



Elementary Grading Handbook 2024-2025

Elementary Curriculum, Instruction, & Assessment

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KILLEEN INDEPENDENT SCHOOL DISTRICT

Elementary School Grading Procedures

Grades 1-5

- 1. Summative** assessments account for 55% of a student's 9 weeks average. Graded **formative assessments** account for 45% of a student's 9 weeks grade.
 - **Formative** - an assessment **for** learning that occurs during the learning process and provides information to both teachers and students and enables them to make adjustments to increase learning. Formative assessments that might be used for grading purposes include daily work, performance assessments, guided or independent practice, quizzes, labs, draft essays or compositions.
 - **Summative** - an assessment **of** learning that occurs after instruction to determine what students know, understand, and can do at one point in time. Summative assessments that might be used for grades include end-of-unit assessments, major projects or products, final essays or compositions.
 - Summative grades are to be derived from different summative assessments, not one summative assessment counting 2 or 3 or more times.
- 2. Number of Grades** - A teacher should have a sufficient quantity and variety of assessments during the grading period to accurately reflect academic achievement.
 - Elementary teachers (grades 1-5) will record a **minimum of seven formative grades and three summative grades** per 9 weeks grading period for math, science, and social studies.
 - Elementary teachers (grades 1-5) will record a **minimum of eight formative grades and four summative grades** per 9 weeks grading period for Language Arts. There shall be an equal number of grades between Reading and Written/Oral Communication, so that one subject is not weighted unfairly.
- 3. Language Arts** - The reading and written/oral communication grading period averages will be combined for a composite Language Arts 9 weeks average using the following weights:
 - **1st and 2nd grades:** Reading grade = 75% LA average
Written/Oral Communication = 25% of LA average
Of this 25%, the spelling grade will account for 5%
 - **3rd, 4th, 5th grades:** Reading grade = 50% of LA average
Written/Oral Communication = 50% of LA average
Of this 50%, the spelling grade will account for 5%
- 4. The Language Arts composite grade** must reflect a student's mastery of the standards (as outlined in the TEKS) in all areas of Language Arts and Reading.
 - **1st, 2nd, and 3rd grade reading grades** are to reflect a student's progress toward mastery of standards in beginning reading skills and strategies, grade level reading fluency and comprehension, vocabulary development, and comprehension of a variety of texts.
 - **4th and 5th grade reading grades** are to reflect a student's progress toward mastery of standards in grade level reading fluency and comprehension, vocabulary development, and comprehension of a variety of texts.
 - **1st – 5th grade written and oral communication grades** are to reflect a student's progress toward mastery of standards in the writing process, a variety of student compositions, oral and written conventions, research, listening and speaking.

5. Grades shall be posted/recorded in a timely manner, no later than 5 instructional days from date received with exception given for projects.
6. Grades shall be based on individual student mastery of state standards (Texas Essential Knowledge and Skills) and the district curriculum. Grades should reflect a student's academic achievement for the grading period, semester, or course. Each assignment shall carry a grade weight of not more than 1.0.
7. Grades must reflect accommodations and instructional modifications as specified by appropriate campus committees such as ARD, 504, LPAC, etc.
8. Grades of "zero" assigned for work not completed (other than those due to absences) may be changed upon the completion and submission of such assignments by the student. The teacher will have discretion over the grade assigned within the parameters of the campus or department grading procedures.
 - Any grade changes after the grading period closes will require the teacher to contact the campus administrator.
9. A student shall be permitted one opportunity to redo any assignment or retake any test for which the student received a failing grade. The student or parent must request the additional opportunity within 10 days of the grade being posted in the grade book. Campuses may determine additional and more specific criteria.
10. Semester averages are obtained by averaging the two nine week grading periods. Yearly averages are calculated by averaging the first and second semester averages. Promotion is based on the yearly averages.

[Administrative Procedures IV-Q]

KILLEEN INDEPENDENT SCHOOL DISTRICT

Elementary School Grading Procedures

Prekindergarten and Kindergarten

Prekindergarten and kindergarten grading procedures measure each student's progress toward mastery of the learning standards outlined in the Texas Prekindergarten Guidelines and the Kindergarten Texas Essential Knowledge and Skills.

1. Grades shall be based on the individual student mastery of state standards (Texas Prekindergarten Guidelines and Kindergarten Texas Essential Knowledge and Skills) and the district curriculum. Grades should reflect a student's mastery of the academic standards for each grading period as outlined and specified in the district prekindergarten curriculum and kindergarten TEKS.
2. **Number of Grades** - A teacher should have a sufficient quantity and variety of assessments during the grading period to accurately reflect a student's progress toward mastery of the learning standards.
 - Ongoing formative assessments are recorded in a grade book or documented in an assessment binder/portfolio.
 - The final summative grade for the 9 weeks will be recorded on the report card. The number of summative grades will vary depending upon the number of standards taught during the grading period.

