A Guide to Grade Reporting –

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Purpose of Grading

The Grading System

Board Policy

The Texas Education Code 28.0216 and Board Policy EIA (LEGAL) and EIA (LOCAL) state that teachers will not assign a student a prescribed minimum grade. Furthermore, the guidelines stipulate that:

Grading must reflect a student's relative mastery of an assignment,
A sufficient number of grades must be taken to support the grade average assigned,
Guidelines for grading must be clearly communicated to students and parents, and
A student must be permitted an opportunity to redo an assignment or retake a test for which the student received a failing grade.

- If the teacher fails to notify the parent of the drop in the grade below a 70 at the third week, as required, the student shall be afforded the opportunity to bring the grade up to passing.

Determining Grades

Evaluations of academic achievement are not to be lowered because of poor conduct. Poor conduct should be reflected in conduct grades only. The "curve" system or any other system of evaluation that predetermines grades shall not be used.

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Summative assessments may include unit tests, quizzes, chapter or skills tests, writing samples, individual/group projects, oral presentations, etc.

There should be a minimum of twelve grades documented each six weeks (two per week) in foundation curric

Homework should be based on only content standards taught, assigned, and completed recently or spiral review at a level of difficulty that can be completed independently by the student.
Homework should be directly related to the TEKS and specific learning targets.
Homework should be viewed as formative in nature, allowing for practice of new skills and knowledge.
Homework may be provided as an enrichment activity to the material mastered in class.
Homework expectations should be clearly communicated and homework should be differentiated according to student need. That is, not all students may need the same homework assignment.
Homework should not be assigned as a punishment or consequence related to behavior. Recess may not be used to finish homework.
Additional reading assignments, as outlined in the campus handbook, may be

Posting of Grades in the Online Gradebook

Teachers are required to post grades in the online gradebook and provide feedback to students within five school days from the date the student submits an assignment. The date the student turns in the assignment is day 0.

Complex assignments, essays, or assignments that require extensive teacher feedback may require up to seven school days to return to students and post in the online gradebook. Any deviation from this procedure requires principal approval and notification to students.

Makeup Work Due to an Absence

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.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. The student will be allowed no less than one day for each day absent, but may be allowed more time depending on the assignment and at the teacher's discretion. A student who does not make up assigned work within the time allotted by the teacher 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.

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

A student who is absent, but turns work in by the teacher-designated due date, will have an opportunity to redo or retest, if applicable.

The Redo/Retake policy does not apply if a student does not submit work timely.

Redoing Assignments or Retaking Tests

Board Policy allows a student who receives a failing grade on a test or assignment, except for semester exams, the opportunity to redo the assignment or retake the test. The student or parent must initiate the request according to the following parameters:

The student and/or parent must request to redo an assignment or retake a test within five days from the earlier of the date the assignment or test was returned to the student or entered into the student grading system.

The student will be provided an opportunity for tutoring or re -teaching prior to retesting. This may occur during class time, before or after school, or at another time agreed upon by the teacher and student.

A teacher may require the student to complete missed homework, test corrections, or other items as part of the re-teaching process.

A student must redo the assignment or retake the test within five school days from the earlier of the date the assignment or test was returned to the student or the date the grade was entered into the student grading system.

A teacher may provide longer than five school days if necessary.

Assignments offered for redo or retaken tests may be different from the original assignment or test so long as the concepts/content assigned or tested are the same.

Any retests will be administered on the campus.

The grade the student receives on the redone assignment or retaken test will be no higher than a 70. .

If more than 50% of the students in a class fail to demonstrate mastery on a summative assessment, except a benchmark, a teacher is encouraged to reteach and retest the class. The higher of the two grades will be recorded. A student who passed the original test can elect to retake the test. Reassessments should occur within five school days from the date the test is returned with feedback to the student.

Teachers must include these guidelines within the course syllabus.

