

**Fort Zumwalt School District**

*Kindergarten ELA Proficiency Scales - Updated 9-5-16*

Grade Level: Kindergarten	Standard: Letter Identification (Uppercase & Lowercase) RF.K.1.d	
Score	Expectation Descriptor	Additional Instructional Information
<p style="text-align: center;">4 Mastered</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Identify all 52 uppercase and lowercase letters by name with accuracy and fluency (within 3 seconds, without hesitation) regardless of order</li> </ul> <p><b>No major errors or omissions regarding 1-3 content.</b></p>	<ul style="list-style-type: none"> <li>● Heggerty Assessments</li> <li>● Self-corrects errors when producing and writing letter sounds</li> </ul>
<p style="text-align: center;">3 Advanced Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Identify 40-51 of the upper and/or lowercase letters with accuracy and fluency (within 3 seconds, without hesitation) regardless of order</li> </ul> <p><b>No major errors or omissions regarding 1-2 content.</b></p>	<ul style="list-style-type: none"> <li>● Heggerty Assessments</li> <li>● May need reminder to notice error, then student corrects</li> <li>● Non-proficient students can use strategies or tools to help develop proficiency</li> </ul>
<p style="text-align: center;">2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Identify 20-39 of the upper and/or lowercase letters with accuracy and fluency (within 3 seconds, without hesitation) regardless of order</li> </ul> <p><b>Some errors or omissions may be present.</b></p>	<ul style="list-style-type: none"> <li>● Heggerty Assessments</li> <li>● Student does not recognize error and cannot correct when prompted</li> <li>● Needs strategies and tools to scaffold students to proficiency</li> </ul>
<p style="text-align: center;">1 Of Concern</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● With prompting and support, identify 10-19 of the upper and/or lowercase letters regardless of order</li> </ul> <p><b>With help, demonstrates a partial understanding of some of the simpler details and processes.</b></p>	<ul style="list-style-type: none"> <li>● Heggerty Assessments</li> <li>● Inconsistently identifies letters</li> </ul>

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*Kindergarten ELA Proficiency Scales - Updated 9-5-16*

<b>Grade Level: Kindergarten</b>	<b>Standard: Letter Sounds</b> RF.K.3.a, RF.K.3.b	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Mastered	The student will: <ul style="list-style-type: none"><li>Consistently produce the letter sound that corresponds with 21 consonant, 5 short and 5 long vowel sounds (31 sounds in total).</li></ul> <b>No major errors or omissions regarding 1-3 content.</b>	<ul style="list-style-type: none"><li>Self-corrects errors when producing the sounds</li></ul>
3 Advanced Progress	The student will: <ul style="list-style-type: none"><li>Consistently produce the letter sound that corresponds with 21-30 letter sounds.</li></ul> <b>No major errors or omissions regarding 1-2 content.</b>	<ul style="list-style-type: none"><li>May need reminder to notice error, then student corrects</li><li>Non-proficient students can use strategies or tools to help develop proficiency</li></ul>
2 Beginning Progress	The student will: <ul style="list-style-type: none"><li>Consistently produce the letter sound that corresponds with 11-20 letter sounds.</li></ul> <b>Some errors or omissions may be present.</b>	<ul style="list-style-type: none"><li>Student does not recognize error and cannot correct when prompted</li><li>Needs strategies and tools to scaffold students to proficiency</li></ul>
1 Of Concern	The student will: <ul style="list-style-type: none"><li>Produce the letter that corresponds with 0-10 letter sounds.</li><li>Possess limited or no ability to produce the letter sound that corresponds with consonant, short and long vowels.</li></ul> <b>With help, demonstrates a partial understanding of some of the simpler details and processes.</b>	<ul style="list-style-type: none"><li>Inconsistently produces the letter sounds that correspond with consonant , short and long vowels</li></ul>

