



BROWNSVILLE INDEPENDENT
SCHOOL DISTRICT

*ELEMENTARY
GRADING PROCEDURES*

2011-2012



Board Approved: July 19, 2011

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GRADING PROCEDURES

INTRODUCTION

INSTRUCTIONAL GOALS AND OBJECTIVES

EA (LOCAL)

DATE ISSUED: 9/2/2002

Curriculum and Instruction

The District will provide a well-balanced, perpetually challenging, standards-based curriculum and deliver effective instruction to all students enrolled, thereby preparing them to pursue a postsecondary education and/or career and to possess both independent and group learning and thinking skills in a multicultural, multilingual, and rapidly changing world.

Curriculum Philosophy

The District core competencies, skills needed to independently meet the challenges of living successfully in the United States in the 21st century, profile the District graduate as one who exceeds national and state norms in the following areas: reading and comprehension, oral and written language, social interactions, critical thinking skills, calculating and measuring, comparing, researching, negotiating and mediating, technological acuteness, environmental responsiveness, and physical and mental health.

The District shall provide all students with equal access and opportunities to progress through a curriculum of objectives that set high learning expectations for all in accordance with their strengths and aligned with their special needs. Individualized education programs (IEP) will delineate the least restrictive environment for special needs students.

The District's curriculum shall be standards-based and meet the national and state of Texas Essential Knowledge and Skills.

District Curriculum Responsibility

The District shall adhere to and comply with statutory mandates and Texas Education Agency guidelines and shall implement local policies in a manner consistent with the above stated philosophy.

A complete listing of all courses offered in the District shall be found in the course listing guide and grading procedures approved annually by the Board.

Curriculum shall be designed, developed, and delivered through the collaborative efforts of all District personnel.

The District's three-year curriculum development plan shall address the following areas:

1. Aligned written, taught, and assessed curriculum objectives;
2. Periodic review of curriculum objectives, scope and sequences, material resources, and assessments for all subjects/ courses;
3. Vertical Prekindergarten through grade twelve articulation and horizontal coordination;
4. Diversity of materials and resources aligned to curriculum objectives;
5. A staff training program that includes theory, demonstration, practice/feedback, mentoring/coaching, and monitoring of delivery;
6. Multi-faceted assessment systems;
7. Appropriate District and campus budgetary allocations;
8. Data-driven instructional decision-making processes;
9. Roles and responsibilities of staff members at the District, campus, and classroom levels;
10. Standard operating procedures for new initiatives; and
11. Action-research, study groups, and other collaborative models for campus curriculum planning.

District curriculum planning shall be coordinated and implemented to ensure an overt Prekindergarten through grade twelve alignment of courses, objectives, and learner core competencies.

Campus and Teacher Curriculum Responsibility

It is the responsibility of the campus staff and the individual teachers to individualize the District's curriculum according to data driven student and campus needs.

The teacher, as facilitator of learning, must plan instruction that ensures that curriculum objectives are taught, core competencies are mastered, student learning is assessed, and each child achieves his or her potential. A variety of instructional resources and assessment strategies aligned with multiple resources must be used to teach and measure success in terms of the District's stated curriculum objectives.

Congruence between the written, taught, and assessed curriculum must be evident in the classrooms of the District and the teaching/ learning situation must reflect current research, best practices, and technological advancements across all content areas and levels.

It is the responsibility of the campus instructional leadership teams to ensure that each student is being provided the opportunity to master the required curriculum objectives, that the District's curriculum is being implemented, and that authentic assessment reflects high levels of synthesis, analysis, and creating of new products in accordance with national and state standards.

SITE-BASED DECISION-MAKING/CAMPUS NEEDS ASSESSMENT (CNA) PROCESS

The District shall maintain current policies and procedures to ensure that effective planning and site-based decision-making occur at each campus to direct and support the improvement of student performance for all students. Education Code 11.253(a) Brownsville ISD BQB (Legal) - Date Issued: 3/2/2010

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
- C. the 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, budgets, long and short range evaluative measures and checkpoints.

The principal shall be responsible for ensuring that no campus-initiated decision violates rule, law, or policy, unless the campus has obtained a waiver (see BQB (Legal) preceding and BF).

Except as prohibited by law (see BF), a campus may apply to the Board for a waiver of a local policy. An application for a waiver must state the achievement objectives of the campus and the reasons for requesting the waiver.

GRADING GUIDELINES ELEMENTARY SCHOOLS

The Brownville Independent School District (BISD) 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, BISD's teaching techniques are patterned so that each student receives instruction at the appropriate level of difficulty and complexity; the grading procedures reflect this as well.

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 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. Prekindergarten students will receive a report card beginning second six weeks. Students in kindergarten will receive a report card each six weeks. Prekindergarten and Kindergarten students will receive symbols that indicate student progress: for Developed; for Still Developing; for Instruction is on-going

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

In defining progress as movement toward mastery of the Texas Essential Knowledge and Skills (TEKS) as required by the laws of the state of Texas, the following grading scale applies:

PREKINDERGARTEN and KINDERGARTEN

The Prekindergarten and Kindergarten progress report system are as follows:

Developed Still Developing Instruction is on-going

Reporting of progress for Prekindergarten and Kindergarten will occur at the beginning of year (BOY), middle of year (MOY), and end of year (EOY). Kindergarten progress monitoring will also occur at least once each grading period.

GRADES 1 – 5

Senate Bill 2033/Sec. 28.0261, effective 9/1/09 states that a district policy must (1) require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment; (2) may not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and (3) may allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

Instructional personnel are to utilize numerical grades (0-100) in grading 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.

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

B. Grammar:

- 1) Grades 1 – 5:
- 2) Each teacher's grade book must contain three test grades per six weeks.
- 3) Each teacher's grade book must contain two daily work grades per six weeks.

C. English/ESL:

- 1) Beginners: Follow stipulated guidelines for grading for first and second grade. These grades are derived from ESL tests, both oral and written, drama, etc.

- 2) Intermediate, Advanced, ESL, Parental Denials, Monitored (M1 and M2) and 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 STAAR 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. Handwriting:

- 1) Cursive writing instruction may begin at either second or third grade based on a campus decision.

E. 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 STAAR 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.

F. Spelling:

- 1) Each teacher's grade book must contain three test grades per six weeks.
- 2) Each teacher's grade book must contain two 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 test grades per six weeks and two 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 test grades per six weeks.
- 2) Each teacher's grade book must contain two 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 test grades per six weeks.
 - 2) Each teacher's grade book must contain two 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) Letter grades will be issued for Health.
 - 2) The teacher'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.
 - 4) Each individual classroom teacher is responsible for issuing health grades.
- *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, implementation of the CATCH Program.
- A. 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. (See sample below)

Sample:

	1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th 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) Campuses and/or grade levels, which have theatre arts teachers, will record theatre arts grades every reporting period.
- 4) 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 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks
Art	X		X		X	
Music		X		X		X
Theatre Arts		X		X		X

- A. Schools or grade levels who do not have music, art, or theatre arts 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 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks
Art	X			X		
Music		X			X	
Theatre Arts			X			X

- B. 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 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks
Art	X	X	X	X	X	X
Music	X		X		X	
Theatre Arts		X		X		X

- C. 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.
- D. A minimum of three grades must be recorded in the teacher’s grade book for each fine arts grade issued on the report card.
- E. All Fine Arts instruction must be TEKS based.

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 no new content 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 on that test or work.
- E. 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 for that assignment.
- F. 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.
- G. 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.
- H. 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 (i.e., 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) All grades on the report card must come from the electronic gradebook. Handwritten grades are **not** to be posted onto the report card.
- 3) Check [✓] whether student is Non-LEP or a Parental Denial (PD).
- 4) 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).
- 5) If a student transfers to/from another school, information can be downloaded from Pentamation.
- 6) Follow the StudentPLUS procedures for setting up courses and schedules at your campus.
- 7) 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.
- 8) 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.

- 9) Comments on report cards should be objective and based on fact. Major concerns should be dealt with by means of parent/teacher conferences.
- 10) 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 week grading period (Rule of Thumb=15 days), 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 a 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: First through Fifth Grade levels

The yearly language arts averages shall be weighted as follows:

A. Bilingual students (Beginner, Intermediate, Advanced, and ESL students):

	SAMPLE
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:

	SAMPLE
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 first through fifth grade, promotion to the next grade level shall be based on a yearly average of 70 or above in each of the following: 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 Student Plus 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. All grades on the report card must come from the electronic gradebook. Hand-written grades are **not** to be posted onto the report card.

