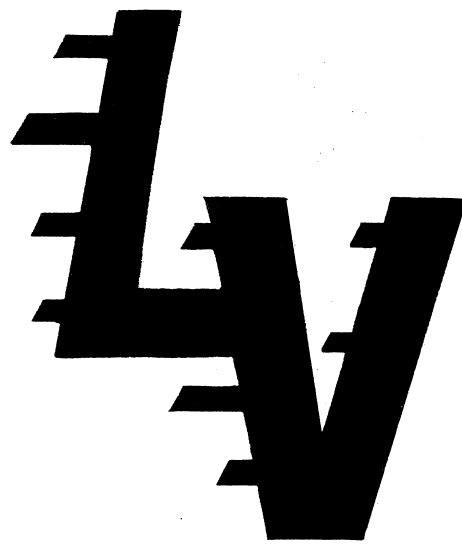


LA VERNIA INDEPENDENT
SCHOOL DISTRICT



2009-2010
Elementary (K-5)
GRADING AND REPORTING
PROCEDURES

ADMINISTRATIVE STAFF

2009-2010 School Year

Dr. Thomas W. Harvey, Jr., Superintendent
Dr. Diane Fisher, Assistant Superintendent for Curriculum and Personnel

Cheryl Barron, High School Principal
Sheri Boos, Primary School Principal
Hans Palmer, Elementary School Principal
Maria Wildenstein, Jr. High School Principal

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

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

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

DISTRICT MISSION

The mission of La Vernia ISD as the community's educational leader, is to prepare All students to be productive and responsible citizens by providing quality education, guidance, and motivation.

Elementary Grading and Reporting Procedures

GRADING SYSTEM

STUDENT ACADEMIC ACHIEVEMENT

Student academic achievement shall be based on the degree of mastery of the district's instructional objectives as outlined in the curriculum guides for each subject. The objectives reflect the Texas Education Agency's Texas Essential Knowledge and Skills (TEKS) and address the skills and concepts needed for successful performance in the current and next grade.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated TEKS. The student's mastery level shall be a major factor in determining the grade for a subject or course.

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

Achievement grades should be fairly determined from a wide variety of information, which could include student performance on daily assignments/homework, tests, and/or special projects. The information used in grading should be appropriate to the grade level and subject being considered. Prior to instruction, students should be informed of the class or course expectations, and the teacher must be prepared to document and explain how grades are determined.

KINDERGARTEN REPORT CARD

The kindergarten report card reflects the wide variation in the social and cognitive development of young children. A checklist is provided for Academic Progress and Social Progress and Work Habits based on mastery of specific skills using the following key:

- M Skills Mastered
- P Progressing
- O Skills Not Mastered

FIRST GRADE REPORT CARD

First grade's report card will reflect progress toward and mastery of the Texas Essential Knowledge and Skills (TEKS)

REPORT CARD, GRADES 2-5

The following numerical scores will be used for reporting progress in the areas of Language Arts, Mathematics, Science, Social Studies, Music, Art, and Physical Education:

- 90 - 100 A
- 80 - 89 B
- 70 - 79 C
- Below 70 F

Grade 2:*

Numerical grades are given for Conduct based on the behavior management systems developed by each grade level. Please refer to the Primary School's Student/Parent Handbook for further clarification.

Grades 3-5:*

Conduct grades are reported as follows:

- E = Excellent
- S = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory

*Conduct grades will not affect honor roll eligibility.

GRADING GUIDELINES

ASSESSMENT AND EVALUATION

1. A minimum of 18 grades should be given in all core academic areas (Language Arts, Mathematics, Science, and Social Studies) during each grading period. Teachers are encouraged to have a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.
2. Student mastery of subject matter may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have as their source written paper work. Nor is it always necessary to receive a grade for every paper produced. Although the teacher will monitor and provide feedback to students for any assigned activity, the feedback does not always need to be in the form of a grade. Assessment should always follow a period of guided practice and/or independent practice.
3. Late work policy: *

First day late (due date) – a maximum of 20 points deducted
Second day late – a maximum of 40 total points deducted
Third day late – a grade of zero will be recorded.

** Because of the developmental differences in primary children, teachers may use discretion in this policy if approved by the campus principal.*

5. Major projects and assignments will be evaluated using a principal-approved rubric with partial credit awarded as appropriate. A major project is defined as a single assignment spanning a period of more than five school days, and on which a student receives a grade with a value equal to or greater than a major test grade. The grading rubric will provide for points to be awarded for timeliness.
6. Students' work may be evaluated for more than one subject area as appropriate.
7. No more than 5 points may be deducted for an incomplete heading or other non-academic reason.
8. No one grade may count for more than 15% of the student's final grade in a grading period.

