

## Revised Targeted Skill Profiles

(edited from the Non-exemplar TSPs in the SLO Participant Manual)

### Revised 7<sup>th</sup> Grade Science TSP

Targeted Student Skill Profile	
<b>7th Grade Science</b>	SLO Skill Statement: Students will be able to design and complete experiments and report their findings, providing supporting evidence from their data and using graphic displays to convey their meaning.
<b>Level</b>	<b>Expectations</b>
Well above typical skill	Student develops and implements novel approaches for investigating a variety of topics using laboratory and technology tools. Student can devise testable hypotheses, determine the meaning of the outcome, and draw conclusions using data tables, graphs, and descriptive statistics to explain the outcome. Lab reports are well-written and offer insight into additional experiments that could bring deeper understanding of the topic.
Above typical skill	Student plans and develops experiments for investigating a variety of topics using laboratory and technology tools. Student can devise testable hypotheses, determine the meaning of the outcome of the experiment and draw reasonable conclusions, supported with evidence and graphic displays. Lab reports are well written.
Typical skill	Student plans and implements experiments using a variety of laboratory and technology tools to investigate key topics discussed. Student can devise testable hypotheses, determine the meaning of the outcome of the experiment and draw reasonable conclusions, supported with evidence and/or graphic displays. Lab report protocols are followed.
Below typical skill	Student plans and implements experiments with minimal guidance from the teacher using a variety of laboratory and technology tools to investigate key topics discussed. Student can devise testable hypotheses, determine the meaning of the outcome of the experiment and draw some reasonable conclusions, but supported with only minimal evidence. Lab report protocols are mostly followed.
Well below typical skill	Student relies on teacher guidance to develop and implement experiments. Student can use laboratory and technology tools to investigate key topics as assigned. Student can determine a hypothesis independently, but requires assistance to determine the meaning of the outcome of the experiment. Student draws reasonable conclusions some of the time but requires assistance to support conclusions with evidence. Student follow lab report protocols, as directed.

## Revised Culinary Arts TSP

Targeted Student Skill Profile	
<b>Culinary Arts</b>	Skill Statement: Students will be able to plan and prepare food commonly served in food service operations, aligned to USDA Standards, applying industry standard cooking techniques and using American Culinary Federation Education Standards for sanitation and safety.
<b>Level</b>	<b>Expectations</b>
Well above typical skill	Students can combine individual items commonly prepared in food service operations to plan and prepare all courses of a meal, using recipes as a guide and adding additional appropriate ingredients or seasonings as appropriate. Student uses equipment and techniques found in professional food settings. Students consistently apply appropriate sanitation and safety standards.
Above typical skill	Students can combine individual items commonly prepared in food service operations to plan and prepare all courses of a meal accurately following recipes, using equipment and techniques found in professional food settings. Students consistently apply appropriate sanitation and safety standards.
Typical skill	Student able to plan and prepare individual items commonly prepared in food service operations such as breakfast items, salads and dressings, soups and sandwiches, stocks and sauces, meats, vegetables, breads, rolls, and desserts. Students use a variety of cooking techniques and comply with all sanitation and safety standards.
Below typical skill	Student able to plan and prepare individual items commonly prepared in food service, but not consistently. Students use basic cooking techniques consistently and more advanced cooking techniques inconsistently. Students comply with all sanitation and safety standards.
Well below typical skill	Student able to plan and prepare some individual times commonly prepared in food service but not all and/or not consistently. Student uses basic cooking techniques most of the time, but struggles with sequencing of steps for some techniques. Student generally complies with sanitation and safety standards, but still demonstrates some practices that are out of compliance some of the time.

## Revised French I TSP

Targeted Student Skill Profile	
<b>French I</b>	Skill Statement: Students will be able to apply comprehension of French I vocabulary and structures in order to converse in a culturally appropriate way about everyday topics such as greetings, food, family, etc.
Level	Expectations
Well above typical skill	Students can interact, negotiate and respond conversationally in French. Students can ask and answer questions in French using French I vocabulary and structures, as well as respond spontaneously on a broad variety of familiar and general interest topics.
Above typical skill	Students can interact and respond to conversations in French on a variety of familiar topics. Students can ask and answer questions in basic French using French I vocabulary and structures as well as respond to questions on a variety of familiar topics.
Typical skill	Students can participate in spoken conversations in French on a variety of familiar topics. Students can ask and answer questions in basic French using French I vocabulary and structures with minimal errors.
Below typical skill	Students can respond to questions in French on familiar topics, but make consistent errors in vocabulary and/or structures. Students use complete sentences some of the time.
Well below typical skill	Students can communicate in French on very familiar topics using practiced or memorized words, phrases, or simple sentences. Students not able to respond to conversational prompts using complete sentences but demonstrate understanding of parts of the conversation. Students able to respond physically to basic commands in French.

## Revised 3rd Grade Math TSP

Targeted Student Skill Profile	
<b>3<sup>rd</sup> Grade Math</b>	Skill Statement: Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step word problems.
Level	Expectations
Well above typical skill	Students can solve one and two step word problems using multiplication and division strategies and can generate their own word problems.
Above typical skill	Students can write the equation based on a word problem and use multiplication and division of two and three digit numbers in order to solve one and two step word problems, and can justify their answers without prompting.
Typical skill	Students can write the equation based on a word problem and use multiplication and division of two and three digit numbers in order to solve one and two step word problems. With assistance students can justify their strategies.
Below typical skill	Students can solve one and two step multiplication problems when given the equation, but struggle to create the equation based on the word problem.
Well below typical skill	Students can multiply two and three digit numbers with accuracy, but cannot solve one or two step word problems without assistance.