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

D. Receiving teacher averages incoming 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.

E. Signatures are required for Principal, Librarian, Counselor, and Nurse (highlighted on the form below).

- F. A copy of the electronic withdrawal form (sample below) must be retained by the sending campus. This will provide a back up in the event that documentation is lost in transit.

Student Withdrawal/Record Transfer Form

BROWNSVILLE ISD
County- District-Campus:
Phone Number: (956)
Records Requestor:

Student Name :
Current Grade:
Home Language:

Birthdate:
Sex :

Social Security #:
Last PEIMS ID:
Local ID:
PEIMS ID:

Original Entry Date :
Last Withdrawal Date:
Withdrawal Reason :
Placed in Grade :
Promoted to Grade :

Grade(s)of Retention (PK-04):
Grade(s)of Retention (05-08):
Ethnicities: Hispanic/Latino:

SUSPENSION/REMOVAL:
Emergency Removal:
Out-of-School-Suspension:
Alternative Program:
Expulsion:

SPECIAL EDUCATION: No

Speech Therapy:
Instructional Setting:
Title I :
Gifted/Talented:
LEP :
ESL :
Bilingual :

NO INSTRUCTIONAL SETTING (SUCH AS SPEECH THERAPY)

Migrant Status :
Migrant Number :
Free/Reduced Lunch Eligibility:
Other Economic Disadvantage :

IMMUNIZATION/DISEASE TESTING

DPT/TD/DT:
Polio :
Measles :
Mumps :
Rubella :
Hib :
Spinal :

OTHER HEALTH PROBLEMS:

CURRENT SIX-WEEKS GRADES

Course Period	Name	Credit Type	Course Semester	Absences Ex. Unex.	Withdrawal Grade	Teacher Initials
1						
2						
3						
6						
7						
8						

MOST RECENT TAKS TEST RESULTS:

Exemptions:
Last Test Date:
Last Test Grade Level:

Math Scale Score:
Math Mastery:

Reading Scale Score:
Reading Mastery:

Writing Scale Score:
Writing Mastery:

LOCAL FAMILY CONTACT:

Home Phone:
Work Phone 1:
Work Phone 2:

(956)
(956)
(956)

SIGNATURES:

_____ Date (MM/DD/YYYY) _____ Vice Principal / Principal

_____ Date (MM/DD/YYYY) _____ Counselor

_____ Date (MM/DD/YYYY) _____ Registrar / Secretary

_____ Date (MM/DD/YYYY) _____ Parent/Guardian/Qualified Student

I, _____, am requesting this information for the student enrolled in _____.

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT



READING PROGRAM STANDARD OPERATING PROCEDURES (SOP)

APPENDIX A

PHILOSOPHY

Brownsville Independent School District's reading program is a scientifically based research reading (SBRR) program that is 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 the five components of a SBRR program. These components are supported by research from cognitive science and the effective systematic focused instructional methodologies of the implementation of a balanced reading program. The five components are:

- **Phonemic Awareness (PA)** – The knowledge and manipulation of sounds in spoken words.
- **Phonics (P)**– The relationship between written and spoken letters and sounds.
- **Reading Fluency (RF), Including Oral Reading Skills** – The ability to read with accuracy, and with appropriate rate, expression, and phrasing.
- **Vocabulary Development (VD)**– The knowledge of words, their definitions, and context.
- **Reading Comprehension Strategies** – The understanding of meaning in text.
 - Must be based on **scientifically based research (SBR)**
 - Must include classroom-based screening, and instructional diagnostic reading **assessments**.
 - Should provide ongoing, high-quality **professional development** focused on essential elements of reading.

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.

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, wait-to-fail 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 SBRR 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 must 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, 2005) (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.

PREKINDERGARTEN

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 Prekindergarten phonological awareness program.
- 2) State-adopted programs embedded in the Texas Prekindergarten Curriculum Guidelines will complete the language arts, mathematics, science, and social studies curriculum.
- 3) Approximately 2/3 of each instructional 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) Prekindergarten 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

- 1) Progress in phonological awareness, written expression and language development along with book and print awareness and letter knowledge will be assessed through the CIRCLE *Phonological Awareness Language & Literacy System (CPALLS) Assessment* and the *Prekindergarten Progress Report to Parents* document beginning with the second six weeks of each school year.
- 2) 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) Prekindergarten students who are not exhibiting behaviors consistent with the skills delineated on the CIRCLE *Phonological Awareness Language and Literacy System (CPALLS) Assessment* and the *Prekindergarten Progress Report to Parents* should be closely monitored and afforded during-school or extended day/week additional small 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 through Response to Intervention (RTI)/3-Tier Reading Model and acceleration strategies based on early and regular assessments are non-negotiable.

*oral **listening while 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) Kindergarten CSCOPE Language Arts (English or Spanish) will be the core curriculum.
- 3) State-adopted materials embedded in the Texas Essentials Knowledge and Skills (TEKS) will complete the language arts curriculum.
- 4) A minimum of 120 uninterrupted minutes will be devoted to language arts (listening, speaking, reading, and writing) instruction with an additional 30 minutes minimally for Tier II/Tier III interventions. The 120 minute uninterrupted language arts block and the 30 minutes (minimum) of intervention will be devoted to instruction in the district’s CSCOPE curriculum and SBRR 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 and professional development decisions. These screening and diagnostic inventories are administered in the beginning, middle and end of year with Progress Monitoring every two weeks (struggling students) and each six weeks for all students; the goal is that less than 20% of the students will score Still Developing/Necesita Intervención-Nivel Esperado on each TPRI and Tejas LEE Task. Kindergarten Reading Instructional Plans will be developed after each assessment window.

Category		Spanish	English
K	Beginner	BOY/MOY/EOY	
	Intermediate	BOY/MOY/EOY	
	ESL		BOY/MOY/EOY
	P. Denial		BOY/MOY/EOY
	Non-LEP		BOY/MOY/EOY

Beginning of Year (BOY)/Middle of Year (MOY)/End of Year (EOY)

2. CSCOPE Six Weeks Assessments will be utilized to monitor progress each six weeks.
3. Each student’s screening, inventory, progress monitoring, and CSCOPE Six Weeks Assessment results must be carefully analyzed, used to plan instruction, intervention activities, and reported to parents.
4. The BISD *Kindergarten Progress Report* provides another source of information to parents regarding students’ acquisition of reading readiness skills.
5. TPRI/Tejas LEE and the BISD *Kindergarten Progress Report* are aligned and meet the requirements of 76th Texas Legislature’s Accelerated Reading Program.
6. 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). Students should score Intermediate or higher in the spring of their kindergarten year.

Intervention/Acceleration Strategies

1. Intervention and acceleration strategies based on the TPRI/Tejas LEE inventory and Progress Monitoring, CSCOPE Six Weeks Assessment, and the TELPAS results must be planned and implemented with students who are not experiencing success in reading readiness.
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 76th Texas Legislature further requires that intervention plans be developed in conjunction with parents and progress subsequently monitored with the appropriate adjustments as necessary. Reading instruction via the RTI framework will assist in the development of the intervention plans.
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.

Professional Development

1. All Kindergarten teachers will receive professional development on the district's core reading curriculum (CSCOPE) and SBRR program (Reading Readiness/Esperanza and state-adopted program).
2. Kindergarten teachers will receive training on the Kindergarten Teachers Reading Academy (KTRA).
3. Teachers will receive training on scientifically based reading instruction offered through the Children's Learning Institute (CLI), Vaughn Gross Center for Reading and Language Arts (VGC), University of Texas System (UT System), and Texas Institute for Measurement, Evaluation, and Statistics (TIMES).
4. Based on BOY, MOY, EOY, Progress Monitoring (PM), and CSCOPE Six Weeks Assessments results, teachers will revisit portions of the KTRA or the topics addressed in #3.

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 through Response to Intervention (RTI)/3-Tier Reading Model 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) and ensure students (80+ %) are at 'Developed/Desarrollado' stages by the end of the fall semester.