HOMEWORK

Amount of Homework

Homework is work that is assigned to be completed at home. Homework may take several forms that include opportunities for practice, review, and extension of concepts presented in class. Homework is an effective tool in developing responsibility, study habits, and skills. It is an extension of the learning process and involves the home in the child's curriculum. It should be purposeful, related to classroom experiences, and be age and grade appropriate. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully.

1. The amount of homework assigned per day should not exceed:

KG	15 minutes
Grade 1	20 minutes
Grade 2	20 minutes
Grade 3	30 minutes
Grade 4	40 minutes
Grade 5	50 minutes

2. Because reading is a critical skill linked to later school success, all K-6 students are encouraged **to read**, or be read to, at least 15-20 minutes each school night in addition to assigned homework.
3. Because students work at different paces, it may take some students more or less time to complete assignments. Teachers should use discretion about the amount of work given, so that homework does not consistently exceed the above time limits.
4. If two or more teachers are working with a student, every effort should be made to coordinate the total homework time, including test preparation for tests, to adhere to the above limits.

Homework Grading Guidelines

1. Students are expected to complete all homework assignments. The penalty for late homework will be as follows:*

First day late (due date) – a maximum of 20 points deducted
 Second day late – a maximum of 40 total points deducted
 Third day late – a grade of zero will be recorded

** Because of the developmental differences in primary children, teachers may use discretion in this policy if approved by the campus principal.*

For Grades 3-5: ZAP! (Zeros Aren't Permitted)

- A. Students who do not complete work by the due date will be assigned to ZAP. This also includes assignments that have been only partially completed.
- B. Teachers are given the discretion to change the assignment if the original assignment has not been turned in.
- C. ZAP will be assigned from 3:30 to 5:00 on the afternoon following the day that the assignment was due. **EXAMPLE:** A student who does not turn in an assignment that is due on Wednesday will be given a referral to attend the ZAP session on Thursday afternoon.
- D. A ZAP referral will be sent home for parents to sign and return. If the signed form and completed work is returned the next day, the pending ZAP is cancelled. If the work is returned, but the referral form is not signed, the ZAP is cancelled, but the student will receive a mark on the behavior calendar until the ZAP referral is returned. All late work will have 20 points deducted from the grade.
- E. Students absent on the day they are assigned to "ZAP" will automatically be placed on the ZAP list for the day her or she returns.
- F. Students missing ZAP or misbehaving in ZAP will be assigned to Saturday School.

- G. Students who fail to complete late work after being assigned to three afternoon ZAPs will be assigned to Saturday School until the work is completed and turned in.
- H. Any student who does not bring work to ZAP will be given an assignment to complete.
- I. Students will not be allowed to leave ZAP to get work or materials; they must come prepared.
- J. ZAP is not a tutoring session. Students needing assistance should make arrangements with their teacher prior to ZAP if they need help with an assignment.
- K. Work completed in ZAP will be graded, but 20 points will be deducted from the grade as a penalty for not having the work turned in on time.
- L. For habitual offenders: Once a student has received four academic marks (on his/her two-week Academic Calendar), he/she will be assigned to an automatic ZAP for every academic mark thereafter for the next 30 calendar days.

** Because of the developmental differences in primary children, teachers may use discretion in this policy if approved by the campus principal.*

Teacher Responsibilities

1. To provide meaningful tasks that enrich and supplement work introduced in class
2. To communicate homework assignments clearly
3. To provide effective instruction prior to assigning homework that prepares the child to complete the task independently and successfully
4. To provide course requirements and expectations at the beginning of each grading period to students and parents.
5. To consider available resources, materials, and home situations when assigning a task.
6. To review and return homework to students within a timeframe which enhances instruction and provides a benefit to the student
7. To assign an adequate number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS

Parent Responsibilities

1. To establish a specific time, place, and manner for homework to be completed
2. To provide the supplies and materials necessary to complete homework
3. To monitor as needed, but not do homework for the student
4. To assist the student in planning a time schedule for long-term assignments
5. To initiate communication with the teacher when concerns arise

Student Responsibilities

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

RE-TEACH/RE-TEST/RE-ASSESS

Mastery of Texas Essential Knowledge and Skills

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

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

Intervention

Intervention is an integral part of the elementary instructional program and is an ongoing process. Frequent evaluation, both formal and informal, will determine the need for intervention.

Intervention:

- Provides frequent reinforcement and review so that a student does not “get too far behind”
- Occurs at the time the need is identified
- Allows the student to progress systematically through content without experiencing extended, frustrating periods of non- achievement
- Varies the instructional approach – uses a new technique, strategies,

materials, opportunity for review, and practice

- Includes, but is not limited to, targeted small-group instruction, tutorials, and summer school.

