

CORRIGAN CAMDEN

Elementary

Grading and Reporting Handbook

Grades 1st through 5th Grade



CORRIGAN-CAMDEN I.S.D. GUIDELINES FOR GRADING

GRADES 1 THROUGH 5.

It is the belief of Corrigan-Camden I.S.D. that all students can learn the basics of the curriculum. With necessary cooperation of students, parents, and teachers, the school will ensure that all students are given the opportunity to master the minimum requirements of a well-balanced curriculum to the best of their ability. For students with identified needs, at all levels of ability, the school will provide modifications in methodologies, pacing, and materials to ensure that instruction in the TEKS is delivered at an appropriate level. This process also includes meeting the assessed needs of students identified at-risk.

The curriculum in Corrigan-Camden Schools includes the TEKS adopted by the State Board of Education. The grading guidelines for each grade level, subject and course define minimum student mastery of the curriculum and the means by which student mastery is determined. Although these guidelines address minimum performance, it is the expectation of the school that students' performances exceed the minimum and that students excel in higher order thinking skills.

The purpose of the guidelines is to ensure that grading practices are consistent among grade levels and subjects and that the relationship between grades and mastery of the district and campus goals, which are related to the TEKS, is maintained.

Student's grades will be based on academic achievement and other academically related requirements. Academic achievement will be determined by using a numerical score on a scale of 0-100. A grade average of 70 or above indicates a student has demonstrated sufficient mastery of the curriculum to perform successfully at the next subject or grade level. In some subject areas grades will be indicated by E, S, N, and U.

After each three weeks of each grading period, a progress report will be sent to all parents of students. Student report cards will be provided for parents at the end of each nine weeks. The report shall include the number of times the student has been absent. The grade report notice must be returned to the school with the signature of the parent.

Special Services students' academic achievement level expectations will be determined by the Admissions, Review, and Dismissal Committee (ARD) and included in the student's Individual Educational Plan. When a Special Services student meets the individual mastery criteria and demonstrates the knowledge and skills specified in the IEP, the student will receive a passing grade. If the student meets the individual mastery criteria established by the ARD committee, the grade should reflect at least 70-79. If the student exceeds expectations, the grade should be 80-100. If the student fails to meet expectations addressed in the IEP after having appropriate instruction, a grade below 70 may be given. If a special services student has not received passing grades for two consecutive six-week reporting periods, the ARD committee must review the IEP. The ARD committee may review the IEP more often if the student is not progressing satisfactorily. ESL students' academic achievement will be determined by assessing in the primary language, assessment utilizing ESL methodologies, and/or non-verbal assessment using a variety of instruments.

English Language Arts and Reading

The nine weeks grade will be based on a combination of the following factors:

1. Tests
2. Teacher observation/assessment
3. TEKS skill sheets
4. Projects
5. Folders
6. Oral Reading Assessments
7. Curriculum Based Assessments
 - a. Reading assessments will be given at ALL grade levels
 - b. Writing assessments will be given at grades 2-4

Numerical grades (0-100) will be given for all nine weeks.

A minimum of 15 TEKS based assignment grades and at least 3 assessments will be entered into the grade book per nine weeks.

Students need to be doing critical writing in every class.

Phonics and Spelling

The nine weeks grade will be based on a combination of the following factors:

8. Tests
9. Teacher observation/assessment
10. TEKS skill sheets
11. Projects
12. Folders
13. Oral Reading Assessments
14. Curriculum Based Assessments
 - a. Reading assessments will be given at ALL grade levels
 - b. Writing assessments will be given at grades 2-4

Numerical grades (0-100) will be given for all nine weeks.

A minimum of 15 TEKS based assignment grades and at least 3 assessments will be entered into the grade book per nine weeks.

Math

The nine weeks grade can be based by any combination of the following factors:

1. TEKS Based Assignments
2. Unit assessments/tests
3. Teacher observation/assessment
4. Projects
5. Curriculum Based Assessments-at ALL grade levels

Numerical grades (0-100) will be given for all nine weeks

A minimum of 15 TEKS based assignment grades and at least 3 assessments will be entered into the grade book per nine weeks.

