

Elementary (Grades 1-5) Grading Procedures

Garrison Independent School District
Garrison Elementary School
Instructional, Grading, and Reporting Procedures
& Curriculum and Instruction



The purpose of this document is to provide guidance regarding instructional, grading, and reporting procedures.

State and Local Curriculum

State Curriculum

Curriculum content is prescribed by the Texas Education Agency (TEA) through the Texas Essential Knowledge and Skills (TEKS). Local instructional 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.

Local Curriculum

The district shall determine essential standards that relate to the TEKS for grade level subjects or courses. These standards shall address the skills needed for successful performance in the next grade or next course in a sequence of courses. Curriculum consists of the defined scope and sequence of instruction, the instructional objectives for student mastery, the materials used (including textbooks and technology resources), the instructional strategies designed to promote student learning, and the assessment practices used to evaluate that learning. Garrison Elementary School maintains a balanced curriculum, including Language Arts including Reading and Writing, Science, Mathematics, Social Studies, Fine Arts, and Physical Education.

GISD Curriculum (Pacing) Guides

The District has the responsibility for developing a scope and sequence and pacing guides to align curricula PK-12 district wide and a timeline of critical objectives for each six- weeks in each subject. Additionally, the District is responsible for regularly reviewing and revising curriculum to reflect real-world needs, depth and complexity, and rigor and relevance to meet the needs of all students. Garrison ISD has adopted TEKS Resource System to aid in pacing and alignment.

All Garrison Independent School District (GISD) curriculum guides are correlated to the TEKS to ensure coverage of the essential knowledge, skills, and concepts of each course. GISD Curriculum Guides have been developed using the TEKS Resource System (TRS).

Instructional Materials/Textbooks

District-adopted textbooks and electronic media serve as an instructional resource to meet course and curriculum objectives. District adopted textbooks are selected through a committee process made up of teachers representing the subject and grade levels in the adoption. Locally-purchased instructional materials are selected by the District and campus to address identified needs.

Online Instructional Materials and Resources

Most instructional materials and resources are available in both an online and physical format for student accessibility and usage. Students will use the District approved learning management systems (LMS) to interact with their lessons. Students in grades PreK- grade 2 will use SeeSaw and students in grades 3-12 will use Google Classroom.

Instructional Practice

Instructional strategies and practices to ensure student success are based upon campus and teacher analysis of student needs, as evidenced by: formative and summative assessment results, effective teaching practices, student learning styles, and demonstrated success through the assessment process. Student academic achievement shall be based on the degree of mastery of the TEKS. Assignments, tests/assessments, 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. Grades are determined from a wide variety of information, which could include student performance on daily assignments, tests/assessments, and/or special projects. The information used in grading should be appropriate to the grade level and subject being considered.

Required Attendance

All students are required to attend at least 90% of their classes to receive course credit and be promoted. Student attendance will be taken daily at 10am.

Academic Achievement: Retention and Promotion

Promotion and Retention

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

In grades 1 - 5, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all core subject areas (reading, math, science, social studies) and a grade of 70 or above in reading and mathematics.

Accelerated Instruction Requirements: HB 4545

HB 4545 establishes new requirements for accelerated instruction for students who do not pass the State of Texas Assessments of Academic Readiness (STAAR®). The legislation includes elimination of grade retention and retesting requirements in grades 5 and 8. In addition, for any student who does not pass the STAAR test in grades 3, 5, or 8 in math or reading, a new requirement is to establish an accelerated learning committee to develop an individual educational plan for the student and monitor progress. Finally, for any student who does not pass the STAAR test in grades 3–8 or STAAR (EOC) end-of-course assessments, HB4545 mandates clarification of prior accelerated instruction requirements, specifying that it must include either:

- Being assigned a classroom teacher who is a certified master, exemplary, or recognized teacher or
- Receiving supplemental instruction (tutoring) before or after school, or embedded in the school day.

