Family Resources · Parents & Families · Grades 3–5 · FREE

Celebrating Growth Beyond Grades

Use fictional examples. Leave out diagnoses, medical information, names, passwords and contact details.

Learning goal: Recognize meaningful progress chosen by the learner.

A learner used a new access tool to explore a difficult question. Notice strategy, curiosity, self-advocacy or a richer explanation with concrete evidence. Use a fictional or de-identified example here; the learner controls what to share.

1. Use a fictional example or discuss the situation without identifying a child.
2. Complete each planning section with the learner's choices at the center.
3. Select one feasible change, who will provide it and when you will check it.
4. Keep any completed paper privately; do not use it to diagnose, rank or label a learner.

Grades 3–5 support: Use the prompts and examples, or explain your ideas in your own way. Ask for words, a scribe or one direction at a time.

Understand the goal and access

Notice strategy, curiosity, self-advocacy or a richer explanation with concrete evidence. Separate the thinking goal from an access barrier.

Meaningful learning goal or interest

Barrier or preference to check with the learner

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Choose an action together

Invite the learner’s response in their preferred communication mode. Choose one feasible change and an adult responsibility.

Learner’s choice or question

Support action, responsible adult and timing

Optional deeper thinking · Grades 6–8

Compare two support choices for the same intellectually demanding goal and identify how the learner’s preferences shape the decision.

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Review and keep it respectful

Avoid turning every hobby or interaction into a performance measure; ask permission to share work. Decide how you will check the support with the learner, not just compliance or speed.

Evidence of access or participation to look for

Review question and next adjustment

My next step

What will I try, and who can support it? Write, draw, dictate, sign or use AAC.

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Accessibility & alternative responses

Use selectable text, clear headings, AAC/partner-assisted participation, read-aloud or large print as chosen. Keep completed plans private; no diagnosis or medical details are needed.

Teacher facilitation

Notice strategy, curiosity, self-advocacy or a richer explanation with concrete evidence. Avoid turning every hobby or interaction into a performance measure; ask permission to share work.

Family-use suggestion

Notice strategy, curiosity, self-advocacy or a richer explanation with concrete evidence. Avoid turning every hobby or interaction into a performance measure; ask permission to share work.

Specialist formats

These printouts are not Braille. Embossed Braille and specialist tactile materials need qualified, technically validated production. The accessible digital version supplies structured text, not a specialist-format substitute.

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