



K-5 Grading Practices 2024-2025

FISD Strategic Plan Goal 2: We will redefine the measure of student success.

FISD Grading True North (Beliefs about grading in FISD established in Spring 2021 and revised in 2022 and 2023)

Grade	Reading/Writing/Language (ELA)	Math	Science	Social Studies
Kindergarten	<p>Standards Based (ongoing evidence collection through teacher created rubrics and checklists) *minimum weekly communication of progress on standards to parents</p> <p>(2-3 pieces of evidence should be communicated each nine weeks per progression)</p> <p>*For the reading comprehension priority topics (literary and informational), only 2 forms of evidence are required per nine weeks due to the nature of when they are taught in each nine weeks.</p>	<p>Standards Based (ongoing evidence collection through teacher created rubrics and checklists) *minimum weekly communication of progress on standards to parents</p> <p>(2-3 pieces of evidence should be communicated each nine weeks per progression)</p>	<p>Standards Based (ongoing evidence collection through teacher created rubrics and checklists) *minimum weekly communication of progress on standards to parents</p> <p>(2-3 pieces of evidence should be communicated each nine weeks per progression)</p>	<p>Standards Based (ongoing evidence collection through teacher created rubrics and checklists) *minimum weekly communication of progress on standards to parents</p> <p>(2-3 pieces of evidence should be communicated each nine weeks per progression)</p>
1st grade	<p>Standards Based (ongoing evidence collection through teacher created rubrics and checklists) *minimum weekly communication of progress on standards to parents</p> <p>(2-3 pieces of evidence should</p>	<p>Standards Based (ongoing evidence collection through teacher created rubrics and checklists) *minimum weekly communication of progress on standards to parents</p> <p>(2-3 pieces of evidence should</p>	<p>Standards Based (ongoing evidence collection through teacher created rubrics and checklists) *minimum weekly communication of progress on standards to parents</p> <p>(2-3 pieces of evidence</p>	<p>Standards Based (ongoing evidence collection through teacher created rubrics and checklists) *minimum weekly communication of progress on standards to parents</p>

	<p>be communicated each nine weeks per progression)</p> <p>*For the reading comprehension priority topics (literary and informational), only 2 forms of evidence are required per nine weeks due to the nature of when they are taught in each nine weeks.</p>	<p>be communicated each nine weeks per progression)</p>	<p>should be communicated each nine weeks per progression)</p>	<p>(2-3 pieces of evidence should be communicated each nine weeks per progression)</p>
<p>2nd grade</p>	<p>Standards Based (ongoing evidence collection through teacher created checkpoints, assignments, and common assessments) *minimum weekly communication of progress on standards to parents</p> <p>(4 common pieces of evidence should be loaded in Skyward per nine weeks per progression. 2 of these pieces should be common across the grade level and 2 can be unique to the classroom/teacher.)</p> <p>*For the reading comprehension priority topics (literary and informational), only 2 forms of evidence are required per nine weeks due to the nature of when they are taught in each nine weeks.</p>	<p>Standards Based (ongoing evidence collection through teacher created rubrics and checklists) *minimum weekly communication of progress on standards to parents</p> <p>(4 common pieces of evidence should be loaded in Skyward per nine weeks per progression. 2 of these pieces should be common across the grade level and 2 can be unique to the classroom/teacher.)</p>	<p>Standards Based (ongoing evidence collection through teacher created rubrics and checklists) *minimum weekly communication of progress on standards to parents</p> <p>(4 common pieces of evidence should be loaded in Skyward per nine weeks per progression. 2 of these pieces should be common across the grade level and 2 can be unique to the classroom/teacher.)</p>	<p>Standards Based (ongoing evidence collection through teacher created rubrics and checklists) *minimum weekly communication of progress on standards to parents</p> <p>(4 common pieces of evidence should be loaded in Skyward per nine weeks per progression. 2 of these pieces should be common across the grade level and 2 can be unique to the classroom/teacher.)</p>
<p>3rd grade</p>	<p>Standards Based (ongoing evidence collection through teacher created checkpoints, assignments, and common assessments) *minimum weekly</p>	<p>Standards Based (ongoing evidence collection through teacher created checkpoints, assignments, and common assessments) *minimum weekly</p>	<p>Standards Based(ongoing evidence collection through teacher created checkpoints, assignments, and common assessments) *minimum weekly</p>	<p>Standards Based (ongoing evidence collection through teacher created checkpoints, assignments, and common assessments)</p>

