



Principal Kimberlain Zenon

Student Handbook 2024-2025

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School web site: [www.manateeschools.net/bradenrivermiddle](http://www.manateeschools.net/bradenrivermiddle)

The staff of Braden River Middle School (BRMS) welcomes you to the 2024-2025 school year. This will be a great year for students, parents, and teachers. Education is a team effort. Pride in school and work cannot be developed without cooperation. The policies and procedures in this handbook are designed to help the school operate smoothly for a successful school year. This information has been carefully prepared to help students adjust and become an integral part of our school. The teachers and staff are eager to help you prepare for a successful life. Remember, success is directly related to effort.

Go Panthers!

*The rules and language contained within the Student Code of Conduct shall supersede any conflict that may arise with individual school handbooks.*



## **Important Agenda Cliff Notes**

### **School Rules:**

- IDs must be visible at all times.
- No gum.
- No personal cell phone use during school hours. Cell phones must be off and in backpacks.
- No texting or social media in school.
- It is not legal to film/ photograph any teachers or students on school campus.
- No running, tagging, pushing, or hitting
- Students not invited to a field trip may not attend on their own and join school activities.
- Students owing ID, cafeteria and book fines are not permitted to attend end of year activities.

### **School Procedures:**

- Students must have a pass to leave class or the cafeteria.
- Students must sign out before leaving the classroom or cafeteria.
- Students must make an appointment to see their counselor or dean.
- Students must be on time for class.

### **Renaissance:**

- Renaissance students are allowed (with card and ID) to sit in the cafeteria booths or eat outside.
- Renaissance students must have their card and ID to use their privileges.

### **Dress Code:**

- BRMS Uniform shirt must be visible at all times.
- Hoodies and sweatshirts are not permitted-unless it is a BRMS item.
- If wearing a zip up jacket: the uniform shirt must be visible at all times.
- Leggings and tight fitting garments are not allowed.
- No pants, shorts, or jeans with rips or slits that reveal skin.
- All shorts and dresses need to be fingertip length.
- All pants must be pulled up with no undergarments exposed.
- ALL fitted jeans or pants must have back pockets.
- Students cannot wear hoods on their heads.

### **UNIFORM POLICY - STUDENTS ARE REQUIRED TO WEAR SCHOOL UNIFORM SHIRTS**

School Uniforms at Braden River Middle School will include a school uniform T-shirt in school colors with the official screen print logo as supplied by the vendor. Items can be ordered using the following online link: <https://uniformsolutionsplus.com/school-uniforms.html>.

An official approved school shirt purchased as part of an official school program such as Fine Arts, FCCLA, TSA, Physical Education, etc., to be worn on Fridays ONLY!

Pants, shorts, skirts, etc. and footwear must follow Braden River Middle School's dress code as specified in the CODE OF STUDENT CONDUCT. Our uniform policy is mandatory for every student who attends Braden River Middle School.

**STUDENTS MAY NOT ROLL UP, TIE UP, OR ALTER THE SHIRT IN ANY MANNER.**

If a student comes to school OUT OF UNIFORM, the following actions will take place:

- The student will be required to wear a replacement shirt for the day.
- An attempt will be made to contact parent/guardian to bring appropriate attire to school for the student.
- Disciplinary consequences

Financial hardship applications will be available in the school office. We welcome and appreciate uniform donations, either new or used in good condition. These donated uniforms will be accessible to those in need of assistance. Braden River Middle School's dress code policy is used in conjunction with the District's Code of Student Conduct.

## **Braden River's Technology Expectation and Usage Policy**

### **(Electronic Equipment and Internet Technology Safety Policy sections of the Manatee County Student Code of Conduct)**

**Internet:** The only internet permitted is our BRMS guest network, unless otherwise directed by the teacher. Hot spots or any internet access other than Manatee Connect are NOT permitted to be used at any time. BRMS's network filters will be applied to one's connection to the internet and any attempt to bypass them or infect the network program designed to damage, alter, destroy, or provide access (hacking) to unauthorized data or information is in violation of the Acceptable Use Policy and will result in disciplinary actions.

**Security and Damages:** Responsibility to keep the device secure rests with the individual owner. Manatee County School District is not liable for any device stolen or damaged on campus. If a device is stolen or damaged, it will be handled through the administrative office similar to other personal artifacts that are impacted in similar situations. It is recommended that skins (decals) and other custom touches be used to physically identify your device from others. Additionally, protective cases and security codes are encouraged. The student takes full responsibility for his or her technology device. The school is not responsible for the security of student-owned technology.

**Technology Student Agreement:** The use of technology to provide educational material is not a necessity, but a privilege. A student does not have the right to use his or her laptop, cell phone or other electronic device while at school except in the approved class. When abused, privileges will be taken away. When respected, they will benefit the learning environment as a whole.

- The technology must be turned off and placed in backpack prior to entering school and while riding school buses unless instructed to turn it on by a teacher or bus driver.
- No devices allowed in the bathrooms at any time.
- The technology may not be used to cheat on assignments or tests, or for non-instructional purposes.
- The student accesses only files on the computer or internet sites which are relevant to the classroom curriculum.
- Printing from personal devices is not possible at school.
- The student complies with teachers' request to shut down the computer or close the screen.
- The school district has the right to collect and examine any device that is suspected of causing problems or was the source of an attack or virus infection.
- No texting, no photos/videos, and no social media.
- If there is approved use in the classroom, devices must be turned off before leaving that classroom.
- Phones nor ANY devices are not allowed to be out during passing periods (between classes).
- External or portable speakers are not permitted at any time.
- Understand that any of the above violations are unethical and may result in the loss of my network and/or laptop privileges as well as other disciplinary action.

**Technology Parent Agreement:** My child will be subject to discipline for texting during the school day without teacher permission. I also understand that if my child becomes sick, he/she MUST go to the clinic to call home. As the parent / guardian of this student, I understand that although my child's teacher will encourage and enforce proper device usage of technology, it is my responsibility to check time stamps and social media usage to assure that my child is correctly using their equipment and time in school. In the event I need to contact my child during school hours, I will use proper procedures, and call the administrative office to get a message to them.

### **Cell Phones & Electronic Devices Misuse**

1<sup>st</sup> Offense Phone will be put in office for parent pick up

2<sup>nd</sup> Offense Phone will be put in office for parent pick up

3<sup>rd</sup> Offense Phone will be put in office for parent pick up / Plus ASD

4<sup>th</sup> Offense Phone will be put in office for parent pick up / Plus 1 day ISS

5<sup>th</sup> Offense Phone must be turned into office every morning and will be held until dismissal

**\*\*\*Any student who refuses to hand over any electronic device will be considered acting in defiance of authority and will be subject to appropriate disciplinary action.**

**\*\*\*It is the responsibility of the student to notify the parent and arrange for device pick up.**

### **Progress Reports and Report Cards**

A progress report is available online at our FOCUS Parent Portal at the middle of each nine-week quarter with each instructor's evaluation of the student's achievement for the first half of that quarter. Parents/guardians are asked to review the report with their child. **Report cards** are online every nine weeks throughout the year. Please be sure to sign up for Portal access in the office.

### Student ID Badges

Students are issued a photo ID badge during the first quarter of the school year. For safety and security reasons, **all students on campus are required to wear his/her ID badge visibly from the waist up at ALL TIMES using a lanyard.** The student's picture must not be covered or defaced. **Failure to have the ID may result in a discipline consequence.** Students must use their ID badge when purchasing food in the cafeteria or checking out materials from the Media Center. If a student loses his/her ID badge, the student should report to the Main Office prior to the start of the day and may choose to purchase a new ID and lanyard for \$5.00.

- 1st offense – Warning/issued a temporary ID sticker to be worn on the shirt throughout the entire day on campus. Parent contact via Connect Ed.
- 2nd offense – Issued a temporary ID sticker to be worn on the shirt throughout the entire day on campus, charged \$5.00 to Student Account, a student ID and lanyard will be sent to the student. Parent will be contacted by the Dean.
- 3rd offense – Issued a temporary ID sticker to be worn on the shirt throughout the entire day on campus, charged \$5.00 to Student Account, a student ID and lanyard will be sent to the student. Parent will be contacted by the Dean, a referral will be given for an identification infraction, student will serve a one-day lunch detention.
- 4th offense – Issued a temporary ID sticker to be worn on the shirt throughout the entire day on campus, charged \$5.00 to Student Account, a student ID and lanyard will be sent to the student. A referral will be given for identification infraction and defiance, student will serve a 2-day lunch detention. Parent will be contacted by the Dean and a parent conference will be set up.
- 5th offense – A referral will be given for defiance; student will serve ASD

### Student Arrival and Departure Times

There is no adult supervision prior to school opening before 8:50 am or 30 minutes after the 4:10 pm dismissal bell, unless the student is enrolled in the YMCA Before/After School Program. Students dropped off and picked up by parents, guardians or designees, must use the parent loop (the smaller parking area on River Club Boulevard). **Parents, guardians or designees should make every effort to abide by the above times. For safety reasons, students will not be released to parents, guardians or designees during emergency drills, including fire and lockdown drills.**

### Visitors

**All entry doors will be locked. Visitors must call the office upon arrival for a staff member to open the door. Visitors must report to the office and obtain a visitor pass or escort before going anywhere on campus.** Any parent/guardian who wishes to visit must have identification and make prior arrangements with the appropriate counselor or administrator.

