

Grading Guidelines (All Grade Levels)

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

Assessment tools are designed to accurately assess students' mastery of the Texas Essential Knowledge and Skills (TEKS).

Formative Grades: Formative grades are often referred to as daily grades. The purpose of daily grades is not to evaluate a student's final achievement of a topic, but to determine progress toward mastery of TEKS. These grades help determine the student's progress in the learning process, diagnose any problems, and aid in getting the help needed to learn the material. Daily grades should be based on individual student performance and not on whole class performance and behavior. Students' daily grades shall not be penalized for disciplinary reasons. However a student's grades may be penalized for being turned in late, cheating, and plagiarism.

Homework: Homework is for the purposes of independent practice, extension, and enrichment of topics covered in class. Assignments must be related to state and/or local curriculum standards. Homework will not be assigned or created as a consequence for misbehavior. Grades may not be given for clerical tasks such as giving a student "100" for returning a report card or progress report, parent signatures, canned goods, Kleenex, fundraiser, etc. Homework should be based on quality and not quantity.

Summative Grades: The purpose of summative grades is to evaluate student mastery of the information or skills. Summative grades evaluate mastery of TEKS, concepts, understanding, and district objectives. Students' grades shall not be penalized for disciplinary reasons. However, a student's grades may be penalized for being turned in late, cheating, or plagiarism.

Examples of Formative Assessments	Examples of Summative Assessments
Homework Journals Lab activities/reports Notebooks Oral assessments Practice items	Compositions Lab reports Performances Portfolio Presentations Special projects with rubric

Quizzes Writing process Computer Activities	Research projects Tests Unit assessment
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Minimum Number of Grades:

	Math	Science	Social Studies	Reading	ELAR
Formative Grades	6	6	6	6	6
Summative Grades	2	2	2	2	2

- At least 1 formative grade (including graded homework) must be recorded in the online grading system per week.
- Due to school holidays, testing schedules, and other special circumstances, deviations from this requirement will occur with administrative approval.
- Major projects, research papers, and similar student work may take longer than a week to grade due to the nature of the grading process.
- By the end of the 3rd week progress report, at least 1 summative grade must be recorded in the online grading system. At least 2 summative grades must be recorded in the online grading system by the end of the 5th week of the six weeks.
- **Each summative grade must be a separate grade. Summative grades should only count once in order to avoid penalizing students unreasonably for the same assignment.**
- Mass score entries are unacceptable since grades should be based on individual student performance and not on whole class performance and behavior.

Maximum Number of Grades

- There will be no more than 24 grades per six weeks counting both formative and summative assessments. Out of the 24 assessments, no one assessment can count more than 25% of the final six weeks grade.

Late Work: Late work penalties do not apply to make-up work/tests unless the make-up work is not turned in according to make-up time allocations for absences. For late assignments that are not considered make-up work, the following maximum penalties apply:

- -10 for the first day
- -20 for the second day
- -30 for the third day
- 0 on the fourth day

Makeup Work Because of Absence

For any class missed, the teacher may assign the student makeup 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.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding “attendance for credit or final grade.” A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

DAEP Makeup Work

Grades 7–12

A student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

In-School Suspension (ISS) Makeup Work

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL).]

Retest/Reassessment: Our goal is to provide another opportunity for students to demonstrate mastery of essential knowledge and skills. We expect students to learn from the mistakes of prior tests through teacher consultation, focused preparation and study, and a timely scheduled retest. In doing so, we also allow students an opportunity to improve grades. Retesting is available to students that score a grade lower than 70 on a summative assessment. Retesting on semester exams, six week tests, or projects is up to teacher discretion and timeframes. Due to grade submission deadlines, this opportunity is not extended to those failing beyond the six week mark.

- **Procedures:** The teacher may require the student to notify them that he/she wishes to retest. Since the goal is to re-teach and retest, the student must consult with his/her teacher prior to the retest. A tutorial session may be required as part of the consultation. Conflicts of other tutorials must be taken into account on the re-teaching.
- **Timeframe:** After a student receives notice of a failing test grade, he/she has *four (4) school days* in which to complete a retest. It is the responsibility of the students to schedule a retest time with the teacher. Tutorial times should be used to retest to prevent the student from missing additional class time.
- **Frequency:** Students can only retest once for each failing grade on a summative assessment.
- **Resulting Grade:** A 70 is the maximum grade a student can earn on a retest. A student's grade can only be improved through the retest process. Thus, a student will keep his/her original grade if the retest is not an improvement.

When more than 50% of ALL of a teacher's students in a course fail an assessment, the teacher shall re-teach and retest the class. The teacher shall record the higher of the two grades earned for the student being retested with no penalty assessed and the higher of the two grades being awarded. Re-assessment should occur within one week (5 days) of the original assessment.

School Sponsored Activities: All assigned work should be gathered before the absence and at the teacher's discretion, unless prior arrangements have been made with individual teachers. Students must be prepared for all assignments (including quizzes and tests) upon their return. Obtaining missed work is the student's responsibility.

Academic Dishonesty: Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an exam. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee including the consideration of written material, observation or information from students. Students found to have engaged in academic dishonesty may receive a zero. Such action shall be determined jointly by the teacher and campus administrator.

Grade Interpretation

In grades 6-8, achievement is reported to parents numerically:

0-69 = Failing

70-100=Passing

The primary purpose of grades is to show the student's mastery level of the objectives being taught. The guide below should be of benefit to parents in interpreting report card grades.

1. 90-100- Above Expectations
2. 80-89 – Meets Expectations
3. 75-79- Below expectations, in need of improvement.

C- 70-74- Below expectations, in need of immediate intervention.

F- 60-70- Below expectations and student is showing insufficient effort for improvement.

F- 0-59- Student is showing insufficient effort for improvement and has chosen not to complete the majority of classroom assignments and/or assessments.

ELECTIVE COURSE GRADES

Grades in elective courses such as athletics, band, teen leadership, and study skills are often more a reflection of student participation and effort than they are of mastery of the TEKS. The courses may qualify for exemptions to the grading policy.

High School Credit

Eighth grade health education is the only Middle School course grade that will be calculated toward high school credit and high school GPA.

Parent Portal

In order to improved parent communication through TxConnect, grades recorded electronically may be interpreted as follows:

Record as:	To be interpreted as:
"M"	Calculates as a zero. The assignment may or may not be overdue. The student still has the opportunity to complete the assignment and turn it in for a grade.
"O"	Calculates as a zero. The assignment is overdue and the student may not turn it in late.
"I"	Calculates as a zero. The student was absent and a new reasonable firm deadline to complete the assignment has been communicated to the student.
Blank	Does not calculate as a zero. Indicates that the assignment has been posted but not yet communicated to students.

[See **Report Cards/Progress Reports and Conferences** on page 77 for additional information on grading guidelines.]