



Lewiston Public Schools 2006-07
Kindergarten *Mathematics* Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 1

1. <i>Count with understanding and recognize "how many" up to 10.</i>	<input type="checkbox"/>	A3 Math--Numbers and Operations	Common: K Checklist: Number Concept --
2. <i>Create a set of a given quantity (5 to 10 objects).</i>	<input type="checkbox"/>	A1 Math--Numbers and Operations	Common: Performance Task --
3. <i>Recognize sets of objects and create sets that are more than, less than, or equal to a given set.</i>	<input type="checkbox"/>	A3 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --
4. <i>Interpret a simple picture graph.</i>	<input type="checkbox"/>	C1 Math--Mathematical Decision Making	Teacher Discretion Assessment Teacher --

Quarter 2

1. <i>Measure length in nonstandard units.</i>	<input type="checkbox"/>	F3 Math--Shape and Size	Teacher Discretion Assessment Teacher --
2. <i>Name, extend, copy, and create patterns such as AB, AABB, ABC, AAB, and ABB.</i>	<input type="checkbox"/>	G1 Math--Patterns	Common: Patterning --
3. <i>Recognize, name, and write numbers, and connect them to the quantities they represent, 0-10.</i>	<input type="checkbox"/>	A3 Math--Numbers and Operations	Common: Peas in a Pod and K Checklist --
4. <i>Observe and sort a set of objects into two groups using their attributes (size, color, shape, quantity). Explain the grouping.</i>	<input type="checkbox"/>	I1 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --

Quarter 3

1. <i>Describe the positions of shapes or objects and the spatial relationships among them (i.e., over, under, beside, between).</i>	<input type="checkbox"/>	E3 Math--Shape and Size	Teacher Discretion Assessment Teacher --
2. <i>Identify shapes: triangle, rectangle, square, rhombus, trapezoid, hexagon, and circle.</i>	<input type="checkbox"/>	E1 Math--Shape and Size	Common: Shape Assessment --
3. <i>Find combinations of shapes to fill an area.</i>	<input type="checkbox"/>	E2 Math--Shape and Size	Teacher Discretion Assessment Teacher --
4. <i>Count data, and fill in and explain a simple picture graph.</i>	<input type="checkbox"/>	C1 Math--Mathematical Decision Making	Common: Apple Graph Local --

Quarter 4

1. <i>Recognize, name, and write numbers, and connect them to the quantities they represent, 0-20.</i>	<input type="checkbox"/>	A3 Math--Numbers and Operations	Common: Domino Assessment --
2. <i>Develop strategies for solving, combining, and separating story problems.</i>	<input type="checkbox"/>	B2 Math--Numbers and Operations	Common: Story Problems --
3. <i>Generate number combinations up to 5.</i>	<input type="checkbox"/>	B3 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --
4. <i>Determine an unknown addend when given a total (no larger than 9) and one other addend.</i>	<input type="checkbox"/>	H1 Math--Patterns	Teacher Discretion Assessment Teacher --



**Lewiston Public Schools 2006-07
Kindergarten *Reading* Targets**

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 1

1. Identify word boundaries both visually and auditorily.	<input type="checkbox"/>	C3 ELA--Integrated Literacy	Teacher Discretion Assessment Teacher --
2. Recognize words that rhyme.	<input type="checkbox"/>	C2 ELA--Integrated Literacy	Teacher Discretion Assessment Teacher --
3. Follow two-step directions.	<input type="checkbox"/>	prereq skill Prerequisite Skill	Teacher Discretion Assessment Teacher --

Quarter 2

1. Say and count syllables in a word.	<input type="checkbox"/>	C2 ELA--Integrated Literacy	Teacher Discretion Assessment Teacher --
2. Blend the onset and rime of a word and say the whole word.	<input type="checkbox"/>	C2 ELA--Integrated Literacy	Teacher Discretion Assessment Teacher --
3. <i>Match pictures that begin with the same sound.</i>	<input type="checkbox"/>	C2 ELA--Integrated Literacy	Common Assessment --
4. <i>Read any five words from the included list.</i>	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Common Assessment --

Quarter 3

1. Add a sound to the beginning of a word and say the new word.	<input type="checkbox"/>	C2 ELA--Integrated Literacy	Teacher Discretion Assessment Teacher --
2. Say the individual sounds or phonemes in a word.	<input type="checkbox"/>	C2 ELA--Integrated Literacy	Teacher Discretion Assessment Teacher --
3. <i>Read any 12 words on the included list.</i>	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Common Assessment --
4. Recognize character and setting and plot (can tell what a story is about).	<input type="checkbox"/>	B1 ELA--Reading and Viewing	Teacher Discretion Assessment Teacher --

Quarter 4

1. Demonstrate concepts of print.	<input type="checkbox"/>	prereq skill Prerequisite Skill	Teacher Discretion Assessment Teacher --
2. <i>Demonstrate phonemic awareness skills at the kindergarten level.</i>	<input type="checkbox"/>	C2 ELA--Integrated Literacy	Common Assessment --
3. <i>Identify the letters of the alphabet (both upper and lower case).</i>	<input type="checkbox"/>	prereq skill Prerequisite Skill	Common Assessment --
4. <i>Read all 25 high frequency words on the included list.</i>	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Common Assessment --
5. <i>Read at Level 2 on the DRA.</i>	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Developmental Reading Assessment DRA --

italics indicates a target assessed with a common assessment



**Lewiston Public Schools 2006-07
Kindergarten *Writing Targets***

Target

Performance Indicator

Assessment Title

Target Cluster

Source -- Type

Quarter 1

1. Write first name.

prereq skill
Prerequisite Skill

Teacher Discretion Assessment
Teacher --

2. Dictate a sentence to match an illustration the student has drawn.

E1
ELA--Writing and Speaking

Teacher Discretion Assessment
Teacher --

3. Use letter strings to convey a message about an accompanying drawing.

E1
ELA--Writing and Speaking

Teacher Discretion Assessment
Teacher --

Quarter 2

1. Dictate a story.

G1
ELA--Writing and Speaking

Teacher Discretion Assessment
Teacher --

2. *Demonstrate the connection between sounds, letters, letter clusters, and letter patterns.*

C3
ELA--Integrated Literacy

Common Assessment
--

Quarter 3

1. *Respond to an on-demand prompt with writing that meets the standard in ideas/topic development.*

G1
ELA--Writing and Speaking

District Scoring Rubric
Local --

2. *Respond to an on-demand prompt with writing that meets the standard in conventions.*

F1
ELA--Writing and Speaking

District Scoring Rubric
Local --

3. *Write first and last name with all lower case letters except the first one.*

F1
ELA--Writing and Speaking

Common Assessment
--

4. *Demonstrate that letters represent sounds in words.*

C3
ELA--Integrated Literacy

Common Assessment
--

Quarter 4

1. *Write all letters of the alphabet.*

F1
ELA--Writing and Speaking

Common Assessment
--

2. *Write and spell all 25 high frequency words correctly.*

G1
ELA--Writing and Speaking

Common Assessment
--

3. *Produce writing using the traits of ideas, organization, voice, word choice, and fluency.*

G1
ELA--Writing and Speaking

District Scoring Rubric
Local --

4. *Produce writing using the trait of conventions.*

F1
ELA--Writing and Speaking

District Scoring Rubric
Local --



Lewiston Public Schools 2006-07
Grade 1 *Mathematics* Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 1

1. <i>Create and describe a wide variety of patterns.</i>	<input type="checkbox"/>	G1, G3 Math--Patterns	Common: Patterns LAD --
2. <i>Use multiple strategies to solve problems involving addition and subtraction of whole numbers no greater than 10.</i>	<input type="checkbox"/>	B3 Math--Numbers and Operations	Common: Bundle -- Bundle
3. <i>Select and determine two-dimensional shapes to fill in a polygon.</i>	<input type="checkbox"/>	E2 Math--Shape and Size	Teacher Discretion Assessment Teacher --
4. <i>Count and compare the quantities in three different sets (up to 20 objects) using language to describe and compare amounts.</i>	<input type="checkbox"/>	A3 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --

Quarter 2

1. <i>Read and interpret bar graphs.</i>	<input type="checkbox"/>	C1 Math--Mathematical Decision Making	Teacher Discretion Assessment Teacher --
2. <i>Collect, tally, and graph data.</i>	<input type="checkbox"/>	C2 Math--Mathematical Decision Making	Teacher Discretion Assessment Teacher --
3. <i>Classify sets of objects into two or more groups using their attributes.</i>	<input type="checkbox"/>	I1 Math--Numbers and Operations	Common: Creature Cards LAD -- Bundle
4. <i>Create and use an organized list to determine possible outcomes.</i>	<input type="checkbox"/>	I2 Math--Numbers and Operations	Common: Snack Milk --

Quarter 3

1. <i>Show understanding of place values of ones and tens.</i>	<input type="checkbox"/>	A3 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --
2. <i>Count, read, write, compare, and order numbers to 100.</i>	<input type="checkbox"/>	A3 Math--Numbers and Operations	Common: Bundle -- Bundle
3. <i>Count by twos, fives, and tens up to 100.</i>	<input type="checkbox"/>	G1 Math--Patterns	Common: Bundle -- Bundle
4. <i>Understand the many uses of numbers.</i>	<input type="checkbox"/>	A2 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --

Quarter 4

1. <i>Accurately and efficiently compute addition and subtraction facts to 10.</i>	<input type="checkbox"/>	B2 Math--Numbers and Operations	Common: Bundle -- Bundle
2. <i>Measure length, weight, and capacity using standard and nonstandard units.</i>	<input type="checkbox"/>	F1, F3 Math--Shape and Size	Common: Measurement Bundle LAD -- Bundle
3. <i>Identify and count like and unlike coins up to \$1.00.</i>	<input type="checkbox"/>	F2 Math--Shape and Size	Teacher Discretion Assessment Teacher --
4. <i>Make drawings for problem situations, and write number sentences for which there is an unknown.</i>	<input type="checkbox"/>	H1, H2 Math--Patterns	Teacher Discretion Assessment Teacher --

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Lewiston Public Schools 2006-07
Grade 1 Reading Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 1

1. Demonstrate saying a word without one sound.	<input type="checkbox"/>	C2 ELA--Integrated Literacy	Teacher Discretion Assessment Teacher --
2. Identify vowels.	<input type="checkbox"/>	C3 ELA--Integrated Literacy	Teacher Discretion Assessment Teacher --
3. <i>Read high frequency words.</i>	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Common Assessment --
4. <i>Read at DRA Level 2 (cold read).</i>	<input type="checkbox"/>	A4, A5 ELA--Reading and Viewing	Developmental Reading Assessment DRA --

Quarter 2

1. Orally substitute one phoneme for another to make a new word.	<input type="checkbox"/>	C2 ELA--Integrated Literacy	Teacher Discretion Assessment Teacher --
2. Use word clusters to solve unknown words.	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Teacher Discretion Assessment Teacher --
3. <i>Read high frequency words.</i>	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Common Assessment --
4. <i>Read fluently and retell at Rigby Benchmark instructional level 9 or 10 (cold read).</i>	<input type="checkbox"/>	A4, A5, A6, B1 ELA--Reading and Viewing	PM Benchmark Running Record, Retelling & Fluency Ru --

Quarter 3

1. Change letters to make new words and then read the new words.	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Teacher Discretion Assessment Teacher --
2. Identify beginning and ending digraphs sh, ch, th, and wh.	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Teacher Discretion Assessment Teacher --
3. Read high frequency words.	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Teacher Discretion Assessment Teacher --
4. <i>Read fluently and retell at Rigby Benchmark instructional level 13 or 14 (cold read).</i>	<input type="checkbox"/>	A4, A5, A6, B1 ELA--Reading and Viewing	PM Benchmark Running Record, Retelling & Fluency Ru --

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Lewiston Public Schools 2006-07
Grade 1 Reading Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 4

1. Use phonograms to read words.	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Teacher Discretion Assessment Teacher --
2. Read, make, and take apart contractions.	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Teacher Discretion Assessment Teacher --
3. <i>Demonstrate phonemic awareness at the first grade level.</i>	<input type="checkbox"/>	C2 ELA--Integrated Literacy	Common Assessment --
4. <i>Read high frequency words.</i>	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Common Assessment --
5. <i>Read fluently and retell at DRA Level 16 (cold read).</i>	<input type="checkbox"/>	A4, A5, A6, B1 ELA--Reading and Viewing	DRA, including Retelling & Fluency Rubric --



