

# PRE-KINDERGARTEN - GRADE 5: MAC COMPANION GUIDE

## 2020 - 2021

### Per Board Policy (EC Legal)

- ❖ A school day shall be at least seven hours each day, including intermissions and recesses. A day of instruction means 420 minutes of instruction.
- ❖ A board shall require students, once during each school day, to recite the pledges of allegiance to the United States and Texas flags.
- ❖ A board shall provide for the observance of one minute of silence following the recitation of the pledges of allegiance. During the one-minute period, each student may reflect, pray, or meditate, or engage in any other silent activity that is not likely to interfere with or distract another student. Each teacher or other school employee in charge of the students during that period shall ensure that each student remains silent and does not act in a manner that is likely to interfere with or distract another student.
- ❖ The District shall limit nonacademic activities that interrupt and distractions from the academic process and shall enforce the following restrictions:
  - Announcements, other than emergency announcements, shall be made over the public address system only once during the school day.
  - Selling or solicitation shall not be permitted during class time.

### School Hours

Pre-K - 5th Grade	7:50 a.m. - 3:40 p.m.
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### Recommended Class Time Allotments

- The time allotments listed are guidelines and may be adjusted for integrated curriculum.
- Principal's approval is required when making significant changes.

Content Areas	Pre-K - 1st Grade	2nd - 3rd Grade	4th - 5th Grade
ELA	150-180 minutes daily	120-150 minutes daily	100-120 minutes daily
Math	minimum 60 minutes daily	75-90 minutes daily	75-90 minutes daily
Science <small>*May be integrated when appropriate</small>	minimum 150 minutes weekly Grades K-1 are encouraged to facilitate classroom/outdoor science, lab, and field investigations for at least 80% of instructional time	minimum 200 minutes weekly Grades 2-3 are encouraged to facilitate classroom/outdoor science, lab, and field investigations for at least 60% of instructional time	minimum 225 minutes weekly Grades 4-5 are encouraged to facilitate classroom/outdoor science, lab, and field investigations for at least 50% of instructional time
Social Studies	minimum 100 minutes weekly or integrated as appropriate		
Health/PE	135 minutes weekly	135 minutes weekly	135 minutes weekly
Recess:	30 minutes daily	30 minutes daily	30 minutes daily
Lunch	30 minutes daily	30 minutes daily	30 minutes daily

- To meet the state requirement of 135 minutes of moderate or vigorous physical activity weekly as listed in EHAB (Legal), structured walking time may be added during the school day.
- MISD teachers are expected to keep lesson plans that document differentiation in instruction for students who are: ELL, Sped, G/T or 504. Campus protocols should be followed regarding lesson plan collaboration, timelines, lesson plan format, and administrative review.

## Grade Reporting

### Grading of core content areas in Pre-K - 1st Grade

Standards Based Report Card (SBRC)	
Mastery of Skills Independently	M
Progressing Towards Mastery of Skills	+
Minimum Progress Towards Mastery of Skills	-

### Grading of core content areas in Grades 2-5

A	90 - 100
B	80 - 89
C	75 - 79
D	70 - 74
F	69 and Below

Grades received from other districts should be included in determining 9 weeks/yearly averages. Please see the Grade Reporting document for new students to MISD for specific procedures.

Actual academic grades should reflect mastery of TEKS--not work habits.

Grades SHOULD NOT be taken for:

- Parent signature, extra supplies brought in, or any type of student compliance actions
- Homework
- Projects unless materials and resources have been provided by school

A grade from an individual assignment may be used in a maximum of 2 subjects. The exception may be a major, integrated project and should be approved by the campus Principal.

Teachers should record grades in each category per grading period, providing for a well-rounded view of subject mastery.

ELA/Reading	Math	Science	Social Studies
Phonics/Word Study	Problem Solving	Labs	Content Related Activity
Reading Comprehension	Fact Fluency	Content Related Activity	
Vocabulary	TEKS Skills		
Written Composition	Computation		
Mechanics/Grammar			
<i>Reading Comprehension and Written Composition should be the main focus of grading (2-5). Phonics/Word Study should have a greater impact than Vocabulary and Mechanics/Grammar</i>	<i>Problem Solving, TEKS Skills and Computation should be the main focus of grading. Fact fluency (not timed) may be taken as a grade, but should not have a major impact on the final grade.</i>	<i>Science grades should come from labs and content activities. Integration activities are encouraged and an assignment can be taken as a separate grade for 2 different subjects (ie. A written response in science could count as a science grade AND a mechanics/grammar grade for ELA).</i>	<i>Social Studies grades should come from a variety of content based activities, including research, visual representations of content understanding, reenactments, etc. Integration activities are encouraged and an assignment can be taken as a separate grade for 2 different subjects (ie. A research activity could count as a social studies grade AND a mechanics/ grammar grade for ELA).</i>

<b>Grades should be collected from a variety of activities in Grades 2-5; the number of graded activities should fall between the following ranges:</b>	
ELA	9 - 12
Math	9 -12
Science	6 - 10
Social Studies	6 - 10

**Example of a balanced report card for a 9 week grading period:**

<b>ELA/Reading</b>		<b>Math</b>		<b>Science</b>		<b>Social Studies</b>	
Phonics/Word Study:	2	Problem Solving:	4	Labs:	3	Content Activities:	6
Reading Comprehension:	3	TEKS Skills:	4	Content Activities:	3		
Vocabulary:	1	Fact Fluency:	3				
Written Composition:	3	Computation:	1				
Mechanics/Grammar:	1						
<b>TOTAL:</b>	<b>10</b>	<b>TOTAL:</b>	<b>12</b>	<b>TOTAL:</b>	<b>6</b>	<b>TOTAL:</b>	<b>6</b>

Test grades may be counted twice based on campus, grade level team preference and Principal approval.

