EDUCATION COMMITTEE

ADMINISTRATIVE RULES REVIEW

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House Education Committee

IDAPA 08 - STATE BOARD OF EDUCATION

08.01.08 - MISCELLANEOUS RULES

DOCKET NO. 08-0108-0301

NOTICE OF RULEMAKING - PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2005 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Section(s) 33-105, 33-107, 33-2804, 33-3104, 33-3006, 33-4005, and 33-2211 Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change:

Exceptions to the prohibition of the possession, consumption or sale of alcoholic beverages at college or university-owned, leased or operated facilities and on campus grounds will be as provided for in the Board's Governing Policies and Procedures.

Pursuant to Section 67-5228, Idaho Code, based on public comment, amendments have been made to the rule and are being published with this Notice of Rulemaking as part of the pending rule.

The text of the pending rule has been amended in accordance with Section 67-5227, Idaho Code. Only those sections that have changes that differ from the proposed text are printed in this bulletin. The original text of the proposed rule was published in the October 1, 2003 Idaho Administrative Bulletin, Volume 03-10 on pages 56 and 57.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the pending rule, contact Karen Echeverria, (208) 332-1567.

DATED this 28th day of June, 2004.

The Following Notice Was Published With The Proposed Rule

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has proposed rulemaking. The action is authorized pursuant to Article IX, Section 2 of

the Idaho Constitution and under sections 33-105, 33-107, 33-2804, 33-3104, 33-3006, 33-4005, and 33-2211, Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 15, 2003.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

Waivers of the prohibition on the possession, consumption or sale of alcoholic beverages at college or university-owned, leased, or operated facilities and on campus grounds will be as provided for in the Board's Governing Policies and Procedures.

FEE SUMMARY: There is no fee associated with this rule change.

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was not conducted because this rule change is not controversial in nature and other interested parties would not be harmed as a result of the change.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Jimmi Sommer at 334-2270.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 22, 2003.

DATED this 20th day of August, 2003.

Randi McDermott
State Board of Education
650 W. State St.
PO Box 83720
Boise, ID 83720-0037
Phone: 208-334-2270
Fax: 208-334-2632

THE FOLLOWING IS THE TEXT OF THE PENDING RULE

000. LEGAL AUTHORITY.
These rules are promulgated pursuant to the authority of the State board of education under Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-2804, 33-

3104, 33-3006, 33-4005, and 33-2211, Idaho Code. ( )

001. TITLE AND SCOPE.

01. Title. These rules shall be known as IDAPA 08.01.08, "Miscellaneous Rules of the State Board of Education". ( )

02. Scope. These rules constitute the requirements for miscellaneous rules for public, postsecondary institutions in Idaho. ( )

002. WRITTEN INTERPRETATIONS.
In accordance with Section 67-5201(19)(b)(iv), Idaho Code, any written interpretation of the rules of this chapter are available at the Board office. ( )

003. ADMINISTRATIVE APPEAL.
Unless otherwise provided for in the rules of the Board or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. ( )

004. INCORPORATION BY REFERENCE.
There are no documents incorporated by reference into these rules. ( )

005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.
The principal place of business of the State Board of Education is in Boise, Idaho. ( )

01. Mailing Address. The mailing address is PO Box 83720, Boise, Idaho, 83720-0037. ( )

02. Street Address. The State Board of Education's street address is 650 West State Street, Room 307, Boise, Idaho, 83702. ( )

03. Office Hours. The office hours are from 8:00 a.m. to 5:00 p.m., except Saturday, Sunday and legal holidays. ( )

006. PUBLIC RECORDS ACT COMPLIANCE.
This rules has been promulgated in accordance with the Administrative Procedure Act, Title 67, Chapter 52, Idaho Code, and is a public record. ( )

00~~0~~7. -- 099. (RESERVED).

100. POSSESSION, CONSUMPTION, AND SALE OF ALCOHOLIC BEVERAGES AT PUBLIC HIGHER EDUCATION INSTITUTIONS.
Illegal possession or consumption of alcoholic beverages is prohibited in college or university-owned, leased, or operated facilities and on campus grounds. (7-1-93)

01. General Use Areas. Except as provided in the State Board of Education Governing Policies and Procedures, ~~A~~alcoholic beverages may not be possessed or consumed under any circumstances in areas open to and most commonly used by the general public. These

areas include, but are not limited to, lounges, student union buildings, recreation rooms, conference rooms, athletic facilities, and other public areas of college or university-owned buildings or grounds. ~~*(7-1-93)*~~( )

02. Sale. Except as provided in the State Board of Education Governing Policies and Procedures, ~~S~~sale of alcoholic beverages is prohibited in college or university-owned, leased, or operated facilities and on campus grounds. ~~*(7-1-93)*~~( )

03. Sanctions. Students who violate this policy will be subject to sanctions established by institutional administration. (7-1-93)

04. Guests and Visitors. Guests or visitors must observe these regulations while on campus or other college or university property. Non-compliance may subject a person to sanctions imposed by the college or university, as well as to the provisions of local and state law. (7-1-93)

101. -- 999. (RESERVED).

IDAPA 08 - STATE BOARD OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-0402

NOTICE OF RULEMAKING - PENDING RULE

EFFECTIVE DATE: The effective date of the amendment to the temporary rule is November 12, 2004. This pending rule has been adopted by the agency and is now pending review by the 2005 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224 and 67-5226, Idaho Code, notice is hereby given that this agency has adopted a pending rule and amended a temporary rule. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under 33-107, 33-116, 33-1612, Title 33, Chapter 12, Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and amending the temporary rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change.

The No Child Left Behind Act (NCLB) requires that all teachers in Public Schools be highly qualified by the 2005-06 school year. Currently, districts may grant a waiver to use a consultant specialist in classrooms when certified teachers cannot be hired. Our schools currently employ over 200 consultant specialists each year. In order to comply with NCLB, alternative routes to certification have been created. These new alternative routes will take effect in 2006. Between now and 2006 we face the challenge of providing a vehicle to certify those individuals who already work in our schools or may be hired in the Consultant Specialist role. This certification process includes a pre-assessment of skills and educational needs for the teacher candidate, prescribed instruction, passage of two tests to assure mastery of both content knowledge and pedagogy, and structured mentoring in the first two years of teaching. The U.S. Department of Education has approved this process as meeting the Highly Qualified Teachers requirements for NCLB.

Subsection 045.04 has been amended to make it possible for teachers to still complete the required mentoring component if they don't get a teaching job during the first or second year of their interim certificate.

The text of the pending rule has been amended in accordance with Section 67-5227, Idaho Code, and is being republished following this notice. Rather than keep the temporary rule in place while the pending rule awaits legislative approval, the Board amended the temporary rule with the same revisions which have been made to the pending rule. Only the sections that have changes from the proposed text are printed in this bulletin. The original text of the proposed rule was published in the May 5, 2004 Idaho Administrative Bulletin, Vol. 04-5 pages 64 and 65.

STATE BOARD OF EDUCATION ***Docket No. 08-0202-0402***
Rules Governing Uniformity ***PENDING RULE***

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the pending rule and the amendment to temporary rule, contact Allison McClintick at (208) 332-1579.

DATED this 16th day of November, 2004.

The Following Notice Was Published With The Temporary And Proposed Rule

EFFECTIVE DATE: The effective date of the temporary rule is March 12, 2004.

AUTHORITY: In compliance with Sections 67-5221(1) and 67-5226, Idaho Code, notice is hereby given that this agency has adopted a temporary rule, and proposed regular rulemaking procedures have been initiated. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under 33-107, 33-116, 33-1612, Title 33, Chapter 12, Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be held as follows: By video conference at the following locations:

Thursday, May 13, 2004 at 6:00 p.m.

University of Idaho 800 Park Boulevard, Rm B2 Boise, ID	**Center Eastern Idaho College** 1600 South 25th East, Room 371 Idaho Falls, ID	**North Idaho College** 100 West Garden, Molstead Rm 210 Coeur d'Alene, ID

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

The No Child Left Behind Act (NCLB) requires that all teachers in Public Schools be highly qualified by the 2005-06 school year. Currently, districts may grant a waiver to use a consultant specialist in classrooms when certified teachers cannot be hired. Our schools currently employ over 200 consultant specialists each year. In order to comply with NCLB, alternative routes to certification have been created. These new alternative routes will take effect in 2006. Between now and 2006 we face the challenge of providing a vehicle to certify those individuals who already work in our schools or may be hired in the Consultant Specialist role. This certification process includes a pre-assessment of skills and educational needs for the teacher candidate, prescribed instruction, passage of two tests to assure mastery of both content knowledge and pedagogy, and structured mentoring in the first two years of teaching. The U.S. Department of Education has approved this process as meeting the Highly Qualified Teachers requirements for NCLB.

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1)b, and c), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following

reasons:

To be in compliance with deadlines in amendments to governing law and federal programs and to confer a benefit.

FEE SUMMARY: Pursuant to Section 67-5226(2), the Governor has found that the fee or charge being imposed or increased is justified and necessary to avoid immediate danger and the fee is described herein: N/A

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was conducted. The Teacher Preparation Task Force met approximately 18 times and the Idaho's MOST Advisory Group met approximately 24 times since November of 2000. As a result of those meetings, alternate routes to teacher certification were developed. This rule addresses one of those routes. During the legislative session, the Senate and House Education Committees were made aware of the rule and offered the opportunity to comment. After receiving input from Legislators and the Idaho Education Association the Board made further amendments to the rule. A total of five public hearings were held. (December 2002, April 2003, May 2003, July 2003 and October 2003). The hearings were held via statewide video conference connecting Boise, Coeur d'Alene, Idaho Falls, Lewiston, Pocatello and Twin Falls.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the temporary and proposed rule, contact Randy Thompson at (208) 332-1563.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before May 26, 2004.

DATED this 31st day of March, 2004.

Karen L. Gustafson
Policy and Governmental Affairs Officer
State Board of Education
650 West State Street, 3rd Floor
PO Box 83720, Boise, ID 83720-0037
(208) 332-1567 phone / (208) 334-2632 fax

THE FOLLOWING IS THE TEXT OF THE PENDING RULE

045. ~~*(RESERVED)*~~ COMPUTER-BASED ALTERNATIVE ROUTE TO TEACHER CERTIFICATION.
An individual may acquire interim certification as found in Section 015 of these rules through a computer based alternative route certification program. (3-12-04)T

01. Approval Of The Program. The State Board of Education must approve any computer-based alternative route to teacher certification. The program must include, at a

minimum, the following components: (3-12-04)T

a. Preassessment of teaching and content knowledge; (3-12-04)T

b. An academic advisor with knowledge of the prescribed instruction area; and (3-12-04)T

c. Exams of pedagogy and content knowledge. (3-12-04)T

02. **Eligibility**. Individuals who possess a bachelor's degree or higher from an institution of higher education may utilize this alternative route to an interim Idaho Teacher Certification. (3-12-04)T

03. **Requirements For Completion**. To complete this alternative route, the individual must: (3-12-04)T

a. Complete a Board approved program; (3-12-04)T

b. Pass the Board approved pedagogy and content knowledge exams; and (3-12-04)T

c. Complete the Idaho Department of Education Criminal History Check. (3-12-04)T

04. **Interim Certificate**. Upon completion of the computer based certification process described herein, the individual will be awarded an interim certificate from the State Department of Education's Bureau of Certification and Professional Standards. The term of the interim certification shall be three (3) years. During the ~~*first two (2) years*~~ *term* of *the* interim certificat~~*ione*~~, teaching by the individual must be done ~~*through*~~ *in conjunction with a two (2) year* a teacher mentoring program approved by the Board. ~~*Continued teaching shall be subject to successful completion of the (2) year teacher mentoring program.*~~ *The individual must start the mentoring program during the term of the interim certificate and it may be completed after standard certification is granted.* All laws and rules governing the fully certificated teachers with respect to conduct, discipline and professional standards shall apply to individuals teaching under an interim certificate. ~~*(3-12-04)T*~~(11-12-04)T

05. **Interim Certificate Not Renewable**. Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain full Idaho Teacher Certification during the three (3) year interim certification term. (3-12-04)T

House Education Committee

IDAPA 08 - DEPARTMENT OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-0403

NOTICE OF RULEMAKING - PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2005 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Sections 33-1501 through 33-1512 and 33-1006, Idaho Code. Rulemaking was initiated by this agency subsequent to Office of Performance Evaluations (OPE) reports 03-02 and 04-02, legislative inquiries, 2004 session law, 2004 legislation and State Board of Education and other stakeholder concerns.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule and changes to the incorporation by reference document with an explanation of the reasons for the changes

On November 12, 2004 and subsequent to the proposed rulemaking process which included two public hearings, the agency approved the changes to the incorporation by reference document, "Standards for Idaho School Buses and Operations," dated August 13, 2004, and adopted the pending rule. The changes listed below are those that were made to the incorporation by reference document that are different from the proposed rule and provide rationale for the changes. Since the "Standards for Idaho School Buses and Operations," dated August 13, 2004, is incorporated by reference, it is not being republished with this notice. The changes are as follows:

Clarified language related to school bus paint color (SISBO – Color, pages 20 and 42) – for standardizing coloring schemes;

Removed language requiring regional staff (SISBO - Administration, page 62) – removes unnecessary language (stakeholder input);

Added language that includes public charter schools in the spot inspection and review process consequent to school bus purchases or receipt of pupil transportation reimbursements (SISBO – Administration, page 62) – required by statutes;

Removed contradicting language and added clarifying language related to revenues received and related mileage (SISBO – Pupil Transportation Support Program – Financial Reporting, page 73) – tracking of all school bus mileage is required in previous section of SISBO;

Removed language related to optimal rotation goal for site visit frequency (SISBO – Pupil Transportation Support Program – Financial Reporting, page 73) – language related to a "goal" is unnecessary;

Relocated and changed language related to appeal process to another section (SISBO – Pupil Transportation Support Program – Financial Reporting, page 74) – only changes location of the rule in SISBO;

Added language requiring request for consideration to be in writing – Financial Reporting, page 74) – adds clarity to consideration process;

Relocated language related to proprietary information to another paragraph (SISBO – Contract For Transportation Services, pages 76-77) - only changes location of the rule in SISBO;

Changed language (for purpose of clarity) related to reimbursement for contracted pupil transportation services (SISBO – Contract For Transportation Services, page 77) – subsequent to significant dialogue between various stakeholders; and

Changed language (for purpose of clarity and correctness) related to appeals and waivers (SISBO – Appeals and Waivers, page 83) – subsequent to input from agency's deputy attorney general.

The pending rule is being adopted with the changes made to the incorporation by reference document that are listed above. The original text of the proposed rule was published in the October Administrative Bulletin, Volume 04-10, pages 174 through 176.

ASSISTANCE ON TECHNICAL QUESTIONS - OBTAINING COPIES: For assistance on technical questions concerning the pending rule or to obtain a copy of the incorporation by reference document, "Standards for Idaho School Buses and Operations," contact Rodney D. McKnight, State Department of Education, Finance and Transportation, P.O. Box 83720, Boise, Idaho, (208) 332-6851 or fax to (208) 334-3484.

DATED this 12th day of November, 2004.

The Following Notice Was Published With The Proposed Rule

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency intends to propose rules and desires public comment. The action is proposed rulemaking authorized pursuant to Sections 33-1501 through 33-1512 and 33-1006, Idaho Code.

HEARING SCHEDULE: A public hearing concerning this rulemaking will be held as follows:

DEPARTMENT OF EDUCATION ***Docket No. 08-0202-0403***
Rules Governing Uniformity ***PENDING RULE***

October 27, 2004, 4:00 p.m.
Idaho State Department of Education
LBJ Building - 2nd floor Conference Room
650 State St., Boise, ID 83720-0027

The meeting site will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the meeting. For arrangements, contact the undersigned at (208) 332-6811.

METHOD OF PARTICIPATION: Persons wishing to participate in the proposed rulemaking process must do the following: Interested persons may submit written comments through October 27, 2004. Requests to give oral presentation during the October 27, 2004, public hearing must be submitted prior to October 27, 2004. The proposed rule will appear in the October Administrative Bulletin and the proposed rule and referenced document has been posted and routinely updated on the agency's website (www.sde.state.id.us/finance/transport).

DESCRIPTIVE SUMMARY: The following is nontechnical explanation of the substance and purpose of the proposed rulemaking and the principle issues involved:

Current administrative rules related to Idaho's pupil transportation support program became effective secondary to State Board of Education and legislative review on July 1, 2004. Changes in Standards for Idaho School Buses and Operations related to new school bus construction standards are anticipated. Changes in Standards for Idaho School Buses and Operations related to operations, driver qualifications, financial reporting and bus purchasing are anticipated in response to OPE reports 03-02 and 04-02, legislative inquiries, recent session law and legislation and State Board of Education requests.

The goal of the State Department of Education is to clarify standards language where appropriate and continue in its support of pupil transportation rules and procedures designed to promote safety, equity, accountability and efficiency.

FEE SUMMARY: Pursuant to Section 67-5226(2), the Governor has found that the fee or charge being imposed or increased is justified and necessary to avoid immediate danger and the fee is described herein: Not Applicible.

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was conducted. A public hearing was held on June 25, 2004, in conjunction with negotiated rulemaking (see June Administrative Bulletin). Eleven interested stakeholders attended.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS, OBTAINING COPIES: For assistance on technical questions concerning the proposed rule, or to obtain a copy of the preliminary draft of the text of the proposed rule or referenced document, contact Rodney D. McKnight, State Department of Education, Finance and Transportation, P.O. Box 83720, Boise, Idaho, (208) 332-6851 or fax request to (208) 334-3484.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 27, 2004.

DATED this 13th day of August, 2004.

Dr. Marilyn Howard, Superintendent of Public Instruction
State Department of Education
650 West State Street - P.O. Box 83720
Boise, Idaho 83720-0027
(208) 332-6811 - (208) 332-6836 fax

THE FOLLOWING IS THE TEXT OF THE PENDING RULE

004. INCORPORATION BY REFERENCE.
The State Board of Education adopts and incorporates into its rules: (4-5-00)

01. Incorporated Document. The Idaho Standards for the Initial Certification of Professional School Personnel as approved on in November 2003. (3-16-04)

02. Document Availability. The Standards are available at the Office of the State Board of Education, 650 W. State St., PO Box 83720, Boise, Idaho, 83720-0037, and can also be accessed electronically at http://www.idahoboardofed.org. (3-16-04)

03. Incorporated Document. The Standards for Idaho School Buses and Operations as approved on ~~*October 3*~~ August 13, 200~~*3*~~4. ~~*(7-1-04)*~~( )

04. Document Availability. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (7-1-02)

05. Incorporated Document. The Idaho Standards for Public School Driver Education and Training as approved on November 22, 2002. (5-3-03)

06. Document Availability. The Idaho Standards for Public School Driver Education and Training are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (5-3-03)

07. Incorporated Document. The Idaho Driver Education Administrative Manual as approved on October 17, 1996. (5-3-03)

08. Document Availability. The Idaho Driver Education Administrative Manual is available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (5-3-03)

(BREAK IN CONTINUITY OF SECTIONS)

150. TRANSPORTATION.
Minimum School Bus Construction Standards. All new school bus chassis and bodies must meet or exceed Standards for Idaho School Buses and Operations as approved on ~~*October 3*~~ August 13, 200~~*3*~~4, as authorized in Section 33-1511, Idaho Code. ~~*(7-1-04)*~~(____)

151. -- 159. (RESERVED).

160. MAINTENANCE STANDARDS AND INSPECTIONS.

01. Safety. School buses will be maintained in a safe operating condition at all times. Certain equipment or parts of a school bus that are critical to its safe operation must be maintained at prescribed standards. When routine maintenance checks reveal any unsafe condition identified in the Standards for Idaho School Buses and Operations as approved on ~~*October 3*~~ August 13, 200~~*3*~~4, the school district will eliminate the deficiency before returning the vehicle to service. ~~*(7-1-04)*~~(____)

02. Annual Inspection. After completion of the annual school bus inspection, and if the school bus is approved for operation, an annual inspection sticker, indicating the year and month of inspection, will be placed in the lower, right-hand corner of the right side front windshield. The date indicated on the inspection sticker shall correlate to State Department of Education's annual school bus inspection certification report signed by pupil transportation maintenance personnel and countersigned by the district superintendent. (Section 33-1506, Idaho Code) (7-1-02)

03. Sixty-Day Inspections. At intervals of not more than sixty (60) calendar days, excluding documented out-of-use periods in excess of thirty (30) days, the board of trustees shall cause inspection to be made of each school bus operating under the authority of the board. Except that, no bus with a documented out-of-use period in excess of sixty (60) days shall be returned to service without first completing a documented sixty (60) day inspection. Annual inspections are considered dual purpose and also meet the sixty (60) day inspection requirement. (Section 33-1506, Idaho Code) (7-1-04)

04. Documentation of Inspection. All inspections will be documented in writing. Annual inspections must be documented in writing on the form provided by the State Department of Education. (4-1-97)

05. Unsafe Vehicle. When a bus has been removed from service during a State Department of Education inspection due to an unsafe condition, the district will notify the State Department of Education on the appropriate form before the bus can be returned to service. When a bus has been found to have deficiencies that are not life-threatening, it will be repaired within thirty (30) days and the State Department of Education notified on the appropriate form. If the deficiencies cannot be repaired within thirty (30) days, the bus must be removed from service until the deficiencies have been corrected or an extension granted. (7-1-02)

06. Withdraw from Service Authority. Subsequent to any federal, national, or state

advisory with good cause given therefor, the district shall, under the direction of the State Department of Education, withdraw from service any bus determined to be deficient in any prescribed school bus construction standard intended to safeguard life or minimize injury. No bus withdrawn from service under the provisions of this section shall be returned to service or used to transport students unless the district submits to the State Department of Education a certification of compliance specific to the school bus construction standard in question. (Section 33-1506, Idaho Code) (7-1-04)

161. -- 169. (RESERVED).

170. SCHOOL BUS DRIVERS AND VEHICLE OPERATION.
All school districts and school bus drivers must meet or exceed the training, performance and operation requirements delineated in the Standards for Idaho School Buses and Operations as approved on ~~*October 3*~~ August 13, 200~~*3*~~4. (Section 33-1508; 33-1509, Idaho Code)
~~*(7-1-04)*~~(____)

(BREAK IN CONTINUITY OF SECTIONS)

190. PROGRAM OPERATIONS.
School district fiscal reporting requirements as well as reimbursable and non-reimbursable costs within the Pupil Transportation Support Program, including but not limited to administration, field and activity trips, safety busing, contracting for transportation services, leasing of district-owned buses, insurance, ineligible and non-public school students, ineligible vehicles, capital investments including the purchasing of school buses and equipment, program support and ~~*commercial computerized routing and scheduling software*~~ district waiver procedures shall be delineated in Standards for Idaho School Buses and Operations as approved on ~~*October 3*~~ August 13, 200~~*3*~~4. (Section 33-1006, Idaho Code) ~~*(7-1-04)*~~(____)

IDAPA 08 - DEPARTMENT OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-0405

NOTICE OF RULEMAKING - PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2005 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons fo**r adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule and changes to the incorporated by reference document with an explanation of the reasons for the changes. According to Section 33-1258, Idaho Code, the Professional Standards Commission (PSC) may make recommendations for improving professional teacher standards. Periodic development, review, and revision of the current Idaho teacher standards are necessary to ensure that the standards align with best practices in the teaching profession. To meet current best practices in the teaching profession, standards for reading teachers have been developed. Idaho core standards for the preparation of all K-12 teachers and Idaho standards for the preparation of social studies teachers, science teachers, special education generalist teachers, special education teachers of the deaf and hard of hearing, and special education teachers of the blind and visually impaired have been reviewed and revised. After receiving public input, the Professional Standards Commission postponed requesting approval of the standards for special education teachers of students with severe disabilities until a review of special education endorsements has been completed. These standards have been removed from the incorporated by reference document.**

The pending rule is being adopted as proposed. The complete text of the proposed rule was published in the October 6, 2004 Idaho Administrative Bulletin, Vol. 04-10, pages 177 and 178.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning this pending rule, contact Patricia Toney, State Department of Education, Bureau of Certification and Professional Standards, P.O. Box 83720, Boise, Idaho, (208) 332-6938 or fax (208) 334-2094.

DATED this 17th day of November, 2004.

DEPARTMENT OF EDUCATION ***Docket No. 08-0202-0405***
Rules Governing Uniformity ***PENDING RULE***

The Following Notice Was Published With The Proposed Rule

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code.

PUBLIC HEARING SCHEDULE: A public hearing concerning this rulemaking is scheduled:

October 20, 2004
7:00 p.m. to 9:00 p.m.
Joe R. William Building
East Conference Room
700 W. State St., Boise, Idaho

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

According to Idaho Code Section 33-1258, Idaho Code, the Professional Standards Commission (PSC) may make recommendations for improving professional teacher standards. Periodic development, review, and revision of the current Idaho's teacher standards are necessary to ensure that the standards align with best practices in the teaching profession. To meet current best practices in the teaching profession, standards for reading teachers have been developed, and the Idaho core standards for the preparation of all K-12 teachers and the Idaho standards for the preparation of special education teachers, social studies teachers, and science teachers have been reviewed and revised.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: N/A

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was not conducted because the Professional Standards Commission at its March 4-5, 2004 meeting approved the recommendation.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Michael Stefanic at (208) 332-6884 or Patricia Toney, (208) 332-6938.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 27, 2004.