Lewiston Public Schools 2006-07
Grade 1 *Writing* Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 1

1. Write at least two sentences that can be read by an adult.	<input type="checkbox"/>	E1 ELA--Writing and Speaking	Teacher Discretion Assessment Teacher --
2. Use semi-phonetic spelling (MTR, KD).	<input type="checkbox"/>	F1 ELA--Writing and Speaking	Teacher Discretion Assessment Teacher --
3. <i>Produce writing that demonstrates the developing stage in ideas.</i>	<input type="checkbox"/>	G1 ELA--Writing and Speaking	Six Traits Continuum --
4. <i>Write and spell high frequency words correctly.</i>	<input type="checkbox"/>	F1 ELA--Writing and Speaking	Common Assessment --

Quarter 2

1. <i>Produce writing that demonstrates the developing stage in conventions.</i>	<input type="checkbox"/>	F1 ELA--Writing and Speaking	Six Traits Continuum --
2. <i>Produce writing that demonstrates the developing stage in organization.</i>	<input type="checkbox"/>	G1 ELA--Writing and Speaking	Six Traits Continuum --
3. Use phonetic spelling.	<input type="checkbox"/>	F1 ELA--Writing and Speaking	Teacher Discretion Assessment Teacher --
4. <i>Write and spell high frequency words correctly.</i>	<input type="checkbox"/>	F1 ELA--Writing and Speaking	Common Assessment --

Quarter 3

1. <i>Respond to an on-demand prompt with writing that meets the standard in topic development.</i>	<input type="checkbox"/>	G1 ELA--Writing and Speaking	District Scoring Rubric Local --
2. <i>Respond to an on-demand prompt with writing that meets the standard in conventions.</i>	<input type="checkbox"/>	F1 ELA--Writing and Speaking	District Scoring Rubric Local --
3. <i>Produce writing that demonstrates the developing stage in word choice.</i>	<input type="checkbox"/>	F1 ELA--Writing and Speaking	Six Traits Continuum --
4. <i>Write and spell high frequency words correctly.</i>	<input type="checkbox"/>	F1 ELA--Writing and Speaking	Common Assessment --

Quarter 4

1. <i>Produce writing that demonstrates the developing stage in sentence fluency.</i>	<input type="checkbox"/>	F1 ELA--Writing and Speaking	Six Traits Continuum --
2. <i>Produce writing that demonstrates the developing stage in voice.</i>	<input type="checkbox"/>	F1 ELA--Writing and Speaking	Six Traits Continuum --
3. Use at least average conventional manuscript (upper and lower case).	<input type="checkbox"/>	prereq skill Prerequisite Skill	Teacher Discretion Assessment Teacher --
4. <i>Write and spell high frequency words correctly.</i>	<input type="checkbox"/>	F1 ELA--Writing and Speaking	Common Assessment --

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Lewiston Public Schools 2006-07
Grade 2 Mathematics Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 1

1. Recognize, describe, and extend a wide variety of patterns.	<input type="checkbox"/>	G1 Math--Patterns	Teacher Discretion Assessment Teacher --
2. Describe, model, and classify two-dimensional shapes and selected three-dimensional figures using their properties and attributes (such as the number of sides and angles).	<input type="checkbox"/>	E1 Math--Shape and Size	Teacher Discretion Assessment Teacher --
3. <i>Demonstrate an understanding of addition and subtraction operations using multiple strategies.</i>	<input type="checkbox"/>	A1, B2 Math--Numbers and Operations	Common: Freckles LAD -- Bundle
4. <i>Represent and describe numeric relationships.</i>	<input type="checkbox"/>	G3 Math--Patterns	Common: Bundle -- Bundle

Quarter 2

1. Formulate and solve problems by collecting, arranging, and interpreting data.	<input type="checkbox"/>	C1 Math--Mathematical Decision Making	Teacher Discretion Assessment Teacher --
2. Use language and symbols to express numerical and other relationships.	<input type="checkbox"/>	H2 Math--Patterns	Teacher Discretion Assessment Teacher --
3. <i>Use concepts of chance to record outcomes of simple events.</i>	<input type="checkbox"/>	D1 Math--Mathematical Decision Making	Common: Which Color? LAD --
4. <i>Investigate and predict the results of combining, dividing, and changing two-dimensional shapes.</i>	<input type="checkbox"/>	B2 Math--Numbers and Operations	Common: Building the Boat MAP -- Structured Response
4. <i>Investigate and predict the results of combining, dividing, and changing two-dimensional shapes.</i>	<input type="checkbox"/>	E2 Math--Shape and Size	Common: Building the Boat MAP -- Structured Response
4. <i>Investigate and predict the results of combining, dividing, and changing two-dimensional shapes.</i>	<input type="checkbox"/>	K1 Math--Patterns	Common: Building the Boat MAP -- Structured Response

Quarter 3

1. Order, compare, read, group, and apply place value concepts to numbers up to 1,000.	<input type="checkbox"/>	A3 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --
2. Determine reasonableness of results when working with quantities.	<input type="checkbox"/>	A4 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --
3. <i>Accurately and efficiently add two-digit numbers that require regrouping.</i>	<input type="checkbox"/>	B3 Math--Numbers and Operations	Common: Bundle -- Bundle
4. <i>Accurately and efficiently subtract two-digit numbers that require regrouping.</i>	<input type="checkbox"/>	B3 Math--Numbers and Operations	Common: Bundle -- Bundle

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Lewiston Public Schools 2006-07
Grade 2 *Mathematics* Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 4

1. <i>Master addition facts to 20.</i>	<input type="checkbox"/>	B3 Math--Numbers and Operations	Common: Timed Test -- Quiz or Test
2. Master subtraction facts to 20.	<input type="checkbox"/>	B3 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --
3. <i>Tell time to the nearest hour, half hour, and five-minute interval.</i>	<input type="checkbox"/>	F3 Math--Shape and Size	Common: Bundle -- Bundle
4. Accurately identify and give the value of an assortment of coins.	<input type="checkbox"/>	F2 Math--Shape and Size	Teacher Discretion Assessment Teacher --



Lewiston Public Schools 2006-07
Grade 2 Reading Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 1

1. Identify and use nouns and verbs.	<input type="checkbox"/>	F1 ELA--Writing and Speaking	Teacher Discretion Assessment Teacher --
2. Identify long and short vowel sounds.	<input type="checkbox"/>	C2 ELA--Integrated Literacy	Teacher Discretion Assessment Teacher --
3. <i>Read high frequency words.</i>	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Common Assessment --
4. <i>Read fluently and comprehend at DRA level 16 (cold read).</i>	<input type="checkbox"/>	A4, A5 & A6, B1 ELA--Reading and Viewing	Developmental Reading Assessment DRA --

Quarter 2

1. Generate words by adding ed, ing, er, or ly to root words.	<input type="checkbox"/>	C2 ELA--Integrated Literacy	Teacher Discretion Assessment Teacher --
2. <i>Make and confirm predictions about what will be found in texts.</i>	<input type="checkbox"/>	A3 ELA--Reading and Viewing	Paper Bag Book Report LAD --
3. <i>Understand the basic plot of simple stories.</i>	<input type="checkbox"/>	B1 ELA--Reading and Viewing	Paper Bag Book Report LAD --
4. <i>Respond to stories orally and in writing.</i>	<input type="checkbox"/>	E2 ELA--Writing and Speaking	Paper Bag Book Report LAD --
5. <i>Read high frequency words.</i>	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Common Assessment --
6. <i>Read fluently and comprehend at instructional level 21 (cold read).</i>	<input type="checkbox"/>	A4, A5 & A6, B1 ELA--Reading and Viewing	Rigby PM Benchmark Kit, including Retelling & Fluency f --

Quarter 3

1. Use letter and/or word patterns to generate new words (i.e., double vowels, double consonants, word chunks, endings, etc.).	<input type="checkbox"/>	C2 ELA--Integrated Literacy	Teacher Discretion Assessment Teacher --
2. <i>Demonstrate an understanding that reading is a way to gather information about the world.</i>	<input type="checkbox"/>	A2 ELA--Reading and Viewing	What's the Same? What's Different? MAP --
3. <i>Identify differences and similarities in story elements (e.g., plot, setting, characters, conflict, resolution) in works of various cultures.</i>	<input type="checkbox"/>	B3 ELA--Reading and Viewing	What's the Same? What's Different? MAP --
4. Read high frequency words.	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Teacher Discretion Assessment Teacher --
5. <i>Read fluently and comprehend at instructional level 22 (cold read).</i>	<input type="checkbox"/>	A4, A5 & A6, B1 ELA--Reading and Viewing	Rigby PM Benchmark Kit, including Retelling & Fluency f --

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Lewiston Public Schools 2006-07
Grade 2 Reading Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 4

1. Identify and record sounds in words.	<input type="checkbox"/>	C2 ELA--Integrated Literacy	Teacher Discretion Assessment Teacher --
2. <i>Record and share information gathered.</i>	<input type="checkbox"/>	H3 ELA--Integrated Literacy	I Want to Know LAD -- Structured Response
3. <i>Read high frequency words.</i>	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Common Assessment --
4. <i>Read fluently and retell at DRA Level 28 (cold read).</i>	<input type="checkbox"/>	A4, A5 & A6, B1 ELA--Reading and Viewing	DRA, including Retelling & Fluency Rubric --



Lewiston Public Schools 2006-07
Grade 2 *Writing* Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 1

1. *Produce writing of five or more sentences that demonstrates the capable level in ideas.*

E1
ELA--Writing and Speaking

Six Traits Continuum
--

2. *Write and spell high frequency words correctly.*

F1
ELA--Writing and Speaking

Common Assessment
--

Quarter 2

1. *Produce writing that demonstrates the capable level in word choice.*

E1
ELA--Writing and Speaking

Six Traits Continuum
--

2. *Write and spell high frequency words correctly.*

F1
ELA--Writing and Speaking

Common Assessment
--

Quarter 3

1. *Respond to an on-demand prompt with writing that meets the standard in topic development.*

E3
ELA--Writing and Speaking

District Scoring Rubric
Local --

2. *Respond to an on-demand prompt with writing that meets the standard in conventions.*

F1
ELA--Writing and Speaking

District Scoring Rubric
Local --

3. *Write and spell high frequency words correctly.*

F1
ELA--Writing and Speaking

Common Assessment
--

Quarter 4

1. *Produce writing that demonstrates the capable level in voice, sentence fluency, organization, and conventions.*

E1, F1
ELA--Writing and Speaking

Six Traits Continuum
--

2. *Write and spell high frequency words correctly.*

F1
ELA--Writing and Speaking

Common Assessment
--



Lewiston Public Schools 2006-07
Grade 3 Health & Physical Education Targets

Target

Performance Indicator
 Target Cluster

Assessment Title
 Source -- Type

Quarter 4

1. <i>Target Assessment: Fitness Fun</i>	<input type="checkbox"/>	PE-A4 Health & PE--Phys Ed Knowledge and Skills	Fitness Fun LAD -- PE Skills Performance
2. <i>Target Assessment: Fitness Fun</i>	<input type="checkbox"/>	PE-C2 Health & PE--Phys Ed Knowledge and Skills	Fitness Fun LAD -- PE Skills Performance
3. <i>Target Assessment: Friends</i>	<input type="checkbox"/>	HK-D4 Health & PE--Health Knowledge	Friends MAP -- Independent Design
4. <i>Target Assessment: Friends</i>	<input type="checkbox"/>	HS-E4 Health & PE--Health Skills	Friends MAP -- Independent Design
5. <i>Target Assessment: A Responsible Person</i>	<input type="checkbox"/>	HK-D4 Health & PE--Health Knowledge	A Responsible Person MAP -- Structured Response



Lewiston Public Schools 2006-07
Grade 3 Mathematics Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 1

