

Grading Rubric Scenario: Elementary

Introduction

Mrs. Evans has two fifth-grade students in her special education class. She provides her students with instruction aligned with their grade-level Texas Essential Knowledge and Skills (TEKS) through their individual prerequisite access points. One student, Tobi, is accessing the curriculum using skills found in the first-grade TEKS, while the other, Natalie, is performing in the 8-18-month developmental range. Mrs. Evans takes grades using a task-analysis based [grading rubric](#).

Identify Prerequisite Skill Access Points to TEKS

In the general education Math classroom, the students are working on TEKS 5.

Geometry and measurement: The student applies mathematical process standards to classify two-dimensional figures by attributes and properties.

The student is expected to classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties.

- (F) simplify numerical expressions that do not involve exponents, including up to two levels of grouping;
- (G) use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube ($V = l \times w \times h$, $V = s \times s \times s$, and $V = Bh$); and
- (H) represent and solve problems related to perimeter and/or area and related to volume.

(5) Geometry and measurement. The student applies mathematical process standards to classify two-dimensional figures by attributes and properties. The student is expected to classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties.

- (6) Geometry and measurement. The student applies mathematical process standards to understand, recognize, and quantify volume. The student is expected to:
 - (A) recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible; and
 - (B) determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base.

Tobi

Mrs. Evans uses the [Vertical Alignment document for Mathematics](#) to find the prerequisite access point for the student working at the first-grade level. She finds the section on **Geometry** and sees that the student expectation to **classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language** will work for Tobi.

Geometry

Geometry and spatial sense. The student explores, describes, and organizes objects according to their attributes and position/location (Pre-K.V.C).

Measurement. The student recognizes differences in the measurable aspects of objects (Pre-K.V.D).

Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. (K.6; 1.6; 2.8). The student applies mathematical process standards to select and use units to describe length and time (1.7). The student applies mathematical process standards to select and use units to describe length, area, and time (2.9). The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties (3.6). The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement (3.7).

The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties (4.6). The student applies mathematical process standards to classify two-dimensional figures by attributes and properties (5.5). The student applies mathematical process standards to identify locations on a coordinate plane (5.8). The student applies mathematical process standards to use coordinate geometry to identify locations on a plane (6.11).

Proportionality. The student applies mathematical process standards to use geometry to describe or solve problems involving proportional relationships (7.5). The student applies mathematical process standards to use proportional relationships to describe dilations (8.3).

Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts (8.10). The student is expected to

Identifying and Using Attributes of Geometric Figures

- name and describe common 2D shapes (PK3.V.C.1)
- attempt to create shapes using materials and/or manipulatives (PK3.V.C.2)
- name and describe common 2D shapes and name at least 1 solid 3D shape (PK4.V.C.1)
- create shapes using materials and/or manipulatives (PK4.V.C.2)
- identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles (K)
- identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world (K)
- identify two-dimensional components of three-dimensional objects (K)
- identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably (K)
- classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size (K)
- create two-dimensional shapes using a variety of materials and drawings (K)
- **classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language (1)**
- distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape (1)

Natalie

Natalie is accessing the curriculum within the 8-18-month developmental range, but the vertical alignment document only goes to the prekindergarten level. Mrs. Evans considers if the prekindergarten expectation to **name and describe common 2D shapes** would work for Natalie. To be sure, she first checks the [Texas Prekindergarten Guidelines](#) for the child behaviors listed for the student to demonstrate the skill. However, those behaviors are too complex for her student's current performance level.

Next, Mrs. Evans consults the [Texas Early Learning Guidelines](#) and finds the section on **Cognitive Development** under **Exploration and Discovery** will best match her student's learning needs. The expectation for students at the **8-18 month range** to **place a shape into a box with different shape openings** aligns with Natalie's present level of performance.

Identifying and Using Attributes of Geometric Figures

- name and describe common 2D shapes (PK3.V.C.1)

PK3 Outcome	PK4 Outcome
PK3.V.C.1 Child names and describes common 2D shapes.	PK4.V.C.1 Child names and describes common 2D shapes and names at least 1 solid 3D shape.