Instructional Program

1. First Grade CSCOPE Language Arts (English or Spanish) along with *Year 1 Language Enrichment by the Neuhaus Education Center* and *Esperanza* by Dr. Elsa Cardenas Hagan 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 research-based language.
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 120 uninterrupted minutes will be devoted to language arts (listening, speaking, reading, and writing) instruction with an additional 30 minutes minimally for Tier II/Tier III interventions. The 120 minute uninterrupted language arts block and the 30 minutes (minimum) of intervention will be devoted to instruction in the district's CSCOPE curriculum and SBRR program.
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 and professional development decisions. These screening and diagnostic inventories are administered in the beginning, middle and end of year with Progress Monitoring every two weeks for struggling students and each six weeks for all students; the goal is that less than 20% of the students will score Still Developing/Necesita Intervención-Nivel Esperado on each TPRI and Tejas LEE Task. Grade 1 Reading Instructional Plans will be developed after each assessment window.
2. CSCOPE Six Weeks Assessments will be utilized to monitor progress each six weeks.
3. Each student's screening, inventory, progress monitoring, and CSCOPE Six Weeks Assessment results must be carefully analyzed, used to plan instruction, intervention activities, and reported to parents.
4. 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).

*Students scoring 40+% can score on grade level reading (Commended Performance) on Grade 3 STAAR Reading. ** Students must improve the minimum of one category from the start of the school year (Example: Intermediate to Advanced).

Intervention/Acceleration Strategies

1. Intervention and acceleration activities and strategies based on the TPRI/Tejas LEE inventory and Progress Monitoring, CSCOPE Six Weeks Assessment, and TELPAS results must be planned.
2. All first grade teachers, having been trained through First Grade Teachers' Reading Academies (1TRA), are equipped with research-based information and strategies to meet the needs of students in small group and individualized instructional settings.
3. The 76th Texas Legislature further requires that Intervention Plans be developed in conjunction with parents and progress subsequently monitored with the appropriate adjustments as necessary. Reading instruction via the RTI framework will assist in the development of the intervention plans.
4. Extended day/week and summer instructional programs 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.
5. Close monitoring of each student's progress also dictates the need for further assessments for dyslexia and/or other related special reading needs.

Professional Development

1. All first grade teachers will receive professional development on the district's core reading curriculum (CSCOPE) and SBRR program (Year 1 Language Enrichment/Esperanza and state-adopted program).
2. First grade teachers will receive training on the First Grade Teachers Reading Academy (1TRA).
3. Teachers will receive training on scientifically based reading instruction offered through the Children's Learning Institute (CLI), Vaughn Gross Center for Reading and Language Arts (VGC), University of Texas System (UT System), and Texas Institute for Measurement, Evaluation, and Statistics (TIMES).
4. Based on BOY, MOY, EOY, Progress Monitoring (PM), and CSCOPE Six Weeks Assessments results, teachers will revisit portions of the 1TRA or the topics addressed in #3.

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 through Response to Intervention (RTI)/3-Tier Reading Model and acceleration strategies based on early and regular assessments are mandated.

* as per students' needs ** advanced Graphophonemic knowledge (GK)/spelling instruction - ensure students (80+ %) are at 'Developed/Desarrollado' stages by the end of the fall semester.

Instructional Program

1. Second Grade CSCOPE Language Arts (English or Spanish) along with *Year 2 Language Enrichment by the 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 second grade research-based reading and language arts.
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 120 uninterrupted minutes will be devoted to language arts (listening, speaking, reading, and writing) instruction with an additional 30 minutes (minimum) for Tier II/Tier III interventions. The 120-minute uninterrupted language arts block and the 30 minutes (minimum) of intervention will be devoted to instruction in the district's CSCOPE curriculum and 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 and professional development decisions. These

screening and diagnostic inventories are administered in the beginning, middle and end of year with Progress Monitoring every two weeks for struggling students and each six weeks for all students; the goal is that less than 20% of the students will score Still Developing/Necesita Intervención-Nivel Esperado on each TPRI and Tejas LEE Task. Grade 2 Reading Instructional Plans will be developed after each assessment window.

2. CSCOPE Six Weeks Assessments will be utilized to monitor progress each six weeks.
3. Each student's screening, inventory, progress monitoring, and CSCOPE Six Weeks Assessment results must be carefully analyzed, used to plan instruction, intervention activities, and reported to parents.
4. 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).

*Students scoring 40+%, or close to 40%, should score on-grade-level reading (Commended Performance) on Grade 3 STAAR Reading. ** Students must improve the minimum of one category from the start of the school year (Example: Intermediate to Advanced).

Intervention/Acceleration Strategies

1. Intervention and acceleration activities and strategies based on the TPRI/Tejas LEE inventory and Progress Monitoring, CSCOPE Six Weeks Assessment, the TELPAS results must be planned. Fluency and accuracy along with Graphophonemic Knowledge must be closely monitored. Intervention and acceleration activities and strategies based on the TPRI/Tejas LEE inventory and TELPAS results must be planned.
2. Extended day/week and summer instructional programs 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.

Professional Development

1. All second grade teachers will receive professional development on the district's core reading curriculum (CSCOPE) and SBRR program (Year 2 Language Enrichment/Esperanza and state-adopted program).
2. Second grade teachers will receive training on the Second Grade Teachers Reading Academy (2TRA).
3. Teachers will receive training on scientifically based reading instruction offered through the Children's Learning Institute (CLI), Vaughn Gross Center for Reading and Language Arts (VGC), University of Texas System (UT System), and Texas Institute for Measurement, Evaluation, and Statistics (TIMES).
4. Based on BOY, MOY, EOY, Progress Monitoring (PM), and CSCOPE Six Weeks Assessments results, teachers will revisit portions of the 2TRA or the topics addressed in #3.

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 Response to Intervention (RTI)/3-Tier Reading Model and acceleration strategies based on early and regular assessments are mandated.

* as per students' needs ** advanced Graphophonemic knowledge (GK)/spelling instruction - ensure students (80+ %) are at 'Developed/Desarrollado' stages by the end of the fall semester.

Instructional Program

1. Third Grade CSCOPE Language Arts (English or Spanish) along with *Year 3 Language Enrichment (by the Neuhaus Education Center)* form the core of the BISD third grade reading program.
2. State-adopted materials, *Scientific Spelling, Multisensory Grammar, Fluency and Accuracy*, and comprehension strategies embedded in the Texas Essential Knowledge and Skills (TEKS) complete the third grade language arts and reading program.

3. A minimum of 120 uninterrupted minutes will be devoted to language arts (listening, speaking, reading, and writing) instruction with an additional 30 minutes (minimum) for Tier II/Tier III interventions. The 120-minute uninterrupted language arts block and the 30 minutes (minimum) of intervention will be devoted to instruction in the district's CSCOPE curriculum and 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 and professional development decisions. These screening and diagnostic inventories are administered in the beginning, middle and end of year with Progress Monitoring (PM) every two weeks for struggling students and each six weeks for all students; the goal is that less than 20% of the students will score Still Developing/Necesita Intervención-Nivel Esperado on each TPRI and Tejas LEE Task. Grade 3 Reading Instructional Plans will be developed after each assessment window.
2. CSCOPE Six Weeks Assessments will be utilized to monitor progress each six weeks.
3. *State of Texas Assessment of Academic Readiness (STAAR) Reading 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.
4. 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.

*Students scoring 40+%, or close to 40%, on G2 SAT10 or Aprenda should score 'Commended Performance on Grade 3 STAAR Reading. District goal on Grade 3 STAAR Reading is 50+% on grade level (Commended Performance) reading.

Intervention/Acceleration Strategies

1. Intervention and acceleration activities and strategies based on the TPRI/Tejas LEE inventory and Progress Monitoring, CSCOPE Six Weeks Assessment, the TELPAS results must be planned. Fluency and accuracy along with Graphophonemic Knowledge must be closely monitored. Intervention and acceleration activities and strategies based on the TPRI/Tejas LEE inventory and TELPAS results must be planned.
2. Extended day/week and summer instructional programs 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.

Professional Development

1. All third grade teachers will receive professional development on the district's core reading curriculum (CSCOPE) and SBRR program (Year 3 Language Enrichment/Esperanza and state-adopted program).
2. Third grade teachers will receive training on the Third Grade Teachers Reading Academy (3TRA).
3. Teachers will receive training on scientifically based reading instruction offered through the Children's Learning Institute (CLI), Vaughn Gross Center for Reading and Language Arts (VGC), University of Texas System (UT System), and Texas Institute for Measurement, Evaluation, and Statistics (TIMES).
4. Based on BOY, MOY, EOY, Progress Monitoring (PM), and CSCOPE Six Weeks Assessments results, teachers will revisit portions of the 3TRA or the topics addressed in #3.

Grades Four and Five

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

Instructional Program

1. Fourth Grade CSCOPE Language Arts (English or Spanish) along with a comprehensive review of the structure of the English and Spanish language through the review of the 29 advanced concepts Year 3

Language Enrichment by the Neuhaus Education Center and *Year 2 Esperanza* by Dr. Elsa Cardenas Hagan form the core of the BISD third grade reading program.