### Transportation (Transportation sections of the Manatee County Student Code of Conduct)

The hard working, dedicated people who operate our school buses have a single common goal that cannot be achieved without the cooperation and assistance of the students. Their goal is to transport students between home and school safely and promptly. All rules of the school district and our school apply to behavior on campus, but also behavior on school sponsored trips, bus transportation and at bus stops whether on or off school property. **Bus drivers can write referrals for behaviors observed both on the bus and at bus stops.** A copy of the County Bus Rules is given to each student during the first week of the school year. Any student who causes disturbances on the bus threatens the safety of others. Offenders will be issued referrals and suffer consequences that may include after school detentions, in school suspensions (ISSP), and/or bus suspension. **Repeat offenders may be subject to review for removal of transportation privileges.**

**NOTE: The use of school bus transportation is considered a privilege. Students who disregard the rules of appropriate conduct on the school bus will receive consequences as approved by the School Board of Manatee County. Disciplinary action will be taken in accordance with Florida Statute 232.26 and 232.28 (school bus suspension).**

### Car Riders and Personal Transportation

- Students may not drive any motorized vehicles to school.
- Students whose parents, guardians or designees pick them up will ONLY use the parent loop on the south side of campus.
- Students may NOT be picked up on River Club Blvd. or in the elementary parking lot.
- Car riders may not exit the school by the bus loop and must wait at the parent loop.
- Bicycles must be placed in the bike rack and should be secured with a personal lock.
- The bike rack will be open in the mornings and at dismissal times. (The bike rack will be locked during the school day).
- Students may not ride skateboards, scooters, etc. on school property.
- **REMEMBER, it is state law that children under the age of 16 must wear a bike helmet.**
- Walkers must exit through the parent loop entrance.

### Parent Loop Area

For safety reasons, students being picked up / dropped off in a car will not be able to leave our parent loop area. Parents must go through the line and pick up / drop off within the designated loading and unloading area. Students that load or unload on the street, in our parking lot, in the bus loop, or in the elementary parking area will be subject to disciplinary infractions. When loading and unloading please pull all the way forward to allow more cars to move through the lane quickly.

### Certified School Counselors

The administration team consists of a counseling staff that provides many services to the school in addition to one-on-one student counseling. They conduct orientations, review student academic progress, arrange schedule changes and maintain student records. Counselors are trained listeners whose main mission is to help students solve problems interfering with their education. Students who would like to meet with a counselor must fill out a "Request for Appointment" card in the office. A counselor will send for the student at their earliest possible opportunity.

### Grade Level Administration

An important part of the middle school staff is the assistant principal. The assistant principals are administrative problem-solvers who supervise all student affairs for their designated grade levels.

#### **A-L Administrative Team Assistant**

**Principal:** Dr. Cornwell Student

**Support Specialist:** Mr. Wright

**Certified School Counselor:** Mrs. Gregory

#### **M-Z Administrative Team**

**Assistant Principal:** Mr. Baietto

**Student Support Specialist:** Ms. Mainer

**Certified School Counselor:** Mr. Palka

### School Resource Officer

The School Resource Officer (SRO) is a sworn law enforcement officer of the Manatee County Sheriff's Department. The SRO is available to students, parents, and school staff as the primary responder for any law enforcement related complaint or for guidance in law enforcement related matters.

### Attendance

By Florida Statute (FS 232.09), each parent or legal guardian of a child of compulsory attendance age is responsible for the child's school attendance. **The students are expected to attend all 180 days of the regular school year** unless a situation exists which makes their absence absolutely necessary. Absence from school may be excused only for the following reasons:

- Religious instruction or a religious holiday;
- Sickness, injury, or other insurmountable condition;
- Participation in an academic event or program;
- A subpoena or forced absence by any law enforcement agency;
- An appointment with a doctor or dentist; or
- A School Board approved activity.

**Students who are absent more than nine (9) days per year must provide documentation from a physician to receive additional excused absences.** In the event of an unavoidable absence, we request these steps be followed:

- The school's Attendance Manager should be notified by the parent or guardian between 8:00 am and 9:30 am on the day of the absence. Please call 751-7080 ext. 20004.
- Absences not confirmed in advance by phone must be excused in writing by the parent or guardian. The written excuse is to be delivered to the Attendance Manager on the day of the student's return.
- Making up missed class work is entirely the responsibility of the student and is due in a period of time equal to the total number of days absent. Schoology can be used as a resource for assignments while the student is out.
- When signing students out early, a doctor's note must be presented in order for it to count as an excused absence.

### Tardy Procedure

Students are expected to arrive at their scheduled class before the tardy bell rings. Students will be considered tardy if they are not in the class before the tardy bell and must report to student services for a tardy slip which admits them into class. **Students arriving at school after the tardy bell at 9:15 a.m. must report to the main office with a note from the parent/ guardian explaining the reason for the tardy.**

- First Offense - Counseled and Warned by Dean/ Parent Phoned
- Second Offense- Counseled and Warned by Dean/Parent Phoned
- Third Offense: Counseled and Warned by Dean/Parent Phoned
- Fourth Offense -After School Detention
- Fifth Offense: -After School Detention
- Subsequent Offense: Discipline Referral/After School Detention/ Parent Conference

### **Early Student Dismissal**

Students leaving school before the regular dismissal bell must submit a written request to the office from a parent/guardian prior to the start of the school day. and use the following guidelines:

- Obtain a special permission slip issued at the student services desk. **Students will not be released during the last period of the school day without this slip.**
- Show the slip, at the appropriate time, to the teacher before being excused to leave the classroom.
- Report immediately to the main office.

**A parent, guardian or designee must come into the main office with photo identification to sign the student out prior to leaving campus. We will not release a student to an unauthorized person during the school day. Only those people listed on the Student Personal Information Card or in Focus, with proper identification, will be allowed to pick up a student.**

*Any student returning to school on the same day must again sign in with the main office.*

### **Withdrawal Procedures**

Please notify the registrar at least **three** days in advance of withdrawing a student from school. Proper withdrawal of a student requires time on the part of the office staff and teachers. All textbooks, novels, library books from the Media Center, and locks must be returned. The registering parent/guardian signature is required for student withdrawal. The appropriate completion of the withdrawal process will assist with a successful transition to the new school.

### **Course Offerings & Requirements**

Middle school basic education course offerings are selected from the Course Code Directory of the State of Florida and the Department of Education and then approved by the Deputy Superintendent of Instructional Services. Required course of study for grades six, seven, and eight will include:

- Language arts, mathematics, science, and social studies for one school year in each grade. Algebra I Honors, Spanish I & II, Geometry I Honors, Physical Science Honors, English I Honors and Pre-Advanced Placement World History and Geography may be taken for high school credits if the student meets specific placement criteria.
- Electives such as Agriculture, AVID, Technology Education, Computer Education, Family & Consumer Science, Art and Music (band, chorus, and/or orchestra).
- Regularly scheduled Physical Education.

### **Textbooks**

Textbooks are issued to all students. Textbooks are the property of the School District and must be returned in good condition. Parents/guardians will be charged for damaged or lost textbooks. All fees are paid to the school's bookkeeper.

### **Homework**

Homework is vital to success across BRMS' curriculum and has a direct impact on students' grades. Students should expect to receive homework that requires an increasing amount of time and effort. Students may also be asked to complete projects that call for long-range planning, independent study, gathering of information and the ability to follow directions. Assignments are expected to be turned in on time. Each teacher will have a late work policy that must be adhered to.

### **The Media Center**

The Media Center is open daily from 9:00am-4:15pm unless otherwise posted.

#### **General Media Center Privileges:**

- \*1. Media Center privileges are based on general school rules and include the use of QUIET voices (whisper).
- \*2. No food, drinks, candy, or gum are permitted in the Media Center.
- \*3. Individual students may use the Media Center during the day with a pass.

#### **Circulation Responsibilities:**

- \*4. A student's photo ID is required for book check-outs.
- \*5. A student may check out two books for two weeks.
- \*6. Books may be renewed for an additional two weeks.
- \*7. A student will be charged the replacement cost for a damaged or lost book
- \*8. Overdue books are not returned and if fines are not paid, student privileges such as field trips and dances may be denied.
- \*9. The School District of Manatee County uses a web-based circulation system that links all public schools in our district. Students who transfer from another school while owing overdue books or fines to their previous school will not be permitted to borrow books from our Media Center until these books are returned and fines paid. Fines must be paid at the school in which they are accrued. The Media Specialist will provide assistance as needed.

### Quarterly Scholastic Grades

Letter grades are used in middle school. Failure to meet the minimum requirements is indicated by an "F". Letter grades indicate the following numerical ranges, grade points and definitions:

LETTER GRADE	NUMERICAL RANGE	GRADE POINT DEFINITION
A	90-100	4.0 OUTSTANDING
B	80-89	3.0 ABOVE AVERAGE
C	70-79	2.0 AVERAGE PROGRESS
D	60-69	1.0 LOWEST ACCEPTABLE PROGRESS 0.0
F	68-0	FAILURE
Incomplete		I INCOMPLETE
Withdrawn		W WITHDRAWN

### Quarterly Citizenship

In addition to the academic grade in each course, a grade for citizenship is also earned. The citizenship grade is numeric and is the teacher's professional assessment of a student's attitude and conduct.

1 – **Excellent:** The student exhibits **outstanding behavior** and citizenship, has respect for adults and fellow students, respect for the learning environment, and compliance with classroom procedures and expectations. The student may also be a positive role model for others.

