



TCISD Elementary Grading and Reporting Handbook

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Foreword

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, the Texas Administrative Code, and Texas City Independent School District policies and regulations.

Grading is the process by which teachers assess student learning and progress towards mastering the Texas Essential of 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 Grading and Reporting Handbook Review Committee and adjustments will be made as necessary.

General Information

Courses of Study/Advancement

TCISD 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.

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 or remediate 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 assigned as a discipline 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

Homework

Teacher Responsibilities

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

Student Responsibilities

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. Complete homework with minimal parental help.
6. Complete homework assignments carefully and neatly.
7. Complete homework and turn it in on time.
8. Budget time for long-term projects.
9. Complete all work missed due to absences or school activities.

Parent Responsibilities

1. Read and discuss the district's homework procedures with the student and encourage good study habits.
2. Communicate homework concerns and questions to the teacher.
3. Encourage the student 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.
6. Monitor student progress as grades come home, on parent access, or via teacher contact.
7. View and sign progress reports and report cards to monitor student progress.

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Kindergarten Homework Expectations

Homework expectations for kinder students are:

- Homework should be an enrichment, 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. Kindergarten students are to read, or be read to, for at least 20 minutes each school night – this is accounted for in the 30 minutes of nightly homework.
- Each kindergarten student will have a take home reader.

Grade 1 Homework Expectations

Homework expectations for first grade students are:

- Homework should be an enrichment, 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. First Grade students are to read, or be read to, for at least 20 minutes each school night – this is accounted for in the 30 minutes of nightly homework.
- Each first grade student will have a take home reader.

Grade 2 Homework Expectations

Homework expectations for second grade students are:

- Homework should be an enrichment, review or reinforcement of skills already covered in the classroom and should not be new information for the student.
- Homework should not exceed 35 minutes nightly. Second Grade students are to read, or be read to, for at least 20 minutes each school night – this is accounted for in the 30 minutes of nightly homework.
- Each second grade student will have a take home reader.

Grade 3 and 4 Homework Expectations

Homework expectations for third and fourth grade students are:

- Homework should be an enrichment, 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. Third and fourth grade students are to read, or be read to, for at least 20 minutes each school night. If a student has two or more teachers, the teachers are expected to coordinate homework to adhere to the maximum time frame.
- Students are expected to practice math facts weekly.
- Assignments that are to be completed at home must be evaluated as homework and recorded in the homework section of the grade book.

Grade 5 and 6 Homework Expectations

Homework expectations for fifth and sixth grade students are:

- Homework should be an enrichment, review or reinforcement of skills already covered in the classroom and should not be new information for the student.
- Homework should not exceed 60 minutes nightly, including reading and math facts. Fifth and sixth grade students are to read, or be read to, for at least 20 minutes each school night. If a student has two or more teachers, the teachers are expected to coordinate homework to adhere to the maximum time frame.
- Students are expected to practice math facts weekly.
- Assignments that are to be completed at home must be evaluated as homework and recorded in the homework section of the grade book.

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Grading Guidelines

The TCISD report cards (Grades K-6) are to reflect each student’s growth and acquisition of the TEKS.

- A. Teachers are to maintain student’s grades and progress on the district’s electronic grade book program.
- B. Teacher grade books are auditable documents and are to be maintained digitally by network services.
- C. Final grades for the school year are to be maintained in the student’s cumulative record.
- D. Diagnostic Instruments are not to be taken for a grade.
- E. Grades are to be updated (posted and published) on a weekly basis.
- F. In order to allow students every possible opportunity for demonstrating mastery of the curriculum for the marking period, teachers will continue to provide new assignments for a grade until at least three days prior to the end of the grading period.
- G. The following grading procedures will be applied at the grade level indicated. Teachers will meet the minimum grade requirement for grade and category. The first week of school, district wide reviews and assessments, as well as state testing weeks are allowable exceptions. Minimum grade requirements, categories and weights are as follows;

a. Kindergarten:

- 1. Kindergarten will issue letter grades for each subject in the marking period. These letters will correspond to the table below.
- 2. A minimum of two letter grades per week in Reading and Math should be recorded for determining the final average of the marking period. A minimum of one letter grade should be recorded for Language.
 - i. The Reading grade should be representative of a student’s mastery of the on grade level curriculum as well as their personal reading level. Teachers should provide and record opportunities for students to interact with the grade level TEKS on the targeted Kindergarten reading level and on the student’s instructional level.
 - ii. The Language grade should be a composite of the Kindergarten grammar and writing TEKS as well as the spelling TEKS.
 - iii. The Math grade should be representative of focus and spiraled skills and the final average should include 2 letter grades per week.
 - iv. The Science and Social Studies marking period average should include one letter grade per marking period.

