

# Elementary Grading Procedures

## Grades K-2



### Purpose/Intent

In kindergarten, first grade, and second grade students are assessed relative to their level of proficiency on the Texas Essential Knowledge and Skills (TEKS) for the correlating grade level. By using standards-based reporting, Midway seeks to offer meaningful communication to parents concerning the learning objectives of the year and how their student is progressing toward mastery of these objectives, or TEKS. By reporting which standards a student is addressing and how the student performs on these standards, the parent has powerful information to understand and assist in strengthening a student's skills.

### Standards-Based Report Card Implementation and Grading Guidelines

Standards-based reporting involves determining each student's proficiency on the skills students should learn in each subject area of each grade level. In kindergarten, first grade, and second grade, students receive marks that indicate their progress toward meeting the performance standards given by the Texas Educational Agency (TEA).

- Kindergarten students receive a standards-based report card at the end of the first twelve weeks of school, and at the end of every subsequent six weeks grading period.
- First and second grade students receive a standards-based report card at the end of each six weeks grading period.
- The content grading system has three levels of proficiency.
  - **I Insufficient:** Earning an "I" means that the student has minimal understanding of the concept and is not meeting grade level standards. A student receiving an "I" is showing academic delays according to our district goals. Interventions and additional practice at home may be needed to develop student learning to stay on track with district expectations.
  - **P Progressing:** Earning a "P" means that the student has basic understanding and partially meets grade-level expectations. A student receiving a "P" is making adequate progress toward full mastery of the assigned concepts. A "P" could indicate that additional time is needed to master the assigned concept. In either case, the "P" indicates a positive move toward mastery of grade level standards. A "P-" indicates a concern over the consistency or rate of progress toward first grade standards.
  - **M Mastery:** Earning an "M" means that the student has proficient understanding and meets assigned grade-level expectations. Our goal is that all of our students will reach level "M" by the end of the year. A student receiving an "M" is on track with district, grade-level expectations for a given six weeks grading period.
- There are three levels of proficiency for student responsibilities and work habits.
  - **S Satisfactory:** A student earning an "S" is consistently demonstrating the behavioral expectation listed.
  - **N Needs Improvement:** A student earning an "N" is consistently struggling with the indicated behavior and might need reminders and/or behavioral intervention.
  - **U Unsatisfactory:** A student earning a "U" is consistently demonstrating that he/she does not meet the indicated behavioral goal and may need intervention.

## **Standards-Based Assessment**

Teachers determine student proficiency levels by using performance indicators based upon the standards. Each teacher has access to a variety of assessment tools that provide consistency among classes and campuses. These assessment tools outline the expected performance of students who show mastery of assigned grade level expectations. Additionally, the district provides scope and sequence documents that show the assigned student expectations by each six weeks. When a student's progress falls behind the expected pace of proficiency, additional time for help or practice is needed at school and at home.

Throughout a six-week grading period, the teacher will assess students multiple times in a variety of ways. The district assessment tools are one aspect of evaluation of student progress. As teachers work with students in large groups, small groups, and individually, the teacher will keep in mind the assigned standards for that grading period. The teacher will observe:

- **Student Knowledge:** How does the student learn best? How does the student communicate knowledge?
- **Student Performance:** What evidence is there of the student's proficiency level (work samples, performance tasks, conversations with student, anecdotal notes)?
- **Student Proficiency Level:** Based on assigned grade-level content, at what level of mastery does the student consistently perform?

**All Kindergarten, first grade, and second grade students will receive a 3-week progress report after the first report card** (15 weeks for kindergarten and 9 weeks for first grade).