1. Demonstrate an understanding of addition and subtraction of whole numbers with regrouping, including solving real-life problems.	<input type="checkbox"/>	B1 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --
2. Recognize and describe the likelihood of the occurrence of an event using "likely," "not likely," or "equally likely."	<input type="checkbox"/>	D1 Math--Mathematical Decision Making	Teacher Discretion Assessment Teacher --
3. <i>Read and interpret displays of data: line plot, tables, tally chart, and bar graph.</i>	<input type="checkbox"/>	C2 Math--Mathematical Decision Making	Common: Ice Cream Survey MAP -- Structured Response
4. <i>Communicate mathematical thinking.</i>	<input type="checkbox"/>	K1 Math--Patterns	Common: Ice Cream Survey MAP -- Structured Response

Quarter 2

1. <i>Select appropriate tools and units to measure length, time, and temperature.</i>	<input type="checkbox"/>	F2 Math--Shape and Size	Common: Bundle -- Bundle
2. Identify and explain a fraction of an object or of a set.	<input type="checkbox"/>	A2 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --
3. <i>Accurately draw and measure objects to the nearest 1/2" and 1/4" and nearest cm.</i>	<input type="checkbox"/>	F1 Math--Shape and Size	Common: Bundle -- Bundle
4. Tell time to the nearest minute.	<input type="checkbox"/>	F1 Math--Shape and Size	Teacher Discretion Assessment Teacher --

Quarter 3

1. <i>Solve and justify solutions to real-life problems involving the measurement of time, length, and temperature.</i>	<input type="checkbox"/>	F1 Math--Shape and Size	Common: Bundle -- Bundle
2. <i>Find the perimeter and area of a polygon.</i>	<input type="checkbox"/>	F1 Math--Shape and Size	Common: Shape Up! MAP -- Structured Response
3. Master multiplication facts 0-5.	<input type="checkbox"/>	B4 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --
4. Demonstrate an understanding of the concepts of division and multiplication and their inverse relationship.	<input type="checkbox"/>	B4 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --

Quarter 4

1. Solve for missing number or find a replacement for a symbol in addition and subtraction sentences.	<input type="checkbox"/>	G2, H2 Math--Patterns	Teacher Discretion Assessment Teacher --
2. Divide using single-digit numbers and up to two-digit dividends.	<input type="checkbox"/>	B4 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --
3. <i>Determine the next term or missing term in a numeric or shape pattern.</i>	<input type="checkbox"/>	G1 Math--Patterns	Common: Bundle -- Bundle
4. <i>Demonstrate an understanding of place value to 10,000 (read, order, compare, and classify numbers as odd or even).</i>	<input type="checkbox"/>	A1 Math--Numbers and Operations	Common: Bundle -- Bundle



Lewiston Public Schools 2006-07
Grade 3 Reading Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 1

1. <i>Read and respond to at least three books representing a variety of genres, including at least one fictional text.</i>	<input type="checkbox"/>	B9, B10 ELA--Reading and Viewing	Reading Log & Response Journal --
2. Identify the literary devices of dialogue and description.	<input type="checkbox"/>	B10 ELA--Reading and Viewing	Teacher Discretion Assessment Teacher --
3. <i>Read fluently and comprehend at DRA Level 28.</i>	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Developmental Reading Assessment DRA --

Quarter 2

1. <i>Read and respond to at least three books representing a variety of genres, including at least one nonfiction text.</i>	<input type="checkbox"/>	B9, B11 ELA--Reading and Viewing	Reading Log & Response Journal --
2. Determine the meaning of unknown words in context, and use knowledge of word structure (prefixes, suffixes, root words, or multi-syllabic structure).	<input type="checkbox"/>	A1 ELA--Reading and Viewing	Teacher Discretion Assessment Teacher --
3. <i>Read fluently and comprehend at instructional level 24 (cold read).</i>	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Rigby PM Benchmark Kit, including Retelling & Fluency I --

Quarter 3

1. <i>Read and respond to at least three books representing a variety of genres.</i>	<input type="checkbox"/>	B9, B10 or B11 ELA--Reading and Viewing	Reading Log & Response Journal --
2. Use various informational parts of a text (table of contents, glossary, bold or italicized print, headings, graphic organizers, charts and graphs, and illustrations).	<input type="checkbox"/>	D2 ELA--Reading and Viewing	Teacher Discretion Assessment Teacher --
3. <i>Read fluently and comprehend at instructional level 25 (cold read).</i>	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Rigby PM Benchmark Kit, including Retelling & Fluency I --

Quarter 4

1. <i>Read and respond to at least three books representing a variety of genres.</i>	<input type="checkbox"/>	A4 & B9 ELA--Reading and Viewing	Reading Log & Response Journal --
2. <i>Ask and seek answers to questions.</i>	<input type="checkbox"/>	H1 ELA--Integrated Literacy	Common Assessment --
3. <i>Read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).</i>	<input type="checkbox"/>	D3 ELA--Reading and Viewing	Common Assessment --
4. <i>Read fluently and comprehend at DRA Level 38 (cold read).</i>	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Developmental Reading Assessment DRA --

italics indicates a target assessed with a common assessment



Lewiston Public Schools 2006-07
Grade 3 Science & Technology Targets

Target

Performance Indicator
 Target Cluster

Assessment Title
 Source -- Type

Quarter 4

1. <i>Target Assessment: Physical and Chemical Changes</i>	<input type="checkbox"/>	E2 Science & Tech--Physical Science	Physical and Chemical Changes LAD -- Structured Response
2. <i>Target Assessment: Physical and Chemical Changes</i>	<input type="checkbox"/>	K3 Science & Tech--Nature & Implications Sci	Physical and Chemical Changes LAD -- Structured Response
3. <i>Target Assessment: Polar Bears in Phoenix</i>	<input type="checkbox"/>	B3 Science & Tech--Life Science	Polar Bears in Phoenix MAP -- Structured Response
4. <i>Target Assessment: Polar Bears in Phoenix</i>	<input type="checkbox"/>	K6 Science & Tech--Nature & Implications Sci	Polar Bears in Phoenix MAP -- Structured Response
5. <i>Target Assessment: Polar Bears in Phoenix</i>	<input type="checkbox"/>	L4 Science & Tech--Nature & Implications Sci	Polar Bears in Phoenix MAP -- Structured Response



Lewiston Public Schools 2006-07
Grade 3 *Social Studies* Targets

Target

Performance Indicator
 Target Cluster

Assessment Title
 Source -- Type

Quarter 4

1. <i>Target Assessment: Branches of Government</i>	<input type="checkbox"/>	C-B2 Social Studies--Civics and Government	Branches of Government LAD -- Bundle
2. <i>Target Assessment: Decisions, Decisions</i>	<input type="checkbox"/>	E-A2 Social Studies--Economics	Decisions, Decisions LAD -- Structured Response

italics indicates a target assessed with a common assessment



Lewiston Public Schools 2006-07
Grade 3 *Writing* Targets

Target

Performance Indicator

Assessment Title

Target Cluster

Source -- Type

Quarter 1

1. *During writing workshop, produce writing that demonstrates the use of the traits of organization and ideas.*

E2, G1, G2
ELA--Writing and Speaking

Six Traits Rubric
--

2. *Write and spell high frequency words correctly.*

prereq skill
Prerequisite Skill

Common Assessment
--

Quarter 2

1. *During writing workshop, produce writing that meets the standard in sentence fluency and voice.*

E2, G4
ELA--Writing and Speaking

Six Traits Rubric
--

2. *Write and spell high frequency words correctly.*

prereq skill
Prerequisite Skill

Common Assessment
--

Quarter 3

1. *Respond to an on-demand prompt with writing that meets the standard in topic development.*

E3
ELA--Writing and Speaking

District Scoring Rubric
Local --

2. *Respond to an on-demand prompt with writing that meets the standard in conventions.*

F1
ELA--Writing and Speaking

District Scoring Rubric
Local --

3. *Write and spell high frequency words correctly.*

prereq skill
Prerequisite Skill

Common Assessment
--

Quarter 4

1. *During writing workshop, produce writing that meets the standard in both conventions and word choice.*

E2, F1
ELA--Writing and Speaking

Six Traits Rubric
--

2. *Demonstrate average or good penmanship.*

prereq skill
Prerequisite Skill

Teacher Discretion Assessment
Teacher --

3. *Demonstrate how to cite sources.*

prereq skill
Prerequisite Skill

Common Assessment
--

4. *Consistently spell high frequency words correctly.*

prereq skill
Prerequisite Skill

Common Assessment
--



Lewiston Public Schools 2006-07
Grade 4 Health & Physical Education Targets

Target

Performance Indicator
 Target Cluster

Assessment Title
 Source -- Type

Quarter 4

1. *Target Assessment: Disease Expert*

HK-A7
 Health & PE--Health Knowledge

Disease Expert
 LAD -- Research Project

2. *Target Assessment: Are You in the Habit of Being Healthy?*

HK-A1
 Health & PE--Health Knowledge

Are You in the Habit of Being Healthy?
 LAD -- Structured Response



Lewiston Public Schools 2006-07
Grade 4 Mathematics Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 1

1. <i>Use the patterns of numbers, geometry, and a variety of graphs to solve a problem.</i>	<input type="checkbox"/>	G1 Math--Patterns	Common: Bundle -- Bundle
2. Make generalizations and draw conclusions using various types of graphs, charts, and tables.	<input type="checkbox"/>	C1 Math--Mathematical Decision Making	Teacher Discretion Assessment Teacher --
3. Create and use organized lists and tree diagrams.	<input type="checkbox"/>	I1 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --
4. <i>Demonstrate an understanding of the concepts of chance and probability.</i>	<input type="checkbox"/>	D1, D2 Math--Mathematical Decision Making	Common: A's and B's LAD -- Structured Response

Quarter 2

1. <i>Use transformations such as slides, flips, and turns.</i>	<input type="checkbox"/>	E3 Math--Shape and Size	Common: Moving Those Shapes --
2. Experiment with shape and figures to make generalizations regarding congruency, symmetry, and similarity.	<input type="checkbox"/>	E2 Math--Shape and Size	Teacher Discretion Assessment Teacher --
3. <i>Describe, model, and classify two-dimensional shapes and three-dimensional figures using applicable properties.</i>	<input type="checkbox"/>	E1 Math--Shape and Size	Common: Geometry Shuffle --
3. <i>Describe, model, and classify two-dimensional shapes and three-dimensional figures using applicable properties.</i>	<input type="checkbox"/>	I1 Math--Numbers and Operations	Common: Geometry Shuffle --
4. Solve and justify solutions to real-life problems involving the measurement of area and perimeter.	<input type="checkbox"/>	F1 Math--Shape and Size	Teacher Discretion Assessment Teacher --

Quarter 3

1. <i>Find replacements for variables that make simple number sentences true.</i>	<input type="checkbox"/>	H2 Math--Patterns	Common: Bundle -- Bundle
2. Solve two-digit multiplication problems, including real-life problems.	<input type="checkbox"/>	B1 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --
3. <i>Compare, order, classify, and explain simple fractions through tenths.</i>	<input type="checkbox"/>	A2 Math--Numbers and Operations	Common: A Slice of Pizza --
3. <i>Compare, order, classify, and explain simple fractions through tenths.</i>	<input type="checkbox"/>	J Math--Mathematical Decision Making	Common: A Slice of Pizza --
4. Master multiplication facts 6-12.	<input type="checkbox"/>	B4 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --

italics indicates a target assessed with a common assessment



Lewiston Public Schools 2006-07
Grade 4 *Mathematics* Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 4

1. <i>Solve division problems (limited to one-digit divisor), including real-life problems.</i>	<input type="checkbox"/>	B1 Math--Numbers and Operations	Common: Bundle -- Bundle
2. <i>Demonstrate knowledge of the meaning of decimals and integers and how they may be used.</i>	<input type="checkbox"/>	A1 Math--Numbers and Operations	Common: Build It Big and Small LAD -- Bundle
2. <i>Demonstrate knowledge of the meaning of decimals and integers and how they may be used.</i>	<input type="checkbox"/>	A3 Math--Numbers and Operations	Common: Build It Big and Small LAD -- Bundle
3. Solve real-life problems involving addition and subtraction of simple fractions.	<input type="checkbox"/>	B2 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --
4. Master division facts 0-12.	<input type="checkbox"/>	B4 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --



Lewiston Public Schools 2006-07
Grade 4 Reading Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 1

