

Forney ISD Grading Handbook
2021-2022



*f*ORNEY ISD
INSPIRING STUDENTS THROUGH INNOVATIVE EDUCATION

TABLE OF CONTENTS

<u>FORNEY ISD GENERAL GRADING GUIDELINES (ALL GRADE LEVELS)</u>	<u>3</u>
Philosophy	3
Homework	4
Makeup Work	4
Late Work	4
Re-do Work	4
Report Cards/Progress Reports and Conferences	5
Academic Dishonesty	5
<u>HIGH SCHOOL GRADING GUIDELINES</u>	<u>6</u>
Grade Computations for High School	6
Percentage of Weight – High School	6
Semester Grade Computation	6
Recording Grades and Calculating Averages	6
AP and Advanced/Honors Courses	7
Grade Point Average	7
GPA Reports to Students	8
Class Rank/Highest Ranking Student	8
Grade Weight Distribution	9
Grade Weight Distribution Tiered class Description	10
UIL Eligibility	10
Eligibility, Exempted Courses	10
Final Exam Exemptions	10
Secondary Exam Exemption Policy	10
Promotion and Retention	11

<u>MIDDLE SCHOOL GRADING GUIDELINES</u>	<u>12</u>
Grade Computations for Middle School (7th and 8th)	12
Percentage of Weight – Middle School	12
Grade Computations for 8th Algebra I and Spanish I	12
Recording Grades and Calculating Averages	12
Advanced/Honors Courses	13
UIL Eligibility	13
Eligibility, Exempted Courses	13
Accelerated Instruction (HB 4545)	14
Promotion and Retention	15
<u>INTERMEDIATE SCHOOL GRADING GUIDELINES</u>	<u>15</u>
Grade Computations for Intermediate School (Grades 5-6)	15
Percentage of Weight	15
Recording Grades and Calculating Averages	15
Accelerated Instruction (HB 4545)	15
Promotion and Retention	16
<u>ELEMENTARY SCHOOL GRADING GUIDELINES</u>	<u>17</u>
Grade Computations for Elementary School (Grades K-4)	17
Kindergarten	17
Grades 1- 4	17
Elementary Reporting Grades and Quarter Grade Averages	17
Posting Grades	17
Promotion / Retention	17
Timeline for Addressing Academic Concerns (Failure / Retention / Placement)	18
<u>LINKS TO OTHER RELEVANT INFORMATION</u>	<u>19</u>

FORNEY ISD GENERAL GRADING GUIDELINES (ALL GRADE LEVELS)**Philosophy**

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or course in a sequence of courses. EIA(Local) (2015).

Learning standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. Assignments, assessments, projects, and other instructional activities shall be designed so that each student's performance indicates a measurable level of mastery. Therefore:

- A grade is a measurement of a student's mastery of the learning objective.
- Best practices and district expectations occur when teachers clearly communicate learning objectives to students and provide clear guidelines for how work is assessed.
- Grades reflect mastery of the TEKS/SEs and not classroom behavior, participation, attendance, tardies, lack of supplies, or improper format when format is not a part of the objective.

A district shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. A district grading policy:

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment; and
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and
3. 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.

Education Code 28.0216, EIA(LEGAL) (2015)

Guidelines for grading shall be clearly communicated to students and parents.

- During each grading period a sufficient number of grades are taken to support the grade average assigned.
- The District shall issue grade reports/report cards every quarter in a manner approved by the Superintendent or designee.
- Performance shall be measured in accordance with this policy and the standards established in EIE(LOCAL).

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. EIA(LOCAL)(2015).

Interim progress reports shall be posted for all students in grades 1-12 after the third and sixth week of each grading period.

- Additional and supplemental progress reports may be issued at the teacher's discretion.
- In addition to the need for conferences indicated on written grade reports to parents, conferences may be requested by a teacher or parent as needed.

Parents are encouraged to regularly check their student's grade online.

