

# **LA VERNIA INDEPENDENT SCHOOL DISTRICT**



## **2019-2020 Intermediate School (3-5) GRADING AND REPORTING PROCEDURES**

**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.**

# **ADMINISTRATIVE STAFF**

## **2019-2020 School Year**

Dr. Trent Lovette, Superintendent

Mrs. Helen Hubert, Intermediate School Principal  
Mrs. Brandi Hanselka Intermediate School Assistant Principal

### **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.

# La Vernia ISD Strategic Plan 2019

## Beliefs

Developed by Team of 8 – June 2019

### We Believe:

- In making all decisions in the best interests of the students we serve
- In reflecting the core values of the community and seeking community partnerships
- We are accountable for the success of every student and for preparing them for life after high school
- Collaboration and innovation among staff are vital to becoming and developing learners for life
- Students and staff learn best in a safe, secure, and nurturing environment.
- In fostering an atmosphere that builds relationships, promotes student innovation, problem solving and meaningful, real-world connections
- In attracting, developing, and empowering quality staff at all levels of the organization
- The development of citizenship in all students is essential to their future.

## Vision

Developed by Team of 8 – June 2019

*La Vernia ISD . . .  
Uncompromising Excellence  
Unlimited Possibilities*

# **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.

# Grading Roles and Responsibilities

## Students

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

## Parents

- will establish a specific time, place, and manner for homework to be completed.
- will monitor as needed, but not do homework for the student.
- will monitor and assist the student in completing assignment re-dos.
- will assist the student in planning a time schedule for long-term assignments.
- will initiate communication with the teacher when concerns arise.
- will access the Parent Portal to monitor student progress.
- will return appropriate paperwork in a timely manner.

## Teachers

- will provide meaningful tasks that enrich and supplement work introduced in class.
- will communicate homework assignments clearly.
- will provide effective instruction prior to assigning homework that prepares the child to complete the task independently and successfully.
- will consider available resources, materials, and home situations when assigning a task.
- will review and return homework to students within a time frame which enhances instruction and provides a benefit to the student.
- will assign an adequate number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.
- will post grades in Gradebook within seven days of the assignment due date, exceptions include essays and long-term projects.
- will implement grading guidelines consistently across the campus.

# Grading Guidelines

Report cards provide clear and concise information about a student's academic performance and promote communication among teachers, students, and parents about the student's personal development, conduct and work habits. Numerical scores for each course are based on performance on examinations, essays, papers, presentations, performances, projects, or other measures appropriate to the subject matter. Scores may also be given for class work, homework, and class participation. Grades reflect academic achievement only and are not based on discipline, attendance, number of times tardy, or participation in extracurricular activities or other non-academic criteria.

## Grades 3-5 Report Cards

Academic scale:

A= 90-100

B= 80-89

C= 70-79

F= 69 and below

## Conduct Grades

The student is assessed on conduct by each teacher. The conduct grade indicates how well the student is performing in classroom citizenship and is not a part of the academic grade. Conduct grades are calculated based on the number of disciplinary marks in the student folder. Conduct grades do not affect honor roll eligibility, and they are reflected on report cards. The following letter system is used to report a student's citizenship:

Mark	Assessment	Description
E (0-2 marks)	Excellent	The student has an excellent attitude, displays excellent work habits and overall conduct.
S (3-5 marks)	Satisfactory	The student has a good attitude, is cooperative, and generally observes school rules and regulations.
N (6-8 marks)	Needs to Improve	The student has a poor attitude, is at times uncooperative, at times disrupts class, and shows little respect for school and classroom rules and regulations.
U (9 or more)	Unsatisfactory	The student has a poor attitude and is uncooperative. The student disrupts class and shows little respect for school and classroom rules and regulations.

## Assessment and Evaluation

1. Teachers are encouraged to have a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.
2. A minimum of 12 grades per 9 weeks will be given in Reading/Language Arts. Daily class work and quizzes (including spelling tests) will comprise 60% of the 9 week average. Tests and projects will account for 40% of the 9 week grade.
3. A minimum of 12 grades per 9 weeks will be given in Mathematics. Daily class work and quizzes will comprise 60% of the 9 week average. Tests and projects will account for 40% of the 9 week grade.
4. A minimum of 9 grades per 9 weeks will be given in Science with a minimum of 3 grades from labs. Daily class work will comprise 35% of the 9 week average. Labs will account for 35% of the average while tests, quizzes, and projects makeup the remaining 30% of the grade
5. A minimum of 9 grades per 9 weeks will be given in Social Studies. All daily class work, quizzes, tests and projects will be averaged together with equal weight to determine the 9 week grade.
6. 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.
7. Late work policy: \*

First day late (due date) - a maximum of 10 points deducted

Second day late - a maximum of 20 total points deducted

Beyond second day late: Students have the opportunity to hand in all completed work no later than five days after the grade has posted for a possible grade of 70.

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

8. Major projects will be evaluated using a 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. Major projects and rubrics will be returned after the grade has posted.

