

# **LA VERNIA INDEPENDENT SCHOOL DISTRICT**



## **2017-2018 Primary School (Pre-K-2) GRADING AND REPORTING PROCEDURES**

**It is the policy of the La Vernia Independent School District not to discriminate on the basis of race, color, national origin, sex, or handicap in programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.**

# **ADMINISTRATIVE STAFF**

Dr. Jose H. Moreno, Superintendent

Mrs. Tiffany Wehe, Primary School Principal

Mrs. Wendy Pruitt, Primary School Assistant Principal

## **FOREWORD**

This document is the product of much research and discussion by educators, parents, and students. These guidelines are in accordance with current practices and policies, as well as the Texas Education Code. An attempt has been made to provide a set of guidelines in those areas which will best meet the needs of students and provide assistance to the instructional staff. This handbook provides:

1. a tool which will foster consistency among teachers, disciplines and schools as students progress through the LVISD educational program.
2. a reference which will encourage a better understanding of grading, assessment, reporting and promotion for teachers, parents and students.
3. a description of the District's grading system.

## **DISTRICT VISION**

Our vision is for every student to become a Creative Learner - Engaged, Educated, and Empowered.

## **DISTRICT MISSION**

La Vernia ISD will empower every student to excel in their future by providing an inclusive environment that:

- ignites innovation and creativity,
- fosters individual growth, and
- instills a passion for learning.

## **DISTRICT PORTRAIT OF A GRADUATE**

Every La Vernia ISD graduate will exhibit:

- **CHARACTER:** integrity, respect, perseverance, and personal accountability.
- **APPLICATION OF KNOWLEDGE:** able to take risks and learn from failure.
- **CREATIVITY:** innovative problem-solving and global perspective,
- **TEAMWORK:** a spirit of collaboration where together, everyone achieves more.

## **DISTRICT MOTTO**

In La Vernia ISD, *“we are committed to knowing every student by name and need.”*

# **Grading System**

## **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's Texas Essential Knowledge and Skills (TEKS) and address the skills and concepts needed for successful performance in the current and next grade.

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.

Each elementary school maintains a balanced curriculum. Curriculum offerings include Language Arts (reading, literature, oral language, composition, handwriting, and spelling), Science, Mathematics, Social Studies, Art, Music, Physical Education/Health, and Technology Applications.

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.

# Grading Roles and Responsibilities

## Students

- will complete assigned work on time and return it to the teacher.
- will plan to carefully schedule work on long-term assignments so that assignments will be completed on time.
- will communicate with the teacher when he/she does not understand the assignment or is experiencing difficulty prior to due date.
- will record assignments and other important reminders in his/her assignment book.

## Parents

- will establish a specific time, place, and manner for homework to be completed.
- will monitor as needed, but not do homework for the student.
- will assist the student in planning a time schedule for long-term assignments.
- will initiate communication with the teacher when concerns arise.
- will access the Parent Portal to monitor students progress.

## Teachers

- will provide meaningful tasks that enrich and supplement work introduced in class.
- will communicate homework assignments clearly.
- will provide effective instruction prior to assigning homework that prepares the child to complete the task independently and successfully.
- will provide course requirements and expectations at the beginning of each grading period to students and parents.
- will consider available resources, materials, and home situations when assigning a task.
- will review and return homework to students within a time frame which enhances instruction and provides a benefit to the student.
- will assign an adequate number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.
- will post grades in Gradebook within seven days of the assignment date, exceptions include essays and long-term projects.
- will implement grading guidelines consistently across the campus.

# Grading Guidelines

Report cards provide clear and concise information about a student's academic performance and promote communication among teachers, students, and parents about the student's personal development, conduct and work habits. Numerical scores for each course are based on performance on examinations, essays, papers, presentations, performances, projects, or other measures appropriate to the subject matter. Scores may also be given for class work, homework, and class participation. Grades reflect academic achievement only and are not based on discipline, attendance, number of times tardy, or participation in extracurricular activities or other non-academic criteria.

## **Pre-Kindergarten Report Cards**

Pre-Kindergarten Report cards reflect progress toward and mastery of the Texas Pre-Kindergarten Guidelines. A checklist is provided for Academic Progress, Social Progress and Work Habits.

## **Kindergarten Report Cards**

Kindergarten Report cards reflect progress toward and mastery of the Texas Essential Knowledge and Skills (TEKS). A checklist is provided for Academic Progress, Social Progress and Work Habits. Please refer to the Student/Parent Handbook for further clarification.

## **Grades 1-2 Report Cards**

Academic scale:

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 59 and below

## Conduct Grades

The student is assessed on conduct by each teacher. The conduct grade indicates how well the student is performing in classroom citizenship. Conduct grades are calculated based on the number of disciplinary marks in the student folder. Conduct grades do not affect honor roll eligibility. The following letter system is used to report a student's citizenship:

<b>Mark</b>	<b>Assessment</b>	<b>Description</b>
E (0-2 marks)	Excellent	The student has an excellent attitude, displays excellent work habits and overall conduct.
S (3-5 marks)	Satisfactory	The student has a good attitude, is cooperative, and generally observes school rules and regulations.
N (6-8 marks)	Needs to Improve	The student has a poor attitude, is at times uncooperative, at times disrupts class, and shows little respect for school and classroom rules and regulations.
U (9 or more)	Unsatisfactory	The student has a poor attitude and is uncooperative. The student disrupts class and shows little respect for school and classroom rules and regulations.

