



Standard Operating Procedures
Grading and Reporting Handbook

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INTRODUCTION

Philosophy

The Board believes in developing students as owners of their learning. To promote student ownership and ensure academic integrity, grades communicate first to students and second to parents and other educational partners each student's progress toward fulfilling the District's vision.

Note:

"Educational partners" includes individuals, business and industry partners, higher education institutions, and community partners whom students, parents, or the District designates for access to grades in order to promote student success.

Grading Guidelines – All Grade Levels

Standards for Mastery

Retention and Promotion standards are defined in policy. [EIE LOCAL]

General Grading Guidelines

Classroom teachers shall collaborate in professional learning communities to identify which priority standards will be graded in each unit. In the unit design process, teachers should refer to the Scope and Sequence and learning progressions in the FBISD curriculum to identify both the content and timeline for grades.

In order to assess a student’s progress towards mastery there should be a balance between assignments called products, performances, and processes. Each product, performance, or process should align with the depth of knowledge (DOK) of the standards and to the learning progressions within the written curriculum in order to measure student knowledge and skills using various modalities.

The chart below provides definitions and examples of products, performances, and processes:

| Products | Performances | Processes |
|--|---|---|
| <i>An authentic, tangible creation that shows the student’s current level of understanding</i> | <i>A task that allows the student to demonstrate their understanding of standard(s)</i> | <i>The physical and/or metacognitive steps and procedures underlying a particular ability or task when learning a new skill</i> |
| Written summaries Project-based learning Scientific Explanation using the CER framework | Reading behaviors Oral responses Debate | Think aloud about how to solve a math problem Student teaching a lesson The steps used in a science experiment |

Assignments shall be given to determine student proficiency, yet not all assignments will be part of the students’ grade. Teachers shall give students multiple opportunities to engage in learning experiences and participate in the feedback process prior to being graded. The assignments that are a part of the students’ grade should be determined as part of unit planning process to allow students time for participation in the formative process.

Each assignment shall represent student learning on identified learning progressions and may not be counted in the gradebook more than one time. However, different standards can be assessed using the same assignment. For example, a student could receive multiple grades throughout the writing process likely resulting in different scores, but the teacher may not count the final draft twice. In situations where the same assignment is used for two grades, the gradebook shall designate the different standards that were assessed.

Time for Grade Reporting

Teachers will record grades using the districts electronic gradebook.

Teachers will post assignment grades within five (5) school days of the assignment due date. The campus principal or designee may grant extensions for posting timelines on special project(s) or research paper(s).

Conduct Grades

The areas of attitude, behavior, and tardiness shall not influence the academic grade. Reporting metrics at Elementary and Secondary are shown below.

- **Elementary:** The areas of attitude, behavior, and tardiness will not influence a students' academic grade. They will influence a student's conduct grades and be reported as E, S, N, or U.

E – Excellent, **S** – Satisfactory, **N** – Needs Improvement, **U** – Unsatisfactory

Teachers shall make parent contact prior to reporting a conduct grade of **N** or **U** on the report card in order to influence a change in behavior.

NOTE: Beginning in 2020 – 21, Elementary Conduct will be reported based on the Learner Characteristics defined in **[Exhibit A]**.

Students will collaborate with the classroom teacher to determine conduct marks for the Learning Characteristics including attributes of Communication, Collaboration, and Skills for Life using grade level checklists. **[Exhibit A]** The chart below shows the report card structure.

| Attribute | Always (A) | Most of the Time (MT) | Some of the Time (ST) | Occasionally (OC) |
|-----------------|------------|-----------------------|-----------------------|-------------------|
| Communication | | | | |
| Collaboration | | | | |
| Skills for Life | | | | |

Teachers shall make parent contact prior to reporting 'OC' on the progress report or report card.

- **Secondary:** The areas of attitude, behavior, and tardiness will not influence a students' academic grade. They will influence a student's conduct grades and be reported as E, S, N, or U.

E – Excellent, **S** – Satisfactory, **N** – Needs Improvement, **U** – Unsatisfactory

Teachers shall make parent contact prior to reporting a conduct grade of **N** or **U** on the report card in order to influence a change in behavior.

Grading Special Populations

- **Special Education**

The classroom teacher shall accommodate and/or modify assignments according to the student's Individualized Education Plan (IEP). A student who accesses curriculum through modifications and/or prerequisite skills will complete a grade level assignment which has been modified based on needs outlined within his/her IEP. Grading of the assignments will be based on the grade-level rubric (progressions) which has been modified to accurately reflect the student's understanding of the skill with necessary adaptations to the assignment.

State assessment decisions for students receiving Special Education services require ARD committee determination.

- **ESL/ Bilingual**

English learners participating in the ESL and or Bilingual program must be provided linguistically accommodated instruction in the knowledge and skills of the foundation and enrichment curriculum. ESL program instruction must be commensurate with the student's levels of English language proficiency. The classroom teacher shall provide linguistic accommodations on each assignment to ensure accurate measure of the student's proficiency. In the Bilingual program assignments must align with the language of instruction.

Appropriate accommodations may include opportunities for students to demonstrate proficiency in various modes including, but not limited to, verbal response, graphic representations, and/ or native language response.

ELEMENTARY GRADING & REPORTING

Official Grade Reports

Official grade reports shall be accessed via Skyward, the online gradebook, to students and parents to communicate students' progress towards proficiency in each grade level.

Report Cards

(1) Reporting Periods

Four grade-reporting periods will be defined by the instructional calendar(UIL Eligibility Calendar)each year. **[Exhibit B]**

(2) Grade Reporting

Grades in all subjects or courses shall be reported to parents and students at the end of each grade reporting period. The report shall include the number of times the student has been absent. For students in special programs, a written report to parents must clearly specify the instructional level at which the student is functioning. Specific details related to each grade level/course are shown below:

- **In Grades Pre-K, Kindergarten, and 1st**, an overall student proficiency will be determined using marks for each competency. Student proficiency will be assigned using these descriptors:

M – Met Standard

DNM – Did Not Meet Standard

- **In Grades 2nd – 5th**, student proficiency will be determined using a traditional grading scale. Student proficiency shall be reported using a 100 point system as outlined below:

| Letter Grade | Range |
|--------------|----------|
| A | 90 – 100 |
| B | 80 – 89 |
| C | 70 – 79 |
| F | Below 70 |

- **In Elementary Enrichment Courses** (Art, PE, Health, Music) student proficiency will be reported using two marks, S or N.

| Mark | Explanation |
|----------|--|
| S | Consistently Meets Standards/ Expectations |
| N | Not Progressing towards Standards/Expectations |

(3) Type and Weight of Grades

- **In Grades Pre-K, Kindergarten, and 1st**, student progress will be assigned using three levels, Developing (DV), Progressing (PG), or Proficient (PF), as shown below. Students will receive a mark for each competency. **[EXHIBIT C]**

| Developing (DV) | Progressing (PG) | Proficient (PF) |
|-----------------|------------------|----------------------------------|
| | | Target - Grade level proficiency |

- **In Grades 2nd – 5th**, grades for each grading period shall reflect the students’ progress towards proficiency of identified priority learning progressions, which are aligned to the Texas Essential Knowledge and Skills. All grades will be weighted as follows:
 1. **Major Grades** will count as 50 percent of the student’s grading period average.
 2. **Daily Grades** will count as 50 percent of the student’s grading period average.
- **In Elementary Enrichment Courses** (Art, PE, Health, Music), student progress will be reported based on their performance on assignments using either S or N.