Child Behaviors

The child may:

- recognize and describe attributes of shapes
- describe the objects in the environment using shape names
- point to shapes they create in the art area and use the correct names to identify them (e.g., "Teacher, look – I made a triangle." or "Teacher, look, this crayon cup is a cylinder")

8-18 months | older infants might

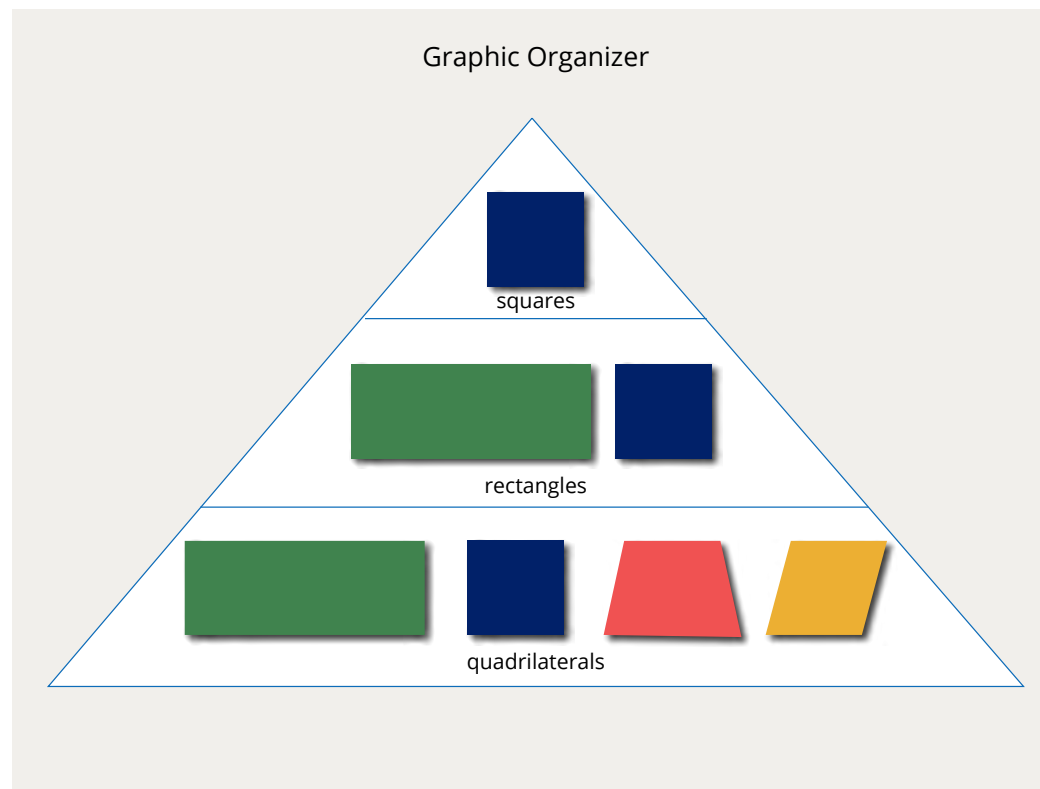
- Look at books
- Look to see where objects went when they are dropped
- Touch and feel others' faces, skin, or hair
- Enjoy playing with objects that make sounds and pay attention to different sounds objects can make, such as drums, noise makers, or bells
- Ask to continue a game by signing or saying "more"
- Push a button on a toy to make objects pop up or to make a sound over and over again
- Sit on a rocking horse or toy and move it back and forth
- Look closely at small objects, such as pieces of paper or leaves
- Put a shape in a box with different shape openings (shape sorters)
- Stack blocks or objects

