

Texas City Independent School District



Elementary Grading and Reporting Handbook

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.

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State and Local Curriculum

State Curriculum

Curriculum content is prescribed by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS). Local instruction plans are based upon this State curriculum framework and state recommended program standards. Curriculum content is not prescribed in detail by the Texas Education Agency but provides a framework to draw upon for the development of local curriculum.

TCISD Curriculum Framework

The District has the responsibility for developing a curriculum map to align curricula PK-12 district-wide and a timeline of critical objectives for each nine weeks in each subject or course. Additionally, the District is responsible for regularly reviewing and revising curriculum to reflect real-world needs, depth and complexity, rigor, and relevance, and to meet the needs of all students.

All Texas City ISD curriculum guides are correlated to the TEKS to ensure coverage of the essential skills and concepts of each course. These guides have been written to facilitate classroom instruction. TCISD Curriculum Guides have been developed by professional teachers in coordination with Instructional Specialists and the TCISD Curriculum Department. These guides have been developed for each subject or course and revised on a regular schedule.

Scope and Sequence of Instruction

The scope of the objectives under the curriculum documents reflects the TEKS and cannot be waived, altered, or portions eliminated. The sequence of the objectives may be altered to meet the needs of an individual class or student.

Homework Expectations Grades Kindergarten – Fourth Grade

- Homework, if given, 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. 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. Homework in grades K – 4 should not be taken as a grade.

“Homework in primary school has an effect size of around zero”, says Professor John Hattie. The best thing you can do is to reinforce something you’ve already learned.”

Grades 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.
- If a teacher chooses to assign work to be completed at home and a grade is taken, it should be recorded in the homework section of the grade book.

Grading Guidelines

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

1. Teachers are to maintain student's grades and progress on the district's electronic grade book program.
2. Teacher grade books are auditable documents and are to be maintained digitally by network services.
3. Final grades for the school year are to be maintained in the student's cumulative record.
4. Diagnostic Instruments are not to be taken for a grade.
5. Grades are to be updated (posted and published) on a weekly basis.
6. 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.
7. Grades should reflect the academic progress of a student. They are to be an evaluation of content mastery after students have been provided the opportunity for learning.
8. Grades issued through a concept remediation shall replace the original assignment. Students are provided the opportunity to redo work and receive a grade no higher than 70.
9. 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 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.
10. 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.
11. 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.
12. 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.
13. 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

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Kindergarten:

- Kindergarten will use checklists based on developmentally appropriate objectives that conform to state guidelines.
- The report card will reflect the student's performance in the classroom compared to grade level expectations.
- The report card is designed to assist teachers in evaluating the ongoing growth and development of students.

The following symbols are used to report a student's progress in all areas:

Symbol	TCISD Standard	Clarifying Statement
4	Exceeds Grade Level Standard	Indicates mastery of grade-level content above that normally expected of a student at the same grade level. -Advanced Development
3	Meets Grade Level Standard	Indicates mastery of grade-level content normally expected for the student's grade level. -Developing as Expected
2	Approaching Grade Level Standard	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
1	Developing Proficiency	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

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First Grade:

- First grade will issue numerical grades for each subject in the marking period.
- The Reading Language Arts grade will be a combination of reading, language arts, and phonics (decoding/encoding).
- During Reading Language Arts, teachers should provide and record opportunities for students to interact with the grade level TEKS on grade level text.
- The Math grade should be representative of focus and spiraled skills.
- A minimum of 9 grades per reporting period for Social Studies should be recorded for determining final average of the marking period.
- A minimum of 9 grades per reporting period for Science should be recorded for determining final average of the marking period.
- 60% of instruction in science should be observational, lab-based, and/or hands-on (see TEKS).
- Grade 1 gradebooks will be set as follows:

Subject	Categories	Content of Categories
Reading Language Arts	90% - Daily Work 10% - Phonics	<u>90% Daily Work</u> <ul style="list-style-type: none">• 2 Reading Grades (on-level) per week• 1 Language Grade (grammar/writing) per week <u>10% - Phonics</u> <ul style="list-style-type: none">• 1 Phonics grade per week
Math	100% - Daily Work	<u>100% - Daily Work</u> Minimum of 18 grades per 9-weeks including assessments
Science Social Studies	100% Daily Work	<u>100% Daily Work</u> Minimum of 9 grades per 9-weeks

Second Grade:

- Second grade will issue numerical grades for each subject in the marking period.
- The Reading Language Arts grade will be a combination of reading, language arts, and phonics (decoding/encoding).
- During Reading Language Arts, teachers should provide and record opportunities for students to interact with the grade level TEKS on grade level text.
- The Math grade should be representative of focus and spiraled skills.
- 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 Director of Elementary Education, the Campus Principal, and the Campus Instructional Specialist.

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- A minimum of 9 grades per reporting period for Social Studies should be recorded for determining final average of the marking period.
- A minimum of 9 grades per reporting period for science should be recorded for determining final average of the marking period. A minimum of 60% of instruction in science should be observational, lab-based, and/or hands-on (see TEKS).