(4) Required Number of Grades

The required number of grades per reporting period is shown below for each grade level:

- **In Grades Pre-K, Kindergarten, and 1st**, grades will be reported using one mark per competency. Students must have a minimum of three marks (opportunities to demonstrate proficiency) on each competency per reporting period. **[EXHIBIT C]**
- **In Grades 2nd – 5th**, grades will be reported using a numerical average based on a minimum of (9) grades per subject area per grading period. In each subject area (Reading, Writing, Math, Social Studies, and Science) students should receive (3) major and (6) daily grades.
- **In Elementary Enrichment Courses** (Art, PE, Health, Music) grades will be reported using an S or N. Students should have at least three grades per course.

(5) Transfer Grades

To assign grades to a transfer student the records from the previous school(s) should be included in calculations for the current grading period. In cases where the grade format does not align to FBISD grading scales, the District registrar shall be contacted to align grading scales.

If the records are unavailable and the child has been in attendance for less than (15) days, no grades will be reported on the report card. In the comments section, the number of days in attendance will be recorded on the report card and the teacher will include in the comments section of the report card “insufficient days enrolled to assign grades.” If the transfer affects a grading period final grade, a grade change form shall be submitted once the transfer grades are received.

If the records are unavailable and the student has been in attendance for (15) days or more, the following should be used to determine the report card grade:

- Assign grade level written or oral work that can be assessed for grade reporting, and
- Place a grade on the report card and the number of days enrolled. Teachers will report in the comments the portion of work on which the student is being graded and indicate in the comments, “this does not represent assignments from the entire grading period.”

(6) Calculating Final Grades: Student Proficiency(PreK,K,1) /Yearly Average(2nd – 5th)

- **In Grades PreK, Kindergarten, and 1st**, the final grade shall be reported by competency. An overall student proficiency shall be reported using Met Standard (M) or Did Not Meet Standard (DNM).
- **In Grades 2nd – 5th**, the yearly average shall be determined by averaging the report card grade for each grading period.

Progress Reports

During the fourth week, teachers shall provide parental notice through a deficiency report when a student is in danger of failing.

Conferences

The District shall identify as part of the District calendar two opportunities for elementary parent conferences during the year. Teachers shall provide parents with a set conference time where parents can request a conference related to student progress towards proficiency.

Makeup Work

The teacher is responsible for providing makeup work to a student with an absence. Teachers should allow the student, as a minimum, the same number of days, as he/she was absent to complete the work. In extenuating circumstances, teachers may provide extended time for completion of makeup work.

Reengagement

Reengagement is a necessary part of teaching to ensure all students have the opportunity to attain proficiency. Time for reengagement is allocated in the Scope and Sequence for each unit of instruction. Reengagement is comprised of both reteaching and reassessment.

- **Reteaching**

Reteaching is a necessary component for mastery of essential knowledge or skills. Reteaching must occur whenever a student has not mastered the objectives at the independent practice or assessment level.

- **Documenting Reteaching**
Teachers shall document reteaching when it is determined that a student did not master objectives. Documentation of reteaching may occur in the online grade book or within teacher lesson plans.
- **Timeframe**
Teachers shall establish a reasonable timeline for reteaching content. Reteaching must occur prior to reassessment. In order to ensure that all students have access to reteaching, it must be provided during the school day.
- **Models for Reteaching**
Teachers may utilize whole group instruction for reteaching when more than 60% of the class does not master an objective. When fewer than 60% of the class does not master an objective, reteaching should occur in context of small group instruction. In all models, reteaching shall include feedback to students on where they are and where they need to go to attain proficiency.

Assignment or test corrections do not constitute reteaching.

- **Reassessment**

The decision as to how to reassess objectives that are retaught is the option of the classroom teacher. However, there must be evidence that reassessment has occurred. Reassessment procedures should be consistent across grade levels or the campus as determined at each campus. ***Reassessment is required for major grade assignments in which a student makes below a 75. Student accommodations/ modifications shall be provided during reassessment in alignment with LPAC and ARD decisions.***

- Documenting Reassessment

Reassessment must be documented in the online grade book.

- Timeframe

Reassessment must follow reteaching according to an appropriate timeline to allow student acquisition of content. Reassessment must occur prior to the end of the grade reporting period.

- Models for Reassessment

Reassessment methods include, but are not limited to:

- Additional assignments,
- Cumulative tests(unit, grading period),
- Demonstration/ performance,
- Discussion/review,
- Observation,
- Oral questioning with documented responses,
- Teacher made checklist/rubric, or
- Retesting.

Reassessments cannot include assignment or test corrections or retaking the same version/copy of an assignment/assessment.

- Reassessment for Concepts/Learning Progressions

Teachers shall offer students the opportunity to reassess concepts/learning progressions as determined by student need in order to ensure that the grade represents the level of student understanding of concepts.

- Reassessment for Major Grades

Retesting guidelines apply to major grade assessments for each grading period. Students who receive a grade below 75, must be provided an opportunity, through retesting, to demonstrate proficiency. The process for retesting shall be consistent across grade level teams according to the campus guidelines.

- Timeline

An appropriate timeline for retesting must be determined and communicated to students. To allow for acquisition of content, retesting must be scheduled a minimum of two school days beyond the initial assessment. Additionally, major grades should be scheduled in the instructional calendar to allow time for retesting within the same grade reporting period.

Two models of retesting that may be used are:

- Retesting

A model of retesting in which teachers create an alternate assessment. The alternate assessment may include all objectives on the initial assessment or only those that were not previously mastered by the student. The

format of the retest is the discretion of the teacher.

- Progressive/Cumulative Testing

A model of retesting in which teachers retest non-mastered objectives by including the objectives on the next comprehensive examination. The comprehensive assessment will include both non-mastered objectives and new objectives.

Retesting cannot include test corrections or retaking the same version/copy of the initial assessment.

- Determining Grades (retesting)

When determining the grade from **retesting**, the following criteria must be followed:

- Retesting may not reduce the initial grade,
- Grade replacement shall include assigning students the grade earned, up to a 75 as shown in the chart below.

| Retest Grade | Assigned Grade Change (retest) |
|----------------------------------|--|
| Below initial grade | No grade change – initial score remains |
| Above initial grade and below 75 | Replace initial score and score earned on retest |
| Above 75 | Replace initial score with 75 |

When determining the grade from **progressive/cumulative testing**, the following criteria must be followed:

- If the grade earned on the progressive/cumulative test **is lower** than the initial grade, no grade change will be made,
- If the grade earned on the progressive/cumulative test **is higher** than the initial grade, it will replace the initial grade.

Campus administrators shall review reassessment and retesting procedures for each team to ensure consistency.

Suspension

The District will not impose a grade penalty for makeup work after an absence due to suspension.

Middle School Grading & Reporting

Official Grade Reports

Official grade reports shall be provided to students and parents to communicate students' progress towards proficiency in each grade level.

Report Cards

(1) Reporting Periods

Four grade-reporting periods will be defined by the instructional calendar(UIL Eligibility Calendar) each year. **[EXHIBIT B]**

(2) Grade Reporting

Grades in all subjects or courses shall be reported to parents and students at the end of each grade - reporting period. The report shall include the number of times the student has been absent. For students in special programs, a written report to parents must clearly specify the instructional level at which the student is functioning.

- **In Grades 6th – 8th**, student proficiency will be determined using a traditional grading scale. Student proficiency will be reported using a 100 point system as outlined below:

| Letter Grade | Range |
|--------------|----------|
| A | 90 – 100 |
| B | 80 – 89 |
| C | 70 – 79 |
| F | Below 70 |

(3) Type and Weight of Grades

- **In Grades 6th – 8th**, grades for each grading period shall reflect the students' progress towards proficiency of identified priority learning progressions, which are aligned to the Texas Essential Knowledge and Skills. All grades will be weighted as follows:

1. **Major Grades** will count as 50 percent of the student's grading period average.