As a caregiver, you can

- Share books with older infants. Show them books with interesting colors, patterns, pictures, and textures
- Notice when older infants drop items and pick them up, and allow them to repeat
- Allow older infants to touch your face, skin, or hair and name body parts ("That's my nose. Here's your nose.")
- Provide toys and objects that make noise, and create opportunities to make and listen to different sounds together (crunch leaves or bang on pots and pans)
- Notice and respond positively to older infants' desire to play games over and over again
- Create an environment that encourages discovery, and give uninterrupted playtime
- Give older infants safe toys to repeat motions, such as rocking, sliding, or balancing
- Engage and play alongside older infants
- Celebrate when older infants learn how to use a toy or object

Instruction and Grading

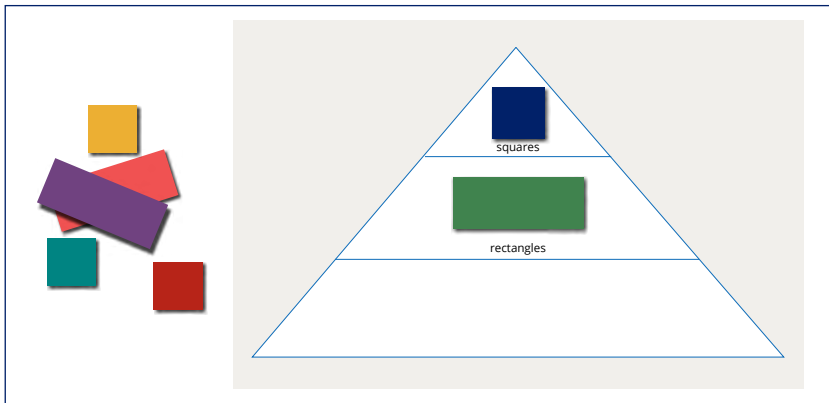
Mrs. Evans integrates fifth-grade geometry concepts into her lessons while tailoring instruction for Tobi and Natalie to align with the specially designed instruction (SDI) outlined in each of their IEPs. The fifth-grade general education class is sorting quadrilaterals based on their attributes using a pyramid hierarchy graphic organizer. To support Tobi and Natalie, Mrs. Evans uses a modified version of the organizer with shape manipulatives and visual supports aligned to their IEPs. During the whole-group activity, she presents a square and a rectangle using images and objects and students participate in a discussion of their attributes. Using the graphic organizer, Mrs. Evans models how both shapes are classified as quadrilaterals and explains that a square is a specific type of rectangle.



Tobi

Mrs. Evans uses images that Tobi can manipulate during instruction. Based on his prerequisite access point to the fifth-grade TEKS, he is expected to **classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language.**

During the whole-group activity, Mrs. Evans used colored square and rectangle images to represent the shapes. For Tobi's comprehension activity, she provides a simplified pyramid hierarchy graphic organizer labeled with the name and image of a square and rectangle. She places a colored square or rectangle image on the table in front of Tobi, and he puts them on the graphic organizer. For this beginning session, Mrs. Evans will only present Tobi with two squares and one rectangle. She uses the [Hierarchy of Cueing and Prompting](#) to preplan the basic supports Tobi needs built into the activity. Mrs. Evans knows that Tobi will require her to cue him by touching his hand when it is time for him to pick up and place an image on the chart. Any additional prompts Tobi requires, beyond those preplanned for each step, impact the prompt code and score. Tobi's physical responses are used for grading.

