

Columbia-Brazoria ISD

2016-2017



Secondary (7-12) Grading &

Reporting Procedures

Secondary (7-12) Grading and Reporting Procedures

Grading Roles and Responsibilities

Teacher

1. Teachers are required to provide the daily lesson objectives and activities for each class. If given verbally, they should also be written out to provide visual information. Any homework assignment should be written on the board to be copied by students or parents/guardians if necessary.
2. Only teachers will record grades for assignments.
3. Peer grading is allowable.
4. All records of grades and assessments become a part of the confidential record for the assessment of student performance.
5. Teacher will inform students of content covered on all major assessments.
6. Per CBISD Board Policy EIA (Local), teachers shall not increase or decrease a classroom grade for participation or lack of participation in any extracurricular activity.
7. Teachers must follow the CBISD Grading and Reporting Procedures and ask for clarification from campus administration as needed.
8. Teachers will provide students with a rubric for long-term projects/alternative assessments.

Teacher Records / Gradebook

Grade records are an important record-keeping tool and should be accurately maintained. Teachers should be aware that many times grades will need to be verified; therefore, accurate record keeping is essential. All teachers will maintain the district-provided electronic gradebook.

1. Grades recorded in a gradebook are documentation of a student's progress and of mastery of the *TEKS (Texas Essential Knowledge and Skills)* and curriculum objectives.
2. Grades recorded in a gradebook represent a confidential record for assessment of student performance.
3. The set of grades in the gradebook shall be the complete set from which the student's average is determined.
4. The electronic gradebook must adhere to the calculations outlined in the CBISD Grading and Reporting Procedures.
5. Only the teacher of record (or principal designee) will enter grades in the gradebook.
6. Teachers will update electronic gradebooks on a weekly basis. Parents will have access to student grades in Skyward, the electronic student management system.

Return of Assignments

Teachers should review and return all graded work to students within a timeframe that will benefit the student. Daily work should be returned within two to four scheduled class days. Larger projects should be reviewed and returned on a timely basis (within one week if feasible). This will allow the student to identify any areas of weakness and arrange for tutorials or extra study sessions prior to assessment.

Required Tutorials

The purpose of a tutorial session is to provide one-on-one instruction to assist students who have not mastered the *TEKS (Texas Essential Knowledge and Skills)* currently being taught. Tutorials also serve as an instructional reinforcement for students needing assistance. All CBISD student are welcomed and encouraged to attend tutorial sessions; however, students who have not mastered the *TEKS* (or are currently failing) should be given priority during scheduled tutorial times.

1. Each teacher must offer at least two (2) tutorial sessions per week for the purpose of providing assistance to students.
2. Day and time of scheduled tutorials will be set by each campus. Some campuses will have mandatory tutorials within the school day.
3. Attendance in tutorials is not limited to those students having academic difficulties.
4. Teachers must be available to students during scheduled tutorial times.
5. Teachers will keep a log of students attending tutorials.

Parent/Guardian – Teacher Conferences

1. A teacher will schedule one or more conferences with the parents or guardian of a student if the student is not maintaining passing grades, is not achieving the expected level of performance, is presenting some problems to the teacher or in any other case that the teacher considers necessary. This conference may be requested by indicating so on the four-week progress report. Such conferences may be handled by telephone or in person.
2. The State and District require each school to notify parents/guardians of the need for a conference at the nine weeks grading period if the grade is below the level required for course credit or grade level advancement. (See Appendix: Effective Communication with Parents.)

Course Syllabus

All secondary teachers are required to prepare, post and distribute a course syllabus for students during the first two weeks of the course and/or semester. The purpose of the course syllabus is to provide information, guidelines and an overview of a teacher's requirements for successful completion of a course. The syllabus may be defined as the scope and sequence of a course's major projects and approximate dates of major course projects, exams or papers. Each teacher may develop his/her own format of a course syllabus, but the following elements must be included.

- Teacher name
- Course Title
- Conference time
- School/Teacher phone
- Teacher email address
- Outline or scope and sequence of major course units, themes or projects
- Approximate timeline and due dates of long-term projects
- General method of assessment and grade calculation in compliance with CBISD Grading and Reporting Procedures
- Average amount of homework
- Assigned reading/literary works
- Tutorial times

Awarding Class Credit

Mastery of Objectives

1. Student academic achievement shall be based upon the degree of mastery of the district's objectives which reflect the *TEKS (Texas Essential Knowledge and Skills)*.
2. In order to be awarded a grade of "70" in a course or subject, a student must demonstrate 70% mastery of the district's objectives in any grading period.

Required Attendance

In accordance with state law, the student must have ninety percent (90%) attendance in the class during each semester to receive credit.

Students may have two college visits in their junior year and two in their senior year, with two week prior approval of the campus principal and a letter from the college or university verifying the visit. These absences for approved college visits do not affect exemption for final exams.

Types of Assessments

General

Student mastery of course objectives may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have as their source written paper work. Nor is it always necessary to receive a grade for every paper produced. Although the teacher should always monitor and provide feedback to students for any activity that he/she assigns, the feedback does not always need to be in the form of a grade. Assessment should always follow a period of guided practice and/or independent practice.

