

**Navarro ISD**

**Instructional Grading and Reporting  
Guidelines**



**2017-2018**

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Dee Carter

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**Grading** is the process by which a teacher assesses student learning and progress towards mastery of course objectives and is aligned with the Texas Essential Knowledge and Skills (TEKS). Grading is a part of the teaching and learning process. This process must include establishing clear learning goals and setting standards and evaluative criteria which guide student learning so changes in instruction are based on assessment data. Additionally, the grading process should provide clear and consistent feedback to student to focus them to ultimately take responsibility for their own learning.

**Reporting** is the process by which the teacher communicates information to student and parents/guardians about mastery of content and skills. The formal reporting process includes checklists, report cards and progress reports, emails, telephone conversations and conferences as appropriate.

The purpose of this document is to provide a consistent set of grading and reporting guidelines. The regulations adhere to the Texas Education Code (TEC), the Texas Administrative Code (TAC), and Navarro ISD Board policies and regulations.

***Navarro ISD Grading Philosophy:***

Grades are designed to communicate information to parents about students' achievement and performance in school while allowing student's time for self-evaluation.

In compliance with **Texas Education Code 28.0216**, Navarro ISD

- 1) Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment
- 2) May not require a classroom teacher to assign a minimum grade for an assignment without regard for a student's quality of work
- 3) May allow a student a reasonable opportunity to makeup or redo a class assignment or examination for which the student received a failing grade

In compliance with **Navarro ISD Board Policy EIA (Local)**, Navarro ISD

- 1) 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,
- 2) Shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

***Standards for Mastery – Navarro ISD Board Policy EIE (Local)***

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

- 1) Course assignments, unit evaluation, and summative examinations (administered in grades 7-12) shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- 2) Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final examinations and may be administered separately.

In grades 1-5, 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 (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, reading, and mathematics.

In grades 6-8, 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 (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, reading, and mathematics, and either science or social studies.

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

***Academic Dishonesty - Navarro ISD Board Policy EIA (Local)***

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties 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.

***Report Cards – Navarro ISD Board Policy EIA (Local)***

The District shall issue grade reports/report cards every nine weeks for grades K-1 and every six weeks for grades 2-12 on a form approved by the Superintendent or designee.

A standards based report card (checklist) will be issued for Kindergarten and First grade students, while a numerical report card will be issued for 2<sup>nd</sup> – 12<sup>th</sup> grade students.

***Grade Books and Grade Reporting***

The electronic grade book is the legal repository and is an accurate record of each student's work and achievement; it is electronically archived at the District level.

**Parent Portal**

Parents/Guardians may use the portal to check grades and view records for attendance

- 1) The Parent Portal contains data extracted from the District’s electronic grading program and allows parents/guardians with Internet access to view recorded grades for the student at any time during the school year.
- 2) Teachers will update grades in the electronic grade books so that parents/guardians have an accurate understanding of the student’s progress in each class.

In order to maintain current information for parents/guardians, teachers are directed to:

- 1) Post a minimum of 2 grades per week per subject by Tuesday at 8:00 AM\*;
- 2) Grade and post assignments within ten school days from the due or received date.

\*Exceptions include Science and Social Studies in Grades 2-6, Elective Courses in grades 2-6, Athletics, Study Hall, and High School Level 3 Courses.

***Type and Weight of Assignments –***

**Elementary/Intermediate**

All courses\* grades 2- 6: 40% Major, 60% Daily

Science, Social Studies grades 2-3: 20% Major, 80% Daily

Elementary/Intermediate Specials: 100% Daily

Course Level	Major Grades	Daily Grades	Retest	Late Work	Extra Credit*
Elementary/ Intermediate	40% (at least 2 grades)	60% (at least 8 grades)	Yes	Yes (two days)	Yes

\*Optional, at teacher discretion.

Exceptions:

Subjects	Major Grades	Daily Grades	Retest	Late Work	Extra Credit*
Science/Social Studies Grades 2- 3	20% (at least 1 grade)	80% (at least 7 grades)	Yes	Yes	Yes
Science/Social Studies Grades 4- 6	40% (at least 2 grades)	60% (at least 6 grades)	Yes	Yes	Yes
Elem./Int. Specials		100% (at least 6 grades)	No	No	Yes

\*Optional, at teacher discretion.

**Secondary: Junior High/High School**

**All courses\* grades 7-12: 40% Major, 30% Daily, 30% Other**

**Tiered courses:** regular, Honors/Pre-AP, AP – Dual Credit

Course Level	Major Grades	Daily Grades	Other	Retest	Late Work	Extra Credit**
Level I	40% (at least 2 grades)	30% (at least 5 grades)	30% (at least 3 grades)	Yes	Yes (two days)	Yes
Level II	40% (at least 2 grades)	30% (at least 5 grades)	30% (at least 3 grades)	Yes	Yes (one day)	Yes
Level III	60% (at least 2 grades)	40% (at least 6 grades)		No	No	Yes
Athletics, Study Hall			100% (at least 6 grades)	No	No	Yes

\*\*Optional, at teacher discretion.

All courses are considered Level I courses unless noted below for Level II and Level III.

