

- 4 Pages/Standard
- Tracking Charts

Subject _____

I am learning!

So I can...

I know I have it when...

I wonder...

What I can...

I'm

Name _____

I am learning!

Circle something you are in your strengths as a learner.

I share my ideas in discussions.	I work well with others.	I ask questions.
I focus on my learning task.	I am curious about how things work.	I like learning things.
I use positive self-talk.	I practice my skills.	
I use strategies when solving.	I reflect on...	

Name _____

4th Grade

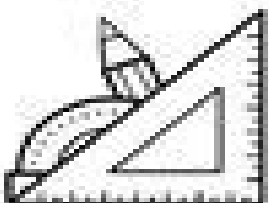
Geometry

Standard	Exit
4.G.A.1	I can draw points, lines, line segments, rays, angles, parallel lines, and perpendicular lines.
4.G.A.2	I can classify two-dimensional shapes.
4.G.A.3	I can recognize a line of symmetry for a two-dimensional figure and identify line-symmetric figures.

4.G.A.1	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
A	B

4.G.A.2	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
A	B

4.G.A.3	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
A	B



Geometry Progress Monitoring Assessments 4

**United States. Energy Research and
Development Administration.
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Geometry Progress Monitoring Assessments 4:

Scientific and Technical Aerospace Reports ,1970 *Resources in Education* ,2000-04 *Energy Research Abstracts* ,1993 ERDA Research Abstracts United States. Energy Research and Development Administration,1976 **ERDA Energy Research Abstracts** United States. Energy Research and Development Administration,1976 *ERDA Energy Research Abstracts* United States. Energy Research and Development Administration. Technical Information Center,1976

Monthly Catalog of United States Government Publications United States. Superintendent of Documents,1985
February issue includes Appendix entitled Directory of United States Government periodicals and subscription publications
September issue includes List of depository libraries June and December issues include semiannual index Government Reports Annual Index ,1975 Solar Energy Update ,1984 Research in Education ,1970 *The Wiley Handbook of Diversity in Special Education* Marie Tejero Hughes,Elizabeth Talbott,2017-04-17 The Wiley Handbook of Diversity in Special Education is a state of the art reference showcasing cutting edge special education research with a focus on children and youth with disabilities from diverse cultural ethnic linguistic and economic backgrounds Cutting edge special education research focusing on children and youth with disabilities from diverse cultural ethnic linguistic and economic backgrounds An authoritative contribution to the field this work charts a new path to effective interventions and sets an agenda for future research Addresses disabilities from an international perspective *Monthly Catalogue, United States Public Documents* ,1985 Handbook of Response to Intervention and Multi-Tiered Systems of Support Paige C. Pullen,Michael J. Kennedy,2018-10-04 Of the many issues facing special education and general education today it is difficult to imagine one more important or timely than response to intervention RTI Almost overnight RTI has become standard practice across the nation Unfortunately RTI remains ill defined falls far short of its evidence based practice goal is almost invariably misused and often results in more harm than good Nevertheless as a conceptual framework RTI has great potential for ensuring that students with disabilities receive appropriate evidence based instruction The mission of this handbook is to present a comprehensive and integrated discussion of response to intervention RTI and its relation to multi tiered systems of support MTSS in both special education and general education Although the two terms are currently used interchangeably distinct differences exist between them Therefore chapters are dedicated to distinguishing the two concepts RTI and MTSS and describing each one s unique role in both general and special education In addition the authors recommend a third term Multi Tiered Instruction to differentiate the practices related to the purpose of the specific intervention *Solar Energy* United States. Energy Research and Development Administration. Technical Information Center,1976 **Nuclear Science Abstracts** ,1975 **Academic Skills Problems** Edward S. Shapiro,Nathan H. Clemens,2023-07-24 Now in a revised and expanded fifth edition that reflects current research and best practices in direct assessment and intervention this text addresses a perennial need for school practitioners and practitioners in training Presented is a comprehensive problem

solving based approach for working with K 12 students who are struggling with reading writing or mathematics The book provides a framework for evaluating the instructional environment as well as each student s context and unique learning needs planning instructional modifications and monitoring progress The companion workbook available separately contains practice exercises and reproducible forms Subject areas key words school psychology texts assessing curriculum based evaluations measurement measures testing observation reading mathematics writing multi tiered systems of support MTSS RTI learning disabilities difficulties struggling readers students handbooks Audience School psychologists K 12 school administrators special educators and classroom teachers graduate students and researchers in these fields Together with the companion workbook will serve as a text in graduate level courses on academic assessment and intervention *Technical Abstract Bulletin* , **Educational Research Document Summaries** Educational Research Information Center (U.S.),1966 **Government Reports Announcements & Index** ,1993-10 ERDA Energy Research Abstracts ,1976

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