CBE Home Education Target Tool - Instructions

INSTRUCTIONS
This tool has been developed to help parents and facilitators discuss student progress.

If you are following Alberta Program of Studies, the Targets are grouped by Subjects.
For Home Ed Regulations, **see APPENDIX A** for suggested HomeEd outcome links, or create your own.
APPENDIX B: Examples of skill progressions - these are for reference and to illustrate the scope and sequence steps.

Current Learning:
Please focus on what your child can do currently. Give them a task and observe, use last years report card, ask them questions.
You may have more than one Current Learning in any given skill area. **You can change the skill or add a skill where needed**

Target
What is the next level up? What will your child be able to do (as you can see, once this milestone is hit, it becomes the next current learning). These can be small steps, or much larger steps for the year.

EXAMPLE

Skill	Current Learning	Target
Fluency	Sue can identify 15 letters correctly and knows their corresponding sounds.	Sue can independently identify all letters of the alphabet and knows their sounds.
Comprehension	With support, Sue can sound out three letter words. Sue can read several two and three letter sight words (at, in, I, the, and…)	Sue can independently sound out three and four letter words. Sue can read or sound out the first 100 high frequency sight words.
Writing Mechanics	With support, Sue can write 2 sentences with phonetic spelling and basic punctuation in 5 min.	Sue can independently write 4 sentences with mix of proper and phonetic spelling in 5 min.
Math (older)	John an independently perform addition and subtraction algorithms to 6 digits and basic single digit multiplication.	John can independently solve multiplication and long division problems up to 4 digits.
Content Knowledge	Science: Sue is interested in Dinosaurs and can name 10 dinosaurs from the Jurassic Period	Sue can link dinosaurs to a time period, geographic location and where they belong in the food chain.

APPENDIX A: Alberta Home Education Regulation: Schedule of Outcomes by Subject

You are welcome to use these subject groupings as a guide when creating your learning plan.

Citizenship in Learning	
(i)	demonstrate desirable personal characteristics such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals
Personal Development Through Learning	
(p)	know how to work independently and as part of a team
(r)	demonstrate initiative, leadership, flexibility and persistence
(s)	evaluate their own endeavours and continually strive to improve
Character in Learning	
(q)	manage time and other resources needed to complete a task
(t)	have the desire and realize the need for life-long learning
English Language Arts	
(a)	read for information, understanding and enjoyment
(b)	write and speak clearly, accurately and appropriately for the context
(m)	research an issue thoroughly and evaluate the credibility and reliability of information sources
Mathematics	
(c)	use mathematics to solve problems in business, science and daily life situations
Science	
(d)	understand the physical world, ecology and the diversity of life
(e)	understand the scientific method, the nature of science and technology and their application to daily life
Social Studies	
(f)	know the history and geography of Canada and have a general understanding of world history and geography
(g)	understand Canada's political, social and economic systems within a global context
(h)	respect the cultural diversity, the religious diversity and the common values of Canada
Physical Education	
(k)	know the basic requirements of an active, healthful lifestyle
Health	
(j)	recognize the importance of personal well-being and appreciate how family and others contribute to that well-being
Art	
(l)	understand and appreciate literature, the arts and the creative process
Cross-curricular	
(n)	demonstrate critical and creative thinking skills in problem solving and decision making
(o)	demonstrate competence in using information technologies

APPENDIX B: Examples of skill progressions with scope and sequencing

- If you start where your child is at, the next level is the target.

Fluency:

- **Phonetic sounding out - reading some words by sight - sight words - two word chunks - sentences - phrases - phrases with expression and intonation.**

Writing Mechanics, Legibility:

- **Punctuation, grammar, capitalization, phrasing, wording, technical language (can talk about their writing with the terms)**

Writing Process and structure:

- **No structure - Stream of conscious (write like you think) - Momentary thought then write - Analytical aspects to writing with willingness to draft (aware of changes you would move) - Deliberate planning and enhancing work prior to writing (model)**

Scientific Method:

- **Acts on instincts to expand knowledge through observation or experiments Trial and error - Investigating a predetermined question to find possible solutions. - Using base knowledge Investigating a piece of knowledge with a pre-determined - Building a Solid core of Knowledge and expanding understanding through development of observation and experimentation connection.**

Social Studies Compare and Contrast:

- **Makes direct comparison without empathy - Applies knowledge to the comparison - Personal experience to connect to the comparison - Self reflection to extrapolate experience of others (empathy) - Use knowledge to make multiple perspectives and connections to create a complete picture (geography, transportation, food, climate)**

Evaluation and Support of Ideas and Opinions:

- **Can identify what is being presented - Can use basic knowledge to ask questions to evaluate information - Forms options based on base knowledge and make thoughtful statement - Can support multiple perspectives and patterns on given topic - Seeks out additional information to support and validate statements - Can discus information and providing evidence from multiple perspectives**

Questioning (simpler version of Evaluate):

- **Takes information as fact - Asks closed questions to one level - asks closed questions to test facts - Asks closed and open questions to further investigate - Asks leading questions to validate facts - Asks questions to validate and uses to pursue additional facts - Validates facts with questions and research.**

Mental Math:

- **Uses fingers or manipulatives immediately - Pauses to think first then uses fingers/manipulatives - Uses a combination of mental recall and fingers - uses paper/pencil to break down more complicated problems - With time can work out simple problems mentally - Has quick recall of facts and breaks down harder questions in steps with paper support...**

Problem Solving:

- **Requires support to understand problems and find first steps - Understands the problem and with help can put into mathematical terms - Can identify a few elements in problem and with help can create a strategy - Knows what needs to be done and with guidance can create a strategy - Has repeatable tools to decode and create a strategy to solving.**