

Tennessee Learning Loss Remediation & Student Success Acceleration Act

What families need to know!



Why?

Two New Tennessee General Assembly Legislation pieces:

- Tennessee Literacy Success Act
 - All School Districts
 - Provide instruction in phonics-based literacy
 - Administer universal reading screeners to measure student progress
 - Provide home literacy reports to engage families in student learning

Bill Sponsor and Local Representatives Contact Information

Representative Mark White - R - Memphis (Sponsor)

Email: rep.mark.white@capitol.tn.gov

Phone: (615) 741-4415

Our Local Representatives

Representative Mary Littleton - R - Dickson/Cheatham

Email : rep.mary.littleton@capitol.tn.gov

Phone: (615) 741-7477

Representative Brian Ragan - R - Dickson/Maury

Email: rep.brian.ragan@capitol.tn.gov

Phone: (615) 741-3513

Third Grade Retention Law

As part of the legislation, the state's 3rd grade retention law was updated to ensure students would receive additional supports and interventions towards grade-level expectations before being promoted to 4th grade.

Taking effect in the 2022-23 school year, 3rd grade students who score "Below" or "Approaching" on the ELA portion of the 3rd grade TCAP shall not be promoted to the fourth grade unless they meet certain criteria.

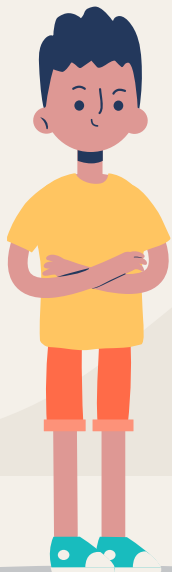
3rd Grade TCAP Structure & Time Limits

Test Administration Subpart Timing and Structure

The below testing structure for grade 3 reflects both the number of operational assessment items and the number of embedded field test assessment items.

Subpart 1	Subpart 2	Subpart 3	Subpart 4	Summary
80 minutes 1 informational passage set* 4-10 passage-based items 1 writing prompt 1 literary passage set* 4-10 passage-based items 1 writing prompt	30 minutes 2 passage sets* 4-10 items per passage set	40 minutes 2 passage sets* 4-10 items per passage set 4-7 editing items	30 minutes 2 passage sets* 4-10 items per passage set	180 minutes 38 – 58 items

*A passage set may be comprised of one or more passages. The word count across all passage sets is compatible.



TCAP ELA Item Examples

Excerpt from "Canning Day"

by Pegi Deitz Shea

The passage begins as Angelo and his great-aunt, Zia, are cooking and peeling tomatoes to put them in jars.

- 1 Angelo watched Zia put a peeled tomato into a jar. "Now you try."
- 2 Angelo peeled and cored a tomato the size of a softball. But when he tried to squeeze it into the jar, it squirted all over Zia's hair.
- 3 "I'm sor—," he started to say. He ducked. Zia was shooting seeds back at him. Some landed on his cheek.
- 4 "Italian freckles, I call 'em," Zia declared.
- 5 Angelo laughed. "Zia, you look like bread sopped with sauce."
- 6 "I *do* love my tomatoes." Zia sighed. "You can make winter smell like summer just by prying open a jar. *Ffffft!* It even sounds great."
- 7 "Is that why you go to all this trouble?"
- 8 "You call this trouble?" Zia stretched her arms out and twirled around. "I call it joy."
- 9 "But you can just buy cans of tomatoes at the store, like Mom does."
- 10 "Dust bunnies in ketchup is what *they* taste like!" Zia said.
- 11 They filled, cleaned, and capped the jars. Zia handed Angelo tongs that looked like a dinosaur's jaw. She showed him how to place the jar on a rack inside a pot that covered the whole stove.
- 12 "How long does this cook?" Angelo asked.
- 13 "About an hour. Then we put more jars in."
- 14 "It'll take all day!"
- 15 "Isn't that wonderful?" Zia kissed Angelo's cheek. "Time to get more tomatoes."

