

**Galveston ISD Grading and Reporting Procedures  
Elementary Education  
2020-2021**

**I. GRADING SYSTEM**

**A. Student Academic Achievement**

Student academic achievement shall be based on the degree of mastery of the District’s instructional objectives as outlined in the curriculum guides for each subject. The objectives reflect the Texas Education Agency TEKS and address the skills and concepts needed for successful performance in all grades.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student’s performance indicates the level of mastery of the designated TEKS. The student’s mastery level shall be a major factor in determining the grade for a subject or course. (Administration Regulation – EIE Local)

Each elementary school maintains a balanced curriculum. Curriculum offerings include Reading, Language Arts (literature, oral language, composition, handwriting, spelling), Science, Mathematics, Social Studies, Art, Music (refers to general music, which is the basic program), Physical Education/Wellness, Technology Applications, and if desired, Foreign Languages. Curriculum content is not prescribed in detail by the Texas Education Agency, but local instructional plans draw upon State curriculum frameworks and program standards.

Achievement grades should be fairly determined from a wide variety of information, which could include student performance on daily assignments/homework, tests, and/or special projects. The information used in grading should be appropriate to the grade level and subject being considered. Prior to instruction, students should be informed of the class or course expectations, and the teacher must be prepared to document and explain how grades are determined.

**In grades 1–4, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for reading, mathematics, science, and social studies.**

**B. Pre-kindergarten Three and Four-Year Old Report Card**

Evaluation key for Pre-kindergarten four-year old Report Card:

Social Development, Letter/Sound Identification, Science/Health, Mathematics, Language/Reading Development, Social Studies, Fine Motor Skills, and Gross Motor Skills

The four-year old pre-kindergarten report card is designed to assist teachers in evaluating the ongoing growth and development of students. A parent/teacher conference is suggested during the first reporting period. The following symbols are used to indicate a student’s progress:

<b>Grade Mark Legend</b>
<b>D</b> = Developed
<b>P</b> = Making Satisfactory Progress
<b>SD</b> = Still Developing
<b>NY</b> = Not Yet Assessed

**C. Kindergarten Report Card**

Evaluation key for kindergarten report card:

Reading/Writing/Language Skills, Speaking/Listening Skills, Technology, Mathematics, General Behavior/Work Habits, Fine Motor Skills, Social Studies, Science, Art, Music, and Physical Education

<b>Grade Mark Legend</b>
<b>D</b> = Developed
<b>P</b> = Making Satisfactory Progress
<b>SD</b> = Still Developing
<b>ED</b> = Experiencing Difficulty
<b>/</b> = Not Assessed

**D. Report Card, Grades 1 - 4**

Reading, Writing/Language Arts, Mathematics, Science, Social Studies, Art, Music, Physical Education, Technology and Conduct:

Grading Scale:

90-100	<b>A</b>
80-89	<b>B</b>
75-79	<b>C</b>
70-74	<b>D</b>
Below 70	<b>F</b>

Conduct Symbols:

Letter Grade	Description
<b>E</b>	Excellent
<b>G</b>	Good
<b>S</b>	Satisfactory
<b>N</b>	Needs Improvement
<b>U</b>	Unsatisfactory

Weight of Grades:

<b>Daily = 75%</b> <b>Major/District Assessments = 20%</b> <b>Homework = 5%</b>
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## II. GRADING GUIDELINES

### A. Assessment and Evaluation

A minimum of **18 grades** should be given in Reading and Mathematics. A minimum of **9 grades** should be given in Social Studies, Science, and Language Arts during each nine-week grading period. Teachers are encouraged to have a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.

Student mastery of subject matter may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have as their source written paper work. Nor is it always necessary to receive a grade for every paper produced. Although the teacher will monitor and provide feedback to students for any activity, which they assign, 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.