1. <i>Read and respond to at least five independent reading books representing a variety of genres, including at least one biography or autobiography.</i>	<input type="checkbox"/>	A4, A5, B4 ELA--Reading and Viewing	Let's Read MAP -- Analysis, Synthesis, or Evaluative Guided Response
2. <i>Make and justify conclusions about the motives of characters and the consequences of their actions.</i>	<input type="checkbox"/>	B6 ELA--Reading and Viewing	The House Thieves LAD -- Selected Response
3. <i>Identify and explain how characters and situations found in various fables and folktales are like people or events in one's own life or in other works.</i>	<input type="checkbox"/>	B7 ELA--Reading and Viewing	The House Thieves LAD -- Selected Response
4. <i>Read independently at the extending or intermediate DRA stage.</i>	<input type="checkbox"/>	A5 ELA--Reading and Viewing	4-8 DRA DRA --

Quarter 2

1. <i>Read and respond to at least five independent reading books representing a variety of genres, including at least one historical fiction.</i>	<input type="checkbox"/>	A4, A5, B4 ELA--Reading and Viewing	Let's Read MAP -- Analysis, Synthesis, or Evaluative Guided Response
2. <i>Read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).</i>	<input type="checkbox"/>	D3 ELA--Reading and Viewing	Tomb Robbers LAD -- Structured Response
3. <i>Summarize informational texts (e.g., identify the main idea or concepts and supporting details).</i>	<input type="checkbox"/>	A5 ELA--Reading and Viewing	Tomb Robbers LAD -- Structured Response
4. <i>Use various informational parts of a text (e.g., index, table of contents, glossary, appendices).</i>	<input type="checkbox"/>	D2 ELA--Reading and Viewing	Teacher Discretion Assessment Teacher --

Quarter 3

1. <i>Read and respond to at least five independent reading books representing a variety of genres, including at least one fiction.</i>	<input type="checkbox"/>	A4, A5, B4 ELA--Reading and Viewing	Let's Read MAP -- Analysis, Synthesis, or Evaluative Guided Response
2. <i>Read and understand different types of poetry, and identify the theme and author's intent as it relates to poetry.</i>	<input type="checkbox"/>	C6 ELA--Integrated Literacy	Figurative Language LAD -- Bundle

Quarter 4

1. <i>Maintain a log of at least five independent reading books representing a variety of genres and authors. Comprehend, interpret, evaluate, and appreciate what has been read.</i>	<input type="checkbox"/>	A4, B10, B11 ELA--Reading and Viewing	Let's Read MAP -- Analysis, Synthesis, or Evaluative Guided Response
2. <i>Respond to books read in reading log, citing reasons and making comparisons between books read and/or life experiences.</i>	<input type="checkbox"/>	B4 ELA--Reading and Viewing	Let's Read MAP -- Analysis, Synthesis, or Evaluative Guided Response
3. <i>Ask and seek answers to questions.</i>	<input type="checkbox"/>	H1 ELA--Integrated Literacy	Thick Questions LAD -- Structured Response
4. <i>Read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).</i>	<input type="checkbox"/>	D3 ELA--Reading and Viewing	Thick Questions LAD -- Structured Response
5. <i>Score within the proficient lexile level for the end of fourth grade.</i>	<input type="checkbox"/>	B10 or B11 ELA--Reading and Viewing	SRI or Gates MacGinitie SRI or Gates MacGinitie --



Lewiston Public Schools 2006-07
Grade 4 *Science & Technology* Targets

Target

Performance Indicator
 Target Cluster

Assessment Title
 Source -- Type

Quarter 4

1. <i>Target Assessment: Earth's Movement</i>	<input type="checkbox"/>	G3 Science & Tech--Earth Science	Earth's Movement LAD -- Bundle
2. <i>Target Assessment: Looking Closely</i>	<input type="checkbox"/>	C3 Science & Tech--Life Science	Looking Closely MAP --
2. <i>Target Assessment: Looking Closely</i>	<input type="checkbox"/>	L1, L4 Science & Tech--Nature & Implications Sci	Looking Closely MAP --



Lewiston Public Schools 2006-07
Grade 4 *Social Studies* Targets

Target

Performance Indicator
 Target Cluster

Assessment Title
 Source -- Type

Quarter 4

1. <i>Target Assessment: Create a Maine Map</i>	<input type="checkbox"/>	G-A1 Social Studies--Geography	Create a Maine Map MAP --
1. <i>Target Assessment: Create a Maine Map</i>	<input type="checkbox"/>	G-B3 Social Studies--Geography	Create a Maine Map MAP --
2. <i>Target Assessment: Maine People, Maine Events!</i>	<input type="checkbox"/>	H-A2, H-B2 Social Studies--History	Maine People, Maine Events! LAD -- Structured Response



Lewiston Public Schools 2006-07
Grade 4 *Writing* Targets

Target

Performance Indicator

Target Cluster

Assessment Title

Source -- Type

Quarter 1

1. *Summarize and write essays about personal discoveries made as a result of reading.*

E4, G3
ELA--Writing and Speaking

Let's Read
MAP -- Analysis, Synthesis, or Evaluative Guided Response

2. *During writing workshop, produce writing that meets the standard in ideas, word choice, organization, sentence fluency, and voice.*

G1, G2, G3, G4
ELA--Writing and Speaking

Six Traits Rubric
--

3. *During writing workshop, produce writing that meets the standard in conventions.*

F1
ELA--Writing and Speaking

Six Traits Rubric
--

Quarter 2

1. *Summarize and write essays about personal discoveries made as a result of reading.*

E4, G3
ELA--Writing and Speaking

Let's Read
MAP -- Analysis, Synthesis, or Evaluative Guided Response

2. *During writing workshop, produce writing that meets the standard in ideas, sentence fluency, word choice, organization, and voice.*

G1, G2, G3, G4
ELA--Writing and Speaking

Six Traits Rubric
--

3. *During writing workshop, produce writing that meets the standard in conventions.*

F1
ELA--Writing and Speaking

Six Traits Rubric
--

Quarter 3

1. *Respond to an on-demand prompt with writing that meets the standard in topic development.*

E3
ELA--Writing and Speaking

District Scoring Rubric
Local --

2. *Respond to an on-demand prompt with writing that meets the standard in conventions.*

F1
ELA--Writing and Speaking

District Scoring Rubric
Local --

3. *Summarize and write essays about personal discoveries made as a result of reading.*

E4, G3
ELA--Writing and Speaking

Let's Read
MAP -- Analysis, Synthesis, or Evaluative Guided Response

Quarter 4

1. *Summarize personal discoveries made as a result of reading.*

E4
ELA--Writing and Speaking

Let's Read
MAP -- Analysis, Synthesis, or Evaluative Guided Response

2. *Demonstrate an initial understanding of how to cite sources.*

H5
ELA--Integrated Literacy

Basket Bibliography
LAD -- Bundle



Lewiston Public Schools 2006-07
Grade 5 Health & Physical Education Targets

Target

Performance Indicator
 Target Cluster

Assessment Title
 Source -- Type

Quarter 4

1. *Target Assessment: Analyze This*

HS-C2
 Health & PE--Health Skills

Analyze This!
 LAD -- Analysis and Critique

2. *Target Assessment: Coat of Arms*

HK-D4
 Health & PE--Health Knowledge

Coat of Arms
 MAP -- Structured Response

3. *Target Assessment: Fitness Wise*

PE-A1
 Health & PE--Phys Ed Knowledge and Skills

Fitness Wise
 LAD -- Bundle



Lewiston Public Schools 2006-07
Grade 5 Mathematics Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 1

1. Read, order, compare, use, and represent decimals to the hundredths place.	<input type="checkbox"/>	A1 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --
2. <i>Demonstrate an understanding of addition and subtraction of decimals, including solving multi-step, real-life problems.</i>	<input type="checkbox"/>	B1 Math--Numbers and Operations	Common: Bundle -- Bundle
3. <i>Construct inferences and convincing arguments based on data.</i>	<input type="checkbox"/>	C3 Math--Mathematical Decision Making	Common: Counting Candy --
4. <i>Use statistics, tables, and graphs to communicate ideas and information.</i>	<input type="checkbox"/>	K2 Math--Patterns	Common: Counting Candy --
5. Apply the concepts of variables, equations, and expressions to solve one-step equations.	<input type="checkbox"/>	H1, H6 Math--Patterns	Teacher Discretion Assessment Teacher --

Quarter 2

1. Demonstrate an understanding of long division with whole numbers, including solving multi-step, real-life problems (using 1-digit divisor and 3-digit dividend).	<input type="checkbox"/>	B1 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --
2. <i>Use divisibility rules for 2, 5, and 10.</i>	<input type="checkbox"/>	A3 Math--Numbers and Operations	Common: Bundle -- Bundle
3. Organize data to find mode, mean, median, and range for a set of values.	<input type="checkbox"/>	C1 Math--Mathematical Decision Making	Teacher Discretion Assessment Teacher --
4. <i>Demonstrate an understanding of multiples and factors of two- or three-digit numbers.</i>	<input type="checkbox"/>	A3 Math--Numbers and Operations	Common: Bundle -- Bundle

Quarter 3

1. Find the probability of simple events and represent them as fractions ($1/2$, $1/3$, $1/4$).	<input type="checkbox"/>	D1 Math--Mathematical Decision Making	Teacher Discretion Assessment Teacher --
2. Plot values as points on a number line.	<input type="checkbox"/>	E2 Math--Shape and Size	Teacher Discretion Assessment Teacher --
3. <i>Demonstrate an understanding of fractions.</i>	<input type="checkbox"/>	A1 Math--Numbers and Operations	Common: Bundle -- Bundle
4. <i>Demonstrate an understanding of addition and subtraction of fractions, including solving multi-step, real-life problems.</i>	<input type="checkbox"/>	B1 Math--Numbers and Operations	Common: Bundle -- Bundle



Lewiston Public Schools 2006-07
Grade 5 *Mathematics* Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 4

1. Use properties and attributes to classify polygons.	<input type="checkbox"/>	E1 Math--Shape and Size	Teacher Discretion Assessment Teacher --
2. <i>Compute the area and perimeter of rectangles with whole numbers.</i>	<input type="checkbox"/>	F3 Math--Shape and Size	Common: Bundle -- Bundle
3. Find the volume of rectangular solids.	<input type="checkbox"/>	F3 Math--Shape and Size	Teacher Discretion Assessment Teacher --
4. <i>Create, solve, and justify the solution for multi-step, real-life problems.</i>	<input type="checkbox"/>	B2 Math--Numbers and Operations	Common: Tropical Aquarium LAD -- Structured Response



Lewiston Public Schools 2006-07
Grade 5 Reading Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 1

1. <i>Read five independent level books or book equivalents that represent a variety of genres and authors.</i>	<input type="checkbox"/>	A8 ELA--Reading and Viewing	Reading Log & Responses Local --
2. Identify informational text structures: description, sequence, question/answer.	<input type="checkbox"/>	D4 ELA--Reading and Viewing	Teacher Discretion Assessment Teacher --
3. <i>Read independently at the intermediate or advancing intermediate DRA stage.</i>	<input type="checkbox"/>	B8 or B9 ELA--Reading and Viewing	Developmental Reading Assessment DRA --

Quarter 2

1. <i>Read five independent level books or book equivalents that represent a variety of genres and authors, including at least one realistic fiction.</i>	<input type="checkbox"/>	A8 ELA--Reading and Viewing	Reading Log & Responses Local --
2. Identify and interpret literary devices: imagery, simple metaphors, idioms.	<input type="checkbox"/>	B6 ELA--Reading and Viewing	Teacher Discretion Assessment Teacher --
3. Apply effective strategies to the reading and interpretation of fiction: analyze and describe characters' interactions citing thoughts, words, or actions that reveal their personalities.	<input type="checkbox"/>	B8 ELA--Reading and Viewing	Teacher Discretion Assessment Teacher --
4. <i>Make basic inferences about character, problem, conflict, solution, and theme.</i>	<input type="checkbox"/>	B8 ELA--Reading and Viewing	The Box in the Barn --

Quarter 3

1. <i>Read five independent level books or book equivalents that represent a variety of genres and authors, including at least one historical fiction.</i>	<input type="checkbox"/>	A8 ELA--Reading and Viewing	Reading Log & Responses Local --
2. <i>Apply effective strategies for synthesizing information within and across text(s), make inferences about text, and support opinions/judgments and assertions about the text.</i>	<input type="checkbox"/>	B9 ELA--Reading and Viewing	Watch Out for Wombats --

