



ELEMENTARY

GRADING & REPORTING

EIE & EIE LOCAL (REGULATIONS)

2019 - 2020

Dr. Thomas Price, Superintendent

Cibolo Creek Elementary - Krista Nail, Principal

Curington Elementary - Matthew Myers, Principal

Fabra Elementary – Troy Latiolais, Principal

Fair Oaks Ranch Elementary - Lauren Walch, Principal

Herff Elementary - Tanya Tate, Principal

Kendall Elementary - Marshay Wolff, Principal

Van Raub Elementary – Jamie Robinson, Principal

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TABLE OF CONTENTS

FORWARD.....	3
GRADING PHILOSOPHY.....	4
STUDENT MASTERY OF LEARNING.....	5
STATE ASSESSMENTS.....	5
GRADING OVERVIEW.....	7
DETERMINING STUDENT GRADES.....	7
GRADING IN SPECIAL PROGRAMS.....	9
GRADING SYMBOLS.....	10
ABSENCES.....	12
HOMEWORK.....	12
INTERVENTIONS AND ACCELERATION.....	13
LATE WORK.....	14
MAKE-UP WORK FOR ABSENCES.....	14
PROMOTION AND RETENTION.....	15
REPORTING GRADES.....	15
RETEACHING AND RETESTING.....	16
LIFE SKILLS PARTICIPATION & ACADEMIC RUBRICS.....	18
DISTRICT GRADING STANDARDS.....	20
PROGRESS REPORT & REPORT CARD DATES.....	21

In accordance with Title VI - Civil Rights Act of 1964; Title IX - Education Amendment of 1972; Section 504 - Rehabilitation Act of 1973; and Title II – Americans with Disabilities Act of 1992, the Boerne Independent School District does not discriminate on the basis of race, color, religion, gender, national origin, age or disability.

FORWARD

Grading is the process by which a teacher assesses student learning and progress towards mastery of course objectives as aligned with the [Texas Essential Knowledge and Skills \(TEKS\)](#). Grading is part of the teaching and learning process. This process includes establishing clear learning goals and setting standards and evaluative criteria which guide student learning so changes in instruction are based on assessment data. Additionally, the grading process should provide clear and consistent feedback to students to focus them to ultimately take responsibility for their own learning.

Reporting is the process by which the teacher communicates information to students and parents/guardians about student mastery of course content and skills. The formal reporting process includes checklists, report cards and progress reports, and may also include a combination of anecdotal notes, emails, telephone conversations, and conferences, as appropriate.

The purpose of this manual is to present a consistent set of grading and reporting regulations. The regulations adhere to the requirements of the [Texas Education Code \(TEC\)](#), the [Texas Administrative Code \(TAC\)](#) and [Boerne ISD Board policies and regulations](#).

This manual:

- describes the District's grading system which all teachers will implement.
- fosters a better understanding of grading, reporting, and promotion by teachers, parents, and students.
- provides consistency in grading and reporting student achievement and in promotion and retention practices across the District [\[Board Policy EIE\(LOCAL\)\]](#).

GRADING PHILOSOPHY

Teachers use grading as part of the intricate process of learning. Using the TEKS as the foundation of the curriculum, they begin by thoughtfully considering what the students already know and what they need to learn.

Teachers:

- construct assignments and assessments that will both teach and assess students' learning.
- establish fair, clear standards and criteria and apply those criteria consistently to student work.
- use previously disclosed rubrics when assessing the students' skills.
- offer feedback to their students in the form of comments and grades.
- provide meaningful opportunities within the classroom setting for their students to assess their own work.
- use what they learn from the grading process to improve their teaching

Standards-based tests and quizzes yielding numerical grades represent only one aspect of evaluating student learning. Complete grading calls for multiple assessment techniques, such as performances, portfolios, projects, presentations, learning logs, journals, surveys, interviews, simulations, and role playing. Using many different evaluation strategies will elicit more opportunities for student success.

As lifelong learners, students must be prepared for college and the workforce. The teacher will create and sustain a learning environment by basing grades on the student's knowledge and skills as demonstrated by a wide variety of assessments.

In compliance with [Texas Education Code §28.0216](#), grading in Boerne ISD:

- 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 for a student's quality of work.
- 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.

By law in the State of Texas, 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 school district grading policy. [\[DGBA\(LEGAL\) and FNG\(LEGAL\).\]](#)

In addition, grading allows the teacher to:

- communicate progress to the student and parent on mastery of the TEKS.
- appraise the effectiveness of teaching strategies and modes of instruction.
- evaluate strengths and needs of each student.
- determine if credit will be awarded.

Grading serves as a guide, helping the parents/guardians to:

- understand their child as a learner.
- be knowledgeable about the student's progress towards the mastery of the TEKS.
- guide their student in making academic progress.
- encourage their student to give maximum performance in academic areas.

Grading encourages students to:

- evaluate and see personal progress towards mastery of the TEKS.
- recognize how work may be improved.
- set his/her goals for future learning.