Official Grade Reports

Progress Reports

The purpose of the progress report is to inform students, parents/guardians, and campus administrators regarding student progress in academics and conduct. At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70, or is below the expected level of performance

1. All students with a grade of 75 or below in any subject will receive a progress report at the end of the third week of a six-week grading period.
2. It is the student's responsibility to deliver the progress report to the parent/guardian.
3. It is recommended that the progress report is signed and returned by the parent/guardian, indicating he/she has seen the progress report. If the progress report is not returned signed, it is the teacher's responsibility to contact the parent.
4. If a student's grade falls below 70 after the third week of a six-week grading period, the teacher will attempt to contact the parent/guardian by phone or in writing.
5. Teachers should maintain a telephone or electronic log of contacts and attempted contacts with parents/guardians.

Report Cards

The report card is a communication tool between the parents/guardians and students. Report cards provide information regarding academic progress, student conduct, and absences.

1. Report cards are computer generated.
2. All students will receive a report card at the end of each six-week grading period.
3. It is the student's responsibility to deliver the report card to the parent/guardian.
4. It is recommended that the report card is signed and returned by the parent/guardian, indicating he/she has seen the report card.

Online Records—Parent Portal

1. Parents/guardians may also access student progress information through the Parent Portal.
2. The Parent Portal displays individual assignment grades in the teacher gradebook (if applicable).
3. Teachers will update grades weekly in the online gradebook to keep students and parents informed of ongoing progress.
4. Parents/guardians should contact the school regarding access information.

Academic Grading Scales

Grades 1-5

The District will report six-week averages to parents/guardians as numerical scores. The following relates the numerical scores and letter grades used for reporting all academic progress:

90 - 100	A	Excellent Progress
80 - 89	B	Satisfactory Progress
70 - 79	C	Average Progress
69 and below	F	Failure

Academic Integrity

Academic integrity is a fundamental value of teaching and learning. GISD has the primary responsibility for protecting and promoting the highest standards of academic integrity. Both students and faculty thrive in an atmosphere where academic work proves challenging and relevant.

Academic Dishonesty

Students found to have engaged in academic dishonesty shall be subject to academic 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.

Behaviors defined as cheating:

Cheating includes, but is not limited to, the following:

- 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 an individual.
- Copying work assigned to be done independently or letting others copy one's work.
- Using AI technology in a way that has not been approved by the teacher.

Behaviors defined as plagiarism:

Plagiarism includes, but is not limited to, the following:

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

Grading Roles and Responsibilities

Students will:

1. Complete assigned work on time and return it to the teacher. The Learning Management Systems (LMS) may be used to complete and submit work assignments. (ie Google classroom)
2. Initiate communication with the teacher when the student does not understand the assignment or if he/she is experiencing difficulty.
3. Complete all assignments within the time limits given by the teacher or be subject to appropriate late work guidelines.
4. Evaluate his/her own work for accuracy and seek clarification as needed from the teacher.
5. Maintain academic integrity and honesty.

Parents/Guardians will:

1. Establish a specific time, place, and manner for schoolwork to be completed.
2. Provide the supplies and materials necessary to complete homework.
3. Monitor as needed; refrain from completing assignments and/or homework for the student.
4. Review, sign, and return progress reports and report cards.

5. Initiate communication with the teacher as soon as concerns arise.

The Campus administrator will:

1. Adhere to the grading guidelines as established by GISD policies, procedures, and guidelines.
2. Design and designate exam schedules as needed.

The Teacher will:

1. Communicate the content and objectives and homework assignments for each class.
2. Clearly denote which assignments will be completed in the LMS.
3. Enter grades in the gradebook weekly. All records of grades and assessments become a part of the confidential record for the evaluation of student progress.
4. Inform students of content covered on all major assessments.
5. Not increase or decrease a classroom grade for participation or lack of participation in any extracurricular activity (i.e. athletics/academic UIL/etc).
6. Provide students with a rubric for long-term projects.
7. Follow the Garrison Elementary Grading Procedures and ask for clarification from campus administration or department chairs as needed.
8. Provide frequent feedback to students and parents regarding student progress.