Note: Projects that are assigned as major grades shall include a timeline with checkpoints to support student success.

2. **Daily Grades** will count as 50 percent of the student's grading period average.

(4) Required Number of Grades

- **In Grades 6th – 8th**, grades will be reported using a numerical average based on a minimum of (12) grades per course per grading period. In each course, students should receive (3) major and (9) daily grades.

(5) Transfer Grades

To assign grades to a transfer student the records from the previous school(s) should be included in calculations for the current grading period.

If the records are unavailable and the child has been in attendance for less than (15) days, no grades will be reported on the report card. Teachers should select “NG” for no grade and complete a grade change form once transfer grades are received.

If the records are unavailable and the student has been in attendance for (15) days or more, the following should be used to determine the report card grade:

- Assign grade level written or oral work that can be assessed for grade reporting, and
- Place a grade on the report card.

(6) Grade Reductions

Grade reductions may be assessed for late assignments or in the event academic dishonesty occurs.

- **Late Work:**

Late work will be accepted according to the campus guidelines to allow students to demonstrate proficiency. Late work guidelines shall be developed at the campus level, approved by the appropriate assistant superintendent, and followed by all teachers on that campus. Late work may result in a grade reduction. Campus late work guidelines shall be included in the course syllabus.

- **Academic Dishonesty:** All secondary students shall sign a pledge of integrity at the beginning of each year. The pledge shall serve as each students’ commitment of integrity in academic work. **[Exhibit D]**

Academic Dishonesty includes, but is not limited to:

- Cheating or copying the work of another student.
- Plagiarism,
- Unauthorized access to written or electronic information, and;
- Unauthorized collaboration with another person in preparing an assignment or examination.

If a teacher or supervising employee determines that a student has engaged in academic dishonesty, the student shall receive discipline and corresponding grade reduction as outlined in the Student Code of Conduct.

(7) Semester Exams & Calculating Yearly Average

- **Semester Exams Middle School Courses**

Semester Exams will not be given at the end of the semester in middle school courses. Instead, an additional major grade for a total of (4) major grades will be added in the last grading period of the course.

- ***In semester courses,*** the second grading period will include the additional major grade.

- ***In full year courses***, the fourth grading period will include the additional major grade.

The additional major grade shall align to TEKS and include a rubric or checklist where a project or performance assessment is selected.

Example of types of assessment that may be used are:

- Authentic, project-based, collaborative learning experience,
 - Performance based assessment, and/or
 - Comprehensive examination of the course
-
- Campus Administrators shall monitor the type of assignment and establish a timeline/ calendar across content areas to ensure students are not overloaded. Selection of assessment type must be consistent across grade level teams.
 - **To Calculate Yearly Average in Grades 6th – 8th, middle school courses** the yearly average shall be determined by averaging the first semester average (50%) and the second semester average (50%).

Note: In the 2019 – 20 school year, the Semester Exam column will remain on the Skyward report card. To ensure appropriate grade calculations, teachers of Middle School Courses shall leave the grade for Semester exam blank.

- **Semester Exams High School Credit Courses** (taken in Middle School)
All high school credit courses taken in middle school will assess students using a cumulative semester exam at the end of the first and second semester. Semester exams shall align to the curriculum, and may include the use of multiple modalities to measure student proficiency. Semester exams shall be kept on file by the Department Head in each content area for a period of (1) year.
- **To Calculate Yearly Average in Grades 6th – 8th, high school credit courses** taken in middle school, the yearly average shall be determined using the same calculations as High School Courses.

Progress Reports

Written progress reports shall be distributed equally throughout each grade – reporting period in accordance with the instructional calendar (UIL Eligibility Calendar). **[EXHIBIT B]** In addition, teachers have the responsibility to provide parental notice through a deficiency report when a student is in danger of failing after a progress report has been sent.

Conferences

Teachers shall provide parents with a set conference time where parents can request a conference related to student progress towards proficiency. In order to develop students as advocates for self, students may also request a conference with a teacher to discuss their progress.

Makeup Work

Teachers must have a system in place to provide a student the assignments that occurred during to his/her absence. Students should be proactive in requesting makeup work from a teacher following an absence.

Teachers shall provide the student, as a minimum, the same number of days, as he/she was absent to complete the work. In extenuating circumstances, teachers may provide extended time for completion of makeup work.

If a test was scheduled before the student was absent, then the student may be required to take the test the days he/she returns to school.

Extra Credit

To receive extra credit, the work completed must be directly related to the curriculum, should be used for enrichment, and should not replace missing work. Extra credit should not be used to the extent that the grade does not accurately reflect the academic achievement of that student for the current grading period. Opportunities for extra credit shall be determined by the teacher and offered to all students within the course.

Test Days

Teachers will work collaboratively in their academic teams to coordinate the scheduling of major tests and makeup test days. A campus may determine to establish a schedule for testing days across academic content areas to limit the number of tests a student will take on a given day.

Reengagement

Reengagement is a necessary part of teaching to ensure all students have the opportunity to attain proficiency. Time for reengagement is allocated in the Scope and Sequence for each unit of instruction. Reengagement is comprised of both reteaching and reassessment.

- **Reteaching**

Reteaching is a necessary component for mastery of essential knowledge or skills. Reteaching must occur whenever a student has not mastered the objectives at the independent practice or assessment level.

- **Documenting Reteaching**

Teachers shall document reteaching when it is determined that a student did not master objectives. Documentation of reteaching may occur in the online grade book or within teacher lesson plans.

- **Timeframe**

Teachers shall establish a reasonable timeline for reteaching content. Reteaching must occur prior to reassessment. In order to ensure that all students have access to reteaching, it must be provided during the school day.

- **Models for Reteaching**

Teachers may utilize whole group instruction for reteaching when more than 60% of the class does not master an objective. When fewer than 60% of the class does not master an objective, reteaching should occur in context of small group instruction. In all models, reteaching shall include feedback to students on where they are and where they need to go to attain proficiency.

Reteaching is required for major grade assessments in which the student earns a score below 75.

Assignment or test correction does not constitute reteaching.

- **Reassessment**

The decision as to how to reassess objectives that are retaught is the option of the classroom teacher. However, there must be evidence that reassessment has occurred. Reassessment procedures should be consistent across grade levels or the campus as determined at each campus. ***Reassessment is required for major grade assignments in which a student makes below a 75. Student accommodations/ modifications shall be provided during reassessment in alignment with LPAC and ARD decisions.***

- Documenting Reassessment

Reassessment must be documented in the online grade book.

- Timeframe

Reassessment must follow reteaching according to an appropriate timeline to allow student acquisition of content. Reassessment must occur prior to the end of the grade reporting period.

- Models for Reassessment

Reassessment methods include, but are not limited to:

- Additional assignments,
- Cumulative tests(unit, grading period),
- Demonstration/ performance,
- Discussion/review,
- Observation,
- Oral questioning with documented responses,
- Teacher made checklist/rubric, or
- Retesting.

Reassessments cannot include assignment or test corrections or retaking the same version/copy of an assignment/assessment.

- Reassessment for Daily Grades

Teachers may elect to offer any student the opportunity to reassess. Reassessment grades may replace the initial grade. The process for reassessment of daily grades shall be consistent across grade level teams according to the campus guidelines.

- Reassessment for Major Grades

Retesting guidelines apply to major grade assessments for each grading period. Students who receive a grade below 75, must be provided an opportunity, through retesting, to demonstrate proficiency. The process for retesting shall be consistent across grade level teams according to the campus guidelines.