DATED this 25th day of August, 2004.

DEPARTMENT OF EDUCATION ***Docket No. 08-0202-0405***
Rules Governing Uniformity ***PENDING RULE***

Dr. Michael P. Stefanic
Bureau Chief – Certification/Professional Standards
Administrator – Professional Standards Commission
Department of Education, Bureau of Certification/Professional Standards
650 W. State
Boise, Idaho 83720-0027
Phone: (208) 332-6884
Fax: (208) 334-2094

THE FOLLOWING IS THE TEXT OF THE PENDING RULE

004. INCORPORATION BY REFERENCE.
The State Board of Education adopts and incorporates into its rules: (4-5-00)

01. Incorporated Document. The Idaho Standards for the Initial Certification of Professional School Personnel as approved on in ~~*November*~~ June 200~~3~~4. ~~*(3-16-04)*~~( )

02. Document Availability. The Standards are available at the Office of the State Board of Education, 650 W. State St., PO Box 83720, Boise, Idaho, 83720-0037, and can also be accessed electronically at http://www.idahoboardofed.org. (3-16-04)

03. Incorporated Document. The Standards for Idaho School Buses and Operations as approved on October 3, 2003. (7-1-04)

04. Document Availability. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (7-1-02)

05. Incorporated Document. The Idaho Standards for Public School Driver Education and Training as approved on November 22, 2002. (5-3-03)

06. Document Availability. The Idaho Standards for Public School Driver Education and Training are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (5-3-03)

07. Incorporated Document. The Idaho Driver Education Administrative Manual as approved on October 17, 1996. (5-3-03)

08. Document Availability. The Idaho Driver Education Administrative Manual is available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (5-3-03)

House Education Committee

IDAPA 08 - STATE BOARD OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-0406

NOTICE OF RULEMAKING - PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2005 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Section 33-1701(2), Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change.

In the past, Commercial Driving Schools and Public Schools were governed by the same rules. Last year, the Department and the Board rewrote the Standards for Driver Education and Training. At that time, the Commercial Driving Schools objected to the new manual. The manual was adopted for Public Schools only. These rules now set out the standards for Commercial Driving Schools. This docket also clarifies an incorrect citation found in these rules.

The text of the pending rule has been amended to update the effective date of the incorporated document and as been amended in accordance with Section 67-5227, Idaho Code. Only those sections that have changes that differ from the proposed text are printed in this bulletin. The complete text of the proposed rule was published in the October 6, 2004 Idaho Administrative Bulletin, Vol. 04-10, pages 179 and 180.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the pending rule, contact Karen Echeverria at 332-1579.

DATED this 17th day of November, 2004.

The Following Notice Was Published With The Proposed Rule

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Section 33-1701(2), Idaho Code.

STATE BOARD OF EDUCATION ***Docket No. 08-0202-0406***
Rules Governing Uniformity ***PENDING RULE***

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be held as follows:

October 18, 2004, 7:00 p.m.
Joe R. Williams Building, 1st Floor Conference Room
600 West State Street
Boise, Idaho

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

In the past, Commercial Driving Schools and Public Schools were governed by the same rules. Last year, the Department and the Board rewrote the Standards for Driver Education and Training. At that time, the Commercial Driving Schools objected to the new manual. The manual was adopted for Public Schools only. These rules now set out the standards for Commercial Driving Schools. This docket also clarifies and incorrect citation found in these rules.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: N/A

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was conducted. A Steering Committee was formed and meetings were held on July 12, 2003, November 15, 2003, and April 29, 2004.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Karen Echeverria at 334-2270.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 27, 2004.

DATED this 12th day of August, 2004.

Karen L. Echeverria
Policy and Governmental Affairs Officer
State Board of Education
650 West State Street, 3rd Floor
PO Box 83720, Boise, ID 83720-0037
(208) 332-1567 phone
(208) 334-2632 fax

STATE BOARD OF EDUCATION ***Docket No. 08-0202-0406***
Rules Governing Uniformity ***PENDING RULE***

THE FOLLOWING IS THE TEXT OF THE PENDING RULE

003. ADMINISTRATIVE APPEALS.
Unless otherwise provided for in these rules, administrative appeals are by written application to the State Board of Education pursuant to IDAPA 08.0~~2~~1.01, "Rules ~~*Governing Administration*~~ of the State Board of Education and Board of Regents of the University of Idaho – Administrative Procedures and Records," Section 0~~*01*~~50. ~~*(7-1-02)*~~(____)

004. INCORPORATION BY REFERENCE.
The State Board of Education adopts and incorporates into its rules: (4-5-00)

01. Incorporated Document. The Idaho Standards for the Initial Certification of Professional School Personnel as approved on in November 2003. (3-16-04)

02. Document Availability. The Standards are available at the Office of the State Board of Education, 650 W. State St., PO Box 83720, Boise, Idaho, 83720-0037, and can also be accessed electronically at http://www.idahoboardofed.org. (3-16-04)

03. Incorporated Document. The Standards for Idaho School Buses and Operations as approved on October 3, 2003. (7-1-04)

04. Document Availability. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (7-1-02)

05. Incorporated Document. The Idaho Standards for Public School Driver Education and Training as approved on November 22, 2002. (5-3-03)

06. Document Availability. The Idaho Standards for Public School Driver Education and Training are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (5-3-03)

07. Incorporated Document. The Idaho ~~*Driver Education Administrative Manual as approved on October 17, 1996*~~ Standards for Commercial Driving Schools as approved on *November* 12, 2004. ~~*(5-3-03)*~~(____)

08. Document Availability. The Idaho ~~*Driver Education Administrative Manual*~~ Standards for Commercial Driving Schools is available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. ~~*(5-3-03)*~~(____)

(BREAK IN CONTINUITY OF SECTIONS)

230. DRIVER EDUCATION.

01. Commercial Schools. All driver education courses offered in Idaho commercial schools must be conducted in compliance with all the requirements in the Idaho ~~*Driver Education Administrative Manual as approved on October 17, 1996*~~ Standards for Commercial Driving Schools as approved on *November* 12, 2004. ~~*(5-3-03)*~~( )

02. Public Schools. All driver education courses offered in Idaho public schools must be conducted in compliance with all the requirements in the Idaho Standards for Public School Driver Education and Training as approved on November 22, 2002. (5-3-03)

House Education Committee

IDAPA 08 - DEPARTMENT OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-0407

NOTICE OF RULEMAKING - PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2005 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Section(s) 33-1701-33-1708, Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change. The 2004 legislature repealed a section of Statute that was addressed in rule. Specific explanation is given to clarify in-car instruction and providing flexibility for required observation time. Content Standards and Benchmarks developed over a period of 4 years are identified for "approved driver education and training programs. A numbering system replaced bullets in one section for clarification. A clarification is given for what qualifies for reimbursement of expenses. A timeframe is given for when vehicle signs must be replaced. Idaho State Police recommended removal of a section that was not enforceable. Clarification was given for commercial schools contracting with public schools as to the public school rules that must be followed when instructing teen drivers for a school district. The State Board of Education requested dropping the requirement for any daytime driving hours and amended the requirement for late enrollment in the incorporated by reference document.The goal of the State Department of Education is to clarify standards language where appropriate and continue in its support of rules and procedures designed to promote safety, equity, accountability and efficiency. The pending rule is being adopted as proposed. The complete text of the proposed rule was published in the October 6, 2004 Idaho Administrative Bulletin, Vol. 04-10, pages 181 and 182.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning this pending rule, contact Elizabeth Weaver, State Department of Education, Finance and Transportation, P.O. Box 83720, Boise, Idaho, (208) 332-6854 or fax to (208) 334-3484.

DATED this 17th day of November, 2004.

The Following Notice Was Published With The Proposed Rule

DEPARTMENT OF EDUCATION ***Docket No. 08-0202-0407***
Rules Governing Uniformity ***PENDING RULE***

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Section(s) 33-1701-33-1708 Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 20, 2004.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

The 2004 legislature repealed a section of Statute that was addressed in rule. Specific explanation is given to clarify in-car instruction and providing flexibility for required observation time. Content Standards and Benchmarks developed over a period of 4 years are identified for "approved driver education and training programs". A numbering system replaced bullets in one section for clarification. A clarification is given for what qualifies for reimbursement of expenses. A timeframe is given for when vehicle signs must be replaced. Idaho State Police recommended removal of a section that was not enforceable. Clarification was given for commercial schools contracting with public schools as to the public school rules that must be followed when instructing teen drivers for a school district.

The goal of the State Department of Education is to clarify standards language where appropriate and continue in its support of rules and procedures designed to promote safety, equity, accountability and efficiency.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: NONE

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was not conducted because the edits to the current rule are clarification of existing rule statements in the Idaho Standards for Public School Driver Education and Training, approved on November 22, 2002.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Elizabeth Weaver, State Department of Education, Finance and Transportation, P.O. Box 83720, Boise, Idaho, (208) 332-6854 or fax to (208) 334-3484.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 27, 2004.

DATED this 20th day of July, 2004.

Dr. Marilyn Howard

Superintendent of Public Instruction
State Department of Education
650 West State Street
P.O. Box 83720
Boise, Idaho 83720-0027
(208) 332-6811
(208) 332-6836 fax

THE FOLLOWING IS THE TEXT OF THE PENDING RULE

004. INCORPORATION BY REFERENCE.
The State Board of Education adopts and incorporates into its rules: (4-5-00)

01. Incorporated Document. The Idaho Standards for the Initial Certification of Professional School Personnel as approved on in November 2003. (3-16-04)

02. Document Availability. The Standards are available at the Office of the State Board of Education, 650 W. State St., PO Box 83720, Boise, Idaho, 83720-0037, and can also be accessed electronically at http://www.idahoboardofed.org. (3-16-04)

03. Incorporated Document. The Standards for Idaho School Buses and Operations as approved on October 3, 2003. (7-1-04)

04. Document Availability. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (7-1-02)

05. Incorporated Document. The Idaho Standards for Public School Driver Education and Training as approved on ~~*November 22, 2002*~~ August 13, 2004. ~~*(5-3-03)*~~( )

06. Document Availability. The Idaho Standards for Public School Driver Education and Training are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (5-3-03)

07. Incorporated Document. The Idaho Driver Education Administrative Manual as approved on October 17, 1996. (5-3-03)

08. Document Availability. The Idaho Driver Education Administrative Manual is available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (5-3-03)

(BREAK IN CONTINUITY OF SECTIONS)

230. DRIVER EDUCATION.

01. Commercial Schools. All driver education courses offered in Idaho commercial schools must be conducted in compliance with all the requirements in the Idaho Driver Education Administrative Manual as approved on October 17, 1996. (5-3-03)

02. Public Schools. All driver education courses offered in Idaho public schools must be conducted in compliance with all the requirements in the Idaho Standards for Public School Driver Education and Training as approved on ~~*November 22, 2002*~~ August 13, 2004.
~~*(5-3-03)*~~( )

House Education Committee

IDAPA 08 - DEPARTMENT OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-0408

NOTICE OF RULEMAKING - PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2005 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Section 33-119, Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change. Public school districts, in addition to public schools, will be required to be accredited by the state. The four accreditation options currently in Board rule will be eliminated and all schools and districts will be expected to meet the same high standards of state accreditation. Districts will be required to develop and implement district-wide strategic plans. Schools will be required to develop continuous school improvement plans. The district strategic plan and school improvement plans within that school district will align and focus on improving school and staff capacity to increase student achievement. Districts and schools will be required to report progress on their strategic/improvement plans as well as the attainment of new accreditation standards. The pending rule is being adopted as proposed. The complete text of the proposed rule was published in the October 6, 2004 Idaho Administrative Bulletin, Vol. 04-10, pages 183 and 184.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning this pending rule, contact Shannon Page, State Accreditation Coordinator, 332-6947.

DATED this 17th day of November, 2004.

The Following Notice Was Published With The Proposed Rule

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Section 33-119, Idaho Code.

PUBLIC HEARING SCHEDULE: A public hearing concerning this rulemaking will be held as follows:

DEPARTMENT OF EDUCATION ***Docket No. 08-0202-0408***
Rules Governing Uniformity ***PENDING RULE***

October 20, 2004
7:00 p.m. to 9:00pm
Joe R. Williams Building
East Conference Room
700 W. State Street, Boise

The hearing site will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

Public school districts, in addition to public schools, will be required to be accredited by the state. The four accreditation options currently in Board rule will be eliminated and all schools and districts will be expected to meet the same high standards of state accreditation.

Districts will be required to develop and implement district-wide strategic plans. Schools will be required to develop continuous school improvement plans. The district strategic plan and school improvement plans within that school district will align and focus on improving school and staff capacity to increase student achievement.

Districts and schools will be required to report progress on their strategic/improvement plans as well as the attainment of new accreditation standards.

FEE SUMMARY: No fee is being imposed or increased by this rulemaking.

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was not conducted because the proposed rule changes are the culmination of four years of committee review and development, field-testing, and feedback from education stakeholders including accreditation committee members, school superintendents and building administrators, school board members, parents, education organization representatives, State Department of Education staff, and State Board of Education staff.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Shannon Page, State Accreditation Coordinator, 332-6947.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 27, 2004.

DATED this 20th day of August, 2004.

Shannon Page, State Accreditation Coordinator
Idaho Department of Education
650 W. State Street, 2nd Floor
P.O. Box 83720, Boise, ID 83720-0027

(208) 332-6947 phone / (208) 334-2095 fax

THE FOLLOWING IS THE TEXT OF THE PENDING RULE

140. ACCREDITATION.
All public schools and districts in Idaho will be state accredited. State accreditation is voluntary for private and parochial schools. (Section 33- 119, Idaho Code) ~~*(4-1-97)*~~(____)

01. ~~***Methods of State Accreditation****. State accreditation will consist of using one (1) of the four (4) options listed below:*~~ **District Strategic Plan**. School districts will develop and implement a minimum three to five-year strategic plan focused on the improvement of student performance. The district strategic plan (DSP) will be monitored by a representative review team established by each district's administration and board of trustees, which will recommend revision of goals as necessary and provide regular reports on implementation of the plan to the district's trustees. ~~*(4-1-97)*~~(____)

~~***a.*** *Schools may use the Idaho Elementary/Secondary Accreditation Standards, dated October 17, 1996.* *(4-1-97)*~~

~~***b.*** *Schools may use the Northwest Accreditation Standards;* *(4-1-97)*~~

~~***c.*** *Schools may use the Idaho School Accreditation School Improvement Model;* *(4-1-97)*~~

~~***d.*** *Schools may submit an alternative model.* *(4-1-97)*~~

02. **Continuous School Improvement Plan**. Schools will develop continuous school improvement plans (CSIP) focused on the improvement of student performance. (____)

03. **Plan Alignment and Focus**. District strategic plans (DSP) and continuous school improvement plans (CSIP) will align and focus on improving school and staff capacity (structure/ resource allocation/teacher skill sets) to increase student achievement. (____)

04. **Standards**. Districts and schools will meet state-approved accreditation standards as adopted by the State Board of Education. (____)

0~~2~~5. **Reporting**. Accreditation ~~*models or*~~ reports on DSP/CSIP and the attainment of standards will be submitted, as requested, to the ~~*Elementary/Secondary*~~ State Accreditation Committees, whose members are ~~*appointed*~~ approved by the State Board of Education~~.~~ and representative of ~~*E*~~each region of the state ~~*will be represented*~~. The Committees will review the ~~*models and/or*~~ reports and make recommendations to the State Board of Education for ~~*action*~~ accreditation status. ~~*Committee recommendations*~~ Accreditation status may be appealed to the State Board of Education. ~~*(4-1-97)*~~(____)

06. **Elements of Thoroughness**. The requirements for thoroughness referenced in Section 33-1612, Idaho Code will be met ~~*with all options*~~. ~~*(4-1-97)*~~(____)

DEPARTMENT OF EDUCATION ***Docket No. 08-0202-0408***
Rules Governing Uniformity ***PENDING RULE***

IDAPA 08 - DEPARTMENT OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-0409

NOTICE OF RULEMAKING - PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2005 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change. According to Section 33-1258, Idaho Code, the Professional Standards Commission is responsible for making recommendations to the State Board as to the approval of teacher preparation programs. Idaho State Board Rule 08.02.02.100 states that the Idaho Standards for Initial Certification of Professional School Personnel is the vehicle by which teacher preparation programs are state-approved. It has been standard practice that the total cost for sending a state team to conduct an on-site Idaho teacher preparation program review be covered by the Professional Standards Commission's operating budget. With the advent of out-of-state colleges/universities requesting consideration for offering teacher preparation programs in Idaho and in-state colleges/universities with out-of-state program components, the cost is becoming prohibitive and beyond the budget of the Professional Standards Commission. This purpose of amending Section 100 (Official Vehicle for approving Teacher Education Programs) is to clarify payment responsibilities for conducting both in-state and out-of-state teacher preparation program reviews. The pending rule is being adopted as proposed. The complete text of the proposed rule was published in the October 6, 2004 Idaho Administrative Bulletin, Vol. 04-10, page 185 and 186.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning this pending rule, contact Patricia Toney, State Department of Education, Bureau of Certification and Professional Standards, P.O. Box 83720, Boise, Idaho, (208) 332-6938 or fax (208) 334-2094.

DATED this 17th day of November, 2004.

The Following Notice Was Published With The Proposed Rule

DEPARTMENT OF EDUCATION ***Docket No. 08-0202-0409***
Rules Governing Uniformity ***PENDING RULE***

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 20, 2004.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

According to Section 33-1258, Idaho Code, the Professional Standards Commission is responsible for making recommendations to the State Board as to the approval of teacher preparation programs. Idaho State Board Rule 08.02.02.100 states that the Idaho Standards for Initial Certification of Professional School Personnel is the vehicle by which teacher preparation programs are state-approved.

It has been standard practice that the total cost for sending a state team to conduct an on-site Idaho teacher preparation program review be covered by the Professional Standards Commission's operating budget. With the advent of out-of-state programs and out-of-state colleges/universities requesting consideration for offering teacher preparation programs in Idaho, the cost is becoming prohibitive and beyond the budget of the Professional Standards Commission.

The purpose of amending Section 100 (Official Vehicle for approving Teacher Education Programs) is to clarify payment responsibilities for conducting both in-state and out-of-state teacher preparation program reviews.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: N/A

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was not conducted because the Professional Standards Commission, at its March 4-5 meeting, approved the recommendation.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact either Mike Stefanic at 332-6884 or Keith Potter at 332-6887.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 27, 2004.

DATED this 25th day of August 2004.

Dr. Michael P. Stefanic
Bureau Chief – Certification/Professional Standard
Administrator – Professional Standards Commission
Department of Education, Bureau of Certification/Professional Standards
650 West State
P.O. Box 83720, Boise, Idaho 83720-0027
Phone: (208) 332-6884
FAX: (208) 334-2094

THE FOLLOWING IS THE TEXT OF THE PENDING RULE

100. OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS. (Section 33-114, Idaho Code) (4-1-97)

01. The Official Vehicle for the Approval of Teacher Education Programs. The official vehicle for the approval of teacher education programs will be the National Council for Accreditation of Teacher Education (NCATE) approved Idaho Standards for the Initial Certification of Professional School Personnel as approved on ~~*November*~~ June 200~~3~~4. The State Department of Education will transmit to the head of each Idaho college or department of education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will not take effect on approval evaluations of the Idaho program until two (2) years after notification of such revision. The two (2) year deferral may be waived upon written request of the head of the college or department to be evaluated. ~~*(3-16-04)*~~( )

02. Effective Date. The effective date for the NCATE approved Idaho Standards for the Initial Certification of Professional School Personnel is September 1, 2001. Students with junior or senior standing and currently enrolled in an institution's program that does not meet the Standards will be eligible for certification in Idaho after successfully completing their program if this program is completed within two (2) years of the September 1, 2001 effective date. All programs not meeting the Standards will be responsible for informing enrolled students of their non-compliance. (3-30-01)

03. Reference Availability. The Idaho Standards for the Initial Certification of Professional School Personnel are incorporated herein by reference and are available for inspection in the Office of the State Board of Education. (3-30-01)

04. Continuing Accreditation. The state of Idaho will follow the National Council for Accreditation of Teacher Education (NCATE) model and pursue continuing approval at the end of seven (7) years following baseline approval. (3-16-04)

05. Payment Responsibilities for Teacher Preparation Program Reviews. The Professional Standards Commission is responsible for Idaho teacher preparation program reviews, including assigning responsibility for paying for program reviews. To implement the

reviews, it is necessary that: ( )

a. The Professional Standards Commission pay for all in-state expenses for on-site teacher preparation reviews from its budget. ( )

b. Requesting institutions pay for all out-of-state expenses related to on-site teacher preparation program reviews. ( )

House Education Committee

IDAPA 08 - STATE BOARD OF EDUCATION

08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-0401

NOTICE OF RULEMAKING - PENDING RULE

EFFECTIVE DATE: The effective date of the amendment to the temporary rule is March 19, 2004. This pending rule has been adopted by the agency and is now pending review by the 2005 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224 and 67-5226, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Section(s) Sections 33-105(1) and 33-107(3), 33-116, 33-118, and 33-1612, Idaho Code, Article IX, Section 2 of the Idaho Constitution, 20 U.S.C.A Section 6311, and Section 1111(b)(3) and 1111(b)(7) of the No Child Left Behind Act..

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and amending the temporary rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change.

New guidance was received from the U.S. Department of Education on February 23, 2004, regarding the testing of Limited English Proficient (LEP) students. The guidance informed states that the testing and classification of LEP students, specifically those students "enrolled in their first year of a U.S. school," could be changed and still comply with the "No Child Left Behind" (NCLB) Act.

The specific flexibilities are (1) Allowing this specific group of new LEP students to take a language proficiency test in lieu of the state reading test; and (2) counting the participation of such students, but not including the scores for proficiency calculations. In addition, the flexibility outlined also allows states to classify LEP students as LEP for two additional years beyond the original guidance in NCLB.

The pending rules have been further amended to reflect guidance received on March 29, 2004, from the U.S. Department of Education outlining two areas of flexibility in calculating the participation rates for all students. Those are (1) Participation rates can be calculated on a three-year average; and (2) Students who are absent during the entire testing window for a medical condition are not required to take the test.

The text of the pending rule has been amended in accordance with Section 67-5227, Idaho Code. Only those sections that have changes that differ from the proposed text are printed in this bulletin. The original text of the proposed rule was published in the June 2, 2004 Idaho Administrative Bulletin, Vol. 04-6, pages 30 - 36.

STATE BOARD OF EDUCATION ***Docket No. 08-0203-0401***
Rules Governing Thoroughness ***PENDING RULE***

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the pending rule and the amendment to the temporary rule, contact Carissa Miller at (208) 332-1573.

DATED this 12th day of August, 2004.

The Following Notice Was Published With The Temporary And Proposed Rule

EFFECTIVE DATE: The effective date of the temporary rule is March 19, 2004.

AUTHORITY: In compliance with Sections 67-5221(1) and 67-5226, Idaho Code, notice is hereby given that this agency has adopted a temporary rule, and proposed rulemaking procedures have been initiated. The action is authorized pursuant to Sections 33-105(1) and 33-107(3), 33-116, 33-118, and 33-1612, Idaho Code, Article IX, Section 2 of the Idaho Constitution, 20 U.S.C.A Section 6311, and Section 1111(b)(3) and 1111(b)(7) of the No Child Left Behind Act.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than June 16, 2004.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

New guidance was received from the U.S. Department of Education on February 23, 2004, regarding the testing of Limited English Proficient (LEP) students. The guidance informed states that the testing and classification of LEP students, specifically those students "enrolled in their first year of a U.S. school," could be changed and still comply with the "No Child Left Behind" (NCLB) Act.

The specific flexibilities are (1) Allowing this specific group of new LEP students to take a language proficiency test in lieu of the state reading test; and (2) counting the participation of such students, but not including the scores for proficiency calculations.

In addition, the flexibility outlined also allows states to classify LEP students as LEP for two additional years beyond the original guidance in NCLB.

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1)(c), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

The temporary rule is necessary in order to be in compliance with deadlines in amendments to governing law or federal programs.

STATE BOARD OF EDUCATION ***Docket No. 08-0203-0401***
Rules Governing Thoroughness ***PENDING RULE***

FEE SUMMARY: Pursuant to Section 67-5226(2), the Governor has found that the fee or charge being imposed or increased is justified and necessary to avoid immediate danger and the fee is described herein: N/A

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was not conducted because those affected by the rule are in agreement with the proposed amendments and because the amendments needed to be in place immediately.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the temporary and proposed rule, contact Carissa Miller at (208) 332-1573.

Anyone may submit written comments regarding the proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before June 23, 2004.

DATED this 3rd day of May, 2004.

