

Gladewater Independent School District 2018-2019 Grading Guidelines

Section I – General Grading Guidelines

The following general guidelines shall apply:

1. Guidelines for classroom grading procedures shall be clearly communicated to students on the first day of class and to parents at the beginning of the school year. All classroom grading procedures must be consistent with district grading policies and guidelines. Applicable parts of district grading policies and guidelines shall be distributed in staff and student handbooks and other appropriate publications.
2. Homework: Homework may be assigned on a regular basis. Certain assignments, such as written compositions or projects, may require extensive homework.
3. Makeup work: Normally, students shall be given one day for each day missed due to an absence in order to turn in makeup work within the prescribed time. Tests shall be made up within the prescribed timelines, and at a specific time designated by the teacher. Also, teachers may assign additional work to ensure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine makeup work (including suspensions). The student shall be provided one day for each day absent for unexcused absences. No points may be deducted for the absence being unexcused if the work is turned in within the prescribed time. Students missing for UIL or other school related absences are encouraged to get work prior to absence.
4. Late work: When students fail to turn in assignments at the prescribed time, they shall be permitted to submit late work as indicated by grade level (see below). Extenuating circumstances shall be taken in consideration collaboratively between the principal and teacher of record.
 - a. Grades K-5 - maximum grade of 70 after 3 days; after day 3 grade is entered as zero
 - b. Grades 6-12 - maximum grade of 70 within 3 days; after day 3 grade is entered as zero

5. Changing Grades: Teachers shall not change grades assigned for a grading period unless 1) an error was made in the calculation process or data entry, or 2) grading policies/guidelines were not followed in the assigning of grades. Such grade changes shall be documented and approved by the principal prior to the change being made.
6. Students moving from another district: Grades for students enrolling from another district shall be included when averaging grades in the electronic grade book. However, these grades will not appear on the report card. The designated campus PEIMS personnel will receive the grades from the sending district. If the sending district does not submit the student's grades within 10 days of enrollment, Data Management Information Specialists will report the district to the TEA.
7. English Language Learners: Grading of ELL students should occur as the student develops adequate proficiency in their second language to succeed in the classroom. Accommodations recommended in the LPAC committee must be followed. Teachers may assign a minimum grade of 70 to ELL students for a period of up to three consecutive six weeks.
8. Grade Adjustments: Grade adjustments to be imposed on the work made up by students who have been suspended or who have missed due to unexcused absences shall be decided at the campus level and shall be consistently applied within each campus. Students who are suspended (including ISS) have one day for each day of suspension to complete his or her work and may be required to attend a tutorial each day they are assigned to ISS. This standard applies to daily and major work, including tests, projects, etc.
9. Disciplinary Purposes: Teachers shall not use grades for disciplinary purposes other than as permitted by District Policy regarding suspensions, unexcused absences, and cheating.
10. Incomplete Report Card Grades:
 - a. Incomplete report card grades should be assigned only when assignments have not been completed which are essential to the determination of mastery of the TEKS covered during the grading period. A student receiving an incomplete for a grading period has one week (Friday following last day of six week period) to convert the incomplete grade to an earned grade. Grades not completed in the allotted time will be averaged in as a zero. In unusual cases when the student has missed a large quantity of work, the time may be extended but only with written permission of the principal. In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work. If missing work is not completed, the student will

receive a grade earned based upon the total work that had been assigned for the grading period.

- b. If a student has an incomplete at the end of the school year, the teacher will leave directions with the principal for completing and evaluating the student's work.
11. Failing Grade Lower Limit: Teachers may give a grade of 50 on the report card. Grades below 50 shall be communicated to the campus principal.
 12. Cheating: Grading adjustments for cheating shall be at the discretion of the teacher within the campus guidelines approved by the principal. Guidelines shall be consistently applied within each campus. Students may be given a zero or an alternate assignment for work on which they cheated.

Section II – Nine-Week Grade Averages

The nine-weeks grade shall reflect student performance from a variety of instructional tasks, such as projects, classroom activities, homework, quizzes, tests, etc. Calculation of the nine-weeks grade shall be based on both daily work and major grade components.

