

Springtown ISD Grading Guidelines - Elementary

Grades PK-4



Purpose of Grading in Springtown ISD

In SISD, grades assess student learning and mastery of the Texas Essential Knowledge and Skills. Grades reflect student mastery of grade level content at an independent level through a combination of formative and summative activities. Grades are intended to communicate academic progress toward mastery of the skills and concepts of the curriculum to parents and timely feedback to students. It is the goal of SISD to prepare students for a successful life beyond high school by providing instruction that promotes college and career readiness.

SISD board policy governing grades can be found at:

[https://pol.tasb.org/Policy/Download/983?filename=EIA\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/983?filename=EIA(LOCAL).pdf)

Texas Education Code governing grades can be found at:

<https://statutes.capitol.texas.gov/Index.aspx>

Grading Practices

All grading and reporting practices will support the learning process and encourage student success. Grades recorded should be reflective of learning and should be based on what a student knows and is able to do in relation to the Texas Essential Knowledge and Skills (TEKS).

Assigning of Grades

- Grades shall not be reduced or awarded for non-academic activities such as points/grades for participation in extracurricular activities, incomplete paper headings, supplies, etc
- SISD does not support students receiving a six week grading period average of 69. It is recommended that a 69 be recorded as a 70 for a nine weeks grade. At their discretion, teachers have the ability to raise nine weeks grades from a 79 to 80, 89 to 90 when using established criteria. Teachers shall utilize the same criteria for all students when deciding to raise a grade.

Grading Scales

Prekindergarten

CIRCLE Progress Monitoring reports will be sent home three times per year to communicate student progress (beginning, middle, and end of year).

Grades K-1

In kindergarten and grade 1, grading is based on mastery of standards (essential knowledge and skills), as demonstrated through skills assessed/observed by the teacher and individual student work. Mastery of

individual skills will be recorded on report cards for individual standards in the core content areas of math, ELAR, science, and social studies. The reporting categories are as follows:

Category	Description
MS	Met Standard
AS	Approaching Standard
IPS	Insufficient Progress Towards Standard

Grades 2-4

The grading scale for content area courses in 2nd-4th grade will be numerically based on the following 100-point scale:

Grade	Letter Equivalent	Description
90-100	A	Above average progress and mastery of TEKS
80-89	B	Average progress and understanding of TEKS
70-79	C	Limited progress and understanding of TEKS
Below 70	F	Below average progress and understanding of TEKS; Reteach is required
	I	Incomplete

Technology Applications, Music, and Physical Education/ & Health Grades

The grades in the area of technology applications, music, and PE/health will be earned based on the student's performance and/or participation. The grade will use the following scale:

E = Excellent - Performs at excellent/above standard consistently

S = Satisfactory - Performs at standard expectation consistently

N = Needs Improvement - Performs slightly below standard expectations, but with continuous progress

U = Unsatisfactory – Performs consistently at beginning or below standard expectation

Note: Prior to assigning a "N" or "U," a teacher must have documented contact with the parent or guardian.

Citizenship/Conduct Grades

The student is graded on conduct by each teacher. All teachers are required to post a conduct grade for each student. A letter system is used in reporting a student's conduct based on proper/responsive conduct and citizenship. Conduct must NOT be used to adjust academic grades. By law, the teacher of record must enter these grades and the system cannot predetermine a default grade.

E = Excellent - Performs at excellent/above standard consistently

S = Satisfactory - Average traits and characteristics of conduct

N = Needs Improvement - Conduct needs improvement

U = Unsatisfactory – Has not demonstrated some traits of school appropriate conduct

Note: An “N” should not be given prior to parent contact. A “U” must not be given prior to timely, documented contact with a parent and discussion of the conduct grade with a campus administrator.

Minimum Number of Grades

All grades are entered on Skyward as daily grades. The following are requirements for a minimum of grades that should be taken each six weeks reporting period for:

Subject	Minimum Number of Grades per Six Weeks
Reading Language Arts	8*
Mathematics	8
Science	6
Social Studies	6

**In RLA, only 1 of the 8 grades can be a spelling grade; therefore, any spelling grades for the grading period must be averaged into 1 grade.*

Posting Timeline

- As a matter of common practice, a minimum of one daily grade per week should be recorded in Skyward per core content area. It is recommended that grades are updated by each Monday at 8 a.m.
- Student work that is to be graded should be returned to the student within one week after the due date (the date the student turns in the work is day zero) of the date received by the teacher; except for projects and major essays which shall be graded and returned within 10 school business days from the time submitted to the teacher (the date turned in by the student is day zero).

