

**ELEMENTARY**

**GRADING AND REPORTING**



**San Marcos CISD**

**2020-2021**

**San Marcos CISD**  
**San Marcos, Texas**  
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## ELEMENTARY GRADING AND REPORTING 2020 COMMITTEE MEMBERS

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CORE COMMITMENTS				
 <b>Student Performance</b>	 <b>Academic Rigor</b>	 <b>Culture</b>	 <b>Achievement Gaps</b>	 <b>Community</b>
SMCISD is committed to all students performing at or above grade level	SMCISD is committed to establishing a rigorous academic culture where all students graduate college and career ready	SMCISD is committed to creating a culture of high expectations for performance and professionalism	SMCISD is committed to elimination of achievement gaps within student populations	SMCISD is committed to meaningful, reciprocal partnerships and opportunities which serve students, families, and the San Marcos community

# State and Local Curriculum

## Purpose of Grading Guidelines

The San Marcos CISD Curriculum Council meets during the course of the school year to consider feedback provided by stakeholders and provide input for enhancing communication between parents and campuses. Grades serve to monitor and assess student progress, document the level of mastery, and demonstrate what has been learned by students. Providing timely feedback to students and parents is essential in identifying areas of strengths and opportunities for growth.

## State Curriculum

Curriculum content is prescribed by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS). Local curriculum documents are based upon the state curriculum framework and SBOE approved standards. Curriculum content is not prescribed in detail by the Texas Education Agency but provides a framework to draw upon for the development of the district's locally adopted curriculum.

## Grading Policy

### **EIA (LEGAL) *Education Code 28.0216***

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

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
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.

### **EIA (LOCAL)**

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

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.

## **SMCISD Curriculum**

SMCISD utilizes the TEKS Resource System (TEKS RS), including YAGs (Year at a Glance), Scopes and Sequences, and units of study. Concurrently, members of the SMCISD Elementary Curriculum Council have worked together to locally align the SMCISD Elementary Curriculum, resulting in a rigorous and robust curriculum. The curriculum consists of readiness standards, supporting standards, power standards, tiered instructional strategies, language objectives, content objectives, strategies for differentiated instruction, technology integration, vocabulary, sample assessment items, and resources. The curriculum serves to support teachers in meeting the needs of individual students. The curriculum is reviewed, and contributing resources are updated regularly for each course or subject under the direction of the curriculum director with instructional coaches and teachers. The alignment of the objectives under these documents reflects the TEKS and ELPS and cannot be waived, altered, or portions eliminated, unless otherwise recommended by an Admission, Review, and Dismissal (ARD) Committee.

## **Instructional Materials**

State-adopted textbooks and electronic media serve as instructional resources to meet course and curriculum objectives. Instructional materials (either print or online versions) that have been evaluated by the state are placed on a list identifying their percentage of TEKS alignment. These instructional resources are offered for purchase and selected by the district through a formal committee process (19 TAC 67.107). The district must certify that all selected instructional materials meet 100% of the Texas Essential Knowledge and Skills. Requests for purchasing non-state adopted materials must be based upon analysis of alternate resources, student performance data and must follow the district's resource vetting process. In both cases, monies for purchased materials are deducted from the allotment provided from the state.

## **Instructional Practices & Grading Philosophy**

Instructional strategies and practices to ensure student success are based upon campus and teacher analysis of student needs, effective teaching practices, student learning styles, and demonstrated success through the assessment process.

Student academic achievement shall be based on the degree of mastery of the instructional objectives that reflect the Texas Education Agency TEKS and address the skills and concepts needed for successful performance in the current grade and subsequent grades.

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.

Grades should be fairly determined from a wide variety of data sources, which could include student performance on daily in-class assignments, formative assessments, 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.

Effective teachers use grading as part of the intricate process of learning. Using the TEKS as the foundation of the curriculum, teachers begin by thoughtfully considering what the students already know and what they need to learn.

Teachers:

- construct assignments and tests 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; and
- apply 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 portfolios, projects, presentations/performances, 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 SMCISD

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

In addition, grading should help the teacher:

1. Communicate progress to the student and parent/guardian on the mastery of the TEKS;
2. Appraise the effectiveness of teaching strategies and modes of instruction;

3. Evaluate the strengths and needs of each student; and
4. Determine if credit will be awarded.

Grading should help the parents/guardians

1. Understand their child as a learner;
2. Be knowledgeable about the student's mastery of the TEKS;
3. Guide the student in making academic progress toward successful graduation; and
4. Encourage the student to give maximum performance in academic areas.