- Timeline

An appropriate timeline for retesting must be determined and communicated to students. To allow for acquisition of content, retesting must be scheduled a minimum of two school days beyond the initial assessment. Additionally, major grades should be scheduled in the instructional calendar to allow time for retesting within the same grade reporting period.

Two models of retesting that may be used are:

- Retesting

A model of retesting in which teachers create an alternate assessment. The alternate assessment may include all objectives on the initial assessment or only those that were not previously mastered by the student. The format of the retest is the discretion of the teacher.

- Progressive/Cummulative Testing

A model of retesting in which teachers retest non-mastered objectives by including the objectives on the next comprehensive examination. The comprehensive assessment will include both non-mastered objectives and new objectives.

Retesting cannot include test corrections or retaking the same version/copy of the initial assessment.

- Determining Grades (retesting)

When determining the grade from **retesting**, the following criteria must be followed:

- Retesting may not reduce the initial grade,
- Grade replacement shall include assigning students the grade earned, up to a 75.

| Retest Grade | Assigned Grade Change (retest) |
|----------------------------------|--|
| Below initial grade | No grade change – initial score remains |
| Above initial grade and below 75 | Replace initial score and score earned on retest |
| Above 75 | Replace initial score with 75 |

When determining the grade from **progressive/cumulative testing**, the following criteria must be followed:

- If the grade earned on the progressive/cumulative test **is lower** than the initial grade, no grade change will be made,
- If the grade earned on the progressive/cumulative test **is higher** than the initial grade, it will replace the initial grade.

Campus administrators shall review reassessment and retesting procedures for each team to ensure consistency.

Suspension

The District will not impose a grade penalty for makeup work after an absence due to suspension.

High School Grading & Reporting

Official Grade Reports

Official grade reports shall be provided to students and parents to communicate students' progress towards proficiency in each grade level.

Report Cards

(1) Reporting Periods

Four grade-reporting periods will be defined by the instructional calendar (UIL Eligibility Calendar) each year. **[EXHIBIT B]**

(2) Grade Reporting

Grades in all subjects or courses shall be reported to parents and students at the end of each grade - reporting period. The report shall include the number of times the student has been absent. For students in special programs, a written report to parents must clearly specify the instructional level at which the student is functioning.

- **In Grades 9th – 12th**, student proficiency will be determined using a traditional grading scale. Student proficiency will be reported using a 100 point system as outlined below:

| Letter Grade | Range |
|--------------|----------|
| A | 90 – 100 |
| B | 80 – 89 |
| C | 70 – 79 |
| F | Below 70 |

(3) Type and Weight of Grades

- **In Grades 9th – 12th**, grades for each grading period shall reflect the students' progress towards proficiency of identified priority learning progressions, which are aligned to the Texas Essential Knowledge and Skills. All grades will be weighted as follows:
 - 3. Major Grades** will count as 50 percent of the student's grading period average.
 - 4. Daily Grades** will count as 50 percent of the student's grading period average.

(4) Required Number of Grades

- **In Grades 9th – 12th**, grades will be reported using a numerical average based on a minimum of (12) grades per course per grading period. In each course, students should receive (3) major and (9) daily grades.

(5) Transfer Grades

To assign grades to a transfer student the records from the previous school(s) should be included in calculations for the current grading period.

If the records are unavailable and the child has been in attendance for less than (15) days, no grades will be reported on the report card. Teachers should select “NG” for no grade and complete a grade change form once transfer grades are received.

If the records are unavailable and the student has been in attendance for (15) days or more, the following should be used to determine the report card grade:

- Assign grade level written or oral work that can be assessed for grade reporting, and
- Place a grade on the report card.

(6) Grade Reductions

Grade reductions may be assessed for late assignments or in the event academic dishonesty occurs.

- **Late Work:**

Late work will be accepted according to the campus guidelines to allow students to demonstrate proficiency. Late work guidelines shall be developed at the campus level, approved by the appropriate assistant superintendent, and followed by all teachers on that campus. Late work may result in a grade reduction. Campus late work guidelines shall be included in the course syllabus.

- **Academic Dishonesty:** All secondary students shall sign a pledge of integrity at the beginning of each year. The pledge shall serve as each students’ commitment of integrity in academic work. **[Exhibit D]**

Academic Dishonesty includes, but is not limited to:

- Cheating or copying the work of another student.
- Plagiarism,
- Unauthorized access to written or electronic information, and;
- Unauthorized collaboration with another person in preparing an assignment or examination.

If a teacher or supervising employee determines that a student has engaged in academic dishonesty, the student shall receive discipline and corresponding grade reduction as outlined in the Student Code of Conduct.

(7) Calculating Semester Grades & Final Course Grades

- **Semester Exams**

All courses in grades 9th – 12th shall assess students using a cumulative semester exam at the end of the first and second semester. Semester exams shall align to the curriculum, and may include the use of multiple modalities to measure student proficiency. Semester exams shall be kept on file by the Department Head in each content area for a period of (1) year.

- **Semester Grades**

- Semester Grades shall be determined using the percentages below:
 - first/

| | | | |
|----------------|--|--|---------------------|
| First Semester | 1 st Grading Period Average (42.5%) | 2 nd Grading Period Average (42.5%) | Semester Exam (15%) |
|----------------|--|--|---------------------|

| | | | |
|-----------------|--|--|---------------------|
| Second Semester | 3 rd Grading Period Average (42.5%) | 4 th Grading Period Average (42.5%) | Semester Exam (15%) |
|-----------------|--|--|---------------------|

- **Final Course Grades**

Final Course grades shall be determined using a numerical average of the first and second semester grade.

- Partial Course Credit:

In courses where the final course grade is less than 70, the District shall award credit for the semester in which he/she earned the passing grade (70 or above). The student shall be required to retake only the semester in which he/she earned a failing grade.

The student may elect to retake the entire course, especially where the course is a prerequisite for a higher-level course, or the course is a foundational course upon which higher-level courses build.

- Grade Averaging – Full year courses

In full year courses where a student’s grade in one semester is failing (below 70) and the student has a final course grade of 70, credit for both semesters shall be awarded.

Progress Reports

Written progress reports shall be distributed equally throughout each grade – reporting period in accordance with the instructional calendar (UIL Eligibility Calendar). **[EXHIBIT B]**. In addition, teachers have the responsibility to provide parental notice through a deficiency report when a student is in danger of failing after a progress report has been sent.

Conferences

Teachers shall provide parents with a set conference time where parents can request a conference related to student progress towards proficiency. In order to develop students as advocates for self, students should request a conference prior to a parent scheduling a teacher conference. To support this process, administrators shall provide teachers support via establishing schedules for conferences and articulating the process for conferences to parents.

- **Student Led Conferences**

Student led conferences shall include the opportunity for student reflection, discussion and feedback, and goal setting. See **[EXHIBIT E]** for a resources to guide student led conferences. Student conferences shall be scheduled before or after school.

Makeup Work

Teachers must have a system in place to notify a student of an assignment that occurred during his/her absence. Students should be proactive in requesting makeup work from a teacher following an absence.

Teachers shall provide the student, as a minimum, the same number of days, as he/she was absent to complete the work. In extenuating circumstances, a teacher may provide extended time for the completion of makeup work.

If a test was scheduled before the student was absent, then the student may be required to take the test the days he/she returns to school.

Suspension

The District will not impose a grade penalty for makeup work after an absence due to suspension.

Extra Credit

To receive extra credit, the work completed must be directly related to the curriculum, should be used for enrichment, and should not replace missing work. Extra credit should not be used to the extent that the grade does not accurately reflect the academic achievement of that student for the current grading period. Opportunities for extra credit should be determined by the teacher and offered to all students within the course.

