

# Alamo Heights

## Elementary Grading and Reporting Procedures

### 2018-2019

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One of the major goals of the Alamo Heights Independent School District is to assess student performance on a regular basis. To address the individual instructional needs of our diverse student population and to keep parents properly informed of a student's progress, teachers use a wide variety of procedures and techniques. Therefore, it is the responsibility of the AHISD Office of Curriculum and Instruction to develop guidelines and procedures, which are used by all teachers. This document is designed to provide that consistency.

Questions related to the uniqueness of an individual student shall be directed to the campus principal.



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August, 2018



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August, 2018

#### Table of Contents

<b>Education Code 28.0216 (Legislative Law)</b> .....	<b>2</b>
<b>Grading and Reporting</b> .....	<b>2</b>
<b>Grading Philosophy</b> .....	<b>3</b>
<b>Grading Policies</b> .....	<b>4</b>
<b>STAAR Testing</b> .....	<b>7</b>
<b>Homework Guidelines</b> .....	<b>9</b>
<b>Grades K-2 Grading Symbols</b> .....	<b>10</b>
<b>Grades 3-5 Grading Symbols</b> .....	<b>11</b>
<b>Report Card Comments</b> .....	<b>12</b>
<b>Attendance and Make Up Work</b> .....	<b>13</b>
<b>Monthly Student Growth Expectations</b> .....	<b>14</b>
<b>Grade Level Benchmark Expectations</b> .....	<b>15</b>

## Education Code 28.0216 (Legislative Law)

The District shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year.

- Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
- May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and
- May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

## Grading and Reporting

**Grading** is the process teachers use to measure student progress towards mastery of grade level TEKS. This process should include clear and consistent feedback to students to help them take ownership for their own learning goals.

**Reporting** is the process teachers use to communicate information to parents/guardians and students about mastery and progress towards mastery of content and skills. Reporting includes formal reporting such as report cards, progress reports, fall and spring conferences, and checklists (K-2). Reporting also includes informal reporting through anecdotal notes, emails, telephone conversations and additional conferences.

The purpose of this manual is to provide a consistent set of grading and reporting procedures.

## Grading Philosophy

There are several purposes for grading including equity and access to rigorous learning, communication, motivation, instructional decision-making, and documentation of learning. The accuracy, equity, and quality of grades are all important. Progress, effort, and achievement are all valued components of a child's academic success. The goal of curriculum is that *all* students learn the content at a deep and profound level. It is not an expectation that all students will learn the content at the same time or in the same way. Final grades, therefore, should be based on what a student knows about a concept and not how they learned it. Information about progress and effort should be clearly and regularly communicated in tandem with achievement information.

Reteaching opportunities and allowing students to redo both assignments and assessments for particularly important standards and outcomes is highly effective. Reteaching concepts and skills until the student meets high expectations demands more from students and teachers than letting students take a failing grade, but it also results in far more learning.

Reteaching is an essential part of instruction that promotes student learning and motivation. Teachers should continuously monitor the progress of students to make sure concepts and skills are mastered. When teachers identify students who have not understood the concepts presented, either by formal or informal assessments, they should then select re-teaching activities that present the content in a new or different way. Reteaching may take varying formats across different subject areas and for different student needs.

## Grading Policies

Teachers will record a minimum of one grade per week per subject (reading, writing, math, science, and social studies). Projects may assess multiple learning standards and therefore, more than one grade may be recorded for a project (based on the scoring rubric). The first week of school and state testing weeks are allowable exceptions.