Quarter 4

1. <i>Read five independent level books or book equivalents that represent a variety of genres and authors.</i>	<input type="checkbox"/>	A8 ELA--Reading and Viewing	Reading Log & Responses Local --
2. Demonstrate an understanding of the defining features and structure of traditional literature: myths, folktales, and legends.	<input type="checkbox"/>	B10 ELA--Reading and Viewing	Teacher Discretion Assessment Teacher --
3. <i>Score within the proficient lexile level range for the end of fifth grade.</i>	<input type="checkbox"/>	B8 or B9 ELA--Reading and Viewing	SRI or Gates MacGinitie SRI or Gates MacGinitie --

italics indicates a target assessed with a common assessment



Lewiston Public Schools 2006-07
Grade 5 Science & Technology Targets

Target

Performance Indicator

Assessment Title

Target Cluster

Source -- Type

Quarter 4

1. <i>Target Assessment: Changes in Plant Life</i>	<input type="checkbox"/>	A3 Science & Tech--Life Science	Changes In Plant Life LAD -- Structured Response
2. <i>Target Assessment: Changes in Plant Life</i>	<input type="checkbox"/>	K6 Science & Tech--Nature & Implications Sci	Changes In Plant Life LAD -- Structured Response
3. <i>Target Assessment: Soil Studies</i>	<input type="checkbox"/>	F2 Science & Tech--Earth Science	Soil Studies LAD -- Bundle



Lewiston Public Schools 2006-07
Grade 5 *Social Studies* Targets

Target

Performance Indicator

Assessment Title

Target Cluster

Source -- Type

Quarter 4

1. *Target Assessment: An Effective Citizen*



C-A1
 Social Studies--Civics and Government

An Effective Citizen
 LAD -- Bundle



Lewiston Public Schools 2006-07
Grade 5 *Writing* Targets

Target

Performance Indicator

Assessment Title

Target Cluster

Source -- Type

Quarter 1

1. *During writing workshop, produce writing that meets the standard for ideas, organization, voice, word choice, and sentence fluency.*

E1
ELA--Writing and Speaking

Six Traits Rubric
--

2. *During writing workshop, produce writing that meets the standard for conventions.*

F1
ELA--Writing and Speaking

Six Traits Rubric
--

Quarter 2

1. *During writing workshop, produce writing that meets the standard for ideas, organization, voice, word choice, and sentence fluency.*

E1
ELA--Writing and Speaking

Six Traits Rubric
--

2. *During writing workshop, produce writing that meets the standard for conventions.*

F1
ELA--Writing and Speaking

Six Traits Rubric
--

Quarter 3

1. *Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.*

E2
ELA--Writing and Speaking

MEA Writing Prompt
--

Quarter 4

1. *Collect and synthesize data using note taking.*

H1
ELA--Integrated Literacy

Rubric adapted from ABC Book
--

2. *Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.*

H6
ELA--Integrated Literacy

Rubric adapted from ABC Book
--

3. *Use planning, drafting, and revising to produce a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.*

E2
ELA--Writing and Speaking

Rubric adapted from ABC Book
--



Lewiston Public Schools 2006-07
Grade 6 Health & Physical Education Targets

Target

Performance Indicator
 Target Cluster

Assessment Title
 Source -- Type

Quarter 4

1. <i>Target Assessment: Be Active, Be Safe</i>	<input type="checkbox"/>	HS-C4 Health & PE--Health Skills	Be Active, Be Safe MAP -- Independent Design
1. <i>Target Assessment: Be Active, Be Safe</i>	<input type="checkbox"/>	HS-F3 Health & PE--Health Skills	Be Active, Be Safe MAP -- Independent Design
2. <i>Target Assessment: Getting a Handle on Stress</i>	<input type="checkbox"/>	PE-A2 Health & PE--Phys Ed Knowledge and Skills	Getting a Handle On Stress MAP -- Analysis and Critique
2. <i>Target Assessment: Getting a Handle on Stress</i>	<input type="checkbox"/>	PE-C6 Health & PE--Phys Ed Knowledge and Skills	Getting a Handle On Stress MAP -- Analysis and Critique



Lewiston Public Schools 2006-07
Grade 6 Mathematics Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 1

1. Compare, order, and represent decimals to the thousandths.	<input type="checkbox"/>	A1 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --
2. <i>Compute, model, and solve multi-step, real-life problems using all four operations with whole numbers and decimals.</i>	<input type="checkbox"/>	B1, B2 Math--Numbers and Operations	Common: Bundle -- Bundle
3. <i>Compare, order, use, and represent fractions through tenths.</i>	<input type="checkbox"/>	A1 Math--Numbers and Operations	Common: Bundle -- Bundle
4. Recognize and apply the concepts of prime and composite numbers; use divisibility rules for 2, 3, 4, 5, 6, 9, and 10; and recognize and find factors and multiples of natural numbers.	<input type="checkbox"/>	A1 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --

Quarter 2

1. Compute, model, and solve multi-step, real-life problems using all four operations with fractions.	<input type="checkbox"/>	B1, B2 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --
2. Convert between percents, fractions, and decimals.	<input type="checkbox"/>	A1 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --
3. <i>Read and plot points on a coordinate plane.</i>	<input type="checkbox"/>	E2, E3 Math--Shape and Size	Common: The Plot Thickens LAD -- Bundle
4. <i>Use properties and attributes to classify polygons and to compare and classify rectangular and triangular prisms.</i>	<input type="checkbox"/>	E1 Math--Shape and Size	Common: The Plot Thickens LAD -- Bundle

Quarter 3

1. <i>Organize data to find modes, medians, means, and ranges for sets of data and displays (frequency distributions, tables, line plots, stem and leaf plots, box plots, histograms, or bar graphs).</i>	<input type="checkbox"/>	C1 Math--Mathematical Decision Making	Common: Bundle -- Bundle
2. Express mathematical relationships using equations and expressions.	<input type="checkbox"/>	H1 Math--Patterns	Teacher Discretion Assessment Teacher --
3. <i>Solve problems involving linear patterns in the form of tables, graphs, words, rules, and equations.</i>	<input type="checkbox"/>	G3 Math--Patterns	Common: Bundle -- Bundle
4. Use order of operations to solve problems.	<input type="checkbox"/>	B1 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --



Lewiston Public Schools 2006-07
Grade 6 *Mathematics* Targets

Target

Performance Indicator

Assessment Title

Target Cluster

Source -- Type

Quarter 4

1. Use tree diagrams, organized lists, and/or pictures to determine combinations and arrangements (no more than three factors with four choices per factor).	<input type="checkbox"/>	D4 Math--Mathematical Decision Making	Teacher Discretion Assessment Teacher --
2. <i>Find the probability of simple events, and represent them using fractions.</i>	<input type="checkbox"/>	D1 Math--Mathematical Decision Making	Common: Bundle -- Bundle
3. Solve one-step equations using whole numbers with all four operations.	<input type="checkbox"/>	H6 Math--Patterns	Teacher Discretion Assessment Teacher --
4. <i>Support reasoning by using models and relationships.</i>	<input type="checkbox"/>	J1 Math--Mathematical Decision Making	Common: Rocky's Used Car Lot Local --
4. <i>Support reasoning by using models and relationships.</i>	<input type="checkbox"/>	K2 Math--Patterns	Common: Rocky's Used Car Lot Local --



Lewiston Public Schools 2006-07
Grade 6 Reading Targets

Target

Performance Indicator

Assessment Title

Target Cluster

Source -- Type

Quarter 1

1. *Read five independent level books or book equivalents that represent a variety of genres and authors.*

A8
ELA--Reading and Viewing

Reading Log & Responses
Local --

2. Identify informational text structure: compare/contrast. Review description, sequence, and question/answer.

D4
ELA--Reading and Viewing

Teacher Discretion Assessment
Teacher --

3. *Read independently at the advancing intermediate or middle school DRA stage.*

B8 or B9
ELA--Reading and Viewing

Developmental Reading Assessment
DRA --

Quarter 2

1. *Read five independent level books or book equivalents that represent a variety of genres and authors.*

A8
ELA--Reading and Viewing

Reading Log & Responses
Local --

2. Analyze and describe characters' traits, interactions, and changes over time, and identify relationships among elements within a text (plot, character, setting, types of conflict, and theme).

B8
ELA--Reading and Viewing

Teacher Discretion Assessment
Teacher --

3. *Identify the author's point of view and the author's purpose in nonfiction text.*

A6
ELA--Reading and Viewing

Opinion Please
--

4. *Write a summary of an editorial/letter to the editor.*

A7
ELA--Reading and Viewing

Opinion Please
--

5. *Orally explain and defend opinions formed while reading.*

A9
ELA--Reading and Viewing

Opinion Please
--

Quarter 3

1. *Read five independent level books or book equivalents that represent a variety of genres and authors.*

A8
ELA--Reading and Viewing

Reading Log & Responses
Local --

2. Identify and interpret literary devices: flashback, foreshadowing, and repetition. Review imagery, simple metaphors, and idioms.

B6
ELA--Reading and Viewing

Teacher Discretion Assessment
Teacher --

3. *Read poems and state their themes.*

B8
ELA--Reading and Viewing

Poetry Corner
LAD -- Structured Response

4. *Connect the themes of poems to themes in media.*

B12
ELA--Reading and Viewing

Poetry Corner
LAD -- Structured Response

Quarter 4

1. *Read five independent level books or book equivalents that represent a variety of genres and authors, including at least one biography.*

A8
ELA--Reading and Viewing

Reading Log & Responses
Local --

2. Demonstrate an understanding of the defining features and structure of biography.

B10
ELA--Reading and Viewing

Teacher Discretion Assessment
Teacher --

3. *Score within the proficient lexile level range for the end of sixth grade.*

B8 or B9
ELA--Reading and Viewing

SRI or Gates MacGinitie
SRI or Gates MacGinitie --



Lewiston Public Schools 2006-07
Grade 6 Science & Technology Targets

Target

Performance Indicator
 Target Cluster

Assessment Title
 Source -- Type

Quarter 4

1. <i>Target Assessment: Crash Test</i>	<input type="checkbox"/>	I1 Science & Tech--Physical Science	Crash Test MAP -- Constructive
2. <i>Target Assessment: Crash Test</i>	<input type="checkbox"/>	K8 Science & Tech--Nature & Implications Sci	Crash Test MAP -- Constructive
3. <i>Target Assessment: Motion in the Heavens</i>	<input type="checkbox"/>	F1 Science & Tech--Earth Science	Motion in the Heavens MAP -- Structured Response
3. <i>Target Assessment: Motion in the Heavens</i>	<input type="checkbox"/>	G5 Science & Tech--Earth Science	Motion in the Heavens MAP -- Structured Response
4. <i>Target Assessment: Motion in the Heavens</i>	<input type="checkbox"/>	K8 Science & Tech--Nature & Implications Sci	Motion in the Heavens MAP -- Structured Response
4. <i>Target Assessment: Motion in the Heavens</i>	<input type="checkbox"/>	L1 Science & Tech--Nature & Implications Sci	Motion in the Heavens MAP -- Structured Response



Lewiston Public Schools 2006-07
Grade 6 *Social Studies* Targets

Target

Performance Indicator
 Target Cluster

Assessment Title
 Source -- Type

Quarter 4

1. <i>Target Assessment: Choices Are Based on Values</i>	<input type="checkbox"/>	E-A1 Social Studies--Economics	Choices Are Based on Values LAD -- Interpretation
2. <i>Target Assessment: Your Position Please</i>	<input type="checkbox"/>	C-A5 Social Studies--Civics and Government	Your Position Please LAD -- Reasoned Persuasion
2. <i>Target Assessment: Your Position Please</i>	<input type="checkbox"/>	C-B3 Social Studies--Civics and Government	Your Position Please LAD -- Reasoned Persuasion



Lewiston Public Schools 2006-07
Grade 6 *Writing* Targets

Target

Performance Indicator

Target Cluster

Assessment Title

Source -- Type

Quarter 1

1. *During writing workshop, produce writing that meets the standard for ideas, organization, voice, word choice, and sentence fluency.*

