

A collection of Halloween-themed cookies is arranged on a rustic wooden surface. The cookies include a witch's hat, a mummy, a bat, a skeleton, a ghost, and several jack-o'-lanterns. In the center, a white speech bubble contains the text "October Staff Meeting" in a brown, cursive font.

October
Staff
Meeting



Sequential

On a scale of Winifred Sanderson how are you feeling at the end of Quarter 1?

Non-Sequential

What's one thing you would like to maintain or add during Quarter 2?

Quarter 1
Grades



**FOCUS MORE ON
LEARNING
THAN
GRADES**



Teacher Advisory Committee

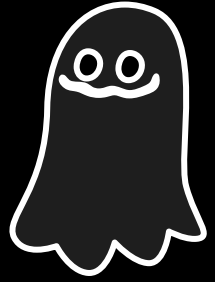
Best Practices and Guidelines for Grading



1. How are we handling missing assignments/tasks/tests?
2. How do we grade/score redos? On what assignment/tasks/tests do we allow redos to be done? How do we decide when a student is ready for a redo? What is the time limit for redos? Does everyone have the opportunity to redo?
3. If we categorize grades, how do we weight assignments? Do we use point systems?

Teacher Advisory Committee

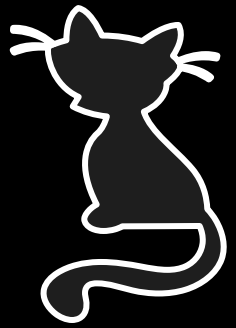
Best Practices and Guidelines for Grading



4. What goes into a gradebook? What are our grades based on? How many grades do we enter? How are they similar/different across the grade level(s)?
5. What is the lowest grade a student can earn on each assignment or end of marking period? How does that change for a student with an IEP, 504, second language or any other accommodations?

Teacher Advisory Committee

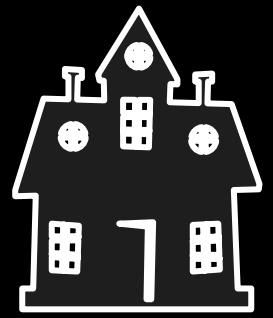
Best Practices and Guidelines for Grading



6. Do we have a uniform system of grading on our grade levels?
Same assignment, same value, same expectation, and/or same rubric?
7. How do we grade late assignments?
8. Do we give extra credit? If yes, what do we give it for?
9. Do we account for progression of learning in our gradebook? If yes, how? If no, why?

Seminole Springs Elementary

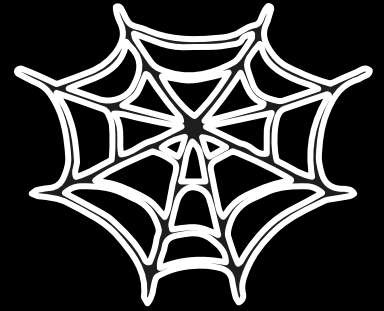
Collective Grading Philosophies



- Show authentic individual grades along the way (use the comments feature to indicate - 1st attempt, 2nd attempt, etc).
- Allow students to re-do/re-take as needed - within reason.
- If students show mastery of a skill/concept later in the grading period (End of Module....go back and edit FQT's, etc to reflect new learning).

Seminole Springs Elementary

Collective Grading Philosophies

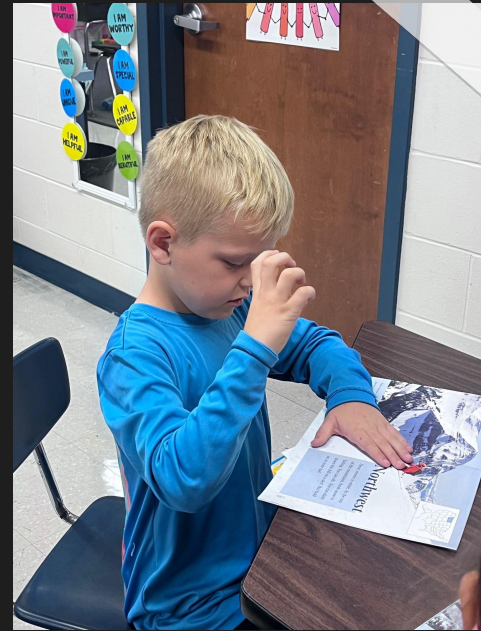


- General Ed students - lowest F = 59% (should not see a final grade less than 59%) *if they really are at the “F” mastery level.*
- ESE/ELL students - lowest final grade 60%
- Use teacher discretion to reflect on final T1 average and override if necessary.

