



# **BROWNSVILLE INDEPENDENT SCHOOL DISTRICT**

## **ELEMENTARY GRADING PROCEDURES**

***2008-2009***



**Board Approved: 07-15-08**



# TABLE OF CONTENTS

Grading Guidelines	3
Procedures for Six Weeks' Report Grades	4
SBDM Curriculum Delineation and Decentralization Parameters	9
Reteaching/Retesting Guideline	9
Make Up Work Guidelines	9
Elementary Homework Guidelines	10
Report Card Guidelines	12
State Withdrawal Form Guidelines	14
APPENDICES:	
Appendix A: Reading Program Standards Operating Procedures	16
Appendix B: Procedural Information	39
B-1 Academic Requirements	
B-2 Diagnostic Exam Philosophy	
B-3 Special Education Grading Guidelines	
B-4 Language Arts Weighted Average Charts	
B-5 Out-of-District Grade Conversion Table	

**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT  
GRADING PROCEDURES  
ELEMENTARY SCHOOLS**

**GRADING GUIDELINES**

The Brownville ISD recognizes that the individual needs of each student should be fulfilled and that each student matures and develops according to his/her own unique growth pattern. Thus, our teaching techniques are patterned so that each student receives instruction at the appropriate level of difficulty and complexity; our grading procedures reflect this also.

District report cards reflect students' progress through a prescribed set of skills appropriate for performance and development levels and reflected in the Texas Essential Knowledge and Skills (TEKS) and in the English Language Proficiency Standards (ELPS). Each campus will develop a regular system of portfolios, letters sent home, and certificates of progress to supplement and support report card information for all students (i.e., special needs, at risk, G/T, etc).

All students in grades Grades 1-5 will receive a report card on a six-week basis. At the end of the first three weeks of a grading period, the teacher will provide a notice of progress to the parent or guardian of a student whose grade average in any subject is lower than 70 or whose grade average is deemed borderline. Also, if a student's grade drops significantly (example: 95 to a 75), parents or guardians should be notified and given the opportunity to seek assistance for that student. Students in PK-K will receive a report card each six weeks with letter grades (E for Excellent; S for Satisfactory; I for Improving; NI for Needs Improvement).

Policy EIA Local states that the district shall record in the permanent record a 50 for an average numerical grade that is lower than 50. This also applies to all six weeks grades reported on the student's report card.

Parent-teacher conferences will be held as a means of discussing and reviewing a student's strengths and weaknesses. **Parent-teacher conferences will be held at least twice annually, at the end of the second and fourth six weeks.**

**GRADES**

Defining progress as movement toward mastery of the Texas Essential Knowledge and Skills as required by the laws of the state of Texas, the following grading scale applies:

**PREKINDERGARTEN-KINDERGARTEN**

The PreKindergarten – Kindergarten progress report system are as follows:

- Developed
- Still Developing
- Instruction is on-going

Reporting of progress will occur at the beginning of year (BOY), middle of year (MOY), and end of year (EOY).

## GRADES 1 – 5

Instructional personnel are to utilize numerical grades (0-100) in marking papers, tests, and other assignments in the areas of Reading, English/ESL, Writing, Math, Social Studies, Science, and Physical Education. Numerical grades earned will then be recorded in the grade book. No student, however, will receive a numerical grade of less than 50 on the report card.

90	-	100	Excellent
80	-	89	Good
75	-	79	Average
70	-	74	Needs Improvement
Below 70	-		Failing

The grading scale for Health, Theatre Arts, Art, Music, Technology Applications, Languages Other Than English, and Handwriting is:

E	-	Excellent
S	-	Satisfactory
I	-	Improving
NI	-	Needs Improvement

The Fine Arts grades consist of: Art, Music, and Theatre Arts.

## SPECIAL EDUCATION

The Admission, Review, and Dismissal committee (ARD) determines the grading procedures on an individual basis for special students. See Appendix B-3 for Special Education Grading Guidelines.

## PROCEDURES FOR SIX WEEKS' REPORT CARD GRADES

Grades reflect the academic progress of a student. All grades are based on an alignment with the Texas Essential Knowledge and Skills (TEKS) and with the BISD scope and sequence for each discipline.

Student behavior will not be reflected in the subject area grade, but rather in the section for conduct on the report card.

## PREKINDERGARTEN – KINDERGARTEN

PreKindergarten students will receive progress reports every six weeks beginning with the second six weeks as set forth in the annual district calendar approved by the Board of Trustees. Kindergarten students will receive progress reports every six weeks as set forth in the annual district calendar approved by the Board of Trustees.

## GRADES 1 – 5

Students in grades 1 – 5 will receive report cards every six weeks as set forth in the annual District calendar approved by the Board of Trustees.

**NOTE: THE FOLLOWING STATEMENT APPLIES TO ALL GRADED AREAS**

If a teacher adheres to three (3) test grades and two (2) daily grades, **WEIGHTING OF GRADES IS AUTOMATICALLY BUILT IN.** (Appendix B-4), exceptions are the following:

- 1) If a teacher chooses to record more than three (3) test grades per reporting period, he/she must average said grades so that they count 60% of the report card grade;
- 2) If a teacher chooses to record more than two (2) daily grades per six weeks, he/she must average said grades so that they count for 40% of the report card grades

I. Language Arts:

A. Reading:

- (1) Each teacher's grade book must contain three (3) test grades per six weeks.
- (2) Each teacher's grade book must contain two (2) daily work grades per six weeks.
- (3) Spelling is an integral component of decoding, structural analysis, context clues, and vocabulary development.

B. Grammar:

(A) Grades 1 – 5:

- (1) Each teacher's grade book must contain three (3) test grades per six weeks.
- (2) Each teacher's grade book must contain two (2) daily work grades per six weeks.

C. ESL:

- 1) Beginners: Follow stipulated guidelines for grading for Grades 1-2. These grades are derived from ESL tests, both oral and written, drama, etc.
- 2) Intermediates, Advanced, ESL, Parental Denials, Monitored & NON-LEPs: three test grades per six weeks.
- 3) Three test grades must be derived from three written compositions which are scored holistically and according to the TAKS rubric (Appendix B-6). Criteria must be clearly defined for students prior to testing. Teachers may designate a focused mechanics concept to be targeted per composition.
- 4) Two daily grades per six weeks are also required. Assignments from the ESL or English book, MAY be used as evaluative measures for report card purposes.

D. Written Composition:

Writing compositions will focus on the writing process. Bilingual students must be provided Spanish writing and grammar skills which will help them transfer to the second language.

- 1) Three test grades must be derived from three written compositions which are scored holistically, according to the TAKS rubric (Appendix B-6), and taken to publishing. Published work does not need to be typed.

2) Two daily grades per six weeks are also required. Assignments and/or grades can be derived from brainstorming, writing the first draft, revising and editing, mini lessons, peer and/or teacher conferences, and teacher observation.

3) Bilingual teachers of intermediate and advanced students must incorporate the use of ESL methodologies and instruction as their basis for assessment in English grammar, composition, etc.

#### E. Spelling:

1) Each teacher's grade book must contain three (3) test grades per six weeks.\*

2) Each teacher's grade book must contain two (2) daily work grades per six weeks.\*

3) Spelling is an integral component of decoding, structural analysis, context clues, and vocabulary development.

4) Spelling is an integral component of the editing phase of the writing process.

#### II. Math:

1) Each teacher's grade book must contain three (3) test grades per six weeks and two (2) daily grades per six weeks.\*

2) At least 1/2 of each test grade must be derived from problem solving situations and performance tasks.

#### III. Science:

1) Each teacher's grade book must contain three (3) test grades per six weeks.\*

2) Each teacher's grade book must contain two (2) daily work grades per six weeks.\*

3) It is recommended by the TEA that up to 60 percent of the elementary science instruction be hands-on- activities, therefore it is recommended that at least one of the test grades be based on a laboratory activity or experiment with clearly defined criteria, which are understood by the student prior to the project. Scoring rubrics should be agreed upon by the grade level, approved by the campus principal, and distributed to parents and students prior to the assignment of a classroom project.

4) Notebook writing has become a very strong part of the district's science program. Whether or not to include notebooks as part of the students' grades will be a campus decision.

#### IV. Social Studies

1) Each teacher's grade book must contain three (3) test grades per six weeks.\*

2) Each teacher's grade book must contain two (2) daily work grades per six weeks.

3) It is recommended that performance tasks be included as a test grade for Social Studies. Performance tasks must have clearly defined criteria, which are understood by the student prior to the project. Scoring rubrics should be agreed

upon by the grade level, approved by the campus principal, and distributed to parents and students prior to the assignment of a classroom project.

V. Health and Physical Education:

A. Health:

- 1) Number grades will be issued for health.
- 2) The teachers's grade book must contain a minimum of three test grades per six weeks.\* Test grades can be derived from: written compositions on any health related topic, a health related science project, or a written song, poem or play with a CATCH message, etc.
- 3) The teacher's grade book must contain a minimum of two daily grades per six weeks.

\*Daily grades are to be derived from the student's CATCH worksheets and assignments where they can create and analyze healthy menus, read about the adventures of the CATCH characters, create recipes of healthy foods; know what the food guide pyramid is, etc. implementation of the CATCH Program.

- 4) Each individual classroom teacher is responsible for issuing health grades.

B. Physical Education:

- 1) Each student will be graded on a 15 points per week grading system plus 10 points for a combination of skills, written texts, and/or participation.
- 2) Each student will receive a grade for performance.

VI Languages Other Than English:

Letter grades for Languages Other Than English will be issued on alternating reporting periods as per the scale previously stated. (See sample below)

VII. Technology Applications:

- 1) Instruction and assessments must be TEKS based.
- 2) Campuses and/or grade levels, which have technology teachers, will report grades every reporting period.
- 3) Campuses and/or grade levels who do not have technology teachers will report grades on alternating reporting periods.\*

Sample:

	1 <sup>st</sup> Six Weeks	2 <sup>nd</sup> Six Weeks	3 <sup>rd</sup> Six Weeks	4 <sup>th</sup> Six Weeks	5 <sup>th</sup> Six Weeks	6 <sup>th</sup> Six Weeks
Lang. Other Than English	X		X		X	
Technology Applications *		X		X		X

VIII. Performance Task:

Performance tasks are tasks or projects through which students apply what they have learned to real life situations. Projects of said nature, in any subject area, may count for one or two test grades. For example, a teacher may grade one project for process and use that as a test grade and then give the same project a product test grade. Performance tasks should target both process and content.

IX. Special Education Grading Procedures:

Special education grading procedures for each student must be in compliance with his/her IEP. See Appendix B- 3 for Special Education Grading Guidelines.

X. Fine Arts:

- 1) Campuses and/or grade levels, which have art teachers, will record grades every reporting period.
- 2) Campuses and/or grade levels, which have music teachers, will record music grades every reporting period.
- 3) Campus and/or grade levels who do not have art teachers will record grades in art in alternating reporting periods so that grades in art will be assigned for three 6 week periods and in theatre arts for three 6 week periods.

Sample:

Fine Arts	1 <sup>st</sup> Six Weeks	2 <sup>nd</sup> Six Weeks	3 <sup>rd</sup> Six Weeks	4 <sup>th</sup> Six Weeks	5 <sup>th</sup> Six Weeks	6 <sup>th</sup> Six Weeks
Art	X		X		X	
Music		X		X		X
Theatre Arts		X		X		X

- 4) Schools or grade levels who do not have music or art teachers will record grades in music for two reporting periods, grades in art for two reporting periods, and grades in theatre arts for two reporting periods.

Sample:

Fine Arts	1 <sup>st</sup> Six Weeks	2 <sup>nd</sup> Six Weeks	3 <sup>rd</sup> Six Weeks	4 <sup>th</sup> Six Weeks	5 <sup>th</sup> Six Weeks	6 <sup>th</sup> Six Weeks
Art	X			X		
Music		X			X	
Theatre Arts			X			X

- 5) Schools or grade levels that do not have music teachers will give grades in music for three reporting periods and grades in theatre arts for three reporting periods.

Sample:

Fine Arts	1 <sup>st</sup> Six Weeks	2 <sup>nd</sup> Six Weeks	3 <sup>rd</sup> Six Weeks	4 <sup>th</sup> Six Weeks	5 <sup>th</sup> Six Weeks	6 <sup>th</sup> Six Weeks
Art	X	X	X	X	X	X
Music	X		X		X	
Theatre Arts		X		X		X

- 6) Schools or grade levels that have music, art, and/or theatre arts teachers will record grades in those areas of the fine arts every six weeks.
- 7) A minimum of three grades must be recorded in the teacher's grade book for each fine arts grade issued on the report card.
- 8) All Fine Arts instruction must be TEKS based.

## **SITE–BASED DECISION–MAKING**

The BISD Site – Based Decision – Making Delineation and Decentralization Parameters for Curriculum allow for:

- A. deviations from the set curriculum;
- B. the construction/submission of curriculum waivers; and the
- C. selection and construction of evaluative measures.

