



## Springtown Independent School District Grading Guidelines

### **GRADING PHILOSOPHY**

Grades are a measure of achievement at a specific point in a student's development. This measure provides feedback to the student towards mastery of the state standards (TEKS). Classroom grades shall accurately reflect the student's relative mastery of an assignment. Things not related to the curriculum, such as selling of products, donating blood, or participation in extracurricular activities, shall NOT raise or lower classroom grades. Course grades will NOT be lowered for tardies, forgetting pens or paper, or for other discipline-related matters, which will be handled by following procedures in the *Student Code of Conduct*.

Teachers may not assign a minimum grade for an assignment without regard to the student's quality of work. A student shall be permitted a reasonable opportunity to redo a class assignment<sup>1</sup> or retake a test<sup>2</sup> for which the student receives a failing grade. The student or parent must request this opportunity in writing to redo an assignment or retake a test within three (3) days after the original grade is posted in Skyward. Once the request has been made, the teacher will select the date, time, and method<sup>3</sup> for the student to redo the assignment or retake the test. When a student redoes an assignment or retakes a test, the original grade will be averaged with the redone/retaken grade for the final grade on the assignment or test, not to exceed a grade of seventy (70). All redos/retakes must occur before the end of the grading period.

Grades for participation are NOT to be counted as a part of the overall average.

Grades for assignments must be entered weekly into the Skyward Gradebook. Grades must be entered into the Gradebook in order to create progress reports and report cards. Grades are required to be recorded promptly in order for parents to view their student's progress through the Family Access program.

### **PASSING STANDARD**

A score of seventy (70) or higher shall be considered a passing grade.

### **PARENT-TEACHER COMMUNICATION**

For grades K-4, notice of all failures shall be sent at the end of the third and sixth week of each 9-week grading period. For grades 5-12, notice of all failures shall be sent at the end of the third week of the 6-week grading period. In addition, teachers shall send notices whenever the student's performance changes.

Notices shall provide for the signature of the student's parent/guardian and return procedures of notices shall be established at the campus level.

## **CITIZENSHIP GRADES**

Citizenship grades shall reflect only student behavior within all classroom settings or when students are under teacher supervision, such as on field trips. Citizenship and effort shall be rated E, S, N, or U. Any N or U means that citizenship is in need of improvement or unsatisfactory. All U's recorded would indicate a need for a parent conference. Also, consideration should be given as to the behavior over the reporting period rather than one isolated case of misbehavior. Below are the E, S, N, U citizenship letter grades

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

## **PRE-K AND KINDERGARTEN GRADING FRAMEWORK**

Nine weeks' grades shall be based upon mastery/nonmastery of curriculum objectives. In kindergarten, promotion to the next grade level shall be based on 70% mastery of skills introduced in English language arts, reading, and mathematics.

The following scale shall be used to indicate mastery/nonmastery in English language arts and reading, mathematics, science, and social studies:

MS = Performance meets the standard expectation  
AS = Performance approaches the standard expectation  
DS = Performance shows development is significantly below the standard expectation

Below are the E, S, N, U letter grades for communication skills, social skills, fine arts, physical education, health, technology applications, and citizenship.

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

## **GRADES 1-4 GRADING FRAMEWORK**

Nine weeks' grades shall be based on the mastery of state standards and are calculated from the average of the following, with at least one (1) grade per week:

- ENGLISH LANGUAGE ARTS (WRITING/GRAMMAR/SPELLING)
  - Minimum of nine (9) grades

- Spelling will count as one (1) cumulative grade. Ex) A student takes nine spelling tests. The average of all nine spelling tests will be counted as the one spelling grade. This grade is a part of the English Language Arts grade.
- Grades count as 100% of overall average
- **READING**
  - Minimum of nine (9) grades
  - Grades count as 100% of overall average
- **MATHEMATICS**
  - Minimum of eighteen (18) grades
  - Grades count as 100% of overall average
- **SCIENCE and SOCIAL STUDIES**
  - Minimum of nine (9) grades
  - Grades count as 100% of overall average
- **PHYSICAL EDUCATION, HEALTH, FINE ARTS, AND TECHNOLOGY APPLICATIONS**
  - Based upon mastery/nonmastery of curriculum objectives
  - Minimum of (1) grade per week.

***Weight of Grades***

The following shall be weighted by a multiplier of 2 (entered twice in Gradebook) for English language arts, reading, mathematics, science, and social studies:

- Major Projects or Presentations
- Unit Tests

Below is the number range for E, S, N, U letter grades for fine arts, physical education, health, technology applications, and citizenship.

- E = Excellent (equivalent to a numerical grade range of 89.5 – 100)
- S = Satisfactory (equivalent to a numerical grade range of 69.5 – 89.4)
- N = Needs Improvement (equivalent to a numerical grade range of 59.5 – 69.4)
- U = Unsatisfactory (equivalent to a numerical grade range of 59.4 or below)

**GRADES 5-6 GRADING FRAMEWORK**

Six weeks’ grades shall be calculated by counting the average of major grades and minor grades. Major grades will count as 40% of the overall grade and will consist of tests, projects, essays, presentations, and unit assessments. Minor grades

will count as 60% of the overall grade and will consist of homework, daily practice, quizzes, and class work. There shall be at least ten (10) grades per six weeks, including a minimum of two (2) major grades per six-week period.

Assigned grades shall be posted within five (5) days. Tests administered or projects due within the last three (3) days of grading period shall be calculated in the next grading period. Since all work assigned and all assessments are measures of mastery of state expectations, no grades shall be dropped

### **GRADES 7-8 GRADING FRAMEWORK**

Six weeks' grades shall be calculated by counting the average of test grades as 50% and the average of daily work and project grades as 50%. Semester grades shall be calculated by counting the average of the six weeks' grades as 90% and the semester test as 10%. There shall be at least twelve (12) grades per six weeks, including a minimum of three (3) test grades per six-week period.

### **GRADES 9-12 GRADING FRAMEWORK**

Six weeks' grades shall be calculated by counting the average of test grades as 50% and the average of daily work and project grades as 50%. Semester grades shall be calculated by counting the average of the six weeks' grades as 90% and the semester test as 10%. There shall be at least twelve (12) grades per six weeks, including a minimum of three (3) test grades per six-week period.

### **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 no grading scale is provided by the sending school, the following conversion scale will be used:

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	

## **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.

## **FINALITY OF GRADE**

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.

## **GRADE/EDUCATION RECORD**

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, semester, or course. All grade challenges must occur within the fifteen (15) District business day timeline.

## **HOME SCHOOL**

Students who have been home schooled 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 home schooled 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.