



Elementary
Grading and Reporting Handbook

2018-2019

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Expectations for the Grading and Reporting of Student Progress
Employee Acknowledgement Form

Judson ISD Board Policy EIA (LOCAL) mandates that the Superintendent or designee shall ensure that each campus or instructional leader develops guidelines for teachers to follow in determining grades for students. The 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 Judson ISD Elementary School Grading and Reporting Handbook is written to provide direction and equity in the evaluation and communication of student academic performance. The information and policies in the Handbook are subject to change, and I acknowledge that revisions may occur. All changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing guidelines. Only the Superintendent or the Superintendent's designee has the ability to adopt any revisions to the information in the Handbook.

I understand that I should consult my principal regarding any questions I have regarding the Grading Handbook. I further understand that it is my professional responsibility to read and comply with the policies and guidelines contained in the JISD Elementary School Grading and Reporting Handbook and any revisions made to it during the academic year.

Please sign and give this form to your campus principal.

Employee's Signature

Date

Employee's Printed Name

Employee ID

This acknowledgement form will be kept by the campus principal.

Foreword

The purpose of this handbook is to delineate uniform grading and reporting guidelines for teachers and administrators. The guidelines outlined in this handbook adhere to the requirements of the Texas Education Code (TEC), the Texas Administrative Code (TAC), and Judson Independent School District (JISD) policies and regulations.

Grading is the process by which teachers assess student learning and progress towards mastering the Texas Essential Knowledge and Skills (TEKS). Reporting is the process by which teachers communicate information to parents/guardians about student mastery of taught subject matter and skills.

This handbook will be reviewed annually by a Handbook Review Committee and adjustments will be made as necessary.

General Information

Courses of Study/Advancement

JISD follows the Texas Essential Knowledge and Skills (TEKS) and Pre-K Guidelines approved by the State Board of Education. Students are required to demonstrate the knowledge and skills necessary to read, write, compute, problem solve, think critically, apply technology, and communicate across all subject areas.

Absences

Students must be in attendance for at least 90 percent of the days school is in session in order to receive credit for the school year. If students do not meet this requirement, only an official attendance committee can consider grade level advancement (EI Legal).

Confidentiality Statement Regarding Student Grades

Although teachers may choose to involve students and/or others in certain appropriate monitoring tasks (e.g. checking if homework has been turned in), the responsibility for grading student classwork and homework is bestowed solely upon the professional staff of the school.

Homework

The purpose of homework is to promote high-quality student learning and achievement. Homework is an out-of-classroom learning experience assigned by a teacher to enhance student learning. It is to target specific learning outcomes, reinforce TEKS taught in the classroom, and provide practice in specific skills. Homework is to be reviewed by teachers to assess students' skills and knowledge in order to inform instruction.

When assigning homework, teachers will ensure that students are provided with sufficient information and direction to complete the homework assignment independently, and that the assignment is not excessive for its intended purpose. In addition, homework is not to be assigned as a disciplinary consequence.

Effective Homework Assignments

1. Are curriculum-based and meet the needs of students through differentiation;
2. Are designed to require no additional teaching outside of the classroom;
3. Are clearly articulated and designed so students know what is expected of them before leaving the classroom;
4. Are engaging and relevant to student learning;
5. Do not require resources or technology to which a student may not have access; and
6. Do not require parents/guardians to teach new concepts.

Teacher Responsibilities

1. Ensure students understand and know how to successfully complete assignments.
2. Define work to be completed at home and make sure appropriate resources/materials are readily available.

3. Give instructions to parents/guardians, when appropriate, and explain how they may help students complete the assignment.
4. Ensure any instructions going home are provided in the parent's native language whenever possible.
5. Consider homework as one part of the total learning process by monitoring, collecting, and providing meaningful feedback to students.
6. Review and grade homework assignments regularly to give students feedback on their learning.
7. Inform students of homework assignments missed due to absences or substitute another activity for the assignment to ensure seamless learning occurs.
8. Do not assign homework/projects over extended holidays within the school year that are due the first day of class when students return from the holiday.