In grading a group project, members of a group should not be penalized for an individual's non-participation. Conversely, a student who does not fully participate, but participates to a limited degree, will receive a grade reflective of his/her participation.

Performance assessments are measures of a student's progress toward mastery of course objectives or content. There are many forms of assessment that may or may not be utilized by individual teachers. A variety of performance assessments may be incorporated.

- Classroom participation
- Classroom discussions
- Oral responses
- Written responses
- Homework assignments
- Experiments
- Confidential peer evaluations
- Teacher observation
- Research projects
- Checklists of skills
- Portfolios
- Enrichment
- Group work/projects
- Independent or group reading

Performance-Based Courses

Performance-based courses may have assignments that differ significantly from other academic courses. Performance-based courses include courses within career and technology education (CTE), fine arts, physical education and athletics. This should be clearly defined in the course syllabus.

In many performance-based courses, the grading and assignments must reflect the *TEKS (Texas Essential Knowledge and Skills)* and a measure of the student's performance. In these courses a higher percentage of the grade may come from participation.

Teachers of performance-based courses should work collaboratively with the department chairperson and executive director of curriculum to ensure that their grading system is in compliance with the CBISD Grading and Reporting Procedures.

Major Grades

Test / Examinations

Tests and examinations measure performance based on the *TEKS* or content. They serve to evaluate mastery of the *TEKS*, concepts, understandings and district objectives, and they provide opportunities to demonstrate certain knowledge or skills.

1. All assessments are designed to measure a student's successful attainment of the *TEKS*.
2. Major examinations or tests are chapter, unit, concept or cumulative (weekly, three weeks, six or nine weeks). They also include quizzes, mini-tests, diagnostic and summative tests.
3. Pop quizzes or pre-requisite diagnostic tests are also permitted to be administered to determine the level of knowledge prior to instruction.
4. Major tests must be scheduled and announced in advance.

Special Projects/Term Papers

1. Term papers or projects are lengthy class work or homework assignments that may take several weeks for a student or group of students to complete.
2. Teachers may assign term papers or projects to an individual or to a group of students as determined by the teacher.
3. A rubric must be provided to the student prior to the beginning of the project/paper.
4. Term papers or projects, assigned over a lengthy period with a due date included on the course syllabus, are due on or before the due date. Students who are absent on the due date, including school business, must meet the deadline. Long-term papers or projects that are late will not be accepted.
5. The special due date clause for term papers and long-term projects applies only to assignments included on the course syllabus. Long-term projects may be assigned at any time by the teachers, but the special due date clause will not apply.

Daily Grades

Classwork is any instructional activity defined and planned by the teacher to be completed during a class period to facilitate the learning process. Daily grades include classwork, notebooks, labs, quizzes, homework and other similar assignments. There could be occasions where class work becomes homework.

Homework

Homework and class work provide opportunities for students to apply knowledge, skills and processes from previous learning to display their understanding. Homework and classwork should never be assigned as punishment.

Homework is a necessary part of the instructional process that begins in the classroom, extends into the home and provides a way for parents/guardians to become aware of the instructional program and their child's educational program.

Grading Homework

1. 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. Graded assignments should be returned to the student in a timely manner.
2. Peer grading is allowable.

Semester/Final Exam

1. Semester/Final exams may be administered at the end of the fall and spring semesters.
2. Semester/Final exams must be representative of the work of the entire semester.

Optional Credit

1. All optional credit must be academic.
2. The intent for optional credit is for enrichment in a class, not to gain mastery of the *TEKS*.
3. Optional credit may be offered at the discretion of the teacher.
4. Optional credit is available only to students who have completed all assigned classwork. It is not available in lieu of assigned classwork.
5. Optional credit awarded will not account for more than 5% of the nine weeks average.

Actual Grade Earned

Senate Bill 2033 by the 81st Legislature requires that a school district adopts a grading policy, including provision for the assignment of grades on class assignments and examinations, before each school year. The law provides that a district grading policy must require a classroom teacher to assign a grade that reflects the student's relative mastery of the assignment, may not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work and may allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

Calculation of Nine Weeks Average

Weight of Grades

All nine weeks averages shall be calculated on a percentage system for each type (category) of assignment.

Major Grades

1. Major grades will comprise 30-50% of the nine weeks average.
2. Major grades include alternative assessments, examinations / tests, projects, term papers, unit and nine weeks tests.

Daily Grades

1. Daily grades will comprise 50-70% of the nine weeks average.
2. Daily grades include class work, notebooks, labs, quizzes, homework, and other similar assignments.

Maximum Weight of a Grade

When calculating the nine weeks average, no single assignment / assessment grade may count more than 1/5 (20%) of the total average regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on progress reports or report cards may not exceed 100%.

Minimum Number of Grades

1. Teachers are encouraged to provide a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the *TEKS*.
2. Teachers are required to have a minimum of fifteen (15) grades each nine weeks. Exceptions may be granted by the campus principal but will require no less than nine (9) grades.