Teacher Records/Gradebook

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 gradebook.

1. Grades recorded in a gradebook are documentation of a student's progress and of mastery of the TEKS and curriculum objectives.
2. Grades recorded in a gradebook represent a confidential record for assessment of student performance.
3. The set of grades indicated in the gradebook shall be the complete set from which the student's average is determined.
4. Only the teacher of record (or principal designee) will enter grades in the gradebook.
5. Teachers will update electronic gradebooks 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 if feasible). This will allow the student to identify any areas of weakness and arrange for tutorials or extra study sessions prior to assessment.

Lesson Plans

The purpose of a lesson plan is to provide a written document outlining daily objectives and activities for instruction. The lesson plan may include state, district, and campus objectives reflecting required TEKS. Lesson plans should be turned in on a scheduled basis. This schedule will be established on each campus.

Instructional Tutorials

The purpose of a tutorial session is to serve as an instructional reinforcement for students needing assistance. All GISD students are welcomed and encouraged to attend tutorial sessions.

1. Day and time/frequency of scheduled tutorials will be set by each campus. Some campuses may have tutorials within the school day.
2. Each teacher must be available to students during scheduled tutorial times as determined by the campus.
3. Teachers must keep a log of students attending tutorials.

Parent/Guardian-Teacher Conferences

A teacher will schedule one or more conferences with the parent(s)/guardian(s) of a student if the student is not maintaining passing grades, is not achieving the expected level of performance, is causing disruptions in the learning process, or in any other case that the teacher considers necessary. This conference may be requested by indicating so on the three-week progress report or report card. Such conferences may be handled by telephone, in person, Zoom, Google Meets, or in writing. The District requires each teacher to notify parent(s)/guardian(s) of the need for a conference at the six weeks grading period if the grade is below the level required for course credit or grade level advancement or at any point that the student's grade is failing.

Types of Assignments/Assessments

General

Student mastery of course objectives may be assessed in a variety of ways. It is not necessary 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 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. Assessments should always follow a period of guided practice and/or independent practice.

Performance-Based Courses

Performance-based courses may have assignments that differ significantly from other academic courses. Performance-based courses include courses within the following departments: Career and Technical Education (CTE), Fine Arts, Physical Education, and Athletics. In performance-based courses, a higher percentage of the grade may come from participation.

Major Grades

All major grades measure student performance based on the TEKS or content and skills. They serve to evaluate the mastery of the TEKS, concepts, understandings, and district objectives while providing opportunities to demonstrate certain knowledge or skills.

Tests/Examinations

Tests and examinations measure performance based on the 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 successful attainment of the knowledge and skills outlined in the TEKS.
2. Major examinations or tests are chapter, unit, concept, or cumulative assessments.
3. Additional tests include Curriculum Based Assessments (CBAs) & Benchmark Assessments

Performance Assessments

Performance assessments are measures of a student's progress toward mastery of course objectives or content. Performance assessments will reflect real-world tasks and relate to instructional objectives. This type of assessment often requires analyzing a task, developing a plan of action, gathering information, selecting the relevant information, and presenting appropriate information. The method of presentation/product should be designed by the teacher based on the subject area and content objectives. A rubric may be provided to the student prior to the beginning of the assignment.

There are many forms of assessments that may or may not be utilized by individual teachers. Types of performance assessments include, but are not limited to:

- classroom participation
- classroom discussions
- oral responses
- written responses
- experiments
- research project
- portfolios
- group work/projects
- lab reports

Special Projects/Major Essays

1. Major essays or projects are lengthy classwork or homework assignments that may take up to several weeks for a student or group of students to complete.
2. A rubric may be provided to the student prior to the beginning of the assignment.
3. Major essays or projects, assigned over a lengthy period of time and included on the course syllabus, are due on or before the due date. Students who are absent on the due date, including school business, must meet the deadline. Any exceptions for late term projects for full credit must be approved by the principal or principal's designee after meeting with the classroom teacher.
4. Penalty for late projects will be the same as for all other late work. The teacher will accept all late papers/projects turned in up to two weeks after the due date for feedback purposes only. After two weeks, the teacher is under no obligation to read or comment upon late papers/projects.

