

# Skills Progression Matrix

**Student Name:** \_\_\_\_\_ **Teacher Name:** \_\_\_\_\_

**Student Project ID#** \_\_\_\_\_

**Content Area:** Mathematics

**Strand:** Measurement

**Grade Band:** 3-5

**Reporting Period** (circle):

November

February

May

For the reporting period, indicate which of the skills/subskills your student can complete by placing a check in the column that describes the nature of the evidence. Indicate the level of support required using the codes listed below. If a student uses more than one level of support, indicate the most “intrusive” level. **Only complete the unshaded cells, but be sure to fill in the blanks in the left-hand column as appropriate.**

Nature of Evidence (i.e., How do you know?)	Level of Support	
1 = Based on records from previous teacher(s)	I= Independent	G= Gestural
2 = Observation as part of instructional activity	V= Verbal	PP=Partial Physical
3 = Assessed and recorded using a data collection sheet	VI= Visual	FP= Full Physical
4 = Assessed and have student work sample		

<i><b>First Construct</b></i>	Nature of Evidence (check all that apply)				Level of Support (write in)
	1	2	3	4	
<b>This student can...</b>					
Attend to/manipulate object to investigate length and weight					
Match objects by one attribute (length, height, weight, volume)					
Identify instruments used for measurement (check all the student knows)					
<i>Ruler</i>					
<i>Scale</i>					
<i>Clock</i>					
<i>Thermometer</i>					
<i>Calendar</i>					
Match instrument to its function (check all the student knows)					
<i>Ruler to measure length</i>					
<i>Scale to measure weight</i>					
<i>Clock to measure time</i>					
<i>Thermometer to measure temperature</i>					
<i>Calendar to measure time</i>					
Use non-standard units to measure (e.g. use paperclips to measure length)					
Use instruments for measurement (check all the student can use)					
<i>Ruler</i>					
<i>Scale</i>					
<i>Clock</i>					
<i>Thermometer</i>					
<i>Calendar</i>					
Sort/classify objects by one attribute (length, height, weight, volume)					

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<i>Second Construct</i>		Nature of Evidence (check all that apply)				Level of Support (write in)
<b>This student can...</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Match coins to coins						
Match coins to pictures of coins						
Sort coins						
<i>How many?</i> _____						
Identify coins						
	<i>Pennies</i>					
	<i>Nickels</i>					
	<i>Dimes</i>					
	<i>Quarters</i>					
Match each coin to its value						
	<i>Pennies</i>					
	<i>Nickels</i>					
	<i>Dimes</i>					
	<i>Quarters</i>					