2 – **Satisfactory:** The student is **generally respectful** of others and the learning environment and follows classroom procedures and expectations. The student does not disrupt the learning environment of other students.

3 – **Needs Improvement:** The student exhibits **inappropriate behavior** that interferes with the learning of others. The student's behavior has required teacher intervention and parent contact. The student must follow classroom procedures more consistently.

4 – **Unsatisfactory:** The student's classroom behavior is **disruptive** to the learning environment. The student is defiant toward or disrespectful to the teacher. The student's behavior has resulted in parent contact, teacher interventions and/or disciplinary referrals. Before a student receives a 4 on either a progress report or report card, the parent/guardian is to receive communication from the teacher.

### Renaissance Program

As part of our goal of promoting academic excellence, BRMS has adopted the nationally recognized Renaissance Program. The Renaissance program is designed to encourage academic performance and to build partnerships between schools and businesses. It rewards and recognizes students for academic achievement. It recognizes staff as valued professionals and promotes increased parent/guardian involvement in our school community. The Renaissance program also helps to build a safe and positive learning environment by reinforcing outstanding behavior and good character.

### Quarterly Renaissance Scholastic Recognition

**Highest Honors** – GPA of 4.0 or higher

**Honors** – GPA ranges from 3.50 to 3.9

**In addition to the above requirements, students must not have any out of school suspensions (OSS), in school suspensions (ISS), any more than 3 unexcused absences per quarter, tardy referrals, or "3's or 4's" in citizenship on their report card. Students must have their Renaissance card, and wear their student ID badge in order to participate in activities. Students must not mark, cut, damage or lose their Renaissance t-shirt or card. Replacement cards can be purchased for \$5.00 and will result in a reduction of the number of privileges.**

*\*Revocation of Renaissance privileges will be determined by school administration based on disciplinary actions, citizenship and/  
or attendance during the quarter of eligibility.*

### Principal's Award

At the end of the year, the Principal recognizes students who earn a minimum 4.0 GPA and all 1's in citizenship in quarters 1, 2, and 3 on report cards. Weighted classes in the 7th and 8th grades will be given special consideration. No student may earn a grade of C or lower in any class.

### Golden Panther Award

The prestigious award is presented to a select group of 8th grade students who have earned a minimum 4.0 GPA in every quarter middle school, through 3rd quarter of 8th grade. Weighted classes in the 7th and 8th grades will be given special consideration. No student may earn a grade of C or lower in any class. In addition to the GPA requirement, Golden Panther recipients have also earned the highest citizenship marks (1s) in every class, every quarter. Based on grades and citizenship, the teachers at BRMS view our Golden Panther Award recipients as the highest possible achievement as a panther! This distinctive award is presented to students at the Eighth Grade Promotion Ceremony.



### Eligibility for the 8th Grade Reward Dance

- Must meet promotion criteria.
  - Must wear their school ID to the dance.
  - No (OSS) 2<sup>nd</sup> Semester.
  - **NO MORE THAN THREE** days ISS / not to exceed 21 class periods in 2<sup>nd</sup> Semester.
  - **NO** overdue books or outstanding fines owed to the Media Center or for IDs and/or outstanding charges to the Cafeteria.
  - Must not have a 4 in citizenship on the quarter 3 report card or quarter 4 progress report.
  - **NO MORE THAN TEN** unexcused absences for the entire school year.
- (Any student receiving a referral after the 4<sup>th</sup> quarter progress report may lose eligibility to attend end of year events upon administrative review. There will be no appeals.)

### Eligibility for End of Year Trips

- Must meet promotion criteria.
  - Must wear the school designed field trip shirt.
  - **No OSS** in 2<sup>nd</sup> Semester.
  - **NO MORE THAN THREE** days ISS / not to exceed 21 class periods in 2<sup>nd</sup> Semester.
  - **NO** overdue books or outstanding fines owed to the Media Center or for IDs, and/or outstanding charges to the Cafeteria.
  - Must not have a 4 in citizenship on the quarter 3 report card or quarter 4 progress report.
  - **NO MORE THAN TEN** unexcused absences for the entire school year.
- (Any student receiving a referral after the 4<sup>th</sup> quarter progress report may lose eligibility to attend end of year events upon administrative review (including the 8th Grade Dance). There will be no appeals.)

### Principal's Recognition Reward Activity

Criteria for the Principal's Reward Activity includes a 3.5 GPA or higher for quarters 1, 2, and 3 **or** all 1's in citizenship for quarters 1, 2, and 3. There will be no appeals for this event.

In addition, a student must NOT:

- Have ANY threes or fours in citizenship on any report card.
- Any grade less than C during the school year.
- Have ANY out of school suspensions or ANY in school suspensions during the year.
- Have more than three **unexcused** absences cumulative from beginning of the school year up to and including the day of the event.

### Academic Field Trips

Teachers may schedule off-campus field trips to enhance curriculum offerings. **At the teacher's discretion, a parent or legal guardian may be required to accompany their child on any field trip. Any student not attending a field trip will be provided an alternative assignment.**

**\*Students must ride school transportation to all field trips, when provided. Students not invited or choose not to attend must report to school.** Failure to report to school will result in an unexcused absence.

### School Dances/After School Activities

- Dances and other after school activities may be scheduled throughout the school year.
- School dances normally begin immediately following the final dismissal bell or at a later time.
- Visitors (except parents/guardians of students) are not allowed at dances.
- If a student leaves the room where the dance is held, they may not come back in unless they receive prior permission from a teacher.
- Dress for the dances or after school activities is regular school dress, unless it is a formal engagement. If a student is not appropriately dressed, they will not be admitted or will be asked to leave, at which time a parent will be contacted.
- All school rules apply at dances and other after school activities.
- Ride arrangements must be made before coming to school on the day of the dance or after school activity. A phone may be used for emergencies only. Students should schedule their ride to arrive promptly after the dance activity ends.

**\*\*Eligibility to attend ALL school events, trips, and activities is subject to Principal discretion. \*\***

### Use of the Telephone

Students will not be called from class to the telephone except in case of an emergency. At the teacher's discretion, students may be permitted to use a school phone located in the main office. Please conduct all personal business at home before leaving for school. **Parents/Guardians should refrain from calling to leave messages for students except in the case of an emergency. Due to our strict cell phone policy, parents should not call or text a child's cell phone during the school day.**

### Safe Learning Environment

Providing a safe learning environment is a top priority. We have **NO TOLERANCE** for violence (including bullying and sexual harassment), weapons, or drugs. In order to promote a positive and respectful school climate, we believe an appreciation of diversity and an emphasis on personal responsibility are core values of a caring community. Our school is dedicated to a violent free environment (including bullying and sexual harassment), with no weapons and drugs and we seek the assistance of students, staff, and parents in order to do so. Please refer to the following definitions to help in identifying a bullying or sexual harassment situation:

**Bullying** is repeatedly delivered to a victim with an attitude of contempt and is designed to give the bully a feeling of power and control. The victim feels oppressed and often fearful. Bullying behavior can be categorized as: (1) Physical aggression (punching, hitting, tripping, shoving); (2) Verbal aggression (taunts, teasing, racial/ethnic/religious slurs, intimidation); and/or (3) Social aggression (spreading rumors, being excluded from a social group, graffiti, "slam books", and Cyber-Bullying by using electronic means (Internet, text messaging, web postings, chat rooms.) See <http://www.stopbullying.gov> for more information on bullying.

**Sexual harassment** is behavior that is unwanted attention or requests of a sexual nature. Some examples are: crude comments or jokes of a sexual nature, comments about a person's body or physical attractiveness, graffiti with sexual content, gestures of sexual meaning, comments about a person's sexual identity, stalking, unwanted touching, requests for sexual favors and spreading rumors of a sexual nature.

**It is expected students will report all incidents involving violence (including bullying, and sexual harassment), weapons and/or drugs to an adult on campus. The incident will be investigated by an administrator and/or the SRO.**

**Consequences are set forth by our School District and school's discipline code of conduct.**

### General School Rules

In an effort to provide the students of BRMS a safe and educationally sound environment, the following school-wide disciplinary plan was developed with the input of faculty and students. Respect for yourself, others and the school is evident in all rules of conduct.

- Students will be in the classroom before the tardy bell rings and will stay there until given permission to leave by a teacher.
- Students are not permitted out of the classroom 5 minutes after the tardy bell rings and 5 minutes before the end of the class period.
- Students will come prepared for class with all materials and assignments. Students will remain on task.
- Students will behave in a manner that is not distracting to the teacher or other students.
- Students should raise their hands to be recognized and not interrupt others.
- Students will not bring non-school items from home. Some examples include cologne, perfume, laser pointers, rubber bands, balloons, glass containers of any type, playing cards, hacky sacks, or any type of item considered a toy or for recreational use, (exceptions may be made for reward activities and /or field trips).
- Students will show respect for school property and the rights and property of others.
- Students are not permitted to eat or drink during class without teacher permission.
- Students are not permitted to have Public Display of Affection (PDA) on campus (holding hands, hugging, kissing, etc).
- Students are not to loiter in the hallways during class changes.
- NO gum is permitted on campus.
- IDs must be visible at ALL times-ALL DAY.

