



# Pelham UFSD - ELA Writing Tri-State Review

April 18-20 2016

School: (please check one)

Elementary

High School

Middle School

District

Evidence Title: Writing Response: Beginning, Middle, and End

Name of person submitting evidence: Kerri Caricati, Special Educator

Grade Level : Kindergarten

School Hutchinson

Course Name: N/A

Please check one Indicator and one Stage of Implementation.

Indicator	Stage of Implementation		
	Approach	Implementation	Results
1. Performance Based Assessment			
2. Student Metacognition in Learning Process			
3. Student Performance Data			
4. Curriculum & Instruction			
5. Professional Learning, Supervision and Evaluation			
6. Equitable Support for Student Needs	X	X	X
7. Shared Vision & Environment for Change			
8. Parent and Community Support			
<b>OTHER: Please Specify</b>			

## Brief Explanation of Evidence:

The attached is a writing sample of a kindergarten student who attends a small class setting (12:1:1), within Hutchinson Elementary School. The student is classified speech and language impaired and has fine motor challenges as well. In the fall, (November 2014), the student needed the pictures to be provided in order to document the beginning, middle, and end of a story. A word bank was also given to aide with spelling, (elephant, hippo, etc.), and phonemic awareness. The student had difficulty with language, and poor fine motor skills made it challenging to complete this assignment. Over the course of the year, this task has become less challenging. The student can now independently write three complete sentences with legible handwriting and age appropriate spelling. Pictures are drawn to represent ideas. Marked progress was noted.