Re-teaching

Board Policy EIA (LOCAL) defines re-teaching as another presentation of content and additional strategies, usually to provide an additional opportunity for a student to learn.

Each teacher shall plan for reteaching while planning the initial instruction, thereby ensuring that alternative instructional strategies are immediately available when needed.

Re-teaching should be practiced and should ensure fairness and promote student

Teacher Syllabus

The teacher syllabus is another means of communicating required and important information to s tudents and parents.

Before the end of the first week of attendance, teachers must provide students with a written course syllabus.

A copy of the syllabus must be filed in the principal's office. If changes occur to either the course syllabus or the g

the third week of each grading period when there is one letter grade drop from the previous six-weeks period or a failing grade in the current six-weeks grading period.

Explanation of Letter Grades

Symbol Entered into Focus and Seen on Report Card	Explanation
E- Excellent	Clearly outstanding; exceeds expectations and performs above and beyond the mastery of essential knowledge and skills
S- Satisfactory	Meets expectations; is mastering essential knowledge and skills.
N- Needs Improvement	

Improvement	of basic conventions of handwriting when forming letters and includes sporadic spacing between words, sentences, and margins for readability. Student clearly needs help in the mastery of the essential knowledge and skills of handwriting.
U - Unsatisfactory	Far below expectations in writing legibly, not using basic conventions of handwriting to form letters, and usually does not include spacing between words, sentences, and margins for readability. Student is failing to master the essential knowledge and skills of handwriting.

Letter Grades for Student Conduct

A campus plan should be developed to ensure consistency regarding the administration of conduct g-6.04 72 555.7214 72 555.7214 72 54o4 (gar)-67T /8E(w)-6.3 54o4(o)-3 (p)-1 (9-6.4 (i)30

Questions and Answers Regarding the Electronic Grade Book in Focus:

Can I default a numeric assignment grade to a 100 or another value?

Yes, default grades can be given by using the Auto-fill function (under Add An Assignment in the teacher grade book).

I have entered all of my grades and I am not seeing the letter grades?

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Display of Grades on Report Cards

Teachers enter numeric grades for each assignment (homework, quiz, test, etc.) into Focus.

To calculate a six-weeks grade, Focus uses each grade entered by the teacher and weights it based on the weighting system established by the teacher and approved by the principal.
All grades are displayed as whole number percentages on the report card. If the average results in a mixed number with a fraction of 0.5 or higher, the average will be rounded to the next higher whole number.

The grading scale showing the equivalent letter grade is printed at the bottom of each report card.

Example of a math grade as it will appear on the report card:

six weeks	1st	2nd	3rd	Sem 1	4th	5th	6th	Sem 2	Year
MAT	87%	85%	89%	87%	85%	91%	88%	88%	88%

Six-Weeks Grading Periods – need to update after finalized

	Grading Period	Progress Report Date
1st Six Weeks	August 14 – September 22, 2023	September 6, 2023
2nd Six Weeks	September 25 – October 27, 2023	October

Placement of Students Entering the District

Accredited Schools

The parent or guardian of a student enrolling in the District from an accredited public, private, or parochial school must provide evidence of prior schooling outside the District. The student will be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal will determine final grade placement.

The grades in progress from the sending school will be used to calculate the student's six-weeks or nine-weeks, semester, or yearly grade, as appropriate.

Accredited is defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner.

Non-Accredited Schools

A student enrolling in a District school from a non-accredited public, private, or parochial school, including homeschools, will be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

Scores on achievement tests, which may be administered by appropriate District personnel.
Recommendation of the sending school.
Prior academic record.
Chronological age and social and emotional development of the student.
Other criteria deemed appropriate by the principal.

Conversion of Letter Grades to Numeric Grades

When a student transfers grades for properly documented courses from an accredited U.S. or foreign public or private institution, the District shall assign weight to those grades based on the categories and grade weight system used by the District if similar or equivalent courses are offered to the same class of students in the District.