



Bay City ISD Elementary Grading Guidelines

Table of Contents

Grades	2
Instructional Practice	2
Academic Achievement	2
Homework	3
Reassessment	4
Late Work/Makeup Work	4
Minimum Number of Grades	5
Formative/Summative Assessments	5
Students with IEP's/Accommodations	5
Grading Scales	6
PK	6
Grade K-1	6
Grade 2-5	7
Report Card/Progress Reports	7
PK-5 Program of Studies	8
Promotion/Retention	9
Perfect Attendance	9
Acknowledgement Page	10

Grades

Grades are a reflection of a student's achievement of learning standards. Grades should not be given for returning signed papers, attending school functions (does not include course required performances), bringing supplies, or any other activity that does not reflect mastery of learning standards.

Instructional Practice (Minor grades)

When a student learns new material, he or she goes through a time of wrestling with the material before eventually mastering the information or skills. It is expected that a student will make some mistakes during this learning process. Any work done during this learning period is considered *Instructional Practice*. The purpose of *Instructional Practice* is not to evaluate a student's final achievement of a topic, but to determine where he or she is in the learning process, diagnose any problems, and aid in getting the help needed to learn the material. *Instructional Practice* could consist of different types of assessments including, but not limited to:

- Rubric graded notebooks and journals based on TEKS
- Teacher observations
- Formative assessments
- Learning centers/stations
- Writing Processes

Academic Achievement (Major grades)

The purpose of *Academic Achievement* is to evaluate how well a student is meeting the learning standards. Some student work for *Academic Achievement* may take place outside of the classroom. *Academic Achievement* could consist of many different types of assessments including, but not limited to:

- Tests
- Presentations
- Research projects
- Performance assessments
- Special projects related to the TEKS

Homework

Research indicates that there is great benefit in family time, extra-curricular activities, and other community activities outside of school that help develop the social awareness and emotional soft skills that children need to be successful in life. Therefore, teachers are not required to assign homework. However, these guidelines provide a form of consistency for all BCISD teachers, if homework is assigned. Teachers are expected to provide timely feedback on all homework assigned through comments or grading to recognize the effort of the student and indicate use by teacher to guide instruction. Homework is for the purposes of independent practice, extension, and enrichment of topics covered in class to reinforce previously taught basic skills. Assignments must be related to state and /or local curriculum standards. While students should be able to complete homework assignments independently, parents are encouraged to oversee the assignments. Homework may be modified to meet the needs, abilities, or interests of individual students and can be accommodated or modified according to a Individual Education Plan or 504 Plan. Homework will not be assigned (created) as a consequence for misbehavior. Grade levels should work collaboratively to ensure that homework across the grade levels does not exceed the following time parameters.

Elementary Homework Guidelines		
	K-2nd	2nd-5th
Time	<ul style="list-style-type: none"> • Maximum- 15 minutes per night total. • Student works until homework is complete OR until maximum time--whichever comes first. 	<ul style="list-style-type: none"> • Maximum- 30 minutes per night total. • Student works until homework is complete OR until maximum time--whichever comes first.
Grade	<ul style="list-style-type: none"> • No academic grade. • No negative consequences should be tied to homework. 	<ul style="list-style-type: none"> • No academic grade. • No negative consequences should be tied to homework.
School Holidays/ Weekends	<ul style="list-style-type: none"> • No homework 	<ul style="list-style-type: none"> • No homework
Type	<ul style="list-style-type: none"> • Differentiated and meaningful homework tied to TEKS. • Emphasis on process not product. • Emphasis on reading/writing and math concepts to reinforce previously taught basic skills. 	<ul style="list-style-type: none"> • Differentiated and meaningful homework tied to TEKS. • Emphasis on process not product. • Homework primarily consists of reading, practice in mathematics, application of writing skills.

Reteaching/Reassessment

Reteaching should be an integral part of instruction in all grades and in all subjects whenever the teacher determines that the mastery of the TEKS has not been accomplished. At elementary, teachers will provide a reasonable opportunity to reassess mastery of TEKS when a student fails to master the content and receives a failing grade (below 70%) on a summative assessment (tests and/or in-class projects). The reassessment may be paper/pencil, observation, or demonstration. The reassessment must occur prior to the next test and within the same six weeks. Only **one** reassessment may be taken per failing assessment. Students will receive full credit for the reassessment and that grade will be entered into the gradebook.

Late Work/Make-up Work

Students must be given a reasonable opportunity to make up a class assignment, course performance or assessment for which he/she was absent. Make-up work is assigned the same grading guidelines as regular assigned work. There is not a penalty for make-up work that is turned in within the district timelines. For every school day absent, the student has the number of days absent plus one additional day for completion. Teachers may assign different or additional work to ensure students who have been absent have sufficient opportunity to master the essential knowledge and skills or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course. All work will be completed by the end of the progress reporting period and the end of the six weeks for full credit. Any work turned in after the reporting period will need principal approval.

Minimum Number of Grades

For each report card period, the minimum number of grades to be used in calculating the average for each core subject and/or course is as follows:

Grade PK-1 - Standards-based grading and authentic assessment will document a student's current level of proficiency per six weeks.

