

Revised Grading Guidelines KISD

Krum Early Education Center will use a skills based report card to measure progress on each student from pre-k through first grade. These reports will be made available to parents.

For grades 2-12:

Minimum Grade Requirements:

A teacher can decide to enter additional grades at his/her discretion per grading period, but there is a minimum requirement per grading cycle as follows:

For secondary:

Daily (i.e, labs or daily assignments)	10	50% of the total grade
Tests	2	40% of the total grade
End of nine weeks test	1	10% of the total grade

For Elementary/Intermediate:

Daily/Test Grades	12	
End of nine weeks test	1	all grades are equal

- **Grades cannot be doubled** to achieve the minimum grade requirements or otherwise in the same subject. If a teacher assigns a project across curriculum areas, they can assign a grade in two different subjects if it applies by the design of the project.
- **By the 6 week progress report a minimum of 6 daily grades and 2 test grades should be entered into the gradebook.**
- No grades lower than a 50% can be assigned to a student when effort is demonstrated.
- **Grades should have a date that they were entered.**
- Grades should be **entered within three days from the date it was due**, with the exception of writing assignments which will be given **five days** to complete and return.
- Entering grades on a regular basis into the electronic gradebook is an important way teachers communicate both with parents and students. The district expectation is to have grades updates on a weekly basis.
- Adhering to a student's IEP or 504 plan is imperative.

- If a participation grade is entered a corresponding rubric justifying the grade should be added. This helps the student develop reflective skills related to learning and participation as well as answer parent questions about the grade.
- Grades will be **earned based on the learning** that has taken place related to the Texas Essential Knowledge and Skills. Grades cannot be given for activities outside the scope of the course. (Example: Practice after school, showing up to support the school team, bringing items for a fundraiser or charity, etc.) *Review EIA local policy.*

Addressing Failing Grades:

- If a student fails a test or assignment, the student must earn the right to retest or correct an assignment by attending a tutorial session before/after school with the teacher for content review.
- Make up tests will be given during the before school tutorial period as not to disrupt the regular class schedule.
- The maximum grade on a corrected assignment is 70.
- Parent communication and partnership is paramount to the student's success. A phone call or email home communicating the concern and explaining the process should be documented in a parent communication folder that is kept yearly by the teacher.
- A student has three days from the time they received the graded assignment to complete any tutoring and corrections for a higher grade.
- A student has one opportunity to make any corrections and cannot continue to turn in work repeatedly for a higher grade. A nine week test cannot be corrected for a higher grade.
- Tutoring is available to students to make up a missing assignment.
- Tutorials will be held Monday, Tuesday, Thursday, and Friday before or after school.
- When a student fails to turn in an assignment the teacher has **discretion** to take deductions as follows:
 - o Missing on the first day-grade drops a maximum of 30 points
 - o Missing on the second day-grade drops a maximum of 50 points
 - o Missing on the 3rd day-grade can become a zero

Absences and Make-Up Work:

- For each day a student is absent they have one day to make up the work assigned. If a student returns to school on the day a test is scheduled and the student has missed important information, the student should be given the opportunity for remediation during the tutorial period before testing. (refer to EIAB local policy)

Uniform Distribution of information:

In an effort to establish consistency across each campus, the following dates have been established for the distribution of the mid-point progress report and the report card.

- The **elementary** campuses will distribute these in an envelope home in the weekly Friday Folder.
- The **secondary** campuses will distribute progress reports to students who are failing via mail. Passing progress reports will be hand delivered to the student in class to take home.

Progress Reports:

1. **September 1st**
2. **September 22nd**
3. **November 3rd**
4. **December 1st**
5. **January 26th**
6. **February 15th**
7. **April 6th**
8. **April 26th**

Report Cards Go Home:

1. **October 20th**
2. **January 5th**
3. **March 23rd**
4. **May 24th**

In an effort to establish consistency across campuses and to build the home-school connection, each teacher should send home a Friday Folder, which will be provided by the PTO. This tool should be used to distribute the class weekly newsletter, graded assignments, campus communication, and progress/report cards. Parents will be informed to expect this communication on Fridays. A campus can elect to use more frequent or daily communication to help establish home-school routines, but the minimum is once a week on Fridays.

Grading Policy FAQ

1. If we are not allowed to give a grade lower than a 50%, aren't we violating SB 2033?

The district is asking you to consider effort that is made to complete an assignment. Senate Bill 2033 states:

(2) may not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work;

We are asking you to consider the quality before assigning the grade. We want you to take into consideration the effort made toward the assignment by using your professional judgment. If the student makes no effort and does not turn in the assignment, then the grade would be lower than the 50%.

In addition, we do not have a nines policy that would prohibit a teacher from grading on the nines such as 79. However, we do ask that you take into consideration effort demonstrated throughout the grading period.

This guidance applies to both individual grades and the nine weeks grade.

2. Am I expected to contact parents either by email or phone to let them know their student failed an assignment and is being offered tutoring to redo the assignment or test?

Yes, the district believes that communicating with parents strengthens the success of the learner. When you enter a grade into the grade book it sometimes is not visible to the parent or student until the following day. Making the call allows parents and students to take advantage of the help earlier. In addition, we are able to remediate students who have misunderstood a critical concept quickly and help them move forward in their learning. Never assume the parent automatically knows how to access the parent portal or does not want success for their child. Let the parent know you are a partner with them.

3. How long do students have to correct an assignment?

Students have three days from the date the assignment is returned to the student.

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4. How long do I have to grade an assignment?

You have three business days to grade an assignment. You have five days if it is a writing assignment.

5. How many assignments/tests can be retaken or corrected?

Since the goal is learning, we will offer a student the opportunity to correct any failed grade one time. They cannot, however, make unlimited corrections for a new grade. They may need additional tutoring, but the grade can be made up once.

6. Can I scaffold a project and give feedback along the way that leads to a final project?

Yes. This means you can assign a project and give incremental due dates that allow you to grade on portions that can be correct as a student completes the finished project and then give a final grade on the overall project.

7. Can I have longer to grade a project?

If the project involves a writing portion, then you have five days to grade it.

9. Elementary Science and Social Studies need to be taught weekly. If you need a longer time to take students to the lab for science and then teach social studies longer the next day that is acceptable. However, teaching three weeks on and three weeks off in a cycle for science and social studies will not work under the new grading policy.

10. Elementary: If I teach in a special area (computer, music, PE) and do not have the students daily how many grades do I need to give? Do I have to do a participation rubric on each student?

If you only have the students half the time, you will need to give them one grade a week.

If your course is mostly participation, such as PE, please post your rubric online to show parents how you calculate their grade. You will not need a rubric on every student for the entire campus.

11. If a student was given a due date for an assignment and has to be gone for an extracurricular event on the day it is due, do they get an extra day?

When the teacher is aware that a team will be off campus on a due date for the assignment, the teacher is expected to make it clear to the students that those assignments are due prior to them leaving. If the teacher does not make that clear to the student, then the student would have the chance to turn that in after the fact. Please take into consideration the teacher's availability to receive the assignment the morning of the event when setting this expectation.

When a student is sick on the day that they are to turn in an assignment the assignment is due on the day they return. If there is an assignment given on the day they missed school they will have one additional day to complete the assignment for each day absent.

12. Do the specific grading requirements set up for general courses always have to be in the same timeframe for AP courses?

Yes. All courses are the same as far as grading deadlines.