STUDENT MASTERY OF LEARNING

As used in these regulations, the term *mastery* is the attainment and demonstration of knowledge and skills necessary for academic success. Grades earned reflect the degree to which students attain mastery in any given class. Further, student mastery implies foundational understanding necessary in developing skills and processes on a continuum from simple to complex.

Teachers rely on the state Texas Essential Knowledge and Skills (TEKS) as reflected in the District scope and sequence and as outlined by TEKS Resource System or district academic coordinators, to determine the content on which mastery is based. This mastery is supported by research-based instructional practices, available technology, community resources, and textbooks. Pulling from the vast range of resources, the teacher creates lessons that reflect the TEKS being targeted and include strategies appropriate for the learning of all students.

Teachers use a variety of formative and summative assessments to provide students with multiple opportunities to demonstrate mastery of content and skills being taught. Assessments may include but are not limited to student performances and projects, teacher observation of developmental skills, work samples, oral interviews, written assignments, teacher-made tests, and District benchmark assessments. Grading strategies will also differ depending on whether or not a teacher is instructing in skills, content, processes, or products.

Demonstrating mastery at one point in time does not ensure lifelong mastery, nor does it relieve teachers of the responsibility of reviewing content as part of ongoing instruction.

STATE ASSESSMENTS

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR)

The [State of Texas Assessments of Academic Readiness \(STAAR\)](#) is designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills at each tested grade level. A major component of the STAAR testing program ties performance on STAAR Reading and Math to grade advancement at grade 5. Every STAAR assessment is directly aligned to the TEKS and is administered at the following elementary grade levels:

Grade	Test Administration
3 (English and Spanish)	Mathematics and Reading
4 (English and Spanish)	Mathematics, Reading, and Writing
5 (English and Spanish)	Mathematics, Reading, and Science

The STAAR program includes assessments that address students receiving special education services and also for English language learners (ELs) who meet particular participation requirements:

- Assessments for Students Receiving Special Education Services: [STAAR Alternate 2](#)
- Assessments for English Language Learners: [STAAR Spanish](#)

Additionally, Limited English Proficient or English Learners (EL students), including parent denials, must participate in the [Texas English Language Proficiency Assessment System \(TELPAS\)](#). Each student in grades Kindergarten through 12 must be tested in listening, speaking, reading and writing.

STAAR Readiness and Supporting Standards

STAAR also assesses the state-mandated TEKS curriculum but at greater depth and rigor. At tested grade levels and content areas, the TEKS have been divided into Readiness Standards and Supporting Standards.

- In general, Readiness Standards are essential for success in the current grade or course; are important for preparedness for the next grade or course; support college and career readiness, necessitate in-depth instruction; and, address broad and deep ideas.
- In general, Supporting Standards may be introduced in the current grade or course and emphasized in a subsequent year; may be emphasized in a previous year and reinforced in the current grade or course; may play a role in preparing students for the next grade or course but not a central role; and, may address more narrowly defined ideas.

Readiness, Supporting and Process Standards are identified in the assessed curriculum documents, which are posted on the TEA Student Assessment website at [STAAR Resources](#).

STAAR Performance Levels

The four STAAR Performance Levels, as determined by TEA, are described below.

Masters Grade Level: Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

Meets Grade Level: Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

Approaches Grade Level: Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

Did Not Meet Grade Level: Performance in the category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate sufficient understanding of the assessed knowledge and skills.

STAAR Alternate 2 assessment labels are as follows and policy definitions can be found at [STAAR 2 Alternate](#)

- Level I: Developing Academic Performance
- Level II: Satisfactory Academic Performance
- Level III: Accomplished Academic Performance

PRE-KINDERGARTEN – GRADE 2 ASSESSMENTS

- Pre-Kindergarten and Kindergarten Assessment Instruments:
 - Pre-K Beginning-of-Year (BOY) and End-of-Year (EOY) assessments monitor students' progress in five primary domains: Emergent Literacy – Reading, Emergent Literacy – Writing, Language and Communication, Health and Wellness, and Mathematics. Pre-K students will be assessed with CLI Engage and Kindergarten students will be assessed with TX-KEA, both screeners are published by the UT-Health Science Center and are listed on the Commissioner's List of Reading Instruments.

Kindergarten students will be given the Mathematics Academic Progress Inventory (MAPI) to monitor students' yearlong academic progress.

- 1st and 2nd Grade Assessment Instruments
 - Grade 1 and 2 Beginning -of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) assessments monitor students' progress in two required domains: Phonological/Phonemic Awareness and Phonics/Word Recognition as determined by PAPI (Phonemic Awareness and Phonics Inventory). Students are also assessed with the Fountas & Pinnell (F&P) Benchmark Assessment System which monitors students in recommended text comprehension domains.

GRADING OVERVIEW

Grades will reflect a student's progress in a well-balanced, TEKS-based curriculum. Lessons may consist of oral, written, and participatory activities that encompass higher- thinking skills. The foundation curriculum includes English language arts/reading, mathematics, science, and social studies. The enrichment curriculum includes fine arts, health, physical education, and technology integration and, to the extent possible, Languages Other than English (LOTE). The teachers will differentiate instruction to support students' mastery of the required content.

