Elmore County Management of Curriculum Grades K-4 2020 – 2021

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Superintendent

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Every Student Empowered   Every Student Succeeds

QUARTER 1	
Aug. 3-7	Institute/In-service/Workdays
Aug. 10-14	Aug. 10 Quarter 1 Begins Aug. 10 Universal Screeners Window Opens: STAREL, STAR Reading / Math
Aug. 17-21	
Aug. 24-28	
Aug. 31- Sept. 4	Sept. 4 Universal Screeners Window Closes: STAREL, STAR Reading / Math
Sept. 7-11	Sept. 7 Labor Day Holiday Sept. 10 Progress Reports
Sept. 14-18	
Sept. 21-25	Sept. 23 Professional Development
Sept. 28- Oct. 2	Sept. 28 Quarterly Assessment Window Opens
Oct. 5-9	Oct. 9 Quarterly Assessment Window Closes Oct. 9 End of Reporting Period
Quarter 1	**43 Total Instructional Days**
QUARTER 2	
Oct. 12-16	Oct. 12-13 Fall Break Oct 14 Quarter 2 Begins Oct. 14 Benchmark Assessment System Window Opens (Grades K-4) Oct 15 Report Cards
Oct. 19-23	
Oct. 26-30	
Nov. 2-6	
Nov. 9-13	Nov. 11 Veterans Day Holiday Nov. 12 Progress Reports Nov. 13 Benchmark Assessment System Window Closes (Grades K-4)
Nov. 16-20	
Nov. 23-27	Thanksgiving Holidays
Nov. 30- Dec. 4	
Dec. 7-11	Dec. 7 Quarterly Assessment Window Opens
Dec. 14-18	Dec. 17 Quarterly Assessment Window Closes Dec. 18 End of Quarter 2 Dec. 18 Last Day for Students
	Dec. 21-Jan. 1 Employee Christmas Holidays
Quarter 2	**42 Total Instructional Days**
Semester 1	*85 Total Instructional Days*

QUARTER 3

Jan. 4-8	Jan. 4-5 Christmas Holidays for Students/ Professional Development for Teachers Jan. 6 Students Return Jan. 6 Universal Screener Window Opens: STAREL, STAR Reading / Math Jan. 6 Quarter 3 and Second Semester Begins Jan. 7 Report Cards Go Home
Jan. 11-15	
Jan. 18-22	Jan. 18 Holiday Martin Luther King's Birthday
Jan. 25-29	Jan. 27 Professional Development Jan. 29 Universal Screener Window Closes: STAREL, STAR Reading / Math
Feb. 1-5	Feb. 4 Progress Reports Go Home
Feb. 8-12	Feb. 10 Professional Development
Feb. 15-19	
Feb. 22-26	
Mar. 1-5	Mar. 1 Quarterly Assessment Window Opens Mar. 1- Apr. 9 ACAP Alt (Grades 2-4)
Mar. 8-12	Mar. 12 Quarterly Assessment Window Closes Mar. 12 End of Grading Period
Quarter 3	**45 Total Instructional Days**

QUARTER 4

Mar. 15-19	Mar. 15 Quarter 4 begins Mar. 18 Report Cards Go Home
Mar. 22-26	Spring Break
Mar. 29- April 2	Mar. 29 ACAP Summative Assessment Window Opens (Grades 2-4) Mar. 29 Benchmark Assessment System Window Opens (Grades K-4) April 2 Professional Development
April 5-9	
April 12-16	April 16 Benchmark Assessment System Window Closes (Grades K-4)
April 19-23	April 19 Window for Field Days Opens April 22 Progress Reports Go Home
April 26-30	April 30 ACAP Summative Assessment Window Closes (Grades 2-4)
May 3-7	May 3 Universal Screener Window Opens: STAREL, STAR Reading / Math
May 10-14	May 10 Quarterly Assessment Window Opens May 14 Honors Day Programs Window Opens
May 17-21	May 19 Quarterly Assessment Window Closes May 19 Universal Screener Window Closes: STAREL, STAR Reading / Math
May 24-28	May 24 Last Day for Students May 24 End of Grading Period May 24 Report Cards Go Home May 25 Teacher Workday
Quarter 4	**45 Total Instructional Days**
Semester 2	***90 Total Instructional Days***
SY 2020-2021	**175 Total Instructional Days**

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General Information Section

Alabama Courses of Study (ALCOS):
College- and Career- Ready Standards (CCRS)

- Teachers are mandated by the Alabama State Department of Education to teach the Alabama Courses of Study (ALCOS): College- and Career-Ready Standards (CCRS).
- It is the responsibility of all teachers in all subject areas and grade levels to teach their subject/grade level specific ALCOS: CCRS to mastery.
- It is understood that these skills are critical and must be taught, assessed, and re-taught if not mastered. Different instructional strategies and materials should be used if re-teaching is necessary.
- Teachers will employ instructional **best practice strategies** to accommodate various learning styles as well as students' needs and interests.

Alabama Literacy Act

In 2019, the Alabama legislature passed the Alabama Literacy Act; it became effective September 1, 2019. The first group of students that falls under this act is 1st graders during the 2019-2020 school year. The Alabama Literacy Act was established to implement steps to improve the reading proficiency of public school kindergarten to 3rd grade students and ensure that those students are able to read at or above grade level by the end of the 3rd grade. The law states that all 3rd grade students (with a few "good cause" exemptions) shall demonstrate sufficient reading skills for promotion to 4th grade, beginning with the 2021-2022 School Year. So why 3rd grade? Research shows that "90% of children with reading difficulties will achieve grade level in reading if they receive help in the 1st grade. Seventy percent of children whose help is delayed to age 9 or later continue to struggle throughout their school career."**

Read the full text of the **Alabama Literacy Act (AL-HB388)**. We will follow all guidelines and procedures found in the Alabama Literacy Act Implementation Guide at the following link: (**Alabama Literacy Act Implementation Guide** - Final Draft)

Arts

- The Elmore County School System encourages teachers to integrate the arts into their classroom throughout the year.
- The arts may be showcased during the spring arts festivals/performances at the local schools.
- K-4 students will be provided Music instruction.

Audio Visual Materials

- All audio-visual materials must relate directly to the ALCOS: CCRS, school system curriculum, and serve as a means of enhancing instruction. All videos must be documented in lesson plans and aligned to the ALCOS: CCRS.
- All audio-visual materials must be previewed in their entirety by the teacher. In addition, audio-visual materials not part of the library collection must receive written approval by the school principal prior to using the material in a classroom setting. The Request for Approval

of Audio-Visual Materials Form must be completed, and a copy kept on file by the teacher and principal.

- **Written request for approval must be submitted to the principal ONE WEEK PRIOR to viewing. The attached Approval of Audio-Visual Materials Form should be used to grant permission. The teacher and principal should retain a copy of the written approval documentation.**
- Viewing of entire movies as incentives must be pre-approved by the administration and follow the same guidelines previously described.

Benchmark Assessment Kits (BAS), K-4

The Fountas & Pinnell Benchmark Assessments, Systems 1 & 2, are used as an additional source of data collection for K-4. These systems are a means to assess students' reading and comprehension. A student reads aloud and answers questions about the text during an individual conference with the teacher. These assessments reflect the characteristics of texts and demands on the reader at each specific Fountas & Pinnell Level. Guidelines for completion of the varying levels at each grade level are as follows: Kindergarten: A-D; Grade 1: E-J; Grade 2: K-M; Grade 3: N-P; Grade 4: Q-S.

Universal Screener Dates for BAS	
K – 4th grades – Check with Instructional Coach for Dates for Grade Levels	
Beginning (K-4th Grade)	October 14- November 13, 2020
End (K-4th Grade)	March 29- April 16, 2021

Blended Attendance Guidelines

All K-12 students will participate in Blended Attendance using the designated virtual platform for the 2020-2021 school year.
- The implementation of the ECPS Blended Attendance Policy will have a significant impact on the county's attendance accountability piece.
- The implementation of the ECPS Blended Attendance Policy will allow flexibility for both students and teachers.
  The implementation of the ECPS Blended Attendance Policy will minimize the number of students coming to school when ill.
- Students who successfully adhere to the Blended Attendance guidelines can still be exempt from semester exams (grades 7-12).

When students are absent from school, they will be instructed to complete lessons via the virtual platform.
- Students in grades K-5 will utilize Odysseyware.
- Students in grades 6-12 will utilize Edgenuity.

Teachers will simultaneously complete lesson plans and set up virtual lessons via the virtual platform on a weekly basis.
- All lesson plans must include a short description of the virtual assignments for the week. Note: Virtual lessons should require an appropriate amount of time in regards to a normal traditional assignment.

- Virtual assignments will be used in the event a student is absent from school or the teacher is absent.
- Lesson plans with the included virtual assignments will be due by 8:00 a.m. on Monday mornings.
- In addition to lesson plans that include virtual assignments, teachers should post virtual assignments in their classrooms, teacher webpage, and/or REMIND so they are readily available for students, parents, and/or substitutes.

When students are absent from school, they are to complete the virtual assignments within 3 days of returning back to school (flexibility should be granted for absences of five (5) or more consecutive days).
- Virtual lessons will be assigned by the week.
- Once a student has completed all components of the lesson for a specific day, the attendance will be adjusted and marked as being present for that day (VE).

The school should put a system in place for Blended Attendance (See Student Attendance in this manual).
- Once a student has completed all components of a virtual lesson when absent, the teacher will notify the attendance clerk.
- The attendance clerk will go into iNOW and change the absence to a VE day
  - VE days are virtual engagement days in which students will be considered present at school.
  - VE days do not count against exemptions.
  - VE days do not count against perfect attendance.

If a grade were taken in class the day a student was absent from school, the teacher will use the grade earned from the virtual assignment in iNOW.

- VE days should never be used as a way to get out of completing tests, projects, or presentations.
- In the event that a test, project, or presentation was due on the first daya student was absent, the student must do the work via the virtual platform to get credit for a VE day. However, the teacher still reserves the right to require the student to complete the tests, project, or presentation at school.

** Please note that the Student Attendance Policy rules must be followed inconjunction with the Blended Attendance Policy. For example, any student in grades K-12 who accumulates seven (7) excused absences that have not been verified by a physician's statement, may be required, at the discretion of the Principal, to secure a physician's statement for all future absences. For a full overview of the Elmore County Student Attendance Policy, please visit p.9 of the Elmore County Student Handbook & Code of Conduct.

Classroom and Hallway Posted Items

- The teacher should post the class schedule inside and outside the classroom.
- The teacher will write objectives as *Essential Questions or I Can Statements* to reflect the College -and Career-Ready Standards. The posting should be large enough for all students to view. *(K-4)*
- Daily class assignments should be posted in grades 1-4. *(SITE-BASED)*
- Homework assignments, if applicable should be posted in grades 1-4. *(SITE-BASED)*
- Rules/consequences/rewards should be posted. *(K-4)*
- Age appropriate, content specific, and relevant word walls that are adjusted according to content standards being taught should be posted. The word wall should play an active role in classroom instruction throughout the school year. Once words are taught, they may be placed in an interactive folder, journal, or binder for student reference.
- Projects posted in the hallways should include a posting of the ALCOS: CCRS number and description. Work posted in the hallway communicates to all stakeholders that students have achieved the goals set by the teacher or that work is on-going. Work that is on-going should have a sign posted indicating: "Student Work is in Progress."
- Anchor Charts should be visible in classrooms.

Conferences

- It is the responsibility of each teacher to develop a positive rapport with parents/guardians and to communicate with them on a regular basis.
- If a student is not making satisfactory progress, it is the responsibility of the teacher to contact the parents/guardians of the student to develop a plan for academic and/or behavioral improvement.
- Teachers are to keep documentation of parent/guardian communications, electronic messages, telephone calls, conferences, home/school compacts, etc.

Curriculum Focus

Focus 1: Student-centered Teaching and Learning

What is Student-centered Teaching and Learning?

1. Student-centered learning, also known as learner-centered education, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. In original usage, student-centered learning aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students.

2. *Student-centered teaching methods* shift the focus of activity from the teacher to the learners. These methods include **active learning**, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; **cooperative learning**, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and **inductive teaching and learning**, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. Inductive methods include *inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning*, and *just-in-time teaching*. Student-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery, long-term

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retention, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills.

Focus 2: College- & Career Ready Standards
An unwrapping of the ELA and Mathematics standards should be done quarterly by each grade level to assist in lesson planning and instruction.

Focus 3: Webb's Depth of Knowledge (DOK)
At the heart of College and Career Readiness is the need to increase the level of rigor in our classrooms for all students. The College- and Career- Ready Standards are a step in the right direction. However, the standards alone will not bring rigor to our classrooms. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.

Focus 4: Implementation of Science Course of Study
Site-based implementation of AMSTI or Carolina Biological: Hands on Science Programs.
The science standards reflect the correlation of the nature of science as experienced in the real world. Science concepts build coherently in depth and rigor across Grades K-12 as students focus on deeper understanding and application of content.

Focus 5: Balanced Literacy Approach to English Language Arts (K-4)
Grade Level Leaders will work collaboratively with site administrators and instructional coaches to implement a balanced literacy approach in reading instruction. Teachers will be expected to follow the reading progression of the pacing guides. Teachers will be encouraged to be creative using strategies that combine explicit instruction, guided reading practice, collaborative learning, and independent reading and writing activities. Teachers will receive support with components of the Balanced Literacy Approach.

Focus 6: Mathematics Practice Standards
The Mathematics Practice Standards are best implemented with Student-Centered Learning. These methods include **active learning**, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; **cooperative learning**, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and **inductive teaching and learning**, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges.

