

Springtown ISD Middle and High School Grading Procedures

7th - 12th Grade



Purpose of Grading in Springtown ISD

In SISD, grades assess student learning and mastery of the Texas Essential Knowledge and Skills. Grades reflect student mastery of grade level content at an independent level through a combination of formative activities and summative activities. Grades are intended to communicate academic progress toward mastery of the skills and concepts of the curriculum to parents and provide timely feedback to students. It is the goal of SISD to prepare students for a successful life beyond high school by providing instruction leading to college and career readiness.

SISD board policy governing grades can be found at:

[https://pol.tasb.org/Policy/Download/983?filename=EIA\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/983?filename=EIA(LOCAL).pdf)

Texas Education Code governing grades can be found at:

<https://statutes.capitol.texas.gov/Index.aspx>

Grading Practices

All grading and reporting practices will support the learning process and encourage student success. Grades recorded should be reflective of learning and should be based on what a student knows and is able to do in relation to the Texas Essential Knowledge and Skills (TEKS).

District Grading Expectations

- Grades will be entered into Skyward weekly so that parents and students have a clear understanding of student progress throughout the six weeks grading period.
- Grades will only reflect a student's relative mastery of an assignment and/or content.
- Grades for participation are NOT to be counted as part of the overall average.
- As students progress toward mastery of the skills and concepts of the Springtown Independent School District's curriculum, teachers should use various indicators to monitor and assess this progress. Indicators may include any of the following but are not limited to:

- Teacher observations based on specific criteria
 - Projects
 - Cooperative learning groups
 - Homework
 - Research assignments
 - Class discussions
 - Demonstrations
 - Daily practices
 - Presentations
 - Oral interviews
 - Journals
 - Compositions
 - Tests
- The above list includes strategies that may be used to monitor and assess student progress. Although data may be collected for feedback purposes, a grade is not required to be recorded for every measure of progress.
 - Grades may not reflect participation in activities not related to the curriculum (i.e. selling of products, donating blood, participation in extracurricular activities, etc.).
 - Grades will NOT be lowered for tardies, forgetting pens or paper, or for other discipline related matters.
 - Springtown ISD does not support students receiving a six week grading period average of 69. It is recommended a six week average of 69 be recorded as a 70 for the six weeks grade. At their discretion, teachers have the ability to raise six weeks grades from a 79 to 80, 89 to 90 when using established criteria. Teachers shall utilize the same criteria for all students when deciding to raise a grade.
 - Per Texas Education Code, Section 28.0214: An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the school district grading policy applicable to the grade.

Assignment of Grades

The assigning of grades in a particular course should reflect a student's mastery of the skills and content of the course. Six weeks grades shall be assigned according to the following criteria:

1. Students will receive a minimum of nine (9) formative activity grades and a minimum of three (3) summative activity grades per six-week period.
 - a. Fifty percent (50%) of the six weeks grade shall be based on summative activities such as major projects, major quizzes, and tests.
 - i. Before a summative grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment.
 - ii. Major or long-term projects should be closely monitored and assigned 2-3 formative grades (progress checks) at set intervals prior to the summative grade. If the project merits more than one summative grade, each grade should represent a different component of the project. (Ex: Grade 1 - Content, Grade 2 - Format, Grade 3 - Organization)

- iii. Initial assignment and discussion of long-term projects must include a written explanation of the criteria that will be used for evaluating the assignment (rubric).
 - iv. Major tests shall be scheduled and communicated to the students at least three days in advance.
 - b. Fifty percent (50%) of the six week grade shall be based on formative activities such as class work, daily assignments, and formative quizzes. These grades should be a balanced representation of the types of work completed during the course of the grading period.
 - i. Individual grades may only be entered once. For example, if the project merits more than one grade, each grade should represent a different component of the project. (Ex: Grade 1 - Content, Grade 2 - Format, Grade 3 - Organization)
- 2. Grades are expected to measure progress and mastery across an entire six week grading period. Thus, the general guideline is that students receive a minimum of 1 summative grade every two weeks and a minimum of 1 to 2 formative grades each week of the grading period.
- 3. Semester grades for grades 7-8 shall be calculated by counting the average of the six weeks' grades. The yearly grade is calculated by adding the two semester grades together and dividing by two.
- 4. Semester grades for grades 9-12 shall be calculated by counting the average of the six weeks' grades as 90% and the semester exam as 10%.
- 5. Grades for intervention, acceleration, dyslexia, office aide, or library aide classes (i.e. Literacy Achievement, Read 180, System 44, Math Investigations, Pojo, Biology EOC, English EOC, and Algebra EOC) will not receive a numerical grade. P (pass) or F (fail) will be assigned at the three weeks and six weeks grading period. (*see Pass/Fail Rubric*)
- 6. Incompletes ("I"s) should be reserved for when students are in need of more time to complete assignments due to extenuating circumstances (ex: excessive absences at the end of a grading period). Incompletes will be changed to a number grade within seven days.