Science

The nine weeks grade can be based by any combination of the following factors:

1. TEKS Based Assignments
2. Unit assessments/tests
3. Teacher observation/assessment
4. Projects
5. LAB Activities
6. Reports
7. Curriculum Based Assessment-3rd-5th only

A minimum number of grades will be entered into the grade book per nine weeks. Science and Social Studies may be taught on a rotation basis. Because of this, students may not have grades in one of these content areas on a Progress Report.

1st and 2nd grade must have 6 minimum grades per nine week reporting period.

3rd-5th grade must have a 10 minimum grades with 3 of them being assessment grades per nine week reporting period.

Social Studies

The nine weeks grade can be based by any combination of the following factors and may be integrated with another content area assignment such as ELAR:

1. Worksheets/skill sheets
2. Unit assessments/tests
3. Teacher observation
4. Student Participation
5. Projects
6. Reports
7. Notes

A minimum number of grades will be entered into the grade book per nine weeks. Science and Social Studies may be taught on a rotation basis. Because of this, students may not have grades in one of these content areas on a Progress Report.

1st and 2nd grade must have a minimum of 3 grades per nine week reporting period.

3rd-5th grade must have a minimum of 6 grades per nine week reporting period.

P.E./Music/Computer

The nine weeks grade can be based by any combination of the following factors:

1. Student participation

Letter grades will be given for all nine weeks.

E= Excellent

S= Satisfactory

N= Needs Improvement

U= Unsatisfactory

RETENTION WARNING TO PRINCIPAL AND PARENT

ADMINISTRATIVE PROCEDURES

1. End of third nine weeks grading period-The teacher and/or at-risk committee will compile and present to the principal a list of possible retainees.
2. The principal will send a letter to the parent of each possible retainee.
3. The FIRST Progress report of the Fourth nine week reporting period will require a Retention Referral forms. The teacher will complete the form and the principal will review the data.
4. May 15 (on or before this date)- The teacher and/or at-risk committee will submit a list of confirmed retainees to the principal. At this time, the principal will inform the parents of retainees by letter.

GRADE REPORT PROCEDURES

Student's grade reports will be provided to parents at the end of each nine weeks. The grade report notice must be returned to the school with the signature of the parent. If the grade report is not returned to the school, the school will contact the parent.

Student performance should be reviewed weekly to determine whether or not students are meeting established criteria. Parents will be notified of their child's possible failure on a grade or course as soon as it becomes apparent.

Principals should maintain sufficient records and require teachers to maintain sufficient records so that promotion/retention decisions can be made on objective and well-documented evidence.

Every effort should be made to identify areas of student non-mastery early in the school year through the use of diagnostic techniques in order to provide students with appropriate learning.

The curriculum and the instructional schedule should be arranged in a manner that allows for re-teaching non-mastery students at frequent intervals so that retention and course failures are minimized.

The following conversion table may be used in communicating student grades to parents:

<u>Numerical:</u>	<u>Letter:</u>
90-100= A (no grade higher than 100 should be recorded)	E=95/A
80-89= B	S=85/B
75-79= C	N=75/C
70-74= D	U=65/F
69- below= F (a grade of 50 will be recorded for any numerical grade earned that is lower than 50)	

RETEACHING

When a student scores a grade below 70, re-teaching is required and the student is given an additional opportunity to show mastery. 70 is the highest grade a student should receive on re-teaching. If the student does not master the skill after re-teaching, the highest of the two grades will be recorded in the gradebook. Teachers must make notes in the grade book.

GRADING NEW STUDENTS

Grades must be sent home if the child has been present for half of the grading period. If the student has not been in attendance for half of the grading period, a progress report should be sent home with an explanation of how the student is progressing and the reason a report card was not sent with the student for that reporting period.

