



LEWISVILLE ISD

ELEMENTARY
CURRICULUM



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LEWISVILLE ISD

OUR VISION

All students are confident, equipped with the knowledge and skills to thrive and adapt for their future.

OUR MISSION

Engaging and inspiring learners and leaders.

CURRICULUM

❖ **TEXAS ESSENTIAL KNOWLEDGE AND SKILLS**

TEKS are those state-mandated skills that comprise a well-balanced curriculum. The TEKS (standards) provide the core of our curriculum in the LISD. However, curricular programming is not limited to the TEKS. LISD is committed to providing educational programs that will permit all children to develop their abilities and aptitudes to the fullest extent possible. The state of Texas legally prohibits the use of Common Core Standards in the design of our curriculum.

The LISD curriculum is designed to reflect the backwards design philosophy of *Understanding By Design*, written by Jay McTighe and Grant Wiggins. This philosophy ensures that the state expectations for each unit are well aligned to the assessments and activities provided. The LISD curriculum is provided to teachers through the online tool Canvas. Each unit of study includes

- A unit summary of key concepts and expectations for the unit.
- The learning goals based on the TEKS, along with vocabulary and supportive documents for deeply understanding the TEKS.
- Evidence of learning and assessment options, including performance tasks that assess student understanding at high levels.
- A suggested Learning Plan including district-approved resources and activities to be used to reach the non-negotiable learning goals identified for the unit.

Texas Education Code requires student mastery of the TEKS to be closely monitored and the need for remediation determined. The teacher will use a variety of assessment tools/methods to evaluate student mastery of the TEKS.

EVIDENCE OF STUDENT LEARNING/GRADING & ASSESSMENT

*Refer to EIA (Legal), EIA (Local), EIC (Local), EIE (Local), TEC 28.0216

Purpose of Grades/Grading Guidelines

The primary purpose of grades is to measure and communicate what a student knows, understands, and can do as a result of the student's learning; a secondary purpose for grades is to provide teachers with information for instructional planning. Additionally, grading guidelines promote consistency in grading practice throughout the district. The following guidelines will be in place at every campus. Utilizing the following guidelines, campus leadership will meet with each department and/or grade level to establish further grading best practices that focus on student learning. (EIA Local) These campus meetings ensure consistency throughout departments and/or grade levels and standardization throughout on-level coursework. Guidelines for grading shall be clearly communicated to teachers, students, and parents (EIA Local).

*Grades should be entered into the electronic grade book viewable to parents in a timely manner. Providing feedback to students and parents is critical in the learning process and should be transparent. Students should have a reasonable opportunity to know their accurate average in their class/course/subject within a timeframe that allows for following the re-teach/re-test policy and an opportunity to recover learning. This means that teachers should record grades in a timely manner. Generally, this means that teachers should enter grades for a given assignment no later than a week after the assignment's due date. Teachers should ensure that all grades they intend to include in a given grading period are entered prior to the period's grade submission deadline.

Student Expectations

Each student is expected to:

- Attend all classes: regularly and on time.
- Prepare for each class. Take appropriate materials and assignments to class.
- Maintain honesty and integrity in all issues regarding school work and interaction with teachers and administrators.

Students 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. (EIA Local)

Grades as Reflection of Student Work

Grades must reflect a student's relative mastery of a concept/learning goal. There must be a sufficient number of grades taken to support the grade average assigned (EIA Legal/Local). Grades entered for academic work must reflect student achievement and communicate progress to parents. Grades should NOT be given for returning signed papers, attending school functions/events, bringing supplies, etc.

In Lewisville ISD, no "minimum grade" will be assigned regardless of the quality of student work, product, or demonstrated mastery. Teachers shall record the actual grade a student earns; there is no minimum grade (EIA Legal/TEC 28.0216). Grades will not be reduced for disciplinary reasons. Grade penalties are specifically covered in the "Grade Penalties" section below.

Because student learning is our non-negotiable goal, we encourage teachers to examine the ability of the student to recover from failing work before assigning a numerical grade. Teachers know their students and are aware of the impact a non-recoverable grade can have on student learning, engagement and participation in the class.

Frequency/Number of Grades

The sufficient number of grades for each reporting period is defined below by grade level. The minimum number of grades required is differentiated for elementary, middle, and high schools.

