



Grading and Reporting Handbook
Elementary

2021-2022

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**Elementary Grading Timelines
2021-2022**

Marking Period	End of Grading Period	Teachers Post Grades	Teachers Finalize Grades	Available in Parent Self Serve
First Nine Weeks August 16-October 15				
<i>Progress Report 1</i>	9/15/2021	9/16/2021 EOB	09-20-2021 EOB	9/20/2021 EOB
<i>Report Card</i>	10/15/2021	10/18/2021 EOB	10/20/2021 EOB	10/20/2021 EOB
Second Nine Weeks October 19-January 7				
<i>Progress Report 1</i>	11/17/2021	11/18/2021 EOB	11/29/2021 EOB	11/29/2021 EOB
<i>Report Card</i>	1/7/2022	1/10/2022 EOB	1/12/2022 EOB	1/12/2022 EOB
Third Nine Weeks January 10-March 18				
<i>Progress Report 1</i>	2/9/2022	2/10/2022 EOB	2/14/2022 EOB	2/14/2022 EOB
<i>Report Card</i>	3/11/2022	3/21/2022 EOB	3/23/2022 EOB	3/23/2022 EOB
Fourth Nine Weeks March 21- Jun 2				
<i>Progress Report 1</i>	4/22/2022	4/25/2022 EOB	4/27/2022 EOB	04/27/2022 EOB
<i>Report Card</i>	6/2/2022	6/2/2022 EOB	6/3/2022 EOB	6/3/2022 EOB

**Elementary Grading Timelines
Converse 2021-2022**

Marking Period	End of Grading Period	Teachers Post Grades	Teachers Finalize Grades	Available in Parent Self Serve
First Nine Weeks July 26 -October 1				
<i>Progress Report 1</i>	8/27/2021	8/30/2021 EOB	09/01/2021 EOB	09/01/2021 EOB
<i>Report Card</i>	10/1/2021	10/04/2021 EOB	10/06/2021 EOB	10/06/2021 EOB
Second Nine Weeks October 4-January 7				
<i>Progress Report 1</i>	11/12/2021	11/15/2021 EOB	11/17/2021 EOB	11/17/2021 EOB
<i>Report Card</i>	1/7/2022	1/10/2022 EOB	1/12/2022 EOB	1/12/2022 EOB
Third Nine Weeks January 10-April 1				
<i>Progress Report 1</i>	2/18/2022	2/21/2022 EOB	2/23/2022 EOB	2/23/2022 EOB
<i>Report Card</i>	4/1/2022	04/04/2022 EOB	04/06/2022 EOB	04/06/2022 EOB
Fourth Nine Weeks April 14- Jun 10				
<i>Progress Report 1</i>	5/6/2022	5/9/2022 EOB	5/11/2022 EOB	5/11/2022 EOB
<i>Report Card</i>	6/10/2022	6/13/2022 EOB	6/15/2022 EOB	6/15/2022 EOB

* =

*EOB (End of Business Day) depends on your campus' schedule

Parent Self-Serve and Grades

Judson ISD utilizes a parent portal, Parent Self-Serve, which houses student official daily grades, including progress reports and report cards. To obtain a Parent Self-Serve account visit our website at <https://www.judsonisd.org/parentsselfserve>. Please note that although Judson ISD's Learning Management System (Canvas) may provide certain grades, the official grades are posted in Parent Self-Serve.

General Information

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.

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 or credit reinstatement (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

Grading Guidelines

JISD will use progress reports generated through CLI Engage to reflect each student's progress towards mastery of the **Pre-K** guidelines and **Kindergarten** TEKS. Students in **1st grade** will receive a skill-based report card. The report cards for students in **2nd -5th grade** reflect each student's individual growth and acquisition of the TEKS.

All grades recorded are to be the actual grade the student earned. There is no minimum grade (EIA Legal & SB 2033). Final grades for a school year are to be maintained in the student's cumulative permanent record/transcript. Furthermore, 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.

Teachers are to maintain students' grades and progress on the District's electronic grade book program. Teacher grade books are auditable documents and are maintained digitally by network services. Grades are to be updated on a weekly basis and must be entered by the following Monday at 4:30 PM.

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.

Grading categories and weights are to be as follows:

Grading exceptions are to be made for the first week of school, district-wide assessments, and state testing weeks. All assignments must be weighted on a 100-point scale. Furthermore, all Grading Categories must be included in the average of final nine-week grade. Project grades may also be included.