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Grade Level: Kindergarten	Standard: Phonological Awareness (rhyming, beginning sounds, ending sounds, word families) RF.K.2.a, RF.K.2.b, RF.K.2.c, RF.K.2.d, RF.K.2.e	
Score	Expectation Descriptor	Additional Instructional Information
<p style="text-align: center;">4 Mastered</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Consistently produce rhyming words</li> <li>● Consistently pronounce, blend, and segment syllables in spoken words</li> <li>● Consistently segment onsets and rimes of single-syllable spoken words</li> <li>● Consistently isolate and pronounce the initial, medial vowel, and final sounds (CVC words)</li> <li>● Consistently add or substitute individual sounds in simple, one-syllable words to make new words</li> </ul> <p><b>No major errors or omissions regarding 1-3 content.</b></p>	<ul style="list-style-type: none"> <li>● Heggerty Assessment</li> <li>● Student is able to “chop” a word to help him/her spell. Student is able to blend a word to help him/her as a reader.</li> </ul>
<p style="text-align: center;">3 Advanced Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Inconsistently recognize a rhyming word</li> <li>● Inconsistently count syllables in spoken words</li> <li>● Inconsistently blend onsets and rimes of single-syllable spoken words</li> <li>● Inconsistently identify the initial, medial vowel, and final sounds (CVC words)</li> </ul> <p><b>No major errors or omissions regarding 1-2 content.</b></p>	<ul style="list-style-type: none"> <li>● Teacher may prompt the student to “blend”, “chop”, etc</li> </ul>
<p style="text-align: center;">2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Recognize a rhyming word with prompts and support</li> <li>● Possess limited ability to count syllables, blend onsets and rimes, and identify sounds in words with prompts and support</li> </ul> <p><b>Some errors or omissions may be present.</b></p>	<ul style="list-style-type: none"> <li>● Teacher provides prompts and models</li> </ul>
<p style="text-align: center;">1 Of Concern</p>	<p>The student will be:</p> <ul style="list-style-type: none"> <li>● Unable to manipulate sounds in words by composing, decomposing, and changing phonemes.</li> </ul> <p><b>With help, demonstrates a partial understanding of some of the simpler details and processes.</b></p>	<ul style="list-style-type: none"> <li>● Teacher has to give assistance for student to be successful</li> </ul>

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<b>Grade Level: Kindergarten</b>	<b>Standard:</b> High Frequency Words RF.K.3.c	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Mastered	The student will: <ul style="list-style-type: none"><li>• Read in isolation and in context 40-50 words (List A/B) from the District ABC Word List with accuracy and fluency within 3 seconds without hesitation or sounding out.</li><li>• Fix or self-correct mistakes quickly</li></ul> <b>No major errors or omissions regarding 1-3 content.</b>	<ul style="list-style-type: none"><li>• Knows lists A - B, Working on lists above B</li></ul>
3 Advanced Progress	The student will: <ul style="list-style-type: none"><li>• Read in isolation and in context 20-30 words (List A/B) from the District ABC Word List with accuracy and fluency within 3 seconds without hesitation or sounding out.</li></ul> <b>No major errors or omissions regarding 1-2 content.</b>	<ul style="list-style-type: none"><li>• Has read list A, Working on list B</li></ul>
2 Beginning Progress	The student will: <ul style="list-style-type: none"><li>• Read in isolation and in context 10-15 words (List A) from the District ABC Word List with accuracy and fluency within 3 seconds without hesitation or sounding out.</li></ul> <b>Some errors or omissions may be present.</b>	<ul style="list-style-type: none"><li>• Working on list A</li></ul>
1 Of Concern	The student will: <ul style="list-style-type: none"><li>• Read in isolation and in context fewer than 10 words (List A) from District ABC Word List.</li></ul> <b>With help, demonstrates a partial understanding of some of the simpler details and processes.</b>	<ul style="list-style-type: none"><li>• Struggles with accuracy and fluency</li></ul>

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<b>Grade Level: Kindergarten</b>	<b>Standard:</b> Reads and comprehends text DRA scores, Progress Monitoring, Conferencing Notes, Informal Running Records		
<b>Score</b>	<b>Expectation Descriptor</b>		<b>Additional Instructional Information</b>
<b>4 Mastered</b>	The student will: <ul style="list-style-type: none"> <li>Consistently read and comprehend fiction text independently at the <b>higher end of the proficient reader range</b>.</li> </ul> <b>No major errors or omissions regarding 1-3 content.</b>		
Quarter 1 = not assessed	Quarter 2 = not assessed	Quarter 3 = Expectation is 2-3	Quarter 4 = Expectation is 4-6
<b>3 Advanced Progress</b>	The student will: <ul style="list-style-type: none"> <li>Read and comprehend fiction text independently.</li> <li>Consistently read at the <b>bottom end of the proficient reader range</b>.</li> </ul> <b>No major errors or omissions regarding 1-2 content.</b>		
Quarter 1 = not assessed	Quarter 2 = not assessed	Quarter 3 = Expectation is 2-3	Quarter 4 = Expectation is 4-6
<b>2 Beginning Progress</b>	The student will: <ul style="list-style-type: none"> <li>Read and comprehend a basic level text independently.</li> </ul> <b>Some errors or omissions may be present.</b>		
Quarter 1 = not assessed	Quarter 2 = not assessed	Quarter 3 = Expectation is A-1	Quarter 4 = Expectation is 2-3
<b>1 Of Concern</b>	The student will be: <ul style="list-style-type: none"> <li>Unable to read basic level text independently.</li> </ul>		
Quarter 1 = not assessed	Quarter 2 = not assessed	Quarter 3 = Not able to read text	Quarter 4 = Expectation is A-1