**End of Grading Period**

<b>PreK/EE</b> 12 Weeks	<b>K-5</b> 9 Weeks
October 30, 2020	October 8, 2020
February 11, 2021	December 17, 2020
May 21, 2021	March 12, 2021
	May 21, 2021



## Reteaching and Reassessment

- Reteaching should be an integral part of instruction in all grades and in all subjects whenever the teacher determines the mastery of the TEKS has not been accomplished. Documentation that reteaching has occurred may consist of entries in the teacher's lesson plans and/or student record folder. There must be documentation of at least one instance of reteaching when the teacher has determined that the student has not mastered the TEKS as assessed on major grades (grades counting twice) involving specific content tests and in-class projects.
- Grade 2-5 teachers will provide a reasonable opportunity to reassess mastery of TEKS when a student fails to master the content and receives a failing grade (below 70%) on major tests (those that count twice) and in-class projects. The campus procedure will be developed collaboratively by administration, teacher leaders, and either the Campus Advisory Committee or another committee with a variety of representation. Annually, the campus will develop campus-wide procedures that receive approval from the campus Principal and District designee.  
\*\*The original grade the student receives remains in the gradebook one time. If the student is reassessed, the grade may not exceed 75%. The two grades will be averaged together for a new major grade.

The decision on how to reassess skills that are retaught is the option of the classroom teacher.

Reassessment methods include, but are not limited to:

- Observation
- Oral Questioning
- Additional Assignments
- Demonstration
- Correcting tests under supervision of teacher
- Class discussions/review
- Cumulative test
- Review questions on subsequent tests
- Retesting using duplicate or alternative version of exam

## Curriculum Compacting Grading

- Montgomery ISD prioritizes differentiated instructional practices in all grades and courses to meet the needs of each student. Curriculum compacting is an instructional pacing strategy to differentiate instruction for advanced learners by pre-assessing previously learned knowledge and providing students who demonstrate a high level of mastery on unit content the opportunity to extend their learning through related replacement activities.
- Pre-assessment grades below 90 are not recorded for a student. Students will participate in the regularly planned class activities and assignments and receive grades as appropriate based on quality of task completion.
- Students who demonstrate mastery of unit curriculum at 90% or better, should not be penalized for extending their learning.
- The unit grade should be no lower than the grade earned on the pre-assessment. For students who participate in replacement activities, the grade on the pre-assessment can be recorded when the rest of the class participates in a graded activity that the student who tested out did not complete OR an Exempt may be recorded to indicate that the student is not responsible for that assignment.

## Unit Assessments

Students in grades 2-5 will be administered several standard Unit Assessments in the content areas of Reading, Writing, Math and Science. Unit Assessments are designed to gather evidence of student learning and are used to identify students' strengths and weaknesses as well as indicate any curriculum, instructional or programmatic implications. Unit Assessments will assess curriculum previously taught as outlined in Montgomery Aligned Curriculum (MAC). Because Unit Assessments are teacher-designed assessments and should be given only after instructional units, they can be counted as a major grade or a daily. This decision should be uniform across grade levels and subjects on each campus. Campus Principal should approve any changes in grading guidelines. Scantrons and scores will be in Eduphoria for teachers and campus. Unit assessments are a campus decision.

## Released STAAR Benchmarks

There will be no district sponsored released STAAR exams given. All STAAR-related preparations will be at the campus discretion. Campus Principals must approve any assessment that is given that will disrupt the regular instructional day. No released STAAR exam or compilation of questions will be used as a grade.

## Homework

Educators may give homework that reinforces concepts taught in the classroom for the purpose of practice, review, preparation, extension or skill integration. Homework may also be exploratory or data gathering (ie. finding things around the house that are cylinders or nutritional information off of a cereal box, etc.) Homework activities should support current learning in the classroom, not present new learning concepts. Learners may, however, watch a video as part of a flipped or blended learning opportunity. In these instances, all material must be readily available during school hours for students who do not have at-home access to resources and will be reviewed by teachers the next day in class. Homework should be able to be completed by most students in 30 minutes or less. Homework may not be taken as a grade.

## Virtual Learning Guidelines

- The curriculum in both Virtual/Online Instruction and Traditional In-Person Instruction will be the same.
- The curriculum is based on the Texas Essential Knowledge and Skills (TEKS).
- Guidelines have been put in place by the district to ensure all students continue on a path to success.

## PreK-1st Virtual Grading Expectation

CONTENT AREA	LIVE/RECORDED VIDEOS	GRADES
ELA	1 per day	1 per week
Math	1 per day	1 per week
Science	2 per week	1 per week
Social Studies *K-1 only	2 per week	1 per week

\*Teams are expected to plan and collaborate together to collectively decide which assignments will be graded each week.

## 2nd - 5th Virtual Grading Expectation

CONTENT AREA	LIVE/RECORDED VIDEOS	GRADES
ELA	1 per day	2 per week
Math	1 per day	2 per week
Science	2 per week	1 per week
Social Studies	2 per week	1 per week

\*Teams are expected to plan and collaborate together to collectively decide which assignments will be graded each week.

### Attendance:

- At least one activity per day must be submitted in Seesaw to obtain credit for attendance for that day.

### Student Absences

- If your student is absent, the previous lessons will be re-assigned to the student for completion.
- It is the teacher's discretion as to which assignments will be re-assigned.

### Assignment Requirements

- The four content areas (ELA, Math, Science, SS) will be assigned Monday-Friday.
- All assignments are expected to be completed and submitted in Seesaw by 11:59 pm the same day they are assigned.
- It will be noted by the teacher if the activity takes multiple days to complete.
- New activities will be posted in Seesaw every morning and previous activities will be archived each day.