

District Philosophy of Grading

- All grading practices should be used to promote learning, achievement and academic growth in a climate of encouragement and high expectations.
- All learning experiences, written assignments and assessments should be designed to provide challenge, growth, feedback for improvement and opportunities to correct mistakes.
- Clear and timely communication with parents regarding student progress is essential in all schools. There should be no report card surprises.
- Grades should be seen as a tool to foster academic growth, not a means of punishment. Students should never be placed in a position of hopelessness based on past performance.
- All CISD campuses should have school-wide intervention plans in place to assist students who are not passing all subjects or classes at the earliest sign of need.
- Responsibility and organization skills should be taught at each grade level to help students be prepared to turn in quality, completed learning assignments.

What does a report card grade represent?

A six weeks or semester grade should represent the level of mastery a student has achieved in relationship to the learning objectives found in the Texas Essential Knowledge and Skills (TEKS) for the specific course.



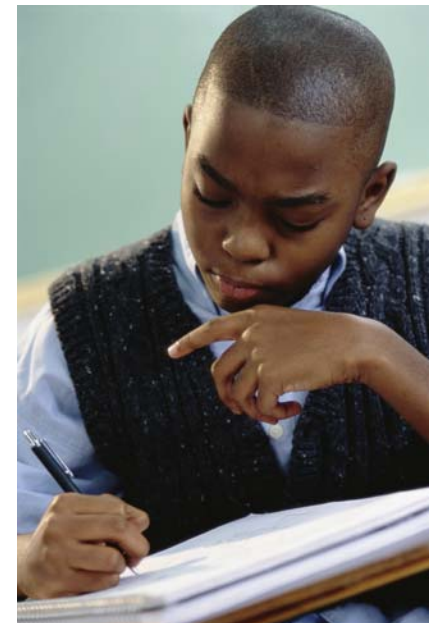
Great Expectations, Great Rewards

If you have questions regarding a grading situation, please first contact your child's teacher at the home campus.

Revised January 2010



A Parent's Guide to Grading in Secondary Schools



Guidelines for Student Grading



Grade Calculations

All daily assignments count 50% of the total six weeks grade and assessments (tests) also count 50% of the total six weeks grade. [Semester average is defined as Average of three marking periods in the semester multiplied by five added to the Semester Exam grade then divided by six.

Minimum Number of Grades to be Taken

A minimum number of daily and assessment grades will be established for the calculation of six weeks grades. Individual daily grades or assessment grades should not be recorded multiple times to meet the required minimum number of grades to be taken.

*Minimum number of grades to be recorded per six weeks:

Middle School: (grades 7-8) All subjects: At least 8 daily grades and at least 2 assessments (tests)

High School: (Grades 9-12) All subjects: At least 8 daily grades and at least 2 assessments (tests) -see *notes below:

(*High School Minimum Number of Grades Exceptions):

The grade minimum requirements may not apply in situations where a student has been assigned to an Alternative Education Program such as Crowley Learning Center and may not apply to students enrolled in dual credit courses which are governed by the cooperating institution of higher education.

Intervention for Students Who are Failing Each campus will develop school-wide plans of intervention for students who are not showing academic success at the earliest sign of need. Campuses should have intervention plans that include the teaching of responsibility and organization skills for students who are failing because of not turning in assignments or for habitual late work.

Re-Teaching

All students will be given re-teaching opportunities at the earliest sign of need. Re-teaching can be done in a variety of ways during class time or through tutorial times arranged at the discretion of the teacher.

Re-Testing or Redoing Failed Assignments

The purpose of offering reasonable opportunities to redo an assignment or re-test is to insure no student is placed in a position of hopelessness based on past performance. For purposes of these guidelines, "reasonable opportunity" shall be defined as no later than one week after the student has received their grade in writing. These guidelines do not apply to grades received due to failure to adhere to campus late work policies.

A re-teaching intervention or a remediation assignment with feedback on that assignment from the teacher should take place prior to re-testing.

Students shall have the opportunity to correct any failing assignment or test after re-teaching has been provided. A failing grade may be corrected for a grade up to a 70. The student must take initiative to request re-testing times.

Late Work Policy

Students are expected to complete and turn in all assignments on time. The CISD Student Code of Conduct section entitled "Expectations for Student Behavior" states in part that students are expected to,

**Behave in a responsible manner"...and...*

**Be prepared for each class; take appropriate materials and assignments to class."*

- Zeroes cannot be assigned until the campus intervention plan and/or late work policies have been utilized.
- Teachers may assign a penalty for assignments turned in late according the campus late work policy.
- Assignments late one school day will be reduced by 10%
- Late assignments any day thereafter will be reduced up to 50% within a six weeks grading period. Each campus may determine departmental guidelines for specific penalty points to be assigned.
- The teacher will set a final cut off date for late work within a six weeks period.
- Each campus shall develop school-wide intervention strategies for work not turned in on time.

Citizenship Grades

A student's citizenship grade shall be based on the student expectations outlined in the CISD Student Code of Conduct. Teacher-based consequences and standards for behavior as well as systems of classroom management should also align with the Student Code of Conduct and campus handbooks.

Citizenship grades shall be defined in this manner:

E- Excellent behavior

Observes rules/expectations almost all of the time

S- Satisfactory behavior

Observes rules/expectations most of the time

N- Needs to improve behavior

Observes rules/expectations some of the time

U- Unsatisfactory behavior

Almost never observes rules/expectations

- Repeated student misbehavior should be documented in writing.
- Teachers and campus administrators shall contact parents if a student misbehavior pattern develops. Any documented student misbehavior that results in a discipline referral requires parent contact.
- A student shall not be punished academically for a behavioral issue.
- A one-time serious violation of the Student Code of Conduct may result in lowering a citizenship grade.
- Teachers shall notify parents if an "N" or "U" in citizenship is being assigned.