Some examples of **major** grades may include, but are not limited to: AR (Accelerated Reader), tests, quizzes, exams, projects, compositions, benchmarks, labs, six weeks test, notebooks.

Some examples of **daily** grades may include, but are not limited to: homework, compositions, daily assignments, labs, quizzes, and participation.

Some examples of **other** grades may include, but are not limited to: homework, compositions, labs, quizzes, AR (Accelerated Reader), and projects.

In all elementary/intermediate courses\*, a minimum of 2 grades per week with at least 2 major grades per grading cycle.

In all secondary courses\*, a minimum of 2 grades per week with at least 2 major grades per grading cycle.

\*Exceptions: A minimum of 6 grades per cycle will be recorded in Science and Social Studies in Grades 2-4; Science and Social Studies in Grades 5-6 and High School Level 3 Courses will have a minimum of 8 grades per grading cycle to include at least 2 major grades. A minimum of 1 grade per week will be recorded in Athletics, Elementary/Intermediate Specials, and Study Hall.

Some assignments may be recorded more than once in a gradebook.

No single assignment shall count more than 20% of a student's six-weeks average, with the exception of Level 3 courses where no single assignment shall count more than 30%.

**Level II courses** include: Advanced, Honors or Algebra I courses for grades 6 – 8; Honors courses for grades 9-12.

**Level III courses** include: Advanced Placement and In District Dual Credit for grades 9-12.

Texas Virtual School Online classes follow TVHS guidelines and Online Dual Credit courses will follow the college grading policy.

STAAR assessment results are not to be used in grade calculations.

***Extra credit***

Extra credit may or may not be given at the individual's teacher discretion.

All extra credit is to be academic and relevant to the course.

Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.

**Purpose and Objective of Homework**

Homework will be used to enrich or reinforce topics covered in class and should satisfy at least one of the following objectives:

- To provide a drill that helps the student practice the basic skills of the subject
- To give students practice and extension of concepts learned in class
- To extend learning beyond the material that can be covered in class
- To develop effective study methods
- To help the student prepare for classroom work
- To allow students to make up work after absences

The teacher is responsible for assigning effective, well-planned homework assignments that aid the student in the mastery of the essential knowledge and skills. Students will be provided ample notice of impending major homework assignments. Homework will not be assigned as punishment.

**Grades K-1 Homework Guidelines:**

Homework may be assigned not to exceed an average 20 minutes each school night.

Each student is expected to read, or be read to, 20 minutes each school night in addition to assigned homework.

**Grades 2-3 Homework Guidelines:**

Homework may be assigned not to exceed an average of 30 minutes each school night.

Each student is expected to read, or be read to, 20 minutes each school night in addition to assigned homework.

If two or more teachers are working with a student, the homework should be coordinated to adhere to the guideline.

**Grades 4-5 Homework Guidelines:**

Homework may be assigned not to exceed an average of 45 minutes each school night.

Each student is expected to read, or be read to, 20 minutes each school night in addition to assigned homework.

If two or more teachers are working with a student, the homework should be coordinated to adhere to the guideline.

**Grades 6-12 Homework Guidelines:**

Homework should not exceed an average of 90 minutes per night.

Exceptions may apply to Level 2 and Level 3 courses and/or for special projects.

**Grading Homework**

Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate.

**Late Work**

Late work is defined as not being turned in at the appropriate deadline. Example: If the deadline is at the beginning of the period and the assignment is not turned in until the end of the class period, it is considered one day late. \*

The table below represents the **maximum** penalty that may be imposed for turning in late work.

<b>Days Late</b>	<b>Penalty</b>
1 day late	20 points off
2 days late	30 points off
3 or more days late	0% - no credit given

**Late work will not be accepted in Level III Courses.**



### **Elementary Make – up work: Grades K-6**

Students shall be permitted to make up assignments and tests following any absence. All students will receive credit for satisfactory makeup work after an absence, including excused, unexcused, and unexcused absences due to suspension.

A student will be given a maximum of two school days to complete make-up tests or other missed assignments. Example: 1 day absent = 1 school day to make up work, **2 or more days absent = 2 school days to make up work.**

**Elementary School Day** = Beginning of the school day on the day of return to the beginning of the school day the following day. Example: Class Start time on the day of return to the class start time on the following school day or to the class start time on the third day for absences of 2 or more days.

Make up work will not be provided in advance. If a student does not complete the work in the allotted time, the assignment will not be accepted.

Students should not be required, on the day of returning to school to turn in an assignment or take a quiz or test that was **announced during the student's absence.** If the assignment, test or quiz was scheduled and/ communicated before the absence, the student will be required to turn in the assignment or take test or quiz .

### **Secondary Make – up work: Grades 7-12**

Students shall be permitted to make up assignments and tests following any absence. All students will receive credit for satisfactory makeup work after an absence, including excused absences and unexcused absences due to suspension. Students will receive credit for assignments completed due to absences based on the following procedures:

#### **Excused Absences or Unexcused Absences due to Suspension**

A student will be given a maximum of two school days to complete make-up tests or other missed assignments. Example: 1 day absent = 1 school day to make up work, **2 or more days absent = 2 school days to make up work.**

**Secondary School Day** = Beginning of the class period the student returns to the beginning of the class period the following school day. Example: Period 3 beginning of class on the day of return to Period 3 beginning of class on the following school day or to the beginning of the period on third day for absences of 2 or more days.