Daily Grades

Daily Work

All daily grades measure performance based on the TEKS or content for each assignment. They serve to evaluate the mastery of the TEKS, concepts, understandings, and district objectives while providing opportunities to demonstrate certain knowledge or skills. Daily grades may include, but are not limited to, common assessments, quizzes, in-class assignments (classwork), multiple day assignments and/or projects, and labs. In addition, daily work/classwork is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There could be occasions where classwork becomes homework.

Homework

Homework is a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their child's educational program.

Homework and classwork provide opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework and classwork should be considered extended learning opportunities for students to show mastery of concepts taught.

Homework should never be assigned as a disciplinary measure but should be used to enrich and strengthen classroom experiences.

New concepts introduced through homework, should only be evaluated on effort.

Additional information regarding homework:

1. Sufficient explanations must be given so that students know what they are to do, understand how to do it, realize why they are doing it, and are motivated to complete the assignment.
2. Homework must be evaluated in an appropriate manner by the teacher, but it should not be recorded and placed as a grade in the gradebook.
3. A majority of K-2 students should be able to complete homework within 30 minutes and grades 3-5 within 60 minutes per night.
4. Additional homework practice should be agreed upon by both the teacher and parent.

Grading Homework

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

Quizzes

Quizzes are short assessments intended to take no more than a class period to complete and designed to evaluate a student's level of understanding and progress of instructional objectives. Quizzes do not have to be scheduled in advance and may or may not be used as a grade.

Extra Credit

1. All extra credit is to be academic.
2. If extra credit is offered, it must be offered to all students in the class.
3. Extra credit will not cause an excessive financial burden on the student or be given for bringing basic school supplies.
4. Extra credit grades cannot raise the student's grade higher than 100.

Conduct Grading

The student may be assessed on conduct by each teacher. The conduct grade indicates how well the student is performing in classroom citizenship. Conduct marks may affect eligibility for participation in school activities; poor conduct interferes with a student's ability to learn in class.

Calculation of Six Week Average

Weight of Grades

All six-week averages shall be calculated on a percentage system for each type (category) of assignment.

Categories include:

Major Grades

Daily Grades

Labs (when applicable)

Grade weights are determined by curriculum teams and are consistent within a curriculum department on each campus. Grade weights will be approved by the campus principal and communicated to parents at the beginning of the school year.

Minimum/Maximum Number of Grades

Teachers are encouraged to provide a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.

Teachers are required to take a minimum of eight daily grades per grading period (six weeks). In addition, teachers must take a minimum of two (2) major grades per six-week grading period.

Minimum/Maximum Grade Reported

The actual grade received on any assignment and for the six week average will be recorded in the teacher gradebook.

The actual grade earned on any assignment may exceed 100%; however, the calculated average on a progress report and/or report card may not exceed 100%.

Incomplete Grades

A student receiving an incomplete and/or a zero for a missed assessment has two (2) weeks to convert the incomplete grade to an earned grade. In unusual cases, where the student has missed a large quantity of work, the time may be extended. In all cases, the teacher must communicate to the student the nature of the missing work and the time limitation for completing the work.

Calculation of Semester Average

All elementary courses will calculate and report a semester average. Calculated averages reported on progress reports or report cards may not exceed 100%. Grades recorded in a gradebook represent a confidential record for assessment of student performance.

Elementary Courses

The semester average will be the average of the three six-week grading periods.

1st Six-Week Average:	33.33%
2nd Six-Week Average:	33.33%
3rd Six-Week Average:	33.33%
4th Six-Week Average:	33.33%
5th Six-Week Average:	33.33%
6th Six-Week Average:	33.33%

Calculation of Year-long Average

Elementary School Courses

Elementary School courses will calculate a year-long average. This year-long average (with required attendance) will determine credit for retention and promotion. The average will be determined using the semester averages.