The BISD Department of Curriculum and Instruction will work collaboratively with campus curriculum committees in all of the above areas. As campuses research, develop proposals, and come to consensus regarding waiver requests, these requests, approved by the SBDM and other stakeholders, must be submitted to the Department of Curriculum and Instruction. All waiver requests must include goals and objectives, activities, long and short range evaluative measures and checkpoints, budgets, etc.

## **RETEACHING/RETESTING GUIDELINES**

If a test grade is below 70 reteaching is required. Reteaching is a continuous process; retesting must only be done one time. Reteaching should focus on those objectives of the test that the student did not master. The level of difficulty of the retest must be comparable to that of the original test. Retesting, after reteaching, will take place only for those students who scored below 70% on the initial evaluation. The maximum grade for retesting is 70%. When retesting is done, the initial non-passing test grade will be replaced by the retest grade which is no more than 70%.

Since reteaching is an integral part of the lesson cycle, it must be documented in the lesson plan book.

## **MAKE–UP WORK GUIDELINES**

- A. No student will be refused an opportunity to make up work if he/she is absent (EIAB (Local)).
- B. A student and/or parent/guardian must make arrangements for make up work on the day he/she returns to school. The teacher and student decide when work is due.
- C. Students absent only on a known test day will be expected to take a test upon return. If any student has been absent the day prior to an announced test and if nothing new has been covered, the student will be expected to take the test at the regularly scheduled time. If the student has been absent two or more days, the student will immediately make arrangements with the teacher to schedule for the make up tests.
- D. Any student who does not appear for a prearranged make-up test or does not meet his prearranged due date for other work may receive zero (0) on that test or work.

- B. Any student missing work due to participation in extracurricular activities must make arrangements with the teacher for work that will be missed. Failure to comply with this procedure will result in a zero (0) for that assignment.
- C. If a student has been sent to “in school suspension” (ISS), he/she is to receive credit for assigned work completed while in attendance. If a student does not complete the assigned work, he/she will not receive credit.
- D. If a student has been sent to the Alternative Education Center, he/she is to receive credit for assigned work completed while in attendance. If a student does not complete the assigned work, he/she will not receive credit.
- E. See Appendix B-1 regarding UIL and extracurricular activities.

## **ELEMENTARY HOMEWORK GUIDELINES**

Core Curriculum for All Students

Bilingual

Gifted and Talented

Special Education

Homework is an essential part of the educational process. Its purpose is twofold:

- 1) to practice and reinforce skills that have been previously learned in the classroom;  
and
- 2) to develop responsibility and positive work habits.

Several principles of learning are involved in the teacher’s planning for homework.

Homework tasks should be such that pupils:

- want to learn the task and perceive the task as important to learn;
- are able to perform the task; and
- obtain success from completing the task.

It is important to distinguish between “homework” and “work sent home because students have failed to complete work for which ample time in class was provided.” These guidelines are not concerned with the latter.

The following homework guidelines apply to all elementary students and classrooms (ie., Gifted and Talented, Bilingual, etc.)

- 1) Homework is to be well planned and purposeful. Homework is not “busy work”. It should help transfer classroom learning to the home environment.
- 2) Homework assignments relate to class work and are an integral part of or an extension of the total lesson.
- 3) Students should know the assignment’s purpose and should receive adequate instruction, directions, and help prior to taking the work home.
- 4) Homework can include a variety of activities and skills:

- reading to find answers to a specific question;
- brief drills in math or spelling;
- collecting information;
- review and maintenance of prior learning;
- sharing ideas with parents;
- situations in which students engage in creative thought; and
- explaining what is read or seen, classifying information, comparing and relating ideas, analyzing and applying principles, and experimenting with new concepts.

5) Homework should at times, also, involve students in home or community projects.

The suggested amounts of time for homework per grade level are:

<u>Grade</u>	<u>Daily*</u>
PreK	5-10 Minutes
K	5-15 Minutes
1	15-25 Minutes
2	20-35 Minutes
3	30-45 Minutes
4	30-45 Minutes
5	30-55 Minutes

Homework assignments for prekindergarten and Kindergarten students may include simply requiring students to take books home to read and return the following day, or bringing an item for “show and tell.” By so doing, students are learning to be responsible for following through on assigned tasks. Campuses which choose to deviate from above recommendations must notify parents of the change prior to the beginning of the school year.

- 6) Homework assignments should be evaluated promptly and remediation provided if needed.
- 7) \*Vacations and weekends are to be left free of homework so that students have opportunities to more fully participate in the social life of the family and the community. Weekend library book(s) or other similar reading assignments are acceptable in so far as they contribute to the concept of leisure and lifetime learning.
- 8) When students have more than one teacher, the amount of homework by teacher per day should be in proportion to the percent of time spent with that teacher but must not exceed the maximum time allocations stated previously.
- 9) Due dates on long term homework assignments, research papers and projects must also adhere to the above guidelines with the understanding that a student is provided the equivalent of a minimum of five homework days to complete the assignment. Long term homework assignments may extend over a weekend provided that a minimum of five days are available prior to the assignment’s due date.
- 10) Homework is not to be given as punishment.

**Quality, not quantity, is the guiding factor  
Determining appropriate homework assignments  
for all students.**

**REPORT CARD GUIDELINES**

A student's report card is a permanent record of a school year and should be prepared carefully and professionally as follows:

Electronic Report Cards:

Electronic Report Cards will be printed from GradeSpeed (electronic grade book).

- 1) All fields required must be completed reflecting (student's legal name, ID #, Principal, etc).
- 2) Check [✓] whether student is Non-LEP or a Parental Denial (PD).
- 3) Bilingual Status: Mark "B" for Beginner, "I" for Intermediate, "A" for Advanced, ESL, or M1 or M2 for Monitored (1- First year; 2-Second year).
- 4) If a student transfers to/from another school, information can be downloaded from Pentamation.
- 5) Follow the GradeSpeed procedures for setting up courses at your campus.
- 6) If a student has not been in attendance in a Brownsville School for at least half a six (Rule of Thumb = 15 days) week grading period, grades generated will reflect progress to date. Print report card, stamp it "Does Not Reflect Six Week Grades" and mark attendance. Should the child be withdrawing, attach stamped report card to electronic withdrawal form. Receiving campus will enter said grades as "Daily Grades" to be averaged with the student's present work.
- 7) Should a student transfer from a campus other than a Brownsville ISD campus, draw a slash through the six week period that the student was not in attendance in BISD. If the student transfers in the middle of a six week period, the student's grades will be averaged as "Daily Grades" along with the student's present work.  
  
NOTE: Grades from both schools will be used to determine final yearly averages for the permanent record card. The teacher will schedule the student for the missing six week period and enter the grades from his report card as an assignment for that six week period. The grade will be averaged in with the other six weeks.
- 8) Comments on report cards should be objective and based on fact. Major concerns should be dealt with by means of parent/teacher conferences.
- 9) Hard copies with parent's signature should be kept on file.

Hard Copies:

- 1) All writing must be in black ink.
- 2) Information on the report card must reflect the student's legal name, teacher's name, etc. and will be typed or printed.
- 3) Once information has been recorded on the report card, correction fluid (liquid paper) may not be used. Corrections should be neatly crossed through and the correct information recorded. Initial all corrections as you would when completing legal documents (i.e., attendance sheets, etc.). Please use black ink when recording information.
- 4) Mark "E" for English or "S" for Spanish as the language of instruction. (Please refer to the Board approved Bilingual/ ESL Education Program Instructional Model.)
- 5) Check [✓] whether student is Non-LEP or a Parental Denial (PD).
- 6) On Bilingual Status, mark "B" for Beginner, "I" for Intermediate, "A" for Advanced, ESL for English as a Second Language and "M1" or "M2" for Monitored (1-First year; 2-Second year).
- 7) If a student transfers from one Brownsville campus to another during the year, the original card will continue to be used; new information will be typed or printed after the original information.

Example:	Student:	Maria Tamez
	School:	Perez/Longoria
	Teacher:	J. Cabrera/D. Treviño
	Principal:	H. Martinez/D.Hernández

- 8) If a student has not been in attendance in a Brownsville school for at least half of a six (Rule of Thumb = 15 days) week grading period, grades will not be marked for that grading period. Instead, write on the report card that the student has not been in attendance long enough to receive grades for that period, and post the number of days of attendance.
- 9) Draw straight line through any area in which a child is not receiving grades and through periods during which a student was not in attendance in Brownsville ISD. For example, if a student comes to Brownsville from another district in January, draw lines through the first three grading periods. The student's entry date should be recorded on the card.

Note: Grades from both schools shall be averaged to determine final yearly averages for the permanent record card.

- 10) Comments on report cards should be objective and based on fact. Major concerns should be dealt with by means of conferences.
- 11) Reading will be weighted at 100%.

12) Language Arts Weights: Grades One-Five

The yearly language arts averages shall be weighted as follows:

A. Bilingual Beginners students: Intermediates, Advanced, and ESL students:

<b>SAMPLE</b>	
Writing: 40%	Avg. of Writing Grade: $90 \times .40 = 36.00$
ESL: 30%	Avg. of ESL Grade: $85 \times .30 = 25.50$
Spelling: 30%	Avg. of Spelling Grade: $92 \times .30 = \underline{27.60}$
	Language Arts Average: 89%

B. NonLEPs, Parental Denials, and Monitored students:

<b>SAMPLE</b>	
Writing: 40%	Avg. of Writing Grade: $90 \times .40 = 36.00$
English: 30%	Avg. of English Grade: $87 \times .30 = 26.10$
Spelling: 30%	Avg. of Spelling Grade: $92 \times .30 = \underline{27.60}$
	Language Arts Average: 90%

13) Math will be weighted at 100%.

14) Science will be weighted at 100%.

15) Social Studies will be weighted at 100%.

16) If a student has been in attendance 15 days of the reporting period, he/she shall be issued a report card.

17) In Grades 1-5, promotion to the next grade level shall be based on an overall average of 70 or above in reading, language arts, mathematics, science, and social studies. The language arts average shall be derived from averaging the English or ESL, spelling, and writing grades. EIE (Local)

**Note:** Please refer to the Board approved Bilingual/ESL Education Program Instructional Model.

### **ELECTRONIC STATE WITHDRAWAL FORM GUIDELINES**

The electronic withdrawal form will be generated from Pentamation by the Records/Data Entry Clerk, when a student withdraws from a Brownsville ISD campus. The electronic report card will be generated by the teacher and the grades will reflect progress to date; said report card will be attached to the electronic withdrawal form.

1) A copy of the withdrawal form and report card are to be placed in the PRC until the end of the year.

2) Reporting of Grades:

A. Grades reported on the report card will represent grades in progress.

B. DO NOT record grades (even in pencil) on PRC.

- C. Receiving teacher averages in-coming grades (from Electronic Report Card) with his/her grades by entering said grades from the receiving campus as daily grades. The teacher then adds the days of attendance from both and issues a report card.
- D. Signatures are required for Principal, Librarian, Counselor, and Nurse (highlighted on the form below).
- E. A copy of the electronic withdrawal (sample below) form must be retained by the sending campus. This will provide a back up in the event that documentation is lost in transit.

### SAMPLE: STATE WITHDRAWAL FORM

Student Withdrawal/Record Transfer Form  
 B.I.S.D. 2004-2005 (STUBOX)  
 County-District-Campus: 08190133 - \_\_\_\_\_ ELEMENTARY  
 Phone Number: (956)986-5200  
 Records Requestor: DISTRICT

Student Name : \_\_\_\_\_ Birthdate: \_\_\_\_\_ Social Security #: \_\_\_\_\_  
 Ethnicity : HISPANIC Sex : Male Last PEIMS ID: \_\_\_\_\_  
 Current Grade: \_\_\_\_\_ Home Language: SPANISH Local ID : \_\_\_\_\_  
 Original Entry Date : \_\_\_\_\_ Degree Plan : REGULAR GRADUATION  
 Withdrawal Date : \_\_\_\_\_ Grade(s) of Retention (PK-04): \_\_\_\_\_ Placed in Grade : \_\_\_\_\_ Year of Grad: \_\_\_\_\_  
 Withdrawal Reason : MOVE WITHIN DIST Grade(s) of Retention (05-08): \_\_\_\_\_ Promoted to Grade: \_\_\_\_\_  
 Entry Date : \_\_\_\_\_  
 Last Withdrawal Date: \_\_\_\_\_  
 Withdrawal Reason : FINISHED YEAR (YE)  
 SPECIAL EDUCATION: Yes Speech Therapy : No

Instructional Setting: BC M/M/S REGULAR CAMPUS/MORE THAN 60% DAILY ATTENDANCE  
 Chapter 1 : Yes LEP : Yes Bilingual: Yes Migrant : No Membership 0 Absence 0  
 Gifted/Talented: No ESL : No Migrant Number: \_\_\_\_\_

Free/Reduced Lunch Eligibility: No Other Economic Disadvantage : Yes

IMMUNIZATION/DISEASE TESTING: Other  
 DPT/TD/DT Polio HibCV MMR Hepatitis B TB Skin Medical Alert Health Problems  
 10/10/1995 10/10/1995 05/23/1998 04/17/1996 01/14/2000 03/04/2002 \_\_\_\_\_ 01/14/2000  
 12/11/1995 12/11/1995 05/15/2000 02/26/1998 05/02/2000 \_\_\_\_\_ 08/10/2000  
 02/22/1996 02/26/1996 \_\_\_\_\_ Measles 08/10/2000 Chest X-Ray \_\_\_\_\_  
 05/23/1998 05/26/1998 \_\_\_\_\_ 01/14/2000 Varicella \_\_\_\_\_  
 01/14/2000 08/13/2003 \_\_\_\_\_ 03/05/2001 \_\_\_\_\_

Nurse's Signature: \_\_\_\_\_ Comment: \_\_\_\_\_

Course	Teacher	Teacher	1st SEMESTER:					2nd SEMESTER:					Book #	
			1st	2nd	3rd	sem	sem	4th	5th	6th	sem	sem		Final
NGO PER Name	Rn. Name	Initials	6wks	6wks	6wks	exam	avg	6wks	6wks	6wks	exam	avg	Grade	credit in ?

