DEMONSTRATION OF SUFFICIENT PROGRESS

As we have a High percentage (28-33)%of Special Ed students and approx 75% poverty rate as indicated by the Free and Reduced NSLP ratings With our school philosophy of creating an Individualized Learning Plan for all students which has created a safe environment that deals very effectively, emotionally, with students who struggle socially in other school environments. Consequently we attract many students, IEP's or not, who are struggling in at least one or more academic areas and can be several grade levels behind their age group. Last year we averaged 160 students in k through twelfth grade but only had 63 FAY students (grades 3-12) and over half of them were students with IEPs'. Due to the economy 70 some students left during or came later; but all required an individualized learning plan which requires a considerable amount of time and effort from the teacher and training from Administration on pedagogy to successfully implement the educational process. Approximately 75% of our non Sped Students enter our school behind in at least one discipline. As we reviewed and analyzed our program we realized that we had not focused on delivering grade appropriate content to those students who were behind or demanding the rigor for needed growth. We adjusted our program as follows:

Shortly after students start attending school they are assessed with curriculum based assessments to determine their academic level. With this information an Individual Learning Plan is developed that will drive the students' instruction using curriculum made pacing guides to assure rigor and adequate progress throughout the year. We use a "Student Goal Sheet" to track student's growth by identifying beginning Academic Point and a target goal for end of the Quarter that will indicate adequate growth. The Target goals are based upon the probes through AimsWeb and their National Norm levels for achievement; these goals are also what drives our Quarterly Report card system and are labeled as follows: (these are attached) "Math COMP Target Goals for Grading"- Math Computation; "Math CAP Target Goals for Grading"- Math calculations and applications; Reading Fluency Target Goals for Grading; Reading Fluency Target Goals for Grading; Reading Comprehension Target Goals for Grading; and then we have a " Writing Target Goals for Grading" that is based upon Writing rubrics for different grade levels (also attached)

If the initial assessment shows the student is below "grade level" (the level which their age indicates that they should be at) we enact intervention strategies for each subject matter (this will be described below) while still delivering grade level materials. Creating pacing guides and goals for these students require careful consideration and commitment from teacher paraprofessionals, student and parent/guardian.

Grade level materials are delivered thru whole group instruction. After the material is delivered the class is grouped in small groups according to ability level and then go to the teacher's table to receive small group instruction- while one small group is at the teachers table receiving instruction the other small groups will work on guided practice. There is at least one Paraprofessional in each classroom

to assist the small groups working on guided practice. The Length of time and depth of a whole group instruction depends upon the subject matter, the difficulty and the overall ability level of the students and by gauging through immediate student feedback strategies to know if it's time to break into small group instruction. The lowest group typically receives more direct instruction from the teacher and more guided practice with the aides. All students' growth is monitored through the various charts of progress monitoring.

We are working on Yearly lesson plans being aligned to ACCRS, and our Semester Standard Checklist indicates which Common Core Standards have been "Taught, Re-taught, Reviewed, Assessed, and Reassessed.

Our 9-12 Curriculum is the A+ online, which has its own pacing guides and remedial instruction components. However we supplement it by a Math specialist that works with students that are functioning at below 8th grade level math; as well as a reading specialist that works with low readers. We use the attached HS writing rubric to score HS writing.

Through a variety of assessments such as student classroom work, participation in oral discussions, and data from daily or weekly probes and other formative assessments; teachers use all this information along with socio-economic and personal information to review and analyze in collaboration during the week and on Friday meetings.

Friday meetings which are held 3 times per month except Oct, Dec and Mar with only 2 times (due to fall, winter and spring break), where all Admin and all teachers meet to collaborate, analyze student data and receive professional development (which is driven by the apparent weakness evidenced by data), to increase student achievement. These Friday meetings primary purpose is to review our lowest quartile students and students who show no growth or regression and what strategies we need to implement to increase their learning.

A "Teacher Mentor" spends time in the classroom with each teacher during the week (not necessarily every teacher every week) in assisting in implementing new curriculum or adjusting or implementing new instructional practices. Her observation of needs in the classroom will also drive PD. We are working on implementing a more thorough teacher observation to help guide teachers in more effective classroom instructional strategies. This observation tool will also be a guide for PD in correlation with student Data.

Student Data: we will use a variety of data recorded on charts as described above, these along with student work, knowledge of extenuating factors i.e. SPED, Poverty, homelessness, broken families, drug abuse and etc. will all be considered during Friday meetings. The student goal sheet that will be the "at a glance indicator to see if we are on track for each individual student.

READING CURRICULUM

Reading Curriculum- In past years our Benchmarks and probes have been for phonics and fluency; comprehension has been neglected and is evident in the AIMS breakdown. Comprehending Literary Text and Comprehending Informational Text are weak school wide. Our bottom quartile show pretty much the same trends as the middle students just lower and slower. The following are components of our Reading program that we have implemented this year.

In the K-8 (and 9-12 struggling readers) program we have implemented a core reading program called Teach Your Children To Read Well and it contains a reading comprehension component which we are using regularly with each lesson. As well as, we are supplementing our core program with other materials that foster and promote reading comprehension. They are as follows: SRA, Nonfiction Reading Comprehension Test Practice, and Short Reading Passages and Graphic Organizers to build Comprehension. SRA is a Reading Laboratory system that individually assesses student comprehension and holds the student accountable for, "How Well Did You Read?"The Reading Comprehension Test Practice book focuses on sentence comprehension, word study, paragraph comprehension, and whole-story comprehension, as well as it contains an enrichment component that relates to each passage and will challenge high students. The Scholastic book called, Short Reading Passages and Graphic Organizers to build Comprehension models and reinforces the impact that graphic organizers have on an individual's ability to paraphrase what was read in order to understand and retain information for reports, quizzes, tests, and discussions. This book also models note taking broken into specific skills such as finding main idea, classifying information, understanding cause and effect relationships, sequencing of events, and comparing and contrasting of topics or ideas.

We use all of these materials in conjunction with Close Reading to model how individuals need to break down broad topics into the specific skills referenced above. Due to our student demographics, we have implemented Word Ladders and 240 Vocabulary Words Kids Need to Know series both by Scholastic in order to build vocabulary which is the foundation of comprehension. The SRA individually reinforces and assesses this skill in the "Learn about Words".

Our Reading program "Teach Your Children Well" is an excellent reading program however we have had enough turnovers in teachers that most of them had not been trained sufficiently in using it efficiently. We brought in a Reading Expert from the company for an intensive two day training for all staff members. This is a very prescriptive Direct Instruction program when implemented well, shows growth by using charts that indicate words read per minute and errors over successive Calendar days (see Dpmin-12EC chart). This is a reading fluency program and reading probes are given typically daily for most students, daily for students below grade level which is recorded daily on the charts. The data from these charts of our lowest quartile are analyzed at our Friday Professional Collaboration, PD and analyzing Data meetings and in phone consultation with Program Reading Specialist as to why adequate growth isn't happening. We have seen substantial growth as indicated by individual student charts.

For Reading comprehension we utilize AimsWeb reading Maze probes for monitoring growth within a national norm reference reading comprehension as described above.

MATH CURRICULUM

In examining our math Benchmarks, about 89% of our students started below grade level: 25% one grade level below, 33% 2 grade levels below, 22% 3 grade levels below and 8% 4 or more grade level below. According to our Math probes we had 9% with very little to no growth 41% at least 1years growth, 48% 2yrs growth and 2% with 3yrs growth. Even with the growth our Aims test shows that about 10% of the students whose Benchmarks and probes indicated that they were at grade level did poorly on the Aims Test. This was more prevalent within inexperienced teachers' classrooms.