At the beginning of the school year, or later in the school year as new students enroll, the teacher will inform students and parents/guardians of how grades will be determined in a particular class. Teachers will inform students in advance of the grading criteria or rubrics to be used in evaluating major assignments.

DETERMINING STUDENT GRADES

- A. The student's demonstration of mastery of the instructional expectations as aligned in the TEKS for grade-level subjects or courses shall be the major factor in determining the student's grade for a subject or course. [\[EIA\(LOCAL\)\]](#)
- B. The checklist (PreK), skills-based (K-1), and numeric report cards (2-5) reflect the student's individual growth and acquisition of grade- level TEKS. The numerical grade earned will be recorded in the student's permanent cumulative record for grades 2 – 5. [\[EIA\(LOCAL\)\]](#)
- C. Grades in the foundation curriculum will be sufficient in number and category, e.g. daily assignments, quizzes, and tests, to reflect an accurate measure of a student's progress and achievement. (See page 18 for the District Grading Standards)
- D. No "blanket" grades are to be used. A blanket grade is giving every student in the class the same grade for an assignment without regard to individual achievement.
- E. The actual numerical grade will be recorded in the student's permanent cumulative records. The grades recorded on the permanent record are semester averages. [\[EIA\(LOCAL\)\]](#)
- F. Cooperative learning structures may be used as an instructional strategy in order to encourage academic achievement in a team context. The rubric or grading standards for a cooperative activity or project will be shared with the students in advance indicating whether they will be graded for individual academic achievement, team achievement, or both.
- G. The responsibility for grading belongs with the teacher. While peer review, e.g. peer editing and marking, can be a valuable learning activity, students will not grade tests, quizzes, or other major assignments. Peer marking of homework and/or other assignments is acceptable, but the teacher must review the work before assigning the final grades. Students must not have access to or record other students' grades.

- H. Grades which are identifiable by individual students must not be posted or announced publicly by teachers or students.
- I. A student's academic grades will not be affected by non-academic behavior or adherence to procedural rules, e.g. using the proper heading, using a certain color of ink, bringing certain supplies to class, or returning of signed forms/papers. Behavior and adherence to classroom rules will be evaluated under "Conduct/Citizenship" on the report card.
- J. Student work should be graded and the grades recorded in a timely manner in order to provide feedback to students and parents. Teachers in grades 2-5 will have grades entered one week from the due date and two weeks from the due date for special projects and written assignments.
- K. Common assessments for which instruction has been provided may be used in calculating student grades.
- Common assessments are designed to measure student mastery of the taught curriculum (TEKS) at the end of a major unit of study, nine-week grading period, or semester.
 - Common assessments are the result of a collaborative effort between teachers to improve instruction and gain data to respond to the diverse needs of students.
 - Common assessments include establishing test administration standards that are consistently applied by campus or department. Common test procedures may include the use of instructional materials, such as study guides, textbooks, and note cards.
 - Copies of common assessments may be shared with students in order to debrief the activity and the learning but will not be given permanently to the students or parents. Semester exams will not be removed from the campus or released to students or parents/guardians.
- L. Diagnostic benchmarks are administered to provide data on TEKS mastery toward STAAR preparation and to determine differentiated interventions that meet student needs. Diagnostic benchmark scores may not be used in calculating student grades.
- M. Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying work of another student, plagiarism, and unauthorized communication between students during an examination. 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. [\[EIA\(LOCAL\)\]](#)
- N. A student may not be given credit for a class unless the student is in attendance at least 90% of the days for each semester after the first date of enrollment in the District. A student, who is in attendance for at least 75%, but less than 90% of the days a class is offered, may be given credit if the student completes a plan approved by the principal that provides for the student to meet the instructional requirement of the class. [\[FEC\(LEGAL\)\]](#)
- O. Fine Arts: While performance is not the only component considered during assessment/evaluation of classes, performance is a legitimate part of assessment. If a performance is the culminating activity based on implementation of the TEKS, a grade may be given for participation or nonparticipation. Extenuating circumstances shall be considered when a student misses a performance.

GRADING IN SPECIAL PROGRAMS

Dual Language, Bilingual, and English as a Second Language (ESL) Programs

- A. EL students are not exempt from grades. In order for EL students to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated. The accommodations must be commensurate with the student's level of English Language proficiency and follow the ELPS.
- B. All EL students participating in a dual language, bilingual, or ESL program must receive grades based on grade level expectations and English Language Proficiency Standards (ELPS) utilizing the Sheltered Instruction Observation Protocol (SIOP) framework whenever possible to improve student understanding of concepts. Teachers should consider the content being assessed, the linguistics accommodations checklist, and the appropriate proficiency level descriptors.
- C. The Skyward gradebook system allows the teacher to leave the grade blank or to select "Exclude" for EL students, particularly new arrivals to the country or those at the A & B proficiency levels. Selecting "Exclude" is the preferred option as doing so indicates that the grade is deliberately omitted by the teacher.
- D. English Learner (EL) students should not have failing grades based only on their inability to speak English.
- E. A campus Language Proficiency Assessment Committee (LPAC) representative must review teacher documentation of routinely utilized accommodations a minimum of once per semester.
- F. The LPAC must make recommendations for additional appropriate instructional and assessment accommodations, if necessary. Accommodations for EL students 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. The Skyward gradebook system allows the teacher to leave the grade blank or to select "Exclude" for EL students, particularly new arrivals to the country or those at the A & B proficiency levels. Selecting "Exclude" is the preferred option as doing so indicates that the grade is deliberately omitted by the teacher.