Karen L. Gustafson, Paralegal
Policy and Governmental Affairs Officer
State Board of Education
650 West State Street
PO Box 83720
Boise, ID 83720
(208) 334-2270 phone
(208) 334-2632 fax

THE FOLLOWING IS THE TEXT OF THE PENDING RULE

111. ASSESSMENT IN THE PUBLIC SCHOOLS.

01. Philosophy. Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. A statewide student assessment program consisting of standardized achievement testing and performance appraisal activities in the fundamental basic skills will be conducted annually. The State Board of Education will provide oversight for all components of the comprehensive assessment program. The State Department of Education will be responsible for the administration of assessment efforts as provided for by the State Board of Education. (3-15-02)

02. Purposes. The purpose of assessment in the public schools is to: (3-15-02)

a. Measure and improve student achievement; (3-15-02)

b. Assist classroom teachers in designing lessons; (3-15-02)

c. Identify areas needing intervention and remediation, and acceleration; (3-15-02)

d. Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-02)

e. Inform parents and guardians of their child's progress; (3-15-02)

f. Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-02)

g. Identify performance trends in student achievement across grade levels tested and student growth over time; and (3-15-02)

h. Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-02)

03. Content. The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the Direct Writing Assessment (DWA), the Direct Mathematics Assessment (DMA), the National Assessment of Educational Progress (NAEP), and the Idaho Standards Achievement Tests (ISAT). (3-20-04)

04. Testing Population. All students in Idaho public schools, grades kindergarten through ten (K-10), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. (3-19-04)T

a. All students who are eligible for special education shall participate in the statewide assessment program. (3-19-04)T

b. Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. (3-19-04)T

c. Limited English Proficient (LEP) students, as defined in Subsection 112.03.d.iv., who receive a score in the low range on the State Board of Education approved language acquisition proficiency test and have an Education Learning Plan (ELP), shall be given the ISAT with accommodations or adaptations for three (3) consecutive years. A further extension of two (2) consecutive years may be granted by the local district or local education agency, provided the language proficiency test score is still in the low range. Students can be categorized as LEP students for two (2) years after testing proficient on the language proficiency test. Students cannot exceed a total of seven (7) years as an LEP student. LEP students who do not have an ELP or a language acquisition score will be given the regular ISAT without accommodations or adaptations. LEP students who are enrolled in their first year of school in the United States may take ~~*the*~~ *an* English Proficiency test *approved by the Board* in lieu of the reading/language usage ISAT, but will still be required to take the math ISAT with accommodations or adaptations as

determined by the language proficiency score and ELP. *Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in subsection 112.03. However, such LEP students are not required to be counted for AYP purposes in determining proficiency, as described in subsection 112.02.* ~~*(3-19-04)T*~~(3-19-04)T

05. Scoring And Report Formats. Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (5-3-03)

06. Comprehensive Assessment Program. The State approved comprehensive assessment program is outlined in Subsections 111.0~~7~~6.a. through 111.0~~7~~6.~~*m*~~l. Each assessment will be comprehensive of and aligned to the Idaho State Achievement Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. ~~*(3-20-04)*~~(3-19-04)T

a. Kindergarten - Idaho Reading Indicator. (3-15-02)

b. Grade 1 - Idaho Reading Indicator. (3-15-02)

c. Grade 2 - Idaho Reading Indicator, Grade 2 Idaho Standards Achievement Tests. (3-20-04)

d. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests. (3-20-04)

e. Grade 4 - Direct Math Assessment, National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests. (3-20-04)

f. Grade 5 - Direct Writing Assessment, Grade 5 Idaho Standards Achievement Tests. (3-20-04)

g. Grade 6 - Direct Math Assessment, Grade 6 Idaho Standards Achievement Tests. (3-20-04)

h. Grade 7 - Direct Writing Assessment, Grade 7 Idaho Standards Achievement Tests. (3-20-04)

i. Grade 8 - Direct Math Assessment, National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Tests. (3-20-04)

j. Grade 9 - Direct Writing Assessment, Grade 9 Idaho Standards Achievement Tests. (3-20-04)

k. Grade 10 - High School Idaho Standards Achievement Tests. (3-20-04)

l. *Students who achieve a proficient or advanced score on a portion or portions of the ISAT offered in the Spring of their tenth grade year or later are not required to continue taking that portion or portions. (3-20-04)

07. Comprehensive Assessment Program Schedule. (5-3-03)

a. The Idaho Reading Indicator will be administered in accordance with Section 33-1614, Idaho Code. (3-15-02)

b. The Direct Math Assessment and the Direct Writing Assessment will be administered in December in a time period specified by the State Department of Education. (3-15-02)

c. The National Assessment of Educational Progress will be administered in timeframe specified by the U.S. Department of Education. (3-15-02)

d. The Idaho Standards Achievement Tests will be administered twice annually in the Fall and Spring in a time period specified by the State Board of Education. (5-3-03)

08. Costs Paid By The State. Costs for the following testing activities will be paid by the state: (4-1-97)

a. All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-02)

b. Statewide distribution of all assessment materials; (3-15-02)

c. Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program; and (3-15-02)

d. Implementation, processing, scoring and distribution of prescribed reports for the Direct Writing Assessment and the Direct Mathematics Assessment. (3-15-02)

09. Costs Of Additional Services. Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts. (3-15-02)

10. Services. The comprehensive assessment program should be scheduled so that a minimum of instructional time is invested. Student time spent in testing will not be charged against attendance requirements. (3-15-02)

11. Test Security, Validity And Reliability. Test security is of the utmost importance. School districts will employ the same security measures in protecting statewide assessment materials from compromise as they use to safeguard other formal assessments. (3-20-04)

a. All ISAT paper and pencil test booklets will be boxed and shipped to the test

vendor to be counted no later than two (2) weeks after the end of the testing window. (3-20-04)

b. The ISAT will be refreshed each year to provide additional security beginning with grades four (4) eight (8) and ten (10) in 2007. Items will be refreshed for grades three (3) and seven (7) in 2008; grades five (5) and six (6) in 2009; and grades two (2) and nine (9) in 2010. (3-20-04)

c. Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Achievement Standards. (3-20-04)

12. Demographic Information. Demographic information will be required to assist in interpreting test results. It may include but not be limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status). (5-3-03)

13. Dual Enrollment. For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following: (3-15-02)

a. The Idaho Standards Achievement Tests (grades 2-9 and High School). (5-3-03)

b. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.1~~4~~3.~~c~~b.i. through 111.1~~4~~3.~~c~~b.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. ~~*(3-15-02)*~~(3-19-04)T

i. Language Arts/Communications. (3-15-02)

ii. Math. (3-15-02)

iii. Science. (3-15-02)

iv. Social Studies. (3-15-02)

v. Health. (3-15-02)

vi. Humanities. (3-15-02)

112. ACCOUNTABILITY.
The provisions in this section apply for the purposes of meeting the "No Child Left Behind" Act and the state of Idaho accountability requirements. (3-20-04)

01. Student Achievement Levels. There are four (4) levels of student achievement for the ISAT. (3-20-04)

a. Advanced: Exceeds Standards. The student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently above his current educational

level. (3-20-04)

i. The student demonstrates a comprehensive understanding of all relevant information. (3-20-04)

ii. The student demonstrates comprehension and understanding of knowledge and skills above his/her grade level. (3-20-04)

iii. The student can perform skills or processes independently without significant errors. (3-20-04)

b. Proficient: Meets Standards. The student demonstrates mastery of knowledge and skills that allow him/her to function independently on all major concepts and skills at his/her educational level. (3-20-04)

i. The student demonstrates a comprehensive understanding of all information relevant to the topic, at level. (3-20-04)

ii. The student can perform skills or processes independently without significant errors. (3-20-04)

c. Basic: Below Standards. The student demonstrates basic knowledge and skills usage but cannot operate independently on concepts and skills at his/her educational level. Requires remediation and assistance to complete tasks without significant errors. (3-20-04)

i. The student has an incomplete knowledge of the topic or misconceptions about some information. (3-20-04)

ii. The student requires assistance and coaching to complete tasks without errors. (3-20-04)

d. Below Basic: Critically Below Standards. The student demonstrates significant lack of skills and knowledge and is unable to complete basic skills or knowledge sets without significant remediation. (3-20-04)

i. The student has critical deficiencies of relevant knowledge of topic or misconceptions about some information. (3-20-04)

ii. The student cannot complete any skill set without significant assistance and coaching. (3-20-04)

02. Adequate Yearly Progress (AYP). (3-20-04)

a. Proficiency is defined as the number of students scoring proficient or advanced on the spring on-grade level ISAT. (3-20-04)

b. The State Department of Education will make AYP determinations for schools and districts each year. Results will be given to the districts no later than one (1) month prior to the

first day of school. (3-20-04)

c. The baseline for AYP will be set by the Board and shall identify the amount of growth (percentage of students reaching proficiency) required for each intermediate period. (3-20-04)

03. Adequate Yearly Progress (AYP) Definitions. For purposes of calculating and reporting adequate yearly progress, the following definitions shall be applied. (3-20-04)

a. Full Academic Year (continuous enrollment). (3-20-04)

i. A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the end of the state approved spring testing administration period will be included in the calculation to determine if the school achieved AYP. A student is continuously enrolled if he/she has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. Students who are expelled but return to another school in the same district are considered continuously enrolled to determine the district AYP. ~~*(3-20-04)*~~(3-19-04)T

ii. A student who is enrolled continuously in the school district from the first eight (8) weeks or fifty-six (56) calendar days of the school year through the end of the state approved spring testing administration period will be included when determining if the school district has achieved AYP. ~~*(3-20-04)*~~(3-19-04)T

iii. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the end of the state approved spring testing administration period will be included when determining if the state has achieved AYP. ~~*(3-20-04)*~~(3-19-04)T

b. Participation Rate. (3-20-04)

i. Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved AYP. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster file for the Spring ISAT. (3-20-04)

(1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation. (3-19-04)T

(2) Students who are absent for the entire state-approved testing window because of a *significant* medical ~~*condition*~~ *emergency* are exempt from taking the ISAT *if such circumstances prohibit them from participating*. ~~*(3-19-04)T*~~(3-19-04)T

ii. For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater.

Groups of less than ten (10) students will not have a participation determination. (3-20-04)

c. Schools. (3-20-04)

i. An elementary school includes a grade configuration of grades Kindergarten (K) through six (6) inclusive, or any combination thereof. (3-20-04)

ii. A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12). ~~*(3-20-04)*~~(3-19-04)T

iii. A high school is any school that contains grade twelve (12). (3-20-04)

iv. The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school. (3-20-04)

d. Subgroups. Scores on the ISAT must be disaggregated and reported by the following subgroups: (3-20-04)

i. Race/Ethnicity - Black/African American, Asian, Native Hawaiian/Pacific Islander, White, Hispanic/Latino Ethnicity, American Indian/Alaska Native. (3-20-04)

ii. Economically disadvantaged - identified through the free and reduced lunch program. (3-20-04)

iii. Students with disabilities - individuals who are eligible to receive special education services through the Individuals with Disabilities Education Act (IDEA). (3-20-04)

iv. Limited English Proficient - individuals who score in the low range on the state-approved language proficiency test and meet one of the following criteria: (3-19-04)T

(1) ~~i~~Individuals whose native language is a language other than English; or(3-19-04)T

(2) ~~i~~Individuals who come from environments where a language other than English is dominant; or (3-19-04)T

(3) ~~i~~Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English. ~~*(3-20-04)*~~(3-19-04)T

e. Graduation Rate. The State Board of Education will establish a target for graduation. All high schools must maintain or make progress toward the target each year. The graduation rate will be disaggregated by the subpopulations listed in Subsection 112.03.d. in the event the "safe harbor" is invoked by the school/district. By 2014, the schools/districts must meet the target. (3-20-04)

f. Additional Academic Indicator. The State Board of Education will establish a target for an additional academic indicator. All elementary and middle schools must maintain or make progress toward the additional academic indicator target each year. The additional academic indicator target will be disaggregated by the subpopulations listed in Subsection 112.03.d. in the event the "safe harbor" is invoked by the school/district. By 2014, the schools/districts must meet the target. (3-20-04)

IDAPA 08 - STATE BOARD OF EDUCATION

08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-0402

NOTICE OF RULEMAKING - PENDING RULE

EFFECTIVE DATE: The effective date of the amendment to the temporary rule is November 16, 2004.

This rule has been adopted by the agency and is now pending review by the 2005 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224 and 67-5226, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Section 33-105.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and amending the temporary rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change.

The rule change provides further clarification between school and district/LEA sanctions for failing to meet Adequate Yearly Progress (AYP) under the federal "No Child Left Behind" Act (NCLB).

Specifically changes were made to rename School Improvement to distinguish between the plans required for all Idaho schools and that are required for failing to meet AYP. Also, Alternate Governance was renamed "Restructuring". Under the federal law, restructuring includes two phases: creating a plan for alternative governance and the actual restructuring of a school. This rulemaking clarifies that difference.

The rules create a separate District/Local Education Agency (LEA) section to more clearly outline the sanctions that apply only to districts/LEAs and outline the previous sanctions that continue to be applicable with increasing sanctions and years missing AYP.

The pending rule is being amended to remove language that is already found in federal code and to more clearly define the intent of the federal code and the State Board of Education.

The text of the pending rule has been amended in accordance with Section 67-5227, Idaho Code. Rather than keep the temporary rule in place while the pending rule awaits legislative approval, the Board amended the temporary rule with the same revisions which have been made to the pending rule. Only those sections that have changes that differ from the proposed text are printed in this bulletin. The complete text of the proposed rule was published in the August 4, 2004 Idaho Administrative Bulletin, Vol. 04-8, pages 45 through 47.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the pending rule and the amendment to temporary rule, contact Carissa Miller at (208) 332-1573.

DATED this 17th day of November, 2004.

The Following Notice Was Published With The Temporary And Proposed Rule

EFFECTIVE DATE: The effective date of the temporary rule is June 17, 2004.

AUTHORITY: In compliance with Sections 67-5221(1) and 67-5226, Idaho Code, notice is hereby given that this agency has adopted a temporary rule, and proposed regular rulemaking procedures have been initiated. The action is authorized pursuant to Section(s) Title 33-105.

PUBLIC HEARING SCHEDULE Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than August 18, 2004.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of it supporting reasons for adopting a temporary rule and a nontechnical explanation of the substance and purpose of the proposed rulemaking:

The rule change provides further clarification between school and district/LEA sanctions for failing to meet Adequate Yearly Progress (AYP) under the federal "No Child Left Behind" Act (NCLB).

Specifically changes were made to rename School Improvement to distinguish between the plans required for all Idaho schools and that are required for failing to meet AYP. Also, Alternate Governance was renamed "Restructuring". Under the federal law, restructuring includes two phases: creating a plan for alternative governance and the actual restructuring of a school. This rulemaking clarifies that difference.

The rules create a separate District/Local Education Agency (LEA) section to more clearly outline the sanctions that apply only to districts/LEAs and outline the previous sanctions that continue to be applicable with increasing sanctions and years missing AYP.

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1)(b), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

Compliance with deadlines in amendments to governing law or federal programs.

FEE SUMMARY: Pursuant to Section 67-5226(2), the Governor has found that the fee or charge being imposed or increased is justified and necessary to avoid immediate danger and the fee is described herein: N/A

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was not conducted, because this is for clarification purposes.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the temporary and proposed rule, contact Carissa Miller, Assessment Program Manager, at (208) 332-1573.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before August 25, 2004.

DATED this 30th day of June, 2004.

Karen L. Echeverria
Policy and Governmental Affairs Officer
State Board of Education
650 West State Street, 3rd Floor
PO Box 83720
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(208) 332-1567 phone
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THE FOLLOWING IS THE TEXT OF THE PENDING RULE

114. FAILURE TO MEET ADEQUATE YEARLY PROGRESS (AYP).
~~The State Department of Education shall develop procedures for a Technical Assistance Plan, School Improvement Plan, School Choice, Supplemental Education Services, Corrective Action, and *an Alternate Governance Plan* Restructuring for approval by the State Board of Education. All schools and districts/Local Education Agencies (LEAs) will comply with applicable federal laws governing specific federal grants.~~ ~~*(3-20-04)*(6-17-04)T~~

01. ~~**School Sanctions**.~~ **Compliance with Federal Law**. All schools and local educational agencies in this state shall comply with applicable federal laws governing specific federal grants. ~~(6-17-04)T~~(11-16-04)T

~~*01*~~**a.** ~~Technical assistance plan. Schools *and districts* that fail to achieve AYP for two (2) consecutive years will be provided with technical assistance from the *State Department of Education* District/LEA~~. With respect to schools and local educational agencies in this state that receive federal grants under title I of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (Title I schools), the State Department of

Education shall develop procedures for approval by the State Board of Education, consistent with federal law, that describe actions to be taken by local educational agencies and schools in this state in regard to schools that fail to meet AYP. *(6-17-04)T*(11-16-04)T

***02*b**. School improvement plan. Schools *and districts* that fail to achieve AYP for two (2) consecutive years must be placed on School Improvement, and develop a*n* two-year (2) Intervention School *i*Improvement *p*Plan *and offer school choice the following year* (ISIP). With respect to schools and local educational agencies in this state that do not receive federal grants under Title I of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, such non-Title I schools and local educational agencies shall be required to comply with federal law and with the procedures relating to failure to meet AYP as provided in Subsection 114.01.a. of this rule, as if they were Title I schools, except that any provisions relating to the use of federal grants to pay for such expenses shall not be applicable to such non-Title I schools and local educational agencies. In such event, non-title I schools shall be required to fund such compliance costs from general operating funds. *(6-17-04)T*(11-16-04)T

***03*c**. School choice. Schools *and districts* that fail to achieve AYP for two (2) consecutive years must inform all parents of the School Improvement Status and offer students the option to choose another school within the District/LEA. *This* School Choice is at the expense of the school*/district* that did not meet AYP. *(3-20-04)*(6-17-04)T

***04*d**. Supplemental education services in reading and math. Schools*/Districts* that fail to meet AYP for three (3) consecutive years must offer *school choice and* supplemental services in reading and math to eligible students. The school must continue to offer School Choice and the district/LEA must continue to provide technical assistance. *(3-20-04)*(6-17-04)T

***05*e**. Corrective action. Schools*/Districts* that fail to meet AYP for four (4) consecutive years must be placed on corrective action. The school must continue to offer School Choice and Supplemental Education Services and the district/LEA must continue to provide Technical Assistance. *(3-20-04)*(6-17-04)T

***06*f**. *Alternate Governance Plan* Restructuring. (6-17-04)T

i. Schools*/Districts* that fail to meet AYP for five (5) consecutive years *may become governed by the State* should plan to restructure the operation and governance of the school by the following school year. All previous years' sanctions still apply: School Choice, Supplemental Education Services, Corrective Action and the district/LEA must continue to provide Technical Assistance. *(3-20-04)*(6-17-04)T

ii. Districts/LEAs will implement an Alternative Governance Plan for schools that fail to meet AYP for six (6) consecutive years. The school must continue to offer School Choice and Supplemental Education Services and the district/LEA must continue to provide Technical Assistance. (6-17-04)T

02. **District/LEA Sanctions**. **State Department of Education**. With respect to the implementation of duties responsibilities described under Title I of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, that are applicable to a state educational agency, the State Department of Education shall perform such duties and responsibilities, including, but not limited to, making technical assistance available to local educational agencies that fail to meet AYP as required under federal law, and for providing technical assistance, developing improvement plans, and providing for mandatory corrective

actions to local educational agencies as required under federal law. ~~*(6-17-04)T*~~(11-16-04)T

~~**a.** Technical assistance plan. Districts/LEAs that fail to achieve AYP for two (2) and three (3) consecutive years will be provided with technical assistance from the State Department of Education. (6-17-04)T~~

~~**b.** LEA improvement plan. Districts/LEAs that fail to achieve AYP for two (2) and three (3) consecutive years will be placed on District/LEA Improvement, and develop a two (2) year Intervention LEA Improvement Plan (ILIP). (6-17-04)T~~

~~**c.** Corrective action. Districts/LEAs that fail to meet AYP for four (4) consecutive years must be placed on corrective action. The State must continue to offer Technical Assistance. (6-17-04)T~~

~~**07**~~**3**. ~~**"Safe Harbor" Provision**. If any subgroup(s) does not meet or exceed Idaho baseline (see Section 112), the public school or district/LEA may be considered to have achieved AYP if any one (1) of the following conditions are met: *(3-20-04)*(6-17-04)T~~

~~**a.** The subgroup(s) that did not meet or exceed Idaho's baseline reduces by ten percent (10%) the percentage of nonproficient students, and the *s*School*/district* or District/LEA as a whole achieves the state baseline for proficiency for the additional academic indicator. *(3-20-04)*(6-17-04)T~~

~~**b.** The subgroup(s) that did not meet or exceed Idaho's baseline for the additional academic indicator maintains or makes progress towards the baseline for the additional academic indicator or graduation rate. (3-20-04)~~

~~**08**~~**4**. ~~**Appeals Process**. (3-20-04)~~

~~**a.** The State Department of Education determines preliminary identification of all schools and districts/LEAs that have not met AYP according to the state criteria. *(3-20-04)*(6-17-04)T~~

~~**b.** Within thirty (30) days of preliminary identification, the agency (*district/s*School or District/LEA) reviews its data and may challenge its identification. The agency (*district/s*School or District/LEA) not meeting AYP may appeal its status and provide evidence to support the challenge to the State Department of Education. *(3-20-04)*(6-17-04)T~~

~~**c.** No later than thirty (30) days after preliminary identification, the identifying agency reviews the appeal and makes a final determination *of identification for school improvement*. *(3-20-04)*(6-17-04)T~~

IDAPA 08 - STATE BOARD OF EDUCATION

08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-0403

NOTICE OF RULEMAKING - PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2005 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Section(s) 33-105, Idaho Code, and Title III-Sec. 3113.b.(2).

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change.

Establishment and implementation of English Language Proficiency (ELP) Standards are required for all states under the No Child Left Behind Act of 2001 (PL 107-110), Title III: Language Instruction for Limited English Proficient and Immigrant Students (Sec 3113b.2).

The pending rule is being adopted as proposed. The complete text of the proposed rule was published in the August 4, 2004 Idaho Administrative Bulletin, Vol. 04-8, pages 48 through 129.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the pending rule, contact Wendy Verity at (208) 332-1586.

DATED this 16th day of November, 2004.

The Following Notice Was Published With The Temporary And Proposed Rule

EFFECTIVE DATE: The effective date of the temporary rule is June 17, 2004.

AUTHORITY: In compliance with Sections 67-5221(1) and 67-5226, Idaho Code, notice is hereby given that this agency has adopted a temporary rule, and proposed regular rulemaking procedures have been initiated. The action is authorized pursuant to Section(s) 33-105, Idaho Code, and Title III-Section 3113.b.(2).

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be

scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than August 18, 2004.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of its supporting reasons for adopting a temporary rule and a nontechnical explanation of the substance and purpose of the proposed rulemaking:

Establishment and implementation of English Language Proficiency (ELP) Standards are required for all states under the No Child Left Behind Act of 2001 (PL 107-110), Title III: Language Instruction for Limited English Proficient and Immigrant Students (Sec 3113b.2).

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1)(b), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

Compliance with deadlines in amendments to governing law or federal programs.

FEE SUMMARY: Pursuant to Section 67-5226(2), the Governor has found that the fee or charge being imposed or increased is justified and necessary to avoid immediate danger and the fee is described herein: N/A

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was conducted. The State Board of Education (Board) appointed a Limited English Proficiency (LEP) subcommittee, that met four times to negotiate the rule. The LEP subcommittee then submitted a proposed rule to the Board at its regular meeting on June 17, 2004.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the temporary and proposed rule, contact Wendy Verity, Limited English Proficiency (LEP) Program Manager, at (208) 332-1586.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before August 25, 2004.

DATED this 30th day of June, 2004.

Karen l. Echeverria, Policy and Governmental Affairs Officer
State Board of Education
650 West State Street, 3rd Floor
PO Box 83720. Boise, ID 83720-0037
(208) 332-1567 phone / (208) 334-2632 fax

THE FOLLOWING IS THE TEXT OF THE PENDING RULE

(THE FOLLOWING TABLES ARE NOT THE COMPLETE TABLES FOR THESE SECTIONS AS THEY APPEAR IN THE CURRENT ADMINISTRATIVE CODE. THESE WILL BE ADDED TO THE EXISTING TABLES WHEN CODIFIED.)

670. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - KINDERGARTEN, SECTIONS 671 THROUGH 675.

671. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
06. Read a variety of traditional and electronic materials for information and understanding.	**a.** Use decoding and word-recognition strategies to fluently read kindergarten materials.	**i. Pre-Emergent** **ii. Beginning**: Use beginning letter sounds and pictures to identify words in order to cross chec**k.**Read for information, understanding, appreciation, and enjoyment using a variety of types of text. **iii. Intermediate**: Read for information, understanding, appreciation, and enjoyment using a variety of types of text. **iv. Early Fluent**
	Phonics/Phonemic Awareness	
	b. Using various techniques, identify and/or name two or more words that rhyme: - complete phrases and sentences with rhyming words; - produce a word that rhymes with a given word; - recognize if two or more one-syllable words rhyme.	**i. Pre-Emergent** **ii. Beginning**: Complete phrases and sentences with rhyming words. Identify and produce one syllable rhyming words. **iii. Intermediate** **iv. Early Fluent**
	c. Using varied techniques, orally segment: - sentences into words; - syllables into sounds; - words into syllables and sounds.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent** - Count the number of sounds in a syllable, sentences into words.
	d. Orally blend phonemes into words.	**i. Pre-Emergent** **ii. Beginning** - Orally blend phonemes into words. **iii. intermediate** **iv. Early Fluent**
	Phonics	
	e. Recognize names of upper and lower case letters.	**i. Pre-Emergent** **ii. Beginning**: Recognize names of upper and lower case letters **iii. Intermediate** **iv. Early Fluent.**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	f. Associate letters to letter sounds.	**i. Pre-Emergent** **ii. Beginning**: Recognize sounds/symbol relationships for all single consonants. **iii. Intermediate** **iv. Early Fluent**
	g. Identify beginning, middle, and ending letters in a word.	**i. Pre-Emergent**: Distinguish initial and final sounds in one-syllable words **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	Concepts about Print (CAP)	
	h. Identify front of book: - attend to print; - use picture clues to support text; - use story language; - know where to start reading; - move left to right across print; - make return sweep to next line of print; - match word by word; - understand first and last of text, top and bottom of page, and order of pages for turning; - read left page before right page; - identify one or two letters, first and last letter, and capital letters; point to specific letter when requested; - match upper and lower case letters; - use beginning sounds and final letters.	**i. Pre-Emergent**: Identify text features (e.g., front and back cover, title, and author). Recognize that print carries meanin**g.** Recognize own names in print. Demonstrate awareness of left-right directionality. **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	Reading Strategies	
	i. Draw on prior knowledge, discuss, and generate questions to predict text; - prior to reading, preview illustrations and opening pages of a text, title page, and table of contents.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use basic reading strategies to make text comprehensible and meaningful (e.g., prior knowledge, previewing, asking questions, predicting, and self-correction), with instructional support.
	Context Clues	
	j. Use pictures and follow patterns to group meaning from print.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use both illustrations and text to derive meaning.
	Word Analysis	

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	k. Use beginning letter sounds and pictures to identify words in order to cross check.	**i. Pre-Emergent** **ii. Beginning**: Use beginning letter sounds and pictures to identify words in order to cross check. **iii. Intermediate** **iv. Early Fluent**
07. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.	**a.** Offer relevant background information during pre-reading discussion.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Offer relevant background information during pre-reading discussion. **iv. Early Fluent**
	b. Demonstrate understanding of vocabulary of story during post-discussion or story response.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Demonstrate understanding of vocabulary of story during post-discussion or story response.
08. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	**a.** Retell a story that includes setting, plot, and characters.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Retell a story that includes setting, plot, and characters. **iv. Early Fluent**
	b. Identify the following story elements within a literary text: - character; - setting; - simple sequence of events, including clear beginning, middle, and end; - problems and solutions.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify the following story elements within a literary text: - character; - setting; - simple sequence of events, including clear beginning, middle, and end; - problems and solutions.
	c. Determine cause and effect relationships by responding to "why," "how'" and "what if" questions.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Determine cause and effect relationships by responding to "why," "how'" and "what if" questions.
	d. Distinguish between fiction and nonfiction and real and pretend.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Distinguish between fiction and nonfiction and real and pretend. **iv. Early Fluent**
09. Read to locate information from a variety of traditional, technical, and electronic sources.	**a.** Locate resources for finding words in the classroom: - word wall; - color word chart; - number word chart; - familiar books; - children's name labels and name tags; - Pictionary; - computer; - title page; - dictionary.	**i. Pre-Emergent** **ii. Beginning**: Locate resources for finding words in the classroom: - word wall; - color word chart; - number word chart; - familiar books; - children's name labels and name tags; - Pictionary; - computer; - title page; - dictionary. **iii. Intermediate** **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
10. Read for technical information.	**a.** Identify five software icons located in the classroom and school.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Identify five software icons located in the classroom and school. **iv. Early Fluent**

~~*(5-3-03)*~~(6-17-04)T

672. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience. ~~*(3-15-02)*~~

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Understand and use the writing process.	**a.** Demonstrate understanding and application of steps of writing process: - brainstorm; - draft; - teacher conference; - revise; - edit; - publish; - share.	**i. Pre Emergent**: Communicate through pictures, drawings, and text by using letters, numbers, and symbols. **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Write legibly.	**i.** Pre Emergent **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	c. Use technology to create a piece for publication.	**i.** Pre Emergent **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
05. Write and edit for correctness and clarity.	**a.** Apply rules and conventions for the following: - Grammar; - Punctuation; - Capitalization; - Spelling.	**i.** Pre Emergent **ii. Beginning** **iii. Intermediate**: Use periods and question marks at the end of sentences. **iv. Early Fluent**
06. Write a narrative that aligns with the Direct Writing Assessment.	**a.** Write a narrative composition with a picture and at least one simple sentence that establishes and supports a central idea.	**i.** Pre Emergent **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

~~*(5-3-03)*~~(6-17-04)T

673. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and

visual presentations.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
05. Listen for information and understanding.	**a.** Listen and respond to a variety of electronic and live presentations.	**i.** Pre Emergent: Use nonverbal responses in social and academic settings to demonstrate understanding of key words and phrases. **ii. Beginning**: Respond to greetings and requests in one to one situations either nonverbally or in a short phrase. Respond to simple questions in one to one situations (e.g., yes/no questions, either/or questions, and questions that ask for personal information) with one or two words. Recognize patterns of sound in oral language (rhyming). **iii. Intermediate**: Respond appropriately in words and gestures to familiar social language in one to one situations and in small groups. **iv. Early Fluent**: Respond appropriately when working in pairs, in small groups, in whole class discussions on personal, social, or grade-level academic topics.
	b. Listen to gain enrichment and information about various cultures.	**i.** Pre Emergent **ii. Beginning**: Hear and discriminate among some phonemes representing sounds specific to the English language. **iii. Intermediate** **iv. Early Fluent**
06. Listen for literary response and expression.	**a.** Listen to literature presented using a variety of media such as teacher reading, computer, tape, or video.	**i.** Pre Emergent **ii. Beginning**: Attend to short, linguistically and academically appropriate, audio-visual materials. **iii. Intermediate**: Demonstrate comprehension of stories (main Idea and supporting details), key concepts of content area information and oral presentations that have contextual support (e.g., graphic organizers, posters, diagrams, and charts), by both verbal and nonverbal responses. **iv. Early Fluent**
07. Listen for critical analysis.	**a.** Listen for specific information.	**i.** Pre Emergent **ii. Beginning**: Demonstrate comprehension of stories/information by pointing, moving, matching, drawing, and making appropriate gestures. **iii. Intermediate**: Demonstrate comprehension of stories and information by responding with one or two words or a short phrase. **iv. Early Fluent**: Demonstrate comprehension of stories (grade appropriate readability), new content area information, and oral presentations (including graphics) by paraphrasing, summarizing, explaining, expressing opinions, etc.
08. Listen to and follow directions.	**a.** Frequently provide opportunities for students to follow verbal directions.	**i.** Pre Emergent: Respond nonverbally to simple directions and questions by matching objects, pointing to an answer, and drawing pictures. **ii. Beginning**: Understand key words and common phrases in both social and classroom settings (e.g., "Sit in your seat."). **iii. Intermediate**: Follow clear two- or three-step directions in one to one situations. Follow multiple-step (3 or more) directions. Demonstrates understanding of some idiomatic expressions by responding appropriately to expressions (e.g., "Give me your hand."). **iv. Early Fluent**

674. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Speak to share understanding of information.	**a.** Develop awareness of speaker behaviors, such as posture, articulation, volume, and use of complete sentences and organization.	**i. Pre Emergent**: Minimal verbal response in English expected. Repeat simple sounds, words, and phrases. **ii. Beginning**: State basic personal information Use gestures, single words, and simple phrases in greetings and in routine conversations. **iii. Intermediate**: Develop awareness of speaker behaviors such as posture, articulation, and volume. Use simple, complete sentences and organization. **iv. Early Fluent**: Develop awareness of speaker behaviors, such as posture, articulation, volume. Use complete sentences and organization with some linguistic inaccuracies.
05. Speak for literary response and expression.	**a.** Orally share known literature through various presentation and activities.	**i. Pre Emergent**: Minimal verbal response in English expected. Participate in classroom group-response activities (chants, songs, choral readings, TPR activities). Respond to stories read aloud, using one or two words or short phrases. **ii. Beginning**: Use key words and phrases to respond to simple questions regarding stories and personal experiences. **iii. Intermediate**: Use simple sentences to retell stories and relate experiences with linguistic inaccuracies. Contribute to classroom and small group discussions by responding to and asking simple questions. **iv. Early Fluent**: Relate stories about personal experience using descriptive detail with some linguistic inaccuracies. Retell and paraphrase stories he/she has read or heard, using descriptive detail about characters and setting.
06. Speak for critical analysis and evaluation.	**a.** Express opinions and solve problems.	**i. Pre Emergent**: Minimal verbal response in English expected **ii. Beginning**: Use gestures, single words, and simple phrases to express opinions and solve problems. **iii. Intermediate**: Use simple sentences with some linguistic inaccuracies to express opinions and solve problems. **iv. Early Fluent**: Express opinions and solve problems with some linguistic inaccuracies.
	b. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions.	**i. Pre Emergent**: Exhibit courteous, attentive, and appropriate behavior during discussions. Respond with appropriate gestures. **ii. Beginning**: Exhibit courteous, attentive, and appropriate behavior during discussions. Respond with appropriate gestures or single words. **iii. Intermediate**: Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions. **iv. Early Fluent**

~~*(5-3-03)*~~(6-17-04)T

(BREAK IN CONTINUITY OF SECTIONS)

679. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 1, SECTIONS 680 THROUGH 684.

680. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
06. Read a variety of traditional and electronic materials for information and understanding.	**a.** Use decoding and word recognition strategies to fluently read first-grade materials.	**i. Pre-Emergent** **ii. Beginning**: Read for information, understanding, appreciation, and enjoyment using a variety of types of text. **iii. Intermediate**: Independently read and understand the meaning of words, phrases, and short sentences in very simple text (e.g., pre-primer level). **iv. Early Fluent**
	Phonics/Phonemic Awareness	
	b. Identify words within a sentence.	**i. Pre-Emergent** **ii. Beginning**: Identify words within a sentence. **iii. Intermediate** **iv. Early Fluent**
	c. Distinguish syllables within words.	**i. Pre-Emergent** **ii. Beginning**: Distinguish syllables within words. **iii. Intermediate** **iv. Early Fluent**
	d. Recognize two or more rhyming words.	**i. Pre-Emergent** **ii. Beginning**: Identify and produce one syllable rhyming words. **iii. Intermediate** **iv. Early Fluent**
	e. Complete and produce a rhyming word.	**i. Pre-Emergent**: Discriminate between two sounds. **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	f. Discriminate between two sounds.	**i. Pre-Emergent**: Discriminate between two sounds. **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	g. Imitate sounds.	**i. Pre-Emergent** **ii. Beginning**: Imitate sounds. **iii. Intermediate** **iv. Early Fluent**
	h. Identify isolated initial and final sounds.	**i. Pre-Emergent**: Distinguish initial and final sounds in one-syllable words. **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	i. Blend phonemes to make a word.	**i. Pre-Emergent** **ii. Beginning**: Blend phonemes to make a word. **iii. Intermediate** **iv. Early Fluent**
‘	**j.** Transposition - segment a word into phonemes: - deletion; - addition; - substitution.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Transposition: segment a word into phonemes by deletions, additions, and/or substitutions. **iv. Early Fluent**
	Phonics	

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	k. Recognize and use regular letter-sound correspondences and determine regularly spelled one- and two-syllable words, consonant blends/ digraphs, short/long vowels, and letter/ sound correspondences.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Recognize and use regular letter-sound correspondences and determine regularly spelled one- and two-syllable words, consonant blends/digraphs, short/long vowels, and letter/sound correspondences. **iv. Early Fluent**
	l. Use onset and rhymes to create and decode new words that include blends and digraphs.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use onset and rhymes to create and decode new words that include blends and digraphs. **iv. Early Fluent**
	m. Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage. **iv. Early Fluent**
	n. Automatically read 150 high-frequency or sight words.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Recognize a limited number of sight words that have been taught in context (e.g., highest frequency words on Dolch list). **iv. Early Fluent**
	o. Apply knowledge of reading strategies.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use basic reading strategies to make text comprehensible and meaningful (e.g., prior knowledge, previewing, reviewing, asking questions, predicting, and self-corrections), with instructional support.
	Before Reading Strategies	
	p. Draw on prior knowledge and discuss to generate questions to predict text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Demonstrate comprehension of content area text by restating facts, identifying main idea and important details, recognizing cause and effect.
	q. In order to predict text, preview illustrations, title page, and other text pages.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use resources in text (e.g., illustrations, diagrams) to draw conclusions and make inferences and generalizations.
	During Reading Strategies	
	r. Integrate visual, structural, and meaning clues to gain understanding of text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Demonstrate comprehension of content area text by restating facts, identifying main idea and important details, recognizing cause and effect.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	s. Monitor own reading comprehension by self-correcting and rereading as needed to confirm text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: **Identify basic text structures such as sequencing/ chronological order, cause/effect, and comparison/contrast.** Monitor own reading comprehension by self-correcting and rereading as needed to confirm text.
	t. To guide in meaning, use such conventions of print as punctuation, commas, periods, question marks, and quotation marks.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use knowledge of standard English conventions to construct meaning (e.g., periods, questions marks).
	u. To gain oral fluency and expression, use proper phrasing and rereading.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use a variety of reading strategies to gain information from text. **iv. Early Fluent**: To gain oral fluency and expression, use proper phrasing and rereading.
	v. To determine word meanings and phrases, apply knowledge of compound words, contractions, and homophones.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: **Read aloud near grade-level material with confidence, accuracy, and fluency. To determine word meanings and phrases, apply knowledge of compound words, contractions, and homophones.**
	Reading Comprehension Strategies	
	w. Identify main idea.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use reading strategies to gain information and to make text comprehensible (e.g., predicting, questioning, summarizing, self-correcting, evaluating, comparing/contrasting, using print and media resources). Identify main idea. **iv. Early Fluent**
	x. Sequence events of a story.	**i. Pre-Emergent** **ii. Beginning**: Sequence events of a story. **iii. Intermediate** **iv. Early Fluent**
	y. Read beyond text to make inferences and draw conclusions.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Read compound words and contractions. **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
07. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.	**a.** Read and evaluate grade-level literature; identify vocabulary, genres, and text features: - identify and compare plots, settings, and characters of two stories; - retell basic plots/main ideas of fiction and nonfiction.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Read and evaluate grade-level literature; identify vocabulary, genres, and text features: - identify and compare plots, settings, and characters of two stories; - retell basic plots/main ideas of fiction and nonfiction.
	b. Identify and compare own experiences and knowledge to that of characters, events, and situations within a story.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Identify and compare own experiences and knowledge to that of characters, events, and situations within a story. **iv. Early Fluent**
08. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	**a.** Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion. **iv. Early Fluent**
	b. Sequentially retell story; include details related to setting, plot, and characters.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Sequentially retell story; include details related to setting, plot, and characters. **iv. Early Fluent**
	c. To demonstrate critical listening, recall details by responding to questions asking "who," "what," "where," and "when."	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: To demonstrate critical listening, recall details by responding to questions asking "who," "what," "where," and "when." **iv. Early Fluent**
	d. Determine cause and effect relationships by responding to "why," "how," "and what if" questions.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Determine cause and effect relationships by responding to "why," "how," "and what if" questions. **iv. Early Fluent**
09. Read to locate information from a variety of traditional, technical, and electronic sources.	**a.** Locate information using the following informational text and resources: - alphabetical order; - book parts: title page, table of contents, and glossary. Locate information using the following informational text and resources: - alphabetical order; - book parts: title page, table of contents, and glossary.	**i. Pre-Emergent** **ii. Beginning**: Locate information using the following informational text and resources: - alphabetical order; - book parts: title page, table of contents, and glossary. **iii. Intermediate** **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
10. Read for technical information.	**a.** Use organizational features of text.	**i. Pre-Emergent** **ii. Beginning**: Use organizational features of text. **iii. Intermediate** **iv. Early Fluent**
	b. Use signs, labels, and instructions to follow hard copies of directions as well as those from technological sources. Use signs, labels, and instructions to follow hard copies of directions as well as those from technological sources.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use signs, labels, and instructions to follow hard copies of directions as well as those from technological sources. **iv. Early Fluent**

~~*(5-3-03)*~~(6-17-04)T

681. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Understand and use the writing process.	**a.** Fluently write upper and lower case letters using appropriate space and letter size.	**i. Pre-Emergent** **ii. Beginning**: Label familiar objects and pictures, including key parts of content area objects. **iii. Intermediate** **iv. Early Fluent**
	b. Develop story fluency.	**i. Pre-Emergent** **ii. Beginning**: Write about personal experiences using pictures, letters, words, and numbers. **iii. Intermediate** **iv. Early Fluent**
	c. Demonstrate basic understanding of the writing process: - pre-write; - first draft; - revise and edit; - publish; - share.	**i. Pre-Emergent** **ii. Beginning**: Dictate, copy, or write a simple sentence about a picture or experience. **iii. Intermediate** **iv. Early Fluent**
	d. Write for various audiences: - self; - teacher; - other personally-known audiences.	**i. Pre-Emergent** **ii. Beginning**: Write a phrase or simple sentence about an event or character from text read aloud, with instructional support or a model. **iii. Intermediate** **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
05. Write and edit for correctness and clarity.	**a.** Develop and organize sentences that incorporate central idea and supporting details.	**i. Pre-Emergent** **ii. Beginning**: Write pattern sentences with assistance. **iii. Intermediate**: Write a simple sentence about a picture or experience. **iv. Early Fluent**: Write simple sentences and short paragraphs (3-4 sentences) to demonstrate content area learning.
	b. Develop descriptive vocabulary to enhance writing.	**i. Pre-Emergent** **ii. Beginning**: Correctly use familiar words presented and emphasized in content (e.g., literature, math, science lessons); spelling approximations are acceptable. **iii. Intermediate**: Write simple phrases/sentences about a group or shared activity with assistance, using spelling approximations and accurate end punctuation (periods and question marks). **iv. Early Fluent**: Demonstrate effective use of transitional words: first, then, last.
	c. Apply rules and conventions for the following: - grammar; - punctuation; - capitalization.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use periods and question marks at the end of sentences. Use capital letters in proper nouns and to begin sentences. **iv. Early Fluent**
	d. Demonstrate appropriate spelling: - correctly spell words by writing sounds in sequence; - accurately spell high frequency words; - engage in such problem-solving strategies analogies, environmental print, and resources.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Spell three- and four-letter words and grade level appropriate sight words correctly.
	e. Frequently reread to clarify, revise, and edit.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Edit own writing for end punctuation (periods and question marks) and capitalization (proper nouns and beginning of sentience).
06. Write a narrative essay that aligns with the Direct Writing Assessment.	**a.** Using personal experiences and knowledge as a source for writing, create a narrative account.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Write stories based on pictures that include sequence and details. Write simple stories that include elements of setting, character, and events.

~~*(5-3-03)*~~(6-17-04)T

682. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
05. Listen for information and understanding.	**a.** Demonstrate effective and appropriate listening skills using the following: - eye contact; - taking turns in conversation; - maintaining attention.	**i. Pre-Emergent** **ii. Beginning**: Recognize patterns of sound in oral language (e.g., rhyming). **iii. Intermediate** **iv. Early Fluent**
	b. Listen to gain enrichment and information about various cultures.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	c. Participate in retelling and asking questions for clarification.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
06. Listen for literary response and expression.	**a.** Interpret and respond to a variety of oral presentations.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Respond to complex content-related questions about newly learned information by making comparisons.
	b. Discuss similarities and differences between and among a variety of oral presentations.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
07. Listen for critical analysis and evaluation.	**a.** Listen for specific answers in order to respond with appropriate feedback.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
08. Listen to and follow directions.	**a.** Follow three-step oral directions.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

~~*(5-3-03)*~~(6-17-04)T

683. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Speak to share understanding of information.	**a.** Clearly communicate to a range of audience for various purposes: - speak in grammatically correct sentences with clarity and detail; - use vocabulary appropriate for the age group.	**i. Pre-Emergent**: Minimal verbal response in English expecte**d.**Repeat simple sounds, words, and phrases. **ii. Beginning**: Use both social and academic vocabulary in familiar, restricted contexts (with support). Use set phrases (formulaic language) in simple sentences to interact in both social and academic settings. **iii. Intermediate**: Use simple sentences and phrases with linguistic inaccuracies to express needs and ideas about familiar topics in social and academic contexts. **iv. Early Fluent**: Make him/herself understood when speaking by using generally appropriate English grammatical forms with some linguistic inaccuracies. Contribute to classroom discussions by asking and answering questions.
05. Speak for literary response and expression.	**a.** Participate in oral interpretation, memorization, presentation, and dramatic reading to share personal and literary works.	**i. Pre-Emergent**: Minimal verbal response in English expected. Participate in classroom group-response activities (chants, songs, choral readings, TPR activities). Respond to literary works read aloud, using one or two words or short phrases. **ii. Beginning**: Use key words and phrases to respond to simple questions regarding personal experiences and literary works. **iii. Intermediate**: Use simple sentences with linguistic inaccuracies to retell stories and relate personal experiences and literary works. Contribute to classroom and small group discussions by responding to and asking simple questions. **iv. Early Fluent**: Participate in oral interpretation, memorization, presentation, and dramatic reading to share personal and literary works with some linguistic inaccuracies.
06. Speak for critical analysis and evaluation.	**a.** Express opinions and solve problems.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use gestures, single words, and simple phrases to express opinions and solve problems. **iii. Intermediate**: Use simple sentences to express opinions and solve problems. **iv. Early Fluent**: Express opinions and solve problems.
	b. Use causes and effects and similarities and differences to demonstrate a key point.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use graphic organizers, gestures, single words, and simple phrases to express similarities and differences and key points. **iii. Intermediate**: Use simple sentences to show causes and effects and similarities and differences and key points. **iv. Early Fluent**: Use causes and effects and similarities and differences to demonstrate a key point with some linguistic inaccuracies.
	c. Use speaking skills to express opinions in a courteous and attentive manner.	**i. Pre-Emergent**: Minimal verbal response in English expected. Exhibit courteous, attentive, and appropriate behavior when directed. **ii. Beginning**: Use gestures, single words, and simple phrases to express opinions in a courteous and attentive manner. **iii. Intermediate**: Use simple sentences to express opinions in a courteous and attentive manner. **iv. Early Fluent**: Use speaking skills to express opinions in a courteous and attentive manner.

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(BREAK IN CONTINUITY OF SECTIONS)

688. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 2, SECTIONS 689 THROUGH 693.

689. READING.
Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
05. Read a variety of traditional and electronic materials for information and understanding.	**a.** Use decoding and word recognition strategies to fluently read second-grade materials.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Read aloud near grade-level material with confidence, accuracy, and fluency.
	Phonics/Phonemic Awareness	
	b. Identify and name two or more words that rhyme.	**i. Pre-Emergent** **ii. Beginning**: Identify and name two or more words that rhyme. **iii. Intermediate** **iv. Early Fluent**
	c. Distinguish syllables within words.	**i. Pre-Emergent** **ii. Beginning**: Distinguish syllables within words. **iii. Intermediate** **iv. Early Fluent**
	d. Recognize and use the following to decode words: - beginning, middle, and ending sounds; - consonant blends and digraphs; - short and long vowels; - r-controlled vowels; - similarities among word structures such as word families, and syllabication rules.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Recognize and use the following to decode words: beginning, middle and ending sounds; consonant blends and digraphs; short and long vowels, r-controlled vowels. **iv. Early Fluent**
	e. Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: **Read common root words with inflectional endings (e.g., -s, -ed, -ing).** **iv. Early Fluent**: Use illustrations, word-attack skills, and context to determine the meaning of unknown words. Apply knowledge of common morphemes (e.g., common root words, prefixes, suffixes) to derive meaning from text.
	f. Automatically read a bank of 150-200 high-frequency words.	**i. Pre-Emergent** Recognize high frequency words (e.g., Dolch words) designated as early first grade words. **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Automatically read a bank of 150-200 high-frequency words.
	Pre-Reading Strategies	

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	g. Draw on prior knowledge, discussion, and generating of questions to predict text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use basic reading strategies to make text comprehensible and meaningful (e.g., knowledge, previewing, reviewing asking questions, predicting, and self-correction), with instructional support.
	h. Prior to reading text, preview illustrations and such opening pages of text as the title page, table of contents, and other introductory pages.	**i. Pre-Emergent** **ii. Beginning**: Read and identify basic text features (e.g., title page, table of contents, chapter titles, headings). **iii. Intermediate** **iv. Early Fluent**
	Context Clues	
	i. Use context clues to choose correct meanings of identified words within a reading passage.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use illustrations, word-attack skills, and context to determine the meaning of unknown words. **iv. Early Fluent**
	j. Monitor own reading comprehension by self-correcting and rereading.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	k. Recognize words that signal transitions to determine sequence as well as contribute to text's meaning.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Recognize words that signal transitions to determine sequence as well as contribute to text's meaning. **iv. Early Fluent**
	l. Use the following punctuation clues: commas, periods, question marks, apostrophes, and quotation marks to guide meaning and oral fluently reading aloud.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use the following punctuation clues: commas, periods, question marks, apostrophes, and quotation marks to guide meaning and oral fluently reading aloud. Read aloud near grade level text with confidence, accuracy, intonations, and fluency.
	Word Analysis Skills	
	m. Apply knowledge of compound words, contractions, and homophones to determine word meanings and phrases.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Read compound words and contractions and homophones. **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
06. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.	**a.** Read and evaluate grade-level literature and recognize and analyze literary elements, vocabulary, and genres: - identify and compare plots, settings, and characters of two stories; - retell basic plots of folktales, legends, fables, and fairy tales.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Gather, organize, read, analyze, interpret information related to academic content areas from various sources (e.g., reference books, magazines, textbooks, internet media presentations).
07. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	**a.** Retell a story and include setting, plot, and characters.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Retell a story and include setting, plot, and characters. **iv. Early Fluent**
	b. Identify the following story elements within a literary text: - characters and their traits and motivations which determine causes and actions; - setting; - sequential events of a plot, including a clear beginning, middle, and end; - problems and solutions.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify the following story elements within a literary text: - characters and their traits and motivations which determine causes and actions; - setting; - sequential events of a plot, including a clear beginning, middle, and end; - problems and solutions.
	c. Recall and recognize relevant details in a passage by responding to questions asking "who," "what," "where," and "when."	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Recall and recognize relevant details in a passage by responding to questions asking "who," "what," "where," and "when." **iv. Early Fluent**
	d. Determine cause and effect relationships by responding to "why'" "how," and "what if" questions.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Determine cause and effect relationships by responding to "why'" "how," and "what if" questions.
	e. Draw logical conclusions based on information read.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Draw logical conclusions based on information read. **iv. Early Fluent**
	f. Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
08. Read to locate information from a variety of traditional, technical, and electronic sources.	**a.** Locate information using dictionaries, encyclopedias, and informational books: - recognize alphabetical order; - name and use the following parts – title page, table of contents, and glossary.	**i. Pre-Emergent** **ii. Beginning**: Locate information using dictionaries, encyclopedias, and informational books: - recognize alphabetical order; - name and use the following parts – title page, table of contents, and glossary. **iii. Intermediate** **iv. Early Fluent**

~~(5-3-03)~~(6-17-04)T

690. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Understand and use the writing process.	**a.** Demonstrate understanding and application of writing process steps: - brainstorm; - draft; - teacher conference; - revise; - edit; - publish; - share.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Supply missing words in familiar or framed patterns. Use pre-writing strategies (e.g., time lines, web, maps, pictures) with assistance. **iv. Early Fluent**
	b. Legibly write in a variety of formats to record, generate, and reflect ideas.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Write in a variety of forms (e.g., lists, letters, stories, short reports).
	c. Use technology to create a piece for publication.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	d. Identify and use appropriate style for audience and purpose of writing.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	e. Develop a writing vocabulary and skills for using words.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
05. Write and edit for correctness and clarity.	**a.** Apply rules and conventions for the following: - grammar; - punctuation; - capitalization; - spelling.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Develop sentences that incorporate a clear and focused main idea; incorporate supportive details and examples that are appropriate to topic, audience, and purpose: - use appropriate word choices, sentence structure, transitions, and organizational techniques; - write for personal and practical needs.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies). **iv. Early Fluent**: Write statements (declarative sentences) and questions using standard word order, with some inconsistent grammar forms (e.g., subject-verb agreement). Write simple paragraphs (3-4 sentences) based on classroom activities and experiences (e.g., field trips).
06. Write a narrative essay that aligns with the Direct Writing Assessment.	**a.** Create a narrative composition that provides an introduction, middle, and end sequence; establish and support a central idea and include simple facts and details.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Write a simple narrative with beginning, middle and end that includes elements of setting and character. **iv. Early Fluent**: Write stories based on pictures that include sequence and details. Write simple stories that include elements of setting, character, and events.
	b. Write and publish original and creative works which incorporate descriptive language.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

~~(5-3-03)~~(6-17-04)T

691. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
05. Listen for information and understanding.	**a.** Listen and respond to a variety of electronic and live presentations.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	b. Listen to gain enrichment and information abut various cultures.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	c. Use such responsive listening skills as retelling and asking questions for elaboration and clarification.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
06. Listen for literary response and expression.	**a.** Listen to and record information from oral presentations.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Note similarities and differences between and among a variety of oral presentations.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
07. Listen for critical analysis and evaluation.	**a.** Listen for answers to specific questions and for specific purposes in response to nonfiction.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Determine rhyming words that have been logically omitted from an orally-presented poem or rhyming book.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
08. Listen to and follow directions.	**a.** Frequently provide opportunities for students to follow verbal directions.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

~~*(5-3-03)*~~(6-17-04)T

692. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Speak to share understanding of information.	**a.** Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary as well as effective use of illustrations and pictures.	**i. Pre-Emergent**: Minimal verbal response in English expected. Plan and deliver a nonverbal presentation that incorporates illustrations and pictures. **ii. Beginning**: Plan and deliver a nonverbal presentation using gestures, single words, and simple phrases as well as illustrations and pictures. **iii. Intermediate**: Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary in simple sentences as well as effective use of illustrations and pictures. **iv. Early Fluent**: Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary with some linguistic inaccuracies. Incorporate effective use of illustrations and pictures.
	b. Use oral communication for various purposes with a developing sense of audience that incorporates appropriate volume, variety of word choices, and physical gestures.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use gestures, single words, and simple phrases to for various purposes with a developing sense of audience that incorporates appropriate volume, limited word choices, and physical gestures. **iii. Intermediate**: Use oral communication for various purposes with a developing sense of audience that incorporates appropriate volume, variety of word choices, and physical gestures. **iv. Early Fluent**:
05. Speak for literary response and expression.	**a.** Use oral interpretation, memorization, presentation, and dramatic readings to share personal and literary works.	**i. Pre-Emergent**: Minimal verbal response in English expected. Participate in classroom group-response activities (e.g., chants, songs, choral readings, TPR activities). Respond to literary works read aloud, using one or two words or short phrases. **ii. Beginning**: Use key words and phrases to respond to simple questions regarding personal experiences and literary works. **iii. Intermediate**: Use simple sentences to retell stories and relate personal experiences and literary works. Contribute to classroom and small group discussions by responding to and asking simple questions. **iv. Early Fluent**: Participate in oral interpretation, memorization, presentation, and dramatic readings to share personal and literary works with some linguistic inaccuracies.
06. Speak for critical analysis and evaluation.	**a.** Express opinions and solve problems.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use gestures, single words, and simple phrases to express opinions and solve problems. **iii. Intermediate**: Use simple sentences to express opinions and solve problems. **iv. Early Fluent**: Express opinions and solve problems.
	b. Use causes and effects and similarities and differences to demonstrate a key point.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use graphic organizers, gestures, single words, and simple phrases to express similarities and differences and key points. **iii. Intermediate**: Use simple sentences to show causes and effects and similarities and differences and key points. **iv. Early Fluent**: Use causes and effects and similarities and differences to demonstrate a key point with some linguistic inaccuracies.
	c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behaviors during discussions.	**i. Pre-Emergent**: Exhibit courteous, attentive, and appropriate behavior during discussions. **ii. Beginning**: **iii. Intermediate**: Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions. **iv. Early Fluent**:

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(BREAK IN CONTINUITY OF SECTIONS)

697. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 3, SECTIONS 698 THROUGH 702.

698. READING.
Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
06. Read a variety of traditional and electronic materials for information and understanding.	**a.** Use decoding strategies to fluently read third-grade materials.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Read for information, understanding, appreciation, and enjoyment, using a variety of types of text.
	Phonics	
	b. Employ multiple strategies to identify words using spelling patterns and syllabication.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Employ multiple strategies to identify words using spelling patterns and syllabication. **iv. Early Fluent**
	c. Use phonics clues to automatically decode words and cueing strategies to fluently read third-grade text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	Context Clues	
	d. Use context clues to determine correct meanings of identified words within a reading passage.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use context clues to determine correct meanings of identified words within a reading passage. **iv. Early Fluent**
	e. Recognize words that signal transitions to determine sequence and meaning of text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Recognize words that signal transitions to determine sequence and meaning of text. **iv. Early Fluent**
	f. Recognize the relationship between a pronoun and its referent.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Recognize the relationship between a pronoun and its referent.
	Word Analysis Clues	
	g. Apply knowledge of contractions, synonyms, antonyms, homonyms, and multiple meaning to determine meaning of words and phrases.	**i. Pre-Emergent** **ii. Beginning**: Apply knowledge of contractions, synonyms, antonyms, homonyms, and multiple meaning to determine meaning of words and phrases. **iii. Intermediate** **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	h. Use knowledge of root words to determine meanings of unknown words within a passage.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use knowledge of root words to determine meanings of unknown words within a passage.
	Syntax Cues	
	i. Use knowledge of written language to anticipate words when reading.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use knowledge of written language to anticipate words when reading.
	j. Before, during, and after reading, locate information to clarify text structure and content.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Before, during, and after reading, locate information to clarify text structure and content.
	k. Locate and gather information for a variety of purposes.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Read and identify text features including glossaries and indexes.
	l. Paraphrase and summarize text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Paraphrase and summarize text.
	m. Distinguish between cause and effect and fact and opinion within expository text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Distinguish between cause and effect and fact and opinion within expository text.
	n. Identify language and literary devices: - mood; - tone; - style; - figurative language.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify language and literary devices: - mood; - tone; - style; - figurative language.
	o. Identify main idea within a text and identify relevant details and facts.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**; Identify main idea within a text and identify relevant details and facts. **iv. Early Fluent**
07. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	**a.** Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, poems, and plays.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, poems, and plays.
	b. Evaluate new information and relate to known information and ideas.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Evaluate new information and relate to known information and ideas.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	c. Compare and contrast information about same topic after reading two or more passages or articles.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Compare and contrast information about same topic after reading two or more passages or articles. **iv. Early Fluent**
	d. Demonstrate understanding of the role of reading to enrich, inform, and serve as a tool for lifelong learning.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Demonstrate understanding of the role of reading to enrich, inform, and serve as a tool for lifelong learning.
	e. Identify cause and effect and statements of fact and opinion.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify cause and effect and statements of fact and opinion.
	f. Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order. **iv. Early Fluent**
08. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	**a.** Identify author's purpose and describe how language, setting, and information support purpose within literary text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify author's purpose and describe how language, setting, and information support purpose within literary text.
	b. Identify the following story elements within a literary text: - characters and their traits; - setting; - sequencing of main events; - problems and solutions.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify the following story elements within a literary text: - characters and their traits; - setting; - sequencing of main events; - problems and solutions.
09. Read to locate information from a variety of traditional, technical, and electronic sources.	**a.** Use appropriate strategies when reading for the following purposes: - comprehension; - locating information; - personal enjoyment.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use appropriate strategies when reading for the following purposes: - comprehension; - locating information; - personal enjoyment. **iv. Early Fluent**
	b. Generate questions about important and interesting issues.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Generate questions about important and interesting issues. **iv. Early Fluent**
	c. Organize and interpret information to draw a logical conclusion based on an investigation.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Organize and interpret information to draw a logical conclusion based on an investigation.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
10. Read for technical information.	**a.** Identify and use such traditional sources as reference books, library materials, experts, and electronically stored sources to locate and acquire information.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use multiple grade level resources to identify and use such traditional sources as reference books, library materials, experts, and electronically stored sources to locate and acquire information. **iv. Early Fluent**
	b. Identify use of graphics, graphs, tables and diagrams, parentheses, italics, and bold print.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Identify use of graphics, graphs, tables and diagrams, parentheses, italics, and bold print. **iv. Early Fluent**
	c. Identify text structure.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify text structure.
	d. Locate and demonstrate understanding sequence words.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Locate and demonstrate understanding sequence words. **iv. Early Fluent**

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699. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Understand and use the writing process.	**a.** Demonstrate understanding and application of the writing process: - brainstorm; - draft; - teacher conference; - revise; - edit; - publish; - share.	**i. Pre-Emergent**: Briefly write about personal experience by using illustrations and one or two words. Create simple sentences and phrases with some assistance. **ii. Beginning**: Use simple pre-writing strategies. **iii. Intermediate**: Use phrases and simple sentences to respond to written prompts. **iv. Early Fluent**
	b. Legibly write in a variety of formats to record, generate, and reflect upon idea.	**i. Pre-Emergent** **ii. Beginning**: Use models to write short narratives. Communicate information through a combination of drawings, picture stories, and some words. **iii. Intermediate** **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	c. Identify and use appropriate style and vocabulary for audience and purpose.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Produce independent writing that is understood when read. Incorporate key content area vocabulary in writing. **iv. Early Fluent**
05. Write and edit for correctness and clarity.	**a.** Apply rules and conventions of the following: - grammar; - punctuation; - capitalization; - spelling.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use mainly conventional spelling, capitalization, punctuation, grammar, and sentence structure. Edit for conventions of writing and revise for appropriate word choice and organization (e.g., spelling, capitalization, punctuation).
	b. Develop a paragraph that incorporates a clear and focused main idea that is supported by details and examples that are appropriate to topic, audience, and purpose: - use topic sentences, appropriate word choices and sentence structure, transitions, paragraphing, indentation, and organization; - write for personal and practical needs.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use print for social communication (e.g., notes, invitations, e-mail, diary entries). Use a variety of sentence patterns with mostly appropriate tenses and conventions. Consistently use complete sentences and correct word order.
06. Write a narrative essay that aligns with the Direct Writing Assessment.	**a.** Create a multiple-paragraph narrative composition that provides an introductory paragraph that establishes and supports a central idea**.**Include supporting paragraphs with thoughtful transitions, simple facts, details, and explanations. Conclude with a paragraph that summarizes key points. Properly indent.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Describe characters and settings and summarize events in a literature selection. **iv. Early Fluent**: Use informational writing in content areas (e.g., recording a math problem-solving process, summarizing a social studies concept).
	b. Write and publish original creative works that incorporate figurative and descriptive language.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

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700. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in

addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Listen for information and understanding.	**a.** Listen and respond to a variety of electronic and live presentations.	**i. Pre-Emergent**: Attend to short, linguistically and academically appropriate audio-visual materials. Linguistically these materials would be nearly identical to those at the K-2 range, but academically the content would be slightly more advanced. **ii. Beginning** **iii. Intermediate**: Respond to simple and complex questions (e.g., who/how, either/or, and some open-ended questions) with words and phrases. **iv. Early Fluent**
	b. Listen to gain enrichment and information about various cultures.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	c. Demonstrate effective interpersonal listening skills.	**i. Pre-Emergent**: Use nonverbal responses in social and academic settings to demonstrate understanding of key words and phrases. These words, common phrases, and familiar language would be very similar to those at the K-2 range for this earliest level of proficiency. **ii. Beginning**: Follow clear one-step directions in one to one situations. Built on previous grades. **iii. Intermediate**: Follow clear multiple-step (3 or more) directions in one to one and small group situations. Directions may be more cognitively demanding at 3-5 than at K-2. **iv. Early Fluent**: Follow multiple-step (3 or more) directions in both one to one and group situations.
05. Listen for literary response and expression.	**a.** Listen to and record information from oral presentations.	**i. Pre-Emergent**: Demonstrate comprehension of stories/information by pointing, moving, matching, drawing, and making appropriate classroom gestures. Stories and information at the 3-5 grade level might be slightly more cognitively demanding than at the K-2 level. **ii. Beginning** **iii. Intermediate**: Respond nonverbally to more complex stories (e.g., matching objects, pointing to an answer, or drawing picture). **iv. Early Fluent**:
	b. Note similarities and differences between and among a variety of oral presentations.	**i. Pre-Emergent**: **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Demonstrate understanding of increasingly complex content-related questions about newly learned information (e.g., makes comparisons).
06. Listen for critical analysis and evaluation.	**a.** Identify the purpose, content, organization, and delivery of verbal communication and nonverbal cues.	**i. Pre-Emergent**: Respond nonverbally to simple directions and questions (e.g., by matching objects, pointing to an answer, drawing picture). Directions and questions at the 3-5 grade range would be very similar to those at the K-2 range for this earliest level of proficiency. **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

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701. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Speak to share understanding of information.	**a.** Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary as well as effective use of illustrations, pictures, and charts.	**i. Pre-Emergent**: Minimal verbal response in English expected. Plan and deliver a nonverbal presentation that incorporates illustrations, pictures, and charts. **ii. Beginning**: Plan and deliver a nonverbal presentation using gestures, single words, and simple phrases as well as illustrations, pictures, and charts. **iii. Intermediate**: Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary in simple sentences. Incorporate effective use of illustrations, pictures, and charts. **iv. Early Fluent**: Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary with some linguistic inaccuracies. Incorporate effective use of illustrations, pictures, and charts.
	b. Use oral communication for various purposes and audiences that incorporate a variety of word choices, inflection, volume, phrasing, physical gestures, and eye contact.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use gestures, single words, and simple phrases to for various purposes with a developing sense of audience that incorporates appropriate volume, limited word choices, and physical gestures. **iii. Intermediate**: Use oral communication for various purposes with a developing sense of audience that incorporates appropriate volume, variety of word choices, physical gestures, and some eye contact. **iv. Early Fluent**: Use oral communication for various purposes with a developing sense of audience that incorporates appropriate volume, variety of word choices, physical gestures, and eye contact.
05. Speak for literary response and expression.	**a.** Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.	**i. Pre-Emergent**: Minimal verbal response in English expected. Participate in classroom group-response activities (chants, songs, choral readings, TPR activities). Respond to literary works read aloud, using one or two words or short phrases. **ii. Beginning**: Use key words and phrases to respond to simple questions regarding personal experiences and literary works. **iii. Intermediate**: Use simple sentences to retell stories and relate personal experiences and literary works. Contribute to classroom and small group discussions by responding to and asking simple questions. **iv. Early Fluent**: Participate in oral interpretation, memorization, presentation, and dramatic readings to share personal and literary works with some linguistic inaccuracies.
06. Speak for critical analysis and evaluation.	**a.** Express opinions and solve problems.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use gestures, single words, and simple phrases to express opinions and solve problems. **iii. Intermediate**: Use simple sentences to express opinions and solve problems. **iv. Early Fluent**: Express opinions and solve problems.
	b. Use causes/effects and similarities/ differences to demonstrate a key point.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use graphic organizers, gestures, single words, and simple phrases to express similarities and differences and key points. **iii. Intermediate**: Use simple sentences to show causes and effects and similarities and differences and key points. **iv. Early Fluent**: Use causes and effects and similarities and differences to demonstrate a key point with some linguistic inaccuracies.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: - listen well and verify understanding; - avoid monopolizing conversations; - raise pertinent questions; - exhibit cultural sensitivity.	**i. Pre-Emergent**: Minimal verbal response in English expected. Exhibit courteous, attentive, and appropriate behavior when directed. **ii. Beginning**: Use gestures, single words, and simple phrases to express opinions in a courteous and attentive manner. **iii. Intermediate**: Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: - listen well and verify understanding; - avoid monopolizing conversations; - raise pertinent questions; - exhibit cultural sensitivity. **iv. Early Fluent**:
	d. Demonstrate ability to critique own oral presentation.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Demonstrate ability to critique own oral presentation by using prompts and rubrics reflecting the intermediate proficiency level. **iv. Early Fluent**:

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(BREAK IN CONTINUITY OF SECTIONS)

706. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 4, SECTIONS 707 THROUGH 711.

707. READING.
Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
06. Read a variety of traditional and electronic materials for information and understanding.	**a.** Use decoding strategies to fluently read fourth-grade materials.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Read aloud near grade-level material with confidence, accuracy, and fluency.
	Phonics	
	b. Use spelling pattern syllabication and other strategies to identify words.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use spelling pattern syllabication and other strategies to identify words. **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	c. Use phonics clues to automatically and accurately identify and pronounce words.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use knowledge of English phonics and syntax to interpret the meaning of unfamiliar words in the simple sentences. **iv. Early Fluent**
	Word Analysis	
	d. Apply knowledge of derivations, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Apply knowledge of derivations, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases. Recognize and use correctly some multiple-meaning words (e.g., "product" in math vs. "product" in social studies) and homographs (e.g., You "live" here vs. This is a "live" animal.)
	e. Use knowledge of root words to determine meanings of unknown words within a passage.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Apply knowledge of common morphemes (e.g., common root words, prefixes, suffixes) to derive meaning form text.
	Context Clues	
	f. Use context clues to choose correct meanings of identified words within a reading passage.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use illustrations, word-attack skills, and context to determine the meaning of unknown words. **iv. Early Fluent**
	g. Recognize the relationship between a pronoun and its referent.	**i. Pre-Emergent** **ii. Beginning**: Recognize the relationship between a pronoun and its referent. **iii. Intermediate** **iv. Early Fluent**
	h. Recognize words that signal transitions to determine sequences as well as contribution to text's meaning.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Recognize words that signal transitions to determine sequences as well as contribution to text's meaning. **iv. Early Fluent**
	Sentence Structure	
	i. Use knowledge of written language to anticipate words when reading.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use knowledge of written language to anticipate words when reading.
	j. Use knowledge of written language to comprehend text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use knowledge of written language to comprehend text.
	k. Before, during, and after reading, locate information to clarify text structure and content.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Read and identify text features including glossaries and indexes.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	l. Identify and begin to use analytic processes for understanding and remembering words, phrases, and information form reading material.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use reading strategies to gain information and to make text comprehensible (e.g., predicting, questioning, summarizing, self-correcting, evaluating, comparing/contrasting, using print and media resources). **iv. Early Fluent**
	m. Locate and gather information for a variety of purposes.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Gather, organize, read, analyze, and interpret information related to academic content areas from various sources (e.g., reference books, magazines, textbooks, internet media presentations).
	n. Paraphrase and summarize text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Paraphrase and summarize text.
	o. Draw inferences and conclusions from text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use multiple grade-level resources to make inferences, conclusions and generalizations (e.g., glossaries, indexes, graphs, illustrations, headings).
	p. Identify language and literary devices: - mood; - tone; - style; - figurative language; - format; - structure.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify language and literary devices: - mood; - tone; - style; - figurative language; - format; - structure.
	q. Determine main idea or essential message within a text and identify relevant details and facts.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Determine main idea or essential message within a text and identify relevant details and facts. **iv. Early Fluent**
07. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	**a.** Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, fables, myths, poems, and plays.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, fables, myths, poems, and plays. **iv. Early Fluent**
	b. Evaluate new information and hypotheses by testing against known information and ideas.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Evaluate new information and hypotheses by testing against known information and ideas.
	c. Compare and contrast information about same topic after reading two or more passages or articles.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Compare and contrast information about same topic after reading two or more passages or articles. **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	d. Demonstrate understanding of the role of reading to enrich, inform, and serve as a tool for lifelong learning.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Demonstrate understanding of the role of reading to enrich, inform, and serve as a tool for lifelong learning. **iv. Early Fluent**
	e. Distinguish between cause and effect and fact and opinion within expository text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Distinguish between cause and effect and fact and opinion within expository text.
	f. Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order. **iv. Early Fluent**
08. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	**a.** Identify author's purpose and describe how language, setting, and information support purpose within literary text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify author's purpose and describe how language, setting, and information support purpose within literary text.
	b. Identify the following story elements within a literary text: - characters and their traits and motivation to determine causes for actions; - setting; - main events of plot; - point of view; - problems and solutions.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify the following story elements within a literary text: - characters and their traits and motivation to determine causes for actions; - setting; - main events of plot; - point of view; - problems and solutions.
	c. Compare and contrast information from multiple sources.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Compare and contrast information from multiple sources.
	d. Use personal or objective criteria to do the following: - draw conclusions; - make inferences; - decide meanings; - form opinions; - make judgments.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use personal or objective criteria to do the following: - draw conclusions; - make inferences; - decide meanings; - form opinions; - make judgments.
	e. Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
09. Read to locate information from a variety of traditional, technical, and electronic sources.	**a.** Use appropriate strategies when reading for the following purposes: - full comprehension; - locating information; - personal enjoyment.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use appropriate strategies when reading for the following purposes: - full comprehension; - locating information; - personal enjoyment.
	b. Generate questions about important and interesting issues; use discussion to narrow research.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Generate questions about important and interesting issues; use discussion to narrow research.
	c. Organize and interpret information to draw logical conclusions based on investigation.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Organize and interpret information to draw logical conclusions based on investigation.
	d. Present acquired information in the form of a letter, report, story, and poster.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Present acquired information in the form of a letter, report, story, and poster. **iv. Early Fluent**
10. Read for technical information.	**a.** Identify and use such traditional sources as reference books, library materials, experts, and electronically-stored sources to locate and acquire information.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Identify and use such traditional sources as reference books, library materials, experts, and electronically-stored sources to locate and acquire information. **iv. Early Fluent**
	b. Identify use of graphics, graphs, tables, diagrams, parentheses, italics, and bold print.	**i. Pre-Emergent** **ii. Beginning**: Identify use of graphics, graphs, tables, diagrams, parentheses, italics, and bold print. **iii. Intermediate** **iv. Early Fluent**
	c. Identify format of various technical and reference texts.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Identify format of various technical and reference texts. **iv. Early Fluent**
	d. Locate and understand sequence words.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Locate and understand sequence words. **iv. Early Fluent**