In analyzing the AIMs Math breakdown there didn't appear to be any one particular overall trend in weakness or strength other than there are just a lot of challenges throughout. Where some students were strong in –others were weak in- this was school wide. Teaching Math is an overall weakness that we deal with, part of this is lack of knowledge on good teaching practices among the staff and this was compounded by the fact that our Math program was a hodgepodge of different curriculum that supplemented the AZ standards- and continuity was lacking especially with our inexperienced teachers.

Over the last year and a half we have enrolled in an Intel Math Class and it has helped to understand better pedagogy for math instruction. We also purchased a Math Curriculum that is SBR and is aligned to the state and common core standards.

Our Math curriculum we purchased is Envision Math along with its intervention component "Focus Math". They have pacing guides for advanced, regular and intervention students. These two programs are correlated with AimsWeb (our Benchmark and Probe system). Therefore as our teachers instruct in Math not only do we have immediate feedback on student work but as students are probed the program is very prescriptive in what content to deliver to the student for remedial purposes according to the results on the Benchmarks and probes. The "Focus Math" is designed to address struggling students and we use it for our lowest quartile students and other students who are struggling with a particular concept.

We purchased the math program in July but didn't get it in its entirety until September due to back orders therefore we are still in the process of implementing it and using it to its full capacity. However we have already seen a remarkable difference in rigor and tracking student growth and being prescriptive in intervention when adequate growth isn't evident.

Envision and Focus Math are aligned to the State Standards and have pacing guides- however due to the fact that we didn't receive the program until late September and the pacing guides are aligned to an approximately 180 day school year we are modifying the Pacing guides to our nee

HIGH SCHOOL GRADUATION RATES

I'm not sure how High School Graduation rates are computed- but our High school is a composite of mostly students that cannot make it in the local district schools for one reason or another.

They come to us with a multitude of challenges. Our High School teacher/director spends an inordinate amount of time encouraging, and assisting students to stay in school from picking them up and taking them home and a multitude of other services . Every senior that stays with us through the end of their senior year graduates.

Writing Rubric for Primary Grades (K-2)

Writing Trait	Level 1 Experimenting	Level 2 Emerging	Level 3 Developing	Level 4 Capable	Level 5 Experienced
Writing Process	Brainstorming	Research/ Background Knowledge	Rough Draft	Peer/Self Edit	Final Copy
Ideas	_ Uses scribbles for writing _ Dictates labels or a story _ Shapes that look like letters _ Line forms that imitate text _ Writes letters randomly	_ Some recognizable words present _ Labels pictures _ Uses drawings that show detail _ Pictures are supported by some words	_Attempts a story or to make a point _ Illustration supports the writing _ Meaning of the general idea is recognizable/understandable _ Some ideas clear but some are still fuzzy	_ Writing tells a story or makes a point _ Illustration (if present) enhances the writing _ Idea is generally on topic _ Details are present but not developed (lists)	_ Presents a fresh/original idea _Topic is narrowed and focused _ Develops one clear, main idea _ Uses interesting, important details for support _ Writer understands topic well
Organization	_ Attempts to write left to right _ Attempts to write top/down _ No sense of beginning and end yet _ Experiments with spacing	_ Consistently writes left to right _ Consistently uses top/down _ Experiments with beginnings _ Begins to group like words/pictures	_ A title is present _ Limited transitions present _ Beginning but no ending except "The End" _ Attempts at sequencing	_ An appropriate title is present _ Attempts transitions from sentence to sentence _ Beginning works well and attempts an ending _ Logical sequencing _ Key ideas beginning to surface	_ An original title is present _ Transitions connect main ideas _ The opening attracts _ An effective ending is tried _ Easy to follow _ Important ideas stand out

Voice	_ Communicates feeling with color, shape, line in drawing _ Work is similar to everyone else's _ Ambiguous response to task _ Awareness of audience not present	_ Hints of voice present in words and phrases _ Looks different from most others _ Energy/mood is present _ Treatment of topic predictable _ Audience is fuzzy-could be anybody, anywhere	_ Expresses some predictable feelings _ Moments of individual sparkle, but then hides _ Repetition of familiar ideas reduces energy _ Awareness that the writing will be read by someone else _ Reader has limited connection to writer	_ Writing is individual and expressive _ Individual perspective becomes evident _ Personal treatment of a standard topic _ Writes to convey a story or idea to the reader _ Attempts non-standard point of view	_ Uses text to elicit a variety of emotions _ Takes some risks to say more than what is expected _ Point of view is evident _ Writes with a clear sense of audience _ Cares deeply about the topic
Word Choice	_ Writes letters in strings _ Imitates word patterns _ Pictures stand for words and phrases _ Copies environmental print	_ Recognizable words _ Environmental words used correctly _ Attempts at phrases _ Functional language	_ General or ordinary words _ Attempts new words but they don't always fit _ Settles for the word or phrase that "will do" _ Big words used only to impress the reader _ Relies on slang, cliches, or repetition	_ Uses favorite words correctly _ Experiments with new and different words with some success _ Tries to choose words for specificity _ Attempts to use descriptive words to create images	_ Everyday words used well _ Precise, accurate, fresh, original words _ Creates vivid images in a natural way _ Avoids repetition, cliches or vague language _ Attempts at figurative language
Sentence Fluency	_ Mimics letters and words across the page _ Words stand alone _Patterns for sentences not in evidence _ Sentence sense not yet present	_ Strings words together into phrases _ Attempts simple sentences _ Short, repetitive sentence patterns _ Dialogue present but not understandable	_ Uses simple sentences _ Sentences tend to begin the same _ Experiments with other sentence patterns _ Reader may have to reread to follow the meaning _ Dialogue present but needs interpretation	_ Simple and compound sentences present and effective _ Attempts complex sentences _ Not all sentences begin the same _ Sections of writing have rhythm and flow	_ Consistently uses sentence variety _ Sentence structure is correct and creative _ Variety of sentence beginnings _ Natural rhythm, cadence and flow _ Sentences have texture which clarify the important idea

Conventions	_ Writes letter string (pre-phonetic: dmRxzz) _ Attempts to create standard letters _ Writes word strings _ Attempts spacing of words, letters, symbols or pictures _ Student interpretation needed to understand text/pictures	_ Attempts semi-phonetic spelling (MTR, UM, KD, etc.) _ Uses mixed upper and lower use letters _ Uses spaces between words _ Random punctuation _ Nonstandard grammar is common	_ Uses phonetic spelling (MOSTR, HUMN, KLOSD, etc.) on personal words _ Spelling of high frequency words still spotty _ Uses capitals at the beginning of sentences _ Usually uses end punctuation correctly (.!?) _ Experiments with other punctuation _ Long paper may be written as one paragraph _ Attempts standard grammar	_ Transitional spelling on less frequent words (MONSTR, HUMUN, CLOSSED, etc.) _ Spelling of high frequency words usually correct _ Capitals at the beginning of sentences and variable use on proper nouns _ End punctuation is correct (.!?) and other punctuation is attempted (such as commas) _ Paragraphing variable but present _ Noun/pronoun agreement, verb tense, subject/verb agreement	_ High frequency words are spelled correctly and very close on other words _ Capitals used for obvious proper nouns as well as sentence beginnings _ Basic punctuation is used correctly and/or creatively _ Indents consistently to show paragraphs _ Shows control over standard grammar (spelling, punctuation, grammar and usage, paragraphing, and use of capitals)

Ruth Culham, 1997. Assessment and Accountability Program. Northwest Regional Educational Laboratory, Potland, Oregon. 503/275-9500.
With apprectiation to the Bellingham, Nooksack, and Kent school districts in Washington; school districts in Kansas, Beaverton School District in Oregon, Albuquerque Public Schools, New Mexico, and Delane Munson & Sandra Marek, Portland, Oregon.