Mathematics K-4 Non-Negotiables
- *The 2019 Alabama Mathematics Course of Study: College- and Career- Ready Standards* will guide the instruction for the 2020-2021 school year for all grades K-4.

Mathematics Practice Standards
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Dyslexia Information

Dyslexia is a general term for disorders that involve difficulty in learning to read or interpret words, letters, and other symbols, but that do not affect general intelligence. Elmore County utilizes PST for students who are struggling academically. Based on the Problem Solving Team Manual, students who experience difficulty in the area of reading may be given a Dyslexia screener. Elmore County does NOT diagnose Dyslexia but does look for traditional dyslexic characteristics. Students who are determined to have dyslexic tendencies will be taught using

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multi-sensory strategies. Visit the Dyslexia Resource Guide at www.alsde.edu for more information on dyslexia.

Students who provide documentation of outside the system testing with a Dyslexia diagnosis will be brought before the school level Problem Solving Team. If the student is experiencing academic difficulties, then the PST will determine whether the student should undergo further testing for Special Education services or seek to qualify for a 504 Evaluation. Forms needed for any of the above actions are available in the Elmore County Problem Solving Manual.

EL Accommodations – Grade K – 4

Teachers should be encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so that English Learners (ELs) can progress. Daily assignments and tests will be administered with accommodations as needed and are documented in the Individualized English Language Plan (I-ELP).

All students are to be taught on grade level. For ELs in grades K-12, the WIDA English Language Development (ELD) Standards should be referenced when determining appropriate accommodations according to the English Language Proficiency (ELP) level attained on the *ACCESS for ELLs* assessment or WIDA Screener along with classroom performance. EL supplemental resources are available for grades K-12 and should be used by both the classroom teacher and intervention teacher as appropriate. Grading is based on accommodated work.

GRADING PROCEDURES FOR EL STUDENTS (GRADES K-4)

Traditional procedures for assigning grades to students may not be appropriate for ELs. Teachers MUST follow these guidelines:

- **Grading Methods** – The method of grading is determined by the EL Committee and is a part of the student's I-ELP. The grading method cannot be changed during the school year. Following are the two grading methods used for ELs in Elmore County Public Schools:
    - **S, U, & P (Satisfactory, Unsatisfactory, Improving)** *Letter I cannot be used to represent Improving, because I already represents Incomplete in iNow; therefore, letter P will be used to represent Improving.*
    At the 1-8 grade levels, ELs scoring 1.9 or below on the overall composite score on *ACCESS for ELLs* or WIDA Screener may receive S, U, & P until the student has acquired a level of English proficiency necessary for a basic understanding of the subjects being taught. S, U, & P are not to be used at the high school level.

    - **Regular grading method**
    The regular grading method should be used if only accommodations in the regular classroom are made. Grades placed in a student's cumulative folder MUST reflect the student's academic achievement on grade level academic content.

GUIDELINES FOR GRADING ELs/LEP Students (Grades K-4)

Teachers must follow these guidelines:

- ELs must receive accommodations of content work when needed.
- Grading is based on work accommodated.
- ELs must not be failed on the basis of lack of English language proficiency.
- Grades placed in a student's cumulative folder must reflect the student's academic achievement on
  grade level academic content and student academic achievement standards.
- **WIDA ELD Standards** – The WIDA ELD Standards for ELs in Kindergarten through Grade 12 are to be used as a guide for providing accommodations for academic standards and skills that must be developed for ELs to integrate successfully into mainstream classrooms. (Resources available at www.wida.us.)
- **Accelerated Reader Goals** – Teachers of ELs must use their professional judgment to determine Accelerated Reader goals. It is recommended that the Minimum Average Percent Correct be held at 85% and accommodations be made for Points and Minimum Average Book Level. These accommodations should be stated in the I-ELP.

- **Failure/Retention** – Language minority students may not receive failing grades when English language deficiencies may have contributed to the failure. Retaining or placing LEP/EL students in a lower grade is ill advised in that it does not help the student to learn English quicker, according to the ALSDE. **Consultation with the Director of Federal Programs and District ESL Liaison is required before retaining an EL student.** Retention of ELs shall not be based solely upon level of English language proficiency. (Section 1, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). Prior to considering retention of an EL student, the following points should be addressed by the EL Committee:
  - What is the student's level of English language proficiency?
  - Has an Individual English Language Plan (I-ELP) been implemented to document classroom accommodations and student progress?
  - To ensure meaningful participation, are classroom accommodations being made in the areas of
    - teacher lesson delivery
    - activities and assignments
    - homework
    - formal and informal assessments (e.g. quizzes and tests)
  - How much individual English language development instruction is the student receiving during the school day?
  - Has an alternate grading strategy been implemented (e.g. a portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)?
  - Has the student's classroom teacher been adequately trained with instruction and assessment strategies specifically designed for students learning English?
  - Does the report card indicate that the student was graded according to the I-ELP?

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ECPS – Elementary Enrollment Guidelines

Homeschool Students and Students Arriving from a Non-accredited Institution

Placement Guidelines:

1. Attempt to acquire any academic records from the student's previous school.
2. Inform parents that student(s) will be given the following assessments to ensure proper placement.

Kindergarten
Renaissance Learning STAR EL and the BAS assessment will be used as diagnostic tools to determine student placement.
1st Grade
Renaissance Learning STAR EL, STAR Math, and BAS assessment will be used as diagnostic tools to determine student placement. The audio should be turned on for 1st Grade STAR Math. *Directions are in the Appendix.*
If a student's Scaled Score on STAR EL is 800 or better, the student will also take the STAR Reading assessment.
2nd – 4th Grade
Renaissance Learning STAR Reading, STAR Math, and BAS assessment will be used as diagnostic tools to determine student placement.

Grade	STAR EL Minimum Scaled Scores – Reading/Mathematics		
	Fall	**Winter**	**Spring**
Kindergarten	518	595	673
1st	635	706	766
	STAR Reading		
1st	76	95	164
2nd	224	274	327
3rd	357	392	436
4th	458	487	520
5th	560	592	630
	STAR Mathematics		
1st	263	327	390
2nd	414	458	502
3rd	500	547	593
4th	585	620	654
5th	650	680	710

3. Print and keep testing results and any other documentation in the student's cumulative folder.
4. Report previous truancies from other academic institutions to Andre' Jackson to determine next steps.

For situations that cannot be accommodated using these elementary school guidelines, contact Mr. Steve McKenzie, Elementary Curriculum Director (24001).

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Field Trips

Teachers will complete the Field Trip Activity Sheet provided on the Elmore County Website. Only the current field trip form for the 2020-2021 school year will be accepted. Teachers will email this form to Ms. Cecile Sanford, Elementary Education/Federal Programs Bookkeeper at cecile.whetstone@elmoreco.com or fax completed Field Trip Activity Form to Ms. Sanford at 514-2806. This form must be submitted via the online portal at least **TWO WEEKS** prior to the planned activity. Once the form is received and approved, the appropriate person at the school site will receive the approved form by email or fax. It will be the responsibility of the designated person at each school to notify and provide the approved documentation to the teacher that submitted the field trip request. The 2020-2021 Field Trip Activity Form and the Release of Liability Form can be found in the appendix of this document or Documents Downloads section under Curriculum and Instruction on the Elmore County Schools website.

Elementary Field Trip List
1. Teachers must be in close proximity of all students monitoring student behavior and directing planned field trip activities.
2. Teachers will complete a Field Trip Activity Form listing activities that will occur **before, during**, and **after ALL** field trips and explain how the planned trip is *aligned to the Alabama Course of Study standards*.
3. Release of Liability for Field Trip Participation form must be completed for field trips involving physical activity.
4. On-campus activities are allowed; however, students may *NOT* be charged a fee to attend on-campus activities during school hours. *Any on-campus inflatable or other similar activities must have an insurance quote and the insurance must be in effect on the event date*.
5. All out-of-state field trips must be approved by the principal and Superintendent.
6. *Biscuits Ballgame incentive field trip is reserved for grades 5-8.*

Kindergarten – 6ʰ Grade Field Trip Criteria:

Kindergarten – 6ʰ Grade Field Trip Criteria:
Principal Approved Field Trips OR Choices from the suggestions below
Total of Two Field Trips

Kindergarten	First Grade
• American Village at Montevallo kindergarten program at Thanksgiving • Davis Theater • Girl Scouts Spring Sprouts (Camp Chandler) • Montgomery Museum of Fine Arts • Pumpkin Patch • Shakespeare Festival • Montgomery Zoo • Wadsworth or any other local Christmas Tree Farm • Community helpers such as police department, etc.	• Alabama Nature Center (Lanark) • Camp Kiwanis • Davis Theater • Let's Pretend Hospital • Montgomery Museum of Fine Arts • Shakespeare Festival • Montgomery Zoo • Wadsworth or any other local Christmas Tree Farm • Community helpers such as police department, etc.
Second Grade	**Third Grade**
• Alabama Nature Center (Lanark) • Davis Theater • Montgomery Museum of Fine Arts • Shakespeare Festival • W.A. Gayle Planetarium • Barber Berry or any other local farm • Wetumpka Depot Plays • Service Projects • Montgomery Zoo • Super Scientific Circus • YMCA Camp Chandler Watch for dates on Montgomery Performing Arts website http://www.mpaconline.org/	• Alabama Nature Center (Lanark) • Davis Theater • Desoto Caverns • Montgomery Museum of Fine Arts • Shakespeare Festival • W.A. Gayle Planetarium • Barber Berry /other local farm • Super Scientific Circus Watch for dates on Montgomery Performing Arts website http://www.mpaconline.org/ • Alabama Archives
Fourth Grade	
• Clanton Waterworks • Davis Theater • Moundville Archaeological Park • Montgomery Museum of Fine Arts • Old Alabama Town • Rosa Parks Museum • Historical Sites in Elmore County or surrounding counties. • Alabama Archives	• Shakespeare Festival • Super Scientific Circus • Alabama Nature Center (Lanark) • Camp Chandler • Camp Grandview • Fort Toulouse (4th Grade Only) • State Capitol, Archives, Civil Rights Memorial(4th Grade Only) • Tukabatchee in Tallassee • Freedom Riders Museum
Fifth Grade	**Sixth Grade**
• American Village at Montevallo • Davis Theater • Montgomery Museum of Fine Arts • Shakespeare Festival • Freedom Forum (Grade 5 ONLY) • STARBASE (Grade 5 Selected School) • Alabama Archives • Alabama Nature Center (Lanark) • Freedom Riders Museum	• Davis Theater • McWane Science Center (B'ham) • Museum of Fine Arts • Rocks and Mineral Show • Rosa Parks Museum • Shakespeare Festival • U.S. Space and Rocket Center • W.A. Gayle Planetarium • Ropes Course (Grade 6 ONLY) • Alabama Nature Center (Lanark) • Elmore County Black History Museum

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Honor Roll

In grades 1 and 2, *Honor Roll* will be calculated using grades from core curriculum: ELA and mathematics. **P.E. grades do not affect honor roll.**
In grades 3 and 4, *Honor Roll* will be calculated using grades from core curriculum: ELA, mathematics, social studies, and science. **P.E. grades do not affect honor roll.**

Homework

Homework is an important component of every student's instructional program. Students, teachers, and parents should have a clear understanding of the objectives to be accomplished through homework and the role it plays in meeting curriculum requirements. Homework reflects practices that have been taught in the classroom and provides reinforcement and remediation for students. It should be student-managed, and the amount should be age-appropriate, encouraging learning through problem solving and practice.

At every grade level, homework should mirror classroom activities and experiences. Independent and collaborative projects that foster creativity, problem-solving abilities, and student responsibility are appropriate. Parental support and supervision reinforce the quality of practice or product as well as skill development. *(See ALCOS Guides)*

Under no circumstances will homework be used to punish students.

<u>Grades 1 - 4</u>
- Homework must be related to in-class instructional activities.
- Homework completed by students must be checked with the students in a timely manner.
- Homework cannot be recorded as a grade and cannot be used as a form of punishment.
- **Guideline for homework is 10 minutes per grade level. For example, third grade students should have no more than 30 minutes TOTAL homework each day.**

Lesson Plans

- Teachers are required to write weekly lesson plans. Weekly lesson plans must be submitted to the office no later than 8:00 a.m. each Monday. The K-6 lesson plan format must be approved by each principal. The format may be unique to each school.
- Lesson planning with grade-level colleagues is encouraged; however, each teacher should customize lesson plans to meet the needs of the diverse population of each individual classroom.
- Format may vary; however, information on lesson plans must include, at a minimum: performance-objectives, College- and Career- Ready Standards *(# will suffice)*, essential questions or "I can do statements", activities, strategies, resources *(including technology)*, and method of assessment/evaluation.

Substitute/Emergency Lesson Plans

An emergency lesson plan must be on file and should include all relevant information, such as:

- class schedules
- bus lineup
- fire and tornado drill directions
- library and computer schedule
- lunch schedule
- list of students

- activity schedule
- hall passes
- duty schedule
- materials to be used

- Teachers must ensure that student information left for substitute teachers is general in nature and does not violate student privacy.
- It should be noted that student medical information as well as special education information is highly confidential.