Grading should help the student:

1. Evaluate and see personal progress on mastery of the TEKS and
2. Recognize how work may be improved.

## Academic Achievement: Retention and Promotion

### Curriculum Mastery

A student will be promoted on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. [See *District Policy: EIE Local and EIA Legal.*]

### Official Grade Reports

#### Progress Reports

The purpose of the progress report is to inform students, parents/guardians, and campus administrators regarding progress in a subject, in conduct, or in both. The progress report reflects both satisfactory and unsatisfactory student progress.

- All elementary students will receive a progress report at the midpoint of the nine-week period. Reports are sent home with the student.
- It is expected that parents be contacted if the student is in danger of failing at the progress reporting period or if there is a significant drop in grades.

## Report Cards

A report card is a communication tool for parents/guardians and students. Report cards provide information regarding academic progress as well as attendance information.

- Report cards are computer generated for grades PreK - 12th.
- Report cards are issued once at the end of each grading period. Both elementary and secondary campuses follow a nine-week grading period.
- Elementary report cards are given to parents on Parent Conference day and are sent home with the student at the end of each grading period every nine weeks according to the district calendar. We highly recommend parents view student grades through the [Home Access Center](#).
- Year-end report grading procedures for elementary campuses will be communicated by the department of PEIMS reporting with specific data entry dates.

## Academic Integrity

Academic integrity is a fundamental value of teaching, learning, and scholarship. SMCISD has the primary responsibility for protecting and promoting the highest standards of academic integrity. Both students and faculty will thrive in an atmosphere where academic work is challenging, relevant and fair.

### **Academic dishonesty as defined in the San Marcos SMCISD Policy (EIA)**

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism of any kind, including the use of electronic media, 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 another supervising employee, taking into consideration written materials, observation, or information from students.

### **Behaviors defined as cheating include, but are not limited to:**

- Giving or receiving information, looking at someone else's work, or allowing someone else to see one's work during an exam, test or quiz.
- Unauthorized receipt or distribution of exam, test or quiz contents, materials, or answer key.
- Use of unauthorized resources such as notes, cell phones, or other electronic devices during an exam.



- Taking an exam, producing a project, paper or assignment for another student or asking someone to take an exam or produce a project, paper or assignment for an individual.
- Copying work assigned to be done independently or letting others copy one's work.

### **Behaviors defined as plagiarism include, but are not limited to**

- Any misrepresentation of another's work as one's own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, electronic media, and other similar works.
- Paraphrasing another's work as one's own without proper citation also constitutes plagiarism.

### **Academic dishonesty will result in academic and/or behavioral consequences**

- A student found to have engaged in academic dishonesty will be subject to loss of credit for the work in question, as well as disciplinary penalties, according to the Student Code of Conduct.

# Guidelines by Grade Level

## PreKindergarten

Achievement or progress in Pre-Kindergarten shall be reported for individual skills during every nine weeks on the report card as:

M - Mastery

D - Developing

N - Needs Improvement

\* - Not Yet Assessed

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## Kindergarten - First Grade Mastery and Promotion Standards

### Mastery in Kindergarten and First Grades shall be determined as follows:

1. Running records, formative assessments, course assignments, and unit evaluation shall be used to determine student grades in a subject.

2. Course assignments and unit evaluations for all courses in Kindergarten and First Grade use

**+** - **Mastery** to indicate student “Independently Uses Skill”; **✓** - **Developing** to indicate the student is “Developing the Skill”; **—** - **Insufficient Progress** toward mastering the skill and below grade-level proficiency, and **■** - **“Not Yet Assessed”**.

<b>+</b> - Independently Uses Skill (Mastery)
<b>✓</b> - Developing Skill
<b>—</b> - Insufficient Progress
<b>■</b> - Not Yet Assessed

### **Promotion**

In Kindergarten and First Grade, promotion to the next grade level shall be made for students who demonstrate grade-level mastery of at least 70% of the grade-level TEKS. The decision of a campus promotion/retention committee, which includes parents/guardians, shall determine promotion for students not meeting a minimum of 70% grade-level mastery.

### **Reducing Student Retention**

The District recognizes that the retaining of students is not an effective strategy nor intervention. Therefore, the District shall establish procedures designed to provide students with the support needed to master grade-level skills through effective Response to Intervention processes.

**Recording Grades for Suspended Students** The District shall not impose a grade penalty for makeup work after a suspension.

**Recording Grades for Absences** In the event of an absence, a student must make up the missed work. The teacher will work with the parent or guardian to assist the child. The District shall not impose a grade penalty for make-up work after an unexcused absence.