Writing Rubric for Intermediate (3rd-6th)

Writing Trait	Level 1 Experimenting	Level 2 Emerging	Level 3 Developing	Level 4 Capable	Level 5 Experienced	Level 6 Perfection
Writing Process	Brainstorming	Research/ Background Knowledge	Rough Draft	Peer/Self Edit	Final Copy	
Ideas	_ The writer is still in search of a topic _ Information is limited or unclear or the length is not adequate for development. _ The idea is a simple restatement or a simple answer to the question. _ The writer has not begun to define the topic. _ Everything seems as important as everything else. _ The text may be repetitious, disconnected, and contains too many random thoughts.	_ The writer hasn't shared much information and doesn't seem to know much about this topic. _ Details are so vague it's hard to picture anything. _ The writer is still thinking aloud on paper and looking for a good idea. _ The writer is thinking maybe I will write about his or maybe I'll write about that.	_ Some things are new, other things everyone else already knows. _ Details are general (nice, fun, good.) _ The writer is still thinking aloud on paper and looking for a good idea. _ The writer is thinking maybe I'll write about this or maybe I'll write about that.	_ The topic is fairly broad. _ The writer is attempting to support the topic. _ The writer's ideas are reasonably clear. _ The writer has difficulty going from general observations to specifics. _ The reader is left asking questions. _ The writer generally stays on topic.	_ The writer knows a lot about this topic and added interesting tidbits. _ The writer showed what was happening instead of telling. _ The topic was small enough for the writer to handle. _ The reader can easily answer the question, "What is the point of this paper/story?"	_ The writer knows a lot about this topic and added lots of interesting tidbits. _ The writer used relevant, telling qualities that go beyond the obvious. _ The writer used reasonable accurate details. _ The writer wrote from knowledge or experience; ideas are fresh and original. _The writer anticipated the reader's questions about the topic and answered them. _ The writer gave the reader a lot of insight about the topic.

Organization	_ There really isn't a beginning or introduction to the paper. It just takes off. _ The writer is confused about how the details fit with the main idea or story line. _ The writer's ideas seem scrambled, jumbled and disconnected! _ There is no conclusion.	_ No real introduction. _ The writer's connections between ideas are confusing. _ The reader has a hard time getting a grip on the main point or story line because the writer is struggling with organization and sequencing of details. _ Pacing feels awkward when read out loud. _ No title is present (if requested)	_ There is a beginning but it doesn't really grab the reader or give clues about what is coming. _ Sometimes it is not clear how some of the details connect to the story or main idea. _ The writer is struggling with organization of details. _ The writer has lingered too long in some areas and sped through others. _ There is a conclusion, but it is ho-hum.	_ The paper has a recognizable introduction and conclusion. _ The writer uses transitions to move the reader through the text without to much confusion. _ The writer uses some logical sequencing, yet structure takes attention away from the content. _ The writer has some control of pacing. _ Organization of the text sometimes supports the main point or storyline. (A title if desired is present)	_ The beginning grabs the reader's attention and gives clues about what is coming. _ Every detail the writer uses adds a little more to the main idea or story. _ The writer has placed all details in the right place. _ There is evidence of a strong conclusion or ending and the writer has ended at a good spot.	_ The writer has used... * an inviting introduction that draws the reader in; *a satisfying conclusion that leaves the reader with a sense of closure and resolution. _ The writer uses transitions that are smooth and effective. _ Sequencing is logical and effective. _ The text flows so smoothly, the reader hardly thinks about it. _ Pacing is well controlled.

Voice	_ As the reader, if you didn't already know, you might not know who wrote this paper. _The writer is not comfortable sharing and has taken the safest route by hiding his/her feelings. _ The writer sounds like a robot. _The paper makes the reader yawn. _ The writer does too much telling and no showing.	_ The writer speaks in a kind of monotone. _ The writing is humdrum and "risk-free." _ The writer is not concerned with the audience; writer's style is a complete mismatch for the intended reader. _ The writing is lifeless or mechanical. _ No point of view is reflected.	_ Although the reader understands what the writer means, the text won't make them feel like laughing, crying, or pounding on the table. _ The text is on the edge of being funny, excited, scary, or honest-but is not there yet. _ The writer's personality pokes through here and there but gets covered up again. _ The writer is pleasant, but cautious. _ The writer has done more telling than showing.	_ The text communicates in an earnest, pleasing manner. _ Only one or two moments here or there surprise, delight, or move the reader. _ Writer weighs ideas carefully and discards personal insights in favor of safe generalities. _ Writing seems sincere but lacks consistent engagement. _ The text emerges strongly at some places, but is often obscured behind vague generalities.	_ The reader feels a strong interaction with the writer. _ The writer takes a risk. _ The writer's tone and voice give flavor and texture to the message and are appropriate for the purpose and audience. _ The writing seems honest, personal and reflects a strong commitment to the topic.	_ The writer has put his/her personal stamp on the writing. The reader knows it's them! _ Readers can tell the writer is talking right to them. _ The writer writes with confidence and security. _ The text is full of feelings and the reader will know how the writer feels. _ No other paper sounds like this.

Word Choice	_ The writer uses a lot of words and phrases that are vague. _ The writer's words don't make pictures yet. _ Some of the writer's words are misused. _ The writer uses the same words over and over.	_ Language is vague. "Blah, Blah, Blah." _ The writer uses words incorrectly. _ The writer has a limited vocabulary and misuse of parts of speech. _ The writer uses jargon or cliches. There is a sign of persistent redundancy. _ Most of the words just don't work in the piece.	_ The writer uses everyday words pretty well but did not stretch for a new and better way to say things. _ Most of the time the reader will figure out what the writer means even if a few words are messed up. _ The writer's words aren't real specific. _ I used tired out cliches or phrases.	_ The writer uses words that are specific and accurate. _ The writer uses words and phrases that create pictures and linger in your mind. _ The writer uses language that is natural and never overdone. _ Striking words and phrases often catch the reader's eye. _ The writer uses lively verbs, precise nouns, and modifiers. _ The writer is precise.	_ The writer uses words that are colorful, snappy, vital, brisk and fresh. The reader won't find overdone, vague or flowery language. _ All the words in the paper fit. Each one seems just right. _ The writer uses very energetic verbs! The writer creates a picture in the readers mind. _ Some of the words and phrases are so vivid the reader won't soon forget them.	_ The writer uses words that are specific and accurate. _ The writer uses words and phrases that create pictures and linger in your mind. _The writer's language is natural and never overdone. _The writer use of striking words and phrases often catch the reader's eye. _ All the words in the paper fit! The writer uses lively verbs, precise nouns and modifiers so the precision is obvious.

