

# Clifton Elementary Grading & Reporting Handbook



## **Mission**

Together, we will meet the needs of all scholars by providing a foundation of positive learning in which they are equipped with academic and technological skills to grow as lifelong learners, problem solvers, and productive citizens.

## **Vision**

All scholars achieve at their maximum potentials in an engaging, inspiring, and challenging learning environment that prepares them to serve their community and succeed in a changing tomorrow.

**Expectations for the Grading and Reporting of Student Progress  
Employee Acknowledgement**

Clifton ISD Board Policy EIA (LOCAL) mandates that the Superintendent or designee shall ensure that each campus or instructional leader develops guidelines for teachers to follow in determining grades for students. The guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The Clifton Elementary School Grading and Reporting Handbook is written to provide direction and equity in the evaluation and communication of student academic performance. The information and policies in the Handbook are subject to change, and I acknowledge that revisions may occur. All changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing guidelines. Only the Superintendent or the Superintendent's designee has the ability to adopt any revisions to the information in the Handbook.

I understand that I should consult my principal with any questions I have regarding the Grading Handbook. I further understand that it is my professional responsibility to read and comply with the policies and guidelines contained in the CES Grading and Reporting Handbook and any revisions made to it during the academic year.

Please sign and give this form to your campus principal.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee's Printed Name

This acknowledgement form will be kept by campus administration.

## **Forward**

The purpose of this handbook is to delineate uniform grading and reporting guidelines for teachers and administrators. The guidelines outlined in this handbook adhere to the requirements of the Texas Education Code (TEC), the Texas Administrative Code (TAC), and Clifton Independent School District (CISD) policies and regulations.

Grading is the process by which teachers assess student learning and progress towards mastering the Texas Essential Knowledge and Skills (TEKS). Reporting is the process by which teachers communicate information to parents/guardians about student mastery of taught subject matter and skills.

This handbook will be reviewed annually by a Handbook Review Committee and adjustments will be made as necessary.

## **General Information**

Clifton Elementary School follows the Texas Essential Knowledge and Skills (TEKS) and Pre-K Guidelines approved by the State Board of Education. Students are required to demonstrate the knowledge and skills necessary to read, write, compute, problem solve, think critically, apply technology, and communicate across all subject areas.

### **Absences**

Students must be in attendance for at least 90 percent of the days school is in session in order to receive credit for the school year. If students do not meet this requirement, only an official attendance committee can consider grade level advancement (EI Legal).

### **Confidentiality Statement Regarding Student Grades**

Although teachers may choose to involve students and/or others in certain appropriate monitoring tasks (e.g. checking if homework has been turned in), the responsibility for grading student classwork and homework is bestowed solely upon the professional staff of the school.

### **Homework**

The purpose of homework is to promote high-quality student learning and achievement. Homework is an out-of-classroom learning experience assigned by a teacher to enhance student learning. It is to target specific learning outcomes, reinforce TEKS taught in the classroom, and provide practice in specific skills. Homework is to be reviewed by teachers to assess students' skills and knowledge in order to inform instruction.

When assigning homework, teachers will ensure that students are provided with sufficient information and direction to complete the homework assignment independently, and that the assignment is not excessive for its intended purpose. In addition, homework is not to be assigned as a disciplinary consequence.

### **Effective Homework Assignments**

1. Are curriculum-based and meet the needs of students through differentiation;
2. Are designed to require no additional teaching outside of the classroom;
3. Are clearly articulated and designed so students know what is expected of them before leaving the classroom;
4. Are engaging and relevant to student learning;
5. Do not require resources or technology to which a student may not have access; and
6. Do not require parents/guardians to teach new concepts.

### Teacher Responsibilities for Homework

1. Assignments should reflect the specificity and depth of the TEKS.
2. Ensure students understand and know how to successfully complete assignments.
3. Define work to be completed at home and make sure appropriate resources/materials are readily available.
4. Give instructions to parents/guardians, when appropriate, and explain how they may help students complete the assignment.
5. Ensure any instructions going home are provided in the parent's native language whenever possible.
6. Consider homework as one part of the total learning process by monitoring, collecting, and providing meaningful feedback to students.
7. Review and grade homework assignments regularly to give students feedback on their learning.
8. Inform students of homework assignments missed due to absences or substitute another activity for the assignment to ensure seamless learning occurs.
9. Do not assign homework/projects over extended holidays within the school year that are due the first day of class when students return from the holiday.
10. Coordinate with your grade level teachers on homework in order to adhere to the maximum time frame for nightly homework for each grade.

