

Overview

Seminole ISD's Standard Based Grading provides the framework for grading and instructional practices in K-5th Grade. This document reflects the beliefs that grades are a measure of what students know and do not yet know, can and cannot yet do, and articulates district expectations for planning and instruction in each classroom.

Grading Information

We believe the monitoring of the academic progress of each student coupled with meaningful and timely feedback to students and parents is essential to foster academic success.

We believe in an instructional approach based upon progress and student growth as well as mastery learning that allows for multiple opportunities to demonstrate progress towards mastery of the TEKS (Texas Essential Knowledge and Skills), standards, objectives, or established goals.

We strive to communicate a fair and accurate indication of the level of mastery of each student at the time the feedback is given. To this end, the district and campus instructional leaders and teachers have worked together to establish standard based grading standards that represent our beliefs and core values.

- Standards Based Grading should help the teacher to communicate progress to the student and parent/guardian towards mastery of the standards or established goals, appraise the effectiveness of teaching strategies and modes of instruction, and evaluate strengths and needs of each student.
- Standards Based Grading should help the parents/guardians to better understand their child as a learner, be knowledgeable about their child's mastery of standards or established goals, and guide their child in making academic progress.
- Standard Based Grading should help the student to set his/her goals for future learning, evaluate and track personal progress towards mastery of the standards or established goals, and recognize opportunities for growth and improvement.

Standards Based Grading Scale: Grades K-05

1	Masters Grade Level	Child is able to work above grade level expectations.
2	Meets Grade Level	Child is working at grade level expectations.
3	Approaching Grade Level	Child is not working at grade level yet, but we are actively monitoring progress.
4	Below Grade Level	Child is struggling at this time, and we are intervening on specific skills.

*S- Satisfactory and U- Unsatisfactory will be used in Science K-4, Social Studies, Music, Art, and P.E.

The teacher works, over time, to collect evidence to support the marks on the report card. The student and teacher also have frequent conversations, and the teacher may document this as evidence that a student understands a concept or skill. The teacher may also ask a student to demonstrate understanding

by using manipulatives or other classroom resources. SISD also offers many digital resources for demonstrating progression of student learning. Although standards based grading does not necessarily translate to the usual grading system, using the methods described, as well as other methods of assessment, teachers will be required to measure and document the students' progress toward meeting the course objectives at least six times per grading period.

On any assessment that a student does demonstrate mastery of the required skills, re-teaching and reassessing will occur with every skill. Student levels will be adjusted as students demonstrate increased mastery of a skill. Although a particular assessment that a student did not perform well on may not be given again in its exact form, the student will have ample opportunity to show his or her mastery of the skills in the next assessment, conversation, or interaction with the teacher.

District Communication of Progress & Mastery

The district shall provide a progress report for all students during each grading period. The student's parents will receive progress reports in line with district policy as well as when students are struggling with mastering multiple objectives. Each student receives a computer-generated report card at the end of each grading period. Parents are expected to return a signed copy of the report card. [EIA (LEGAL)]

In addition to the standard six-week report card, students with disabilities must also receive a report indicating their progress on their IEP goals.

Communication between Teachers and Parents/Guardians

All teachers will communicate with parents regarding student progress in a timely manner. Teachers and/or parents/guardians may request conferences at any time.

Early intervention is essential to student success. A teacher or campus administrator may require any student who has not yet demonstrated mastery or is in danger of failing to attend tutorial sessions.

Accelerated Instruction and Interventions for Elementary Students

Accelerated instruction promotes student success by:

- Implementing the support at the time the need is identified
- Allowing the student to progress systematically through content
- Offering a variation in instructional approach
- Providing frequent reinforcement and review

Under TAC §28.0211, each time a student fails to perform satisfactorily on an assessment instrument administered under Section 39.023(a) in the third, fourth, fifth, sixth, seventh, or eighth grade, the school district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area.

For students whose assessments indicate a need, interventions will be implemented to assist with progress toward their learning targets. Interventions may include differentiated instructional strategies, use of manipulatives, frequent reminders to stay on task, or small group settings, etc. As part of the Response to Intervention (RTI) process, a student's progress will be monitored on a regular basis. Data gathered through the RTI process will be the basis for decision making concerning whether a referral for evaluation of a suspected disability is needed.

Lesson Design with the PLC Questions in Mind

SISD is a Professional Learning Community in which teacher teams meet regularly to discuss content and skills they want student to learn, how they will assess student mastery, what they will do as a team and individually if students do not master the content or skills, and what actions they will take if students master the content quickly or already knew it when the unit of study began. This cyclical approach to collaboration, data disaggregation, and action has become the culture in which we work for our students.

The following questions are used to guide teachers through collaborative planning, lesson design, assessment, reteach and/or extension, and lesson reflection.

Question One: What do we want them to learn?

- Does my planning reflect what students need to know and are able to do to demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS)?
- Have I created an alignment between the activities I have planned and the cognitive level of what I want students to know and be able to do?

Question Two: How will we know if they have learned it?

- Have I regularly encouraged students to assess their own work and others' work in terms of the standards set?
- Have I provided clear and compelling standards prior to demonstrations of learning (i.e., performances, products, projects, and exhibitions)?
- Do I routinely hold assessment conferences with individual students or small groups of students where the qualities of student products are assessed?
- Do I routinely use assessment primarily as a tool to promote student success and only secondarily as a means to justify the distribution of rewards and grades?

Question Three: What will we do if they haven't learned the content or skill?

- What prescriptive teaching strategies for learning have I provided so each student can experience success?
- Do I plan success for each student? When students do not succeed, do I work directly with them to diagnose the causes of failure to correct the situations?

Question Four: What will we do if they already know the content or skill or learn it quickly?

- Do I assess student interests and utilize this information in planning units of work, creating meaningful tasks, or designing assignments?
- Do my choices of instructional resources reflect a diversity of formats that appeal to students?