Sentence Fluency	_ The reader has to go back and read over the text just to figure out the sentences. _ The writer uses sentence patterns that are repetitive. _ The reader has a hard time telling where one sentence stops and another begins. _ The writer still needs to do quite a bit of editing to help the reader get the meaning.	_ The writer uses sentences that are choppy, incomplete, rambling, or awkward. Phrasing does not sound natural. _ The writer shows no knowledge of word patterns and rhythm. _ The writer begins all the sentences the same way. _ The writer and reader have a hard time reading the text out loud do to lack of rhythm in the sentence.	_ Some of the sentences are smooth and natural, but others are halting. _ Most of the sentences have the same pattern. _ Many sentences begin the same way. _ The paper shows some interesting sentences. _ The writer has used more words than necessary.	_ The writer uses sentences that get the job done in a routine fashion. _ The writer usually has constructed his/her sentences correctly. _ Sentence beginnings are not ALL alike; some variety is attempted. _ Parts of the text have rhythm and flow; others are stiff, awkward, choppy or gangly.	_ The writer uses sentences that enhance the meaning. _Sentences vary in length as well as structure. _ The writer uses purposeful and varied sentence beginnings. _ The writer uses creative and appropriate rhythm and word patterns. _ The writing has a rhythmatic sequence or flow of sounds in language.	_ The writer uses a varied sentence length. Some are short and snappy while some are long and stretchy. _ The text is easy to read out loud because the sentences flow and have a rhythmatic sequence of word patterns. _ The writer uses variety in sentence beginnings. _ The writer has cut out all excess baggage.

Conventions	_ Spelling errors are common, even simple words. _ The writer has missing or incorrect punctuation. _ Capitalization is scattered all over or not at all. _ Errors in grammar or usage are very noticeable. _ Paragraphing is missing. _ The reader must read once to decode, then again for meaning.	_Spelling errors are frequent. _ Capitalization is random. _ Paragraphing is not evident. _ Punctuations is very limited and makes reading this paper difficult. _ Frequent grammatical errors.	_ Spelling is correct on simple words. It may not be right on harder words. _ Most sentences and proper nouns begin with capitals, but a few have been over looked. _ At least one paragraph is present. Others might not all begin in the right spots. _ Problems in punctuation make the reader stumble and pause now and then. _ Several grammar problems are evident.	_ Spelling is usually correct or reasonably phonetic on common words. _ End punctuation is usually correct. _ Most words are capitalized correctly. _ Problems with grammar and usage are not serious. _ Paragraphing is attempted. _ Moderate (a little of this, a little of that) editing.	_ Spelling is generally correct. _ Punctuation is accurate. _ Capitalization skills are present. _ Grammar and usage are correct. _ Paragraphing tends to be sound. _ The writer may manipulate conventions for stylistic effect; and it works!	_ Spelling is accurate. _ Capitals are used correctly. _ Every paragraph is indented to show where a new idea begins. _ Periods, commas, exclamation marks, and quotation marks are in the right places. _ Grammar/usage is consistent and shows control.

Ideas formulated from:
Northwest Regional Educational Laboratory and John Norton while traveling in Alabama. Thanks to a teachers at Maryvale Elementary in Mobile, Alabama!

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Writing Rubric for Junior High School (Teacher copy)

Writing Trait	Level 1 Experimenting	Level 2 Emerging	Level 3 Developing	Level 4 Capable	Level 5 Experienced	Level 6 Perfection
Writing Process	Brainstorming	Research/ Background Knowledge	Rough Draft	Peer/Self Edit	Final Copy	
Ideas	The paper has no clear sense of purpose or central theme. The reader must make inferences based on sketchy or missing details.	This paper is showing that the writer is just beginning to figure out what he/she wants to say.	This paper has some really good parts, some not there yet!	The writer is beginning to define the topic, even though development is still basic or general.	This paper is focused, clear, specific. It keeps the reader's attention.	This paper is focused, clear and specific. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.
Organization	The writing is not shaped yet. The order of the paper is jumbled and confused.	The writing lacks a clear sense of direction.	This paper has some really smooth parts, others need word. The order makes sense some of the time.	This paper has an organizational structure that is strong enough to move the reader through the text without too much confusion. The order makes sense most of the time.	This paper is clear and compelling. The writer has chosen an order that works well and makes the reader want to find out what comes next.	The organizational structure of this paper enhances and showcases the central idea or theme of the paper; includes a satisfying introduction, body and conclusion.

Voice	The writer is not comfortable or doesn't know what he/she truly thinks or feels yet. "Not me yet!"	The writer seems indifferent, uninvolved, or distanced from the topic and or the audience.	The writers individuality fades in and out. What he/she truly thinks and feels only shows up sometimes.	The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.	The writer speaks directly to the reader in a manner that is individual, compelling, engaging and has personality.	The writer is completely engaged. The paper is is really individual and powerful. It has personality and sounds different from the way anyone else writes.
Word Choice	This paper is really confusing. The writer struggles with a limited vocabulary.	This paper is confusing. The reader is often asking "What did the writer mean by this?"	This paper displays correct but not striking language. The words get the message across, but don't capture the reader's attention.	This paper displays language that is functional, even if it lacks energy. The reader's attention is somewhat captured.	The writer uses words that convey the intended message in a precise interesting, and natural way in order to capture the reader's attention.	This paper uses language that is extremely clear, visual, rich, colorful and precise. The writer moves and enlightens the reader because he/she picked the right words for the right places.
Sentence Fluency	This paper needs a lot of work because there isn't enough sentence sense yet!	This paper needs some work. Sentences are choppy, incomplete, rambling, or awkward. Not a lot of "sentence sense" present.	This paper displays sentences that are routine and functional. Some sentences are choppy and awkward, but most are clear.	The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical.	The writing has good rhythm, language and word patterns that makes the paper flow naturally and sound musical when read out loud.	The writing has an easy flow, rhythm and cadence. All the sentences are well built, flow naturally, and make the paper easy and delightful to read out loud.

Conventions	The writer has lots of errors in spelling, punctuation, capitalization, usage, grammar, and/or paragraphing which distracts the reader and makes the text difficult to read.	The writer still doesn't have control of editing yet! It takes the reader a first reading to decode and a second reading to get the message.	The writer is about halfway there in his/her editing ability. Spelling is correct on simple words, however is not correct on harder words. The paper displays a number of bothersome mistakes that need cleaning up.	The writer shows reasonable control over limited range of standard writing conventions. Spelling is usually correct or reasonable phonetic on common words.	The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar and usage, paragraphing, and use of capitals).	The writer demonstrates the ability to successfully edit a paper. There are few errors in the paper and displays a great grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar and usage, paragraphing, and use of capitals).

