

Grading Guidelines

SB 2033, passed by the 81st Texas Legislature in 2008, required each school district to adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations. The bill included a provision that policy may not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work.

Pearland ISD Grading Policy (EIA LOCAL)

The superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

In accordance with the grading guidelines, a student shall be permitted a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

All campus guidelines will be published on the campus web site and in grade-level and department communications to parents and students.

Mastery of Texas Essential Knowledge and Skills

Pearland ISD will utilize ongoing mastery assessment to determine which students are in need of intervention (re-teaching and/or acceleration). The use of a balanced approach to assessment, which may include district and campus benchmark tests, teacher-made tests, performance assessments and teacher observations, will help determine which students are mastering and which students are not mastering instructional objectives.

If it is determined that students have not demonstrated mastery of the TEKS on an assignment or an assessment, the teacher should plan for re-teach /assessment opportunities.

Required Reteach

- If at least 25% of the students in a single course preparation (which includes all of the students that a teacher teaches in a like course during a grading period) per teacher do not demonstrate mastery of the TEKS on a graded classroom assignment or assessment, the teacher will provide an in-class opportunity for re-teaching and re-assessment. For example, if a teacher has 40 students in a particular course preparation and 10 or more of those students do not demonstrate mastery of the TEKS on a particular assignment or test, then the teacher should provide in-class opportunities for additional instruction and evaluation of the TEKS that were not mastered.
- When considering the number of students who do not demonstrate mastery on an *assessment*, the teacher may exclude from the calculation of the 25% (50% for Pre-AP or AP) students with three or more zeros on assignments over the assessed material. Extenuating circumstances may be taken into consideration.

Other Opportunities for Reteach and Retest/Re-assess

- If fewer than 25% of all the students in a single course preparation per teacher do not demonstrate mastery, the teacher is not obligated to use class time to reteach and retest. However, each student who does not demonstrate mastery of the TEKS on a classroom assignment or test should be provided the opportunity for additional instruction and re-assessment of his/her mastery of the TEKS. Tutorial or other outside-of-class time may be used for re-teaching and reassessment.
- Any individual student who fails an assignment or assessment may ask for the opportunity for re-teaching and re-assessment. At the elementary levels, a parent may also request an opportunity for re-teaching and re-assessment. The request for re-teaching and re-assessment should be made within one week after the assignment/assessment has been returned or posted to the teacher's electronic grade book, whichever is earlier.

Guidelines for Re-assessment /Redo:

Failing Tests may be redone once per test to receive full credit up to a 70.

- Exception - Teacher chooses to delete all students' test grades, re-teach and administer a new test to the whole class.

Redo Failing Grades for Daily Work Only:

- After re-teaching, the work must be completed at school
- Students may receive full credit up to a 70
- Teacher must designate on Grade Book Program (K-12) what grades are a daily grade and what grades are for a test.

A grade of 70 is the maximum that can be earned on the re-evaluation. If the student fails to achieve the maximum grade of 70 on the redo of the assignment/test, the higher of the two grades is recorded. The teacher should indicate in his or her electronic gradebook that the grade was earned through a re- assessment opportunity.

Re-assessment will not be required for major projects in which an extended period of time has been provided to complete the assignment. However, the teacher should use milestones in the progression of the work involved for the major project to ensure that students are making reasonable progress to the completion of the assignment. Those milestones could be recorded as daily grades.

Make-up Work ~ Absences

A student will be responsible for obtaining and completing make-up work from absences. A student who does not make-up assigned work within the time allotted will receive a grade of zero for the assignment. EIAB (LOCAL).

A student will be permitted to make-up tests and turn in projects due in any class missed because of absence.

Each campus will establish guidelines for make-up work for students whose absences are known in advance (e.g., family trips or early vacations). Students will be allowed the opportunity to make-up their assignments within the time allotted by the teacher.

Late Projects

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.

Suspension

Students should be expected to make up assignments and tests after absences. The District shall not impose a grade penalty for make-up work after an absence because of suspension.

Unexcused Absences

The district shall not impose a grade penalty for make-up work after an unexcused absence.

Homework

Each campus shall establish uniform homework guidelines that are appropriate to the students being served on that campus. These guidelines shall be communicated to parents and students at the beginning of the school year.