Lexiles

These grades and Lexile bands are the basis for determining at what text complexity level students should be reading, and at which grades, to make sure they are ultimately prepared for the reading demands of college and careers:

Grade	College & Career Ready "Stretch" Lexile Bands
1	190L to 530L
2	420L to 650L
3	520L to 820L
4	740L to 940L
5	830L to 1010L
6	925L to 1070L
7	970L to 1120L
8	1010L to 1185L
9	1050L to 1260L
10	1080L to 1335L
11 and 12	1185L to 1385L

Minimum Lexile scores uses the mid-point of the stretch bands listed above as the minimum score to be considered. Minimum Lexile scores to meet the Literacy Readiness Indicator on the ACAP and STAR 360 are in the chart below:

GRADE	MINIMUM LEXILE
2	535L
3	670L
4	840L
5	920L
6	997L
7	1045L
8	1097L
9	1155L
10-12	1285L

*note: ***the minimum levels for 3rd-8th may be slightly adjusted once ACAP scores are tabulated in 2021.***

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Library Program

Books and reference materials are located in the library/media center. Students are encouraged to check out and read books. Students visit the library/media center either as a group or as an individual on an as-needed basis during times specified by the classroom teacher/media specialist. In an effort to remind students of the importance of returning books in a timely manner, a library fine may be charged to students. Each library/media center follows the board approved criteria: Grades K-4-no fines charged; Middle/Junior High Schools-$.10 per day; High School-$.25 per day with a cap of $5. You may contact the school principal or librarian for more information.

Points to Remember:
- The librarian, with the assistance of the administration, sets the schedule for the library media center. The schedule is always posted and available .
- The library should not be closed for non-library purposes.
- Forty percent of the librarian's time is spent in the administration of the library media program. During this time, no classes are scheduled for instruction by the librarian, although students and teachers may still use the library.
- Sixty percent of the librarian's time spent with students may include, but not limited to:
  - assisting students to locate books within the library media center,
  - providing a lesson *with the classroom teacher* (collaborative approach) to support classroom lessons,
  - conducting lessons *with the aid of classroom teachers* or volunteers,
  - selecting books and other educational resources for teachers to use with students in the classroom, and
  - promoting the love of literature through creating library displays and delivering morning announcements to highlight books across a variety of genre.
- The librarian should have a required lunch and planning time. These times should be scheduled during a time in the day when the library is not heavily attended by students to access information.
- Teachers and the librarian should collaborate to develop enhanced curriculum units.
- Librarians will open libraries as soon as possible, but no later than the second week of school for orientation to the library. Librarians will begin book circulation as soon as possible, but no later than the third week of school.
- Librarians will close the library to take inventory of their collection the last two weeks of school.
- Library lessons (fixed scheduling) will not be made up for the following reasons: field trips, holidays, or failure of the teacher to bring students at the scheduled time.

Schools Earning Units for Library Media Paraprofessionals
- Library paraprofessionals will only work in the library during their designated library assignment and may not be pulled for additional school duties during this time.

Odysseyware

Odysseyware will be utilized in physical classroom instruction. Students will be expected to log into Odysseyware at least once a week. The teacher will notate how Odysseyware will be implemented into instruction in their weekly lesson plans. Implementation could be working on an Odysseyware lesson whole group, or working individually on a device.

Parent Portal

INOW *Parent Portal* is a program that allows parents to review information related to grades, attendance, homework assignments, discipline records and other student data from the current year. In order to access records, a student must be enrolled in Elmore County Schools. The information viewed is live data.

Each parent/guardian will have one login to view each child's information and data. Information for logging in is prepared annually through the school office and this information is sent home with the students.

Physical Education

The State Department of Education requires students to receive P.E. instruction daily for thirty minutes.

Kindergarten ONLY: Physical Education teachers will inform kindergarten teachers of any student that has a N or U in conduct for P.E. The kindergarten teacher will note this on the Kindergarten Standards-Based Report Card.

Second Grade ONLY: All 2nd grade students will participate in APFA; however, they must be 8 years old to have this data recorded in INOW.

Second – Fourth Grades
- As part of a comprehensive, quality Physical Education Program, every student enrolled in Physical Education in Grades 2-4 will participate in the Alabama Physical Fitness Assessment (APFA). The data for students in grades 2–4 will be recorded in *INOW*. **The exception to this statement is the age of the 2nd grade students.**
- **Students who have an approved PE waiver are responsible for completing the APFA.**

Physical Education Grading
- Students in K-4 will receive an S, N, U as a grade in Physical Education. This grade should be based on standards outlined in the 2009 ALCOS for Physical Education.   For easy access to the Instructional Guide, use the following link. http://web.alsde.edu/home/general/hpeinformation.aspx
- Conduct should not affect the P.E. grade; however, a conduct grade for P.E. can be noted in the comment section of the INOW report card.

Progress Reports (Mid-Quarter)

ALL students in grades 1-4 will receive a progress report at the midpoint of each quarter showing their average to date for each class in which they are enrolled. Kindergarten students will receive a progress report that has been provided by the county. In addition, parents/guardians may request in writing or by telephone a weekly progress report. The school office will notify the teacher that such a report has been requested; then the student will receive a weekly printout of his or her current grades. The requested progress report should be signed by the parent/guardian and returned to the teacher. *(Student Handbook)* Parents/guardians should be notified that they can access up-to-date grades on INOW Parent Portal. The school will provide access information to the parents/guardians.

Promotion/ Retention/ Placement Procedures

Promotion: The assignment of a student to a higher-grade level based on the student's achievement of established criteria in the current grade. It is expected that with the appropriate instruction, motivation, and attendance most students will be able to achieve at a satisfactory level that will prepare them for instruction at the next grade. A variety of teaching strategies will be used at each grade level to increase the probability of students achieving a level of academic mastery that will enable them to benefit from instruction at the next grade level.

Kindergarten

Teachers will send home the Kindergarten Promotion Criteria for parents/guardians to review and sign. The Kindergarten Report Card is a tool used to determine promotion of the student. The professional judgment of the teacher will be valued and is an integral part of the promotion process.

Grades K-4
- Notification of possible retention must be identified on the 3rd quarter progress report.
- If parents fail to make contact with the school, a follow-up letter will be sent home by the teacher requesting a conference. If parents do not respond to the follow-up letter, the teacher should contact parents by phone.
- Those students who have not mastered the necessary skills may not be retained more than once during grades K-8.
- Due to the implementation of the Alabama Literacy Act, students may be promoted, retained, or placed.
- Any K – 8 student who is placed or retained must have a personalized learning plan with specific, tiered intervention strategies in place with the next teacher(s). These interventions must be monitored accordingly. The personalized learning plan, along with the applied classroom interventions must be communicated to the legal parent/guardian. Any teacher meetings about student progress in the tiered interventions must include the legal parent/guardian.
- Kindergarten: Minimum acceptable average for promotion is 80%.
- First and Second Grade: Minimum acceptable average for promotion is 70%.
- Third through Fourth Grade: Minimum acceptable average for promotion is 60%.
- *NOTE: Consideration for Tier 2/Title Intervention will remain at a year to date average of 70%.*

- Recommendation from the teachers will be presented to the Promotion/Placement/Retention Committee, which is made up of the Problem-Solving Team (PST). The committee makes the final decision to promote, to place, or retain a student.
- In grades 1 and 2, the decision of promotion/placement/retention will be based on passing English Language Arts and Math.
- In grades 3 through 6, the decision of promotion/placement/retention will be based on passing English Language Arts, Math, and one of the Social Sciences (Science or Social Studies).

Placement: The assignment of a student to a specific grade level based on the determination that such placement will most likely provide the student with instruction and other services needed to succeed and progress to the next higher level of academic achievement. Any student who is placed into the next grade must have individualized, intensive interventions which shall be progress monitored on a continual basis during the next school year.

Retention: The re-assignment of a student to the current grade level during the next school year. A student may not be retained more than once in grades K – 8th. Any student who is retained must have individualized, intensive interventions which shall be progress monitored on a continual basis during the next school year.

I. These criteria may include, but are not limited to, CCR Lexile levels, proficiency on the state standardized assessment, mastery of grade level standards, and criteria established by the local board of education.

II. Placement committee: The committee established by the local school principal or designee to make placement decisions concerning a student who does not achieve proficiency on the state adopted assessment and/or complete mastery of grade level standards. This committee shall be comprised of the principal or designee, the student's parent or legal guardian, and the teacher(s) in the content area(s) in which the student did not achieve grade level on the state adopted assessment or complete mastery of grade level standards.

Goal of new procedures: To ensure that all students receive differentiated, intensive instruction that 1) reduces the rate of retention for grades K - 8, and 2) guarantees individualized intervention(s) which shall be progress monitored on an ongoing basis through the PST process.

Parent Request for Reassessment for Promotion Procedures (K-4)

Promotion/Placement/Retention Committee:
During the decision-making process, parents may request, at their own expense, to seek out-of-system summer remediation sessions. The representative from the promotion committee will let the parents know that the child/children will have a reassessment prior to the beginning of the next school year to ensure the readiness of the student to be promoted.

Procedures for reassessment: *(Before the last day of school)*
1. Parent requests a reassessment of their child to determine student readiness for promotion.
2. A representative from the promotion committee will provide the parent with the *Reassessment Form.*

3. A representative from the promotion committee will go over the form with the parent to ensure that the parents understand the contents of the form.
4. The parent will contact the school after the successful completion of the summer remediation program (two weeks prior to opening of school), provide the school with the remediation documentation, and schedule a time for the reassessment.
5. STAR will be administered in reading and math to determine promotion/retention.
6. The student must have a scaled score as indicated in the chart below to be promoted to the next grade level.
7. **The school representative will make a copy for the parent and retain the original document on file in the office.**

Promotion to 1st Grade
Renaissance Learning STAREL and STAR Mathematics will be used to determine if a student is ready to be promoted to the next grade.
- The audio should be turned on for 1st Grade STAR Math.

Promotion Chart for Grades 2-5
Renaissance Learning STAR Reading and STAR Mathematics will be used to determine if a student is ready to be promoted to the next grade.

Grade	STAR Minimum Scaled Scores for Promotion	
	Using STAR Reading	Using STAR Math
	Scaled Score	Scaled Score
Promotion to 1st Grade using STAREL	673	263
Promotion to 2nd Grade	164	390
Promotion to 3rd Grade	327	502
Promotion to 4th Grade	436	593
Promotion to 5th Grade	520	654

The form needed for the above action is available in the appendix of this manual.

Renaissance Learning

STAR Grades K - 4
STAREL and STAR Reading and Mathematics will be given as a Universal Screener at the designated time. STAREL and STAR Reading and Mathematics should be used outside the Universal Screener window for progress monitoring. STAR reports should be used as a part of Data Meetings. Teachers will be required to review, monitor, and use STAR data to help drive instruction.

Accelerated Reader (AR)
- Teachers will be required to set goals in the computer for each student every quarter. Students taking AR quizzes will maintain a reading log.
- **Point goals** will be set for students according to the results of STAR and at the discretion of the teacher based upon the reading needs of the students.

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- **Kindergarten** teachers instruct and model how to take Accelerated Reader (AR) quizzes as a whole group the first quarter, as small groups the second quarter, and as small groups and individually, based on the readiness of the students, the third and fourth quarters. Students will begin taking AR tests once STAR Reading has been administered.
- **First Grade** teachers will give explicit instruction on how to take AR quizzes, how to log in to the program, and how to select a quiz using the quiz number.

AR Practice Procedures K-4
- AR Goals – Not a "One Size Fits All", rather, individual goals should be set each quarter.
- Percent goals will be set between 85% - 90%. Averages will be rounded; i.e. 85.5% = 86%
- Individual quarterly goals should be set at 30 minutes daily practice for 7 weeks each quarter.
- Students will not receive AR grades.
- Awards for AR Participation should be established at the beginning of the school year and communicated to students and parents/guardians. (SITE-BASED DECISION)
- **Students' Record Reports** may be sent home with the report card each quarter. Parents may access this information through Home Connect. Teachers will provide parents with access to this information. See librarian for forms and if you have any questions.
- Teachers may be required to submit a **Diagnostic Report** to the principal as needed.

Incorporating AR in the Classroom
- AR will not be a separate part of the reading program.
- AR may be incorporated in small group instruction as a center. Status of the class may be completed at the small group table in reading prior to small group instruction.
- AR can also be utilized as students finish assignments.
- Minimize restrictions on students reading based on ZPD levels only.
- ZPD levels should include a wide range without limiting students. ZPD ranges can be increased prior to STAR testing if students have shown success.
- Allow students to read any level book based on ability and interest after the student attains a 5.0 grade equivalent score.
- Do not allow students to read lower level books for points only or to increase averages for incentives.
- Encourage students to read for interest thus developing a true love for reading.

Report Cards

Kindergarten Standards-Based INOW Report Card in *Information NOW* (INOW)
- The Kindergarten Standards-Based INOW Report Card WILL BE entered into INOW at the end of the **fourth quarter**. The fourth quarter INOW report card will be placed in CUM folders and not sent home to parents.
- Parents should sign and return the quarterly report cards and promotion criteria. The report cards and promotion criteria will be kept on file.

Grades 1 – 4 INOW Report Card
Student report cards will be generated every quarter by each school using INOW software. Each students' report card indicates the average of each subject in which grades are given. Report card

grades, along with STAREL, STAR Reading, and STAR Mathematics Scaled Scores will be a way to share students' progress with parents.

- INOW Report Cards should reflect yearly averages beginning with Quarter 2.

Response to Instruction (RtI)/Problem Solving Team (PST)

See the 2020–2021 Elmore County Elementary Problem Solving Team Manual for step-by-step directions, resources, and forms for PST.

Science Fair

- Science experiments and projects are used to extend and enrich concepts taught.
- Students in grades 4-12 will be given the opportunity to compete in school Science Fairs.
- Each school will have a Science Fair Coordinator to ensure that students receive information to participate in this event.
- Science Fair projects will first be judged at the school level.
- School winners in each category will compete in the Elmore County Science Fair during the third quarter.

