



**Seguin** exceptional students to exceptional citizens  
**INDEPENDENT SCHOOL DISTRICT**

**2018-2019**

**PK -12**

**Grading and Reporting  
Procedures**

## TABLE OF CONTENTS

<b>SEGUIN ISD CURRICULUM AND INSTRUCTION PK-12</b>	<b>3</b>
LEARNING AND LEADERSHIP SERVICES DEPARTMENT VISION/MISSION	3
CURRICULUM	3
STATE POLICY – EIA (LEGAL)	3
SEGUIN ISD GRADING PHILOSOPHY	4
GRADING POLICY	4
<b>GENERAL CONSIDERATIONS (PK-12)</b>	<b>5</b>
STUDENTS IN SPECIAL PROGRAMS	5
REPORT CARDS – EIA (LOCAL)	5
PROGRESS REPORTS– EIA (LOCAL)	5
HOMEWORK	5
MAKE-UP WORK	5
LATE WORK	6
RETEACH AND REASSESS FOR MASTERY	6
EXTRA CREDIT	6
CONDUCT REPORTING	7
TRANSFER GRADES	7
PROMOTION AND RETENTION	7
<b>SECONDARY CONSIDERATIONS (6-12)</b>	<b>8</b>
GPA/RANK/WEIGHTS – EIC (LOCAL)	8
UIL ELIGIBILITY – FM (LEGAL) and (LOCAL)	8
EXTRACURRICULAR ACTIVITIES	9
<b>ADDITIONAL CONSIDERATIONS</b>	<b>10</b>
SPECIAL EDUCATION	10
<b>PRE-K GRADE REPORTING</b>	<b>12</b>
<b>ELEMENTARY (K-5) GRADE REPORTING</b>	<b>13</b>
<b>SECONDARY (6-12) GRADE REPORTING</b>	<b>14</b>

## SEGUIN ISD CURRICULUM AND INSTRUCTION K-12

### LEARNING AND LEADERSHIP SERVICES DEPARTMENT VISION/MISSION

Vision Statement: Enhancing leadership through collaborative learning

Mission Statement: Cultivating leaders to grow learners

### CURRICULUM

#### *State Curriculum*

Curriculum content is prescribed by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS). Local curriculum documents are based upon the state curriculum framework and SBOE approved standards. Curriculum content is not prescribed in detail by the Texas Education Agency, but provides a framework to draw upon for the development of the district's locally adopted curriculum.

#### *Local Curriculum - EIA (LOCAL)*

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

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 district objectives. 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 writing, handwriting, spelling), science, mathematics, social studies, fine arts, physical education/wellness, and technology applications.

#### STATE POLICY – EIA (LEGAL)

Texas Education Code (*Sec. 28.0216*) establishes that a school district shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. The District grading policy:

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and
3. 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.

### SEGUIN ISD GRADING PHILOSOPHY

Seguin ISD believes that all grading and reporting practices will be a meaningful, accurate reflection of individual student success.

Seguin ISD defines “mastery” as a student’s ability to meet targeted objectives/TEKS.

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher.

### GRADING POLICY

Grading procedures are developed to clarify and ensure adherence to Board-approved grading policies EIA (LEGAL) and EIA (LOCAL). To ensure compliance with Board policy, these procedures should be reviewed in conjunction with Board policy EIA (LOCAL). These procedures are intended to clarify Board policies, not to duplicate all policy requirements.

Grades should reflect adherence to the purposes for grading outlined in policy EIA (LOCAL) including equity and access to rigorous learning, communication, motivation, instructional decision-making, and documentation of learning.

Grades entered for academic work must reflect student achievement only. Grades should not be given for returning signed papers, attending school functions (does not include course required performances), bringing school supplies, etc.

## **GENERAL CONSIDERATIONS (K-12)**

### **STUDENTS IN SPECIAL PROGRAMS**

Teachers must follow all IEP, 504, and EL accommodations for identified special program students. It is the campus responsibility to ensure that teachers receive documented accommodations for students in special programs in a timely manner.

