

Grading Rubric Scenario

Introduction

Mr. Broden has two seventh-grade students in his special education class. He provides his students with instruction aligned with their grade-level Texas Essential Knowledge and Skills (TEKS) through their individual prerequisite access points. One student, McKenna, is accessing the curriculum using skills found in the second-grade TEKS, while the other, Alicai, is performing in the 18–24-month developmental range. Mr. Broden takes grades using a task-analysis based [grading rubric](#).

Identify Prerequisite Skill Access Points to TEKS

In the general education English Language Arts and Reading classroom, the students are working on TEKS 7.5(E).

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

The student is expected to: (E) make connections to personal experiences, ideas in other texts, and society

- (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
 - (A) establish purpose for reading assigned and self-selected text;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and society;
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate details read to determine key ideas;
 - (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

McKenna

Mr. Broden uses the [Vertical Alignment document for ELAR](#) to find the prerequisite access point for the student working at the second-grade level. He finds **Strand 2 - Comprehension Skills** and sees that the student expectation to **make connections to personal experiences, ideas in other texts, and society** will work for McKenna.

Strand 2 – Comprehension Skills. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- make connections to personal experiences, ideas in other texts, and society with adult assistance (K)
- evaluate details to determine what is most important with adult assistance (K)
- make inferences and use evidence to support understanding with adult assistance (K)
- synthesize information to create new understanding with adult assistance (K)
- make connections to personal experiences, ideas in other texts, and society with adult assistance (1)
- evaluate details to determine what is most important with adult assistance (1)
- make inferences and use evidence to support understanding with adult assistance (1)
- synthesize information to create new understanding with adult assistance (1)
- make connections to personal experiences, ideas in other texts, and society (2)
- evaluate details read to determine key ideas (2)
- make inferences and use evidence to support understanding (2)
- synthesize information to create new understanding (2)
- make connections to personal experiences, ideas in other texts, and society (3)
- evaluate details read to determine key ideas (3)
- make inferences and use evidence to support understanding (3)
- synthesize information to create new understanding (3)
- make connections to personal experiences, ideas in other texts, and society (4)
- evaluate details read to determine key ideas (4)
- make inferences and use evidence to support understanding (4)
- synthesize information to create new understanding (4)
- **make connections to personal experiences, ideas in other texts, and society (5)**
- evaluate details read to determine key ideas (5)
- make inferences and use evidence to support understanding (5)
- synthesize information to create new understanding (5)
- make connections to personal experiences, ideas in other texts, and society (6)
- evaluate details read to determine key ideas make inferences and use evidence to support understanding (6)
- synthesize information to create new understanding (6)
- make connections to personal experiences, ideas in other texts, and society (7)
- evaluate details read to determine key ideas (7)
- make inferences and use evidence to support understanding (7)
- synthesize information to create new understanding (7)
- make connections to personal experiences, ideas in other texts, and society (8)
- evaluate details read to determine key ideas (8)
- make inferences and use evidence to support understanding (8)
- synthesize information to create new understanding (8)
- make connections to personal experiences, ideas in other texts, and society (Eng I)
- make inferences and use evidence to support understanding (Eng I)
- evaluate details read to determine key ideas (Eng I)
- synthesize information from two texts to create new understanding (Eng I)
- make connections to personal experiences, ideas in other texts, and society (Eng II)
- make inferences and use evidence to support understanding (Eng II)
- evaluate details read to determine key ideas (Eng II)
- synthesize information from multiple texts to create new understanding (Eng II)

Alicai

Alicai is accessing the curriculum within the 18–24-month developmental level, but Strand 2 on the vertical alignment document only goes to the kindergarten level. Knowing this, Mr. Broden first checks the [Texas Prekindergarten Guidelines](#) to see if his student might make connections to the TEKS there. Though Mr. Broden identifies that **III.D.2 - Comprehension of Text** relates to the seventh-grade TEKS, the student expectations listed are still too complex for his student’s current performance level.

Next, Mr. Broden consults the [Texas Early Learning Guidelines](#) and finds that the section on **Language and Communication Development** under **Listening and Understanding** will best match his student’s learning needs. The student expectations for the **18–36-month level** to **show understanding by pointing to or touching a picture in a book** are within his student’s level of performance.