**Advanced Placement Exams, Credit by Exam** With Board approval, the District shall develop or purchase examinations for acceleration that thoroughly test the essential knowledge and skills for each primary school grade level and for credit for secondary school academic subjects.

The District shall develop procedures for kindergarten acceleration that are approved by the Board.

The District shall accelerate a student in grades 1-5 one grade level if the student meets the following requirements:

1. The student scores 80 percent or above on a criterion-referenced test for the grade level to be skipped in each of the following areas: language arts, mathematics, science, and social studies;
2. A District representative recommends that the student be accelerated; and
3. The student's parent or guardian gives written approval of the acceleration.

No fee shall be charged for an examination for acceleration provided by the District. If a parent or student requests an alternate examination, the District may administer a test purchased by the parent or student from a State Board-approved university.

Approval of credit or advancement on the basis of an examination for acceleration shall be by the Superintendent or designee, in accordance with State Board rules.

Please contact Debbie Smith, District Coordinator for Gifted, Talented, and Advanced Academics for additional information at (512)393-6700.

<b>Homework</b>	<p>Students may be assigned appropriate, relevant, and meaningful homework activities. Homework is intended to help students develop independent study habits, reinforce classroom learning, and enrich academic activities.</p> <p>Homework should include reading, and may include practice of previously learned concepts or skills:  Homework for Kindergarten should not exceed 15 - 20 minutes  Homework for 1st grade should not exceed 20 - 30 minutes</p>
<b>Special Populations</b>	<p>Each campus in the District shall ensure that each student, other than a student with disabilities whose individual education plan (IEP) provides for alternative achievement standards, demonstrates mastery of the TEKS adopted by the State Board.</p> <p>In assessing students of limited English proficiency for mastery of the TEKS, the District shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways:</p> <ol style="list-style-type: none"> <li>1. Assessment in the primary language.</li> <li>2. Assessment using ESL methodologies.</li> <li>3. Assessment with multiple varied instruments.</li> <li>4. Assessment with accommodations as determined by LPAC.</li> </ol>
<b>Students with Disabilities</b>	<p>Promotion standards or grade level classification of special education students shall be determined by the ARD committee.</p>
<b>Interim Progress Reports</b>	<p>Interim Progress Reports (IPRs) shall be distributed to Kindergarten and 1st-grade students in the 2nd, 3rd, and 4th grading periods.</p>
<b>Extenuating Circumstances</b>	<p>Teachers may give students a grade of "I"(Incomplete) on a nine-week or semester report card if the student missed work due to extenuating circumstances (illness, funerals, hospitalization, etc.). Missed work must be made up within ten days of the student's return, or at the principal's discretion. All "I's" must have the approval of the principal.</p>
<b>Makeup Work</b>	<p>Students who miss any work in class due to an absence must make up the work. When classes are missed due to reasons other than extenuating circumstances (illness, funerals, hospitalization, etc.) it is the responsibility of the student and parent or guardian to notify the school and to pick up assignments prior to the absence. Missed work must be made up within three days of the student's return, or at the principal's discretion.</p>

## Grades 2nd - 5th

**Grading 2nd - 5th** Each school shall determine student academic achievement using a numerical score on a scale of 0-100. Numerical scores shall be established for language arts and reading, mathematics, science, and social studies. Physical education/health and fine arts shall be reported as E (90-100), S (80-89), N (70-79) and U (69 and below.)

**Permanent Record** Numerical scores shall be maintained in the permanent records for grades 2nd through 5th in reading/language arts, science, social studies, and math.

### Promotion Criteria/Standards for Mastery

**Mastery shall be determined as follows:**

Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher, based on a scale of 0 to 100, shall be considered a passing grade for reading, language arts, mathematics, social studies and science in grades 2-5.

A = 90 - 100
B = 80 - 89
C = 70 - 79
F = 0 - 69

Course assignments and unit evaluations for courses other than language arts/reading, mathematics, social studies, and science in grades 2-5 use an E (Excellent), S (Satisfactory), N (Needs Improvement), or U (Unsatisfactory), with an E, S, or N representing passing.

E - Excellent (90-100)
S - Satisfactory (80-89)
N - Needs Improvement (70-79)
U - Unsatisfactory (less than 70)

Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, nine-week, and final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

**Promotion:**

Promotion for grades 2nd - 5th shall require 70% or higher in all four of the following subject areas: language arts and reading, mathematics, science, and social studies. The campus promotion/retention committee shall make the determination regarding promotion. The District recognizes that the retaining of students is not an effective strategy nor intervention. Therefore, the District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being the elimination of the practice of retaining students.

