Grading Philosophy Statements:

- A grade should represent as accurately as possible what students have learned based on their level of mastery of the designated district objectives (The Texas Essential Knowledge and Skills or other related curricular objectives).
- All grading practices should be used to promote learning, achievement, and academic growth.
- Grades should be seen as a tool to foster academic growth, not a punitive tool.
- All grading practices used by teachers should be in writing and shared with students and parents.

Grading Categories:

For all subjects, students should be evaluated on the learning progression. These established pieces of evidence should align across campus grade levels as much as possible, and be based on giving parents the most accurate developmental picture possible of their child's progress. Both performance standards and content grades should be recorded in Teacher Access Center (TAC).

Kindergarten and First Grade learning progression (1-4)

• Evidence: Teachers should be able to show evidence of a student's performance through any of the following assessment approaches; portfolio of student work, formal/informal assessment instrument, anecdotal notes, and/or teacher observation.			
• Score of N: Any time a score of N is given in any area, interventions for the upcoming grading period should be implemented and documented to ensure student success. This is particularly true if there is a pattern of concepts "needing improvement."			

Citizenship:

Citizenship covers both conduct and study skills. A district default of E will be pushed out at the end of each marking period. A teacher can change the default for any student that has not earned an E using the ESNU scale. (E: Excellent, S: Satisfactory, N: Needs Improvement, U: Unsatisfactory)

Progress Reports and Report Cards:

Report Cards and Progress Reports will be sent home on a District Timeline, with the exception of the first grading period. The teachers will conference with each parent at the conclusion of the first grading cycle. Documentation of each conference will be kept in Aware. The district and campuses will notify parents when Progress Reports or Report Cards are available for viewing. Progress reports should be sent home when a child receives a "needs improvement" in any subject area. Teachers can run a report that shows when parents have access to their HAC accounts to ensure Progress Reports and Report Cards are being viewed. If a parent is unable to view their HAC account, s/he can request a hard copy from the campus front office.

Parent Conferences:

All teachers will make a good faith effort to conference with parents of students experiencing academic difficulty at each progress-reporting period. A good faith effort is defined as multiple attempts using multiple modalities. All attempts should be documented.

Changing Classes:

Administrative class assignment changes must take place at the end of the grading periods, if at all possible, to insure accurate grading and student progress.

Late Work:
Students shall not be assessed a content grade penalty for late work.

Extra Work/Credit:
Extra work above and beyond the regular course expectations should only be provided to students who have completed an academic assignment or learning opportunity. The access to extra work should not be limited by the student's ability (i.e. access to computer, transportation, materials and supplies). Academic extra credit may not be given.

Special Education:
See Special Education Guidelines. If a student has accommodations under Section 504 or modifications under IDEA, teachers are accountable for knowing and implementing those accommodations and modifications.

Special Programs:
The following programs do not give grades: Intervention Specialist, Gifted and Talented, Dyslexia, and ESL. However, classroom teachers are expected to collaborate with the teachers of these programs when determining assessments and progress/growth for students who qualify for these programs. Before a teacher assigns an "N" for a grading period to a special program student, they must document collaboration and remediation efforts with the program specialists. If a special education student does not meet IEP goals for two (2) consecutive grading periods, an ARD is required to be held.

Confidentiality:
Grades are a student record and may only be available to staff members with an educational need for student information. The teacher of record is the only person allowed to enter and edit grades for their assigned students. Passwords/logins should not be shared at any time. Teachers may not allow anyone access to student grades including the filing of student work in take home folders, passing out papers, etc. Teachers who fail to maintain the confidential integrity of the grading process may be subject to disciplinary action.

Reteaching/Remediation/Reassessment:
Student grades should reflect mastery of district curriculum objectives that relate to essential knowledge and skills. Students who receive a P or below on an assessment shall have an opportunity for additional instruction leading to mastery. *Remediation is defined as teacher initiated instructional intervention.*

Make-up Work:
Make-up assignments or tests shall be made available to students after any absence. Teachers should ensure students have the instruction needed to successfully complete their work. Teachers will provide time and space for a student to complete their make-up assignments. When determining what work is to be assigned for make-up, teachers are encouraged to consider the purpose and the importance of work required of the student. If an assignment is given to a student for make-up purposes, it should be assessed and should receive the same value when compared to work completed by students who were not absent.

Extended Absences:
In the case of extended absences, arrangements for completion of work shall be made with the individual teacher. If make-up work is assigned and graded, full credit shall be given. If a student has been absent for several days as a result of a serious illness and many assignments have been missed, teachers should consider which assignments are absolutely essential for the student's comprehension of concepts and should assign only that work. Teachers are encouraged to consider extenuating circumstances regarding work that is to be turned in following absences. Frequently, students will have more make-up work than can be completed in addition to current work, especially if they have not fully recovered from a serious illness. If parents request work in advance of an extended absence, it is the campus principal's discretion regarding whether or not work is provided.

New students/Receiving Report Cards:
Any new student moving into the KISD must be in attendance for 15 days of the current grading period to receive a report card. KISD will only use KISD grades in determining the grade for a grading period

Homework:
Homework is intended to reinforce and/or extend the learning process and content from the classroom. It should not cover material that has not been covered in the learning day. Homework should be at a level that can be done independently by a student and the student should clearly understand the expectations of the assignment. Elementary school students can expect to have some homework. It is recommended that they not have more than a maximum of 10-30 minutes of homework per night, all subjects combined. This may not include absent or make-up work. Teachers are expected to recognize the effort of the student and indicate use by teacher to guide instruction.

SCORING GUIDE FOR MSPN:K-and 1 Co-Curricular Content

Mastery: Student successfully demonstrated understanding and mastery of the concepts taught at least 90% of th time.
Satisfactory: Student demonstrated satisfactory understanding of the concepts taught between 80 and 89% of the time.
Progressing: Student demonstrated progress towards understanding concepts taught 70 to 79% of the time but ma need additional skill development.
Needs Improvement: Student demonstrated understanding of concepts taught less than 70% of the time and need additional skill development.

Attachment: Progress Reporting and Report Card Calendar