Special Education/Grading Procedures

- Elmore County tests are written on grade level and all teacher-designed assessments are to be on grade level.
- Semester exams and quarterly benchmark assessments will be administered to Special Education students. These exams can be accommodated as specified in the student's Individualized Educational Program (IEP). Please follow the IEP as it is written.
- No test can be read to a student unless a reading accommodation has been explicitly defined in a student's IEP Section 504 Plan. An accommodation cannot supplant the skill the test is designed to measure.
- Ongoing assessment is vital to the improvement of instruction and learning. Immediate and corrective feedback is important to learning and will be shared with students, parents and/or guardians in a timely manner. General education teachers should receive graded accommodated assignments within a week for them to post as required

Special Education Services and Section 504 Requirements

- All teachers have the responsibility to recognize the needs of individual students, particularly those who meet Special Education and Section 504 criteria.
- Teachers will participate in the development of IEPs (Individualized Education Programs) or Section 504 Plans to ensure that the guidelines are implemented for IDEA.
- Students must be given the opportunity to be actively engaged in learning the content and standards that define the general education curriculum.
- Accommodations will be provided for students eligible for Section 504 Services. Accommodations and/or modifications will be provided for students eligible for Special Education Services.

Recording of IEP and Section 504 Meetings

February 2018

- The recording of an individualized education program ("IEP") or Section 504 meeting is prohibited unless a parent/guardian, authorized representative of a parent/guardian is unable to understand or meaningfully participate in the IEP or Section 504 process, or the planning of the relevant student's educational program, due to a disability, language barrier, or some other impairment.
- If a parent/guardian believes that recording an IEP or Section 504 meeting is necessary, the parent/guardian should notify the principal or designee in writing at least five (5) school days before the IEP or Section 504 Team meeting, of the request to record the meeting and the reason the recording is required. The principal or designee will notify the parent/guardian at least two (2) school days before the meeting of the grant or denial of the parent's/guardian's request to record the meeting.
- If the principal or designee denies the request to record the IEP or Section 504 meeting, the reasons will be stated in writing for the denial. Authorized exceptions to the general prohibition against the recording of IEP or Section 504 meetings involve situations when a parent/guardian, or authorized representative of a parent/guardian, is unable to understand or meaningfully participate in the IEP or Section 504 process or the planning of the relevant student's educational program due to a disability, language barrier, or some other impairment.
- If a parent/guardian is permitted to record the meeting, the parent/guardian must use his or her own audio recording device. If the school district records an IEP or Section 504 meeting, the resulting recording shall become a part of the student's educational record and will be maintained in accordance with state and federal law.
- For purposes of this policy, a recording is defined as the capture of moving visual images, voices, and other ambient sound electronically, digitally, or by any other means for the purpose of retrieval and review.
- Video recording, including recording of visual images, at an IEP or Section 504 meeting is strictly prohibited.
- The use of court reporter services at an IEP or Section 504 meeting is strictly prohibited.

Spelling Bee

The spelling bee tradition improves students' spelling skills and increases their vocabulary. Spelling Bee participation also provides valuable experience in developing poise - a necessary skill for public speaking, performing arts, and athletics.

Elementary School Spelling Bee

- Each elementary school will have a coordinator to plan and implement a school spelling bee for students in grades 3 and 4.
- School coordinators will receive information when it is released from Adventure Travel regarding the Spelling Bee fees and schedule of events. Scripts, rules, and guidelines will be utilized at the county level and are designed to assist spelling bee officials and spellers.

State Assessments Grades 2-4

ACAP (Alabama Comprehensive Assessment Program) will be administered in the spring. Students in grades 2-3 will be assessed in ELA, grade 4 ELA with Writing, grades 2-4 Mathematics and grade 4 Science.

ACAP Alternate: (Grades 2-8, 10, and 11): March 1st – April 9th, 2021
ACAP Summative: (Grades 2 – 8): March 29th – April 30th, 2021

Student Attendance Policy

All students, regardless of age, enrolled in the Elmore County School System are required to be in attendance at their designated school. Prompt and regular attendance at school provides students with the skills needed for future success and aids in the development of good character.

- Students in K-4 who accumulate seven (7) excuses that have not been verified by a physician's statement may be required, at the discretion of the principal, to secure a physician's statement for all future absences.
- Any student in grades K-4 who has accumulated **more than twenty (20) excused or unexcused absences may be considered for retention.**
- Written documentation regarding the reason for absence must be submitted no later than three (3) days after the student's return to school. After three (3) days, an excuse will not be accepted and the absence will be regarded as truancy. **Any graded work during the absent period will be given a score of zero (0).**
- When student has brought in an excuse, arrangements must be made to have make-up work completed. **Make-up work for excused absences not completed within a timely fashion will also be given a score of zero (0).**

BLENDED ATTENDANCE

- Our blended attendance is a combination of both, traditional attendance and virtual attendance. Blended attendance is measured through the completion of lessons/assignments consistent with the students customized learning plan and developed for students in every course that includes the target dates for each assignment.
- Prior permission must be granted for trips, special events, non-school related extracurricular activities, etc.
- Doctor's notes are required for illnesses upon return to school.
- Attendance clerk will be responsible for properly documenting attendance.
- Teacher will assign lessons through the virtual platform (Edgenuity and/or Odysseyware).
- Students are required to complete all assignments for the assigned day with a minimum score of 60% to be considered present and in attendance.
- Simply logging into the virtual platforms, Edgenuity and/or Odysseyware is not considered attending for purposes of Alabama's Compulsory School Attendance Law.
- Progress will be monitored weekly for students out more than 5 school days.
- All assignments must be completed within 3 days after returning back to school. Blended Engagement Requirements

For purposes of compulsory attendance, lack of engagement occurs when the student is more than twenty (20) percent off-pace in <u>one (1) or more</u> blended or virtual course(s). Please note that missed, incomplete, and failing assignments may be used in the calculation to determine whether or not a student is on-pace in the course as outlined via the pacing guide. Once a student is twenty (20%) percent off-pace and appropriate interventions have been initiated, the student will continue to be considered off-pace until such time that all assignments have been completed and the student is back on-pace.

When lack of engagement occurs, the principal and/or administrative staff, as well as attendance officer will intervene consistent with the schedule presented in Table 2.

Table 2: Blended Engagement Intervention Schedule

<u>PERCENTAGE OFF-PACE IN THE COURSE:</u>	STUDENT INTERVENTION:
<u>Ten (10%) Percent</u>	When the student is ten (10%) percent behind in the course, the teacher will communicate directly with the student and parent(s)/guardian(s) that the student is off-pace.
<u>Fifteen (15%) Percent</u>	When the student is fifteen (15%) percent behind in the course, the attendance clerk will send an official notification to the student and parent(s)/guardian(s) that the student is off-pace. Such notification will include the ECPS truancy policy and early-warning requirements for violating Alabama's school attendance law.
<u>Twenty (20%) Percent</u>	When the student is twenty (20) percent off-pace, the school will send an official notification to the student and parent(s)/guardian(s) notifying all parties that the student is off-pace and in violation of Alabama's Compulsory School Attendance Law. Additionally, the principal will notify the system's Attendance Officer who may initiate the issuance of legal notifications and juvenile court intervention.

Weekly Papers

- Weekly papers will not be sent home.
- Progress reports will be sent home each quarter.
- Parents may view grades in the InformatioNOW Parent Portal.
- Parents may view student papers upon request.

Revised June 2020

Curriculum Overview & Grade Level Specifics

Grading Scale: First-Fourth Grades

A	Above Grade Level	**100 – 90**
B	Above Average	**89 – 80**
C	Average	**79 – 70**
D	Poor	**69 – 60**
F	Failing	**59 & below**

Curriculum Checklist
- The total instructional time of each school day in all schools and at all grade levels shall be not less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used for changing classes (Code of Alabama, 1975, §16-1-1).
    - In **Kindergarten,** 360 minutes should include:
        - Reading Skill — 10 minutes
        - Phonics — 20 minutes
        - Interactive Read Aloud — 15 minutes
        - Guided Reading — 60 minutes
        - Writers Workshop/Language — 35 minutes
        - ELA Tier II (RTI) — 15 minutes
        - Math Whole Group — 30 minutes
        - Math Small Group — 30 minutes
        - Math Tier II (RTI) — 15 minutes
        - Social Science — 30 minutes
    - In **Grades 1-3**, 360 minutes should include:
        - Reading Skill — 15 minutes
        - Phonics — 20 minutes
        - Interactive Read Aloud — 10 minutes
        - Guided Reading — 60 minutes
        - Writers Workshop/Language — 40 minutes
        - ELA Tier II (RTI) — 20 minutes
        - Math Whole Group — 60 minutes
        - Math Tier II (RTI) — 20 minutes
        - Social Science — 60 minutes

    - In **Grade 4**, 360 minutes should include:
        - Reading Skill — 15 minutes
        - Wordly Wise — 20 minutes
        - Interactive Read Aloud — 10 minutes
        - Guided Reading — 50 minutes
        - Writers Workshop/Language — 40 minutes
        - ELA Tier II (RTI) — 15 minutes
        - Math Whole Group — 60 minutes

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- o Math Tier II (RTI)   15 minutes
- o Alabama History   40 minutes
- o Science   40 minutes

Grading Requirements

NOTE: Grade audits may be performed periodically at the discretion of the principal or county office.

- Teachers are **<u>required</u>** to maintain a computer grade book using the county-adopted software.
- Teachers will attach standards to all assignments in INOW.
- **Teachers will enter grades within 5 working days of graded assignments/tests.**
- Minimum of 12 items are required on all tests and daily assignments. Grades cannot exceed 100%.
- Scores may not be scaled, dropped, combined with any other grades, or artificially inflated with classwork, homework, or extra credit activities.
- Grades cannot be given for non-instructional purposes (i.e. school supplies, signed papers, parent/teacher contracts, or signed progress reports) *NOTE: This list is NOT exhaustive.*
- No extra credit may be given.
- Study guides must be in outline form. **No fill-in-the-blank questions may be used that replicate the test.**

Documentation Requirements

- You must ensure that copies of all IEP, 504, I-ELP documentation for each of your students with special needs are obtained, read, and secured.
- Teachers should maintain individual student folders to securely store all documents.
- Document any grades obtained from computer programs (Smart Response or the like), rubrics, or other means and keep on file.
- For documentation purposes in order to validate grades, all student papers should be retained for one academic year, as directed by the State Records Commission/Local Government Records Commission. ([Local Boards of Education Functional Analysis & Records Disposition Authority, April 23, 2014](), p. 36.) (***For example, the 2019-2020 school year documentation must be retained until the end of the first quarter for the 2020-2021 school year***.)

Grade 1 only:
- Third and fourth quarter, one grade must be a writing assignment, graded with a grade appropriate rubric.

Grades 2-4 only:
- ONE grade per quarter must be a writing assignment, graded with a grade appropriate rubric.
- One project per quarter in either Science or Social Studies should be included as a grade.

Kindergarten

Universal Screening
- Students may only take the Universal Screener **once** during the testing window.
- STAR EL: given three times during the STAR Universal Screening dates. Students must be monitored during test administration.
- STAR Reading: once student has reached Probable Reader, STAR Reading will be administered.
- Benchmark Assessment System (BAS): given twice a year in October/ November and March/April.

Accelerated Reader
- First semester: model AR testing procedures in a whole group setting under the teacher's login credentials.
- Second semester: students that reach Probable Reader in STAR EL and have taken STAR Reading may participate in Accelerated Reader.

Progress Monitoring
- Teachers will utilize STAREL as needed to check for student growth.
- Beginning second quarter BAS will be used to monitor student growth.
- Kindergarten data results will be discussed at data meetings.

Daily Routines/Whole Group
- Teachers should spend a few minutes daily reviewing and preparing students for grade level skills.
  - ELA: letter naming and sounds, first sounds, phoneme segmentation, blending sounds practice, rhyming words, and high-frequency words.
  - Math: one-to-one correspondence, rote counting/skip counting/counting on, number recognition, shape recognition (2D and 3D), calendar skills, daily data, coin recognition, and comparing numbers.

English Language Arts Overview
- Teachers will follow the Elmore County pacing guide for Comprehension Skills/Strategies.
- Teachers will utilize the Heggerty Guide for Phonemic Awareness.
- Teachers will utilize the Reading Horizon progression for Phonics and Letters.
- The *ELA Flip Book* shall be utilized as the framework for reading instruction. It provides teachers with academic vocabulary, question stems, and research-based strategy samples.
- Components of Balanced Literacy should also be utilized.
- Teachers have the flexibility to move at a pace that meets the needs of all students.
- Teachers will utilize the Writer's Workshop model for writing instruction through use of the Jennifer Serravallo resource.

Mathematics Overview
- Teachers will follow the Elmore County pacing guide for Mathematics progression.
- The *Mathematics Flip Book* shall be utilized as the framework for math instruction. It provides teachers with academic vocabulary, question stems, and research-based strategy samples.
- Teachers have the flexibility to move at a pace that meets the needs of all students.

Social Science Overview
- Teachers will follow the Elmore County pacing guide for Social Science progression.

Kindergarten Assessments
- Standards Based Assessment:
  - Assessment will be given at the end of each quarter for report card data. This assessment will NOT be sent home to parents.
  - If a student does not master a standard, the teacher is responsible to re-teach the standard in a different manner, and retest using a different assessment method (flash cards, computer, paper/pencil).
  - **If a student appears to have mastered a skill, it is imperative that continued review and assessment continue throughout the year to ensure mastery is concrete**.
- Listening Comprehension Assessment:
  - Teachers will also give a quarterly Listening Comprehension Assessment provided by the county. This assessment allows teachers to assess many skills – following directions, listening for recall of information, ability to retain information, etc.

Writing, Speaking, and Listening
- The 2015 ALCOS Writing, Speaking, and Listening standards will be embedded across the content areas. These standards must be taught to mastery at each grade level. Grammar will be taught and applied through the writing process in the following areas: individual student writings, projects in social studies, and experiments/projects in science.

