

2023-2024

Columbia-Brazoria ISD



Elementary (PK-5)

Grading & Reporting Procedures

Elementary (PK-6) Grading and Reporting Procedures

Grading Roles and Responsibilities

Teacher

1. Teachers are required to post the TEKS learning objective.
2. Any homework assignment should be written on the board in order students or parents/guardians to copy if necessary.
3. Only teachers will record grades for assignments in the student database.
4. All records of grades and assessments become a part of the confidential record for the assessment of student performance.
5. Teacher will inform students of content covered on all major assessments.
6. Teachers shall not increase or decrease a classroom grade for participation or lack of participation in any extracurricular or behavioral issues.
7. Teachers will provide students with a rubric for long-term projects/alternative assessments.
8. Teachers will contact the parents or guardians to inform them of academic concerns and when grades are in the failing range.
9. Accommodations and Modifications MUST be implemented as agreed upon in the ARD meeting.

Curriculum Non-Negotiables and Unit Assessments

1. Teachers in the core content areas are required to follow the Curriculum Year-at-a-Glance (YAG) and Instructional Focus Document (IFD) for their grade level.
2. Teachers are required to administer the uploaded Unit Assessments upon completion of a unit of instruction-without approved change or assistance unless the student is allowed an accommodation through their 504 plans or ARD. Performance Assessments found in the curriculum must be used as part of the formative assessment.
3. Teachers will use scantron forms or online scoring for the results to be analyzed in DMAC.
4. Campus administrators, Intervention Teachers and classroom teachers will discuss and review assessment data in order to make informed decisions about instruction, interventions, and differentiation.

Lesson Plans

The purpose of a lesson plan is to provide a written document outlining daily objectives and activities for instruction. The lesson plan should include state, district and campus objectives reflecting the required TEKS. Lesson plans will be in Google drive and are shared with appropriate staff members.

Teacher Records / Grade book

Grade records are an important record-keeping tool and should be accurately maintained. Teachers should be aware that many times grades will need to be verified; therefore, accurate record keeping is essential. All teachers will maintain the district-provided electronic grade book.

1. Grades recorded in a grade book are documentation of a student's progress and of mastery of the TEKS (Texas Essential Knowledge and Skills) and curriculum objectives.
2. Grades recorded in a grade book represent a confidential record for assessment of student performance.
3. The set of grades in the grade book shall be the complete set from which the student's average is determined.
4. The electronic grade book must adhere to the calculations outlined in this manual.
5. The teacher of record will enter grades in the grade book.
6. Teachers will update electronic grade books on a weekly basis.

Return of Assignments

Teachers should review and return all graded work to students within a time frame that will benefit the student. Daily work should be returned within two to four scheduled class days. Larger projects should be reviewed and returned on a timely basis (within one week). This will allow the student to identify any areas of weakness and arrange for tutorials or extra study sessions prior to assessment.

Interventions

Teacher observation, formative and summative assessments, and unit tests identify students in need of acceleration in the regular classroom setting. Each elementary campus has a 45-minute intervention period daily, and students are assigned to flexible groups to attain mastery of specific TEKS.

The campus Intervention Teacher will assist the teachers with data-mining to determine the student needs and can provide guidance for an intervention path. Intervention instruction provides a variety of opportunities for students to learn the TEKS utilizing various learning styles rather than simple worksheets. Hands-on, tactile-kinesthetic, computerized opportunities address the different learning styles of students in small group instruction or one-to-one assistance. Individual learning paths may be provided through computerized instructional programs, small group lessons using intervention materials created by the classroom teacher, or with research-based district purchased instructional programs.

Maintenance of Response to Intervention Records

The district embraces a three-tiered system for response to intervention (RtI) for both academics and behavior. The Student Intervention Team collaborates with the classroom teacher to determine the best practices to meet the needs of every student.

1. It is the responsibility of the individual teacher to ensure that all student data is housed in the computerized database.

