



A Guide to Grade Reporting – Elementary Schools

2022 – 2023 School Year Only

Fort Worth ISD

Placement of Students Entering the District.....20.....
Accredited Schools.....20.....

Foreword

Principals, Teachers, Administrators:

Evaluating student performance is a basic part of the educational process and calls for the highest level of professional skill and understanding. Texas Education Agency regulations stipulate that academic grades must reflect the degree of student mastery of the Texas Essential Knowledge and Skills (TEKS) for a subject or course.

These TEKS have been translated into District philosophies, goals, objectives, and scope and sequence documents in the Fort Worth ISD Curriculum. Per EG (or EH) and EIA LOCAL policies, each teacher shall be expected to use the FWISD provided curriculum documents in the planning of their daily lessons. Teachers are also to use FWISD adopted or approved instructional materials and resources. These curriculum guideposts, along with local board policies, form the basis for grading procedures. This guide will assist you in evaluating student progress and in making assignments of grades.

Philosophy

Given the premise that all children can continue to learn and increase their achievement, we believe that grading and reporting should focus on student growth and learning in a climate of high expectations. Instructional emphasis will be placed on the accomplishment of defined District goals. Grading and reporting are both formative and summative in nature and should utilize both formal and informal processes. Schools are accountable for structuring learning experiences, teaching processes, planning and evaluation, and utilization of materials, resources, and time to result in optimum student learning. Grading should provide clear and consistent feedback to students.

Tests and quizzes yielding numerical grades are only one way to evaluate student learning. Complete grading requires multiple assessment techniques, such as performances, portfolios, projects, presentations, teacher observation of developmental skills, work samples, learning logs, journals, surveys, interviews, simulations, and role

Purpose of Grading

Grading serves the following purposes or functions:

Information: to inform parents and students regularly of the student's success in learning and mastery of local objectives and the Texas Essential Knowledge and Skills (TEKS)

Guidance: to promote and maintain desirable patterns of behavior and achievement and to identify areas of special ability as a basis for realistic student self-appraisal and for future educational and occupational planning.

Motivation: to encourage the student toward maximum achievement and realistic self-appraisal for future educational and occupational planning.

Administration: to provide data for use in educational planning and decision - making

This handbook provides a consistent set of grading and reporting regulations. The regulations adhere to the Texas Administrative Code, the Texas Education Code, and the Fort Worth ISD Board policies.

The handbook:

Describes the District's grading system which all teachers will implement,
Encourages a better understanding of grading and reporting, and
Fosters consistency in grading and reporting student achievement.

The Grading System

Board Policy

The Texas Education Code 28.0216 and Board Policy EIA (LEGAL) and EIA (LOCAL) state that teachers will not assign a student a prescribed minimum grade. Furthermore, the guidelines stipulate that:

- Grading must reflect a student's relative mastery of an assignment,
- A sufficient number of grades must be taken to support the grade average assigned,
- Guidelines for grading must be clearly communicated to students and parents, and
- A student must be permitted an opportunity to redo an assignment or retake a test for which the student received a failing grade.
 - If the teacher fails to notify the parent of the drop in the grade below a 70 at the third week, as required, the student shall be afforded the opportunity to bring the grade up to passing.

Determining Grades

Evaluations of academic achievement are not to be lowered because of poor conduct. Poor conduct should be reflected in conduct grades only. The "curve" system or any other system of evaluation that predetermines grades shall not be used.

Grades for Coursework

In determining grades for a course, emphasis will be placed on the accomplishment of defined FWISD instructional objectives which are aligned to the Texas Essential Knowledge and Skills (TEKS) and Texas College and Career Readiness Standards. The FWISD

Summative assessments may include unit tests, quizzes, chapter or skills tests, writing samples, individual/group projects, oral presentations, etc.

There should be a minimum of twelve grades documented each six weeks (two per week) in foundation curriculum areas: language arts, math, science, and social studies. There should be at least six grades given each three weeks. For grading periods with five weeks, there should be a minimum of ten grades documented. Grading periods with seven weeks, should include a minimum of 14 grades documented.

Benchmark tests are not to be used for grading purposes.

District assessments included on the assessment calendar may be included in six-week grades with a weight equal to a homework grade (10%).

Minimum Number of Grades Required

A minimum of six grades is required per six weeks in spelling,

Fort Worth ISD

Homework should be based on only content standards taught, assigned, and completed recently or spiral review at a level of difficulty that can be completed independently by the student.

Homework should be directly related to the TEKS and specific learning targets.

Homework should be viewed as formative in nature, allowing for practice of new skills and knowledge.

Homework may be provided as an enrichment activity to the material mastered in class.

Homework expectations should be clearly communicated and homework should be differentiated according to student need. That is, not all students may need the2 (t)3d hom

Redoing Assignments or Retaking Tests

Board Policy allows a student who receives a failing grade on a test or assignment, except for semester exams, the opportunity to redo the assignment or retake the test. The student or parent must initiate the request according to the following parameters:

The student and/or parent must request to redo an assignment or retake a test within five days from the earlier of the date the assignment or test was returned to the student or entered into the student grading system.