PK3 Outcome	PK4 Outcome
PK3.III.D.2 Child makes personal connections to books read aloud.	PK4.III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

Child Behaviors

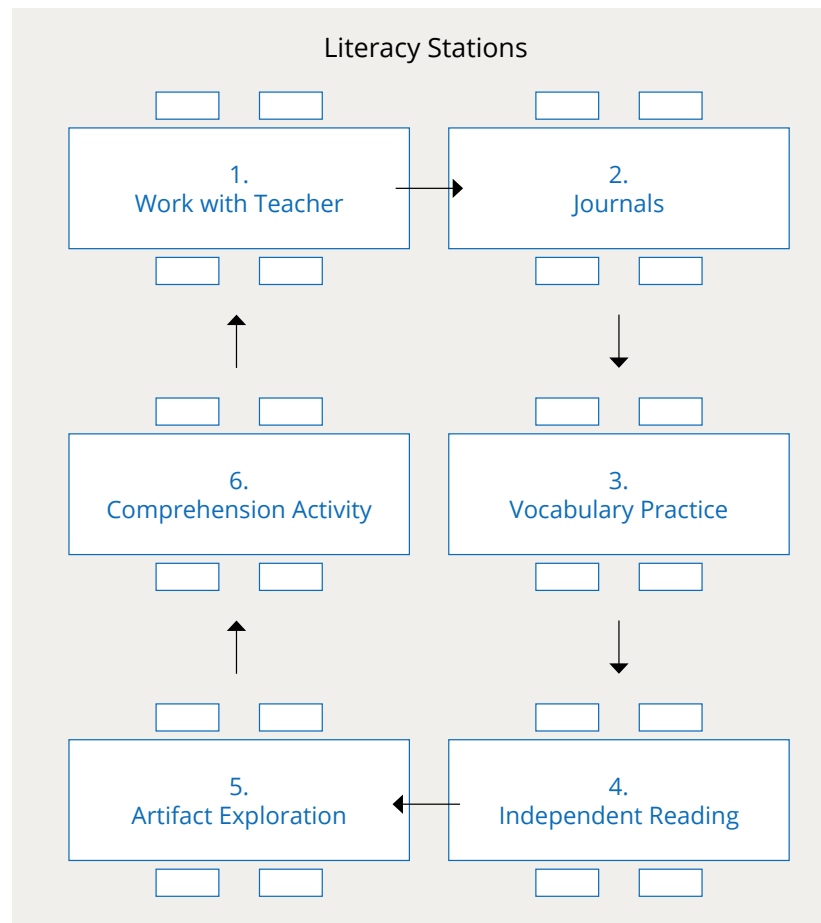
The child may:

- relate own experiences to facts learned from books (e.g., makes connection to garden at home when reading about plant life cycles) or events in a story (e.g., relates a personal trip to the zoo to the character’s trip to the zoo)
- describe how to do something learned from reading a book
- reference information learned from a book when sorting objects (e.g., when sorting pictures based on needs and wants, the child explains the decision by referring back to how the story distinguished needs and wants)
- use information learned from a book to make comparisons about things in his world (e.g., after reading a book about community helpers, the child says, “My mom is a veterinarian. That is like a doctor, but instead of helping people she helps animals.”)

18-36 months toddlers might	As a caregiver, you can
<ul style="list-style-type: none"> • Imitate caregiver’s different vocal sounds and body language • Laugh after caregiver says something funny • Quiet and listen when caregivers say they have something to say • Let others know when they want a turn to talk (says “me” or “my turn”) • Follow two-step requests • Show understanding by pointing to or touching a picture in a book or talking about some part of a book • Begin to talk or converse with other toddlers during play (listening and paying attention to each other) 	<ul style="list-style-type: none"> • Give toddlers toys and experiences that allow them to hear different animal and people sounds • Play and laugh with toddlers often when something funny or silly happens • Notice when toddlers want to talk and let them know when it’s their turn by saying, “It’s your turn. What do you want to tell me?” • Give toddlers some two-part directions (“Please sit on the bed and hold your foot up, so I can put on your sock.”) • Ask questions about different characters or objects in a book during one-on-one book reading • Support toddlers’ communication with others by watching the way they play and talk to each other and by providing comments as needed (“Maria wants to play dolls with you. Can you show her your doll?”)

Instruction and Grading

Mr. Broden integrates seventh-grade literature into his lessons but designs the instruction for McKenna and Alicai around the specially designed instruction (SDI) in each student's individualized education program (IEP). Currently, the seventh-grade general education class is using the book *The Lightning Thief* by Rick Riordan. Mr. Broden uses adapted books for both students that incorporate the modifications and accommodations in their IEPs. During a whole group activity, Mr. Broden reads aloud the grade-level *The Lightning Thief* trade book as he displays and references vocabulary, icons, photos, and objects that match the students' adapted books. When the students move to their literacy stations, Mr. Broden includes a 'Work with Teacher' station where he can work either individually or in small groups with students.



McKenna

Mr. Broden uses an adapted book with summarized text at the second-grade reading level, image supports for key characters and events, and highlighted vocabulary for McKenna. Based on her prerequisite access point to the seventh-grade TEKS, she is expected to **make connections to personal experiences, ideas in other texts, and society.**

At the 'Work with Teacher' station, Mr. Broden uses the text-to-self strategy that helps students make connections to a story. Mr. Broden and McKenna review the story using the adapted book while Mr. Broden asks guiding questions such as:

- What does this part of the story remind you of?
- Can you relate to the character Percy in the story?
- Does this part of the story remind you of anything in your own life?