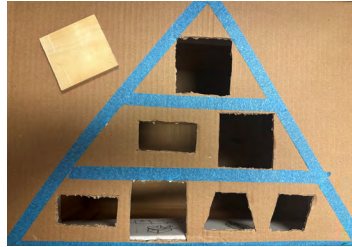


Steps	Prompt Code and Score I - Independent (5 points) V - Verbal direction (4 points) G - Gesture assist (3 points) M - Adult model (2 points) P - Physical assist (1 point)	Step Completion Score 5 points each
The teacher will state, "The hierarchy shows that squares (points to top level of graphic) are a special kind of rectangle (points to middle level of graphic). You are going to put the shape in the space on the chart that best describes the shape."		
1. The teacher will place a colored square on the table in front of Tobi, naming its attributes, stating "This shape has 4 sides, 4 right angles, 2 pairs parallel sides, and all sides are equal length. Put this shape where it goes on the chart," and touch Tobi's hand. Tobi will pick up the shape.	I - 5	5
2. Tobi will place the shape in the correct spot on the chart.	M-2 (Placed another square image on the top level of graphic to prompt Tobi)	5
The teacher will say, "Squares (points to top level of graphic) are a special kind of rectangle (points to middle level of graphic)."		
3. The teacher will place a colored rectangle on the table in front of Tobi, naming its attributes, stating "This shape has 4 sides, 4 right angles, 2 pairs parallel sides, and the opposite sides are equal length. Put this shape where it goes on the chart," and touch Tobi's hand. Tobi will pick up the shape.	I - 5	5
4. Tobi will place the shape in the correct spot on the chart.	M-2 (Placed another rectangle image on the middle level of graphic to prompt Tobi)	5
The teacher will say, "Remember, the hierarchy shows that squares (points to top level of graphic) are a special kind of rectangle (points to middle level of graphic)."		
5. The teacher will place a colored square on the table in front of Tobi, naming its attributes, stating "This shape has 4 sides, 4 right angles, 2 pairs parallel sides, and all sides are equal length. Put this shape where it goes on the chart," and touch Tobi's hand. Tobi will pick up the shape.	I-5	5
6. Tobi will place the shape in the correct spot on the chart.	M-2 (Placed another square image on the top level of graphic to prompt Tobi)	5
Total Points Available (# of steps x 10): 60	Prompt Score: 21	Completion Score: 30
Total Score [(Prompt Score + Completion Score) / Total Points Available] x 100=		$[(21 + 30) / 60] \times 100 = 85$ 85

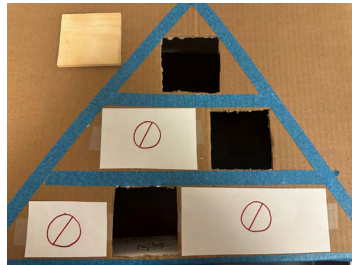
Comments in the Prompt Code and Score section have been included for training purposes and staff may find it helpful to list similar notes as they work with students.

Natalie

Mrs. Evans uses concrete objects that Natalie can manipulate during instruction. In her prerequisite access point to the fifth-grade TEKS, Natalie is expected to **show understanding by putting a shape in a box with different shape openings.**



During the whole-group activity, Mrs. Evans used wooden square and rectangle manipulatives to represent the shapes. For Natalie’s comprehension activity, she sorts these manipulatives on a pyramid hierarchy graphic organizer with square and rectangle cutouts. For this first lesson, Natalie uses only square shapes, so Mrs. Evans has covered the rectangle cutouts. She uses the [Hierarchy of Cueing and Prompting](#) to preplan the basic supports Natalie needs built into the activity. Mrs. Evans knows that Natalie requires a verbal direction before beginning an activity, so she will provide the initial verbal instruction of “Match the squares. Put them in.” Natalie also needs a cue with Mrs. Evans pointing to the next object to pick up. Any additional prompts Natalie requires, beyond those preplanned for each step, impact the prompt code and score. Natalie’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
The teacher will place five squares in front of Natalie with the sorting box. The teacher will say, “Match the squares. Put them in.” The teacher will point to the first square.		
1. Natalie will place Square 1 in a correct space.	G-3 (Tapped on box top several times to prompt Natalie to put in.)	5
2. The teacher will point to the next object. Natalie will place Square 2 in a correct space.	V-4 (Prompted Natalie to put in the item she was holding.)	5
3. The teacher will point to the next object. Natalie will place Square 3 in a correct space.	G-3 (Tapped on box top several times to prompt Natalie to put in.)	5
4. The teacher will point to the next object. Natalie will place Square 4 in a correct space.	G-3 (Tapped on box top several times to prompt Natalie to put in.)	5
5. The teacher will point to the next object. Natalie will place Square 5 in a correct space.	V-4 (Prompted Natalie to put in the item she was holding.)	5
Total Points Available (# of steps x 10): 50	Prompt Score: 17	Completion Score: 25
Total Score [(Prompt Score + Completion Score) / Total Points Available] x 100=		[(17 + 25) / 50] x 100 = 84 84