3. Summative 9 weeks grades are based on the prekindergarten and kindergarten grading rubric and reflect each student’s mastery of the standard at the end of the nine weeks.
 - The standard expectations are increased each 9 weeks; therefore, the final summative grade in the 2nd 9 weeks should reflect the child’s academic progress for first semester, and the final summative grade in the 4th nine weeks should reflect the child’s mastery of the standards at the end of the year.
 - Appropriate assessments used in prekindergarten and kindergarten might include anecdotal notes, observations, checklists, performance indicators, end-of-unit assessments, word lists, reading records, etc.

Prekindergarten and Kindergarten Grading Rubric:	
3+	Exceeds standards: In addition to a 3, the student makes applications and inferences beyond expectations.
3	Meets standards consistently and independently
2	Progressing toward meeting standards
1	Limited progress or does not meet standards
	Not assessed at this time

4. Grades must reflect accommodations and instructional modifications as specified by appropriate campus committees such as ARD, 504, LPAC, etc.
5. Prekindergarten students do NOT receive a report card for the 1st 9 weeks. Teachers are to have a conference with each parent during the final two weeks of the 1st 9 weeks and no later than the end of the first week of the 2nd 9 weeks. At the conference, the teacher provides the parent with the “Prekindergarten Parent Conference Report.” The CIRCLE assessment report should be reviewed during the parent conference AND sent home at the end of the 1st 9 weeks in lieu of a report card.

Grading Guidelines

Elementary Schools PreK-5th

The purpose of the grading and reporting of student progress is to engage educators, students, and parents in a partnership to increase student learning. The grades earned by a student are a measure of the student's mastery of the grade level Texas Essential Knowledge and Skills (TEKS) and the PreK Guidelines approved by the State Board of Education. Students are required to demonstrate the knowledge and skills necessary to read, write, compute, problem solve, think critically, apply technology, and communicate across all subject areas.

A. Prekindergarten

The prekindergarten report card is a standards-based continuum aligned with the Texas Prekindergarten Guidelines and the KISD PreK Scope and Sequence. Students in prekindergarten will be evaluated using a 3-point assessment rubric.

Prekindergarten and Kindergarten Grading Rubric:	
3+	Exceeds standards: In addition to a 3, the student makes applications and inferences beyond expectations.
3	Meets standards consistently and independently
2	Progressing toward meeting standards
1	Limited progress or does not meet standards
	Not assessed at this time

Prekindergarten students will receive a report card every 9 weeks **beginning with the second 9 weeks.** Teachers are to conference with each parent during the final two weeks of the 1st grading period and no later than the first week of the 2nd 9 weeks and share the student's progress for the grading period. At the conference, the teacher provides the parent with the "Prekindergarten Parent Conference Report." It is recommended that teachers share the grading process and the report card rubric with parents during the conference. The **CIRCLE** Student Summary report is sent home at the end of the 1st 9 weeks in lieu of a report card. The **CIRCLE** assessment will provide parents with information on their child's degree of development in letter naming, vocabulary, phonological awareness, and mathematics.

The final summative grade in the 4th nine weeks should reflect the child's mastery of the standards at the end of the year. This final, end of year grade is to be recorded on each student's permanent record, and a copy of the report card must be attached to the permanent record.

Students enrolled in the 3-year-old prekindergarten program will not receive report cards. They will receive two progress reports per 9-week grading period.

B. Kindergarten

The kindergarten report card is a standards-based continuum aligned with the Texas Essential Knowledge and Skills. Students in kindergarten will be evaluated using a 3-point assessment rubric.

Prekindergarten and Kindergarten Grading Rubric:	
3+	Exceeds standards: In addition to a 3, the student makes applications and inferences beyond expectations.
3	Meets standards consistently and independently
2	Progressing toward meeting standards
1	Limited progress or does not meet standards
	Not assessed at this time

Students in kindergarten are not retained unless a parent/guardian requests retention in writing. The retention request is to be placed in the student's cumulative folder.

The final summative grade in the 4th nine weeks should reflect the child's mastery of the standards at the end of the year. This final, end of year grade is to be recorded on each student's permanent record, and a copy of the report card must be attached to the permanent record.

C. Pre-Kindergarten and Kindergarten Grading Practices

Teachers are to assess prekindergarten and kindergarten students in an ongoing, authentic manner throughout the nine weeks grading period.

- This practice will avoid the necessity of interrupting instruction to assess all students during the last weeks of the grading period.
- Informal methods should be the primary form of documenting progress in early childhood classrooms in order to ensure that teaching and assessing are complementary, integrated, and authentic.
- A grade book or assessment binder/portfolio must be used to document student progress and report card grades.
- Grades for Pre-Kindergarten and Kindergarten students are recorded in the district-adopted electronic grade book.

D. 1st-5th Grades

The 1st – 5th grade report cards are based upon the Texas Essential Knowledge and Skills.

1. Numerical Grades:

- Numerical grades are required in language arts average, reading, written and oral communication, mathematics, social studies, and science/health for grades 1-5.
- The grades are to reflect the student's relative mastery of the Texas Essential Knowledge and Skills (TEKS) for each subject.
- **The teacher may not assign a minimum grade for an assignment without regard to the student's quality of work** (Texas Education Code 28.0216).
- The numerical grade of 70% represents minimal passing.