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) complete the grades four and five research-based reading and language arts program.
3. A minimum of 120 uninterrupted minutes will be devoted to language arts (listening, speaking, reading, and writing) instruction with an additional 30 minutes (minimum) for Tier II/Tier III interventions. The 120-minute uninterrupted language arts block and the 30 minutes (minimum) of intervention will be devoted to instruction in the district's CSCOPE curriculum and SBRR programs.

Assessment

1. State of Texas Assessment of Academic Readiness (STAAR) 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 state's criterion-referenced test, such as, TAKS 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. CSCOPE Six Weeks Assessments will be utilized to monitor progress each six weeks.
4. 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.

*Students who score on-grade-level, Commended Performance (CP), on Grade 3 STAAR Reading should score CP on Grade 4 and beyond in reading.

Intervention/Acceleration Strategies

1. *Grade 3 STAAR Reading and EOY TPRI/Tejas LEE along with TELPAS results is the BOY data that will be utilized to determine instructional (Intervention and acceleration activities and strategies) and professional development opportunities.
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.

Secondary Education

All sixth through twelfth grade 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;
8. Direct vocabulary instruction;
9. Oral language development;
10. Writing conventions (communicating ideas in written form by using personal understanding of voice, texture, diction, and syntax);
11. Daily reading to discover, interpret, and enjoy;
12. Daily oral reading with overt attention to fluency and accuracy, automaticity, and inflection;
13. Listening and reading comprehension from multiple genres, including biographies, memoirs, autobiographies, business abstracts, legal documents, manuals, poetry, novels, drama, and short stories;
14. 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 expressed definitions, theses, and evidence; and

15. 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.
- *Hampton Brown Edge, NGELPS, and Language!* form 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 State of Texas Assessment of Academic Readiness (STAAR) 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 criterion referenced scores, such as TAKS 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.
- Grade seven BOY, MOY, and EOY Texas Middle School Fluency Assessment (TMSFA) will be administered to students who failed TAKS Reading in sixth grade.
- 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 Prekindergarten through fifth grade classrooms. The design integrates the contribution of several disciplines to help students understand the relationship of interdependent parts of knowledge. Teachers in Kindergarten through third grade will implement the 3-Tier Model for reading instruction. All Kindergarten through fifth grade classroom teachers and campus administrators will study and review their

appropriate grade level content from Kindergarten through fourth grade 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 Prekindergarten through twelfth ESL, Reading, and English classroom teachers will be monitored for adherence to Reading Program Standard Operating Procedures (SOP) every six weeks through:

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

Prekindergarten through third 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:

Prekindergarten	State-Adopted Program, 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	CSCOPE Language Arts, State-Adopted Program, <i>Esperanza, Readiness (Bilingual)</i> and/or <i>Neuhaus Reading Readiness, Online Kindergarten Teachers' Reading Academy (KTRA)</i> ,
Grades 1-2	CSCOPE Language Arts, State-Adopted Program, <i>Neuhaus *Language Enrichment and Esperanza (Bilingual)</i> , <i>Online Grades 1-2 Teachers' Reading Academies (1TRA/2TRA)</i>
Grades 3	CSCOPE Language Arts, State-Adopted Program, <i>Neuhaus *Language Enrichment, LEER MAS, Third Teachers' Reading Academy (3TRA) Reading Academy</i>
Grades 4-5	CSCOPE Language Arts, State-Adopted Program, <i>Neuhaus Multisensory Grammar & Scientific Spelling, Word Detective, LE (Yr 3) Advanced Concepts, SIOP Model</i> fluency/accuracy strategies and monitoring , <i>Developing Metacognitive Skills (DMS)</i> , <i>Online Fourth Grade Teachers' Reading Academy (4TRA)</i>
Middle School ESL	CSCOPE Language Arts, State-Adopted Program, <i>Neuhaus Language Enrichment , SIOP Model, Texas Adolescent Literacy Academies (TALA) , Texas Middle School Fluency Assessment (TMSFA)</i>
High School ESL	CSCOPE Language Arts, State-Adopted Program, <i>Hampton Brown Edge, NGELPS, LANGUAGE!, SIOP Model</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 Years 1-3 program includes Scientific Spelling, Multisensory Grammar, Fluency Practice, and History of the English Language*

All Prekindergarten through fifth grade classroom, ESL, secondary reading, secondary English, and special education/special programs reading teachers must be trained in varied methods of monitoring students' success.

All Prekindergarten through fifth grade 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 Prekindergarten through fifth grade, 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, masters, bilingual, educational administration, and school of education programs with the BISD philosophy.

GLOSSARY

Accuracy:	Accurate decoding of words in text.
Alphabetic Awareness:	The ability to demonstrate proficiency in alphabetic writing systems.
Alphabetic Knowledge:	Refers to the student's knowledge of symbols used to write English and Spanish. Such 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.
Alphabetic Principle:	The relationship between letters and sounds that is known as the alphabetic principle. The understanding that the sequence of letters in written words represents the sequence of sounds (or phonemes) in spoken words. Developing insight into the alphabetic principle is the key to learning to read in a language that is represented by an alphabet, such as English and Spanish.
Automaticity:	The ability to translate letters-to-sounds-to-words fluently, effortlessly.
Balanced Approach to Literacy Instruction:	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.
Blend:	A blend is the union of sounds as (<i>br</i>) to (<i>ing</i>) in bring.
Center for Improving the Readiness of Children for Learning and Education (CIRCLE):	CIRCLE at The University of Texas Health Science Center at Houston (UTHSC-H) incorporates a large number of research and training staff and child development faculty. Currently the center is actively involved in numerous research projects, community programs and training activities related to the goal of promoting quality learning environments for young children.
Commended Performance:	Scale score of 2400 on TAKS Reading (On-Grade-Level).
College and Career Readiness Standards (CCRS):	The College and Career Readiness Standards define what students should know and be able to accomplish in order to succeed in entry-level college courses or workforce opportunities upon graduation from high school.
Comprehension:	Deriving meaning from text.
Comprehension Strategies:	Conscious plans (Inferential and evaluative thinking) or procedures that good readers use. Students need to know how and when to use these strategies when they read.
Contextual:	The part or parts of a written or spoken passage preceding or following a specific word which sheds light upon its meaning.
Conventions:	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.
C-Phonological Awareness, Language, and Literacy Screener (C-PALLS):	is an effective method to evaluate many of the early skills required for later reading success. It is the measure used for progress monitoring.

CSCOPE	CSCOPE is a comprehensive, customizable, user-friendly curriculum management system built on the most current research-based practices in the field
Decoding:	Converting from code to ordinary language.
Digraph:	A single speech sound represented by two consonant letters placed together (ch, gh, ph).
Differentiated Instruction:	To recognize students' varying background knowledge, readiness, language, preferences in learning, and interests and react responsively. Differentiated instruction is a process to approach teaching and learning for students differing abilities in the same class. The intent of differentiated instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process.
Diphthong:	The slurring of two letters. (oi, oy, ou, ow)
Disabilities:	Challenges
English Language Proficiency Standards (ELPS):	The English language proficiency standards (ELPS) outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum.
Evaluative:	Rate/Appraise
Explicit/Direct Instruction:	Instruction that is systematic (structured), sequential, and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement.
Fluency:	Fluency (automaticity) is reading words with no noticeable cognitive or mental effort. It is having mastered word recognition skills to the point of over learning. Fundamental skills are so "automatic" that they do not require conscious attention.
Genre:	A category of artistic, musical, or literary composition (e.g., narrative, expository, etc.) characterized by a particular style, form, or content.
Grapheme:	A symbol or a letter that represents a sound.
Graphophonemic Knowledge (GK) /Phonics Instruction:	Instruction that takes advantage of the letter-sound plan in which words that carry meaning are made of sounds, and sounds are written with letters in the right order. Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing.
I/We/You Do Routine:	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 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 Literacy Academy on the TEA website)
Inferential:	Process of reasoning: deducing.

Intervention:	Additional targeted and intensive reading instruction provided to students who continue to struggle with learning to read and write despite conventional or intensified instruction.
Language Proficiency:	The level of skill in a language. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and non-academic language.
Language Structure:	Instruction that encompasses morphology, semantics, syntax, and pragmatics.
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.
Multisensory Learning:	Instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentation and student practice.
Morpheme:	A meaningful linguistic unit that cannot be divided into smaller meaningful elements, as the word <i>book</i> . A morpheme is also a component of a word; as <i>s</i> in <i>books</i> .
Morphology:	The study of the structure and form of words in a language, including inflection, derivation, and formation of compounds. Knowledge of morphemes facilitates decoding, spelling, and vocabulary development.
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 class. 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 students 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.

