

ALP Exemplars

(General Intellectual Ability goals can be used for any other strength area)

General Intellectual Ability: (Non-Verbal)

Specific: I can use _____ to show and explain my thinking in _____.
Measurable: Thinking Maps, GT Tech Challenge, pictures and diagrams that are content appropriate. Data options for measurement include MAP, end of unit assessments, class work, standardized tests, rubrics, tallying use of organization tool .
Achievable: I can see in the measuring tool what is needed for improvement.
Realistic: I want to be able to articulate my thinking better through use of _____.
Timely: I will monitor my progress ____ times a year. Progress monitoring will follow ALP Lifecycle.

Specific: In order to grow academically and address _____ strength(s), _____ will engage in _____ extension _____ (projects, activities, depth and complexity, differentiated choices).
Measurable: Data options for measurement include MAP, end of unit assessments, class work, standardized tests, rubrics, tallying use of organization tool .
Achievable: I can see in the measuring tool what is needed for improvement.
Realistic: I want to be able to articulate my thinking better through use of _____.
Timely: I will monitor my progress ____ times a year. Progress monitoring will follow ALP Lifecycle.

Specific: I can grow as a writer or as a thinker by using _____ (Thinking Maps, visual tools) for prewriting
Measurable: Data options for measurement include MAP, end of unit assessments, class work, standardized tests, rubrics, tallying use of organization tool .
Achievable: I can see in the measuring tool what is needed for improvement.
Realistic: I want to be able to communicate my thinking better through use of _____.

Timely: I will monitor my progress ____ times a year. Progress monitoring will follow ALP Lifecycle.

Usable Resources

- Using the computer
- Digital storytelling
- Movie making (Xtranormal, Animoto)
- Doing research online
- Using graphic organizers to break down tasks and organize thoughts
- Demonstrating learning visually (drawing, graphically on the computer, in storyboard form, etc.) or orally (live or tape recorded)
- Focus on relevancy – why it is important to learn and making a personal connection
- Visualizing words as person is talking
- Break assignment down into small tasks
- Use a planner/organizational device

Usable Measurements

- MAP Scores
- PARC/CMAS Scores
- End of Unit Assessments