- 16 Outside, Angelo plucked a plump tomato and chomped down on it. Juice gushed out. He leaned forward, letting the liquid run off his chin onto the ground. "Well, that one was ready," he said, after eating the whole thing.
- 17 Angelo examined a stem of a tomato plant. He wondered how something so fragile could be so strong.
- 18 Then he looked over at his great-aunt, and he knew.
- 19 The next morning when Angelo and his parents pulled up in two vehicles, Zia Angelina was ready to go. She pointed to a jar of tomatoes on the sparkling-clean counter.
- 20 "For me?" Angelo asked.
- 21 Zia pinched his cheek. "Save it for a snowy day." She turned to Dad. "Would you please put that canning pot on the curb for the charity pickup?"
- 22 "But, Zia," Angelo said, "aren't you bringing it?"
- 23 Zia shook her head. "Got no room to grow tomatoes at the apartments. Everything's set up there so you don't have to lift a finger."
- 24 Angelo thought Zia didn't look so strong all of a sudden. He wondered if they'd ever can tomatoes again.
- 25 Outside, Dad helped Zia into the pickup truck. He started the engine.
- 26 Angelo walked to the curb and nudged the canning pot with his toe. "Think there's room?" he asked Mom.
- 27 "Zia said she didn't want it," Mom reminded him.
- 28 "No, I mean at *our* house," Angelo said.

TCAP ELA Item Examples

1 The following item has two parts. Answer Part A and then answer Part B.

Part A

Which word **best** describes Zia in paragraphs 1 through 8?

- Ⓐ serious
- Ⓑ lively
- Ⓒ curious
- Ⓓ careful

Part B

Which detail from the passage supports the answer to Part A?

- Ⓐ "Now you try." (paragraph 1)
- Ⓑ "'I do love my tomatoes.' Zia sighed." (paragraph 6)
- Ⓒ "'Is that why you go to all this trouble?'" (paragraph 7)
- Ⓓ "Zia stretched her arms out and twirled around. 'I call it joy.'" (paragraph 8)

2 Why are paragraphs 11 through 15 important to the passage?

- Ⓐ The paragraphs show how much Zia likes the long process of canning tomatoes.
- Ⓑ The paragraphs suggest that Angelo would rather be doing something else.
- Ⓒ The paragraphs show that Zia needs Angelo's help to can tomatoes.
- Ⓓ The paragraphs suggest that Angelo has a hard time learning from Zia.

3 The following item has two parts. Answer Part A and then answer Part B.

Part A

Which sentence **best** describes Zia's point of view in the passage?

- Ⓐ Canning is the only way to use up tomatoes in a garden.
- Ⓑ Canning is a good hobby because it creates something useful.
- Ⓒ Canned tomatoes made at home have a special taste and scent.
- Ⓓ Canned tomatoes from a store are sweeter and fresher than hers.

Part B

Which detail from the passage supports the answer to Part A?

- Ⓐ "'You can make winter smell like summer just by prying open a jar.'" (paragraph 6)
- Ⓑ "'But you can just buy cans of tomatoes at the store, like Mom does.'" (paragraph 9)
- Ⓒ "Outside, Angelo plucked a plump tomato and chomped down on it." (paragraph 16)
- Ⓓ "She pointed to a jar of tomatoes on the sparkling-clean counter." (paragraph 19)

4 What do paragraphs 26 through 28 show about Angelo?

- Ⓐ He believes that Zia is making a mistake and will want her canning pot back.
- Ⓑ He thinks that the pot can be used for things other than canning.
- Ⓒ He enjoys canning tomatoes and wants to continue doing it in the future.
- Ⓓ He wants to make sure Zia has the chance to can tomatoes in her new home.

TCAP Writing

Constructed Response items used for TCAP grades 3-5 ELA assessments include:

- Written response –
 - **Grade 3:** Grade 3 students will experience two writing prompts. One writing passage and prompt will be literary and one will be informational. Once students have independently read the passage and responded to the passage-based items, both the reading passage and prompt will be read aloud to the students. Students will be asked to write **at least** one cohesive paragraph drawing from personal experiences and evidence from the passage. The two prompts are aligned to 3.W.RBPK.8 and each prompt will specify a specific mode of writing.