Subject	Categories
Reading	100% = Daily work
Language Arts	100% = Daily work
Math	100% = Daily work

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Kindergarten Letter Grades:

Symbol	TCISD Standard	Clarifying Statement	Skyward Conversion
E	Excellent Achievement	Indicates mastery of grade-level content above that normally expected of a student at the same grade level. -Advanced Development	95
S	Satisfactory Achievement	Indicates mastery of grade-level content normally expected for the student's grade level. -Developing as Expected	85
N	Achievement Needs Improvement	Student does not yet meet expectations for mastery of grade-level content in one or more areas. (The teacher must include a comment that best describes the area of concern.) -More Development Needed	75
U	Unsatisfactory	Indicates failure to perform at the expected instructional level. (The teacher must include a comment that best describes the area of concern) -More Development Needed	65

b. First Grade:

1. First grade will issue numerical grades for each subject in the marking period.
 - i. A minimum of two grades per week in Reading, Language, and Math should be recorded for determining the final average of the marking period.
 - ii. The Reading grade should be representative of a student's mastery of the on grade level curriculum as well as their personal reading level. Teachers should provide and record opportunities for students to interact with the grade level TEKS on the targeted First Grade reading level and on the student's instructional level.
 - iii. The Language grade should be a composite of the First Grade grammar, writing, and spelling TEKS. The Spelling category should include spelling activities, tests, and sentence/paragraph dictation that includes spelling words.
 - iv. The Math grade should be representative of focus and spiraled skills.
 - v. A minimum of one grade per week in Science and Social Studies should be recorded for determining final average of the marking period.

Subject	Categories
Reading	70% = Mastery of Grade Level TEKS 30% = Instructional Guided Reading Level
Language Arts	80% = Grammar/Writing Skills 20% = Spelling and dictation
Math	100% = Daily work

c. Second Grade:

1. Second grade will issue numerical grades for each subject in the marking period.
2. A minimum of two grades per week in Reading, Language, and Math should be recorded for determining the final average of the marking period.
 - i. The Reading grade should be representative of a student's mastery of the on grade level curriculum as well as their personal reading level. Teachers should provide and record opportunities for students to interact with the grade level TEKS on the targeted Second Grade reading level and on the student's instructional level. The cumulative nine weeks grade should contain 9 grades that reflect on grade level material and 3 grades that reflect the student's independent level.
 - ii. The Language grade should be a composite of the Second Grade grammar and writing TEKS as well as the spelling TEKS. The Spelling category should include spelling activities, and tests.
 - iii. The Math grade should be representative of focus and spiraled skills.
 - iv. * Students will have one opportunity to improve any cumulative test or project grade 69 or below.
 - *This will be accomplished by completing a test or project covering the same objective/skill.
 - *After the original test is returned to the student, the student will have "two school days" to request the reassessment. The student must return the original graded test to the teacher.
3. A minimum of one grade per week in Science and Social Studies should be recorded for determining the 9 weeks grade.