Student Responsibilities

1. Understand the homework assignments before leaving school.
2. Take home all necessary materials to complete assignments.
3. Have organized means of keeping and carrying homework to and from school.
4. Arrange a place to work and have a regular time to study.
5. Schedule a time for homework that is compatible with family and/or afterschool activities.
6. Complete homework with minimal parental help.
7. Complete homework assignments carefully and neatly.
8. Complete homework and turn it in on time.
9. Budget time for long-term projects.
10. Complete all work missed due to absences or school activities.

Parent Responsibilities

1. Read and discuss the District's homework policy with the student and encourage good study habits.
2. Communicate homework concerns and questions to the teacher.
3. Encourage student to get additional help from the teacher when necessary.
4. Provide an appropriate time and environment for the student to study and learn.
5. Check homework for completion.

Kindergarten Homework Expectations

Homework expectations for kinder students are:

- Homework should be a review or reinforcement of skills already covered in the classroom and should not be new information for the student.
- Homework should not exceed 30 minutes nightly, at least 15 minutes of reading is included within the 30 minutes.

Grade 1 Homework Expectations

Homework expectations for first grade students are:

- Assignments with grades reported as class work grades are to be completed in the classroom.
- Work assigned to be completed at home must be evaluated as homework and recorded in the homework section of the grade book.
- Homework should be a review or reinforcement of skills already covered in the classroom and should not be new information for the student.
- Homework should not exceed 30 minutes nightly, at least 15 minutes of reading is included within the 30 minutes.

Grades 2 – 5 Homework Expectations

Homework expectations for grade 2–5 students are:

- Assignments with grades reported as class work grades are to be completed in the classroom.
- Work assigned to be completed at home must be evaluated as homework and recorded in the homework section of the grade book.
- Homework should be a review or reinforcement of skills already covered in the classroom and should not be new information for the student.
- Homework should not exceed 45 minutes nightly, including reading and math facts. Students are expected to complete all homework assignments. Students in grades 2-5 are expected to read, or be read to, for at least 20 minutes each school night. Students should also practice math facts weekly. If a student has two or more teachers, the teachers are expected to coordinate homework to adhere to the maximum time frame.

Reteaching/Retesting/Failing Assignments

Reteaching shall be defined as another presentation of content, usually to provide an additional opportunity for a student to learn. Reteaching may vary from subject to subject or from class to class, and even from student to student. It may be as simple as repeating the concept. If the student still does not understand the concept, the teacher might use different materials or

modalities to present the concept again. If the initial instruction was primarily visual, the reteaching activity might be manipulative. If the teacher used the deduction approach initially, the reteaching activity might use an inductive approach, thus allowing the student to gain a new perspective on the task (EIA Local).

Reteaching shall be an integral part of the lesson cycle and may occur in many different situations, such as direct teaching as a teacher checks for understanding, guided practice as a teacher monitors, or independent practice as students work individually or in cooperative learning groups.

Teachers shall plan for reteaching at the same time they plan initial instruction, thereby ensuring that alternative instructional strategies are immediately available when needed. If initial reteaching efforts are unsuccessful, then the time outside of class may be necessary to reteach. If instructional efforts are unsuccessful, further review of a student's needs using universal screens, data history and student work may be needed to intervene (RTI process).

Reteaching to ensure that students master the material may include but shall not be limited to the following; the teacher may require the student to attend a tutorial program or remedial classes, (Cocurricular or extracurricular activities shall not interfere with the requirement to attend these activities), the teacher may assign additional work on a particular unit for the student to complete, and the teacher may work with small groups during class time while other students work independently.