Handwriting (ALCOS 37a)
- Kindergarten handwriting grade will be recorded on the *Kindergarten INOW report card.*
- Kindergarten students will print upper-lower-case manuscript letters using proper formation, spacing (within words and between words), and letter-line placement. Students will write on lined paper as soon as possible.
- Credit will be given for reversal of letters with exception of the letters b, d, p, q.
- Credit will be given for the reversal of numbers 0-9.

Report Cards/ Progress Reports
- Report cards and progress reports will be provided by the county and sent home each quarter.
- Data taken from the Standards Based Assessment will be transferred to quarterly report cards to be sent home, signed, and returned.

Nap/Recess
- Nap time will not exceed 30 minutes daily during first semester.
  - This time will be utilized for one-on-one intervention/enrichment.
- Naps will discontinue at the beginning of second semester.
- Recess should not exceed 15 minutes daily. Schedules will be site based.

Kindergarten INOW Report Card Items

English Language Arts

Code	Skills		Criteria for S		Criteria for U
RF.20d	Identifies Letters	S	All 57 Letters	U	Less than 57 Letters
RF.22a	Produces Sounds	S	21 of 26 Sounds	U	Less than 21 Sounds
RF.22c	High Frequency Words (includes color, number, and HFW)	S	41 of 51 Words	U	Less than 41 Words
RF.20a	Print Awareness – left to right	S	*As Observed*	U	*As Observed*
RF.21.a	Rhyming Words	S	8 or 10 Rhyming Words	U	Less than 8 Rhyming Words
RF21.b	Segment Phonemes in Words	S	Segment 4 out of 5 Phonemes in Words	U	Segments Less than 4 Phonemes in Words
RF.21b	Blends Sounds to Produce Words	S	Blends 8 out of 10 Sounds	U	Blends Less than 8 Sounds
RF.22b	States Long Vowel Sounds	S	4 out of 5 Long Vowels	U	Less than 4 Long Vowels
RF.22b	States Short Vowel Sounds	S	4 out of 5 Short Vowels	U	Less than 4 Short Vowels
RF.23	Reads Emergent Text	S	Reaches Level C in F&P	U	Doesn't Reach Level C in F&P
RF.22d	Spells Words	S	Spells 4 Out of 5	U	Spells Less than 4 Words
L.37.a	Prints Upper- and Lower- Case Letters	S	Prints 42 out of 52 Letters	U	Prints Less Than 42 Letters
L.38	Capitalization	S	Yes	U	No
L.38	Punctuation	S	Yes	U	No
SL.31	Participates in Collaborative Conversation	S	Yes	U	No
RL.5	Recognize Common Types of Text	S	*As Observed*	U	*As Observed*
RI.11	Identify the Main Topic & Retell Key Details	S	Reaches a Minimum Score of 4 of 6 from F&P Comprehension	U	Scores Less than 4 on the F&P Comprehension
RI.15	Names the Author and Illustrator of a Text	S	Yes	U	No
RL.3	Identifies Character, Setting, and Major Events within Text	S	Reaches a Minimum Score of 4 of 6 from F&P Comprehension	U	Scores Less than 4 on the F&P Comprehension
	Handwriting	S	Scores 15 or above on Rubric	U	Scores Less than 15 on Rubric

Mathematics

Code	Skills		Criteria for S		Criteria for U
CC.5	Makes Sets to 20	S	Yes	U	No
CC.6, 7	Compares Numbers to 10	S	Yes	U	No
CC.3	Writes Numerals to 20	S	Writes 17 out of 21	U	Writes Less than 17
CC.1	Counts to 100 by Ones	S	Yes	U	No
CC.1	Counts to 100 by Tens	S	Yes	U	No
CC.2	Counts Forward Beginning w/ Any Given Number	S	Yes	U	No
CC.4	One to One Correspondence	S	Able to Count Out Objects	U	Unable to Count Out Objects
OA.12	Fluently Adds Within 5	S	Adds 4 out of 5 Times out of 5	U	Adds Less Than 4 Times out of 5 Times
OA.12	Fluently Subtracts Within 5	S	Subtracts 4 out of 5 Times out of 5	U	Subtracts Less Than 4 Times out of 5 Times
OA.9	Solve +/- Word Problems Within 10 By Using Objects or Drawings	S	Able to solve 7 out of 10	U	Solves less than 7
G.17	Understands Relative Positions of Objects (etc. above, below, beside)	S	Identifies 7 out of 10 positions	U	Identifies less than 7 positions
G.18	Correctly Names 2 & 3 Dimensional Shapes	S	Identifies 7 of 9 shapes	U	Identifies less than 7 shapes

Kindergarten Standards-Based INOW Report Card in *Information NOW* (INOW)

- The Kindergarten Standards-Based INOW Report Card WILL BE entered into INOW at the end of quarter 4. The report card will be kept on file.
- All areas above will be marked with a symbol of S or U.

Revised June 2020

First Grade

Universal Screener
- Students may only take each Universal Screener **once** during the testing window.
- STAR EL: site-based
- STAR Reading: given to students at the beginning of the second semester during STAR testing windows (winter & spring).
- STAR Math: given to students at the beginning of the second semester during STAR testing windows (winter & spring). Audio should be turned on for students.
- Benchmark Assessment System (BAS): given twice a year in October/ November and March/April.

Accelerated Reader
- First grade students should be given the opportunity to participate in Accelerated Reader. See AR section for more information.
- AR should not be a separate block of time on schedules. It should be incorporated in centers, RTI time, and used by students who complete work in a timely manner.

Progress Monitoring
- Students may use STAREL/STAR Reading, STAR Math, and the Benchmark Assessment System as a progress monitoring tool as needed.
- First grade data will be discussed at data meetings.

Daily Routines/Whole Group
- Teachers should spend a few minutes daily reviewing and preparing students for grade level skills.
  - ELA: phonics review, phoneme segmentation, blending sounds practice, rhyming words, and high-frequency words.
  - Math: rote counting/skip counting/counting on, number recognition, place value, shape recognition (2D and 3D), time, calendar skills, number talks, daily data, comparing numbers, coin recognition and value (counting sets of like coins and mixed coins with dimes and pennies).

English Language Arts Overview
- Teachers will follow the Elmore County pacing guide for Comprehension Skills/Strategies.
- Teachers will utilize the Heggerty Guide for Phonemic Awareness.
- Teachers will utilize the Reading Horizons progression for Phonics.
- The *ELA Flip Book* shall be utilized as the framework for reading instruction. It provides teachers with academic vocabulary, question stems, and research-based strategy samples.
- Components of Balanced Literacy should also be utilized.
- Teachers have the flexibility to move at a pace that meets the needs of all students.
- Teachers will utilize the Writer's Workshop model for writing instruction through use of the Jennifer Serravallo resource.

ELA Assessments
Comprehension
- Common quarterly assessments will be provided by the county. They will be administered during the quarterly assessment window and recorded as a grade. These assessments will be sent home with weekly papers.
- Site-based common assessments will be selected by teachers, administrators, and instructional coaches at each school site. These assessments will align to the designated progression. Assessments should contain questions at varying DOK levels.

- All assessments should be completed in a timely fashion with no more than 60 minutes allowed.
- Assessments will be given as follows:
  - **Quarter 1:** The first daily grade given will be **modeled and not recorded** as a grade in INow. Teachers will administer all comprehension tests throughout Quarter 1 as follows: Students read story independently. Teacher reads questions and answer choices. In this quarter only, there will be 2 graded comprehension tests recorded in INow.
  - **Quarter 2:** Students read story independently. Teacher only reads questions and indicated words in answer choices.
  - **Quarters 3-4:** Students read story independently. Teacher only reads indicated words.

Phonics
- Phonics assessments must consist of 20 items including 12 skill words and 3 dictation sentences. Dictation sentences will include Most Common Words. Students will not prove words on any Phonics test. No practice materials that replicate the test will be sent home for students to study prior to assessments.
- The county will provide a test template that must be used for all phonics assessments.
  - **Quarter 1**: Students will listen to the teacher and write 12 skill words. Students will listen to the teacher and write 2 dictated sentences using correct capitalization and punctuation in each sentence. These sentences **will not** count towards the students' overall test grade in Quarter 1.
  - **Quarters 2-4**- Students will listen to the teacher and write 12 skill words. Students will listen to the teacher and write 2 dictated sentences using correct capitalization and punctuation. Each error will count 1 point with a maximum of 7 points. These sentences **will** count towards the students' overall test grade in Quarters 2-4.

Grammar
- Grammar will be taught and applied through the writing process.
- Site-based common assessments will be selected by teachers, administrators, and instructional coaches at each school site. These assessments will align to the designated progression and should be application of the skills taught with a review of previous skills.

Writing
- Students will write to a different writing mode each quarter. This writing activity will be a process and may expand over the entire quarter.
- Teachers will provide students with a copy of the rubric and discuss the rubric with the students prior to any writing assignment.
- One composition writing piece will be recorded as a grade in quarters 3 and 4.
- Teachers will utilize the Writer's Workshop model for writing instruction through use of the Jennifer Serravallo resource.

Handwriting
- Handwriting grades will not be given in Quarter 1. Students will print upper/lower-case manuscript letters using proper formation, spacing, and letter-line placement in words and sentences.
- Numeral and letter reversals will not be counted incorrect in the first semester. It is important that teachers stress to students to turn letters and numerals correctly.
- Grades will be given beginning in Quarter 2. **Letters and numerals not turned correctly will be counted incorrect on all work starting in the second semester**.

- Teachers should utilize one of the handwriting rubrics to evaluate students' manuscript handwriting.
- Students' desks should have a desktop helper with the alphabet and numbers to view.

Mathematics Overview

- Teachers will follow the Elmore County pacing guide for Mathematics progression.
- The *Mathematics Flip Book* shall be utilized as the framework for math instruction. It provides teachers with academic vocabulary, question stems, and research-based strategy samples.
- Teachers have the flexibility to move at a pace that meets the needs of all students.

Mathematics Assessments

- Common quarterly assessments will be provided by the county. They will be administered during the quarterly assessment window and recorded as a grade. These assessments will be sent home with weekly papers.
- Site-based common assessments will be selected by teachers, administrators, and instructional coaches at each school site. These assessments will align to the designated progression.
- Fact practice should begin in Quarter 3 and will be assessed in Quarter 4 (addition).
- All assessments should be completed in a timely fashion with no more than 60 minutes allowed.
- Mathematics assessments will be administered in the following manner.
  - The teacher reads the directions.
  - The teacher reads any part of the assessment requiring students to listen to the teacher.
  - Students will be provided manipulatives to solve problems.
  - Students may use a variety of ways to solve the problems.

Social Studies and Science

Reading is critical to building knowledge in social studies and science. Content area reading requires students to find evidence, use and understand academic vocabulary, and evaluate and synthesize complex information. When reading content area text, students need to be able to gain knowledge from challenging texts that will often contain diagrams and data to convey information and illustrate concepts. It is the expectation that students will be able to read complex informational text independently and with confidence in the content area to capture information contained within the text.

- Site-based pacing will be created by teachers. These must be completed and turned in by August 21st to instructional coaches.

Grading

FIRST GRADE		
ELA	**Math**	**Social Sciences**
ELA grades will be weighted. **Comprehension- 60%** 2 Site Based grades (*Quarter 1*) 3 Site Based grades (*Quarters 2-4)* 1 County grade **Phonics- 25%** 3 Site-based grades (*Using County Template)* **Grammar- 15%** 2 Site-based grades 1 Writing grade (*Quarters 3-4)*	5-7 Site-based grades 1 County grade 1 Fact Practice (*Quarter 4)*	Social Sciences - Grading Scale: S = Satisfactory (70% - 100%) N = Needs Improvement (60% - 70%) U = Unsatisfactory (59% and Below)

If a student retakes a test, the first test grade will be recorded in INow.

Second Grade

Universal Screener

- Students may only take each Universal Screener **once** during the testing window.
- STAR Reading: given three times a year during STAR testing windows.
- STAR Math: given three times a year during STAR testing windows.
- STAR EL may be administered all year to at risk students throughout the year as needed.
- Benchmark Assessment System (BAS): given twice a year in October/ November and March/April.

Accelerated Reader

- Second grade students should be given the opportunity to participate in Accelerated Reader. See AR section for more information.
- AR should not be a separate block of time on schedules. It should be incorporated in centers, RTI time, and used by students who complete work in a timely manner.

Progress Monitoring

- Students may use STAREL/STAR Reading, STAR Math, and the Benchmark Assessment System as a progress monitoring tool as needed.
- Second grade data will be discussed at data meetings.

Daily Routines/Whole Group

- Teachers should spend a few minutes daily reviewing and preparing students for grade level skills.
  - ELA: phonics review, blending fluency practice, syllabication, high-frequency words/phrases, parts of speech, and affixes/root words.
  - Math: skip counting/counting on, odd/even, place value, time, calendar skills, number talks, daily data, comparing numbers, fractions, measurement, and money.

English Language Arts Overview

- Teachers will follow the Elmore County pacing guide for Comprehension Skills/Strategies.
- Teachers will utilize the Reading Horizons progression for Phonics.
- The *ELA Flip Book* shall be utilized as the framework for reading instruction. It provides teachers with academic vocabulary, question stems, and research-based strategy samples.
- Components of Balanced Literacy should also be utilized.
- Teachers have the flexibility to move at a pace that meets the needs of all students.

ELA Assessments

Comprehension

- Common quarterly assessments will be provided by the county. They will be administered during the quarterly assessment window and recorded as a grade. These assessments will be sent home with weekly papers.
- Site-based common assessments will be selected by teachers, administrators, and instructional coaches at each school site. These assessments will align to the designated progression. Assessments should contain questions at varying DOK levels.
- All reading comprehension assessments should be read by students independently.
- All assessments should be completed in a timely fashion with no more than 60 minutes allowed.

