

STRAWN ISD

2018-2019

Grades PK-12



Grading Policies and Regulations

INTRODUCTION

The Strawn ISD *Grading Policies and Regulations* are published for the following reasons:

- Law and policy require that we establish procedures to ensure that grades are reflections of essential knowledge and skills mastered.
- Grading must be as consistent as possible from teacher to teacher and from school to school within the district to assure fairness.
- Students and their parents have a right to know exactly how grades are determined.
- Grading has serious implications for individual students, for the school, and for the district and the community as a whole.
- Regulations are important support for teachers in the event a grade is challenged.

These guidelines, supported through Board policies, outline broad parameters that allow teachers enough flexibility to fit the needs of their particular course requirements. This applies to all teachers in all subject areas across the district. *Exceptions must be cleared through the building administration and kept on file in the principal's office.* Teachers must become familiar with the contents of this document to ensure fairness and standardization across the district. Parents will have access to these guidelines through the district internet site. Also, these guidelines should be discussed with students so they can understand exactly what the procedures are for determining the grades in any particular class **EIA (Local)**.

GRADING COMPONENTS

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated Texas Essential Knowledge and Skills. The student's mastery level shall be a major factor in determining the grade for a subject or course. Teachers will assign a grade that reflects the student's relative mastery of an assignment.

These academic grading components include numerous data collected on each student. These items may include but are not limited to the following:

- Traditional essay examinations with general questions
- Essay examinations with definite questions
- Short-answer objective tests or quizzes
- Problem-situation tests
- Oral presentations
- Projects or independent study
- Analysis of creative products
- Compositions appropriate to the subject area
- Journals or learning logs
- Daily recitations or homework papers
- Demonstrated proficiency in English usage
- Skills demonstrations or performances
- Teacher observations of participation
- Oral testing, as appropriate

PHILOSOPHY

Given the premise that all children can continue to learn and increase their achievement, we believe that grading and reporting should focus on student growth and learning in a climate of high expectations. Instructional emphasis will be placed on the accomplishment of defined District goals. Grading and reporting are both formative and summative in nature and should utilize both formal and informal processes. Schools are accountable for structuring learning experiences, teaching processes, planning and evaluation, and utilization of materials, resources, and time to result in optimum student learning. Grading should provide clear and consistent feedback to students.

Tests and quizzes yielding numerical grades are only one way to evaluate student learning. Complete grading requires multiple assessment techniques, such as performances, portfolios, projects, presentations, teacher observation of developmental skills, work samples, learning logs, journals, surveys, interviews, simulations, and role-playing. Using a variety of evaluation strategies will elicit greater opportunities for students to demonstrate mastery.

PURPOSES OF GRADING

Grading serves the following purposes or functions:

1. **Information:** to inform parents and students regularly of the student's success in learning and mastery of local objectives and the Texas Essential Knowledge and Skills.
2. **Guidance:** to promote and maintain desirable patterns of behavior and achievement and to identify areas of special ability as a basis for realistic student self-appraisal and for future educational and occupational planning.
3. **Motivation:** to encourage the student toward maximum achievement and realistic self-appraisal for future educational and occupational planning.
4. **Administration:** to provide data for use in educational planning and decision-making.

Re-teaching

Board Policy EIA (LOCAL) defines re-teaching as another presentation of content and additional strategies, usually to provide an additional opportunity for a student to learn.

Each teacher shall plan for re-teaching while planning the initial instruction, thereby ensuring that alternative instructional strategies are immediately available when needed.

Re-teaching should be practiced and should ensure fairness and promote student success. The teacher should document any efforts to re-teach and any reassessments.

Tutoring

Each core department will plan and deliver structured tutoring on a regular basis. As part of re-teaching efforts as outlined in EIA (LOCAL), students who attend structured departmental tutoring may earn replacement or additional credit for work successfully completed.

COMMUNICATING WITH PARENTS

Report cards are only one of many means of communicating with parents. Conferencing with parents is another way. Conferences are useful to improve understanding and communication among teacher, student, and parent. A conference may be initiated by a parent, teacher, student, or administrator.

If a parent desires a conference with his or her child's teacher(s) to discuss the child's progress, the parent must contact the school office to schedule a meeting during the teacher's conference period. Parents must report to the school office prior to meeting with the teacher.

To assure effective communication, any notice required by policy to be sent to the parent or guardian of a student shall be written in the language spoken by the parent or guardian. If the dominant language of the parent or guardian is a language other than English or Spanish, however, such notice will be written in the dominant language of the parent or guardian only if a suitable translation is available.