Test Days

Teachers will work collaboratively in their academic teams to coordinate the scheduling of major tests and makeup test days. A campus may determine to establish a schedule for testing days across academic content areas to limit the number of tests a student will take on a given day.

Reengagement

Reengagement is a necessary part of teaching to ensure all students have the opportunity to attain proficiency. Time for reengagement is allocated in the Scope and Sequence for each unit of instruction. Reengagement is comprised of both reteaching and reassessment.

- **Reteaching**

Reteaching is a necessary component for mastery of essential knowledge or skills. Reteaching must occur whenever a student has not mastered the objectives at the independent practice or assessment level.

- Documenting Reteaching

Teachers shall document reteaching when it is determined that a student did not master objectives. Documentation of reteaching may occur in the online grade book or within teacher lesson plans.

- Timeframe

Teachers shall establish a reasonable timeline for reteaching content. Reteaching must occur prior to reassessment. In order to ensure that all students have access to reteaching, it must be provided during the school day.

- Models for Reteaching

Teachers may utilize whole group instruction for reteaching when more than 60% of the class does not master an objective. When fewer than 60% of the class does not master an objective, reteaching should occur in context of small group instruction. In all models, reteaching shall include feedback to students on where they are and where they need to go to attain proficiency.

Reteaching is required for major grade assessments in which the student earns a score below 75.

Assignment or test correction does not constitute reteaching.

- **Reassessment**

The decision as to how to reassess objectives that are retaught is the option of the classroom teacher. However, there must be evidence that reassessment has occurred. Reassessment procedures should be consistent across grade levels or the campus as determined at each campus. ***Reassessment is required for major grade assignments in which a student makes below a 75.***

- Documenting Reassessment

Reassessment must be documented in the online grade book.

- Timeframe

Reassessment must follow reteaching according to an appropriate timeline to allow student acquisition of content. Reassessment must occur prior to the end of the grade reporting period.

- Models for Reassessment

Reassessment methods include, but are not limited to:

- Additional assignments,
- Cumulative tests(unit, grading period),
- Demonstration/ performance,
- Discussion/review,
- Observation,
- Oral questioning with documented responses,
- Teacher made checklist/rubric, or
- Retesting.

Reassessments cannot include assignment or test corrections or retaking the same version/copy of an assignment/assessment.

- Reassessment for Daily Grades

Teachers may elect to offer any student the opportunity to reassess. Reassessment grades may replace the initial grade. The process for reassessment of daily grades shall be consistent across grade level teams according to the campus guidelines.

o Reassessment for Major Grades

Retesting guidelines apply to major grade assessments for each grading period. Students who receive a grade below 75, must be provided an opportunity, through retesting, to demonstrate proficiency. The process for retesting shall be consistent across grade level teams according to the campus guidelines.

▪ Timeline

An appropriate timeline for retesting must be determined and communicated to students. To allow for acquisition of content, retesting must be scheduled a minimum of two school days beyond the initial assessment. Additionally, major grades should be scheduled in the instructional calendar to allow time for retesting within the same grade reporting period.

Two models of retesting that may be used are:

• Retesting

A model of retesting in which teachers create an alternate assessment. The alternate assessment may include all objectives on the initial assessment or only those that were not previously mastered by the student. The format of the retest is the discretion of the teacher.

• Progressive/Cummulative Testing

A model of retesting in which teachers retest non-mastered objectives by including the objectives on the next comprehensive examination. The comprehensive assessment will include both non-mastered objectives and new objectives.

Retesting cannot include test corrections or retaking the same version/copy of the initial assessment.

▪ Determining Grades (retesting)

When determining the grade from **retesting**, the following criteria must be followed:

- Retesting may not reduce the initial grade,
- Grade replacement shall include assigning students the grade earned, up to a 75.

| Retest Grade | Assigned Grade Change (retest) |
|----------------------------------|--|
| Below initial grade | No grade change – initial score remains |
| Above initial grade and below 75 | Replace initial score and score earned on retest |
| Above 75 | Replace initial score with 75 |

When determining the grade from **progressive/cumulative testing**, the following criteria must be followed:

- If the grade earned on the progressive/cumulative test **is lower** than the initial grade, no grade change will be made,
- If the grade earned on the progressive/cumulative test **is higher** than the initial grade, it will replace the initial grade.

Campus administrators shall review reassessment and retesting procedures for each team to ensure consistency.

EXHIBIT A – Learner Characteristics Elementary Conduct

Learner Characteristics PreK & Kindergarten

Effective Communicator – Profile of a Graduate

Communicate through self-expression, social engagement, and considering point-of-view

| Success Criteria | Always | Most of the Time | Some of the Time | Occasionally |
|--|--------|------------------|------------------|--------------|
| I can share my needs. | | | | |
| I can share my feelings. | | | | |
| I speak when it is my turn to share. | | | | |
| I give others time to speak. | | | | |
| I listen to others’ ideas before I say what I think. | | | | |
| Overall – Effective Communicator | | | | |

Collaborative Team Member – Profile of a Graduate

Demonstrates collaborative skills in contributing to teamwork, building relationships, and in refining and managing goals.

| Success Criteria | Always | Most of the Time | Some of the Time | Occasionally |
|---|--------|------------------|------------------|--------------|
| I can do a task with others. | | | | |
| I can do a task while following my teacher’s rules. | | | | |
| I take my turn and give others a turn. | | | | |
| I can make a goal for myself. | | | | |
| Overall – Collaborative Team Member | | | | |

Equipped with Skills for Life – Profile of a Graduate

Exhibits skills that demonstrate respect, healthy life choices, and the ability to apply knowledge in productive ways.

| Success Criteria | Always | Most of the Time | Some of the Time | Occasionally |
|--|--------|------------------|------------------|--------------|
| I can take care of my things. | | | | |
| I can tell the truth. | | | | |
| I can follow directions. | | | | |
| I can set goals. | | | | |
| I can be nice. | | | | |
| I can keep trying. | | | | |
| Overall – Equipped with Skills for Life | | | | |

Learner Characteristics 1st & 2nd Grade

Effective Communicator – Profile of a Graduate

Communicate through self-expression, social engagement, and considering point-of-view

| Success Criteria | Always | Most of the Time | Some of the Time | Occasionally |
|---|---------------|-------------------------|-------------------------|---------------------|
| I can share my personal needs while working with others. | | | | |
| I can share my feelings with others. | | | | |
| I can give others time to speak in a conversation. | | | | |
| I can pay attention and listen when others are speaking. | | | | |
| I can listen to helpful comments from others without getting upset. | | | | |
| Overall – Effective Communicator | | | | |

Collaborative Team Member – Profile of a Graduate

Demonstrates collaborative skills in contributing to teamwork, building relationships, and in refining and managing goals.

| Success Criteria | Always | Most of the Time | Some of the Time | Occasionally |
|--|---------------|-------------------------|-------------------------|---------------------|
| I can help my team do a task. | | | | |
| I can share ideas with my team. | | | | |
| I can show respect to needs of others on my team. | | | | |
| I can show appreciation for help from others on my team. | | | | |
| I can explain the goal my team has. | | | | |
| I can work with my team to reach a goal that my teacher gives. | | | | |
| Overall – Collaborative Team Member | | | | |

Equipped with Skills for Life – Profile of a Graduate

Exhibits skills that demonstrate respect, healthy life choices, and the ability to apply knowledge in productive ways.

| Success Criteria | Always | Most of the Time | Some of the Time | Occasionally |
|---|---------------|-------------------------|-------------------------|---------------------|
| I can show respect toward people and materials. | | | | |
| I can do my best on my work. | | | | |
| I can be honest. | | | | |
| I can use feedback to set goals. | | | | |
| I can keep trying even when it is hard. | | | | |
| Overall – Equipped with Skills for Life | | | | |