- Numerical Grading Key:
 - 90 to 100 = Excellent progress/Student demonstrates *consistent and independent* comprehension and application of subject matter.
 - 80 to 89 = Above-average progress/Student demonstrates *frequent* comprehension and application of subject matter.
 - 75 to 79 = Average progress/Student demonstrates *adequate* comprehension and application of subject matter.
 - 70 to 74 = Minimal passing, improvement needed/Student demonstrates *inadequate* comprehension and application of subject matter.
 - Below 70 = Not passing or performing at the level needed to earn promotion/Student demonstrates *little or no* comprehension and application of subject matter.

2. Letter Grades:

- Letter grades are used to report student progress in music, physical education, and art.
- The grades are to reflect the degree of mastery of the Texas Essential Knowledge and Skills (TEKS) for each of these subject areas.
- The letter grade of “N” will represent minimal passing.
- Letter Grading Key:
 - E = Excellent – Student demonstrates mastery, understanding, and/or performance above the normally expected level of a student at the same grade level.
 - S = Satisfactory – Student demonstrates mastery, understanding, and/or performance at the normally expected level for his/her grade level.
 - N = Needs Improvement – Student is progressing, but does not yet demonstrate mastery, understanding, and/or performance at the expected level for his/her grade level.
 - U = Unsatisfactory – Student is not progressing and does not demonstrate mastery, understanding, and/or performance at the expected level.

The above system of numerical and letter grades will be used to indicate grades on progress reports, report cards, and permanent records.

E. Averaging Grades

1. Language Arts Average:
 - Reading and Written/Oral Communication grades will be combined for the Language Arts average.
 - These subjects will be weighted.

1st and 2nd grades:	Reading grade = 75% of LA average
	Written/Oral Communication = 25% of LA average.
	Of this 25%, the spelling grade will account for 5%.
3rd, 4th, 5th grades:	Reading grade = 50% of LA average
	Written/Oral Communication = 50% of LA average
	Of this 50%, the spelling grade will account for 5%.
2. If weighted grades are used in other subjects, the weights are to be defined by the campus, are to be consistent for all teachers in the grade level, and must be communicated to parents.
3. Each assignment shall carry a grade weight of not more than 1.0
4. Semester averages are obtained by averaging the two nine week grading periods. Yearly averages are calculated by averaging the first and second semester averages.
 - Promotion is based on the yearly averages.
 - Semester averages and yearly averages are recorded on the permanent record card in black ink.

F. Grade Books

- Grades for 1st to 5th grade students are recorded in the district-adopted electronic grade book.
- The electronic grade book must document the assignment or skill, the grade, and the date of the assignment.
- **Grades shall be posted/recorded in a timely manner, no later than 5 instructional days from date received with exception given for projects.**
- Documentation of grades is required by the state, and grade books are subject to audit.
- **Education Code 28.0216 states that the grading policy “may not require a classroom teacher to assign a minimum grade for an assignment without regard to the student’s quality of work; and may allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.”**
 - A student shall be permitted one opportunity to redo any assignment or retake any test for which the student received a failing grade. The student or parent must request the additional opportunity within 10 days of the grade being posted in the grade book. Campuses may determine additional and more specific criteria.

[Administrative Procedures IV-Q]

G. Homework

The Killeen Independent School District endorses the use of homework as a researched-based instructional strategy that can increase student achievement, foster independence and responsibility, and serve as a vital link between school and home. **Refer to homework procedures in Appendix A.**

H. Honor Roll

1. Honor Roll students will be recognized every nine weeks.
2. Students enrolled in special programs are to be included in honor roll recognition.
3. **All A Honor Roll** requires an average of 90 and above in all the four core subjects (Math, ELA, Science, Social Studies) and no unsatisfactory grades (U).
4. **A/B Honor Roll** requires all grades above 80 with a minimum of at least one A and no unsatisfactory grades (U).
5. District Academic Awards at the end of each semester are based on semester averages of 90 and above in all the four core subjects and no unsatisfactory grades (U).

I. Make-Up Work

Students absent from school shall have the opportunity to make up all schoolwork assigned during their absence.

1. Work assigned prior to the student’s absence shall be turned in or completed on the day the student returns to school. Work assigned during the absence shall be completed within 5 school days of returning to school from the absence.
2. For any class missed, the teacher may assign the student make-up work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.
3. A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. Students shall receive credit for satisfactory make-up work.

[KISD School Board Policy EIAB Local]

J. Number of Grades

A teacher should have a sufficient quality and variety of assessments during the grading period to accurately reflect academic achievement.

- Elementary teachers (grades 1-5) will record a **minimum of seven formative grades and three summative grades** per 9 weeks grading period for math, science, and social studies.
- Elementary teachers (grades 1-5) will record a **minimum of eight formative grades and four summative grades** per 9 weeks grading period for Language Arts. There shall be an equal number of grades between Reading and Written/Oral Communication, so that one subject is not weighted unfairly.

