

# Mabank ISD



## Grading Guidelines

Procedures, Regulations, and Explanations

2020-2021 School Year

**Introduction:**

The goal of a standardized grading policy is a more consistent and specific measure of how students are achieving mastery of the Texas Essential Knowledge and Skills (TEKS). Grading guidelines are created with alignment to the State of Texas Education Code, Legal and Local Policies, and District Regulations. Teachers are also responsible to follow all accommodations and modifications afforded to students and student groups. Our number one goal should always be student success.

**Standards for Mastery:**

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

**Grading Percentages:**

A student’s grades will be based upon academic performance and course expectations. The student’s mastery level of the TEKS will be the primary factor in determining the grade for a subject or course. Behavior, bringing supplies, or writing name(s) on paper must not impact a student’s grade. The types of assignments/assessments used in determining mastery of TEKS might include: homework, classwork, class participation, daily quizzes, major exams, compositions, projects, performances, demonstrations, oral reports, labs, district-wide assessments.

Formative Grades: The goal of formative assessments is to support the frequent and ongoing evaluations that track student progress and the foundation for feedback that drives instruction while it’s happening. Formative assessments help teachers to plan and adjust lessons by identifying areas of strengths and needs.

Summative grades: The goal of the summative assessment is to evaluate the broader sum of the students’ work thus far against the learning goals and objectives for the course or unit. The summative assessments should reflect the formative assessments.

<b><u>Elementary (1<sup>st</sup>- 4<sup>th</sup>) Grading</u></b>	<b><u>Secondary (5<sup>th</sup>- 12<sup>th</sup>) Grading</u></b>
<p data-bbox="203 1579 480 1608"><u>Percentage Categories:</u></p> <p data-bbox="203 1614 391 1644">Formative: 40%</p> <p data-bbox="203 1650 406 1680">Summative: 60%</p> <p data-bbox="203 1722 776 1820">Each teacher will enter a minimum of one grade per week in Math and English Language Arts in the Gradebook for each student:</p>	<p data-bbox="826 1579 1101 1608"><u>Percentage Categories:</u></p> <p data-bbox="826 1614 1015 1644">Formative: 40%</p> <p data-bbox="826 1650 1024 1680">Summative: 60%</p> <p data-bbox="826 1722 1396 1787">Each teacher will enter a minimum of one grade per week in the Gradebook for each student:</p>

<p><u>Math and English Language Arts</u></p> <ul style="list-style-type: none"> <li>• Minimum of 10 grades per grading period</li> <li>• Minimum of 8 formative grades per grading period</li> <li>• Minimum of 2 summative grades per grading period</li> </ul> <p><u>Science and Social Studies</u></p> <ul style="list-style-type: none"> <li>• Minimum of 6 grades per grading period</li> <li>• Minimum of 5 formative grades per grading period</li> <li>• Minimum of 1-2 summative grades per grading period</li> </ul> <p>Exceptions for minimum assignment requirements may include district benchmark or state assessment (STAAR) weeks.</p>	<ul style="list-style-type: none"> <li>• Minimum of 12 grades per grading period</li> <li>• Minimum of 9 formative grades per grading period</li> <li>• Minimum of 3 summative grades per grading period</li> </ul> <p>Exceptions for minimum assignment requirements may include district benchmark or state assessment (STAAR/EOC) weeks.</p> <p>“Double weight” of assignments may occur only after the minimum number of grades has been met without the double-weight.</p> <p>Dual credit courses follow the grading criterion of the institution of higher education.</p>
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**FORMATIVE GRADE CORRECTIONS:**

Daily work/Quizzes/Homework grades constitute 40% of a student’s overall grade. Students who fail any assignment will be allowed to correct for a maximum grade of 70%. All corrections must be completed prior to the end of the grading period. Students are encouraged to attend tutorials. Teachers will communicate routine requirements in the class parent letter/syllabus that are precursors to any corrections.

**SUMMATIVE GRADE CORRECTIONS:**

Test or Major Assignment grades constitute 60% of a student’s overall grade. After re-teaching of content has occurred, students who score below 70% on any test or major assignment will be given one opportunity to retake the test or a suitable alternative test covering the same material for a maximum grade of a 70%. This includes alternative options for students who fail a project that counts as a major test grade.

**Retesting will not include 9-week summative, semester or final exams.**

**Late Assignments:**

In the event that a student fails to return an assignment on the date assigned, that work becomes late work. The teacher will communicate with both the student and/or parent to support the completion of the late assignment.

**Teachers are encouraged to work with students and families when assignments are not completed by due dates.** Late homework/daily work may receive an initial grade of a 0 if the assignment is not turned in; however, within a week of due date, students may turn in the assignment for up to a 70%. Teachers may work in conjunction with campus administration to make other reasonable arrangements for the completion of work, especially in extenuating circumstances.

### **Makeup Work:**

Students shall be expected and permitted to make up assignments and tests after absences. When a student has been absent for one or more days and has not had sufficient time to make up the work (ordinarily one day for each day of absence), more time may be allowed under extenuating circumstances. When the make-up work is not turned in by the designated date, please refer to the late work policy.

### **Gradebook:**

Each teacher is required to use the online electronic grading system – Skyward. The responsibility for the correctness of the grade reports issued lies with the teachers. All gradebooks must be kept current. All grades will be posted and up-to-date when report cards and progress reports are due. A teacher must record the actual grade earned by the student. The work is not valuable unless the student receives immediate feedback. Both principals and parents will have access to online grades.

### **Curriculum-Based Assessments:**

Teachers are required to administer Curriculum-Based Assessments (CBAs –District Assessments). These assessments are developed in partnership between the district and teacher teams. The CBAs are **used for a summative grade**. All team members or department members will be consistent in determining whether particular test items on a CBA will not count for students' grading purposes, or whether other grading allowances will be made.

### **Tutorials:**

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. Students may request additional tutorials with individual teachers.