Ideas formulated from:

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Writing Rubric for Junior High School (student copy)

Writing Trait	Level 1 Experimenting	Level 2 Emerging	Level 3 Developing	Level 4 Capable	Level 5 Experienced	Level 6 Perfection
Writing Process	Brainstorming	Research/ Background Knowledge	Rough Draft	Peer/Self Edit	Final Copy	
Ideas	_ I am still in search of a topic _ Information is limited or unclear or the length is not adequate for development. _ The idea is a simple restatement or a simple answer to the question. _ The have not begun to define the topic. _ Everything seems as important as everything else. _ The text may be repetitious, disconnected, and contains too many random thoughts.	_ I haven't shared much information and don't seem to know much about this topic. _ Details are so vague it's hard to picture anything. _ I am still thinking aloud on paper and looking for a good idea. _ I am thinking maybe I will write about this or maybe I'll write about that.	_ Some things are new, other things everyone else already knows. _ Details are general (nice, fun, good.) _ I am still thinking aloud on paper and looking for a good idea. _ I am thinking maybe I'll write about this or maybe I'll write about that.	_ The topic is fairly broad. _ I am attempting to support the topic. _ My ideas are reasonably clear. _ I have difficulty going from general observations to specifics. _ The reader is left asking questions. _ I generally stay on topic.	_ I knows a lot about this topic and added interesting tidbits. _ I showed what was happening instead of telling. _ The topic was small enough for me to handle. _ The reader can easily answer the question, "What is the point of this paper/story?"	_ I know a lot about this topic and added lots of interesting tidbits. _ I used relevant, telling qualities that go beyond the obvious. _ I used reasonable accurate details. _ I wrote from knowledge or experience; my ideas are fresh and original. _ I anticipated the reader's questions about the topic and answered them. _ I gave the reader a lot of insight about the topic.

Organization	_ There really isn't a beginning or introduction to my paper. It just takes off. _ I am confused about how the details fit with the main idea or story line. _ My ideas seem scrambled, jumbled and disconnected! _ There is no conclusion.	_ No real introduction. _ My connections between ideas are confusing. _ The reader has a hard time getting a grip on the main point or story line because the I am struggling with organization and sequencing of details. _ Pacing feels awkward when read out loud. _ No title is present (if requested)	_ There is a beginning but it doesn't really grab the reader or give clues about what is coming. _ Sometimes it is not clear how some of the details connect to the story or main idea. _ I am struggling with organization of details. _ I am lingering too long in some areas and sped through others. _ There is a conclusion, but it is ho-hum.	_ My paper has a recognizable introduction and conclusion. _ I use transitions to move the reader through the text without to much confusion. _ I use some logical sequencing, yet structure takes attention away from the content. _ I have some control of pacing. _ Organization of the text sometimes supports the main point or storyline. (A title if desired is present)	_ The beginning grabs the reader's attention and gives clues about what is coming. _ Every detail I use adds a little more to the main idea or story. _ I have placed all my details in the right place. _ There is evidence of a strong conclusion or ending and the I have ended at a good spot.	_ I have used... * an inviting introduction that draws the reader in; *a satisfying conclusion that leaves the reader with a sense of closure and resolution. _ I use transitions that are smooth and effective. _ Sequencing is logical and effective. _ The text flows so smoothly, the reader hardly thinks about it. _ My Pacing is well controlled.

Voice	_ As the reader, if you didn't already know, you might not know who wrote this paper. _ I am not comfortable sharing and have taken the safest route by hiding my feelings. _ I sound like a robot. _ My paper makes the reader yawn. _ I do too much telling and no showing.	_ I speak in a kind of monotone. _ The writing is humdrum and "risk-free." _ I am not concerned with the audience; my writing style is a complete mismatch for the intended reader. _ My writing is lifeless or mechanical. _ No point of view is reflected.	_ Although the reader understands what I mean, the text won't make them feel like laughing, crying, or pounding on the table. _ My text is on the edge of being funny, excited, scary, or honest-but is not there yet. _ My personality pokes through here and there but gets covered up again. _ I am pleasant, but cautious. _ I have done more telling than showing.	_ My text communicates in an earnest, pleasing manner. _ Only one or two moments here or there surprise, delight, or move the reader. _ I weigh ideas carefully and discard personal insight in favor of safe generalities. _ My writing seems sincere but lacks consistent engagement. _ My text emerges strongly at some places, but is often obscured behind vague generalities.	_ The reader feels a strong interaction with the me. _ I take a risk. _ My tone and voice give flavor and texture to the message and are appropriate for the purpose and audience. _ My writing seems honest, personal and reflects a strong commitment to the topic.	_ I have put my personal stamp on the writing. The reader knows it's me! _ Readers can tell I am talking right to them. _ I write with confidence and security. _ My text is full of feelings and the reader will know how I feel. _ No other paper sounds like mine.

Word Choice	_ I use a lot of words and phrases that are vague. _ My words don't make pictures yet. _ Some of my words are misused. _ I use the same words over and over.	_ My language is vague. "Blah, Blah, Blah." _ I use words incorrectly. _ I have a limited vocabulary and misuse of parts of speech. _ I use jargon or cliches. There is a sign of persistent redundancy. _ Most of the words just don't work in this piece.	_ I use everyday words pretty well but did not stretch for a new and better way to say things. _ Most of the time the reader will figure out what I mean even if a few words are messed up. _ My words aren't real specific. _ I used tired out cliches or phrases.	_ I use words that are specific and accurate. _ I use words and phrases that create pictures and linger in your mind. _ I use language that is natural and never overdone. _ My striking words and phrases often catch the reader's eye. _ I use lively verbs, precise nouns, and modifiers. _ I am precise.	_ I use words that are colorful, snappy, vital, brisk and fresh. The reader won't find overdone, vague or flowery language. _ All the words in the paper fit. Each one seems just right. _ I use very energetic verbs! That creates a picture in the readers mind. _ Some of the words and phrases I use are so vivid the reader won't soon forget them.	_ I use words that are specific and accurate. _ I use words and phrases that create pictures and linger in your mind. _My language is natural and never overdone. _ My use of striking words and phrases often catch the reader's eye. _ All the words in the paper fit! I use lively verbs, precise nouns and modifiers so the precision is obvious.

Sentence Fluency	_ The reader has to go back and read over the text just to figure out the sentences. _ I use sentence patterns that are repetitive. _ The reader has a hard time telling where one sentence stops and another begins. _ I still needs to do quite a bit of editing to help the reader get the meaning.	_ I use sentences that are choppy, incomplete, rambling, or awkward. My phrasing does not sound natural. _ I show no knowledge of word patterns and rhythm. _ I begin all the sentences the same way. _ Everyone has a hard time reading the text out loud due to lack of rhythm in the sentence.	_ Some of my sentences are smooth and natural, but others are halting. _ Most of the sentences have the same pattern. _ Many sentences begin the same way. _ My paper shows some interesting sentences. _ I have used more words than necessary.	_ I use sentences that get the job done in a routine fashion. _ I usually have constructed my sentences correctly. _ My sentence beginnings are not ALL alike; some variety is attempted. _ Parts of the text have rhythm and flow; others are stiff, awkward, choppy or gangly.	_ I use sentences that enhance the meaning. _Sentences vary in length as well as structure. _ I use purposeful and varied sentence beginnings. _ I use creative and appropriate rhythm and word patterns. _ My writing has a rhythmatic sequence or flow of sounds in language.	_ I use a varied sentence length. Some are short and snappy while some are long and stretchy. _ My text is easy to read out loud because the sentences flow and have a rhythmatic sequence of word patterns. _ I use variety in sentence beginnings. _ I have cut out all excess baggage.

