

LUFKIN ISD PRIMARY GRADING GUIDELINES **Grades 1 and 2**

A student's academic grade average is based exclusively on scholastic achievement. A grading policy is designed to guide the teacher in the assessment of student performance. While no numerical system is an absolute indicator of such performance, the goal of LISD is to evaluate a student's academic progress as fairly as possible across the curriculum. A grade in any course indicates the degree of mastery of the Texas Essential Knowledge and Skills (TEKS) for that course; however, it also reflects student achievement above and beyond the scope of the TEKS.

ELECTRONIC GRADE BOOKS:

- Teachers should not reveal their passwords to anyone.
- No students are to enter grades in the grade book program.
- Teachers should print out and keep a hardcopy of the averages. For all classes there is a minimum requirement of keeping a hardcopy of the nine-week averages (hardcopies of three, six, twelve, etc...week averages are recommended).

COMPUTATIONS:

The teacher must:

- Post all grades numerically in the grade book. All nine-week averages, semester and/or final exam grades and semester and/or term averages must be on a percentage basis from 0% to 100%. No grade over 100 will be accepted.
- Grades will be entered weekly for all subjects including Music, P.E., or other courses beginning the first week of school.
- Grades lower than a 50 at any progress report or report card period will trigger a response to intervention requirement for that student and subject. Teachers should complete an intervention plan for these students. This will ensure that every student receives the appropriate and necessary intervention in order to be successful.
- For each column and/or grade taken, the teacher must include a brief description of what the grade represents.
- Students served by special education resource or self-contained classes will adhere to a policy where all grades have equal weight.
- Any deviation from the regulations must be approved in writing by the campus principal prior to implementation.
- If any grade results in a decimal fraction of .5 or higher, the grade will be rounded to the next higher number.
- The reported grade given by the teacher is considered final. Teachers should be aware that student grading must be fair and consistent with both district and campus guidelines. Students and parents will be informed of grading procedures at the beginning of each course or year.

GRADE REPORTING:

- All students will receive a grade report in the form of a report card at the end of each nine week grading period.
- During the grading period, parents and students will be informed of the numerical grade in progress every three weeks.

ENGLISH READING: Grades 1 and 2

- There is no distinction between “daily” and “major” grades. All Curriculum Based Assessment (CBA) scores will be recorded in the grade book as two grades. End of nine-week DRA oral reading scores will be recorded in the gradebook and will count 20% of the overall reading grade. All other grades will only count once.
- Types of Reading grades:
 - **DRA Oral Reading Score**
 - DRA oral reading scores will be used to determine an end of nine-week grade for each student. DRA oral reading scores will be based on the district grading correlation chart, and will count as **20% of the Reading grade**.
 - To avoid extreme swings in grade point average from 3 to 6 to 9 weeks, the ending DRA oral reading score will be recorded as the beginning grade for the *next grading period*. This grade will be *changed* at the end of the nine week grading period when students are assessed again.
 - **Other Reading grades include:**
 - Comprehension grades
 - Word wall tests
 - Sentence formation/word study/making words
 - knowledge and usage of high frequency words
 - Textbook support materials

ENGLISH LANGUAGE ARTS: Grades 1 and 2

- Grammar and Composition count as 70% of the Language Arts grade
- Spelling counts as 20% of the Language Arts grade
- Handwriting counts as 10% of the Language Arts grade

Students served in Bilingual & Dual Language classrooms may receive grades in Spanish Reading and Spanish Language Arts as determined by the campus leadership and will adhere to the following guidelines:

SPANISH READING: Grade 1

- There is no distinction between “daily” and “major” grades.
- Each nine weeks, all Curriculum Based Assessment (CBA) scores will be recorded once in the gradebook.
- Types of Reading grades:
 - **Spanish EDL Oral Reading Score**
 - EDL oral reading scores will be used to determine an end of nine-week grade for each student. EDL oral reading scores will be based on the district grading correlation chart, and will count as **20% of the Reading grade**.
 - **Other Reading grades include:**
 - Comprehension grades
 - Word wall assessments
 - Sentence formation/word study/making words
 - Textbook support materials

SPANISH READING: Grade 2

- There is no distinction between “daily” and “major” grades.
- Each nine weeks, all Curriculum Based Assessment (CBA) scores will be recorded once in the gradebook.
- Types of Reading grades:
 - **Spanish EDL Oral Reading Score**

