

LUFKIN ISD
ELEMENTARY GRADING GUIDELINES
Grades 3, 4, and 5

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 weeks 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., Conduct, or other courses.
- 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 3, 4, and 5

- Daily work such as in class assignments, quizzes, and teacher created assessments will be recorded as one daily grade.
- Each CBA and Benchmark will be recorded twice. The first grade will be the original grade. The second grade may be improved up to a 70 with corrections done independently in class.
- Universal Screeners which are used for diagnostic purposes given at the beginning, middle, and end of year (ie. STAR) will not be recorded as a grade.
- Daily Assignments may include, but are not limited to, the following:
 - Oral reading, supported by running records documentation
 - Vocabulary
 - Focused skills (per curriculum)
 - STAAR reading passages
 - Selection tests from basal readers
 - Accelerated reader
 - Projects/book reports-these take more time and therefore, the grade may be counted twice at the conclusion of the project
 - Novel studies/book clubs/literacy clubs
 - Reader response journal entries
 - Participation in class discussions

ENGLISH LANGUAGE ARTS: grades 3, 4, and 5

- Spelling will make up 10% of the Language Arts grade.
- Grammar, Composition, and Handwriting will make up 90% of the Language Arts grade.
 - Typical grades are taken for daily assignments and occasional tests
 - Compositions are much like project grades because they are a multi-day process.
 - Upon completion, a composition may be recorded twice
 - The use of a rubric to document progress and record incremental grades throughout the process is encouraged
 - Handwriting grades may be taken from:
 - Spelling tests
 - Occasional daily assignments
 - Handwriting can also be evaluated in other academic applications
 - Penmanship should not be graded in isolation, but should be considered as part of a writing composition rubric

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: grades 3, 4, and 5

- CBAs and/or EDLs and the Benchmark will be recorded as two daily grades.
- Daily work such as in class assignments, quizzes, and teacher created assessments will be recorded as one daily grade.
- Daily Assignments may include, but are not limited to, the following:
 - Oral reading, supported by running records documentation
 - Vocabulary
 - Focused skills (per curriculum)

- STAAR reading passages
- Selection tests from basal readers
- Accelerated Reader
- Projects/book reports-these take more time and therefore, the grade may be counted twice at the conclusion of the project
- Novel studies/book clubs/literacy clubs
- Reader response journal entries
- Participation in class discussions

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 - Handwriting grades may be taken from:
 - Spelling tests
 - Occasional daily assignments
 - Handwriting can also be evaluated in other academic applications
 - Penmanship should not be graded in isolation, but should be considered as part of a writing composition rubric

MATH: Grades 3, 4, and 5

- Daily work such as in class assignments, quizzes, and teacher created assessments will be recorded as one daily grade.
- Each CBA will be recorded twice. The first grade will be the original grade. The second grade may be improved up to a 70 with corrections done independently in class.
- Each Benchmark will be recorded twice on taught objectives. The first grade will be the original grade. The second grade may be improved up to a 70 with corrections done independently in class.

SCIENCE: Grades 3, 4, and 5

- Daily work such as in class assignments, lab work, quizzes, and teacher created assessments will be recorded as one daily grade.
- Science Labs: a minimum of one lab grade per week is recommended.
- Each CBA will be recorded twice. The first grade will be the original grade. The second grade can be improved up to a 70 from corrections done independently in class.
- Each Benchmark will be recorded twice on taught objectives. The first grade will be the original grade. The second grade can be improved up to a 70 from corrections done independently in class.

SOCIAL STUDIES: Grades 3, 4, and 5

- Recorded grades in Social Studies may come from the following:
 - Weekly reader/Texas Studies Weekly
 - STAAR formatted passages that may be applicable to Social Studies

- Projects: these grades may be recorded twice in most cases

ELEMENTARY 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 direction.
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 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 students ability to earn extra credit will be limited to the following criteria:
 1. Allow student to earn and 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.

Minimum and Maximum number of grades

All subjects agree that at least one grade should be recorded in each subject area per week with no more than 4 grades for any one subject area to be recorded per week. The number of grades taken would then range from a minimum of 9 to a maximum of 18 per 9-week grading period.

***Extra credit**

Extra credit will be limited to the following categories:

- Allow for students to earn 5 bonus points on individual tests such as a bonus spelling word.
- Test corrections are allowed, but the highest grade earned after corrections should be no more than a 70.

Teachers should **not** use extra credit opportunities such as adding an extra 100 in the grade book or dropping the lowest grade.

*** Conduct and Work Habits**

The **Conduct and Work Habits** grade is used to communicate the behavior, cooperation, promptness, and work/study habits of the student. A numerical grade will be given for the combined **Conduct and Work Habits** grade. *Conduct* counts 50% and *Work Habits* counts 50% of the combined grade. A student will begin each week with 100 points for *Conduct* and 100 points for *Work Habits*. Points will be deducted from each area weekly based upon teacher observation and will not exceed 10 points per infraction with the exception of office referrals. A referral to the office will result in the deduction of 20 points for the week in *Conduct*. At the end of each week, the teacher will record the numeric grade for *Conduct* and the numeric grade for *Work Habits*. The final nine week grade in **Conduct and Work Habits** will be the average of the nine weekly scores in *Conduct* (50%) and the nine weekly scores in *Work Habits* (50%).

- Conduct grade deductions should reflect personal behavior such as:
 - Does not practice self discipline

- Does not follow classroom rules
 - Does not work well with others
 - Does not show respect
 - Does not accept correction
 - Does not accept responsibility for actions
 - Does not control talking
- Work Habits grade deductions should reflect study habits such as:
 - Incomplete or late work
 - Does not stay on task when doing assignments
 - Is not organized
 - Does not follow oral or written directions
 - Does not work to his/her ability
 - Tardies and absences are affecting work
 - Does not attend tutorials or extended day
 - Does not complete homework
 - Does not work independently

The campus principal should establish campus guidelines and expectations for the Conduct and Work Habits grade and participation in field trips.

***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 and importance of the assignment missed.*

The following schedule is a suggestion for establishing a due date 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. LVLA courses that are eligible for high school credit will count toward a students’ GPA and class rank.