Incomplete Grades

- Before issuing a grade of INCOMPLETE on a report card, the teacher must discuss the situation with an administrator.
- All incomplete grades must be changed within 1 week unless there are extenuating circumstances

Assignment Grade Replacement

The assigning of a grade in a particular course shall reflect individual student mastery of the skills and concepts of the course. Therefore, teachers may use their discretion by focusing on grades taken later in the grading period if they reflect a stronger degree of mastery than earlier grades.

Late Work Procedures

Assignments and tests must be completed and turned in on the assigned date in order to receive full credit. In an effort for the student's work to reflect mastery of the content presented in the assignment, no more than 10 points will be deducted for late work.

Redos & Reassessment

Per Board Policy EIA (Local), a student will be given a reasonable opportunity to redo an assignment or retake

a test for which the student received a failing grade, up to a 70. Students will have up to five school days to redo an assignment or retake a test. Teachers may require students to attend tutorials, complete the test review, or another task to facilitate learning prior to the retest.

Note: If 40% of a class fails a test or assignment, it is evident that the class has not reached sufficient mastery of the TEKS; therefore, whole class reteach/reassessment is educationally appropriate and required. In this case, students may have the opportunity to reassess for a maximum grade of 100.

Make-up Work

For every school day absent, the student has one school day for completion of missed assignments. Administrators have the discretion to modify this guideline in circumstances where students are absent due to an extended illness. When a student returns from an absence, the teacher will provide make-up assignments as appropriate. If the make-up work is for a grade, it will be required to be done at school, unless campus administration makes an exception.

Make-up work, including tests, at teacher discretion may be an alternate version of the original work as long as it is at the same level of cognition and covers the identical learning target(s).

Failing Grades & Zeros

Upon assigning a second zero for daily work or other assignment to a student in a course during a grading period, the parent must be contacted via email, in writing, by phone, or in person. This contact must be documented. If the problem persists, a student/parent/teacher conference should be requested. It would be appropriate to discuss the performance of this student with the school counselor, Reading Specialist, Math Specialist, or administrator. Early intervention is essential to student success.

Upon assigning a failing average to a student on a course progress report, the teacher is required to initiate contact with the parent within three school business days after the progress report has been sent/delivered (the day sent is day zero). Contact may be via email, in writing, by phone, or in person. This contact, including the parent response, must be documented.

Homework Guidelines

Homework is used for reinforcement of skills and should never be assigned as punishment. Grades shall not be given for homework at the elementary level.

Grading in Special Programs

Special Education

Grading for all students including those with disabilities should follow the District grading procedures, and students should be graded based on student progress in the content of instruction and the student's response to instruction. Any variations in District grading procedures should be related to the student's specific disability, which shall be determined by the Admission, Review, and Dismissal (ARD) committee and included in the student's individual education plan (IEP). The ARD committee can make decisions in regard to what the

student will be graded on and the weight applied but cannot alter the grading scale/system established by the District.

Student work can be assessed by the special education teacher, the general education teacher, and/or a combination of both teachers as determined by the ARD but must be recorded by the teacher of record. The student's grade is reported on the report card in the same way as grades are reported for all students. In addition to the report card, progress on individual goals and objectives will be individually reported for each student using an IEP progress report process at a minimum of every six weeks. This is a legal requirement.

Section 504 and Dyslexia Programs

Students identified for dyslexia programs which are served through special education will be graded under the guidelines described in the section above. Students identified for dyslexia programs which are served through Section 504 or other students identified as Section 504 will be graded as all other general education students with appropriate accommodations identified through their individual accommodation plans.

Emergent Bilingual Programs

Teachers will implement the English Language Proficiency Standards (ELPS) and accommodations determined and documented by the student's Language Proficiency Assessment Committee (LPAC). These accommodations must be used in both instruction and assessment. Homework assignments should be accommodated in the same manner. Grading of EBs should not penalize the student for lack of language proficiency in English. The following guidelines in combination with the student's English language proficiency level should be used to assist in assigning grades for EB students with ESL support.