Section 504 and Dyslexia Programs

- A. Students identified for dyslexia programs who are served through special education or Section 504 will be graded as all other general education students with appropriate accommodations/modifications through their Individual Education Plan (IEP) or an Individual Accommodation Plan (IAP) accommodations through their Section 504 Plan.
- B. The report card may not contain statements of accommodations provided for students identified under Section 504 as such accommodations are intended to provide a level playing field. The student's grade is reported on the report card in the same way as grades are reported for all students.

Special Education Programs

- A. 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).
- B. 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.

- C. 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.
- D. 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.
- E. The report card may not contain statements of accommodations and/or modification provided to students. Such accommodations and/or modifications 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.
- F. In addition to the report card, all students in special education receive a 9 weeks progress report which 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.
- G. For all BISD Elementary and High School Life Skills Participation and Academic Rubrics please see pages 18 and 19 in this manual.

GRADING SYMBOLS

A. Fountas & Pinnell (F&P) Instructional Reading Level End-of-Year Expectations: Kindergarten – 5th Grade

Grade Level	Below Expectations	Meets Expectations	Exceeds Expectations
Kindergarten	Level C	Level D	Level E+
1 st Grade	Level I	Level J	Level K+
2 nd Grade	Level L	Level M	Level N+
3 rd Grade	Level O	Level P	Level Q+
4 th Grade	Level R	Level S	Level T+
5 th Grade	Level U	Level V	Level W+

B. Alpha Grading Standards & Symbols: Kindergarten – 1st Grade Content Subjects

E	Quality of work consistently exceeds grade level standards and completed with self-direction and motivation
S	Quality of work meets grade level standards with limited teacher support
P	Quality of work is progressing with frequent teacher support
N	Quality of work does not meet grade level standards

C. Alpha Grading Standards & Symbols: Kindergarten – 1st Grade Art, Music and Physical Education *Actively participates in the development of skills and concepts*

E	Demonstrates understanding of grade level standards and independently applies
S	Demonstrates understanding of grade level standards with limited support
N	Demonstrates a need for frequent support to meet grade level standards

D. Alpha Grading Standards & Symbols: Kindergarten – 1st Grade Citizenship and Work Habits

E	Consistently demonstrates appropriate behavior
S	Usually demonstrates appropriate behavior
P	Progressing with teacher support

N	Frequently demonstrates a need for redirection
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E. Numeric Grading Scale: 2nd – 5th Grade

90 - 100	A (Excellent)
80 – 89	B (Above Average)
70 - 79	C (Average)
69 and below	F (Failing)

F. Alpha Grading Standards & Symbols: 2nd – 5th Grade Art, Music and Physical Education
 Art, Music, and PE disciplines have two categories weighted 70% *Participation/Daily* and 30% *Assessments/Projects* which are combined and recorded using the following alpha grading standards:

E	Demonstrates understanding of grade level standards and independently applies
S	Demonstrates understanding of grade level standards with limited support
N	Demonstrates a need for frequent support to meet grade level standards

G. K – 5 Technology Applications are instructed through the auxiliary rotation; however, students’ Technology Applications assignments are not assessed in the Skyward gradebook or included in Progress Reports/Report Cards.

H. Alpha Grading Symbols: 2nd – 5th Grade Citizenship

The citizenship grade is an evaluation of the student’s behavior and attitudes for a nine-week period of time and is based on a systematic discipline plan. Although academic grades may not be altered due to conduct, conduct is significant to academic achievement.

E	Independently demonstrates appropriate behavior
S	Consistently demonstrates appropriate behavior
N	Frequently demonstrates a need for redirection
U	Unsatisfactory

I. Additional notations seen on reports may include the following:

- **EXCUSED**
 A teacher may select “Exclude” in the Skyward gradebook system to indicate that a grade for a particular assignment is not required due to extenuating circumstances, such as a prolonged illness or EL students with A or B oral proficiency levels.
- **INCOMPLETE**
 “I” is assigned by the teacher to indicate incomplete student work due to extenuating circumstances, such as a prolonged illness, which should be made up within two weeks from the close of the grading period. Incomplete grades not made up after two weeks will be converted to a grade of zero. Extensions beyond the two-week period must be approved by the principal and will be considered on an individual basis. UIL rules specify that an “Incomplete” must be replaced with a passing grade within seven calendar days of the close of the grading period in order for the student to be eligible.
- **MISSING**
 “M” is assigned by the teacher to indicate that a grade is missing. The “M” averages in as a zero unless and until it is removed by the teacher. The “M” is a useful tool to inform a parent that his/her student has a late assignment that may still be turned in for a late grade. If the student does not turn in the assignment by the time determined by the teacher, the zero indicates that the window of opportunity for submitting the late assignment has closed.

