

2022-2023

GRADING GUIDELINES

ELEMENTARY

TEACHING & LEARNING DEPARTMENT
EIE & EIE LOCAL





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GRADING REVIEW COMMITTEE

In the Spring of 2021, an elementary grading review committee was formed to review current BISD practices and guidelines and to make recommendations for improvement. The driving philosophy for the committee was to create guidelines by adopting a growth mindset and remain student-centered and student-focused throughout the decision making process. The committee membership was teachers and administrators selected from a diversified of content areas and grade levels and representative of each elementary campus. Committee members collaborated to identify areas of focus through researching similar school districts' grading polices and scholarly articles on the topic to make recommendations for change. To further include a collective voice in the process, a survey was sent to all BISD teaching staff and administrators to elicit feedback. Responses were collected and analyzed in conjunction with the committee's research and discussion to reach consensus. Recommendations were then presented to district content coordinators for further suggestions. An extensive, collaborative effort resulted in the revision of five key areas: homework, late work, make-up work, reteaching and reassessing, and required number of grades.

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 driven by assessment data. Additionally, the grading process should provide clear and consistent feedback to students to lead 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 polices and regulations.

This manual describes the District's grading system which all teachers will implement. It also will encourage a better understanding of grading, reporting, and promotion for teachers, parents, and students. This manual will also serve to foster consistency in grading and reporting student achievement and in promotion and retention practices across the District. [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(LLEGAL) and FNG(LLEGAL).]

In addition, grading should help the teacher:

- communicate progress to the student and parent on the 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 should help the parents/guardians:

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

Grading should help the student:

- evaluate and see personal progress towards the 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 curriculum guides, and/or advanced course curricula 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, theory, 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 - 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 middle school grade levels:

<u>Grade</u>	<u>Test Administration</u>
3 (English & Spanish)	Mathematics and Reading Language Arts
4 (English & Spanish)	Mathematics and Reading Language Arts
5 (English & Spanish)	Mathematics, Reading Language Arts, 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.

STATE ASSESSMENTS - STAAR

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 students are administered the state-approved CIRCLE Pre-K Assessment at the Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) which meets the high-quality kindergarten requirements. It measures and tracks progress in the following domains: (1) emergent literacy-reading, (2) mathematics, (3) emergent literacy-writing, (4) language and communication, and (5) health and wellness development.
- Kindergarten students are administered the state approved mClass Texas Edition (DIBELS and Lectura) by Amplify (BOY, MOY, and EOY) as a literacy screening tool. The mClass assessments will also be utilized as a Kindergarten progress monitoring assessment tool that includes a built-in screening for dyslexia (EOY).

1st and 2nd Grade Assessment Instruments

- Students in grades 1 and 2 will be administered the state approved mCLASS Texas Edition (DIBELS and Lectura) at the Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) as the approved reading proficiency tool. The mCLASS assessment detects early reading difficulties or risk of reading difficulties at an early level and provides a summary of foundational reading skills which teachers can use in planning individual and/or group instruction. In addition, the mCLASS Texas Edition will also be utilized as an assessment tool that includes a built-in screening for dyslexia for 1st grade (MOY) and 2nd grade as needed.

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-order 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.

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 is graded and the grades recorded in a timely manner in order to provide feedback to students and parents. Teachers 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, which may include mini-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.

DETERMINING STUDENT GRADES

L. Diagnostic benchmarks (i.e. STAAR Interim Assessments) 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 are subject to grade and disciplinary penalties in accordance with the Student Handbook and 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.

RIGHT OF ACCESS TO CURRICULUM MATERIALS/EXAMS

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered. A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day. See also Board policy [EF(LEGAL)]. Exams with copyright policies such as AP Practice Exams may be excluded from this policy. When tests are requested for parental review, either in person or sent home with the student, teachers will attach a cover sheet with the following statement:

"As a Boerne ISD parent you are receiving a copy of your child's test to use at home for the purposes of review of content only. You hereby agree that you will not disclose or disseminate to any other person (besides your child), content contained in the test such as, but not limited to test items, graphics, tasks, scoring rubrics, item specifications, test design, content limits, and measurement/research/report data. Disclosure of test items would severely undermine the validity of future exams."

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.
- 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 Language Learners (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 grading period.
- F. The LPAC must make recommendations for additional appropriate instructional and assessment accommodations, if necessary. Accommodations for EL students include 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.