~~*(5-3-03)*~~(6-17-04)T

708. WRITING.

Rationale: Students write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Understand and use the writing process.	**a.** Demonstrate understanding and application of writing process: - brainstorm; - draft; - revise; - edit; - publish.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Correctly use punctuation (end marks) and capitalization in basic sentence patterns. **iv. Early Fluent**: Gather and organize information related to academic content areas from various sources in written reports.
	b. Write in a variety of formats to record, generate, and reflect upon ideas.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Incorporate key content area vocabulary in writin**g.**Use transition words to organize writing (e.g., first, after that, in the beginning, later). Use pre-writing strategies (e.g., time lines, web, maps, pictures). **iv. Early Fluent**
	c. Identify and use appropriate style and vocabulary for audience and purpose.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Write to express preferences and opinions (e.g., letters, responses to prompts). **iv. Early Fluent**
05. Write and edit for correctness and clarity.	**a.** Apply rules and conventions of the following: - grammar; - punctuation; - capitalization; - spelling; - legibility.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Develop a paragraph that incorporates a clear and focused main idea and is supported by details and examples that are appropriate to topic, audience, and purpose: - incorporate topic sentences, appropriate word choice, sentience structure, transitions, paragraphing, indentation, and organization; - write for personal and practical needs; messages, diaries, journals, thank-you notes, friendly letters, and step-by-step directions.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Write short, descriptive and narrative paragraphs that develop a central idea. Write to express preferences and opinions (e.g., letters, responses to prompts). **iv. Early Fluent**: Utilize topic sentences, supporting details, transitions, and conclusions in paragraphs.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
06. Write a narrative essay that aligns with the fourth grade Direct Writing Assessment.	**a.** Create a multiple-paragraph narrative composition that provides an introductory paragraph and establishes and supports a central ide**a.**Include supporting paragraphs with thoughtful transitions, simple facts, details, and explanations. Conclude with a paragraph that summarizes key points. Properly indent.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Describe characters and settings and summarize events in a literature selection. Access classroom resources, including electronic media, to support independent writing. **iv. Early Fluent**: Create multi-paragraphed narrative compositions that have a clear focus. Use informational writing in content areas (e.g., recording a math problem-solving process, summarizing a social studies concept).
	b. Write and publish original creative works that incorporate figurative and descriptive language.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

~~*(5-3-03)*~~(6-17-04)T

709. LISTENING

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Listen for information and understanding.	**a.** Listen and respond to a variety of electronic and live presentations.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Respond nonverbally to more complex stories (e.g., matching objects, pointing to an answer, or drawing pictures). **iv. Early Fluent**
	b. Listen to gain enrichment and information about a variety of cultures.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	c. Use such responsive listening skills as paraphrasing, summarizing, and asking questions for elaboration and clarification.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
05. Listen for literary response and expression.	**a.** Respond in a variety of ways to oral presentations.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	b. Note similarities and differences between and among a variety of oral presentations.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
06. Listen for critical analysis and evaluation.	**a.** Identify the purpose, content, organization, and delivery of verbal communication and nonverbal cues.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

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710. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Speak to share understanding of information.	**a.** Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary as well as effective use of illustrations, pictures, and charts.	**i. Pre-Emergent**: Minimal verbal response in English expected. Plan and deliver a nonverbal presentation that incorporates illustrations and pictures. **ii. Beginning**: Plan and deliver a nonverbal presentation using gestures, single words, and simple phrases as well as illustrations and pictures. **iii. Intermediate**: Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary in simple sentences. Incorporate effective use of illustrations and pictures. **iv. Early Fluent**: Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary with some linguistic inaccuracies. Incorporate effective use of illustrations, pictures, and charts.
	b. Use oral communication for various purposes and audiences that incorporate a variety of word choices, inflection, volume, phrasing, physical gestures, and eye contact.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use gestures, single words, and simple phrases to for various purposes with a developing sense of audience that incorporates appropriate volume, limited word choices, and physical gestures. **iii. Intermediate**: Use oral communication for various purposes with a developing sense of audience that incorporates appropriate volume, variety of word choices, and physical gestures. **iv. Early Fluent**:

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
05. Speak for literary response and expression.	**a.** Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.	**i. Pre-Emergent**: Minimal verbal response in English expected. Participate in classroom group-response activities (e.g., chants, songs, choral readings, TPR activities). Respond to literary works read aloud, using one or two words or short phrases. **ii. Beginning**: Use key words and phrases to respond to simple questions regarding personal experiences and literary works. **iii. Intermediate**: Use simple sentences to retell stories and relate personal experiences and literary works. Contributes to classroom and small group discussions by responding to and asking simple questions. **iv. Early Fluent**: Participate in oral interpretation, memorization, presentation, and dramatic reading to share personal and literary works with some linguistic inaccuracies.
	b. Orally read or recite a poem.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Orally read or recite simple poems, rhymes, and chants. **iii. Intermediate**: Orally read or recite a poem. **iv. Early Fluent**:
06. Speak for critical analysis and evaluation.	**a.** Express opinions and solutions to problems.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use gestures, single words, and simple phrases to express opinions and solutions to problems. **iii. Intermediate**: Use simple sentences to express opinions and solutions to problems/ **iv. Early Fluent**: With some linguistic inaccuracies, express opinions and solutions to problems.
	b. Use causes and effects and similarities and differences to demonstrate a key point.	**i. Pre-Emergent**: Minimal verbal response in English expected. Exhibit courteous, attentive, and appropriate behavior when directed. **ii. Beginning**: Use graphic organizers, gestures, single words, and simple phrases to express similarities and differences and key points. **iii. Intermediate**: Use simple sentences to show causes and effects and similarities and differences and key points. **iv. Early Fluent**: Use causes and effects and similarities and differences to demonstrate a key point with some linguistic inaccuracies.
	c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: - listen well and verify understanding; - avoid monopolizing conversations; - raise pertinent questions; - exhibit cultural sensitivity.	**i. Pre-Emergent**: Minimal verbal response in English expecte**d.**Exhibit courteous, attentive, and appropriate behavior when directed. **ii. Beginning**: Use gestures, single words, and simple phrases to express opinions in a courteous and attentive manner. **iii. Intermediate**: Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: - listen well and verify understanding; - avoid monopolizing conversations; - raise pertinent questions; exhibit cultural sensitivity. **iv. Early Fluent**:

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(BREAK IN CONTINUITY OF SECTIONS)

715. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 5, SECTIONS 716 THROUGH 720.

716. READING.

Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
06. Read a variety of traditional and electronic materials for information and understanding.	**a.** Use decoding strategies to fluently read fifth-grade materials.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Read aloud near grade-level material with confidence, accuracy, and fluency.
	Phonics	
	b. Use spelling patterns, syllabication, and other strategies to identify words.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use spelling patterns, syllabication, and other strategies to identify words. **iv. Early Fluent**
	c. Use phonics clues to automatically and accurately identify and pronounce words and increase fluency.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use knowledge of English phonics and syntax to interpret the meaning of unfamiliar words in simple sentences. **iv. Early Fluent**
	Word Analysis	
	d. Apply knowledge of root words, derivations, affixes, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Recognize and use correctly some multiple-meaning words (e.g., "product" in math vs. "product" in social studies) and homographs (e.g., You "live" here vs. This is a "live" animal.). Apply knowledge of root words, derivations, affixes, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.
	Context Clues	
	e. Use context clues to choose correct meanings of identified words within a passage.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use knowledge of English phonics and syntax to interpret the meaning of unfamiliar words in simple sentences. **iv. Early Fluent**
	f. Recognize words that signal transitions to determine sequence as well as contribute to text's meaning.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Recognize words that signal transitions to determine sequence as well as contribute to text's meaning. **iv. Early Fluent**
	Sentence Structure	
	g. Use knowledge of written language to anticipate words when reading.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use knowledge of written language to anticipate words when reading.
	h. Use knowledge of written language to comprehend text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use background knowledge of written language to comprehend text.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	i. Before, during, and after reading, locate information to clarify text structure and content. Use the following text elements to predict and categorize information: table of contents, index, headings, captions, illustrations, and graphics.	**i. Pre-Emergent** **ii. Beginning**: Before, during, and after reading, locate information to clarify text structure and content. Use the following text elements to predict and categorize information: table of contents, index, headings, captions, illustrations, and graphics. **iii. Intermediate** **iv. Early Fluent**
	j. Use analytic processes for understanding and remembering vocabulary, phrases, and information from reading material.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use reading strategies to gain information and to make text comprehensible (e.g., predicting, questioning, summarizing, self-correcting, evaluating, comparing/contrasting, using print and media resources. **iv. Early Fluent**
	k. Locate, gather, and synthesize information for a variety of purposes.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Read and identify text features including glossaries and indexes. **iv. Early Fluent**: Gather, organize, read, analyze, and interpret information related to academic content areas from various sources (e.g., reference books, magazines, textbooks, internet media presentations).
	l. Paraphrase and summarize text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Paraphrase and summarize text.
	m. Draw inferences and conclusions from text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use multiple grade-level resources to make inferences, conclusions, and generalizations (e.g., glossaries, indexes, graphs, illustrations, headings, subheadings, key vocabulary).
	n. Identify language and literary devices: - mood; - tone; - style; - figurative language; - format; - structure.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify language and literary devices: - mood; - tone; - style; - figurative language; - format; - structure.
	o. Determine main idea or essential message within a text and identify relevant details and facts.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Determine main idea or essential message within a text and identify relevant details and facts. **iv. Early Fluent**
07. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	**a.** Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fantasy, legend, and historical fiction.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fantasy, legend, and historical fiction. **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	b. Activate and draw upon prior experiences to connect to reading selections.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Activate and draw upon prior experiences to connect to reading selections. **iv. Early Fluent**
	c. Compare and contrast information about same topic after reading two or more passages or articles.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Compare and contrast information about same topic after reading two or more passages or articles. **iv. Early Fluent**
	d. Demonstrate understanding of reading's role to enrich, inform, and serve as a tool for lifelong learning.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Demonstrate understanding of reading's role to enrich, inform, and serve as a tool for lifelong learning. **iv. Early Fluent**
08. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	**a.** Identify author's purpose and describe how language, setting, and information support purpose within literary text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify author's purpose and describe how language, setting, and information support purpose within literary text.
	b. Explain literary text according to the following elements: - characters and their traits and motivations to determine causes and actions; - settings; - main events of plot and relevant causes and effects; - point of view; - plot structure; - theme; - conflict and resolution.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Explain literary text according to the following elements: - characters and their traits and motivations to determine causes and actions; - settings; - main events of plot and relevant causes and effects; - point of view; - plot structure; - theme; - conflict and resolution.
	c. Compare and contrast information from multiple sources.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Compare and contrast information from multiple sources. **iv. Early Fluent**
	d. Use personal or objective criteria to do the following: - draw conclusions; - make inferences; - decide meanings; - form opinions; - make judgments.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use personal or objective criteria to do the following: - draw conclusions; - make inferences; - decide meanings; - form opinions; - make judgments.
	e. Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
09. Read to locate information from a variety of traditional, technical, and electronic sources.	**a.** Use appropriate strategies when reading for the following purposes: - full comprehension; - locating information; - personal enjoyment.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use appropriate strategies when reading for the following purposes: - full comprehension; - locating information; - personal enjoyment. **iv. Early Fluent**
	b. Generate questions about important and interesting issues to narrow topic(s) for research.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Generate questions about important and interesting issues to narrow topic(s) for research. **iv. Early Fluent**
	c. Organize and interpret information to draw logical conclusions based on investigation.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Organize and interpret information to draw logical conclusions based on investigation.
	d. Combine acquired information for presentation.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Combine acquired information for presentation. **iv. Early Fluent**
10. Read for technical information.	**a.** Identify and use such traditional sources as reference books, library materials, experts, and electronically-stored sources to locate and acquire information.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Identify and use such traditional sources as reference books, library materials, experts, and electronically-stored sources to locate and acquire information. **iv. Early Fluent**
	b. Identify uses of graphics, graphs, tables and diagrams, parentheses, italics, and bold print.	**i. Pre-Emergent** **ii. Beginning**: Identify uses of graphics, graphs, tables and diagrams, parentheses, italics, and bold print. **iii. Intermediate** **iv. Early Fluent**
	c. Describe format of various technical and reference texts.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Describe format of various technical and reference texts.
	d. Read, understand, and apply technical information.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Read, understand, and apply technical information.

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717. WRITING.

Rationale: Students write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Understand and use the writing process.	**a.** Understand and apply steps of the writing process: - brainstorm; - draft; - revise; - proof/edit; - publish.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Gather and organize information related to academic content areas from various sources in written reports.
	b. Write in a variety of formats to record, generate, and reflect upon ideas.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	c. Identify and use appropriate style and vocabulary for audience and purpose.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
05. Write and edit for correctness and clarity.	**a.** Apply rules and conventions of the following: - grammar; - punctuation; - capitalization; - spelling; - legibility.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. With support, incorporate a variety of elements of writing: - alliteration; - figurative language; - personification; - vocabulary.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	c. Develop a paragraph: - incorporate a clear and focused main idea; - support main ideas with details and examples that are appropriate to topic, audience, and purpose; - use topic sentences, appropriate word choice, sentence structure, transitions, indentation, and organization.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
06. Write a narrative essay that aligns with the Direct Writing Assessment.	**a.** Create a multiple-paragraph narrative composition that includes the following: - an introduction paragraph to establish and support a central idea; - supporting paragraphs with thoughtful transitions, simple facts, details, and explanations; - a concluding paragraph that summarizes key points; - proper indentation.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Write short narrative stories that include the elements of setting, characters, and events. **iv. Early Fluent**: Write descriptions and comparisons that include use of figurative language (e.g., metaphor).
	b. Write and publish original creative works that incorporate figurative and descriptive language.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

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718. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Listen for information and understanding.	**a.** Listen and respond to a variety of electronic and live presentations.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Listen to gain enrichment and information about a variety of cultures.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	c. Use such responsive listening skills as paraphrasing, summarizing, and asking questions for elaboration and clarification.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
05. Listen for literary response and expression.	**a.** Respond in a variety of ways to oral presentations.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	b. Identify similarities and differences between and among a variety of oral presentations.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
06. Listen for critical analysis and evaluation.	**a.** Identify the purpose, content, organization, and delivery of verbal communication and nonverbal cues.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

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719. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analyses or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Speak to share understanding of information.	**a.** Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary as well as effective use of illustrations, pictures, and charts.	**i. Pre-Emergent**: Minimal verbal response in English expected. Plan and deliver a nonverbal presentation that incorporates illustrations, pictures, and charts. **ii. Beginning**: Plan and deliver a nonverbal presentation using gestures, single words, and simple phrases as well as illustrations, pictures, and charts. **iii. Intermediate**: Plan and deliver an oral presentation with substantial linguistic inaccuracies that incorporates appropriate grammar and vocabulary in simple sentences. Incorporate effective use of illustrations, pictures, and charts. **iv. Early Fluent**: Plan and deliver an oral presentation with substantial linguistic inaccuracies that incorporates appropriate grammar and vocabulary in simple sentences. Incorporate effective use of illustrations, pictures, and charts.
	b. Use oral communication for various purposes and audiences that incorporate a variety of word choices, inflection, volume, phrasing, physical gestures, and eye contact.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use gestures, single words, and simple phrases to for various purposes with a developing sense of audience that incorporates appropriate volume, limited word choices, and physical gestures. **iii. Intermediate**: Use oral communication for various purposes with a developing sense of audience that incorporates appropriate volume, variety of word choices, physical gestures, and some eye contact. **iv. Early Fluent**:

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
05. Speak for literary response and expression.	**a.** Use oral interpretation, presentation, and dramatic reading to share personal and/or literary works.	**i. Pre-Emergent**: Minimal verbal response in English expected. Participate in classroom group-response activities (chants, songs, choral readings, TPR activities). Respond to literary works read aloud, using one or two words or short phrases. **ii. Beginning**: Use key words and phrases to respond to simple questions regarding personal experiences and literary works. **iii. Intermediate**: Use simple sentences to retell stories and relate personal experiences and literary works. Contribute to classroom and small group discussions by responding to and asking simple questions. **iv. Early Fluent**: Participate in oral interpretation, memorization, presentation, and dramatic reading to share personal and literary works with some linguistic inaccuracies.
	b. Read orally or recite poems.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Read orally or recite simple poems, rhymes, and chants. **iii. Intermediate**: Read orally or recite poems. **iv. Early Fluent**:
06. Speak for critical analysis and evaluation.	**a.** Express opinions and solutions to problems.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use gestures, single words, and simple phrases to express opinions and solutions to problems. **iii. Intermediate**: Use simple sentences to express opinions and solutions to problems. **iv. Early Fluent**: Express opinions and solutions to problems.
	b. Use causes and effects and similarities and differences to demonstrate a key point.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use graphic organizers, gestures, single words, and simple phrases to express similarities and differences and key points. **iii. Intermediate**: Use simple sentences to show causes and effects and similarities and differences and key points. **iv. Early Fluent**: Use causes and effects and similarities and differences to demonstrate a key point with some linguistic inaccuracies.
	c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: - listen carefully and verify understanding; - avoid monopolizing conversations; - raise pertinent questions; - exhibit cultural sensitivity.	**i. Pre-Emergent**: Minimal verbal response in English expected. Exhibit courteous, attentive, and appropriate behavior when directed. **ii. Beginning**: Use gestures, single words, and simple phrases to express opinions in a courteous and attentive manner. **iii. Intermediate**: Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: - listen well and verify understanding; - avoid monopolizing conversations; - raise pertinent questions; exhibit cultural sensitivity. **iv. Early Fluent**:

~~*(5-3-03)*~~(6-17-04)T

(BREAK IN CONTINUITY OF SECTIONS)

724. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 6, SECTIONS 725 THROUGH 729.

725. READING.

Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
06. Read a variety of traditional and electronic materials for information and understanding.	**a.** Use decoding strategies and other visual information to construct sense of grade-level text: - graphophonic sources (letter/sound); - semantic sources (meaning/association); - lexical sources (word analysis); - syntactic sources (structure of written language); - text elements (graphic elements, illustrations, and titles/subtitles).	**i. Pre-Emergent** **ii. Beginning**: Read for information, understanding, appreciation, and enjoyment, using a variety of types of text. Use a variety of reading strategies to make text comprehensible (e.g., illustrations, graphic organizers, text features, pacing, word-analysis skills, picture/bilingual dictionaries). **iii. Intermediate** **iv. Early Fluent**: Use decoding strategies and other visual information to construct sense of grade-level text: - graphophonic sources (letter/sound); - semantic sources (meaning/association); - lexical sources (word analysis); - syntactic sources (structure of written language); - text elements (graphic elements, illustrations, and titles/subtitles).
	b. Search purposefully for particular information: - identify literal and inferential meanings; - search own background information to make meaning of text passages; - based on purpose for reading, search for most important information; - in order to understand plot development in narratives, search for information about characters and setting; - in order to understand text, search for such expository text structures as cause/effect, chronological, problem/solution, classification.	**i. Pre-Emergent** **ii. Beginning**: Identify examples of fact/opinion and cause/effect in simple texts. **iii. Intermediate** **iv. Early Fluent**: Gather, organize, read, analyze, and interpret information related to academic content areas from various sources (e.g., reference books, magazines, textbooks, internet media presentations).Compare and contrast the motivations and reactions of characters in a text.
	c. On basis of prior knowledge and information in text, predict alternatives or probabilities in text: - synthesize information from text to anticipate outcomes.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use basis of prior knowledge and information in text to predict alternatives or probabilities in text. Synthesize information from text to anticipate outcome.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	d. Reconsider a response against more than one source of information from grade-level text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Reconsider a response against more than one source of information from grade-level text.
	e. Confirm or self-correct predictions to grade level text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use reading strategies to gain information and to make text comprehensible (e.g., predicting, questioning, summarizing, self-correcting, evaluating, comparing/contrasting, using print and media resources). Confirm or self-correct predictions to grade level text. **iv. Early Fluent**
	f. Draw inferences and conclusions from text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Draw inferences and conclusions from text. Use multiple grade-level resources to make inferences, conclusions, and generalizations (e.g., glossaries, indexes, graphs, illustrations, headings, subheadings, and key vocabulary.
	g. Identify literary devices: - mood; - tone; - style; - figurative language.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify literary devices: - mood; - tone; - style; - figurative language.
	h. Determine main idea or essential message within a text and identify relevant details and facts.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify and explain implied main idea in text.
07. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	**a.** Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/ autobiography, legend, fable, and myth.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, and myth. **iv. Early Fluent**
	b. Activate and draw upon own experiences to connect to reading selections.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Activate and draw upon own experiences to connect to reading selections. **iv. Early Fluent**
08. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	**a.** Identify author's purpose and describe how language, setting, and information support purpose within literary text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify author's purpose and describe how language, setting, and information support purpose within literary text.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	b. Analyze literary text for following story elements: - characters; - setting; - point of view; - plot structure; - theme; - conflict; - resolution.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Analyze literary text for following story elements: - characters; - setting; - point of view; - plot structure; - theme; - conflict; - resolution.
	c. Compare and contrast information from multiple sources.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Compare and contrast information from multiple sources.
	d. Use personal or objective criteria to do the following: - draw conclusions; - make inferences; - determine meanings; - form opinions; - make judgments.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use personal or objective criteria to do the following: - draw conclusions; - make inferences; - determine meanings; - form opinions; - make judgments.
	e. Distinguish between fact and opinion and identify cause and effect relationships within expository text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Distinguish between fact and opinion and identify cause and effect relationships within expository text.
09. Read to locate information from a variety of traditional, technical, and electronic sources.	**a.** Use questions to guide reading: - identify type of information required to answer a specific question; - use reasonable resources for answering questions; - read for purpose of answering specific questions.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use questions to guide reading: - identify type of information required to answer a specific question; - use reasonable resources for answering questions; - read for purpose of answering specific questions.
	b. Systematically organize new information from expository text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Systematically organize new information from expository text.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	c. Synthesize what has been read: - Identify main idea and supporting details; - identify important information patterns, and themes; - connect new information with prior knowledge to enhance understanding and memory; - ask new questions; - use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Synthesize what has been read: - Identify main idea and supporting details; - identify important information patterns, and themes; - connect new information with prior knowledge to enhance understanding and memory; - ask new questions; - use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.
10. Read for technical information.	**a.** Read, understand, and apply technical information.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Read, understand, and apply technical information.
	b. Identify and use comprehension strategies to understand technical text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify and use comprehension strategies to understand technical text.
	c. Apply knowledge of the following elements to understand text: - graphics; - highlighting techniques; - organizers.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Apply knowledge of the following elements to understand text: - graphics; - highlighting techniques; - organizers.
	d. Identify organization of technical texts.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify organization of technical texts.
	e. Apply technical information to complete tasks.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Apply technical information to complete tasks.