## Assessment and Evaluation

1. Teachers are encouraged to have a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.
2. The following methodology will be utilized to calculate 9 week averages for students in grades 1 and 2.
  - a) A minimum of 12 grades per 9 weeks will be given in Reading/Language Arts. Daily class work, homework and journals will comprise 60% of the 9 week average. Tests, projects, and centers will account for 40% of the 9 week grade.
  - b) A minimum of 12 grades per 9 weeks will be given in Mathematics. Daily class work, homework and journals will comprise 60% of the 9 week average. Tests, projects, and centers will account for 40% of the 9 week grade.
  - c) A minimum of 9 grades per 9 weeks will be given in Science All assignments will be averaged together with equal weight to determine the 9 week average.
  - d) A minimum of 9 grades per 9 weeks will be given in Social Studies. All assignments will be averaged together with equal weight to determine the 9 week grade.
3. 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 assigned activity, 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.
4. Late work policy: \*

First day late (due date) – a maximum of 10 points deducted  
Second day late – a maximum of 20 total points deducted  
Beyond second day late: Students have the opportunity to hand in all completed work no later than one week prior to the end of the grading period for a possible grade of 70.

*Because of the developmental differences in children, teachers may use discretion in this policy if approved by the campus principal.*
5. Major projects and assignments will be evaluated using a rubric provided to the students at the time of the assignment. Partial credit will be awarded as appropriate. A major project is defined as a single assignment spanning a period of more than five school days, and on which a student receives a grade with a value equal to or greater than a major test grade.



6. Students' work may be evaluated for more than one subject area as appropriate.
7. No one grade may count for more than 15% of the student's final grade in a grading period.
8. Science labs cannot be made up. Other "make-up" assignments may be given in place of the lab.

# Homework

The purpose of homework is to promote high-quality student learning and achievement. Homework is an out-of-classroom learning experience assigned by a teacher to enhance student learning. It is to target specific learning outcomes, reinforce TEKS taught in the classroom, and provide practice in specific skills. Homework is to be reviewed by teachers to assess students' skills and knowledge in order to inform instruction.

When assigning homework, teachers will ensure that students are provided with sufficient information and direction to complete the homework assignment independently, and that the assignment is not excessive for its intended purpose. In addition, homework is not to be assigned as a discipline consequence.

## Effective Homework Assignments

- are curriculum-based and meet the needs of students through differentiation.
- are designed to require no additional teaching outside of the classroom.
- are clearly articulated and designed so students know what is expected of them before leaving the classroom.
- are engaging and relevant to student learning.
- do not require resources or technology to which a student may not have access; and
- do not require parents/guardians to teach new concepts.

## Kindergarten Homework Expectations

- Homework should be a 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; 15 minutes of reading is included within the 30 minutes.

## Grade 1-2 Homework Expectations

- Assignments with grades reported as class work grades are to be completed in the classroom.
- Work assigned to be completed at home must be evaluated as homework and recorded in the homework section of the grade book.
- Homework should be a 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; 15 minutes of reading is included within the 30 minutes.

## **Re-Teach/Re-Test/Re-Assess**

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

LVISD has provided a well-balanced curriculum based on the State prescribed Texas Essential Knowledge and Skills (TEKS). Students will have the opportunity to master the knowledge, skills and competencies established by the District curriculum and the State standards.

LVISD will utilize ongoing mastery assessment to determine which students are in need of remediation (re-teaching and acceleration). The use of benchmark tests, teacher-made tests, performance assessments, and teacher observations will help determine which students are/are not mastering instructional objectives. Teachers will monitor and identify students who need re-teaching and will prescribe a remediation/acceleration program which will lead to mastery of instructional objectives.

### **Intervention**

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 intervention.

Intervention:

- provides frequent reinforcement and review so that a student does not “fall 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.
- varies the instructional approach – uses a new technique, strategies, materials, opportunity for review, and practice.
- includes, but is not limited to, targeted small-group instruction and tutorials.

## **Attendance & Make-Up Work**

### **Make-Up Work**

1. Students shall be permitted to make up assignments and tests following an absence. The allotted time is based upon the number of days the student is absent (1 day for each day absent + 1 additional day; For example, 1 day absence = 2 days time allowed).
2. Students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension from school.
3. Except in emergency situations, teachers are not required to provide assignments prior to an absence unless the absence has been approved by the building principal with at least one week advance notice.
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.

## **Communications with Parents/Guardians**

### **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 school. The school has an obligation to communicate such information in an understandable and usable form.

A combination of report cards, progress reports and parent conferences, and other forms of communication will be used to inform parents of their child's progress in school.

Teachers at all grade levels shall inform parents when a student's academic progress becomes unsatisfactory and will schedule conferences to collaborate and develop plans for student success.

## **Progress Reports**

- All students will receive a progress report halfway through each grading period.
- Progress reports are used to inform students/parents about 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 within 2 days.
- Teachers are responsible for contacting the parent and scheduling a conference within 2 days after progress reports and/ or report cards have been sent home for a student who has received a grade below a 70.

## **Tutorials**

### **District Requirements**

The purpose of a tutorial session is to provide instruction to assist students who have not mastered the standards currently being taught. Tutorials also serve to provide instructional reinforcement for students needing assistance. Students who have not mastered the standards (or are currently failing) will be given priority during scheduled tutorial times. These tutorial times may be provided within the school day, before school or after school.

Parents will be notified and records maintained by teachers that a student requires tutorial instruction.

Attendance records of students will be maintained by teachers.

A list of progress report and report card dates is made available to parents via the student handbook and/or on the campus web page. Parents are responsible for obtaining these from their children and returning a signed copy to the homeroom teacher within 2 school days.

## **Special Populations**

Students who receive services through Special Education (IDEA) or Section 504 of the Americans with Disabilities Act will be held accountable to the same grading standards as students who do not receive services unless otherwise specified in their Individual Education Plans.