- The grades that are formally recorded in the gradebook should be aligned to specific TEKS from the Year at a Glance Curriculum Document.
- Grades shall not be recorded on introductory skills. Grades are to be an evaluation of content mastery.
- Grades for retaught concepts shall replace the original grade. In TAC, the new grade will replace the original grade and a note will be written in TAC.
- All grades recorded are to be the actual grade the student earned. There is no minimum grade.
- A student's academic grades will not be affected by non-academic behavior or adherence to procedural rules, e.g. using the proper heading or using a certain color of ink or bringing certain supplies to class. Behavior and adherence to classroom rules will be evaluated under "Social Skills", "Working Habits" and "Effort" on the report card for each subject.
- It is not necessary for homework to be graded. If homework is graded, categories in TAC should be weighted as follows:
  - 15% Homework
  - 85% Class Assignments - This includes classwork, quizzes, assessments and projects.
- Major class assignments may be weighted as a 2 to be counted twice in the gradebook.
- No single grade will count for more than 20% of the nine weeks average.
- Purpose of reteaching is not to master an assignment but rather to demonstrate mastery of specific concepts; therefore a redo may take varying formats.
- Teachers should use professional judgment to determine the format, time and method of reteaching and redo opportunities for all students, including students who earned above a 70.
- Students must provide evidence of new learning to earn a new grade on an assignment. Examples of this evidence include: written explanation of original errors, new version of the assignment (Test Form B vs Test Form A), or an alternative assessment.
- Teachers may choose to have parents sign the original assignment before the new assignment will be recorded in the gradebook.
- The teacher will provide the student a reasonable opportunity to redo a class assignment or examination for which a student received a **failing** grade. The teacher may require the student to participate in tutorials, redo/revise the assignment, complete an alternate assignment or any other reasonable assignment. The teacher is to record the higher of the two grades in the electronic grade book.
- There are no re-do's during the last week of the grading period.

## Reporting Dates

Elementary Parent Conferences					
<u>Early Release Times:</u>					
11: 45 a.m. - Howard			12:15 p.m. - CE & WR		
Fall	HE, CE, WR	October 23, 24	Spring	HE, CE, WR	March 5, 6

Elementary Report Cards			
Grading Period	Start Date	End Date	# of Seat Days
1st Nine Weeks	August 20, 2018	October 16, 2018	40 days
2nd Nine Weeks	October 17, 2018	December 21, 2018	43 days
3rd Nine Weeks	January 7, 2019	March 19, 2019	45 days
4th Nine Weeks	March 20, 2019	May 23, 2019	45 days

  

Progress Reports	End of Grading Period	Grades Due	Report Cards Distributed
<i>Verify by Sept. 14</i> Send on Sept. 19	October 16, 2018	October 18 <i>Verify by 4:00 pm</i>	October 23, 2018
<i>Verify by Nov. 9</i> Send on Nov. 13	December 21, 2018	January 10 <i>Verify by 4:00 pm</i>	January 15, 2019
<i>Verify by Feb. 1</i> Send on Feb. 5	March 19, 2019	March 21 <i>Verify by 4:00 pm</i>	March 26, 2019
<i>Verify by April 18</i> Send on April 23	May 23, 2019	May 16 <i>Verify by 4:00 pm</i>	May 23, 2019

# 2018-2019 Reporting Dates

HE- Howard K    ES- Elementary Schools Gr 1-5

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>Report Cards</b> *Final Checklists Gr K-2 saved into AWARE		ES 10/23 (sent home)  HE 10/23 (sent home)			ES 1/15 (sent home)  HE 1/15 (sent home)		ES 3/26 (sent home)  HE 3/26 (sent home)		ES 5/23 (sent home)  HE 5/23 (sent home)	
<b>Parent Conference Meetings</b>		ALL 10/23-10/24					ALL 3/5-3/6			
<b>Due Conference Notes</b> *All conference notes saved into AWARE			ES 11/2 GR 1-2 Aware Form GR 3-5 AH Form  HE 11/2 Aware Form				ES 3/15 GR 1-5 AH Form of Reading Progress with Istation  HE 3/15 Kinder AH Form of Reading Progress with Istation			
<b>Progress Report</b> *Narrative in Gr 1-2	ES 9/19 GR 1-2 AH Form GR 3-5 TAC Form		ES 11/13 GR 1-2 AH Form GR 3-5 TAC Form			ES 2/5 GR 1-2 AH Form GR 3-5 TAC Form		ES 4/23 GR 1-2 AH Form GR 3-5 TAC Form		

## STAAR Testing

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR.