- EBs are not exempt from grades. Grades for EBs will take into consideration their English language proficiency and be based on the use of documented LPAC accommodations.
- Accommodations for Emergent Bilingual include but are not limited to extra time for assignments and tests, shorter assignments and tests, oral quizzes, peer assistance, use of bilingual dictionaries, reading the directions to the students and use of visual aids.
- When an EB student is in jeopardy of failing a class, the teacher must have documented parent/guardian communication and information regarding the use of LPAC determined accommodations. An LPAC meeting shall be convened when a student fails for the grading period.

Students Receiving Additional Services

Some students require additional services during the school day. When a child is pulled from the general education classroom, they shall not be penalized for work missed. A child shall not be required to complete lessons or activities completed while they were receiving additional services; such as, Dyslexia, GT, special education, counseling, etc. Teachers must ensure that students are exposed to any missed content and that they have ample opportunities to master the standards and learning objectives.

Transfer Grades

A student must be present in the Springtown ISD school for at least 10 school days to receive a progress report or report card for the current grading period. If the student has been enrolled for less than 10 days, the grades from the prior district will stand as the current grades and will be sent home with documentation stating

they are from the previous district. The Springtown ISD report card will record a NG (No Grade).

For transferring students, numerical grades will be recorded exactly as they appear on the withdrawal from the sending school and alphabetical grades will be given the numerical equivalent according to the grading scale of the sending school. If a student enters in SISD from another school district which uses letter grades, the letter grades will be converted using the table below:

Letter Grade	Numerical Grade
A	95
B	85
C	75
D	70
F	65

Parent /Guardian Communication

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 (EIA LOCAL policy).

Springtown ISD will utilize electronic report cards and progress reports through the Skyward Family Access. Electronic report cards and progress reports are designed to be convenient and easy for parents to access their student's grades, while supporting the district's efforts to reduce printing. Parents may request a printed copy of report cards and progress reports to be sent home with the student.

Report Cards

The report card is a communication tool for parents/guardians and students. Report cards provide information regarding academic progress as well as attendance information. Report cards will be managed according to the following guidelines:

- Report cards are issued once at the end of each 6-week grading period.
- Report cards for students in the Special Education Program will be the same as those for all students in SISD; however, additional reports addressing progress on IEP goals will be provided to parents every six weeks by teachers in these programs.

Progress Reports

Progress reports will be available after the third week of the grading period for students in grades 2-4. Parents will be contacted if the student is in danger of failing at the progress reporting period or if there is a significant drop in grades. If a student's grade falls below 70 after the midpoint of a grading period, every effort will be made to contact the parent/guardian by phone or in writing.

Progress reports and report cards are only one of the many means of communicating with parents. Confering with parents is another way. Conferences are useful to improve understanding and communication among teacher, student, and parent. A conference can be initiated by a parent, teacher, student, or administrator.

Academic Dishonesty

In the event that a student engages in academic dishonesty, the student shall be subject to grade penalties on assignments or tests and disciplinary penalties and/or counseling 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 exam. 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.

Finality of Grade & Education Record

An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the district grading policy applicable to the grade, as determined by the board. A student's grade will be considered accurate, correct, and an education record fifteen (15) District business days after the end of the grading period. All grade challenges must occur within the fifteen (15) District business day timeline.

Homeschool

Home School Students who have been homeschooled shall be placed initially at the discretion of a committee of knowledgeable persons at the campus of the home schooled grade level. The committee of knowledgeable persons shall include the campus principal. The committee will review student academic information and testing results by the counselor and/or classroom teacher(s). Students transferring from home schools shall be treated the same as students transferring from non accredited private schools. Awarding of credit for courses taken may be determined by reviewing the curriculum and/or work of the students, or by using appropriate assessments. The assessment instruments shall be valid and reliable, with the passing standard being no higher than the standard required of students transferring from an unaccredited private school.

The district guidelines for notification, placement, and the awarding of credit to previously homeschooled students are:

- Elementary students may be assessed by means of a nationally recognized norm-referenced test (i.e. ITBS achievement test, NWEA MAP), by a locally developed assessment (i.e. unit test), by an appropriate grade level assessment (i.e. STAR), or by a previously released state exam of appropriate grade level (i.e. STAAR).