### Student Responsibilities for Homework

1. Understand the homework assignments before leaving school.
2. Take home all necessary materials to complete assignments.
3. Have organized means of keeping and carrying homework to and from school.
4. Arrange a place to work and have a regular time to study.
5. Schedule a time for homework that is compatible with family and/or afterschool activities.
6. Complete homework with minimal parental help.
7. Complete homework assignments carefully and neatly.
8. Complete homework and turn it in on time.
9. Budget time for long-term projects.
10. Complete all work missed due to absences or school activities.

### Parent Responsibilities for Homework

1. Read and discuss the CES' homework policy with the student and encourage good study habits.
2. Communicate homework concerns and questions to the teacher.
3. Encourage students to get additional help from the teacher when necessary.
4. Provide an appropriate time and environment for the student to study and learn.
5. Check homework for completion.

### PK-Kindergarten Homework Expectations

Homework expectations for kinder students are:

- Homework should be a review or reinforcement of skills already covered in the classroom and should not be new information for the student.
- Homework should not exceed 30 minutes nightly, at least 15 minutes of reading is included within the 30 minutes.

### Grade 1 Homework Expectations

Homework expectations for first grade students are:

- Assignments with grades reported as class work grades are to be completed in the classroom.
- Work assigned in the class period that is not finished may be sent home as homework.
- Homework should be a review or reinforcement of skills already covered in the classroom and should not be new information for the student.
- Homework should not exceed 30 minutes nightly, at least 15 minutes of reading is included within the 30 minutes.

### Grades 2-5 Homework Expectations

Homework expectations for grade 2-5 students are:

- Assignments with grades reported as class work grades are to be completed in the classroom.
- Work assigned in the class period that is not finished may be sent home as homework.
- Homework should be a review or reinforcement of skills already covered in the classroom and should not be new information for the student.
- Homework should not exceed 45 minutes nightly, including reading and math facts. Students are expected to complete all homework assignments. Students in grades 2-5 are expected to read, or be read to, for at least 20 minutes each school night. Students should also practice math facts weekly. If a student has two or more teachers, the teachers are expected to coordinate homework to adhere to the maximum time frame.

### Reteaching/Retesting/Failing Assignments

Reteaching shall be defined as another presentation of content, usually to provide an additional opportunity for a student to learn. Reteaching may vary from subject to subject or from class to class, and even from student to student. It may be as simple as repeating the concept. If the student still does not understand the concept, the teacher might use different materials or modalities to present the concept again.

Reteaching shall be an integral part of the lesson cycle and may occur in many different situations, such as direct teaching as a teacher checks for understanding, guided practice as a teacher monitors, or independent practice as students work individually or in cooperative learning groups.

Teachers shall plan for reteaching at the same time they plan initial instruction, thereby ensuring that alternative instructional strategies are immediately available when needed. If initial reteaching efforts are unsuccessful, then the time outside of class may be necessary to reteach. If instructional efforts are unsuccessful, further review of a student's needs using universal screens, data history and student work may be needed to intervene (RTI process).

Reteaching to ensure that students master the material may include but shall not be limited to the following; the teacher may require the student to attend a tutorial program, (Extracurricular activities shall not interfere with the requirement to attend these activities), the teacher may assign additional work on a particular unit for the student to complete, and the teacher may work with small groups during class time while other students work independently.

1. The teacher will provide reteaching and retesting during class time if 30% or more students in a class fail to demonstrate at least 70% mastery of the TEKS on a major examination. A major examination is considered an examination that counts towards 40% (grades 3-5) of a student's grade. All students will be given the opportunity for reteach and retest with the higher of the two grades being recorded. A student's refusal to retest will be documented by the teacher.

2. When less than 30% of a class has failed any major examination individual students must be provided the opportunity to make-up or redo the assessment for which the student received a failing grade. The teacher will provide an opportunity for reteaching prior to retesting. The resulting grade from a retake will be no higher than 70%.

