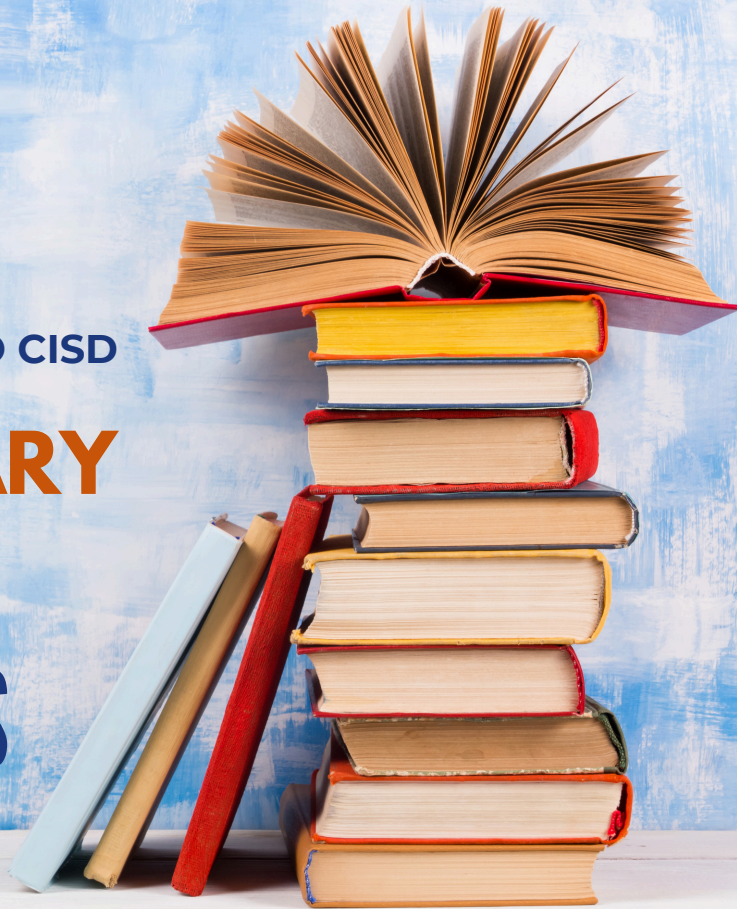




SAN FELIPE DEL RIO CISD

ELEMENTARY GRADING GUIDELINES



OVERVIEW

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.

2025



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 the San Felipe Del Rio CISD Board policies and regulations.

GRADING PHILOSOPHY

Teachers use grading as part of the intricate learning process. 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 San Felipe Del Rio CISD:

- 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 the student's quality of work.
- may allow the 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(LEGAL) and FNG(LEGAL).]

ELEMENTARY GRADING GUIDELINES (K-5)

San Felipe Del Rio CISD will use the following for reporting an elementary student's mastery of the grade-level Texas Essential Knowledge and Skills (TEKS) concepts and achievement:

- Minor Grades (may consist of classwork, homework, daily quizzes, and formative assessments)
- Major Grades (may consist of standards-based projects, essays or research papers, oral presentations, and summative assessments)

Grades will be reported every 3rd week (Progress Reports) and 6th week of each six-week grade reporting period. A student in any grade level from kindergarten through 5th grade shall not be given credit or a final grade for a class unless the student is in attendance 90 percent of the days the class is offered. (See FEC Legal)

Minimum Number of Grades

Grades will be sufficient in number and category to accurately measure a student's progress and achievement. Teachers should calculate and score:

1. A minimum of two minor grades per week throughout each six weeks; and
2. A minimum of four major grades for all subjects except math, each six weeks. For math, grades will be submitted in accordance with the Bluebonnet Curriculum Scope and Sequence.

Additionally:

- Teachers must post grades weekly in the district's Skyward reporting system.
- No major or minor grade may be counted more than once to meet minimum grade requirements.
- No single assignment or test grade should count more than 10% of the final grade, with the exception of the semester exam, which will count for 25% of the final grade for the course.
- No "blanket" grades are to be issued during any grading period. A blanket grade is given to every student in the class the same grade for an assignment without regard to individual achievement in core subjects.
- The teacher is responsible for grading. While peer review (e.g., peer editing and marking) can be a valuable learning activity, students are not permitted to grade tests, quizzes, or other major assignments.
- A student shall not be given credit or a final grade for a class unless the student is in attendance at least 90% of the days the class is offered.