Learner Characteristics 3rd & 4th Grade

Effective Communicator – Profile of a Graduate

Communicate through self-expression, social engagement, and considering point-of-view

| Success Criteria | Always | Most of the Time | Some of the Time | Occasionally |
|---|--------|------------------|------------------|--------------|
| I can share my feelings. | | | | |
| I can explain my thinking to others. | | | | |
| I can ask others to explain what they mean. | | | | |
| I can listen to others' ideas. | | | | |
| I can take constructive feedback. | | | | |
| Overall – Effective Communicator | | | | |

Collaborative Team Member – Profile of a Graduate

Demonstrates collaborative skills in contributing to teamwork, building relationships, and in refining and managing goals.

| Success Criteria | Always | Most of the Time | Some of the Time | Occasionally |
|--|--------|------------------|------------------|--------------|
| I can help my team do a task. | | | | |
| I can share ideas with my team. | | | | |
| I can show respect to needs of others on my team. | | | | |
| I can explain why my team has a certain goal. | | | | |
| I can work with my team to reach a goal that my teacher gives. | | | | |
| Overall – Collaborative Team Member | | | | |

Equipped with Skills for Life – Profile of a Graduate

Exhibits skills that demonstrate respect, healthy life choices, and the ability to apply knowledge in productive ways.

| Success Criteria | Always | Most of the Time | Some of the Time | Occasionally |
|---|--------|------------------|------------------|--------------|
| I can reflect on my behavior and positively adjust it when needed. | | | | |
| I can submit quality work in a timely manner. | | | | |
| I can show respect toward people and property. | | | | |
| I can take responsibility for my actions. | | | | |
| I can set goals and follow a plan to achieve them. | | | | |
| I can persevere even when it is difficult and I don't feel like it. | | | | |
| Overall – Equipped with Skills for Life | | | | |

Learner Characteristics 5th Grade

Effective Communicator – Profile of a Graduate

Communicate through self-expression, social engagement, and considering point-of-view

| Success Criteria | Always | Most of the Time | Some of the Time | Occasionally |
|---|---------------|-------------------------|-------------------------|---------------------|
| I can think of and ask questions to understand better. | | | | |
| I can restate and summarize others' ideas. | | | | |
| I listen well and respond respectfully to different points of view. | | | | |
| Overall – Effective Communicator | | | | |

Collaborative Team Member – Profile of a Graduate

Demonstrates collaborative skills in contributing to teamwork, building relationships, and in refining and managing goals.

| Success Criteria | Always | Most of the Time | Some of the Time | Occasionally |
|---|---------------|-------------------------|-------------------------|---------------------|
| I can use positive actions or ideas to help my team with tasks. | | | | |
| I can show respect to the needs of others in my group. | | | | |
| I can help my group set goals. | | | | |
| I can help my group reach goals. | | | | |
| Overall – Collaborative Team Member | | | | |

Equipped with Skills for Life – Profile of a Graduate

Exhibits skills that demonstrate respect, healthy life choices, and the ability to apply knowledge in productive ways.

| Success Criteria | Always | Most of the Time | Some of the Time | Occasionally |
|---|---------------|-------------------------|-------------------------|---------------------|
| I can reflect critically on my behavior and use feedback to inform my future actions in a positive way. | | | | |
| I can manage my time and work effectively. | | | | |
| I can demonstrate honesty, integrity and responsibility in my choices. | | | | |
| I can set goals and articulate my success criteria for achieving the goals. | | | | |
| I can continue working toward goals even when I encounter obstacles and setbacks. | | | | |
| Overall – Equipped with Skills for Life | | | | |

EXHIBIT B – 2019 – 20 UIL Eligibility Calendar

This document is intended to bring clarity to the eligibility calendar for UIL participants. Specifically be aware of the following issues:

- Grade periods for eligibility are seven (7) calendar days after the evaluation, with the exception of holidays.
- Students may lose/gain eligibility at the six weeks grading period.
- Students can regain eligibility at both the three weeks progress report and at the six weeks grade report.
- All students are academically eligible during Thanksgiving Break, Christmas Break and Spring Break holidays.

FORT BEND INDEPENDENT SCHOOL DISTRICT 2019-2020 TEA / UIL ELIGIBILITY CALENDAR

- | | | | |
|------------|--|---|---------------------------|
| • Friday | 9/20 | Evaluate All Students | (Progress Report #2) |
| • Friday | 9/27 | Students gain/lose eligibility | (end of the school day) |
| • Thursday | 10/10 | Evaluate All Students | (Report Card #1) |
| ----- | | | |
| • Thursday | 10/17 | Students gain/lose eligibility | (end of the school day) |
| • Friday | 11/01 | Re-evaluate failing students from Report Card #1 | (Progress Report #3) |
| • Friday | 11/08 | Students may regain eligibility | (end of the school day) |
| • Friday | 11/22 | Re-evaluate failing students from Report Card #1 | (Progress Report #4) |
| ○ | THANKSGIVING BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE | | |
| • Monday | 12/09 | Students may regain eligibility | (end of the school day) |
| Thursday | 12/19 | Evaluate All Students from Report Card #2 | (Report Card #2) |
| ----- | | | |
| ○ | CHRISTMAS BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE | | |
| • Tuesday | 1/14 | Students gain/lose eligibility | (end of the school day) |
| • Monday | 1/27 | Re-evaluate failing students | (Progress Report #5) |
| • Monday | 2/03 | Students may regain eligibility | (end of the school day) |
| • Tuesday | 2/18 | Re-evaluate failing students from Report Card #2 | (Progress Report #6) |
| • Tuesday | 2/25 | Students may regain eligibility | (end of the school day) |
| • Friday | 3/06 | Evaluate All Students | (Report Card #3) |
| ----- | | | |
| ○ | SPRING BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE | | |
| • Monday | 3/23 | Students gain/lose eligibility | (end of the school day) |
| • Friday | 4/03 | Re-evaluate failing students from Report Card #3 | (Progress Report #7) |
| • Friday | 4/10 | Students gain eligibility | (end of the school day) |
| • Monday | 4/27 | Re-evaluate failing students from Report Card #3 | (Progress Report #8) |
| • Monday | 5/04 | Students may regain eligibility | (end of the school day) |

NOTE:

*** ALL STUDENTS ARE ACADEMICALLY ELIGIBLE THROUGH THE SUMMER.**

EXHIBIT C – Competencies (PK, K, 1)

Pre-Kindergarten

Students will receive marks for all competencies for the identified grading periods.

Science Competencies

| Competency | GP 1 | GP 2 | GP 3 | GP 4 |
|---|------|------|------|------|
| C1 – Physical Science The student observes, investigates, and describes the properties of objects, position and motion of objects, and the different sources of energy. | X | X | X | X |
| C2 – Life Science The student observes, investigates, and describes the physical characteristics of organisms, life cycles of organisms, and describe the relationship between organisms and their environment. | | | X | X |
| C3 – Earth Science The student observes, investigates, and describes earth materials, objects in the sky, changes in the earth and sky, and how to care for the environment. | | X | | X |

Social Studies Competencies

| Competency | GP 1 | GP 2 | GP 3 | GP 4 |
|---|------|------|------|------|
| C1 – People, Past and Present The student identifies and describes similarities and differences between his/herself, classmates, and families. | X | X | | |
| C2 – Economics The student explores and describes the roles of family, school, and community helpers, describes basic needs of people, as well as explores and describes the relationship between consumers (buyers) and producers (sellers). | X | X | X | X |
| C3 – Geography The student identifies, describes, and creates models of common objects and features found in their home, school, and community. | X | X | | |
| C4 –Citizenship The student identifies the United States and Texas flag, recites the Pledge of Allegiance to the United States and Texas flag. | X | X | | |

