

Thinking Level Growth Tracker

A place to record how a student's thinking grows over time, level by level, not just score by score. We watch the climb.

This tracker records the **thinking level** a student reaches on each skill at each checkpoint, using the five RPLD levels. Reading a row from left to right, a teacher sees the climb, from Foundational toward Reflective. It answers the question a list of numbers cannot: **is this student's thinking actually growing?**

 Foundational (F)
  Emergent (E)
  Visible (V)
  Independent (I)

 Reflective (R)

ONE STUDENT, ACROSS THE YEAR

Student A • Thinking Level by Skill

SKILL	START	CLUSTER 1	CLUSTER 2	CLUSTER 3	CLUSTER 4
Evidence (TAP / TRACKS)	 F	 E	 V	 V	 I
Explanation (THINK / DEEP FACTS)	 F	 F	 E	 V	 V
Reasoning (Reasons or Ways)	 E	 E	 V	 V	 I
Structure (TREES)	 F	 E	 E	 V	 V
Revising (READ)	 F	 F	 E	 E	 V
Conventions (Editing / Spelling)	 E	 V	 V	 I	 I

Each cell shows the level of thinking the student demonstrated, not the grade. A student can earn a strong score at a lower level and still have room to climb.

Two students can both be scoring well. This page shows which one is thinking at a higher level, and which one is ready to be moved up.

THE WHOLE CLASS, AT A GLANCE

Class Thinking Level Snapshot

For any one skill, a teacher can see where every student's thinking currently sits. It turns a column of scores into a picture of who is ready to move up, who is climbing, and who needs support at their level.

 Foundational (F)
  Emergent (E)
  Visible (V)
  Independent (I)

 Reflective (R)

STUDENT	CURRENT LEVEL	READING
Student A	 I	Independent
Student B	 V	Visible
Student C	 V	Visible
Student D	 E	Emergent
Student E	 R	Reflective
Student F	 F	Foundational
Student G	 V	Visible
Student H	 I	Independent

This is not a ranking. It is a map of thinking, so that on any given day a teacher knows exactly who to stretch and who to support.

Online version: the same grid becomes a live tracker where a tap sets each student's level and the row quietly animates the climb over time. Print version: the teacher shades or stamps the shape. Either way, the picture is the point.