[KISD School Board Policy EIA Local] *The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.*

K. Parent Conferences

Teachers shall schedule conferences with parents in accordance with Board expectations and with guidelines as established in the campus plans. Conferences may be requested by a teacher or parent as needed.

[KISD School Board Policy EIA Local]

L. Progress Reports

Interim progress reports shall be issued for all students at the midpoint of each grading period in elementary grades (PK-Grade 5). Supplemental progress reports may be issued at the teacher's discretion.

[KISD School Board Policy EIA Local]

M. Promotion

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

[Texas Education Code 28.021a]

- In grades 1-5, promotion to the next grade level shall be based on the following:
 - a combined yearly average of 70 or above in on-grade-level instruction in the core courses (language arts, mathematics, science, and social studies and science) **AND**
 - a yearly average of 70 or above in on-grade-level instruction in language arts and mathematics.

[KISD School Board Policy EIE Local]

- A retained student is provided the opportunity to earn promotion by attending the district-provided extended year program (summer school). Attending summer school does not result in "automatic promotion." Promotion must be earned by meeting BOTH the attendance requirements and the academic achievement in summer school as demonstrated by summer school grades and end of summer school assessments.

A student who attends at least 90 percent of the extended-year program days and who satisfies the requirements for promotion (academic achievement or demonstrated proficiency of the subject matter of the course or grade level) shall be promoted to the next grade level at the beginning of the next school year.

[KISD School Board Policy EIE Legal]

- A student may be retained in the current grade level, but the negative consequences of retention should be considered.

N. Report Cards

In accordance with local Board Policy EIA (Local) report cards will be issued every 9 weeks.

- Electronic progress reports and report cards are used for grades PreK -5.
- Prekindergarten 3-year old program will NOT have a report card; parents will be provided information in the form of 2 progress reports per grading period.
- For all grade levels, teachers are encouraged to write comments on progress reports or report cards as a positive way of developing the home-school collaboration necessary for student success.

O. Retention

The district shall establish procedures designed to reduce retaining students at a grade level, with the goal being elimination of the practice of retaining students.

[KISD School Board Policy EIE Local]

P. Special Education Students

1. Report Cards and Progress Reports

The same KISD report cards, programs, and distribution schedule will be used for special education students.

2. Special Education IEP Progress Reports

- Parents must be informed of their child's progress toward mastery of identified IEP goals and objectives.
- A special education IEP progress report must be included with the report card each nine weeks, or as indicated by the ARD committee report.
- The IEP progress report must indicate the extent to which progress is sufficient to enable the child to achieve the IEP goals by the end of the year. The following indications would be appropriate: no progress, some progress, good progress, almost complete, and mastered, coupled with specific data to justify the rating. Measurable progress must be documented on the progress report. A present level of performance of academic achievement for each goal must be shown on the progress report. For example: *At this time, the student is able to complete the task listed in the IEP goal in one out of five trials, or 20% mastery rate.*

3. Special Education Promotion Requirements

- TEC 28.021(a) requires promotion from one grade level to the next be determined "only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level."
- Mastery of an IEP goal does not automatically constitute passing a course, and passing a course does not automatically equate to mastering an IEP goal.
- Students with disabilities should be considered by the ARD committee for promotion/retention purposes.
- If the student fails to meet the expectations addressed in the IEP, an ARD committee meeting must be held to review the IEP for appropriateness of goals and objectives, implementation of modifications, instructional levels, materials, and methods. The ARD deliberations must document the efforts made to try to help the student achieve success.
- The ARD committee will serve as the Accelerated Learning Committee for 3rd-5th grade special education students who did not pass STAAR to determine accelerated instruction.
- An ARD committee meeting is not necessary to consider promotion/retention if a student has met grade level criterion unless:
 - It appears that a change in special education services be needed

- It appears that special education services have not been appropriately implemented
- Special education placement is so recent that it is inconclusive whether or not services have had time to be effective

Please refer to Appendix D for additional Special Education Grading Information

Q. Special Programs

1. Emergent Bilinguals (EBs)

The language proficiency assessment committee (LPAC) shall determine appropriate assessment and accelerated instruction for an Emergent Bilingual (EB) who is administered a grade advancement test in English or Spanish.

[KISD School Board Policy EIE Legal]

2. Students With Dyslexia

Students who are identified as exhibiting dyslexia characteristics receive supplemental reading services. Killeen ISD has a scientifically research-based dyslexia program that is on every elementary campus. The type of dyslexia service will be determined by the student's Section 504 Committee or ARD Committee.

- Students who are identified as dyslexic will receive their reading grades from the regular classroom teacher.
- Teachers are to remember that these students may need accommodations in their regular instruction.
- In measuring the academic achievement or proficiency of a student who has dyslexia, the student's potential for achievement or proficiency in the area must be considered.

