

Policy 10.03a

The additional year for Primary Program Packet should contain the following items:

Parent Contact Sheets

Parent Conference summaries

Learning Goal Profile sheets (with strengths and weaknesses in each area)  
and work samples to demonstrate these.

Student Name \_\_\_\_\_

Parent/Guardian  
Name

\_\_\_\_\_

Teacher Name

\_\_\_\_\_

It is the recommendation of your child's teacher that he/she remain in the Primary Program for an additional year to enable your child to have more time to develop the necessary skills to be successful in the fourth grade and beyond.

The reasons for this recommendation have been clearly explained to you during a parent/teacher conference. Documentation of your child's strength's and weaknesses have been shared with you.

\_\_\_\_\_ Yes, I agree that my child, \_\_\_\_\_, should remain in the Primary Program for the \_\_\_\_\_ school year.

\_\_\_\_\_ No, I do not agree for my child, \_\_\_\_\_, to have an additional year in the Primary Program for the \_\_\_\_\_ school year.

\_\_\_\_\_ Parent

\_\_\_\_\_ Teacher

\_\_\_\_\_ Administrator

\_\_\_\_\_ Date

# Kentucky Primary Program Student Information Form

(Successful completion must be defined in terms of student achievement of the goals set forth in KRS 158.6451 – The Six Goals for Students.)

Student Name \_\_\_\_\_ Teacher (s) \_\_\_\_\_  
\_\_\_\_\_ Date \_\_\_\_\_

Evidence from teacher records, including student work samples, anecdotal records, observational checklist, student self-reflections, and other sources [703 KAR 0:040 (2)]:

**Goal 1:** Use basic communication and math skills for purpose and situations they will encounter throughout their lives.

**Does the student:**

- express him or herself clearly and effectively in oral and written form?
- understand oral and written information through listening and reading?
- demonstrate confidence in his or her ability to communicate?
- apply mathematical procedures to problem solving?

Examples of Target Performances that Support Student Success in Fourth Grade

The student is developing and demonstrating the ability to:

- ▷ effectively verbalize opinions, ideas, and feelings
- ▷ write for a variety of purposes
- ▷ edit drafts to a point where others can understand them
- ▷ communicate what has been read through discussions, projects, writing, and speaking
- ▷ read a variety of materials for a variety of purposes
- ▷ use a variety of comprehension and word recognition strategies while reading
- ▷ choose appropriate resources (e.g. pleasure books, informational materials, reference materials) to address specific needs
- ▷ use appropriate mathematical terminology
- ▷ use computation strategies to solve real-life situations
- ▷ use addition, subtraction, and multiplication to solve problems
- ▷ provide reasonable explanations for solutions and strategies

**Goal 2:** Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, and practical living studies to situations they will encounter in life.

**Does the student:**

- apply mathematical concepts including computation, measurement, estimation and geometry
- collect, display, and interpret data
- demonstrate use of monetary values in an economic system
- solve problems using appropriate investigation skills
- creatively express ideas and feelings
- apply democratic principles in relationships with peers
- identify contributions of diverse individuals, groups, and cultures

Examples of Target Performances that Support Student Success in Fourth Grade

- ▷ use geometric shapes to sort and classify; create patterns; construct models; and to connect these to real-life situations
- ▷ make and use measurements in real-life situations
- ▷ develop strategies for estimation
- ▷ collect, organize, and analyze information on objects
- ▷ conduct a simple experiment
- ▷ draw conclusions, make predictions, and verbally describe information displayed on graphs, charts, and tables
- ▷ experiment with various solutions to problems and defend the solution he or she has chosen
- ▷ communicate observations and data using graphic illustrations and models
- ▷ communicate through visual arts, music, or movement
- ▷ participate in establishing and maintaining classroom rules which demonstrate democratic principle
- ▷ accept others and their differences

Evidence from teacher records, including student work samples, anecdotal records, observational checklist, student self-reflections, and other sources [703 KAR 0:040 (2)]:

## **Goal 3: Becomes a self-sufficient individual**

### **Does the student:**

- demonstrate responsibility for personal belongings
- show respect for the property and rights of others
- display self-control and self-discipline
- access appropriate resources for learning in school, at home, and in the community

### **Examples of Target Performances that Support Student Success in Fourth Grade**

The student is developing and demonstrating the ability to:

- Ø attempt new tasks or challenges with confidence
- Ø initiate and carry through on appropriate projects
- Ø express ideas, opinions and feelings in appropriate ways with a variety of people
- Ø understand the consequences of different behaviors and emotions
- Ø choose appropriate behaviors in a variety of situations
- Ø use informational materials (e.g., dictionaries, telephone books, etc.)
- Ø find and appropriately benefit from people with different kinds of expertise

## **Goal 4: Become responsible member of a family, work group, or community**

### **Does the student:**

- participate in group activities cooperatively

### **Examples of Target Performances that Support Student Success in Fourth Grade**

The student is developing and demonstrating the ability to:

- Ø seek and demonstrate appropriate resolutions to conflict
- Ø listen and take turns speaking
- Ø use effective team skills to complete a group task
- Ø analyze the effects of beliefs and feelings on group effectiveness
- Ø share tools and work cooperatively on a task
- Ø demonstrate concern for and respond to needs of individuals, family, and/or group
- Ø recognize and respect individual differences

Evidence from teacher records, including student work samples, observational checklist, student self-reflections, and other sources

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[703 KAR 0:040 (2)]

### **Goal 5: Think and solve problems in school situations and a variety of situations they will encounter in life**

#### **Does the student:**

- choose appropriate processes and strategies to solve given problems?

### **Examples of Target Performances that Support Student Success in Fourth Grade**

The student is developing and demonstrating the ability to:

- Ø form and defend opinions based on multiple sources of information
- Ø define a problem, gather information, and generate alternative solutions
- Ø examine cause and effect, analogies, and other kinds of relationships
- Ø effectively use questions to gather information
- Ø analyze relationships to form analogies
- Ø generate a variety of ideas
- Ø organize, analyze, and apply information in making decisions and solving problems

Goal 6: Connect and integrate the knowledge they have learned in school into their own lives

#### **Does the student:**

- apply previously learned knowledge and concepts to new situations?

### **Examples of Target Performances that Support Student Success in Fourth Grade**

The student is developing and demonstrating the ability to:

- Ø use prior experience to understand new information
- Ø compare and analyze relationships between objects, ideas, and/or actions
- Ø analyze information or situations and develop generalizations

## Family Conference Summary

Directions: please answer the following questions based on evidence gathered for Learning Goals 1 through 6 (KRS 158.6451):

- Will this student benefit from more time in the primary program or should he or she make the transition into the fourth grade?
- How can the family and teachers work together to support this child?
- What kinds of instruction will help this child for the remainder of the year?
- What kinds of instruction will help this child next year?

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
Staff Member

\_\_\_\_\_  
\_\_\_\_\_  
Family Member

\_\_\_\_\_  
\_\_\_\_\_  
Date

\_\_\_\_\_  
\_\_\_\_\_  
Date

# Staff Summary

Directions: please answer the following questions based on evidence gathered for Learning Goals 1 through 6 (KRS 158.6451):

- Will this student benefit from more time in the primary program or should he or she make the transition into the fourth grade?
- How can the family and teachers work together to support this child?
- What kinds of instruction will help this child for the remainder of the year?
- What kinds of instruction will help this child next year?

Comments:

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Staff Member

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Staff Member

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Date

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Date