J. Transfer Grades

- When a student transfers grades for properly documented courses from an *accredited school*, the campus will assign weight to grades based on the categories and grade weight system used if similar or equivalent courses are offered to the same class of students.
- When a student transfers from a *non-accredited school, including a home school*, the campus will accept and/or assign grades through course verification provided by the parent, such as a portfolio, curriculum documents.
- Alpha grades shall be recorded as follows. For all other conversions, counselors should consult the sending school district for the conversion scale. [\[EIA\(LOCAL\)\]](#)

A+ = 100	B+ = 89	C+ = 79	D+ = 74	
A = 95	B = 85	C = 77	D = 72	
A- = 90	B- = 80	C- = 75	D- = 70	F = 69

ABSENCES

A student shall not be given credit for a class unless he/she is in attendance at least 90% of the days the class is offered. A student who attends at least 75% but fewer than 90% of the days may receive credit if he/she completes a plan, approved by the principal that allows the student to fulfill instructional requirements. [\[FEC \(LEGAL\)\]](#)

Honor Roll Criteria

All Boerne ISD elementary schools will use the following criteria to determine eligibility for “A” and “A/B” Honor Roll.

A Honor Roll: All A’s in all core subjects and E or S in Auxiliary subjects

A & B Honor Roll: Only A’s or B’s in all core subjects and E or S in Auxiliary subjects

Perfect Attendance Awards

All Boerne ISD elementary schools will use the same criteria to determine student eligibility for Perfect Attendance Awards. In order for a student to receive a Perfect Attendance Award, the student must have no absences and no tardies for the entire school year. The only exception is for a mandatory excused absence, as outlined in [TEC Section 25.087](#): “A child may be excused from attending school if he/she is traveling for or observing religious holy days; if he/she is attending a required court appearance; or if he/she visits a healthcare professional and returns to school on the same day of the appointment. A student whose excuse falls under the mandatory list may not be penalized for the absence and must be counted for purposes of the Average Daily Attendance.”

HOMEWORK

Each campus will establish and communicate grade level guidelines for the length of time for homework given the following parameters. In general, research recommends ten minutes per night per grade level (including all subject areas). The campus/grade level guidelines will be shared with students and parents at the beginning of the school year.

- A. Homework may be guided or independent practice designed to help the student master the content and to extend student learning, and may include written work, studying, preparing for class and/or assessments, and other activities related to classroom work, but assigned to be done at home.
- B. Homework should be directly related to classroom instruction, student needs, and structured to ensure high completion rates.
- C. Students should have prior instruction in the concepts included in a homework assignment and directions for the assignment have been explained.
- D. Homework should be evaluated in a timely manner so that prompt feedback is provided to each student.
- E. The availability of resources and parent/guardian support should be considered when assigning homework in order to ensure the value of the learning process and to avoid presenting a burden to parents or students.
- F. When a student demonstrates mastery of the TEKS on major assessments, homework alone should not be the cause of a failing grade.
- G. Homework is not to be assigned as a disciplinary measure or be assigned as punishment.
- H. Assigning homework/projects over extended holidays within the school year that are due on the first class upon returning will be avoided.
- I. Student responsibilities include understanding that they have a homework assignment(s) before leaving school; taking home all necessary materials to complete the assignment(s); and, completing homework and returning it to the teacher on time.
- J. Parent responsibilities include encouraging good study habits by providing an appropriate environment conducive to studying and a set study time; providing necessary support; and, assisting the child in the return of the homework assignment(s) to the teacher on time.

INTERVENTIONS AND ACCELERATION

- A. Accelerated instruction promotes student success by providing frequent reinforcement and review, implementing the support at the time the need is identified, allowing the student to progress systematically through content, and offering a variation in instructional approach.
- B. An instructional plan must be created for any student that is retained or accelerated (placed) in the next grade level. This plan should be given to the student's teacher for the next school year and a copy should be placed in the student's cumulative folder. If a student is accelerated to 6th grade, the receiving principal and counselor of the receiving school should also receive a copy of the student's Acceleration Instructional Plan.
- C. The Response to Intervention (RtI) process should continue to be used for screening and monitoring students who have been identified as non-responders to intervention. Data related to ongoing intervention will be used as the basis for decision making concerning referral for evaluation of a suspected disability.
- D. A student in grades 3-5 who does not perform satisfactorily on the State of Texas Assessments of Academic Readiness (STAAR) will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

LATE WORK

Each grade level, in conjunction with campus administrators, campus will develop and communicate guidelines for assigning a late work penalty. The campus/grade level guidelines will be shared with students and parents at the beginning of the school year.

- A. Late work is defined as any assignment that is not turned in at the announced due date and time, with the exception of make-up work for excused absences or approved school activities.
- B. Late work turned in after the grading period is over, except for work to make up an excused absence, cannot be counted when determining a student's eligibility for extracurricular activities.
- C. Failing grades due to the application of a late work penalty will not constitute the need for reteaching.
- D. Extenuating circumstances may occur that are out of the student's control and prevent the completion of and turning in assignments on the due date. It is the responsibility of the parent/guardian and student to inform the teacher and/or an appropriate administrator of any such circumstances so that an exception to the rule may be considered and/or granted.

