



Grading Guidelines

2016-2017

*LE*ngage *LE*quip *LE*mpower



The mission of LEISD is to engage, equip, and empower each student to realize their full potential.

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Mission

The mission of Little Elm Independent School District is to engage, equip, and empower each student to realize their full potential.

Beliefs

As Lobos we value...

- A culture founded on the highest qualities of character
- Unleashing every individual's highest potential
- Creating a community where ever student loves to learn, every teacher loves to teach, and every person is proud to call home
- A foundation of culture that values unity and pride
- Embracing all of our kids as all of our kids
- Open, transparent, and timely communication

Vision

Our vision for the Little Elm ISD community is to be The Destination District.

LE Engage LE Equip LE Empower

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Grading Philosophy

Monitoring of the academic progress and feedback to the students and parents is essential to foster academic success. The key is communication. The goal is to communicate a fair and accurate indication of the level of mastery of the subject by the student at the time of the feedback. To this end, the district has well established grading standards, procedures, and policies.

The LEISD Grading Guidelines provide the framework for grading practices across the district in accordance with Board Policy EIA (LEGAL). The Grading Guidelines reflect the belief that grades are a measure of what students know and do not know.

- A grade should reflect a student's mastery of the designated learning objectives (Texas Essential Knowledge and Skills**).
- All grading practices should be used to promote learning and academic growth.
- Grades should never be used as a punishment or used to measure conduct or work skills.

**Students in specialized programs with an IEP will earn grades based upon mastery of their individual educational plans.

Intentional Planning

Intentional planning and teaching should be authentic, collaborative, and reflective. This form of planning requires deliberate consideration of the curriculum standards, instructional options, and students' needs. Not only is mastery of the content standards critical, but also intentional planning should provide students with opportunities to self-direct, manage complexity, think critically, communicate, and solve problems using contemporary tools.

Responsibilities

Student

1. Complete assigned work on time and return it to the teacher.
2. Communicate with the teacher when the student does not understand the material or is in need of help.
3. Evaluate his or her own work.
4. Maintain academic honesty.

Parent

1. Set and reinforce clear expectations for academic success.
2. Create an effective study environment in the home.
3. Provide school supplies and materials.

4. Monitor the student's homework and progress.
5. Help with, but not do, homework and projects.
6. Communicate with teachers when concerns arise.

Teacher

1. Plan and provide daily instruction.
2. Monitor students' mastery of the curriculum.
3. Communicate progress through on-line grade book, progress reports, report cards, and other communication as appropriate.
4. Provide additional instructional support for students who are failing or in danger of failing.
5. Provide tutoring for students who are failing or in danger of failing.
6. Provide differentiated instruction to ensure the appropriate level of instruction for all students.

Texas Education Code

In compliance with **Texas Education Code §28.0216**, grading in LEISD

- Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment.
- May not require a classroom teacher to assign a minimum grade for an assignment without regard for a student's quality of work.
- May allow a student a reasonable opportunity to makeup or re-do a class assignment or examination for which the student received a failing grade.

Academic Dishonesty

Students found to have engaged in academic dishonesty shall have a zero recorded for assignments or tests with no opportunity for retesting and shall be subject to disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. [EIA Local]

Attendance

To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit for the class if he or she completes a plan, approved by the principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate. [See policies at FEC].

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for religious holy days and documented health-care appointments will be considered days of attendance for this purpose. [See policies at FEB.]
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district. For a student transferring into the district after school begins, including a migrant student, only those absences after enrollment will be considered.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

Communication with Parents

All teachers will communicate with parents regarding student progress. The system used is dependent upon the grade level cluster.

Pre-K-KN: Weekly Communication Folder

Grade(s) 1-6: Parent Portal in conjunction with weekly communication will be utilized on each campus.

Grade(s) 7-12: Parent Portal

- The parent/teacher conference is a valuable source of information for both the parent/guardian and the teacher. The conference provides the opportunity for parents/guardians and the teacher to become better acquainted and to combine

efforts in the interest of the student. The conference also allows the student to understand that the school and the home are working together for his/her benefit.

- When a student is in jeopardy of failing (70 average or less), the teacher will communicate directly with the parents/guardians and maintain documentation of the communications.
- Teachers and/or parents/guardians may request conferences at any time.
- When a face-to-face conference cannot be scheduled at a mutually agreeable time, the following forms of direct communication may be utilized:
 - Documented telephone conversation – (Leaving a voicemail is not sufficient in most cases, unless the parent has given written permission to leave a message at a specific number).
 - Email correspondence that includes replies from parent/guardian that can be documented.
- Contact or attempts to contact parents by phone, in-person, in writing, or email should be kept on file by the teacher. As appropriate, records should include the date, student name, parent name, number called, email address, and notes taken or emails received.
- Since teacher web pages are communication tools for parents/guardians, teachers should maintain a current web page with all appropriate information as determined by the campus to provide one more communication avenue to reach parents.
- Teachers should encourage students and parents to track their child's current academic progress online via the Parent Portal.

End of Course Exams

Beginning with ninth graders in the 2011–2012 school year and, as modified by House Bill 5, end-of-course (EOC) assessments are administered for the following courses:

Algebra I
English I and English II,
Biology
United States History

Satisfactory performance on the applicable assessments will be required for graduation.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee. These particular EOC assessments may have different testing windows than the general assessments, and the ARD committee will determine whether successful performance on the assessments will be required for graduation.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation.

Exemptions from Semester Exams

Students in grades PK-10 are not eligible for exemptions on any major assessment.

Students in grades 11-12 may earn exemptions on a limited basis. Semester exams for high school courses count 15% of the semester grade. Only students classified as juniors and seniors may earn exam exemptions. Students meeting the exemption criteria are excused from taking the semester exam and their semester grade is equal to their average. Students who have earned an exemption may choose to take the semester exam to improve their semester grade.

Students in courses in which an EOC is administered are not eligible for exemptions, unless they pass the EOC.

Extracurricular Activities

A student who receives at the end of a grading period a grade below 70 in any academic class other than the exceptions listed in the next sentence may not participate in extracurricular activities for at least three school weeks. Exceptions are: an advanced placement, international baccalaureate, honors, and dual credit course in English language arts, mathematics, science, social studies, economics, and a foreign language or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP).

Students participating in UIL activities must meet eligibility per UIL Guidelines.