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

Grading Rubric Scenario: Middle School

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 range, 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 range 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

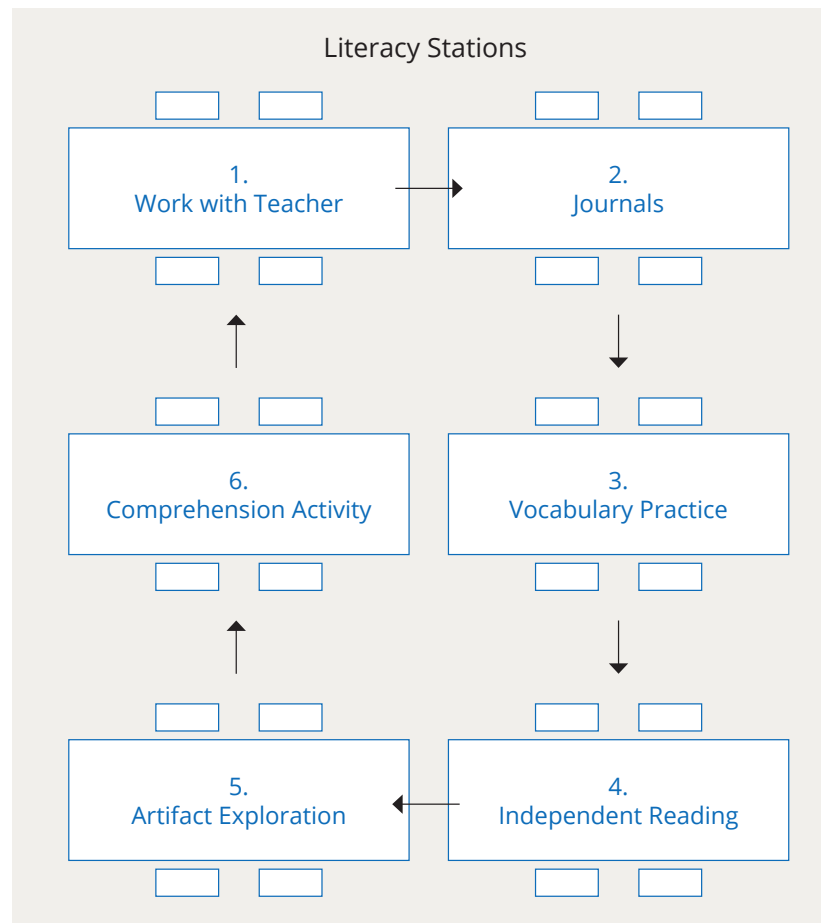
The child may:

- 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 while tailoring instruction for McKenna and Alicai to align with the specially designed instruction (SDI) outlined in each of their IEPs. 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 uses the [Hierarchy of Cueing and Prompting](#) to preplan the basic supports McKenna needs built into the activity. 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	98 [[19 + 20] / 40] x 100 = 97.5	

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. He uses the [Hierarchy of Cueing and Prompting](#) to preplan the basic supports Alicai needs built into the activity. 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.

Grading Rubric Scenario: High School

Introduction

Ms. Thomas has a high school special education class that includes two students enrolled in Biology. She provides her students with instruction aligned with the Texas Essential Knowledge and Skills (TEKS) for the course through their individual prerequisite access points. One student, Fabian, is accessing the curriculum using skills found in the Kindergarten TEKS, while the other, Maverick, is performing in the 0-8-month developmental range. Ms. Thomas takes grades using a task-analysis based [grading rubric](#).

Identify Prerequisite Skill Access Points to TEKS

In the general education Biology classroom, the students are working on TEKS 12(B).