Grade of 50 or Below

At the end of each grading period, documentation, to be determined at the campus level, must be submitted to the campus principal for any student receiving a grade of 50 or below. Documentation should include a summary of the student's grades during that grading period, records of student attendance at tutorial sessions during that grading period and records of parent contacts during that grading period.

Grading Guidelines for Elementary Campuses (PK – 4)

Each campus should provide parents with information at the beginning of the school year about campus-specific grading policies and procedures that align with these district guidelines.

Language Arts and Reading Guidelines

Individual students' reading levels will be reported regularly. The Developmental Reading Assessment (DRA) is used as a pre-assessment in the 1st grading period and a post-assessment in the 4th grading period. The DRA is used to find a students' guided reading level. In the 2nd through 3rd grading period, teachers will not administer the DRA; rather they will report Guided Reading Level progress. In the 4th grading period, the students' post-DRA should be within 1 level of the students' ending Guided Reading Level.

Kindergarten – For the end of the year OS testing, each teacher is to administer the following OS components: Letter Identification, Concepts About Print (CAP) and Hearing and Recording

Sounds (use same dictation sentence) to students who have a DRA level of 4 or below. You may use anecdotal records/grade information for students who have a DRA level of 5 or above. The highest score you may give a student on CAP, using anecdotal records is a score of 18.

The highest score you may give on a report card for a DRA is a 16+. Record the actual level student attained using Guided Reading texts on other campus and district documents (i.e. gold cards, pink and blue cards, C & I student data form).

First Grade – For the end of the year testing, each teacher is to **post test** on all parts of OS for students who are at a DRA Level of 14 and below. You may use anecdotal records/grade information on Letter Identification and CAP for students who scored DRA 16 or higher. The highest score you may give a student on CAP using anecdotal records is a score of 18.

You may use small group administration for Writing Vocabulary and Hearing and Recording for students who scored a DRA 16 or higher. It is not recommended that you do any parts of the OS as a whole class.

The highest score you may give on a report card for a DRA is a 28+. Record the actual level student attained using Guided Reading texts on other campus and district documents (i.e., gold cards, pink and blue cards, C&I student data form).

Second Grade – For the end of the year testing each teacher is to **post-test** all students who are at a DRA Level of 24 and below with the word test and dictation sentence. The highest DRA score you may give on a report card is a 38+. Record the actual level student attained using Guided Reading texts on other campus and district documents (i.e., gold cards, pink and blue cards, C&I student data form).

Grade Specific Guidelines

Pre-Kindergarten

For students in Pre-Kindergarten, the teacher will assign non-numeric grades to help students and parents understand the child's progression toward mastery of the state recommended guidelines that are appropriate to the grade level.

Grades shall be assigned in the domains of Language/Communications, Early Literacy Reading & Writing, Mathematics, Science, Personal & Social Development, Physical Development, Fine Arts, Technology and Social Studies.

Non-numeric grades shall use the following qualitative scale:

- + – Demonstrates Consistently
- √ – Developing Towards

Grades will be reported at the end of each grading period.

Kindergarten

For students in Kindergarten, the teacher will assign non-numeric grades to help students and parents understand the child's progression toward mastery of the TEKS that are expected to the grade level. Guidance for other areas, such as Writing Development, can also be provided for parents to understand how their child is progressing in those areas.

Grades shall be assigned in the subjects of Language Arts/Reading, Letter and Sound Knowledge, Mathematics, Social Studies/Science and Handwriting. Grades in these subjects shall use the following qualitative scale:

- + – Demonstrates Consistently
- √ – Developing as Expected
- N – Needs Improvement

Grades shall also be assigned for Work Habits, Conduct and Physical Education- Music- ESL (if appropriate). Grades in these subjects shall use the following qualitative scale:

- E – Excellent
- S – Satisfactory progress
- N – Needs improvement
- U – Unsatisfactory progress

Grades will be reported at the end of each grading period.

Grade 1

For students in first grade, the teacher will assign non-numeric grades to help students and parents understand the child's progression toward mastery of the TEKS that are expected to the grade level.