1. The teacher will provide reteaching and retesting during class time if 30% or more students in a class fail to demonstrate at least 70% mastery of the TEKS on a major examination. A major examination is considered an examination that counts towards 40% of a student's grade. All students will be given the opportunity for reteach and to retest with the higher of the two grades being recorded. A student's refusal to retest will be documented by the teacher.
2. When less than 30% of a class has failed any major examination individual students must be provided the opportunity to make-up or redo the assessment for which the student received a failing grade. The teacher will provide an opportunity for reteaching prior to retesting. A student shall receive a 75 if mastery is demonstrated.
3. A teacher will allow individual students to make-up or redo any assignments they have failed within three days of the date the failing grade is entered in the electronic grade book or the end of the nine weeks, whichever is sooner. The teacher may require the student to participate in tutorials, redo/revise the assignment, complete an alternate assignment or any other reasonable assignment. A student shall receive a 75 if mastery is demonstrated.

Grading in Special Programs

Bilingual and English as a Second Language (ESL)/Dual Programs

All JISD expectations apply to English Language Learners (ELLs). In evaluating the progress of ELL students, teachers must recognize the critical processes and features of second language acquisition, including cognitive, affective, and linguistic. Teachers must also make sure to provide students with appropriate instruction to enable ELL students to meet these expectations at each student's level of proficiency in English. In addition, teachers are responsible for ensuring that the English Language Proficiency Standards (ELPS) are part of the planning process to ascertain that students have adequate support. Word walls, anchor charts, and exemplars should include graphic representation.

Furthermore, ELL students are not exempt from grades and should receive a grade based on the state's TEKS in all subjects for each six-week grading period. All ELL student grades need to reflect their linguistic accommodations and modifications determined by the Language Proficiency Assessment Committee (LPAC) or the Admission, Review, and Dismissal Committee and should not have failing grades due to their limited English proficiency. Teachers should be aware of their students' level of English language proficiency and keep a list of language proficiency levels and required accommodations in data binders.

Talented and Gifted Program

Students participating in the JISD Talented and Gifted (TAG) program are not to be held accountable for lessons/activities that occur in their homeroom while they are attending their TAG class. TAG students may be required to complete homework assignments on the day they attend their TAG class if they have been provided with adequate/necessary instruction before the assignment was given and if their classmates were not given an opportunity to begin the assignment in their class. TAG students are not to be kept from attending their TAG class in order to complete any assignment/activity required by their classroom teacher (this does not include field trips or assemblies). Assignments for TAG students should involve more depth and complexity of thought, not just an assignment with additional work or more assignments at the same level of peers.

Students with Disabilities

Students who receive special education services are expected to follow the TEKS as the basis for their educational program. The Admission, Review, and Dismissal Committee (ARD) may recommend instructional accommodations and content modifications. Grades for students with disabilities must be based upon performance that demonstrates mastery of the TEKS through the use of ARD recommended accommodations and/or modifications. In addition, grades for students with disabilities may be reported by the general education teacher, special education teacher, and/or a combination of both teachers as determined by the ARD. Joint or dual grading is an option that must be stated in the student's Individual Education Plan (IEP).

Grading Guidelines

The JISD grading checklist (Pre-K–Kinder) should reflect the Pre-K guidelines and Kindergarten TEKS. The JISD report cards (Grades 1–5) are to reflect each student’s individual growth and acquisition of the TEKS.

- A. Teachers are to maintain students’ grades and progress on the District’s electronic grade book program.
- B. Teacher grade books are auditable documents and are maintained digitally by network services.
- C. Final grades for a school year are to be maintained in the student’s cumulative permanent record.
- D. District formative and diagnostic instruments, such as CBAs, Universal Screens, and campus running records, are not to be taken for a grade.
- E. Teachers are expected to record a minimum of two daily assignment grades per week for all report card content areas. The first week of school, district-wide assessments, and state testing weeks are allowable exceptions.
- F. Grades are to be updated on a weekly basis. Grades must be inputted by the following Monday at 4:00 PM. Teachers will have five (5) school days (with exceptions only for major projects) from the assignment due dates to enter its grade.
- G. Each nine weeks final grade must include an average of the following: the daily assignment requirements (listed in H), quizzes, homework, and a minimum of two tests. Project grades may also be included.
- H. Grading categories and weights are to be as follows for grade 1:
 - a. Tests/Major Projects/Quizzes/Daily Assignments: 90%
 - b. Homework: 10%Grading categories and weights are to be as follows for grades 2-5:
 - a. Tests/Major Projects/Quizzes: 40%
 - b. Daily Assignments: 50%
 - c. Homework: 10%
- I. In order to allow students every possible opportunity for demonstrating mastery of the curriculum for the nine weeks, teachers will continue to provide new assignments for a grade until at least three days prior to the end of the grading period.
- J. All grades recorded are to be the actual grade the student earned. There is no minimum grade (EIA Legal & SB 2033).