9. Students' work may be evaluated for more than one subject area as appropriate.
10. No one grade may count for more than 15% of the student's final grade in a grading period.
11. Science labs cannot be made up. Other "make-up" assignments may be given in place of the lab.

# Homework

The purpose of homework is to promote high-quality student learning and achievement. Homework is an out-of-classroom learning experience assigned by a teacher to enhance student learning. It is to target specific learning outcomes, reinforce TEKS taught in the classroom, and provide practice in specific skills. Homework is to be reviewed by teachers to assess students' skills and knowledge in order to inform instruction.

When assigning homework, teachers will ensure that students are provided with sufficient information and direction to complete the homework assignment independently, and that the assignment is not excessive for its intended purpose. In addition, homework is not to be assigned as a discipline consequence.

## Effective Homework Assignments

- are curriculum-based and meet the needs of students through differentiation.
- are designed to require no additional teaching outside of the classroom.
- are clearly articulated and designed so students know what is expected of them before leaving the classroom.
- are engaging and relevant to student learning.
- do not require resources or technology to which a student may not have access; and
- do not require parents/guardians to teach new concepts.

## Grade 3 - 5 Homework Expectations

- Assignments with grades reported as class work grades are to be completed in the classroom.
- Homework should be a review or reinforcement of skills already covered in the classroom and should not be new information for the student.
- Homework may be assigned daily and may include practicing reading and math facts. Students are expected to complete all homework assignments. Students in grades 3 - 5 are expected to read, or be read to, for at least 20 minutes each school night. Students may be expected to maintain reading logs, using prompts assigned by their teacher. Students should also practice math facts weekly. If a student has two or more teachers, the teachers are expected to coordinate homework assignments.

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

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

The purpose of ZAP is to hold every student accountable for the work and expectations he/she is given. Receiving and/or accepting a zero on an assignment is not an option for students. Because we value your child's academic progress and performance, it is pertinent that he/she completes the given assignment within the time frame provided. Teachers are given the flexibility to choose ZAP as a follow-through option in an effort to make sure all student assignments have been completed. Guidelines and expectations pertaining to ZAP are below:

1. 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.
2. Teachers are given the discretion to change the assignment if the original assignment has not been turned in.
3. ZAP will be assigned from 3:15 - 4:30 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 the next available date.
4. A ZAP referral will be sent home for parents to sign and return. If the signed form and completed work are 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 points deducted from the grade.
5. Students absent on the day they are assigned to ZAP will automatically be placed on the ZAP list for the day he or she returns.
6. Students missing ZAP or misbehaving in ZAP may be assigned to Saturday School.
7. Students who fail to complete late work after being assigned to three afternoon ZAPs may be assigned to Saturday School until the work is completed and turned in.
8. Any student who does not bring work to ZAP will be given an assignment to complete.
9. Students will not be allowed to leave ZAP to get work or materials; they must come prepared.
10. 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.
11. Work completed in ZAP will be graded, but points will be deducted from the grade as a penalty for not having the work turned in on time.

## **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 “fall 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 and tutorials.

### **Re-do Opportunity**

The ultimate goal for students is to master the TEKS. At times, mastery may not be demonstrated on a particular assignment. Daily assignments may be corrected for a redo grade of up to a 70. Assessments corrected with accuracy in accordance within the established timeline may earn one-half of missed points back, based on original score.

Daily Assignment/Assessment Re-dos:

- will be completed, as time permits, at school.
- will be the responsibility of the student to turn in.
- will include posted Gradebook comments to reflect the original grade earned.

## **Attendance & Make-Up Work**

### **Make-Up Work**

1. Students shall be permitted to make up assignments and tests following an absence. The allotted time is based upon the number of days the student is absent (1 day for each absence + 1 additional day; 1 day absence = 2 day extension).
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. Except in emergency situations, teachers are not required to provide assignments prior to an absence.
4. 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.

## **Communications with Parents/Guardians**

### **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 school. The school has an obligation to communicate such information in an understandable and usable form.

A combination of report cards, progress reports, parent conferences, student folders, the parent portal, and other forms of communication will be used to inform parents of their child's progress in school.

Teachers at all grade levels shall inform parents when a student's academic progress becomes unsatisfactory as noted on progress reports and/or report cards and will schedule conferences to collaborate and develop plans for student success.

## **Progress Reports**

- All students will receive a progress report halfway through each grading period.
- Progress reports are used to inform students/parents about satisfactory and unsatisfactory progress in a subject, in conduct, or both.
- The progress report is to be signed by the parent and returned to the teacher within 2 days.
- Teachers are responsible for contacting the parent within 2 days after progress reports and/ or report cards have been sent home for a student who has received a grade below a 70.

## **Special Populations**

Students who receive services through Special Education (IDEA) or Section 504 of the Americans with Disabilities Act will be held accountable to the same grading standards as students who do not receive services unless otherwise specified in their Individual Education Plans.