E1
ELA--Writing and Speaking

Six Traits Rubric
--

2. *During writing workshop, produce writing that meets the standard for conventions.*

F1
ELA--Writing and Speaking

Six Traits Rubric
--

Quarter 2

1. *During writing workshop, produce writing that meets the standard for ideas, organization, voice, word choice, and sentence fluency.*

E1
ELA--Writing and Speaking

Six Traits Rubric
--

2. *During writing workshop, produce writing that meets the standard for conventions.*

F1
ELA--Writing and Speaking

Six Traits Rubric
--

Quarter 3

1. *Respond to an on-demand prompt with writing that meets the standard for topic/idea development.*

E2
ELA--Writing and Speaking

MEA Rubric
--

2. *Respond to an on-demand prompt with writing that meets the standard for conventions.*

F1
ELA--Writing and Speaking

MEA Rubric
--

Quarter 4

1. *Collect and synthesize data using note taking.*

H1
ELA--Integrated Literacy

ABC Book
LAD -- Research Project and/or Presentation

2. *Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.*

H6
ELA--Integrated Literacy

ABC Book
LAD -- Research Project and/or Presentation

3. *Use planning, drafting, and revising to produce a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.*

E2
ELA--Writing and Speaking

ABC Book
LAD -- Research Project and/or Presentation



Lewiston Public Schools 2006-07
Grade 7 Health & Physical Education Targets

Target

Performance Indicator
 Target Cluster

Assessment Title
 Source -- Type

Quarter 4

1. *Target Assessment: Have You Weighted Your Options*

HS-F3
 Health & PE--Health Skills

Have You Weighted Your Options?
 LAD -- Structured Response



Lewiston Public Schools 2006-07
Grade 7 Mathematics Targets

Target

Performance Indicator

Assessment Title

Target Cluster

Source -- Type

Quarter 1

1. <i>Identify patterns in the world and express those patterns with rules.</i>	<input type="checkbox"/>	I2 Math--Numbers and Operations	Tile Patterns MAP -- Structured Response
2. <i>Demonstrate that multiple paths to a conclusion may exist.</i>	<input type="checkbox"/>	J2 Math--Mathematical Decision Making	Tile Patterns MAP -- Structured Response
3. <i>Translate relationships into algebraic notation.</i>	<input type="checkbox"/>	K1 Math--Patterns	Tile Patterns MAP -- Structured Response
4. <i>Translate real-life linear situations into equations.</i>	<input type="checkbox"/>	G1 Math--Patterns	Teacher Discretion Assessment Teacher --

Quarter 2

1. <i>Compare, order, use, and represent fractions, decimals, and percents; convert between different numerical forms.</i>	<input type="checkbox"/>	A1 Math--Numbers and Operations	How We Commute MAP -- Structured Response
1. <i>Compare, order, use, and represent fractions, decimals, and percents; convert between different numerical forms.</i>	<input type="checkbox"/>	J1 Math--Mathematical Decision Making	How We Commute MAP -- Structured Response
1. <i>Compare, order, use, and represent fractions, decimals, and percents; convert between different numerical forms.</i>	<input type="checkbox"/>	K2 Math--Patterns	How We Commute MAP -- Structured Response
2. <i>Compute and model all four operations with whole numbers, fractions, decimals, and percents, applying order of operations.</i>	<input type="checkbox"/>	B1 Math--Numbers and Operations	How We Commute MAP -- Structured Response
3. <i>Find the probability of simple events and express the probability as a fraction or a percentage.</i>	<input type="checkbox"/>	D1 Math--Mathematical Decision Making	Teacher Discretion Assessment Teacher --
4. <i>Apply the idea of permutation in a problem situation with six or fewer elements.</i>	<input type="checkbox"/>	D4 Math--Mathematical Decision Making	Teacher Discretion Assessment Teacher --

Quarter 3

1. <i>Apply the concepts of integers, absolute value, and positive exponents.</i>	<input type="checkbox"/>	A1 Math--Numbers and Operations	Common: Bundle -- Bundle
2. <i>Use coordinate system to define and locate position.</i>	<input type="checkbox"/>	E3 Math--Shape and Size	Teacher Discretion Assessment Teacher --
3. <i>Solve problems involving linear patterns in the form of tables, graphs, words, rules, or equations using rational numbers.</i>	<input type="checkbox"/>	G3 Math--Patterns	Teacher Discretion Assessment Teacher --
4. <i>Construct inferences and convincing arguments based on data.</i>	<input type="checkbox"/>	B1 Math--Numbers and Operations	Making the Grade MAP -- Structured Response
4. <i>Construct inferences and convincing arguments based on data.</i>	<input type="checkbox"/>	C3 Math--Mathematical Decision Making	Making the Grade MAP -- Structured Response
4. <i>Construct inferences and convincing arguments based on data.</i>	<input type="checkbox"/>	K1, K2 Math--Patterns	Making the Grade MAP -- Structured Response

italics indicates a target assessed with a common assessment



Lewiston Public Schools 2006-07
Grade 7 Mathematics Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 4

1. Perform conversions between measurements within the same measurement system.	<input type="checkbox"/>	F1 Math--Shape and Size	Teacher Discretion Assessment Teacher --
2. <i>Use properties and attributes (vertices, edges, faces, shapes of faces) to identify and distinguish among three-dimensional shapes.</i>	<input type="checkbox"/>	E1 Math--Shape and Size	Common: Always, Sometimes, Never MAP -- Structured Response
2. <i>Use properties and attributes (vertices, edges, faces, shapes of faces) to identify and distinguish among three-dimensional shapes.</i>	<input type="checkbox"/>	J1 Math--Mathematical Decision Making	Common: Always, Sometimes, Never MAP -- Structured Response
3. Find the area and perimeter of two-dimensional shapes including circles, and find the volume of rectangular solids.	<input type="checkbox"/>	F3 Math--Shape and Size	Teacher Discretion Assessment Teacher --
4. <i>Apply concepts of ratios in practical or other mathematical situations.</i>	<input type="checkbox"/>	A3 Math--Numbers and Operations	Common: Bundle -- Bundle



Lewiston Public Schools 2006-07
Grade 7 Reading Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 1

1. <i>Read five independent level books or book equivalents that represent a variety of genres and authors, including at least one historical fiction.</i>	<input type="checkbox"/>	A8 ELA--Reading and Viewing	Reading Log & Responses Local --
2. Identify informational text structures: problem/solution and cause/effect. Review compare/contrast, description, sequence, and question/answer.	<input type="checkbox"/>	D4 ELA--Reading and Viewing	Teacher Discretion Assessment Teacher --
3. <i>Read independently at the middle school or extending middle school DRA stage.</i>	<input type="checkbox"/>	B8 or B9 ELA--Reading and Viewing	Developmental Reading Assessment DRA --

Quarter 2

1. <i>Read five independent level books or book equivalents that represent a variety of genres and authors, including at least one realistic fiction.</i>	<input type="checkbox"/>	A8 ELA--Reading and Viewing	Reading Log & Responses Local --
2. <i>Recognize complex elements of plot.</i>	<input type="checkbox"/>	B7 ELA--Reading and Viewing	Challenging Choices MAP -- Writing to Inform
3. <i>Summarize whole texts by selecting important and representative passages.</i>	<input type="checkbox"/>	A7 ELA--Reading and Viewing	Challenging Choices MAP -- Writing to Inform

Quarter 3

1. <i>Read five independent level books or book equivalents that represent a variety of genres and authors, including at least one fantasy.</i>	<input type="checkbox"/>	A8 ELA--Reading and Viewing	Reading Log & Responses Local --
2. Explain how the theme of a piece of fiction is supported within the text.	<input type="checkbox"/>	B8 ELA--Reading and Viewing	Teacher Discretion Assessment Teacher --
3. Demonstrate an understanding of the defining features and structure of fantasy.	<input type="checkbox"/>	B10 ELA--Reading and Viewing	Teacher Discretion Assessment Teacher --
4. Identify and interpret literary devices: metaphor, personification, and onomatopoeia. Review flashback, foreshadowing, repetition, imagery, metaphors, and idioms.	<input type="checkbox"/>	B6 ELA--Reading and Viewing	Teacher Discretion Assessment Teacher --
5. <i>Read for a wide variety of purposes (summarize information).</i>	<input type="checkbox"/>	A8 ELA--Reading and Viewing	Purposes and Points of View MAP -- Analysis, Synthesis, or Evaluative Guided Response
6. <i>Identify the author's purpose and point of view when reading informational text.</i>	<input type="checkbox"/>	D3 ELA--Reading and Viewing	Purposes and Points of View MAP -- Analysis, Synthesis, or Evaluative Guided Response
7. <i>Produce and support generalizations acquired from informational texts.</i>	<input type="checkbox"/>	D5 ELA--Reading and Viewing	Purposes and Points of View MAP -- Analysis, Synthesis, or Evaluative Guided Response

Quarter 4

1. <i>Read five independent level books or book equivalents that represent a variety of genres and authors, including at least one nonfiction.</i>	<input type="checkbox"/>	A8 ELA--Reading and Viewing	Reading Log & Responses Local --
2. Formulate questions to be answered while reading.	<input type="checkbox"/>	A1 ELA--Reading and Viewing	Teacher Discretion Assessment, guided by Dig Deeply r Teacher --
3. <i>Score within the proficient lexile level range for the end of seventh grade.</i>	<input type="checkbox"/>	B8 or B9 ELA--Reading and Viewing	SRI or Gates MacGinitie SRI or Gates MacGinitie --

italics indicates a target assessed with a common assessment



Lewiston Public Schools 2006-07
Grade 7 Science & Technology Targets

Target

Performance Indicator

Assessment Title

Target Cluster

Source -- Type

Quarter 1

1. Use metric unit measurement tools.	<input type="checkbox"/>	J1 Science & Tech--Nature & Implications Sci	Teacher Discretion Assessment Teacher --
2. Develop skills in using science lab equipment.	<input type="checkbox"/>	J1, J4 Science & Tech--Nature & Implications Sci	Teacher Discretion Assessment Teacher --
3. Prepare and examine microscope slides.	<input type="checkbox"/>	C2 Science & Tech--Life Science	Teacher Discretion Assessment Teacher --
3. Prepare and examine microscope slides.	<input type="checkbox"/>	J1 Science & Tech--Nature & Implications Sci	Teacher Discretion Assessment Teacher --
4. Demonstrate an understanding of cell theory and the basic parts of the cell.	<input type="checkbox"/>	C5 Science & Tech--Life Science	Teacher Discretion Assessment Teacher --

Quarter 2

1. Identify the causes and effects of bacterial growth and their impact on disease in humans.	<input type="checkbox"/>	A3 Science & Tech--Life Science	Teacher Discretion Assessment Teacher --
1. Identify the causes and effects of bacterial growth and their impact on disease in humans.	<input type="checkbox"/>	J3 Science & Tech--Nature & Implications Sci	Teacher Discretion Assessment Teacher --
2. <i>Identify the causes of diseases, explain their transmission, and identify prevention strategies.</i>	<input type="checkbox"/>	C4 Science & Tech--Life Science	Outbreak! LAD -- Scientific Critique
3. <i>Identify ethical issues surrounding a specific scientific or technological development.</i>	<input type="checkbox"/>	M3 Science & Tech--Nature & Implications Sci	Outbreak! LAD -- Scientific Critique
4. Identify protist structure and function. Identify plant structure and function.	<input type="checkbox"/>	A3, B1, B2 Science & Tech--Life Science	Teacher Discretion Assessment Teacher --
4. Identify protist structure and function. Identify plant structure and function.	<input type="checkbox"/>	K6 Science & Tech--Nature & Implications Sci	Teacher Discretion Assessment Teacher --

Quarter 3

1. Compare and contrast binomial nomenclature in relation to humans and other living things.	<input type="checkbox"/>	A Science & Tech--Life Science	Teacher Discretion Assessment Teacher --
2. Compare and contrast the short- and long-term forces that change our planet.	<input type="checkbox"/>	F4 Science & Tech--Earth Science	Teacher Discretion Assessment Teacher --
3. Compare and contrast internal systems within the human body.	<input type="checkbox"/>	C3, C5 Science & Tech--Life Science	Teacher Discretion Assessment Teacher --
4. Draw conclusions about the effects of the latest biological technologies affecting human life.	<input type="checkbox"/>	C1 Science & Tech--Life Science	Teacher Discretion Assessment Teacher --
4. Draw conclusions about the effects of the latest biological technologies affecting human life.	<input type="checkbox"/>	J5, K8, M Science & Tech--Nature & Implications Sci	Teacher Discretion Assessment Teacher --



