

2018-2019
Jones Elementary/Intermediate



GRADING HANDBOOK

Developed: Spring 2013
Updated: 08/01/2018

“You can enhance or destroy a student’s desire to succeed in school more rapidly and permanently through your use of assessments and grades than any other tool you have at your disposal.”

Rick Stiggins (2007)

The Mission of Brackett ISD in partnership with parents and the community, is to enable all students to be safe and obtain the knowledge, desire, and integrity to pursue meaningful and productive lives.

PHILOSOPHY AND PURPOSE OF GRADING

Academic grades play an important role in the schooling process and are required by law. When teachers inform students of how grades will be determined in a particular subject, they are defining the standards and instructional requirements for that subject. Subsequently, report cards are sent to parents informing them of the degree to which student success in learning and in mastering the Texas Essential Knowledge and Skills (TEKS) has occurred. Report cards provide reinforcement for students and reflect progress and achievement of students' work at the grade level they are assigned.

Grades serve multiple functions: *information* and *guidance*.

They serve to do the following:

1. Give parents information about the student that will be useful in helping to promote and maintain desirable patterns of behavior and achievement
2. Help identify areas of special ability as a basis for realistic self-appraisal and for future educational planning
3. Serve an administrative function in providing data for use in educational planning and decision making

Brackett Independent School District believes that grading has a purposeful and useful role in the schools. It is the district's desire to make the process both meaningful and helpful to teachers, students, and parents. The grading policy and procedures follow state-mandated requirements, district policies and guidelines, and reflect professional evaluation by teachers.

Grades, based on documentation, participation, attitude, conduct and work habits of each individual student, are given on the basis of sound measurement techniques. Students *earn* grades; teachers do not *give* grades. Parents are encouraged to talk to students about school work and grades and contact teachers (first) and campus level administrators (second) whenever there is a question regarding grading.

BISD GRADING GUIDELINES POLICY FOR STUDENT FAILURE CRITERIA

Per BISD policy EIA (LOCAL), the following sequence for student failure in elementary/intermediate schools shall apply.

GRADE AVERAGING STANDARD FOR ELEMENTARY SCHOOLS

Classwork/Quizzes – 50% - Minimum of 5
Tests and Projects – 40% - Minimum of 2
Homework (Basic Skills Practice) – 10%

Student Failure Criteria

In the event a student fails an assignment, the student may be given an opportunity to repeat that assignment at the teacher's discretion. The student's score on the repeated assignment will not be recorded to be higher than a 70. Quizzes, universal screenings, projects, and benchmarks are not eligible.

PRE-KINDERGARTEN

Report cards will be sent home at the end of each 6 weeks grading period.

Pre-kindergarten children will be assessed in the following areas:

- Language and Early Literacy Development
- Science and Social Studies
- Social/Emotional Behavior
- Math
- Physical and Motor Development
- General Information

KINDERGARTEN

Report cards will be sent home at the end of each 6 weeks grading period.

Kindergarten students will be assessed in the following areas:

- Work Habits
- Reading
- Writing/Spelling-
- Listening/Speaking
- Math
- Science
- Social Studies
- Letter recognition
- Rote Counting

For Pre-K and Kindergarten students, students will be assessed on a grading scale of

E – Excellent, S – Satisfactory, N – Needs Improvement and U - Unsatisfactory

GRADES 1 - 5

For grade 1-5, numerical grades shall be established for the subjects of language arts (written composition, grammar and spelling), reading, math, science, social studies, and physical education.

Note: Concerns about Handwriting will be mentioned in the comment section of the report card.

Progress Reports: At the end of the third week of the 6 weeks grading periods, the school shall provide notice of progress to the parent or guardian of a student whose grade average in any class is lower than 75. Progress reports must be signed and returned.

Report Cards: Grades in all subjects shall be reported to parents and students at the end of each grading period. The report shall include the number of times the student has been absent. For students in special programs, **the report to parents must clearly specify that curriculum is being modified.**

Make-up Work: For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements. A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher.

A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment. A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long- term project in accordance with time lines approved by the principal and previously communicated to students.