MAKE-UP WORK FOR ABSENCES

- A. Students are required to do all work (assignments, homework, projects, quizzes, and tests) missed as a result of an absence. Even though a student is given the opportunity to make up work missed by excused absences, it is impossible for him/her to regain the full benefit of the regular class; therefore, absences should occur only when absolutely necessary.
- B. Make-up work for excused absences will be eligible for full credit. A truant absence is an unexcused absence with disciplinary consequences. Make-up work for unexcused absences will be penalized equal to late work.
- C. Students will be allowed reasonable time to make-up assignments, homework, projects, quizzes, and tests due to absences. In general, *reasonable time* is defined as one day to complete make-up work for each day of absence. Extra time may be given at the teacher's discretion, and the teacher may exempt a student from some assignments if doing so will not negatively impact the student's ability to master the content or unfairly bias his/her grade. Exceptions may be granted by the principal in extenuating circumstances.
- D. 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. However, the student will be expected to turn in assignments/projects and take a quiz/test on the day he/she returns to school if the assignment/test and due date were announced prior to the day the student was absent.
- E. Make-up work and tests for all absences should be of the same rigor, but not necessarily the same format, as the original activity, assignment, or test.
- F. Make-up tests or presentations may be scheduled before school, after school, during the lunch period, or during the student's class period at the teacher's discretion to ensure that new and/or significant content is not missed.
- G. Students should make prior arrangements with teachers for making up missed work when the absence can be anticipated, such as a dental or medical appointment.
- I. The District shall not impose a grade penalty for make-up work after an absence because of suspension.

PROMOTION AND RETENTION

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. [[EIE\(LEGAL\)](#).] Furthermore, [EIE\(LOCAL\)](#) states that promotion, acceleration, and grade-level advanced shall be based on mastery of the grade level standards. The classroom teacher shall monitor and evaluate the progress of a student and shall exert every effort to ensure the student's progress.

In addition to state minimum attendance requirements, the following Boerne ISD guidelines should be considered in making the determination of retention or promotion.

Kindergarten – 1st Grade

- A. 70% mastery of the TEKS for independent performance, as indicated on the report card.
- B. Performing on grade level in Reading
 1. Kindergarten: Fountas & Pinnell, C-D
 2. 1st Grade: Fountas & Pinnell, I-J
- C. Performing on grade level in Math, as evidenced by the Kindergarten or 1st Grade End-of-Year Math Assessment.
- D. In an occasion where a student is considered for retention – whether by teacher recommendation or parent request – a Grade Placement Committee (GPC) comprised of the parent/guardian, teacher, and principal will be convened to review all available relevant information concerning the student and his/her demonstrated mastery of the curriculum based on the teacher's assessment. The GPC recommendation must be unanimous in order for retention to occur. If the GPC is not unanimous, the principal will have final authority for the decision to promote or retain the student.

Grades 2 – 5

Promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) and a minimum grade of 70 in three of the four content subjects: language arts (English and reading), mathematics, social studies, and science. [[EIE\(LOCAL\)](#)]

In addition, students in grade 5 are required to pass the Grade 5 STAAR Reading and Mathematics assessments to be promoted to the 6th grade. If after the third attempt the child is unsuccessful in passing then The Grade Placement Committee (GPC), comprised of the student's principal, teacher, and parent, must unanimously agree that the student is likely to successfully perform on the Grade 6 STAAR Reading and Mathematics assessments in order for the student to be promoted.

REPORTING GRADES

The electronic grade book is the legal repository, is an accurate record of each student's work and achievement, and is electronically archived at the District level. The Family Access Portal contains data from the District's electronic grading program and allows parents/guardians with Internet access to view recorded grades, check attendance, and email teachers in grades 2 – 5 any time during the school year.

Paper copies may be kept by the teacher as back-up documentation for electronic grade book programs. The grade book or paper copy of an electronic grade book must be turned into the campus administration at the end of each school year.

Report Cards

- A. All students in attendance for at least fifteen (15) school days of the reporting period will be issued an electronic report card at the end of the nine-week grading period.

Progress Reports

- A. Kindergarten: Progress reports will not be issued during the 1st nine-week grading period but will be issued in subsequent grading periods if a student receives a “P” or “N” on the nine-week report card.
- B. 1st Grade: Progress reports will be issued electronically at the beginning of the 5th week during each grading period.
- C. 2nd – 5th Grades:
 - 1. Progress reports must be issued electronically at the end of the 3rd week of the 1st nine-week grading period if the student has an average below 70 in any subject area.
 - 2. Progress reports must be issued electronically to all students at the end of the 6th week of the 1st nine-week grading period and subsequent three- and six-week check points during each grading period.
- D. Auxiliary Subjects: Progress reports will not be issued during the 1st nine-week grading period but will be issued in subsequent grading periods if a student receives a nine weeks grade of “N.”
- E. Progress reports may be distributed at any other time as determined by the student’s teacher.