Grades 2-5

Teachers are expected to record a minimum of two grades from either category below per week for in each content area.

- Tests/Major Projects/Quizzes 40% Minimum of 2 per nine weeks*
- Daily Assignments: 60% Minimum of 1 per week in each content area

**The first test must be entered in the electronic grade book no later than the end of the 4th week of the nine-week grading period.*

Spelling

Spelling grades will be entered under the reading or writing content area.

Art/PE/Music

Teachers are expected to record a minimum of 1 grade per 3 weeks, with a total of at least 3 grades per nine-week grading period.

Note: District diagnostic instruments, which include the Universal Screeners, Amplify/MClass, Imagine Learning and the Quick Phonics Screener, are NOT to be taken for a grade. However, district formative assessments (checkpoints and common assessments) may be taken for a grade based on a campus-wide decision.

Modifications and Accommodations

Teachers must provide all modifications and accommodations outlined in a student's IEP, 504, and/or EL Plans. Those accommodations and modifications are to be documented in the grade book in order to reflect that the grade was achieved through their use. Teachers will utilize this opportunity to document effectiveness of accommodations.

Participation grades

Participation grades may be given only for courses requiring this category (i.e. band, fine arts, speech, PE). In this case, the participation grade will be recorded only as a daily assignment grade. Only one participation grade may count for the minimum two grades per week requirement.

Teachers of Pass/Fail courses

The Pass/Fail determination will be made by the student information system and not the individual teacher. Teachers are required to keep grades as in any other course. These courses will not be included in the student's transcript and will not be used in calculating the student's GPA or class ranking.

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.

Conduct grades

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.

Changing Courses

When a student changes courses/teacher, it is the first teacher's responsibility to provide the new teacher with the student's average up to the date of transfer. The only exception is if the first course is not directly related to the student's second course (e.g. biology to Spanish I).

Incomplete grades

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 building principal.

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 3 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.

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).

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 Daily Assignments category. In addition, students are not to be penalized for not bringing in classroom supplies. There are two ways teachers may offer extra credit to students:

Grading in Special Programs

Bilingual, Dual Language, and English as a Second Language (ESL) Programs All JISD expectations apply to English Learners (ELs). In evaluating the progress of EL 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 EL 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, EL students are not exempt from grades and should receive a grade based on the state's TEKS in all subjects for each nine-week grading period. All EL student's grades need to reflect their linguistic accommodations determined by the Language Proficiency Assessment Committee (LPAC) and the instructional accommodations and modifications determined by the students' Admission, Review, and Dismissal Committee (ARDC). EL students should not have failing grades due only 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.

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 (ARDC) 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 ARDC 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 ARDC. Joint or dual grading is an option that must be stated in the student's IEP.

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.

Re-teaching/Re-testing/Failing Assignments

Re-teaching shall be defined as another presentation of content, usually to provide an additional opportunity for a student to learn. Re-teaching 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 re-teaching activity might be manipulative. If the teacher used the deduction approach initially, the re-teaching activity might use an inductive approach, thus allowing the student to gain a new perspective on the task.

Re-teaching 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 re-teaching at the same time they plan initial instruction, thereby ensuring that alternative instructional strategies are immediately available when needed. If initial re-teaching efforts are unsuccessful, then the time outside of class may be necessary to re-teach. 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).

Re-teaching 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 (Co- curricular 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; or the teacher may work with small groups during class time while other students work independently.

1. The teacher will provide re-teaching and re-testing 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 re-teach and to retest with the higher of the two grades being recorded. A student's refusal to re-test 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 re-teaching prior to retesting. A student in shall receive no higher than a 70 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 student will be required to participate in tutorials, redo/revise the assignment, complete an alternate assignment or any other reasonable assignment during the school day or virtually. A student shall receive no higher than a 70 if mastery is demonstrated.

Grading Symbols/Comments

Grades 2-5 Grading Scale (As 1st grade is using a new skill-based report card for 2021-2022, and teachers will be sharing report card updates with parents at meet the teacher night.)