Science concepts: biological structures, functions, and processes. The student knows that multicellular organisms are composed of multiple systems that interact to perform complex functions.

The student is expected to: (B) explain how the interactions that occur among systems that perform functions of transport, reproduction, and response in plants are facilitated by their structures.

- (12) Science concepts--biological structures, functions, and processes. The student knows that multicellular organisms are composed of multiple systems that interact to perform complex functions. The student is expected to:
 - (A) analyze the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals; and
 - (B) explain how the interactions that occur among systems that perform functions of transport, reproduction, and response in plants are facilitated by their structures.
- (13) Science concepts--interdependence within environmental systems. The student knows that interactions at various levels of organization occur within an ecosystem to maintain stability. The student is expected to:

Fabian

Ms. Thomas uses the [Vertical Alignment document for Science](#) to find the prerequisite access point for the student working at the kindergarten level. She finds the section on **Organisms and Environments** and sees that the student expectation to **observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space to grow** will work for Fabian.

Organisms and Environments

Texas Prekindergarten Guidelines, VI. Science Domain, B. Life Science. The student observes the unique features of organisms and what they need to survive and thrive.

Texas Essential Knowledge and Skills, K–8, Organisms and environments. The student knows that plants and animals depend on the environment to meet their basic needs for survival (K.12). The student knows that the environment is composed of relationships between living organisms and nonliving components (1.12). The student knows that living organisms have basic needs that must be met through interactions within their environment (2.12). The student describes patterns, cycles, systems, and relationships within environments (3.12; 4.12; 5.12). The student knows that interdependence occurs between living systems and the environment (6.12). The student understands that ecosystems are dependent upon the cycling of matter and the flow of energy (7.12). The student understands stability and change in populations and ecosystems (8.12).

Texas Essential Knowledge and Skills, Biology, Science concepts. The student knows evolutionary theory is a scientific explanation for the unity and diversity of life that has multiple lines of evidence (B.9). The student knows evolutionary theory is a scientific explanation for the unity and diversity of life that has multiple lines mechanisms (B.10). The student knows the significance of matter cycling, energy flow, and enzymes in living organisms (B.11). The student knows that multicellular organisms are composed of multiple systems that interact to perform complex functions (B.12). The student knows that interactions at various levels of organization occur within an ecosystem to maintain stability (B.13). The student is expected to:

- PK4.VI.B.1: Observe, investigate, describe, and discuss the characteristics of organisms.
- PK4.VI.B.2: Observe, describe, and discuss the life cycles of organisms.
- K.12.A: Observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space to grow.
- K.12.B: Observe and identify the dependence of animals on air, water, food, space, and shelter.
- 1.12.A: Classify living and nonliving things based upon whether they have basic needs and produce young.
- 1.12.B: Describe and record examples of interactions and dependence between living and nonliving components in terrariums or aquariums.
- 1.12.C: Identify and illustrate how living organisms depend on each other through food chains.
- 2.12.A: Describe how the physical characteristics of environments, including the amount of rainfall, support plants and animals within an ecosystem.
- 2.12.B: Create and describe food chains identifying producers and consumers to demonstrate how animals depend on other living things.
- 2.12.C: Explain and demonstrate how some plants depend on other living things, wind, or water for pollination and to move their seeds around.
- 3.12.A: Explain how temperature and precipitation affect animal growth and behavior through migration and hibernation and plant responses through dormancy.
- 3.12.B: Identify and describe the flow of energy in a food chain and predict how changes in a food chain such as removal of frogs from a pond or bees from a field affect the ecosystem.
- 3.12.C: Describe how natural changes to the environment such as floods and droughts cause some organisms to thrive and others to perish or move to new locations.
- 3.12.D: Identify fossils as evidence of past living organisms and environments, including common Texas fossils.