	<p>communication of progress on standards to parents</p> <p>(4 common pieces of evidence should be loaded in Skyward per nine weeks per progression. 2 of these pieces should be common across the grade level and 2 can be unique to the classroom/teacher.)</p> <p>*For the reading comprehension priority topics (literary and informational), only 2 forms of evidence are required per nine weeks due to the nature of when they are taught in each nine weeks.</p>	<p>communication of progress on standards to parents</p> <p>(4 common pieces of evidence should be loaded in Skyward per nine weeks per progression. 2 of these pieces should be common across the grade level and 2 can be unique to the classroom/teacher.)</p>	<p>communication of progress on standards to parents</p> <p>(4 common pieces of evidence should be loaded in Skyward per nine weeks per progression. 2 of these pieces should be common across the grade level and 2 can be unique to the classroom/teacher.)</p>	<p>*minimum weekly communication of progress on standards to parents</p> <p>(4 common pieces of evidence should be loaded in Skyward per nine weeks per progression. 2 of these pieces should be common across the grade level and 2 can be unique to the classroom/teacher.)</p>
4th grade	<p>Standards Based (ongoing evidence collection through teacher created checkpoints, assignments, and common assessments)</p> <p>*minimum weekly communication of progress on standards to parents</p> <p>(4 common pieces of evidence should be loaded in Skyward per nine weeks per progression. 2 of these pieces should be common across the grade level and 2 can be unique to the classroom/teacher.)</p> <p>*For the reading comprehension priority topics (literary and informational), only 2 forms of evidence are required per nine weeks due to the nature of when</p>	<p>Standards Based (ongoing evidence collection through teacher created checkpoints, assignments, and common assessments)</p> <p>*minimum weekly communication of progress on standards to parents</p> <p>(4 common pieces of evidence should be loaded in Skyward per nine weeks per progression. 2 of these pieces should be common across the grade level and 2 can be unique to the classroom/teacher.)</p>	<p>Standards Based (ongoing evidence collection through teacher created checkpoints, assignments, and common assessments)</p> <p>*minimum weekly communication of progress on standards to parents</p> <p>(4 common pieces of evidence should be loaded in Skyward per nine weeks per progression. 2 of these pieces should be common across the grade level and 2 can be unique to the classroom/teacher.)</p>	<p>Standards Based (ongoing evidence collection through teacher created checkpoints, assignments, and common assessments)</p> <p>*minimum weekly communication of progress on standards to parents</p> <p>(4 common pieces of evidence should be loaded in Skyward per nine weeks per progression. 2 of these pieces should be common across the grade level and 2 can be unique to the classroom/teacher.)</p>

	they are taught in each nine weeks.			
5th grade	<p>Standards Based (ongoing evidence collection through teacher created checkpoints, assignments, and common assessments) *minimum weekly communication of progress on standards to parents</p> <p>(4 common pieces of evidence should be loaded in Skyward per nine weeks per progression. 2 of these pieces should be common across the grade level and 2 can be unique to the classroom/teacher.)</p> <p>*For the reading comprehension priority topics (literary and informational), only 2 forms of evidence are required per nine weeks due to the nature of when they are taught in each nine weeks.</p>	<p>Standards Based (ongoing evidence collection through teacher created checkpoints, assignments, and common assessments) *minimum weekly communication of progress on standards to parents</p> <p>(4 common pieces of evidence should be loaded in Skyward per nine weeks per progression. 2 of these pieces should be common across the grade level and 2 can be unique to the classroom/teacher.)</p>	<p>Standards Based (ongoing evidence collection through teacher created checkpoints, assignments, and common assessments) *minimum weekly communication of progress on standards to parents</p> <p>(4 common pieces of evidence should be loaded in Skyward per nine weeks per progression. 2 of these pieces should be common across the grade level and 2 can be unique to the classroom/teacher.)</p>	<p>Standards Based (ongoing evidence collection through teacher created checkpoints, assignments, and common assessments) *minimum weekly communication of progress on standards to parents</p> <p>(4 common pieces of evidence should be loaded in Skyward per nine weeks per progression. 2 of these pieces should be common across the grade level and 2 can be unique to the classroom/teacher.)</p>

* 504 and IEP paperwork is individualized to meet students' needs and must be followed as outlined in the ARD meeting.

**Evidence should be updated in Skyward at least every other week to reflect most recent levels of mastery.