Reading, English Language Arts, and Mathematics

The following symbols are used to indicate a student's progress:

- AI – Applies Independently
- SD – Steadily Developing
- NS – Needs Support

Other Areas

Non-numerical grades will be assigned for other areas including: Social Studies, Science, Music, Physical Education, Handwriting, Health, Art and Writing Development. The following symbols are used to indicate a student's progress:

- S – Satisfactory progress
- N – Needs Improvement
- U – Unsatisfactory progress

Conduct and Work Habits

Non-numerical grades will be assigned for Conduct and Work Habits using the following symbols:

- E – Excellent
- S – Satisfactory progress
- N – Needs Improvement
- U – Unsatisfactory progress

Grade 2

For Grade 2, the teacher will assign numeric grades for Reading, Language Arts and Mathematics. All other academic areas will be assigned non-numeric grades.

Language Arts & Reading and Mathematics

Numerical grading will be provided to allow parents to gauge their child's progress in Language Arts & Reading and Mathematics. Numerical grades will follow the district's grading scale for A, B, C, D and F.

Other Areas

Non-numerical grades will be assigned for other areas, including; Social Studies, Science, Music, Physical Education, Handwriting, Health and Art. S, N and U should be provided according to the following ranges:

- S: 74.5 – 100
- N: 69.5 – 74.49
- U: 0 – 69.49

Conduct and Working Habits

Non-numerical grades will be assigned for Conduct and Work Habits using the designations of E, S, N, and U according to the following ranges:

- E: 89.5 – 100
- S: 79.5 – 89.49
- N: 74.5 – 79.49
- U: 0 – 74.49

Grades 3 – 4:

For Grade 3 and Grade 4, the teacher will assign numeric grades for Reading, Language Arts, Mathematics, Science and Social Studies. All other academic areas will be assigned non-numeric grades.

Language Arts & Reading, Mathematics, Science and Social Studies

Numerical grading will be provided to allow parents to gauge their child's progress in Language Arts & Reading, Mathematics, Science and Social Studies. Numerical grades will follow the district's grading scale for A, B, C, D and F.

Other Areas

Non-numerical grades will be assigned for other areas, including; Music, Physical Education, Handwriting, Health and Art. S, N and U should be provided according to the following ranges:

- S: 74.5 – 100
- N: 69.5 – 74.49
- U: 0 – 69.49

Conduct and Work Habits

Non-numerical grades will be assigned for Conduct and Work Habits using the designations of E, S, N and U according to the following ranges:

- E: 89.5 – 100
- S: 79.5 – 89.49
- N: 74.5 – 79.49
- U: 0 – 74.49

Types of Grades

For subjects in which numeric grades are assigned, teachers should use a variety of grades to determine the numeric grade for that grading period. Campus administration should determine how different types of grades are averaged in order to determine the numeric grade for the grading period. Categories of grades to be used include:

- **Daily Grades** include classroom activities, quizzes, in-class writing samples or other in-class activities. Daily grades can be divided into different subcategories, such as participatory daily grades (in-class activities, etc.) and independent daily grades (quizzes, etc.).
- **Major Grades** include long-term projects, assessments and tests. For example, campus administration could decide to have daily grades count for 40% of a student's average and major grades count for 60% of a student's average. Variation among content areas is permissible as long as the campus grading procedures are consistent on that campus. However, in no case should spelling count for more than 10% of a Language Arts grade.

Grades should be weighted according to a system established by the campus. Different weights could be assigned to daily/major grades depending on the grade level or subject area, but should be consistent within a campus.

Minimum Number of Grades

For all classes in which students receive numeric grades, the following guidelines should be followed:

- Teachers are encouraged to provide a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.
- No one assignment should count for more than 20% of a student's grade.

Additional Grade Requirements for Reading, Language Arts and Mathematics

Teachers are required to record a minimum two grades per week. This may be a combination of daily and major grades.

Additional Grade Requirements for Science and Social Studies

For Grade 3 and Grade 4 Science and Social Studies, teachers are required to record a minimum of one grade per week. By the end of the grading period, this may be a combination of daily and major grades.

Teachers are encouraged to provide a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.

- Teachers are required to record a minimum of two (2) daily grades weekly and one (1) major grade every two (2) weeks of the grading period.
- No single assignment should count for more than 20% of a student's grade. It should be noted, however, that some major projects may be comprised of more than one assignment.