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<b>Grade Level: Kindergarten</b>	<b>Standard:</b> Asks and answers questions about key details in a text. RL.K.1, RI.K.1	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Mastered	The student will: <ul style="list-style-type: none"> <li>● Consistently answer questions about key details in a text.</li> <li>● Consistently ask specific questions about key details</li> </ul> <b>No major errors or omissions regarding 1-3 content.</b>	<ul style="list-style-type: none"> <li>● Self corrects errors</li> <li>● Student can answer his/her own question, a peer's question, and/or a teacher generated question</li> </ul>
3 Advanced Progress	The student will: <ul style="list-style-type: none"> <li>● Answer teacher given questions about key details in a text with few errors.</li> <li>● Asks general questions about key details.</li> </ul> <b>No major errors or omissions regarding 1-2 content.</b>	<ul style="list-style-type: none"> <li>● May need reminder to notice error, then student corrects</li> </ul>
2 Beginning Progress	The student will: <ul style="list-style-type: none"> <li>● Answer teacher given questions about key details in a text with some errors.</li> <li>● Need assistance to ask questions.</li> </ul> <b>Some errors or omissions may be present.</b>	<ul style="list-style-type: none"> <li>● Student does not recognize error and cannot correct when prompted</li> </ul>
1 Of Concern	The student will be: <ul style="list-style-type: none"> <li>● Unable to ask and answer about key details in a text</li> </ul> <b>With help, demonstrates a partial understanding of some of the simpler details and processes.</b>	<ul style="list-style-type: none"> <li>● Unable to be successful without teacher assistance</li> </ul>

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Grade Level: Kindergarten	Standard: Retells RL.K.2	
Score	Expectation Descriptor	Additional Instructional Information
4 Mastered	The student will: <ul style="list-style-type: none"><li>Retell story using key details in the correct sequence; including character names, setting, and major events.</li></ul> <b>No major errors or omissions regarding 1-3 content.</b>	<ul style="list-style-type: none"><li>Self corrects errors</li></ul>
3 Advanced Progress	The student will: <ul style="list-style-type: none"><li>Retell story using character names, setting and most major events in BME (beginning, middle, end) with 1-2 prompts.</li></ul> <b>No major errors or omissions regarding 1-2 content.</b>	<ul style="list-style-type: none"><li>May need reminder to notice error, then student corrects</li></ul>
2 Beginning Progress	The student will: <ul style="list-style-type: none"><li>Retell story using mostly pronouns, with random events and few key details with 3 or more prompts.</li><li>Give a general response or one word idea.</li></ul> <b>Some errors or omissions may be present.</b>	<ul style="list-style-type: none"><li>Student does not recognize error and cannot correct when prompted</li></ul>
1 Of Concern	The student will be: <ul style="list-style-type: none"><li>Unable to retell the story.</li></ul> <b>With help, demonstrates a partial understanding of some of the simpler details and processes.</b>	<ul style="list-style-type: none"><li>Unable to be successful without teacher assistance.</li></ul>

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<b>Grade Level: Kindergarten</b>	<b>Standard: Story Elements (characters, setting, and major events)</b> RL.K.3	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Mastered	The student will: <ul style="list-style-type: none"><li>• Consistently identify characters in a story (who)</li><li>• Consistently identify setting in a story (where/when)</li><li>• Consistently identify major events in a story (what)</li></ul> <b>No major errors or omissions regarding 1-3 content.</b>	<ul style="list-style-type: none"><li>• Self-corrects errors</li></ul>
3 Advanced Progress	The student will: <ul style="list-style-type: none"><li>• Identify characters in a story (who)</li><li>• Identify setting in a story (where/when)</li><li>• Identify major events in a story (what)</li></ul> <b>No major errors or omissions regarding 1-2 content.</b>	<ul style="list-style-type: none"><li>• May need reminder to notice error, then student corrects</li></ul>
2 Beginning Progress	The student will: <ul style="list-style-type: none"><li>• Identify characters, setting, and major events in a story, with 2-3 prompts.</li></ul> <b>Some errors or omissions may be present.</b>	<ul style="list-style-type: none"><li>• Student does not recognize error and cannot correct when prompted</li></ul>
1 Of Concern	The student will be: <ul style="list-style-type: none"><li>• Unable to identify characters, setting, or major events in a story.</li></ul> <b>With help, demonstrates a partial understanding of some of the simpler details and processes.</b>	<ul style="list-style-type: none"><li>• Unable to be successful without teacher assistance.</li></ul>



