



Klein ISD

Kindergarten - Second Grade

Early Childhood

What is Standards-Based Grading?

Standards-based grading is based on the mastery of standards. In Texas, our standards are determined by the Texas Education Agency. The Texas standards are called the Texas Essential Knowledge and Skills and are often abbreviated and referred to as TEKS. These standards describe knowledge or skills that every student should learn and be able to do at the end of each grade level.

Standards-based grading reports a student's proficiency level for individual skills within that content area. In Klein ISD, we utilize a 4 point grading scale. Please note that a score of 3 indicates that a student demonstrates understanding of the standard. In order for a student to achieve Mastery with a 4, the student must demonstrate and apply the standard.

All Klein ISD elementary campuses utilize the same Standards-Based Grading Rubrics in order to determine report card grades. Some standards are evaluated with a required assessment activity. Other standards are evaluated based on teacher observations and anecdotal evidence.

How does Standards-Based Grading support student learning in grades K-2?

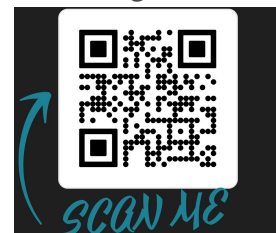
- Early Childhood is defined as a time between birth and age 8.
- Students have a learning path to follow that starts in kindergarten and finishes in second grade. When we segment second grade from K-1, we fragment that learning continuation.
- Second grade provides the continuation of learning and solidifies the K-2 foundational skills students' gained.
- K-2 students are learning to read so they can read to learn when they get to third grade.
- Promotes high expectations for all students.

Standards-Based Grading Scale

Grades K-2 utilize a 4-point scale. Classroom assignments are opportunities for students to practice and demonstrate mastery of skills. The grade is a snapshot in time of student's current skill level. The assigned level is based entirely on data provided by assignments, assessments, student conferences and observations.

Level	Descriptors for Each Level
4 Masters	The student demonstrates and applies an understanding of the standard independently.
3 Meets	The student demonstrates an understanding of the standard independently.
2 Approaches	The student demonstrates some understanding of the standard with adult assistance.
1 Does Not Meet	The student is not yet able to demonstrate an understanding of the standard with adult assistance.

Klein ISD
Standards-Based
Grading Website



Benefits of Standards-Based Grading:

For Students:

- Learning Targets are clearly defined with state standards.
- Provides more specific feedback to students, so teachers are able to deliver targeted instruction based on students' strengths and weaknesses.
- Shifts the focus toward mastery of essential learning standards and away from the accumulation of points toward a grade on a report card.
- Promotes improved student learning, character development and academic success.
- Fosters student ownership of education by enabling them to identify areas of improvement, engage in their learning and self-direct their activities.

For Families:

- Report cards provide clarity and have more meaning.
- Provides more specific feedback to families, so teachers are able to deliver targeted instruction based on students' strengths and weaknesses.
- Families are empowered to increase their child's confidence and help their student set goals.
- Effort and behavior are essential, but are not part of the student's academic grade and are communicated separately.
- Increases consistency in grading practices and criteria across teachers and schools.

For Teachers:

- Provides more specific feedback to teachers, so teachers are able to deliver targeted instruction based on students' strengths and weaknesses.
- Aligned expectations and standards across grade levels in every subject area.
- Assessment results help teachers determine when students need extra help and when they need more challenging work.
- Scores are recorded by the critical component rather than by categories, such as tests or homework.

	Q1	Q2	Q3	Q4
English Language Arts/Reading				
Foundational Skills				
Blends sounds to form one-syllable words				
Segments spoken one-syllable words into individual sounds				
Reads words with blends, digraphs and trigraphs (Q1) Digraphs (Q2 & Q3) Digraphs & Blends (Q4) Digraphs, Blends and Trigraphs				
Reads words with closed, open, VCe, vowel teams and r-controlled syllables(Q1) Closed(Q2) Closed, VCe(Q3) Closed, VCe, Open, R-Controlled(Q4) Closed, VCe, Open, R-Controlled, Vowel teams				
Identifies and reads at least 100 high-frequency words				
Spells words with closed, open, VCe, vowel teams and r-controlled syllables(Q1) Closed(Q2) Closed, VCe(Q3) Closed, VCe, Open, R-Controlled(Q4) Closed, VCe, Open, R-Controlled, Vowel teams				
Spelling words using sound-spelling patterns				
Reading				
Retells texts				
Describes the main character and reasons for their actions				
Describes plot elements				
Recognizes characteristics and structures of informational text				
Writing				
Plans a draft by generating ideas				
Develops a draft by organizing with structure				
Revises drafts by adding details				
Edits drafts using complete sentences with subject-verb agreement				
Edits drafts including capitalization and the pronoun "I"				
Edits drafts including punctuation marks				

Standards stay open all year once the window opens on the report card. A white box represents an open window.

Teachers will place a 4, 3, 2, or 1 in each white box, each quarter, informing you of your child's level of proficiency.