1. Major grades shall include tests (chapter, unit, etc.) and may include projects, other types of major assessments, and special classroom activities as designated by the teacher. In the case of an ongoing, long-term project, such as a research paper, multiple grades may be taken from the steps within the project. Those grades for the steps within the project would be considered daily grades, while the completed project would be a major grade. Scoring rubrics shall be provided for projects and any assignments where grading could otherwise be considered subjective. Rubrics shall be shared with students at the time the project is first assigned.
2. Daily Grades shall include any graded student work that does not meet the requirements for being a major grade.

KINDERGARTEN AND 1ST GRADE

- Standards-Based Grading will be observed in Kindergarten and 1st Grade.
- A minimum of 3 documented assignments, performance tasks, or observations shall be graded for each skill taught each nine-weeks.
- All grades shall be weighted equally with no major or daily grade designations.

GRADES 2-5

DAILY GRADES

- Math, Reading, Writing (ELA) – A minimum of 12 daily grades shall be entered per nine-weeks. A minimum of 6 daily grades shall be entered prior to progress reports being shared with parents.
- Science, Social Studies – A minimum of 9 daily grades shall be entered per nine-weeks. A minimum of 4 daily grades shall be entered prior to progress reports being shared with parents.

MAJOR GRADES

- All Subjects – A minimum of 2 major grades shall be entered per nine-weeks. A minimum of 1 daily grade shall be entered prior to progress reports being shared with parents.
- Nine-weeks summative assessments may be averaged into students' grades and may count toward the total number of major grades. This will be a campus decision, approved by the principal, and the entire campus shall operate uniformly.

WEIGHTING OF DAILY AND MAJOR GRADES

- Grades 2-3
 - Daily grades will comprise 85% of the nine-weeks grade.
 - Major grades will comprise 15% of the nine-weeks grade.
- Grades 4-5
 - Daily grades will comprise 70% of the nine-weeks grade.
 - Major grades will comprise 30% of the nine-weeks grade.

GRADES 6-12

DAILY GRADES

- All Subjects – A minimum of 12 daily grades shall be entered per nine-weeks. A minimum of 6 daily grades shall be entered prior to progress reports being shared with parents.

MAJOR GRADES

- All Subjects – A minimum of 3 major grades shall be entered per nine-weeks. A minimum of 1 major grade shall be entered prior to progress reports being shared with parents.
- Nine-weeks summative assessments may be averaged into students' grades and may count toward the total number of major grades. This will be a campus decision, approved by the principal, and the entire campus shall operate uniformly.

WEIGHTING OF DAILY AND MAJOR GRADES

- Grades 6-8
 - Daily grades will comprise 50% of the nine-weeks grade.
 - Major grades will comprise 50% of the nine-weeks grade.
- Grades 9-12
 - Daily grades will comprise 40% of the nine-weeks grade.
 - Major grades will comprise 60% of the nine-weeks grade.

Section III – Semester and Final Course Grade Averages

Students in grades 9-12 will take a fall and spring semester exam in each class. For EOC-tested subjects (Algebra I, Biology, English I, English II, US History), the spring semester average will be entered in place of a semester exam grade. Students in 11th and 12th grades may be exempt from fall and spring semester exams if they meet the criteria. Please see Addendum A - Gladewater High School Exemption Guidelines (Page 11).

Students, who are not enrolled for an entire grading period, semester, or course, shall be provided opportunities to earn credit for the semester or course, or a grade for the grading period. The campus administrator shall take into consideration the student's particular circumstances in determining appropriate opportunities, which shall include, but not be limited to: 1) testing; 2) tutorial session; 3) individualized work; 4) attendance makeup; and 5) summer school.

Section IV – Mastery Level

1. Mastery of a subject or course through performance on the TEKS is indicated by a grade of 70 or above (or the equivalent). The acceptable level of mastery of TEKS in a course or subject is that level which is determined to be necessary for success at the next level or in the next course.
2. Alternative achievement standards may be provided for identified students with disabilities as reflected in the IEP. In such cases, documentation of mastery and grades assigned may be based upon modifications to the TEKS. Otherwise, the TEKS must be the basis for grading and certifying mastery of the course.
3. Achievement of the TEKS shall be measured by a variety of assessments:
 - Observation of product or process;
 - Evaluation of product or process demonstrated in written or oral assignments;
 - Tests;

- Teacher validation based on cumulative interaction with the learner.

