

# Skills Progression Matrix

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

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

**Content Area:** Mathematics

**Strand:** Measurement

**Grade Band:** 6-8

**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)															
Compare objects by one attribute (shorter/longer)															
Identify instruments used for measurement (check all the student knows)															
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	<i>Calendar</i>														
Match instrument to its function (check all the student knows)															
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		<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)															
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Sort/classify objects by one attribute (length, height, weight, volume)															
Compare objects by one attribute (shorter/longer)															

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<i>Second Construct</i>	Nature of Evidence (check all that apply)				Level of Support (write in)
	1	2	3	4	
<b>This student can...</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>					
Match equivalent sets of coins					
<i>5 Pennies = 1 nickel</i>					
<i>2 nickels = 1 dime</i>					
<i>Other (Please list)</i>					
Add to find value of a set of coins					
<i>Using one type of coin</i>					
<i>Using two types of coins</i>					
<i>Using three or more types of coins</i>					