GRADES REFLECT THE STUDENT'S STANDING AT TIME OF WITHDRAWAL LOCK RETURNED: \_\_\_\_\_  
 GRADE VALUES: A=90-100 B=80-89 C=70-79 F=69 AND BELOW

MOST RECENT TEAM/TAAS TEST RESULTS  
 Exemption: Last Test Date : Math Mastery: No Reading Mastery: No Writing Mastery: No  
 No Last Test Grade Level: Math Score : Reading Score : Writing Score :

FAMILY CONTACT: \_\_\_\_\_ Home Phone : (956)541-2949 HOME CONTACTED BY: \_\_\_\_\_  
 \_\_\_\_\_ Work Phone 1: \_\_\_\_\_  
 \_\_\_\_\_ Work Phone 2: \_\_\_\_\_

Book Clerk \_\_\_\_\_ Librarian \_\_\_\_\_  
 Student \_\_\_\_\_ Parent/Guardian \_\_\_\_\_  
 Principal \_\_\_\_\_ Counselor \_\_\_\_\_  
 Designee \_\_\_\_\_  
 Registrar \_\_\_\_\_ Attendance Clerk \_\_\_\_\_

I, \_\_\_\_\_ am requesting this information for student enrollment in \_\_\_\_\_

***BROWNSVILLE  
INDEPENDENT SCHOOL  
DISTRICT***



***READING PROGRAM  
STANDARD OPERATING  
PROCEDURES***

## PHILOSOPHY

Brownsville Independent School District's reading program is research-based and founded on the understanding that the formal learning system is a continuum from birth to preschool to primary school to secondary education to higher education to college graduation and beyond. Each step depends on the successful completion of the prior step in order to prepare a child to meet the challenges of advancement. The BISD Program brings together reading components supported by research from cognitive science and the effective systematic focused instructional methodologies of the implementation of a balanced reading program. The National Institute of Child Health and Human Development's major findings which are at the foundation of this philosophy are as follows:

- Reading disabilities affect at least 10 million children or approximately one child out of every five;
- As many girls as boys are affected by reading disabilities,
- 74% of all students who are reading disabled in the third grade remain disabled in the ninth grade;
- The ability to read and comprehend depends on rapid and automatic recognition of single words; slow and inaccurate decoding are the best predictors of difficulty in reading comprehension;
- Learning to read is not a natural process. Most children require systematic and explicit instruction;
- Early identification and intervention is essential to successfully treat students who are at risk for reading failure. There are accurate and reliable identification procedures that are linked to prevention programs; and
- INSTRUCTION BY EXPERT TEACHERS WITH PROPER TRAINING AND SKILLS CAN PREVENT READING FAILURE BY EMPHASIZING EARLY DEVELOPMENT OF PHONOLOGICAL AWARENESS. INTENSIVE, DIRECT INSTRUCTION OVER A SUFFICIENT DURATION CAN REMEDIATE DEFICIENT DECODING AND WORD RECOGNITION SKILLS. Children with the most severe impairments, however, respond more slowly.

Systemic reform in the area of reading is the responsibility of the entire Brownsville community. The district, university, private schools, business leaders, medical community, and parents are all accountable for our community's children and their ability to read.

According to the April 2000 report from the National Reading Panel, a balanced approach to teaching reading includes five essential components that are a must to include in any reading program. BISD's approved effective, systematic methodologies are based on these five components of a Scientifically Based Reading Research (SBRR) program. They are the following:

- Phonemic Awareness- is the ability to notice, think about, and work with the individual sounds in spoken language.
- Phonics-teaches children the relationships between the letters of written language and the individual sounds of spoken language.
- Fluency- is the ability to read a text accurately and quickly.
- Vocabulary- are the words we must know to communicate effectively. There is oral vocabulary, words we use in speaking or recognize in listening and the reading vocabulary; words we use in speaking or recognize in listening and reading.

- Comprehension- is the reason for reading. Good readers are both purposeful and think actively as they read to make sense of the text.

Exposure to a print-rich environment and complex elaborated sentence patterns are part of the required experiential background for BISD's first and second language learners. Excellent language models are critical for BISD's students' success in reading and learning.

BISD rejects retention and/or social promotion at any grade level as a solution when students are not reading on level. Early tertiary Intervention based on the 3-Tier Reading Model/Response to Intervention (RTI) and acceleration strategies based on early and regular assessments are mandated. BISD mandates the proactive and preventive rather than reactive and remedial approach to the teaching of reading. In short, it is critical that students be proficient and on-level readers by the end of the second grade and remain on-level readers of content area material and literary selections throughout their academic careers.

The BISD Reading Program is aligned with research in bilingualism and English as a Second Language methodology. BISD students will be taught to read in their first Language while simultaneously receiving structured, systematic, multisensory ESL listening, speaking, reading, and writing instruction as a preparation for transfer into English reading as outlined in the Board approved Bilingual/ESL Education Instructional Model that all campuses will follow. Although BISD respects the philosophy that it takes five to seven years to learn a language, the reality is that students who enter the district after the age of five will not have that gift of time needed for second language acquisition. Thus, it is the responsibility of the curriculum and instruction offered to such students, to accelerate teaching and learning in a way that will maximized opportunities to learn the nature and structure of the English language and translate that learning into production through reading and writing. The goal of the program is graduation of all students proficient in two languages with on-level English reading and writing as non-negotiables.

The program standards which follow bring together reading components supported by research from cognitive science and the effective practices of successful teachers in a balanced approach to reading instruction (Adams, Treiman, and Pressley) (Fletcher and Lyon, 1998) (Texas Reading Initiative, 1999). Balance is defined, not as the mindless eclecticism or rejection of scientific inquiry, but rather as the intelligent approach to reading practice supported by scientific research and the combining of skills involving phonological awareness and literature-rich activities.

The BISD's informed approach to the teaching of reading is appropriate for children from all language, cultural, and social backgrounds and the same quality of instruction must be equitably provided for all groups of children. The National Institute of Child Health and Human Development (NICHD) and Dr. Reid Lyon's research indicates that reading failure is a serious national problem and cannot be attributed to poverty, immigration, or the learning of English as a second language.

# PROGRAM STANDARDS

## Elementary Education

BISD bilingual education program students entering the district in Kindergarten will be proficient Spanish readers by the end of second grade and transfer into English reading in grade three. Accordingly, bilingual education students entering BISD schools in first grade will be proficient Spanish readers by the end of third grade and will transfer into English reading in grade four. Similar timelines (2 years) apply to students entering the district's program in Grade 5 must be provided additional English instruction, support, and acceleration systems as a preparation for the district's middle school ESL program as outlined in the Board approved Bilingual/ESL Education Instructional Model that all campuses will follow. Language Proficiency Assessment Committees (LPAC) have the final responsibility for monitoring, supervising, and making recommendations regarding program placement/reclassification, etc. LPACs must carefully monitor and hold campuses and programs accountable for students who are not making normal progress in learning English.

### Pre-Kindergarten

Four-year-olds develop vocabulary, extend language skills, and acquire knowledge of the world around them through interactions with responsive adults and peers in language and print-rich environments. They will best develop complex sentence patterns, listening comprehension, phonological awareness, an understanding of the everyday functions of print and motivation to read through activities that are integrated across different developmental areas and that respond to their primary/home language.

#### Instructional Program

- 1) Center for Improving the Readiness of Children for Learning and Education (CIRCLE) *Preschool Early Language and Literacy Training* by UT-Health Science Center at Houston and *Lenguaje y lectura* (bilingual) by Dr. Elsa Cardenas Hagan are the core of the BISD's Pre-Kindergarten phonological awareness program.
- 2) State-adopted programs embedded in the Texas Prekindergarten Curriculum Guidelines will complete the language arts curriculum.
- 3) Approximately 2/3 of each instructional day/half day will be devoted to oral language and early literacy development which integrates social studies, science, art, music, gross motor and other enrichment areas (EA Local). Pre-Kindergarten first and second language strategies will include —best practices for social and emotional development, the development of phonological awareness, written expression, and language, book and print awareness, read alouds, and letter knowledge.

#### Assessment

- Progress in phonological awareness, written expression and language development along with book and print awareness and letter knowledge will be assessed through the CIRCLE *Preschool Early Language and Literacy Assessment* and the *Pre-Kindergarten Progress Report to Parents* document beginning with the second six weeks of each school year.
- Bilingual students demonstrating a lack of proficiency at the end of the school year will be afforded extended year opportunities through the bilingual program.

#### Intervention/Acceleration Strategies

1. Pre-Kindergarten students who are not exhibiting behaviors consistent with the skills delineated on the CIRCLE *Preschool Early Language and Literacy Assessment* and the *Pre-Kindergarten Progress Report to Parents* should be closely monitored and afforded during-school or extended day/week additional smaller group and/or individualized opportunities to acquire the skills.

2. A bilingual summer academic program is also available and provides students the gift of additional instructional time along with support in acquiring phonological awareness, written expression, language and letter knowledge skills.

### Kindergarten

All Kindergarten students will be provided direct, multisensory, explicit, systematic, sequential, and cumulative instruction in the five components: phonemic awareness, phonics, \*fluency, vocabulary and \*\*comprehension of a scientifically based research reading program (SBRR) program. Early tertiary Intervention based on the 3-Tier Reading Model/Response to Intervention (RTI) and acceleration strategies based on early and regular assessments are non-negotiable.

\*oral \*\*listening and transitioning to oral reading

### Instructional Program

1. *Reading Readiness* by Neuhaus Education Center, *Esperanza* by Dr. Elsa Cardenas Hagan, and the Kindergarten Teachers' Reading Academies Strategies form the core of the BISD Kindergarten phonological awareness program.
2. State-adopted materials embedded in the Texas Essentials Knowledge and Skills (TEKS) will complete the language arts curriculum.
3. A minimum of 90 uninterrupted minutes will be devoted to reading instruction with an additional 30 minutes for Tier II/Tier III interventions. An additional 30 minutes will be utilized for the development of \*written compositions. The 90-minute uninterrupted reading block, the 30 minutes of intervention, and the 30-minute writing block will be devoted to instruction in the district's SBRR programs.

\*oral and transition to kindergarten level written compositions.

### Assessment

1. The Texas Primary Reading Inventory (TPRI) (English) or the Tejas LEE (Spanish) are the district's assessment tools for monitoring progress and making informed instructional decisions in reading readiness and for determining professional development needs. These screening and diagnostic inventories along with progress monitoring instruments are administered in the beginning, middle and end of year. Progress monitoring is administered every two weeks for struggling readers and every six weeks for all students.
2. Each student's inventory results must be carefully analyzed and reported to parents.
3. The BISD *Kindergarten Progress Report* provides another source of information to parents regarding students' acquisition of reading readiness skills.
4. TPRI/Tejas LEE and the BISD *Kindergarten Progress Report* are aligned and meet the requirements of 76<sup>th</sup> Texas Legislature's Accelerated Reading Program.
5. The Texas English Language Proficiency Assessment System (TELPAS) is administered during the spring semester and is another assessment tool used in the district for monitoring progress and making informed instructional decisions in reading for English Language Learners (ELL).

### Intervention/Acceleration Strategies

1. Intervention and acceleration strategies based on the TPRI/Tejas LEE inventory and the TELPAS results must be planned and implemented with students who are not experiencing success in reading readiness (TPRI/Tejas LEE/BISD *Kindergarten Progress Reports*).