An ineligible student may practice or rehearse while suspended. The student regains eligibility when the Principal and teachers determine that he or she has: (1) earned a passing grade (70 or above) in all academic classes other than those listed above and (2) completed three weeks of ineligibility.

A student must attend school at least 50% of the same day as the activity or be present for the count period in order to participate.

Students participating in UIL sanctioned events must meet the eligibility requirements as described the University Interscholastic League.

Grading Overview

Grading should help the teacher to

- Communicate progress to the student and parent/guardian on mastery of the TEKS.
- Appraise the effectiveness of teaching strategies and modes of instruction.
- Evaluate strengths and needs of each student.
- Determine if credit will be awarded.

Grading should help the parents/guardians to

- Understand their child as a learner.
- Be knowledgeable about their child's mastery of the TEKS.
- Guide their child in making academic progress.
- Encourage their child to give maximum performance in academic areas.

Grading should help the student to

- Evaluate and see personal progress on mastery of the TEKS.
- Recognize how work may be improved.
- Set his/her goals for future learning.

Effective teachers use a variety of formative and summative assessments to determine mastery of content and skills being taught. Assessments may include but are not limited to student performances and projects, teacher observation of developmental skills, work samples, oral interviews, and written assignments. Grading strategies will also differ depending on whether or not a teacher is instructing in skills, theory, processes, or products.

Recording mastery at one point in time does not guarantee lifelong mastery, nor does it relieve teachers of the responsibility of reviewing previously taught content as part of ongoing instruction.

Essential Lesson Design Questions

1. Does my planning reflect what students need to know and are able to do to demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS)?
2. Have I created an alignment between the activities I have planned and the cognitive level of what I want students to know and be able to do?
3. Do I assess student interests and utilize this information in planning units of work, creating meaningful tasks, or designing assignments?
4. Do my choices of instructional resources reflect a diversity of formats that appeal to students?
5. Have I regularly encouraged students to assess their own work and others' work in terms of the standards set?
6. Have I provided clear and compelling standards prior to demonstrations of learning (i.e., performances, products, projects, and exhibitions)?

7. Do I routinely hold assessment conferences with individual students or small groups of students where the qualities of student products are assessed?
8. Do I routinely use assessment primarily as a tool to promote student success and only secondarily as a means to justify the distribution of rewards and grades?
9. Do I plan success for each student? When students do not succeed, do I work directly with them to diagnose the causes of failure to correct the situations?
10. What prescriptive teaching strategies for learning have I provided so each student can experience success?

Grading and Reporting for Learning and Mastery

General Guidelines

- All daily work that is to be graded should be completed at school under teacher supervision. If ample classroom time has been given and additional time is needed for mastery, a teacher will make arrangements with the child for completion. At teacher discretion, the work may be sent home to be completed. If a student chooses to not complete a daily work assignment, the student code of conduct will be applied to this behavior.
- Homework may be given for students to complete at home. It should conform to the homework philosophy contained in this document.
- In grades K-5, daily work should be completed within the time allotted. However, by teacher discretion it may be turned in and accepted for credit by the end of the three-week grading period in which the content was taught and work assigned. If it is not complete, then it may receive a grade based upon the percentage completed. A partial grade or zero may be recorded.
- Grades and all partial grades shall be reflective of the mastery of the TEKS addressed in the assignment. Grade points shall not be awarded or reduced for any non-academic activities, such as compliance grades or points. (Examples: returning the report card, incomplete paper heading, bringing or possessing supplies, or parents attending an open house, etc.)
- As a general guideline, graded work should be up to date in the electronic grade book within 3 school days of the assignment being turned in by the student. The day an assignment is turned in is day zero.

Grade Point Scale for GPA Calculation

The grade point scale charts for high school courses can be viewed on the following link to Policy EIC (LOCAL), pages 2-4. Note that there is a different chart depending on the year students started ninth grade.

[http://www.tasb.org/policy/pol/private/061914/pol.cfm?DisplayPage=EIC\(LOCAL\).pdf](http://www.tasb.org/policy/pol/private/061914/pol.cfm?DisplayPage=EIC(LOCAL).pdf)

Grading Scales

Pre-Kindergarten through Second grade report cards shall be standards based.

Grades 3-12 will be numerically based on the following 100 point scale:

| Grade | Letter Equivalent | Description |
|----------|-------------------|--|
| 90-100 | A | Outstanding progress and mastery of TEKS |
| 80-89 | B | Above average progress and mastery of TEKS |
| 70-79 | C | Average progress and mastery of TEKS |
| Below 70 | F | Below average progress and understanding of TEKS, re-teach is required |
| | I | Incomplete |

Grade Weights for Report Card Calculation

| | Daily Work (examples: formative assessments, labs, notes, Minor papers and projects, homework, etc.) | Summative (examples: unit tests, major tests, rubric based projects, major papers, major labs, etc.) |
|---|---|---|
| Pk- 2 nd Grade | Not Applicable: Standards Based Grading | |
| 3 rd -5 th Grade | 60% | 40% |
| 6 th -8 th Grade | 50% | 50% |
| 9 th -12 th Grade | 40% | 60% |

Minimum Grades per Reporting Period

In a nine-week reporting period the following is the minimum grade requirements to be recorded in the gradebook.

| | Daily Work (examples: formative assessments, labs, notes, Minor papers and projects, homework, etc.) | Summative (examples: unit tests, major tests, rubric based projects, major papers, major labs, etc.) |
|---|---|---|
| Pk- 2 nd Grade | Not Applicable: Standards Based Grading | |
| 3 rd -12 th Grade | 10 | 3 |

Daily Work

Daily work is defined as an assignment given to demonstrate student mastery under the supervision of a teacher. It may include independent work, pre-assessment, observation, formative assessment, or other practice activities at the mastery level. Ample classroom time should be provided and a teacher should make arrangements for individual students who need more time for mastery, preferably under teacher supervision. However, at the discretion of the teacher, unfinished daily work may be sent home for completion and graded as daily work. Grades for the course should reflect the degree to which the student has mastered the objectives of the course. The goal is to determine mastery; therefore, daily work sent home for completion can be checked for understanding during class through other learning activities (i.e., a simple formative assessment).

Pre-Advanced Placement, Advanced Placement, and Dual Credit Courses Grades 6-12

These are college prep or college level courses. By design, homework and other assignments are more rigorous and demand greater time and effort. Example: Students in a PAP or AP courses may be required to complete summer assignments and assignments that require additional time in the evening, weekends, and holidays.

Homework – Elementary

The purpose of homework is to improve student learning and provide opportunities for extending learning time beyond the school day by providing practice, developing proper study habits, and fostering positive attitudes toward school work outside the school day. The impact of homework on student achievement at the elementary school level is considered very low with an effect size of only 0.15. Educational experts would want an effect size of not less than 0.40 being emphasized. However, homework has value at the elementary level, just not the impact that quality homework has at the middle and high school levels.

Homework Guidelines

- Homework should not be assigned for content that has not been introduced and taught during the instructional day.
- 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. It provides an opportunity to demonstrate practice without severe consequences for initial failures. Mistakes are always a part of the learning process and protection from initial failures is a powerful teaching and learning concept that must be embraced by teachers.
- Homework for students to receive real time feedback on their learning progress.
- Homework may be provided as an enrichment activity to the material mastered in class.

- Homework shall not be given for learning new material not covered in class, except at teacher discretion in cases for challenging gifted or high achieving students through enrichment activities.
- It must be communicated to students and parents that homework is valuable and must be completed when assigned.
- Parent contact is encouraged for students not completing their homework as well as the proper coding on the report card for an area of needed improvement.
- Homework expectations should be clearly communicated and homework should be differentiated according to student need. That is, not all students may need the same homework assignment.
- Homework shall not be assigned as a punishment or consequence related to behavior.
- Assigned homework should take approximately 10 minutes per grade level (for example, 3rd grade = 30 minutes per night). The amount of time for each grade level is cumulative for all subjects to complete, and students should be able to complete the work independently.
- Additional reading assignments may be required and would not count toward cumulative total of homework minutes.
- Homework should be reviewed by the teacher as appropriate to the assignment; however, it shall count for a maximum of 10% of the 30% daily work grade. It is campus discretion as to whether they choose to not grade homework, or grade at not more than 10% of the daily work grade percentage.
- An alternative technique to grading the homework directly is to check on the homework from time to time by giving a short formative quiz over the assigned work to check for understanding. Grading the quiz is at teacher discretion.

Homework – Secondary

Homework is used to enrich and embed the topics and concepts covered in the course. The intent is to guide the student toward mastery of the learning targets for the unit being studied. Homework must be assigned for the aforementioned reasons and not as a method to try and teach responsibility. The teacher is responsible for assigning effective, well-planned homework assignments that assist the student in the mastery of the Texas Essential Knowledge and Skills (TEKS). Homework at the middle school level has a moderate impact on student achievement with an effect size of 0.32. There is a much larger impact at the high school level, actually, double middle school's impact on achievement at an effect size of 0.64. As a comparison, homework at the elementary level has much less impact with an effect size of 0.15. An effect size at or above 0.40 is most desirable.

Homework Guidelines

- Homework should never be assigned as punishment.
- The purpose for the homework and how it will be graded should be made clear to students.
- Homework is not to be assigned to cover material not introduced in class.

- As much as possible, teachers should make students aware of upcoming homework assignments so that they can budget their time to complete the work in an effective and efficient manner.
- Assign the right amount of homework to accomplish the task. If five questions will meet the learning requirement, don't assign 25, as students and parent view this approach as simply providing busy work.
- Homework with proper pre-instruction and teacher direction can be used as a reteach method.
- Reading prior to a class session is not considered as homework except at the discretion of the teacher.
- Homework will likely increase as a student moves through school from grade 6-
- Homework without effective feedback has little impact on student learning.
- Homework designed as rote memory does not translate into long-term memory for later application or transfer.
- As a general rule, all daily homework assignments combined should be approximately 4 hours per week for the average middle school student and approximately 5 hours per week for the average high school student. Teachers do not need to check with their peers to determine their own assigned homework minutes, just be prudent in the assigning of quality homework along with quantity of minutes needed to accomplish course objectives.
- Pre-AP and AP students should expect additional homework and reading, as research is very supportive of students at higher-levels benefiting from homework and outside reading.
- A sound method to check on effective homework is to give a short quiz over the assigned information as a formative assessment and check for understanding. At teacher discretion the quiz can be graded or not.
- See the late work policy elsewhere in this document for students not completing and turning in homework in a timely manner.

Projects/Papers that Culminate in a Summative Grade

Projects are defined as an opportunity to plan and design with the purpose of demonstrating a deeper understanding of TEKS. Examples of projects include the following: book reports, dioramas, research papers, science or inquiry projects, PBL products, readers' theater, and living museum.

- Projects may require additional time outside of the school day and are considered part of an extended assignment and are not defined as homework.
- Projects requiring time outside of the school day may require advance approval at the discretion of the campus principal.
- Projects must focus on the work of the individual student and their mastery of the appropriate TEKS.

- An individual student's mastery of standards should be assessed on any assigned group project.
- Projects are summative assignments.
- All summative projects must be graded on a rubric which has been given to students at the time of assignment.
- All projects shall align to the District's curriculum.
- No projects shall be assigned over extended breaks such as Thanksgiving and be due on the date of return.
- Campus principals shall ensure that each project assigned meets the criteria described above.

Assessments

Assessment is the process of gathering information (evidence) that accurately reflects how well a student is achieving the identified learning targets. Assessment data serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

Returning Tests - Students shall have graded test answers and test questions for their personal use. District created assessments (Checkpoints) and semester exams are available for parent review at the campus by appointment. Students and parents may not have a copy or use any form of media to record the District unit tests.

Differentiated Instruction is an embedded concept because individual students demonstrate their understanding of learning mastery in different ways. Differentiation means tailoring instruction to meet individual needs. "Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual, or small group, to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile

- Content – what the student needs to learn or how the student will get access to the information (for example, *using reading materials at varying readability levels*);
- Process – activities in which the student engages in order to make sense of or master the content (for example, *developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early*);
- Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit (Giving students options of how to express

required learning, such as, create a puppet show, write a letter, or develop a mural with labels); and

- Learning environment – the way the classroom works and feels (for example, *setting out clear guidelines for independent work that matches individual needs.*)”
Excerpted from: Tomlinson, C. A. (August, 2000). *Differentiation of Instruction in the Elementary Grades*. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.

Please note that differentiated instruction and intervention are not the same concept. An instructional intervention is a planned set of procedures that are aimed at teaching a specific set of academic or social skills to a student or students. Examples of interventions would include items such as:

- Curriculum, where the correct level of difficulty is in place or sequence is adjusted;
- Instruction, where pacing is adjusted or additional guided practice is used; and/or
- Educational environment, where additional allocation of instructional time is given or arrangement of the educational setting.

Summative assessment summarizes the development of learning of the TEKS presented during a particular time after a period of student practice or work. It defines what a student knows and is able to do with the assessed TEKS. A summative assessment may include the following: a multiple choice exam, an essay exam, an oral report, or a project. An important component of summative assessment is for teachers to provide students with feedback that guides their efforts toward improved performance as the curriculum continues to scaffold and students are expected to have long-term memory of the intended learning.

Recommended Cognitive Level of Questions on Assessments

The following charts are to be used as guides only. The teacher must determine the proper level of questioning as the curriculum is delivered. It should become regular practice for teachers to label their test questions as to the level of cognition and determine the percentage of each cognitive level on their test. The level of assessment questions should closely match the level of cognition of the taught curriculum at any point in time. The areas of both content and contextual alignment are a must in the teaching and assessment relationship.

| <i>Cognitive Taxonomy Levels and Recommended Question Percentages</i> | | | | | |
|---|---------------|-------------|-----------|------------|------------|
| Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
| ≤20% | ≤50% | | ≥30% | | |
| <i>Revised Cognitive Taxonomy Levels and Recommended Question Percentages</i> | | | | | |
| Remembering | Understanding | Applying | Analyzing | Evaluating | Creating |
| ≤20% | ≤50% | | ≥30% | | |

Grades for Specials in K-5 (Art, Music, PE, Technology)

Grades for Fine Arts or Physical Education students will be determined with regard to mastery of the TEKS for the particular course including performance. While performance is not the only component considered during assessment/evaluation, it is a legitimate part of assessment.

Due to students rotating through these classes on a schedule less than core content courses, the minimum number of grades requirement does not apply. However, a sufficient number of grades should be taken to justify the grade reflecting learning of the TEKS in art, music, physical education, and technology classes.

Conduct Grades

Behavior that is not in compliance with the LEISD Student Handbook & Code of Conduct, campus-based communicated standards, or a student's individual behavior plan shall not be reflected in any portion of a grade or points in a content area outside of the conduct grade on the report card. The conduct grade will be based on the following scale:

E=performs at excellent/above standard consistently

S=performs at standard expectation consistently

N=performs slightly below standard expectations and needs improvement

U=Performs consistently at beginning or below standard expectation

The conduct grade will be based on a campus discipline plan that will be shared annually with all staff, parents, and students. The campus principal shall ensure compliance with the plan.

Recording a Grade in Multiple Courses (K-5)

An assignment or project may generate multiple grades if different portions are being graded to reflect mastery of different TEKS. Please see samples on the following chart.

| Subject | Assignment | TEKS | Grading |
|--|---|---|--|
| Social Studies- 2 nd grade | Create a chart using pictures to categorize communities as urban, suburban, or rural. Choose one community type and write a short letter to your friend to support why your friend should consider moving there. Include details about life in the community. | SS 2.7D Identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns ELAR 2.19 B, 2.20, 2.17 B, 2.17 C SS Process Skill 2.18.DE ability to categorize or interpret print material by comparing and contrasting | -Chart graded for categorization and interpretation of information – Writing assignment graded for writing conventions -Writing assignment graded for planning and content |

| | | | |
|---------------------------------|--|---|--|
| <p>Social Studies-5th grade</p> | <p>TLW create a thinking map to summarize the results of the American Revolution and write a persuasive text to influence a friend regarding the result you find most important.</p> | <p>SS 5.2C (Summarize the results of the American Revolution) ELAR 5.15AB (Plan and develop a draft) ELAR 5.19 (Write a persuasive text to influence) ELAR 5.21ABC (conventions)</p> | <p>-thinking map graded for correct results of American Revolution -writing assignment graded for planning (use rubric) -writing assignment graded for persuasive content (use rubric) -writing assignment graded for conventions</p> |
| <p>Social studies-4th grade</p> | <p>TSW create a thinking map to compare the actions of historical figures and write a draft as one of the characters.</p> | <p>SS 4.5 C (identify contributions of historical figures) ELAR 4.7A (Identify similarities and differences between the events and characters' experiences in a fictional work and the actual events) ELAR 4.20 ABC (use writing conventions) ELAR 4.15 B (develop drafts by sequencing ideas)</p> | <p>-thinking map graded for social studies facts -thinking map graded for conclusions drawn -writing assignment graded for writing conventions -writing assignment graded for writing content</p> |
| <p>Science—2nd grade</p> | <p>My Very Own Shadow – Students record observations made of their shadow over the period of a day. They record the position of the sun and measure the length of their shadow in standard and non-standard units and write their observations about the two different measures.</p> | <p>Science – 2.7A analyzing change in position and size Science - 2.2E construct reasonable explanations and draw conclusions using information and prior knowledge Math – 2.9A measure length Math – 2.9B describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object</p> | <p>- Observations are graded for analyzing position of the sun and the length of the shadow over the period of a day. - Measurement is graded for accuracy and description of the inverse relationship.</p> |

| | | | |
|-------------------|---|--|---|
| Science—5th grade | What's the Angle? Students make observations and record them as they explore reflection of light. Students complete a thinking map demonstrating their understanding of reflection and refraction and create their own "Moon Tubes" to discover how lenses are used in telescopes to observe the moon and planets. | Math – 5.7A identify critical attributes including parallel, perpendicular and congruent parts of geometric shapes and solids 5.16A – make generalizations from patterns or sets of examples and non- examples Science – 5.2B analyze and interpret information to construct reasonable explanations from direct and indirect evidence 5.3A represent the natural world using models and identify their limitations | - What's the Angle? graded for predicting angle measures of light rays and using accurate mathematical vocabulary to describe those predictions and articulation of pattern generalized from the reflection of rays - Moon Tubes are graded for accuracy of completion and thinking map is graded for articulation of understanding of reflection and refraction |
|-------------------|---|--|---|

Late Work

If a student does not turn in an assignment when due, a deduction in points may result. Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning their assignments. The student is to inform the teacher of any such circumstances that prevented the completion of the work. Teachers may grant exceptions to this late work penalty as appropriate. The usual penalty for late work is as follows:

| | 4 th – 5 th | 6 th – 8 th | 9 th – 12 th |
|------------------------------|-----------------------------------|-----------------------------------|------------------------------------|
| 1 day late | -10 points | - 10 points | - 10 points |
| 2 days late | -15 points | - 20 points | - 20 points |
| 3 days late (or more) | -20 points | - 30 points | - 30 points |
| 4 days late (or more) | Maximum grade of 70% | Maximum grade of 60% | Maximum grade of 60% |

Make Up Work

All students shall have a time equal to the number of days absent plus one day to complete missing assignments. For example, if a student is absent for 3 days, the student has 4 days (3 + 1 days) to submit assignments. A teacher may give an alternate assignment in place of missed multiple assignments that cannot be re-created. The assignment should reflect mastery of the content missed. Under extenuating circumstances, such as long term illness or family emergencies, a teacher may give additional time or reduce the length or number of assignments. At the discretion of the teacher, make-up work may be sent home for the student to work on and receive the full grade.

Extra Credit

Extra credit must be awarded on the basis of an **academic product** that can be directly related to the LEISD curriculum objectives.

- If a teacher makes extra credit available to one student, he/she must give all students in the same course the opportunity for extra credit. It should apply equally to all students.
- **Credit shall not be given for students providing classroom supplies or materials, or awarded for any other non-academic work.**
- The awarding of extra credit for previously assigned work a student has failed to complete is not allowed. At teacher discretion, the teacher may require the student to make up the original assignment rather give extra credit. The grade assigned will be at the discretion of the teacher for this make-up work.
- In the case of class-wide low scores, as determined by the teacher, the material should be retaught, learned at the appropriate level of cognition by the students and then redone/retested. The goal must be student learning and not grade points.

Reteach/Redo

“For reteaching to be effective, however, teachers must use a different approach from the one they initially used, one that builds on previous activities but that focuses on the omissions or errors in student thinking that resulted from these activities” (Marzano, 2010).

- Correction of the original assignment is not considered reteaching.
- Reteaching will employ different strategies than the original teaching.
- Reteaching may include, but is not limited to oral response, additional practice activities, and revision of a writing assignment, essay, report or presentation, project, a new copy of the assignment, an alternate assignment.
- Centers can also be developed that provide excellent reteach opportunities. Working through the PLC team, teachers can collaborate on methods to provide reteaching through collaboration by answering PLC question three, “What will we do if students do not learn it?”

According to Marzano, “One of the great challenges of reteaching is to determine what needs to continue in the classroom for students that have mastered the material to teacher satisfaction. Sample ideas include:

- Teachers can create small tutorial groups in which students who have demonstrated mastery at the appropriate levels can help those students who require reteaching. The benefit here is focusing all students' attention on the same content. Research shows those students who help their peers develop more in-depth knowledge of the content.
- Centers with self-paced enrichment instructional packets or learning stations featuring planned activities set up around the classroom that students can work their way through to better understand specific content. The downside is centers require a

great deal of thoughtful preparation. On the upside, once the packets and/or activities have been designed, they can easily be reused for both enrichment and potentially reteach.

- Working through the PLC team, teachers can collaborate on methods to provide enrichment by answering question four, “What will we do for students that already know the material or learn it quickly?”

Per Board Policy EIA (LOCAL), “The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing grade**.”

- Reteach/redo is only available for daily work at teacher discretion.

The following are the criteria regarding the required retest procedures for **failed** projects and summative assessments:

- A student will not be allowed to redo an assignment for which he/she received a zero for a missing assignment or to retake a test for which the student received a zero for a missing assignment.
- In grades 7-12, the student or parent must make the request to redo the assignment or retake the test for which he/she earned a failing grade within 3 days of the failing grade being posted in Parent Portal.
- The student, at teacher discretion, may be required to attend tutorials prior to the opportunity to retest. The number of tutorials or reteach opportunities is determined by the teacher.
- The teacher will determine the redo/retest due dates based upon the assignment length and/or time-line for tutorials/reteach.
- The assignment/assessment may be of an alternative variety from the original assignment/assessment as long as it is coverage of the same TEKS and at the same level of cognition as the original assessment.
- The highest available grade on the redo/retest for a failing grade is a 70.
- The opportunity to redo/retest is a one-time offering per assessment. However, at teacher discretion, retesting for mastery can be offered more than one time.

Failing Grades and Zeros

Upon assigning a second zero for daily work or other assignment to a student in a course during a grading period, the parent must be contacted via email, in writing, by phone, or in person. This contact must be documented for the teacher’s future personal reference. If the problem persists, a student/parent/teacher conference should be requested of the parent. It would be appropriate to discuss the performance of this student with the school counselor, intervention teacher, or administrator. Early intervention is essential to student success.

Upon assigning a failing average to a student on a course progress report, the teacher is required to initiate contact with the parent within three school business days after the progress report has been sent/delivered/ posted to Parent Portal (the day sent is day zero). The contact may be via email, in writing, by phone, or in person. This contact, including the parent response, must be documented for the teacher's future personal reference.

Use of Videos, Feature Films, and Movies

A feature film or movie for entertainment purposes cannot be used in its entirety as a component of classroom instruction. Carefully selected sections of feature films or movies can serve as excellent teaching tools as long as they support the planned instructional activities and the applicable TEKS. No video, feature film, or movie should be shown straight through in a 45 minute section without stopping as indicated below for instructional conversations or student activity. Instructional videos should be used to reinforce content by being shown in short sections followed by discussion or activity. Student attention spans dictate this practice is used. This is especially important for the introduction of new or more difficult to grasp concepts. For example, show a short section of 10-12 minutes and then stop for discussion or activity, this can be followed by give or take another 10-12 section, again followed by another time of discussion or activity. At their discretion, principals may utilize a feature film or movie once per semester per grade level as a reward. By law, appropriate licensing fees must be paid in advance.

Progress Reports and Report Cards

Frequency and Circumstances

The district shall provide a progress report for all students a minimum of two times in a grading period. The grades will be determined on a pre-designated date and submitted during a specific window of time.

- When a student is at risk of failing a grading period the parent must be notified by the teacher in writing, by appropriate email, or by phone.
- Documentation of contact should be kept by the teacher for verification purpose.
- A teacher or campus administrator may require any student whose interim reporting period grade average is below 70 or borderline to attend tutorial sessions.
- Any signed progress reports and accurate records of contact or attempts to contact parents of students who are failing should be kept on file by the teacher for the current school year or until directed otherwise by the principal.

Report Cards

- Each student receives a computer-generated report card that includes academic achievement grades, conduct status grades, and absences, one week following the end

of a nine-week grading period, usually a Friday. Parents are expected to return a signed copy of the report card to the specified teacher within two days of receipt. [EIA (LEGAL)]

- In addition to the standard nine-week report card, students with disabilities must also receive a report indicating their progress on their IEP goals.

Grading in Special Programs

Special Education Program

- Grading for all students including those with disabilities should follow the District grading procedures and students should be graded based on student progress in the content of instruction and the student's response to instruction.

Any variations in District grading procedures should be related to the student's specific disability, which shall be determined by the Admission, Review, and Dismissal (ARD) committee and included in the student's individual education plan (IEP). The ARD committee can make decisions in regard to what the student will be graded on and the weight applied but cannot alter the grading scale/system established by the District.

- Grades for students in special education must be based on performance that demonstrates progress toward mastery of the TEKS following the application of the ARD recommended accommodations and/or modifications intended to increase the potential for successful student learning.
- Students with significant cognitive disabilities may access the grade level standards using the TEA developed Vertical Alignment Document and Essence Statement for all grade levels and subjects. The student's level of independence in completing tasks and the degree to which a student can generalize skills to a variety of settings are a required aspect of the STAAR-Alternate system and can assist teachers in determining a student's progress toward mastery.
- The level of TEKS instruction and content expectations must be clearly articulated in a student's IEP, along with accommodations and/or modifications related to measuring mastery. This information is critical for teachers to develop appropriate classroom evaluations and make decisions regarding statewide assessments.
- Student work can be assessed by the special education teacher, the general education teacher, and/or a combination of both teachers as determined by the ARD, but must be recorded by the teacher of record.
- "The District must provide students with disabilities report cards that are as informative and effective as the report cards provided to students without disabilities." (Section 504 and Title II). The student's grade is reported on the report card in the same way as

grades are reported for all students. In addition to the report card, progress on individual goals and objectives will be individually reported for each student using the IEP progress report process documented through SEAS at a minimum of every nine weeks. This is a legal requirement.

Students identified for Section 504 and Dyslexia Programs

- Students identified for dyslexia programs which are served through special education will be graded under the guidelines described in the section above (Special Education Program).
- Students identified for dyslexia programs which are served through Section 504 or other students identified as Section 504 will be graded as all other general education students with appropriate accommodations identified through their individual accommodation plans.

English as a Second Language (ESL) Programs

According to Chapter 89.1203 of the Texas Administrative Code, an **English Language Learner (ELL)** is defined as “a person who is in the process of acquiring English and has another language as the first native language. “

English as a Second Language is an intensive instructional program designed to develop an English Language Learner’s listening, speaking, reading, and writing skills in English.

- Grades for English Language Learners (ELL) will take into consideration their English language proficiency. Teachers will implement the English Language Proficiency Standards (ELPS) utilizing the Sheltered Instruction framework whenever possible to improve student understanding of concepts. Time is needed for the student to adjust to the new sounds and demands of learning English.
- Accommodations for English Language Learners include but are not limited to extra time for assignments and tests, shorter assignments and tests, oral quizzes, peer assistance, use of bilingual dictionaries, reading the directions to the students and use of visual aids.
- English Language Learners should not have failing grades based only on their inability to speak English.
- ELL students’ grades should reflect their linguistic accommodations and modifications as determined by the student’s Language Proficiency Assessment Committee (LPAC).
- ELL students are not exempt from grades. In order for ELL students to meet grade-level learning expectations across the foundation and the enrichment curriculum, all instruction delivered in English must be linguistically accommodated. The accommodations must be commensurate with the student’s level of English language proficiency.
- The LPAC representative must review teacher documentation of routinely utilized accommodations a minimum of once every grading period.

- The LPAC must make recommendations for additional appropriate instructional and assessment accommodations if necessary.
- All ELL students participating in an ESL program must receive grades based on grade-level expectations and English Language Proficiency Standards. Teachers should consider the content being assessed, the linguistics accommodations checklist and the appropriate proficiency level descriptors.
- When an ELL student is in jeopardy of failing a class (when his/her average is 75 or less), the teacher will communicate directly with the parents/guardians and maintain ongoing dialogue and documentation of the communications. An additional LPAC meeting shall be convened when a student fails for the nine-week grading period.
- Before assigning an ELL a failing grade, the teacher must have documented the use of sheltered instruction and the ELPS. Specific accommodations should be addressed at the LPAC meeting to ensure the student is receiving appropriate support.

Transfer Grades from Within the District

If a student transfers from an LEISD school, all of the grades will be recorded by the receiving teacher in his/her grade book as they stand.

Transfer Grades from Other Districts

Grade(s) 3 – 8: Averages the student earned from the previous education opportunity of accredited schools will be accepted. (Kinder - 2nd grade are standards based report cards, student's previous school report card will be attached if the teacher is unable to assess for mastery of all standards at time of reporting).

A student who transfers into the District high school from another accredited institution shall be credited in conformity with the policies applied to District students. The grading system of the sending school shall be used if official documentation is provided by the sending district. A student who transfers into the District high school with courses from an accredited institution and designated AP, honors, gifted/talented, Pre-AP, or dual credit shall receive similar weighted credits counted toward the GPA in accordance with the District's weighted grade point scale and class rank policy. Credits earned in non-accredited schools shall not be used in calculation of GPA.

Transferred letter grades shall be awarded grade points as indicated on the District grade point scale. If the sending institution uses letter grades and awards credits for a grade of "D" and no documentation is provided, the conversion shall be as follows:

| | | | | |
|---------|---------|---------|---------|--------|
| A+ = 98 | B+ = 88 | C+ = 78 | D+ = 73 | F = 69 |
| A = 95 | B = 85 | C = 77 | D = 72 | |

A– = 93

B– = 83

C– = 76

D– = 71

Students Removed from the Regular Academic Setting for Additional Services

Some students require additional services during the school day. When a child is pulled from the general education classroom, they shall not be penalized for work missed. A child shall not be required to complete lessons/activities completed in their absence while attended services such as dyslexia, GT, special education, counseling, etc. Teachers are responsible for ensuring that the missed content is taught to the student.

District and State Assessments

STAAR, STAAR L, STAAR A, STAAR Alt

The **State of Texas Assessments of Academic Readiness (STAAR)** is designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills at each tested grade level. A major component of the STAAR testing program is the grade advancement requirements of the Student Success Initiative, which ties performance on STAAR to grade advancement at grades 5 and 8. The STAAR assessments for reading and mathematics are designed as a growth measure. Each year each student's growth will be measured and compared to the district and state averages. Every STAAR test is directly and vertically aligned to the Texas Essential Knowledge and Skills (TEKS) and is administered at the following grade levels:

Grade Test Administration

| | |
|---|---|
| 3 rd Grade | mathematics and reading |
| 4 th Grade | mathematics, reading, and writing |
| 5 th Grade | mathematics, reading, and science |
| 6 th Grade | mathematics and reading |
| 7 th Grade | mathematics, reading, and writing |
| 8 th Grade | mathematics, reading, social studies, and science |
| 9 th -12 th Grade | End-of-Course Assessments |

TELPAS

All Limited English Proficient (LEP) students, including parent denials, must participate in the **Texas English Language Proficiency Assessment System (TELPAS)**. Each student must be rated in listening, speaking and writing. Students in K and 1 must also be rated in reading. Students in grades 2 - 12 must participate in TELPAS reading.

District Benchmarks

District benchmarks are a formative assessment measure to assist in determining revisions to the District's curriculum and to assist teachers in determining remediation groups necessary for ensuring that all students are learning to mastery the grade level TEKS. The data provided by these assessments shall be reviewed by curriculum coordinators, campus administrators, and teachers. Since these assessments are formative and diagnostic, no grade shall be assigned or recorded.

Accelerated Instruction and Interventions

Accelerated instruction promotes student success by:

- Implementing the support at the time the need is identified
- Allowing the student to progress systematically through content
- Offering a variation in instructional approach
- Providing frequent reinforcement and review

Under TAC §28.0211, each time a student fails to perform satisfactorily on an assessment instrument administered under Section 39.023(a) in the third, fourth, fifth, sixth, seventh, or eighth grade, the school district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations.

For students whose assessments indicate a need, interventions will be implemented to assist with progress toward their learning targets. Interventions may include differentiated instructional strategies, use of manipulatives, frequent reminders to stay on task, or small group settings, etc. As part of the **Response to Intervention (RTI)** process, a student's progress will be monitored on a regular basis. Data gathered through the RtI process will be the basis for decision making concerning whether a referral for evaluation of a suspected disability is needed.

Students who entered high school for the first time in 2011-2012 take the State of Texas Assessments of Academic Readiness End-of-Course (EOC) exams as the examination requirements for graduation.

- EOC tests are given to middle school students taking high school courses.
- Graduation requirements for these students will be based on successful completion of EOC tests in English I, II, Algebra I, Biology, and U.S. History.

TEC §39.025(b-1) requires school districts to provide accelerated instruction to each student who fails to perform satisfactorily on an EOC assessment (i.e., who does not achieve Level II: Satisfactory Academic Performance).

Students who have not met a minimum standard performance score will be provided accelerated instruction. It is the responsibility of the grade level or course teachers to provide Accelerated instruction BETWEEN ALL testing opportunities. There are three

opportunities for students to reach mastery. If a student fails all three administrations, accelerated instruction will continue the first six weeks of the following school year.

Student Success Initiative

Student Success Initiative (SSI) ensures that all students receive the instruction and support they need to be academically successful in reading and mathematics. Under this initiative, students are required to pass the Grade 5 STAAR reading and mathematics and grade 8 reading and mathematics tests to be promoted to the sixth/ninth grade respectively. Students in grade 5 and 8 have three opportunities to pass these tests. If a student does not pass the required tests, s/he will be given additional instructional support after each testing opportunity. Promotion/retention will be based on attendance at accelerated instruction opportunities and student mastery of the grade 5/8 Texas Essential Knowledge and Skills. A student may advance to 6th/9th grade only by passing these tests or by the unanimous decision of his or her **Grade Placement Committee (GPC)** made up of the student's principal, teacher and parent. The GPC must unanimously agree that the student is likely to successfully perform at the next grade level.

For students served by special education, the ARD committee serves as the GPC committee; all due process rights of the ARD process apply.

Because performance standards for STAAR mathematics will not be set until after the spring 2015 administration, Student Success Initiative (SSI) for 5th/8th grade math will be suspended for 2014-2015. Please note that SSI will still be in effect for reading in 2014–2015.

Appendix 1: English Language Learners Grading Guidelines

ESL Pull-out/Inclusion

| | |
|-------------------------------|---|
| ESL Pull-out/Inclusion | Teacher of record: Grades Not Teacher of Record: no Grades |
| Traditional Bilingual | LEISD Grading Guidelines |

| Dual Language | | | | |
|----------------------|--|---------------------|------------------------|-----------------|
| Kindergarten | | | | |
| | Information | Content Area | Language Taught | Notes |
| | No grade points | Language Arts | Native Language (L1) | standards-based |
| | Conduct BOY, MOY, EOY Comprehension Test in L2 | Mathematics | English | DRA/EDL, A to Z |
| | | Social Studies | Spanish | |
| | | Science | Spanish | |
| First Grade | | | | |
| | Information | Content Area | Language Taught | Notes |
| | No grade points | Language Arts | Native Language (L1) | standards-based |
| | Conduct BOY, MOY, EOY Comprehension Test in L2 | Mathematics | English | DRA/EDL, A to Z |
| | | Social Studies | Spanish | |
| | Science | Spanish | | |

| Second Grade | | | | |
|---------------------|--|----------------|---------|--------------------------------|
| | Information | Language Arts | English | Notes |
| | No grade points | Language Arts | Spanish | standards-based |
| | Conduct BOY, MOY, EOY Comprehension Test in L2 | Mathematics | English | DRA/EDL, A to Z |
| | | Social Studies | Spanish | |
| | | Science | Spanish | |
| Third Grade | | | | |
| | Information | Language Arts | English | No points on projects or exams |
| | 7 points on 9 weeks final grades for subjects taught in the L2 | Language Arts | Spanish | DRA/EDL, A to Z |
| | Conduct BOY, MOY, EOY Comprehension Test in L2 | Mathematics | English | |
| | | Social Studies | Spanish | |
| | | Science | Spanish | |
| Fourth Grade | | | | |
| Content Area | Information | Language Arts | English | No points on projects or exams |
| | 7 points on 9 weeks final grades for subjects taught in the L2 | Language Arts | Spanish | DRA/EDL, A to Z |
| | Conduct BOY, MOY, EOY Comprehension Test in L2 | Mathematics | English | |
| | | Social Studies | Spanish | |
| | | Science | Spanish | |

| Fifth Grade | | | | |
|---------------------|-------------------------------------|--------------------|---------|----------------------------------|
| Content Area | Information | Language Arts 1 | English | Notes |
| | No Points | Language Arts 2 | Spanish | |
| | Student receive an ELAR grade in L1 | Mathematics | English | 2 grades per week (each subject) |
| | Student receive an ELAR grade in L2 | Social Studies | Spanish | 1 grade per week (each subject) |
| | | Science | Spanish | |

Two Way Dual Language

Dual Language Campuses

K-5th@ Hackberry

K-3rd @ Oak Point

Dual Language Feeder Locations

Hackberry, Prestwick STEM, Brent, Lakeview

Chavez, Oak Point

| <i>Kindergarten</i> | | |
|-----------------------|---|---|
| <i>Non-Negotiable</i> | | |
| Content Areas | Information | Notes |
| | No grade points | standards-based |
| | Conduct BOY, MOY, EOY Comprehension Test in L2 | DRA/EDL, A to Z |
| | RenStar | |
| | Follow Language of Instruction in Gomez & Gomez Model | Strict adherence to model |
| | Tests are Read to Students (L1, first administration) | |
| | Mastery Learning in effect | retest in native language if below a 70 |
| | Bilingual Learning Centers with Bilingual Partners | English and Spanish |
| Language Arts | Native Language (L1) | |
| Mathematics | English | |
| Social Studies | Spanish | |
| Science | Spanish | |
| Specials | English and Spanish as available | |
| | Language of the Day | MWF=Spanish; TR= English |

| First Grade | | |
|---------------------|---|---|
| Content Area | Information | Notes |
| | No grade points | standards-based |
| | Conduct BOY, MOY, EOY Comprehension Test in L2 | DRA/EDL, A to Z |
| | RenStar | |
| | Follow Language of Instruction in Gomez & Gomez Model | Strict adherence to model |
| | Tests are Read to Students (L1, first administration) | begin transition to no Read-to |
| | Mastery Learning in effect | retest in native language if below a 70 |
| | Bilingual Learning Centers with Bilingual Partners | English and Spanish |
| Language Arts | Native Language (L1) | |
| Mathematics | English | |
| Social Studies | Spanish | |
| Science | Spanish | |
| Specials | English and Spanish as available | |
| | Language of the Day | MWF=Spanish; TR= English |

| Second Grade | | |
|---------------------|--|---|
| Content Area | Information | Notes |
| | No grade points | standards-based |
| | Conduct BOY, MOY, EOY Comprehension Test in L2 | DRA/EDL, A to Z |
| | RenStar | |
| | Follow Language of Instruction in Gomez & Gomez Model | Strict adherence to model |
| | Students Independent Reading on Tests | |
| | Mastery Learning in effect | retest in native language if below a 70 |
| | Spelling Tests in L2: N=Needs Improvement(less than 50%), P=Progressing (51-80%) E=Excellent (81%-100%) | |
| | Bilingual Learning Centers with Bilingual Partners | English and Spanish |
| Language Arts | English | |
| Language Arts | Spanish | |
| Mathematics | English | |
| Social Studies | Spanish | |
| Science | Spanish | |
| Specials | English and Spanish as available | |
| | Language of the Day | MWF=Spanish; TR= English |

| <i>Third Grade</i> | | |
|--------------------|---|---|
| | Information | Notes |
| | 7 points on Daily (formative) assignments conducted in the L2 | No points on projects or exams |
| | RenStar | |
| | Conduct BOY, MOY, EOY Comprehension Test in L2 | DRA/EDL, A to Z |
| | Follow Language of Instruction in Gomez & Gomez Model | Strict adherence to model |
| | Students Independent Reading on Tests | |
| | Mastery Learning in effect | retest in native language if below a 70 |
| | Bilingual Resource Centers with Bilingual Partners | English and Spanish |
| Language Arts | English | ELA in Both E/S |
| Language Arts | Spanish | ELA in Both E/S |
| Mathematics | English | |
| Social Studies | Spanish | |
| Science | Spanish | |
| Specials | English and Spanish as available | |
| | Language of the Day | MWF=Spanish; TR= English |

| Fourth Grade | | |
|---------------------|---|---|
| Content Area | Information | Notes |
| | 7 points on Daily (formative) assignments conducted in the L2 | No points on projects or exams |
| | Conduct BOY, MOY, EOY Comprehension Test in L2 | DRA/EDL, A to Z |
| | RenStar | |
| | Follow Language of Instruction in Gomez & Gomez Model | Strict adherence to model |
| | Students Independent Reading on Tests | |
| | Mastery Learning in effect | retest in native language if below a 70 |
| | Bilingual Resource Centers with Bilingual Partners | English and Spanish |
| Language Arts | English | ELA in Both E/S |
| Language Arts | Spanish | ELA in Both E/S |
| Mathematics | English | |
| Social Studies | Spanish | |
| Science | Spanish | |
| Specials | English and Spanish as available | |
| | Language of the Day | MWF=Spanish; TR= English |

| <i>Fifth Grade</i> | | |
|--------------------|---|---|
| Content Area | Information | Notes |
| | No Points | |
| | Conduct BOY, MOY, EOY Comprehension Test in L2 | DRA/EDL, A to Z |
| | RenStar | |
| | Follow Language of Instruction in Gomez & Gomez Model | Strict adherence to model |
| | Student receives an ELAR grade in L1 | 2 grades per week (each subject) |
| | Student receives an ELAR grade in L2 | 1 grade per week (each subject) |
| | Mastery Learning in effect | retest in native language if below a 70 |
| | Bilingual Research Centers with Bilingual Partners | English and Spanish |
| Language Arts | English | ELA in Both E/S, Separate category in Focus |
| Language Arts | Spanish | ELA in Both E/S, Separate category in Focus |
| Mathematics | English | |
| Social Studies | Spanish | |
| Science | Spanish | |
| Specials | English and Spanish as available | |
| | Language of the Day | MWF=Spanish; TR= English |