Conventions	_ Spelling errors are common, even simple words. _ I have missing or incorrect punctuation. _ Capitalization is scattered all over or not at all. _ Errors in grammar or usage are very noticeable. _ Paragraphing is missing. _ The reader must read once to decode, then again for meaning.	_Spelling errors are frequent. _ Capitalization is random. _ Paragraphing is not evident. _ Punctuations is very limited and makes reading this paper difficult. _ Frequent grammatical errors.	_ Spelling is correct on simple words. It may not be right on harder words. _ Most sentences and proper nouns begin with capitals, but a few have been over looked. _ At least one paragraph is present. Others might not all begin in the right spots. _ Problems in punctuation make the reader stumble and pause now and then. _ Several grammar problems are evident.	_ Spelling is usually correct or reasonably phonetic on common words. _ End punctuation is usually correct. _ Most words are capitalized correctly. _ Problems with grammar and usage are not serious. _ Paragraphing is attempted. _ Moderate (a little of this, a little of that) editing.	_ Spelling is generally correct. _ Punctuation is accurate. _ Capitalization skills are present. _ Grammar and usage are correct. _ Paragraphing tends to be sound. _ The writer may manipulate conventions for stylistic effect; and it works!	_ Spelling is accurate. _ Capitals are used correctly. _ Every paragraph is indented to show where a new idea begins. _ Periods, commas, exclamation marks, and quotation marks are in the right places. _ Grammar/usage is consistent and shows control.

Ideas formulated from:

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Northwest Regional Educational Laboratory and John Norton while traveling in Alabama. Thanks to a teachers at Maryvale Elementary in Mobile, Alabama!

Writing Rubric for High School (Teacher Copy)

Writing Trait	Level 1 Experimenting	Level 2 Emerging	Level 3 Developing	Level 4 Capable	Level 5 Experienced	Level 6 Perfection
Writing Process	Brainstorming	Research/ Background Knowledge	Rough Draft	Peer/Self Edit	Final Copy	
Ideas	The writing lacks idea or purpose.	Main ideas and purpose are somewhat unclear or development is attempted but minimal.	The reader can understand the main ideas, although they may be overly broad or simplistic, and the results many not be effective. Supporting detail is often limited, unsubstantial, overly general, or occasionally slightly off-topic.	The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general.	The writing is clear, focused and interesting. It holds the reader's attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose.	The writing is exceptionally clear, focused and interesting. It holds the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose.

Organization	The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused.	The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills.	An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal.	Organization is clear and coherent. Order and structure are present, but may seem formulaic.	The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text.	The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily.
Voice	The writing seems to lack a sense of involvement or commitment.	The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice.	The writer's commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal.	A voice is present. The writer demonstrates commitment to the topic, and there may be a sense of "writing to be read." In places the writing is expressive, engaging or sincere.	The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of "writing to be read." The writing is expressive, engaging or sincere.	The writer has chosen a voice appropriate for the topic, purpose and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of "writing to be read." The writing is expressive, engaging, or sincere.

Word Choice	The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language.	Language is monotonous and/or misused, detracting from the meaning and impact.	Language is quite ordinary, lacking interest, precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of "generic" paper filled with familiar words and phrases.	Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose.	Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact.	Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words, which have been carefully chosen and thoughtfully placed for impact.
Sentence Fluency	The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward.	The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down to reread.	The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread.	The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading.	The writing has easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable.	The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable.

Conventions	Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning.	The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability.	The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability.	The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors while perhaps noticeable, do not impede readability.	The writing demonstrates strong control of standard writing conventions (e.g., punctuations, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability.	The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph beaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them.

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Writing Rubric for High School (student copy)

Writing Trait	Level 1 Experimenting	Level 2 Emerging	Level 3 Developing	Level 4 Capable	Level 5 Experienced	Level 6 Perfection
Writing Process	Brainstorming	Research/ Background Knowledge	Rough Draft	Peer/Self Edit	Final Copy	
Ideas	_ I am still in search of a topic _ Information is limited or unclear or the length is not adequate for development. _ The idea is a simple restatement or a simple answer to the question. _ The have not begun to define the topic. _ Everything seems as important as everything else. _ The text may be repetitious, disconnected, and contains too many random thoughts.	_ I haven't shared much information and don't seem to know much about this topic. _ Details are so vague it's hard to picture anything. _ I am still thinking aloud on paper and looking for a good idea. _ I am thinking maybe I will write about this or maybe I'll write about that.	_ Some things are new, other things everyone else already knows. _ Details are general (nice, fun, good.) _ I am still thinking aloud on paper and looking for a good idea. _ I am thinking maybe I'll write about this or maybe I'll write about that.	_ The topic is fairly broad. _ I am attempting to support the topic. _ My ideas are reasonably clear. _ I have difficulty going from general observations to specifics. _ The reader is left asking questions. _ I generally stay on topic.	_ I knows a lot about this topic and added interesting tidbits. _ I showed what was happening instead of telling. _ The topic was small enough for me to handle. _ The reader can easily answer the question, "What is the point of this paper/story?"	_ I know a lot about this topic and added lots of interesting tidbits. _ I used relevant, telling qualities that go beyond the obvious. _ I used reasonable accurate details. _ I wrote from knowledge or experience; my ideas are fresh and original. _ I anticipated the reader's questions about the topic and answered them. _ I gave the reader a lot of insight about the topic.

Organization	_ There really isn't a beginning or introduction to my paper. It just takes off. _ I am confused about how the details fit with the main idea or story line. _ My ideas seem scrambled, jumbled and disconnected! _ There is no conclusion.	_ No real introduction. _ My connections between ideas are confusing. _ The reader has a hard time getting a grip on the main point or story line because the I am struggling with organization and sequencing of details. _ Pacing feels awkward when read out loud. _ No title is present (if requested)	_ There is a beginning but it doesn't really grab the reader or give clues about what is coming. _ Sometimes it is not clear how some of the details connect to the story or main idea. _ I am struggling with organization of details. _ I am lingering too long in some areas and sped through others. _ There is a conclusion, but it is ho-hum.	_ My paper has a recognizable introduction and conclusion. _ I use transitions to move the reader through the text without to much confusion. _ I use some logical sequencing, yet structure takes attention away from the content. _ I have some control of pacing. _ Organization of the text sometimes supports the main point or storyline. (A title if desired is present)	_ The beginning grabs the reader's attention and gives clues about what is coming. _ Every detail I use adds a little more to the main idea or story. _ I have placed all my details in the right place. _ There is evidence of a strong conclusion or ending and the I have ended at a good spot.	_ I have used... * an inviting introduction that draws the reader in; *a satisfying conclusion that leaves the reader with a sense of closure and resolution. _ I use transitions that are smooth and effective. _ Sequencing is logical and effective. _ The text flows so smoothly, the reader hardly thinks about it. _ My Pacing is well controlled.

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Word Choice	_ I use a lot of words and phrases that are vague. _ My words don't make pictures yet. _ Some of my words are misused. _ I use the same words over and over.	_ My language is vague. "Blah, Blah, Blah." _ I use words incorrectly. _ I have a limited vocabulary and misuse of parts of speech. _ I use jargon or cliches. There is a sign of persistent redundancy. _ Most of the words just don't work in this piece.	_ I use everyday words pretty well but did not stretch for a new and better way to say things. _ Most of the time the reader will figure out what I mean even if a few words are messed up. _ My words aren't real specific. _ I used tired out cliches or phrases.	_ I use words that are specific and accurate. _ I use words and phrases that create pictures and linger in your mind. _ I use language that is natural and never overdone. _ My striking words and phrases often catch the reader's eye. _ I use lively verbs, precise nouns, and modifiers. _ I am precise.	_ I use words that are colorful, snappy, vital, brisk and fresh. The reader won't find overdone, vague or flowery language. _ All the words in the paper fit. Each one seems just right. _ I use very energetic verbs! That creates a picture in the readers mind. _ Some of the words and phrases I use are so vivid the reader won't soon forget them.	_ I use words that are specific and accurate. _ I use words and phrases that create pictures and linger in your mind. _My language is natural and never overdone. _ My use of striking words and phrases often catch the reader's eye. _ All the words in the paper fit! I use lively verbs, precise nouns and modifiers so the precision is obvious.