Passage 1	Passage 2
Students independently read the passage and answer 4-10 passage-based items. 15 minutes	Students independently read the passage and answer 4-10 passage-based items. 15 minutes
Passage and prompt are read aloud to students	Passage and prompt are read aloud to students
Students write in response to the prompt. 25 minutes	Students write in response to the prompt. 25 minutes

Writing Prompt

Think about GG's plan to put a new science display in her museum. Write a paragraph that tells a story about what happens next, after GG adds the science display and tries to get more people to come to her museum. Make sure you use details from the passage to support your response.

Be sure to:

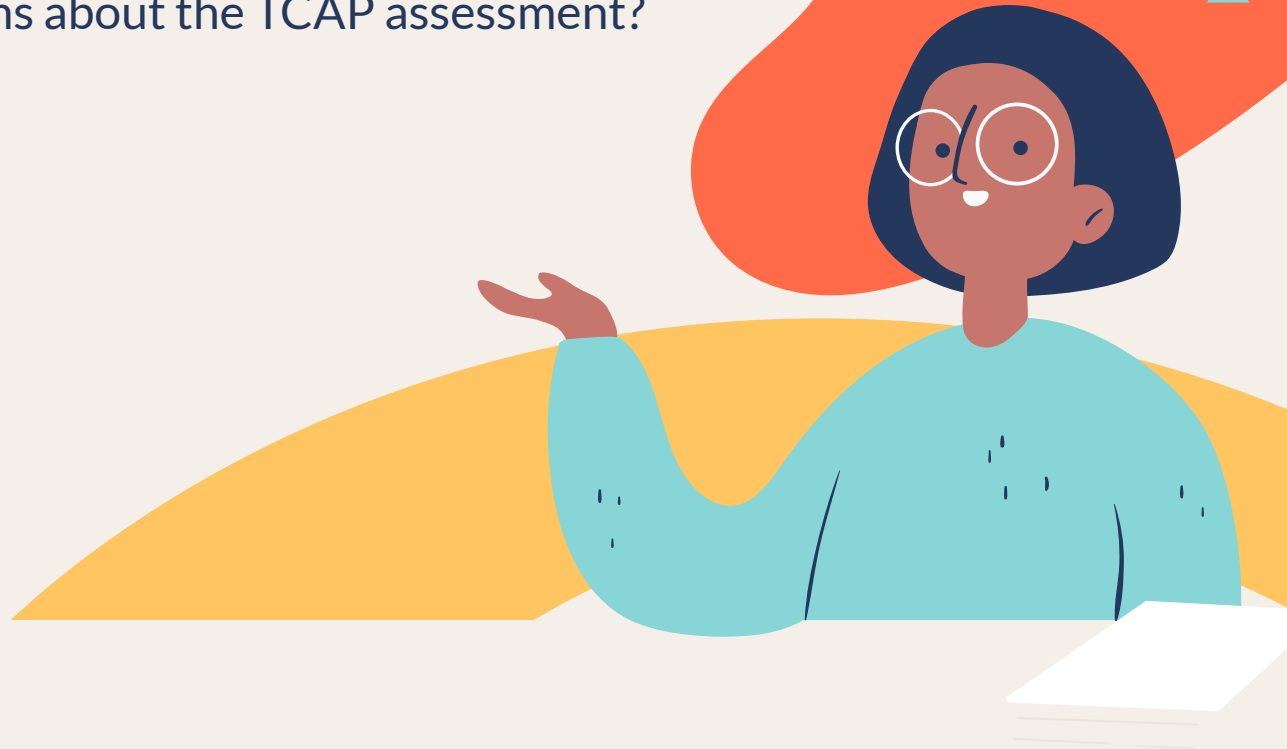
- Answer the prompt completely.
- Write at least one paragraph.
- Use correct spelling and grammar.
- Use correct capitalization and punctuation.
- Use evidence from the passage to support your response.