Incomplete Grades

A student receiving an incomplete and/or a zero for a missed semester/final exam must make arrangements within one week to convert the incomplete grade to an earned grade. In unusual cases where the student has missed a large quantity of work, the time may be extended. In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work (UIL required).

Transfer Students Who Have Not Been Previously Enrolled in a School for the Current Year

Students will demonstrate mastery of course content through district/campus developed assessments over previously taught content. Teachers may assign additional assignments that are relevant in preparing students for the assessment.

Calculation of Semester Average

All secondary courses will calculate and report a semester average. Calculated averages reported on progress reports or report cards may not exceed 100% Grades recorded in a gradebook represent a confidential record for assessment of student performance.

Semester averages will be calculated by taking the average of the two nine week grading periods. That number will be multiplied by four and then adding the semester exam which will count only as 1/5 of the semester average. That sum will then be divided by 5. When a student is exempt from the semester/final exam, the semester average will be the average of the nine weeks grading periods.

Calculation of Year-Long Average

West Brazos Junior High School Credit Courses

Junior high school credit courses that are a full year in length will calculate a year-long average. This year-long average (with required attendance) will determine credit for retention and promotion. The year-long average will be calculated by averaging the two semester grades.

Semester Averaging – High School Coursework

Students in high school credit courses receive separate and independent grades for each semester for a year-long course. However, semesters will be averaged to calculate an overall yearly average for course credit.

STARR and End-of-Course (EOC) Exams

Beginning with the 20011-12 school year, all entering Freshmen (9th grade) will be required to take the STAAR EOC exams in the required courses defined by the state.

What are the STAAR testing areas

- Will replace TAKS in grades 3-8 in same grades and subjects
- 3-8 math and reading
- 4 and 7 writing
- 5 and 8 science
- 8 social studies
- Replace grades 9-12 with End of Course testing (EOC)

What are the EOC testing areas?

- Algebra I
- US History
- Biology
- English I, English II

How will STAAR/EOC scores be reported to the district?

- Raw score with a scale score conversion
- Level I – Unsatisfactory Performance (Minimum Score)
- Level II – Satisfactory Academic Performance
- Level III – Advanced Academic Performance

Grade Conversions

Transcript Recording from Non-CBISD Schools (For Administrative Use Only)

For transcript purposes, letter grades shall be converted to numerical grades.

A	95
B	85
C	77
D	72
F	60

Reteach and Retest / Reassess for Mastery

Columbia-Brazoria Independent School district has provided a well-balanced curriculum on state prescribed *Texas Essential Knowledge and Skills (TEKS)*. Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and state standards.

CBISD will utilize ongoing mastery assessment to determine which students are in need of remediation (reteaching and acceleration). The use of benchmark tests, teacher-made tests, performance assessments and teacher observations will help determine which students are not mastering instructional objectives.

Required Retest/Reassess for Mastery

Re-evaluation may include but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections or a formal test. A student must score at least 70% on the re-evaluation to demonstrate mastery of the *Texas Essential Knowledge and Skills (TEKS)*. A grade of 70 is the maximum that can be earned on the re-evaluation of the *TEKS*, and the higher of the two grades is recorded.

Late Work

Late work is graded in the same manner in all classes. The table below shows the percent of the earned grade that a student will be awarded for late work.

Days Late	Percent of Grade Received by Student
1 Day	80%
2 Days	60%
3 Days	50%
4+	Campus discretion

1. Chronic abuse, more than three late assignments during any one nine weeks grading period, may result in additional consequences.
2. Extenuating circumstances may occur that are out of the control of the student which prevent him/her from completing and returning homework assignments. The student is to inform the teacher of any such circumstances that prevented the completion of the homework. Teachers may grant exceptions to this policy, as necessary.

Makeup Work

In order to provide the total assessment “picture” of a student’s academic progress for a course, any student missing classroom instruction should be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study.

Makeup Work Guidelines

1. Makeup work is available to all students. Students are responsible for asking teachers for the makeup work upon returning to class. Students shall receive credit for satisfactory makeup work after an absence, but may receive a zero for any test not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines.
2. Exceptions may be granted by the administration.
3. Student will be given 2 days for each day absent to makeup work.
4. A student who has prior knowledge of an assignment, quiz or test shall be responsible for that material upon return to school.
5. Makeup work, including tests, may be an alternative version as long as it measures the same objective.
6. Teachers may assign alternate work to assure that students who have been absent have sufficient opportunity to master the *TEKS* or meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine makeup work.

Suspension

A student suspended from his/her regular classes is to request makeup work when he/she returns to school. The student will receive an excused absence if the student satisfactorily completes the assignments for the period of suspension within the time designated by the makeup work policy.

Semester Examinations / Exemptions

Each student, who is not exempt, may be required to take a semester examination at the end of each semester in each class. A student may take semester examinations only at the time set aside for each exam unless an exception is made by the principal. The semester exam will count as one-seventh ($1/5$) of the total grade for the semester. Students who fail to follow the school dress code on final examination days will be sent home and will not be allowed to make up examinations missed.