### Interventions for Violation of General School Rules

The interventions for students violating the above general school rules are as follows:

- PBIS System Infraction and Verbal warning
- PBIS System infraction and teacher calls parent/guardian.
- PBIS System Infraction-appointment with Dean and parents contacted.
- Focus Referral and Discipline consequence rendered using the SDMC Discipline Matrix
- Additional PBIS Infractions will result in additional (FOCUS) Referrals following the discipline matrix

**The following behaviors are examples of very serious infractions and will be referred directly to an administrator:**

- Fighting;
- Instigating or encouraging students to fight or break other school rules;
- Possession and/or use of controlled or illegal substances or alcoholic beverages. The possession of non-alcoholic beer;
- Theft, vandalism (including graffiti), assault, extortion, misuse of lunch program, gambling, or other criminal acts;
- Threatening, intimidating, or stalking students or school staff members;
- Bullying (as defined on page 10);
- Smoking and/or possession of cigarette, e-cig, vape or other tobacco products;
- Written or verbal proposition to engage in sexual acts, sexual battery, or sexual harassment (as defined on pg. 11);
- Offensive touching of another person;
- Activation of a fire extinguisher or fire alarm system;
- Leaving school without authorization;
- Trespassing, arson, bomb threats;
- Possession of a firearm (or reasonable facsimile), knife, explosive, or other dangerous object of no reasonable use to a student on the school or adjacent grounds;
- Preparing, possessing, or igniting explosives;
- Possession of obscene or suggestive material;
- Gang or cult-related activity or behavior; and/or
- Failure to follow teacher directions during an emergency procedure.

#### **Formal Disciplinary Actions**

Before any disciplinary action is taken, a student is entitled to a due process hearing. Due process, basically, is notice to the student of the disciplinary charge and the opportunity to present their side of the story. If the immediate suspension of a student is necessary due to a serious breach of conduct, the necessary notice and conference will follow as soon as practical. The discipline matrix will be used as a guide by assistant principals and deans for referrals based on behavior infractions and violations of school rules.

#### **Guidelines for Student Dress and Grooming**

Our goal is to formulate a dress code which will promote quality education and behavior acceptable to the working environment. Students must wear modest clothing consistent with community standards as determined by the staff and administration in accordance with the district policy. Appropriate student grooming and dress are the responsibility of the student and parent/guardian. **All students must follow the school's dress code.** Student attire that is deemed a disruption to the learning environment will be considered a violation to the Dress Code policy. In a case of questionable dress, the assistant principal or dean will make the final decision. Violations of the dress code will be addressed as per the discipline matrix.

##### **Acceptable:**

- BRMS Uniform shirts must be worn and visible at all times.
- Non-uniform jackets must be ZIPPED UP and show the school uniform shirt at all times.
- All clothing should be size appropriate and modest; this means they should not be too large, too small or too tight and will cover all personal areas and undergarments appropriately:
  - Skirts/shorts/skorts hemline will be no shorter than the tip of the longest finger
  - When measuring skirts, dresses, or shorts with slits, the top of the slit must be below the tip of the longest finger
  - Shorts/skirts/pants must be fastened around the waist; no sagging
- All fitted jeans or pants MUST have a back pocket
- Students will keep themselves well-groomed, clean, and neatly dressed at all times.
- Clothing normally worn when participating in school sponsored extra-curricular or sports activities may be worn to school when approved by the sponsor, coach, or Principal (e.g. team shirts, cheerleader, band/chorus/orchestra uniforms, dance team, etc.).

##### **Unacceptable:**

- **Leggings or spandex pants**
- Spandex/bicycle/racing shorts
- Jeans, pants, or shorts with rips or cuts that expose skin
- Pajamas or sleepwear, including lounge pants or joggers
- No Pullovers or hoods (all jackets must have a zipper to show the BRMS logo). Hoods are not allowed to be up.
- Clothing that exposes cleavage/bra/undergarments/bare midriff, clothing depicting and/or promoting violence, drugs, tobacco, sex, alcoholic beverages, obscene or suggestive language/gestures; any garment which is revealing during standing, bending, sitting, or moving;
- Bare midriffs, backless tops, sheer/see through garments, and oversized arm holes, unless worn with an appropriate under shirt;
- Shorts, skirts, or garments covering tights or leggings must be appropriate in length;

- Sunglasses, hats, visors, bandanas, or other head apparel are not to be worn or displayed on campus during the student day or within the school facilities at any time;
- Jewelry depicting and/or promoting alcoholic beverages, drugs, sex, tobacco, obscene language/gestures, gang affiliation or violence;
- Visible pierced jewelry that has the potential to cause injury or be considered a safety risk, or cause disruption to the learning environment;
- Writing on clothing, arms, legs, or face;
- Neck straps, collars, belt key chains and inappropriate jewelry (no spikes on necklaces, belts or armbands)-lanyards are allowed for ID badges only;
- Students are not permitted to wear or change into their PE clothes during the school day other than while in PE class unless directed to by an administrator.

#### Shoe Policy

Safe and appropriate footwear must be worn. Inappropriate footwear includes, but is not limited to roller skates, skate shoes, and bedroom slippers.

#### Locks and Lockers

Each student in Physical Education (PE) is assigned a locker, in the locker room, for use during the school year. Students are not to share lockers or give out their locker combinations. Combination locks are also loaned to students for use on the lockers. **Only school locks are to be used. The replacement cost for a lost or damaged lock is \$5.00.**

#### Lost and Found

A student may contact the main office concerning lost items. If a student finds something that does not belong to them they are expected to turn the item in to the main office.

#### Personal Property

Students are strongly discouraged from bringing large amounts of money, costly equipment, ear buds, or other valuable belongings to school. **BRMS will not be responsible for lost or stolen items.**

#### Cafeteria Services

Breakfast is provided free for all students who would like breakfast and during the 24-25 school year. All students will need to register this year with Manatee County meal services. The application for free or reduced lunch will need to be completed for those who may qualify. The application can be found on our website or can be picked up in the main office. Snacks, beverages, and extras (not provided as part of a student's free meal) can be purchased separately. Payments to student's accounts can be made at <https://www.schoolcafe.com/ManateeCountySchools>. A student's account can also be credited in the cafeteria Monday-Friday. Checks are acceptable or visit the website <https://www.schoolcafe.com/ManateeCountySchools>. **The student is responsible for presenting their ID card to the cashier each day. Students may not charge a-la-carte items.** If parents/guardians have a special problem, please call the cafeteria manager at 751-7080 ext 20084.

#### Cafeteria Rules

In order to keep the Cafeteria clean and attractive, the following rules will be enforced.

- Students are to keep the Cafeteria lines orderly.
- Students should never run or push; they should walk to the Cafeteria keeping their hands and feet to themselves.
- Students are to keep tables and floors clean.
- Students should always remain seated while eating. They must get permission to leave their seat from a staff member in the Cafeteria.
- Students should always talk in a normal voice.
- Students must present their Renaissance card to sit in the booth area or outside as a privilege.
- Students are not permitted to leave the Cafeteria without permission from a staff member.

#### Clinic

**Medication:** Students requiring medication must notify the school nurse. The parent or guardian must bring in the prescription (with label) and/or over-the-counter medication to the school's clinic and sign appropriate authorization forms. Student safety does not allow students to bring any prescription or over-the-counter medication to school. **Unauthorized possession could result in serious disciplinary consequences** as determined by their administrator after the situation has been investigated.

**Medical Needs:** Teachers refer students who become ill or injured at school to the clinic using an orange clinic pass. Parents/Guardians will be contacted if necessary. If a parent/guardian is contacted by school health personnel, they should make arrangements to pick up the student within 30 minutes. The clinic does not have adequate space to retain sick or injured students who must go home or to a doctor. A student will not be permitted into the clinic without an orange pass or a call from administration.

If there is a medical or physical condition that we should be aware of, please inform the school health personnel so that we may share this with appropriate staff members. A student's physical and educational well-being is vital for a successful school year. Frequent visits to the clinic may be an indication of an underlying medical problem and will be reported to parents/guardians.

**Elevator Passes:** Students who are physically unable to use the stairs must request a pass from the school health personnel in order to use the elevator. Students must have a doctor's note in order to obtain an elevator pass.

#### **School Safety Drills**

Whenever a fire alarm sounds, students are to walk quickly and without talking to the nearest outside door. They should make a mental note of the fire exit plan posted in the classroom as well as the directions given by the teacher. Students should regroup with their class, once outside, for roll call to make sure everyone is out safely.

Students are to move to the assigned shelter area under their teacher's direction quickly and without talking during a severe weather drill, or in the case of a tornado or other severe weather. **NO TALKING IS ALLOWED IN THE SHELTER AREA.** As required by statute 7020, active intruder and other emergency drills are practiced regularly. This practice allows your child to become familiar with emergency procedures in the event there is an intruder on campus. Students are informed by their teachers or by the intercom of what is expected.

#### **Extra Curricular Athletic Eligibility**

All extra curricular athletic eligibility will be determined based on the SDMC Student Code of Conduct and FHSAA bylaws. Student athletes must display good sportsmanship and follow the rules of competition before, during and after every contest in which they participate. If not, students may be suspended from participation for a period of time (FHSAA Bylaw 7).