The State of Texas Assessments of Academic Readiness, or STAAR, is the state testing program that was implemented in the 2011–2012 school year. The Texas Education Agency (TEA), in collaboration with the Texas Higher Education Coordinating Board (THECB) and Texas educators, developed the STAAR program in response to requirements set forth by the 80th and 81st Texas legislatures. STAAR is an assessment program designed to measure the extent to which students have learned and are able to apply the knowledge and skills defined in the state-mandated curriculum standards, the Texas Essential Knowledge and Skills (TEKS). Every STAAR question is directly aligned to the TEKS currently implemented for the grade/subject or course being assessed. The STAAR program includes STAAR, STAAR Spanish, STAAR L (a linguistically accommodated version), and STAAR A (an accommodated version).

The State of Texas Assessments of Academic Readiness (STAAR) program includes annual assessments for:

- reading and mathematics, grades 3–8
- writing at grades 4 and 7
- science at grades 5 and 8

Under the TEA promotion requirements, students are required to pass (meet or exceed Level II: Satisfactory Academic Performance) the STAAR grade 5 mathematics and reading tests to be promoted to sixth grade. Additionally, students are required to pass (meet or exceed Level II: Satisfactory Academic Performance) the STAAR grade 8 mathematics and reading tests to be promoted to ninth grade.

Revised August 6, 2018		<b>2018–2019 STUDENT ASSESSMENT TESTING CALENDAR</b>		DATES SUBJECT TO CHANGE
Detailed information regarding the scheduling and administration of specific assessments can be found on the Coordinator Manual Resources webpage at <a href="http://tea.texas.gov/student.assessment/manuals/dccm/">http://tea.texas.gov/student.assessment/manuals/dccm/</a> .				
Test Date(s)		STAAR Writing Prompt Field Test (selected sample)		Report Date(s)
Assessment Window Feb 11–Feb 14		Grade 4 Writing Grade 7 Writing English I English II		N/A
Test Date(s)		TELPAS and TELPAS Alternate		Report Date(s)
Assessment Window Feb 25–Apr 5		Grades K–12 TELPAS Listening, Speaking, Reading, and Writing		TELPAS by May 23, 2019 TELPAS Alternate by May 10, 2019
Test Date(s)		STAAR Alternate 2		Report Date(s)
Assessment Window Apr 1–Apr 23		STAAR Alternate 2 (grades 3–8 and EOC)		By May 16, 2019
Paper Administration Test Date(s)	Online Administration Test Date(s)	STAAR		Report Date(s)
Apr 9 (Tue)	Apr 9 (Tue)	Grade 4 Writing Grade 7 Writing English I		By June 11, 2019 By May 29, 2019
Apr 9 (Tue)	Apr 8–Apr 18	Grade 5 Mathematics Grade 8 Mathematics		By April 29, 2019
Apr 10 (Wed)	Apr 8–Apr 18	Grade 5 Reading Grade 8 Reading		By April 29, 2019
Apr 11 (Thur)	Apr 11 (Thur)	English II		By May 29, 2019
Apr 12 (Fri)	Apr 12 (Fri)	All make-up sessions for <b>paper</b> STAAR assessments scheduled to be administered on Apr 9–11, 2019, must be completed by the end of this day. <b>Online</b> make-up sessions for Grades 4 and 7 Writing and English I and English II must be completed by April 12.		
	Apr 18 (Thur)	Make-up sessions for <b>online</b> STAAR assessments scheduled to be administered from Apr 8–18, 2019, must be completed by the end of this day.		