- K. Zero vs. Missing: In order to maintain accurate records, teachers will only use a “zero” for assignments which the students turned in and earned the grade of zero. Teachers will use the “missing” classification for assignments not turned in by a student. Both a “zero” and “missing” assignment will average as a zero into the student’s average. Students missing several assignments are in need of an intervention as required by RTI (behavioral intervention).
- L. Teachers shall provide all modifications and accommodations outlined in a student’s IEP and 504 Plans. Those accommodations and modifications are to be documented in the grade book in order to reflect that the grade was achieved through the use of an accommodation or modification. Accommodations made for 504s and ELLs via a documented accommodation plan must also be reflected in the grade book. Teachers will utilize this opportunity to document effectiveness of accommodations.
- M. Conduct grades are to be an evaluation of a student’s attitude and behavior. It should not change the grade in the academic area. State law requires that academic grades are a reflection of relative content mastery. Behaviors such as turning in work late, not writing name on paper, or other academic behavior concerns should be reflected in the conduct grade, as with other concerns of this nature.
- N. Incomplete grades (defined as final averages for established grading periods) must be finalized within two weeks of the end of the grading period in which the student received the incomplete. After that time, students will receive a zero for all missed work, except in extenuating circumstances approved by the campus principal.

NOTE: A JISD student shall not be given the option to choose to fail by not completing work or turning in assignments. It is the expectation that all possible interventions will be done to assist students struggling with these expectations. Campus policy should reflect a specific process for identifying and supporting these students per RTI. Parents/guardians should be a part of this process.

- O. Students are not to receive an academic grade or bonus points for bringing classroom supplies. In addition, students are not to be penalized for not bringing in classroom supplies.
- P. Student grades are to be held to the confidentiality requirements outlined in the Family Educational Rights and Privacy Act (FERPA) and the JISD Information Policy. Grades cannot be posted, even by student ID number.

Make-Up Work for Absences

Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time, unless prior approval is given by the principal or designee. Students will be given one day to make up work for each day they are absent (excused or unexcused), with exceptions made due to severe or prolonged illness. Students will not receive a grade penalty for makeup work from an absence due to suspension. Students will not receive credit for makeup work when the absence is due to truancy, instead, students will receive a “missing” for the assignment (EIAB Local).

Late Work

Late work is defined as any assignment that is not submitted on its due date, with the exception of make-up work for absences or approved school activities. Teachers are to enter an “M” into the electronic gradebook for any assignment a student does not turn in on time. Late assignments will be accepted one week (5 school days) from the assignment due date or at the end of the nine weeks, whichever is sooner. In case of extenuating circumstances, it is the parent/guardian and/or student’s responsibility to inform the teacher and/or appropriate administrator so that an exception to the rule may be considered. The teacher will have the final authority to grant any exceptions.

Extra Credit

Extra credit will be offered at the teacher’s discretion. If an extra credit assignment is offered, it must be purposeful, reasonable, and applicable to the curricular objectives, and available for all students. Extra credit assignments are to be completed at home, not during the school day. If a student receives an extra credit assignment, that grade is to be averaged with the rest of the grades in the homework category.

Grading Symbols/Comments

Pre-Kindergarten Developmental Checklist

Symbol	JISD Standard
C	Consistent Independent Performance
D	Developing Appropriately
P	Needs Practice
X	Not assessed at this time

Kinder Grade Report Card

Symbol	JISD Standard
E	Exceeds grade level expectations
M	Mastered with consistent independent performance
D	Developing as expected
R	Reinforcement needed
X	Not assessed at this time

Grades 1-5 Grading Scale

Symbol	JISD Standard
A	Grades from 90% to 100%
B	Grades from 80% to 89%
C	Grades from 70% to 79%

F	Grades 69% and below
I	Incomplete
NG	No grade: If a student has not been enrolled in school for a sufficient length of time or due to other extenuating circumstances

Note: Students are not to receive an Incomplete in the fourth nine weeks.