Phonemic Awareness:	The insight that spoken words can be conceived as a sequence of sounds; the ability to manipulate the sounds within words (e.g., segmenting or blending).
Phonetics:	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.
Phonics:	Instructional practices that emphasize how spelling is related to speech sounds in systematic ways; explicit instruction in letter-sound correspondences. The goal of phonics is to help children understand the alphabetic principle.
Phonological Skills:	Of or relating to the science of speech sounds.
Phonological Processing:	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.
Phonological Awareness:	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).
Phonology:	The sound structure of speech and in particular the perception, representation, and production of speech sounds.
Pragmatics:	A branch of semiotics that deals with the relation between signs or linguistic expressions and their users.
Prefix:	A meaningful beginning syllable which modifies the meaning of the root word to which it is attached.
Prekindergarten Guidelines:	Offer detailed descriptions of expected behaviors across multiple skill domains that should be observed in 4- to 5-year-old children by the end of their Pre-Kindergarten experience. The PK Guidelines also offer suggestions on ways to deliver developmentally appropriate experiences for the learning needs of all children to help ensure an effective, efficient Pre-Kindergarten year. The guidelines provide information on responsive teaching practices, the physical arrangement of a Pre-Kindergarten classroom, professional development as the key to high-quality preschool programs, the involvement of families for better readiness of children for school, and methods of monitoring children's progress.
Print Awareness/Concepts:	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).
Proficiency:	Advancement toward the attainment of a high degree of knowledge or skill.
Progress Monitoring:	A scientifically based practice used to assess students' academic progress and/or performance and evaluate the effectiveness of instruction. Progress

monitoring can be implemented with individual students or an entire class. Progress monitoring is a quick (less than five minutes) probe that is done frequently (weekly or biweekly) in order to make instructional changes in a timely fashion.

Reading:	Getting meaning from print autonomously through a functional understanding of how the local writing system (and orthography) works to represent language.
Reading Problem:	Refers to low achievement in reading or some key component of reading.
Research Based:	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)/3-Tier Reading Model:	A multistep, or tiered, approach to providing services and interventions at increasing levels of intensity to students who struggle with learning. The progress students make at each stage of intervention is closely monitored. Results of this monitoring are used to make decisions about the need for further research-based instruction and/or intervention in general education, in specialized instructional settings, or both.
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.
Scientifically Based Reading Research:	Research that applies rigorous, systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties.
Spelling Patterns:	Inflectional endings to base words Double final consonant Dropping final e Changing y to i.
Structure/Structure of Language (English/Spanish):	Organization/Construction/Arrangement
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.
Texas English Language Proficiency Assessment System (TELPAS):	TELPAS is designed to assess the progress that limited English proficient (LEP) students make in learning the English language.

Texas Essential Knowledge and Skills (TEKS):	Texas curriculum standards
Texas Primary Reading Inventory (TPRI):	The TPRI is a valid and reliable assessment tool that provides a comprehensive picture of a student’s reading/language arts development. Designed to be used with students in Kindergarten, Grade 1, Grade 2, and Grade 3 the TPRI offers a balanced and reliable approach to reading instruction.
El Inventario de Lectura en Español de Tejas (Tejas LEE):	A valid and reliable assessment tool that measures a student’s reading and comprehension skills in Spanish. Tejas LEE is Designed for use with students in Kindergarten through Grade 3 who receive primary instruction in Spanish.
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) for students with extreme reading difficulties after not making adequate progress in Tiers I and II.
Vocabulary:	Refers to the words we must know to communicate effectively. In general, vocabulary is divided into oral vocabulary and reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.
Writing (Written Expression):	Writing, a component of a comprehensive reading program, requires students to construct meaning as they express their thoughts and ideas in written form.

Components of a Scientifically Based Research Reading (SBRR) Programs

Twelve essential components of research-based programs for beginning reading instruction are outlined in the TEA publication, **Beginning Reading Instruction: Components and Features of Research-based Programs** (Revised 2002). These components are:

- Children have opportunities to expand their use and appreciation of oral language.
Children’s comprehension of written language depends in large part upon their effective use and understanding of oral language. Language experiences are a central component of good reading instruction.
- Children have opportunities to expand their use and appreciation of printed language.
Children’s appreciation and understanding of the purposes and functions of written language are essential to their motivation for learning to read. Children must become aware that printed language is all around them on signs, billboards, and labels, and in books, magazines, and newspapers, and that print serves many different purposes.
- Children have opportunities to hear good stories and informational books read aloud daily.
Listening to and talking about books on a regular basis provides children with demonstrations of the benefits and pleasures of reading. Story reading introduces children to new words, new sentences, new places, and new ideas.
- Children have opportunities to understand and manipulate the building blocks of spoken language.
Children’s ability to think about individual words as a sequence of sounds (phonemes) is important to their learning how to read an alphabetic language. Toward that understanding, children learn that sentences are made up of groups of separate words, and that words are made up of separate sounds.
- Children have opportunities to learn about and manipulate the building blocks of written language.
Children must also become expert users of the building blocks of written language. Knowledge of letters (graphemes) leads to success with learning to read. This includes the use, purpose, and function of letters.
- Children have opportunities to learn the relationship between the sounds of spoken language and the letters of written language.
Increasing children’s awareness of the sounds of spoken language and their familiarity with the letters of written language prepares them to understand the alphabetic principle—that written words are composed of patterns of letters that represent the sounds of spoken words. Effective instruction provides children with explicit and systematic teaching of sound-letter relationships in a sequence that permits the children to assimilate and apply what they are learning.
- Children have opportunities to learn decoding strategies.
Efficient decoding strategies permit readers to quickly and automatically translate the letters or spelling patterns of written words into speech sounds so that they can identify words and gain rapid access to their meanings.
- Children have opportunities to write and relate their writing to spelling and reading.
As children learn to read and write, they become aware of how these words are spelled. Increasing children’s awareness of spelling patterns hastens their progress in both reading and writing.
- Children have opportunities to practice accurate and fluent reading in decodable stories.
The words in decodable stories emphasize the sound-letter relationships the children are learning.
- Children have opportunities to read and comprehend a wide assortment of books and other texts.
As children develop effective decoding strategies and become fluent readers, they read books and other texts that are less controlled in their vocabulary and sentence structure.
- Children have opportunities to develop and comprehend new vocabulary through wide reading and direct vocabulary instruction.
Written language places greater demands on children’s vocabulary knowledge than does their everyday spoken language. In fact, many of the new words children learn are learned from being read to, and as they read on their own.
- Children have opportunities to learn and apply comprehension strategies as they reflect upon and think critically about what they read.
Written language is not just speech written down. Instead, written language offers new vocabulary, new language patterns, new thoughts, and new ways of thinking. Comprehension depends on the ability to identify familiar works quickly and automatically, which includes fluent reading, as well as the ability to figure out new words.

Accelerated Reading Instruction Programs

Enacted by the 76th Texas Legislature in 1999 and modified by the 81st Texas Legislature in 2009, the Student Success Initiative (SSI) grade advancement requirements applied to the TAKS reading and mathematics tests at grades 3, 5, and 8. As specified by these requirements, a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after additional instruction.

The goal of the SSI is to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics. This effort depends greatly on schools, parents, and community members working in partnership to meet individual student needs. A number of materials have been developed to help schools implement the SSI grade advancement requirements. These materials are available at this website in a format that facilitates downloading and editing for local use. When modifying these materials, schools should be careful to include all the components required by the grade advancement law and commissioner's rules.

The SSI was enacted by the 76th Texas Legislature in 1999. Significant changes were made by the 81st Texas Legislature in 2009, including the following.