2. All Kindergarten teachers, having been trained through Kindergarten Teachers' Reading Academies (KTRA), are equipped with research-based information and strategies to meet the needs of students in small group and individualized instructional settings.
3. The 76<sup>th</sup> Texas Legislature further requires that intervention plans be developed in conjunction with parents and progress subsequently monitored with the appropriate adjustments as necessary.
4. Extended day/week and summer instructional programs/ opportunities must be available as additional time for students to acquire reading and language skills. These instructional opportunities will be aligned to students' needs as per assessment results, including bi-weekly and/or six weeks progress monitoring data.

### First Grade

All first grade students will be provided direct, multisensory, explicit, systematic, sequential, and cumulative instruction in the five components: \*phonemic awareness, phonics, fluency, vocabulary and comprehension of a scientifically based research reading program (SBRR). Early tertiary Intervention based on the 3-Tier Reading Model/Response to Intervention (RTI) and acceleration strategies based on early and regular assessments are mandated.

\* focus on the higher levels (onset blending & segmenting, blending & segmenting individual phonemes, and phoneme deletion and manipulation)

### Instructional Program

1. *Language Enrichment* (Year 1) by Neuhaus Education Center, *Esperanza* by Dr. Elsa Cardenas Hagan, and 1<sup>st</sup> Grade Teachers' Reading Academies (1TRA) Strategies form the core of the BISD first grade reading program.
2. State-adopted materials embedded in the Texas Essential Knowledge and Skills (TEKS) will complete the language arts curriculum.
3. The *Scientific Spelling* by Neuhaus Education Center is the district's first grade spelling program. BISD does not teach spelling words in isolation or as memorized lists. Words for which students are held accountable must be grade appropriate. Students must have the appropriate verbal background for the terms being studied and a variety of assessments (editing, sentence dictation, and content area words/terms) must comprise the evaluation.
4. A minimum of 90 uninterrupted minutes will be devoted to reading instruction with an additional 30 minutes for Tier II/Tier III interventions. An additional 30 minutes will be utilized for the development of \*written compositions. The 90-minute uninterrupted reading block, the 30 minutes of intervention, the 30 minutes of intervention, and the 30-minute writing block will be devoted to instruction in the district's SBRR programs.
5. While in bilingual education, Spanish Language Arts must not be dropped from the student's instructional program.

### Assessment

1. The Texas Primary Reading Inventory (TPRI) and Tejas LEE are the district's assessment tools for monitoring progress and making informed instructional decisions for reading and for determining professional development needs. These screening and diagnostic inventories along with progress monitoring instruments are administered in the beginning, middle and end of year. Progress monitoring is administered every two weeks for struggling readers and every six weeks for all students.

2. Each student's inventory results must be carefully analyzed, used to plan instruction, intervention activities, and reported to parents.
3. The Stanford Achievement Test (SAT) 10 or the APRENDA and the Texas English Language Proficiency Assessment System (TELPAS) are outcome assessment tools used by the district for determining progress and making informed instructional decisions in reading for all students including English Language Learners (ELL).

#### Intervention/Acceleration Strategies

1. Intervention and acceleration activities and strategies based on the TPRI/Tejas LEE inventory and the TELPAS results must be planned.
2. All first grade teachers, having been trained through First Grade Teachers' Reading Academies (1TRA), are equipped with strategies to meet the needs of students in small group and individualized instructional settings.
3. The 76<sup>th</sup> Texas Legislature further requires that Intervention Plans be developed in conjunction with parents and progress subsequently monitored with the appropriate adjustments as necessary.
4. Extended day/week and summer instructional programs/ opportunities must be available as additional time for students to acquire reading and language skills. These instructional opportunities must be aligned to students' needs as per assessment results, including bi-weekly and/or six weeks progress monitoring data.

#### Second Grade

All second grade students will be provided direct, multisensory, explicit, systematic, sequential, and cumulative instruction in the five components: \*phonemic awareness, \*\*phonics, fluency, vocabulary and comprehension of a scientifically based research reading program (SBRR). Early tertiary Intervention based on the 3-Tier Reading Model/Response to Intervention (RTI) and acceleration strategies based on early and regular assessments are mandated.

\* as per students' needs \*\* advanced graphophonemic knowledge (GK) instruction

1. *Language Enrichment* (Year 2) by Neuhaus Education Center and *Esperanza* by Dr. Elsa Cardenas Hagan form the core of the BISD second grade reading program.
2. State-adopted materials embedded in the Texas Essential Knowledge and Skills (TEKS) will complete the language arts curriculum.
3. The *Scientific Spelling* by Neuhaus Education Center is the district's second grade spelling program. BISD does not teach spelling words in isolation or as memorized lists. Words for which students are held accountable must be grade appropriate and used in context. Students must have appropriate verbal background for the terms being studied and a variety of assessments (editing, sentence dictation, and content area words/terms) must comprise the assessment.
4. A minimum of 90 uninterrupted minutes will be devoted to reading instruction with an additional 30 minutes for Tier II/Tier III intervention. An additional 30 minutes will be utilized for the development of \*written compositions. The 90-minute uninterrupted reading block, the 30 minutes of intervention, and the 30-minute writing block will be devoted to instruction in the district's SBRR programs.
5. While in bilingual education, Spanish Language Arts must not be dropped from the student's instructional program.

#### Assessment

1. The Texas Primary Reading Inventory (TPRI) and Tejas LEE are the district's assessment tools for monitoring progress and making informed instructional decisions

for reading and for determining professional development needs. These screening and diagnostic inventories along with progress monitoring instruments are administered in the beginning, middle and end of year. Progress monitoring is administered every two weeks for struggling readers and every six weeks for all students.

2. Each student's screening and inventory results must be carefully analyzed and reported to parents.
3. The Stanford Achievement Test (SAT) 10 or the APRENDA and the Texas English Language Proficiency Assessment System (TELPAS) are outcome assessment tools used by the district for determining progress and making informed instructional decisions in reading for all students including English Language Learners (ELL).

#### Intervention/Acceleration Strategies

1. Intervention and acceleration activities and strategies based on the TPRI/Tejas LEE inventory and the TELPAS results must be planned. Fluency and accuracy must be closely monitored.
2. Extended day/week and summer instructional programs/ opportunities must be available as additional time for students to acquire reading and language skills. These instructional opportunities must be aligned to students' needs as per assessment results, including bi-weekly and/or six weeks progress monitoring data.

#### Third Grade

All third grade students will be provided multisensory, explicit, systematic, sequential, and cumulative reading instruction in the five components: \*phonemic awareness, \*\*phonics, fluency, vocabulary and comprehension of a scientifically based research reading program (SBRR). Early tertiary Intervention based on the 3-Tier Reading Model/Response to Intervention (RTI) and acceleration strategies based on early and regular assessments are mandated.

\* as per students' needs \*\* advanced graphophonemic knowledge (GK) instruction

#### Instructional Program

1. *Language Enrichment* (Year 3) by the Neuhaus Education Center form the core of the BISD third grade program.
2. State-adopted materials, *Scientific Spelling, Multisensory Grammar*, fluency and accuracy, and comprehension strategies embedded in the Texas Essential Knowledge and Skills (TEKS) form the core of the grades 3-5 BISD reading program.
3. A minimum of 90 uninterrupted minutes will be devoted to reading instruction with an additional 30 minutes for Tier II/Tier III intervention. An additional 30 minutes will be utilized for the development of \*written compositions. The 90-minute uninterrupted reading block, the 30 minutes of intervention, and the 30-minute writing block will be devoted to instruction in the district's SBRR programs.

#### Assessment

1. The Texas Primary Reading Inventory (TPRI) and Tejas LEE are the district's assessment tools for monitoring progress and making informed instructional decisions for reading and for determining professional development needs. These screening and diagnostic inventories along with progress monitoring instruments are administered in the beginning, middle and end of year. Progress monitoring is administered every two weeks for struggling readers and every six weeks for all students.
2. Texas Assessment of Knowledge and Skills (TAKS) and Texas English Language Proficiency Assessment System (TELPAS) are the district's outcome assessment tools for monitoring progress and making informed instructional decisions in reading.
3. Second, fourth, and sixth six weeks fluency, accuracy, and comprehension monitoring and strategies are part of the district's on-going assessment and must also be used to

make informed instructional decisions.

#### Intervention/Acceleration Strategies

1. Intervention and acceleration activities and strategies based on TPRI/Tejas LEE, TAKS, and TELPAS results must be planned for each student.
2. Extended day/week and summer instructional programs/ opportunities must be available as additional time for students to acquire reading and language skills. These instructional opportunities must be aligned to students' needs as per assessment results, including bi-weekly and/or six weeks progress monitoring data.
3. Close monitoring of each student's progress also dictates the need for further assessments for dyslexia and/or other related special reading needs.

#### **Grades Four-Five**

All fourth-fifth grade students will be provided multisensory, explicit, systematic, sequential, and cumulative instruction in the history of the English language, reading, fluency, accuracy, comprehension, advanced patterns/concepts, morphology, writing conventions and reading to learn. Early tertiary Intervention based on the 3-Tier Reading Model/Response to Intervention (RTI) and acceleration strategies based on early and regular assessments are mandated.

#### Instructional Program

1. Review of 29 advanced concepts in Year 3 of Language Enrichment. Concepts reviewed during the first six weeks of the school year will provide a comprehensive review of the structure of the English language and prepares students for reading to learn in Grade 4 and beyond.
2. State-adopted materials, *Scientific Spelling, Multisensory Grammar, Word Detective*, fluency and accuracy, and comprehension strategies embedded in the Texas Essential Knowledge and Skills (TEKS) form the core of the grades 3-5 BISD reading program.
3. A minimum of 90 uninterrupted minutes will be devoted to reading instruction with an additional 30 minutes for Response to Intervention (RTI). An additional 30 minutes will be utilized for the development of \*written compositions. The 90-minute uninterrupted reading block, the 30 minutes of intervention, and the 30-minute writing block will be devoted to instruction in the district's SBRR programs.

#### Assessment

1. Texas Assessment of Knowledge and Skills (TAKS) and Texas English Language Proficiency Assessment System (TELPAS) are the district's outcome assessment tools for monitoring progress and making informed instructional decisions in reading.
2. Previous year's TAKS scores will be analyzed to determine instructional goals and objectives for the start of the new school year. RTI instruction will be determined based on progress monitoring using the end-of-unit assessments embedded in the state-adopted reading and language arts programs.
3. Second, fourth, and sixth six weeks fluency, accuracy, and comprehension monitoring and strategies are part of the district's on-going assessment and must also be used to make informed instructional decisions.

#### Intervention/Acceleration Strategies

- Intervention and acceleration activities and strategies based on \*TAKS/TELPAS results must be planned for each student.
2. A variety of summer and extended day/week instructional opportunities must be available and provide students with the gift of additional time along with support in acquiring reading fluency, written language, and comprehension skills.

3. Close monitoring of each student's progress also dictates the need for further assessments for dyslexia and/or other related special reading needs.

\*Previous year's assessment will be utilized

## Secondary Education

All grades 6-12 reading and ESL classes must provide direct, sequential, multisensory, explicit, cumulative, and systematic instruction in English language:

1. Phonological awareness (as needed);
2. Alphabetic principle (as needed);
3. Word-attack (blending/unblending);
4. Regular and irregular spelling patterns;
5. Morphology;
6. Syntax (and the grammar system);
7. Automaticity of fluency and decoding;
  1. Direct vocabulary instruction;
  2. Oral language development;
  3. Writing conventions (communicating ideas in written form by using personal understanding of voice, texture, diction, and syntax);
  4. Daily reading to discover, interpret, and enjoy;
  5. Daily oral reading with overt attention to fluency and accuracy, automaticity, and inflection;
  6. Listening and reading comprehension from multiple genres, including biographies, memoirs, autobiographies, business abstracts, legal documents, manuals, poetry, novels, drama, and short stories;
  7. Reading from various periods of time, recognizing literary forms and terms associated with reading, possible influences of history on a literary work, and logical/illogical arguments from clearly expresses definitions, theses, and evidence; and
  8. Reading to prepare, organize, and present informative and persuasive oral and visual messages.

### Instructional Program

- *Language Enrichment* by Neuhaus Education Center forms the core of the BISD ESL Middle School reading program.
- *Language!* By Jane Fell Greene forms the core of the BISD ESL High School reading program.
- Middle school and high school reading programs must respond to each student's needs and level of competency for each knowledge and skill outlined by the Reading Strand of the Texas Essential Knowledge and Skills (TEKS) with expectations of on level reading ability for each student. Regular fluency and comprehension checks will dictate instructional plans.
- The BISD Reading and English programs include: study skills instruction, daily reading activities, written expression activities to reinforce the reading process, guidance and supervision in the production of polished writing pieces and research papers, instruction in the use of library and other reference materials, and experiences in synthesizing more than one reading passage for content and creating original logical arguments to substantiate theories.
- Texas Essential Knowledge of Academic Skills (TEKS) direct the use of state-adopted instructional materials to achieve all of the above mentioned components of a research-based reading program for secondary students.