A teacher will allow individual students redo any assignment(s) they have failed within three days of the date the failing grade is entered in the electronic grade book or the end of the six/nine weeks, whichever is sooner. The teacher may require the student to participate in tutorials, redo/revise the assignment, complete an alternate assignment or any other reasonable assignment. The resulting grade from a redo will be no higher than 70%.

### **Talented and Gifted Program**

Students participating in the CES Talented and Gifted (TAG) program are not to be held accountable for lessons/activities that occur in their homeroom while they are attending their TAG class. TAG students may be required to complete homework assignments on the day they attend their TAG class if they have been provided with adequate/necessary instruction before the assignment was given and if their classmates were not given an opportunity to begin the assignment in their class. TAG students are not to be kept from attending their TAG class in order to complete any assignment/activity required by their classroom teacher (this does not include field trips or assemblies). Assignments for TAG students should involve more depth and complexity of thought, not just an assignment with additional work or more assignments at the same level of peers.

## **Students with Disabilities**

Students who receive special education services are expected to follow the TEKS as the basis for their educational program. The Admission, Review, and Dismissal Committee (ARD) may recommend instructional accommodations and content modifications. Grades for students with disabilities must be based upon performance that demonstrates mastery of the TEKS through the use of ARD recommended accommodations and/or modifications. In addition, grades for students with disabilities may be reported by the general education teacher, special education teacher, and/or a combination of both teachers as determined by the ARD. Joint or dual grading is an option that must be stated in the student's Individual Education Plan (IEP).

## **Grading Guidelines**

The CES grading checklist (Pre-K-Kinder) should reflect the Pre-K guidelines and Kindergarten TEKS. The CES report cards (Grades 1-5) are to reflect each student's individual growth and acquisition of the TEKS.

- A. Teachers are to maintain students' grades and progress in the District's electronic grade book program.
- B. Teacher grade books are auditable documents and are maintained digitally by network services.
- C. Final grades for a school year are to be maintained in the student's cumulative permanent record.
- D. District formative and diagnostic instruments are not to be taken for a grade. Benchmarks will not be taken as a grade of any sort.
- E. Teachers are expected to record a minimum of two daily assignment grades per week for all report card content areas. The first week of school, district-wide assessments, and state testing weeks are allowable exceptions.
- F. Grades are to be updated on a weekly basis. Grades must be inputted by the following Monday at 4:00 PM. Teachers will have five (5) school days (with exceptions only for major projects) from the assignment due dates to enter its grade. Composition (writing) assignments will be allowed seven (7) school days.
- G. Each grading period final grade must include an average of the following: the daily assignment requirements (listed in H), quizzes, homework, and a minimum of two tests. Project grades may also be included.
- H. Grading categories and weights are to be as follows for grades 1 & 2:
  - a. Tests/Major Projects/Quizzes/Daily Assignments/Homework: 100%

Grading categories and weights are to be as follows for grades 3-5:

- a. Tests/Major Projects/Quizzes: 40%
- b. Daily Assignments/Homework: 60%

J. All grades recorded are to be the actual grade the student earned. There is no minimum grade (EIA Legal & SB 2033).

K. Zero vs. Missing: In order to maintain accurate records, teachers will only use a "zero" for assignments which the student turned in and earned the grade of zero. Teachers will use the "missing" classification for assignments not turned in by a student. Both a "zero" and "missing" assignment will average as a zero into the student's average. Students missing several assignments are in need of an intervention as required by RTI (behavioral intervention).

L. Teachers shall provide all modifications and accommodations outlined in a student's IEP and 504 Plans. Those accommodations and modifications are to be documented in the grade book in order to reflect that the grade was achieved through the use of an accommodation or modification. Accommodations made for 504s and ELs via a documented accommodation plan must also be reflected in the grade book. Teachers will utilize this opportunity to document effectiveness of accommodations.

M. Conduct grades are to be an evaluation of a student's attitude and behavior. It should not change the grade in the academic area. State law requires that academic grades are a reflection of relative content mastery. Behaviors such as turning in work late, not writing name on paper, or other academic behavior concerns should be reflected in the conduct grade, as with other concerns of this nature.