### **REPORT CARDS - EIA (LOCAL)**

Report cards are issued to students following each reporting period during the school year – 12 weeks for Pre-K, nine week for elementary and six weeks for secondary. The report card will be issued on a form approved by the Superintendent or designee, and may include supplemental information, such as universal screening results. Performance shall be measured in accordance with this policy and the standards established in EIE (LOCAL).

### **PROGRESS REPORTS - EIA (LOCAL)**

Interim progress reports shall be issued for all students in Pre-K after the sixth week of each grading period, after the fourth week of each grading period for elementary, and after the third week of each grading period for secondary. Supplemental progress reports may be issued at the teacher's discretion.

Parent conferences may be requested by a teacher or parent as needed to review student progress.

### **HOMEWORK**

Homework will be used to enrich or reinforce topics covered in class and should satisfy at least one of the following objectives:

- To give students practice and extension of skills or concepts learned in class.
- To extend learning beyond the material that can be covered in class.
- To develop effective study methods.
- To help the student prepare for classroom work.
- To allow students to make up work after absences.

The teacher is responsible for assigning effective, well-planned homework assignments that aid the student in the mastery of the essential knowledge and skills. Students will be provided ample notice of impending major homework assignments.

### **MAKE-UP WORK**

Students are required to make up assignments, homework, and assessments missed due to absences. Students are encouraged to make prior arrangements with teachers for making up missed work when the absence can be anticipated, e.g. a dental appointment, court appearance or appointment, approved school related activities, etc.

Students are allowed one school day for every day of class missed to make up any missed work. If students do not complete make-up work in the time allotted, the late work policy will apply. Make-up work and tests for all absences will be of the same rigor, but not necessarily the same format, as the original activity, assignment or test. Students will not be required to take a quiz or test on the day returning to class from an absence, if the quiz or test was announced during the student's absence. All students will receive credit for satisfactory make-up work after an absence, including excused and unexcused absences and absences due to suspension from school.

### LATE WORK

Late work is defined as any assignment that is not submitted on the due date and class period with the exception of make-up work for absences or approved school activities. Alternative assignments may be given if the original assignment has already been assessed and returned.

All assignments are due as directed by the teacher. Assignments turned in late will be graded like all other papers; however, the grade earned may be reduced by a maximum of 20 points. Late assignments will be accepted within five school days, not to exceed the end of the grading period.

Extenuating circumstances may occur that prevent the completion and turning in of assignments on the due date. It is the parent/guardian and/or student's responsibility to inform the teacher of any such circumstances so that an exception to the rule may or may not be granted. The teacher may grant exceptions based on these circumstances.

### RETEACH AND REASSESS FOR MASTERY

The District's goal is for every student to master all the TEKS specified for each grade level at a minimum level of 70%. Each student will be provided instruction that allows for application and practice of the concepts and skills in the TEKS and then assessed for mastery. If a student does not receive a passing grade on the concepts and skills specified in the TEKS and necessary for future learning, an opportunity will be provided for the student to achieve mastery to include, but not limited to, instructional strategies different from the original instruction.

To determine mastery after reteaching, an alternate assessment must be given that addresses the same skill or concept as the original assessment. Examples include an oral examination, an essay or paper, a report or presentation, or a formal test. Test revisions do not constitute an appropriate alternate assessment.

Students will be assigned a grade no higher than a 70% on alternate assessments.

### EXTRA CREDIT

Extra credit may be offered at the discretion of the teacher and should be awarded on the basis of an academic product that can be directly related to the Seguin ISD curriculum objectives. If extra credit is

offered, it must be offered to all students in the class, subject area or grade level. Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies. The awarding of extra credit for previously assigned work a student has failed to complete is not allowed.

### CONDUCT REPORTING

Conduct reporting should not impact classroom grades. Classroom grades reflect the student's relative mastery of a standard (TEKS). Other factors, including behavior or participation, should not be calculated in a grade unless it appears in the standard (TEKS). Behavior and participation issues will be addressed by and are not limited to the following:

- Phone calls to parents
- Written notices to parents
- Office Referrals
- Report Card comments
- Individual student conferences
- Parent conferences
- Parent self-serve

### TRANSFER GRADES

For more information, refer to Board Policy EIC (LOCAL).