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<b>Grade Level: Kindergarten</b>	<b>Standard: Main Topic and Supporting Details RI.K.2</b>	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Mastered	The student will: <ul style="list-style-type: none"><li>Consistently identify the main topic and retell key details <b>from the text.</b> (No background knowledge)</li></ul> <b>No major errors or omissions regarding 1-3 content.</b>	<ul style="list-style-type: none"><li>Self corrects errors</li><li>May use verbal response, drawings or writing</li></ul>
3 Advanced Progress	The student will: <ul style="list-style-type: none"><li>Identify the main topic and retell with most key details from the text. May include some minor details and extra information.</li></ul> <b>No major errors or omissions regarding 1-2 content.</b>	<ul style="list-style-type: none"><li>May need reminder to notice error, then student corrects</li></ul>
2 Beginning Progress	The student will: <ul style="list-style-type: none"><li>Identify the main topic, but does not include key details or only shares background knowledge.</li></ul> <b>Some errors or omissions may be present.</b>	<ul style="list-style-type: none"><li>Student does not recognize error and cannot correct when prompted</li></ul>
1 Of Concern	The student will be: <ul style="list-style-type: none"><li>Unable to identify the main topic or retell key details.</li></ul> <b>With help, demonstrates a partial understanding of some of the simpler details and processes.</b>	<ul style="list-style-type: none"><li>Unable to be successful without teacher assistance.</li></ul>

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*Kindergarten ELA Proficiency Scales - Updated 9-5-16*

<b>Grade Level: Kindergarten</b>	<b>Standard:</b> Prints legibly and uses correct spacing RF.K.1.c, L.K.1.a	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Mastered	The student will: <ul style="list-style-type: none"><li>• .Consistently print legibly using correct spacing, size and letter formation with no letter reversals</li></ul> <b>No major errors or omissions regarding 1-3 content.</b>	<ul style="list-style-type: none"><li>• Size refers to tall letters, middle letters, and dropped/fall letters written correctly. (e.g. and “a” is smaller than and “l”. A”p” drops lower than a “c”)</li></ul>
3 Advanced Progress	The student will: <ul style="list-style-type: none"><li>• Print legibly using correct spacing and letter formation, but inconsistent letter size with occasional reversals</li></ul> <b>No major errors or omissions regarding 1-2 content.</b>	
2 Beginning Progress	The student will: <ul style="list-style-type: none"><li>• Print some letters correctly and uses inconsistent spacing and sizing.</li></ul> <b>Some errors or omissions may be present.</b>	
1 Of Concern	The student will: <ul style="list-style-type: none"><li>• Use printing that is not legible due to poor formation and sizing. Spacing is not included.</li></ul> <b>With help, demonstrates a partial understanding of some of the simpler details and processes.</b>	

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*Kindergarten ELA Proficiency Scales - Updated 9-5-16*

<b>Grade Level: Kindergarten</b>	<b>Standard: Structure (focus and organization)</b> W.K.1, W.K.2, W.K.3	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Mastered	The student will: <ul style="list-style-type: none"><li>• Include an introduction, remain focused on a topic, use a structured format, and provide a sense of closure.</li></ul> <b>No major errors or omissions regarding 1-3 content.</b>	<ul style="list-style-type: none"><li>• Possible structures:<ul style="list-style-type: none"><li>○ BME</li><li>○ Opinion with reasons</li><li>○ Topic with facts</li></ul></li><li>• PBA and ReadyGEN Rubrics</li></ul>
3 Advanced Progress	The student will: <ul style="list-style-type: none"><li>• Remain focused on a topic and use a structured format, but may lack an introduction or sense of closure.</li></ul> <b>No major errors or omissions regarding 1-2 content.</b>	
2 Beginning Progress	The student will: <ul style="list-style-type: none"><li>• Remain focused on a topic, but the structure is inconsistent. The writing lacks an introduction and/or a sense of closure.</li></ul> <b>Some errors or omissions may be present.</b>	
1 Of Concern	The student will have: <ul style="list-style-type: none"><li>• Writing that does not stay on topic and lacks structure. No clear beginning or sense of closure is shown.</li></ul> <b>With help, demonstrates a partial understanding of some of the simpler details and processes.</b>	

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*Kindergarten ELA Proficiency Scales - Updated 9-5-16*