### Assessment

- The Texas Assessment of Knowledge and Skills (TAKS) and/or Texas English Language Proficiency Assessment System (TELPAS) are the district's assessment tools for monitoring progress and making informed instructional decisions in reading.
- Previous year's TAKS scores will be analyzed to determine instructional goals and objectives for the start of the new school year. RTI instruction will be determined based on progress monitoring using the end-of-unit assessments embedded in the state-adopted reading and language arts programs.
- Grades 6-8 BOY, MOY, and EOY Texas Middle School Fluency Assessment (TMSFA).
- Regular fluency monitoring and strategies are part of the on-going assessment and must also be used to make informed instructional decisions.

### Intervention/Acceleration Strategies

1. All students who do not demonstrate automatic decoding and on-level comprehension skills must be provided extended day/week/year opportunities and direct, systematic multisensory explicit interventions consisting of:
  2. Graphophonemic (sound/symbol) skills to decode unfamiliar words;
  3. Morphology (prefixes, suffixes, root words) to unlock word meanings as well as word recognition, reliable orthographic spelling patterns;
  4. Contextual and syntactic clues;
  5. Guided reading; and
  6. Sustained reading from multiple genres, including biographies, memoirs, autobiographies, business abstracts, legal documents, manuals, poetry, novels, drama, and short stories.
7. All students who do not demonstrate on-level comprehension skills of content area reading material are to be supported as described above.

## **LANGUAGE ARTS AND THE CONTENT AREAS**

All content area courses (math, science, social studies, and related fields) will incorporate the Sheltered Instruction Observation Protocol (SIOP) Model in their teaching of reading strategies, study skills, organizational skills, and the use of research and reference materials into the daily instructional process. They will provide systematic, direct instruction on the writing process as it applies to technical writing, and other, varied writing experiences (observation journals, note-taking, article writing, procedures, direction, etc.), organization, and elaboration within the subject matter of the content area. The District will move towards implementing an Interdisciplinary Curriculum Design in PK-5 classrooms. The design integrates the contribution of several disciplines to help students understand the relationship of interdependent parts of knowledge. Teachers in Grades K-3 will implement the 3-Tier Model for reading instruction. All K-4 classroom teachers and campus administrators will study and review their appropriate grade level content from the K-4 Teacher Reading Academies that will be available on line and on CD.

All content area courses through the use of the SIOP Model will support students with multiple writing strategies which develop the ability to write in the content area at a level of proficiency commensurate with the grade level. Content area courses will provide students with role

models, literary selections, and in depth understandings of the culture of the Hispanic southwest and the lower Rio Grande Valley as well as other cultures around the globe.

### **INSTRUCTIONAL LEADERSHIP**

Elementary principals, assistant principals, and instructional facilitators shall fulfill 12 continuing professional education (CPE) hours in reading annually. Elementary assistant principals shall fulfill 6 continuing professional education (CPE) hours in reading annually. Secondary principals, assistant principals, and deans of instruction shall fulfill 6 continuing professional education (CPE) in reading annually. Said training must be research-based and district approved. It may be within or outside the contract period. All administrators must demonstrate knowledge of research-based, standards-based reading instruction as evidenced through indicators on annual evaluation instruments and prior to contract renewal timelines.

Instructional facilitators and deans of instruction shall be assigned 100% of each instructional and professional development day to supporting, monitoring, mentoring, and evaluating the BISD campus instructional program and provide documentation for said training to the Department of Curriculum and Instruction.

All ESL, reading, and English classroom teachers (PreK-12) will be monitored for adherence to Reading Program Standard Operating Procedures every six weeks through:

1. Classroom observations,
2. Walkthroughs,
3. Student progress conferences, and
4. TAKS, NRT, TELPAS, TPRI and TEJAS LEE (in grades tested) results.

Pre-K-3 and secondary ESL teachers trained in the corresponding instructional programs *CIRCLE Preschool Early Language and Literacy, Esperanza, Reading Readiness, Elementary Language Enrichment or secondary Language Enrichment , and/or LANGUAGE*) WILL NOT BE REASSIGNED TO OTHER GRADE LEVELS/SUBJECTS ON CAMPUS UNLESS INDIVIDUALS WITH MATCHED TRAINING ARE AVAILABLE TO REPLACE THEM. All training will be documented in the Electronic Register Online (ERO) district system for CPE hours. (Reference DMA Local )

### **TEACHER TRAINING AND PRE-SERVICE**

#### **Teacher Training**

All teachers teaching the grade levels/courses listed below must be trained as follows:

Pre-Kindergarten	Center for Improving the Readiness of Children for Learning and Education (CIRCLE) Preschool Early Language and Literacy and <i>Lenguaje y lectura (Bilingual)</i>
Kindergarten	<i>Esperanza Readiness (Bilingual) and/or Neuhaus Readiness, Kindergarten Teachers’ Reading Academy (KTRA), CSCOPE Language Arts</i>
Grades 1-2	<i>Neuhaus *Language Enrichment and Esperanza (Bilingual), Grades 1-2 Teachers’ Reading Academies (1TRA/2TRA), CSCOPE Language Arts</i>
Grades 3	<i>Neuhaus *Language Enrichment, Developing Metacognitive Skills (DMS), LEER MAS, Third Teachers’ Reading Academy (3TRA) Reading Academy, CSCOPE Language Arts</i>
Grades 4-5	<i>Neuhaus Multisensory Grammar &amp; Scientific Spelling, Word Detective, Advanced LE Concepts, SIOP Model fluency/accuracy strategies and</i>

	monitoring , Developing Metacognitive Skills (DMS), Fourth Grade Teachers' Reading Academy (4TRA) , <i>CSCOPE Language Arts</i>
Middle School ESL	<i>Neuhaus Language Enrichment , SIOP Model, Texas Adolescent Literacy Academies (TALA) , Texas Middle School Fluency Assessment (TMSFA), and CSCOPE Language Arts</i>
High School ESL	<i>LANGUAGE! SIOP Model, CSCOPE Language Arts</i>
Secondary Reading	Fluency and accuracy strategies and monitoring, comprehension, and analysis of multiple texts for themes and concepts, <i>SIOP Model</i>
Secondary English	Writing strategies, <i>SIOP Model</i>

\* *Language Enrichment program includes Scientific Spelling, Multisensory Grammar, Fluency Practice, and History of the English Language*

All PreK-5 classroom, ESL, secondary reading, secondary English, and special education/special programs reading teachers must be trained in varied methods of monitoring students' success.

All PreK-5 classroom, ESL, secondary reading, secondary English, and special education/special programs (dyslexia, content mastery, etc) reading teachers will be required to attend 9 hours of research-based reading and related language arts training annually. Said trainings will include an assessment of language teaching proficiencies consistent with the needs of populations being served, clinical practicums, and peer review strategies.

### **Pre-Service**

Pre-service candidates for hire in PreK-5, special education, dyslexia, ESL, secondary reading, and secondary English will be required to demonstrate language proficiency and knowledge of the structured, sequential teaching of reading and writing. University programs preparing candidates for employment in the BISD system will be provided the district's reading standards so that said programs can align bachelors', master', bilingual, educational administration, and school of education programs with the BISD philosophy.

# Glossary

<u>Alphabetic Awareness:</u>	The ability to demonstrate proficiency in alphabetic writing systems.
<u>Alphabetic Knowledge:</u>	Refers to the student's knowledge of symbols used to write English. Such knowledge includes letter names, alphabetic order, visual recognition of both lower and upper cases, written production of both lower and upper cases, and lower case and upper case correspondences.
<u>Alphabetic Principle:</u>	The relationship between letters and sounds that is known as the alphabetic principle. The reader's task is to gain the insight that written words are composed of letters of the alphabet that are intentionally and conventionally related to segments of spoken words.
<u>Automatized:</u>	Automatic
<u>Balanced Approach to Literacy Instruction:</u>	The intelligent approach to reading practice informed by scientific research. Balance involves a program that combines skills involving phonological awareness and decoding with language and literature-rich activities. An informed approach to reading instruction begins in pre-kindergarten and continues as long as necessary until the child is a fluent reader. Essential components of effective literacy instruction are phonological awareness, print awareness, alphabetic and orthographic awareness, comprehension strategies, fluency, accuracy, and reading practice.
<u>Blend:</u>	A blend is the union of sounds as <i>br</i> to <i>ing</i> in bring.
<u>Comprehension Strategies:</u>	Inferential and evaluative thinking about connected text.
<u>Contextual:</u>	The part or parts of a written or spoken passage preceding or following a specific word which sheds light upon its meaning.
<u>Conventions:</u>	Conventions includes skills such as: writes legible letters, writes spoken sounds with letters to write messages, writes from left to right, spaces, capitalizes, punctuates, uses grammar correctly, writes in complete sentences, and spells accurately.
<u>Decoding:</u>	Converting from code to ordinary language.
<u>Digraph:</u>	A single speech sound represented by two consonant letters placed together (ch, gh, ph).
<u>Diphthong:</u>	The slurring of two letters. (oi, oy, ou, ow)
<u>Disabilities:</u>	Challenges
<u>Evaluative:</u>	Rate/Appraise
<u>Explicit:</u>	Expressed with clarity and precision; clearly stated rather than implied. In phoneme and morpheme awareness, the explicit teaching of how speech sounds are produced motorically and the cultivation of the ability to compare speech-sound differences in words.
<u>Fluency:</u>	Effortlessly, smooth and rapid: polished.
<u>Format:</u>	Text types
<u>Grapheme:</u>	A symbol or a letter that represents a sound.
<u>Graphophonemic:</u>	Sound – Symbol
<u>I/We/You Do Routine:</u>	An instructional routine for providing explicit instruction that involves 3 steps. The 3 steps ensure that students' use strategies independently over time. The steps are: 1) During 'I Do' where the teacher verbally (model/think aloud) processes the task. The teacher's responsibility is the greatest. 2) The 'We Do' phase, students either do the task in small

steps at the same time as the teacher or are guided through through each step in the strategy. 3) During 'You Do', students are able to complete the task completely on their own without the teacher's aid or oral prompting. (For more information, consult the Texas Adolescent Literach Academy on the TEA website)

Inferential:

process of reasoning: deducing.

Letter Sound Awareness:

The ability to relate the correspondences of the letter code to the spoken segments as distinct from the meaning of the written language.

160

Multisensory Learning:

The involvement of at least two of the three major senses (visual, auditory, kinesthetic) in the learning process.

Morpheme:

The smallest unit of meaning in language. Meaningful parts of words (For example –s is a morpheme in English. It signals the meaning of plural.) Morphemes range from a single letter to multi-syllabic structures.

Morphology:

Examines word parts. The study and description of word formation including inflection, derivation, and compounding, syllables, prefixes, suffixes, root words.

Narrative:

A story.

Orthographic Awareness:

The ability to attend to the writing conventions of the language. This ability begins with familiarity with the written symbols – letters and clusters of letters – and progresses to such complexities as when to double final consonants when adding inflectional endings that represent speech sounds.

Orthographic Knowledge:

The method of representing the sounds of a language by written or printed symbols: correct spelling. The knowledge of how the sounds (phonemes) of a language are mapped to the symbols (letters) of that language for use in reading and writing. Prerequisites for English orthographic knowledge are alphabetic knowledge and knowledge of sounds (phonemes) used in English. Orthographic knowledge begins with the most basic mapping of letters to represent the 44 English phonemes.

Orthography:

Examines the way a language is written (encoded).

Partner Reading:

Allows students to both practice and hear oral reading with less risk than if they were to read impromptu in front the whole classs. It allows teachers to monitor students' reading progress and to provide support, as necessary.

Partner Reading Routine:

Step 1) Student 1 (usually the higher-level reader) reads the first paragraph. Step 2) Student 2 (usually the lower-level reader) reads the next paragraph while the partner follows along. Step 3) Partners stop to discuss what they just read by retelling what happened. Step 4) Repeat steps 1-3 until passage is complete. Methods for assigning partner reading are 1) Rank stuents according to achievement level. 2) Divide the list in half. 3) Pair the highest child from each half. 4) Make adjustments.

Phoneme:

The smallest unit of sound (a single unit of sound) or individual sound units of the language. The smallest unit of speech in any given language that distinguishes one sound (utterance) from another in a spoken word and makes a difference to meaning. The pronunciation of an individual phoneme is influenced by its neighbors in a phenomenon called co-articulation.