Art, Music, Spelling, and Physical Education Grading Scale

Symbol	JISD Standard	Clarifying Statement
E 90%-100%	Excellent Achievement	Indicates mastery of grade-level content above that normally expected of a student at the same instructional level. – Advanced Development
S 80%-89%	Satisfactory Achievement	Indicates mastery of grade-level content normally expected for the student’s instructional level. –Developing as Expected
N 70%-79%	Achievement Needs Improvement	Student does not yet meet expectations for mastery of grade-level content in one or more areas. The teacher must include a comment that best describes the area of concern. –More Development Needed
U 69% and below	Unsatisfactory Achievement	Indicates failure to perform at the expected instructional level. The teacher must include a comment that best describes the area of concern. –More Development Needed

Citizenship (Conduct) Grading Scale

Symbol	JISD Standard	Clarifying Statement
E	Excellent Conduct	Student always follows class rules, never disruptive in class, always tries their best, has a positive attitude in class, always on task, and always follows grading expectations.
S	Satisfactory Conduct	Student usually follows class rules, rarely disruptive in class, usually tries their best, usually has a positive attitude in class, usually on task, and usually follows grading expectations.
N	Conduct Needs Improvement	Student rarely follows class rules, is disruptive in class, rarely tries their best, rarely has a positive attitude in class, rarely on task, and rarely follows grading expectations.
U	Unsatisfactory Conduct	Student does not follow class rules, is disruptive in class, does not try their best, does not have a positive attitude in class, not on task, and does not follow grading expectations.

- Conduct grades affect a student’s Honor Roll eligibility. In order to be listed on the Honor Roll, students must have satisfactory or better grades (EID Local).
- Two office referrals that result in ISS, OSS, or detention will result in an automatic “N” for the nine weeks grading period unless otherwise stated in the student’s BIP/504.

- Three office referrals resulting in ISS, OSS, or detention will result in an automatic “U” for the nine weeks grading period unless otherwise stated in the student’s BIP/504.

Report Card Comments

Comment Code	Comment	Comment Code	Comment
1	Displays positive attitude	19	Difficulty being organized
2	Enjoys learning	20	Difficulty following directions
3	Enthusiastic about learning	21	Difficulty using time wisely
4	Evidence of extra effort	22	Displays negative attitude
5	Has good work habits	23	Disrespectful
6	Is a cooperative learner	24	Excessive absences
7	Is an asset to our class	25	Excessive talking
8	Is polite and respectful	26	Excessive tardies
9	Participates and shares ideas	27	Frequent reteaching required
10	Positive role model	28	Inattentive
11	Shows creativity	29	Inconsistent effort
12	Shows improvement	30	Linguistic accommodations
13	Shows pride in work	31	Low test/daily grades
14	Shows self-direction	32	Missing/incomplete work
15	Uses technology proficiently	33	Modified TEKS
16	Absences affect learning	34	Needs to practice/study at home
17	Accommodated instruction	35	Not performing up to ability
18	Behavior interrupts learning	36	Tutorials required
		37	Grade reflects retesting

Grade Level Expectations

Reading Universal Screen Expectations

Grade Level	BOY	MOY	EOY
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English	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
Kindergarten	<171	171-180	>180	<184	184-193	>193	<192	192-201	>201
First Grade	<192	192-201	>201	<200	200-210	>210	<207	207-218	>218
Second	<210	210-219	>219	<214	214-226	>226	<220	220-231	>231
Third Grade	<224	224-234	>234	<228	228-239	>239	<232	232-243	>243
Fourth Grade	<1695	1695-1791	>1791	<1744	1744-1845	>1845	<1782	1782-1884	>1884
Fifth Grade	<1789	1789-1887	>1887	<1818	1818-1922	>1922	<1842	1842-1947	>1947