[Texas Education Code 28.021 (b)] and [KISD School Board Policy EIE Legal]

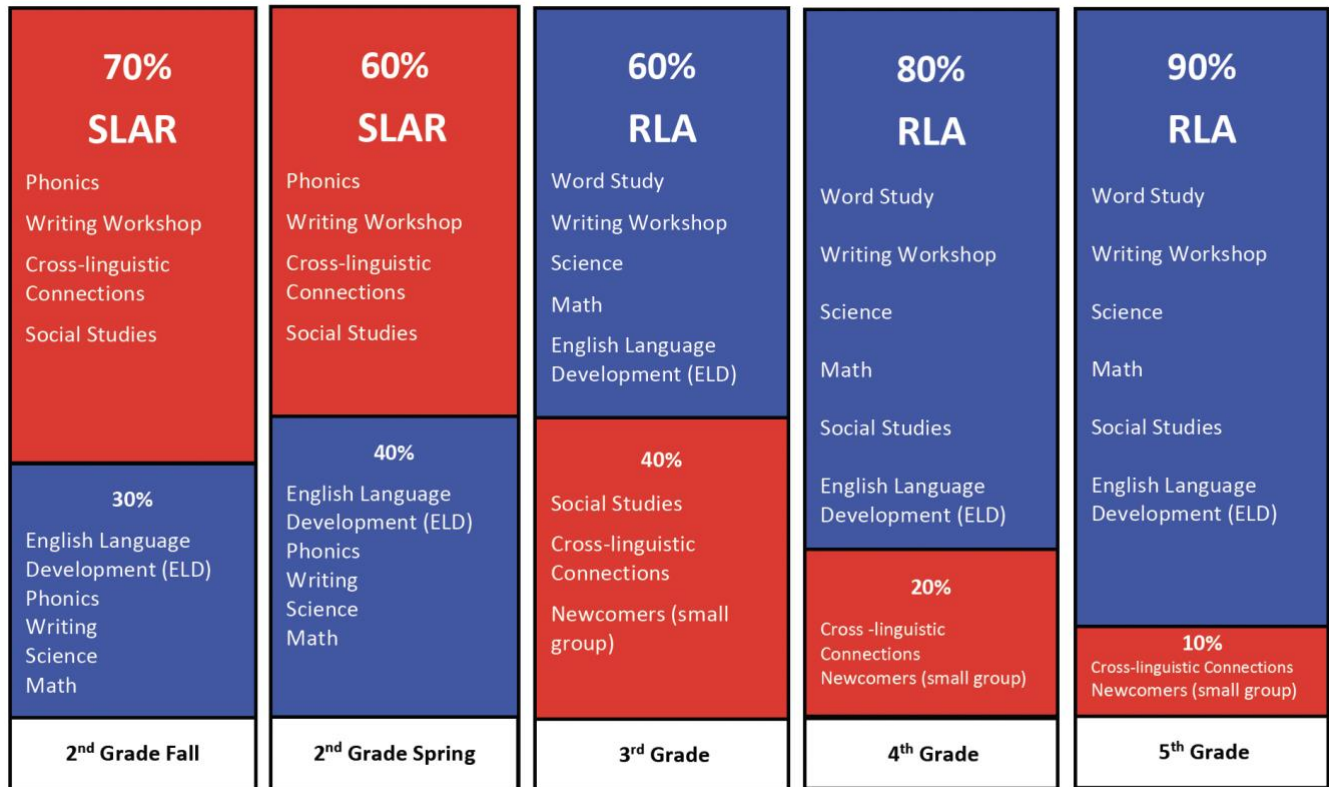
3. Bilingual Education

- Bilingual teachers have state required Texas Essential Knowledge and Skills (TEKS) to teach just as general education teachers.
- Bilingual teachers will use English Language Proficiency Standards (ELPS) along with the TEKS to ensure second language acquisition.
- Grading will reflect the language of instruction according to the KISD Transitional Late-Exit Framework.

[KISD School Board Policy EHBI Legal]

2024-2025 KISD TRANSITIONAL LATE-EXIT BILINGUAL MODEL

■ Spanish Instruction
■ English Instruction



Starting in the Spring semester of 2nd grade, there is an increase in English phonics. Teachers use scaffolded strategies (e.g., cross-linguistic connections, SSS², language objectives) to target second language development. Students may use their primary language as a resource while acquiring full proficiency in English.

2nd-5th grade bilingual students will be assessed in the language of instruction (LOI) based on the KISD Transitional Late-Exit Bilingual Model. Multiple data points are required when determining the student’s language of assessment and linguistic accommodations. All Science and Math Content will be taught in English in 2nd-5th grade.

*Newcomers are students who have less than 3 years in the United States, they are classified as emergent bilinguals and/or are at the beginning level of English proficiency.

R. Summer Learning (Intervention)

- Students enrolled during the current school year who meet the summer school eligibility criteria will be invited to attend summer learning.
- Summer Learning is an intervention for struggling learners who meet the eligibility requirements. It is not an enrichment program.
- Summer Learning students who were retained at the end of the school year may earn promotion to the next grade if they demonstrate mastery of the required curriculum.
- A retained student is provided the opportunity to earn promotion by attending the district-provided extended year program (summer school/summer learning). Attending summer school does not result in “automatic promotion.” Promotion must be earned by meeting BOTH the attendance requirements and the academic achievement in summer school as demonstrated by summer school grades and end of summer school assessments.