Special Programs

Students in special education classes who receive curriculum modifications will receive a coded letter G under the column “Comments”: on the report card to indicate that the curriculum has been modified

G - Modified Instruction Classes will also be identified as “Applied” for students in special education whose curriculum is modified.

OVERALL AVERAGE, ATTENDANCE AND PROMOTION

Students who are not working on grade level do not meet promotion requirements.

A student will be promoted on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, maintained attendance rate of 90% for the academic year, the recommendation of the student’s teacher, the score received on any criterion referenced or state mandated assessment, and any other necessary academic information as determined by the district. **A student in grades 1**

through 5 must have a cumulative yearly core subject average of 70 or above in language arts, reading, math, science, social studies and maintain an attendance rate of 90% in order to be promoted. Students in Pre-Kindergarten and Kindergarten shall not be retained without parental consent. With parental consent, six year old students determined by the school not to be developmentally ready for first grade may be assigned to a grade as deemed appropriate by the school.

GRADE REPORTING SYMBOLS AND GRADING PROCEDURES GRADING SYMBOLS

E Excellent (100-95)

Indicates outstanding and exceptional achievement
Masters all concepts
Always brings required materials to class as required
Maintains positive attitude

S Satisfactory (94-80)

Indicates normal and average achievement; applies to vast majority of students
Attempts to master all concepts
Brings required materials to class as required
Maintains positive attitude

N Needs Improvement (79-70)

Indicates passing but needs improvement

U Unsatisfactory (69 and below)

Indicates unacceptable and below average achievement
Makes little or no attempt to master concepts
Makes little or no attempt to bring required materials to class
Exhibits poor attitude

A 90 - 100

B 80 - 89

C 70 - 79

Incomplete homework shall be reflected in a student's general conduct grade.

CORE SUBJECTS, GRADES 1 - 5

Numerical grades are required in core subjects in grades 1-5. Averages are calculated at the end of the school year for core subjects.

The elementary grading policy requires that all grades earned by a student should reflect the student's relative mastery of an assignment and recorded as the actual percent earned by the student. If a student makes a 40, it is recorded in the grade book.

In first and second grades, teachers shall take a minimum of 6 grades per academic subject per 6 weeks (Reading, Language Arts, Math, Science and Social Studies).

In third thru fifth grades, teachers shall take a minimum of 8 grades per academic subject per 6 weeks (Reading, Language Arts, Math, Science, and Social Studies).

Students in grades Kinder thru Second, will complete one (1) project per six weeks, academic area determined by teacher.

General Conduct

- E** **Excellent** - indicates behaviors that are outstanding or exceptional
- S** **Satisfactory** - indicates behaviors that meet standards expected
- N** **Needs Improvement** - indicates behaviors that do not meet standards expected
- U** **Unsatisfactory** - indicates behaviors consistently not meeting standards expected

HONOR ROLL CRITERIA

Jones Elementary/Intermediate will use the following criteria to determine eligibility for A Honor Roll and A & B Honor Roll.

A Honor Roll:

All A's (**no B's**) in all core subjects: Reading, Language Arts, Math, Science, Social Studies per cycle.

A & B Honor Roll:

Only A's or B's in all core subjects: Must have at least one "A" in a core subject per cycle.

PERFECT ATTENDANCE AWARDS

Jones Elementary/Intermediate will use the same criteria to determine student eligibility for Perfect Attendance Awards. In order for a student to receive a Perfect Attendance Award, the student must not have **absences, tardies, or early leaves** for the entire school year.

TUTORIAL PROGRAMS

Mandatory Tutorials are provided at Jones Elementary/Intermediate. At Risk and students who did not pass the STAAR Test are automatically placed in tutorials. Students may be assigned tutorials by their teacher(s) as needed. Tutorials will be held throughout the school day, before and after school.

PROMOTION, PLACEMENT AND RETENTION PROMOTION

Students may be promoted **ONLY** on the basis of academic achievement.

"In order to be successful, a kindergarten student should be "developed" on a minimum of 25 out of 30 assessed skills by the end of the fourth nine week period." (**Promoted, Placed, or Retained** shall be indicated on student's cumulative folder.)

In grades 1-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) in reading, language arts and math. Students who are not working on grade level do not meet promotion requirements.

