
2024-2025 Elementary Grading Guidelines (PK-5)

Waxahachie Independent School District

The purpose of the grading guidelines is to ensure that grading practices are consistent among grade levels, subjects, and campuses. These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the average grade assigned.

Unit Learning Plans

Unit Learning Plans (ULPs) will be aligned with WISD's curriculum Pacing Guides and the HQIM district resources. ULPs must include scaffolds and extensions for students based on their needs. Teachers will adhere to the District pacing guides and ULP format which is aligned with content frameworks and HQIM resources.

Grade Reporting Categories

Independent Practice - classwork and daily work

Assessment - assessments and major projects for all content areas as well as writing assignments in ELAR, and labs in science.

Independent Practice grades and Assessment grades are weighted equally in the final grade. (50%/50%)

All teachers will utilize the grade reporting percentages listed. These standards may not be modified in Skyward. All assignments must be on the 0-100 point scale (grades 1-5).

Minimum Number of Grades Required per Grading Period

	Independent Practice	Assessments
Language Arts and Reading	6 *	3 *
Mathematics	5	2
Science	5	2
Social Studies	5	2

Any specials classes (Music, P.E., Technology, Art, and Theatre) will be recorded with an "S" for Satisfactory =70% or above, or an "N" for Needs Improvement = 69% or below. Grades given by specials teachers will be based on progress toward meeting the TEKS for each curricular area.

Conduct grades will be recorded as E (Excellent), S (Satisfactory), N (Needs Improvement) or U (Unsatisfactory). Campus criteria will be established for each category. The conduct grade is given by the homeroom teacher.

*A minimum of 1 writing assignment must be entered as a writing grade in this category

Grade Entry

All assignment grades must have a specific title of assignment and have a TEKS-based Student Expectation listed in the Skyward Gradebook program.

An assignment grade may only be entered one time in the content area.

Timeline for Posting Grades in Gradebook/Family Access

Teachers must post grades into Skyward no later than 5 school days from the day the assignment(s) were completed or turned in, with the exception of major projects or essays which must be posted no later than 10 school days.

Exceptions will be given to assignments that include a written component which would require additional grading time from a teacher. Such assignments may include but are not limited to research papers, written compositions, data-based inquiries, etc. Teachers will communicate an intended timeline for grade posting.

Progress Reports

Progress Reports will be sent to parents/guardians on designated dates as posted on the WISD Grade Reporting Timeline. A minimum of 2 Independent Practice grades and 1 Assessment/Major Project grade will be included on each progress report for grades 1-5.

Progress reports will be in accordance with board policy and standards established in EIA (LOCAL)

- A teacher shall document efforts to contact the parent of any student with a grade of 74 or below on a progress report. In addition, conferences shall be scheduled on the campus calendar and may be requested by a teacher or parent as needed.
- 1st graders will not receive a progress report during the first 6 weeks.

Report Cards

The District shall issue report cards every six weeks as posted on the WISD Grade Reporting Timeline. The actual numerical grade earned shall be recorded in the student's permanent cumulative records for grades 1-5.

In 1st grade on report card #1, students will receive a minimum of 4 independent practice grades and 1 assessment grade in each subject to provide a transition to the numeric grading system.

PK and Kindergarten students will utilize a standards-based report card. The standards-based report card will include information on the specific standards that need to be mastered in the four core subjects of language arts, math, science, and social studies. Additionally, parents are to receive information indicating reading skills that will include reading level, fluency, and comprehension.

