

GRADE FIVE

Promotion Considerations

This rubric is intended for use by the principal and classroom teachers to identify students at-risk for achieving grade level standards. The at-risk students will need an intervention plan that insures success at the next grade level.

	<i>ATTENDANCE/ TARDIES</i>	<i>STANDARDIZED SCORES</i>	<i>CLASSROOM-BASED EVIDENCE [Report Card]</i>	<i>WORK ETHIC/ STUDY SKILLS</i>
4 ABOVE STANDARD: Superior Performance	0-4 ABSENCES/ TARDIES	DIBELS NEXT COMPOSITE MID-YEAR SCORE ABOVE 372 OPTIONAL DEVELOPMENTAL READING ASSESSMENT [DRA] LEVEL 3 OR ABOVE	EXEMPLARY CLASSROOM-BASED EVIDENCE OF STUDENT GROWTH MOSTLY 4'S	URNS IN EXTRA WORK
3 MEETS STANDARD: Solid Academic Performance	5-10 ABSENCES/ TARDIES	DIBELS NEXT COMPOSITE MID-YEAR SCORE AT OR ABOVE 372 OPTIONAL DEVELOPMENTAL READING ASSESSMENT [DRA] LEVEL 3	CONSISTENT CLASSROOM-BASED EVIDENCE OF STUDENT GROWTH MOSTLY 3'S	REGULARLY TURNS IN WORK
2 WORKING TOWARD STANDARD	10 OR MORE ABSENCES/ TARDIES	DIBELS NEXT COMPOSITE MID-YEAR SCORE AT OR ABOVE 310 OPTIONAL DEVELOPMENTAL READING ASSESSMENT [DRA] LEVEL 1 Light's Assessment indicates at- risk.	SOME CLASSROOM- BASED EVIDENCE OF GROWTH MOSTLY 2'S	TURNS IN SATISFACTORY WORK INCONSISTENTLY
1 BELOW STANDARD: Little or no Demonstration	15 OR MORE ABSENCES/ TARDIES	DIBELS NEXT COMPOSITE MID-YEAR SCORE BELOW 310 OPTIONAL DEVELOPMENTAL READING ASSESSMENT [DRA] NO LEVEL Light's Assessment indicates at- risk.	LITTLE OR NO CLASSROOM-BASED EVIDENCE OF GROWTH MOSTLY 0-1'S	TURNS IN LITTLE OR NO WORK

ANOTHER FACTOR TO CONSIDER IS IF THE STUDENT IS MAKING SIGNIFICANT PROGRESS TOWARD MEETING GRADE LEVEL STANDARDS.