**\*\*Eligibility is subject to Principal discretion. \*\***

Offense Type	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense	4 <sup>th</sup> Offense	5 <sup>th</sup> + Offenses
<b>Level 1 Offense</b>					
Repeated Level 1 offenses could result in a stronger consequence.					
Attendance Violation	Lunch Detention	Lunch Detention	1-2 Days ISS, LOP	2-3 Days ISS	3-5 Days ISS
Bus Referral			See Code of Student Conduct		
Disruptive Behavior	Lunch Detention	Lunch Detention, TMO	1 Day ISS, LOP	1-3 Days ISS, or 1 Day OSS	3-5 Days ISS, or 1-3 Days OSS
Dress Code Violation	CAW	Lunch Detention	1 Day ISS, LOP	1-2 Days ISS	2-3 Days ISS
Disrespect Towards Others	Lunch Detention	1 Day ISS, LOP	1-2 Days ISS	1-2 Days OSS	2-3 Days OSS
Failure to Serve Consequence	1 Day ISS	TMO, 1-2 Days ISS, or 1 Day OSS	2-3 Days ISS, 1-2 Days OSS, LOP	3-4 Days ISS, 2-4 Days OSS	4-5 Days ISS, 4-8 Days OSS
Horseplay	Lunch Detention	Lunch Detention	1-3 Days ISS	1-2 Days OSS, LOP	2-4 Days OSS, LOP
Identification Infraction	CAW	Lunch Detention	AWD	1 Day ISS	1-3 Days ISS, LOP
Inappropriate Behavior	Lunch Detention	1 Day ISS	1-2 Days ISS, 1-2 Days OSS, LOP	2-3 Days ISS, 2-4 Days OSS	3-4 Days ISS, 4-8 Days OSS
Medication Policy Violation	CAW	Lunch Detention	AWD	1-2 Days ISS	1-3 Days OSS, LOP
Tardiness, Habitual	CAW	Lunch Detention	LOP	1 Day ISS	1-3 Days ISS
Technology - Inappropriate or Unauthorized Use	CAW	Lunch Detention	1 Day ISS	1-3 Days ISS, CFS, LOP	1-2 Days OSS, EXC, CFS, LOP
<b>Level 2 Offense</b>					
Aggression, Non-Physical	1-2 Days ISS	3-5 Days OSS, LOP	5-7 Days OSS, LOP	7-10 Days OSS, LOP	7-10 Days OSS, LOP
Bullying, Non-SESIR	1-2 Days ISS, CFR	2-4 Days ISS, CFR, LOP	1-3 Days OSS, LOP	3-6 Days OSS, LOP	6-10 Days OSS, LOP, ALT
Cheating	Zero, 3 or 4 on conduct	Zero, 3 or 4 on conduct	Zero, 1 Day ISS, LOP	Zero, 1-3 Days ISS, LOP	Zero, 1-3 Days OSS, LOP
Contraband, Possession	1-2 Days ISS, 1-2 Days OSS, CFS	2-4 Days ISS, 2-4 Days OSS, LOP, CFS	4-6 Days OSS, LOP, CFS	6-8 Days OSS, CFS, LOP	8-10 Days OSS, CFS
Defiance	1-3 Days ISS	3-5 Days ISS, 1-3 Days OSS, LOP	1-2 Days OSS	2-3 Days OSS	3-5 Days OSS, DIS
Disrespect towards Staff or Authority	1-3 Days ISS	3-5 Days OSS, CFS, LOP	3-5 Days OSS, LOP	5-7 Days OSS, LOP, DIS	7-10 Days OSS, LOP, ALT
Electronic Cigarette Possession	1-2 Days ISS CFS, RLW	2-4 Days OSS, CFS, RLW	4-6 Days OSS, CFS, RLW	6-8 Days OSS, LOP, CFS, RLW	8-10 Days OSS, LOP, CFS, RLW
Endangerment	1-2 Days OSS	2-4 Days OSS, LOP	4-6 Days OSS, LOP, BCM	6-8 Days OSS, LOP	8-10 Days OSS, LOP, DIS, ALT
Harassment, Non-SESIR	1-3 Days ISS	1-4 Days OSS, LOP, CFR	4-6 Days OSS, LOP	6-8 Days OSS, LOP, DIS	8-10 Days OSS, LOP, ALT
Leaving Campus Without Authorization	1-2 Days ISS	2-4 Days ISS	1-2 Days OSS, LOP	2-4 Days OSS, LOP, DIS, RTH	4-6 Days OSS, LOP, ALT
SESIR Tobacco Possession or Use	1-2 Days OSS CFS, RLW	2-4 Days OSS, CFS, RLW	4-6 Days OSS, CFS, RLW	6-8 Days OSS, LOP, CFS, RLW	8-10 Days OSS, LOP, CFS, RLW
Theft / Larceny (Under \$300)	1-3 Days OSS, RLW, RES	3-5 Days OSS, RLW, RES, LOP	5-7 Days OSS, RLW, RES, LOP	7-10 Days OSS, RLW, RES, LOP	7-10 Days OSS, RLW, RES, LOP, ALT
Vandalism (Under \$1,000)	1-3 Days OSS, RES	3-5 Days OSS, RES, RLW	5-7 Days OSS, RES, CMS, LOP, RLW	7-10 Days OSS, RES, CMS, LOP, RLW, DIS	7-10 Days OSS, RES, CMS, LOP, RLW, ALT

**Common Codes Key:**

LOP= Loss of Privileges  
 ALT=Alternative Placement  
 CFS=Confiscation  
 RLW=Refer to Law Enforcement  
 CFR=Conflict Resolution  
 ISS= In School Susp.

RES=Restitution  
 LTD= Lunch Detention  
 OSS= Out of School Susp.  
 RLW=Law Enforcement

AWD=Work Detail  
 CAW= Counsel and Warn  
 RLW=Law Enforcement

Offense Type	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense	4 <sup>th</sup> Offense	5 <sup>th</sup> Offense
Aggression, Physical	1-3 Days OSS, LOP, CFR	3-5 Days OSS, LOP	5-7 Days OSS, LOP	7-10 Days OSS, LOP, ALT	7-10 Days OSS, LOP, ALT
SESIR Alcohol Possession, Use, or Distribution	5-10 Days OSS (5 with SAFE), RLW	5-10 Days OSS, ALT (auto), RLW	-	-	-
SESIR Bullying	1-4 Days OSS	4-6 Days OSS, LOP	6-8 Days OSS, LOP, RLW	8-10 Days OSS, LOP, RLW, ALT	-
Contraband, Sale	1-4 Days OSS, LOP, CFS	4-6 Days OSS, LOP, CFS	6-8 Days OSS, LOP, CFS, RLW	8-10 Days OSS, LOP, RLW, ALT	-
Dating Violence or Abuse	1-4 Days OSS, LOP, RLW	4-6 Days OSS, LOP, RLW	6-8 Days OSS, LOP, RLW	8-10 Days OSS, RLW, LOP, ALT	-
SESIR Drug Possession or Use	5-10 Days OSS (5 with SAFE), RLW	5-10 Days OSS, ALT (auto), RLW	-	-	-
Fighting, Non-SESIR	5-10 Days OSS, CFR	5-10 Days OSS, CFR	5-10 Days OSS, ALT	-	-
Gang-Related Activity	1-5 Days OSS, RLW	5-10 Days OSS, RLW, ALT (auto)	-	-	-
SESIR Harassment	1-4 Days OSS	4-6 Days OSS, LOP	6-8 Days OSS, LOP, RLW	8-10 Days OSS, LOP, RLW, ALT	-
SESIR Hazing	1-4 Days OSS, LOP	4-6 Days OSS, LOP, PCN	6-8 Days OSS, LOP	8-10 Days OSS, LOP, ALT	-
Other Serious Misconduct	1-3 Days OSS, LOP	3-5 Days OSS, LOP, PCN	5-7 Days OSS, LOP, ALT	7-10 Days OSS, LOP, ALT	-
SESIR Theft/Larceny (Over \$300)	1-4 Days OSS, RLW, RES	4-6 Days OSS, RLW, RES, LOP	6-8 Days OSS, RLW, RES, LOP	8-10 Days OSS, RLW, RES, LOP, ALT	-
Sexing	1-2 Days OSS, RLW	2-4 Days OSS, RLW, LOP	4-6 Days OSS, RLW, LOP	6-8 Days OSS, RLW, LOP	8-10 Days OSS, RLW, LOP, ALT
SESIR Sexual Harassment	1-10 Days OSS, RLW	5-10 Days OSS, RLW	5-10 Days OSS, RLW, ALT	-	-
SESIR Sexual Other	1-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
SESIR Trespassing	1-2 Days OSS, RLW	2-4 Days OSS, RLW, LOP	4-6 Days OSS, RLW, LOP	6-8 Days OSS, RLW, LOP, ALT	8-10 Days OSS, RLW, LOP, ALT
SESIR Vandalism	5-10 Days OSS, RES, RLW, AWD	5-10 Days OSS, RES, AWD	5-10 Days OSS, RES, RLW, ALT	-	-
<b>Level 4 Offense</b>					
SESIR Arson	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
SESIR Battery	5-10 Days OSS, RLW	5-10 Days OSS, RLW, DIS, ALT	5-10 Days OSS, RLW, ALT	-	-
SESIR Disruption on Campus	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, DIS, ALT	5-10 Days OSS, RLW, ALT	-	-
SESIR Drug Distribution	5-10 Days OSS, ALT (audio), RLW	-	-	-	-
False Accusation	5-10 Days OSS, ALT	5-10 Days OSS, ALT	-	-	-
SESIR Fighting	5-10 Days OSS, CFR	5-10 Days OSS, CFR, DIS	5-10 Days OSS, ALT	-	-
SESIR Other Major	5-10 Days OSS, ALT, RLW	5-10 Days OSS, ALT, RLW	-	-	-
SESIR Physical Attack	5-10 Days OSS, RLW	5-10 Days OSS, RLW, DIS, ALT	5-10 Days OSS, RLW, ALT	-	-
SESIR Robbery	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
SESIR Sexual Assault	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
SESIR Sexual Battery	5-10 Days OSS, RLW, ALT	-	-	-	-
SESIR Threat	5-10 Days OSS, RLW	5-10 Days OSS, RLW, RTI, DIS, ALT	5-10 Days OSS, RLW, ALT	-	-
Weapon-Like Contraband	5-10 Days OSS, RLW, ALT, DIS	5-10 Days OSS, RLW, ALT, DIS	-	-	-
SESIR Weapon Possession or Use	5-10 Days OSS, RLW, ALT	-	-	-	-

## 2024-2025 FAST ELA Reading Data

	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
<u>My Level</u>			
<u>My Score</u>			

### MY GOALS

I will improve my score by one or more achievement levels on this year's FAST ELA Reading Test by at least \_\_\_\_\_ points and/or to achievement level \_\_\_\_\_.