### PROMOTION AND RETENTION - EIE (LOCAL)

Promotion shall be based on mastery of the curriculum. The District shall comply with applicable state and federal requirements when determining methods for students with disabilities or students who are English learners to demonstrate master of the curriculum.

Before a student may be retained, the campus shall convene a review committee consisting of the student's parent, primary teacher, and the principal or designee. The committee shall review the student's work and make a final recommendation for promotion or retention. As a general practice, students in Pre-K or kindergarten shall not be retained. If retention is considered, it must be for academic purposes.

Students in grades 5 and 8 must meet the passing standard on the applicable state-mandated assessments in reading and mathematics to be promoted to the next grade level, in addition to the District's local standards for mastery and promotion.

For more information, refer to Board Policy EIE (LOCAL) and the Seguin ISD Student/Parent Handbook.

## SECONDARY CONSIDERATIONS (6-12)

### GPA/RANK/WEIGHTS - EIC (LOCAL)

For more information, see Board Policy EIC (LOCAL).

### UIL ELIGIBILITY - FM (LEGAL) and (LOCAL)

A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any academic class or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. However, an ineligible student may practice or rehearse.

A student shall be exempt from grade eligibility requirements only for a grade no lower than 60 in any honors course listed in FM (LEGAL). In addition to the courses defined as honors courses in FM (LEGAL), a student shall be granted exemption from grade eligibility requirements **only once per semester** for a grade no lower than 60 in **only one** of the District-identified honors classes listed in FM (LOCAL).

The student regains eligibility when the principal and teachers determine that he/she has: (1) earned a passing grade (70 or above) in all academic classes, other than those that are advanced, and (2) completed the three school weeks of ineligibility. All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of each six-week grading period. Students who pass remain eligible until the end of the next grading period.

A student with an "Incomplete" grade is ineligible at the end of the seven day grace period unless the "Incomplete" was replaced with a passing grade prior to the end of the seven day grace period. Students with an "Incomplete" grade either within or beyond the end of the seven day grace period may regain eligibility if the work is made up in accordance with district policy in regard to time allowed for make-up work and the conditions under which make-up work are allowed. (From UIL-TEA Side-by-Side Document)

All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three school week evaluation periods for ineligible students.

For more information, refer to UIL website <http://www.uilTEXAS.org/policy>

**UIL Eligibility Note:** Students must complete makeup work prior to the end of the grading period for continued eligibility. Make-ups may continue into the new grading period, per specified timeline, but the makeup result would only impact the grade, not eligibility.

EXTRACURRICULAR ACTIVITIES

The student should be encouraged to collect and/or make arrangements before the scheduled activity and to complete all work that is missed due to extracurricular activities such as, but not limited to, Athletics, Band, Choir, Stock Shows, etc. All work collected must be completed and turned in upon the student's return to school.

## ADDITIONAL CONSIDERATIONS - SPECIAL EDUCATION

### *Additional Considerations for Students with Significant Cognitive Impairments*

- 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).
- Grades for students in special education will be based on performance that demonstrates progress toward mastery of the TEKS following the application of the ARD recommended accommodations and/or modifications intended to increase the potential for successful student learning.
- The level of instruction in the TEKS and content expectations should be clearly articulated in a student's IEP, along with accommodations and/or modifications related to measuring mastery. This information is critical for teachers to develop appropriate classroom evaluations and to make decisions regarding statewide assessments.
- The report card may not contain statements of accommodations and/or modifications provided to students. Such accommodations are intended to provide a floor of access for students with disabilities and to level the playing field so that they can compete with students without disabilities. The student's grade is reported on the report card in the same way as grades are reported for all students.
- Report card grades can be reported by the special education teacher, the general education teacher or a combination of both as determined by the ARD committee.
- In addition to the report card, all students in special education receive a periodic progress report that describes their progress on specific IEP goals and/or objectives. This report is completed by special education staff with input as appropriate from general education teachers.
- Students in Special Education who have significant cognitive impairments and who are served through a continuum of services, including general education are graded through teacher observations of progress and collection of data supporting IEP objectives.
- Federal and state laws pertaining to the education of students in special education address the following points:
  - All students will have access to the content standards (TEKS) for their appropriate grade level.
  - Students with significant cognitive impairments may access the grade level standards using the TEA developed Vertical Alignment Document and Essence Statement for all grade levels and subjects.
  - The student's level of independence in completing tasks and the degree to which a student can generalize skills to a variety of settings is a required aspect of the STAAR-Alternative system.
- When the ARD committee determines that a student with a significant cognitive impairment cannot attain mastery of the grade level TEKS, even with accommodations and modifications, it will be appropriate for the committee to measure the student's progress using the