Major/District Assessments grades serve to evaluate mastery of TEKS, concepts, understanding and district objectives. They provide opportunities to demonstrate certain knowledge or skill. Types of examinations may include, but are not limited to the following:

- Nine Week Assessments
- End of Unit Tests
- End of Chapter Tests
- District Assessments (CBAs & Benchmarks)
- Projects
- Selection Tests
- Teacher Tests

Daily grades are measures of a student's progress toward mastery of TEKS and district curriculum objectives. Types of performance assessments may include; but are not limited to the following:

- Classroom participation
- Classroom discussions
- Oral responses
- Written responses
- Experiments
- Teacher observation
- Research projects
- Checklists of skills
- Portfolios
- Enrichment
- Group work
- Peer editing
- On Line technology assignments
- Class Activities
- Cooperative Learning Activities
- Signal Response

### B. Homework

Homework is work that is assigned to be completed at home. 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 assignments need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully.

1. Homework is not to be assigned on weekends or before holidays with the exception of previously scheduled special reports and/or projects.
2. The table below shows the estimated time for daily homework. (Time incorporates reading)
  - K-1 20 min.
  - 2nd. 30 min.
  - 3rd. 40 min.
  - 4th. 50 min.

\*For grades K-1 each student is expected to read or be read to at least 20 minutes. If two or more teachers are working with a student, the homework should be coordinated to adhere to the estimated daily homework schedule.

Because students work at different paces, it may take some students more or less time to complete assignments.

### 3. K – Homework Guidelines

- Grades reported as class work grades must be completed in classroom.
- Homework should be a review or reinforcement of skills already covered in the classroom. It should not be new information for the student.
- Each student is expected to read or be read to 20 minutes each school night in addition to assigned homework.
- Homework is not counted as a class grade.

### Grades 1-4 – Homework Guidelines

- Grades reported as class work grades should be completed in classroom.
- Grades reported as homework grades should be completed at home.
- Homework should be a review or reinforcement of skills already covered in the classroom. It should not be new information for the student.
- Homework will constitute **5%** of the overall grade for each subject.
- Students are expected to complete all homework assignments. **The total homework should never exceed one hour.** If two or more teachers are working with a student the homework should be coordinated to adhere to the not to exceed the one-hour time frame.

### 4. Teacher Responsibilities

- a. To provide meaningful tasks that enrich and supplement work introduced in class
- b. To communicate homework assignments, both regular and long-range in an appropriate framework
- c. To provide effective instruction prior to assigning homework that adequately prepares the child to do the task independently and successfully
- d. To provide course requirements and expectations at the beginning of each grading period to students and parents
- e. To consider available resources, materials and home situations when assigning a task
- f. To review and return homework to students within a timeframe which enhances instruction and provides a benefit to the student

### 5. Parent Responsibilities

- a. To establish a specific time, place and manner for homework to be completed
- b. To provide the supplies and materials necessary to complete homework
- c. To monitor as needed, but not do homework for the student
- d. To assist the student in planning a time schedule for long-term assignments
- e. To initiate communication with the teacher when concerns arise
- f. To promote **20 minutes of reading each night**

### 6. Student Responsibilities

- a. To complete assigned work on time and return it to the teacher
- b. To plan to carefully schedule work on long-term assignments so that

- assignments will be completed on time
- c. To communicate with the teacher when he/she does not understand the assignments or is experiencing difficulty prior to due date
  - d. To read 20 minutes per night

### **C. Grading**

1. The actual grade will be recorded in the grade book and averaged with the rest of the grades.
2. All grades for the previous week should be entered in the grade book weekly.

#### **Late work Policy**

3. Late work penalties are five points deducted each day for the first three days that work is late. A zero is recorded after the third day.
  - Grades books are subject to audit.
  - Parents may see their child's grades in a grade book, checklist, anecdotal records, etc. (*Open Records Law*).
  - "Grade books" for pre-kindergarten, kindergarten and first grade may consist of checklists, anecdotal records, or individual portfolios. These materials should be evaluated using the curriculum guidelines.
  - Lesson plans serve as documentation of teaching the TEKS.
  - Students' work may be evaluated for more than one subject area as appropriate.
  - No more than 5 points for failure to follow directions or non-TEKS related procedural infractions

## **III. RETEACH/RETEST/REASSESS**

### **A. Mastery of Texas Essential Knowledge and Skills**

Galveston Independent School District has provided a well-balanced curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

GISD will utilize ongoing mastery assessments to determine which students are in need of remediation (re-teaching and acceleration). The use of district assessments, teacher-made tests, performance assessments and teacher observations will help determine which students are not mastering instructional objectives.