<u>Phonemic Awareness:</u>	Refers to an understanding that words are composed of individual sounds. This term is used to indicate that a child is aware of the smallest units of sound in the language. It is the ability to examine language independently of meaning and to manipulate its component sounds. It requires the ability to attend to a sound in the context of the other sounds in a word. The ability to deal explicitly and segmentally with sound units smaller than the syllable (phonemes). Elements of the sound structure more relevant to beginning reading are words, syllables, and phonemes.
<u>Phonetics:</u>	The science of speech sounds. The study of the way in which speech sounds are articulated; also the systematic classification of the inventory of speech sounds in a language.
<u>Phonics:</u>	The system by which symbols represent sounds in alphabetic writing system (orthography). The application of phonetics to the teaching of reading and spelling. The link between phonemic awareness and phonics is referred to as phonological re-coding.
<u>Phonological Skills:</u>	Of or relating to the science of speech sounds.
<u>Phonological Processing:</u>	The sensitivity to segments in the speech stream which is demonstrated by the ability to produce and recognize rhymes, to alliterate, and to segment and blend words into syllables.
<u>Phonological Awareness:</u>	A term that refers to an awareness of words within sentences, rhyming units within words, beginning and ending sounds within words, syllables within words, phonemes within words (phonemic awareness).
<u>Phonology:</u>	Phonology is the study of the systems of sounds and sound combinations in language.
<u>Pragmatics:</u>	A branch of semiotics that deals with the relation between signs or linguistic expressions and their users.
<u>Prefix:</u>	A meaningful beginning syllable which modifies the meaning of the root word to which it is attached.
<u>Print Awareness/Concepts:</u>	Refers to the conventions and formats used in written English: Directionality: left to right, top to bottom, front to back Shapes of letters and production of letters Significance of spacing: within the word, no space between letters, a space between words, empty line between paragraphs or indentation or paragraphs titles and captions: as set apart from text Punctuation and capitalization: as separating thoughts Parts of a book (e.g., title page of contents, chapters, index, glossary) Format of different genres (e.g., stanzas for poetic form)
<u>Proficiency:</u>	Advancement toward the attainment of a high degree of knowledge or skill.
<u>Reading:</u>	Is getting meaning from print autonomously through a functional understanding of how the local writing system (and orthography) work to represent language.
<u>Reading Problem:</u>	Refers to low achievement in reading or some key component of reading.
<u>Research Based:</u>	As a descriptor for educational studies should mean that the research meets rigorous scientific methods, including: long-term duration, adequate sampling procedures, control for researcher bias, standardized measures of progress, control of confounding factors, match of control or comparison group, and peer review.

Response to Intervention

(RTI): Is an instructional approach that serves two purposes – 1) It provides early intervening services to struggling students to improve their skills and 2) It is an option that can be used to identify students who have learning disabilities. RTI addresses student needs through multiple tiers of increasingly intensive instructional interventions.

Semantics: Semantics is the study of meaning. It includes not only the literal meanings of words, but also the myriad idioms and collocations of English. It includes the way that words are organized to vary meaning. It includes figurative language and other non literal language which many students don't grasp without direct instruction.

Sound-Symbol

Relationships: Phonological awareness and print awareness.

Spelling Patterns: Inflectional endings to base words

Double final consonant

Dropping final e

Changing y to i

Structure: Construction

Suffix: A meaningful ending which modifies the meaning of the root word to which it is attached.

Syllables: Each separate vowel phoneme creates a separate syllable. A syllable is a unit of speech with one vowel sound which may form a complete word or a part of a word.

Syntax: Sentence structure. It examines the various ways that words combine to create meaning. It includes the grammar of English.

Three-Tier Reading/RTI

Model: 1) Provides a framework for instruction in conjunction with the core reading program; 2) is a response-to-instruction (RTI) model that focuses on the prevention of reading difficulties; 3) uses assessment data to identify and differentiate instruction; and 4) provides additional instruction and intervention support.

Tier I: Core reading instruction for all students, assessment of student progress three times per year, and ongoing professional development for teachers.

Tier II: Intervention (additional reading instruction) and frequent progress monitoring (e.g., every 2 weeks) for students struggling with reading concepts

Tier III: More intensive intervention and frequent progress monitoring (e.g., every 2 weeks) that students with extreme reading difficulties receive after not making adequate progress in Tiers I and II

# Components of a Scientifically Based Research Reading Programs

Twelve essential components of research-based programs for beginning reading instruction are outlined in the TEA document, Beginning Reading Instruction: Components and Features of Research-based Programs. These components are:

- Children have opportunities to expand their use and appreciation of oral language.
- Children have opportunities to expand their use and appreciation of printed language.
- Children have opportunities to hear good stories and informational books read aloud daily.
- Children have opportunities to understand and manipulate the building blocks of spoken language.
- Children have opportunities to learn about and manipulate the building blocks of written language.
- Children have opportunities to learn the relationship between the sounds of spoken language and the letters of written language.
- Children have opportunities to learn decoding strategies.
- Children have opportunities to write and relate their writing to spelling and reading.
- Children have opportunities to practice accurate and fluent reading in decodable stories.
- Children have opportunities to read and comprehend a wide assortment of books and other texts.
- Children have opportunities to develop and comprehend new vocabulary through wide reading and direct vocabulary instruction.
- Children have opportunities to learn and apply comprehension strategies as they reflect upon and think critically about what they read.

# Accelerated Reading Instruction Programs

The 76<sup>th</sup> Texas Legislature amended the Texas Education Code (TEC), Section 28.006 and approved the implementation of the Student Success Initiative. Two programs comprise the Student Success Initiative – the Teacher Reading Academies and the Accelerated Reading Instruction Program. The initiative is to provide support for professional development of teachers and the implementations of scientific, research-based reading programs to support students in their reading development in the early grades of school.

The best prevention of reading difficulties is a classroom that presents an optional language and literacy environment. Core classroom programs should be designed so that all students will develop the prerequisite phonological, vocabulary, and early reading skills necessary to become proficient readers. However, even with the best classroom environment, there may still be students who need more time and targeted instruction through an intervention program.

Three foundations need to be in place to address and prevent reading difficulties: (1) consistent delivery of high quality reading instruction in the classroom; (2) use of assessments and other data collection to identify students who are at-risk or are experiencing difficulties in their reading development; and (3) opportunities for students experiencing difficulties to engage in more intensive, more targeted, and more supportive reading instruction.

The Accelerated Reading Instruction Program provides additional state resources to local school districts and charter schools for costs associated with establishing appropriate, research-based programs to meet the needs of students experiencing difficulties in their reading development.

This Accelerated Reading Instruction Program Guidance is a resource designed to provide school districts and charter schools with information and guidelines to help meet the requirements of the Student Success Initiative. This guidance contains information on program requirements, allocation and use of funds, expenditure of funds, reporting requirements, and evaluation of the program.

## **SECTION II. STATUTORY REQUIREMENTS**

Beginning in the 1999-2000 school year, school districts and charter schools will be required to phase-in and implement programs of accelerated reading instruction for students not showing adequate progress in reading development and who are at-risk for reading difficulties; including dyslexia. Such programs are required to address the areas of deficiencies identified through the reading instruments required under TEC Section §28.006 and administered in Kindergarten, Grade 1, and Grade 2. See Appendix A for the Texas Education Code provisions relevant to the Accelerated Reading Instruction Program. Services provided are to ensure students make adequate progress.

Each school district and charter school serving children in Kindergarten, Grade 1, and Grade 2 is required to provide accelerated reading instruction to students in:

- Kindergarten during the 1999-2000 school year.
- Kindergarten and Grade 1 during the 2000-2001 school year.
- Kindergarten, Grade 1, and Grade 2 during the 2001-2002 school year.

### Student Eligibility

#### *Placement Procedures*

Each school district and charter school must devise a process for placement of students into an accelerated reading instruction program. The placement procedures should include information from the reading instruments required under TEC §28.006 and administered in Kindergarten, Grade 1, and Grade 2. The results of the reading instrument shall be used as one criterion to determine the eligibility of a student to be served in an accelerated reading instruction program.

### *Placement Procedures (Continued)*

Each school district and charter school is required to administer a reading instrument at Kindergarten, Grade 1, and Grade 2 according to the Commissioner's recommendations for administration. Local school districts and charter schools may elect to use an instrument from the Commissioner's Reading Instruments List (See Appendix B) or may adopt reading instruments other than those on the Commissioner's list. The reading instruments used must assess phonological awareness, word reading ability, oral reading accuracy, and reading comprehension.

The reading instruments provide teachers with information on areas of knowledge and skill that students have developed and areas that will be developed with more instruction and experience. As instructional decisions and plans are made, it is important to consider the purpose of the instrument and what additional information needs to be collected or considered before making instructional decisions for the individual student.

After administration of the reading instruments, teachers will have additional information about the student's reading progress and can determine priority areas of instruction (e.g., phonological awareness and comprehension). Teachers are encouraged to use the information gained from the reading instruments as well as daily classroom data collected (e.g., teacher observations, student performance on classroom tasks and assignments) to develop and plan instructional objective for each individual student.

Refer to The 1999 Reading Instruments Guide for Texas Public Schools and Charter Schools, November 1999 for information on eligibility of students administered a reading instrument for application of the instructional program and recommendations.

Additionally, the State Board of Education's Texas State Law, State Board of Education Rule and the Revised Procedures Concerning Dyslexia: Dyslexia and Related Disorders (September 1998) contains information in the sections on "Data Gathering" and "Remedial Strategies" that are appropriate for all types of reading difficulties and should be used as a guide by school districts and charter schools in developing criteria for placement into an accelerated reading program. (See Appendix C)

### *Students in General Education and Bilingual or English as a Second Language (ESL) Programs*

Results from the reading instruments are to be used as an indicator for placement into an accelerated reading instruction program. If a student of limited English proficiency (LEP) is not administered a reading instrument, but is administered an oral language proficiency assessment instrument, results from the instrument may be used as an indicator for placement.

### *Student in Special Education*

The admission, review, and dismissal (ARD) committee of a student who participates in a district's or charter school's special education program under TEC, Subchapter B, Chapter 29, and who does not perform satisfactorily on a reading instrument shall determine the manner in which the student will participate in an accelerated reading instruction program.

### Notification to Parents or Guardians

The commissioner has certified that funding is available for the 1999-2000 school year for an accelerated reading instruction program. Therefore, beginning in the 1999-2000 school year, school districts and charter schools must notify, in writing, the parent or guardian of each student in Kindergarten that based on the results of the instrument administered, the student is at-risk for a reading difficulty, including dyslexia and is being placed into an accelerated reading instruction program. The parent or guardian of each student must be notified of the results of the reading instrument before placement in an accelerated instruction program. Also, school districts and charter schools are required to report to the commissioner and the board of trustees the results of the reading instruments administered to students in Kindergarten, Grade 1, and Grade 2 and report, in writing, to a student's parent or guardian the student's results on the reading instrument. Districts and charter schools must make a good faith effort to ensure that the notice to parents or guardians is provided either in person or by regular mail and that the notice is clear and easy to understand and is written in English and in the parent's or guardian's native language. For further information regarding reporting reading instrument results, refer to The 1999 Reading Instruments Guide for Texas Public Schools and Charter Schools, November 1999.

## Mandatory Attendance

Unless specifically exempted under TEC §25.086, a student must attend an accelerated reading instruction program to which the student is assigned. See Appendix A for Texas Education Code provisions relevant to the Accelerated Reading Instruction Program.

### **SECTION III. AVAILABILITY AND ALLOCATION OF FUNDS**

During the 1999-2000 school year, \$ 33.7 million will be available to serve Kindergarten students in accelerated reading instruction programs. The funding period for the 1999-2000 school year is September 1, 1999 to August 31, 1999. Any unexpected funds in the 1999-2000 school year will be available for use in the 2000-2001 school year. Information will be available at a later date regarding programs and allotments for 2000-2001 school year.

The number of students who did not pass the most recent Spring administration of the 3<sup>rd</sup> grade reading Texas Assessment of Knowledge and Skills (TAKS) will be used to estimate the number of students who need accelerated reading instruction. The estimate will be used in the formula to determine funding at \$670 per pupil. A minimum allotment of \$ 15,000 will be distributed to each district and charter schools serving students in Kindergarten and reporting 3<sup>rd</sup> grade reading TAAS results. School districts and charter schools will receive a letter from the Commissioner notifying them of the funds available.

Funds will be distributed to school districts and charter schools twice during the funding period. Ninety percent of the funds will be distributed initially and 10 percent will follow upon receipt of the required Program Evaluation and Final Expenditure Report. Schools will use the Financial Accountability Resource Guide fund code 429 with a locally assigned option code to account for funds.

The Commissioner is required to certify, not later than July 1 of each school year or as soon as practicable thereafter, whether sufficient funds have been appropriated statewide for the purpose of the Accelerated Reading Instruction Program. A determination by the Commissioner is final and may not be appealed. For purposes of this certification, the Commissioner may not consider Foundation School Program funds.