Sentence Fluency	_ The reader has to go back and read over the text just to figure out the sentences. _ I use sentence patterns that are repetitive. _ The reader has a hard time telling where one sentence stops and another begins. _ I still needs to do quite a bit of editing to help the reader get the meaning.	_ I use sentences that are choppy, incomplete, rambling, or awkward. My phrasing does not sound natural. _ I show no knowledge of word patterns and rhythm. _ I begin all the sentences the same way. _ Everyone has a hard time reading the text out loud due to lack of rhythm in the sentence.	_ Some of my sentences are smooth and natural, but others are halting. _ Most of the sentences have the same pattern. _ Many sentences begin the same way. _ My paper shows some interesting sentences. _ I have used more words than necessary.	_ I use sentences that get the job done in a routine fashion. _ I usually have constructed my sentences correctly. _ My sentence beginnings are not ALL alike; some variety is attempted. _ Parts of the text have rhythm and flow; others are stiff, awkward, choppy or gangly.	_ I use sentences that enhance the meaning. _Sentences vary in length as well as structure. _ I use purposeful and varied sentence beginnings. _ I use creative and appropriate rhythm and word patterns. _ My writing has a rhythmatic sequence or flow of sounds in language.	_ I use a varied sentence length. Some are short and snappy while some are long and stretchy. _ My text is easy to read out loud because the sentences flow and have a rhythmatic sequence of word patterns. _ I use variety in sentence beginnings. _ I have cut out all excess baggage.

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Student Goal Sheet

Name:				Grade	6						
My Goals	Where I started	Week of 10-21	Week of 10-28	Week of 11-4	Week of 11-11	Week of 11-18	Week of 11-25	Week of 12-2	Week of 12-9	Week of 12-16	**My Goal**
Math Cap	613	622	611	617							624
Math Comp	627	618	624	628							656
Reading Fluency	Test to 8	This student tested at 8th grade reading Fluency									
Reading Comp	48	641	652	739							849
Writing	5										6

The 1st digit of a 3 digit number indicates grade level the last two digits correlate with our rubrics for Target goals for gradingin: Math Comp,Math CAP, Reading Fluency,Reading Comprehension, and Writing. For writing we use the writing rubric which is attached.

Math COMP Target Goals for Grading

		# On Report Card In Relationship to Grade Level Standards			
		4 = Exceeds	3 = Meets	2 = Approaching	1 = Falls Far Below
Grade Level of Student	Time of Year				
1	Fall	37-44	16-36	8-15	1-7
	Winter	45-48	37-44	16-36	8-15
	Spring	On Second Grade	45-48	37-44	16-36
2	Fall	39-45	24-38	12-23	1-11
	Winter	46-50	39-45	24-38	12-23
	Spring	On Third Grade	46-50	39-45	24-38
3	Fall	55-63	33-54	16-32	1-15
	Winter	64-68	55-63	33-54	16-32
	Spring	On Fourth Grade	64-68	55-63	33-54
4	Fall	55-65	36-55	18-35	1-17
	Winter	66-73	56-65	36-55	18-35
	Spring	On Fifth Grade	66-73	56-65	36-55
5	Fall	57-68	38-56	19-37	1-18
	Winter	69-76	57-68	38-56	19-37
	Spring	On Sixth Grade	69-76	57-68	38-56
6	Fall	56-66	37-55	19-36	1-18
	Winter	67-74	56-66	37-55	19-36
	Spring	On Seventh Grade	67-74	56-66	37-55
7	Fall	53-62	35-52	18-34	1-17
	Winter	63-70	53-62	35-52	18-34
	Spring	On Eighth Grade	63-70	53-62	35-52
8	Fall	60-71	40-59	20-39	1-19
	Winter	72-80	60-71	40-59	20-39
	Spring	On High School Math	72-80	60-71	40-59
9-12	Fall	60-71	40-59	20-39	1-19
	Winter	72-80	60-71	40-59	20-39
	Spring	On Grade Level Math	72-80	60-71	40-59

Math CAP Target Goals for Grading

		# On Report Card In Relationship to Grade Level Standards			
		4 = Exceeds	3 = Meets	2 = Approaching	1 = Falls Far Below
Grade Level of Student	Time of Year				
2	Fall	34-40	23-33	12-22	1-11
	Winter	41-45	34-40	23-33	12-22
	Spring	On Third Grade Probe	41-45	34-40	23-33
3	Fall	35-41	23-34	12-22	1-11
	Winter	42-46	35-41	23-34	12-22
	Spring	On Fourth Grade Probe	42-46	35-41	23-34
4	Fall	37-44	25-36	13-24	1-12
	Winter	45-49	37-44	25-36	13-24
	Spring	On Fifth Grade Probe	45-49	37-44	25-36
5	Fall	39-45	26-38	13-25	1-12
	Winter	46-51	39-45	26-38	13-25
	Spring	On Sixth Grade Probe	46-51	39-45	26-38
6	Fall	35-41	23-34	12-22	1-11
	Winter	42-46	35-41	23-34	12-22
	Spring	On Seventh Grade Prob	42-46	35-41	23-34
7	Fall	37-44	25-37	13-24	1-12
	Winter	45-49	37-44	25-37	13-24
	Spring	On Eighth Grade Probe	45-49	37-44	25-37
8	Fall	32-37	21-31	11-20	1-10
	Winter	38-42	32-37	21-31	11-20
	Spring	On High School Math	38-42	32-37	21-31
9-12	Fall	32-37	21-31	11-20	1-10
	Winter	38-42	32-37	21-31	11-20
	Spring	On Grade Level Math	38-42	32-37	21-31

Reading Fluency Target Goals for Grading

		# On Report Card In Relationship to Grade Level Standards			
		4 = Exceeds	3 = Meets	2 = Approaching	1 = Falls Far Below
Grade Level of Student	Time of Year				
1	Fall	93-112	85-92	70-84	64-69
	Winter	113-124	93-112	85-92	70-84
	Spring	125+	113-124	93-12	85-92
2	Fall	115-139	104-114	86-103	77-85
	Winter	140-155	115-139	104-114	86-103
	Spring	156+	140-155	115-139	104-114
3	Fall	143-161	130-142	115-129	104-114
	Winter	162-178	143-161	130-142	115-129
	Spring	179+	162-178	143-161	130-142
4	Fall	160-177	146-159	131-145	120-131
	Winter	178-195	160-177	146-159	131-145
	Spring	196+	178-195	160-177	146-159
5	Fall	176-191	166-175	152-165	143-151
	Winter	192-204	176-191	166-175	152-165
	Spring	205+	192-204	176-191	166-175
6	Fall	189-203	176-188	163-175	152-162
	Winter	204-218	189-203	176-188	163-175
	Spring	219+	204-218	189-203	176-188
7	Fall	188-198	176-187	166-175	155-165
	Winter	199-212	188-198	176-187	166-175
	Spring	213+	199-212	188-198	176-187
8	Fall	184-193	176-183	167-175	160-166
	Winter	194-202	184-193	176-183	167-175
	Spring	203+	194-202	184-193	176-183
9-12	Fall	184-193	176-183	167-175	160-166
	Winter	194-202	184-193	176-183	167-175
	Spring	203+	194-202	184-193	176-183