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Subject	Categories	Content of Categories
Reading	70% = Mastery of Grade Level TEKS 30% = Instructional Guided Reading Level	<p>70% from On Grade Level</p> <ul style="list-style-type: none"> * minimum of 13 recorded grades (at least 3 assessments, excludes the CBA) per 9 wks * Combination of Daily Grades and Assessments * Daily Grades and assessments weighted as 1 <p>30% from Guided Reading Level</p> <ul style="list-style-type: none"> * minimum of 5 recorded grades per 9 wks * grades taken during Guided Reading must reflect grade-level SE expectations with an instructional level text
Language Arts	80% = Grammar/Writing Skills 20% = Spelling and dictation	<p>80% from Language Skills/Writing</p> <ul style="list-style-type: none"> * minimum of 13 grades per 9 wks (at least 3 assessments) * combination of daily grades, compositions, and assessments * Assessments will be weighted as 1 * requirement of 2 graded compositions per 9 weeks - can include by writing CBAs and must have one of the two compositions recorded <p>20% from Spelling</p> <ul style="list-style-type: none"> * minimum of 8 spelling grades per 9 wks * spelling tests will be weighted as 1
Math	100% = Daily work	<p>100% from Daily work</p> <ul style="list-style-type: none"> * minimum of 18 grades per 9 wks (minimum of 3 assessments, excludes CBA) * combination of daily grades and assessments * assessments weighted as 1

d. Third and Fourth Grade:

1. Third and Fourth grade will issue numerical grades for each subject in the marking period
2. A minimum of two grades per week in Reading, Language, and Math should be recorded for determining the final average of the marking period.
 - i. The Reading grade should be representative of a student's mastery of the on grade level curriculum as well as their personal reading level. Teachers should provide and record opportunities for students to interact with the grade level TEKS on the targeted Grade reading level and on the student's instructional level.
 - ii. The Language grade should be a composite of the grammar and writing TEKS as well as the spelling TEKS. The Spelling category should include spelling activities, tests, and sentence/paragraph dictation that includes spelling words.
 - iii. The Math grade should be representative of focus and spiraled skills.
 - iv. * Students will have one opportunity to improve any cumulative test or project grade 69 or below.
*This will be accomplished by completing a test or project covering the same objective/skill.
*After the original test is returned to the student, the student will have "two school days" to request the reassessment. The student must return the original graded test to the teacher.
 - v. Teachers may assign homework and may record homework in the grade book. Students will have the opportunity to complete late or missing homework for full credit; double- and/or triple-consequences shall not take place.
 - vi. Other than the 1st 9 weeks writing CBA, all CBAs can be taken for a grade and given a weight of 1. Teachers should ensure that curriculum within the scope and sequence from the time frame which the CBA tests are taught to the fullest capacity. If the teacher/grade level is behind, a decision on what questions to take as a grade will be made by the Elementary Coordinator of Curriculum and Instruction, the Campus Principal, and the Campus Instructional Specialist.
 - vii. If one assessment (weighted as 2) is taken for a grade, then another assessment must be recorded with a weight of 2 and calculated into the student's final average.
3. A minimum of one grade per week in Science and Social Studies should be for determining the final average of the marking period. The Science and Social Studies instruction should not be split into 3 week sections. A minimum of two assessments should be included in the 9 weeks average. 60% of instruction in science should be observational, lab-based, and/or hands-on (see TEKS).

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Subject	Categories	Content of Categories
Reading	70% = Mastery of On Grade Level TEKS 25% = Instructional Guided Reading Level 5% = Homework	70% from On Grade Level * minimum of 10 recorded grades (minimum of 3 assessments, excludes CBA) per 9 wks * Combination of Daily Grades and Assessments * Daily Grades weighted as 1 * Assessments weighted as 2 25% from Guided Reading Level * minimum of 5 recorded grades per 9 wks * grades taken during Guided Reading must reflect grade-level SE expectations with an instructional level text 5% from Homework * of 3 recorded grades per 9 wks * student may only be penalized once for minimum homework, i.e. if points are taken off for late/missing homework, punishment (no recess or a mark in folder) will not take place
Language Arts	80% = Grammar/Writing Skills 15% = Spelling 5% = Homework	80% from Language Skills/Writing * minimum of 10 grades per 9 wks (minimum of 3 assessments, excludes CBA) * Combination of daily grades, compositions, and assessments * Assessments will be weighted as 2 * All other recorded grades will be weighted as 1 * A requirement of 2 graded compositions per 9 weeks - can include writing CBAs and must have one of the two compositions recorded by the progress report 15% from Spelling * minimum of 5 spelling grades per 9 wks * spelling tests will be weighted as 1 * every ELA teacher is required to teach and assess spelling 5% from Homework * minimum of 3 language/spelling grades per 9 wks * student may only be penalized once for homework, i.e. if points are taken off for late/missing homework, punishment (no recess or a mark in folder) will not take place
Math	95% = Daily work 5% = Homework	95% from In-Class * minimum of 13 grades per 9 wks (minimum of 3 assessments, excludes CBA) * combination of daily grades and assessments * assessments weighted as 2 * daily grades weighted as 1 5% from Homework * minimum of 5 grades per 9 wks * student may only be penalized once for homework, i.e. if points are taken off for late/missing homework, punishment (no recess or a mark in folder) will not take place