TNReady Grade 3 Writing Rubric

Score	Focus, Organization, and Development	Language and Conventions
4	<p>The response:</p> <ul style="list-style-type: none">fully addresses the prompt.is a cohesive paragraph and includes a clear introduction and conclusion.includes relevant and sufficient supporting details or evidence from the passage.utilizes a consistent mode of writing.	<p>The response:</p> <ul style="list-style-type: none">illustrates consistent command of language.¹utilizes a variety of appropriate linking words and phrases.demonstrates consistent command of grade-level conventions of standard written English.contains few, if any, errors in grammar, spelling, capitalization, and/or punctuation.
3	<p>The response:</p> <ul style="list-style-type: none">generally addresses the prompt.is a paragraph and includes an adequate introduction and conclusion.includes adequate supporting details or evidence from the passage.utilizes a mostly consistent mode of writing.	<p>The response:</p> <ul style="list-style-type: none">illustrates adequate command of language.¹utilizes appropriate linking words and phrases.generally demonstrates adequate command of grade-level conventions of standard written English.contains errors in grammar, spelling, capitalization, and/or punctuation, but they do not interfere with understanding.
2	<p>The response:</p> <ul style="list-style-type: none">partially addresses the prompt.lacks the cohesion of a paragraph and may contain a limited, weak introduction and/or conclusion.includes some supporting details or evidence from the passage.may attempt to utilize a mode of writing.	<p>The response:</p> <ul style="list-style-type: none">illustrates inconsistent command of language.¹utilizes basic and/or repetitive linking words and phrases.demonstrates inconsistent command of grade-level conventions of standard written English.contains some errors in grammar spelling, capitalization, and/or punctuation, and they may interfere with understanding.
1	<p>The response:</p> <ul style="list-style-type: none">attempts to address the prompt, but ideas are unclear.consists mostly of disjointed sentences and/or phrases.lacks supporting details or evidence from the passage.is too limited to discern a mode of writing.	<p>The response:</p> <ul style="list-style-type: none">illustrates little, if any, use of appropriate language.¹utilizes few, if any, linking words and phrases.demonstrates little, if any, use of grade-level conventions of standard written English.contains numerous errors in grammar spelling, capitalization, and/or punctuation that impede understanding.

Questions?







Any questions about the TCAP assessment?