Grade Level	BOY			MOY			EOY		
Spanish	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
Kindergarten	<655	655-666	>666	<671	671-686	>686	<689	689-713	>713
First Grade	<745	745-774	>774	<769	769-806	>806	<797	797-834	>834
Second Grade	<828	828-860	>860	<848	848-895	>895	<870	870-924	>924
Third Grade	<883	883-917	>917	<907	907-954	>954	<926	926-974	>974
Fourth Grade	<1822	1822-1894	>1894	<1851	1851-1925	>1925	<1874	1874-1956	>1956
Fifth Grade	<1868	1868-1949	>1949	<1871	1871-1958	>1958	<1881	1881-1971	>1971

Math Universal Screen Expectations

Grade Level	BOY			MOY			EOY		
English	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
Kindergarten	<1799	1799-1898	>1898	<1891	1891-2027	>2027	<1993	1993-2137	>2137
First Grade	<1767	1767-1861	>1861	<1879	1879-2007	>2007	<1974	1974-2121	>2121
Second	<1769	1769-1848	>1848	<1814	1814-1898	>1898	<1866	1866-1966	>1966
Third Grade	<1710	1710-1800	>1800	<1764	1764-1855	>1855	<1828	1828-1926	>1826
Fourth Grade	<1784	1784-1888	>1888	<1809	1809-1917	>1917	<1861	1861-1990	>1990
Fifth Grade	<1769	1769-1858	>1858	<1783	1783-1874	>1874	<1823	1823-1943	>1943

Reporting

Parent Communication

The Judson Independent School District strongly values a parent/guardian's role in a child's education. It is through communication that teachers can help parents stay involved. In addition,

ongoing communication helps parents stay informed about their child's academic progress. Parent contact or attempt to contact parents by phone, conference, or e-mail should be kept on file by the teacher. Records should include the date, student name, parent name, phone number, and notes concerning the contents and results of the conversation. For more information, contact your campus administrator.

Parent Center

Judson ISD provides parents with a means of staying up-to-date on their child's progress, the JISD Parent Center. Parent Center is a secure website that gives parents the opportunity to check grades, monitor attendance, review discipline information, e-mail teachers, check meal balances and charges, and view library records. Since teachers are required to update student grades weekly, parents always have an updated picture of their child's academic progress.

Progress Reporting

Grade reports (report cards) shall be issued every nine weeks at the elementary level on the Judson ISD Checklist (Pre-Kindergarten - Kindergarten) and JISD Report Card (Grades 1-5). Interim progress reports shall be issued for all students after the third and sixth week of each nine-week grading period. Additional progress reports may be issued at the teacher's discretion. In addition, any time a student's grades fall below 70% in an academic subject, the teacher must have personal communication with the student's parent/guardian, preferably in the form of a parent/teacher conference. This communication must be documented and maintained by the teacher (EIA Local).

Special Program Reporting

Progress reporting for students with IEPs, 504s, and ELL Accommodations must be issued at the same frequency as general education students. For students in special programs such as Bilingual/ESL, 504, GT, Dyslexia, or Special Education whose grades fall below 70%, a meeting with the appropriate committee (ARDC, LPAC, 504) shall be called to discuss the student's progress and to create an individual plan and/or make necessary adjustments to the student's current plan to help the student be successful.

Conferences

Parent-teacher conferences give teachers the opportunity to discuss student progress with parents and allow parents to ask questions about their child's learning. While this takes some time and effort, research is clear on the importance of parental involvement to student success. Conference forms are to be used and signed by both the parent and teacher. The parent is to be provided a copy of the conference form and the teacher is to keep the original on record (EIA Local).