I plan to achieve this goal by taking the following 2 action steps.

1. \_\_\_\_\_
2. \_\_\_\_\_

Grade	Level 1	Level 2	Level 3 Proficient 😊	Level 4	Level 5
<b>5</b> Subcategories	<b>160 – 205</b> Low: 160 – 175 Mid: 176 – 190 High: 191 – 205	<b>206 – 221</b> Low: 206 – 213 High: 214 – 221	<b>222 – 231</b>	<b>232 – 245</b>	<b>246 – 279</b>
<b>6</b> Subcategories	<b>161 – 208</b> Low: 161 – 176 Mid: 177 – 192 High: 193 – 208	<b>209 – 224</b> Low: 209 – 216 High: 217 – 224	<b>225 – 236</b>	<b>237 – 249</b>	<b>250 – 284</b>
<b>7</b> Subcategories	<b>165 – 214</b> Low: 165 – 181 Mid: 182 – 198 High: 199 – 214	<b>215 – 231</b> Low: 215 – 223 High: 224 – 231	<b>232 – 241</b>	<b>242 – 256</b>	<b>257 – 292</b>
<b>8</b> Subcategories	<b>169 – 219</b> Low: 169 – 185 Mid: 186 – 202 High: 203 – 219	<b>220 – 237</b> Low: 220 – 228 High: 229 – 237	<b>238 – 250</b>	<b>251 – 261</b>	<b>262 – 300</b>

### Learning Gains

- Levels 1-2: Go up a level or go up at least one sub-level (ie. High-Level 1 to Low-Level 2).
- Levels 3-4: Go up a level or stay the same level and go up at least one scale score point.
- Level 5: Stay at a Level 5.



## 2024-2025 FAST Mathematics Data

	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
<u>My Level</u>			
<u>My Score</u>			

### MY GOALS

I will improve my score by one or more achievement levels on this year's FAST Mathematics Test by at least \_\_\_\_\_ points and/or to achievement level \_\_\_\_\_.

I plan to achieve this goal by taking the following 2 action steps.

1. \_\_\_\_\_
2. \_\_\_\_\_

Grade	Level 1	Level 2	Level 3 Proficient 😊	Level 4	Level 5
<b>5</b> Subcategories	<b>158 – 206</b> Low: 160 – 175 Mid: 176 – 190 High: 191 – 205	<b>207 – 221</b> Low: 206 – 213 High: 214 – 221	<b>222 – 233</b>	<b>234 – 245</b>	<b>246 – 285</b>
<b>6</b> Subcategories	<b>168 – 212</b> Low: 161 – 176 Mid: 177 – 192 High: 193 – 208	<b>213 – 228</b> Low: 209 – 216 High: 217 – 224	<b>229 – 238</b>	<b>239 – 253</b>	<b>254 – 287</b>
<b>7</b> Subcategories	<b>175 – 222</b> Low: 165 – 181 Mid: 182 – 198 High: 199 – 214	<b>223 – 234</b> Low: 215 – 223 High: 224 – 231	<b>235 – 246</b>	<b>247 – 257</b>	<b>258 – 288</b>
<b>8</b> Subcategories	<b>183 – 226</b> Low: 169 – 185 Mid: 186 – 202 High: 203 – 219	<b>227 – 243</b> Low: 220 – 228 High: 229 – 237	<b>244 – 253</b>	<b>254 – 262</b>	<b>263 – 291</b>

### Learning Gains

- Levels 1-2: Go up a level or go up at least one sub-level (ie. High-Level 1 to Low-Level 2).
- Levels 3-4: Go up a level or stay the same level and go up at least one scale score point.
- Level 5: Stay at a Level 5.

# 2024-2025 B.E.S.T. ALG/GEO Data

	<u>BM1</u>	<u>BM2</u>	<u>BM3</u>
<u>My Level</u>			
<u>My Score</u>			

## MY GOALS

I will improve my score by one or more achievement levels on this year's FAST Mathematics Test by at least \_\_\_\_\_ points and/or to achievement level \_\_\_\_\_.

I plan to achieve this goal by taking the following 2 action steps.

1. \_\_\_\_\_
2. \_\_\_\_\_

<b>Level 1</b> <b>Non-Proficient</b>	<b>Level 2</b> <b>Non-Proficient</b>	<b>Level 3</b> <b>Proficient ☺</b>	<b>Level 4</b>	<b>Level 5</b>
Alg 1: 325 - 378 Geo: 325 - 384	Alg 1: 379 - 399 Geo: 385 - 403	Alg 1: 400 - 417 Geo: 404 - 422	Alg 1: 418 - 434 Geo: 423 - 431	Alg 1: 435 - 475 Geo: 432 - 475

## 2024-2025 B.E.S.T. Writing Data

### MY GOALS

I will improve my score by one or more achievement levels on this year's B.E.S.T. Writing Test by at least \_\_\_\_\_ points and/or to achievement level \_\_\_\_\_.

I plan to achieve this goal by taking the following 2 **action** steps.

1. \_\_\_\_\_
2. \_\_\_\_\_

Grades 4-6 Argumentation Rubric Responses are scored holistically by domain and earn scores by demonstrating most of the descriptors in a given score point.*			
Score Point	Purpose/Structure	Development	Language
<b>4</b> <b>Above grade-level</b> accomplishment demonstrated.	<ul style="list-style-type: none"> <li>Claim is focused on the task and consistently maintained throughout.</li> <li>Organizational structure strengthens the response and allows for advancement of the argument.</li> <li>Varied transitional strategies connect ideas within and among paragraphs, enhancing the progression of the argument.</li> <li>Effective introduction and conclusion enhance the essay.</li> </ul>	<ul style="list-style-type: none"> <li>Skillful development demonstrates thorough understanding of the topic.</li> <li>Effective elaboration may include original student writing combined with (but may not be limited to) paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical** techniques as appropriate to support the argument.</li> <li>Smoothly integrated, relevant evidence from multiple sources lends credibility to the argument.</li> <li>Counterclaim(s) may be present.</li> <li>Evidence is appropriately cited.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of academic vocabulary strengthens and furthers ideas.</li> <li>Skillful use of varied sentence structure contributes to fluidity of ideas.</li> <li>Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.</li> <li>Tone and/or voice strengthens the overall argument.</li> </ul>
<b>3</b> <b>Within the range of grade-level</b> performance.	<ul style="list-style-type: none"> <li>Claim is focused on the task and generally maintained throughout.</li> <li>Organizational structure is logical and allows for advancement of the argument.</li> <li>Varied transitional strategies connect ideas within and among paragraphs.</li> <li>Sufficient introduction and conclusion contribute to a sense of completeness.</li> </ul>	<ul style="list-style-type: none"> <li>Logical development of ideas demonstrates understanding of the topic.</li> <li>Adequate elaboration may include (but may not be limited to) a combination of original student writing with paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical** techniques as appropriate to support the argument.</li> <li>Relevant, integrated evidence from multiple sources lends credibility to the argument.</li> <li>Evidence is appropriately cited.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of academic vocabulary demonstrates clear expression of ideas.</li> <li>Sentence structure is varied and demonstrates grade-appropriate language facility.</li> <li>Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions.</li> <li>Tone and/or voice is appropriate for the overall argument.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Claim may be unclear, loosely related, or</li> </ul>	<ul style="list-style-type: none"> <li>Development may demonstrate partial or</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary and word choice may be imprecise</li> </ul>