EVALUATION AND GRADING

Not all work done by the student should be graded; however, all work should be assessed for feedback. Work that is done as part of the teaching process should not be assigned a grade. The teacher should determine the purpose of an assignment and where it is assigned in the instructional process.

Guided Practice activities should not be given a grade in the grade book, but should be assessed in order to give students appropriate feedback.

Independent Practice activities should be used for assessment only when the teacher determines that the students have had enough practice to be checked for mastery. The class work activities should include quizzes and other formative progress checks.

Tests for Mastery are Curriculum Based Assessments (CBA) and other culminating activities, which should be used to assess mastery, and shall be used to determine overall nine weeks average. CBA scores are first evaluated at the passing standards for STAAR and those results are used to guide instructional decisions for the class and individual students. For grades entered into the grade calculations, a student's CBA score will be recorded as the maximum points within the reporting category that their actual scores fall. We do this to bring the state standard used for data in line with the 70% passing standard for report cards. In addition, a student whose recorded score in the gradebook is less than 70, that student will have the opportunity for reteaching and their score will be adjusted based on mastery of the reteaching. For further

guidance and information regarding reporting categories for the test, please contact your child's teacher or the school office.

INTERVENTION GUIDELINES

The state and district goals include the concept that each student should learn as many of the required TEKS for each subject and grade level as is within their ability. If a student is experiencing difficulty learning a concept, the teacher should proceed through a series of trial diagnosis and prescriptions to find the remedy to conduct the initial stages of such a process. The following stages are offered as suggestions. Other data and concerns should be considered:

1. Note difficulty in learning.
2. Attempt to vary teaching approach (re-teaching using tactile, verbal, etc.).
3. Use instructional aides and interventionists to assist students on an individual basis.
4. Continue to work at "grade level" with different approaches and/or help until the situation improves. It is amazing what extra attention alone can accomplish. Peer tutoring has also been used successfully.
5. After thoroughly attempting the above items, some forms of instructional modification may be in order. Parents are to be kept informed of modifications through conferences and/or notes.
6. Grade level and other classroom teachers may be consulted for input. The instructional coach, counselor, and principal should be included as resources as you look for a solution.
7. If the above items still do not bring improvement, the teacher may refer the student for further intervention/testing.
8. Recommendations and interventions should be communicated to the parents.

MAKE-UP WORK

Students will be permitted to make-up work missed for absences. Generally, one day for each day of absence is allowed for the make-up work. Daily practices, enrichment and remedial activities that were additional parts of instruction that day should not be required as make-up work.

Some circumstances such as a broken arm or other unusual occurrences may require some variations.

NINE WEEKS REPORT CARDS

A report of student progress should be distributed every nine weeks to each student. Grading is detailed previously in this handbook. All students will receive a progress report the third and sixth week of each nine week grading period.

ATTENDANCE

Attendance shall be posted online daily, at 10am!

PARENT/TEACHER CONFERENCES

Parent/teacher conferences are part of the process of reporting student progress to parents. At least two conferences per year should be held for each student. *Conferences can be written or verbal contact.*

Parent Nights can be counted as a conference for students not having academic or behavioral problems.

HONOR RECEPTION QUALIFICATIONS

Students must have an “A” average for the year in each subject (Reading, Lang. Arts, Math, Social Studies, and Science).

HOMEWORK

The following guidelines for the use of homework assignments have been developed to provide consistency and balance in the program.

1. Students should be asked to read independently or with someone each day, after school. The time suggested should be appropriate for the grade level age of the student.
2. Math facts/number sense activities should be practiced daily. These activities should be grade and age appropriate.
3. Students who are in need of additional time AND that have been provided time at school to complete assignments but have failed to finish an assignment can be asked to take

the assignment home to complete. The requirements for the assignment completion and the timeframe for completion should be communicated to the student AND their guardian.

4. No homework should take more than 45 minutes of time to complete at home. Large projects could be an exception to this time frame.
5. NO GRADES should be entered in the gradebook for assigned homework.

** MAJOR PROJECTS can be graded individually.