End-of-Term Grading Guidelines

- Grades for the reporting period are entered by Tuesday prior to the end of the grading term.
- Wednesday, Thursday, & Friday are for corrections and make-up work
- New assignments given on Wednesday, Thursday, & Friday count in the next grading term.

Late Work Procedures

- Late work procedures will be determined at the campus level and communicated to parents and students through course syllabi and posted on the campus website.

Procedures for Reteach/Retest

Grades 7 - 8

Upon successful completion of a reasonable intervention measure, as prescribed by the teacher, a student will be given an opportunity to re-do an assignment or re-take a test for an averaged grade of **up to 70** based on mastery of the TEKS. The new grade will be obtained by averaging the original grade with the re-do/re-take, with a **maximum score of 70** allowed on the assignment or test.

Example 1: Original grade is 40, re-do grade is 80. Average of two attempts is 60. Grade of 60 will be entered in Skyward gradebook

Example 2: Original grade is 60, re-do grade is 85. Average of two attempts is 72.5. Grade of 70 will be entered in the Skyward gradebook as procedure above states that the maximum score of 70 is allowed

The timeframe for completion of the assignment re-do or test re-take shall be established by the teacher. This opportunity shall exist for any item included in a student's six week average (formative and summative). Failure to complete the prescribed intervention measure and/or meet the timeline established by the teacher will result in the student receiving the original grade awarded. This applies to all classes and all assignments, tests, papers, labs, projects, etc.

Students taking courses for high school credit while in grade 8 and thus earning GPA points will follow the reteach/retest procedures for grades 9-12 as outlined below.

Grades 9 - 12

Upon successful completion of a reasonable intervention measure, as prescribed by the teacher, a student will be given an opportunity to re-do or re-take an assignment for which he/she receives a failing grade (below 70). The timeframe for completion of the assignment re-do or test re-take shall be 3 days from when the grade has been posted in the gradebook. This opportunity shall exist for any item included in a student's six week average (formative or summative). The maximum grade a student may be awarded on an assignment re-do or test re-take is 70. Failure to complete the prescribed intervention measure and/or meet the timeline established by the teacher will result in the student receiving the original grade awarded. This applies to all classes and all assignments, tests, papers, labs, projects, etc.

Students who fail a six weeks grading period will have the opportunity to "replace" the grade for up to a 70. The opportunity to "replace" a six weeks grade will be available to students for one grading period per course per semester. The "replace" must be completed by the end of the subsequent grading period. See [Alternative Methods for Earning Credit](#) in the SHS Academic Handbook.

Make-up Work

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.

For every school day absent, the student has one school day for completion of missed assignments. Administrators have the discretion to modify this guideline in situations where students are absent due to extenuating circumstances.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified. A student who does not make up assigned work within the time allotted 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 regarding the state laws surrounding “attendance for credit or final grade.” [See Attendance for Credit or Final Grade in the Student Handbook] 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 assignments missed in any class because of absence(s).

Assessment

At the middle school and high school level, grades for unit assessments and checkpoints may be entered into the gradebook. Assessment data will be communicated with parents via Skyward.

Note: If 40% of a class fails an individual assessment item/test question (i.e. multiple choice, fill in the blank, essay, short answer, etc.), it is evident that the class has not reached sufficient mastery of the TEKS; therefore, whole class reteach/reassessment is educationally appropriate and required. In this case, students may have the opportunity to reassess the assessment item skill for a maximum grade of 100.

Transfer Grades

For transferring students, numerical grades will be recorded exactly as they appear on the withdrawal from the sending school and alphabetical grades will be given the numerical equivalent according to the grading scale of the sending school. If a student enters in SISD from another school district which uses letter grades, the letter grades will be converted using the table below:

<u>Letter Grade</u>	<u>Numerical Grade</u>	<u>Letter Grade</u>	<u>Numerical Grade</u>	<u>Letter Grade</u>	<u>Numerical Grade</u>
A+	98	C+	78	F	59
A	95	C	75	P (Passing)	70
A-	92	C-	72		
B+	88	D+	68		
B	85	D	65		
B-	82	D-	62		

Academic Dishonesty

Once a determination has been made that a student has engaged in academic dishonesty, the student shall be subject to grade penalties on assignments or tests and disciplinary penalties and/or counseling 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 another supervising professional employee, taking into consideration written materials, observation, or information from students.

Parent Communication

Parents shall be provided any relevant information concerning their child that will enhance their understanding of the child's ability, effort, success, or progress in the school program (EIA LOCAL policy).

Springtown ISD will utilize electronic report cards and progress reports through the Skyward Family Access. Electronic report cards and progress reports are designed to be convenient and easy for parents to access their student's grades, while supporting the district's efforts to reduce printing. Parents may request a printed copy of report cards and progress reports to be sent home with the student.