Grade Penalties

Late Projects:

- Teachers may assign a late penalty to any project turned in after the due date in accordance with previously established guidelines approved by the principal and disseminated to students.

Absences and Suspensions:

- Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time.
- An "M" for "missing" shall be recorded for absences, whether excused or unexcused, and students will be given a reasonable amount of time to learn the missed material and demonstrate mastery. It is recommended that the length of absence should determine the amount of time given for

make-up work. For example 3 days of absence equals 3 days to make up work. A teacher may make exceptions for extenuating circumstances.

- The grade for make-up work after an unexcused absence shall be zero.
- The district shall not impose a grade penalty for make-up work after an absence because of suspension.

Failing to Follow Procedures:

- Grade penalties may not be applied for failing to follow classroom procedures (for example, no name on paper, failing to turn assignment into the correct location, writing on only one side of paper, not having the proper supplies for class), except in the case of late work as described above and in compliance with campus late work policies. This does not apply to failing to follow procedures required for completing a project, task, or assignment.

Academic Dishonesty

- Students 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 (EIA Local)

ELEMENTARY GRADING DETAILS

Standards Based Report Card

Pre-Kindergarten and Kindergarten

Standards Based Grading provides the foundation for reporting student progress and achievement in Pre-Kindergarten and Kindergarten. Student learning is based on standards established by the Texas Pre-K Guidelines and Texas Essential Knowledge and Skills. Assessment of student learning occurs through teacher observation of students engaged in individual, partner, small group, and whole group activities that occur throughout authentic classroom experiences. Multiple samples or photographs of student work, anecdotal notes and/or skill checklists are reviewed by teachers at the end of each grading period for comparison to end of year criteria established in the LISD Grading Continuum. The district does not have a requirement for a minimum/maximum number of grades to be recorded for kindergarten students. Teachers are to gather information on student performance and report progress according to the Kindergarten Grading Continuum. The document can be found in the LISD curriculum and provides descriptors for ratings of Met Standard, Still Practicing Standard, or Not Yet Demonstrating Standard for each standard on the report card.

First Grade

Standards Based Grading provides the foundation for reporting student progress and achievement in First Grade. Student learning is based on standards established by LISD Curriculum and Texas Essential Knowledge and Skills. Assessment of student learning occurs through teacher observation of students engaged in individual, partner, small group, and whole group activities that occur throughout authentic classroom experiences. Multiple samples or photographs of student work, anecdotal notes and/or skill checklists are reviewed by teachers at the end of each grading period for comparison to end of year criteria established in the LISD Grading Continuum. The district does not have a requirement for a minimum/maximum number of grades to be recorded for first grade students. Rubrics will be utilized to assess student progress and provide feedback.

Please refer to the following website for more information related to the First Grade Standards Based Report Card.

<https://www.lisd.net/Page/18497>

Re-teach/Re-Assess/Re-Grade

- o The rating of N indicates the student is not demonstrating the standard and may require re-teaching/re-assessment and/or further practice opportunities in order to make progress.
- o Students must be re-taught through small group, tutoring, peers teaming, etc., before re-assessment. Re-teaching strategies include, but are not limited to use of alternate and differentiated materials, collaborative/cooperative learning, hands-on and subject appropriate manipulative materials, computer-assisted/online instruction, multi-sensory teaching techniques, and presentation of materials in a modified modality. (visual aides, taped reading materials, etc.)

ELEMENTARY GRADES (2-5)

Content	Total Number of Grades	Minimum Allotment	
		Minor	Major
Math	6	3	3
Science	6	3	3
Social Studies	6	3	3
Reading ELA	6	3	3
Spelling/Word Study	6	6	0
Written Composition	6	3	3