<p><b>Approaching the range of grade-level performance.</b></p>	<p>insufficiently sustained within the task.</p> <ul style="list-style-type: none"> <li>• Organizational structure may be repetitive or inconsistent, disrupting the advancement of ideas.</li> <li>• Transitions attempt to connect ideas but may lack variety.</li> <li>• Introduction and conclusion may be present but repetitive, simplistic, or otherwise ineffective.</li> </ul>	<p>incomplete understanding of the topic.</p> <ul style="list-style-type: none"> <li>• Elaboration may attempt to develop the argument but may rely heavily on the sources, provide loosely related information, be repetitive or otherwise ineffective.</li> <li>• Evidence may be partially integrated and/or related to the topic but unsupportive of or disconnected from the argument.</li> <li>• Lacks appropriate citations.</li> </ul>	<p>or basic, demonstrating partial command of expression of ideas.</p> <ul style="list-style-type: none"> <li>• Sentence structure may be partially controlled, somewhat simplistic, or lacking grade-appropriate language facility.</li> <li>• Inconsistent use of correct grammar, punctuation, capitalization, and/or spelling; may contain multiple distracting errors, demonstrating partial command of standard English conventions.</li> <li>• Tone and/or voice may be inconsistent.</li> <li>• May be grammatically accurate but too brief to demonstrate grade-appropriate command of language skills.</li> </ul>
<p><b>1 Below grade-level performance demonstrated.</b></p>	<ul style="list-style-type: none"> <li>• Claim may be absent, ambiguous, or confusing, demonstrating lack of awareness of task.</li> <li>• Demonstrates little or no discernible organizational structure.</li> <li>• Transitions may be absent or confusing.</li> <li>• Introduction and conclusion may be unrelated to the response and/or create confusion.</li> <li>• Too brief to demonstrate knowledge of purpose, structure, or task.</li> </ul>	<ul style="list-style-type: none"> <li>• Response may demonstrate lack of understanding of the topic and/or lack of development.</li> <li>• Elaboration may consist of confusing ideas or demonstrate lack of knowledge of elaborative techniques.</li> <li>• Evidence from the sources may be absent, vague, and/or confusing.</li> <li>• Lacks appropriate citations.</li> <li>• Too brief to demonstrate knowledge of elaboration, topic, or sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and word choice may be vague, unclear, or confusing.</li> <li>• Sentence structure may be simplistic or confusing</li> <li>• Use of grammar, punctuation, capitalization and/or spelling may contain a density and variety of severe errors, demonstrating lack of command of standard English conventions, often obscuring meaning.</li> <li>• Tone and/or voice may be inappropriate.</li> <li>• Brevity with errors demonstrates lack of command of language skills.</li> </ul>

Grades 4-6 Expository Rubric Responses are scored holistically by domain and earn scores by demonstrating most of the descriptors in a given score point.*			
Score Point	Purpose/Structure	Development	Language
<b>4</b> <b>Above grade-level</b> accomplishment demonstrated.	<ul style="list-style-type: none"> <li>Central idea is focused on the task and consistently maintained throughout.</li> <li>Organizational structure strengthens the response and allows for advancement of the central idea.</li> <li>Varied transitional strategies connect ideas within and among paragraphs, enhancing the progression of the response.</li> <li>Effective introduction and conclusion enhance the essay.</li> </ul>	<ul style="list-style-type: none"> <li>Skillful development demonstrates thorough understanding of the topic.</li> <li>Effective elaboration may include original student writing combined with (but may not be limited to) paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical** techniques as appropriate to support the central idea.</li> <li>Smoothly integrated, relevant evidence from multiple sources lends credibility to the essay.</li> <li>Evidence is appropriately cited.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of academic vocabulary strengthens and furthers ideas.</li> <li>Skillful use of varied sentence structure contributes to fluidity of ideas.</li> <li>Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.</li> <li>Tone and/or voice strengthens the overall response.</li> </ul>
<b>3</b> <b>Within the range of grade-level</b> performance.	<ul style="list-style-type: none"> <li>Central idea is focused on the task and generally maintained throughout.</li> <li>Organizational structure is logical and allows for advancement of the central idea.</li> <li>Varied transitional strategies connect ideas within and among paragraphs.</li> <li>Sufficient introduction and conclusion contribute to a sense of completeness.</li> </ul>	<ul style="list-style-type: none"> <li>Logical development demonstrates understanding of the topic.</li> <li>Adequate elaboration may include (but may not be limited to) a combination of original student writing with paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical** techniques as appropriate to support the central idea.</li> <li>Relevant, integrated evidence from multiple sources lends credibility to the exposition.</li> <li>Evidence is appropriately cited.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of academic vocabulary demonstrates clear expression of ideas.</li> <li>Sentence structure is varied and demonstrates grade-appropriate language facility.</li> <li>Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions.</li> <li>Tone and/or voice is appropriate for the overall response.</li> </ul>
<b>2</b> <b>Approaching the range of grade-level</b> performance.	<ul style="list-style-type: none"> <li>Central idea may be unclear, loosely related, or insufficiently sustained within the task.</li> <li>Organizational structure may be repetitive or inconsistent, disrupting the advancement of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Development may demonstrate partial or incomplete understanding of the topic.</li> <li>Elaboration may attempt to develop the central idea but may rely heavily on the sources, provide loosely</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary and word choice may be imprecise or basic, demonstrating partial command of expression of ideas.</li> <li>Sentence structure may be partially controlled, somewhat simplistic, or</li> </ul>

	<ul style="list-style-type: none"> <li>• Transitions attempt to connect ideas but may lack variety.</li> <li>• Introduction and conclusion may be present but repetitive, simplistic, or otherwise ineffective.</li> <li>• Transitions attempt to connect ideas but may lack variety.</li> <li>• Introduction and conclusion may be present but repetitive, simplistic, or otherwise ineffective.</li> </ul>	<p>related information, be repetitive or otherwise ineffective.</p> <ul style="list-style-type: none"> <li>• Evidence may be partially integrated and/or related to the topic but unsupportive of or disconnected from the exposition.</li> <li>• Lacks appropriate citations.</li> </ul>	<p>lacking grade-appropriate language facility.</p> <ul style="list-style-type: none"> <li>• Inconsistent use of correct grammar, punctuation, capitalization, and/or spelling may contain multiple distracting errors, demonstrating partial command of standard English conventions.</li> <li>• Tone and/or voice may be inconsistent.</li> <li>• May be grammatically accurate but too brief to demonstrate grade-appropriate command of language skills.</li> </ul>
<p><b>1</b> <b>Below grade-level</b> performance demonstrated.</p>	<ul style="list-style-type: none"> <li>• Central idea may be absent, ambiguous, or confusing, demonstrating lack of awareness of task.</li> <li>• Demonstrates little or no discernible organizational structure.</li> <li>• Transitions may be absent or confusing.</li> <li>• Introduction and conclusion may be unrelated to the response and/or create confusion.</li> <li>• Too brief to demonstrate knowledge of purpose, structure, or task.</li> </ul>	<ul style="list-style-type: none"> <li>• Response may demonstrate lack of understanding of the topic and/or lack of development.</li> <li>• Elaboration may consist of confusing ideas or demonstrate lack of knowledge of elaborative techniques.</li> <li>• Evidence from sources may be absent, vague, and/or confusing.</li> <li>• Lacks appropriate citations.</li> <li>• Too brief to demonstrate knowledge of elaboration, topic, or sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and word choice may be vague, unclear, or confusing.</li> <li>• Sentence structure may be simplistic or confusing.</li> <li>• Use of grammar, punctuation, capitalization, and/or spelling may contain a density and variety of severe errors, demonstrating lack of command of standard English conventions, often obscuring meaning.</li> <li>• Tone and/or voice may be inappropriate.</li> <li>• Brevity with errors demonstrates lack of command of language skills.</li> </ul>

## MY GOALS

I will improve my score by one or more achievement levels on this year's B.E.S.T. Writing Test by at least \_\_\_\_\_ points and/or to achievement level \_\_\_\_\_.

I plan to achieve this goal by taking the following 2 **action** steps.

1. \_\_\_\_\_
2. \_\_\_\_\_

Grades 7-10 Argumentation Rubric Responses are scored holistically by domain and earn scores by demonstrating most of the descriptors in a given score point.*			
Score Point	Purpose/Structure	Development	Language
<b>4</b> <b>Above grade-level accomplishment demonstrated.</b>	<ul style="list-style-type: none"> <li>• Position** is focused on the task and consistently maintained throughout.</li> <li>• Organizational structure strengthens the response and allows for the advancement of the argument.</li> <li>• Purposeful transitional strategies connect ideas within and among paragraphs, creating cohesion.</li> <li>• Effective introduction and conclusion enhance the essay.</li> </ul>	<ul style="list-style-type: none"> <li>• Skillful development demonstrates thorough understanding of the topic.</li> <li>• Effective elaboration may include original student writing combined with (but may not be limited to) paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical techniques as appropriate to enhance the argument.</li> <li>• Smoothly integrated, relevant evidence from multiple sources lends credibility to the argument.</li> <li>• Grade-level expectations for counterclaim(s) are fully addressed.</li> <li>• Evidence is appropriately cited.</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of academic vocabulary strengthens and furthers ideas.</li> <li>• Skillful use of varied sentence structure contributes to fluidity of ideas.</li> <li>• Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.</li> <li>• Tone and/or voice strengthens the overall argument.</li> </ul>
<b>3</b> <b>Within the range of grade-level performance.</b>	<ul style="list-style-type: none"> <li>• Position** is focused on the task and generally maintained throughout.</li> <li>• Organizational structure is logical and allows for the advancement of the argument.</li> <li>• Purposeful transitional strategies connect ideas within and among paragraphs.</li> <li>• Sufficient introduction and conclusion contribute to a sense of completeness.</li> </ul>	<ul style="list-style-type: none"> <li>• Logical development demonstrates understanding of the topic.</li> <li>• Adequate elaboration may include (but may not be limited to) a combination of original student writing with paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical techniques as appropriate to support the argument.</li> <li>• Relevant, integrated evidence from multiple sources lends credibility to the argument.</li> <li>• Grade-level expectations for counterclaim(s) are sufficiently addressed.</li> <li>• Evidence is appropriately cited.</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of academic vocabulary demonstrates clear expression of ideas.</li> <li>• Sentence structure is varied and demonstrates grade-appropriate language facility.</li> <li>• Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions.</li> <li>• Tone and/or voice is appropriate for the overall argument.</li> </ul>