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Assessment Window Feb 25–Apr 5		Grades K–12 TELPAS Listening, Speaking, Reading, and Writing		TELPAS by May 23, 2019 TELPAS Alternate by May 10, 2019
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## Homework Guidelines

- 10 minutes per night per grade level, Monday - Thursday. This includes assigned reading.
- If a child continually struggles to complete the homework within the allotted time, then the parent should contact the teacher.
- Teachers should periodically confirm with students and parents that homework is taking the expected amount of time.
- Homework or projects should not be assigned over weekends, holidays, before testing dates, nor during school vacation periods.

Elementary Minutes per week per grade		
Kinder	0	
1 <sup>st</sup> grade	40	includes assigned reading
2 <sup>nd</sup> grade	80	includes assigned reading
3 <sup>rd</sup> grade	120	includes assigned reading
4 <sup>th</sup> grade	160	includes assigned reading
5 <sup>th</sup> grade	200	includes assigned reading

## Grades K-2 Grading Symbols

Students in grades Kindergarten- Second Grade receive a standards based checklist. Skills in the areas of language arts, math, science, social studies, physical education and behavior are all evaluated using a three-point scale. The symbols are listed below.

<b>I</b>	Skill is performed consistently and independently
<b>D</b>	Developing as expected
<b>R</b>	Reinforcement needed

## Grades 3-5 Grading Symbols

### ACADEMIC PROGRESS

Numerical grades will be used to evaluate progress of reading, written and oral communication, mathematics, social studies, and science/health.

#### **90-100 - Excellent**

Student is doing superior work. Assignments are correctly and completely done and are on time. A high degree of individual thinking is demonstrated. The student accepts challenges and works independently.

#### **80-89 - Above Average**

Student is performing above average. The work is thoroughly done, on time, and of good quality.

#### **75-79 - Average**

Student's performance is average for the grade level in school. Work is generally on time and reasonably well done. Minimum standards have been achieved.

#### **70-74 - Below Average - Passing**

State minimum standards have been achieved; however, the student is performing below the average expected for the grade level in Alamo Heights. Assignments may not be completed on time and are below a satisfactory level of achievement. The teacher must use comment codes to identify areas for improvement.

#### **Below 70 - Failing**

The level of work is unsatisfactory, and the student has not met the expected minimum standards for the grade level. The teacher must use comment codes to identify areas for improvement.

### EFFORT, WORK HABITS, SOCIAL SKILLS

Effort, work habits, social skills and grades in art, music and physical education will be evaluated using the following symbols:

#### **E - Excellent**

Child **consistently demonstrates** outstanding effort/behavior.

#### **S+ - Above Average**

Child demonstrates above average effort/behavior.

#### **S – Satisfactory**

Child exhibits the effort/behavior expected for his/her grade level.

#### **N - Needs Reinforcement/Improvement**

Child **rarely exhibits** effort/behavior typical for his/her grade level. Teachers must inform parents of areas in which a student needs improvement by using comment codes.

#### **U – Unsatisfactory**

Child does not exhibit effort/behavior typical for his/her grade level. Note: Teachers must inform parents of areas in which a student needs improvement by using comment codes.

## Report Card Comments

Comments:	
1.	Achievement is outstanding
2.	Effort is commendable
3.	Exhibits positive behavior
4.	Participation is exceptional
5.	Student making strong progress
6.	Student making adequate progress
7.	Student not making adequate progress
8.	Student reading above grade level expectations
9.	Student reading at grade level expectations
10.	Student reading below grade level expectations
11.	Assignments differentiated
12.	Assignments resubmitted for additional credit
13.	Student attends support class
14.	Student making progress towards annual goals
15.	Incomplete classwork assignments
16.	Incomplete homework assignments
17.	Poor test performance
18.	Absences/tardies hamper achievement
19.	Conference requested/ please call the school
Reinforcement in:	
20.	Needs reinforcement in following directions
21.	Needs reinforcement in using time wisely
22.	Needs reinforcement in exercising self-control
23.	Needs reinforcement in respecting others
24.	Needs reinforcement in reading fluency
25.	Needs reinforcement in reading comprehension
26.	Needs reinforcement in mastering math facts
27.	Needs reinforcement in math problem solving
28.	Needs reinforcement in applying spelling skills
29.	Needs reinforcement in writing effective compositions
30.	Needs reinforcement in writing legibly