Report cards are only one of the 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 can be initiated by a parent, teacher, student, or administrator.

Progress Reports

Progress reports will be available after the third week of the grading period. In addition, teachers shall send notices whenever the student's performance changes.

Grading Guidelines for Students with Disabilities

Students with disabilities are held to the district grading guidelines unless the ARD committee determines otherwise. The ARD committee can consider the use of grading accommodations or modifications based on the disability-related needs of the student. The district has developed a grading guidance document to assist ARD committees in making decisions about grading for students with disabilities. A copy of this guidance document is located on each campus and on the district website.

UIL Eligibility

Incompletes

- A student with an incomplete grade is ineligible at the end of the seven-day grace period unless the "incomplete" is replaced with a passing grade prior to the end of the seven-day grace period. Students with "incomplete" past the seven-day grace period remain ineligible until work is made up in accordance with district policy.
- Extra work or work turned in after the grading period or evaluation has ended may not be considered when determining eligibility except in the case of "incomplete."

Advanced/Honors Courses (Grades 9-12)

If a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, languages other than English, the student remains eligible for participation in all extracurricular activities. (*This DOES NOT apply to grades 7-8. Students in grades 7 and 8 are required to pass honors/advanced courses in order to be eligible for UIL activities*)

Refer to Extracurricular Activities, Clubs, and Organizations (All Grade Levels) in the [Student Handbook](#) for full details.

Finality of Grade & Education Record

An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the district grading policy applicable to the grade, as determined by the board. A student's grade will be considered accurate, correct, and an education record fifteen (15) District business days after the end of the grading period. All grade challenges must occur within the fifteen (15) District business day timeline.

Academic Achievement - Retention and Promotion

In grades 7-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (TEKS) for all subject areas and a grade of 70 or above in English language arts and reading, mathematics, and either science or social studies.

Grade level advancement for students in grades 9-12 shall be earned by course credits.

[\(EIE LOCAL policy\)](#)

Home School

Students who have been homeschooled shall be placed initially at the discretion of a committee of knowledgeable persons at the campus of the home schooled grade level. The committee of knowledgeable persons shall include the campus principal. The committee will review student academic information and testing results by the counselor and/or classroom teacher(s). Students transferring from home schools shall be treated the same as students transferring from unaccredited private schools. Awarding of credit for courses taken may be determined by reviewing the curriculum and/or work of the students, or by using appropriate assessments. The assessment instruments shall be valid and reliable, with the passing standard being no higher than the standard required of students transferring from an unaccredited private school.

The district guidelines for notification, placement, and the awarding of credit to previously home schooled students are:

1. Elementary students may be assessed by means of a nationally recognized norm-referenced test (i.e. ITBS achievement test), by a locally developed assessment (i.e. unit test), by an appropriate grade level assessment (i.e. STAR), or by a previously released state exam of appropriate grade level (i.e. STAAR).
2. Secondary students may be assessed using credit-by-exam methods for individual subject areas, by a nationally recognized norm-referenced assessment (i.e. ITBS/ITED achievement test), by a locally developed assessment (i.e. unit test, benchmark, six weeks test), or by a previously released state exam of appropriate grade-level courses (i.e. STAAR). A secondary student assessed using the credit-by-exam method should be given adequate time to prepare for the test, particularly if multiple exams are required. The standard of 70% for students to receive credit for classes they have already taken shall be used.
3. The district will allow homeschooled students the opportunity to participate in PSAT/NQMST and AP testing that it provides enrolled students. The district will notify the public via website of the dates of PSAT/NQMST and AP tests, that home school students are eligible to take the test, and procedures for registering for such tests. This

public notice will be posted/published at the same time and with the same frequency as the notice given to students attending the district.

4. Chronological age and social/emotional development of the student.
5. Other criteria deemed appropriate by the committee of knowledgeable persons.



**SPRINGTOWN
PORCUPINES**

Springtown ISD Middle and High School Pass/Fail Rubric

Progress

- 3 - Student is making adequate measurable progress
- 2 - Student is making minimal progress
- 1 - Student has not made progress

Time on Task

- 3 - Student stays on task during the class period
- 2 - Student needs frequent reminders to be on task during the class period
- 1 - Student shows a regular pattern of off-task behavior during the intervention period

Completion of Tasks

- 3 - Student completes 80-100% of tasks assigned during the class period
- 2 - Student completes 60-79% of tasks assigned during the class period
- 1 - Student completes less than 60% of tasks assigned during the intervention period

Attendance

- 1 - Student has attended 70-100% of the assigned time in class
- 0 - Student has attended less than 70% of the assigned time in class

Total Score - Assignment of Pass (P) or Fail (F)

- 7-10: Pass
- 3-6: Fail