- The grade 3 advancement requirements related to testing were eliminated. Students in grade 3 are no longer required to pass the Texas Assessment of Knowledge and Skills (TAKS) reading test to be promoted to grade 4.
- Beginning in spring 2010, the SSI grade advancement requirements apply only to the TAKS mathematics and reading tests at grades 5 and 8. If a student does not demonstrate proficiency on one or both of these tests, the student may advance to or be placed in the next grade level only if (1) he or she completes **all** accelerated instruction required by the GPC, and (2) the GPC determines, by unanimous decision, that the student is likely to perform at grade level at the end of the next school year given additional accelerated instruction during the course of the year. In making promotion decisions, the GPC is required to consider the recommendation of the student's teacher, the student's grades, the student's TAKS scores, and any other relevant academic information.
- School districts must ensure that any student who fails to demonstrate proficiency in mathematics or reading, completes required accelerated instruction, and is promoted to the next grade level receives instruction in that subsequent grade from a teacher who meets all state and federal qualifications to teach that subject and grade. The No Child Left Behind Act of 2001 defines a highly qualified teacher as one who has obtained a full state teacher certification or has passed the state teacher licensing examination and holds a license to teach in the state; holds a minimum of a bachelor's degree; and has demonstrated subject-area competence in each of the academic subjects in which the teacher teaches.
- An eligible student who enrolls in a school district or charter school on any day between January 1 and the date of the first administration of the grade advancement assessments is subject to all of the SSI grade advancement requirements, including automatic retention. An eligible student who enrolls after the date of the first administration of the grade advancement assessments is not subject to the grade advancement requirements but must receive the opportunity to test and be given access to required accelerated instruction.

Sec. 28.006. READING DIAGNOSIS.

- (a) 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).
- (c-1) Each school district shall administer at the beginning of the seventh grade a reading instrument adopted by the commissioner to each student whose performance on the assessment instrument in reading administered under Section 39.023(a) to the student in grade six did not demonstrate reading proficiency, as determined by the commissioner. 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;
 - (2) report, in writing, to a student's parent or guardian the student's results on the reading instrument; and
 - (3) using the school readiness certification system provided to the school district in accordance with Section 29.161(e), report electronically each student's raw score on the reading instrument to the agency for use in the school readiness certification system.
 - (d-1) The agency shall contract with the State Center for Early Childhood Development to receive and use scores under Subsection (d)(3) on behalf of the agency.
 - (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.
 - (g) 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 of 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.
 - (g-1) A school district shall provide additional reading instruction and intervention to each student in seventh grade assessed under Subsection (c-1), as appropriate to improve the student's reading skills in the relevant areas identified through the assessment instrument. Training and support for activities required by this subsection shall be provided by regional education service centers and teacher reading academies established under Section 21.4551, and may be provided by other public and private providers.
 - (h) The school district shall make a good faith effort to ensure that the notice required under this section 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 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 39.301(c)(5) and may implement interventions or sanctions under Subchapter E, Chapter 39. The commissioner may audit the expenditures of funds appropriated for purposes 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.
 - (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 funds have been appropriated during a school year for administering the accelerated reading instruction program specified under this section.
 - (l), (m) Expired.

Sec. 28.021.STUDENT ADVANCEMENT.

- (a) A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.
- (b) In measuring the academic achievement or proficiency of a student who is dyslexic, the student's potential for achievement or proficiency in the area must be considered.
- (c) In determining promotion under Subsection (a), a school district shall consider:
 - (1) the recommendation of the student's teacher;

- (2) the student's grade in each subject or course;
 - (3) the student's score on an assessment instrument administered under Section 39.023(a), (b), or (l); and
 - (4) any other necessary academic information, as determined by the district.
- (d) By the start of the school year, a district shall make public the requirements for student advancement under this section.
- (e) The commissioner shall provide guidelines to districts based on best practices that a district may use when considering factors for promotion.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2009, 81st Leg., R.S., Ch. 895, Sec. 28, eff. June 19, 2009.

Sec. 28.0211.SATISFACTORY PERFORMANCE ON ASSESSMENT INSTRUMENTS REQUIRED; ACCELERATED INSTRUCTION.

- (a) Except as provided by Subsection (b) or (e), a student may not be promoted to:
- (1) the sixth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the fifth grade mathematics and reading assessment instruments under Section 39.023; or
 - (2) the ninth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the eighth grade mathematics and reading assessment instruments under Section 39.023.
- (a-1) Each time a student fails to perform satisfactorily on an assessment instrument administered under Section 39.023(a) in the third, fourth, fifth, sixth, seventh, or eighth grade, the school district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations.
- (a-2) A student who fails to perform satisfactorily on an assessment instrument specified under Subsection (a) and who is promoted to the next grade level must complete accelerated instruction required under Subsection (a-1) before placement in the next grade level. A student who fails to complete required accelerated instruction may not be promoted.
- (a-3) The commissioner shall provide guidelines to districts on research-based best practices and effective strategies that a district may use in developing an accelerated instruction program.
- (b) A school district shall provide to a student who initially fails to perform satisfactorily on an assessment instrument specified under Subsection (a) at least two additional opportunities to take the assessment instrument. A school district may administer an alternate assessment instrument to a student who has failed an assessment instrument specified under Subsection (a) on the previous two opportunities. Notwithstanding any other provision of this section, a student may be promoted if the student performs at grade level on an alternate assessment instrument under this subsection that is appropriate for the student's grade level and approved by the commissioner.
- (c) Each time a student fails to perform satisfactorily on an assessment instrument specified under Subsection (a), the school district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area, including reading instruction for a student who fails to perform satisfactorily on a reading assessment instrument. After a student fails to perform satisfactorily on an assessment instrument a second time, a grade placement committee shall be established to prescribe the accelerated instruction the district shall provide to the student before the student is administered the assessment instrument the third time. The grade placement committee shall be composed of the principal or the principal's designee, the student's parent or guardian, and the teacher of the subject of an assessment instrument on which the student failed to perform satisfactorily. The district shall notify the parent or guardian of the time and place for convening the grade placement committee and the purpose of the committee. An accelerated instruction group administered by a school district under this section may not have a ratio of more than 10 students for each teacher.
- (d) In addition to providing accelerated instruction to a student under Subsection (c), the district shall notify the student's parent or guardian of:
- (1) the student's failure to perform satisfactorily on the assessment instrument;
 - (2) the accelerated instruction program to which the student is assigned; and
 - (3) the possibility that the student might be retained at the same grade level for the next school year

- (e) A student who, after at least three attempts, fails to perform satisfactorily on an assessment instrument specified under Subsection (a) shall be retained at the same grade level for the next school year in accordance with Subsection (a). The student's parent or guardian may appeal the student's retention by submitting a request to the grade placement committee established under Subsection (c). The school district shall give the parent or guardian written notice of the opportunity to appeal. The grade placement committee may decide in favor of a student's promotion only if the committee concludes, using standards adopted by the board of trustees, that if promoted and given accelerated instruction, the student is likely to perform at grade level. A student may not be promoted on the basis of the grade placement committee's decision unless that decision is unanimous. The commissioner by rule shall establish a time line for making the placement determination. This subsection does not create a property interest in promotion. The decision of the grade placement committee is final and may not be appealed.
- (f) A school district shall provide to a student who, after three attempts, has failed to perform satisfactorily on an assessment instrument specified under Subsection (a) accelerated instruction during the next school year as prescribed by an educational plan developed for the student by the student's grade placement committee established under Subsection (c). The district shall provide that accelerated instruction regardless of whether the student has been promoted or retained. The educational plan must be designed to enable the student to perform at the appropriate grade level by the conclusion of the school year. During the school year, the student shall be monitored to ensure that the student is progressing in accordance with the plan. The district shall administer to the student the assessment instrument for the grade level in which the student is placed at the time the district regularly administers the assessment instruments for that school year.
- (g) This section does not preclude the retention at a grade level, in accordance with state law or school district policy, of a student who performs satisfactorily on an assessment instrument specified under Subsection (a).
- (h) In each instance under this section in which a school district is specifically required to provide notice to a parent or guardian of a student, the district shall make a good faith effort to ensure that such notice is provided either in person or by regular mail and that the notice is clear and easy to understand and is written in English or the parent or guardian's native language.
- (i) 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 an assessment instrument specified under Subsection (a) and administered under Section 39.023(a) or (b) shall determine:
 - (1) the manner in which the student will participate in an accelerated instruction program under this section; and
 - (2) whether the student will be promoted or retained under this section.
- (j) A school district or open-enrollment charter school shall provide students required to attend accelerated programs under this section with transportation to those programs if the programs occur outside of regular school hours.
- (k) The commissioner shall adopt rules as necessary to implement this section, including rules concerning when school districts shall administer assessment instruments required under this section and which administration of the assessment instruments will be used for purposes of Section 39.051.
- (l) Repealed by Acts 2007, 80th Leg., R.S., Ch. 1058, Sec. 17, eff. June 15, 2007.
 - (l-1) The commissioner may adopt rules requiring a school district that receives federal funding under Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. Section 6301 et seq.) to use that funding to provide supplemental educational services under 20 U.S.C. Section 6316 in conjunction with the accelerated instruction provided under this section, provided that the rules may not conflict with federal law governing the use of that funding.
- (m) 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. This section may be implemented only if the commissioner certifies that sufficient funds have been appropriated during a school year for administering the accelerated instruction programs specified under this section, including teacher training for that purpose.
- (n) A student who is promoted by a grade placement committee under this section must be assigned in each subject in which the student failed to perform satisfactorily on an assessment instrument specified under Subsection (a) to a teacher who meets all state and federal qualifications to teach that subject and grade.