ATTENDANCE/MAKE-UP WORK

Make-up Work

1. shall be permitted to make up assignments and tests following an absence.
2. students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension from school.
3. a student does not complete the work assigned after the allotted number of days refer to “Late Work Policy”.
4. Except in emergency situations, teachers are not required to provide assignments prior to an absence unless the absence has been approved by the building principal with at least one week advance notice.
5. Students should not be required, on the day of returning to school; to take a quiz or test that was announced during the student’s absence.

Credit

To obtain credit for the year, a student must attend at least 90% of the days that a class is offered regardless of whether the absences are excused or unexcused. Additional information about attendance may be found in Board Policy FEC (LOCAL).

COMMUNICATIONS WITH PARENTS

PARENT/TEACHER CONFERENCES

Parents shall be provided any relevant information concerning their child that will enhance their understanding of the child’s ability, effort, success, or progress in the school program.

Communicating with parents is one of the most important responsibilities of teachers. Conferences provide an arena for collecting developmental and personal information from parents that may affect a child’s learning. Developing rapport and encouraging parent involvement in the child’s educational process; and reporting and discussing student progress with parents is an integral part of helping students be successful.

Parents have a right and a need to know whatever the school knows about the abilities,

achievement, progress, and problems of their children in schools. The school has an obligation to communicate such information in an understandable and usable form.

1. A combination of report cards, progress reports and parent conferences, and other forms of communication will be used to inform parents of their child's progress in school.
2. Teachers at all grade levels shall inform parents when a student's academic progress becomes unsatisfactory.

PROGRESS REPORTS

1. All students will receive a progress report halfway through each grading period.
2. Progress reports are used to inform students/parents about satisfactory and and unsatisfactory progress in a subject, in conduct, or both.
3. The progress report is to be signed by the parent and returned to the teacher within 2 days.

TUTORIALS

DISTRICT REQUIREMENTS

1. The purpose of a mandated tutorial session is to provide instruction to assist students who have not mastered the TEKS currently being taught. Tutorials also serve to provide instructional reinforcement for students needing assistance. Students who have not mastered the TEKS (or are currently failing) will be given priority during scheduled tutorial times.
2. Parents will be notified and records maintained by teachers that a student requires tutorial instruction.
3. Attendance records of students will be maintained by teachers.
4. A list of progress report and report card dates is made available to parents via the student handbook and/or on the campus web page. Parents are responsible for obtaining these from their children and returning a signed copy to the homeroom teacher within 2 school days.

SPECIAL POPULATIONS

STUDENTS SERVED UNDER SPECIAL EDUCATION

The Texas Education Code Section 21.101 states that all students, regardless of special need or condition, shall be provided a well-balanced curriculum. The TEKS represent the core knowledge, skills and competencies all students should learn to be effective and productive members of society. Students with special needs shall be instructed in those same TEKS in a manner appropriate to their needs. Where an area of disability condition renders the TEKS inappropriate for the particular student, instruction shall be especially designed based on the student's abilities. The Individual Educational Plan (IEP) will list goals and objectives that each student needs to master.

Students may require different types of instruction and testing according to their learning situation. A student with special needs who is receiving instruction in a regular education class may follow the regular curriculum with accommodations in instructional strategies as suggested on the adaptations page. For special education students, documentation is required and should be noted on the IEP.

Students with identified disabilities who are mainstreamed into regular classrooms will receive their grade from the regular classroom teacher or jointly with special education teachers as determined by ARD (Admission Review, Dismissal) Committee. If classroom accommodations or modifications are necessary, they will be provided by the regular teacher and, where appropriate, special education teachers. Students who attend a special education class for an entire subject or course shall receive the grade from the appropriate special education teacher with information about the modifications provided. For these students, grades must be based on student progress toward the objectives identified in the IEP. The IEP becomes the minimum standard for a special education student.

Students with special needs may be receiving instruction in a regular education class that incorporates an accommodations page for instructional strategies. Accommodations in instructional strategies are not curriculum modifications and are NOT coded on the report card.

If a student with disabilities is not making acceptable progress, the parent should contact his/her child's special education case manager to review the IEP.

STUDENTS SERVED UNDER SECTION 504

Section 504 protects students with identified disabilities from discrimination based upon those disabilities. The protection exists regardless of whether a formal 504 meeting has been held. If the District or teacher is aware of the possible existence of the disability, the obligation is there to make reasonable accommodations to ensure non-discrimination. The accommodations are determined by a Section 504 committee. In a grading context, this coverage might protect the 504 student from losing credit for missing or late assignments until adequate, reasonable accommodations are in place and being regularly practiced. For example, a student who has an inability to focus for long periods of time would need to be graded on shorter assignments (e.g., 10 problems instead of 50, and students with poor organizational skills should not lose credit because a heading is incorrect).

In summary, students who fall under the protection of Section 504 should be graded in such a way that their disability does not affect their ability to demonstrate their knowledge of the subject matter.