

Placement of Students for Instruction

Students in the district will advance based on academic growth and achievement of grade level standards. Based on a preponderance of evidence, the decision to retain, promote or accelerate a given student in grades K-8 will be made by the teacher and principal, with input from the parent. Evidence includes achievement data from reading, writing, math and commitment to learning standards.

This decision must include careful study of the possible effects of any proposed action on the physical, emotional, and intellectual development of the student. In the case of a student with an IEP, educational decisions will be determined by the IEP team. The decision of the principal is final in all other cases related to student placement. The decision shall be communicated in writing to the parent.

Students may be retained at a grade level one time during their school career. A student may be accelerated at any time during the school year if such a move is deemed to be in his/her best interest.

If a student is not making adequate progress toward grade level standards, a multi-disciplinary team will meet to identify accommodations and interventions to support the child. The interventions will be reviewed a minimum of once per month. If adequate progress is being made, the intervention team will determine if the intervention is still required. If the student is not making adequate progress toward grade level standards, more intensive supports will be made available to the student.

At least one of the following progress indicators in each subject area will be used as evidence of successful achievement of Grade Level Standards. In some cases it may be necessary to provide multiple indicators to support the preponderance of evidence.

Reading

Kindergarten

- Successful demonstration of mastery of K reading standards.
- Successful completion of the Reading portion of the staff developed Kindergarten Assessment tool.

1st - 2nd

- Reading Assessment at grade level.
- Passing scores on reading series unit tests.

3rd - 5th

- Reading Assessment at grade level.
- Passing scores on reading series unit tests.
- OAKS Reading score at meets level with additional evidence.

OR

- OAKS Reading score at exceeds level (no additional evidence required).
- School-made reading demonstrations (could include: book reports, power point reports, portfolio, etc. that demonstrate mastery of reading at student grade level).

6th - 8th

- Reading Work Sample with scores of 3's or higher on all dimensions.
- OAKS Reading score at meets level.
- Passing scores on reading unit tests.
- School-made reading demonstrations (could include: book reports, power point reports, portfolio, etc. that demonstrate mastery of reading at student grade level).

Writing

Kindergarten

- Successful demonstration of mastery of K Writing standards.
- Successful completion of the writing portion of the staff developed Kindergarten Assessment tool.

1st - 8th

- Passing score on grade level writing sample or Oregon State Writing Assessment (grades 4 and 7).
- Demonstration of mastery of grade level standards.

Math

Kindergarten

- Successful demonstration of mastery of K Math Standards.
- Successful completion of the math portion of the staff developed Kindergarten Assessment tool.

1st - 5th

- Passing score on grade level math problem solving sample.
- Successful demonstration of mastery of staff developed math assessments.
- OAKS Mathematics score at meets level with additional evidence.

OR

OAKS Mathematics score at exceeds level (no additional evidence required).

6th - 8th

- Passing score on grade level math problem solving sample.
- Successful demonstration of mastery of staff developed math assessments.
- OAKS Mathematics score at meets level with additional evidence.

Commitment to Learning K-8

Successful demonstration of grade level Commitment To Learning Standards.

Grade Level Standards

Kindergarten

Language Arts

Kindergarten students participate in the enjoyment of reading through listening and discussion. They retell familiar stories and also tell stories for others to write down. They begin to write and draw pictures for other readers. They learn about the alphabet, words and sounds (phonemic awareness), and how to apply what they have learned by matching words to beginning and ending sounds, orally blending sounds into words, rhyming words, and reading simple sentences. Students listen and respond to age-appropriate classic and contemporary literature, nursery rhymes, alphabet books, and beginner's dictionaries. They begin to learn the rules of Standard English and more about communicating with others.

Mathematics

Kindergarten mathematics students learn basic number sense, two and three-dimensional shapes and how to compare and order objects by various attributes. Integrating math vocabulary with various visual concepts to include written numerals, counting, patterning, identification, comparing and ordering creates the foundation for more advanced understanding of numbers, operations with numbers and geometric reasoning.

Commitment to Learning

- Follows directions.
- Works alone appropriately.
- Works in small groups.
- Does not disturb classmates' work/learning.

Grade 1

Language Arts

First grade students become more independent readers and writers. They recognize letter sounds (phonemic awareness), see letter patterns, and identify the basic features of words and how to decode them into spoken language (phonics). They sound out more complex vocabulary and comprehend the meanings of those words. They read orally and silently a variety of grade-level-appropriate classic and contemporary literature, folktales, informational text and alphabet books. First grade students read at the target rate of 40-60 words correct per minute (wcpm). They discuss what they have read, talking about main ideas, characters, plot, and setting. They begin to write stories and other original works, and they begin to use standard English. They recite poems, rhymes, songs and stories, and they make short presentations.

Mathematics

First grade mathematics students continue to refine their basic number sense and understanding of two and three-dimensional shapes. Specifically, they develop understanding of whole number relationships and how to compose and decompose geometric shapes. They also explore operations of addition and subtraction where they learn basic addition and subtraction facts, inverse operations, commutative and associative properties and number lines.

Commitment to Learning

- Demonstrates consistently a positive, constructive & proactive approach to learning.
- Makes a sincere effort to improve academic performance.
- Follows established classroom procedures consistently.
- Prepares consistently for class. Turns in work on time.

Grade 2

Language Arts

Second grade students gain skill and confidence in reading, writing, speaking, and listening. They demonstrate an awareness of sounds that are made by different letters, and they practice decoding words. Learning new concepts, such as prefixes and suffixes, helps them understand the meaning of new vocabulary. They read at the target rate of 90-100 words correct per minute (wcpm). Second grade students ask and respond to questions, make predictions, and compare information in order to comprehend what they read. They read a variety of grade-appropriate classic and contemporary literature, poetry, informational text in different subject areas, children's magazines, and dictionaries. They learn to use the conventions of Standard English and a writing process to write sentences and paragraphs that develop a central idea. They also deliver brief oral presentations, tell stories, and perform plays.

Mathematics

Second grade mathematics students continue to refine their addition and subtraction skills and basic number sense. They explore larger numbers by learning about place value and the various representations, compositions, and decompositions of numbers. They develop fluency with addition and subtraction facts, procedures, and applications. Additionally, they refine their understanding and skills relating to linear measurement.

Commitment to Learning

- Demonstrates consistently a positive, constructive & proactive approach to learning.
- Makes a sincere effort to improve academic performance.
- Follows established classroom procedures consistently.
- Prepares consistently for class. Turns in work on time.

Grade 3

Language Arts

Third grade students move from decoding words to learning more about what words mean. They learn longer and more difficult words that express abstract ideas. They also start thinking more about what they read. They identify and discuss main ideas, characters, plot, setting and theme. They read a variety of grade-level-appropriate classic and contemporary literature and add biographies, historical fiction, science fiction, and mythology to what they have read in earlier grades. Third grade students get to know the kind of writing and organization used in textbooks. They read fluently, with expression and without stopping to figure out what each word means, at the target rate of 110-120 words correct per minute (wcpm). They not only write clear sentences but also clear paragraphs that demonstrate an awareness of audience and purpose. They also deliver brief oral presentations, tell stories and perform plays.

Mathematics

Third grade mathematics students develop an understanding of fractions, multiplication and division. They learn how to model, order, and add common fractions. They also explore operations of multiplication and division where they learn basic multiplication and division facts, inverse operations, commutative, associative, and distributive properties. They learn that multiplication and division are repeated addition and subtraction respectively and how to apply models and patterns of multiplication and division. Third grade mathematics students also learn to describe properties of two-dimensional shapes.

Commitment to Learning

- Demonstrates consistently a positive, constructive & proactive approach to learning.
- Makes a sincere effort to improve academic performance.
- Follows established classroom procedures consistently.
- Prepares consistently for class. Turns in work on time.

Grade 4

Language Arts

Fourth grade students continue to build their vocabularies, adding letters at the beginnings and ends of root words to create new words. They learn variations on word meanings such as synonyms, antonyms, idioms, and words with more than one meaning. They recognize key features of textbooks and begin to use a thesaurus to find related words and ideas. They read a variety of grade-level-appropriate classic and contemporary literature and expand their interest in informational text, biographies, historical fiction, science fiction, and mythology.