Added by Acts 1999, 76th Leg., ch. 396, Sec. 2.12, eff. Sept. 1, 1999.

Amended by:

Acts 2007, 80th Leg., R.S., Ch. 1058, Sec. 9, eff. June 15, 2007.

Acts 2007, 80th Leg., R.S., Ch. 1058, Sec. 17, eff. June 15, 2007.

Acts 2009, 81st Leg., R.S., Ch. 895, Sec. 29, eff. June 19, 2009.

Sec. 28.0216.DISTRICT GRADING POLICY.

A school district shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. A district grading policy:

- (1) must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
- (2) may not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and
- (3) may allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

Added by Acts 2009, 81st Leg., R.S., Ch. 1236, Sec. 1, eff. June 19, 2009.

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

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.

Sec. 28.022. NOTICE TO PARENT OF UNSATISFACTORY PERFORMANCE.

- (a) The board of trustees of each school district shall adopt a policy that:
 - (1) provides for a conference between parents and teachers;
 - (2) requires the district, at least once every 12 weeks, to give written notice to a parent of a student's performance in each class or subject; and
 - (3) requires the district, at least once every three weeks, or during the fourth week of each nine-week grading period, to give written notice to a parent or legal guardian of a student's performance in a subject included in the foundation curriculum under Section 28.002(a)(1) if the student's performance in the subject is consistently unsatisfactory, as determined by the district.
- (b) The notice required under Subsections (a)(2) and (a)(3) must:
 - (1) provide for the signature of a student's parent; and
 - (2) be returned to the district.
- (c) A policy adopted under this section does not apply to a student who:
 - (1) is 18 years of age or older and who is living in a different residence than the student's parents;
 - (2) is married; or
 - (3) has had the disabilities of minority removed for general purposes.
- (d) In this section, "parent" includes a guardian, conservator, or other person having lawful control of a student.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1999, 76th Leg., ch. 1237, Sec. 1, eff. Aug. 30, 1999.

Sec. 28.0213. INTENSIVE PROGRAM OF INSTRUCTION.

- (a) A school district shall offer an intensive program of instruction to a student who does not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39.
- (b) A school district shall design the intensive program of instruction described by Subsection (a) to:
 - (1) enable the student to:
 - (A) to the extent practicable, perform at the student's grade level at the conclusion of the next regular school term; or

- (B) attain a standard of annual growth specified by the school district and reported by the district to the agency; and
- (2) if applicable, carry out the purposes of Section 28.0211.
- (c) A school district shall use funds appropriated by the legislature for an intensive program of instruction to plan and implement intensive instruction and other activities aimed at helping a student satisfy state and local high school graduation requirements. The commissioner shall distribute funds to districts that implement a program under this section based on the number of students identified by the district who:
 - (1) do not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39; or
 - (2) are not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade nine, as determined by the district.
- (d) A school district's determination of the appropriateness of a program for a student under this section is final and does not create a cause of action.
- (e) For a student in a special education program under Subchapter A, Chapter 29, who does not perform satisfactorily on an assessment instrument administered under Section 39.023(a), (b), or (c), the student's admission, review, and dismissal committee shall design the program to:
 - (1) enable the student to attain a standard of annual growth on the basis of the student's individualized education program; and
 - (2) if applicable, carry out the purposes of Section 28.0211.

Added by Acts 2003, 78th Leg., ch. 1212, Sec. 7, eff. June 20, 2003.

Sec. 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 first grade, and who has not yet reached the child's 18th birthday shall attend school.
- (c) On enrollment in Pre-Kindergarten 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;
 - (4) a basic skills program to which the student is assigned under Section 29.086; or
 - (5) a summer program provided under Section 37.008(l) or Section 37.021.
- (e) A person who voluntarily enrolls in school or voluntarily attends school after the person's 18th birthday shall attend school each school day for the entire period the program of instruction is offered. A school district may revoke for the remainder of the school year the enrollment of a person who has more than five absences in a semester that are not excused under Section 25.087. A person whose enrollment is revoked under this subsection may be considered an unauthorized person on school district grounds for purposes of Section 37.107.
- (f) The board of trustees of a school district may adopt a policy requiring a person described by Subsection (e) who is under 21 years of age to attend school until the end of the school year. Section 25.094 applies to a person subject to a policy adopted under this subsection. Sections 25.093 and 25.095 do not apply to the parent of a person subject to a policy adopted under this subsection.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1997, 75th Leg., ch. 1019, Sec. 2, eff. Sept. 1, 1997; Acts 1999, 76th Leg., ch. 396, Sec. 2.10, eff. Sept. 1, 1999; Acts 1999, 76th Leg., ch. 711, Sec. 1, eff. June 18, 1999; Acts 2003, 78th Leg., ch. 1055, Sec. 3, eff. June 20, 2003.

Amended by:

Acts 2007, 80th Leg., R.S., Ch. [50](#), Sec. 1, eff. May 10, 2007.

Acts 2007, 80th Leg., R.S., Ch. [850](#), Sec. 2, eff. June 15, 2007.

Sec. 12.013. APPLICABILITY OF TITLE.

- (a) A home-rule school district has the powers and entitlements granted to school districts and school district boards of trustees under this title, including taxing authority.
- (b) A home-rule school district is subject to:
 - (1) a provision of this title establishing a criminal offense;
 - (2) a provision of this title relating to limitations on liability; and
 - (3) a prohibition, restriction, or requirement, as applicable, imposed by this title or a rule adopted under this title, relating to:
 - (A) the Public Education Information Management System (PEIMS) to the extent necessary to monitor compliance with this subchapter as determined by the commissioner;
 - (B) educator certification under Chapter 21 and educator rights under Sections 21.407, 21.408, and 22.001;
 - (C) criminal history records under Subchapter C, Chapter 22;
 - (D) student admissions under Section 25.001;
 - (E) school attendance under Sections 25.085, 25.086, and 25.087;
 - (F) inter-district or inter-county transfers of students under Subchapter B, Chapter 25;
 - (G) elementary class size limits under Section 25.112, in the case of any campus in the district that fails to satisfy any standard under Section 39.054(d);
 - (H) high school graduation under Section 28.025;
 - (I) special education programs under Subchapter A, Chapter 29;
 - (J) bilingual education under Subchapter B, Chapter 29;
 - (K) Pre-Kindergarten programs under Subchapter E, Chapter 29;
 - (L) safety provisions relating to the transportation of students under Sections 34.002, 34.003, 34.004, and 34.008;
 - (M) computation and distribution of state aid under Chapters 31, 42, and 43;
 - (N) extracurricular activities under Section 33.081;
 - (O) health and safety under Chapter 38;
 - (P) public school accountability under Subchapters B, C, D, E, and J, Chapter 39;
 - (Q) equalized wealth under Chapter 41;
 - (R) a bond or other obligation or tax rate under Chapters 42, 43, and 45; and
 - (S) purchasing under Chapter 44.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2003, 78th Leg., ch. 342, Sec. 2, eff. Sept. 1, 2003.

Amended by:

Acts 2006, 79th Leg., 3rd C.S., Ch. [5](#), Sec. 3.03, eff. May 31, 2006.

Acts 2009, 81st Leg., R.S., Ch. [895](#), Sec. 13, eff. June 19, 2009 .

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 STAAR 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:

- (a) Students beginning grades nine and below must have been promoted from a lower grade prior to the beginning of the current school year.
- (b) Students beginning their second year of high school must have earned five credits which count toward state high school graduation requirements.
- (c) 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.
- (d) 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:

- (a) 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.
- (b) 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]).

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 76th 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 Kindergarten through second grade, 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 Grade 3 STAAR Reading administration in late spring 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 STAAR test.
- In Grades 4-5, previous year's state criterion reference test results (TAKS or STAAR) will provide teachers the information they need to determine instructional goals in language arts during the first and second six weeks. The administration of a Grade 4 or 5 Benchmark Test will further inform teachers of students' progress in language arts and provide them specific information for determining instructional goals until the STAAR test 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.