Promotion in grade 5 is also subject to the Student Success Initiative requirements. Students in grade 5 must meet the passing standard established by the State Board of Education on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade.

**Grade Reporting** In reading/language arts and mathematics, each teacher must record a minimum of **five** equally weighted grades per grading period.

A minimum of **three** equally weighted grades will be recorded for social studies and science in the grade book during each grading period.

**Standards-Based Grading** Students will be held accountable for all STAAR objectives/TEKS taught during every nine weeks.

**Recording Grades for Suspended Students** The district shall not impose a grade penalty for makeup work after an absence due to suspension. The student must satisfactorily complete the assignments missed within three days of his/her return to school, or at the principal's discretion.

**Recording Grades for Absences** In the event of an absence, a student must make up the missed work. The teacher will work with the parent to assist the child.

**Advanced  
Placement Exams,  
Credit by Exam,  
and  
Correspondence  
Courses**

The Superintendent or designee shall be responsible for the development and/or selection of tests for students without prior instruction. Whether tests are developed by the District or purchased from a State Board-approved university, each examination shall thoroughly test the TEKS and skills in the applicable grade level or subject area.

The Superintendent or designee shall establish a schedule with a minimum of nine dates, in accordance with State Board rules, when examinations for acceleration shall be administered to students in grades 1st - 12th. The Superintendent or designee shall ensure that such dates are published in the student handbook and in other District publications, as appropriate. The minimum assessment dates shall be the third Tuesday of August, October, February, and April; and the second Tuesday of December and June of the calendar year.

A student planning to take an examination for acceleration shall be required to register with the principal or designee no later than fourteen (14) days prior to the scheduled testing date on which the student wishes to take the test.

No fee shall be charged for an examination for acceleration provided by the District. If a parent, guardian, or student requests an alternate examination, the District may administer a test purchased by the parent, guardian, or student from a State Board-approved university.

Approval of credit or advancement on the basis of an examination for acceleration shall be by the Superintendent or designee, in accordance with State Board rules

**Special Populations**

Each campus in the District shall ensure that each student, other than a student with disabilities whose individual education plan (IEP) provides for alternative achievement standards, demonstrates mastery of the TEKS adopted by the State Board.

In assessing students of limited English proficiency for mastery of the TEKS, the District shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways:

1. Assessment in the primary language.
2. Assessment using ESL methodologies.
3. Assessment with multiple varied instruments.
4. Assessment with accommodations as determined by LPAC.

\*Special Education and Section 504 students will have their STAAR testing accommodations followed during the benchmark assessments. Reports will reflect these accommodations only. Grades will be adjusted to fit the IEP/IAP accommodations.

**Students with Disabilities**

Promotion standards or grade level classification of special education students shall be determined by the ARD committee or by the Section 504 committee, as appropriate.

**Academic Dishonesty**

Academic dishonesty includes 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 employees, taking into consideration written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties as outlined in the Student Code of Conduct. An alternate assignment for the work in question may be given with no grade penalty.

**Interim Progress Reports**

Teachers shall schedule a conference with parents or guardians a minimum of twice a year. Teachers shall send out individualized progress reports to parents or guardians at the midpoint of each grading period. Report cards shall be sent at the end of every grading period.



**Extenuating  
Circumstances**

Teachers may give students a grade of "I"(Incomplete) on a nine-week or semester report card if the student missed work due to extenuating circumstances (illness, funerals, hospitalization, etc.). Missed work must be made up within ten days of the student's return, or at the principal's discretion. All "I's" must have the approval of the principal and additional time to complete missed work may be granted at the principal's discretion.

**Makeup Work**

Students who miss any work in class due to an absence must make up the work. When classes are missed due to reasons other than extenuating circumstances (illness, funerals, hospitalization, etc.), the student will be allowed three days to make up the assigned work, or at the principal's discretion. With the approval of the principal, a waiver of the three-day rule may be obtained by the teacher for a student. When classes are missed due to school-related activities, it is the responsibility of the involved student to pick up assignments prior to the absence and be prepared to turn in work or take exams upon the day of return.

**Homework**

Students may be assigned appropriate, relevant, and meaningful homework activities. Homework is intended to help students develop independent study habits, reinforce classroom learning, and enrich academic activities.

Homework should include reading, and may include practice of previously learned concepts or skills, and should not exceed:

2nd grade	20 - 30 minutes
3rd grade	20 - 45 minutes
4th grade	20 - 45 minutes
5th grade	20 - 60 minutes