TCAP Parent Portal

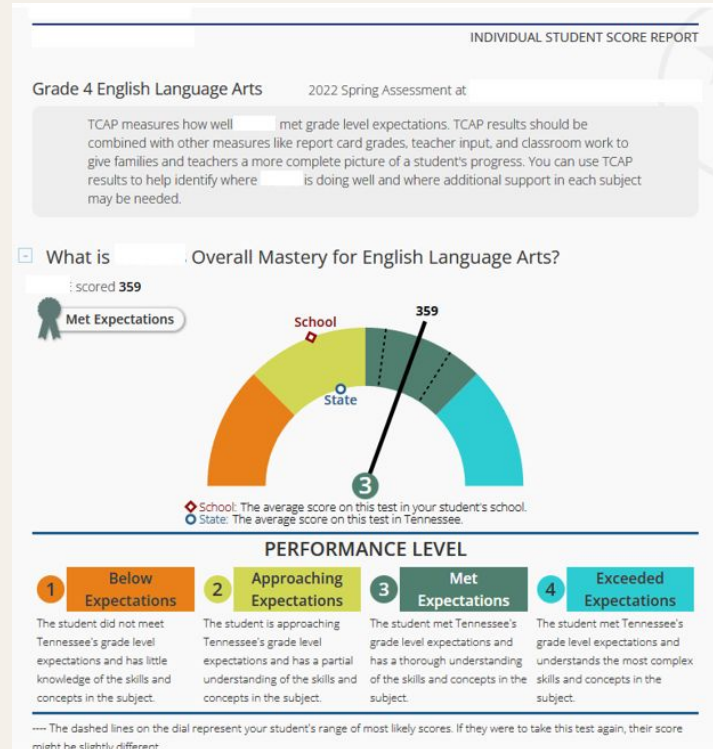
<https://familyreport.tnedu.gov>

The screenshot displays the TCAP Parent Portal interface. At the top, there is a navigation bar with the "KNOW MORE TN" logo and links for "Help (PDF)", "Update Email", "Sign Out", and "Navigating the Family Portal". Below this is a secondary navigation bar with icons and links for "BEST for ALL", "Understanding Your Student's Score", "Tennessee's Comprehensive Assessment Program (TCAP)", "Explore Tennessee Standards", and "FAQ's". A "School Year" dropdown menu is set to "2021 - 2022", and a "Test Results" button is visible. The main content area is divided into "Assessment" and "Results" sections. The "Results" section includes a link for "Student TCAP Results Videos". Three assessment results are listed, each with an icon, subject name, date, and a "Met Expectations" ribbon:

Assessment	Results
 Grade 4 English Language Arts 2022 Spring ACH	 Met Expectations
 Grade 4 Math 2022 Spring ACH	 Met Expectations
 Grade 4 Science 2022 Spring ACH	 Met Expectations

TCAP Parent Portal

<https://familyreport.tnedu.gov>



TCAP Parent Portal


<https://familyreport.tnedu.gov>

How well did [Student Name] perform on specific knowledge and skills in English Language Arts?

When compared to students who met the minimum Met Expectations score, how did your student perform for each of the different categories of questions? Review the subscore table below.

Category Subscore	Compared to Students who Met Expectations	Points Earned/ Points Possible
Reading: Literature +		10 of 12  83%
Reading: Informational Text +		9 of 12  75%
Reading: Vocabulary +		6 of 7  86%
Written Expression +		9 of 12  75%
Conventions +		4 of 9  44%

 Lower than the typical student who reached the minimum met expectations score.

 Similar to the typical student who reached the minimum met expectations score.

 Higher than the typical student who reached the minimum met expectations score.

Information in this table indicates how a student performed in each Subscore Category compared to students who met expectations. Subscores are used to identify demonstrated strengths and opportunities for improvement.

TCAP Parent Portal

<https://familyreport.tnedu.gov>

[-] What is [redacted] reading level?

[redacted] Lexile[®] score is **1040L**.

A Lexile[®] score is a measure of a student's reading ability. The Department has worked with MetaMetrics[®], the developers of the Lexile Framework for Reading, to calculate a student's Lexile score based on the TCAP assessments in English Language Arts.

The Lexile measure helps you find reading materials at [redacted] unique reading level. This measure, along with consideration of [redacted] interests and experiences is helpful in finding texts for independent reading. For more information on Lexile measures, please visit <https://lexile.com/parents-students>. 

Questions?

Any questions about the TCAP reports?



Promotion Criteria



TCAP Scoring Explanation

Your child takes TCAP each spring.

TCAP reports students scores in four categories:

