

# ELEMENTARY GRADING GUIDELINES

2023-2024 PreKindergarten-5th Grade  
Core Content and Ancillary Courses

<b>Campus:</b>	Theiss Elementary	<b>Date:</b>	8/2/23
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The purpose of the grading guidelines listed below is to ensure that grading reflects a student's mastery of the learning objectives, defined by the TEKS, and delineated by the Klein ISD aligned curriculum. A sufficient number of grades are utilized to support the evidence of learning as an average for grading. These grading standards are consistent for all courses listed on this form. All grading practices should be used to promote learning, academic growth, and student achievement. All team members agreed to the guidelines listed below.

Students and families are informed in advance of the basis for grading in these courses in the following ways:

Class Discussions	X
Website/Online Communication/Social Media	X
Skyward	X
Open House	X
Other:	

## COURSE SPECIFIC INFORMATION

**Formative Assessments** measure progress monitoring tools that determine how we can help students in the process of learning. They are assessments FOR learning. Formative assessments can be taken as grades, but do not have to be recorded as a grade in the gradebook. Feedback is critical and should be reported to families and should drive instruction.

**Summative Assessments** measure how much students have learned over time. They are assessments of learning. They assess mastery of the curriculum standards and help determine effectiveness of mastery. Summative assessments should be created prior to instruction to capture and identify both content and process of learning that represent the desired outcomes.

**Klein ISD Content Rubrics** (per grade level) have been designed to provide clarity for mastery of each essential standard. These can be provided via campus administration, instructional leadership staff or content teacher.

**Please describe the procedures for grading related to formative and summative assessments, as well as the procedures for family notification when a student is not meeting mastery or experiencing a significant decline in standards.**

*Please be mindful of the number of assessments, including district assessments that students will be taking across a grade level over the course of a grading period.*

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## CORE CONTENT (MATHEMATICS, ENGLISH LANGUAGE ARTS/READING, SCIENCE AND SOCIAL STUDIES)

### PREKINDERGARTEN PERFORMANCE TASK GUIDELINES

<b>Readiness</b>	<b>3</b>	The student demonstrates readiness by showing proficiency of the skill.
<b>Progressing</b>	<b>2</b>	The student is progressing to proficiency and needs additional opportunities to practice the skill.
<b>Discovery</b>	<b>1</b>	The student is discovering the skill and shows a need for more direct instruction and opportunities to practice.

### KINDERGARTEN-2ND GRADE Standards Based Grading (SBG) Rubric Scale

Level	Descriptors for Each Level
<b>4 Masters</b>	The student consistently <b>demonstrates</b> and <b>applies</b> an understanding of the standard independently.
<b>3 Meets</b>	The student <b>demonstrates</b> an understanding of the standard independently.
<b>2 Approaches</b>	The student <b>demonstrates some</b> understanding of the standard with adult assistance.
<b>1 Does Not Meet</b>	The student <b>is not yet able to demonstrate</b> an understanding of the standard with adult assistance.

### 3RD GRADE- 5TH GRADE

Level	Numerical Scoring	Traditional Letter Grade
<b>Masters</b>	<b>90-100</b>	<b>A</b>
<b>Meets</b>	<b>80-89</b>	<b>B</b>
<b>Approaching</b>	<b>70-79</b>	<b>C, D</b>
<b>Does Not Meet</b>	<b>69-</b>	<b>F</b>

### GRADING OUTLINES PER GRADING PERIOD

Expected number of minor grades: 6	
Expected number of major grades: 3	
Grade Percentages (indicate which weighted percentage your campus decides)	
50% major grades/50% minor grades	X
60% minor grades/40% minor grades	

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Other (please specify)	
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## Formative Assessment Examples Used (typical minor grades):

Observational Notes from Teacher	X
Running Records	X
Daily Independent Work	X
Class Discussion Responses	X
Workshop Notebook Responses	X
Online Resource Usage/Data Reports	X
Other:	

## Summative Assessment Examples Used (typical major grades):

Projects	X
Final Compositions	X
Campus Common Assessments	X
Labs	X
Quarterly Summative Exams (*Can only be used if the grade <b>doesn't</b> hurt the students overall average)	X
Other:	

## Methods used to notify families when student is not performing satisfactorily:

Skyward emails	X
Remind	X
Teacher/Guardian Conference	X
Phone Call	X
Daily and/or weekly folders	X
Student Data Trackers	X

### FEEDBACK AND PROGRESS MONITORING

Students will be expected to demonstrate mastery on in-class events that measure the learning objectives. Teachers will provide feedback to students on how they can improve in their learning and will use tools such as student journals, reflections sheets, data conferencing forms, etc. to help students assess effort, participation and learning strategies. Students will retake portions of assessments and other in-class assignments to demonstrate mastery.