The student's mastery level shall be a major factor in determining the grade for a subject or course.

Section V – Modifications in Materials, Methods, and Pace

1. Teachers shall make modifications in the materials they use, vary the methods employed to teach concepts, and to adjust the pace of instruction to accommodate the learning styles and needs of students. Such flexibility is a means of ensuring that students reach the appropriate level of mastery of the TEKS, and require notation on the report card.
2. The necessity of these modifications should not be interpreted as to require adjustments in the TEKS, or to lower the academic standards of a course or subject. The standards will remain unchanged, but the process used to achieve the standards can and should vary.
3. The primary focus of the teacher is mastery of learning for all students. Accordingly, every available resource shall be used to this end, but the level of learning shall not be compromised.

Section VI – Re-teaching

When a student is unable to demonstrate mastery of the TEKS, the teacher shall re-teach accordingly. Re-teaching shall be incorporated as a regular part of the instructional planning cycle. Students who fail to attain a grade of 70 on an assignment shall have an opportunity for re-teaching followed by another attempt at the assignment for a maximum grade of 70.

Note: When student performance on an assignment indicates that all or most students in a class did not achieve mastery of the learning objective, the teacher shall re-teach to the entire class with no reduction in grading of related assignments. In such cases, as with any assignment, the teacher may choose to not record the grades from the original assignment.

Section VII – Retesting

General (all grades): The test given as a retest shall be as similar to the same difficulty and cover the same concepts as the first test, but the structure of the test and question

format may vary at the teacher's discretion. Teachers may prescribe a reasonable amount of work that must be completed prior to the student being able to take the retest - attend a tutoring session, complete a review sheet, etc. The retest may be taken before or after school and must be completed within 7 calendar days.

Re-teaching and retesting shall be integral to instruction. Students who fail to attain a 70 shall have an opportunity for re-teaching and retesting; the maximum grade that may be earned on a retest is 70, or the initial test whichever is higher.

Retesting shall be limited to one retest for each test failed.

Retests will not be given on nine-weeks assessments or semester exams.

Note: When student performance on a test indicates that all or most students in a class did not achieve mastery of the learning objective, the teacher shall re-teach to the entire class and provide the opportunity for all students to retest (or be reassessed) during normal class time with no reduction in grading on the retest. In such cases, students who passed the test the first time are not required to retest, but may do so for a higher grade. Students who did not originally pass the test will be required to retest after re-teaching has occurred.

Section VIII – Special Populations:

Special Education – The following guidelines will apply to students served by Special Education:

1. Students in special education shall receive instruction based on the Individual Education Plan (IEP). The IEP shall address appropriate TEKS and will determine the need for any modifications of levels and timelines for mastery. When no modification of the TEKS is necessary, the special education student will be instructed in the mainstream class setting with the same level of mastery required for other students.
2. Teachers who have reservations about the progress of special education students assigned to regular education courses should state those concerns to the diagnostician, inclusion teacher, and/or principal as soon as they are noticed.
3. When students are in general education classes receiving support from special education programs, the grade earned in the class shall be awarded by the teacher of record unless otherwise stipulated by the ARD.

ESL – Students served by the ESL program will receive content area and ESL TEKS-based instruction. Assessment decisions will be made by the LPAC and/or ARD

committee as appropriate (TAC chapter 89). Language instruction will focus on listening, reading, speaking, and writing skills.

Dyslexia – In determining a student’s mastery of a subject area, the teacher shall base grades on a scale determined in the student’s 504/dyslexia program plan.

Section IX – Tutorials

1. Tutorials are intended to provide additional direct instruction and other intervention for students needing assistance in understanding the concepts presented in class.
2. Students and parents shall be advised of the times tutorials are available. Tutorials shall be held weekly. Frequency per week will be determined by campus principal and shall be consistent across the campus.
3. Tutorials may be required for students who are scoring lower than the equivalent of 70 on a scale of 100. GISD will not provide transportation to and from tutorials.