## Attendance and Make Up Work

**Make Up Work-** Make-up work will be provided to students upon returning from an absence. Students have two days to complete the make-up work for credit. Teachers may use discretion and professional judgment when assigning and grading make-up work. All decisions will be based on what is in the individual child's best interest.

**Reporting to Parents-** Report cards, checklists and progress reports are completed for every child who has been in attendance for at least 15 days during the grading term. Specific attendance for each child will be documented each nine weeks on the checklist (K-2) or the report card (3-5).

**Final Credit-** To receive credit or a final grade in a class, a student in kindergarten-grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG(LOCAL).

## Monthly Student Growth Expectations

Benchmark Period	READING IStation  Overall Reading	READING Istation Español  Overall Reading	MATH Aims Web M-CAP Total Points earned	MATH Aims Web M-COMP Total Points Earned	MATH Aims Web TEN Oral Counting
Kindergarten	2.5	6.5			39
1st	2.5	8		3.5	64
2nd	1.5	9	1.5	2.5	78
3rd	1.5	8	1	3.5	72
4th	14.5		.5	3.5	86
5th	7.5		.5	2	94

These monthly growth expectations are based on the 50<sup>th</sup> percentile from national norms. They should be used as a **guide** for setting individual student goals. Individual student strengths and differences should be considered as well as normed standards when setting goals.

When a growth goal includes a decimal (7.5 points) it indicates a midpoint within an expected range. So a goal of 7.5 points improvement mean an actual growth of 7-8 points is expected.

## Grade Level Benchmark Expectations

Grade	Period	READING TPRI / Tejas Lee Overall Results on all Tasks	READING DRA2/ EDL2 Independent Level Score	READING Istation Overall Reading	READING Istation Español Overall Reading	MATH Aims Web CA Online	MATH Aims Web M-CAP Paper	MATH Aims Web M-COMP Paper
<b>K</b>	BOY	Developed on both screeners	Pre-A	180-184	666-671	8-11 26- 35		
	MOY	Adequate progress on progress monitoring	1	193-197	686-693	11-14 41-51		
	EOY	Developed on both screeners	3	201-205	713-724	15-18 55- 66		
<b>1st</b>	BOY	Developed on both screeners	3	201-205	774-787	8-12 36-48 (total battery)		
	MOY	Instructional on story 3 or 4 and Fluency 40	8	210-215	806-822	12-16 50-63		
	EOY	D on both screeners I on story 5 or 6 Fluency 60	16	218-223	834-850	15-19 58-68		
<b>2nd</b>	BOY	Developed on both screeners Fluency 60	16	219-223	860-874	132-148	4-7	10-16
	MOY	Instructional on story 3 or 4 Fluency 75	20	226-232	894-915	142-157	11-16	23-32
	EOY	D on both screeners.	28	231-236	923-947	152-167	14-21	32-40
<b>3rd</b>	BOY		28	234-239	917-932	154-168	4-7	14-22
	MOY		34	239-244	953-974	161-174	7-11	29-42
	EOY		38	243-248	973-995	168-181	11-15	40-56
<b>4th</b>	BOY		38	1789-1832	1893-1925	169-182	9-12	17-24
	MOY		40	1843-1888	1924-1957	173-186	12-16	32-44
	EOY		40	1882-1928	1955-1991	178-190	13-18	43-57
<b>5th</b>	BOY		40	1885-1929	1948-1984	179-191	6-8	8-14
	MOY		50	1920-1966	1957-1995	182-194	8-11	14-23
	EOY		50	1945-1992	1969-2009	186-198	7-11	21-32