Examples of Feedback Tools	
Student/Teacher Conferring During Class	X
Daily/Weekly Folder Comments	X
Small/Flexible Grouping Discussion	X
Data Trackers	X
Other:	
Examples of Monitoring Tools	
Exit Tickets	X
Data Trackers	X
Quick Checks	X
DRA/Running Records/TPRI	X
District Assessment Tools: Circle, TXKEA, QSE, etc.	X
Schoology/Online Resource Programs	X
Other:	
Examples of Intervention Tools	
Grade Level Flexible Groups	X
Small Groups with Highly Qualified Teacher and/or Campus Instructional Specialist	X
Personalized Online Platforms/Programs (Lexia, ST Math, Progress Learning, etc.)	X
Strategic Response to Intervention Plans	X
Other:	

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## RE-TEACHING/REASSESSMENT/RECONNECT

Prior to the conclusion of the 9 week grading period, classroom teachers will make adequate efforts to re-engage students with content addresses in the scope and sequence using the examples and options listed in the formative, summative and intervention details mentioned previously.

For students who, after the above methods are conducted, do not perform satisfactorily (per campus discretion with standards based grading, or 70% or higher in Language Arts or Mathematics for grades 3-5), will be invited to the campus based ReConnect opportunity. ReConnect is offered in grades 1-5.

<b>Procedures for re-teaching and reassessment</b>	
Within the current grading period, teachers will meet frequently with students to address satisfactory performance on content scope and sequence. With use of frequent data monitoring, students will engage in work with highly qualified teachers and support staff to make efforts to show adequate understanding of skills needed to be successful.	
<b>Will your campus/grade level allow students to complete additional assignments to improve grade/content performance? If so, indicate which grade levels/subjects:</b>	
<p>Yes</p> <p>Students in grades 1-2 will have the opportunity to re-assess their skills in Reading and Math to show mastery during each grading period.</p> <p>Students in grades 3-5 will have the opportunity to re-assess their skills on major grades in Reading and Math.</p> <p>Students with failing grades below 60 will have a 60 entered in the grade book with a note specifying the students' original grade.</p>	
<b>When will re-teaching occur?</b>	
Within the standard grading period	X
Before/After School Tutoring	X
Other:	
<b>When will reassessment occur?</b>	
Within the standard grading period	X
Before/After School Tutoring	X
Other:	
<b>Grade Change Procedures Prior to End of Grading Period</b>	
For students who originally did not demonstrate satisfactory performance of content skills specified in the scope and sequence for the grading period, but is able to by end of the grading period, the teacher will:	
Bring the grade to a passing 70%, noting the 'new' grade in the Skyward gradebook comments	
Give the student the new grade in Skyward noting the alternate/additional assignment used	X
<b>Grade Change Procedure for Students Attending ReConnect after a Grading Period Closes</b>	
For students who attend ReConnect and who successfully show satisfactory performance on skills retaught/reassessed during this time, the averaged grade in the gradebook for the failed quarter will be raised to a passing 70%.	
For students who attend ReConnect and who DO NOT successfully show satisfactory performance on skills retaught/reassessed during this time, the original quarter average in the gradebook will remain.	

\*Should the final average of all four grading periods not be of satisfactory levels, the campus will conduct grade placement committee meetings to determine steps and plans for the next school year.

### ANCILLARY COURSES

#### ELEMENTARY ART (KINDERGARTEN-5TH GRADE)

Students will attend art class one day per week as calendar permits with school holidays, school performances, testing, etc.  
Students will receive minor grades through sketches, observations, classroom participation and processes in completing final products.  
Students will receive major grades through final projects and completed pieces of artwork.  
Teachers will provide feedback informally during class. Some examples of informal feedback may include modeling, one to one conferencing and real time process reteaching.  
Teachers will provide feedback formally using various rubrics and/or tools relevant for the specific project or final piece.  
All art grades will fall under the following performance scale:

<b>E (Excellent)</b>	Projects and pieces exceed expectations Exceptional craftsmanship is demonstrated Original artwork created Participation exceeds expectations of teacher
<b>S (Satisfactory)</b>	Projects and pieces meet expectations Craftsmanship shows great efforts Participation meets expectations of teacher
<b>N (Needs Improvement)</b>	Projects are incomplete or do not meet minimum requirements Little efforts noted in craftsmanship Little participation while in class
<b>U (Unsatisfactory)</b>	No completed project to turn in Directions not followed No participation while in class

#### ELEMENTARY MUSIC (KINDERGARTEN-5TH GRADE)

Students will attend music class two days per week as calendar permits school holidays, school performances, testing, etc.  
Students will receive minor grades through observations of in class skill focuses (steady beat, rhythm, note/sound identifications, patterns, etc.) and classroom participation.  
Students will receive major grades through final projects and music listening assessments.  
Teachers will provide feedback informally during class. Some examples of informal feedback may include modeling, one to one conferencing and real time process reteaching.  
Teachers will provide feedback formally using various rubrics and/or tools relevant for the specific project or final piece.  
All music grades will fall under the follow performance scale:

<b>E (Excellent)</b>	Projects exceed expectations Clear understanding of music concept/skill
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	Participation exceeds expectations of teacher
<b>S (Satisfactory)</b>	Projects meet expectations Understanding of music concept/skill, but can use some additional support Participation meets expectations of teacher
<b>N (Needs Improvement)</b>	Projects are incomplete or do not meet minimum requirements Little or some understanding of music concept/skill Little participation while in class
<b>U (Unsatisfactory)</b>	No completed project to turn in Directions not followed/no understanding of music concept/skill No participation while in class

## ELEMENTARY PHYSICAL EDUCATION AND HEALTH (KINDERGARTEN-5TH GRADE)

Students will be scheduled Physical Education/Health Class for three, 45 minute classes per week in order to meet the required 135 minute allotment.