Exceeded Expectations

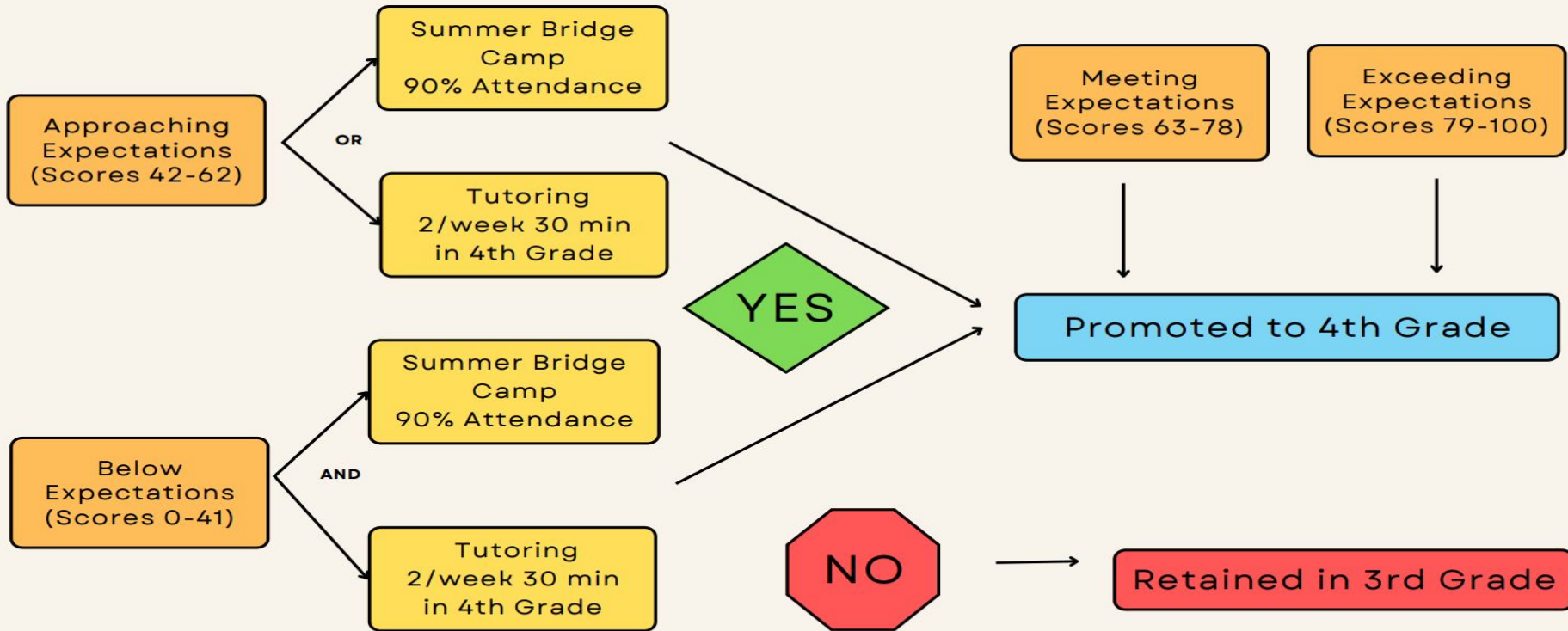
Met Expectations

Approaching Expectations

Below Expectations

Promotion Options

- Score “Met Expectations” or “Exceeded Expectations” on TCAP (and meet district requirements as evidenced on the report card)
- Retake TCAP
- Exemption from Retention due to ELL, IEP, or previous retention
- Summer School
- Tutoring during 4th Grade Year
- Family Appeal (only available if a student scored in the Approaching category)



**3rd Grade
Retention Law
TCA 49-6-3115**

- Exceptions**
- ELL <2 years
 - Suspected or IEP for SLD Reading
 - Previously retained in 3rd grade
 - Retake ELA TCAP & Meet Expectations

My child scored “Met” or “Exceeded” on TCAP.

What does that mean for next year?

The school will look to see that Report Card expectations were also met.

- If yes, your child will be promoted to 4th grade
- If no, you and your child will discuss the possibility of promotion and retention with the principal and teacher using the established District Policy

My child scored “Approaching” on TCAP.

What does that mean for next year?

- In order to be promoted...
 - Your child will need to attend Summer Bridge Camp **OR**
 - Receive Year Long Tutoring (2x per week for 30 minutes) in 4th grade (during the school day).
 - Parent may file an appeal
 - Student may retake TCAP

My child scored “Below Expectations” on TCAP.

What does that mean for next year?

- In order to be promoted...
 - Your child will need to attend Summer Bridge Camp **AND**
 - Receive Year Long Tutoring (2x per week for 30 minutes) in 4th grade (during the school day).
 - Retake TCAP test

Requirements of High-Dosage, Low Ratio Tutoring Program

- Districts must maintain tutor ratios of 1:3 to be considered high-dosage, low ratio tutoring.
- Districts must provide tutoring sessions that last at least 30 minutes and occur 2 - 3 times per week.
- Students must be served for a full year.