Kindergarten Reading Fluency Target Goals for Grading

		# On Report Card In Relationship to Grade Level Standards			
		4 = Exceeds	3 = Meets	2 = Approaching	1 = Falls Far Below
Grade Level of Student	Time of Year				
K - LNF	Fall	38-44	35-37	29-34	27-29
	Winter	45-49	38-44	35-37	29-34
	Spring	50+	45-49	38-44	35-37
K - LSF	Fall	38-44	35-37	29-34	27-29
	Winter	45-49	38-44	35-37	29-34
	Spring	50+	45-49	38-44	35-37
K - PFS	Fall	38-44	35-37	29-34	27-29
	Winter	45-49	38-44	35-37	29-34
	Spring	50+	45-49	38-44	35-37
K - NWF	Fall	38-44	35-37	29-34	27-29
	Winter	45-49	38-44	35-37	29-34
	Spring	50+	45-49	38-44	35-37
1	Fall	93-112	85-92	70-84	64-69
	Winter	113-124	93-112	85-92	70-84
	Spring	125+	113-124	93-12	85-92

Reading Comprehension Target Goals for Grading

		# On Report Card In Relationship to Grade Level Standards			
		4 = Exceeds	3 = Meets	2 = Approaching	1 = Falls Far Below
Grade Level of Student	Time of Year				
1	Fall	6-13	5	3-4	2
	Winter	14-16	6-13	5	3-4
	Spring	17+	14-16	6-13	5
2	Fall	12-20	11	6-10	5
	Winter	21-23	12-20	11	6-10
	Spring	24+	21-23	12-20	11
3	Fall	22-24	20-21	18-19	16-17
	Winter	25-27	22-24	20-21	18-19
	Spring	28+	25-27	22-24	20-21
4	Fall	22-31	21	15-20	14
	Winter	32-33	22-31	21	15-20
	Spring	34+	32-33	22-31	21
5	Fall	29-34	26-28	22-25	20-21
	Winter	35-38	29-34	26-28	22-25
	Spring	39+	35-38	29-34	26-28
6	Fall	36-42	35	30-34	30-34
	Winter	43	36-42	35	35
	Spring	44+	43	36-42	36-42
7	Fall	37-39	33-36	31-32	28-30
	Winter	40-44	37-39	33-36	31-32
	Spring	45+	40-44	37-39	33-36
8	Fall	37	32-36	31	27-30
	Winter	38-43	37	32-36	31
	Spring	44+	38-43	37	32-36
9-12	Fall	37	32-36	31	27-30
	Winter	38-43	37	32-36	31
	Spring	44+	38-43	37	32-36

Writing Target Goals for Grading

	# On Report Card In Relationship to Grade Level Standards			
	4 = Exceeds	3 = Meets	2 = Approaching	1 = Falls Far Below
Grade Level of Student				
K	5 or 6	4	3	1 or 2
1	5 or 6	4	3	1 or 2
2	5 or 6	4	3	1 or 2
3	5 or 6	4	3	1 or 2
4	5 or 6	4	3	1 or 2
5	5 or 6	4	3	1 or 2
6	5 or 6	4	3	1 or 2
7	5 or 6	4	3	1 or 2
8	5 or 6	4	3	1 or 2
9-12	5 or 6	4	3	1 or 2

Dpmin-12EC

DAILY per minute CHART ™

DAILY per minute Standard Celeration Chart - Dpmin-12EC
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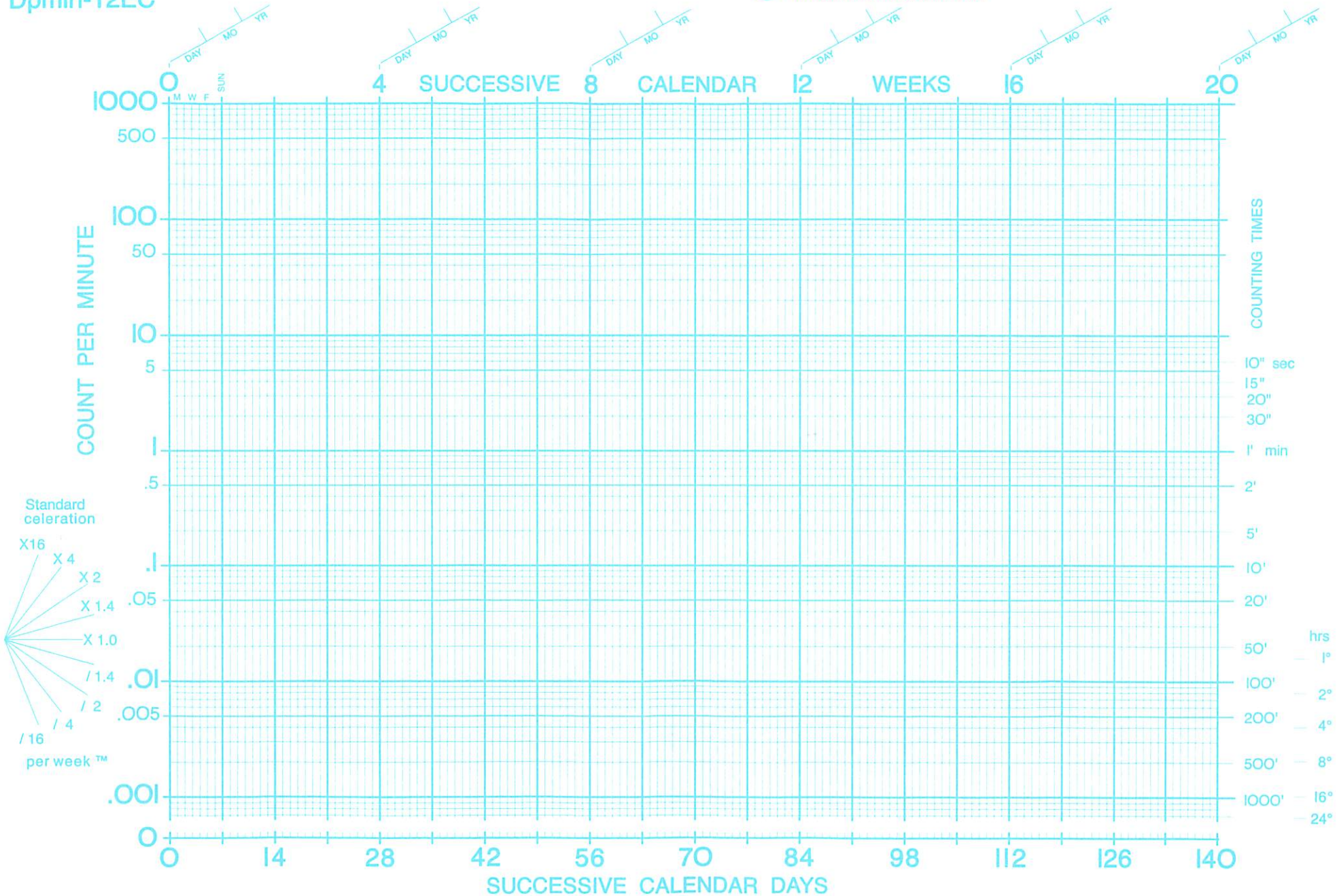

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ORGANIZATION DIVISION ROOM TIMER COUNTER CHARTER