Section X – Grade Books

Each teacher shall maintain an accurate, up-to-date electronic grade book and shall ensure that all student grades are updated weekly at a minimum. Final grade books shall be maintained electronically. For record keeping purposes, each teacher shall print a hard copy of their grade book each grading cycle.

Grade books for each grading period shall include an appropriate number of recorded grades as specified in Section II as well as the title of each assignment noted at the top of each column.

Grading Scale for Academics:

- A = 90-100
- B = 80-89
- C = 70-79
- F = Below 70

Grading Scale for Conduct:

- E = Excellent
- S = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory

Section XI – Reporting Grades, Academic Progress to Students and Parents

Progress Reports – At the end of the first four weeks of a grading period, a notice of progress shall be provided to the parent or guardian. Progress reports shall be issued no later than the Wednesday of the 5th week of each grading period. The teacher must make contact with the parent prior to the issuing of the report card if a student has a failing grade for the nine-weeks.

Report Cards – Report cards shall be issued to students the week following the close of each of nine-week grading period.

With the exception of the report card at the end of the year, PK-5 report cards shall be signed by the parent or guardian and returned promptly to the school. If the notice is not returned to the campus, then a copy of the report card shall be mailed to the parent, or the parent may be notified of the student's grades by phone or personal contact.

The report card shall include the number of absences for the student for the nine-week period.

If the grade for the grading period is below the level required for course credit or grade level advancement, the report card shall state the need for a conference between the teacher and the parent. The teacher must make contact with the parent prior to the issuing of the report card if a student has a failing grade for the nine-weeks.

IEP Report Cards – To be compliant with federally mandated IEP Report Card, each student who receives direct instruction through an IEP and a Special Education staff member will be provided an IEP Report Card. This document provides information concerning a student's progress towards mastery of his/her IEP goals and objectives. It is provided in conjunction with the regular education report card not in lieu. The IEP Report Card must be provided to the parents in the same manner and time frame that all students in the district receive their report cards.

The objective worksheet report serves the teacher well as backup documentation to support the notation of mastery codes on the IEP Report Card. The objective worksheet report allows teachers an opportunity to utilize the IEP objectives on an ongoing basis. This report is simply a chart listing the IEP objectives without the rest of the IEP information. The grid can be labeled with dates, weeks or any type of organizing notation. These may be used as grading sheets, objective mastery documentation, communication sheets, etc.

Parent-Teacher Conferences – A teacher should schedule one or more conference(s) with the parent(s) of a student if the student is not maintaining passing grades or

achieving the expected level of performance, exhibits behavior that is concerning to the teacher, or for any other case the teacher considers necessary. In attempting to schedule a conference between a teacher and parent, the parent shall be given at least two alternative dates for the conference.

Addendum A
GHS Exemption Guidelines

1. Exam Exemptions are for Juniors and Seniors only.
2. No student may be exempt in a class for which he/she has an unexcused absence.
3. Additional requirements related to exemptions:
 - a. Any student who is suspended, or placed in ISS or Saturday school as a result of a disciplinary offense is not eligible for any exemption from any semester exam. This includes ISS for tardies.
 - b. Determination of the grade average to qualify for an exemption will be accomplished by calculating the mathematical average of the two nine-week grading periods, which make up the semester.
 - c. Students may choose to take semester exams even if they qualify for the exemption. In this situation the grade average of the course shall not be lowered by the exam grade.
4. Exemption eligibility requirements for grades and attendance:
 - a. Students with an 80-84 average can have no more than one excused absence in each class for which an exemption is earned.
 - b. Students with an 85-89 average can have no more than two excused absences in each class for which the exemption is earned.
 - c. Students with a 90 or higher average can have no more than three excused absences in each class for which the exemption is earned.
 - d. Students with more than three absences are not eligible for an exemption.
 - e. Three tardies per semester in any class will equal one absence in that class for exemptions purposes only.

Note: This exemption policy does not pertain to dual credit courses.