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e. Fifth and Sixth Grade:

1. A minimum of 18 grades per 9 weeks should be entered into the electronic grade book. These grades will be split across categories (see below).
 - i. The Reading grade should be representative of a student's mastery of the on grade level curriculum as well as their personal guided reading level. Teachers should provide and record opportunities for students to interact with the grade level TEKS on the targeted Fifth or Sixth Grade reading level and on the student's instructional level.
 - ii. The Language grade should be a composite of the grade level grammar and writing TEKS.
 - iii. The Math grade should be representative of focus and spiraled skills.
2. Missing assignments are assignments that were not received from the student. Initially, missing assignments in any category will be averaged as a zero. Teachers may offer opportunities to replace a zero with another grade. These opportunities should be arranged between the teacher, student, and parent.
3. Absent assignments were assigned to the student when the student incurred an absence. Absent work will be included into the grade book and computer system as an 0 with a comment describing the nature of the zero. This states that the student was absent and given a zero until the work is completed and returned to the teacher for a final grade. Students will have 1 day per absence with a maximum of 5 days to return absent assignments.
4. Late work includes assignments that were assigned as daily work and /or projects. These assignments also included a due date, and the student missed the assigned due date. The acceptance of late work includes point deductions per day – see the following chart.
 - i. Late homework will be accepted at the teacher's discretion.

Point deduction for Late Daily Work and Projects	
1 Day Late	-11 points
2 Days Late	-20 points
3 Days Late	-30 points
<i>After 4 days, students will receive a 0 for the missing assignment.</i>	

5. Teachers may offer an alternate assignment to replace any zero in the grade book. This alternate assignment will be delivered at the teacher's discretion. The opportunity for an alternate assignment should be arranged between the teacher, student, and parent.

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Subject	Categories	Content of Categories
5th and 6th Reading/EL A Math, Social Studies and 5th grade Science	70% = Daily Work 20% = Tests/ Quizzes/Projects 10% = Homework	70% from Daily Work * minimum of 12 recorded grades per 9 wks * 3 grades should reflect Guided Reading instruction * 1 grade should reflect a full composition 20% from Tests/Quizzes/Projects * A minimum of 3 grades per nine weeks should be included in this category. There should be more than one test in each 9 weeks. 10% from Homework * minimum of 3 recorded grades per 9 wks * student may only be penalized once for homework, i.e. if points are taken off for late/missing homework, punishment will not take place
6th Grade Science	40% = Labs 40% = Daily Work 20% = Tests/ Quizzes/Project s	40% from Labs * minimum of 5 authentic lab grades will be configured into the student's average 40% from Daily Work * minimum of 10 grades * Homework will be an extension of daily work and could be graded 20% from Tests/Quizzes/Projects * A minimum of 3 grades per six weeks should be included in this category. There should be more than one test in each 9 weeks.

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- H. Grades shall not be recorded on introductory skill. Grades are to be an evaluation of content mastery.
- I. Grades issued through a concept remediation shall replace the original assignment. The reteaching code must be assigned to all grades that reflect additional teaching in the electronic grade book.
- J. Teachers will 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 ELLs via a documented accommodation plan must also be reflected in the grade book. Teachers will utilize this opportunity to document effectiveness of accommodations.
- K. Conduct grades are to be an evaluation of a student's attitude and behavior. It should not change the grade in the academic area. Students with repeated problems may require a behavioral intervention.
- L. Zero vs. Missing: In order to maintain accurate records, teachers will differentiate within the electronic grade book if a student earned a zero on a specific assignment or if the assignment is missing due to incompleteness or it not being turned in. Students missing several assignments are in need of an intervention.
- M. 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 as approved by the teacher of record and the building principal.