- EDL oral reading scores will be used to determine an end of nine-week grade for each student. EDL oral reading scores will be based on the district grading correlation chart, and will count as **20% of the Reading grade.**
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- **Other Reading grades include:**
 - Comprehension grades
 - Word wall assessments
 - Sentence formation/word study/making words
 - Textbook support materials

SPANISH LANGUAGE ARTS: Grades 1 and 2

- Grammar and Composition count as 70% of the Language Arts grade
- Spelling counts as 20% of the Language Arts grade
- Handwriting counts as 10% of the Language Arts grade

MATHEMATICS: Grades 1 and 2

- Tests, quizzes and daily grades will be recorded once.
- All CBAs will be recorded in the grade book twice.

SCIENCE AND SOCIAL STUDIES: Grades 1 and 2

Science and Social Studies will be recorded as separate grades.

- A teacher may choose which assignments to record as Science and Social Studies grades. Assignments can be selected from district adopted materials or other activities that meet the depth and rigor of the Science and Social Studies TEKS. Science and Social Studies are considered *separate subjects* in the statement on the next page concerning maximum and minimum number of grades.

MAXIMUM AND MINIMUM GRADES:

- Math and Language Arts will record a minimum of 9 grades and a maximum of 18 grades for each nine-week grading period. The range will be at least one grade per week to a maximum of 2 grades per week.
- Reading will have a minimum of 9 recorded grades and a maximum of 18 grades per nine-week grading period. One grade will be the end of the nine-week DRA or EDL oral reading score based on the district grading correlation chart and will count as 20% of the reading grade. Two grades will be the end of the nine-weeks CBA score. The remaining grades will be at teacher's discretion.
- Social Studies and Science will record a minimum of 4 grades for each subject with a maximum of 9 grades for each subject per nine-week grading period.

Grading Clarifications:

- CBAs should always be reviewed and corrected in class but grades will not be changed.
- Teachers should **not** use grading opportunities such as recording an extra 100 in the grade book or dropping the lowest grade to enhance a student's grade.

There will be no 1st or 2nd grade Progress Report issued at three weeks. A six-week progress report and a nine-week report card will be sent home. However, teachers must still adhere to the number of minimum and maximum grades listed below and should begin taking grades as soon as possible, even though progress reports are not issued.

PRIMARY PHYSICAL EDUCATION GRADING GUIDELINES

Policy: Grades are based on a student's participation and performance in the Texas Essential Knowledge and Skills (TEKS) for physical education. The TEKS include: social skills, motor skills; physical fitness components; individual, dual and team sports; leisure and lifetime activities.

A grade (90-100) is achieved when the student has met the following criteria:

1. Performs in all activities to the best of his/her ability and puts forth effort.
2. Demonstrates abilities to lead or to follow in structured and free time activities.
3. Listens and follows directions accurately and quickly.
4. Demonstrates self-control during all activities. Exhibits a sense of fair play and sportsmanship in dealing with others.
5. Demonstrates dignity and respect for authority and fellow students.
6. Follows the rules for safety and efficient class management.
7. Shows respect and responsibility in the handling and care of equipment.

B grade (80-89) is achieved when the student has met the following criteria:

1. Performs in most activities to the best of his/her ability and puts forth effort.
2. Demonstrates abilities to lead or follow in structured and free time activities.
3. Listens and follows all directions.
4. Demonstrates self-control during most activities. Exhibits a sense of fair play and sportsmanship in dealing with others.
5. Demonstrates respect for authority and fellow students.
6. Follows the rules for safety and efficient class management.
7. Shows respect and responsibility in the handling and care of equipment.

C grade (70-79) is achieved when the student has met the following criteria:

1. Performs in activities and puts forth effort with encouragement.
2. Demonstrates abilities to lead or to follow in structured and free time activities with with encouragement.
3. Requires extra directions.
4. Lacks self-control during some activities. Demonstrates difficulty in cooperating with others occasionally.
5. Shows lack of respect for authority and fellow students.
6. Demonstrates a need to be reminded often of the rules for safety and efficient class management.
7. Shows lack of responsibility in the handling and care of equipment.

F grade (69 or below) is achieved when the student has met the following criteria:

1. Lacks self-motivation and performance is below grade expectations.
2. Does not demonstrate abilities to lead or to follow in structured and free time activities.
3. Does not listen to or follow directions.
4. Has difficulty cooperating with others and demonstrating fair play. Lacks self-control on a daily basis.
5. Does not show respect for authority or fellow students.
6. Does not follow the rules for safety or efficient class management.
7. Demonstrates abusive behavior in the handling and care of equipment.