GRADING IN SPECIAL PROGRAMS

Section 504 and Dyslexia Programs

A. Students identified for dyslexia programs who are served through special education or §504 will be graded as all other general education students with appropriate accommodations/modifications through their Individual Education Plan (IEP), Individual Accommodations Plan (IAP), or through their Section 504 Plan.

B. The report card may not contain statements of accommodations provided for students identified under Section 504. 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 than 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.

F. In addition to the report card, all students in special education receive a nine-week 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.

GRADING SYMBOLS

A. 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.

B. Alpha Grading Standards & Symbols: Kindergarten - 1st Grade Art, Music, PE

- 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

C. 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

GRADING SYMBOLS

D. Numeric Grading Scale: 2nd - 5th Grade

- 90 - 100 A: Excellent
- 80 - 89 B: Above Average
- 70 - 79 C: Average
- 69 and below Failing - a parent conference is necessary

E. 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

F. **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.

G. 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

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

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.

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.

C. 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 District will accept and/or assign grades through course verification provided by the parent, such as a portfolio and/or curriculum documents.

GRADING SYMBOLS

- Transfer alpha grades are converted to numerical values as seen below. 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

When a teacher assigns homework, it is to provide additional practice for lessons already taught and to build good study habits. Students are encouraged to always complete homework assignments to the very best of their ability. Students will not be penalized for not returning homework and homework is not a part of student grades.

Unfinished classwork that has been assigned for a daily grade can be sent home for completion. This work should be completed by the student and returned the following school day or on the date assigned by the teacher.

INTERVENTIONS & 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.

INTERVENTIONS & ACCELERATION

C. The Multi-Tiered Systems of Support (MTSS) 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

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 absences or approved school activities.

B. All late work for the 9-weeks is due by the end of the grading period.

C. Any missing work that is not submitted by the due date, will be entered as “missing” and entered as a “0” until the work is submitted.

D. Any missing work that is not submitted by the end of the grading period will remain a “0”.

E. Students who submit assignments past the due date will not lose grade points as long as the work is submitted by the end of the grading period; however, the student’s citizenship grade may be impacted.

MAKE-UP WORK FOR ABSENCES

A. Students are required to do all work (assignments, projects, quizzes, and tests) missed as a result of an absence. Even though a student is given the opportunity to make up work missed due to 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 absences will be eligible for full credit.

C. Students will be allowed reasonable time to make-up assignments, 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. 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. 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.

E. The District shall not impose a grade penalty for make-up work after an absence because of suspension.

PROMOTION & 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 advancement 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 on designated district Reading and Math assessments.

C. Performing on grade level in Math, as evidenced by the Imagine Math End-of-Year Math Benchmark 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 (Texas 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/guardian, 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 Parent 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 and 1st Grade:

Progress reports will be issued by the child's teacher on the designated Boerne ISD K/1 Progress Report Form at the 6th week check point during each grading period.

B. 2nd - 5th Grades:

Progress reports must be issued electronically to all students at the end of the 3rd and 6th week check point during each grading period.

C. Auxiliary Subjects:

During the 1st nine-week grading period the 3rd week Progress reports will not include grades for auxiliary subjects; grades will be issued for all 3rd and 6th week progress reports for subsequent grading periods.

D. 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 & REASSESSING

BISD provides a well-balanced curriculum scope and sequence based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

BISD will utilize ongoing assessments to determine which students are in need of value-added strategies (remediation, re-teaching and intervention). The use of formative assessments, teacher-made tests, performance assessments, and/or teacher observations will determine which students are not mastering instructional objectives.

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 assignments, peer teaching, small group or individual instruction, and tutoring.

- Teachers will monitor and identify students who need re-teaching using a variety of data sources.
- Teachers will provide whole group, small group, and individual reteach and interventions as necessary.

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

- Teachers will provide re-teaching when necessary, allowing students a reasonable opportunity to demonstrate mastery of the TEKS for which the student received a failing grade.
- A maximum grade of 70% will be recorded when re-doing, re-testing and/or re-assessing for any failed grade.

BISD GRADING RUBRIC FOR 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%

BISD GRADING RUBRIC FOR LIFE SKILLS

Academic Accuracy (pencil paper tasks)

Level 3 students

Independent work = 0 off

Student needed cue = ½ off

Student needed prompt or missed problem = whole off

Level 2 students

Independent work = 0 off

Student needed cue = 0 off 1-2 prompts = ½ off

3+ prompts or missed problem = whole off

Level 1 students

Hand under hand = 0 off

1-4 physical prompts = ½ 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.