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, 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	11	Excessive talking
2	Good work habits	12	Missing or incomplete work
3	Is an asset to our class	13	Tutorial required
4	Polite and respectful	14	Linguistic accommodations
5	Shows improvement	15	Parent conference
6	Absences affect learning	16	Frequent re-teaching required
7	Behavior interrupts learning	17	Grade reflects retesting
8	Disrespectful	18	Inconsistent effort
9	Excess absences	19	Needs to practice or study at home
10	Excessive tardies		

Grade Reporting

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. Progress reports shall be issued for all students after the fourth week of each nine-week grading period. Additional progress reports may be issued at the teacher's discretion.

Report Cards

The purpose of the report card is to communicate with parents/guardians about the grade a student earned for each subject area. Report cards provide information regarding academic progress as well as attendance information. Report cards shall be issued every nine weeks at the elementary level on the Judson ISD Report Card (Grades 1-5). Students in Pre-Kinder and Kindergarten will receive a report three times a year.

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, Dual, ESL, 504, TAG, 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.

Communication

The Judson ISD 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 Self-Serve

Judson ISD provides parents with a means of staying up to date on their child's progress, the JISD Parent Self-Serve. Parent Self-Serve is a secure website that gives parents the opportunity to check grades, view/download Progress Reports and Report Cards, monitor attendance, review discipline information, e-mail teachers, register for school, and view state testing data. Since teachers are required to update student grades weekly, parents always have an updated picture of their child's academic progress.

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. Prekindergarten, kindergarten, and grade 1 teachers shall have conferences with parents after at the end of the first nine-week grading period.

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 (Texas Education Code (TEC) 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 TEC 39.023(a), (b), or (l); and
4. Any other necessary academic information, as determined by the District. (TEC 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 grade-level standards or all subject areas and a grade of 70 or above in math and reading. Reading and writing scores may be averaged if it benefits the student (EIE Local).

Students with Disabilities

The ARD committee shall determine grade level placement, appropriate assessment, and acceleration options, as established by Individualized Education Programs (IEP) for students eligible for special education services, as appropriate.

English Learners

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

Retention Letter

The JISD Retention Letters are designed to inform parents that their child is performing below minimum standards and is at-risk for being retained. Letters will be generated by the campus after the second and third nine weeks grading periods.

JISD Expectations for 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 adheres to the published guidelines for teachers to follow in determining grades for students. These District 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 and made available online via the District Grading Handbook. The Grading Handbook is updated yearly based on recommendations from the Grading Handbook Committee.

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. I am aware that the Grading and Reporting Handbook is available to me on-line at the district's website located at www.judsonisd.org and on the Intranet under Student Information -Grading Handbooks.

Employee's Signature

Date

Employee's Printed Name

Employee ID

Acknowledgement forms are to be signed in E-verify by the date set forth by the district.



**Judson Independent School District
End of 2nd and 3rd Quarter Retention Letter
Grade 1**

Dear Parent/Guardian,

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. At this time, your child is performing below the minimum standards and at-risk for being retained. Please contact your child's teacher to set up a conference to discuss a plan of action and support for your child.

Student Name	Grade Level	Date

Promotion/Retention Factors	Yes	No
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 Factors	Yes	No
Performing on grade level in Reading on the Universal Screener		
Performing on grade level in Math on the Universal Screener		
Previously Retained		
Other:		

Plan of Action and Support for your child

I understand that at this time my child is in danger of being retained. Please sign and return to your child's campus.

Parent/Guardian Signature	Principal's Signature



**Judson Independent School District
End of 2nd and 3rd Quarter Retention Letter
Grades 2-5**

Dear Parent/Guardian,

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. At this time, your child is performing below the minimum standards and at-risk for being retained. Please contact your child's teacher to set up a conference to discuss a plan of action and support for your child.

Student Name	Grade Level	Date

Promotion/Retention Factors	Yes	No
Overall Average of 70 for all subject areas		
A grade 70 or above in three of the following subject areas below: (Please check the three subject areas below and fill in the current grade to the right)		
<input type="checkbox"/> Language Arts (Reading and English combined average) _____ <input type="checkbox"/> Math _____ <input type="checkbox"/> Science _____ <input type="checkbox"/> Social Studies _____		
In attendance 90% of the days school was in session (____ Absences ____ Tardies)		

Other Pertinent Information Factors	Yes	No
Performing on grade level in Reading on the Universal Screener		
Performing on grade level in Math on the Universal Screener		
Previously Retained : Grade Level _____ Campus _____		
Other:		

Plan of Action and Support for your child

I understand that at this time my child is in danger of being retained. Please sign and return to your child's campus.

Parent/Guardian Signature	Principal's Signature