MUSIC

Policy: Grades are based on a student's participation and performance in the Texas Essential Knowledge and Skills (TEKS) for music. The TEKS includes music literacy, creative expressions, historical and cultural relevance, evaluation and response to music and musical performances.

The TEKS includes:

- The ability to describe, analyze, identify and categorize musical sound including voices and instruments.
- Use music terminology
- Identify musical forms
- Read and write musical notation (grades 1-5)
- Identify musical symbols, terms, and dynamics.
- Sing or play classroom instruments independently or in a group.
- Move alone or with others to a varied repertoire of music using gross motor skills.
- Explore new musical ideas through improvisation or composition.
- Create simple accompaniments.
- Examine music in relation to history and culture.
- Identify relationships between music and interdisciplinary concepts.
- Listen to, respond to, and evaluate musical performances.

A grade (90-100) is achieved when the student has met the following criteria:

1. Performs **all** activities to the best of his/her ability and puts forth effort.
2. Show improvement of skill and musicianship.
3. Listens and follows directions **accurately and quickly**.
4. Demonstrates self-control during **all activities**.
5. Demonstrates respect for authority and fellow students.
6. Shows respect and responsibility in caring for and handling musical instruments.

B grade (80-89) is achieved when student has met the following criteria:

1. Performs in **most** activities to the best of his/her ability and puts forth effort.
2. Shows improvement of skill and musicianship.
3. Listens and follows directions.
4. Demonstrates self-control during **most** activities.
5. Demonstrates respect for authority and fellow students.
6. Shows respect and responsibility in caring for and handling musical instruments.

C grade (70-79) is achieved when the student has met the following criteria:

1. Performs activities and puts forth effort **with encouragement**.
2. Shows little improvement of skill and musicianship.
3. Requires extra directions and is inconsistent. However, there is some evidence of ability the warrants a passing grade.
4. Shows **lack of** respect for authority and fellow students.
5. Demonstrates **a need to be reminded** of the classroom rules.
6. Shows **lack of** respect and responsibility in caring for and handling musical instruments.

F grade (69 and below) is achieved when the student has met the following criteria:

1. Lacks self-motivation and performance is below grade expectations.
2. Shows little interest in improving skills and or musicianship.
3. Does not listen or follow instructions.
4. Has difficulty cooperating with others.

5. Does not respect authority or fellow students.
6. Demonstrates abusive behavior in caring for and handling musical instruments.

Computations: Music

The Teacher Must:

- All grades must be posted numerically except for Kindergarten. All nine week averages, semester and or term averages must be on a percentage basis from 0% to 100%. No grade over a 100 will be accepted.
- All music grades will be entered weekly beginning the first week of school. There must be a minimum of 9 grades for each nine weeks.
- A student's ability to earn extra credit will be limited to the following criteria:
 - Allow student to earn an extra 5 points for program performances.
- Teachers should not use extra credit as opportunities to add an extra 100 in the grade book or to replace a low grade.
- The reported grade given by the teacher is considered final. Teachers should be aware that student grading must be fair and consistent with both the district and campus guidelines. Students will be informed of grading procedure at the beginning of each year.

MAXIMUM AND MINIMUM GRADES:

- All subjects will record a minimum of 9 grades and a maximum of 18 grades for each nine-week grading period. The range will be at least one grade per week to a maximum of 3 grades per week.

Conduct and Work Habits: *Grades for these subjects will be based on the following scale:*

E = Excellent (above grade level expectations)

S = Satisfactory (on-level of grade expectations)

N = Need Improvement

U = Unsatisfactory

***Retesting procedures/make-up work:** According to Lufkin I.S.D. Board Policy, students who miss work in class due to an absence are permitted to make up the work. Teacher discretion should be used depending upon the age of the student and the nature of the assignment missed. The following schedule is a suggestion for establishing a due date for make-up assignments:

- 1st day absence- day following return to school
- 2nd day absence- 2 days after return to school
- 3rd day absence- 3 days after return to school
- 4th day absence- 4 days after return to school

Do not record grades above 100.

Lufkin Virtual Learning Academy Grading

As required by TEA, "school grading policies for remote student work must be consistent with those used before COVID for on campus assignments." The LVLA will follow all district grading guidelines.