CONTENT ELEMENTARY GRADING STANDARDS

Major - summative

Minor - formative

Number of grades required by subject for students in
Grades 2 - 5

	ELAR	Math	Science	Social Studies
Minor - 70%	8	8	6	6
Major - 30%	2	2	2	2



Progress Report and Report Card Dates 2022-2023

1st Grading Period: August 10 - October 5, 2022

Friday	August 26, 2022	End of 3rd Week
Monday	August 29, 2022	Grades submitted by 8:30 a.m.
Wednesday	August 31, 2022	Progress Reports will be available in Skyward
Friday	September 16, 2022	End of 6th Week
Monday	September 19, 2022	Grades submitted by 8:30 a.m.
Wednesday	September 21, 2022	Progress Reports will be available in Skyward
Thursday	October 5, 2022	End of Grading Period
Tuesday	October 11, 2022	Grades submitted by 8:30 a.m.
Thursday	October 13, 2022	Report Cards will be available in Skyward

2nd Grading Period: October 11 - December 16, 2022

Friday	October 28, 2022	End of 3rd Week
Monday	October 31, 2022	Grades submitted by 8:30 a.m.
Wednesday	November 2, 2022	Progress Reports will be available in Skyward
Friday	November 18, 2022	End of 6th Week
Friday	November 18, 2022	Grades submitted by 4:30 p.m.
Tuesday	November 29, 2022	Progress Reports will be available in Skyward
Thursday	December 16, 2022	End of Grading Period
Friday	December 16, 2022	Grades submitted by 4:30 p.m.
Friday	January 6, 2023	Report Cards will be available in Skyward

3rd Grading Period: January 9 - March 9, 2023

Friday	January 27, 2023	End of 3rd Week
Monday	January 30, 2023	Grades submitted by 8:30 a.m.
Wednesday	February 1, 2023	Progress Reports will be available in Skyward
Thursday	February 16, 2023	End of 6th Week
Tuesday	February 21, 2023	Grades submitted by 8:30 a.m.
Thursday	February 23, 2023	Progress Reports will be available in Skyward
Thursday	March 9, 2023	End of Grading Period
Friday	March 10, 2023	Grades submitted by 4:30 p.m.
Wednesday	March 22, 2023	Report Cards will be available in Skyward

4th Grading Period: March 20 - May 25, 2023

Thursday	April 6, 2023	Progress Report Check
Tuesday	April 11, 2023	Grades submitted by 8:30 a.m.
Thursday	April 13, 2023	Progress Reports will be available in Skyward
Friday	April 28, 2023	Progress Report Check
Monday	May 1, 2023	Grades submitted by 8:30 a.m.
Wednesday	May 3, 2023	Progress Reports will be available in Skyward
Thursday	May 25, 2023	End of Grading Period
Friday	May 26, 2023	Grades submitted by 10:30 a.m. K-5
Friday	May 26, 2023	Grades submitted by 1:00 p.m. 6-12
Wednesday	May 31, 2023	Report Cards will be available in Skyward



Progress Report and Report Card Dates
2022-2023

Kindergarten and Grade 1

1st Grading Period: August 10 - October 5, 2022

Friday	September 16, 2022	District K & 1 Progress Reports sent home
Thursday	October 5, 2022	End of Grading Period
Tuesday	October 11, 2022	Grades submitted by 8:30 a.m.
Thursday	October 13, 2022	Report Cards will be available in Skyward

2nd Grading Period: October 11 - December 16, 2022

Friday	November 18, 2022	District K & 1 Progress Reports sent home
Friday	December 16, 2022	End of Grading Period
Friday	December 16, 2022	Grades submitted by 2:30 p.m.
Thursday	January 6, 2023	Report Cards will be available in Skyward

3rd Grading Period: January 9 - March 9, 2023

Thursday	February 16, 2023	District K & 1 Progress Reports sent home
Thursday	March 9, 2023	End of Grading Period
Friday	March 10, 2023	Grades submitted by 2:30 p.m.
Wednesday	March 22, 2023	Report Cards will be available in Skyward

4th Grading Period: March 20 - May 25, 2023

Friday	April 28, 2023	District K & 1 Progress Reports sent home
Thursday	May 25, 2023	End of Grading Period
Friday	May 26, 2023	Grades submitted by 10:30 a.m. K-5
Wednesday	May 31, 2023	Report Cards will be available in Skyward