~~*(5-3-03)*~~(6-17-04)T

726. WRITING.

Rationale: Students write to demonstrate skills and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
08. Understand and use the writing process.	**a.** Understand and use steps of the writing process: - brainstorm; - draft; - revise; - edit; - publish.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Write in a variety of formats to record, generate, and reflect upon ideas.	**i. Pre-Emergent**: Write basic personal information using correct capitalization (e.g., name, address, telephone number). Write simple phrases and sentences about group experiences, with some assistance. **ii. Beginning**: Incorporate content area vocabulary into writing. Use webs, maps, and time lines to plan writing. **iii. Intermediate** **iv. Early Fluent**: Use the strategies of note taking, outlining, and summarizing in content areas. Use writing format appropriate to assigned genre, audience, and purpose (e.g., narrative, expository).
	c. Identify and use appropriate style and vocabulary for a particular audience.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use vocabulary related to key concepts in content areas. This expectation will differ from 3-5 in terms of the concepts and vocabulary being addressed. **iv. Early Fluent**: Use complex sentence structures with grade-appropriate vocabulary, syntax, and conventions (e.g., spelling, capitalization, punctuation).
09. Write and edit for correctness and clarity.	**a.** Determine and apply rules and conventions for the following: - grammar; - punctuation; - capitalization; - spelling; - legibility.	**i. Pre-Emergent**: Use capitalization and end marks correctly. **ii. Beginning**: Appropriately format text (e.g., correctly use margins, dates, indenting). Correctly spell high frequency words (e.g., Dolch list) and some sight words in the context of writing. **iii. Intermediate**: Use simple and compound sentence patterns with mostly conventional spelling, capitalization, and punctuation. Edit for basic conventions of spelling, punctuation (including commas), and capitalization and make simple word choice revisions. **iv. Early Fluent**: Revise writing for appropriate word choice, organization, consistent point of view, and transitions.
	b. Incorporate a variety of elements of writing: - alliteration; - figurative language; - simile; - metaphor; - personification; - vocabulary.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Correctly use common verbs, nouns, and high frequency modifiers. Use figurative language (e.g., simile, metaphor, personification). **iv. Early Fluent**: Write clear and accurate descriptions and comparisons that include figurative language.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	c. Convey clear and focused main ideas that are appropriately supported by details and examples for selected topic, audience, and purpose: - use topic sentences, appropriate word choices, variety of sentence structures, transitions, paragraphing, indentation, organization, and documentation of sources; - choose tone, voice, style, mood, and persona that are appropriate for various purpose, disciplines, and audiences.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
10. Write to inform and explain.	**a.** Use facts, data, and processes from technical and non-technical materials to inform through writing.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Write narrative stories with a strong story line that include the elements of setting and characters. **iv. Early Fluent**
	b. Produce documents in appropriate format to inform and explain.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use and cite various resources, including electronic media, in content area reports. Create coherent, multi-paragraph compositions through effective transitions, mostly accurate grammar, and syntax.
11. Write for literary response and expression.	**a.** Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Write brief responses to literature, demonstrating factual understanding of the text. **iv. Early Fluent**: Connect literature to personal experience.
	b. Appropriately use a thesis and supporting evidence.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	c. Write and publish original creative works that include figurative and descriptive language.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
12. Write to critically analyze and evaluate.	**a.** Analyze for the following elements: - purpose; - ideas; - style; - structure; - effectiveness.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	b. Use a thesis/main idea and appropriate supporting evidence to persuade and inform a specific audience.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Record and organize classroom procedures and other such "how-to" pieces (e.g., science experiments, solving math problems, directions). **iv. Early Fluent**: Respond appropriately to a writing prompt asking for narrative, expository writing. Select a focus and a point of view for written presentations and use this point of view effectively.
	c. Use writing to persuade.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
13. Write to gather, synthesize, and communicate research findings.	**a.** With teacher support, incorporate a variety of technological and informational resources to do the following: - appropriately paraphrase, quote, and cite to avoid plagiarism; - formulate thesis of focus and relevant support; - formulate and support main idea with evidence.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Write in a variety of forms (e.g., narratives, content area reports, letters, poetry, autobiography). Gather and organize information from a variety of resources when writing reports. **iv. Early Fluent**
	b. Present research findings.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
14. Write technical information.	**a.** Produce a technical document.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

~~*(5-3-03)*~~(6-17-04)T

727. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Listen for information and understanding.	**a.** Acquire and summarize information from a variety of electronic or live resources.	**i. Pre-Emergent**: Follow simple directions, respond nonverbally to requests and questions in one to one and small group situations when modeling and visual support are provided. **ii. Beginning**: Respond to simple questions in one to one situations (e.g., answers yes/no, open-ended, and either/or as well as questions that ask for personal information) with one or two words. Content of the questions would be more difficult at the 6-8 grade range than at earlier ranges. **iii. Intermediate**: Demonstrate comprehension of stories/information and respond nonverbally by pointing, moving, matching, drawing, labeling, classifying, categorizing, gesturing and using pictures or objects. Stories and information at this level would be more cognitively demanding (more age-appropriate topics) than at the lower grade ranges. Follow clear multiple-step (3 or more) directions in one to one and small group situations. Directions may be more cognitively demanding at 6-8 than at 3-5. Respond to questions requiring applications or classification of information. **iv. Early Fluent**: Follow complex directions involving multiple options and choices. Demonstrate understanding of stories, content area information, and oral presentations (including graphics and other forms of support) by analyzing, evaluating, and examining. Respond to questions requiring inference, comparison, summarization, point of view, debate, or discussion. Demonstrate understanding of some language subtleties (e.g., understand some common idioms, recognize that language use varies according to audience [register]).
	b. Develop listening skills to gain enrichment and information about various cultures.	**i. Pre-Emergent** **ii. Beginning**: Hear and discriminate among a larger number of more complex phonemes representing sounds specific to the English language (e.g., digraphs). **iii. Intermediate**: Demonstrate comprehension of complex stories, key concepts of new content area information, and oral presentations that have contextual support (e.g., graphic organizers posters, diagrams, and charts) by both verbal and nonverbal responses. This would be differentiated from the other grade ranges in terms of the difficulty of the content presented. **iv. Early Fluent**
	c. Develop use of effective interpersonal listening skills.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Respond to social and familiar academic language. The academic language at this level would be age-appropriate content terms and language. **iv. Early Fluent**
05. Listen for literary response and expression.	**a.** Respond in a variety of ways to oral presentations.	**i. Pre-Emergent**: Attend to short, linguistically and academically appropriate audio-visual materials. Again, content would be tailored to fit the age and grade range in terms of cognitive demand and topics. **ii. Beginning**: Demonstrate comprehension of stories, information, and academic content by responding in one or two words or short phrases. Academic content would be grade-appropriate, which would distinguish this from the 3-5 expectation. **iii. Intermediate** **iv. Early Fluent**
	b. Locate similarities and differences within a variety of oral presentations.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
06. Listen for critical analysis and evaluation.	**a.** Make informed decisions about the purpose, content, organization, and delivery of verbal and auditory communications and nonverbal cues.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Listen for sequencing.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

~~*(5-3-03)*~~(6-17-04)T

728. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analyses or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Speak to share an understanding of information.	**a.** Use age-appropriate oral communications for various purposes and audiences that appropriately incorporates the following: - word choice; - pronunciation; - inflection/modulation; - physical gestures; - eye contact; - posture.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use physical gestures, single words, and simple phrases for various purposes with a developing sense of audience that incorporates limited word choices, approximate pronunciation, and appropriate posture. **iii. Intermediate**: Use age-appropriate oral communications for various purposes and audiences that appropriately incorporates broader word choice, improved pronunciation, approximate inflection, physical gestures, eye contact, and appropriate posture. **iv. Early Fluent**: Use age-appropriate oral communications for various purposes and audiences that appropriately incorporates word choice, comprehensible pronunciation, inflection, modulation, physical gestures, eye contact, and appropriate posture.
	b. Plan and deliver oral presentations that effectively incorporate the following: - transitions; - organization; - support of main ideas; - examples; - response to questions and feedback; - visual aids and appropriate technology.	**i. Pre-Emergent**: Minimal verbal response in English expected. Plan and deliver a nonverbal presentation that incorporates illustrations and pictures. **ii. Beginning**: Plan and deliver oral presentations using gestures, single words, and simple phrases as well as illustrations and pictures. **iii. Intermediate**: Plan and deliver oral presentations with substantial linguistic inaccuracies that effectively incorporate the following: - transitions; - organization; - support of main ideas; - examples; - response to questions and feedback; - visual aids and appropriate technology. **iv. Early Fluent**:

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
05. Speak for literary response and expression.	**a.** Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.	**i. Pre-Emergent**: Minimal verbal response in English expected. Participate in classroom group-response activities (chants, songs, choral readings, TPR activities). Respond to literary works read aloud, using one or two words or short phrases. **ii. Beginning**: Use key words and phrases to respond to simple questions regarding personal experiences and literary works. **iii. Intermediate**: Use simple sentences to retell stories and relate personal experiences and literary works. Contribute to classroom and small group discussions by responding to and asking simple questions. **iv. Early Fluent**: Participate in oral interpretation, memorization, presentation, and dramatic reading to share personal and literary works with some linguistic inaccuracies.
	b. Memorize and present a selected poem.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Memorize and present simple poems, rhymes, and chants. **iii. Intermediate**: Memorize and present a selected poem. **iv. Early Fluent**:
06. Speak for critical analysis and evaluation.	**a.** Clearly express opinions and judgments.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use gestures, single words, and simple phrases to express opinions and judgments. **iii. Intermediate**: Use simple sentences to express opinions and judgments. **iv. Early Fluent**: With some linguistic inaccuracies, express opinions and judgments.
	b. During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior.	**i. Pre-Emergent**: Exhibit courteous, attentive, and appropriate behavior when directed. **ii. Beginning**: Exhibit courteous, attentive, and appropriate behavior when directed. **iii. Intermediate**: During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior. **iv. Early Fluent**:

~~*(5-3-03)*~~(6-17-04)T

(BREAK IN CONTINUITY OF SECTIONS)

733. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 7, SECTIONS 734 THROUGH 738.

734. READING.

Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
06. Read a variety of traditional and electronic materials for information and understanding.	**a.** Use decoding strategies and other visual information to fluently read grade-level text: - graphophonic sources (letter/sound); - semantic sources (meaning/ associations); - lexical sources (word knowledge); - syntactic sources (structure of written language); - text elements (graphic elements, illustrations, and titles/ subtitles).	**i. Pre-Emergent** **ii. Beginning**: Use a variety of reading strategies to make text comprehensible (e.g., illustrations, graphic organizers, text features, pacing, word-analysis skills, picture/bilingual dictionaries. **iii. Intermediate** **iv. Early Fluent**: Use decoding strategies and other visual information to fluently read grade-level text: - graphophonic sources (letter/sound); - semantic sources (meaning/associations); - lexical sources (word knowledge); - syntactic sources (structure of written language); - text elements (graphic elements, illustrations, and titles/subtitles).
	b. Search purposefully for particular information: - identify literal and inferential meanings; - search own background information to make meaning of text passages; - based on purpose for reading, search for most important information; - in order to understand plot development in narratives, search for information about characters and setting; - in order to understand text, search for such expository text structures as cause/ effect, chronological, problem/solution, and classification.	**i. Pre-Emergent** **ii. Beginning**: Understand and follow multi-step written directions for common classroom. **iii. Intermediate**: Gather, organize, read, analyze, interpret information related to academic content areas from various sources (e.g., reference books, magazines, textbooks). **iv. Early Fluent**: Compare and contrast the motivations and reactions of characters in a text. Search purposefully for particular information: - identify literal and inferential meanings; - search own background information to make meaning of text passages; - based on purpose for reading, search for most important information; - in order to understand plot development in narratives, search for information about characters and setting; - in order to understand text, search for such expository text structures as cause/effect, chronological, problem/solution, and
	c. On the basis of prior knowledge and information in text, predict alternatives or probabilities in text: - synthesize information from the text to anticipate outcomes; - use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: On the basis of prior knowledge and information in text, predict alternatives or probabilities in text: synthesize information from the text to anticipate outcome, use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	d. Reconsider a response against more than one source of information from grade-level text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Reconsider a response against more than one source of information from grade-level text.
	e. Confirm or self-correct predictions in response to grade-level text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Confirm or self-correct predictions in response to grade-level text. Use reading strategies to gain information and to make text comprehensible (e.g., predicting, questioning, summarizing, self-correcting, evaluating, comparing/contrasting, using print and media resources).
	f. Draw inferences and conclusions from grade-level text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Draw inferences and conclusions from grade-level text. Gather, organize, read, analyze, and interpret information related to academic content areas from various sources (e.g., reference books, magazines, textbooks, internet media presentations).
	g. Identify literary devices: - mood; - tone; - style; - figurative language.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify literary devices: mood, tone, style, figurative language. Identify and explain main idea in text.
	h. Determine main idea or essential message within a text and identify relevant details and facts.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Determine main idea or essential message within a text and identify relevant details and facts. **iv. Early Fluent**
07. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	**a.** Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/ autobiography, legend, fable, myth, and reference materials.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, myth, and reference materials. **iv. Early Fluent**
	b. Activate and draw upon own experiences to connect to reading selections.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Activate and draw upon own experiences to connect to reading selections. **iv. Early Fluent**
	c. Relate social, cultural, and historical aspects of literature to reader's personal experience.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Relate social, cultural, and historical aspects of literature to reader's personal experience. **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	d. Analyze narrative literature according to the following text elements: - character; - setting; - conflict; - plot structure; - theme; - point of view.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Analyze narrative literature according to the following text elements: - character; - setting; - conflict; - plot structure; - theme; - point of view.
	e. Demonstrate understanding of how reading can provide enrichment, information, and serve as a tool for lifelong learning.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Demonstrate understanding of how reading can provide enrichment, information, and serve as a tool for lifelong learning. **iv. Early Fluent**
08. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	**a.** Identify author's purpose and describe how language, setting, and information support purpose within literary text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify author's purpose and describe how language, setting, and information support purpose within literary text.
	b. Analyze literary text for story elements: - characters; - setting; - plot structure; - theme; - conflict; - resolution.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Analyze literary text for story elements: - characters; - setting; - plot structure; - theme; - conflict; - resolution.
	c. Compare and contrast information from multiple sources.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**; Compare and contrast information from multiple sources. **iv. Early Fluent**
	d. Use personal or objective criteria to do the following: - draw conclusions; - make interventions; - determine meanings; - form opinions; - make judgments.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use personal or objective criteria to do the following: - draw conclusions; - make interventions; - determine meanings; - form opinions; - make judgments.
	e. Distinguish between fact and opinion and identify cause and effect relationships within expository text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**; Distinguish between fact and opinion and identify cause and effect relationships within expository text. **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
09. Read to locate information from a variety of traditional, technical, and electronic sources.	**a.** Use questions to guide reading: - identify type of information required to answer a specific question; - use reasonable resources for answering questions; - read for purpose of answering questions.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use questions to guide reading: - identify type of information required to answer a specific question; - use reasonable resources for answering questions; - read for purpose of answering questions. **iv. Early Fluent**
	b. Systematically organize new information from an expository text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Systematically organize new information from an expository text.
	c. Synthesize what has been read: - identify main idea and supporting details; - identify important information, patterns, and themes; - connect new information with prior knowledge to enhance understanding and memory; - ask new questions; - use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Synthesize what has been read: - identify main idea and supporting details; - identify important information, patterns, and themes; - connect new information with prior knowledge to enhance understanding and memory; - ask new questions; - use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.
10. Read for technical information.	**a.** Read, understand, and apply technical information.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Read, understand, and apply technical information.
	b. Identify and use comprehension strategies to understand technical text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Identify and use comprehension strategies to understand technical text. **iv. Early Fluent**
	c. Apply knowledge of graphic elements to understand text: - graphics; - highlighting techniques; - organizers.	**i. Pre-Emergent** **ii. Beginning**: Apply knowledge of graphic elements to understand text: - graphics; - highlighting techniques; - organizers. **iii. Intermediate** **iv. Early Fluent**
	d. Identify organization of technical texts.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Identify organization of technical texts. **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	e. Apply technical information to complete tasks.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Apply technical information to complete tasks.
	f. Relate social, cultural, and historical aspects of literature to reader's personal experience.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Relate social, cultural, and historical aspects of literature to reader's personal experience. **iv. Early Fluent**
	g. Analyze narrative literature according to the following text elements: - character; - setting; - plot structure; - theme; - point of view.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Analyze narrative literature according to the following text elements: - character; - setting; - plot structure; - theme; - point of view.
	h. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning. **iv. Early Fluent**
11. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	**a.** Identify author's purpose and describe how language, setting, and information support purpose within literary text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify author's purpose and describe how language, setting, and information support purpose within literary text.
	b. Analyze literary text for following story elements: - characters; - setting; - point of view; - plot structure; - theme.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Analyze literary text for following story elements: - characters; - setting; - point of view; - plot structure; - theme.

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735. WRITING.

Rationale: Students write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
08. Understand and use the writing process.	**a.** Understand and use steps of writing process: - brainstorm; - draft; - revise; - edit; - publish.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Write in a variety of formats to record, generate, and reflect upon ideas.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	c. Identify and use appropriate style and vocabulary for particular audience.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
09. Write and edit for correctness and clarity.	**a.** Determine and apply rules and conventions for the following: - eight parts of speech, dependent and independent clauses, and common phrases to include prepositional participle and appositives; - punctuation; - capitalization; - spelling; - legibility.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Incorporate a variety of elements of writing: - alliterations; - figurative language; - hyperbole; - metaphor; - personification; - vocabulary.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	c. Convey clear and focused main ideas that are appropriately supported by details and examples for selected topic, audience, and purpose: - use topic sentences, appropriate word choices, variety of sentence structures, parallelism, transitions, paragraphing, indentation, organization, and documentation of sources; - choose tone, voice, style, mood, and persona appropriate for various purposes, disciplines, and audiences.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
10. Write to inform and explain.	**a.** Use facts, data, and processes from technical and non-technical materials to inform through writing.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Develop a clear thesis and support it with analogies, quotations, facts, statistics, and/or comparisons.
	b. Produce documents in appropriate format to inform and explain.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
11. Write for literary response and expression.	**a.** Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Appropriately use a thesis statement and supporting evidence.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	c. Write and publish original creative works that include figurative and descriptive language.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
12. Write to critically analyze and evaluate.	**a.** Analyze for the following elements: - purpose; - ideas; - style; - structure; - effectiveness.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	b. Use a thesis and appropriate supporting evidence to persuade and inform a specific audience.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	c. Use writing to persuade.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
13. Write to gather, synthesize, and communicate research findings.	**a.** With teacher support, incorporate a variety of informational and technological resources to perform the following: - appropriately paraphrase, quote, and cite to avoid plagiarism; - consider motives, credibility, and perspective of authors when selecting resource materials; - formulate thesis or focus and provide relevant support.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Write short expository compositions on content area topics (e.g., compare/contrast). **iv. Early Fluent**
14. Write technical information.	**a.** Produce technical document.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

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736. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Listen for information and understanding.	**a.** Acquire and summarize information from a variety of electronic or live sources.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Develop listening skills to gain enrichment and information about various cultures.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	c. Develop use of effective interpersonal listening skills.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
05. Listen for literary response and expression.	**a.** Respond to a variety of oral presentations.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Locate similarities and differences within a variety of oral presentations.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
06. Listen for critical analysis and evaluation.	**a.** Make informed decisions about the purpose, content, organization, and delivery of verbal and auditory communication and nonverbal cues.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Listen for sequencing.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

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737. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Speak to share an understanding of information.	**a.** Use age-appropriate oral communication for various purposes and audiences which appropriately incorporates the following: - word choice; - pronunciation; - inflection/modulation; - physical gestures; - eye contact; - posture.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use physical gestures, single words, and simple phrases for various purposes with a developing sense of audience that incorporates limited word choices, approximate pronunciation, and appropriate posture. **iii. Intermediate**: Use age-appropriate oral communications for various purposes and audiences that appropriately incorporates broader word choice, improved pronunciation, approximate inflection, physical gestures, eye contact, and appropriate posture. **iv. Early Fluent**: Use age-appropriate oral communications for various purposes and audiences that appropriately incorporates word choice, comprehensible pronunciation, inflection, modulation, physical gestures, eye contact, and appropriate posture.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	b. Plan and deliver oral presentations that include the following: - transitions; - organization; - support of main ideas; - examples; - response to questions and feedback; - visual aids and appropriate technology.	**i. Pre-Emergent**: Minimal verbal response in English expected. Plan and deliver a nonverbal presentation that incorporates illustrations, pictures, and charts. **ii. Beginning**: Plan and deliver oral presentations using gestures, single words, and simple phrases as well as illustrations, pictures, and charts. **iii. Intermediate**: Plan and deliver oral presentations with substantial linguistic inaccuracies that effectively incorporate the following: - transitions; - organization; - support of main ideas; - examples; - response to questions and feedback; - visual aids and appropriate technology. **iv. Early Fluent**: Plan and deliver oral presentations with some linguistic inaccuracies that effectively incorporate the following: - transitions; - organization; - support of main ideas; - examples; - response to questions and feedback; - visual aids and appropriate technology.
05. Speak for literary response and expression.	**a.** Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.	**i. Pre-Emergent**: Minimal verbal response in English expected. Participate in classroom group-response activities (chants, songs, choral readings, TPR activities). Respond to literary works read aloud, using one or two words or short phrases. **ii. Beginning**: Use key words and phrases to respond to simple questions regarding personal experiences and literary works. **iii. Intermediate**: Use simple sentences to retell stories and relate personal experiences and literary works. Contribute to classroom and small group discussions by responding to and asking simple questions. **iv. Early Fluent**: Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings with some linguistic inaccuracies.
	b. Memorize and present a selected poem.	**i. Pre-Emergent**: Memorize and present a simple selected poem. **ii. Beginning**: Memorize and present simple poems, rhymes, and chants. **iii. Intermediate**: Memorize and present a selected poem. **iv. Early Fluent**:
06. Speak for critical analysis and evaluation.	**a.** Clearly express opinions and judgments.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use gestures, single words, and simple phrases to express opinions and judgments. **iii. Intermediate**: Use simple sentences to express opinions and judgments. **iv. Early Fluent**: With some linguistic inaccuracies, express opinions and judgments.
	b. During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior: - listen well and verify understanding; - avoid monopolizing conversations; - raise pertinent questions; - exhibit cultural sensitivity.	**i. Pre-Emergent**: Minimal verbal response in English expected. Exhibit courteous, attentive, and appropriate behavior when directed. **ii. Beginning**: Exhibit courteous, attentive, and appropriate behavior when directed. **iii. Intermediate**: During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior: - listen well and verify understanding; - avoid monopolizing conversations; - raise pertinent questions. **iv. Early Fluent**: During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior: - listen well and verify understanding; - avoid monopolizing conversations; - raise pertinent questions; - exhibit cultural sensitivity.

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(BREAK IN CONTINUITY OF SECTIONS)

742. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 8, SECTIONS 743 THROUGH 747.

743. READING.
Rationale: Students read a variety of grade level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
06. Read a variety of traditional and electronic materials for information and understanding.	**a.** Use decoding strategies and other visual information to fluently read grade-level text: - graphophonic sources (letter/sound); - semantic sources (meaning/association); - lexical sources (word knowledge); - syntactic sources (structure of written language(; - text elements (graphic elements, illustrations, titles/ subtitles).	**i. Pre-Emergent** **ii. Beginning**: Use a variety of reading strategies to make text comprehensible (e.g., illustrations, graphic, organizers, text features, pacing, word-analysis skills, picture/bilingual dictionaries). **iii. Intermediate** **iv. Early Fluent**: Use decoding strategies and other visual information to fluently read grade-level text: - graphophonic sources (letter/sound); - semantic sources (meaning/association); - lexical sources (word knowledge); - syntactic sources (structure of written language(; - text elements (graphic elements, illustrations, titles/subtitles).

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	b. Search purposefully for particular information: - identify literal and inferential meanings; - search own background information to make meaning of text passages; - search for most important information based on purpose for reading; - search for information about characters and setting to understand plot; - development in narratives; - search for expository text structures such as cause/effect, chronological, problem/solution, and classification to understand text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Gather, organize, read, analyze, and interpret information related to academic content areas from various sources (e.g., reference books, magazines, textbooks, internet media presentations). Compare and contrast the motivations and reactions of characters in a text. **iv. Early Fluent**: Search purposefully for particular information: - identify literal and inferential meanings; - search own background information to make meaning of text passages; - search for most important information based on purpose for reading; - search for information about characters and setting to understand plot; - development in narratives; - search for expository text structures such as cause/effect, chronological, problem/solution, and classification to understand text.
	c. Predict alternatives or probabilities in text on basis of prior knowledge and information within text: - synthesize information from text to anticipate outcomes; - use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Predict alternatives or probabilities in text on basis of prior knowledge and information within text: - synthesize information from text to anticipate outcomes; - use connections between text-to-text, text-to-self, and text-to-world to anticipate new text. **iv. Early Fluent**
	d. Reconsider a response against more than one source of information of grade-level text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Reconsider a response against more than one source of information of grade-level text. **iv. Early Fluent**
	e. Confirm or self-correct predictions in response to grade-level text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use reading strategies to gain information and to make text comprehensible (e.g., predicting, questioning, summarizing, self-correcting, evaluating, comparing/contrasting, using print and media resources). **iv. Early Fluent**: Confirm or self-correct predictions in response to grade-level text.
	f. Identify literary devices: - mood; - tone; - style; - figurative language.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify literary devices - mood; - tone; - style; - figurative language.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
07. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	**a.** Define characteristics of the following literary forms and genres: fiction and nonfiction, including novel, short story, poetry, biography, plays, essays, and reference materials.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Define characteristics of the following literary forms and genres: fiction and nonfiction, including novel, short story, poetry, biography, plays, essays, and reference materials. **iv. Early Fluent**
	b. Activate and draw upon own experiences to connect to reading selections.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Activate and draw upon own experiences to connect to reading selections. **iv. Early Fluent**
	c. Identify social, cultural, and historical significances of carious types of text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Identify social, cultural, and historical significances of carious types of text. **iv. Early Fluent**
	d. Identify how an author uses language and literary devices to evoke a response in a reader: - style; - format; - structure; - point of view.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify how an author uses language and literary devices to evoke a response in a reader: - style; - format; - structure; - point of view.
	e. Explain how reading can provide enrichment and information as well as serve as a tool for lifelong learning.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Explain how reading can provide enrichment and information as well as serve as a tool for lifelong learning. **iv. Early Fluent**
08. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	**a.** Identify author's purpose and describe how language, setting, and information support that purpose in literary text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Identify author's purpose and describe how language, setting, and information support that purpose in literary text.
	b. Analyze literary text for the following elements: - characters; - setting; - plot structure; - theme; - conflict; - resolution; - symbolism.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Analyze literary text for the following elements: - characters; - setting; - plot structure; - theme; - conflict; - resolution; - symbolism. **iv. Early Fluent**
	c. Compare and contrast information from multiple sources.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Compare and contrast information from multiple sources. **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	d. Use personal or objective criteria to do the following: - draw conclusions; - make inferences; - determine meanings; - form opinions; - make judgments.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use personal or objective criteria to do the following: - draw conclusions; - make inferences; - determine meanings; - form opinions; - make judgments.
	e. Distinguish between fact and opinion and identify cause and effect relationships within expository text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Distinguish between fact and opinion and identify cause and effect relationships within expository text. **iv. Early Fluent**
09. Read to locate information from a variety of traditional, technical and electronic sources.	**a.** Use questions to guide reading: - identify type of information required to answer a specific question; - independently select resources for answering questions; - read for purpose of answering specific questions.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use questions to guide reading: - identify type of information required to answer a specific question; - independently select resources for answering questions; - read for purpose of answering specific questions. **iv. Early Fluent**
	b. Use knowledge of common patterns of factual texts to enhance comprehension: - description; - main idea/supporting details; - comparison/contrast; - chronological order; - cause/effect; - process.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use knowledge of common patterns of factual texts to enhance comprehension: - description; - main idea/supporting details; - comparison/contrast; - chronological order; - cause/effect; - process. **iv. Early Fluent**
	c. Synthesize what has been read: - identify main idea and supporting details; - identify important information, patterns, and themes; - connect new information with prior knowledge to enhance understanding and memory; - ask new questions; - use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Synthesize what has been read: - identify main idea and supporting details; - identify important information, patterns, and themes; - connect new information with prior knowledge to enhance understanding and memory; - ask new questions; - use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
10. Read for technical information.	**a.** Identify and use comprehension strategies to understand technical text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Identify and use comprehension strategies to understand technical text. **iv. Early Fluent**
	b. Explain use of graphics, layout, white space, italics, parentheses, and other visual aids.	**i. Pre-Emergent** **ii. Beginning**: Explain use of graphics, layout, white space, italics, parentheses, and other visual aids. **iii. Intermediate** **iv. Early Fluent**
	c. Identify organization of technical texts.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Identify organization of technical texts. **iv. Early Fluent**
	d. Use technical information to complete tasks.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use technical information to complete tasks.