Lewiston Public Schools 2006-07
Grade 7 Science & Technology Targets

Target

Performance Indicator

Assessment Title

Target Cluster

Source -- Type

Quarter 4

1. <i>Identify past living things and compare them to modern day living things.</i>	<input type="checkbox"/>	D1, D2, D3, F3 Science & Tech--Earth Science	Revealing Fossil Secrets MAP -- Research Project
1. <i>Identify past living things and compare them to modern day living things.</i>	<input type="checkbox"/>	L Science & Tech--Nature & Implications Sci	Revealing Fossil Secrets MAP -- Research Project
2. Identify, compare, and contrast different minerals and the three major rock types.	<input type="checkbox"/>	F5, F6 Science & Tech--Earth Science	Teacher Discretion Assessment Teacher --
3. Compare and contrast the interactions of biotic and abiotic factors, and identify human impacts to the balance in the biosphere.	<input type="checkbox"/>	B2, B3, B4, B5 Science & Tech--Life Science	Teacher Discretion Assessment Teacher --



**Lewiston Public Schools 2006-07
Grade 7 Social Studies Targets**

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 1

1. Demonstrate knowledge of the continents, oceans, and river systems of the world.	<input type="checkbox"/>	TBD TBD	Teacher Discretion Assessment Teacher --
2. Demonstrate knowledge of the physical geographical features of the United States and Maine.	<input type="checkbox"/>	TBD TBD	Teacher Discretion Assessment Teacher --
3. Demonstrate an understanding of Maine Native Americans.	<input type="checkbox"/>	TBD TBD	Teacher Discretion Assessment Teacher --
4. Demonstrate an understanding of world, national, and current events.	<input type="checkbox"/>	TBD TBD	Teacher Discretion Assessment Teacher --

Quarter 2

1. <i>Demonstrate an understanding of selected themes in Maine, the United States, and world history.</i>	<input type="checkbox"/>	H-B2 Social Studies--History	Immigration to America LAD -- Research Project
2. <i>Describe the effects of historical changes on daily life.</i>	<input type="checkbox"/>	H-A1 Social Studies--History	Immigration to America LAD -- Research Project
3. <i>Explain patterns of migration throughout the world.</i>	<input type="checkbox"/>	G-B2 Social Studies--Geography	Immigration to America LAD -- Research Project
4. <i>Visualize the globe and construct maps of the world and its subregions to identify patterns of human settlement, major physical features, and political divisions.</i>	<input type="checkbox"/>	G-A1 Social Studies--Geography	Immigration to America LAD -- Research Project
5. <i>Describe the characteristics of traditional, command, market, and mixed economic systems.</i>	<input type="checkbox"/>	E-C1 Social Studies--Economics	Understanding Economic Systems LAD -- Bundle

Quarter 3

1. Explain economic and political factors that led to the American Revolution.	<input type="checkbox"/>	TBD TBD	Teacher Discretion Assessment Teacher --
2. Demonstrate an understanding of the Declaration of Independence and its ramifications.	<input type="checkbox"/>	TBD TBD	Teacher Discretion Assessment Teacher --
3. Explain the sequence of events that helped end the American Revolution.	<input type="checkbox"/>	TBD TBD	Teacher Discretion Assessment Teacher --
4. Demonstrate an understanding of the five major principles of the Constitution.	<input type="checkbox"/>	TBD TBD	Teacher Discretion Assessment Teacher --

italics indicates a target assessed with a common assessment



Lewiston Public Schools 2006-07
Grade 7 *Social Studies* Targets

Target

Performance Indicator
 Target Cluster

Assessment Title
 Source -- Type

Quarter 4

1. Explain the powers and rights of each American citizen.	<input type="checkbox"/>	TBD TBD	Teacher Discretion Assessment Teacher --
2. Describe economic changes that occurred during the growth of the American government.	<input type="checkbox"/>	TBD TBD	Teacher Discretion Assessment Teacher --
3. Demonstrate an understanding of the development of political parties in the United States.	<input type="checkbox"/>	TBD TBD	Teacher Discretion Assessment Teacher --
4. Demonstrate an understanding of the Louisiana Purchase and westward expansion.	<input type="checkbox"/>	TBD TBD	Teacher Discretion Assessment Teacher --



Lewiston Public Schools 2006-07
Grade 7 Writing Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 1

1. *During writing workshop, produce writing that meets the standard for ideas, organization, voice, word choice, and sentence fluency.*

E1
ELA--Writing and Speaking

Six Traits Rubric
--

2. *During writing workshop, produce writing that meets the standard for conventions.*

F1
ELA--Writing and Speaking

Six Traits Rubric
--

Quarter 2

1. *Identify specific personal strategies, strengths, and weaknesses in writing. Use direct feedback from peers and teachers to revise and polish the content of finished pieces.*

E1
ELA--Writing and Speaking

Challenging Choices
MAP -- Writing to Inform

Quarter 3

1. *Respond to an on-demand prompt with writing that meets the standard for topic/idea development.*

E2
ELA--Writing and Speaking

MEA Rubric
--

2. *Respond to an on-demand prompt with writing that meets the standard for conventions.*

F1
ELA--Writing and Speaking

MEA Rubric
--

3. *Edit written work.*

F1
ELA--Writing and Speaking

Purposes and Points of View
MAP -- Analysis, Synthesis, or Evaluative Guided Response

4. *Write an essay that identifies a clear topic and reliably supports that topic.*

G4
ELA--Writing and Speaking

Purposes and Points of View
MAP -- Analysis, Synthesis, or Evaluative Guided Response

Quarter 4

1. *Edit written work.*

F1
ELA--Writing and Speaking

Teacher Discretion Assessment, guided by Dig Deeply r
Teacher --

2. *Write a research paper that identifies a clear topic and reliably supports that topic.*

G4
ELA--Writing and Speaking

Teacher Discretion Assessment, guided by Dig Deeply r
Teacher --

3. *Collect and synthesize data using note taking and other appropriate strategies.*

H1
ELA--Integrated Literacy

Dig Deeply Rubric
--

4. *Create a bibliography.*

H3
ELA--Integrated Literacy

Dig Deeply Rubric
--



Lewiston Public Schools 2006-07
Grade 8 Health & Physical Education Targets

Target

Performance Indicator

Assessment Title

Target Cluster

Source -- Type

Quarter 4

1. <i>Target Assessment: Have You Weighted Your Options</i>	<input type="checkbox"/>	HS-F3 Health & PE--Health Skills	Have You Weighted Your Options? LAD -- Structured Response
2. <i>Target Assessment: Physical Fitness Plan</i>	<input type="checkbox"/>	PE-A2 Health & PE--Phys Ed Knowledge and Skills	Physical Fitness Plan LAD -- Personal Fitness Plan
2. <i>Target Assessment: Physical Fitness Plan</i>	<input type="checkbox"/>	PE-A3 Health & PE--Phys Ed Knowledge and Skills	Physical Fitness Plan LAD -- Personal Fitness Plan
2. <i>Target Assessment: Physical Fitness Plan</i>	<input type="checkbox"/>	PE-A4 Health & PE--Phys Ed Knowledge and Skills	Physical Fitness Plan LAD -- Personal Fitness Plan
2. <i>Target Assessment: Physical Fitness Plan</i>	<input type="checkbox"/>	PE-A5 Health & PE--Phys Ed Knowledge and Skills	Physical Fitness Plan LAD -- Personal Fitness Plan
2. <i>Target Assessment: Physical Fitness Plan</i>	<input type="checkbox"/>	PE-A6 Health & PE--Phys Ed Knowledge and Skills	Physical Fitness Plan LAD -- Personal Fitness Plan
2. <i>Target Assessment: Physical Fitness Plan</i>	<input type="checkbox"/>	PE-B3 Health & PE--Phys Ed Knowledge and Skills	Physical Fitness Plan LAD -- Personal Fitness Plan



Lewiston Public Schools 2006-07
Grade 8 Mathematics Targets

Target

Performance Indicator

Assessment Title

Target Cluster

Source -- Type

Quarter 1

1. Compute and model all four operations with whole numbers, fractions, decimals, sets of numbers, and percents, applying proper order of operations.	<input type="checkbox"/>	B1 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --
2. Use numbers in a variety of equivalent and interchangeable forms (e.g., integers, fractions, decimals, percents, exponential notation, and scientific notation) in problem solving.	<input type="checkbox"/>	A1 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --
3. <i>Apply concepts of ratios, proportions, percents, and number theory (e.g., primes, factors, and multiples) in practical and other mathematical situations.</i>	<input type="checkbox"/>	A3 Math--Numbers and Operations	Common: Bundle -- Bundle
4. <i>Create, solve, and justify the solution for multi-step, real-life problems, including those with ratios and proportions.</i>	<input type="checkbox"/>	B2 Math--Numbers and Operations	Common: Bundle -- Bundle

Quarter 2

1. <i>Find the probability of simple events and make predictions by applying the theories of probability.</i>	<input type="checkbox"/>	D1 Math--Mathematical Decision Making	Common: Lucky Draw LAD -- Bundle
2. Find all possible combinations and arrangements involving a limited number of variables.	<input type="checkbox"/>	D4 Math--Mathematical Decision Making	Teacher Discretion Assessment Teacher --
3. <i>Find solutions for unknown quantities in linear equations and in simple equations and inequalities.</i>	<input type="checkbox"/>	H6 Math--Patterns	Common: Bundle -- Bundle
4. Develop and use concepts that can be measured directly or indirectly.	<input type="checkbox"/>	F2 Math--Shape and Size	Teacher Discretion Assessment Teacher --

Quarter 3

1. <i>Demonstrate an understanding of length, area, and volume, and of the corresponding units, square units, and cubic units of measure.</i>	<input type="checkbox"/>	F3 Math--Shape and Size	Common: Wrap It Up LAD -- Structured Response
1. <i>Demonstrate an understanding of length, area, and volume, and of the corresponding units, square units, and cubic units of measure.</i>	<input type="checkbox"/>	G2 Math--Patterns	Common: Wrap It Up LAD -- Structured Response
2. Apply geometric properties to represent and solve real-life problems involving regular and irregular shapes.	<input type="checkbox"/>	E2 Math--Shape and Size	Teacher Discretion Assessment Teacher --
3. Organize and analyze data using mean, median, mode, and range.	<input type="checkbox"/>	C1 Math--Mathematical Decision Making	Teacher Discretion Assessment Teacher --
4. <i>Assemble data and use matrices to formulate and solve problems.</i>	<input type="checkbox"/>	C2 Math--Mathematical Decision Making	Common: Vacation Plans --



Lewiston Public Schools 2006-07
Grade 8 *Mathematics* Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 4

1. <i>Represent numerical relationships in graphs, tables, and charts.</i>	<input type="checkbox"/>	A4 Math--Numbers and Operations	Common: Bundle -- Bundle
2. Describe and represent relationships with tables, graphs, and equations.	<input type="checkbox"/>	G1 Math--Patterns	Teacher Discretion Assessment Teacher --
3. Identify patterns in the world and express those patterns with rules.	<input type="checkbox"/>	I2 Math--Numbers and Operations	Teacher Discretion Assessment Teacher --
4. <i>Use patterns and multiple representations to solve problems.</i>	<input type="checkbox"/>	G3 Math--Patterns	Common: Bundle -- Bundle



Lewiston Public Schools 2006-07
Grade 8 Reading Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 1

1. *Read five independent level books or book equivalents that represent a variety of genres and authors, including at least one mystery.*
2. Demonstrate the application of effective reading strategies to the comprehension and interpretation of fiction.
3. *Read independently at the extending middle school or independent middle school DRA stage.*

<input type="checkbox"/>	A8 ELA--Reading and Viewing	Reading Log & Responses Local --
<input type="checkbox"/>	B8 ELA--Reading and Viewing	Teacher Discretion Assessment Teacher --
<input type="checkbox"/>	B8 or B9 ELA--Reading and Viewing	Developmental Reading Assessment DRA --

Quarter 2

1. *Read five independent level books or book equivalents that represent a variety of genres and authors, including at least one science fiction.*
2. *Formulate questions to be answered while reading.*
3. *Recognize the use of specific literary devices.*
4. Demonstrate the application of effective reading strategies to the comprehension and interpretation of nonfiction.