Identify Prerequisite Skill Access Points to TEKS continued

Maverick

Maverick is accessing the curriculum within the 0-8-month developmental range, but the vertical alignment document only goes to the prekindergarten level. Ms. Thomas considers if the prekindergarten expectation to **observe, investigate, describe, and discuss the characteristics of organisms** would work for Maverick. To be sure, she checks the [Texas Prekindergarten Guidelines](#) for the child behaviors listed for the student to demonstrate the skill. However, those behaviors are too complex for her student’s current performance level.

Next, Ms. Thomas consults the [Texas Early Learning Guidelines](#) and finds that the section on **Cognitive Development** under **Exploration and Discovery** will best match her student’s learning needs. The student expectations for the **0-8-month range** to show understanding by **reaching out to touch objects** are within her student’s level of performance.

The student is expected to:

- PK4.VI.B.1: Observe, investigate, describe, and discuss the characteristics of organisms.
- PK4.VI.B.2: Observe, describe, and discuss the life cycles of organisms.

PK3 Outcome	PK4 Outcome
No PK3 outcomes for this domain of learning.	PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.

Child Behaviors

The child may:

- describe the color, size, and shape of organisms
- describe an organism’s need for food, water, air, light, and shelter
- compare differences and similarities of animals and plants (e.g., fish live in water, all birds have feathers, we can eat some plants)

0-8 months | infants might

- Focus on caregivers’ face and follow face or voice
- Turn head when a new person enters the room
- **Reach out to touch objects**
- Put objects in their mouth to touch and taste
- Reach out and grab new toys, and turn them over and over to explore or bang them
- Hit or kick toys to make them move over and over

As a caregiver, you can

- Stay close to and interact with infants
- Notice infants’ reaction when new people enter the room
- Create surroundings without a lot of loud noises and distractions
- Place objects with different shapes, sizes, textures, and sounds within infants’ reach (make sure the objects are safe to mouth)
- Name and describe objects infants are exploring and encourage them to continue to play with the objects by telling them you like their “music” or banging
- Give infants safe toys that produce interesting results or movements in response to their actions

Instruction and Grading

Mrs. Thomas integrates biology concepts into her lessons while tailoring instruction for Fabian and Maverick to align with the specially designed instruction (SDI) outlined in each of their IEPs. Currently, the general education Biology class is using diagrams and other graphic organizers as visual representations of the content as they discuss plant structure and interactions among plant systems. Ms. Thomas uses visual representations of the content for both students that incorporate the modifications and accommodations in their IEPs. During a whole group science activity, the students are observing, comparing, and discussing different plants from their experiment. One plant is healthy, while each of the other plants have been deprived of an element (light, water, nutrient-rich soil, space). Each of the unhealthy plants is labeled with an image that represents their deprived need. Ms. Thomas provides additional images, objects, and sensory experiences to reinforce the content. Later, Ms. Thomas will work with each student individually to evaluate their understanding of the content.



Fabian

Ms. Thomas uses switches, an environmental control unit, images, and appliances with Fabian. Based on his prerequisite access point to the Biology TEKS, he is expected to **observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space to grow.**

Throughout their unit on plants, Ms. Thomas used a lamp to represent light and a water flosser to represent water. For Fabian’s comprehension activity, she will use these two appliances connected to an environmental control unit activated by two separate switches. One switch will turn on the lamp, while the other will turn on the water flosser, which squirts water into a cup. As part of the whole-group experiment, Ms. Thomas attached images to each unhealthy plant that represented their deprived need. The plant that did not receive light was labeled with an image of the sun, and the plant that did not receive water was labeled with a water droplet. Because