N. Incomplete grades (defined as final averages for established grading periods) must be finalized within two weeks of the end of the grading period in which the student received the incomplete. After that time, students will receive a zero for all missed work, except in extenuating circumstances approved by the campus principal. NOTE: A CES student shall not be given the option to choose to fail by not completing work or turning in assignments. It is the expectation that all possible interventions will be done to assist students struggling with these expectations. Campus policy should reflect a specific process for identifying and supporting these students per RTI. Parents/guardians should be a part of this process.

O. Students are not to receive an academic grade or bonus points for bringing classroom supplies or attending an evening function. In addition, students are not to be penalized for either.

P. Student grades are to be held to the confidentiality requirements outlined in the Family Educational Rights and Privacy Act (FERPA) and the CISD Information Policy. Grades cannot be posted, even by student ID number.

### **Grade Reporting**

1. Keep grades up to date by entering grades no later than a week from the due date of the assignment/test.
2. Enter the assignment name & due date in the gradebook.
3. Enter notes such as late or redo.
4. At least **10** daily/homework assignments in each of your subject areas per student per grading period.
5. At least **2** tests in each of your subject areas per student per grading period. Of those assessments, 2 will be common assessments (TEKS Resource System). If only one common assessment is planned on the IFD, you will need to break that one assessment into two assessments or use Performance Assessments. **\*\*There are exceptions to this—if you teach multiple subjects- talk to admin and we will come up with a plan for this.**
6. Grades will not be taken on benchmark assessments. We will use this for data collection and instructional purposes only.
7. Extra credit is determined by the teacher of record.
8. Local Guideline EIA shall permit a student a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.
9. Parent must sign a form requesting unit assessments to be sent home. They are agreeing that the unit assessment will be returned.
10. Progress Reports will be sent home Wednesday following the end of the third week (the Wednesday of the 4<sup>th</sup> week).
11. Six week grades will be sent home Wednesday following the end of each six weeks 1-5. End of year grades will be sent home the last day of school in the awards envelope.

### **Grade Reporting to Parents**

- Pre-K students will receive reports from CLI standards based testing and progress reports at the end of each nine week grading period.
- Kindergarten students will receive a standards-based report card at the end of each nine week grading period.
- 1<sup>st</sup> & 2<sup>nd</sup> grade will receive report cards each six weeks with numeric grades in the areas of reading, Language Arts, and math. Students will receive letter grades of S, N, U in the areas of science, social studies. In the areas of music, art, and PE they may receive an E, S, N, U.
- 1<sup>st</sup> & 2<sup>nd</sup> grades will be calculated based on a single grading category.
  - Single grading category- all grades carry equal weight in determining a student's report card grade in a subject area.
- 3<sup>rd</sup>, 4<sup>th</sup>, & 5<sup>th</sup> grade students will receive report cards each six weeks with numeric grades in the areas of reading, Language Arts, math, science, and social studies. Students will receive letter grades of E, S, N, U in the areas of music, art, and PE. Grades in each subject area will be calculated based on two categories: daily (weighted 60%) and tests (weighted 40%).

### Make-Up Work for Absences

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, unless prior approval is given by the principal or designee. Students will be given one day to make up work for each day they are absent (excused or unexcused), with exceptions made due to severe or prolonged illness. Students will not receive a grade penalty for make-up work from an absence due to suspension.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence.

### Extra Credit

Extra credit will be offered at the teacher's discretion. If an extra credit assignment is offered, it must be purposeful, reasonable, and applicable to the curricular objectives, and available for all students. Extra credit assignments are to be completed at home, not during the school day. If a student receives an extra credit assignment, that grade is to be averaged with the rest of the grades in the homework category.

### Citizenship (Conduct) Grading Scale

Symbol	CES Standard	Clarifying Statement
E	Excellent Conduct	Student always follows class rules, never disruptive in class, always tries their best, has a positive attitude in class, always on task, is prepared for class, and always follows grading expectations.
S	Satisfactory Conduct	Student usually follows class rules, rarely disruptive in class, usually tries their best, usually has a positive attitude in class, usually on task, usually is prepared for class, and usually follows grading expectations.
N	Conduct Needs Improvement	Student rarely follows class rules, is disruptive in class, rarely tries their best, rarely has a positive attitude in class, rarely on task, rarely prepared for class, and rarely follows grading expectations.
U	Unsatisfactory Conduct	Student does not follow class rules, is disruptive in class, does not try their best, does not have a positive attitude in class, not on task, not prepared for class, and does not follow grading expectations.