2. Maintenance of the Evidence of Learning folders is the responsibility of the individual teacher, and the documents must be updated each nine weeks.
3. Oversight of the proper documentation for response to intervention is required by campus administration.
4. Students referred to the campus Student Intervention Team (SIT) must have all response to intervention documentation attached to the proper referral forms.

Parent/Guardian – Teacher Conferences

Parents/guardians have a right and need to know whatever the school knows about the abilities, achievement, progress and concerns of their children in schools. The school has an obligation to communicate such information in an understandable and usable form.

A combination of report cards, progress reports and parent conferences is used to inform parents of their child's progress in school. Teachers at all grade levels shall inform parents/guardians when a student's academic progress becomes unsatisfactory.

1. A teacher will schedule one or more conferences with the parents or guardian of a student if the student is not maintaining passing grades, is not achieving the expected level of performance, is presenting some concerns to the teacher, or any other case that the teacher considers necessary.
2. For students making unsatisfactory progress in any core academic area, a progress report must be sent each 4 weeks to the parent/guardian.
3. The State and District require each teacher to notify parents/guardians of the need for a conference at the nine weeks grading period if the grade is below the level required for grade level advancement.

Grade Level Expectations

Teachers will provide an overview of the grade level expectations at the beginning of each school year. It is expected that parents/guardians will be informed of testing and other pertinent information in a timely manner. Parent meetings to discuss content, objectives and strategies are encouraged. The Curriculum Parent portal is a valuable resource for our parents. The Year-at-a-Glance (YAG) can be used to communicate the Texas Essential Knowledge and Skills (TEKS) that are being taught each nine weeks. Skyward is an effective tool to communicate with the parent. Communication tools through Google and Skyward are encouraged as ways to communicate with parents as well.

PreK: Parent/guardian conferences are required at the first 9 week area to explain the results of the testing and to help the parent understand strategies to assist their child. Classes working with Brazoria County Head Start will work collaboratively in this process. Follow up meetings are required with the parent as the year progresses to ensure parental understanding and participation. A final conference is required for students not making adequate progress.

K/1st: Parent/guardian conferences are required at the first 9 weeks to communicate learning expectations. TPRI information will be shared with the parent during this conference. Follow up meetings are required with the parent as the year progresses to ensure parental understanding and participation. A final conference is required for students not making adequate progress.

Online Records: Skyward Family Access

The district has implemented Skyward, a student management system. Parents/guardians will be able view student progress and attendance through Skyward Family Access. Teachers can also communicate with the parent about upcoming events using this system. To access the parent portal in Skyward, internet access and an electronic email address is required. Teachers are encouraged to provide this information to the parents in order to allow the parent up to date information about their child's progress. It is important to understand the system does the following:

1. The student / parent gradebook in Skyward displays progress report averages, report card averages and the individual assignment grades in the teacher grade book.
2. As soon as teachers enter grades into the system, parents and guardians will be able review the live data and be more informed of ongoing progress.
3. A grade not entered will default to a zero.

Assessments

General

Student mastery of course objectives may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have as their source written paperwork. Nor is it always necessary to receive a grade for every paper produced. Although the teacher should always monitor and provide feedback to students for any activity that he/she assigns, the feedback does not always need to be in the form of a grade. Assessment should always follow a period of guided practice and/or independent practice.

Performance-Based Measurements & Grading

Performance assessments are measures of student's progress toward mastery of course objectives or content. There are many forms of assessment that may be utilized by individual teachers. Performance-based courses may have assignments that differ significantly from other academic courses.

In performance-based courses, the grading and assignments must reflect the TEKS and a measure of the student's performance.

Performance-based report card in K-2 mastery level is determined by the skill attainment at the end of the grading period. The level of attainment is not an average over the grading period, but is the level of attainment of that skill at that grading period time. Report card mastery is viewed in terms of ability to perform independently.

Definitions of Grade Types

Assessments

Tests / Examinations

Tests and examinations measure performance based on the Texas Essential Knowledge and Skills (TEKS) or content. They serve to evaluate mastery of the TEKS, concepts, understandings, and district objectives, and provide opportunities to demonstrate certain knowledge or skills.