Summer Programming

Camps must include 6 hours of daily programming including 4 hours of reading and math instruction (with at least one hour of this block dedicated to math and at least one hour for reading), one hour of intervention, and one hour of physical activity or "play."

JUNE 5-30, 2023

Tentative dates for Dickson County Summer Camp

Appeal Process

The law provides an opportunity for families of students scoring “approaching expectations” to appeal a third-grade retention decision as defined by the State Board of Education Promotion and Retention rule and policy. This option is not available to families of students scoring “below expectations.”

The school will assist you with an appeal should you decide to pursue this option.

Student Specific Scenarios?

◀ **With your child's teacher:**

Schedule a time to walk through the home literacy reports, benchmark reports, or other literacy data to help the understand these reports.



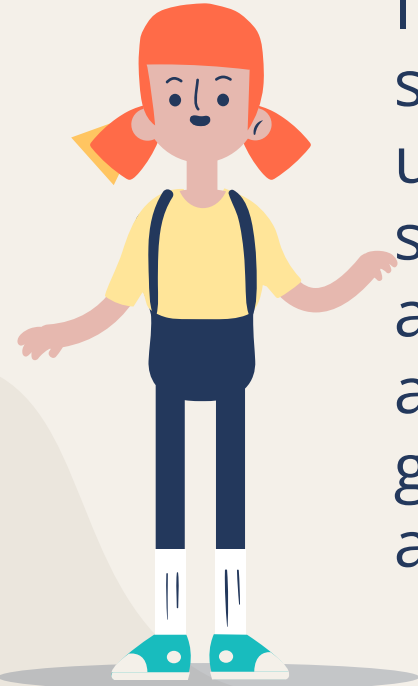
How Can I Monitor My Child's 3rd Grade Progress?



- 2nd Grade TCAP Report
(sent home earlier this year)
- Fastbridge Reports - Universal Screener
(sent home in August, January, and May)
- Progress Reports (sent home each mid-quarter)
- Report Cards
(sent home in October, January, March, and May)
- Your classroom teacher's weekly communication