Phonics
- Phonics assessments must consist of 20 items including 17 skill words and 3 dictation sentences. Dictation sentences will include Most Common Words. Each error will count one point with a maximum of 5 points. Students will not be assessed on proving words.
- No practice materials that replicate the test will be sent home for students to study prior to assessments.
- The county will provide a test template that must be used for all phonics assessments.

Grammar
- Grammar will be taught and applied through the writing process.
- Site-based common assessments will be selected by teachers, administrators, and instructional coaches at each school site. These assessments will align to the designated progression and should be application of the skills taught with a review of previous skills.

Writing
- Students will write to a different writing mode each quarter. One composition writing piece, following the entire writing process, will be recorded as a grade.
- Teachers will provide students with a copy of the rubric and discuss the rubric with the students prior to any writing assignment.
- Teachers will utilize the Writer's Workshop model for writing instruction through use of the Jennifer Serravallo resource.

Handwriting
- First Semester – Students will write words and sentences legibly with proper spacing in manuscript. Manuscript handwriting will be graded.
- Second Semester – Students will be introduced to the cursive formation of upper and lower case letters of the alphabet. Cursive will not be graded in second grade.
- Teachers should utilize one of the handwriting rubrics to evaluate students' manuscript handwriting.
- Students' desks should have a desktop helper with the alphabet and numbers to view.

Mathematics Overview
- Teachers will follow the Elmore County pacing guide for Mathematics progression.
- The *Mathematics Flip Book* shall be utilized as the framework for math instruction. It provides teachers with academic vocabulary, question stems, and research-based strategy samples.
- Teachers have the flexibility to move at a pace that meets the needs of all students.

Mathematics Assessments
- Common quarterly assessments will be provided by the county. They will be administered during the quarterly assessment window and recorded as a grade. These assessments will be sent home with weekly papers.
- Site-based common assessments will be selected by teachers, administrators, and instructional coaches at each school site. These assessments will align to the designated progression.
- All math assessments should be read by students independently.
- Facts should be practiced frequently and will be assessed quarterly using county provided tests.
  - First Semester: addition
  - Second Semester: subtraction
- All assessments should be completed in a timely fashion with no more than 60 minutes allowed.

<u>**Social Studies and Science**</u>
Reading is critical to building knowledge in social studies and science. Content area reading requires students to find evidence, use and understand academic vocabulary, and evaluate and synthesize complex information. When reading content area text, students need to be able to gain knowledge from challenging texts that will often contain diagrams and data to convey information and illustrate concepts. It is the expectation that students will be able to read complex informational text independently and with confidence in the content area to capture information contained within the text.

- Site-based pacing will be created by teachers. These must be completed and turned in by August 21 to instructional coaches.
- One project per quarter in either Science or Social Studies should be included as a grade.
- Rubrics will be used to score projects and experiments. Students should be given the rubrics in order to understand the requirements of the assignment.
- Vocabulary should not be taught in isolation, but it should be taught in context, and demonstrated through student writing and drawings. **Students should not look up academic vocabulary words in the glossary or dictionary as a seatwork activity.**
- Students will keep notes in a notebook for Social Studies and Science which may be used as a tool for study guides. This notebook could include graphic organizers, diagrams, outlines, etc.
- Study sheets or guides should be relevant to the standards that are being taught in each quarter; however, study guides should not be organized to mimic the social studies or science assessments.

<u>Grading</u>

SECOND GRADE		
ELA	**Math**	**Social Sciences**
ELA grades will be weighted. **Comprehension- 60%** 3 Site-based grades 1 County grade **Grammar- 25%** 3 Site-based grades 1 Writing grade **Phonics- 15%** 3 Site-based grades (*Using County Template)*	5-7 Site-based grades 1 County grade 1 Fact Practice	4-6 Site-based grades taken from a combination of Social Studies and Science

If a student retakes a test, the first test grade will be recorded in INow.

Third Grade

Universal Screener
- Students may only take each Universal Screener **once** during the testing window.
- STAR Reading: given three times a year during STAR testing windows.
- STAR Math: given three times a year during STAR testing windows.
- STAR EL may be administered all year to at risk students throughout the year as needed.
- Benchmark Assessment System (BAS): given twice a year in October/ November and March/April.

Accelerated Reader
- Third grade students should be given the opportunity to participate in Accelerated Reader. See AR section for more information.
- AR should not be a separate block of time on schedules. It should be incorporated in centers, RTI time, and used by students who complete work in a timely manner.

Progress Monitoring
- Students may use STAREL/STAR Reading, STAR Math, and the Benchmark Assessment System as a progress monitoring tool as needed.
- Third grade data will be discussed at data meetings.

Daily Routines/Whole Group
- Teachers should spend a few minutes daily reviewing and preparing students for grade level skills.
  - ELA: phonics review, syllabication, high-frequency words/phrases, parts of speech, capitalization, commas, and affixes/root words.
  - Math: multiplication, area and perimeter, rounding, place value, time, calendar skills, number talks, daily data, comparing numbers, fractions, measurement, and money.

English Language Arts Overview
- Teachers will follow the Elmore County pacing guide for Comprehension Skills/Strategies.
- Teachers will utilize the Reading Horizons progression for Phonics.
- The *ELA Flip Book* shall be utilized as the framework for reading instruction. It provides teachers with academic vocabulary, question stems, and research-based strategy samples.
- Components of Balanced Literacy should also be utilized.
- Teachers have the flexibility to move at a pace that meets the needs of all students.

ELA Assessments

Comprehension
- Common quarterly assessments will be provided by the county. They will be administered during the quarterly assessment window and recorded as a grade. These assessments will be sent home with weekly papers.
- Site-based common assessments will be selected by teachers, administrators, and instructional coaches at each school site. These assessments will align to the designated progression. Assessments should contain questions at varying DOK levels.
- All reading comprehension assessments should be read by students independently.
- All assessment should be completed in a timely fashion with no more than 60 minutes allowed.

Phonics

- Phonics assessments must consist of 20 items including 17 skill words and 3 dictation sentences. Dictation sentences will include Most Common Words. **Any** error in the dictation sentence will cause the entire sentence to be counted incorrect. Students will not be assessed on proving words.
- No practice materials that replicate the test will be sent home for students to study prior to assessments.
- The county will provide a test template that must be used for all phonics assessments.

Grammar

- Grammar will be taught and applied through the writing process.
- Site-based common assessments will be selected by teachers, administrators, and instructional coaches at each school site. These assessments will align to the designated progression and should be application of the skills taught with a review of previous skills.

Writing

- Students will write to a different writing mode each quarter. This writing activity will be a process and should expand over the entire quarter.
- Teachers will provide students with a copy of the rubric and discuss the rubric with the students prior to any writing assignment.
- One composition writing piece, following the entire writing process, will be recorded as a grade in Quarters 2-4.
- Teachers will utilize the Writer's Workshop model for writing instruction through use of the Jennifer Serravallo resource.

Handwriting

- Students will master letter formation and connection of all cursive letters.
- Teachers should utilize one of the handwriting rubrics to evaluate students' cursive handwriting.

Mathematics Overview

- Teachers will follow the Elmore County pacing guide for Mathematics progression.
- The *Mathematics Flip Book* shall be utilized as the framework for math instruction. It provides teachers with academic vocabulary, question stems, and research-based strategy samples.
- Teachers have the flexibility to move at a pace that meets the needs of all students.

Mathematics Assessments

- Common quarterly assessments will be provided by the county. They will be administered during the quarterly assessment window and recorded as a grade. These assessments will be sent home with weekly papers.
- Site-based common assessments will be selected by teachers, administrators, and instructional coaches at each school site. These assessments will align to the designated progression.
- All math assessments should be read by students independently.
- Facts should be practiced frequently and will be assessed quarterly using county provided tests.
  - Quarter 1-2: addition and subtraction
  - Quarters 3 & 4: multiplication
- All assessments should be completed in a timely fashion with no more than 60 minutes allowed

Social Studies and Science

Reading is critical to building knowledge in social studies and science. Content area reading requires students to find evidence, use and understand academic vocabulary, and evaluate and synthesize complex information. When reading content area text, students need to be able to gain knowledge from challenging texts that will often contain diagrams and data to convey information and illustrate concepts. It is the expectation that students will be able to read complex informational text independently and with confidence in the content area to capture information contained within the text.

- Site-based pacing will be created by teachers. These must be completed and turned in by August 21 to instructional coaches.
- One project per quarter in either Science or Social Studies should be included as a grade.
- Rubrics will be used to score projects and experiments. Students should be given the rubrics prior to the assignment in order to understand the requirements.

- Vocabulary should not be taught in isolation, but it should be taught in context, and demonstrated through student writing and drawings. **Students should not look up academic vocabulary words in the glossary or dictionary as a seatwork activity.**
- Students will keep notes in a notebook for Social Studies and Science which may be used as a tool for study guides. This notebook could include graphic organizers, diagrams, outlines, etc.
- Study sheets or guides should be relevant to the standards that are being taught in each quarter; however, study guides should not be organized to mimic the social studies or science assessments.

Grading

THIRD GRADE		
ELA	**Math**	**Social Sciences**
ELA grades will be weighted. **Comprehension- 60%** 3 Site-based grades 1 County grade **Grammar- 25%** 3 Site-based grades 1 Writing grade **Phonics- 15%** 3 Site-based grades (*Using County Template)*	5-7 Site-based grades 1 County grade 1 Fact Practice (Timed 5 minutes)	6-8 Site-based grades taken from a combination of Social Studies and Science

If a student retakes a test, the first test grade will be recorded in INow.

Universal Screener
- Students may only take each Universal Screener **once** during the testing window.
- STAR Reading: given three times a year during STAR testing windows.
- STAR Math: given three times a year during STAR testing windows.
- STAR EL may be administered all year to at risk students throughout the year as needed.
- Benchmark Assessment System (BAS): given twice a year in October/ November and March/April. Students scoring T or higher in the beginning window do not have to be assessed during the ending window.

Accelerated Reader
- Fourth grade students should be given the opportunity to participate in Accelerated Reader. See AR section for more information.
- AR should not be a separate block of time on schedules. It should be incorporated in centers, RTI time, and used by students who complete work in a timely manner.

Progress Monitoring
- Students may use STAREL/STAR Reading, STAR Math, and the Benchmark Assessment System as a progress monitoring tool as needed.
- Fourth grade data will be discussed at data meetings.

Daily Routines/Whole Group
- Teachers should spend a few minutes daily reviewing and preparing students for grade level skills.
  - ELA: syllabication, parts of speech, capitalization, quotations, commas, and affixes/root/Latin words.
  - Math: multiplication, division, decimals, area and perimeter, rounding, place value, time, number talks, daily data, comparing numbers, fractions, measurement, and money.

English Language Arts Overview
- Teachers will follow the Elmore County pacing guide for Comprehension Skills/Strategies.
- Teachers will utilize Wordly Wise for vocabulary instruction.
- The *ELA Flip Book* shall be utilized as the framework for reading instruction. It provides teachers with academic vocabulary, question stems, and research-based strategy samples.
- Components of Balanced Literacy should also be utilized.
- Teachers have the flexibility to move at a pace that meets the needs of all students.

ELA Assessments
Comprehension
- Common quarterly assessments will be provided by the county. They will be administered during the quarterly assessment window and recorded as a grade. These assessments will be sent home with weekly papers.
- Site-based common assessments will be selected by teachers, administrators, and instructional coaches at each school site. These assessments will align to the designated progression. Assessments should contain questions at varying DOK levels.
- All reading comprehension assessments should be read by students independently.
- All assessments should be completed in a timely fashion with no more than 60 minutes allowed.

Vocabulary
- Site-based common assessments will be selected by teachers, administrators, and instructional coaches at each school site.
- Wordly Wise grades will reflect instruction and may include application of skills.

Grammar
- Grammar will be taught and applied through the writing process.
- Site-based common assessments will be selected by teachers, administrators, and instructional coaches at each school site. These assessments will align to the designated progression and should be application of the skills taught with a review of previous skills.

Writing
- Students will write to a different writing mode each quarter. This writing activity will be a process and may expand over the entire quarter.
- Teachers will provide students with a copy of the rubric and discuss the rubric with the students prior to any writing assignment.
- One composition writing piece will be recorded as a grade each quarter.
- Teachers will utilize the Writer's Workshop model for writing instruction through use of the Jennifer Serravallo resource.

Handwriting
- Teachers will teach and review cursive letter formation in Quarter 1.
- Teachers should utilize one of the handwriting rubrics to evaluate students' cursive handwriting.
- Students should be encouraged to utilize cursive handwriting throughout the day.

Mathematics Overview
- Teachers will follow the Elmore County pacing guide for Mathematics progression.
- The *Mathematics Flip Book* shall be utilized as the framework for math instruction. It provides teachers with academic vocabulary, question stems, and research-based strategy samples.
- Teachers have the flexibility to move at a pace that meets the needs of all students.

Mathematics Assessments
- Common quarterly assessments will be provided by the county. They will be administered during the quarterly assessment window and recorded as a grade. These assessments will be sent home with weekly papers.
- Site-based common assessments will be selected by teachers, administrators, and instructional coaches at each school site. These assessments will align to the designated progression.
- All math assessments should be read by students independently.
- Facts should be practiced frequently and will be assessed quarterly using county provided tests.
    - Quarter 1-2: multiplication
    - Quarter 3-4: multiplication and division
- All assessments should be completed in a timely fashion with no more than 60 minutes allowed.