PLACEMENT

Students are *placed* in the next grade level if they have already been retained one year

and do not meet promotion criteria.

RETENTION

NO STUDENT shall be retained more than **ONE TIME** in grades K - 4 and no more than **ONE TIME** in grades 5 – 8 unless the student fails to meet the 90% state attendance standard.

Pre-kindergarten and Kindergarten students shall not be retained without parental consent.

RETENTION/CONFERENCES

After the end of the 5th 6 weeks reporting period, each teacher will notify the parents during a parent conference that their child is at-risk of not meeting the promotion criteria for his/her grade level and that failure to improve may result in retention. At Risk Notification Letter will be completed by teacher. Documented parent/teacher contact is continued throughout the spring semester discussing possible retention.

The *Retention Letter* must be completed by the teacher near the end of the 4th reporting period for each student not likely to meet the promotion criteria by the end of the year. The letter is to be signed by the parents and the original copy placed in the student's permanent folders.

Retention is a serious matter, and parents must be involved in such a decision well in advance. Teachers are strongly encouraged to provide feedback to parents in a timely manner if their child is at-risk of being retained, and inform them of services available to intervene and prevent retention.

**Brackett ISD
Jones Elementary/Intermediate**

AT-RISK OF PARENT NOTIFICATION GRADES 1-5

To the parents of:

Date:

Teacher:

In reviewing your child's progress this school year, it has become evident that there is a possibility your child may not be promoted to the next grade level in May if he/she continues to perform at the present rate, or if your child's grade average falls below the 70 percent mastery level.

“In grades 1 – 5, promotion to the next grade level shall be based on an overall average of 70, in each subject, on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) in reading, language arts and math. **Students who are not working on grade level or not meeting the 90% state attendance requirement will not be promoted.**”

Every effort is being made to work with your child at school, through regular class work and in the tutorial program. We also encourage you to continue to work with your child at home.

The final decision about grade placement will not be made until May. Your cooperation as part of a team whose aim is to give your child every opportunity to improve is essential. Let us work together for this common goal. Please contact the school office for an appointment.

Respectfully,

Principal

Teacher

Please return to (name of teacher): Date:

Name of child: _____

I have read the above letter and agree to offer my child and the school my cooperation in helping my child improve.

Parent's Signature _____ Date _____

Brackett ISD
Jones Elementary/Intermediate

RETENTION CONFERENCE GRADES 1 - 5

“In grades 1 – 5, promotion to the next grade level shall be based on an overall average of 70, in each subject, on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) in reading, language arts and math. **Students who are not working on grade level and/or do not maintain 90% attendance will be retained. Students who maintain a passing average of 70 in all core subjects but fail to maintain 90% attendance can be placed with teacher recommendation.**”

_____ will be retained in _____ or placed in
_____ grade for the _____ scholastic year.

Teacher Signature _____ Date _____

Principal Signature _____ Date _____

Parent Signature _____ Date _____

SPECIAL EDUCATION

GRADING AND REPORTING

a. Grades must be based on student performance per the Individual Educational Program (I.E.P).

Students mainstreamed into general education (with or without co-teaching assistance) with **accommodations** that do not alter the TEKS or the curriculum receive **regular** grades.

For students mainstreamed into regular classes receiving modifications (with or without co-teaching assistance) that alter the content to the extent that the TEKS have been reduced or changed, the numerical grade is followed by a "G" for *modified* in elementary and intermediate.

b. An **alternate reporting form** may be used, if approved by the Principal and the Director of Special Programs, for some self-contained classes, i.e. LIFE Skills and the Preschool Program for Children with Disabilities.

c. Failing Grades: If a special education student does not successfully complete goals and objectives (and the I.E.P. is deemed appropriate), the student has not "passed" the course. An ARD Committee Meeting should be held if the student continues to receive failing grades to determine if the I.E.P.'s are appropriate. However, care must be taken to ascertain that the goals and objectives (outlined in the I.E.P.) are within the range of the student's skills. Appropriate modifications, as determined by the ARD Committee, must have been provided by both regular and special education personnel as mandated by TEA.

d. A **work sample folder** with examples of the modifications implemented by the classroom teacher(s) is required for all students for documentation purposes. The work sample folder will be maintained by the classroom teacher(s) and will be required to be presented at the ARD.