The student will be provided an opportunity for tutoring or re-teaching prior to retesting. This may occur during class time, before or after school, or at another time agreed upon by the teacher and student.

A teacher may require the student to complete missed homework, test corrections, or other items as part of the re-teaching process.

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Re-teaching

Board Policy EIA (LOCAL) defines re-teaching as another presentation of content and additional strategies, usually to provide an additional opportunity for a student to learn.

Each teacher shall plan for re-teaching while planning the initial instruction, thereby ensuring that alternative instructional strategies are immediately available when needed.

Re-teaching should be practiced and should ensure fairness and promote student success. The teacher should document any efforts to reteach and any reassessments.

Communicating with Parents

The online gradebook enhances parent communication. Phone calls, parent conferences, written notices, and/or progress reports remain the preferred method of communications.

Conferences

Report cards are only one of many means of communicating with parents. Conferencing with parents is another way. Conferences are useful to improve understanding and communication among teacher, student, and parent. A conference may be initiated by a parent, teacher, student, or administrator.

Teachers are encouraged to schedule conferences with parents/guardians of all students during the 2nd six-week grading period. Conferences can be spread out over the entire six-week grading period to accommodate parent and teacher schedules. Additional conferences, at other times of the year, can be scheduled as needed at the request of the parent or teacher.

If a parent desires a conference with his or her child's teacher(s) to discuss the child's academic progress, the parent must contact the school office to schedule a meeting during the teacher's conference period. Parents must report to the school office prior to meeting with the teacher. All safety measures must be followed when visiting a campus.

To assure effective communication, any notice required by policy to be sent to the parent or guardian of a student shall be written in the language spoken by the parent or guardian. If the dominant language of the parent or guardians is a language other than

English or Spanish, such notice will be written in the dominant language of the parent or guardian only if a suitable translation is available. To make arrangements for translations, call the Translation Services office at 817.814.2416

Progress Reports

The teacher should request and issue a progress report at each of the required reporting periods and in the following instances:

- » A student's grade has dropped more than 10 points since the last grade report or progress report,
 - If the teacher fails to notify the parent of the drop in the grade, the student shall be afforded the opportunity to make up the work.
- » A student has excessive absences.
- » A student's conduct is "N", Needs Improvement or "U", Unsatisfactory.

Required Communication When Student's Performance is Unsatisfactory

Fort Worth ISD

Teacher Syllabus

Grades for Composition & Language and for Reading

The District's elementary language program is designed to integrate listening, speaking, reading, and writing. These aspects of language ability and use develop simultaneously through natural language activities that require students to use the different language arts in combination. Therefore, the composition and language and the reading grades reflect a student's ability to demonstrate all aspects of language acquisition in combination rather than student master of isolated skills. Growth in composition and language and in reading, then, is reflected in the quantity and sophistication of the student's use of reading and writing processes to communicate effectively and appropriately in both oral and written language.

Spelling Grades

A spelling grade should reflect the student's demonstration of spelling knowledge of the words of study as outlined in the Language segment of the *Skills and Knowledge (Amplify Texas Reading-ELAR & SLAR)* strands corresponding to the student's grade level.

Teachers may use the spelling analysis sheets provided in the Teacher's Guide to assess the student's spelling knowledge and application of patterns and rules.

Spelling grades may also be taken, but not limited to, from the following assessments (when applicable):

Mid-Unit and End-of-Unit - Grades 1 and 2

Mid-Domain and Domain - Grades 3, 4, and 5

A minimum of six spelling grades should be recorded per six-weeks period.

Grades for Physical Education, Art, Music, and Handwriting

Letter grades using the symbols of "E", "S", "N", and "U" are used to evaluate student progress in physical education, art, music, and handwriting. A minimum of two letter grades are to be entered every two weeks.

Evaluations are to be based on the understanding of concepts, development of skills, and participation in activities during the instructional day. The teacher must notify the parent or guardian by email, letter to the home, phone call, or personal conference at

the third week of each grading period when there is one letter grade drop from the previous six-weeks period or a failing grade in the current six-weeks grading period.

Explanation of Letter Grades

Symbol Entered into Focus and Seen on Report Card	Explanation
E-Excellent	Clearly outstanding; exceeds expectations and performs above and beyond the mastery of essential knowledge and skills
S- Satisfactory	Meets expectations; is mastering essential knowledge and skills.
N- Needs Improvement	Fails to meet expectations; clearly needs help to raise performance to master essential knowledge and skills.
U- Unsatisfactory	Far below expectations; student is not mastering essential knowledge and skills and is failing.

Example: Art grade as it will appear on the grade card, see displayed below.