NOTE. A TCISD student shall not be given the option to choose not to learn 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.

Make-Up Work for Absences

Students shall be expected to make up assignments and tests after absences. 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 makeup work from an absence due to suspension. Students will not receive credit for makeup work when the absence is due to truancy, instead, students will receive a "missing" for the assignment.

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Late Work

Late work is defined as any assignment that is not submitted on its due date, with the exception of make-up work for absences or approved school activities. Teachers are to identify late work in the electronic grade book for any assignment a student does not turn in on time. Teachers at the elementary level may give up to a 10% deduction for any assignment turned in late. In case of extenuating circumstances, it is the parent/guardian and/or student's responsibility to inform the teacher and/or appropriate administrator so that an exception to the rule may be considered. The teacher and/or appropriate administrator will have the final authority to grant any exceptions. Please see the 5th and 6th grade procedures for late and missing work differentiations at Fry Intermediate School.

Extra Credit

Extra credit will be offered at the teacher's discretion. If an extra credit assignment is offered, it must be purposeful, reasonable, academic based, 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 within that category.

Grading Symbols/Comments

Grades 1-5 Grading Scale

Symbol	TCISD Standard
A	Grades from 90% to 100%
B	Grades from 80% to 89%
C	Grades from 75% to 79%
D	Grades from 70% to 74%
F	Grades 69% and below
I	Incomplete
N G	No grade: If a student has not been enrolled in school for a sufficient length of time or due to

Note: Students are not to receive an Incomplete in the final marking period.

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Health, Handwriting, Music, and Physical Education Grading Scale

Symbol	TCISD Standard	Clarifying Statement
E	Excellent Achievement	Indicates mastery of grade-level content above that normally expected of a student at the same instructional level.
S	Satisfactory Achievement	Indicates mastery of grade-level content normally expected for the student's instructional level. – Developing as Expected
N	Achievement Needs Improvement	Student does not yet meet expectations for mastery of grade-level content in one or more areas. (The teacher must include a comment that best describes the area of concern.)
U	Unsatisfactory Achievement	Indicates failure to perform at the expected instructional level. (The teacher must include a comment that best describes the area of concern.) – More Development Needed

Citizen (Conduct) Grading Scale

Symbol	TCISD Standard	Clarifying Statement
E	Excellent Conduct	Always follows class rules, never disruptive in class, always tries their best, has a positive attitude in class, and always on task
S	Satisfactory Conduct	Usually follows class rules, rarely disruptive in class, usually tries their best, usually has a positive attitude in class,
N	Conduct Needs Improvement	Rarely follows class rules, is disruptive in class, rarely tries their best, rarely has a positive attitude in class, and rarely on task
U	Unsatisfactory Conduct	Does not follow class rules, is disruptive in class, does not try their best, does not have a positive attitude in class, and not on task

Grade Reporting

Parent Communication

The Texas City Independent School District strongly values a parent/guardian's role in a child's education. It is through communication, that teachers can help parents stay involved. In addition, ongoing communication helps parents stay informed about their child's academic progress. Parent contact or attempt to contact parents by phone, conference, or e-mail should be kept on file by the teacher. Records should include the date, student name, parent name, phone number, and notes concerning the contents and results of the conversation. For more information, contact your campus administrator.

Skyward

TCISD provides parents with a means of staying up-to-date on their child's progress; Skyward is a secure website that gives parents the opportunity to check grades, monitor attendance, review discipline information, and e-mail teachers. Since teachers are required to update student grades weekly, parents will always have an updated picture of their child's academic progress.

Progress Reporting

Grade reports (report cards) shall be issued every marking period at the elementary level on the TCISD Checklist (Pre-Kindergarten - Kindergarten) and TCISD Report Card (Grades 1-6). Interim progress reports shall be issued for all students after the third week and sixth week of each marking grading. Additional progress reports may be issued at the teacher's discretion. In addition, any time a student's grades fall below 70% in an academic subject, the teacher must have personal communication with the student's parent/guardian, preferably in the form of a parent/teacher conference. This communication must be documented and maintained by the teacher.