- Two office referrals that result in Saturday School, ISS, OSS, or after school detention will result in an automatic "N" for the six weeks grading period unless otherwise stated in the student's BIP/504.

- Three office referrals resulting in Saturday School, ISS, OSS, or after school detention will result in an automatic "U" for the six weeks grading period unless otherwise stated in the student's BIP/504.

### **Progress Reporting**

Report Cards shall be issued every nine weeks at Clifton Elementary for Pre-Kindergarten and Kindergarten. Report Cards will be issued every six weeks for Grades 1-5. Progress Reports will be issued after the third week of the six weeks for Grades 1-5. Additional progress reports may be issued at the teacher's discretion.

### **Methods of Grade Reporting Include:**

- Pre-K & Kindergarten students will receive a standards-based report card at the end of each nine week grading period.
- 1<sup>st</sup> & 2<sup>nd</sup> grade will receive report cards each six weeks with numeric grades in the areas of Reading, Language Arts, and Math. Students will receive letter grades of S, N, U in the areas of science, social studies, music, art, and PE.
- 1<sup>st</sup> & 2<sup>nd</sup> grades will be calculated based on a single grading category.
  - Single grading category- all grades carry equal weight in determining a student's report card grade in a subject area.
- 3<sup>rd</sup>, 4<sup>th</sup>, & 5<sup>th</sup> grade students will receive report cards each six weeks with numeric grades in the areas of reading, Language Arts, math, science, and social studies. Students will receive letter grades of E, S, N, U in the areas of music, art, and PE. Grades in each area will be calculated based on two categories: daily (weighted 60%) and tests (weighted 40%).

### **Honor Roll**

We will have two honor rolls: an "A" honor roll and an "AB" honor roll. To be eligible for the "A" honor roll, a student must maintain all "A's" (90 and above) in all core subjects. To be eligible for the "AB" honor roll, a student must maintain all "A's and/or B's" (80 and above) in all core subjects with at least one "A" in an academic core subject. This does not include conduct or specials grades. In order to make the "A" or "A/B" honor roll for the year it is an overall average.

### **Grades 1-5 Grading Scale**

<b>Symbol</b>	<b>CES Standard</b>
<b>A</b>	<b>Grades from 90% to 100%</b>
<b>B</b>	<b>Grades from 80% to 89%</b>
<b>C</b>	<b>Grades from 70% to 79%</b>
<b>F</b>	<b>Grades from 69% and below</b>
<b>I</b>	<b>Incomplete</b>

### **Special Program Reporting**

Progress reporting for students with IEPs, 504s, and EL Accommodations must be issued at the same frequency as general education students. For students in special programs such as Bilingual/ESL, 504, GT, Dyslexia, or Special Education whose grades fall below 70%, a meeting with the appropriate committee (ARDC, LPAC, 504) may be called to discuss the student's progress and to create an individual plan and/or make necessary adjustments to the student's current plan to help the student be successful.

### **Parent-Teacher Conferences**

Parent-teacher conferences give teachers the opportunity to discuss student progress with parents and allow parents to ask questions about their child's learning. (EIA Local).

### **Fall Conferences**

By the end of the six/nine week grading period, teachers are required to offer parents/guardians the opportunity to have a conference. Every effort should be made to get the parent to attend the conference. The conference should include the following discussion points:

Review grades from the 1st six/nine weeks of school (Grades 1 - 5) or checklist (PreK - Kinder)

- Review of the beginning of year assessment data, explanation of the student's results, and student standing (below, at, or above grade level)
- Review of goals for the student (parent and teacher)
- Recommendations for helping the student at home
- Parent questions
- Attendance
- Tardies
- Discipline

### **Spring Conferences**

Teachers are required to conference with the parents of students in danger of failing a content area or being retained no later than the end of January of each year. This gives parents a clear picture of their child's current academic status, as well as an opportunity to work with the school to try to get the student on grade level. The conference should include the following discussion points:

- Report card data
- Attendance
- Tardies
- Discipline
- Review all assessment data
- Review grade level goals

- Requirements of recommendations for retention, promotion, or acceleration
- Strategies for improvement and growth
- RTI Process

### **Promotion and Retention**

Promotion shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, and content area. For Grades 1-5, mastery shall be determined as follows:

- Based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts and mathematics.