Grades 2-5

- Major Grades – A minimum of three major grades per nine week grading period in each of the following: Reading, Written Composition, Math, Science/Health, and Social Studies.
 - Performance tasks/performance based assessment
 - Content exams (including performance based content tasks/assessments)
 - Research projects/papers (final product)
 - Special projects (performances, speeches, presentations)
 - Multi-media student created work
 - Written compositions
 - Portfolios
- Minor Grades – A minimum of three minor grades per nine-week grading period in each of the following: Reading, Written Composition, Spelling, Math, Science/Health and Social Studies
 - Interim work for projects/performance based assessments
 - Hands-on activities/labs
 - Class/group work learning (cooperative learning, etc.)
 - Learning centers/workstations
 - Lab reports
 - Computer activities
 - Notebooks
 - Word study (tests or assignments)
 - Quizzes
 - Journals
 - Writing process (prewriting, drafting, revising, editing, publishing)
 - Informal compositions
 - Portfolios
 - Speech/communication/presentation skills
- Re-teach/Re-Assess/Re-Grade
 - The district shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade (EIA Legal/Local)
 - If a student earns a grade below a 70 on a major grade, the teacher must re-teach, then re-assess.
 - After the re-teach/re-assess, the higher of the two grades will be assigned, with the maximum possible score of 70.
 - In order to receive re-assessment options, students must turn in major grade assignments by the actual due date.
 - Students must be re-taught through small group, tutoring, peers teaming, etc., before re-assessment. Re-teaching strategies include, but are not limited to: use of alternate and

differentiated materials, collaborative/cooperative learning, hands-on and subject appropriate manipulative materials, computer-assisted/online instruction, multi-sensory teaching techniques, and presentation of materials in a modified modality (visual aides, taped reading materials, etc.).

**DUAL LANGUAGE
ELEMENTARY GRADES (2-5)**

Content	Total Number of Grades	Number of Grades per Language	
		Spanish	English
Math DL	6	3	3
Science DL	6	3	3
Social Studies DL	6	3	3
Reading ELA/SLA	6	3	3
Spelling/Word Study	6	3	3
Written Composition	6	3	3

Dual language report card preparation should reflect the student's work and progress in English and in Spanish. In the content areas, English Language Arts and Spanish Language Arts, the student should receive grades based on his/her work in each area with linguistic accommodations when appropriate. In content areas where student grades are assigned and the content work is completed in both languages, (Math, Science and Social Studies) the grades in each language are combined to account for one grade on the report card. Dual Language teachers should have a minimum of three grades in English and a minimum of three grades in Spanish for a total of six grades per nine-week grading period.

HOMework

Homework assignments shall be:

- Appropriate to the student's level of achievement
- Coordinated among the various teachers
- Related to the content/concepts being taught

Homework assigned, that is not defined in the major or minor grade categories, will not be included in the nine weeks grade. Please note there may be opportunities when major or minor assignments originating at school may need to be completed at home for children to demonstrate depth and understanding. In these circumstances, those assignments could be graded.

Homework assignments shall not be employed as disciplinary measures.

PARENT / TEACHER CONFERENCES

Please refer to Board Policy EIA Local and look at the campus calendar for established dates for parent/teacher conferences. Teachers of young children should have conferences with parents a minimum of once every semester. All parent/teacher conferences should be documented and provide information about the child's progress in school. Parents or teachers may request additional conferences. (EIA Local)

PROGRESS REPORTING

Parents have ongoing access to Skyward Family Access providing them timely information regarding the progress of their student. Progress reports in elementary will be provided twice during the nine week grading period and report cards will be available at the end of each nine week grading period.

For more information on K/1 Standards Based Report Cards, visit the website at [LISD SBRC Site](#). or in Spanish click [here](#).

PROMOTION / RETENTION

Promotion from Kindergarten to first grade and first grade to second grade shall be based on mastery of the grade-level standards (essential knowledge and skills) as demonstrated through skills observed/assessed by the teacher, individual student work, and portfolios/collections of each student's work (EIE Local). In a circumstance where student retention is under consideration, campus personnel should take into consideration:

- Specific standards in which the student received a level of N (Not Demonstrating Standard)
- Evidence of learning demonstrated through individual student work and teacher observation
- Additional support provided through response to intervention

Promotion in second through fifth grades shall be based on a student attaining for the year an overall average of 70 or above in the combined areas of language arts, mathematics, science, and social studies. In addition, a student must maintain an overall 70 or above in three of the following areas: language arts, mathematics, science, and social studies. (EIE Local)

*Campuses are encouraged to work with their Chief of Schools and parents to make the most appropriate determination.

TUTORIALS

Elementary tutorials will begin no later than the beginning of the fourth week of school for all grade levels. Tutorials may be held before school, within the school day, or after school. Students attending tutorial sessions should be those students who are failing a particular subject, or students who need review of a concept or extra help and support based on other data. Teachers will document the need for tutorials and attendance at tutorial sessions. Parents must be notified at the end of the third week, of each nine weeks grading period, if their child is failing or in danger of failing.