

GISD Standards-Based Grading Guide

Grades PK-5

In GISD, we believe that it is our responsibility to prepare students for their future. A growth mindset, ongoing evaluation and adaptation are critical skills in our evolving and growing society. Additionally, research shows that instruction, with embedded evaluation and feedback, should be designed based on the needs of the learners. GISD believes that standards-based grading and the resulting standards-based report card (SBRC) helps us achieve these tasks.

SBRCs provide a clear and consistent reflection of each student's on-going progress towards mastery of skills, an opportunity for teachers/parents/students to collaborate about student learning, and support for academic and social growth. They provide a way for teachers to show student growth throughout the school year by measuring students against the standards (Texas Essential Knowledge and Skills or TEKS) instead of against each other.

With supporting literature and a growing body of research validating standards-based grading, parents/teachers/students can rest assured that our most important resource, our students, will benefit from the use of SBRCs.

The following guide contains information about the use of SBRCs in Georgetown ISD for grades PreK-5. The intended purpose of this guidance is to provide clarity, purpose and meaning for standards-based grading practices. Please contact your child's teacher or campus administrator if you have any questions about SBRCs.

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Section One: Grading Criteria

Unlike traditional grading practices which include A-F letter grades or numerical percentages, parents can expect to see their student's progress toward meeting the standards.

The following subject areas are measured and will be on the SBRC:

- K-5: Reading Language Arts, Math, Science, Social Studies, Art, Music, PE, Health
- PK: All of the above with the addition of Language and Communication

The grading criteria for PK-5:

Standards-Based Grading Categories	
Masters grade-level standards (MS)	MS: The student has met all of the learning goals for their grade level. They have demonstrated a complete understanding and can apply their learning.
On Track (OT)	OT: The student has met the 9-week learning goals. Further learning will continue throughout the school year.
Approaching grade-level standard (AS)	AS: The student has met most of the learning goals for their grade level. They have demonstrated a partial understanding and can apply their learning with teacher support as needed.
Developing grade-level standard (DS)	DS: The student has met some of the learning goals for their grade level. They have demonstrated a basic understanding and can apply their learning with targeted teacher support.
Did not meet grade-level standard (DNM)	DNM: The student has not yet met the learning goals for their grade level. They have not yet demonstrated an understanding and require ongoing teacher support.

Sample from Grade 1 SBRC (N1=1st Nine Weeks):

Reading - English Language Arts	N1	N2	N3	N4
Demonstrates phonological and print awareness	AS			
Uses sounds and spelling patterns to decode written language	AS			
Identifies and reads at least 100 high frequency words	DS			
Determines the meaning of new words and how they are used in text	DNM			
Math				
Quickly identifies the quantity represented without counting	DNM			
Count forwards and backwards up to 120 from any given number	AS			
Uses objects and pictures to represent numbers up to 120	N/A			
Uses place value to compare and order whole numbers 0-120	AS			

Section Two: Rubrics

Rubrics are used to assess student learning tasks that are aligned to state standards (TEKS) and focus on the mastery of learning. The following is an example from a section of the Grade 1 Language Arts rubric:

1st grade Language Arts Rubric					
Report Card Standard	Ongoing Foundational TEKS	MS: Masters Standard	AS: Approaching Standard	DS: Developing Standard	DNM: Did Not Meet Grade Level
Demonstrates phonological and print awareness	1.2(A) (1.2A) demonstrate phonological awareness by: (i) producing a series of rhyming words (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	Successfully produces a series of rhyming words and recognizes spoken alliteration.	Produces a series of rhyming words and recognizes spoken alliteration with limited prompting.	Produces a series of rhyming words and recognizes spoken alliteration with teacher guidance.	Not yet able to produce a series of rhyming words and recognize spoken alliteration.
	1.2(A) (1.2A) demonstrate phonological awareness by: (iii) distinguishing between long and short vowel sounds in one-syllable words	Successfully distinguishes between long and short vowel sounds in one-syllable words	Distinguishes between long and short vowel sounds in one-syllable words with limited prompting.	Distinguishes between long and short vowel sounds in one-syllable words with teacher guidance.	Not yet able to distinguish between long and short vowel sounds in one-syllable words.

These rubrics provide details about the different levels of performance for each specific learning standard. Rubrics have been created for grades PK-5 in math, language arts, science, social studies, and physical education/health for parents to reference. These are the same rubrics teachers are using when assessing growth and progress in the classroom.

For more detailed information about a specific grade on the SBRC, parents can access the report card rubric on the GISD Parent Curriculum website: [click here](#).

Section Three: Grading Guidelines

Progress Reports

1. All PK-5 students will receive a progress report during the 4th week of each nine week grading period regarding the student's progress on learning standards in each subject area.
2. The notice will provide for the signature of the student's parent/guardian and will be returned to the campus.
3. Supplemental progress reports may be issued at the teacher's discretion.
4. The PK-5 standards based report card is a live document, and may be accessed by parents through the student information system at any time.
5. Conferences may be requested by a teacher or parent as needed.

Report Cards

1. SBRCs will be provided to parents at the end of each 9-weeks grading period. Parents may request a paper copy from their student's campus
2. The SBRC will reflect the grade criteria assigned by the classroom teacher based on the most recent student performance.
3. All assessed standards reflect students' mastery of the Texas Essential Knowledge and Skills and High Priority Learning Standards.
4. Teachers will provide comments regarding student progress.
5. Teachers will not change grades unless an error has been made. Principal review is required to change grades for all grading periods.

Families can access current student progress on the Gradebook tab in Skyward Family Access. More information accessing Skyward Family Access is located on the GISD website: [click here](#).

Promotion/Retention

Promotion and retention is addressed in Board Policy [EIE \(Local\)](#). In general, PK students are not retained. Students in Kindergarten and First Grade are promoted based on determination of "approaches standard" or "met standard" in reading and math. Students

in grades 2-5 are promoted based on determination of “approaches standard” or “met standard” in language arts, mathematics, science and social studies.

Section Four: Additional Resources

GISD Report Card Information Website

- [GISD SBRC Report Card Information](#)
- [GISD Report Card Rubrics](#)
- [GISD Frequently Asked Questions](#)
- [GISD ParentU SBRC Videos](#)

Research-Based Articles for Grading and Report Cards

- [Can We Get Beyond Letter Grades](#)
- [How to Raise the Standards in American Schools](#)
- [ReThinking Report Cards](#)
- [What’s the Difference Between Standards Based Grading and Competency Based Education](#)
- [7 Reasons for Standards Based Grading](#)