Fourth grade students read at the target rate of 115-140 words correct per minute (wcpm).

They write multiple-paragraph narrative, descriptive, and persuasive compositions that begin to use quotations or dialog to capture their readers' attention. They use the conventions of Standard English in their written communications. They deliver oral summaries of articles and books they have read.

Mathematics

Fourth grade mathematics students continue to refine their multiplication and division skills by developing strategies for multi-digit multiplication and division. They also add and subtract simple fractions and decimals and begin to explore the concept of probability. In geometry they study quadrilaterals and are introduced to angles and congruency.

Commitment to Learning

- Accounting - Assignment Sheet / Planner - Up to date.
- Accuracy - At least 70 percent in class.
- Advocates - For help.
- Assignments - At least 90 percent on all.
- Attendance Rate - At least 95 percent.

Grade 5

Language Arts

Fifth grade students increase their vocabulary and their ability to understand and explain words, including those that convey ideas and images. They use word origins to determine the meaning of unknown words or phrases. They read a variety of grade-level-appropriate classic and contemporary literature and continue to expand their interest in informational text, poetry, (wcpm). They begin to do literary criticism by evaluating what they read and locating evidence to support what they say. They write multiple-paragraph compositions for different purposes and a specific audience or person, adjusting their writing as appropriate. They use transitions to connect ideas when they write. They deliver oral responses to literature that demonstrate an understanding of ideas or images communicated by what they have read.

Mathematics

Fifth grade mathematics students develop greater fluency with multiplication and division and apply this understanding to explorations with decimals and fractions. Specifically, they learn how to model, add, subtract, order, and compare fractions and decimals. They also learn to model, solve, make sense of, and estimate division problems and calculate a quotient. Finally, they explore the properties of two and three-dimensional shapes and calculate and make sense of volume and surface area.

Commitment to Learning

- Accounting - Assignment Sheet / Planner - Up to date.
- Accuracy - At least 70 percent in class.
- Advocates - For help.
- Assignments - At least 90 percent on all.
- Attendance Rate - At least 95 percent.

Grade 6

Language Arts

Sixth grade students apply skills they learned in earlier grades to make sense of longer, more challenging texts. They identify ways in which authors try to influence readers and find evidence in the text to support ideas. They identify and interpret figurative language and words with multiple meanings. They begin to recognize the origins and meanings of frequently used foreign words in English. Sixth grade students read a variety of grade-level-appropriate classic and contemporary literature, informational text, poetry, and plays, and they begin to read autobiographies. They do critiques of both informational and literary writing. They apply their research skills by writing or delivering reports that demonstrate the distinction between their own ideas and the ideas of others. They use simple, compound, and complex sentences to express their thoughts. They deliver oral presentations on problems and solutions and show evidence to support their views.

Mathematics

Sixth grade mathematics students refine their understanding of decimals and fractions. As they develop fluency with operations on fractions and decimals they learn how to estimate, model, and solve problems dealing with fractions and decimals. Additionally, they apply their knowledge of multiplication, division, fractions and decimals to concepts of ratio, rate, percent and probability. Finally, they explore the foundations of Algebra where they learn about the order of operations, variables, and solutions to basic algebraic equations.

Commitment to Learning

- Accounting - Assignment Sheet/Planner - Up to date.
- Accuracy - At least 70 percent in class.
- Advocates - For help.
- Assignments - At least 90 percent on all.
- Attendance Rate - At least 95 percent.

Grade 7

Language Arts

Seventh grade students develop advanced skills in reading and writing. They identify and understand idioms and comparisons, such as analogies and metaphors, in prose and poetry. They begin to use their knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand science, social studies, and mathematics vocabulary. They continue to read a variety of grade-level-appropriate classic and contemporary literature, informational text, poetry, and plays, and they begin to identify their own areas of reading interest. Seventh grade students begin to read reviews, as well as critiques of both informational and literary writing. They write or deliver longer research reports that take a position on a topic, and they

support their positions by citing a variety of reference sources. They use a variety of sentence structures and modifiers to express their thoughts. They deliver persuasive presentations that state a clear position in support of an argument or proposal.