Math Competencies

| Competency | GP 1 | GP 2 | GP 3 | GP 4 |
|--|------|------|------|------|
| C1 – Counting The student counts up to 10 objects and rote count 1-30. | X | X | X | X |
| C2 – Adding To/Taking Away The student knows that when objects are added to a set, the total number of objects increases and when you take an object away from a set, the total number of objects decreases. | | | X | X |

| | | | | |
|--|---|---|---|---|
| C3 – Geometry The student recognizes, describes and names characteristics of shapes. | | X | X | X |
| C4 – Measurement The student verbally describes the length, area and weight of objects using nonstandard measurement tools | X | X | X | |
| C5 – Sorts The student sorts objects that are the same and different. | X | X | X | X |
| C6 – Patterns The student recognizes and creates patterns | | X | X | X |
| C7 – Data and Graphing The student participates in creating class graphs using pictures and or real objects. | X | X | X | X |

Language and Communication Competencies

| Competency | GP 1 | GP 2 | GP 3 | GP 4 |
|---|------|------|------|------|
| C1 – Listening Comprehension The student shows an understanding by following oral directions. | X | X | X | X |
| C2 – Speaking (Conversation) The student engages in conversations which demonstrate an understanding of verbal and non-verbal communication rules (eye contact and taking turns when speaking). | X | X | X | X |
| C3 – Vocabulary The student uses new vocabulary daily. | X | X | X | X |
| C4 – Speech Production The student’s speech is understood by both the teacher and other adults. | X | X | X | X |
| C5 –Sentence Structure The student speaks in complete sentences of four or more words. | X | X | X | X |

Emergent Literacy Reading & Writing Competencies

| Competency | GP 1 | GP 2 | GP 3 | GP 4 |
|--|------|------|------|------|
| C1 – Syllables The student blends and divide words into syllables. | | X | X | X |
| C2 – Rhyming Words The student recognizes and creates rhyming words. | | X | X | X |
| C3 – Understanding Word Parts The student identifies and produces words that begin with same sound. | X | X | X | X |
| C4 – Letter Identification The student identifies both uppercase and lowercase letters. | X | X | X | X |
| C5 – Letter Sound Recognition The student identifies letter sounds independently. | | X | X | X |
| C6 – Comprehension of Text Read Aloud The student demonstrates comprehension of text read aloud by acting it out or discussing the sequence of events. | X | X | X | X |

| | | | | |
|--|---|---|---|---|
| C7 – Print Concepts The student knows the difference between letters, words, and pictures, knows that readers read left to right and top to bottom, holds books correctly, and turns pages correctly . | X | X | X | X |
| C8 – Writing as a Process and a Means of Communication The student contributes ideas during shared writing activities and uses drawing and writing to express their ideas. | X | X | X | X |

Physical Development Competencies

| Competency | GP 1 | GP 2 | GP 3 | GP 4 |
|--|------|------|------|------|
| C1 – Gross Motor The student moves and stops with control over speed and move from one space to another by walking, running, jumping, and skipping. | X | X | X | X |
| C2 – Fine Motor The student uses hands and fingers to manipulate various classroom materials and shows increasing control of tasks that require eye-hand coordination. | X | X | X | X |
| C3 – Personal Safety Health The student follows safety rules while using classroom materials (scissors, glue, pencils), practice good hygiene (coughs and sneezes into his/her elbow, washes hands after using the restroom and eating), and identify and discuss the importance of healthy snacks and exercise. | X | X | X | X |

Fine Arts Competencies

| Competency | GP 1 | GP 2 | GP 3 | GP 4 |
|---|------|------|------|------|
| C1 – Art The student participates in classroom art activities and uses art as a form of self-expression using a variety of art materials. | X | X | X | X |
| C2 – Music The student participates in classroom music activities including, singing and playing various musical instruments. | X | X | X | X |

Social Emotional Competencies

| Competency | GP 1 | GP 2 | GP 3 | GP 4 |
|---|------|------|------|------|
| C1 – Self Regulation Behavior The student begins to show signs of ability to control his/her behavior with few reminders. | X | X | X | X |
| C2 – Emotional Control The student communicates his/her feelings and shows understanding of others feelings | X | X | X | X |
| C3 – Self Control-Control of Attention The student works on tasks independently and with peers | X | X | X | X |
| C4 – Relationship with Others The student forms positive relationships with teachers and peers | X | X | X | X |

Kindergarten Grade – Math Competencies

Students will receive marks for each competency in the identified grading periods.

| Competency | GP 1 | GP 2 | GP 3 | GP 4 |
|---|------|------|------|------|
| C1 – Problem Solving The student analyzes given information, creates a plan, solves, and determines reasonableness. | X | X | X | X |
| C2 – Numeration – Compare and Order The student reads, writes, represents, and compares whole numbers from 0-20. | X | X | X | X |
| C3 – Composing and Decomposing The student composes and decomposes numbers to 10. | X | X | X | X |
| C4 - Data and Analysis – Create Graphs The student creates and draws conclusions from real world and picture graphs. | | X | X | |
| C5 – Geometry – Classify and Sort The student classifies and sorts 2D shapes and 3D solids and analyzes their attributes. | X | | | X |

Kindergarten Grade – Science Competencies

Students will receive marks for each competency in the identified grading periods.

| Competency | GP 1 | GP 2 | GP 3 | GP 4 |
|---|------|------|------|------|
| C1: Scientific Observations The student can communicate observations about investigations. | X | X | X | X |
| C2: Physical Properties The student knows that objects have properties and that these properties can be changed. | X | | | |
| C3: Force, Motion, and Energy The student understands that there are different forms of energy and can describe location and movement of objects. | | X | | |
| C4: Earth’s Surface The student understands that not all rocks are the same. | | X | | |
| C5: Patterns in the Natural World The student understands that weather changes and that there are objects in the sky during the day and night. | | | X | |
| C6: Living Things The student understands that living organisms have basic needs and physical characteristics. | | | X | X |

Kindergarten – Reading Competencies

Students will receive marks for each competency in the identified grading periods.

| Competency | GP1 | GP2 | GP3 | GP4 |
|--|-----|-----|-----|-----|
| C1 - Retelling Texts Read Aloud The student retells the important parts of stories and informational texts read aloud. | X | X | X | X |
| C2 Retelling of Independent Reading The student retells texts read independently. | | | X | X |
| C3 - Characters and Themes in Literary Texts Read Aloud The student identifies and discusses characters and theme in literary texts read aloud. | | X | X | X |
| C4 - Monitoring Beginning Reading The student monitors and reflects on their thinking when independently reading and uses strategies to comprehend when meaning breaks down. | X | X | X | X |
| C5 - Phonological Awareness The student produces rhyming words as well as identifies and segments syllables | X | X | X | X |
| C6 - Phonics, Spelling, and Word Study The student reads and spells words consistently using sound-spelling patterns. | X | X | X | X |
| C7 - Response to Reading The student talks, draws, and writes about texts heard, read, and viewed. | X | X | X | X |
| C8 - Concepts About Print The student handles books for reading and recognize where words start and stop. | X | X | X | X |

Kindergarten – Writing Competencies

Students will receive marks for each competency in the identified grading periods.

| Competency | GP 1 | GP 2 | GP 3 | GP 4 |
|---|------|------|------|------|
| C1 - Writing with Grade Level Conventions The student prints legible words and sentences. | X | X | X | X |
| C2 - Writing to Communicate Ideas The student develops ideas with details. | X | X | X | X |

Kindergarten Grade – Social Studies Competencies

Students will receive marks for each competency in the identified grading periods.