Grades 2-5 - A minimum of six grades per subject per six weeks (English Language Arts, Math, Science, and Social Studies) At least 50% of the science grades must be from the classroom or lab investigations. Teachers should evenly distribute the graded assignments throughout the grading period and keep their online gradebook updated weekly.

Grades 3-5 - In Specials and PE, participation and performance is the objective. This will be reported on report cards with an E,S,N,U.

Formative and Summative Assessments:

Daily oral or written work measuring student progress

Projects

Lab work

Presentations

Performance requirements in alignment with course standards

Tests

Quizzes

Students with Special Needs

Teachers will follow and implement any specialized learning accommodations, modifications, and language/content supports as outlined by the student's IEP, 504 Plan or Language Proficiency Committee recommendations.

For students receiving inclusion support, grades should be given by both the inclusion teacher and the classroom teacher as appropriate to the student's IEP and the percentage of time the student receives direct support from the special education teacher. (Example: If a student receives 50% of ELAR instruction in the general education setting and 50% with an inclusion and/or resource teacher, the grades given should be reflected accordingly)

Best practices for grading students with special needs can be referenced in this document:

Grading Scales

PreK Assessment and Reporting: Standards Based Report Card

PreK students will be assessed each six weeks throughout the school year using the Fueling Brains Executive Functioning Assessment. Progress data on these executive functioning skills and PK Standards will be shared with parents through a standards based report card, either through parent conference and/or through report mailed/sent home. This information is aligned to the Texas PreKindergarten Guidelines. A final cumulative report must be filed in each student's cumulative folder at the end of the school year.

Grade K -1: Standards Based Report Card

In Kindergarten and Grade 1, no weight will be assigned in reporting progress. Standards based grading and authentic assessment will contribute to determining a student's progress in reading, language arts, math, science, and social studies.

STUDENT MASTERY LEVELS				
E	S	N	U	NA
Exceeds: Consistently demonstrates the concept of skill being taught	Satisfactory: Progress continuously	Needs Improvement: Time needed for additional learning	Unsatisfactory Not on target to master skill	Not Accessed: Skills not taught

E,S,N,U are used to report conduct as well as Art, Music, and PE participation/performance

Grade 2-5 :

Equal weight is given in each subject to all formative work that focuses on student learning

such as daily class work as well as formative assessments and summative assessments. Spelling and grammar are best taught embedded in the writing process. If spelling is taught through memorized lists, it may not exceed more than 10% of the overall Language Arts grade. Assessment of reading and writing TEKS must make up a minimum of 90% of the Language Arts Grade.

Numerical Grades will be given. A 100 is the highest grade that can be recorded. The lowest passing grade is a 70. The grading scale is:

A= 90-100

B= 80-89

C= 75-79

D=70-74

F= 69 and below (Failing)

Report Card and/or Progress Report Average

In grade K, no weight will be assigned in reporting progress. Kindergarten teachers will use the district's electronic grade book to report progress four times a year using (E,S,N,U). Teachers are to follow district assessment directions to determine mastery of academic skills in reading, language arts, math, science, and social studies. Parents will be able to view the standards based report card in Parent Portal.

In grades 2-5, each six weeks grade (including class work, projects, and tests) is considered equally when the grade is computed.

Citizenship and work habit skills are to be graded each grading period on the report card for grades K-5 using (E,S,N,U).

Progress reports will be sent home once per six week grading period or at the approximate mid point of that grading period. This will usually be the 3 week mark, however, some grading period vary slightly in length. Campus principals will communicate when the progress reporting periods will be scheduled through campus and classroom newsletters and the BCISD website.

Bay City ISD

2021-2022 PROGRAM OF STUDIES: PK-5

Pre-K

Circle Time Small or Whole Group	Daily
Read Aloud	3 times a day
PE/Recess	Daily
Centers: Math/Science, Pretend and Learn, Construction, Writing, Creation, ABC, Listening, Library, etc.	Daily 45-60 minutes
Writing (shared and individual)	Daily
Small Group (ELA, Math)	Daily
Learning/Technology Labs (academic-skill specific)	Daily
Science/Social Studies is integrated into all areas.	Daily

Kindergarten – Fifth Grade

		K	1	2	3	4	5
Language Arts	Daily	160	150	150	120	120	100
Mathematics	Daily	90	90	90	120	120	100
Social Studies	Weekly	150 minutes per week					
Science	Weekly	150 minutes per week					
Technology	Weekly	In the specials rotation					
Physical Education/Health	135 Minutes Per Week Minimum						
Specials	On a Rotation Basis						
Intervention and/or Enrichment	Daily	Set time has been established daily at each campus					

Promotion/Retention

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.

Perfect Attendance

Regular school attendance is vital for student academic success. It is fundamental in giving all students the best opportunity to succeed.

A student must physically be present at school to receive perfect attendance with no more than (3) early pick-ups and/or tardies, whether **excused or unexcused**. Perfect attendance is recognized each 6 weeks on each elementary campus, as well as overall for the entire school year at the conclusion of the school year.

Acknowledgement

I have received training from my campus administration in the Bay City ISD Elementary Grading and Reporting Guidelines.

Printed name

Date

Signature

