

Student _____ <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <i>Last Name</i> <i>First Name</i> </div> ID # _____ School _____ Grade _____ Teacher _____ TAG Coordinator _____ Date ____/____/____	Portland Public Schools TAG ELEMENTARY INSTRUCTIONAL PLAN
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Parent/Guardian,
 Please review, sign and return within 5 days. At any time you may request the withdrawal of your child from TAG programs and services. If you want your child withdrawn and considered "inactive," please check and sign in the bottom box. If you have any questions, concerns or suggestions about this plan, contact your child's teacher.

LEVEL OF LEARNING	RATE OF LEARNING	KEY FOR MODIFICATION/DIFFERENTIATION											
K E Y	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%; text-align: center;">K</td> <td style="width:10%; text-align: center;">SR</td> <td>Learns with Several Repetitions</td> </tr> <tr> <td style="text-align: center;">E</td> <td style="text-align: center;">EP</td> <td>Learns at Expected Pace</td> </tr> <tr> <td style="text-align: center;">Y</td> <td style="text-align: center;">RL</td> <td>Rapid Learner</td> </tr> </table>	K	SR	Learns with Several Repetitions	E	EP	Learns at Expected Pace	Y	RL	Rapid Learner	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:70%;"> A. Acceleration C. Compacting G. Flexible Grouping T. Tiered Lessons/Activities S. Small Group Instruction/Cluster H. High Level of Questioning Strategies P. Project/Independent Study </td> <td style="width:30%; text-align: center; vertical-align: middle;"> NMN= No Modifications Necessary </td> </tr> </table>	A. Acceleration C. Compacting G. Flexible Grouping T. Tiered Lessons/Activities S. Small Group Instruction/Cluster H. High Level of Questioning Strategies P. Project/Independent Study	NMN= No Modifications Necessary
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ASSESSMENT DATA	INSTRUCTIONAL PLAN								
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OPPORTUNITY FOR FAMILY INPUT	
<input type="checkbox"/> I have reviewed the Instructional Plan. _____ <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <i>Parent/Guardian Signature</i> <i>Date</i> </div>	ONGOING RECORD Date _____ Parent survey returned <input type="checkbox"/> Not returned _____ Draft of written plan sent home _____ Fall Conference _____ Final Instructional Plan signed or <input type="checkbox"/> Not signed <input type="checkbox"/> Not returned <input type="checkbox"/> Parent declined

DOCUMENTATION OF ASSESSMENT, INSTRUCTION, AND PARENT INPUT:

*Portland
Public Schools*
**TAG
ELEMENTARY
INSTRUCTIONAL
PLAN**

Teachers:

- Review previous Instructional Plan.
- Communicate with parents i.e., phone call, letter, or survey.
- If requested, draft of Instructional Plan will be sent home within 30 days.
- Document assessments used for writing the Instructional Plan.
- Provide for family input and communicate assessment results of level, rate, and instructional modifications.

Families:

- Communicate with teacher, i.e., phone call, letter, or survey.
- Review draft of Instructional Plan and give input.
- Finalize Instructional Plan.
- Communicate any significant changes in the student's pace, direction, or focus of classroom instruction, student's response to classroom material, or student's social or emotional behavior.

ASSESSMENT OPTIONS FOR RATE AND LEVEL OF LEARNING INSTRUCTION:

- Placement recommendations and specific data from previous teacher(s)
- Student input and self-assessment and/or interview
- Parent input and information
- Specific teacher observational data
- Placement data
- Pre- and Post- Tests
- Chapter/Unit Tests
- Final/Semester Exams
- Student survey of books already read
- Informal Reading Inventory
- Skill Tests
- Student Portfolio
- Essay Questions
- Lab Demonstrations
- Performance and Demonstration Tests
- Standardized Tests, e.g., OAKS, PLUS, SAT
- State Assessments for CIM Benchmarks
- Journals
- Research Reports
- Work samples scored with teacher-made scoring guides
- Peer Evaluations of Performance or Products
- Monitoring of Daily Work

INSTRUCTIONAL MODIFICATIONS MUST BE BASED ON ASSESSED LEVEL AND RATE OF LEARNING:

Goals:

The goal is to ensure that the student is stimulated throughout the school day by challenging content, flexible pacing, higher level thinking, and/or materials appropriate for the student's learning.

Guidelines:

Instructional modifications (based on assessment data) provide advanced level work and/or an increase in pace of instruction. These modifications must be provided on a regular basis, and are clearly documented in lesson plans and/or grade books.

Level of learning is the student's instructional level in the curriculum: the place where the student will be successful, but will encounter knowledge and skills he or she has not yet learned or mastered.

Rate of learning is a measure of the pace at which a student successfully progresses through the curriculum after being placed at the appropriate level. A student's rate of learning will vary depending on: subject; place in the learning process; degree of interest to the student; level of difficulty of the material; and/or learning style of the student.

KEY FOR MODIFICATION/DIFFERENTIATION

- A. Acceleration
- C. Compacting
- G. Flexible Grouping
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- H. High Level of Questioning Strategies
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Modifications
Necessary

RIGHTS

Parents/Guardian may, at any time, request withdrawal of their child from programs and services provided under OAR 581-22-4404.