A student who attends at least 90 percent of the extended-year program days and who satisfies the requirements for promotion (academic achievement or demonstrated proficiency of the subject matter of the course or grade level) shall be promoted to the next grade level at the beginning of the next school year.
[KISD School Board Policy EIE Legal]

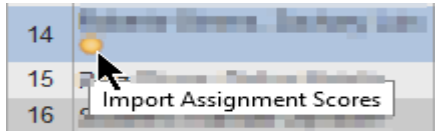
- Summer Learning is a limited time; therefore, in addition to the 90% attendance requirement, instructional time is protected by establishing a high standard for student behavior.

- Guidelines for discipline and attendance will be published and communicated to parents prior to the start of summer school.

S. Transfer Grades for Students Transferring within KISD

For students who transfer between teachers at the same campus or from one KISD school to another, grades earned with the sending teacher or campus should be recorded in the grade book of the receiving teacher.

When a student changes teachers within the same campus or moves from one campus to another during a grading cycle, the teachers at the enrolling campus should utilize the Import Assignment Scores feature () in the Gradebook > Entry page.



The teacher at the enrolling campus can view classwork and average information for transfer students from the Classwork section in the Student Detail drawer.

Date Due	Date Assigned	Assignment	Category	Score	Total Points	Weight	Weighted Score	Weighted Total Points
01/30/2019	01/30/2019		Summative	70.00	100.00	1.00	70.00	100.00
01/23/2019	01/23/2019		Formative	100.00	100.00	1.00	100.00	100.00
01/18/2019	01/14/2019	Countdown to STAAR Week 1	Formative	70.00	100.00	1.00	70.00	100.00
01/18/2019	01/18/2019	Dizzy Spells Worksheet	Formative	50.00	100.00	1.00	50.00	100.00
01/11/2019	01/09/2019	Weather vs Climate	Formative	100.00	100.00	1.00	100.00	100.00

T. Transfer Grades for Students from Out-of-District

Transfer students who have been in attendance for at least fifteen days of a nine-week grading period should be assigned grades for that period.

When a student enrolls in a KISD school during a grading cycle, teachers at the enrolling campus will enter the average provided by the withdrawing district in their grade books to create a 'starting point' average for the student.

Example:

Student enrolls in KISD campus on 1/24, bringing with him an 85 average in Science for the current marking period from his previous district. The KISD teacher enters an 85 in the blank score fields for all assignments in his/her grade book **with due dates prior to 1/24.**

Gradebook		Science 05 (ES50SC-6), MP: MP3		Change								
All Categories												
				water cycle vocabulary 1/11/2019 100.00	Motivation science wat... 1/11/2019 100.00	Motivation science revi... 1/22/2019 100.00	Unit 5 water cycle, climat... 1/23/2019 100.00	Science Lab Vocabulary L... 1/25/2019 100.00	Comparing Earth, Sun, a... 2/1/2019 100.00	Earth's day and night cyc... 2/8/2019 100.00	Earth, Sun, and Moon 2/13/2019 100.00	
#	Name	Alerts	Grade	Average (60.95)	99.17	88.06	71.11	83.33	73.76	68.24	85.29	68.47
1	85	85.00	85.00	85.00	85.00	85.00				

NOTE: Report card grades from marking periods completed at the previous district cannot be entered in the grade book by teachers and must be provided to your campus grades personnel for recording in the report card record.

When transfer students arrive with letter grades rather than numerical grades, KISD personnel should obtain (email, telephone call, records, etc.) a conversion scale from the previous school. If a conversion scale can be obtained, the appropriate scale below should be used:

Letter Grade	Numerical Grade
A+	99
A	95
A-	92
B+	89
B	85
B-	82
C+	79
C	77
C-	75
D+	74
D	72
D-	70
F	60

Scores		Numerical Grade
E	4	95
S	3	85
N	2	75
U	1	65

Score	Numerical Grade
3	95
2	80
1	65

APPENDIX A:

KILLEEN INDEPENDENT SCHOOL DISTRICT Homework Procedure

I. PHILOSOPHY

The Killeen Independent School District endorses the use of homework as a researched-based instructional strategy that can increase student achievement, foster independence and responsibility, and serve as a vital link between school and home.

II. DEFINITION

Homework is defined as any learning activity completed by the student as an extension of classroom instruction, not including the self-assigned activities voluntarily undertaken by the student. The additional practice and application of knowledge and skills deepens understanding and proficiency; thereby, increasing student achievement.

III. TYPES OF HOMEWORK

Teachers assign different types of homework to accomplish specific purposes.

1. **Practice homework** helps students master specific knowledge and skills that have been presented in class.
2. **Preparation homework** is designed to motivate or prepare students for knowledge and skills that they have not yet mastered. Teachers may assign students to read text, take notes on reading, work on solving a problem that will illustrate the need to learn upcoming material, or gather information from resources outside of class.
3. **Extension homework** provides students the opportunity to apply or transfer specific knowledge and skills to a new situation or in an original response. Teachers may assign a written composition, a demonstration, a compare/contrast assignment, visual display, or technology presentation.