Students will receive grades for **P.E. Conduct, P.E. Participation and Health.**

Student Health grades will be a combination of participation and understanding of Health TEKS observed through discussion and activities centered around nutrition, benefits of exercise, muscles/vocabulary, hygiene, substance issues/knowledge, peer interactions and other relevant needs present to students throughout the year.

**Excuses from Participation:** It is the Klein ISD policy that any student not able to participate in PE class activities must present a written excuse from his/her parent or guardian. This note is good for only three days. After three days, a doctor's note is required. If your child is not able to participate in PE, they will not be able to participate in recess activities also.

Kinder-2nd	3rd-5th	Conduct	Participation	Health
<b>3 (Mastery)</b>	<b>E (Excellent)</b>	Student follows all rules with no behavioral redirections needed while in the gym or during their P.E. period.	Student participates adequately 100% of the time. Shows skill progression and attention to learning skills.	Active participation through verbal discussion and listening and/or mastery of activity or assignment on topic.
<b>2 (Approaching)</b>	<b>S (Satisfactory)</b>	Student generally follows the rules but has required some additional redirection and rule reminders.	Student participates adequately most of the time and makes ample progress to learning skills.	Attentive listening and participation most of the time and passing/approaching grade on activity or assignment.
<b>1 (Developing)</b>	<b>N (Needs Improvement)</b>	Student requires multiple reminders of rules resulting in parental notification and/or administration intervention.	Student participates some of the time and makes little to no efforts to learning skills.	Student has minimal participation and may have some behavioral infractions that impede their learning.

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N/A	U (Unsatisfactory)	Student has major infractions while in PE resulting in multiple interventions from parents and/or administration.	Student does not participate and shows no efforts in learning skills.	Student has little to no participation and frequent behavioral infractions that impede .
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## AGREEMENT TO GRADING GUIDELINES

Teacher names indicate agreement to the grading guidelines for instructional assignments listed on this document and will implement them as outlined. Campus principal has fully trained and met with all listed below to confirm understanding and commitment to campus grading guidelines.

Teacher Name	Grade	Date	Teacher Name	Grade	Date
Katie Easterday	PK	8/2/23	Lauren Zamora	4th	8/2/23
Lindsay Brown	PK	8/2/23	Emma Kivela	4th	8/2/23
Megan Janak	Kinder	8/2/23	Melissa Jennings	4th	8/2/23
Tammy Sanders	Kinder	8/2/23	Brooke Eggleston	4th	8/2/23
Chiara Mattolini	Kinder	8/2/23	Judylynn Nooyen	4th	8/2/23
Emily Decker	Kinder	8/2/23	Lara Jonsdottir	4th	8/2/23
Kasey Gaska	Kinder	8/2/23	Melissa Elijah	5th	8/2/23
Jessica Collins	1st	8/2/23	Megan Bogs	5th	8/2/23
Allison Hemmings	1st	8/2/23	Ashton Sentmore	5th	8/2/23
Aliecia Elias	1st	8/2/23	Lori Caldwell	5th	8/2/23
Rebecca Huynh	1st	8/2/23	Erin Crews	5th	8/2/23
Devyn Gutierrez	1st	8/2/23	Krystal Smith	5th	8/2/23
Kelley Patterson	2nd	8/2/23	Darrel Robinson	PE	8/2/23
Rocio Flamenco	2nd	8/2/23	Tasha Nissen	PE	8/2/23
Kayleigh Tyler	2nd	8/2/23	Logan Childs	Music	8/2/23
Samantha Needham	2nd	8/2/23	Jennifer Shaw	Music	8/2/23
Rachel Stevens	2nd	8/2/23	Connie Shin	Art	8/2/23
Sammantha Mann	2nd	8/2/23	Ashley Brooks	Co-Teach	8/2/23
Kyleigh Randall	3rd	8/2/23	Megan Mackey	Co-Teach	8/2/23

IN KLEIN ISD, EVERY STUDENT  
ENTERS WITH A PROMISE & PURPOSE  
EXITS WITH A PURPOSE

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Teacher Name	Grade	Date	Teacher Name	Grade	Date
Dana Pierre	3rd	8/2/23	Nikki Yelverton	Co-Teach	8/2/23
Ayla Waheed	3rd	8/2/23	Samantha Davis	Co-Teach	8/2/23
Lisa Viteri	3rd	8/2/23			
Shawn Robinson	3rd	8/2/23			
Samantha Rushton	3rd	8/2/23			

<b>Campus Principal</b>	Jessica Taylor	<b>Date</b>	8/2/23
<b>Executive Director</b>	Holly Mason	<b>Date</b>	8/3/23