Communication with Parents/Guardians

- A. Teachers are expected to conference with parents/guardians, especially those whose students are experiencing difficulties. Whenever a student is in jeopardy of failing or his/her behavior is unsatisfactory, the teacher will communicate directly with the parents/guardians and maintain ongoing dialogue and documentation of the communication.
- B. Teachers or parents/guardians may request conferences at any time. However, when a personal conference cannot be scheduled, a telephone conference or email may be used as an alternate form of communication.
- C. Since teacher web pages are communication tools for parents/guardians, teachers should maintain a current web page with all appropriate information as determined by the campus administrator.
- D. Informational meetings for parents/guardians and students may be scheduled when appropriate for program orientation and review.

RETEACHING AND RETESTING

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 mandated in the TEKS and then assessed for mastery.

Reteaching is the provision of additional instruction to students who fail to demonstrate mastery of an objective or set of objectives. Reteaching should employ instructional strategies different from the original instruction including, but not limited to: alternate homework assignments, peer teaching, small group or individual instruction, and tutoring.

Retesting involves giving the student an additional opportunity to demonstrate his/her mastery of the TEKS objectives.

- A. Reteaching and retesting will be provided during class time if 50% or more of students do not demonstrate mastery of TEKS on a summative assessment, and all students in the class will be given the opportunity for retest.
- B. Retesting will be provided when a student fails to demonstrate mastery of TEKS by earning a grade of 69 or below on a summative assessment. If a student is eligible to retest, he/she must attend at least one tutorial session or other remedial activities recommended by his/her teacher before taking the retest.
- C. Retesting will be conducted at a time designated by the teacher, either in the regular class period, before or after school, or at any other reasonable time prescribed by the teacher. Unless otherwise approved by the teacher, retesting will be completed within seven calendar days.
- D. Retesting is most often a formal test formatted similar to the original test or assessment; however, a teacher may use an alternate method including, but not limited to oral examination, additional practice activities, an essay or paper, a report or presentation, or revision of a paper or project.
- E. Retesting is limited during a nine-week grading period to one retest for each major summative assessment failed, and for no more than two major summative assessments for each class.
- F. **Each grade level, in conjunction with campus administrators, will develop and communicate guidelines for recording retest grades, such as**
 - Record the higher of the two test grades.
 - Record the average of the two test grades.
 - Remove the original grade and record with a maximum grade of 70, or the retest grade if below 70.
- G. Reteaching and/or retesting is not required when students receive major grades for products that result from an extended process, such as research papers, projects, and practical science labs.
- H. Reteaching and/or retesting is not required when a student:
 - Cheats.
 - Refuses to complete and submit class work or homework assignments.
 - Habitually fails major tests on the first attempt and does not take advantage of reteaching opportunities, student-teacher conferences, and/or parent-teacher conferences.

BISD Grading Rubric for Participation 2019

Elementary-High LIFE Skills

Participation- student engagement through all of lesson

Level 3 students - 0 prompts = 100%

1 prompt = 95%

2 prompts = 90%

3 prompts = 85%

4 prompts = 80%

Level 2 students - 3 prompts = 100%

4 prompts = 95%

5 prompts = 90%

6 prompts = 85%

7 prompts = 80%

Level 1 students – Hand under hand =100%

2-3 refusals = 95%

4-5 refusals = 90%

Academic Accuracy (pencil paper tasks) –

Level 3 students - Independent work = 0 off
 Student needed cue = $\frac{1}{2}$ off
 Student needed prompt or missed problem = whole off

Level 2 students - Independent work = 0 off
 Student needed cue = 0 off
 1-2 prompts = $\frac{1}{2}$ off
 3+ prompts or missed problem = whole off

Level 1 students - Hand under hand = 0 off
 1-4 physical prompts = $\frac{1}{2}$ off
 5+ physical prompts = whole off

If student scores below a 70 they can correct the paper with the teacher's assistance. The highest score they can reach will be a 70.

BISD CONTENT GRADING STANDARDS

SCIENCE	2nd & 3rd		4th		5th		6th - 8th On-Level & PreAP			9th-12th On-Level			9th-12th PreAP			AP & Dual Credit		
Category	Tests	Daily	Tests	Daily	Tests	Daily	Tests	Lab	Daily	Tests	Lab	Daily	Tests	Lab	Daily	Tests	Lab	Daily
% Value	25%	75%	30%	70%	35%	65%	40%	25%	35%	40%	30%	30%	50%	25%	25%	60%	25%	15%
Min. #	2	5	2	5	2	6	2	3	7	2	3	7	2	3	7	2	3	7

SOCIAL STUDIES	2nd & 3rd		4th		5th		6th - 8th On-Level & PreAP		9th - 12th On-Level, PreAP & AP		AP & Dual Eco. & Gov't	
Category	Tests	Daily	Tests	Daily	Tests	Daily	Tests/Projects	Daily/Homework	Tests/Projects	Daily/Homework	Tests/Projects	Daily/HW
% Value	25%	75%	30%	70%	35%	65%	50%	50%	60%	40%	70%	30%
Min. #	2	5	2	5	2	6	2	9	2	9	2	9