<p style="text-align: center;"><b>2</b></p> <p><b>Approaching the range of grade-level performance.</b></p>	<ul style="list-style-type: none"> <li>• Position** may be unclear, loosely related, or insufficiently sustained within the task.</li> <li>• Organizational structure may be repetitive or inconsistent, disrupting the advancement of ideas.</li> <li>• Transitions attempt to connect ideas but may lack purpose and/or variety.</li> <li>• Introduction and conclusion may be present but repetitive, simplistic, or otherwise ineffective.</li> </ul>	<ul style="list-style-type: none"> <li>• Development may demonstrate partial or incomplete understanding of the topic.</li> <li>• Elaboration may attempt to develop the argument but may rely heavily on the sources, provide loosely related information, be repetitive or otherwise ineffective.</li> <li>• Evidence may be partially integrated and/or related to the topic but unsupportive of or disconnected from the argument.</li> <li>• Grade-level expectations for counterclaim(s) are insufficiently addressed.</li> <li>• Lacks appropriate citations.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and word choice may be imprecise or basic, demonstrating partial command of expression of ideas.</li> <li>• Sentence structure may be partially controlled, somewhat simplistic, or lacking grade-appropriate language facility.</li> <li>• Inconsistent use of correct grammar, punctuation, capitalization, and/or spelling; may contain multiple distracting errors, demonstrating partial command of standard English conventions.</li> <li>• Tone and/or voice may be inconsistent.</li> <li>• May be grammatically accurate but too brief to demonstrate grade-appropriate command of language skills.</li> </ul>
<p style="text-align: center;"><b>1</b></p> <p><b>Below grade-level performance demonstrated.</b></p>	<ul style="list-style-type: none"> <li>• Position** may be absent, ambiguous, or confusing, demonstrating lack of awareness of task.</li> <li>• Demonstrates little or no discernible organizational structure.</li> <li>• Transitions may be absent or confusing.</li> <li>• Introduction and conclusion may be unrelated to the response and/or create confusion.</li> <li>• Too brief to demonstrate knowledge of purpose, structure, or task.</li> </ul>	<ul style="list-style-type: none"> <li>• Response may demonstrate lack of understanding of the topic and/or lack of development.</li> <li>• Elaboration may consist of confusing ideas or demonstrate lack of knowledge of elaborative techniques.</li> <li>• Evidence from the sources may be absent, vague, and/or confusing.</li> <li>• Counterclaim(s) are absent or confusing.</li> <li>• Lacks appropriate citations.</li> <li>• Too brief to demonstrate knowledge of elaboration, topic, or sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and word choice may be vague, unclear, or confusing.</li> <li>• Sentence structure may be simplistic or confusing.</li> <li>• Use of grammar, punctuation, capitalization, and/or spelling may contain a density and variety of severe errors, demonstrating lack of command of standard English conventions, often obscuring meaning.</li> <li>• Tone and/or voice may be inappropriate.</li> <li>• Brevity with errors demonstrates lack of command of language skills.</li> </ul>



Grades 7-10 Expository Rubric Responses are scored holistically by domain and earn scores by demonstrating most of the descriptors defined in a given score point.*			
Score Point	Purpose/Structure	Development	Language
<b>4</b> <b>Above grade-level</b> accomplishment demonstrated.	<ul style="list-style-type: none"> <li>Central idea is focused on the task and consistently maintained throughout.</li> <li>Organizational structure strengthens the response and allows for the advancement of the central idea.</li> <li>Purposeful transitional strategies connect ideas within and among paragraphs and create cohesion.</li> <li>Effective introduction and conclusion enhance the essay.</li> </ul>	<ul style="list-style-type: none"> <li>Skillful development demonstrates thorough understanding of the topic.</li> <li>Effective elaboration may include original student writing combined with (but may not be limited to) paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical techniques as appropriate to support the central idea.</li> <li>Smoothly integrated, relevant evidence from multiple sources lends credibility to the essay.</li> <li>Evidence is appropriately cited.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of academic vocabulary strengthens and furthers ideas.</li> <li>Skillful use of varied sentence structure contributes to fluidity of ideas.</li> <li>Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.</li> <li>Tone and/or voice strengthens the overall response.</li> </ul>
<b>3</b> <b>Within the range of</b> <b>grade-level</b> performance.	<ul style="list-style-type: none"> <li>Central idea is focused on the task and generally maintained throughout.</li> <li>Organizational structure is logical and allows for advancement of the central idea.</li> <li>Purposeful transitional strategies connect ideas within and among paragraphs.</li> <li>Sufficient introduction and conclusion contribute to a sense of completeness.</li> </ul>	<ul style="list-style-type: none"> <li>Logical development demonstrates understanding of the topic.</li> <li>Adequate elaboration may include (but may not be limited to) a combination of original student writing with paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical techniques as appropriate to support the central idea.</li> <li>Relevant, integrated evidence from multiple sources lends credibility to the exposition.</li> <li>Evidence is appropriately cited.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of academic vocabulary demonstrates clear expression of ideas.</li> <li>Sentence structure is varied and demonstrates grade-appropriate language facility.</li> <li>Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions.</li> <li>Tone and/or voice is appropriate for the overall response.</li> </ul>
<b>2</b> <b>Approaching the range of</b> <b>grade-level</b> performance.	<ul style="list-style-type: none"> <li>Central idea may be unclear, loosely related or insufficiently sustained within the task.</li> <li>Organizational structure may be repetitive or inconsistent, disrupting the advancement of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Development may demonstrate partial or incomplete understanding of the topic.</li> <li>Elaboration may attempt to develop the central idea but may rely heavily on the sources, provide</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary and word choice may be imprecise or basic, demonstrating partial command of expression of ideas.</li> <li>Sentence structure may be partially controlled, somewhat simplistic, or</li> </ul>

	<ul style="list-style-type: none"> <li>• Transitions attempt to connect ideas but may lack purpose and/or variety.</li> <li>• Introduction and conclusion may be present but repetitive, simplistic, or otherwise ineffective.</li> </ul>	<p>loosely related information, be repetitive or otherwise ineffective.</p> <ul style="list-style-type: none"> <li>• Evidence may be partially integrated and/or related to the topic but disconnected from the exposition.</li> <li>• Lacks appropriate citations.</li> </ul>	<p>lacking grade-appropriate language facility.</p> <ul style="list-style-type: none"> <li>• Inconsistent use of correct grammar, punctuation, capitalization, and/or spelling may contain multiple distracting errors, demonstrating partial command of standard English conventions.</li> <li>• Tone and/or voice may be inconsistent.</li> <li>• May be grammatically accurate but too brief to demonstrate gradeappropriate command of language skills.</li> </ul>
<p><b>1</b> <b>Below grade-level</b> performance demonstrated.</p>	<ul style="list-style-type: none"> <li>• Central idea may be absent, ambiguous, or confusing, demonstrating lack of awareness of task.</li> <li>• Demonstrates little or no discernible organizational structure.</li> <li>• Transitions may be absent or confusing.</li> <li>• Introduction and conclusion may be unrelated to the response and/or create confusion.</li> <li>• Too brief to demonstrate knowledge of purpose, structure, or task.</li> </ul>	<ul style="list-style-type: none"> <li>• Response may demonstrate lack of understanding of the topic and/or lack of development.</li> <li>• Elaboration may consist of confusing ideas or demonstrate lack of knowledge of elaborative techniques.</li> <li>• Evidence from sources may be absent, vague, and/or confusing.</li> <li>• Lacks appropriate citations.</li> <li>• Too brief to demonstrate knowledge of elaboration, topic, or sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and word choice may be vague, unclear, or confusing.</li> <li>• Sentence structure may be simplistic or confusing.</li> <li>• Use of grammar, punctuation, capitalization, and/or spelling may contain a density and variety of severe errors, demonstrating lack of command of standard English conventions, often obscuring meaning.</li> <li>• Tone and/or voice may be inappropriate.</li> <li>• Brevity with errors demonstrates lack of command of language skills.</li> </ul>

## 2024-2025 NGSSS Civics Data

	<u>BM1</u>	<u>BM2</u>	<u>BM3</u>
<u>My Level</u>			
<u>My Score</u>			

### MY GOALS

I will improve my score by one or more achievement levels on this year's NGSSS Civics Test by at least \_\_\_\_\_ points and/or to achievement level \_\_\_\_\_.

I plan to achieve this goal by taking the following 2 action steps.

1. \_\_\_\_\_

2. \_\_\_\_\_

Level 1	Level 2	Level 3 Proficient 😊	Level 4	Level 5
325 - 375	376 - 393	394 - 412	413 - 427	428 - 475

2024-2025 NGSSS 8th Grade Science Data

	<u>BM1</u>	<u>BM2</u>	<u>M3</u>
<u>My Level</u>			
<u>My Score</u>			

**MY GOALS**

I will improve my score by one or more achievement levels on this year’s NGSSS Civics Test by at least \_\_\_\_\_ points and/or to achievement level \_\_\_\_\_.

I plan to achieve this goal by taking the following 2 ***action*** steps.

1. \_\_\_\_\_

2. \_\_\_\_\_

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b> <b>Proficient</b> 😊	<b>Level 4</b>	<b>Level 5</b>
140 – 184	185 – 202	203 – 214	215 – 224	225 - 260