***NOTE:** Class work that could have been completed during the class time allowed is not considered homework even if the student is given the opportunity to complete the assignment at home.*

IV. HOMEWORK GUIDELINES

1. Practice homework will be assigned only when students have had guided practice and are secure enough in those skills to be able to complete them independently and successfully.
2. Homework or the threat of additional homework will not be used to enforce discipline in the classroom.
3. Homework will not be assigned during the following times with an exception made for study/review guides.
 1. Group standardized testing, district-approved criterion-referenced tests, and state assessments.
 2. Semester exams (grades 8-12)
 3. Official school holidays (does not include teacher workdays)

***NOTE:** Items 1, 2, and 3 apply only to those students who are involved in the testing.*

***NOTE:** If long-term assignments are made, it is the responsibility of the teacher to plan those assignments and periodic progress checks for times that do not compel students to work during holidays (e.g., assignments should not be made shortly before holidays and be due shortly after holidays).*

4. The recommended amount of time that students spend on homework varies by grade level:
- K-2 Total not to exceed 30 minutes per day (includes long-term projects)
 - 3 Total not to exceed 45 minutes per day (includes long-term projects)
 - 4-5 Total not to exceed 60 minutes per day (includes long-term projects)
- Teachers will consider the cumulative effect of homework assignments (i.e., math + language arts + social studies, etc.; one-day assignments + prorated time for long-term assignments + study or reading time).
 - It is anticipated that students will not have homework assignments in every class every day.
 - Time recommendations are for diligent students taking regular-level classes. Students who work more slowly, who work with distractions (*television, iPods, text messaging, radio, and cell phone interruptions*) or who take honors-level classes (TAG, Pre-AP and AP) may exceed these estimates.
 - It is the student’s responsibility to prorate the time needed for long-term assignments.
 - Homework is one part of a multi-faceted evaluation program and is not to be the only source of formative grades.
 - Students will receive timely and meaningful feedback on homework assignments.
 - KISD recognizes that there are times when students will not complete homework within the designated timeframe. Each campus shall define procedures for “late homework.”
 - When homework is assigned to reinforce skills, there should be a consistency between the content and format of material presented in class and homework assignments.

Appendix B:

Movies in the Classroom

By law, when a teacher shows any movie, video, or television program in any format, he or she must comply with **Chapter 1, Section 110 of the Public Law 94-553 [Title 17 of the United States Code of Copyrights]**. <http://www.copyright.gov/title17/92chap1.html#107>

Public performances of a movie or other audiovisual work in the face-to-face classroom is an exception to the public performance right and is therefore lawful if all of the following four conditions are met:

- The teaching activities are conducted by a non-profit education institution.
- The performance is in connection with face-to-face teaching activities.
- The performance takes place in a classroom or similar place devoted to instruction.
- The person responsible for the performance has no reason to believe that the copy of the movie or audiovisual work shown was unlawfully made.

If any of the four conditions do not apply, the video can be legally shown if one of the following applies:

- You have obtained permission from the copyright owner.
- Public performance rights for the video have been purchased by the teacher or campus. All conditions of the public performance agreement must be followed.
- The video is included in the campus' Movie Licensing USA current list of licensed movies (see your campus librarian). All the conditions of the license must be followed.

The use of rented movies as a reward, as a rainy day activity, as an end-of-school or time-filler activity, as a recreation or extra-curricular activity is considered a performance and does not qualify under the above Public Law.

Teachers should exercise good professional judgment when using movies or other audiovisual work as a part of instruction. Segments of a movie or clips may be appropriate; however, the loss of instructional time for a full viewing is a questionable practice.

- Use of movies should be approved in advance by the principal.
- Lesson plans should state the TEKS objectives to be achieved by the movie segment or clip.
- Instructional activities that precede and follow the use of a movie must be carefully planned and articulated in the lesson plans.
- Teachers must be aware of the movie rating system. All ratings other than G require written parental approval.

Appendix C:

Student Records

A. Storage of Student Records

1. Permanent record cards should be kept in a central location in the school office.
2. The following items should be attached to the permanent record card:
 - Copy of the student's birth certificate
 - Copy of the student's social security card
 - Proof of address
 - Home Language Survey
 - LPAC folder, if applicable
 - Guardianship papers
 - Special applications for enrollment

*If a student has an LPAC folder, the Home Language Survey should be placed in the LPAC folder.

B. Permanent Record Cards

If an error is made on the permanent record, **DO NOT USE WHITE OUT**. Instead, mark through the error with a single diagonal line, initial it, and make the correction.

