

Child's Name: _____ Child's ID#: _____

Rating Date: _____

Teacher Name(s): _____

RTL Staff:

**Please tear off this page if sending this form to
Washington State University for data entry**

READINESS TO LEARN - GLE TEACHER RATING FORM – FOLLOW-UP

Child's ID#: _____ Rating Date: _____

Utilizing the Grade Level Expectations (GLE's) for this child's current grade placement, please check the appropriate box for EACH of the outcomes below. If you need assistance with the GLE's, please check the following site:
<http://www.k12.wa.us/ealrs/default.aspx>

NOTE: For Follow-Up Rating: Please indicate **BOTH** the current level of the student (Below or Meets Standard), **AND** if the student has shown improvement since their baseline rating (Shows Improvement).

Mathematics:	Below Standard	Meets Standard	Not Observed
1. The student understands and applies the concepts and procedures of mathematics:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows Improvement? <input type="radio"/> Yes <input type="radio"/> No			
2. The student uses mathematics to define and solve problems:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows Improvement? <input type="radio"/> Yes <input type="radio"/> No			
3. The student uses mathematical reasoning:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows Improvement? <input type="radio"/> Yes <input type="radio"/> No			
4. The student communicates knowledge and understanding in both everyday and mathematical language:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows Improvement? <input type="radio"/> Yes <input type="radio"/> No			
5. The student understands how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows Improvement? <input type="radio"/> Yes <input type="radio"/> No			

Reading:	Below Standard	Meets Standard	Not Observed
1. The student understands and uses different skills and strategies to read:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows Improvement? <input type="radio"/> Yes <input type="radio"/> No			
2. The student understands the meaning of what is read:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows Improvement? <input type="radio"/> Yes <input type="radio"/> No			
3. The student reads different materials for a variety of purposes:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows Improvement? <input type="radio"/> Yes <input type="radio"/> No			
4. The student sets goals and evaluates progress to improve reading:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows Improvement? <input type="radio"/> Yes <input type="radio"/> No			