<input type="checkbox"/>	A8 ELA--Reading and Viewing	Reading Log & Responses Local --
<input type="checkbox"/>	A1 ELA--Reading and Viewing	Multimedia Book Report LAD -- Constructed Oral Expression
<input type="checkbox"/>	B6 ELA--Reading and Viewing	Multimedia Book Report LAD -- Constructed Oral Expression
<input type="checkbox"/>	D3,D4,D5,D6,D7,D8 ELA--Reading and Viewing	Teacher Discretion Assessment, with MEA released iter Teacher --

Quarter 3

1. *Read five independent level books or book equivalents that represent a variety of genres and authors, including at least one nonfiction.*
2. *Formulate questions to be answered while reading.*

<input type="checkbox"/>	A8 ELA--Reading and Viewing	Reading Log & Responses Local --
<input type="checkbox"/>	A1 ELA--Reading and Viewing	Dig Deeply! MAP -- Research Project

Quarter 4

1. *Read five independent level books or book equivalents that represent a variety of genres and authors.*
2. *Demonstrate an understanding of the concept of propaganda.*
3. *Score within the proficient lexile level range for the end of eighth grade.*

<input type="checkbox"/>	A8 ELA--Reading and Viewing	Reading Log & Responses Local --
<input type="checkbox"/>	C5 ELA--Integrated Literacy	Propaganda and You MAP -- Writing to Persuade
<input type="checkbox"/>	B8 or B9 ELA--Reading and Viewing	SRI or Gates MacGinitie SRI or Gates MacGinitie --

italics indicates a target assessed with a common assessment



Lewiston Public Schools 2006-07
Grade 8 Science & Technology Targets

Target

Performance Indicator

Assessment Title

Target Cluster

Source -- Type

Quarter 1

1. Use the scientific method to conduct investigations.	<input type="checkbox"/>	J2, J3 Science & Tech--Nature & Implications Sci	Teacher Discretion Assessment Teacher --
2. Use SI measurements for length, area, volume, liquid volume, mass, and temperature.	<input type="checkbox"/>	J1 Science & Tech--Nature & Implications Sci	Teacher Discretion Assessment Teacher --
3. Study the evolution of the modern atom model and show how models change with new evidence.	<input type="checkbox"/>	E2 Science & Tech--Physical Science	Teacher Discretion Assessment Teacher --

Quarter 2

1. Locate our position in our solar system and galaxy and compare it to other objects in the universe.	<input type="checkbox"/>	G2, G3, G4, G5 Science & Tech--Earth Science	Teacher Discretion Assessment Teacher --
1. Locate our position in our solar system and galaxy and compare it to other objects in the universe.	<input type="checkbox"/>	L5 Science & Tech--Nature & Implications Sci	Teacher Discretion Assessment Teacher --
2. Compare our sun to other stars.	<input type="checkbox"/>	G1 Science & Tech--Earth Science	Teacher Discretion Assessment Teacher --
2. Compare our sun to other stars.	<input type="checkbox"/>	L5 Science & Tech--Nature & Implications Sci	Teacher Discretion Assessment Teacher --
3. <i>Use information to calculate speed, velocity, and acceleration.</i>	<input type="checkbox"/>	I2 Science & Tech--Physical Science	Zippping Along! LAD --
4. Use computers to gather data and organize it into graphs and tables.	<input type="checkbox"/>	L4 Science & Tech--Nature & Implications Sci	Teacher Discretion Assessment Teacher --
5. Collect data and relate it to Newton's three Laws of Motion.	<input type="checkbox"/>	I1 Science & Tech--Physical Science	Teacher Discretion Assessment Teacher --

Quarter 3

1. <i>Design a helmet and test it during an investigation of Newton's three Laws of Motion.</i>	<input type="checkbox"/>	I1 Science & Tech--Physical Science	Egg Helmet Unit --
1. <i>Design a helmet and test it during an investigation of Newton's three Laws of Motion.</i>	<input type="checkbox"/>	J2, J3, L2, L4, L5 Science & Tech--Nature & Implications Sci	Egg Helmet Unit --
2. Demonstrate knowledge of density by applying it to the concepts of buoyancy.	<input type="checkbox"/>	E1 Science & Tech--Physical Science	Teacher Discretion Assessment Teacher --
2. Demonstrate knowledge of density by applying it to the concepts of buoyancy.	<input type="checkbox"/>	K6 Science & Tech--Nature & Implications Sci	Teacher Discretion Assessment Teacher --
3. Design a Rube-Goldberg-type machine, and calculate the mechanical advantage of it.	<input type="checkbox"/>	I3 Science & Tech--Physical Science	Teacher Discretion Assessment Teacher --
3. Design a Rube-Goldberg-type machine, and calculate the mechanical advantage of it.	<input type="checkbox"/>	L4, M2 Science & Tech--Nature & Implications Sci	Teacher Discretion Assessment Teacher --
4. Demonstrate an understanding of different sources of energy on Earth and how humans exploit them.	<input type="checkbox"/>	H5 Science & Tech--Physical Science	Teacher Discretion Assessment Teacher --



Lewiston Public Schools 2006-07
Grade 8 Science & Technology Targets

Target

Performance Indicator

Assessment Title

Target Cluster

Source -- Type

Quarter 4

1. <i>Demonstrate knowledge of the law of Conservation of Energy, and trace the energy outcome back to its original source.</i>	<input type="checkbox"/>	H1, H2 Science & Tech--Physical Science	Energy Sources LAD -- Structured Response
2. Show that the motion of molecules depends upon energy and that energy can travel by convection, conduction, and radiation. Determine phases of matter.	<input type="checkbox"/>	E5, H3, H6 Science & Tech--Physical Science	Teacher Discretion Assessment Teacher --
3. Use evidence to identify chemical and physical changes.	<input type="checkbox"/>	E2 Science & Tech--Physical Science	Teacher Discretion Assessment Teacher --
3. Study the evolution of the modern atom model and show how models change with new evidence.	<input type="checkbox"/>	K6, K7, L4 Science & Tech--Nature & Implications Sci	Teacher Discretion Assessment Teacher --
3. Use evidence to identify chemical and physical changes.	<input type="checkbox"/>	K6, K7, L4 Science & Tech--Nature & Implications Sci	Teacher Discretion Assessment Teacher --
4. Differentiate among elements, compounds, and mixtures.	<input type="checkbox"/>	E3, E4, E6 Science & Tech--Physical Science	Teacher Discretion Assessment Teacher --
4. Differentiate among elements, compounds, and mixtures.	<input type="checkbox"/>	K8 Science & Tech--Nature & Implications Sci	Teacher Discretion Assessment Teacher --
5. Use the properties of elements to construct an example of a periodic table.	<input type="checkbox"/>	E7 Science & Tech--Physical Science	Teacher Discretion Assessment Teacher --



**Lewiston Public Schools 2006-07
Grade 8 *Social Studies* Targets**

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 1

1. On a map of the United States, locate states, capitals, rivers, mountains, bodies of water, etc.	<input type="checkbox"/>	TBD TBD	Teacher Discretion Assessment Teacher --
2. Identify key representatives in legislative, judicial, and executive branches of government.	<input type="checkbox"/>	TBD TBD	Teacher Discretion Assessment Teacher --
3. <i>Demonstrate an understanding of how society changes as a consequence of concentrated settlement.</i>	<input type="checkbox"/>	G-B4 Social Studies--Geography	Change and Settlement LAD -- Structured Response
4. Understand and analyze the relationships between people and their physical environment.	<input type="checkbox"/>	G-B4 Social Studies--Geography	Teacher Discretion Assessment Teacher --

Quarter 2

1. <i>Construct and interpret maps and use globes. Identify patterns of human settlement, major physical features, and political divisions.</i>	<input type="checkbox"/>	G-A1 Social Studies--Geography	World Urban Settlement Patterns LAD -- Interpretation
2. <i>Demonstrate an understanding of how society changes as a consequence of concentrated settlement.</i>	<input type="checkbox"/>	G-B1 Social Studies--Geography	World Urban Settlement Patterns LAD -- Interpretation
3. Understand and analyze the relationships between people and their physical environment.	<input type="checkbox"/>	G-B4 Social Studies--Geography	Teacher Discretion Assessment Teacher --
4. Describe the effects of historical changes (and manifest destiny) on the United States today.	<input type="checkbox"/>	H-A1 Social Studies--History	Teacher Discretion Assessment Teacher --
5. Demonstrate an understanding of the causes of the Civil War.	<input type="checkbox"/>	H-B1 Social Studies--History	Teacher Discretion Assessment Teacher --

Quarter 3

1. Demonstrate an understanding of the effects of the Civil War and reconstruction on America.	<input type="checkbox"/>	H-B1 Social Studies--History	Teacher Discretion Assessment Teacher --
2. Demonstrate knowledge of the basic terms and concepts of the economic system of the United States.	<input type="checkbox"/>	E-A2 Social Studies--Economics	Teacher Discretion Assessment Teacher --
3. Demonstrate an understanding of the events that led to the rise of the United States as a world power prior to World War I.	<input type="checkbox"/>	H-B3 Social Studies--History	Teacher Discretion Assessment Teacher --
4. Identify pros and cons of America's involvement in World War I.	<input type="checkbox"/>	TBD TBD	Teacher Discretion Assessment Teacher --

italics indicates a target assessed with a common assessment



Lewiston Public Schools 2006-07
Grade 8 *Social Studies* Targets

Target

Performance Indicator
 Target Cluster

Assessment Title
 Source -- Type

Quarter 4

1. Explain the impact of the economy on one's personal buying power.	<input type="checkbox"/>	TBD TBD	Teacher Discretion Assessment Teacher --
2. Demonstrate an understanding of the causes of World War II.	<input type="checkbox"/>	TBD TBD	Teacher Discretion Assessment Teacher --
3. Explain how alliances have played an crucial role during the Twentieth Century.	<input type="checkbox"/>	TBD TBD	Teacher Discretion Assessment Teacher --
4. Explain how technology has changed life in America.	<input type="checkbox"/>	TBD TBD	Teacher Discretion Assessment Teacher --



Lewiston Public Schools 2006-07
Grade 8 *Writing* Targets

Target

Performance Indicator
Target Cluster

Assessment Title
Source -- Type

Quarter 1

1. *During writing workshop, produce writing that meets the standard for ideas, organization, voice, word choice, and sentence fluency.*

E1
ELA--Writing and Speaking

Six Traits Rubric
--

2. *During writing workshop, produce writing that meets the standard for conventions.*

F1
ELA--Writing and Speaking

Six Traits Rubric
--

Quarter 2

1. *Write and deliver oral presentations that achieve distinct purposes (i.e., to inform).*

G6
ELA--Writing and Speaking

Multimedia Book Report
LAD -- Constructed Oral Expression

2. *Deliver oral presentations that use a variety of transitional devices.*

G10
ELA--Writing and Speaking

Multimedia Book Report
LAD -- Constructed Oral Expression

Quarter 3

1. *Edit written work.*

F1
ELA--Writing and Speaking

Dig Deeply!
MAP -- Research Project

2. *Write a research paper that identifies a clear topic and reliably supports that topic.*

G4
ELA--Writing and Speaking

Dig Deeply!
MAP -- Research Project

3. *Collect and synthesize data using note taking and other appropriate strategies.*

H1
ELA--Integrated Literacy

Dig Deeply!
MAP -- Research Project

4. *Create a bibliography.*

H3
ELA--Integrated Literacy

Dig Deeply!
MAP -- Research Project

5. *Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.*

E2
ELA--Writing and Speaking

MEA Writing Prompt
--

Quarter 4

1. *Identify specific personal strategies, strengths, and weaknesses in writing. Use direct feedback from peers and teachers to revise and polish the content of pieces.*

E1
ELA--Writing and Speaking

Propaganda and You
MAP -- Writing to Persuade