- i. Teachers will provide re-teaching for all students who do not meet minimum standards mastery assessments.
- ii. Students will be reevaluated after re-teaching has occurred. Reevaluation may include, but is not limited to oral examination, special assignments or a formal test.
- iii. A grade of 70 shall be the highest grade recorded on reevaluation to designate the student's mastery of the TEKS. Example: If the reassessment grade is 95, out of 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.

### **Acceleration (Intervention)**

Acceleration (Intervention) is an integral part of the elementary instructional program and is an ongoing process. Frequent evaluation, both formal and informal, will determine the need for acceleration.

Acceleration:

- Provides frequent reinforcement and review so that a student does not “get too far behind”
- Occurs at the time the need is identified
- Allows the student to progress systematically through content without experiencing extended, frustrating periods of non-achievement
- Offers a variation in instructional approach – uses a new technique, strategies, materials, opportunity for review, and practice
- Includes, but is not limited to, target small-group instruction, tutorials, and summer School

## **IV. ATTENDANCE**

Students shall be permitted to make up assignments and tests following any absence.

### **A. Makeup Work**

All students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and 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. If a student does not complete the work assigned after the allotted number of days has passed, the actual grade will be recorded in the grade book. (See Late Work Policy)-Page 5 b2
3. Teachers are not required to provide assignments prior to an absence, unless the absence has been approved by the building principal with two weeks advance notices.
4. 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.

### **B. Attendance Requirement**

To obtain credit for the year, a student must attend at least 90% of the days that a class is offered.

## **V. COMMUNICATIONS WITH PARENTS**

### **A. Parent-Teacher Conferences**

Parents shall be provided any relevant information concerning their child that will enhance their understanding of the child’s ability, effort, success, or progress in the school program.

Communicating with parents is one of the most important responsibilities of teachers. Conferences provide an arena for collecting developmental and personal information from parents that may affect a child’s learning. Developing rapport and encouraging parent involvement in the child’s educational process; and reporting and discussing student progress with parents is an integral part of helping students be successful.

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

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

### **B. Progress Reports**

All students will receive a progress report at the **end of each 4 weeks** grading period.

Progress reports are used to inform students/parents about both satisfactory and unsatisfactory progress in a subject, in conduct, or both.

The progress report is to be signed by the parent and returned to the teacher.

It is imperative that parents be contacted at any time the student is in danger of failing or if there is a significant drop in grades.

## **VI. AFTER SCHOOL TUTORIALS**

### **A. District Requirements**

1. The purpose of a mandated tutorial session is to provide instruction to assist students who have not mastered the TEKS currently being taught. Students who have not mastered the TEKS (or are currently failing) will be given priority during scheduled tutorial times.
2. Parents will be notified and records maintained by teachers that a student requires tutorial instruction.
3. Attendance of students will be maintained by teachers/tutoring coordinator.

## **VII. PROMOTION AND RETENTION OF STUDENTS**

In grades 1–4, promotion to the next grade level shall be based on an **overall average of 70** on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for **reading, mathematics, science, and social studies**.

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. *Education Code 28.021(a)* [See EI]

In determining promotion, the District shall consider:

1. The recommendation of the student's teacher;
2. The student's grade in each subject or course;
3. The student's score on an assessment instrument administered under Education Code 39.023(a), (b), or (l); and
4. Any other necessary academic information, as determined by the District.

*Education Code 28.021(c)*

A student not promoted to the next grade level shall remain at the same campus or shall be assigned to a similar campus setting.

The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students. [See EHBC]

## **Promotion and Retention of English Learners**

Students will be promoted or retained as specified below:

1. English Learners making satisfactory progress in academic skills for their grade level should be promoted to the next grade level.
2. The expectation of meeting the state and local curriculum as outlined by the TEKS apply to the second language learner at his or her level of proficiency in English [Texas Administrative Code Chapter 128]. An English Learner may not be retained due to lack of academic progress if the student is making progress in learning English. If the student has made progress as documented by required district testing instruments, then the student should not be retained regardless of academic progress.
3. Students who fail to make academic progress and fail to make progress in English could be retained provided that documentation of adaptations, pacing, and the use of appropriate English as a Second Language strategies including sheltered instruction and materials support the decision to retain. Retention should only be considered when extensive adaptations, instructional pacing, the use of appropriate materials and use of ESL methodologies have been unsuccessful as documented through the campus RTI committee.
4. Teachers will report grades and conduct following GISD Grading and Reporting Procedures in all skill areas during each grading period.
5. Parent-teacher conferences are scheduled to address individual student needs.