GUIDELINES

a. Testing Methods

For special education students, testing methods must allow the students to demonstrate certain knowledge and skills regardless of their disability. For example, evaluation of social studies, science, or math applications for a student with severe reading disabilities should not be based on test methods that require average reading and writing skills. It would be difficult to determine whether poor performance was due to reading problems or lack of achievement in the content areas being tested. If alternate methods of testing are required, it should be documented in the modification section of the I.E.P. All teachers working with the student should be aware of these modifications.

b. Grade Responsibilities

Students who attend a special education class for an entire subject area/course shall

receive the grade from the appropriate special education teacher. **Teachers must provide instruction and grade reporting based on students' I.E.P.'s.**

Students who are served through the special education program but main-streamed for a particular subject will receive their grade from the classroom teacher. For students in a co-teach arrangement, both the special education and the general education teacher should provide input for determining the final grade. Instructional modifications must be provided by regular and special education teachers. A record of student modification forms, approved by the ARD Committee, must be maintained by the classroom teacher for documentation purposes.

Special education students shall receive recognition for work successfully completed as specified by their I.E.P. as any general education student would. (Example: Resource students making "A's" in resource class and "A's" in mainstreamed classes should be eligible for honor roll.)

Intervention/Enrichment

Based on the needs of each student, intervention and enrichment will be built into the daily schedule. Intervention and enrichment methods may come from a range of resources made available by paraprofessionals, general education, and special education teachers including: supplementary instruction; increased exposure to curriculum; more intensive instruction on curriculum components; small group instruction.

Enrichment will be included as part of the day for students that have mastered goals and/or completed grade level work, or students that are working on above grade level skills.

Intervention is actually a process with five main components, all of which are embedded within the BISD RTI process.

- 1) Problem identification: an objective, measurable description of a directly observable problem.
- 2) Goal setting: an objective, measurable description of a directly observable outcome which addresses the identified problem.
- 3) Intervention plan: the plan specifies materials, methods, timelines, and personnel involved. The intervention plan is based on evidence-based practice guidelines.
- 4) Monitoring data: the outcome data are directly linked to the identified problem and must be collected frequently and consistently.
- 5) Follow-up: within a specified time frame, the staff involved in the intervention review the student's response and make decisions about next steps.

AT-RISK STUDENTS AND PROGRAMS

Response to Intervention (RTI)

Response to Intervention (RTI) is a three tier approach for the early identification and support of students with learning and behavior needs. RTI is used to make decisions in both general education and special education, creating an integrated system of instruction and intervention guided by outcome data. The struggling student is identified primarily through universal screening using curriculum based measure, but other data sources are considered. Intervention methods and progress monitoring measures are data driven and are guided by the BISD RTI map.

The RTI process begins with high-quality differentiated instruction for all children in the general education classroom (Tier I). Struggling learners are identified and provided with additional individualized instructional interventions at increasing levels of intensity to

accelerate their rate of learning (Tier II & III). These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Student responses are monitored through frequent data collection to assess learning rate and level of performance. Decisions about the intensity and duration of interventions are based on this response data, including whether to refer for special education testing.

SAR/Rtl Folders

The purpose of the SAR/Rtl Folders is to collect intervention documentation on a student who is labeled at-risk due to one or more of the following state mandated indicators:

- (1) was not advanced from one grade level to the next for one or more school years;
- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- (5) is pregnant or is a parent;
- (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- (7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- (8) is currently on parole, probation, deferred prosecution, or other conditional release;
- (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- (10) is a student of limited English proficiency, as defined by Section 29.052;
- (11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