1st Semester Average: 50%

2nd Semester Average: 50%

Transcript Recording from Non-GISD Schools (For Administrative Office Use Only)

For semester transfer grades the following letter grade conversion table will be implemented.

A+ 99-96	B+ 89-86	C+ 79-76	F 69 and below
A 95-93	B 85-83	C 75-73	
A- 92-90	B- 82-80	C- 72-70	

E = 95 S = 85 N = 75 U=65

Reteach and Retest/Reassess for Mastery

Mastery of Texas Essential Knowledge and Skill

Garrison Elementary provides 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.

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

Required Reteach

If 50% or more of the students in a single preparation per teacher do not demonstrate mastery of the TEKS on a classroom assignment or test, the teacher will provide the opportunity for reteaching and retesting. These opportunities will be provided during class time using different methods of instruction.

Required Retest/Reassess for Mastery

The 50% or more of the students who do not demonstrate mastery are re-evaluated after they are retaught or after activities are provided. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections or a formal test.

A student must score at least 70% on the re-evaluation to demonstrate mastery of the Texas Essential Knowledge Skills (TEKS). If a student fails to demonstrate mastery on the re-evaluation of the TEKS, the higher of the two grades will be recorded.

Other Opportunities for Reteach and Retest/Reassess

If less than 50% of all the students in a single preparation per teacher do not demonstrate mastery, the teacher is not obligated to reteach and retest during class time.

An individual student can ask for the opportunity for reteaching, re-doing failing assignments, and retesting. The request for retesting should be made within three school days after the test/assignment has been returned. The teacher will schedule reteach and retest time for the student.

Some teachers may also allow students to correct assignments/tests for extra credit, complete alternate assignments, or complete other forms of extra credit in order to reinforce key concepts and bring up class grades.

Late Work

Late work is defined as work done in the classroom and not turned in on time. Late work is graded in the same manner in all classes at the elementary level. All work will be turned in accordance with the teachers' instructions and/or by the due date. Points may be deducted for work not turned in by the designated time. Work NOT turned in by the designated time and/or due date could result in a zero. The student will be allowed to make the assignment up for a maximum score of 75 and will receive no more than 5 school days to complete the work or the zero is final. The five days can be altered by the teacher if extenuating circumstances exist.

Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student is to inform the teacher of any such circumstances that prevented the completion of the homework. Teachers may grant exceptions to this guideline, as necessary.

Long-term projects and major essays that are included on the syllabus at the beginning of the fall and/or spring semester are due on the announced due date. The student who is absent for any reason on the due date, including school business, must meet the deadline. The teacher will accept all late papers/projects turned in up to two weeks after the due date for the purpose of providing feedback, but a grade of zero will be assigned.

Make-up Work

In order to provide the total "picture" of a student's academic progress for a course, any student missing classroom instruction should be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study.

Make-up Work Guidelines

1. Make-up work is available to all students. Students are responsible for asking teachers for the make-up work upon returning to class. Students shall receive credit for satisfactory make-up work, including tests, after an absence, but may receive a zero for any make-up work, including tests, not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines.
2. Exceptions may be granted by the administration in extenuating circumstances.
3. Students will be given the opportunity to complete the missing work with no penalty. A student who does not make up assigned work within the time allotted by the teacher (no more than 5

school days) will receive a zero for the assignment. The five days can be altered by the teacher if extenuating circumstances exist.

4. On the day of returning to school, a student should not be required to take a quiz or test that was announced during his/her absence.
5. Make-up work, including tests, may be of an altered version to assess what the student has learned.
6. Teachers may assign alternate work to assure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work.

Suspension

A student suspended from his /her regular classes is to request make-up work when he/she returns to school. Make-up work guidelines will apply.

Students with an IEP under Section 504 or Special Education will follow all grading practices unless noted in the Individual Education Plan (IEP).