



## **Academic Grading Policies**

### **Grade Reports (Report Cards)**

Numerical and/or letter grades in all subjects or courses are reported to parents and students at the end of each nine-week grading period. Grade reports will be sent home with the student at the end of each nine-week grading period.

### **Academic Grading for Pre-Kindergarten and Kindergarten**

The student profile/report card for students in pre-kindergarten and kindergarten will follow the essential knowledge and skills. In recording grades for pre-kindergarten and kindergarten students on the student profile/report card, the symbols:

- “E” indicating excellent progress,
- “S” for satisfactory progress, and
- “N” for needs improvement

shall be used. Documentation of mastery shall include multiple measures such as observations, checklists, portfolio, anecdotal records, work journals, performance-based tests, homework, and teacher evaluation.

### **Academic Grading for Grades First through Eighth**

Beginning in first grade, the following numerical scale will be used for all student academic grade reporting and records:

100- 90	A
89 – 80	B
79 – 70	C
69 & below	F ( <i>Below 70 = Failing</i> ) *
Incomplete	I **

\*Teachers are “encouraged to assign a grade no lower than 50 if a “reasonable attempt” by the student is made to complete work on a daily grade or quiz. Tutoring and retesting are available options if a student scores below a 50 on a major examination or project.

\*\*An Incomplete (I) may be recorded on a report card if requirements have not been met due to an excused extended absence or when a new student enrolls at the end of an academic term. An extension into the new grading period will be given to allow for assignments to be completed. While the student has the entire next grading period to complete all required work, the teacher is encouraged to amend the Incomplete in a timely manner.

## Graded Categories and Percentage Weights

Grades First through Fifth:

Classwork	70 %
Homework	10 %
Test	20 %

Grades Sixth through Eighth:

Classwork	60 %
Homework	10 %
Test	30 %

## Gradebook Guidelines

Accurate and up-to-date online gradebooks will be kept by each teacher with a sufficient number of grades for each student. So that realistic grade averages may be obtained for a nine-week academic term, the minimum number of grades in the gradebook will be 14, with 2 of those grades to be considered major assessments (i.e., end-of-chapter exam, term project, term paper).

Teachers are to offer *a variety of assessment methods*, beyond the typical quiz, test, and/or exam. Students need to understand concepts deeply, as opposed to memorize information and reproduce it on an exam, so they can handle advanced coursework and later work effectively in their chosen career path.

A student should never grade another student’s test papers or record grades.

## Reteaching, Tutoring, and Retesting

Reteaching is a sound instructional practice intended to ensure mastery of content. Reteaching may occur during the regularly allocated time for instruction in a subject or during tutorials scheduled for the subject area, and at such time as a student or students’ mastery level falls below 70 percent. Following reteaching, concepts/skills may be retested/checked and recorded in the grade book for major assessments only. ***Grades earned from reteaching shall be no greater than the lowest passing grade of seventy (70).*** Retesting refers to unit, chapter or major assessments and projects (i.e., covering several instructional objectives, concepts, or skills that are not routine). Retesting is not intended to solely improve students’ grades. Therefore, retesting will not be offered for daily grades (i.e., routine quizzes, projects, or assessments covering few objectives). The assessment offered for retesting shall be significant enough to offer proof of mastery of course content objectives. Retesting must utilize an alternative version of the originally administered assessment. If a student fails following reteaching, the greater of

the two grades is used. Students who fail when retested must be scheduled into tutorial sessions. Teachers must provide the opportunity for students to participate in tutorial programs as needed. All parents shall be notified of the availability of tutorial assistance

### **Make-Up Work and Late Assignments**

Students shall be expected to make up assignments and tests after absences. Students shall lose 10 points for every day an assignment is not made up within the allotted time. Make-up work following an excused absence will be posted as the actual grade earned.

For middle school students, it is the responsibility of the student to secure the assignments from the teacher and make up the work.

### **Homework**

Home assignments are necessary to provide enough time for students to master subject matter and complete long-term projects. Homework should be purposeful, adjusted to the level of the individual child, and related to specific subject objectives. Assignments should provide practice on skills already taught or prepare students to begin a new topic or part of the course. Therefore,

- sufficient explanation must be given so that students know what they are to do, understand how to do it, realize why they are doing it, and are motivated to complete the assignment.
- homework must be evaluated in an appropriate manner by the teacher.
- homework should never be assigned as a disciplinary measure.

### **Progress Reports**

Interim progress reports shall be issued for all students after the fourth week of each nine-week grading period. Supplemental progress reports may be issued at the teacher's discretion.

### **Academic Honesty Policy**

Students found to have engaged in academic dishonesty 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 other supervising professional employee, taking into consideration written materials, observation, or information from students.

### **Students with Disabilities (Special Education/Section 504)**

All teachers working with a student identified with a disability and served through Special Education or Section 504 shall follow the accommodations/modifications as determined and documented in the student's Individual Education Plan (IEP) or Section 504 Individual Accommodation Plan (IAP). Instruction, assessment, and grading of students with disabilities shall be reflective of the accommodations/ modifications documented in the IEP/IAP. When a student is in jeopardy of failing a class, the teacher must document parent/guardian communication and use of IEP/IAP determined accommodations/modifications. Further, it is also important for teachers to contact the student's case manager and/or the special populations

coordinator when the student is not performing at a satisfactory level. An ARD committee meeting shall be convened when a student fails for the grading period.

### **Grading of English Language Learners (EL) Students**

EL students are to be assessed for progress and achievement through the language that has been designated for instruction in the bilingual/ESL education program. For EL students who are provided instruction in the primary language, teachers are to assess progress in the mastery of the Texas Essential Knowledge and Skills (TEKS) in the primary language, as well as assessing progress in learning English. Accommodations for EL students 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.***

EL students' grades should reflect their linguistic accommodations as determined by the student's Language Proficiency Assessment Committee (LPAC). For EL 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 EL students participating in an ESL program must receive grades based on grade-level expectations and English Language Proficiency Standards (ELPS). Teachers shall consider the content being assessed, the linguistics accommodations checklist and the appropriate proficiency level descriptors. When an EL student is in jeopardy of failing a class, 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 EL a failing grade, the teacher must have documented the use of sheltered instruction and the ELPS. Specific accommodations shall be addressed at the LPAC meeting to ensure the student is receiving appropriate support.

### **Assistance with Questions about Grading Policies**

As there will always be nuances or special considerations when assessing students, please always check with your principal and/or district chief academic officer when questions about grading arise. It is vitally important that we grade fairly and consistently. Thus, never hesitate in asking your instructional leadership for advice and/or clarification.