## **VIII. TEACHER RESPONSIBILITIES**

### **A. Lesson Plans**

Elementary teachers are required to prepare weekly lesson plans to assist with planning for instruction. The purpose of lesson plans is to provide a written document, which outlines daily objectives and activities for instruction. The lesson plan should include state, district, and campus objectives, which reflect the required TEKS. Lesson plans should be posted weekly in their campus lesson plan folder.

### **B. Grading Record**

The grading record should be a teacher's record and/or file of evidence to support grades reported on the report card. Grades should be logical, justifiable, and sufficient in number to assure that the report card grade is an accurate measure of student's progress and achievement.

Grades should reflect a balance of objectives covered. The teacher's grade record is a part of the official documentation portraying mastery of TEKS and District objectives. If possible, a description of the learning task should be included in this documentation. These records should be accurately maintained and teachers should be aware that many times grades will need to be justified. All grades should be recorded in the district grade book program (Skyward).

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.

### **C. District Curriculum**

The Galveston Independent School District curriculum guide is TEKS Resource System and is correlated to the Texas state TEKS to ensure coverage of the essential knowledge, skills and

concepts of each course. The District curriculum guide TEKS Resource System facilitates classroom instruction.

## IX. SPECIAL POPULATIONS

The Texas Education Code Section 21.101 states that all students, regardless of special need or condition, shall be provided a well-balanced curriculum. The TEKS represent those core knowledge skills and competencies all students should learn to be effective and productive members of society. Students with special needs shall be instructed in those same TEKS in a manner appropriate to their needs. Where an area of disability condition renders the TEKS inappropriate for the particular student, instruction shall be specifically designed based on the student's abilities. The Individual Educational Plan (IEP) will list goals and objectives that each student needs to master.

Students may require different types of instruction and testing according to their learning situation. A student with special needs who is receiving instruction in a regular education class may follow the regular curriculum with adaptations in instructional strategies as suggested on the adaptations page. For special education students, documentation is required and should be noted on the IEP.

Students with identified disabilities who are mainstreamed into regular classrooms will receive their grade from the regular classroom teacher or jointly with special education teachers as determined by ARD (Admission Review Dismissal) Committee. If modifications are necessary, they will be provided by the regular teacher and, where appropriate, special education teachers. Students who attend a special education class for an entire subject or course shall receive the grade from the appropriate special education teacher with modifications provided. For these students, grades must be based on student progress toward the objectives identified in the IEP. The IEP becomes the minimum standard for a special education student.

Students with special needs may be receiving instruction in a regular education class that incorporates an adaptation page for instructional strategies. Adaptations in instructional strategies are not curriculum modifications and are NOT coded on the report card.

Some students with special needs may only be responsible for mastering the state TEKS of a course and not the entire District curriculum. This will be noted in the IEP, with a copy provided to the teacher.

The special education lead teacher **must** monitor students' progress every 9 weeks. The case manager will review the student's report card every nine weeks.

If a student fails two consecutive 9 weeks grading cycles a staffing or ARD **must** be held. The principal, administrator or designee, special education teacher, and the teacher where the student failed must be in attendance. Other individuals may attend if the principal and/or special education case manager deem appropriate.

**A. Bilingual Grading** – The following procedures and expectations will be utilized for students in the Bilingual Program.

In accordance with programmatic organization and state mandates, the Bilingual/ESL Department is currently implementing a Dual Language Bilingual Model for elementary (PreK-2) and a Transitional Bilingual Model (at grades 3-4). The Dual Language Model provides for ongoing instruction in literacy and academic content in Spanish as well as English, with at least half of the instruction delivered in Spanish for the duration of the program. Alternatively, the Transitional Model provides instruction in literacy and academic content in Spanish, along with instruction in English that targets English development through academic content. The amount of English instruction increases as the student becomes more proficient in English. Whichever model followed, students participating in the bilingual education program may demonstrate their mastery of the essential knowledge and skills in either their primary language or in English for each content area. [Texas Administrative Code 89.1210.a]

Teachers will report grades and conduct following GISD Grading and Reporting Procedures in all skill areas during each grading period.