Fabian requires visual supports to reinforce key vocabulary, the same images will be placed on the corresponding switches used during Fabian’s activity. She uses the [Hierarchy of Cueing and Prompting](#) to preplan the basic supports Fabian needs built into the activity. Ms. Thomas knows she will need to model pressing the two switches before they begin. After each question, Ms. Thomas will also point to each switch and name Fabian’s options before he responds. Any additional prompts Fabian requires, beyond those preplanned for each step, impact the prompt code and score. Fabian’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
The teacher will say, “Plants need certain things to survive. Plants need light,” then presses the sun/light switch. Then she will say, “Plants need water,” then presses the water droplet/water switch.		
1. The teacher will ask, “What does the sun give plants that they need to survive?” The teacher will point to the switch with the sun image and say, “light” and then point to the switch with the water droplet image and say, “water.” Fabian will press the switch with the sun image, activating the lamp.	I - 5	5
2. The teacher will ask, “What does the rain give plants that they need to survive?” The teacher will point to the switch with the sun image and say, “light” and then point to the switch with the water droplet image and say, “water.” Fabian will press the switch with the water droplet image, activating the water flosser.	I - 5	5
3. The teacher will show Fabian the unhealthy plant deprived of water and ask, “What was needed to help this plant survive?” The teacher will point to the switch with the sun image and say, “light” and then point to the switch with the water droplet image and say, “water.” Fabian will press the switch with the water droplet image, activating the water flosser.	V-4 (Prompted Fabian with, “Look at the plant, look at your choices, press your answer.”)	5
4. The teacher will show Fabian the unhealthy plant deprived of light and ask, “What was needed to help this plant survive?” The teacher will point to the switch with the sun image and say, “light” and then point to the switch with the water droplet image and say, “water.” Fabian will press the switch with the sun image, activating the lamp.	I-5	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 and staff may find it helpful to list similar notes as they work with students.

Maverick

For Maverick, Ms. Thomas uses an activity mobile attached to his wheelchair tray to encourage him to reach towards objects. In his prerequisite access point to the Biology TEKS, Maverick is expected to **show understanding by reaching out to touch objects.**

Throughout their unit on plants, Ms. Thomas has been consistently pairing objects to the concepts discussed. In Maverick's comprehension activity, she will attach two paired objects from the science experiment to his activity mobile: a lit electric lantern (for light) and a half-filled plastic water bottle (for water). Ms. Thomas is going to provide an errorless learning experience by instructing Maverick to "Touch something a plant needs to survive," as both objects provided are correct responses. Maverick should reach out and touch an object on his activity mobile after the instruction is given. She uses the [Hierarchy of Cueing and Prompting](#) to preplan the basic supports Maverick needs built into the activity. Ms. Thomas knows that Maverick requires an auditory cue (jingling keys on a keychain) to orient his body in the direction he needs to reach for an object, and that he slumps back into his default neutral position in the chair after reaching. He also requires one minute of wait time between her instruction and when he may give a response. Any additional prompts Maverick requires, beyond those preplanned for each step, impact the prompt code and score. Maverick'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 place a healthy plant on Maverick's wheelchair tray, shake the keychain above the plant, and state "Get ready." (One minute of wait time will be provided before expecting a response.) Maverick will shift his body in the wheelchair so his arm is able to reach forward.	I - 5	5
2. The teacher will say, "Plants need certain things to survive. Touch the plant." (One minute of wait time will be provided before expecting a response.) Maverick will touch the plant.	I - 5	5
The teacher will remove the plant and attach the activity mobile to Maverick's wheelchair tray.		
The teacher will touch the lantern and say, "Plants need light," then will touch the water bottle and say, "Plants need water."		
3. The teacher will shake the keychain above the activity frame and say, "Get ready." (One minute of wait time will be provided before expecting a response.) Maverick will shift his body in the wheelchair so his arm is able to reach forward.	I - 5	5
4. The teacher will say, "Touch something a plant needs to survive." (One minute of wait time will be provided before expecting a response.) Maverick will touch one of the two objects on the activity mobile.	G-3 (Knock on top of activity mobile three times to prompt Maverick to touch an attached object)	5
When Maverick touches an item teacher will reinforce the item touched by Maverick by stating, "A plant needs (light/water) to survive."		
Total Points Available (# of steps x 10): 40	Prompt Score: 18	Completion Score: 20
Total Score [(Prompt Score + Completion Score)/ Total Points Available] x 100=		[(18 + 20) / 40] x 100 = 87.5 88

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