Six Weeks	1 st	2 nd	3 rd	4 th	5 th	6 th
ART	S	N	S	S	E	E

Handwriting Grading Scale for Letter Grades E, S, N, and U

Symbol Entered into Focus and Seen on Report Card	Explanation
E – Excellent	Clearly outstanding legible handwriting, using basic conventions of handwriting to form letters, and consistently includes spacing between words, sentences, and margins for readability. Student exceeds expectations in mastering essential knowledge and skills of handwriting.
S – Satisfactory	Meets expectations in writing legibly, using basic conventions of handwriting to form letters, and usually includes spacing between words, sentences, and margins for readability. Student is mastering the essential knowledge and skills of handwriting.
N – Needs	Fails to meet expectations in writing legibly with limited use

Example: Conduct grade as it will appear on the grade card as displayed below.

Six Weeks	1 st	2 nd	3 rd	4 th	5 th	6 th
CON	S	E	S	S	S	S

Descriptive Conduct/Work Study skills are provided in a small chart on the elementary electronic grade card below the class grade listings.

The representative chart below lists the 12 descriptive indicators used as guidelines to determine the student’s progress across each six-week period. This chart provides a place for letter grades, thus providing a comprehensive overview of the student’s progress in conduct and work/study. The respective letter grades provided by the teacher in this 12-item chart are provided as a guide and are not electronically linked to the grade the teacher provides for the Conduct “class” grade.

Conduct/Work and Study	1st	2 nd	3 rd	4 th	5 th	6 th	1 st	2 nd	3 rd	4 th	5 th	6 th
		n	d	t	h	h	t	d	d	h	h	h

Questions and Answers Regarding the Electronic Grade Book in Focus:

Can I default a numeric assignment grade to a 100 or another value?

Yes, default grades can be given by using the Autofill function (under Add An Assignment in the teacher grade book).

I have entered all of my grades and I am not seeing the letter grades?

The letter grade will not appear in the grade book until the grades are “submitted”. Once the user clicks submit after inputting the grades, the associated letter value and a percentage should be displayed for the courses having an A, B, C, and or F grade.

What can be seen by parents in the Parent Portal?

The Parent Portal will show both the letter grade and the numerical percentage grade for the following subjects: English Language Arts(CLA), Reading(REA), Spelling (SPE), Mathematics (MAT), Science (SCI), Social Studies (SOC), and Health (HEA).

Report card grades for PE, Music, Art, and Handwriting will display as an E, S, N, and U.

What do I do for Conduct Grades?

Report card grades for Conduct will display as an E, S, N, and U.

Display of Grades on Report Cards

Teachers enter numeric grades for each assignment (homework, quiz, test, etc.) into Focus.

To calculate a sixweeks grade, Focus uses each grade entered by the teacher and weights it based on the weighting system established by the teacher and approved by the principal.

All grades are displayed as whole number percentages on the report card. If the average results in a mixed number with a fraction of 0.5 or higher, the average will be rounded to the next higher whole number.

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Fort Worth ISD

Conversion of letter grades to numerical grades for students transferring into the District with letter grades are as follows:

A+ = 99	B+ = 89	C+ = 79
A = 96	B = 86	C = 76
A- = 92	B- = 82	C- = 72
		F = 60

If a student is transferring from a Texas school district or Texas charter school and has a “D” letter grade equivalent to a 70, credit will be awarded for the course per Texas Education Rule, 19TAC§74.26 (a)&(c).

If a student enters a Fort Worth school from another school district that only has three grade standard categories, these categories will be converted in the following way:

Highest Standard = 96

Middle Standard = 75

Lowest Standard = 65 or use a 70 if the student transfers in during the first six weeks and may not have a sufficient number of grades; this would allow the transfer student a start that is not failing.

Evaluation of Students With Special Needs

The Individual Education Plan (IEP) developed by the Admission, Review, and Dismissal (ARD) Committee for each student who meets eligibility criteria for Special Education services delegates responsibility for grade reporting for each special education student as follows:

1. If the content is taught solely in General Education, the grade will be assigned by the General Education teacher.
2. If the content is taught solely by the Special Education teacher, the grade will be assigned by the Special Education teacher.
3. If the content is taught through collaboration between the Special Education and the General Education teachers, the grade should be assigned jointly by but entered by

content, but the grade should not automatically be lowered because these scaffolds and language supports are used.

For students served in an English as a Second Language (ESL) program, teachers should determine grades by taking into account each student's level of English proficiency and by providing appropriate scaffolds and linguistic supports, both in instruction and in assessment situations (when possible), to enable students to demonstrate their understanding of content being taught. Grades should not automatically be lowered simply because scaffolds and language supports are used.

Honor Rolls

Any practice regarding honor roll is at the discretion of the principal. Parents and students should be made aware of these guidelines at the beginning of the school year.

Administration advises that principals use caution when establishing honor roll guidelines.

If an honor roll is established, it is advised that it have categories for which all learners have the opportunity to access:

- Attendance
- Effort
- Progress
- Comportment
- Academic Achievement

Promotions and Retentions

In grades 1 –5, promotion to the next grade level is based on attaining an overall average of 70 on a scale of 100 based on courselevel, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in the following areas: reading, composition and language, mathematics, science, and social studies.
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Fort Worth ISD

In the event that a student is not promoted to the next grade level, the District shall nevertheless assign the student to an ageappropriate campus, unless:

1. This provision shall apply only