet Paper Olympics, using toilet paper squares to measure | Small-group or individual practice  Stations focused on addition and subtraction | Small-group or individual practice focused on addition and subtraction  Big Win dice activity to compete for the biggest number | | Small-group or individual practice focused on subtraction  Open a program store and students earn coins of 1, 10, and 100 to spend  Students also work in the store | Small-group or individual practice focused on subtraction  Continue to operate store  Stations focused on addition and subtraction | Small-group or individual practice focused on addition and subtraction  Play 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** |
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| **Instructional Plan to Address Skills Not Yet Achieved** | | | | | | | | | |
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*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



This resource was developed in 2024, and revised in 2025, by the Nita M. Lowey 21st Century Community Learning Centers (21stCCLC) National Technical Assistance Center (NTAC), funded under a grant from the U.S. Department of Education (Department) and administered by Synergy Enterprises, Inc. under Cooperative Agreement No. 287E230009 with the Department’s Office of Elementary and Secondary Education. Opinions expressed herein do not necessarily reflect the position or policy of the Department, nor does mention of trade names, commercial products, or organizations imply endorsement by the Department or the federal government. This resource is in the public domain and is available at [21stcclcntac.org](http://www.21stcclcntac.org). Authorization to reproduce it in whole or in part is granted.