
Dr. J. A. Garcia Elementary Grading Guidelines

2017 - 2018



The purpose of grades is to communicate to parents/guardians the academic achievement of a student toward the mastery of the Texas Essential Knowledge and Skills. Report cards and progress reports serve as written notice to a parent/guardian of a student's current level of achievement in each class, subject or course during a specified period of time. Grades are not indicators of disciplinary actions or non-academic performance.

The District and campus requires a combined use of the following grading practices:

- Multiple measures (a variety of assessments to assess/evaluate learning of the TEKS).
- Use defined performance criteria including Rubrics, for which student responses, products, or performances are evaluated to ensure consistency in scoring and clarity of student performance expectations.
- Continuous and timely feedback on assessments

Guidelines for grading student work in all course include:

1. Grades entered in the teachers' grade book and report card grades will reflect progress toward and achievement of concepts and skills as outlined in the Texas Essential Knowledge and Skills (TEKS). Teachers shall enter grades into Teacher Access Center, the District's electronic gradebook on a weekly basis for Interim Progress Reports (IPR) and CCISD Connect updates.
2. A minimum of six (6) separate grades during a six-week reporting period must be recorded for each subject. An average of one grade for each subject will be recorded weekly in the District's electronic grade book. An **S**, **U**, and **I** shall be used to evaluate performance in all other areas, which include Health, Art/Music, Physical Education, and Citizenship. **Please note that due to the 1 week delay in the 2017-2018 start of school, teachers are still required to take a minimum of SIX (6) grades for the first six weeks.**

NOTE: Students participating in ANY school sponsored clubs must maintain an average of 70 or above in ALL subject areas.

3. No single grade will be weighted for more than 25 percent of any reporting period.
4. Students found to have engaged in academic dishonesty are subject to grade penalties on assignments or tests and disciplinary penalties in accordance to the Student code of Conduct, EIA (Local). Grade penalties shall be consistent across campus.
5. The teacher of record will determine the final yearly grade by averaging together the final grades for each reporting period.
6. Grade changes are the responsibility of the teacher of record.
7. When grades are determined to be mathematically incorrect, the principal shall direct the teacher to adjust the grade. EIA (Local)
8. In accordance with campus grading guidelines, a student may be permitted one additional opportunity to redo an assignment or retake a test within the grading period for which the student received a failing grade of 69 or below. If the student receives a grade of a 70 or above, the original failing grade will be dropped and a grade of 70 will be recorded. Campus grading guidelines shall define the opportunity, time frame, and grade to be awarded.

9. Students shall receive a grade of **50% (Campus CAT Decision)** for any assignment or test not made up within the allotted time. The allotted time to make up work or tests that have been missed consists of one day for each day's absence.
10. Students shall receive a grade penalty of 20 percent for make-up work after an unexcused absence.
11. Teachers shall not impose a grade penalty for make-up work after an absence because of suspension.
12. Students shall be permitted to take tests administered in any class missed because of absence.
13. A teacher shall not impose a grade penalty for a student whose attendance drops below 90 percent of the days the class is offered. A student who does not meet the attendance requirement and is not granted extenuating circumstances by the campus attendance committee (FEC Local) shall be denied credit; however, the final grade earned by the student shall not be altered. For a student not enrolled in a credit-earning course and whose attendance drops below 90 percent, alternatives to retention may be considered by the campus attendance committee.
14. The teacher shall request a parent/teacher conference if students are not achieving progress toward or achievement of the TEKS. A parent/teacher conference **shall be required** when a student receives a 69 or less on any subject on the report card and/or three week progress report. EIA (Local)
15. A student or parent who feels that the grade received by the student has not been determined according to the District/Campus Grading guidelines must discuss the concern with the teacher. If the concern is not resolved, the student or parent may present the concern to the assistant principal/principal. The assistant principal/principal shall investigate the facts to ensure that the grade is accurate and is determined according to established Grading Guidelines. EIA (Local)
16. The campus principal and staff will:
 - a. Disseminate District and Campus Grading Guidelines to all teachers, students, and parents.
 - b. Communicate, discuss, and review the *District and Campus grading guidelines* to ensure that they are understood by all stakeholders (teachers, students, and parents) at the beginning of the school year and twice yearly thereafter.
 - c. Ensure that each grade level follows the grading procedures in accordance with Board Policies, Administrative Regulations, State-prescribed TEKS, and District Grading Guidelines. Campus Grading Guidelines shall address grade weighting, makeup work, and late work. The Campus Grading Guidelines are to be approved with signatures by the Campus Advisory Team (CAT).
 - d. Determine a consistent late penalty to any assignment or project turned in after the due date.
 - e. Maintain a copy of the Campus Grading Guidelines and a signed copy of the Campus Grading Guidelines in the school's library and in the principal's office not later than five workdays after the beginning of school year. EIA (Local)
 - f. Submit a copy of the Campus Grading Guidelines to the appropriate School Director and Executive Director for Educational Support by the tenth day of the new school year.

Criteria for Promotion

Students are **promoted/awarded credit** based upon the following:

1. **Grades 1, 2, and 3** – Final grade of 70 or above **in each** of the following: Language Arts, Reading, and Mathematics.
2. **Grades 4 and 5** – Final grade of 70 or above **in each** of the following: Language Arts, Reading, Mathematics, Science and Social Studies.
3. **Grades 3-5 Texas Assessment Program** -- A student who fails any state-mandated assessment must receive accelerated instruction in the applicable subject area, which may include instruction outside of normal school operating hours.

Grades 5 Texas Assessment Program -- A student who fails the state-mandated assessments in reading or mathematics and who is promoted to the next grade level must complete the required accelerated instruction as a condition of promotion by the Grade Placement Committee (GPC) and must be assigned a teacher in the next grade level who meets state and federal qualifications to teach the subject in which the student failed.

GRADE PLACEMENT COMMITTEE

The District shall notify the parent or guardian of a student who has failed to demonstrate proficiency on the first administration of a grade advancement test. The following information should be made available to the parent or guardian within five working days of the District's receipt of student test results: a description of the District's grade advancement policy, notice of accelerated instruction to which the student has been assigned, and notice of the possibility that the student might be retained at the same grade level for the next school year. In addition, the notice shall encourage parents or guardians to meet immediately with the student's teacher to outline mutual responsibilities to support the student during accelerated instruction. (EIE Legal)

After a student fails to perform satisfactorily on an assessment instrument the second time, a GPC shall be established to prescribe the accelerated instruction the student is to receive before the assessment instrument is administered the third time. All efforts of support and the accelerated instructional plan shall be documented in the District's instructional management system.