1. Tests / Examinations are assessments designed to measure a student's mastery of the TEKS as expressed in the curriculum.
2. Major examinations are tests, chapter, unit, concept or cumulative (i.e., unit assessments, weekly, or nine weeks) assessments.
3. Major tests must be scheduled and announced in advance.
4. Accelerated Reader tests may not be counted as a major test or exam.

Project Assessments

1. Alternative assessments will reflect real-world tasks and relate to instructional objectives.
2. This type of assessment often requires analyzing a task, developing a plan of action, gathering information, selecting the relevant information and presenting appropriate information.
3. The expectation for the presentation or product should be outlined by the teacher based on the subject area and content objectives.
4. Teachers will provide students with a rubric for long-term projects and other alternative assessments.

Daily Grades

Daily grades are defined to be any instructional activity planned by the teacher to be completed during a class period to facilitate the learning process. Accelerated Reader tests may not be counted as a grade.

Homework

No new concepts should be included in homework. Homework is an effective tool in developing responsibility, study habits and skills. It is an extension of the learning process and involves the home in the child's curriculum. It should be purposeful, related to classroom experiences and be age and grade appropriate. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully. If the curriculum does not include homework components, materials to be sent as homework should be chosen carefully and reflect the student expectations that have already been taught.

Homework Guidelines

1. Homework should not be assigned on weekends or before holidays.
2. Homework should not exceed the specified time allotments for each grade level. Because students work at different paces, it may take some students more or less time to complete assignments.

3. Accommodations are encouraged to be made for students who do not have a home environment in which homework tasks can be completed.
4. If two or more teachers are working with a student, the homework should be coordinated to adhere to the one-hour limit.

Grade Level	Time Allotment
Kindergarten	15 Minutes
Grade 1	20 Minutes
Grade 2	20 Minutes
Grade 3	30 Minutes
Grade 4	30 Minutes
Grade 5	40 Minutes
Grade 6	40 Minutes

5. Each student is encouraged to read, or to be read to, a minimum of 15 minutes each school night in addition to assigned homework.

Grading Homework

Homework may be graded in a variety of ways or could just be used for follow up. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content and/or correct answers are appropriate. Graded assignments shall be returned to the student in a timely manner.

Late Work

A teacher may allow a student a reasonable opportunity to substitute, make up or redo a class assignment. See retest/re-teach guidelines if student fails.

Make-Up Work

Students shall be permitted to make up assignments and tests following any absence. All students will receive credit for satisfactory make-up work after an absence, including excused and unexcused absences or absences due to suspension from school.

1. A student will be given as many days as he/she was absent to make up tests and other missed assignments.
2. Teachers are not required to provide assignments prior to an absence, unless the absence has been approved by the building principal.
3. Students should not be required, on the day of returning to school, to take a quiz or test that was announced during the student's absence.

Extra Credit Points

Teachers may assign extra points to any assignment; however, no “additional” assignments are given solely as extra credit. If extra points are given to an assignment it must be offered to all students. All extra points must be academically focused.

Academic Achievement: Standards for Mastery

Curriculum Mastery

A student will be promoted on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level. A student must show mastery of least 70% based on course-level or grade-level standards.

Official Grade Reports

Progress Reports

The purpose of the progress report is to inform students, parents / guardians and campus administrators regarding progress in a subject, in conduct or in both. The progress report reflects both satisfactory and unsatisfactory student progress.

1. All elementary students in K-6 receive a progress report at each four weeks of the nine weeks period.
2. The progress report should be signed by the parent and returned to the teacher / school.
3. It is imperative that parents / guardians be contacted at any time that the student is in danger of failing or if there is a significant drop in grades.
4. If a student's grade falls below 70 after the midpoint progress report or if the student is scoring in the 1 to 2 range of the performance reporting, the teacher will make contact with the parents / guardians by phone or in writing. Contact means there is a response from the parent.