Fall Conferences

By the end of the first nine weeks, teachers are required to offer parents/guardians the opportunity to have a conference. Every effort should be made to get the parent to attend the conference. The conference should include the following discussion points:

- Review grades from the 1st nine weeks of school (Grades 1 - 5) or checklist (Pre-K – Kinder)
- Review of the beginning of year assessment data, explanation of the student's results, and student standing (below, at, or above grade level)
- Review of goals for the student (parent and teacher)
- Recommendations for helping the student at home
- Parent questions
- Attendance
- Tardies
- Discipline

If a student is working below grade level, the following should also be addressed:

- Reading universal screen expectations at mid-year and end-of year. Show parents samples of the required reading selections, the student's current level, and discuss the student's areas of difficulty.
- Math universal screens, CBAs, etc.
- RTI Process

Spring Conferences

Teachers are required to conference with the parents of students in danger of failing a content area or being retained no later than January of each year. This gives parents a clear picture of their child's current academic status, as well as an opportunity to work with the school to try to get the student on grade level. The conference should include the following discussion points:

- Report card data
- Attendance
- Tardies
- Discipline
- Review all assessment data
- Review grade level goals
- Requirements of recommendations for retention, promotion, or acceleration
- Strategies for improvement and growth
- RTI Process

Promotion and 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. It shall be coordinated with compensatory/accelerated services (EIE Local).

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level (Education Code 28.021(a)). In determining promotion, the District shall consider:

1. The recommendation of the student's teacher;

2. The student's grade in each subject or course;
3. The student's score on an assessment instrument administered under Education Code 39.023(a), (b), or (l); and
4. Any other necessary academic information, as determined by the District. Education Code 28.021(c)

Standards for Mastery/Promotion

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows (EIE Local):

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final examinations or may be administered separately. Mastery of at least 70 percent of the TEKS shall be required.

Kindergarten

The State of Texas allows individual districts the discretion to establish a policy for retaining students in kindergarten (19 TAC §75.195(j), 1992 Supplement). In JISD, retention policy begins in the first grade. If a campus feels that retention would benefit a student in kindergarten, parental approval must be acquired and documented. If a parent disagrees with retention, the campus is to place that student in first grade and put a grade placement plan in place to help ensure the student is receiving the interventions necessary to be successful.

Grade 1

Mastery of the curriculum in grade 1 shall be based on the student's progress in the subject areas of English language arts and mathematics. In addition to satisfactory performance in these areas, the teacher shall determine that the student has mastered the skills necessary for success at the next level of instruction (EIE Local).

Grades 2-5

In grades 2–5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies (EIE Local).

Students with Disabilities

The ARD committee shall determine promotion standards, appropriate assessment, and acceleration options, as established by individualized education programs (IEP) or grade-level classification of students eligible for special education services.

Limited English Proficient Students

In assessing students of limited English proficiency for mastery of the essential knowledge and skills, teachers shall be flexible in determining methods to allow students to demonstrate the 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.

Student Success Initiative

In addition to local standards for mastery and promotion, students in grades 5 must meet passing standards on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade level.

Promotion/Retention Forms

The JISD Promotion/Retention Forms are designed to review student data and other pertinent student achievement information. Campuses are to use these forms in determining whether a student is promoted or retained in a particular grade level. Upon review of a student's promotion/retention/placement criteria, the campus shall refer to the standards for mastery/promotion set forth on page 20 of this document. Each decision is to be made on a case-by-case basis. For 5th graders undergoing the Grade Placement Committee (GPC) process, this form serves as documentation of academic progress.

Grade Retention Plan

The JISD Retention Plan is an action plan to be completed each time a campus decides to retain a student. This form not only documents the reason for the retention, but it also provides a framework for the campus to create an individualized plan of action for the following school year geared to help the student be successful. For 5th graders undergoing the GPC process, this form serves as a summary of the academic interventions to take place the following year.

Grade Placement Plan

The JISD Acceleration Plan is an action plan to be completed each time a campus decides to accelerate a student who is performing below grade level instead of retaining him/her. This form not only documents the reason for the acceleration, but it also provides a framework for the campus to create an individualized plan of action for the following school year geared to help the student get on grade level. For 5th graders undergoing the GPC process, this form serves as a summary of the academic interventions to take place the following year.