### **SECTION IV. PROGRAM REQUIREMENTS**

The building of an effective model of accelerated reading instruction in a school can be a complex project and there is no simple formula for making it work. Decisions will be made at the level of the individual child, the classroom, and school-wide depending on the needs of the students to be served. Subject to the following requirements, the school district and charter school will determine the form, content, and timing of a program that will best meet the needs of the students to be served.

The following specific requirements are:

- Programs must provide reading instruction that address reading deficiencies of students in the program as identified through the reading instrument required to be administered at Kindergarten, Grade 1, and Grade 2.
- Programs must be based on scientific reading research. For a description of the 12 components of research based beginning reading instruction programs see Appendix D. Additional information on research-based instruction for students can be found in the State Board of Education's Texas State Law, State Board of Education Rule and the Revised Procedures Concerning Dyslexia: Dyslexia and Related Disorders (September 1998) (See Appendix C).
- Programs should provide professional development for staff to implement the program.
- Programs must have a placement procedure for participants.
- School districts and charter schools must have a procedure for notifying a student's parent or guardian of the student's placement in the program.
- School districts and charter schools determine the form, content, and timing if the program.

## Statutory References

### ***Texas Education Code, Section 28.006. Reading Diagnosis.***

- The commissioner shall develop recommendations for school districts for:
  1. administering reading instruments to diagnose student reading development and comprehension;
  2. training educators in administering the reading instruments; and
  3. applying the results of the reading instruments to the instructional program.
  
- (b) The commissioner shall adopt a list of reading instruments that a school district may use to diagnose student reading development and comprehension. A district-level committee established under Subchapter F, Chapter 11, may adopt a list of reading instruments for use in the district in addition to the reading instruments on the commissioner's list. Each reading instrument adopted by the commissioner or a district-level committee must be based on scientific research concerning reading skills development and reading comprehension. A list of reading instruments adopted under this subsection must provide for diagnosing the reading development and comprehension of students participating in a program under Subchapter B, Chapter 29.
  
- (c) Each school district shall administer, at the kindergarten and first and second grade levels, a reading instrument on the list adopted by the commissioner or by the district-level committee. The district shall administer the reading instrument in accordance with the commissioner's recommendations under Subsection (a)(1).
  
- (d) The superintendent of each school district shall
  1. report to the commissioner and the board of trustees of the district the results of the reading instruments and
  2. report, in writing to a student's parent or guardian the student's results on the reading instrument.
  
- (e) The results of reading instruments administered under this section may not be used for purposes of appraisals and incentives under Chapter 21 or accountability under Chapter 39.
  
- (f) This section may be implemented only if funds are appropriated for administering the reading instruments. Funds, other than local funds, may be used to pay the cost of administering a reading instrument only if the instrument is on the list adopted by the commissioner.
  1. A school district shall notify the parent or guardian of each student in kindergarten or first or second grade who is determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties. The district shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to those students and shall determine the form, content, and timing on that program. The admission, review, and dismissal committee of a student who participates in a district's special education program under Subchapter B, Chapter 29, and who does not perform satisfactorily on a reading instrument under this section shall determine the manner in which the student will participate in an accelerated reading instruction program under this subsection.
  2. The school district shall make good effort to ensure that the notice required under this section is provided either in person or by regular mail and the notice is clear and easy to understand and is written in English and in the parent or guardian's native language.
  
- (i) The commissioner shall certify, not later than July 1 of each school year or as soon as practicable thereafter, whether sufficient funds have been appropriated statewide for the purposes of this section. A determination by the commissioner is final and may not be appealed. For purposes of certification, the commissioner may not consider Foundation School Program funds.
  
- (j) No more than 15 percent of the funds certified by the commissioner under Subsection (i) may be spent on indirect costs. The commissioner shall evaluate the programs that fail to meet the standard of performance under Section 39.051(b)(7) and may implement sanctions under Subchapter G, Chapter 39. The commissioner may audit the expenditures of funds appropriated for purpose of this section. The use of the funds appropriated for purposes of this section shall be verified as part of the district audit under Section 44.008.

***Texas Education Code, Section 28.006. Reading Diagnosis (continued).***

(k) The Provisions of this section relating to parental notification of a student's results on the reading instrument and to implementation of an accelerated reading instruction program may be implemented only if the commissioner certifies that the funds have been appropriated during a school year administering the accelerated reading instruction program specified under this section.

- (l) Each district shall provide the accelerated reading instruction under Subsection (g) to students in:
- (a) kindergarten during the 1999-2000 school year;
  - (b) kindergarten and first grade during the 2000-2001 school year, and
  - (c) kindergarten and first and second grades beginning with the 2001-2002 school year.

(m) Subsection (l) and this subsection expire January 1, 2002.

***Texas Education Code, Section 25.085. Compulsory School Attendance.***

(a) A child who is required to attend school under this section shall attend school each school day for the entire period the program of instruction is provided.

(b) Unless specifically exempted by Section 25.086, a child who is at least six years of age, or who is younger than six years of age and has previously been enrolled in the first grade, and who has not yet reached the child's 18<sup>th</sup> birthday shall attend school.

(c) On enrollment in prekindergarten or kindergarten, a child shall attend school.

- (d) Unless specifically exempted by Section 25.086, a student enrolled in a school district must attend
- (1) an extended-year program for which the student is eligible that is provided by the district for students identified as likely not to be promoted to the next grade level or tutorial classes required by the district under Section 29.084.
  - (2) an accelerated reading instruction program to which the student is assigned under Section 28.006(g);
  - (3) an accelerated instruction program to which the student is assigned under Section 28.0211; or
  - (4) a basic skills program to which the student is assigned under Section 29.086.

***Texas Education Code, Section 12.104. Applicability of Title.***

(a) An open-enrollment charter school has the powers granted to schools under this title. An open-enrollment charter school is subject to:

- (1) a provision of this title establishing a criminal offense; and
  - (2) a prohibition, restriction, or requirement, as applicable, imposed by this title or a rule adopted under this title, relating to:
- (g) the Public Education Information Management System (PEIMS) to the extent necessary to monitor compliance with this subchapter as determined by the commissioner;
  - (h) criminal history records under Subchapter C, Chapter 22;
  - (i) reading instruments and accelerated reading instruction programs under Section 28.006;
  - (j) satisfactory performance an assessment instruments and to be accelerated instruction under Section 28.0211;
  - (k) high school graduation under Section 28.025;
  - (l) special education programs under Subchapter A, Chapter 29;
  - (m) bilingual education under Subchapter B, Chapter 29;
  - (n) prekindergarten programs under Subchapter E, Chapter 29;
  - (o) extracurricular activities under Section 33.081;
  - (p) health and safety under Chapter 38; and
  - (q) public school accountability under Subchapters B, C, D, and G, Chapter 39.

# APPENDIX B

## Procedural Information

- **B-1 Academic Requirements**
- **B-2 Diagnostic Exam Philosophy**
- **B-3 Special Education Grading Guidelines**
- **B-4 Language Arts Weighted Average Charts**
- **B-5 Out-of-District Grade Conversion Table**
- **B-6 TAKS Rubrics**

## ***ACADEMIC REQUIREMENTS (NO PASS, NO PLAY)***

### **APPENDIX B-1**

#### **Eligibility for UIL Participants For The First Six Weeks**

UIL participants are eligible to participate in contests during the first six weeks of the school year provided the following standards have been met:

- K. Students beginning grades nine and below must have been promoted from a lower grade prior to the beginning of the current school year.
- L. Students beginning their second year of high school must have earned five credits which count toward state high school graduation requirements.
- M. Students beginning their third year of high school either must have earned a total of ten credits which count toward state high school graduation credits or a total of five credits which count toward state high school graduation requirements must have been earned during the 12 months preceding the first day of the current school year.
- N. Students beginning their fourth year of high school either must have earned a total of 15 credits which count toward state high school graduation credits or a total of five credits which count toward state high school graduation requirements must have been earned during the 12 months preceding the first day of the current school year.

#### **Exceptions:**

- When a migrant student enrolls for the first time during a school year, all criteria cited above applies. All other students who enroll too late to earn a passing grade for a grading period are ineligible.
- High school students transferring from out-of-state may be eligible the first six weeks of school if they meet the criteria cited above or school officials are able to determine that they would have been eligible if they had remained in the out-of-state school from which they are transferring.

Students who are not in compliance with these provisions may request a hardship appeal of their academic eligibility through the UIL state office.

**Local school boards may elect to adopt these standards for all activities in order to avoid having different standards for student participants (e.g., football, drill team, cheerleading, and all other extracurricular activities as defined by State Board of Education rule [TAC Chapter §76]). See page 14.**

#### **Eligibility For All Extracurricular Participants After The First Six Weeks Of The School Year**

A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any academic class (other than an identified advanced class) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility when the principal and teachers determine that he or she has: (1) earned a passing grade (70 or above) in all academic classes, other than those that are advanced, and (2) completed the three school weeks of ineligibility.

All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of the grading period whether it is six, nine, or twelve weeks in length. Students who pass remain eligible until the end of the next grading period. **All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the students represent the school. This provision applies to all grading periods. It also applies to all three school week evaluation periods for ineligible students.**

**New Information Beginning With The 1999-2000 School Year Resulting From The 76<sup>th</sup> Session Of The Texas Legislature**

- A. All students are eligible during a school holiday of a full calendar week or more. When the bell rings to dismiss students for the December holidays, all students are eligible until classes resume in January. The same is true for fall and spring breaks provided those breaks consist of at least a full calendar week.
- B. Students in year-round schools are eligible during inter-sessions.
- C. If a grading period or three school week evaluation period ends on the last class day prior to a school holiday of one calendar week or more (e.g., spring break, winter holidays), the seven calendar day grace period to lose eligibility and the seven calendar day waiting period to regain eligibility begin the first day that classes resume.

## APPENDIX B-2

### Diagnostic Exam Philosophy

In accordance with Chapter 74, the Brownsville Independent School District implements the Texas Essential Knowledge and Skills (TEKS); the state-mandated curriculum for all Texas students. To ensure that the appropriate sequence with the appropriate depth and complexity, BISD, with the assistance of district personnel including teachers, curriculum specialists, and main office personnel, have developed a scope and sequence for each grade level and/or content area. At designated intervals, district diagnostic exams are administered for the purpose of:

- ensuring that the objectives in the district's scope and sequence are being taught;
- aligning and revising the district's scope and sequence;
- providing campuses with data to assist them in analyzing student achievement
- assessing the student's mastery of objectives taught; and
- providing the district with overall information regarding student progress.

In addition to the District Diagnostic Exams, the information base for determining instructional goals/decisions in elementary language arts includes the following:

- In Grades K-2, student results on the Texas Primary Reading Inventory (TPRI) or Tejas LEE, administered in the beginning and end of year in Kindergarten and beginning, middle and end of year in Grades 1-2 will provide the information teachers must use to determine instructional goals in \*language arts.
- In Grade 3, students' End of the Year (EOY) Grade 2 TPRI or Tejas LEE results will provide teachers the information they need to determine instructional goals in \*language arts at the beginning of the year. Grade 3 TPRI and Tejas LEE, administered at the beginning, middle and end of year, along with the first Grade 3 TAKS Reading administration will keep the teacher informed as to each student's progress. Thereafter, Grade 3 students' progress in \*language arts will be monitored via the results on the TAKS test.
- In Grades 4-5, previous year's TAKS test results will provide teachers the information they need to determine instructional goals in \*language arts during the first and second six weeks. The administration of the Grade 4 or 5 TAKS Released Test, in their respective grades in December, will further inform teachers of students' progress in \*language arts and provide them specific information for determining instructional goals until TAKS Reading is administered during the early spring in Grade 5 and late spring in Grade 4.

\*Language arts includes listening, speaking, reading and writing. Each grade level must implement all Language Arts TEKS in order for the children to be proficient readers and writers.

All campuses must participate in the District Diagnostic Exam Program; however, individual campuses always have the option of administering additional campus developed diagnostic assessments. Whether or not to use diagnostic exams as a grade in the grade book will be a campus decision.

## Special Education Grading Guidelines

*Special Education students who participate in general education classes will follow the B.I.S.D. grading/retention policy. This includes Content Mastery, inclusion and mainstream students. These students will receive a standard district report card showing progress in the general education classes. This assumes that the students are receiving instruction in the TEKS at grade level with appropriate modifications. Such students do not need to have progress reported to parents using the IEP Report card.*

*Special education students participating in general education classes may have the following modifications assigned by the ARD committee if appropriate:*

- A. Reduced level of mastery (below 70%)
- B. Reduction in some of the grade level TEKS covered by the class

If the content or objectives of the courses are modified extensively, then the student should have an IEP for the course. This could be done by selecting specific grade level TEKS and an appropriate level of mastery for the student and using these to develop an IEP. These students will be graded on the individual goals and objectives rather than the entire list of TEKS for the course. For these students, it will be necessary to include an IEP report card each 6 or 9 weeks along with the regular report card.