To help McKenna make connections, Mr. Broden uses information about McKenna that he learned through student and family surveys. He knows he will need to provide verbal cues, such as "Think about..." or "Do you remember when...?" Any additional prompts McKenna requires, beyond those preplanned for each step, impact the prompt code and score. McKenna's verbal responses are used for grading.

Steps	Prompt Code and Score I - Independent (5 points) V - Verbal direction (4 points) G - Gesture assist (3 points) M - Adult model (2 points) P - Physical assist (1 point)	Step Completion Score 5 points each
1. The teacher will read aloud chapter 1 in the adapted book to review. McKenna will look at the book.	I - 5	5
2. The teacher will turn to the "school field trip" section of the book and ask, "What does this part of the story remind you of, where Percy was on the field trip? Think about when your family went to the museum in Houston last summer." McKenna will provide a related verbal response.	I - 5	5
3. The teacher will turn to the "water fountain altercation" section of the book and ask, "Can you relate to Percy here in the story, where he is accused of pushing Nancy? Do you remember yesterday in the gym during basketball?" McKenna will provide a related verbal response.	I - 5	5
4. The teacher will point to the image of the "bronze sword" and ask, "Does this remind you of anything we have read in Texas history? Think about when we were learning about the Battle of San Jacinto." McKenna will provide a related verbal response.	V-4 (Prompted McKenna with "Tell me what you know about Santa Anna's sword.")	5
Total Points Available (# of steps x 10): 40	Prompt Score: 19	Completion Score: 20
Total Score [(Prompt Score + Completion Score) / Total Points Available] x 100=	[(19 + 20) / 40] x 100 = 97.5 98	

Comments in the Prompt Code and Score section have been included for training purposes, as staff may find it helpful to list similar notes as they work with students.

Alicai

For Alicai, Mr. Broden uses an adapted book with thick pages and black backgrounds. Each page contains a summary sentence and an attached object to represent one of the key characters or events in the story. A bucket of matching objects is used in conjunction with the adapted book. Using his prerequisite access point to the seventh-grade TEKS, Alicai is expected to **show understanding by pointing to or touching a picture in a book**.

At the 'Work with Teacher' station, Mr. Broden uses the reading aloud strategy, where he models fluent reading and helps Alicai connect with and enjoy the text that he is unable to read independently. Mr. Broden and Alicai review the story using the objects on the adapted book pages and in the bucket. Mr. Broden reads the sentence on the page, then names the object. Mr. Broden pulls the matching object and two other objects out of the bucket and lays them on Alicai's wheelchair tray. Alicai touches the object in the book and then touches the matching object on his tray. Mr. Broden knows he needs to provide a consistent verbal direction each time Alicai is asked to identify an object. Mr. Broden will say, "Find the ...". Any additional prompts Alicai requires, beyond those preplanned for each step, impact the prompt code and score. Alicai's physical responses are used for grading.

Steps	Prompt Code and Score I - Independent (5 points) V - Verbal direction (4 points) G - Gesture assist (3 points) M - Adult model (2 points) P - Physical assist (1 point)	Step Completion Score 5 points each
1. The teacher will read the sentence in the adapted book, "Zeus is the Greek god of the sky, thunder, and justice." Alicai will look at the book page.	I - 5	5
2. The teacher will point to the lightning-bolt-shaped metallic pipe cleaner on the page and say, "lightning." Alicai will look at the book page.	I - 5	5
3. The teacher will lay a lightning-bolt-shaped metallic pipe cleaner and two other objects on Alicai's wheelchair tray. The teacher will move the book close to Alicai, point to the book, and say "Find the lightning." Alicai will touch the object on the book page.	I - 5	5
4. The teacher will move the book out of the way but still within Alicai's view, point to the objects on the tray, and say "Find the lightning." Alicai will touch the metallic pipe cleaner.	G - 3 (Tapped corner of wheelchair tray to prompt Alicai to respond.)	5
5. The teacher will read the sentence in the adapted book, "The pen turned into a sword." Alicai will look at the book page.	I - 5	5
6. The teacher will point to the pen attached to the page and say, "pen." Alicai will look at the book page.	V-4 (Prompted Alicai with "Look at the pen.")	5
7. The teacher will lay a pen and two other objects on Alicai's wheelchair tray. The teacher will move the book close to Alicai, point to the book, and say "Find the pen." Alicai will touch the object on the book page.	I - 5	5
8. The teacher will move the book out of the way but still within Alicai's view, point to the objects on the tray, and say "Find the pen." Alicai will touch the pen.	G - 3 (Tapped corner of wheelchair tray to prompt Alicai to respond.)	5
Total Points Available (# of steps x 10): 80	Prompt Score: 35	Completion Score: 40
Total Score [(Prompt Score + Completion Score)/ Total Points Available] x 100 =	[(35 + 40) / 80] x 100 = 93.75 94	

Comments in the Prompt Code and Score section have been included for training purposes, as staff may find it helpful to list similar notes as they work with students.