Alabama History and Science
Reading is critical to building knowledge in social studies and science. Content area reading requires students to find evidence, use and understand academic vocabulary, and evaluate and synthesize complex information. When reading content area text, students need to be able to gain knowledge from challenging texts that will often contain diagrams and data to convey information

and illustrate concepts. It is the expectation that students will be able to read complex informational text independently and with confidence in the content area to capture information contained within the text.

- Site-based pacing will be created by teachers. These must be completed and turned in by August 21 to instructional coaches.
- One project per quarter in either Science or Alabama History should be included as a grade.
- Rubrics will be used to score projects and experiments. Students should be given the rubrics in order to understand the requirements of the assignment.
- Vocabulary should not be taught in isolation, but it should be taught in context, and demonstrated through student writing and drawings. **Students should not look up academic vocabulary words in the glossary or dictionary as a seatwork activity.**
- Students will keep notes in a notebook for Alabama History and Science which may be used as a tool for study guides. This notebook could include graphic organizers, diagrams, outlines, etc.
- Study sheets or guides should be relevant to the standards that are being taught in each quarter; however, study guides should not be organized to mimic the social studies or science assessments.

GRADING

FOURTH GRADE			
ELA	**Math**	**AL History**	**Science**
ELA grades will be weighted. **Comprehension- 60%** 3 Site-based grades 1 County grade **Grammar- 25%** 3 Site-based grades 1 Writing grade **Wordly Wise- 15%** 3 Site-based grades	5-7 Site-based grades 1 County grade 1 Fact Practice	6-8 Common Grades	6-8 Common Grades

If a student retakes a test, the first test grade will be recorded in INow.

APPENDICES

Name:			Date:	

Cursive Penmanship Rubric				

Quality Feature	Needs Improvement (1)	Improving (2)	Satisfactory (3)	Excellent (4)
Position of Letters	Many letters are over or under the line.	No more than four letters per line over or under the line	No more than two letters per line over or under the line	All letters are on the line
Formation of Letters	Letter formations do not start at the top and are not formed correctly in most words	Some letter formations start at the top and no more than four letters per line are incorrect	Letter formations start at the top of each letter and less than two letters per line are incorrectly formed	All letters are correctly formed
Spacing Within Words And Between Words	Uneven spacing between letters and most words	No more than four examples of uneven spacing between letters or words	No more than two examples of uneven spacing between letters or words	Even spacing between letters and words
Slant	Letters slant to the left, to the right or go up and down	Letters show slant in one consistent direction most of the time.	Letter show slant in one consistent direction with no more than two letters incorrectly slanted.	All letters and words show consistent slant in one direction
Appearance	Many erasures, cross outs, and work unevenly sprawled all over the paper	Work is generally aligned within margins, and fewer than five erasures or cross outs	Work is all within margins, and there are fewer than two cross outs or erasures	Work demonstrates all of the above qualities and has no erasures nor cross outs

Position of Letters	1	2	3	4
Formation of Letters	1	2	3	4
Spacing	1	2	3	4
Slant	1	2	3	4
Appearance	1	2	3	4
TOTAL SCORE				

Grade	
SCORE	**RATING**
18 - 20	Excellent
15 - 17	Satisfactory
12 - 14	Needs Improvement
9 - 11	Unsatisfactory

Name:	Date:

Manuscript Penmanship Rubric

Quality Feature	Needs Improvement (1)	Improving (2)	Satisfactory (3)	Excellent (4)
Position of Letters on the Baseline	Many letters are over or under the line.	No more than four letters per line over or under the line	No more than two letters per line over or under the line	All letters are on the line
Formation of Letters	Letter formations do not start at the top and are not formed correctly in most words	Some letter formations start at the top and no more than four letters per line are incorrect	Letter formations start at the top of each letter and less than two letters per line are incorrectly formed	All letters are correctly formed
Spacing Within Words And Between Words	Uneven spacing between letters and most words	No more than four examples of uneven spacing between letters or words	No more than two examples of uneven spacing between letters or words	Even spacing between letters and words
Correct Letter Height	Letters are not at the correct height	Some letters are at the correct height	Letters show correct height consistently with no more than two letters at an incorrectly height	All letters and words show consistent letter height
Appearance	Many erasures, cross outs, and work unevenly sprawled all over the paper	Work is generally aligned within margins, and fewer than five erasures or cross outs	Work is all within margins, and there are fewer than two cross outs or erasures	Work demonstrates all of the above qualities and has no erasures nor cross outs

Scoring Rubric Circle the Quality Level				
Position of Letters	1	2	3	4
Formation of Letters	1	2	3	4
Spacing	1	2	3	4
Letter Height	1	2	3	4
Appearance	1	2	3	4
Total Points				

Grade	
18 - 20	Super Job
14 - 17	Satisfactory
12 - 13	Needs Improvement
1 - 11	Unsatisfactory

Revised June 2020

3rd Grade Suggested Reading List

The following list represents the level of text complexity with which students in a given grade should engage. The titles and authors represented on the list are our suggestions and serve as models in helping teachers select texts of similar complexity, quality, and range for their own classrooms. They do not represent a complete, final reading list. In addition, teachers are encouraged to preview book selections in order to make appropriate choices in pairing texts with students as some titles may be deemed controversial.

Autobiography and Biography	
Aldrin, Buzz	*Reaching for the Moon*
Brown, Don	*Odd Boy Out: Young Albert Einstein*
Bryant, Jen	*The Right Word: Roget and His Thesaurus*
dePaola, Tomie	*26 Fairmount Avenue*
Nelson, Vaunda Micheaux	*Bad News for Outlaws: The Remarkable Life of Bass Reeves, Deputy U.S. Marshal*
Nobleman, Marc Tyler	*Boys of Steel: The Creators of Superman*
Say, Allen	*Drawing from Memory*
Nonfiction	
Cate, Annette LeBlanc	*Look Up! Bird-Watching in Your Own Backyard*
Graphic Novel	
Bell, Cece	*El Deafo*
DiCamillo, Kate	*Flora & Ulysses: The Illuminated Adventures*
Historical Fiction	
Scieszka, Jon	*Me Oh Maya*
Williams-Garcia, Rita	*One Crazy Summer*
Fiction	
Applegate, Katherine	*The One and Only Ivan*
Brittain, Bill	*The Wish Giver*
Dahl, Roald	*The BFG*
Draper, Sharon	*Clubhouse Mysteries: The Buried Bones Mystery*
Martin, Ann M.	*Rain Reign*
McKay, Hilary	*Lulu and the Duck in the Park*
Parish, Herman	*Amelia Bedelia Means Business*
Peterson, John	*The Littles*
Sachar, Louis	*Sideways Stories from Wayside Schools*

Revised June 2020

4ᵗʰ Grade Suggested Reading List

The following list represents the level of text complexity with which students in a given grade should engage. The titles and authors represented on the list are our suggestions and serve as models in helping teachers select texts of similar complexity, quality, and range for their own classrooms. They do not represent a complete, final reading list. In addition, teachers are encouraged to preview book selections in order to make appropriate choices in pairing texts with students as some titles may be deemed controversial.

Autobiography and Biography	
Barretta, Gene	*Neo Leo: The Ageless Ideas of Leonardo daVinci*
Brown, Don	*A Wizard from the Start: The Incredible Boyhood and Amazing Inventions of Thomas Edison*
Dahl, Roald	*Boy: Tales of Childhood*
Grogan, John	*Marley: A Dog Like No Other*
Kehret, Peg	*Small Steps: The Year I Got Polio*
Scieszka, Jon	*Knucklehead: Tall Tales and Almost True Stories of Growing Up Scieszka*
Sis, Peter	*Starry Messenger*
Nonfiction	
Freedman, Russell	*The Boston Tea Party*
Losure, Mary	*The Fairy Ring; or, Elsie and Frances Fool the World*
Graphic Novel	
Jamieson, Victoria	*Roller Girl*
Telgemeier, Raina	*Smile*
Historical Fiction	
Bradley, Kimberly Brubaker	*The War that Saved My Life*
Draper, Sharon	*Stella by Starlight*
Timberlake, Amy	*One Came Home*
Wilder, Laura Ingalls	*Little House in the Big Woods*
Fiction	
Curtis, Christopher Paul	*Bud, Not Buddy*
Dahl, Roald	*Matilda*
Flake, Sharon G.	*The Skin I'm In*
Fleischman, Sid	*The Whipping Boy*
Henkes, Kevin	*Olive's Ocean*
Norton, Mary	*The Borrowers*
Sachar, Louis	*Holes*
Turnage, Sheila	*Three Times Lucky*
White, E. B.	*Charlotte's Web*

Revised June 2020

5th Grade Suggested Reading List

The following list represents the level of text complexity with which students in a given grade should engage. The titles and authors represented on the list are our suggestions and serve as models in helping teachers select texts of similar complexity, quality, and range for their own classrooms. They do not represent a complete, final reading list. In addition, teachers are encouraged to preview book selections in order to make appropriate choices in pairing texts with students as some titles may be deemed controversial.

Autobiography and Biography	
Bridges, Ruby	*Through My Eyes*
Byrd, Robert	*Electric Ben: The Amazing Life and Times of Benjamin Franklin*
Fleischman, Sid	*The Abracadabra Kid: A Writer's Life*
Pinkney, Andrea Davis	*Let It Shine: Stories of Black Women Freedom Fighters*
Spinelli, Jerry	*Knots in my Yo-Yo String*
Nonfiction	
Hoose, Phillip	*Moonbird: A Year on the Wind with the Great Survivor B95*
Murphy, Jim	*The Great Fire*
Nelson, Kadir	*We are the Ship: The Story of Negro League Baseball*
Graphic Novel	
Marcionette, Jake	*Just Jake*
Historical Fiction	
Curtis, Christopher Paul	*The Watsons Go to Birmingham – 1963*
Erdrich, Louise	*The Birchbark House*
Lowry, Lois	*Number the Stars*
Ryan, Pam Munoz	*Esperanza Rising*
Fiction	
Balliett, Blue	*Chasing Vermeer*
Banks, Lynne Reid	*The Indian in the Cupboard*
Beatty, Robert	*Serafina and the Black Cloak*
Black, Holly	*Doll Bones*
Hawking, Lucy and Stephen	*George's Secret Key to the Universe*
Jacobson, Jennifer Richard	*Paper Things*
Lai, Thanhha	*Inside Out & Back Again*
Lindgren, Astrid	*Pippi Longstocking*
Montgomery, L. M.	*Anne of Green Gables*
Palacio, R. J.	*Wonder*
Ryan, Pam Munoz	*Echo*
Spinelli, Jerry	*Wringer*
Tolan, Stephanie S.	*Surviving the Applewhites*

Revised June 2020

6ᵗʰ Grade Suggested Reading List

The following list represents the level of text complexity with which students in a given grade should engage. The titles and authors represented on the list are our suggestions and serve as models in helping teachers select texts of similar complexity, quality, and range for their own classrooms. They do not represent a complete, final reading list. In addition, teachers are encouraged to preview book selections in order to make appropriate choices in pairing texts with students as some titles may be deemed controversial.

Autobiography and Biography	
Bartoletti, Susan Campbell	*Terrible Typhoid Mary: A True Story of the Deadliest Cook in America*
Fleming, Candace	*The Great and Only Barnum: The Tremendous, Stupendous Life of Showman P. T. Barnum*
Holzer, Harold	*Father Abraham: Lincoln and His Sons*
Hoose, Phillip	*Claudette Colvin: Twice Toward Justice*
Jiang, Ji-Li	*Red Scarf Girl: A Memoir of the Cultural Revolution*
Myers, Walter Dean	*Bad Boy: A Memoir*
Stone, Tanya Lee	*Almost Astronauts: 13 Women Who Dared to Dream*
Woodson, Jacqueline	*Brown Girl Dreaming*
Nonfiction	
Levinson, Cynthia	*We've Got a Job: The 1963 Birmingham Children's March*
Tomecek, Stephen M.	*What a Great Idea! Inventions that Changed the World*
Graphic Novel	
Brown, Don	*Drowned City: Hurricane Katrina & New Orleans*
Historical Fiction	
Holt, Kimberly Willis	*When Zachary Beaver Came to Town*
Schmidt, Gary D.	*The Wednesday Wars*
Taylor, Mildred	*Roll of Thunder, Hear My Cry*
Yep, Laurence	*Dragonwings*
Fiction	
Avi	*The True Confessions of Charlotte Doyle*
Bradbury, Ray	*Dandelion Wine*
Cooper, Susan	*The Dark is Rising*
Dickens, Charles	*A Christmas Carol*
Juster, Norton	*The Phantom Tollbooth*
L'Engle, Madeleine	*A Wrinkle in Time*
Paulsen, Gary	*Hatchet*
Phibrick, Rodman	*Freak the Mighty*
Raskin, Ellen	*The Westing Game*
Rawls, Wilson	*Where the Red Fern Grows*
Schlitz, Laura Amy	*Splendors and Glooms*
Soto, Gary	*A Summer Life*
Spinelli, Jerry	*Maniac Magee*

Revised June 2020

7th Grade Suggested Reading List

The following list represents the level of text complexity with which students in a given grade should engage. The titles and authors represented on the list are our suggestions and serve as models in helping teachers select texts of similar complexity, quality, and range for their own classrooms. They do not represent a complete, final reading list. In addition, teachers are encouraged to preview book selections in order to make appropriate choices in pairing texts with students as some titles may be deemed controversial.

