



COMPETENCY BASED LEARNING K-5

ROBERT DRUMMOND ELEMENTARY



DRUMMOND'S BELIEFS

- All students can learn
- Students learn at different rates
- Traditional structures hold time constant
- Learning becomes the variable
- **Goal: Free the learning process from time constants**

**DRUMMOND
ELEMENTARY**



**TEACH DIFFERENT
LEARN DIFFERENT
THINK DIFFERENT**

CBL: *The Beginning*

- MO Dept of Education Pilot
- Grades 1-5 (ELA & Math)
- Three-tiered system

T1-At or above grade level

T2-Slightly below grade level

T3-2+ years below grade level

CBL: Personalized Learning

- Year 7 of statewide pilot for innovation
- LLGR → K-8 Learner Progressions

Learning Level Growth Report
Drummond Elementary
Fourth Grade - English Language Arts

Student: _____ **Teacher:** _____

Independently reads and comprehends grade-level literature & informational text

BAS Level	First Grade (Learning Level 1)				Second Grade (Learning Level 2)			Third Grade (Learning Level 3)			Fourth Grade (Learning Level 4)		
	Trimester 2		Trimester 3		Trimester 1		Trimester 2	Trimester 3		Trimester 1	Trimester 2		Trimester 3
	LL.1.2	LL.1.3	LL.2.1	LL.2.2	LL.2.3	LL.3.1	LL.3.2	LL.3.3	LL.4.1	LL.4.2	LL.4.3		
Where is my child?	F	G	H	I	J	K	L	M	N	O	P	Q	R

Uses key ideas and details to recall and infer in literature & informational text
**This standard is not assessed every trimester at this level.*

Pattonville Grade Level Expectations	First Grade (Learning Level 1)		Second Grade (Learning Level 2)			Third Grade* (Learning Level 3)		Fourth Grade* (Learning Level 4)	
	Trimester 2		Trimester 3		Trimester 1	Trimester 2		Trimester 3	Trimester 1
	LL.1.2	LL.1.3	LL.2.1	LL.2.2	LL.2.3	LL.3.1	LL.3.2	LL.4.1	LL.4.2
Where is my child?									

Applies grade-level phonics and word recognition

Pattonville Grade Level Expectations	First Grade (Learning Level 1)		Second Grade (Learning Level 2)			Third Grade (Learning Level 3)			Fourth Grade (Learning Level 4)			
	Trimester 2		Trimester 3		Trimester 1	Trimester 2		Trimester 3	Trimester 1	Trimester 2		Trimester 3
	LL.1.2	LL.1.3	LL.2.1	LL.2.2	LL.2.3	LL.3.1	LL.3.2	LL.3.3	LL.4.1	LL.4.2	LL.4.3	
Where is my child?												

Reading Literary Texts									
Competency: Explore, analyze, and evaluate grade-level works from a range of literary genres									
	K	1	2	3	4	5	6	7	8
Point of View	I can identify what an author and illustrator do. <input type="checkbox"/>	I can identify the difference between who is telling the story and who is in the story. <input type="checkbox"/>	I can explain how the story changes based on who is telling the story and compare and contrast characters' points of view. <input type="checkbox"/>	I can compare and contrast my point of view from the narrator's or character's. <input type="checkbox"/>	I can compare and contrast narrator/character's point of view. I can also explain whether the narrator of a story is first or third person. <input type="checkbox"/>	I can describe how a narrator's or speaker's point of view influences events. <input type="checkbox"/>	I can explain how an author develops the point of view of the narrative. <input type="checkbox"/>	I can explain how an author develops and contrasts points of view of characters and narrators. <input type="checkbox"/>	I can explain how an author develops a character using characterization and contrasts points of view of characters and the reader to create dramatic irony. <input type="checkbox"/>
Story Elements	I can identify parts of a story in a text about setting, character, and key events. <input type="checkbox"/>	I can identify parts of a story including setting, character, and key events. <input type="checkbox"/>	I can describe the setting, problems, solutions, sequence of events (plot), and big ideas or messages. <input type="checkbox"/>	I can compare and contrast story elements from a variety of fictional texts. <input type="checkbox"/>	I can describe a character's journey, from their thoughts, words, and actions. <input type="checkbox"/>	I can compare and contrast the characters in various plots, main relationships, and their conflicts. <input type="checkbox"/>	I can explain how the characters' response to change in the plot moves toward resolution. <input type="checkbox"/>	I can explain how the following characters contribute to the meaning of a text: 1. Plot moments 2. Setting 3. Characters. <input type="checkbox"/>	I can explain how literary devices contribute to the meaning of the text: 1. Setting 2. Plot moments 3. Relationship character 4. Resolution. <input type="checkbox"/>
Word Meaning	I can use new words/phrases from reading in conversation. <input type="checkbox"/>	I can determine what new words mean using the sentence and picture in the text. <input type="checkbox"/>	I can determine what new words mean by using multiple sentences and illustrations in a text. <input type="checkbox"/>	I can use context clues or multiple strategies to determine meaning of unfamiliar or multiple-meaning words. <input type="checkbox"/>	I can use multiple strategies or context clues to determine the meaning of unfamiliar or multiple-meaning words. <input type="checkbox"/>	I can use context or multiple strategies to determine the meaning of unfamiliar or multiple-meaning words. <input type="checkbox"/>	With teacher support, I can use context and reference materials to determine the meaning of unknown words and phrases, figurative language, and word connotation. <input type="checkbox"/>	With teacher encouragement, I can use context and reference materials to determine the meaning of unknown words and phrases, figurative language, and word connotation. <input type="checkbox"/>	I can independently use context and reference materials to determine the meaning of unknown words and phrases, figurative language, and word connotation. <input type="checkbox"/>
Connections (Compare & Contrast)	I can make connections to stories (Text-to-Text). <input type="checkbox"/>	I can make connections (Text-to-Self and Text-to-World) to stories based on experience and books. <input type="checkbox"/>	I can make connections (Text-to-Text and Text-to-World), including various versions of the same story. <input type="checkbox"/>	I can make connections to texts (Text-to-Text and Text-to-World) independently. <input type="checkbox"/>	I can compare and contrast relevant connections between Text-to-Text and Text-to-World. <input type="checkbox"/>	I can compare, contrast, and make relevant connections between Text-to-Text and Text-to-World. <input type="checkbox"/>	I can compare and contrast a text with an author's or speaker's point of view, using how a performance impacts personal interpretation. <input type="checkbox"/>	I can compare and contrast one of the following: 1. Text with a multimedia version OR 2. A historical account of the events in the text. <input type="checkbox"/>	I can compare and contrast one of the following: 1. Text with a multimedia version OR 2. A historical account of the events in the text, explaining the creative difference between the two. <input type="checkbox"/>