ELEMENTARY ENGLISH LANGUAGE ARTS & READING						MIDDLE SCHOOL			HIGH SCHOOL ELA		
2nd Grade			3rd, 4th & 5th			ELA/R			English I - IV On-Level		
Category	A U ^t cf	A J ^b cf	Category	A U ^t cf	A J ^b cf	English: 6th - 8th On-Level & PreAP			Major: 50% (2 minimum) Minor: 50% (10 minimum)		
% Value	20%	80%	% Value	25%	75%	Major: 50% (2 minimum) Minor: 50% (10 minimum)			English I-II PreAP English III-IV AP English Dual Credit (1301/1302 & 2322/2323)		
Min. #	2	8	Min. #	4	8				Major: 60% (2 minimum) Minor: 40% (10 minimum)		
Major/Test grades include unit assessments. Minor/Daily grades include grammar/conventions and word study/vocabulary.						Major/Test grades include unit assessments. Minor/Daily grades include grammar/conventions and word study/vocabulary.					

MATH	2nd			3rd			4th			5th			6th Reg. & PreAP			7th & 8th Reg.			7th PreAP			PreAP Alg. I		
Category	Test	D/Q	HW	Test	D/Q	HW	Test	D/Q	HW	Test	D/Q	HW	Test	Quiz	D/HW	Test	Quiz	D/HW	Test	Quiz	D/HW	Test	Quiz	D/HW
% Value	30%	50%	20%	35%	45%	20%	40%	40%	20%	45%	35%	20%	50%	25%	25%	50%	25%	25%	50%	30%	20%	60%	30%	10%
Min. #	2	8	3	2	8	3	2	8	3	2	8	3	2	3	9	2	3	9	2	3	9	2	3	9

MATH	Math Models w/ Apps.			Alg. I-II; Geo.; PreCal; Stats			PreAP & AP & Dual Credit		
Category	Test	Quiz	Daily/HW	Test	Quiz	Daily/HW	Test	Quiz	Daily/HW
% Value	40%	30%	30%	50%	30%	20%	60%	30%	10%
Min. #	2	3	9	2	3	9	2	3	9

LOTE	On-Level			PreAP, AP & Dual		
Category	Test	Quiz	Daily	Test	Quiz	Daily
% Value	50%	25%	25%	60%	25%	15%
Min. #	2	3	7	2	3	7

CTE DUAL	MED TERM			ACCOUNTING I	
Category	Test	Quiz	Daily	Test	Daily
% Value	60%	25%	15%	70%	30%
Min. #	2	3	7	2	10



Progress Report and Report Card Dates 2019-2020

1st Grading Period: August 14 - October 11, 2019

Friday	August 30, 2019	End of 3rd Week
Tuesday	September 3, 2019	Grades submitted by 8:30 a.m.
		Progress Reports will be available in Skyward
Friday	September 20, 2019	End of 6th Week
Monday	September 23, 2019	Grades submitted by 8:30 a.m.
Tuesday		Progress Reports will be available in Skyward
Friday	October 11, 2019	End of Grading Period
Tuesday	October 15, 2019	Grades submitted by 8:30 a.m.
		Report Cards will be available in Skyward

2nd Grading Period: October 16 - December 19, 2019

Friday	November 1, 2019	End of 3rd Week
Monday	November 4, 2019	Grades submitted by 8:30 a.m.
Tuesday		Progress Reports will be available in Skyward
Friday	November 22, 2019	End of 6th Week
Monday		Grades submitted by 8:30 a.m.
Tuesday		Progress Reports will be available in Skyward
Thursday	December 19, 2019	End of Grading Period
Friday	December 20, 2019	Grades submitted by 10:00 a.m.
Thursday		Report Cards will be available in Skyward

3rd Grading Period: January 7 - March 6, 2020

Friday	January 24, 2020	End of 3rd Week
Monday	January 27, 2020	Grades submitted by 8:30 a.m.
Tuesday		Progress Reports will be available in Skyward
Friday	February 14, 2020	End of 6th Week
Monday	February 17, 2020	Grades submitted by 8:30 a.m.
		Progress Reports will be available in Skyward
Friday	March 6, 2020	End of Grading Period
Monday	March 16, 2020	Grades submitted by 8:30 a.m.
		Report Cards will be available in Skyward

4th Grading Period: March 16 - May 21, 2020

Friday	April 3, 2020	Progress Report Check
Monday	April 6, 2020	Grades submitted by 8:30 a.m.
		Progress Reports will be available in Skyward
Friday	April 24, 2020	Progress Report Check
Monday	April 27, 2020	Grades submitted by 8:30 a.m.
		Progress Reports will be available in Skyward
Thursday	May 21, 2020	End of Grading Period
Friday	May 22, 2020	Grades submitted by 8:30 a.m. K-5
Friday	May 22, 2020	Grades submitted by 10:00 a.m. 6-12
		Report Cards will be available in Skyward