| Competency | GP 1 | GP 2 | GP 3 | GP 4 |
|--|------|------|------|------|
| C1 – Government and Citizenship The student understands where and why we have rules. | X | | | |
| C2 – Authority Figures The student understands the role of authority figures in our communities. | X | | | |

| | | | | |
|---|--|---|---|---|
| C3 - Culture The student understands that we live in a diverse community, but we share many similarities. | | X | | |
| C4 - Economics The student understands why people have jobs and how various jobs help our communities. | | X | | |
| C5 - History The student understands how the past influences the present. | | | X | |
| C5 - Time and Chronology The student sequences events in chronological order. | | | X | |
| C6 – Map Skills The student creates a map of a real place. | | | | X |
| C7 - Geography The student understands how geography influences their lives. | | | | X |
| C8 –Technology and Society The student understands how technology has changed and how it helps us. | | | | X |

1st Grade – Math Competencies

Students will receive marks for each competency in the identified grading periods.

| Competency | GP 1 | GP 2 | GP 3 | GP 4 |
|--|------|------|------|------|
| C1 – Problem Solving The student analyzes given information, create a plan, solve, and determine reasonableness. | X | X | X | X |
| C2 – Numeration – Compare and Order The student represents, compares, orders, composes, and decomposes numbers to 120. | X | X | X | X |
| C3 – Addition and Subtraction The student adds up to 20 and subtracts within 20 using concrete, pictorial, and number sentences. | X | X | X | X |
| C4 – Data and Analysis – Create Graphs The student uses data to both draw conclusions from and create picture and bar graphs. | | | X | X |
| C5 – Geometry – Classify and Sort The student classifies and sorts regular and irregular 2D shapes and identify 3D solids. | X | X | | X |
| C6 – Measurement The student uses tools to measure and describe time and the length of objects. | | | X | X |

1st Grade – Science Competencies

Students will receive marks for each competency in the identified grading periods.

| Competency | GP 1 | GP 2 | GP 3 | GP 4 |
|---|------|------|------|------|
| C1: Scientific Explanations The student can communicate observations and provide reasons for explanations. | X | X | X | X |
| C2: Physical Properties The student knows that objects have properties and that these properties can be described, classified, and changed. | X | | | |
| C3: Force, Motion, and Energy The student understands that energy has many forms and that objects can move in different ways. | | X | | |
| C4: Earth's Surface The student understands that soil is made of different components. | | X | | |
| C5: Patterns in the Natural World The student understands that weather is the combination of sunlight, wind, snow or rain, and temperature in a particular place over time and that the appearance of the sun, moon, and stars changes over time. | | | X | |
| C6: Living Things The student can identify living things and knows that organisms resemble their parents and have structures and processes that help them survive. | | | X | X |

1st Grade – Reading Competencies

Students will receive marks for each competency in the identified grading periods.

| Competency | GP 1 | GP 2 | GP 3 | GP 4 |
|--|------|------|------|------|
| C1 - Retelling of Texts Read Aloud The student retells the important parts of stories and informational texts read aloud. | X | X | X | X |
| C2 - Retelling of Independently Read Text The student retells independently read texts. | X | X | X | X |
| C3 - Characters and Themes in Literary Text The student identifies and discusses the main character, his or her feelings, and what the character learned. | | X | X | X |
| C4 - Monitoring Beginning Reading The student monitors and reflects on their thinking when independently reading and is able to use strategies to comprehend when meaning breaks down. | X | X | X | X |
| C5 - Phonological Awareness The student recognizes how words change as letters are added, changed, or removed, and segments words. | X | X | X | X |
| C6 - Phonics, Spelling, and Word Study The student reads and spells words in isolation and in context. | X | X | X | X |
| C7 - Fluency The student reads at a steady rate, with few errors, and with expression. | X | X | X | X |
| C8 - Response to Reading The student talks, draws, and writes about text heard, read, and viewed. | X | X | X | X |

1st Grade – Writing Competencies

Students will receive marks for each competency in the identified grading periods.

| Competency | GP 1 | GP 2 | GP 3 | GP 4 |
|---|------|------|------|------|
| C1 - Writing with Grade Level Conventions The student prints legible words and sentences. | X | X | X | X |
| C2 - Writing to Communicate Ideas The student develops ideas with details. | X | X | X | X |

1st Grade – Social Studies Competencies

Students will receive marks for each competency in the identified grading periods.

| Competency | GP 1 | GP 2 | GP 3 | GP 4 |
|--|------|------|------|------|
| C1 - Government The student understands why we have rules and laws at home, school, and in the community. | X | | | |
| C2 – Public Officials The student understands the role of leaders and public officials in our community, state, and country. | X | | | |
| C3 - Citizenship The student understands the role of good citizens in our communities. | | X | | |
| C4 - Economics The student understands choices people make as a consumer and as a worker. | | X | | |
| C5 - Culture The student understands that we live in a diverse community, but we share many similarities. | | X | | |
| C6 - History The student understands how the past influences the present. | | | X | |
| C7 – Time and Chronology The student creates a timeline with events in chronological order. | | | X | |
| C8 – Map Skills The student creates a map of a real place. | | | | X |
| C9 – Geography | | | | X |
| C – 10 Technology & Society | | | | X |

EXHIBIT D – Academic Integrity Pledge

Fort Bend ISD Integrity Pledge

The Vision of FBISD is to graduate students who exhibit attributes of the Profile of a Graduate.

A Fort Bend ISD Graduate has a rigorous academic foundation, strong character, and is equipped with skills for life, a servant leader, an effective communicator, a critical thinker, a compassionate citizen, a collaborative team member and a life-long learner.

I, _____ as a Fort Bend ISD student, pledge to exhibit the traits of a graduate by demonstrating academic integrity and to avoid academic dishonesty.

Academic dishonesty includes, but is not limited to:

- Cheating or copying the work of another student,
- Plagiarism, by incorporating significant portions of someone else’s work without appropriate citation.
- Unauthorized access (providing or possessing) to written or electronic information, and;
- Unauthorized collaboration with another person in preparing an assignment or during an examination.

The determination that a student has engaged in academic dishonesty shall be based on the judgement of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students, or other evidence. *Appeals on the judgement will be brought to a campus committee (Chapter 37) designated by the campus principal.*

Student Signature: _____ **Date:** _____

With this pledge, I understand that I shall be subject of grade penalties on assignments or tests and disciplinary penalties, which may include disqualification from participation in academic awards/programs, in accordance with the Student Code of Conduct and the Student Parent Handbook. Instances of academic dishonesty will have an impact on academic awards/programs for the current and following school year.

EXHIBIT E – Student Led Conferences

The document below can be used by high school students to schedule a student led conference.

Student Conference Request

Student Name: _____ Date of Request: _____

I would like to request a student initiated conference to discuss the following need:

Academic Need Learning Environment Other

Use this space to describe the concern/topic:

What do you hope to accomplish in this conference?

Work Habit Reflection – Consider your consistent work habits to complete the scale.

| Work Habits | Always | Some of the time | Rarely |
|--|--------|------------------|--------|
| <i>I complete all assigned work within identified timelines.</i> | | | |
| <i>I actively engage in classroom discussions. (asking questions and provided feedback as appropriate)</i> | | | |
| <i>I can identify when I need help and articulate the need.</i> | | | |

PLEASE SELECT YOUR PREFERENCE FOR MEETING TIME:

- Before school
- After school

SECTION BELOW TO BE COMPLETED BY TEACHER ONLY

SCHEDULED DATE AND TIME OF CONFERENCE (*within 48 hours of date of request*)

Date: ____/____/____ Time: ____ : ____

CONFERENCE NOTES:

NEXT STEPS: