



**Weatherford Independent School District
Grading Guidelines ~ 2nd through 6th Grade
2013-2014**

Achievement

Student achievement in each academic area in second, third, fourth, fifth, and sixth grades is evaluated on the report card. Grades measure academic performance and are used as a means of reporting achievement relative to curriculum objectives. A teacher's grades reflect his/her professional judgment of student achievement. The various methods employed in evaluations are factors that influence such judgment. Teachers are responsible for justifying their grades whenever the need exists. The standards for this evaluation are the standards established in WISD for the grade level demonstrated by:

- Daily written work
- Performance on assigned tasks
- Individual and class projects
- Performance on tests

Effort/Personal and Social Development

Student effort is evaluated in each academic area based on teacher judgment of the effort the student demonstrates in performing school tasks. In making this judgment, the teacher may consider the degree to which a child exhibits such behavior as:

- Consistent attention to tasks
- Persistence
- Completion of assigned work
- Initiative in working beyond assignments

Effort is considered independently of academic achievement. A very able child may do superior work and demonstrate only satisfactory effort; a less able student may show outstanding effort but achieve below the average expected for the grade. Grades do not measure potential or social performance.

Personal and social development is also evaluated independently of academic achievement.

Parent-Teacher Communication

A parent-teacher conference will take place at the end of the first six weeks of instruction and as needed throughout the year.

Grading Symbols

Progress in second, third, fourth, fifth, and sixth grades will be evaluated by using numerical grade averages in Integrated Language Arts, Mathematics, Social Studies, and Science/Health. Work habits and social skills provide information regarding a student's maturity and social skills. The following symbols will be used to evaluate Music, PE, Effort, and Citizenship:

- E** ***Exceptional***
Child consistently exceeds the established grade level criteria and works independently.
- S** ***Satisfactory (The "plus" (+) shall be used only with "S".)***
Child is meeting the established grade level criteria in a satisfactory manner.
- S-** ***Below expectations***
Child's performance is below expectations for established grade level.
- N** ***Needs Improvement***
Child is not meeting the stated criteria in a manner expected of someone at his/her developmental stage.

Performance Level

Performance levels in Integrated Language Arts and Mathematics are to be used for reporting how a student in the regular education program is performing in regards to receiving classroom instruction in TEKS according to the student's grade level placement. In other words, the Performance Level is to be used for any student who is/is not performing satisfactorily at their current grade level with instruction based on the grade level TEKS.

- 1 - Student is performing on grade level
- 2 - Student is functioning below grade level

A "1" would indicate that the student is performing on grade level.

A "2" would indicate that a child is functioning below grade level—the teacher must *adjust* the instruction because the grade level TEKS are too difficult for the child to master. This indicator would most likely be used with a student who has not yet been recommended for additional diagnostic assessment. By marking a "2", the teacher is communicating to the student and parent that the child is struggling to function and master the current grade level TEKS.

Instructional Level

Instructional Level will be marked with a "3" (modified program) for *any* student who is receiving instruction in the Texas Essential Knowledge and Skills for a grade level other than the one in which they are enrolled. i.e. gifted/talented - compact curriculum, bilingual/ESL plan, special education IEP, 504 plan, etc. This information should also be communicated to the parents in writing and during conferences, in Individual Education Plan Committee meetings, or language Proficiency Assessment Committee (LPAC) meetings. Instructional level in Integrated Language Arts or Mathematics will be marked as follows for students receiving a modified instructional program in any of those areas:

- 3 - Modified program

Minimum Grade Requirements

The following are requirements for a minimum of grades that should be taken each six weeks reporting period for:

Language Arts	12
Math	12
Science	6
Social Studies	6

Honor Roll Procedures

A Honor Roll - Student must have All A's in each subject, not an average of all subjects.
Student may not have an "N" on any area of the report card.

A/B Honor Roll - Student must have All A's and B's or All B's, not an average of all subjects.
Student may not have an "N" on any area of the report card

End of Year Procedures/Student Withdrawal

At the end of the school year or at the time of a student's withdrawal, second, third, fourth, fifth, and sixth grade teachers will place a copy of the student's report card in the child's cumulative record folder. All end-of-year averages in Reading, Written and Oral Communications, Mathematics, Social Studies, Science, and Health will be written as a numerical grade. End-of-year averages will be recorded on report cards for second, third, fourth, fifth, and sixth grade students.