Standard 1(c) Rationale: Uses student performance data as a guide for decision-making.

I chose this example seating chart to justify my attainment of this substandard. At the beginning of every year I go through my students' tests scores (BRI and Iowa Assessments) from the previous year. I mark the students on my seating chart according the three levels of reading proficiency (designated by star color): independent, proficient, non-proficient. I also mark them with certain symbols if they have special education accommodations. This way, when I am looking at the seating chart, I can use special strategies for in-class groupings, differentiated instruction, guided instruction, and calling on people to contribute to class discussion or reading. I use this system extensively. When we break into groups for a reading, activity, or to analyze documents, I prepare an independent, proficient, and non-proficient version of the activity. Having this seating chart helps me plan ahead for pre-arranged groupings and to make adjustments to assignments within student-selected groupings.