student's individual IEP Goals and Objectives, rather than letter or number grades. Progress on individual goals and objectives will be individually reported for each student using the IEP progress report process documented through Special Education Manager each grading period. This is a legal requirement.

## PRE-K GRADE REPORTING

### GRADE REPORTING

The SISD Pre Kindergarten report card charts student mastery towards grade level expectations:

- 3 = Student is proficient in the skill
- 2 = Student is developed in the skill
- 1 = Student is emergent in the skill

The following non-numerical grades may also be used to report grades in citizenship:

- E - Exceeds expectations
- S – Satisfactory
- N – Needs improvement

Report cards will be disseminated to parents every 12 weeks.

## ELEMENTARY (K-5) GRADE REPORTING

### GRADE REPORTING

#### **Grades K-1**

The SISD K-1 report card charts student mastery towards grade level expectations in core content areas using the designations of:

- 3 = Student applies the skill or understands concepts at the level expected.
- 2 = Student is moving toward being able to demonstrate the skill, understand most concepts, and meet most expectations.
- 1 = Student is only beginning to develop the skill or understand concepts and needs to improve progress in order to meet expectations.

#### **Grades 2 – 5**

The SISD 2-5 report card charts student mastery towards grade level expectations in core content areas using the following letter grades:

A = 90 - 100

B = 80 - 89

C = 70 - 79

F = Below 70 (Failure)

INC = Incomplete (Grade will be given when work is completed)

WD = Withdrawn

Grades in each of the courses will be calculated as follows:

- Daily Grades (Minimum of 1 daily grade per week) - 60%
  - Class assignments, homework, daily quizzes and other similar assignments
  - Curriculum Based Assessments (CBAs)
- Major Grades (Minimum of 4 grades per nine weeks) - 40%
  - Summative Assessments such as unit tests, weekly tests, chapter tests
  - Research or other projects and other similar assignments

**NOTE: District Benchmark assessments may NOT be used as a daily or major grade.**

Grades should be posted weekly by Tuesday at 5:00pm for the previous week's assignments/tests.

#### **Grades K-5**

The following non-numerical grades may also be used to report grades in Special Areas and citizenship:

- E - Exceeds expectations
- S – Satisfactory
- N – Needs improvement
- U - Unsatisfactory

## SECONDARY (6-12) GRADE REPORTING

### GRADE REPORTING

#### **Grades 6-12**

Student mastery towards grade level expectations is documented using the following number grades in grades 6-12:

A = 90 - 100

B = 80 - 89

C = 70 - 79

F = Below 70 (Failure)

INC = Incomplete (Grade will be given when work is completed. See UIL Eligibility Section below.)

WD = Withdrawn

Grades reflect the student's relative mastery of class assignments.

Grades in each of the courses will be calculated as follows:

- Daily Grades (Minimum of 2 daily grade per week) - 50%
  - Formative Assessments such as class assignments, homework, daily quizzes and other similar assignments (excluding participation grades - see Conduct Reporting)
  - Curriculum Based Assessments (CBAs)
  
- Major Grades (Minimum of 3 grades per six weeks) - 50%
  - Summative Assessments such as unit tests, weekly tests, chapter tests
  - Labs, research projects, formal compositions, and other similar assignments

**NOTE: District Benchmark assessments may NOT be used as a daily or major grade.**

Grades should be posted weekly by Tuesday at 5:00pm for the previous week's assignments/tests.