Celebrations







Writing Center



Phonics Center



Big Carpet

Leah

Paisley

Phonics Center



Small Carpet

Storytelling Center



Reed

Henry

Sebastian

Adelynn

Kyndall

Texann

Kaiden

Matteo

Aiden

Savannah

Zylas

Jolene

Omer

Kellan

Kira

Eunice

Lucas

Alphabet Center



Phonics Center



Big Carpet

Library Center



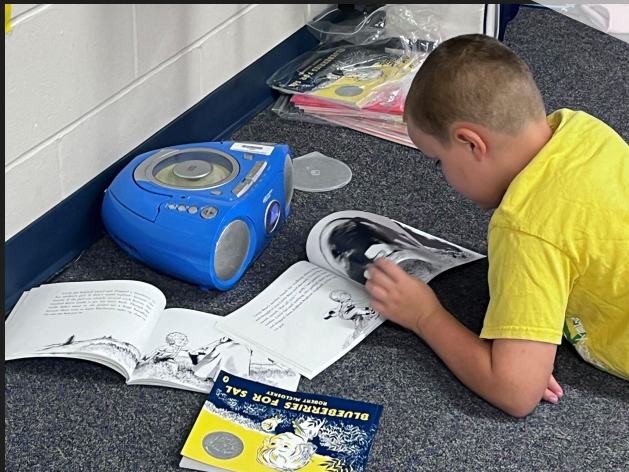
Phonics Center

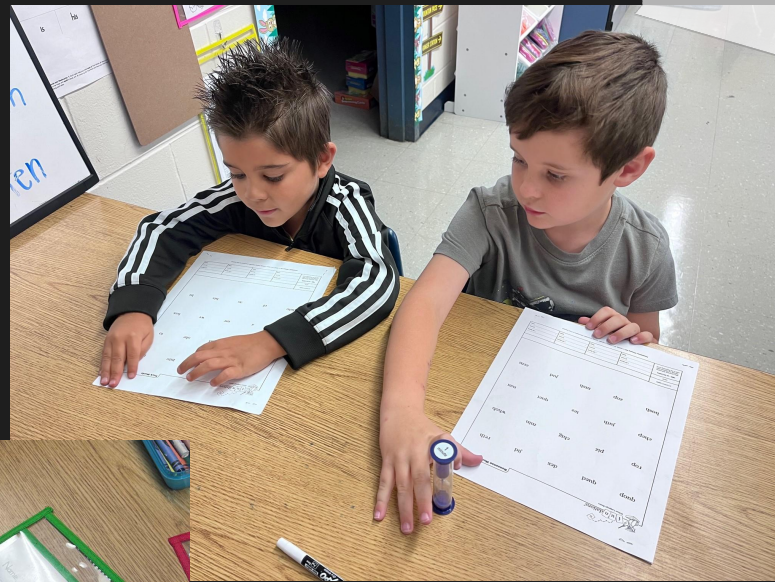


Small Carpet

Buddy Reading

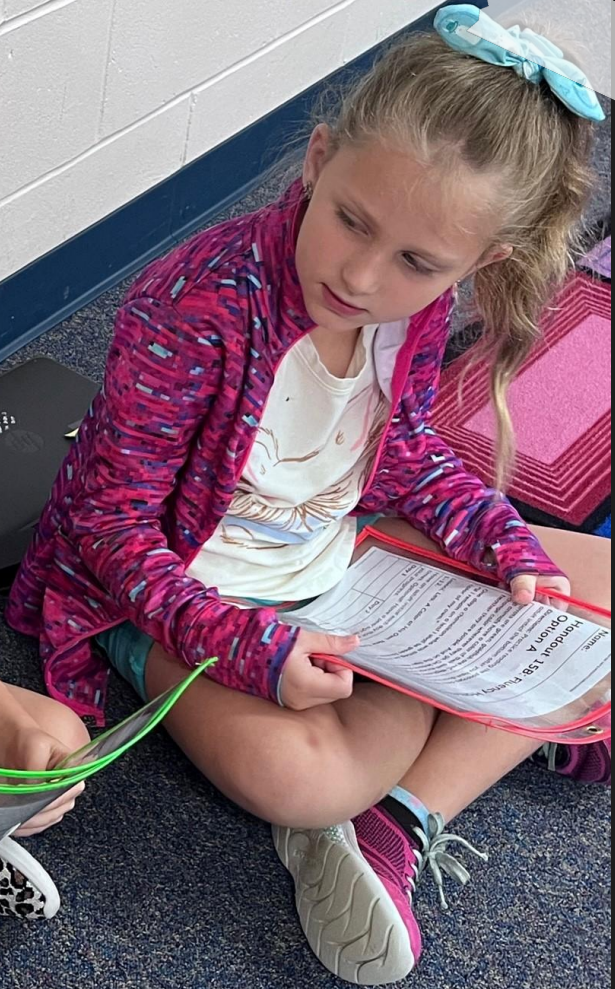
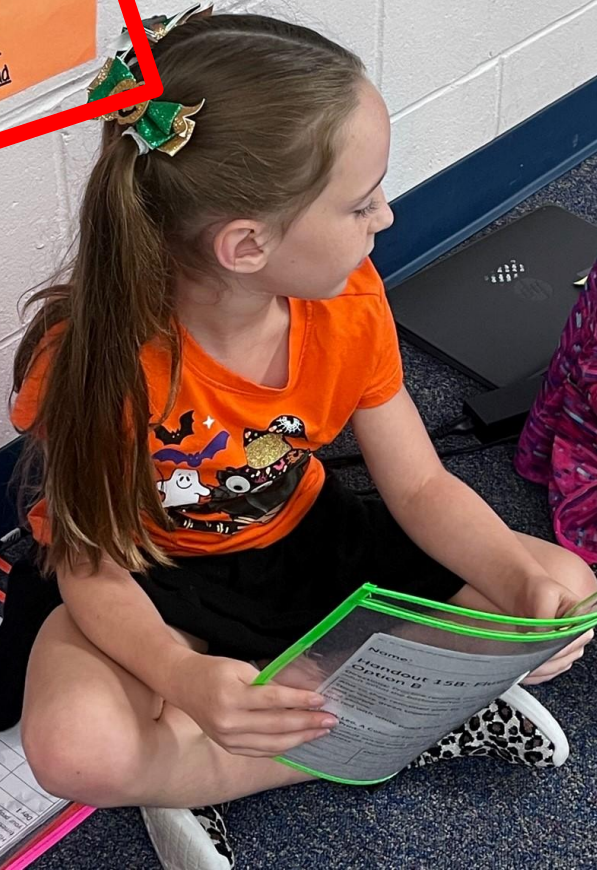






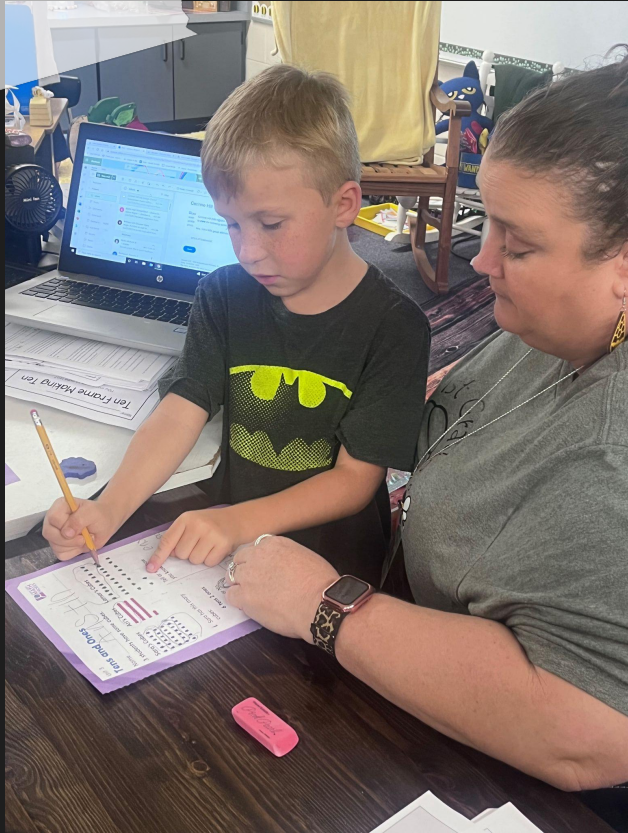
Leaf
Science

Fluency
1. First we Choral read
2. Next we partner read



Handout 15B - Option B
Name: _____
Date: _____
I will read aloud or I will partner read with my partner. I will read the text to my partner and my partner will read the text to me. We will read the text together. We will read the text together. We will read the text together.

Handout 15B - Option A
Name: _____
Date: _____
I will read aloud or I will partner read with my partner. I will read the text to my partner and my partner will read the text to me. We will read the text together. We will read the text together. We will read the text together.





7 Habits Booster



ALTERNATIVE RESOURCES