<b>Grade Level: Kindergarten</b>	<b>Standard:</b> Development (description, details, and craft) W.K.1, W.K.2, W.K.3	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Mastered	The student will: <ul style="list-style-type: none"><li>• Use many details to clearly and effectively develop their thoughts.</li></ul> <b>No major errors or omissions regarding 1-3 content.</b>	<ul style="list-style-type: none"><li>• PBA and ReadyGEN Rubrics</li><li>• Writing Samples</li></ul>
3 Advanced Progress	The student will: <ul style="list-style-type: none"><li>• Use some details to adequately develop their thoughts.</li></ul> <b>No major errors or omissions regarding 1-2 content.</b>	
2 Beginning Progress	The student will: <ul style="list-style-type: none"><li>• Use few details and little description. Does not adequately develop their thoughts.</li></ul> <b>Some errors or omissions may be present.</b>	
1 Of Concern	The student will: <ul style="list-style-type: none"><li>• Little to no detail or description. Does not develop thoughts.</li></ul> <b>With help, demonstrates a partial understanding of some of the simpler details and processes.</b>	

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*Kindergarten ELA Proficiency Scales - Updated 9-5-16*

<b>Grade Level: Kindergarten</b>	<b>Standard: Language and Vocabulary</b> W.K.1, W.K.2, W.K.3, L.K.4, L.K.5, L.K.6	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Mastered	The student will: <ul style="list-style-type: none"><li>• Use a wide variety of words and precise vocabulary.</li></ul> <b>No major errors or omissions regarding 1-3 content.</b>	<ul style="list-style-type: none"><li>• PBA and ReadyGEN Rubrics</li></ul>
3 Advanced Progress	The student will: <ul style="list-style-type: none"><li>• Use a variety of words and some specific vocabulary</li></ul> <b>No major errors or omissions regarding 1-2 content.</b>	
2 Beginning Progress	The student will: <ul style="list-style-type: none"><li>• Use limited vocabulary which hinders the message</li></ul> <b>Some errors or omissions may be present.</b>	
1 Of Concern	The student will: <ul style="list-style-type: none"><li>• Lacks vocabulary making writing vague, unclear, or confusing</li></ul> <b>With help, demonstrates a partial understanding of some of the simpler details and processes.</b>	

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## Kindergarten ELA Proficiency Scales - Updated 9-5-16

Grade Level: Kindergarten	Standard: Grammar and Conventions (usage, mechanics, sentence formation) L.K.1, L.K.2	
Score	Expectation Descriptor	Additional Instructional Information
<p style="text-align: center;">4 Mastered</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Usage               <ul style="list-style-type: none"> <li>○ Consistently uses upper and lowercase letters when writing words.</li> <li>○ Consistently uses nouns and verbs correctly.</li> </ul> </li> <li>● Mechanics               <ul style="list-style-type: none"> <li>○ Consistently uses capitalization and end punctuation correctly, spells simple words phonetically, uses high frequency words in writing.</li> </ul> </li> <li>● Sentence formation               <ul style="list-style-type: none"> <li>○ Consistently produces and expands complete sentences.</li> </ul> </li> </ul> <p><b>No major errors or omissions regarding 1-3 content.</b></p>	<ul style="list-style-type: none"> <li>● Self corrects</li> </ul>
<p style="text-align: center;">3 Advanced Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Usage               <ul style="list-style-type: none"> <li>○ Inconsistently uses upper and lowercase letters when writing words.</li> <li>○ Inconsistently uses nouns and verbs correctly.</li> </ul> </li> <li>● Mechanics               <ul style="list-style-type: none"> <li>○ Inconsistently uses capitalization and end punctuation correctly, spells simple words phonetically, uses high frequency words in writing.</li> </ul> </li> <li>● Sentence formation               <ul style="list-style-type: none"> <li>○ Consistently produces and expands complete sentences.</li> </ul> </li> </ul> <p><b>No major errors or omissions regarding 1-2 content.</b></p>	<ul style="list-style-type: none"> <li>● May need reminder to notice error, then student corrects</li> </ul>
<p style="text-align: center;">2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Writes letter sounds, words, or phrases with prompts and support.</li> <li>● Uses limited capitalization and punctuation with prompts and support.</li> </ul> <p><b>Some errors or omissions may be present.</b></p>	<ul style="list-style-type: none"> <li>● Student does not recognize errors and cannot correct when prompted</li> <li>● Needs lots of teacher support</li> </ul>
<p style="text-align: center;">1 Of Concern</p>	<p>The student will use:</p> <ul style="list-style-type: none"> <li>● Random letters or scribbles to represent letters sounds.</li> </ul> <p><b>With help, demonstrates a partial understanding of some of the simpler details and processes.</b></p>	<ul style="list-style-type: none"> <li>● Student is not successful without teacher assistance.</li> </ul>