Make up work will not be provided in advance. If a student does not complete the work in the allotted time, the assignment will not be accepted.

Students should not be required, on the day of returning to school to turn in an assignment or take a quiz or test that was **announced during the student's absence**. If the assignment, test or quiz was scheduled and/ communicated before the absence, the student will be required to turn in the assignment or take test or quiz .

### **\*Unexcused Absences**

Assignments due during unexcused absences will be receiving a 20 point deduction (the highest possible grade will be 80). Assignments that are turned in before the due date will receive full credit even if the student has an unexcused absence on the due date.

Exceptions may be granted by the administration in extenuating circumstances.

\* The Student Handbook pages 16-19 provides a detailed listing of absences considered unexcused.

### **Extra Curricular Activities – Make up Work Exception**

It is the sole responsibility of the student to collect and/or make arrangements **before** the scheduled activity and to complete all work that is missed due to extra-curricular activities such as but not limited to Athletics, Band, Stock Shows, etc. All work collected must be completed and turned in upon the students return to school.

### **Re-teach/reassess:**

The District's goal is for every student to master all the TEKS specified for each grade level and the STAAR End of Course (EOC) exams. Each student will be provided instruction that allows for application and practice of the concepts and skills mandated in the TEKS and then assessed for mastery. If a student does not demonstrate mastery of concepts and skills as specified in the TEKS and necessary for future learning, re-teaching and re-testing (or re-assessment) should be provided for the student.

For the purpose of consistency and equity, the District will have a re-teach and re-test plan that is appropriate for student mastery. Campuses will ensure that teachers at each grade level follow the District's re-teach/re-test procedure. It is the responsibility of the grade level or course teachers to monitor student progress and to implement re-teaching and re-testing for all, most, some, or one of the students. Classroom teachers will work to ensure that students master the concept of the individual course. The re-teach and re-assess policy outlines reasonable expectations for re-evaluation. Daily grades may be corrected at the individual teacher's discretion, but this is not required. Major grades will apply the following guidelines:

- A. If 50 % or more students in a class period fail to demonstrate mastery of TEKS on a major grade, the teacher will provide an opportunity within 5 school days for re-teaching and re-testing during class time. All students in the class will be given the opportunity for re-teach and re-test. The higher of the two grades will be recorded in the gradebook. Exceptions include *benchmark assessments, six weeks assessments, late assignments, and semester exams*. For leveled courses, see chart on page 5.
- B. If fewer than 50% of all students in a class period fail to demonstrate mastery of TEKS on a major grade, the teacher will provide an opportunity within 5 school days for re-teaching

and/or re-testing during or outside of class time. The grade on the re-assessment will be recorded as a 70 if the student mastered 70% of the TEKS presented in the assignment. If 70% is not achieved, the higher grade will be recorded. Exceptions include benchmark assessments, six weeks assessments, late assignments, and semester exams. For leveled courses, see chart on page 5.

- C. Re-teaching should employ instructional strategies different from the original instruction. The practice of adding points to each student's grade should not be utilized as a strategy.
- D. Re-testing or re-assessment may vary by teacher/course and may include, but is not limited to, oral examination, additional practice activities, an essay or paper, a report or presentation, test corrections, revision of a paper or project, or a formal test.

\*\*Students who engage in academic dishonesty do not have the opportunity for re-teach or re-assess on that particular assignment.

### **Incomplete**

Following UIL guidelines, Incomplete Grades must be replaced within 7 days after the end of the grading period. An "I" should only be recorded if a student is eligible for make-up work (see make-up work).

### **Calculation of Averages**

Grades 1-6 Yearly Average:

1<sup>st</sup> Semester – 50%  
2<sup>nd</sup> Semester – 50%

Grades 7-12 Yearly Average:

1<sup>st</sup> grading cycle – 30%  
2<sup>nd</sup> grading cycle – 30%  
3<sup>rd</sup> grading cycle – 30%  
Semester Exam – 10%  
Total = Semester 1 Average

4<sup>th</sup> grading cycle – 30%  
5<sup>th</sup> grading cycle – 30%  
6<sup>th</sup> grading cycle – 30%  
Semester Exam – 10%  
Total = Semester 2 Average

Yearly Average

Semester 1 = 50%  
Semester 2 = 50%

## **Extracurricular Activities, Clubs, and Organizations**

Eligibility for participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL) – a statewide association overseeing inter-district competition. For the purposes of grading, the following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in academic class – other than a class identified as honors or advanced by either the State Board of Education and the local board of trustees – may not participate in extracurricular activities for at least three school weeks.
- Navarro High School exemption classes are: AP Calculus, AP Biology, AP Chemistry, AP English Language and Composition, AP English Literature and Composition, and All Dual Credit Courses
- A student with a disability who fails to meet the standards in the individualized education program (IEP) may not participate for at least three weeks.