Homework

Homework should be used to enrich and strengthen classroom experiences. Its intent is to develop mastery of district curriculum objectives derived from the TEKS. *Homework should never be a disciplinary measure nor is its purpose to teach the characteristics of responsibility.*

Makeup Work

Students shall be expected to make up assignments or assessments after an absence. The district will not impose a grade penalty for makeup work. Students will be provided with missed instruction, and alternative assignments may be given to determine mastery of learning objectives. Teachers may assign a late penalty to any long-term project in accordance with the communicated due dates. Students will be allocated two (2) days to make up work per one (1) absence. Students are encouraged to speak with teachers about obtaining work for absences that are known ahead of time (field trips, UIL events, etc.).

A student removed from the regular classroom to in-school suspension shall have an opportunity to complete the work missed at the time of removal from the regular classroom. [See policy FO(LEGAL).]

Late Work

Assignment due dates are set by the teacher and communicated to students. Late work is any assignment that is not turned in the date it is due except when a student is absent from class. Assignments turned in late will be accepted up to a maximum of two school days, with a maximum 15 point penalty per day. Acceptance of late work after the two days is at teacher discretion. Late assignments will be graded starting at 100 and not a 70. A pattern of late work may result in further interventions to ensure mastery of the content.

Re-do Work

Forney ISD allows students the opportunity to re-do **assessments** (quizzes, learning checks, checks for mastery, exams, or projects that reflect mastery of the course TEKS/SEs) in which the student has not met mastery of 85%. In order to support mastery, teachers shall provide appropriate interventions. Therefore, students may be required

to attend tutorials prior to the re-do of any assessments. The re-do can be the same assessment, an alternative assessment, or the correction of the original assessment.

The re-do policy does not apply to work that was subject to a penalty due to academic dishonesty, final exams, STAAR simulations, or work turned in late. The new grade for the assessment shall reflect student mastery and will be graded starting at a 100. The highest grade reported for the re-do will be an 85%. Students must complete the intervention and re-do work before the end of each progress report grading period. *

Report Cards/Progress Reports and Conferences

At the end of the grading period, student's grades are available through the online report card to inform parents of the student's progress in the course. Additionally, pursuant to EIA(LOCAL) (2015), interim progress reports shall be issued for all students after the third and sixth week of each grading period. Supplemental progress reports may be issued at the teacher's discretion.

In addition to the need for conferences indicated on written grade reports to parents, conferences may be requested by a teacher or parent as needed (EIA(LOCAL), 2015).

Teachers shall follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grades are designed to reflect each student's relative mastery of the course standards. Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL) (2019).

Academic Dishonesty

Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties and/or grade penalties on assignments or tests. Academic dishonesty includes, but is not limited to, cheating or copying the 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 other supervising professional employee, taking into consideration written materials, observation, or information from students.

HIGH SCHOOL GRADING GUIDELINES

Grade Computations for High School

Percentage of Weight – High School

Major Grades – Example - Tests and Projects - 60%

Minimum of 3 recorded grades per quarter

Minor Grades – Example - Quizzes and Homework - 40%

Minimum of 9 recorded grades per quarter

Teachers shall record at least 12 grades per quarter (9 minor and 3 major) with at least one grade per week entered in the grade book. One major grade assignment shall be recorded per three week grading period. Assignments will only count once in the Student Information System gradebook. Grades entered in Student Information System must be based on a 100 pt. scale (max score 100).

Semester Grade Computation

Grade Computations for 9th – 12th (Includes 8th Algebra I and Spanish I)

Fall Semester - Average of the first and second quarter grades.

Spring Semester –

- Classes **not** requiring state mandated EOC tests
 - Average of the third and fourth nine weeks grading periods (86% of semester grade)
 - Semester 2 Final Exam (14% of semester grade)
- Classes **requiring** state mandated EOC tests
 - Semester grade will be determined by averaging the third and fourth nine weeks grading periods.
 - The unit assessment given during the final exam time will be recorded as a major test grade for the fourth nine weeks.

AP and Dual Credit grading guidelines will be stated in the course syllabus.

Recording Grades and Calculating Averages

In grades 5-12, there are two types of assignments: Major grades and minor grades. Teachers are expected to clearly communicate the category of an assignment and include the expectations for the assignment. Assignments will only count once in the gradebook. When considering the students' current average in a course, the only grades for consideration will be those recorded in the Student Information System.