Academic Dishonesty

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. Depending on the severity of the incident, consequences may include repeat of the assignment, grade reduction, grade of zero, and other disciplinary action as appropriate. EIA (LOCAL)

Re-Do or Re-Take of Class Assignments, Projects, and Tests

A student who meets the criteria detailed in the grading guidelines will have a reasonable opportunity to redo a class assignment, project, or re-take a test for which the student received a failing grade (below 70%). The following criteria may be considered when determining the opportunity to redo a major assignment, major project or test:

WISD Board Policy EIA (LEGAL) and EIA (LOCAL)

1. Students may not be permitted to redo a class assignment, project, or test if they received a grade of zero or a reduced grade on the original assignment because they were found to have committed an act of academic dishonesty
2. Students must participate in any reasonable reteach or reviewing activities assigned by the teacher in preparation for redoing an assignment, major project or test at the agreed upon time. The teacher will strive to complete the re-teach/re-test process before school, after school, during campus-wide intervention time, or during class.
3. Students will be allowed to demonstrate proficiency of learning objectives by means of a re-teach activity or re-test for a maximum grade of 70%.
4. Upon the completion of the re-do or re-test, the two grades will be reviewed. The higher grade of the two grades (not the average) will be recorded in Skyward Gradebook. A score of a 70-100% on the re-test should be recorded as a 70% in the grade book.
5. Students will have 5 school days from the date the assignment, project or test was graded and returned to the students to complete the re-teach/re-test process.

Late Work

The operational definition of late work is when a student has been provided adequate time and instruction to complete student work and has not completed the assigned work by the assigned time and date.

A teacher may choose to provide a different independent practice activity to ensure that the student has adequate practice on the skill or concept.

Students with extended time accommodations written into their IEPs, 504 plans, and LPAC documentation will be addressed on an individual basis.

Must document parent contact when a student has an assignment that is overdue by more than 7 days.

Make-Up Work

Students who are absent will be permitted to make up regular class work, including tests and receive the actual grade earned. Students are given the number of days absent to make up all work assigned in their absence. Students will be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher.

The District will not impose a grade penalty for makeup work after an absence resulting from suspension.

Multi-Tiered System of Supports (MTSS)

WISD teachers will provide high quality core instruction. If a student is unsuccessful with grade level core instruction, the teacher will collaborate with their grade level team to determine grade level tier 2 interventions to provide in the classroom in addition to the core instruction. After a period of time if it is determined

through assessments that a student is lacking prerequisite skills for grade level content, the teacher will request help from the campus Multi-Tiered System of Support team (MTSS) for Tier III interventions.

The campus level MTSS team is composed of an administrator, counselor, and content teacher. Parents may also be invited to attend campus MTSS team meetings. Other WISD staff members may be invited to attend based on the needs of the students. The campus MTSS team may recommend that the teacher(s) implement specific targeted interventions based on the difficulties the student is experiencing. If a student is receiving tier III interventions, parents will be notified by a face-to-face conference or through a phone call and documentation will be recorded. The teacher(s) will collect data to determine the student's response to the intervention (progress monitoring) and will periodically report the results to the MTSS team.

Ultimately, if the interventions do not result in improved student performance, the MTSS team may recommend that the parents provide consent for the district to conduct a full individual evaluation under the Individuals with Disabilities Education Act (IDEA) or an assessment under Section 504 of the Rehabilitation Act.

Students with Disabilities (Special Education/Section 504)

If a student is in special education or is identified as a Section 504 student, testing methods must allow the student to demonstrate certain knowledge and skills regardless of his/her disability. If alternative methods of testing are required, it should be documented in the accommodations section of the Individual Education Plan (IEP) or Section 504 Individual Accommodation Plan (IAP). All teachers working with the student should be aware of these accommodations and shall follow the IEP or 504 accommodations as indicated.

Promotion Guidelines for Grades PK– 5

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. EIE (LEGAL)

Grades PK-K: Progress of students in kindergarten will be reported on a standards-based report card. The standards-based report card will include information on the specific standards that need to be mastered in the four core subjects of language arts, math, science, and social studies. Additionally, parents are to receive information indicating reading skills that will include reading level, fluency, and comprehension.

In grades 1–3, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in English language arts/reading and mathematics and either science or social studies. EIE (LOCAL)

In grades 4–5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in English language arts/reading, mathematics, science, and social studies. EIE (LOCAL)