Winter Universal Screener - Fastbridge

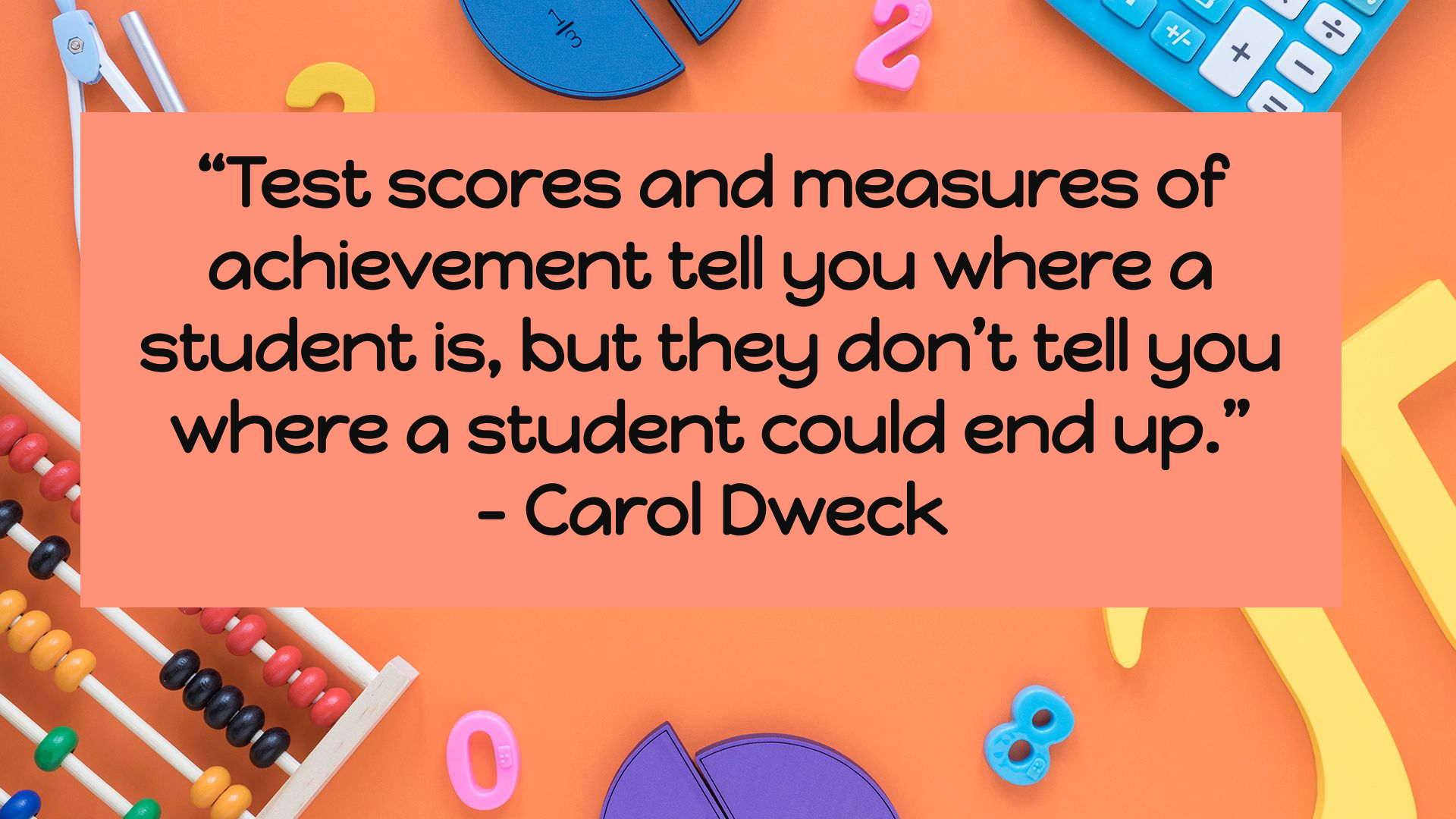


If a 3rd grade student is demonstrating a significant reading deficiency on their winter universal reading screener, this student should be prioritized and encouraged to attend summer programming. In addition, any student demonstrating ELA standards gaps in their 3rd grade benchmarks should also be prioritized for summer programming.



Questions?



The background is a vibrant orange surface covered with various colorful educational toys. In the top left, there's a blue protractor and a yellow number '2'. To the right, a blue calculator is partially visible with buttons for '+', '-', and '+/-'. At the bottom left, a wooden abacus with colorful beads (red, black, yellow, green, blue) is shown. In the bottom center, there's a pink number '0' and a purple protractor. At the bottom right, a blue number '8' and a yellow number '7' are visible. The text is centered in a white box with a soft orange gradient background.

“Test scores and measures of achievement tell you where a student is, but they don’t tell you where a student could end up.”
- Carol Dweck

Stay In-touch!



**ClassDojo,
Facebook,
Twitter,
and
DCSTN.org**

These are great places to find
the most up-to-date information
about all things school!

Thanks!



Do you have any questions?

EMAIL

PHONE

DCSTN.org

CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, and infographics & images by **Freepik**



Resources

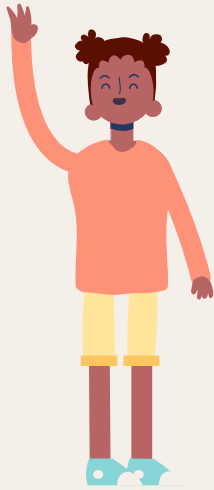
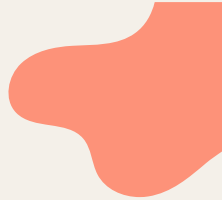
State Department of Education

- <https://www.tn.gov/education/instruction/tdoe-rti2.html>
- <https://www.tn.gov/education/instruction/foundational-literacy-skills-plan.html>
- <https://www.tn.gov/education/instruction/summer-programming-2022.html>

Decodables

- <https://www.tn.gov/education/decodables.html>

Want a little more?



Resources

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