APPENDIX B-3

Special Education Grading Guidelines

Special Education students who participate in general education classes will follow the BISD 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 the appropriate level is, 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 TAKS /STAAR 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:					
A+	=	100	C+	=	79
A	=	96	C	=	77
A-	=	90	C-	=	75
B+	=	89	D+	=	73
B	=	86	D	=	72
B-	=	80	D-	=	70
			F	=	69

APPENDIX B-6

STAAR Grade 4 Personal Narrative Writing Rubric

	Score Point 1 – Very Limited	Score Point 2 – Basic	Score Point 3 – Satisfactory	Score Point 4 - Accomplished
Organization/Progression	<p>The form or structure of the narrative is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies or literary devices that are only marginally suited to the narrative task, or they are inappropriate or not evident at all. Because the narrative is presented in a random or illogical way, the writer is not able to convey a sense of the experience.</p> <p>Many of the details do not contribute to the narrative. The writer's lack of focus on a specific personal experience weakens the unity and coherence of the narrative.</p> <p>The writer's narrative presentation is weak. Repetition or wordiness sometimes causes serious disruptions in the story line. At other times the lack of transitions and sentence-to-sentence connections makes one or more parts of the narrative unclear or difficult to follow.</p>	<p>The form or structure of the narrative is evident but may not always be appropriate to the purpose or responsive to the specific demands of the prompt. The writer uses organizational strategies or literary devices that are only somewhat suited to the narrative task. The writer is able to convey some sense of the experience.</p> <p>Some details do not contribute to the narrative. The writer may focus on a specific personal experience but may not sustain that focus, limiting the unity and coherence of the narrative.</p> <p>The writer's narrative presentation is inconsistent. Sometimes repetition or wordiness causes minor disruptions in the story line. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the logical movement of the narrative.</p>	<p>The form or structure of the narrative is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The writer uses organizational strategies or literary devices that are adequately suited to the narrative task. The writer is able to clearly convey the experience.</p> <p>Most details contribute to the effectiveness of the narrative. The writer focuses on a specific personal experience and generally sustains that focus. The narrative is coherent, though it may not always be unified due to minor lapses in focus.</p> <p>The writer's narrative presentation is adequately controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the logical movement of the narrative.</p>	<p>The form or structure of the narrative is appropriate to the purpose and responsive to the specific demands of the prompt. The writer uses organizational strategies or literary devices that are particularly well suited to the narrative task. The writer is able to skillfully convey the experience.</p> <p>All details contribute to the effectiveness of the narrative. The writer focuses on a specific personal experience and sustains that focus, strengthening the unity and coherence of the narrative.</p> <p>The writer's narrative presentation is well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the logical movement of the narrative.</p>
Development of Ideas	<p>The development of the narrative is weak because the details are inappropriate, vague, or insufficient. They do not contribute to the writer's portrayal of the experience.</p> <p>The narrative is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the narrative as a whole is only weakly linked to the prompt. In other cases, the writer fails to establish a realistic situation or present motivations for behavior or actions.</p>	<p>The development of the narrative is minimal and remains at a surface level because there are few details, they are not always appropriate, or they are too general. For the most part, the details contribute only marginally to the writer's portrayal of the experience.</p> <p>The narrative reflects little or no thoughtfulness. In some cases, the writer's response to the prompt is formulaic and demonstrates only a limited understanding of the writing task. In other cases, the writer establishes some elements of a realistic situation but may provide few motivations for behavior or actions. The narrative conveys little sense of why the experience was important to the writer.</p>	<p>Specific details add some substance to the narrative. For the most part, these details contribute to the writer's portrayal of the experience.</p> <p>The narrative reflects some thoughtfulness. The writer demonstrates a good understanding of the writing task by establishing a realistic situation and providing reasonable motivations for behavior or actions. The narrative conveys some sense of why the experience was important to the writer.</p>	<p>Specific, well-chosen details add substance to the narrative. These details contribute significantly to the writer's portrayal of the experience.</p> <p>The narrative is thoughtful and engaging. The writer demonstrates a thorough understanding of the writing task by establishing a realistic situation and providing plausible motivations for behavior or actions. The narrative conveys a good sense of why the experience was important to the writer.</p>
Use of Language/Conventions	<p>The writer's word choice may be vague or limited. It reflects little or no awareness of the narrative purpose. The word choice impedes the writer's ability to relate the experience clearly.</p> <p>Sentences are simplistic, awkward, or uncontrolled, weakening the effectiveness of the narrative.</p> <p>The writer has little or no command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.</p>	<p>The writer's word choice may be general or imprecise. It reflects a basic awareness of the narrative purpose. The word choice limits the writer's ability to relate the experience clearly.</p> <p>Sentences are awkward or only somewhat controlled, limiting the effectiveness of the narrative.</p> <p>The writer demonstrates a partial command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.</p>	<p>The writer's word choice is, for the most part, specific and concrete. It reflects an awareness of the narrative purpose. Generally effective word choice allows the writer to relate the experience clearly.</p> <p>Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the narrative.</p> <p>The writer demonstrates an adequate command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the narrative.</p>	<p>The writer's word choice is vivid and expressive. It reflects a keen awareness of the narrative purpose. Effective word choice enables the writer to recreate the experience in a way that conveys its importance.</p> <p>Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the narrative.</p> <p>The writer demonstrates a consistent command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency or clarity of the writing. The overall strength of the conventions contributes to the effectiveness of the narrative.</p>

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APPENDIX B-6

STAAR Grade 4 Expository Writing Rubric

	Score Point 1 – Very Limited	Score Point 2 – Basic	Score Point 3 – Satisfactory	Score Point 4 - Accomplished
Organization/Progression	<p>The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the explanatory task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction.</p> <p>Most ideas are generally related to the topic specified in the prompt, but the central idea is missing, unclear, or illogical. The writer may fail to maintain focus on the topic, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.</p> <p>The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.</p>	<p>The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the expository task.</p> <p>Most ideas are generally related to the topic specified in the prompt, but the writer's central idea is weak or somewhat unclear. The lack of an effective central idea or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay.</p> <p>The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.</p>	<p>The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the expository task.</p> <p>The writer establishes a clear central idea. Most ideas are related to the central idea and are focused on the topic specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus.</p> <p>The writer's progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.</p>	<p>The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the expository task.</p> <p>The writer establishes a clear central idea. All ideas are strongly related to the central idea and are focused on the topic specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent.</p> <p>The writer's progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer's train of thought easy to follow.</p>
Development of Ideas	<p>The development of ideas is weak. The essay is ineffective because the writer uses details and examples that are inappropriate, vague, or insufficient.</p> <p>The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the expository writing task.</p>	<p>The development of ideas is minimal. The essay is superficial because the writer uses details and examples that are not always appropriate or are too briefly or partially presented.</p> <p>The essay reflects little or no thoughtfulness. The writer's response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the expository writing task.</p>	<p>The development of ideas is sufficient because the writer uses details and examples that are specific and appropriate, adding some substance to the essay.</p> <p>The essay reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the expository writing task.</p>	<p>The development of ideas is effective because the writer uses details and examples that are specific and well chosen, adding substance to the essay.</p> <p>The essay is thoughtful and engaging. The writer may choose to use his/her unique experiences or view of the world as a basis for writing or to connect ideas in interesting ways. The writer develops the essay in a manner that demonstrates a thorough understanding of the expository writing task.</p>
Use of Language/Conventions	<p>The writer's word choice may be vague or limited. It reflects little or no awareness of the expository purpose and does not establish a tone appropriate to the task. The word choice may impede the quality and clarity of the essay.</p> <p>Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.</p> <p>The writer has little or no command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.</p>	<p>The writer's word choice may be general or imprecise. It reflects a basic awareness of the expository purpose but does little to establish a tone appropriate to the task. The word choice may not contribute to the quality and clarity of the essay.</p> <p>Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.</p> <p>The writer demonstrates a partial command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.</p>	<p>The writer's word choice is, for the most part, clear and specific. It reflects an awareness of the expository purpose and establishes a tone appropriate to the task. The word choice usually contributes to the quality and clarity of the essay.</p> <p>Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the essay.</p> <p>The writer demonstrates an adequate command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.</p>	<p>The writer's word choice is purposeful and precise. It reflects a keen awareness of the expository purpose and maintains a tone appropriate to the task. The word choice strongly contributes to the quality and clarity of the essay.</p> <p>Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.</p> <p>The writer demonstrates a consistent command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.</p>

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