*For students who are receiving resource class instruction or are being served in a Behavior Intervention unit, the district grading/retention policy will also be followed. There may be incidences where an ARDC will determine that the mastery level may not be applicable to the student. The ARDC must then determine what is the appropriate level, the student's functioning level, as well as the documentation of decisions. These students will receive a district report card, but in addition, they will also receive a progress report on the goals and objectives that are in their IEP.*

*Students who will receive services in a life skills unit will not be required to follow the district grading/retention policy. The mastery level for these students will be determined at the annual IEP meeting. An IEP report card will be sent to the parents to show progress on the goals and objectives written. The IEP Report Card will serve as the means of communication to parents on the progress of their child.*

*Relationship of mastery of IEP objectives to district grading policy- All IEPs must have measurable objectives, which is different than the district's grading/retention policy. The teacher to determine success of a specific objective uses the mastery level of an objective. If an objective has an 80% mastery level or 3 of 4 attempts for success, then the committee has determined that this child is expected to meet this objective at a higher level of expectation than the expectation held for general education students of 70%. Each objective must be discussed individually to set an appropriate level of measurability, which will then determine the success of the goal under which the objective was written.*

Examples of objectives which should be considered for a mastery level of greater than 70%:

- Toilet training or other hygiene related objectives
- Behavioral objectives related to physical or verbal aggression. Since this behavior cannot be tolerated in the school it is likely that the mastery level might be 100%.

The decision to promote/place/retain any special education student is an ARD committee decision. Consideration of retention for any special education student should be addressed by the ARD committee. Documentation of efforts made to help the child must be discussed along with any other

information that is pertinent to making an appropriate decision. Please be reminded that at the end of every six or nine weeks, review of the students' progress in both general and special education classes will help the ARD teacher make the necessary remediation or changes to help the students succeed.

It is important to note that if a child is receiving services in a resource class or self contained unit and is not earning passing grades, the situation should immediately be addressed by the ARD committee. Students in any special education class should receive instruction at their functioning level with the appropriate modifications. If a child is failing in a resource or self contained class, then the instructional teacher and ARD Meeting teacher, if different, must meet to discuss the reason for the failure. There should be little or no failure where instruction is being provided through special education. Again, the matter of promotion/placement/retention needs to be discussed at an ARD Meeting where all documentation can be discussed.

It is expected that every student in special education will make progress in the general education curriculum and/or their individual goals and objectives each and every year that they are in the program. Any student who does not master most of their goals and objectives during a year and/or who has not demonstrated progress on the TAAS /TAKS or an alternative assessment measure should be reviewed by the ARD committee. Options to consider might include:

- Request additional assessment,
- Consider a different placement or a lower pupil teacher ratio,
- Consider seeking alternative materials or strategies.
- Consider requesting observation of the student by a special education supervisor, a district specialist or a consultant.

We have an absolute obligation to take all reasonable actions to assist special education students to make continual progress on their educational goals. This does not mean that we can guarantee a specific level of progress for any student. It does mean that we will constantly monitor and adjust our programming for a student to address any lack of progress. This should also include frequent communication with the parent.

**APPENDIX B-4**

**Language Arts Weighted Average Charts**

	.60	.50	.40	.30	.10		.06	.50	.40	.30	.10
100	60.00	50.00	40.00	30.00	10.00	59	35.40	29.50	23.60	17.70	5.90
99	59.40	49.50	39.60	29.70	9.90	58	34.80	29.00	23.20	17.40	5.80
98	58.80	49.00	39.20	29.40	9.80	57	34.20	28.50	22.80	17.10	5.70
97	58.20	48.50	38.80	29.10	9.70	56	33.60	28.00	22.40	16.80	5.60
96	57.60	48.00	38.40	28.80	9.60	55	33.00	27.50	22.00	16.50	5.50
95	57.00	47.50	38.00	28.50	9.50	54	32.40	27.00	21.60	16.20	5.40
94	56.40	47.00	37.60	28.20	9.40	53	31.80	26.50	21.20	15.90	5.30
93	55.80	46.50	37.20	27.90	9.30	52	31.20	26.00	20.80	15.60	5.20
92	55.20	46.00	36.80	27.60	9.20	51	30.60	25.50	20.40	15.30	5.10
91	54.60	45.50	36.40	27.30	9.10	50	30.00	25.00	20.00	15.00	5.00
90	54.00	45.00	36.00	27.00	9.00	49	29.40	24.50	19.60	14.70	4.90
89	53.40	44.50	35.60	26.70	8.90	48	28.80	24.00	19.20	14.40	4.80
88	52.80	44.00	35.20	26.40	8.80	47	28.20	23.50	18.80	14.10	4.70
87	52.20	43.50	34.80	26.10	8.70	46	27.60	23.00	18.40	13.80	4.60
86	51.60	43.00	34.40	25.80	8.60	45	27.00	22.50	18.00	13.50	4.50
85	51.00	42.50	34.00	25.50	8.50	44	26.40	22.00	17.60	13.20	4.40
84	50.40	42.00	33.60	25.20	8.40	43	25.80	21.50	17.20	12.90	4.30
83	49.80	41.50	33.20	24.90	8.30	42	25.20	21.00	16.80	12.60	4.20
82	49.20	41.00	32.80	24.60	8.20	41	24.60	20.50	16.40	12.30	4.10
81	48.60	40.50	32.40	24.30	8.10	40	24.00	20.00	16.00	12.00	4.00
80	48.00	40.00	32.00	24.00	8.00	39	23.40	19.50	15.60	11.70	3.90
79	47.40	39.50	31.60	23.70	7.90	38	22.80	19.00	15.20	11.40	3.80
78	46.80	39.00	31.20	23.40	7.80	37	22.20	18.50	14.80	11.10	3.70
77	46.20	38.50	30.80	23.10	7.70	36	21.60	18.00	14.40	10.80	3.60
76	45.60	38.00	30.40	22.80	7.60	35	21.00	17.50	14.00	10.50	3.50
75	45.00	37.50	30.00	22.50	7.50	34	20.40	17.00	13.60	10.20	3.40
74	44.40	37.00	29.60	22.20	7.40	33	19.80	16.50	13.20	9.90	3.30
73	43.80	36.50	29.20	21.90	7.30	32	19.20	16.00	12.80	9.60	3.20
72	43.20	36.00	28.80	21.60	7.20	31	18.60	15.50	12.40	9.30	3.10
71	42.60	35.50	28.40	23.30	7.10	30	18.00	15.00	12.00	9.00	3.00
70	42.00	35.00	28.00	23.00	7.00	29	17.40	14.50	11.60	8.70	2.90
69	41.40	34.50	27.60	20.70	6.90	28	16.80	14.00	11.20	8.40	2.80
68	40.80	34.00	27.20	20.40	6.80	27	16.20	13.50	10.80	8.10	2.70
67	40.20	33.50	26.80	20.10	6.70	26	15.60	13.00	10.40	7.80	2.60
66	39.60	33.00	26.40	19.80	6.60	25	15.00	12.50	10.00	7.50	2.50
65	39.00	32.50	26.00	19.50	6.50	24	14.40	12.00	9.60	7.20	2.40
64	38.40	32.00	25.60	19.20	6.40	23	13.80	11.50	9.20	6.90	2.30
63	37.80	31.50	25.20	18.90	6.30	22	13.20	11.00	8.80	6.60	2.20
62	37.20	31.00	24.80	18.60	6.20	21	12.60	10.50	8.40	6.30	2.10
61	36.60	30.50	24.40	18.30	6.10	20	12.00	10.00	8.00	6.00	2.00
60	36.00	30.00	24.00	18.00	6.00						

**APPENDIX B-5**

**Out-of-District Grade Conversion Table**

I. Out-of-District Grades with Conversion Table from Sending District

- (a) When converting grades from an Out-of-District transcript on which a grade conversion table is printed, the Out-of-District printed scale shall be used.
- (b) In the event that the sending district awarded credit for a grade below 70, the student will receive a 70.

II. Out-of-District Grades without a Conversion Table from Sending District

On out-of-district transcripts on which no conversion table exists, grades shall be converted as follow:					
<b>A+</b>	<b>=</b>	<b>100</b>	<b>C+</b>	<b>=</b>	<b>79</b>
<b>A</b>	<b>=</b>	<b>96</b>	<b>C</b>	<b>=</b>	<b>77</b>
<b>A-</b>	<b>=</b>	<b>90</b>	<b>C-</b>	<b>=</b>	<b>75</b>
<b>B+</b>	<b>=</b>	<b>89</b>	<b>D+</b>	<b>=</b>	<b>73</b>
<b>B</b>	<b>=</b>	<b>86</b>	<b>D</b>	<b>=</b>	<b>72</b>
<b>B-</b>	<b>=</b>	<b>80</b>	<b>D-</b>	<b>=</b>	<b>70</b>
			<b>F</b>	<b>=</b>	<b>69</b>

**APPENDIX B-6**

**TAKS RUBRIC**

TAKS	6 Traits	Score Point 4	TEKS
Focus & Coherence	Organization & Sentence Fluency	<ul style="list-style-type: none"> <li>▪ <b>Individual paragraphs and the composition as a whole are focused.</b> This <b>sustained focus</b> enables the reader to understand and appreciate how <b>the ideas included in the composition are related.</b></li> <li>▪ The composition as a whole has a <b>sense of completeness.</b> The <b>introduction and conclusion</b> are meaningful because they <b>add depth</b> to the composition.</li> <li>▪ Most, if not all, of the writing contributes to the development or quality of the composition as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Analyze strategies that writers in different fields use to compose</b>(4-12)Identify challenges authors face and strategies they use to compose various texts (7-8)</li> <li>▪ <b>Analyze text structures</b> such as compare and contrast, cause and effect, &amp; chronological ordering for how they influence understanding(9-12)</li> <li>▪ <b>Analyze characteristics of text, including its structure,</b> word choices, &amp; intended audience(4-12)</li> </ul>
Organization	Organization& Sentence Fluency	<ul style="list-style-type: none"> <li>▪ The writer's <b>progression of thought from sentence to sentence and paragraph to paragraph is smooth and controlled.</b> The writer's use of <b>meaningful transitions</b> and the <b>logical movement from idea to idea</b> strengthen this progression.</li> <li>▪ The organizational strategy or strategies the writer chooses enhance the writer's ability to <b>present ideas clearly and effectively.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Compose increasingly more involved sentences</b> [compound &amp; complex (6)] that contain gerunds, participles, &amp; infinitives in their various functions(7-12).</li> <li>▪ <b>Analyze characteristics of clearly written texts, including the patterns of organization, syntax, and word choice.</b>(9-12)</li> </ul>
Development of Ideas	Ideas	<ul style="list-style-type: none"> <li>▪ The writer's thorough and specific development of each idea creates <b>depth of thought</b> in the composition, enabling the reader to truly understand and appreciate the writer's ideas.</li> <li>▪ The writer's <b>presentation of ideas is thoughtful or insightful.</b> The writer may approach the topic from an unusual perspective, use his/her unique experiences or view of the world as a basis for writing, or make interesting connections between ideas. In all these cases, the writer's willingness to <b>take compositional risks enhances the quality of the content.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop drafts, alone and collaboratively, by organizing and reorganizing content (4-6)&amp; by <b>refining style to suit occasion, audience &amp; purpose</b>(7-12).</li> <li>▪ <b>Organize ideas in writing to ensure coherence, logical progression, and support for ideas</b>(4-12).</li> </ul>
Voice	Voice & Word Choice	<ul style="list-style-type: none"> <li>▪ The <b>writer engages the reader and sustains this connection throughout the composition.</b></li> <li>▪ The <b>composition sounds authentic and original.</b> The writer is able to express his/her individuality or unique perspective.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use prewriting strategies to <b>generate ideas, develop voice,</b> and plan(9-12).</li> <li>▪ <b>Select voice</b> and style appropriate to audience and purpose(6-12)</li> <li>▪ Analyze the melodies of literary language, including its use of <b>evocative words</b> and rhythm(9-12).</li> </ul>
Conventions	Conventions	<ul style="list-style-type: none"> <li>▪ The <b>overall strength of the conventions contributes to the effectiveness of the composition.</b> The writer demonstrates a consistent command of spelling, capitalization, punctuation, grammar, usage, and sentence structure. When the writer attempts to communicate complex ideas through sophisticated forms of expression, he/she may make minor errors as a result of these compositional risks. These types of errors do not detract from the overall fluency of the composition.</li> <li>▪ The words, phrases, and sentence structures the writer uses enhance the overall effectiveness of the communication of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compose original text, applying the conventions of written language such as capitalization, punctuation (2-12ESL), penmanship, and spelling to communicate clearly (4-12)</li> <li>▪ Proofread his/her own writing and that of others (4-12).</li> <li>▪ <b>Spell accurately in final drafts (4-8).</b></li> <li>▪ <b>Produce error-free writing in the final draft (9-12).</b></li> </ul>