Each teacher of grades K-6 **who has a student failing, near failing or one who has had a significant drop in grades** at the end of the first three weeks of each six-week grading period shall notify the student's parent/guardian with an unsatisfactory grade notice. At the secondary level (grade 7-12), teachers of **students who are failing, near failing or have had a significant drop in grades in any subject** at the end of the first three weeks of each six-week grading period shall notify student's parent/guardian with an unsatisfactory grade notice.

In addition, all grade PK-12 students that receive special education services through a current IEP (Individualized Education Program) shall not be failed without notifying a parent/guardian, campus administrator, special education teacher and/or diagnostician to review IEP accommodations.

Calculations of grade percentages in the computer grade book are:

Daily work- 40%

Daily test- 40%

6 week test- 20%

***Each six-weeks teachers will record a minimum of 6 daily grades and 2 Quiz/Test grades**

Secondary Late Policy:

1 day late-take off 20 points

2 days late- highest grade student can make 70.

3 days late- 0

Students can come to tutorials within 5 days of a zero to make it up.

***Individual teacher discretion with Principal approval.**

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.

Grading Guidelines for Strawn Elementary (PK-5):

Students who fail an assignment or test will be given an opportunity to redo the work, providing the work is eligible for redo, with a maximum grade of 70 allowed. Long term projects such as research papers are exempt from this requirement. If a student makes a 50 on an assignment or test and is re-assessed and makes an 80, the student will receive a 70. If a student fails the reassessment, the student will receive the higher of the two grades made. Assignments and/or tests eligible for redo will be determined by the teachers at each grade level. It is the responsibility of the student and/or parent to make arrangements with the teacher to redo assignments and/or tests. Long term projects are exempt from this requirement. The student will have three (3) school days after receiving the failing grade to complete the retake of the assignment or test. Extenuating circumstances shall be addressed by each individual teacher.

Note: A student may be given a replacement assignment/test when retaking or redoing failed assignments/tests at the discretion of the individual teacher.

Grading Guidelines for Strawn JH/HS (6-12):

Students who fail an assignment or test will be given an opportunity to redo the work with a maximum grade of 70 allowed. It is the responsibility of the student to make arrangements with the teacher to redo assignments or retake tests. Teachers are permitted to require a student to attend before- or after-school tutoring in order to qualify for a redo. Final and mid-term exams and long term projects such as research papers are exempt from this requirement. The student will have three (3) school days after receiving the failing grade to complete the retake of the assignment or test. Extenuating circumstances shall be addressed by each individual teacher.

Note: A student may be given a replacement assignment/test when retaking or redoing failed assignments/tests, at the discretion of the individual teacher.

Clarification: If a student makes a 50 on an assignment or test and is re-assessed and makes an 80, the student will receive a 70. If a student makes a 55 on the re-assessment, he/she will receive a 55. If a student fails the re-assessment, the student will receive the higher of the two grades made.

Texas Education Code 28.0216 - A school district shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. A district grading policy:

- (1) must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;*
- (2) may not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and*
- (3) 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.*

Academic Integrity-Academic integrity is an essential element to the *Strawn Independent School District's* philosophy of practicing and promoting academic excellence. **Cheating, dishonesty, and plagiarism will not be tolerated.**

Consequences may include any or all of the following: grade of zero for assignment, project, or test; detention or ISS; forfeiture of participation in clubs/honors or awards; other consequences as approved by the campus principal. Repeated incidents will result in additional and/or more severe consequences.

Cheating, academic dishonesty and plagiarism includes, but is not limited to, the following examples:

- Taking, stealing, and/or using an assignment from someone else and submitting it as one's own
- Allowing another to take and/or use an assignment to submit as his/her own
- Looking at another's test or essay with or without his consent for the purpose of duplicating that work and submitting it as one's own
- Representing as one's own the work or words of a parent, sibling, friend, or anyone else
- Discussing or revealing the contents of a test or quiz with students who have not completed the assessment
- Unauthorized use of teacher test materials, answer sheets, computer files, or grading programs
- Using any type of "crib/cliff notes" on your person, an object, or programmed within graphing calculators, palm pilots, cell phones, or other electronic devices without teacher permission
- Receiving answers for assignments or exams from any unauthorized source
- Working on assignments with others when not authorized by the teacher
- Copying from other students during an exam
- Giving answers to another student for an assignment or exam
- Agreeing with other students to commit academic dishonesty
- Falsification of results from research or laboratory experiments
- Written or oral presentation of results from research which was never performed
- Directly quoting or paraphrasing all or part of another's written or spoken words without notes or documentation within the body of a work
- Presenting an idea, theory, or formula originated by another person as the original work of the person submitting that work
- Purchasing or receiving in any other manner a term paper or other assignment that is the work of another person and submitting that assignment as the student's own work
- Repeating information, such as statistics or demographics, which is not common knowledge and which was originally compiled by another person