Parent-teacher conferences are scheduled to address individual student needs

- B. English as a Second Language (ESL) Grading** - The following procedures and expectations will be utilized for students in the ESL Program.

At the elementary level ESL programs are in place to help students acquire English proficiency. The ESL Content-Based Model is an English acquisition model that targets English language development through academic content instruction that is linguistically and culturally responsive **in all core subject areas** by ESL certified teachers. This is the primary elementary ESL model. In rare elementary situations where a student receiving ESL services is not with a core teacher that is ESL certified, the student is served in an ESL Pull-Out Model. This model targets English language development through academic content instruction that is linguistically and culturally responsive **in English language arts and reading**. Instruction is provided by an ESL certified teacher in a pull-out or inclusionary delivery model. Teachers of English Learners will provide students with a variety of methods to demonstrate academic achievement in accordance with the English language proficiency standards (ELPS).

Teachers will report grades and conduct following GISD Grading and Reporting Procedures in all skill areas during each grading period.

Parent-teacher conferences are scheduled to address individual student needs.

- C. Expectations and Guidelines for All English Learners and Recent Immigrants**

All academic and performance expectations apply equally to second language learners; however, it is imperative to recognize critical processes and features of second language acquisition including cognitive, affective, and linguistic. It is also imperative to provide appropriate instruction to enable students to meet these expectations. Per statute, teachers of ELs must accommodate the instruction, pacing, and materials to ensure that English learners have a full opportunity to master the essential knowledge and skills of the required curriculum, which include the TEKS and the ELPS. The expectations apply to the second language learner at his/her level of proficiency in English. **Students whose parents have waived the services of the Bilingual or ESL Program will be graded according to GISD Grading and Reporting Procedures without consideration given to the student's English proficiency level**

- D. Dyslexic Grading**

A student with dyslexia is considered handicapped under Section 504 of the rehabilitation Act of 1973 if the condition substantially limits the student's reading activities. Class work/homework adaptations are based on individual student needs.

Tests are to be selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

- E. Students Served Under Section 504**

Section 504 protects students with identified disabilities from discrimination based upon those disabilities. The protection exists regardless of whether a formal 504 meeting has been held. If the District or teacher is aware of the possible existence of the disability, the obligation is there to make reasonable accommodations to ensure non-discrimination. The accommodations are determined by a Section 504 committee.

In summary, students who fall under the protection of Section 504 should be graded in such a way that their disability does not affect their ability to demonstrate their knowledge of the subject matter.

## **X. ACADEMIC DISHONESTY**

Academic dishonesty may result in academic and/or behavioral consequences. If a student is in violation of academic dishonesty state-testing, the test will be marked “Other”, and the student’s test will not be scored.

Elementary First Offense:

1. Parent phone call
2. Student conference
3. Student MUST re-do the work, or an alternative assignment, in a timely manner for full credit.

Elementary Second Offense:

1. Parent phone call
2. Student conference
3. Student MUST re-do the work, or an alternative assignment, in a timely manner for full credit.
4. Administrative team to take disciplinary action. Upon the incident of further academic dishonesty/plagiarism (3<sup>rd</sup>, 4<sup>th</sup> offense etc.), the administrative team will continue to handle the offense however; the consequence will remain non-academic.

Behaviors defined as **cheating**, but not limited to:

- Giving or receiving information, looking on someone else’s work, or allowing someone else to see one’s work during an exam, test or quiz.
- Unauthorized receipt or distribution of exam, test or quiz contents, materials, or answer key.
- Use of unauthorized resources such as notes during an exam.
- Taking an exam, producing a project, paper or assignment for another student or asking someone to take an exam or produce a project, paper or assignment for you.
- Copying work assigned to be done independently or letting others copy one’s work.

Behaviors defined as **plagiarism**:

- Any misrepresentation of another’s work as one’s own including copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, and other similar works.