Autobiography and Biography	
Freedman, Russell	*Eleanor Roosevelt: A Life of Discovery*
Hickman, Homer	*Rocket Boys*
Murphy, Jim	*The Real Benedict Arnold*
Yousafzai, Malala	*I am Malala: How One Girl Stood Up for Education and Changed the World*
Nonfiction	
Fleischman, John	*Phineas Gage: A Gruesome but True Story About Brain Science*
Fleming, Candace	*The Family Romanov: Murder, Rebellion & the Fall of Imperial Russia*
Fletcher, Ralph	*A Writer's Notebook: Unlocking the Writer Within You*
Hopkinson, Deborah	*Titanic: Voices from the Disaster*
Kidd, Chip	*Go: A Kidd's Guide to Graphic Design*
Rappaport, Doreen	*Beyond Courage: The Untold Story of Jewish Resistance During the Holocaust*
Rubalcaba, Jill	*Every Bone Tells a Story: Hominin Discoveries, Deductions, and Debates*
Stone, Tanya Lee	*Courage Has No Color: The True Story of the Triple Nickles, America's First Black Paratroopers*
Graphic Novel	
Tolsikova, Dasha	*A Year Without Mom*
Historical Fiction	
Cormier, Robert	*Tunes for Bears to Dance To*
Hesse, Karen	*Out of the Dust*
Park, Linda Sue	*A Single Shard*
Fiction	
Alcott, Louisa May	*Little Women*
Alexander, Kwame	*The Crossover*
Bloor, Edward	*Tangerine*
Gantos, Jack	*Dead End in Norvelt*
Hamilton, Virginia	*The People Could Fly: American Black Folktales*
O'Dell, Scott	*The Black Pearl*
Peck, Robert	*A Day No Pigs Would Die*
Riordan, Rick	*The Lightening Thief*
Serling, Rod	*The Monsters are Due on Maple Street*
Sidman, Joyce	*Dark Emperor and Other Poems of the Night*
Soto, Gary	*Baseball in April and Other Stories*
Spinelli, Jerri	*Stargirl*
Stead, Rebecca	*When you Reach Me*
Vawter, Vince	*Paperboy*

Revised June 2020

8th Grade Suggested Reading List

The following list represents the level of text complexity with which students in a given grade should engage. The titles and authors represented on the list are our suggestions and serve as models in helping teachers select texts of similar complexity, quality, and range for their own classrooms. They do not represent a complete, final reading list. In addition, teachers are encouraged to preview book selections in order to make appropriate choices in pairing texts with students as some titles may be deemed controversial.

Autobiography and Biography	
Alvarez, Julia	*Something to Declare*
Frank, Anne	*The Diary of a Young Girl*
Freedman, Russell	*Lafayette and the American Revolution*
Wiesel, Elie	*Night*
Nonfiction	
Deem, James M.	*Bodies from the Ice: Melting Glaciers and the Recovery of the Past*
Janeczko, Paul B.	*The Dark Game: True Spy Stories*
McPherson, James M.	*Into the West: From Reconstruction to the Final Days of the American Frontier*
Murphy, Jim	*Truce: The Day the Soldiers Stopped Fighting*
Sheinkin, Steve	*Bomb: The Race to Build—and Steal—the World's Most Dangerous Weapon*
Swanson, James L.	*Chasing Lincoln's Killer*
Thimmesh, Catherine	*Team Moon: How 400,000 People Landed Apollo 11 on the Moon*
Thompson, Laurie Ann	*Be a Changemaker: How to Start Something that Matters*
Graphic Novel	
Ottaviani, Jim	*Primates: The Fearless Science of Jane Goodall, Dian Fossey, and Birute Galdikas*
Historical Fiction	
Bartoletti, Susan Campbell	*The Boy Who Dared*
Hesse, Karen	*Witness*
London, Jack	*The Call of the Wild*
Radin, Ruth Yaffe	*Escape to the Forest: Based on a True Story of the Holocaust*
Spinelli, Jerry	*Milkweed*
Fiction	
Avi	*Nothing But the Truth*
Balcigalupi, Paolo	*Ship Breaker*
Draper, Sharon	*Tears of a Tiger*
Fleischman, Paul	*Seedfolks*
Hamilton, Edith	*Mythology*
Hinton, S. E.	*The Outsiders*
Lowry, Lois	*The Giver*
Orwell, George	*Animal Farm*
Steinbeck, John	*The Red Pony*
Sutcliff, Rosemary	*Black Ships Before Troy: The Story of The Iliad*

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Name _____ Date _____

DESCRIPTIVE WRITING RUBRIC

DIRECTIONS: For each area, rate the writing from a scale of 1-4. Add up total score to find percentage.

Score	Focus/Purpose	Organization	Content	Language/ Vocabulary	Conventions
4	Is developed throughout with a clear focus.	Is logically organized and uses good transitions.	Includes one clear, well-focused topic. Main ideas stands out and is supported by detailed information.	Uses varied, precise words to describe.	Has correct grammar, usage, spelling, capitalization, and punctuation.
3	Is mostly focused and developed throughout.	Is logically organized but only uses a few transitions.	Includes a clear topic but the supporting information is general.	Uses general and vague words to describe.	Has a few errors but is completely understandable.
2	Is somewhat developed but may occasionally lose focus.	Has little organization and only has a few or no transitions.	Includes a somewhat clear idea but there is very limited supporting details.	Uses vague words to describe, using some words more than once.	Is hard to follow because of frequent errors.
1	Is confusing or too short for development of story.	Has little or no apparent organization with no transitions.	Includes no clear idea and has a random collection of information.	Uses very limited descriptive words.	Is hard to follow because of frequent errors.

Score: _____ of 20 = _____%

Name _____ Date _____

EXPOSITORY WRITING RUBRIC

DIRECTIONS: For each area, rate the writing from a scale of 1-4. Add up total score to find percentage.

Score	Focus/Purpose	Organization	Content	Language/ Vocabulary	Conventions
4	Is developed throughout with a clear topic.	Is logically organized and uses good transitions.	Includes relevant and thorough evidence; includes facts and details.	Has clear and effectively conveyed ideas using precise language and domain-specific vocabulary.	Has correct grammar, usage, spelling, capitalization, and punctuation.
3	Is mostly focused on the topic	Is logically organized though minor flaws may be present and ideas may be disconnected.	Includes adequate evidence and includes facts and details.	Has adequately conveyed ideas, using both precise and general language with some domain-specific vocabulary.	Has a few errors but is completely understandable.
2	Is somewhat developed but strays from the topic	Has little organization which is inconsistent; and flaws are apparent.	Includes incomplete evidence; has insufficient use of facts and details.	Has unevenly conveyed ideas, using overly-simplistic language; lacs domain-specific vocabulary.	Is hard to follow because of frequent errors.
1	Is not focused on the topic	Has little or no apparent organization.	Has nonexistent evidence or very poor evidence.	Has ideas that are conveyed in a vague, unclear, or confusing manner.	Is hard to follow because of frequent errors.

Score: _____ of 20 = _____%

Name _____   Date _____

NARRATIVE WRITING RUBRIC

DIRECTIONS: For each area, rate the writing from a scale of 1-4. Add up total score to find percentage.

Score	Focus/Purpose	Organization	Content	Language/ Vocabulary	Conventions
4	Is developed throughout with a clear focus.	Has well-developed, logical and easy- to-follow plot.	Includes thorough and effective use of detail, dialogue, and description.	Uses precise, concrete sensory language as well as figurative language and/ or domain-specific vocabulary.	Has correct grammar, usage, spelling, capitalization, and punctuation.
3	Is mostly focused and developed throughout.	Has a plot, but there may be some lack of clarity and/or unrelated events.	Includes adequate use of details, dialogue and description.	Uses adequate sensory and figurative language and/or domain-specific vocabulary.	Has a few errors but is completely understandable.
2	Is somewhat developed but may occasionally lose focus.	Has a plot that is difficult to follow, and ideas are not connected well.	Includes only a few details, dialogues, and descriptions.	Has language that is not precise or sensory, lacks domain-specific vocabulary.	Is hard to follow because of frequent errors.
1	Is confusing or too short for development of story.	Has little or no apparent plot.	Includes few or no details, dialogue or description.	Has language that is vague, unclear, or confusing.	Is hard to follow because of frequent errors.

Score: _____ of 20 = _____%

Name **_____**   Date **_____**

PERSUASIVE WRITING RUBRIC

DIRECTIONS: For each area, rate the writing from a scale of 1-4. Add up total score to find percentage.

Score	Focus/Purpose	Organization	Content	Language/ Vocabulary	Conventions
4	Is a well-focused argument; clear position or claim.	Is well-organized and provides evidence with supporting facts and details.	Presents reasons in order; uses transitions.	Uses precise, persuasive language.	Has correct grammar, usage, spelling, capitalization, and punctuation.
3	Is generally focused on argument; clear position or claim.	Has organized evidence; some supporting facts and details.	Presents reasons in some order; uses some transitions.	Uses some precise, persuasive language.	Has a few errors but is completely understandable.
2	Is somewhat developed but strays from the topic	Is not very organized; few supporting facts and details.	Presents reasons with little order; may be few or no transitions.	Uses limited word choice; not very persuasive.	Is hard to follow because of frequent errors.
1	Is not focused on the topic	Has no organization of paragraphs or facts and details.	Presents no or few reasons with no order; uses no transitions.	Uses limited word choice; fails to persuade.	Is hard to follow because of frequent errors.

Score: _____ of 20 = _____%

Approval for Promotion Reassessment

_____   _____
Student's Name   Date

_____
School

It is my desire to seek, at my own expense, out-of-system summer remediation

sessions and to have my child _____   _____ _____
                                          First Name   MI   Last Name

reassessed for promotion prior to the opening of the next school year _____.
                                                                                     School Year

I understand I must complete the following steps for my child to be reconsidered for promotion.	Parent's Initials/Date at the Time of Request	School Representative's Initials/Date at Time of Reassessment
Request made by parent and approved by the promotion/retention committee prior to the last day of the current school year		
Complete a summer remediation program provided by a reputable educational tutoring service.		
Provide school with remediation documentation		
Schedule a time for reassessment two weeks prior to the opening day of the next school year.		
STAREL and STAR Math will be given to students being reassessed for first grade. STAR Reading and STAR Math will be given to students being reassessed for promotion to grades 2-7.		

The above assessments will be administered to the student by a certified staff member designated by the promotion/retention committee at each school. After reviewing the results, the principal and or designated certified personnel representing the promotion/retention committee at each school will make the final decision on promotion/retention.
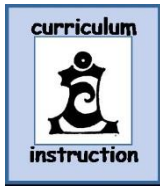

_____   _____
Parent Signature   **Date**

_____   _____
PST/Retention Committee Representative Signature   **Date**

The school representative will make a copy for the parent and retain the original document on file in the office.

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Field Trip Activity Form

Planning for a field trip is essential to enhance and connect learning that is being conducted in the classroom to real events. Prior to any reservations made for a field trip, this form must be completed, submitted and approved by the principal and appropriate central office personnel.

Teacher's Name _____ School_____

Field Trip Destination _____

Date of Proposed Field Trip _____Number of field trips your students have taken this year_____

Please check one of the following:
☐ This field trip is on the approved field trip list at the appropriate grade level.
☐ This is an out-of-state field trip.

Mode of transportation: ☐ School bus ☐ Charter bus

Explain how this field trip is **aligned** to the Alabama Course of Study Standards:
List planned activities **prior to** the proposed field trip:
List planned activities **during** the proposed field trip:
List **closure** activities planned once students have returned to school:

Nurse required? ☐ Yes ☐ No   Nurse's Signature _____

☐ Approved   ☐ Not Approved   Principal's Signature _____

Field trips MUST have the approval of the principal and Elementary or Secondary Education Director. ☐ Approved   ☐ Not Approved   Director's Signature:
All <u>out-of-state</u> field trips must be approved by the principal and Superintendent. ☐ N/A ☐ Approved ☐ Not Approved   Superintendent's Signature:

Revised June 2020

Elmore County Board of Education
RELEASE OF LIABILITY FOR FIELD TRIP PARTICIPATION

School_____ Child's Name _____

Teacher in Charge_____ Cost to Your Child _____

Trip Date_____Destination_____

Departure Time_____Expected Return Time_____Method of Transportation _School Bus __

I understand that my child's participation in the activity is a privilege, and not a right. I acknowledge that I have spoken with my child about my child's need to comply with the specific rules and requirements established for this activity, all Elmore County Board of Education policies and procedures, rules of conduct set forth in the Student Code of Conduct, and state and federal regulations and laws. I understand that all Elmore County Board of Education rules and policies apply to my child and the other students during the course of the field trip.

I also understand that this field trip may expose my child to some risks. On behalf of my child, I assume any such risk that may arise therefrom. I accept full responsibility for all medical expenses for any injuries that might occur to my child by reason of his/her participation.

By signing this form, I hereby release the Elmore County Board of Education, its members, employees, assigns, agents and volunteers ("released parties") from and against any and all claims, demands, actions, complaints, suits or other forms of liability that any of them may sustain: (a) arising out of my child's failure to comply with local, state and federal laws and Elmore County Board of Education policies, procedures, and the Student Code of Conduct; or, (b) arising out of any damage or injury caused by or to my child arising out of my child's participation in the field trip. This release of liability includes accident, injury, loss or damages to my child, as well as to the other individuals or property which may result from my child's travel to and from, and participation in the field trip. I also agree to indemnify and hold harmless the released parties from the released claims, including any and all related costs, attorney fees, liabilities, settlements and/or judgments.

I confirm that I have carefully read this RELEASE OF LIABILITY FOR FIELD TRIP PARTICIPATION and agree to its terms knowingly and voluntarily. I also confirm that I am the parent or legal guardian of the child or I am a student 19 years or older.

Emergency Contact Name & Phone_____

Hospital Insurance Company _____ Policy No._____

Students will not be permitted to go on field trips without a
signed Field Trip Parental Permission Form on file.

_____   _____
Student's Signature (as appropriate)   Date

_____   _____
Parent's/Guardian's Signature   Date

Revised June 2020