AP and Advanced/Honors Courses

AP and Advanced/Honors courses are academically advanced courses designed to challenge motivated students to excel on advanced level coursework. The coursework requires students to engage in independent and analytical assignments and to complete a substantial amount of work outside of class. Forney ISD offers middle school students advanced/honors courses in English, mathematics, science, social studies, and Spanish. The curricula for the courses are built on the core academic curriculum following the Texas Essential Knowledge and Skills (TEKS) expectations for each course. AP courses are college-level courses taught in a high school setting and may require the student and parent to sign an agreement acknowledging the level of work required to be successful in an AP course. At the end of each AP course an AP exam is offered. Qualifying scores on the AP exams may enable students to receive college credit and/or advanced standing at a university or college.

Forney ISD offers open enrollment for advanced/honors courses. Students who experience success in advanced courses typically exhibit the following personal characteristics:

- Reading on or above grade level
- Strong study skills and self-motivation
- Proficient oral and written communication skills
- Self-discipline to plan, organize, and carry out tasks to completion
- Interest and self-directedness in the particular subject

In an effort to ensure students are ready for advanced/honors courses; the following academic criteria are strongly suggested:

- Grade of 85 or higher in an academic class from same content area, the previous year
- Grade of 80 or higher in an advanced/honors class (if it was the prerequisite)
- Mastery Level on STAAR score (if applicable to the content area)

Campus administrators may also consider other relevant data and information to determine appropriate academic placement for students.

Grade Point Average

Only those courses defined by the Texas Essential Knowledge and Skills as the core subjects of English Language Arts I-IV, mathematics, science, and social studies; the courses defined as languages other than English; advanced courses; advanced placement courses; on campus Dual Credit courses; and CTE courses shall be used to calculate a student's grade point average (GPA).

Credit earned in distance learning courses, credit by exams, summer school, correspondence courses, non advanced fine arts courses, physical education/athletic courses and dual-credit college courses not taken on the high school campus shall not be included in the GPA calculation.

Grades related to courses with GPA weight, including failing grades and repeated courses, shall be included in determining the student's GPA and class rank. Final class rank shall be calculated based on the grades reported at the end of the third grading period.

1. Advanced-level Tier One courses (6.0) shall include AP, oncampus dual credit, and college credit CTE courses.
2. Advanced-level Tier Two courses (5.5) shall include Advanced, District honors, and designated courses (*advanced CTE courses*).
3. General-level Tier Three courses (5.0) shall include regular courses: non-advanced CTE courses.
4. Prescribed Tier Four courses (4.0) shall include courses with modified curriculum and credit recovery for courses taken during the school year.
5. Non-GPA Tier Five courses (NA) shall include intervention classes, summer school courses, distance learning courses, correspondence courses, non advanced fine arts courses, physical education/athletic courses, and other courses not assigned a GPA in the course selection guide.

GPA Reports to Students

GPA will be reported to all students at the end of each semester, as soon as the reports are available. Students and parents will be able to see the GPA and class rank in the Student Information System provided by the district.

Class Rank/Highest Ranking Student

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking as determined by the district's class ranking procedure described in this policy, EIC LOCAL, and Foundation Plan with approved endorsement.

To be eligible for valedictorian or salutatorian honors, a student must have been a registered full-time student by the first day of the second full week of the junior year and should be completing his or her fourth year of high school. Early graduates shall not be eligible to be named valedictorian or salutatorian.

In cases of a tie in weighted grade averages among the top ranking students, the following methods shall be used to determine who shall be recognized as valedictorian, salutatorian, top ten and top ten percent of class.

- The weighted grade average shall be computed to a sufficient number of decimal places until the tie is broken.
- If a tie still exists, the student with the most AP courses shall be considered first.
- If a tie still remains, the student with the highest numerical grade average of all AP courses taken shall be the higher ranking student.

Courses taken at grade level 7-8 will not be considered for high school ranking.