Mathematics

Seventh grade mathematics students refine their understanding of surface area and volume. They develop both an understanding of and fluency with various measurement formulas. They also develop an understanding of operations on all rational numbers and greater fluency with linear equations. Finally, they deepen their understanding of proportionality and applications thereof.

Commitment to Learning

- Accounting - Assignment Sheet/Planner - Up to date.
- Accuracy - At least 70 percent in class.
- Advocates - For help.
- Assignments - At least 90 percent on all.
- Attendance Rate - At least 95 percent.

Grade 8

Language Arts

Eighth grade students begin to study the history and the development of English vocabulary. They continue to read a variety of grade-level-appropriate classic and contemporary literature, informational text, poetry, and plays, and they begin to compare and contrast the different types of writing as well as different perspectives on similar topics or themes. They evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. Eighth grade students not only write or deliver research reports but also conduct their own research. They create clear, coherent compositions that engage the reader. They use the conventions of Standard English correctly. They deliver a variety of types of presentations and effectively respond to questions and concerns from the audience.

Mathematics

Eighth grade mathematics students refine their understanding of Algebra where they learn about slope of a line, various applications and representations of linear equations and functions, and solutions to systems of linear equations. Further, they learn how to explore data sets by organizing, modeling, interpreting, describing and making predictions. Finally, they learn to analyze two and three-dimensional spaces and figures and how to apply the Pythagorean Theorem to solve various measurement problems.

Commitment to Learning

- Accounting - Assignment Sheet/Planner - Up to date.
- Accuracy - At least 70 percent in class.
- Advocates - For help.
- Assignments - At least 90 percent on all.
- Attendance Rate - At least 95 percent.

Reporting Progress

Teachers will monitor student progress toward grade level standards frequently.

Formal reporting through report cards and conferences is one component of reporting to parents. Report cards and conferences provide a clearly documented account of the student's progress in mastering each of the educational requirements of the student's grade. All formal reports are based on a comprehensive assessment of the student's skill level. Parents will be provided with two formal reports and a conference each semester. Reports of progress will be given at parent conferences.

For parents of students who are not making adequate progress toward grade level standards, the progress report will include:

1. Recent progress monitoring;
2. Current achievement levels compared to grade level standards;
3. Placement in an intervention;
4. Ways parents/guardians can help at home.

For students who are not making adequate progress during the second semester, a conference with teacher and parents will be scheduled. The conference may also include the principal and accepting school administrator. During this conference placement, further interventions and plans for the next year will be discussed, documented, and placed in the student's permanent record.

Three-tiered Intervention Model

Students in Lebanon Schools will have quality instruction, frequent assessment and feedback regarding progress, and clear academic targets.

- Tier I: Quality classroom instruction: Primary intervention is provided by the classroom teacher to all students in the general education classroom. It is designed to serve the majority of students in a school.
- Tier II: Focused supplemental instruction: One program is not likely to meet the needs of all students. Therefore, it is necessary to provide supplemental, or secondary, programs to address the skills

of students who are not making adequate progress in their core instruction. The purpose of secondary intervention is to prevent these students from a continued lack of progress and a need for more intensive intervention.

Tier II provides additional, small group instruction to students who score below benchmark criteria in one or more critical areas. Small group instruction is provided to groups of four to five students for 30 minutes per day. Content of the small group sessions reflects the important components of reading or math based on the grade-level of the students and is planned according to progress monitoring data. Students who progress to grade level are exited and their progress is monitored to assure on-level reading or math. Those who do not exit will either continue with further Tier II intervention or are provided with the third tier of intervention.

Tier III: Intensive interventions specifically designed to meet the individual needs of students: Designed for students who demonstrate a sustained lack of adequate progress when provided with primary and secondary intervention. Instruction at this level is more intensive and includes more explicit instruction that is designed to meet individual needs. Group size is smaller, and the duration of daily intervention instruction is longer.