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- Grade 2 gradebooks will be set as follows:

Subject	Categories	Content of Categories
Reading Language Arts	90% - Daily Work 10% - Phonics	90% Daily Work <ul style="list-style-type: none">2 Reading Grades (on-level) per week1 Language Grade (grammar/writing) per week 10% - Phonics <ul style="list-style-type: none">1 Phonics grade per week
Math	100% - Daily Work	100% - Daily Work <ul style="list-style-type: none">Minimum of 18 grades per 9-weeks including assessments
Science Social Studies	100% Daily Work	100% Daily Work <ul style="list-style-type: none">Minimum of 9 grades per 9-weeks

Third and Fourth Grade:

- Third and Fourth grade will issue numerical grades for each subject in the marking period
- The Reading Language Arts grade will be a combination of reading, language arts, and in 3rd grade this should include phonics (decoding/encoding).
- During Reading Language Arts, teachers should provide and record opportunities for students to interact with the grade level TEKS on grade level text.
- The Math grade should be representative of focus and spiraled skills.
- 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 Director of Elementary Education, the Campus Principal, and the Campus Instructional Specialist.
- All tests and assignments will have a weight of 1 under daily work.
- A minimum of 9 grades per reporting period for Social Studies should be recorded for determining final average of the marking period.
- A minimum of 9 grades per reporting period for science should be recorded for determining final average of the marking period. A minimum of 60% of instruction in science should be observational, lab-based, and/or hands-on (see TEKS).

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- Grades 3 and 4 gradebooks will be set as follows:

Subject	Categories	Content of Categories
Reading Language Arts	3 rd Grade: 90% - Daily Work 10% - Phonics	<u>90% Daily Work</u> <ul style="list-style-type: none"> 2 Reading Grades (on-level) per week 1 Language Grade (grammar/writing) per week <u>10% - Phonics</u> <ul style="list-style-type: none"> 1 phonics grade per week
	4 th Grade: 100% - Daily Work	<u>100% Daily Work</u> <ul style="list-style-type: none"> 2 Reading Grades (on-level) per week 1 Language Grade (grammar/writing) per week
Math	100% - Daily Work	<u>100% - Daily Work</u> <ul style="list-style-type: none"> Minimum of 18 grades per 9-weeks including assessments
Science Social Studies	100% Daily Work	<u>100% Daily Work</u> <ul style="list-style-type: none"> Minimum of 9 grades per 9-weeks

Fifth and Sixth Grade:

- The Reading Language Arts grade will be a combination of reading and language arts.
- During Reading Language Arts, teachers should provide and record opportunities for students to interact with the grade level TEKS on grade level text.
- The Math grade should be representative of focus and spiraled skills.
- CBA's 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 Director of Elementary Education, the Campus Principal, and the Campus Instructional Specialist.
- 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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- Grades 5 and 6 gradebooks will be set as follows:

Subject	Categories	Content of Categories
Reading Language Arts	95% - Daily work 5% Homework	<p><u>95% Daily Work</u></p> <ul style="list-style-type: none"> 13 Reading Grades (on-level) per 9-weeks 7 Language Grades (grammar/writing) per 9-weeks <p><u>5% - Homework</u></p> <ul style="list-style-type: none"> Should be an enrichment, review or reinforcement of skills already covered in the classroom
5 th /6 th Grade Math 5 th /6 th Grade Social Studies	75% - Daily Work 25% - Tests/Quizzes/ Projects	<p><u>75% - Daily Work</u></p> <ul style="list-style-type: none"> Minimum of 1 grade per week for each 9-week period <p><u>25% Test/Quizzes/Projects</u></p> <ul style="list-style-type: none"> Minimum of 3 grades per 9-weeks one of which should include the CBA
5 th /6 th Grade Science	60% - Daily Work 20% - Labs 20% - Tests/Quizzes/Projects	<p><u>60% Daily Work</u></p> <ul style="list-style-type: none"> Minimum of 10 grades per 9-weeks <p><u>20% Labs</u></p> <ul style="list-style-type: none"> Minimum of 5 authentic lab grades per 9-weeks <p><u>20% Test/Quizzes/Projects</u></p> <ul style="list-style-type: none"> Minimum of 3 grades per 9-weeks of which should include the CBA

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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.

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.

Missing/Late Work

Missing/late assignments are assignments that were not received from the student. Initially, missing assignments in any category will be averaged as a zero. Teachers shall offer opportunities to replace a zeros due to a missing assignment. Excessive missing/late work should be reflected as a behavior consequence in the student's conduct grade. Efforts including parental contact should be made to correct the behavior.

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
NG	No grade: If a student has not been enrolled in school for a sufficient length of time or due to other extenuating circumstances

*Students are not to receive an Incomplete in the final marking period (T4).

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K – 6 Grade Fine Arts 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.
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	Indicates failure to perform at the expected instructional level. (The teacher must include a comment that best describes the area of concern.)

* Giles Middle School and Levi Fry Intermediate students will receive numerical grades for electives.

Citizen (Conduct) Grading Scale

Symbol	TCISD Standard	Clarifying Statement
E	Excellent Achievement	Always follows class rules, never disruptive in class, always tries their best, has a positive attitude in class, and always on task
S	Satisfactory Achievement	Usually follows class rules, rarely disruptive in class, usually tries their best, usually has a positive attitude in class, and usually on task
N	Achievement 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 areas. (The teacher must include a comment that best describes the area of concern.)
U	Unsatisfactory	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.

Grading in Special Programs

Emergent Bilingual (EB) Programs

EB students are not exempt from grades and should receive a grade based on the state's TEKS in all subjects for each nine-week grading period. All EB student grades need to reflect their linguistic accommodations and modifications determined by the Language Proficiency Assessment Committee (LPAC) and should not have failing grades due only to their inability to speak English. Teachers should be aware of their student's level of English language proficiency and keep a list of language proficiency levels and required accommodations in data binders.

Special Education

Students who receive special education services are expected to follow the TEKS as the basis for their educational program. The Admission, Review, and Dismissal (ARD) may recommend changes in standard curricular expectations, content modifications, accommodations, and guidelines for grading. Any variations in the District grading procedures should be related to the student's specific disability, determined by the ARD committee, and included in the student's individual education plan (IEP). Grades for special education students must be based upon performance that demonstrates mastery of the TEKS though the use of ARD recommended accommodations and/or modifications.