



# ISSAQUAH

## SCHOOL DISTRICT 411

4th Grade MERLIN: Full Day Gifted Program – 2009-10

Student:

Teacher:

School:

Support Services: Support Services received will be listed below.

When a student receives support services, alternative standards may be used. If used, the alternative standard will be indicated. For example, IEP 3 means the student performed at the 3 level based on the IEP criteria, rather than the grade level criteria.

	1st Trimester	2nd Trimester	3rd Trimester	Total for the Year
Days Absent				0
Days Tardy				0

MERLIN Evaluation Key

4 Exceeds MERLIN Expectations	3 Meets MERLIN Expectations	2 Approaches MERLIN Expectations Needs Additional Practice or Support	1 Below MERLIN Expectations Area of Concern	NA Other Markings
<ul style="list-style-type: none"> <li>• Demonstrates exceptional skill/concept development</li> <li>• Applies learning to other subject areas independently</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates skill/concept development appropriate for MERLIN</li> <li>• Applies learning to other subject areas with guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates skill/concept development that is below MERLIN expectations</li> <li>• Requires extra time, support, and/or practice</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates skill/concept development that is significantly below MERLIN expectations</li> <li>• Requires extended time, support, and/or practice</li> </ul>	NA - Not assessed this trimester

Student: 0

Teacher: 0

<b>Social/Learning Skills</b>	1st	2nd	3rd
• Is accountable; uses time wisely; completes assignments on time			
• Demonstrates flexibility			
• Demonstrates perseverance			
• Respects the rights and feelings of others; cooperates			
• Demonstrates organizational skills			
• Accepts responsibility for own behavior and learning			
• Demonstrates deliberativeness			
• Is a self-directed learner and works independently			

<b>Communication</b>	1st	2nd	3rd
• Demonstrates attentiveness and appropriate listening behaviors			
• Communicates clearly and effectively in presentations			
• Actively participates			

<b>Reading</b>	1st	2nd	3rd
• Understands and applies different skills and strategies → including word recognition skills → vocabulary			
• Understands the meaning of what is read → important ideas → details			
• Analyzes, interprets, and thinks critically			

<b>Writing</b>	1st	2nd	3rd
• Analyzes ideas, selects a narrow topic, and elaborates using specific details and/or examples			
• Organizes writing using a logical organizational structure			
• Understands that different audiences and purposes affect writer's voice; uses language appropriate for a specific audience and purpose; uses a variety of sentences			
• Understands and applies the conventions of writing appropriate to grade level; punctuation, capitalization, grammar, sentence structure, spelling and handwriting			
• Analyzes and evaluates own writing			

Student: 0

Teacher: 0

<b>Mathematics</b>	1st	2nd	3rd
• Core content			
• Core processes--reasoning, problem solving, communication			

<b>Social Studies</b>	1st	2nd	3rd
• Understands skills and concepts			

<b>Health</b>	1st	2nd	3rd
• Understands skills and concepts			

<b>Science</b>	1st	2nd	3rd
• Understands skills and concepts			

<b>Physical Education</b>	1st	2nd	3rd
• Demonstrates skills and concepts			
• Participates actively; cooperates with others			

<b>Music</b>	1st	2nd	3rd
• Demonstrates skills and concepts			
• Participates actively; cooperates with others			