CONTENT MODIFICATIONS VS. INSTRUCTIONAL ACCOMMODATIONS

	<i>Content Modification</i>	<i>Instructional Accommodation</i>
<i>EXPLANATION</i>	Indicates that what is being taught, the content, is modified. The student is expected to learn something different than the general education standard (e.g., TEKS).	Indicates changes to how the content is: 1) taught, 2) made accessible, and/or 3) assessed.
<i>EXAMPLES</i>	<p>The instructional level or general education benchmarks or number of key concepts to be mastered are changed.</p> <p>A locally developed course to substitute for a general education course (e.g., Life Skills courses, Functional Mathematics)</p> <p>Selected TEKS instead of all of the TEKS for the grade level course</p> <p>Off-level instruction and performance expectations in a general education setting</p>	<p>Accommodations do not change what the student is expected to master. The objectives of the course remain intact.</p> <p>One-on-one instruction, small group instruction, multisensory approaches, extended time on projects, study guides, highlighted texts, programmed materials, preferential seating, immediate feedback, etc.</p> <p>Braille, books on tape, screen readers, interpreter, word processor, etc.</p> <p>Oral testing, untimed testing, extended time to complete assignments, shortened tests, draw a diagram, develop a model, perform the answer, etc.</p>

*** Students should only receive the "G" on the report card when the CONTENT is being modified, as described above.**

ESL Guidelines

The goal of the program is to meet instructional needs of the limited English proficient students, addressing their affective, linguistic, and cognitive levels through an intensive instructional program and second language acquisition methods. Districts may modify their programs to ensure mastery of the English language as well as mathematics, social studies, and science essential skills (TEKS).

Modifications of Pacing and Teaching Strategies

The ESL student program must be paced according to the different stages of language acquisition and employ teaching strategies designated to meet the needs of LEP/ELL students. In an ESL program, the participation of teachers, counselors, and administrators is essential to ensure proper classroom placement, selection of instructional materials, and an appropriate instructional pacing in which modifications concentrate on vocabulary, concept, oral language, and academic English development.

ESL students may receive grades from ESL teachers and classroom teachers. In both cases, grades must be based on students' language proficiency level.

DYSLEXIC STUDENTS

Dyslexia screening and assessment instruments are available at BISD to determine student placement into a structured Dyslexia Program. If a student is identified as dyslexic, a Pullout Program is available to provide specific instructional strategies to those students in the reading process.

GRADING GRADE BOOK GUIDELINES

A teacher is required to record and/or file evidence to support grades reported on the report card. BISD uses web-based Gradebook computer program for recording of grades.

The Gradebook should include:

A record of attendance for each student

A sufficient number of grade entries for each student so that realistic grade averages may be obtained

Grade input should be completed at the end of every **Monday** for the previous week.

WEDNESDAY FOLDER

The Wednesday folder provides regularly scheduled communication to parents on student progress. Parents are asked to remove the papers, look at them with the student, sign the folder, and return it the next school day.

Note: Every effort should be made to communicate with parents on a regular basis. The report card is *only one* of the methods of communication to be used.

HOMEWORK GUIDELINES

Homework is not only a means of reinforcement of learning but is an essential step in building responsibility in our students. Students are responsible for their learning. They are expected to return assignments to school. There will be a consequence for not returning homework. Student assignments need to be developmentally appropriate, relevant, and meaningful activities. Homework assignments are intended to help students:

Develop independent work habits.

Reinforce classroom learning.

Enrich academic activities.

Develop responsibility.

Students who have been absent are required to make up homework missed within the time given by the teacher.

Classwork is work that is started and finished at school. Homework may be started in the classroom and completed at home.

Teachers should strive to ensure that individual students understand the work before homework is assigned. Students have the responsibility of ensuring they have an appropriate understanding of the homework assignment(s).

Homework **counts 5%** of the student's academic content grade.

Homework may vary in assignments to include studying spelling words, math facts, reading for pleasure, parent-child projects, etc. The total amount of time per day spent on homework, should **NEVER** exceed 20 - 30 minutes for primary aged children and 45 - 60 minutes for intermediate aged children.

PARENT/TEACHER CONFERENCES

A parent conference will be held in the first (1st) semester with every parent and then during the second (2nd) semester with at risk students. It is strongly recommended that parent conferences continue to occur during the school year and that teachers strive to keep parents well informed about their child's academic progress.

Frequent communication between the home and the school helps to meet the students' needs.

Awards Assemblies

Teachers will recognize students informally for their academic and social efforts at the end

of each cycle. A formal awards assembly will be held at the end of the school year.