Report Cards

The report card is a communication tool for parents / guardians and students. Report cards provide information regarding academic progress, student conduct and absences. Report cards may be sent home

with the student however, if the card is not returned in a timely manner, the teacher should follow up with a parent contact.

1. Kindergarten-6th grade report cards are computer generated.
2. Report cards are issued the Thursday following the end of the grading period.
3. Pre-Kindergarten will issue the Parent Report from the testing program in October, January and May.

Academic Grading Scales

Kindergarten to 2nd Grade

The performance based report card is designed to inform the parents/guardians of the ongoing growth and development of students.

U- Unsatisfactory	Exhibits skill/concept with direct guidance
N- Needs Improvement	Exhibits skill/concept with minimal guidance
S- Satisfactory	Exhibits mastery of skill/concept
E- Exceeds	Exhibits automaticity and understanding beyond grade level expectation

Grades 3-6

The district will report nine week averages to parents / guardians as numerical scores and letter grades in core content areas and through development symbols in enrichment areas. The table relates numerical scores to letter grades used to report English language arts/ reading, mathematics, science, and social studies. Only the numerical score will be shown on the report card and in the grade book.

Numeric Average	Letter Grade	Description
90-100	A	Excellent Progress
80-89	B	Good Progress
75-79	C	Average Progress
70-74	D	Poor Progress
69 and below	F	Not Satisfactory

Grading Fine Arts, Physical Education, Conduct & Student Responsibilities and Technology (K-2)

Fine arts, physical education, technology and the conduct/student responsibility sections are graded by the teacher of record for the area assessed. The student is assessed on conduct (and student responsibilities in grades PK-2) by the primary academic teacher. The conduct grade indicates how well the student is performing in overall classroom citizenship. Conduct should not impact academic grading.

Mark	Assessment	Description
E	Excellent	The student displays excellent work habits and attitude, is cooperative and consistently observes rules and regulations.
S	Satisfactory	The student displays good work habits and attitude, is cooperative and generally observes rules and regulations.
N	Needs Improvement	The student displays a fair attitude, needs improvement in work habits, is at times uncooperative and disrupts class, and does not consistently observe rules and regulations.
U	Unsatisfactory	The student displays a poor attitude and is consistently uncooperative. The student disrupts class and shows little respect for rules and regulations.

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. 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.

Calculating Nine Weeks Averages

Kindergarten to 2nd Grade

Student performance in the grades is determined by teacher observation or assessment of specific content, objectives (TEKS) or skills. Grades are reported by the rubric scale of 1-4 to indicate mastery of a specific skill. The rubric grades are not averaged to determine the nine week score, rather the skill or objective is assessed for the level of independence and mastery at the nine week period.

U- Unsatisfactory	Exhibits skill/concept with direct guidance
N- Needs Improvement	Exhibits skill/concept with minimal guidance
S- Satisfactory	Exhibits mastery of skill/concept
E- Exceeds	Exhibits automaticity and understanding beyond grade level expectation

Grades 3-6

1. All numeric averages reported on progress reports and report cards will be determined using a percentage grading system.
2. Daily grades will count as 70% of the nine weeks average in English language arts and reading (ELAR), science, social studies and math.
3. Homework will count as a 5% of the grade.
4. Assessments will count as 25% of the nine weeks average ELAR, science, math, and social studies (this requires at least 4 grades in each subject area).
5. Spelling grades will be averaged for only one grade in ELAR.

Maximum Weight of a Grade

When calculating a nine weeks average, no single assignment or assessment grade may count more than 20% of the total average. It should be noted, however, that some major projects may comprise more than one assignment and grade. Calculated averages reported on progress reports and report cards may not exceed 100.

Minimum Number of Grades

A minimum of ten grades should be given in each core academic area (i.e., ELAR, mathematics, science and social studies) during each nine weeks grading period.