Major Grades (40%) minimum of 4 grades per six weeks	Minor Grades (60%) minimum of 12 grades per six weeks
Major grades consist of, but are not limited to:	Minor grades consist of, but are not limited to:
<ul style="list-style-type: none"> • Summative Assessments • Formative and Unit Assessments • Standards-Based Projects • Essays or Research Papers • Oral Presentations • Comprehensive Labs 	<ul style="list-style-type: none"> • Formative Assessments • Homework • Class work • Announced and planned quizzes • Labs
Pacing Suggestion: <u>Two</u> major grades should be recorded at the 3rd-week progress report, and an additional two major grades by the 6th-week Report Card. Note: <u>Math grades should be recorded in alignment with the Bluebonnet Curriculum Scope and Sequence guide.</u>	Pacing Suggestion: <u>Two</u> minor grades should be recorded weekly throughout the six-week grading period.

Instructional Modifications and Accommodations

Each teacher must ensure the application of modifications and/or student accommodations in instruction and/or materials, to the degree specified on each student's individual modification sheets (for 504 students) or Individual Education Plan (IEP). EHBAB(LEGAL) 19 TAC 89.1075(c)

Late Work/Make-up Work

Students are expected to complete all assignments. If a student fails to complete assignments or if late assignments become a concern for that student, the teacher will notify the parent or guardian. Listed below are additional guidelines for make-up work:

Excused Absences

- Students will be expected to make up assignments and tests after an absence.
- Students are responsible for obtaining and completing the make-up assignments satisfactorily and within a reasonable amount of time specified by the teacher.
- Make-up assignments and assessments due to an excused absence (i.e., a documented medical appointment or school-sanctioned trip) submitted within 5 days of the assigned due date shall not be imposed a "late" penalty, and shall be awarded 100% of the earned grade.
- Make-up assignments submitted 6 days past the assigned due date due to an excused absence shall be considered late, and are subject to a "late" penalty as follows:
 - *Late 6 days = 5-point penalty
 - *Beyond 6 days = 5-point penalty for each day the assignment is late

Note: *If a student is unable to complete assignments or make-up work due to a prolonged illness or hospitalization, then the student's make-up assignments will be considered due 5 days after the student has obtained a medical release to return to school. Penalties will be incurred if an assignment is received on the 6th day or thereafter, as indicated above.*

Unexcused Absences

- *Students will be expected to make up assignments and tests after an absence.*
- *Students are responsible for obtaining and completing the make-up assignments satisfactorily and within a reasonable amount of time specified by the teacher.*
- Make-up assignments submitted past the assigned due date due to an unexcused absence shall be considered late, and are subject to a "late" penalty as follows:
 - *One to five days late = 5-point penalty for each day the assignment is late
 - *Beyond 6 days = teacher holds the sole discretion to accept work and assign a grade

Other guidelines

- SFDR-CISD will not impose a grade penalty for make-up assignments after an absence due to a suspension.
- A student may be required to attend a "before school" or "after school" teacher-led session or program to complete any missing and/or unsatisfactory assignments turned in after the due date.
- In extenuating circumstances, the Campus Attendance Committee shall review individual cases when incomplete grades are posted.

Incomplete Grades

An "I" recorded on the report card indicates an incomplete grade that must be cleared within the reporting period. It is the student's responsibility to make arrangements with the teacher to clear an incomplete grade. The principal retains the authority to extend time for completion in extenuating circumstances.

Reteaching

Teachers will use their professional judgment to determine when to implement reteaching strategies to strengthen or master skills. Reteaching may occur in various ways, including, but not limited to, independent practice, small group lessons or activities, or complete class lessons or activities.

Before posting the grades for an assignment/test, the teacher shall verify that 70% of the class section has met mastery. If 70% of that class section does not meet mastery, the teacher shall reteach and provide an alternate assignment to ensure 70% mastery before posting the grade.

Failing Grades

All grades (major and minor) recorded by teachers must reflect a student's mastery of the TEKS. Teachers will review failure reports at the end of each grading period to identify students who have not mastered grade-level standards.

Teachers are responsible for promptly posting and tracking grades, informing students, parents, and administrators of progress (or lack of progress), and taking action as follows:

A Failing Minor Grade	A Failing Major Grade	A Failing Grade on a Progress or 6 weeks Report Card
<p>Students who have a failing minor grade may have an opportunity, within a timely manner, to gain additional assistance from their teacher.</p> <p>These opportunities can be delivered either during class time or at an alternatively scheduled time with the teacher. This can be done through differentiated individual instruction, small group instruction, tutorials, etc.</p>	<p>When a student earns a 69 or below on a major grade (e.g. test, project, research paper, etc.), the teacher must allow the student a second opportunity to test or complete an assignment.</p> <p>Students who have a failing major grade should be given an opportunity to demonstrate growth in mastery of the skill(s) assessed with ONE of the options below:</p> <ul style="list-style-type: none"> • reteach AND reassess opportunity, • provide extra credit for a task that requires demonstration of the same learned concepts originally assessed, or • implement an alternatively designed assignment that may offer a student another way to demonstrate mastery of the learned concepts. <p>The highest grade the student can earn on a retest or a reassigned activity is a grade of 70. If the retest grade or the second assignment grade is also a failing grade, then the teacher should record the higher of the two grades in the grade book. If the student earns above a 70 on the retest or second assignment, then the teacher will enter a grade of 70.</p>	<p>Note: The actions listed in the previous columns should be taken and documented <u>BEFORE</u> a student receives a failing grade on a progress report or 6 weeks' report card grade.</p> <p>When a student is in jeopardy of failing a 3rd week IPR or 6-weeks subject or course grade, the teacher MUST:</p> <ul style="list-style-type: none"> • Make every effort to communicate directly with the parent or guardian and communicate and discuss options for remediation and intervention; and • Maintain constant dialogue and documentation of the communication with parent or guardian regarding the student's progress, AND • Assign the student to any appropriate remediation or intervention activity including any after-school tutorials as deemed appropriate.

Homework

A teacher may use homework to enrich or reinforce lessons or skills covered in class. When assigned, it should satisfy at least one of the following objectives:

- Provide a drill or practice in a particular skill.
- Give practice and extend understanding of concepts and material covered in class.
- Develop effective study methods.
- Provide advanced preparation for classroom work.
- Allow the student to make up work after an absence.

The teacher is responsible for assigning effective, well-planned homework assignments that help the student master the essential knowledge and skills.

Homework is...	Homework is not...
<ul style="list-style-type: none"> • Differentiated based on student need. • An extension of instruction for independent practice. • Used to reinforce skills introduced initially in the classroom. • Make-up work due to an absence. • Short assignments or long-term projects. • Coordinated with other teachers who share students. • Graded and returned to the student promptly with meaningful feedback. • Designed to be respectful of students' time. 	<ul style="list-style-type: none"> • Repetition of skills a student has already mastered. • Punishment for student misbehavior. • Assigned to keep students busy. • Assigned the day before a state assessment (STAAR, EOC) • Assigned over extended school breaks. • Worksheets NOT directly tied to class objectives. • Worksheets or tasks not correlated to the TEKS. • Tied to monetary value, such as bringing items for bonus points.

Student Responsibilities for Homework:	Parent/Guardian Responsibilities for Homework
<ol style="list-style-type: none"> 1. Ask the teacher for clear instructions when assignments are not understood. 2. Record assignments and due dates in a designated homework folder, notebook, or by setting calendar reminders on personal devices. 3. Complete and turn in assignments on time as directed by the teacher. 4. Develop proper study habits by: <ol style="list-style-type: none"> a. maintaining a daily assignment notebook or calendar reminders b. gathering proper materials needed for homework assignments before leaving campus c. finding a quiet, well-lit, and orderly place free of distractions or interruptions d. having a consistent homework time, and e. reading when no other assignment has been made. 	<ul style="list-style-type: none"> • Check your child's assignment notebook regularly • Provide a quiet, well-lit, and orderly place free of distractions or interruptions • Please provide your child with the necessary school supplies to complete their homework, such as notebook paper, pencils, and pens. • Designate a consistent homework time • Encourage reading when no other assignments have been made. • Discuss homework assignments with your child. • Keep a copy of the teacher's or district's homework policy and syllabus for reference when questions arise. • Promptly notify the school and provide medical excuses for make-up assignments.

Academic Dishonesty

The classroom teacher or principal will investigate when academic dishonesty comes into question by a student, including cheating or copying the work of another student, plagiarism, the use of artificial intelligence to complete an assignment in part or in whole unless approved by the classroom teacher, and unauthorized communication between students during an examination. The teacher will take into consideration written materials, observation, or information from students when investigating academic dishonesty. [See EIA]

A student found to have engaged in academic dishonesty will be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct.

Retention and Promotion Policy (EIE LOCAL)

Grade Level	Promotion Standard
Grades 1-8	<ul style="list-style-type: none"> Promotion to the next grade level shall be based on an overall average of 70 based on course-level, grade-level standards (TEKS) for all subject areas; and a A grade of 70 or above in three of the following subject areas: language arts, mathematics, science, and social studies.
Grades 9-12	<ul style="list-style-type: none"> Grade-level advancement for students in grades 9–12 shall be earned by course credits.

Note:

- Unless credit is awarded by the attendance committee or regained in accordance with a principal's plan [see FEC], a student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered. Education Code 25.092
- A student in Grades 1-8 who fails **three or more** core subject areas (language arts, mathematics, science, and social studies) with a score of 69 or below will be retained in the same grade level. EIE(LOCAL)

Parental Option to Retain

For grades 1 through 8, a parent may request that their student repeat the grade in which he/she was enrolled during the previous school year.

Note: If a district disagrees with the parent's election to retain their student, the district must convene a retention committee and meet with the parent or guardian to discuss retention. The meeting shall be conducted in person unless the parent or guardian agrees upon an alternative means. A student may not be retained for a grade or retake a course under this provision if the parent or guardian does not meet with the retention committee.