JISD Promotion &

Retention Forms



JUDSON INDEPENDENT SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION

Judson Independent School District Promotion/Retention/Placement Form Grade 1

Promotion from one grade level to another shall be based on mastery of the curriculum. A student must successfully meet grade level standards established by the State of Texas and the Judson Independent School District.

Student Name	Grade Level	Date

Promotion/Retention/Placement Factors	Yes	No																																			
Performing on grade level in Reading (Reading Level _____)																																					
iStation's ISIP Reading Level																																					
<table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr> <td style="width: 10%;">184</td><td style="width: 10%;">195</td><td style="width: 10%;">202</td><td style="width: 10%;">204</td><td style="width: 10%;">216</td><td style="width: 10%;">225</td><td style="width: 10%;">228</td><td style="width: 10%;">235</td><td style="width: 10%;">240</td><td style="width: 10%;">241</td><td style="width: 10%;">246</td><td style="width: 10%;">251</td><td style="width: 10%;">1906</td><td style="width: 10%;">1959</td><td style="width: 10%;">2011</td><td style="width: 10%;">2015</td><td style="width: 10%;">2043</td><td style="width: 10%;">2071</td> </tr> <tr> <td colspan="3">Kindergarten - Levels 184-202</td> <td colspan="3">First - Levels 204-225</td> <td colspan="3">Second - Levels 228-240</td> <td colspan="3">Third - Levels 241-251</td> <td colspan="2">Fourth - Level 1906-2011</td> <td colspan="3">Fifth - Level 2015-2071</td> </tr> </table>			184	195	202	204	216	225	228	235	240	241	246	251	1906	1959	2011	2015	2043	2071	Kindergarten - Levels 184-202			First - Levels 204-225			Second - Levels 228-240			Third - Levels 241-251			Fourth - Level 1906-2011		Fifth - Level 2015-2071		
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Kindergarten - Levels 184-202			First - Levels 204-225			Second - Levels 228-240			Third - Levels 241-251			Fourth - Level 1906-2011		Fifth - Level 2015-2071																							
iStation Score _____																																					
Promotion/Retention/Placement Factors	Yes	No																																			
Performing on grade level in Math																																					
Language Arts Average of 70 (Reading + English)																																					
Mathematics Average of 70																																					
In attendance 90% of the days school was in session (____ Absences ____ Tardies)																																					

Other Pertinent Information (i.e. Universal Screens, iStation's ISIP)
Previously Retained/Placed Grade: _____
Universal Screen: BOY: Reading _____ Math _____ MOY: Reading _____ Math _____
CBA: Reading _____ Math _____ Science _____
Special Programs: <input type="checkbox"/> 504 <input type="checkbox"/> Speech <input type="checkbox"/> Special Ed. RTI Level: Reading _____ Math _____

GIST Committee Members	Title

It is recommended that _____ be

PROMOTED RETAINED PLACED.

He/She will be in _____ grade for the next school year.

Parent/Guardian Signature	Principal's Signature





**Judson Independent School District
Grade Retention Plan**

Date of Completion _____

Student Name	ID	Date of Birth
Mailing Address		Home Phone
Parents' Names		Work Phone

_____ School is recommending that the student above be retained in the _____ grade at _____ School.

The student has been in attendance at _____ School since _____.

Courses/Programs in Progress

The student was referred to the GIST committee on _____.

Strategies recommended by the GIST committee:

The student was not promoted due to:

Recommendations for next year (courses, strategies, etc.):

This signature verifies that this complies with all District policies and procedures.

Principal's Signature



**Judson Independent School District
Grade Placement Plan**

Date of Completion _____

Student Name	ID	Date of Birth
Mailing Address		Home Phone
Parents' Names		Work Phone

_____ School is recommending that the student above be placed to the _____ grade at _____ School.

The student has been in attendance at _____ School since _____.

Courses/Programs in Progress

The student was referred to the GIST committee on _____.

Strategies recommended by the GIST committee:

The student was not promoted and instead placed due to:

Recommendations for next year (courses, strategies, etc.):

This signature verifies that this complies with all District policies and procedures.

Principal's Signature