Actual Grade Earned

Senate Bill 2033 by the 81st Legislature requires that a school district adopts a grading policy, including provision for the assignment of grades on class assignments and examinations, before each school year. The law provides that a district grading policy must require a classroom teacher to assign a grade that reflects the student's relative mastery of the assignment, may not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work and may allow a student

a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

Transfer of Grades

Students new to the district or who enroll in a school after the start of a grading period shall be treated fairly in awarding grades. Grades shall be computed using a combination of grades from the former school and grades earned for the time the student has been enrolled in the new school.

Reteach and Reassess for Mastery

Mastery of the Texas Essential Knowledge and Skills

Teachers will utilize ongoing mastery assessments to determine which students are in need of intervention (re-teaching, enrichment, and acceleration). Teachers will monitor and identify students who need re-teaching.

1. Teachers will provide re-teaching for students with grades below 70.
2. Students will be re-evaluated after re-teaching has occurred.
3. Re-evaluation may include, but is not limited to, oral examination, special assignments, or a formal test.
4. A grade of 70 shall be the highest grade recorded on re-evaluation to designate the student's mastery of the TEKS. (Example: If the reassessment grade is 95 out of a 100, a grade of 70 would be recorded. If the first assessment and the reassessment are both below 70, the higher of the two grades will be recorded.)

Promotion Standards

All Pre-Kindergarten students will be promoted to Kindergarten

Grades K-2

A student shall be promoted if his or her report card reflects three of the following:

- Is marked at or above grade level in reading denoting no more than three indicators below a Satisfactory.
- Is marked at or above grade level in writing denoting no more than two indicators below a Satisfactory.

- Is marked at or above grade level in mathematics denoting no more than five indicators below a Satisfactory.
- Is marked at least a Needs Improvement in all areas in social studies and science.

Grades 3-6

Promotion and grade level advancement shall be based on mastery of the curriculum. Mastery shall be determined as follows:

- Course assignments and unit evaluation shall be given to determine student grades in a subject.
- An average of 70 or higher shall be considered a passing grade.

Promotion to the next grade level shall be based on an average of 70 on a scale of 100 based upon course-level / grade level standards which are the Texas Essential Knowledge and Skills (TEKS). Students shall be promoted by meeting the following three criteria.

- A grade average of 70 in mathematics.
- A grade average of 70 in English language arts and reading (ELAR)
- A combined overall average of 70 for mathematics, English language arts and reading, science, and social studies.

Students in grade 5 must pass the State Assessment (STAAR) in reading and math to be promoted. Students unsuccessful on their first attempt have two additional opportunities to retest. An accelerated instruction plan including tutorials and/or other small group instruction is required prior to the retest. If the student fails to pass after the third attempt, a Grade Placement Committee (GPC) must convene to determine promotion criteria.

In grades K-6, the campus Grade Placement Committee shall make recommendations for promotion of students who do not meet minimum state and district standards. The Grade Placement Committee includes the parent. Kindergarten promotion must be agreed upon by GPC members.

Students with disabilities will have promotion and grading standards established by the Admission, Review and Dismissal (ARD) committee.

Instruction, Testing and Grading for Students with Disabilities

Students with disabilities may have accommodation or modifications outlined by their Admission, Review and Dismissal (ARD) committee. Students protected through 504 will only have accommodations. Students protected through IDEA may have both. Only modifications can adjust the

TEK objectives outlined for that specific grade level. These students may have plans that outline specific objectives and the depth of study the student should be presented.

Decisions concerning adjustments to grading, adjustments to assignments or tests, as well as grade placement decisions are determined by and with the ARD committee. ARD committee decisions and information about the student's abilities guide the placement of Special Education students on alternative state assessments and guide the types of accommodations allowable for the student to use in school daily and on the state test. Rules for eligibility must be followed.

The ARD committee decisions are non-negotiable once the ARD has agreed upon them they must be followed. Not implementing the accommodations, modifications, grading or other adjustments can result in litigation against the district and could result in re-evaluation of a grade issued by the teacher.

Teachers are required to keep documentation on the accommodations, modifications and grading practices. Teachers are encouraged to work with their Special Education teachers) and administrators to gain clarification or to receive assistance on grading, accommodations and modifications.