Grade Weight Distribution

Grade	Advanced Level Course Tier 1 (6.0)	Advanced Level Course Tier II (5.5)	General Level Course Tier III (5.0)	Prescribed Course Tier IV (4.0)
100.0	6.0	5.5	5.0	4.0
99.0	5.9	5.4	4.9	3.9
98.0	5.8	5.3	4.8	3.8
97.0	5.7	5.2	4.7	3.7
96.0	5.6	5.1	4.6	3.6
95.0	5.5	5.0	4.5	3.5
94.0	5.4	4.9	4.4	3.4
93.0	5.3	4.8	4.3	3.3
92.0	5.2	4.7	4.2	3.2
91.0	5.1	4.6	4.1	3.1
90.0	5.0	4.5	4.0	3.0
89.0	4.9	4.4	3.9	2.9
88.0	4.8	4.3	3.8	2.8
87.0	4.7	4.2	3.7	2.7
86.0	4.6	4.1	3.6	2.6
85.0	4.5	4.0	3.5	2.5
84.0	4.4	3.9	3.4	2.4
83.0	4.3	3.8	3.3	2.3
82.0	4.2	3.7	3.2	2.2
81.0	4.1	3.6	3.1	2.1
80.0	4.0	3.5	3.0	2.0
79.0	3.9	3.4	2.9	1.9
78.0	3.8	3.3	2.8	1.8
77.0	3.7	3.2	2.7	1.7
76.0	3.6	3.1	2.6	1.6
75.0	3.5	3.0	2.5	1.5
74.0	3.4	2.9	2.4	1.4
73.0	3.3	2.8	2.3	1.3
72.0	3.2	2.7	2.2	1.2
71.0	3.1	2.6	2.1	1.1
70.0	3.0	2.5	2.0	1.0
69.0 and below	0.0	0.0	0.0	0.0

Grade Weight Distribution Tiered class Description

Advanced Level Course Tier I (6.0)	Advanced Level Course Tier II (5.5)	General Level Course Tier III (5.0)	Prescribed Course Tier IV (4.0)	Non GPA Courses Tier V (NA)
AP On Campus Dual-credit College credit CTE courses	Advanced or Honors Designated Courses Advanced CTE Courses	Regular CTE Courses	Classes with modified curriculum Credit Recovery (Course taken during the school year)	Intervention Classes Summer School Courses Distance Learning Courses Correspondence Courses and other courses not assigned a GPA in the Course Selection Guide

For a specific list of courses, please contact your campus counselor.

UIL Eligibility

For the purposes of determining UIL eligibility:

- Grades will be posted at the official grade posting deadline (Refer to the TEA/UIL Academic Eligibility Calendar).
- Students have three (school) days after the grade posting deadline to re-do failing assessments.

Eligibility, Exempted Courses

Forney ISD Policy FM (Local) (2010) states that a student who becomes ineligible to participate in extracurricular activities shall be granted a waiver of the suspension for no more than two classes per quarter grading period. In accordance with TEC 74.30, courses that meet the TEA guidelines for advanced/honors level courses in the areas of ELA, mathematics, science, social studies, economics, or languages other than English, and are in Tier 1 and Tier 2 of all graduation tiered systems, have been designated as courses that may be exempt from “No Pass, No Play” requirements for Forney ISD.

At the middle school levels, advanced/honors core courses, and core and LOTE courses that receive high school credit, may be exempt from “No Pass, No Play” requirements for Forney ISD.

For a complete list of courses, please contact your campus counselor.

Final Exam Exemptions

Secondary Exam Exemption Policy

Students may exempt all classes if they meet the criteria detailed below:

Grade and absence scale (year long courses)

95+ 8 absences

90-94 6 absences

85-89 4 absences

80-84 2 absences

75-79 0 absences

Students are allowed 5 or fewer absences per semester.

Grade and absence scale (semester courses)

95+ 4 absences

90-94 3 absences

85-89 2 absences

80-84 1 absences

75-79 0 absences

- Absences are counted up to the day the exam is administered.
- A student out due to a medical illness, even with a doctor's note or parent's note will count towards the grade/absence scale for exemption purposes.
- School related absences do not count for purposes of this rule. Junior and Senior students may have 2 college visits a year that do not count against exemptions.
- An exemption from a final exam is not granted if during the school year the student is sent to after-school detention three or more times, serves three or more days in-school suspension, serves any time at the alternative school, or receives any out-of-school suspension or expulsion.
- AP students may exempt all AP exams if they participate in the AP test for the corresponding AP course. The student must meet the exemption criteria (grade average, absences, and discipline) in the AP course(s) in order to be exempt from the/those course(s).
- Transfer students have the responsibility to provide attendance and disciplinary information from the previous school to be considered for exemptions.
- Any student who exempts an exam still has the option to take the semester exam. However, the grade received on the exam will be computed in the final average only if it raises the student's final average.
- The semester exam is weighted at 14% of the final average. The numerical average for the two nine-week periods will be the semester grade if the student is exempt and does not take a semester exam.
- A student enrolled in dual-credit course(s) is required to follow the testing policy established by the course professor and college.

Retention and Promotion

- Parents or guardians may elect for a student to:

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- For high school credit courses, repeat any course in which the student was enrolled in during the previous school year, unless the district determines that the student met all requirements for graduation. ***If a student repeats a course, the original grade earned will be used in the grade point average (GPA) calculation.***
 - The election by the parent must be made in writing to the district
 - If the district disagrees with the parent election, it must convene a meeting of the retention committee. The meeting must be in person unless the parent agrees otherwise.
 - If a parent fails to meet with the committee, the student may not be retained or retake a course based on the parent election

MIDDLE SCHOOL GRADING GUIDELINES

Grade Computations for Middle School (7th and 8th)

For all courses EXCEPT those receiving high school credit (e.g. Algebra I and Spanish I), final grades are computed by averaging the 1st and 2nd semester grades. Semester grades are computed by averaging the two nine weeks grading periods.

Percentage of Weight – Middle School

Major Grades – 60%

Minimum of 3 recorded grades per quarter

Minor Grades – 40%

Minimum of 9 recorded grades per quarter

Teachers shall record at least 12 grades per quarter (9 minor and 3 major) with at least one grade per week entered in the grade book. Assignments will only count once in the Student Information System gradebook. Grades entered in Student Information System must be based on a 100 pt. scale (max score 100).

Grade Computations for 8th Algebra I and Spanish I

Fall Semester - Average of the first and second quarter grades.

Spring Semester –

- Classes **not** requiring state mandated EOC tests
 - Average of the third and fourth nine weeks grading periods (86% of semester grade)
 - Semester 2 Final Exam (14% of semester grade)
- Classes **requiring** state mandated EOC tests
 - Semester grade will be determined by averaging the third and fourth nine weeks grading periods.
 - The unit assessment given during the final exam time will be recorded as a major test grade for the fourth nine weeks.

Recording Grades and Calculating Averages

In grades 5-12, there are two types of assignments: Major grades and minor grades. Teachers are expected to clearly communicate the category of an assignment and include the expectations for the assignment. Assignments

will only count once in the gradebook. When considering the students' current average in a course, the only grades for consideration will be those recorded in Student Information System.

Advanced/Honors Courses

AP and Advanced/Honors courses are academically advanced courses designed to challenge motivated students to excel on advanced level coursework. The coursework requires students to engage in independent and analytical assignments and to complete a substantial amount of work outside of class. *Forney ISD offers middle school students advanced/honors courses in English, mathematics, science, social studies, Spanish, and Gateway 1 & 2 (both are required to earn one high school credit).* The curricula for the courses are built on the core academic curriculum following the Texas Essential Knowledge and Skills (TEKS) expectations for each course.

Forney ISD offers open enrollment for advanced/honors courses. Students who experience success in advanced courses typically exhibit the following personal characteristics:

- Reading on or above grade level
- Strong study skills and self-motivation
- Proficient oral and written communication skills
- Self-discipline to plan, organize, and carry out tasks to completion
- Interest and self-directedness in the particular subject

In an effort to ensure students are ready for advanced/honors courses; the following academic criteria are strongly suggested:

- Grade of 85 or higher in an academic class from the same content area, the previous year
- Grade of 80 or higher in an advanced/honors class (if it was the prerequisite)
- Mastery Level on STAAR score (if applicable to the content area)

Campus administrators may also consider other relevant data and information to determine appropriate academic placement for students.

UIL Eligibility

For the purposes of determining UIL eligibility:

- Grades will be posted at the official grade posting deadline (Refer to the TEA/UIL Academic Eligibility Calendar).
- Students have three (school) days after the grade posting deadline to re-do failing assessments.

Eligibility, Exempted Courses

Forney ISD Policy FM (Local) (2010) states that a student who becomes ineligible to participate in extracurricular activities shall be granted a waiver of the suspension for no more than two classes per quarter grading period. In accordance with TEC 74.30, courses that meet the TEA guidelines for advanced/honors level courses in the areas of ELA, mathematics, science, social studies, economics, or languages other than English, and are in Tier 1 and Tier 2 of all graduation tiered systems, have been designated as courses that may be exempt from "No Pass, No Play" requirements for Forney ISD.

At the middle school level, advanced/honors core courses, and core and LOTE courses that receive high school credit, may be exempt from "No Pass, No Play" requirements for Forney ISD.

For a complete list of courses, please contact your campus counselor.

Accelerated Instruction (HB 4545)

HB 4545 - Creates requirements for *accelerated instruction* for students scoring behind grade level on STAAR and EOCs.

- For any student who did *not pass or take* STAAR grades 3-8 or EOC assessments, accelerated instruction must be delivered in the 2021-2022 school year or subsequent summer of 2022.
- Accelerated instruction entails:
 - delivering supplemental instruction (e.g., tutoring) before or after school, or embedded in the school day and meeting HB 4545 requirements.

Retention and Promotion

- Parents or guardians may elect for a student to:
 - For grades 4-8, repeat the grade from the previous school year (Temporary provision that expires Sept 1, 2022)
 - For high school credit courses, repeat any course in which the student was enrolled in during the previous school year, unless the district determines that the student met all requirements for graduation. If a student repeats a course, the original grade earned will be used in the grade point average (GPA) calculation.
- The election by the parent must be made in writing to the district
- If the district disagrees with the parent election, it must convene a meeting of the retention committee. The meeting must be in person unless the parent agrees otherwise.
- If a parent fails to meet with the committee, the student may not be retained or retake a course based on the parent election

INTERMEDIATE SCHOOL GRADING GUIDELINES

Grade Computations for Intermediate School (Grades 5-6)

Percentage of Weight

Major Grades – 40%

Minimum of 3 recorded grades per quarter

Minor Grades – 60%

Minimum of 9 recorded grades per quarter

Teachers shall record a minimum of 12 grades (9 minor and 3 major) per quarter with one grade per week in the following subject areas:

- mathematics
- science
- social studies
- ELAR (includes reading and writing). No more than two (2) grades can come from spelling

Assignments will only count once in the Student Information System gradebook.

Recording Grades and Calculating Averages

In grades 5-12, there are two types of assignments: Major grades and minor grades. Teachers are expected to clearly communicate the category of an assignment and include the expectations for the assignment. Assignments will only count once in the gradebook. When considering the students' current average in a course, the only grades for consideration will be those recorded in Student Information System.

Grades 5-6 - Music and Physical Education

Music and Physical Education grades will be numeric grades.

Accelerated Instruction (HB 4545)

HB 4545 - Creates requirements for *accelerated instruction* for students scoring behind grade level on STAAR and EOCs.

- For any student who did *not pass or take* STAAR grades 3-8 or EOC assessments, accelerated instruction must be delivered in the 2021-2022 school year or subsequent summer of 2022.
- Accelerated instruction entails:
 - delivering supplemental instruction (e.g., tutoring) before or after school, or embedded in the school day and meeting HB 4545 requirements.
- For any student who does not pass the STAAR test in grade 3, 5, or 8 in math or reading, the campus is required to establish an accelerated learning committee to develop an individual educational plan for the student and monitor progress.