C. Cumulative Folders

1. Cumulative folders may be kept in the teacher's classroom.
2. The cumulative folder should include the following items which should NEVER be purged:
 - Permanent records from other districts, if applicable
 - Standardized test results
 - Special instructions that are currently applicable from parents and doctors
 - STARS (At-Risk) Program documentation
 - 504 paperwork
 - Rtl Folder
 - GT screening record
 - Other relevant special program records
 - Significant portfolio assessment materials
 - Any materials necessary to develop the promotional history of the student
 - Withdrawal forms

Appendix D:

Special Education Grading Information

SPECIAL EDUCATION TEACHER RESPONSIBILITIES

1. The **special education teacher** shall utilize a lesson plan that reflects the short-term objectives of each student's IEP. Grades should evolve from these objectives, with supporting documentation of how the grade was determined. Numerical grades will be recorded for each subject area in a district-approved grade book.
2. When modifications/accommodations have been recommended by the ARD committee, the **special education teacher** is responsible for:
 - implementing modifications/accommodations determined by the ARD committee.
 - informing the general education teacher of the required modifications.
 - providing information concerning the student's achievement levels, learning style, and behavioral needs.
 - offering assistance to the general education teacher on a scheduled basis, as determined by the ARD committee.
 - documenting contacts with the general education teacher.
 - completing progress reports at each 9 week grading period with input from the general education teacher.

REGULAR EDUCATION TEACHER RESPONSIBILITIES

1. The grading of a student with disabilities in a general education classroom is based on the ARD committee recommendation for modifications/accommodations of the Texas Essential Knowledge and Skills (TEKS) and/or other modifications/accommodations of pacing, methods, and materials.
2. The **regular education** teacher is responsible for:
 - implementing modifications/accommodations determined by the ARD committee
 - documenting the implementation of the modifications/accommodations
 - complying with all aspects of the student's IEP (such as sending the student to Content Mastery and/or Resource for the required time)

GRADING PROCEDURES FOR SPECIAL EDUCATION INSTRUCTIONAL SETTINGS

1. Monitor, Mainstream

- All grades will be given by the general education classroom teacher in coordination with the special education teacher.
- Since these students receive little or no direct special education instruction, grades should be a reflection of the student's abilities on grade level materials with the required **accommodations and/or modifications** as specified by the ARD committee.
- Grading of these students should follow the same guidelines and policies as used with general education students, unless otherwise noted by the ARD committee.
- Grades will be reported to parents using the appropriate general education report card.

2. Content Mastery Only

- The general education teacher will be responsible for assigning all grades in coordination with the content mastery teacher.
- Grading of these students should follow the same guidelines and policies as used with general education students, unless otherwise noted by the ARD committee.

- Grades will be reported to parents using the appropriate general education report card. These grades will reflect the **accommodations and/or modifications** made to grade level materials as determined by the ARD committee.
- Teachers should feel free to make note in the comment section of the report card that grades in specific subjects reflect the **accommodations and/or modifications** listed in the student's IEP.

3. Resource/Inclusion

- The special education teacher and/or the general education teacher will assign grades for any subjects for which there are academic IEP goals and objectives.
- Grading of these students should follow the same guidelines and policies as used with general education students, unless otherwise noted by the ARD committee.
- Grades will be reported to parents using the appropriate general education report card. In addition to the general education report card, the parent must be informed of their child's progress toward mastery of the IEP.
- A note may also be made in the comments section of the report card indicating that the grade(s) were given by the special education teacher and that it indicates the student's numerical progress toward IEP goals.

4. Behavior Management Unit (BMU)

- All grades are to be entered on the general education report card and include the appropriate IEP Progress Reports. PE and music grades are to be determined jointly by the respective teachers and the Behavior Support teacher.

5. Early Childhood Special Education (ECSE)

- Students in ECSE who are younger than 4 years old by September 1 will receive a Progress Report only.
- Students in an ECSE classroom who are at least 4 years old by September 1 should receive Progress Reports in addition to any pre-assessment, (i.e., Brigance results, CIRCLE assessment, etc).
- 4-year-old ECSE students who attend Pre-Kindergarten inclusion should receive the same report card as general education Pre-kindergarten with an IEP Progress Report included reflecting progress toward mastery of IEP goals and objectives.

6. CASTLE 3/Functional Skills/Skills Unit

- Students in self-contained classes should receive the same report card as general education students. The general education report card used should correspond to the age-appropriate grade level of the student served in the self-contained setting.
- For students served in a **Skills** Unit setting, grades for specific subjects should be assigned as determined by the ARD committee.
- For students in a **CASTLE/Functional Skills** setting, this report card will be used to address areas such as attendance and behavior and any others as determined by the ARD committee. An IEP Progress Report must be included in the report card and must give specific information on the student's progress toward mastery of individual IEP goals and objectives.

Appendix E:

Parent Request to Retain a Student

Use the following to document when a parent requests to retain their student during a parent conference when the teacher and member from the leadership team can review student progress, can review various assessment results, and can discuss campus perspectives on possible retention.



Parent Request to Retain a Student

I would like to request that my student be retained in the _____ grade for the 2025-2026 school year.

- I have discussed my decision with my child's teacher **and** with someone from the campus leadership team.
- We have reviewed all academic records that the campus has used to monitor academic progress throughout the school year.

Student Name: _____

Parent Name: _____

Parent Signature: _____

2024-2025 Campus: _____

2024-2025|Grade: _____

Administrator that received the request: _____

Date received: _____

*Campus makes a copy for parent and places original in the student's cumulative folder