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744. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
08. Understand and use the writing process.	**a.** Understand and use steps of the writing process: - brainstorm; - draft; - revise; - edit; - publish.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Write in a variety of formats to specifically record, generate, and reflect upon ideas.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	c. Identify and use appropriate style and vocabulary for a particular audience, voice, and purpose.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
09. Write and edit for correctness and clarity.	**a.** Determine and apply rules and conventions for the following: - eight parts of speech, dependent and independent clauses, and common phrases to include prepositional participle, infinitives, gerunds, and appositives; - punctuation; - capitalization; - spelling; - legibility.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
10. Write an expository essay that aligns with the eighth-grade assessment to inform and explain.	**a.** Use facts, data, and processes from technical and non-technical materials to inform through writing.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Produce documents in appropriate format to inform and explain.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
11. Write for literary response and expression.	**a.** Compose a response using ides and techniques from a variety of literature and fine arts that represent many cultures and perspectives.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Write brief responses to literature demonstrating factual understanding of the text. **iv. Early Fluent**
	b. Appropriately use a thesis and supporting evidence.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	c. Write and publish original creative works that include figurative and descriptive language.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
12. Write to critically analyze and evaluate within the confines of grade-level science and social studies curricula.	**a.** Analyze for the following: - purpose; - ideas; - style; - structure; - effectiveness.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Use thesis and appropriate supporting evidence to persuade or inform a specific audience.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	c. Use writing to persuade.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
13. Write to gather, synthesize, and communicate research findings.	**a.** With teacher support, incorporate a variety of informational and technological resources to perform the following: - avoid plagiarism through proper use of paraphrasing, quoting, and citing; - when selecting source materials, consider motives, credibility, and perspectives of authors; - formulate thesis or focus and provide relevant support.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Present research findings.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
14. Write technical information.	**a.** Locate sources.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Produce technical documents.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

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745. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Listen for information and understanding.	**a.** Acquire and summarize information from a variety of electronic or live sources.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Develop listening skills to gain enrichment and information about various cultures.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Demonstrate understanding of some language subtleties (e.g., understand some common idioms, recognize that language use varies according to audience [register]).

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	c. Develop effective interpersonal listening skills.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
05. Listen for literary response and expression.	**a.** Respond to a variety of oral presentations.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Find similarities and differences within a variety of oral presentations.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
06. Listen for critical analysis and evaluation.	**a.** Make informed decisions about the purpose, content, organization, and delivery of verbal communications and nonverbal cues.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Listen for sequencing.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

~~*(5-3-03)*~~(6-17-04)T

746. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written and viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Speak to share an understanding of information.	**a.** Use age-appropriate oral communication for various purposes and audiences that correctly and effectively incorporates the following: - word choices; - pronunciation; - inflection/modulation; - physical gestures; - eye contact; - posture.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use physical gestures, single words, and simple phrases for various purposes with a developing sense of audience that incorporates limited word choices, approximate pronunciation, and appropriate posture. **iii. Intermediate**: Use age-appropriate oral communications for various purposes and audiences that appropriately incorporates broader word choice, improved pronunciation, approximate inflection, physical gestures, some eye contact, and appropriate posture. **iv. Early Fluent**: Use age-appropriate oral communications for various purposes and audiences that appropriately incorporates word choice, comprehensible pronunciation, inflection, modulation, physical gestures, eye contact, and appropriate posture.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	b. Plan and deliver oral presentations that incorporate the following: - effective transitions; - logical organization; - support for main ideas; - appropriate examples; - response to questions and feedback; - visual aids and appropriate technology; - proper English.	**i. Pre-Emergent**: Minimal verbal response in English expected. Plan and deliver a nonverbal presentation that incorporates illustrations, pictures, and charts. **ii. Beginning**: Plan and deliver oral presentations using gestures, single words, and simple phrases as well as illustrations, pictures, and charts. **iii. Intermediate**: Plan and deliver oral presentations with substantial linguistic inaccuracies that effectively incorporate the following: - transitions; - organization; - support of main ideas; - examples; - response to questions and feedback; - visual aids and appropriate technology. **iv. Early Fluent**: Plan and deliver oral presentations with some linguistic inaccuracies that effectively incorporate the following: - transitions; - organization; - support of main ideas; - examples; - response to questions and feedback; - visual aids and appropriate technology.
05. Speak for literary response and expression.	**a.** Share interpretations of personal and literary works through oral interpretation and dramatic readings.	**i. Pre-Emergent**: Minimal verbal response in English expected. Participate in classroom group-response activities (chants, songs, choral readings, TPR activities). Respond to literary works read aloud, using one or two words or short phrases. **ii. Beginning**: Use key words and phrases to respond to simple questions regarding personal experiences and literary works. **iii. Intermediate**: Use simple sentences to retell stories and relate personal experiences and literary works and dramatic readings. Contribute to classroom and small group discussions by responding to and asking simple questions. **iv. Early Fluent**: Share interpretations of personal and literary works through oral interpretation and dramatic readings with some linguistic inaccuracies.
	b. Memorize and present a selected poem.	**i. Pre-Emergent**: Memorize and present a simple selected poem. **ii. Beginning**: Memorize and present simple poems, rhymes, and chants. **iii. Intermediate**: Memorize and present a selected poem. **iv. Early Fluent**:
06. Speak for critical analysis and evaluation.	**a.** Clearly express opinions and judgments.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use gestures, single words, and simple phrases to express opinions and judgments. **iii. Intermediate**: Use simple sentences to express opinions and judgments. **iv. Early Fluent**: With some linguistic inaccuracies, express opinions and judgments.
	b. Defend opinion.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use gestures, single words, and simple phrases to defend opinion. **iii. Intermediate**: Use simple sentences to defend opinion. **iv. Early Fluent**: Defend opinion with some linguistic inaccuracies.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: - listen well and verify understanding; - avoid monopolizing conversations; - raise pertinent questions; - exhibit cultural sensitivity.	**i. Pre-Emergent**: Minimal verbal response in English expected. Exhibit courteous, attentive, and appropriate behavior when directed. **ii. Beginning**: Exhibit courteous, attentive, and appropriate behavior when directed. **iii. Intermediate**: During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior: - listen well and verify understanding; - avoid monopolizing conversations; - raise pertinent questions; - exhibit cultural sensitivity. **iv. Early Fluent**:

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(BREAK IN CONTINUITY OF SECTIONS)

751. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADES 9 THROUGH 12, SECTIONS 752 THROUGH 756.

752. READING.
Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
06. Read a variety of traditional and electronic materials for information and understanding.	**a.** Decode unfamiliar words using a comprehensive set of reading strategies: - phonics; - context clues; - word analysis skills.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Decode unfamiliar words using a comprehensive set of reading strategies: - phonics; - context clues; - word analysis skills. **iv. Early Fluent**
	b. Preview materials to understand structure and anticipate content.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Preview materials to understand structure and anticipate content.
	c. Develop analytic processes for understanding and remembering words, phrases, and information from reading material.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Develop analytic processes for understanding and remembering words, phrases, and information from reading material.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	d. Identify, collect, and/or select, and relate pertinent information to given situations.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Verify and clarify facts from informational text.
	e. Synthesize and organize information.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Synthesize and organize information.
	f. Apply and extend information.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Apply and extend information.
	g. Explain how an author uses language and literary devices: - mood; - tone; - style; - figurative language; - format; - structure.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Explain how an author uses language and literary devices: - mood; - tone; - style; - figurative language; - format; - structure.
	h. Use reading strategies to determine main ideas and to collect data, facts, and ideas.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Use reading strategies to determine main ideas and to collect data, facts, and ideas.
07. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	**a.** Know defining characteristics of literary forms and genres (fiction, nonfiction, myths, poems, biographies, autobiographies, science fiction, parodies, satires, and plays).	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Know defining characteristics of literary forms and genres (fiction, nonfiction, myths, poems, biographies, autobiographies, science fiction, parodies, satires, and plays).
	b. Identify and compare own experiences to those of others in situations, events, and cultures within reading selections.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Identify and compare own experiences to those of others in situations, events, and cultures within reading selections. **iv. Early Fluent**
	c. Interpret the social, cultural, and historical significance of a text: - Ancient Literature; - British Literature; - American Literature; - World Literature.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Interpret the social, cultural, and historical significance of a text: - Ancient Literature; - British Literature; - American Literature; - World Literature.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	d. Evaluate how an author uses language and literary devices to evoke a response in a reader: - style; - format; - structure.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Evaluate how an author uses language and literary devices to evoke a response in a reader: - style; - format; - structure.
	e. Demonstrate how reading can provide enrichment, information, and serve as a tool for lifelong learning.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Demonstrate how reading can provide enrichment, information, and serve as a tool for lifelong learning. **iv. Early Fluent**
08. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	**a.** Evaluate the validity and accuracy of information.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Evaluate the validity and accuracy of information.
	b. Analyze author's purpose within a literary text: - characterization; - setting; - plot structure; - theme; - point of view; - organization and form.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Analyze author's purpose within a literary text: - characterization; - setting; - plot structure; - theme; - point of view; - organization and form.
	c. Compare and contrast selections within text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Compare and contrast selections within text.
	d. Form opinions and make judgments about fiction and nonfiction.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Form opinions and make judgments about fiction and nonfiction.
	e. In response to technical materials, use personal or objective criteria to: - draw conclusions; - make inferences; - decide meanings; - form opinions; - make judgments.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: In response to technical materials, use personal or objective criteria to: - draw conclusions; - make inferences; - decide meanings; - form opinions; - make judgments.
09. Read to locate information from a variety of traditional, technical, and electronic sources.	**a.** Generate relevant and researchable questions.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Generate relevant and researchable questions. **iv. Early Fluent**
	b. Systematically organize and record information.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Systematically organize and record information. **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	c. Produce research projects and reports.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Produce research projects and reports.
10. Read for technical information.	**a.** Comprehend technical text.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Comprehend technical text.
	b. Demonstrate understanding of graphics, layout, white space, italics, parentheses, and other visual aids.	**i. Pre-Emergent** **ii. Beginning**: Demonstrate understanding of graphics, layout, white space, italics, parentheses, and other visual aids. **iii. Intermediate** **iv. Early Fluent**
	c. Identify the organization and nature of technical texts; ascertain that such texts require precise understanding rather than interpretation.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Identify the organization and nature of technical texts; ascertain that such texts require precise understanding rather than interpretation. **iv. Early Fluent**
	d. Apply technical text information to daily situations.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Apply technical text information to daily situations.
	e. Follow written directions.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Follow written directions.

~~(5-3-03)~~(6-17-04)T

753. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
07. Understand and use the writing process.	**a.** Demonstrate steps of the writing process: - brainstorm; - draft; - revise; - edit; - publish.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use varied sentence patterns. **iv. Early Fluent**: Use the strategies of note taking, outlining, and summarizing in grade-appropriate content areas. This expectation will differ from 6-8 in terms of cognitive demand and topics.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	b. Write in order to generate, record, and reflect upon ideas.	**i. Pre-Emergent**: Organize and record content area information on pictures, lists, charts, and tables. **ii. Beginning**: Use key words presented and emphasized in content (e.g., literature, math, science lessons). This expectation will differ from 6-8 in terms of the concepts and vocabulary being addressed. **iii. Intermediate** **iv. Early Fluent**
	c. Evaluate and choose appropriate style and vocabulary for particular audience.	**i. Pre-Emergent**: Identify basic vocabulary, mechanics, and sentence structures in a piece of writing. **ii. Beginning**: Use a variety of sources and strategies to plan writing. **iii. Intermediate**: Use technical vocabulary related to key concepts in content areas. **iv. Early Fluent**
08. Write and edit for correctness and clarity.	**a.** Apply rules and conventions of the following: - grammar; - punctuation; - capitalization; - spelling.	**i. Pre-Emergent**; Use conventions with some assistance. **ii. Beginning**: Spell high frequency words in the context of writing. **iii. Intermediate** **iv. Early Fluent**; Use conventional spelling, capitalization, punctuation, grammar, and syntax.
	b. Formulate purpose, thesis, relevant support, and focused paragraphs: - use topic sentences, appropriate word choices and sentence structure, parallelism, transitions, paragraphing, indentation, organization of sources; - choose tone, voice, style, mood, and persona appropriate for different purposes, disciplines, and audiences.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Use figurative language (e.g., simile, metaphor, personification, hyperbole). Use clauses and phrases with accurate mechanics and consistent variations in grammatical forms. **iv. Early Fluent**: Use appropriate tone and voice based on purpose, audience, and subject matter.
09. Write to inform and explain.	**a.** Incorporate facts, data, and processes from technical and non-technical materials into writing.	**i. Pre-Emergent** **ii. Beginning**: Use simple sentences to write a brief narrative. **iii. Intermediate**; Fill out job applications and provide all needed information, with some support. **iv. Early Fluent**: Summarize plot of a literary selection. Write detailed biographies/autobiographies. Use and cite various resources in content area report, including use of bibliography and standard format for quotations.
	b. Choose appropriate format to inform and explain.	**i. Pre-Emergent** **ii. Beginning**: Complete forms that ask for basic personal information (e.g., job applications). **iii. Intermediate** **iv. Early Fluent**: Fill out applications and complete essays required to apply for jobs and colleges, with assistance.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
10. Write for literary response and expression.	**a.** Compare, contrast, and synthesize ideas and techniques from a variety of literatures and fine arts that represent many cultures and perspectives.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Summarize the main ideas, details, and sequence of events in a literature selection with support. Apply elements of characterization in writing. Write responses to selected literature, exhibiting detailed understanding of text. **iv. Early Fluent**: Critique literature by analyzing theme, plot, setting, and/or characterization. Summarize plot of a literary selection.
	b. Formulate a thesis and supporting evidence as appropriate.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Develop a clear thesis supported with evidence, analogies, quotations, facts, statistics, and/or comparisons. This expectation will differ from 6-8 in terms of cognitive demand and topic.
	c. Write and publish original creative works using figurative and descriptive language.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
11. Write to critically analyze and evaluate.	**a.** Analyze and evaluate for the following: - purpose; - ideas; - style; - structure; - effectiveness.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	b. Formulate thesis and select appropriate supporting evidence to persuade or inform a specific audience.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	c. Present an effective argument using the principles of persuasion (appeals to authority, logic, or emotion).	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Present and justify a point of view and develop persuasive arguments using clear justification, explanation, and interpretation.
12. Write to gather, synthesize, and communicate research findings.	**a.** Use and document a variety of technological and informational resources: - avoid plagiarism through proper paraphrasing, quoting, and citation; - consider motives, credibility, and perspectives of authors when selecting source materials; - formulate thesis or focus and relevant support.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**: Gather, organize, interpret, and analyze information related to academic content areas from various sources by writing and elaborating on gathered information.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	b. Present research findings.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Write brief expository compositions and reports that include a thesis and supporting information and provide information from a variety of sources. **iv. Early Fluent**
	c. Generate clear, concise, and informative technical documents.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Write reports that incorporate information using charts and graphs. **iv. Early Fluent**

~~*(5-3-03)*~~(6-17-04)T

754. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Listen for information and understanding.	**a.** Acquire, interpret, and apply information from a variety of electronic or live sources.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Follow clear multiple-step (3 or more) directions in one to one and small group situations. Directions may be more cognitively demanding at 9-12 than at 6-8. **iv. Early Fluent**
	b. Use listening skills to gain enrichment and information about various cultures.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**
	c. Demonstrate effective interpersonal listening skills.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Respond to age appropriate social and academic language. Respond to questions requiring classification or application of information. Content of the questions would be age-appropriate in terms of cognitive demands and topics. **iv. Early Fluent**
05. Listen for literary response and expression.	**a.** Interpret and respond to a variety of oral presentations.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate**: Comprehend extended classroom discourses in the content areas with support (e.g., short lecture, demonstrations). **iv. Early Fluent**: Respond to increasingly complex content-related questions about newly learned information (e.g., inference, comparison, summarization, point of view, debate, or discussion). Independently comprehend extended classroom discourse (e.g., short lectures, demonstrations) in the content areas.
	b. Compare and contrast a variety of oral presentations.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
06. Listen for critical analysis and evaluation.	**a.** Make informed judgments about the purpose, content, organization, and delivery of verbal communications and nonverbal cues.	**i. Pre-Emergent** **ii. Beginning** **iii. Intermediate** **iv. Early Fluent**

~~*(5-3-03)*~~(6-17-04)T

755. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
04. Speak to share an understanding of information.	**a.** Adjust oral language to audience. Appropriately apply rules of standard English.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Minimal verbal response in English expected. Developing an awareness of audience and basic rules of standard English. **iii. Intermediate**: Adjust oral language to audience and appropriately apply rules of standard English with substantial linguistic inaccuracies. **iv. Early Fluent**: Adjust oral language to audience. Appropriately apply rules of standard English with some linguistic inaccuracies.
	b. Create oral presentations that include the following: - transitions; - organization; - support of main ideas; - examples; - response to questions and feedback; - visual aids and appropriate technology.	**i. Pre-Emergent**: Minimal verbal response in English expected. Plan and deliver a nonverbal presentation that incorporates illustrations, pictures, and charts. **ii. Beginning**: Plan and deliver oral presentations using gestures, single words, and simple phrases as well as illustrations, pictures, and charts. **iii. Intermediate**: Plan and deliver oral presentations with substantial linguistic inaccuracies that effectively incorporate the following: - transitions; - organization; - support of main ideas; - examples; - response to questions and feedback; - visual aids and appropriate technology. **iv. Early Fluent**: Plan and deliver oral presentations with some linguistic inaccuracies that effectively incorporate the following: - transitions; - organization; - support of main ideas; - examples; - response to questions and feedback; - visual aids and appropriate technology.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will:	**Content Knowledge and Skills**	**Proficiency Level**
	c. Use oral communication for various purposes and audiences which appropriately incorporates the following: - word choice; - pronunciation; - inflection/modulation; - physical gestures; - eye contact; - posture.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use physical gestures, single words, and simple phrases for various purposes with a developing sense of audience that incorporates limited word choices, approximate pronunciation, and appropriate posture. **iii. Intermediate**: Use age-appropriate oral communications for various purposes and audiences that appropriately incorporates broader word choice, improved pronunciation, approximate inflection, physical gestures, eye contact, and appropriate posture. **iv. Early Fluent**: Use age-appropriate oral communications for various purposes and audiences that appropriately incorporates word choice, comprehensible pronunciation, inflection, modulation, physical gestures, eye contact, and appropriate posture.
05. Speak for literary response and expression.	**a.** Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.	**i. Pre-Emergent**: Minimal verbal response in English expected. Participate in classroom group-response activities (e.g., chants, songs, choral readings, TPR activities). Respond to literary works read aloud, using one or two words or short phrases. **ii. Beginning**: Use key words and phrases to respond to simple questions regarding personal experiences and literary works. **iii. Intermediate**: Use simple sentences to retell stories and relate personal experiences and literary works. Contribute to classroom and small group discussions by responding to and asking simple questions. **iv. Early Fluent**: Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings with some linguistic inaccuracies.
06. Speak for critical analysis and evaluation.	**a.** Clearly express opinions and judgments.	**i. Pre-Emergent**: Minimal verbal response in English expected. **ii. Beginning**: Use gestures, single words, and simple phrases to express opinions and judgments. **iii. Intermediate**: Use simple sentences to express opinions and judgments. **iv. Early Fluent**: With some linguistic inaccuracies, express opinions and judgments.
	b. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: - listen well and verify understanding; - avoid monopolizing conversations; - raise pertinent questions; - exhibit cultural sensitivity.	**i. Pre-Emergent**: Exhibit courteous, attentive, and appropriate behavior when directed. **ii. Beginning**: Exhibit courteous, attentive, and appropriate behavior when directed. **iii. Intermediate**: During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior: - listen well and verify understanding; - avoid monopolizing conversations; - raise pertinent questions. **iv. Early Fluent**: During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior: - listen well and verify understanding; - avoid monopolizing conversations; - raise pertinent questions; - exhibit cultural sensitivity.

~~*(5-3-03)*~~(6-17-04)T

House Education Committee

IDAPA 08 - STATE BOARD OF EDUCATION

08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-0404

NOTICE OF RULEMAKING - PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2005 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Section 33-105, Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change. Staff was unable to determine which schools were eligible for awards because the reward criteria were not specific. "Distinguished Schools" is a reward required by the federal law. Staff has ensured that the reward criteria has been outlined and is consistent with federal requirements. The rule has been changed to add clarification to the rewards naming structure and specific reward criteria has been added. Two rewards have been combined into one category to ease understanding.

The pending rule is being adopted as proposed. The complete text of the proposed rule was published in the October 6, 2004 Idaho Administrative Bulletin, Vol. 04-10, pages 189 and 190.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the pending rule, contact Carissa Miller at (208) 332-1573.

DATED this 16th day of November, 2004.

The Following Notice Was Published With The Temporary And Proposed Rule

EFFECTIVE DATE: The effective date of the temporary rule is August 12, 2004.

AUTHORITY: In compliance with Sections 67-5221(1) and 67-5226, Idaho Code, notice is hereby given that this agency has adopted a temporary rule, and proposed rulemaking procedures have been initiated. The action is authorized pursuant to Section 33-105, Idaho Code.

STATE BOARD OF EDUCATION ***Docket No. 08-0203-0404***
Rules Governing Thoroughness ***PENDING RULE***

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 20, 2004.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of its supporting reasons for adopting a temporary rule and a nontechnical explanation of the substance and purpose of the proposed rulemaking:

Staff was unable to determine which schools were eligible for awards because the reward criteria were not specific. "Distinguished Schools" is a reward required by the federal law. Staff has ensured that the reward criteria has been outlined and is consistent with federal requirements.

The rule has been changed to add clarification to the rewards naming structure and specific reward criteria has been added. Two rewards have been combined into one category to ease understanding.

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1)(b), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons: To be in compliance with deadlines in amendments to governing law or federal programs. In order to grant the awards this year, rules needed to be in place prior to the next legislative session.

FEE SUMMARY: Pursuant to Section 67-5226(2), the Governor has found that the fee or charge being imposed or increased is justified and necessary to avoid immediate danger and the fee is described herein: NA

NEGOTIATED RULEMAKING Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was not conducted because this rule amendment is non-controversial in nature.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the temporary and proposed rule, contact Carissa Miller at (208) 332-1573.

Anyone may submit written comments regarding the proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 27, 2004.

DATED this 12th day of August, 2004.

Karen L. Echeverria
Policy and Governmental Affairs Officer
Office of the State Board of Education
650 West State Street, Rm. 307
Boise, Idaho 83720

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THE FOLLOWING IS THE TEXT OF THE PENDING RULE

113. REWARDS.

~~***01. Exemplary Status.*** *Exemplary Status is issued to a public school when the measure of the school's student and school performance and progress exceeds the proficient level performance on the baseline adopted by the Board.* *(3-20-04)*~~

0~~2~~1. Distinguished Schools. The State Board of Education may ~~*identify Title I schools that*~~ recognize as "Distinguished Schools" the top five percent (5%) of schools exceeding the Idaho ~~*performance standards as Distinguished Schools*~~ Adequate Yearly Progress (AYP) intermediate targets listed in Subsection 112.02, of this rule, and significantly reducing the gaps between subgroups listed in Subsection 112.03.d. of this rule. ~~*(3-20-04)*~~(8-12-04)T

0~~3~~2. Additional Yearly Growth (AYG) Award. Schools ~~*and districts who*~~ demonstrating improved proficiency levels of subpopulations or in the aggregate by greater than ten percent (10%) ~~*would*~~ be considered to have achieved AYG. ~~*Given that the school/district has met AYP, AYG would designate the school/district for a reward.*~~ The school must have achieved Adequate Yearly Progress (AYP) to be eligible for this award. ~~*(3-20-04)*~~(8-12-04)T