Retention and Promotion

- Parents or guardians may elect for a student to:
 - For grades 5-6, repeat the grade from the previous school year (Temporary provision that expires Sept 1, 2022)
 - For high school credit courses, repeat any course in which the student was enrolled in during the previous school year, unless the district determines that the student met all requirements for graduation. If a student repeats a course, the original grade earned will be used in the grade point average (GPA) calculation.
- The election by the parent must be made in writing to the district
- If the district disagrees with the parent election, it must convene a meeting of the retention committee. The meeting must be in person unless the parent agrees otherwise.

- If a parent fails to meet with the committee, the student may not be retained or retake a course based on the parent election

ELEMENTARY SCHOOL GRADING GUIDELINES

Grade Computations for Elementary School (Grades K-4)

Kindergarten

Kindergarten teachers will use criterion-referenced assessments to determine student progress each quarter. ***The results will be available in Edugence as opposed to Skyward.***
[Edugence click-sheet for parent login information.](#)

Grades 1- 4 - Academics

All grades carry the same weight when determining the average for the quarterly grade.

Teachers will record a minimum of 9 grades per quarter or at least one grade per week in each of the following subject areas:

- mathematics
- Reading and English Language Arts (ELA) (includes written composition and conventions) No more than two (2) grades can come from spelling.

Teachers will record a minimum of 6 grades per quarter in each of the following subject areas:

- science
- social studies

Grades 1- 4 - Music and Physical Education

Music and Physical Education grades will be letter grades, S, N, or U.

Elementary Reporting Grades and Quarter Grade Averages

Posting Grades

Teachers are required to post all grades on the district electronic system and ensure that grades are updated and posted on a weekly basis. The system is used to record grades, average grades, and generate report cards.

Retention and Promotion

- Parents or guardians may elect for a student to:
 - For grades 5-6, repeat the grade from the previous school year (Temporary provision that expires Sept 1, 2022)

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- For high school credit courses, repeat any course in which the student was enrolled in during the previous school year, unless the district determines that the student met all requirements for graduation. If a student repeats a course, the original grade earned will be used in the grade point average (GPA) calculation.
 - The election by the parent must be made in writing to the district
 - If the district disagrees with the parent election, it must convene a meeting of the retention committee. The meeting must be in person unless the parent agrees otherwise.
 - If a parent fails to meet with the committee, the student may not be retained or retake a course based on the parent election

Timeline for Addressing Academic Concerns (Failure / Retention / Placement)**End of Each Quarter**

Who: Grade Level Teams

Action: Meet to review students' averages
Evaluate need for SST

Result: List of students who have a failing average in any of the following:

- a) reading
- b) mathematics
- c) Overall average of reading, writing, mathematics, science and social studies.

Form: Individual Student Performance Report (Edugence)

March

Who: Principal and teacher

Action: Schedule meeting with parents after SST meeting to report academic concerns and plans for additional interventions

May

Who: Principal, Teacher, Counselor

Action: 1. Review the updated Individual Student Performance Report (Edugence) for each student and discuss failure/retention/placement.

2. Schedule parent conferences
3. Determine retention/promotion/placement

LINKS TO OTHER RELEVANT INFORMATION

[Advanced Academics and Advanced Placement](#)

[Athletics](#)

[Canvas for Parents](#)

[Career & Tech Ed \(CTE\)](#)

[Future Ready Planning Guide](#)

[2019-2020 High School Course Selection Guide](#)

[Credit by Exam](#)

[Dual Credit](#)

[Dual Language](#) (Needs to be updated- including grade levels and campuses)

[Dual Language Handbook \(2017-2018\)](#) Needs to be updated

[Early Education](#) (Needs to be updated- still shows Josh Garcia)

[Edugence Login Click Sheet for Parents](#)

[Family Access to Skyward \(Parent Portal\)](#)

[Fine Arts Physical Form](#)

[Food Services, including Free and Reduced Lunch Information](#)

[2018-2019 Middle School Course Guide](#)

[Pre-K Enrollment and Registration](#)

[2019-2020 School Start and End Times](#) Needs to be updated

[Special Populations](#)

[Standardized Testing](#)

[Student Code of Conduct](#) Needs to be updated

[Transportation](#)