

Magnolia ISD

Grading Guidelines



General Grading Procedures for Teachers & Administrators

Introduction

This document will provide guidance and administrative procedures for teachers and administrators in determining grades for students.

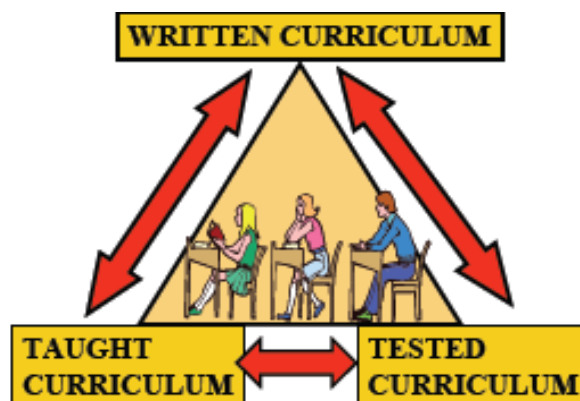
The Grading Guidelines Committee was established to strengthen the standards of grading policy in order to benefit all of our students. These guidelines were defined utilizing staff surveys, research of best practices for assessment, and input from administrators from all levels and all content areas.

The grading guidelines continue to be reviewed each year by an administrative team and recommended changes are taken to the School Board for approval.

Philosophy:

The purpose of grading/assessment in Magnolia ISD is to collect information, describe, and analyze the level of student mastery within a given subject or course. The teacher creates multiple assessment opportunities and expects all students to demonstrate learning. Assessment methods include a variety of tools and approaches to gather information about the needs of each student. The teacher uses data from assignments and assessments to make instructional adjustments, modify lessons, and give feedback to students.*

Assessments are based on the district curriculum and are available to students and parents upon completion for review and feedback. Grades are aligned with state and district standards. Grading practices are established on the basis of sound research.



*Reference: "5 dimensions of teaching and learning: Instructional framework version 4.0." (2012).
University of Washington: Center for Educational Leadership.

Grades:

A student's grades will be based upon academic performance and course expectations. The student's mastery level will determine the grade for a subject or course. Tasks unrelated to the course content should not be included in a student's grade determination.

Many types of assignments/assessments will be used in determining mastery of course content. These include both formative and summative assessments. Formative work measures student progress all throughout an instructional unit. Summative assessments are end of unit measure of student performance in regard to the unit criteria. Examples are shown below:

Formative assignments/assessments: class work, engagement in class activities/discussion, homework, labs, quizzes

Summative assessments: major exams, final compositions, projects, performances, demonstrations, research papers, oral reports/presentations, district common assessments

Retesting

Working to improve performance on application of content material is a vital part of the learning process. Poor performance on a summative assessment indicates a need for more practice and attention to the content.

Teachers have the discretion to provide redo opportunities for summative assignments/assessments for all students who are willing to complete or redo practice assignments and/or attend tutorial sessions to enhance their learning. Upon completion, the redone assignment will be given a grade that reflects the student's mastery of the content. Teachers will provide information regarding retesting procedures to students and parents at the beginning of the year and have it posted on their webpage.

Missing Assignments

Work that is assigned is important for students to gain competence in the course content and to provide multiple opportunities for students to demonstrate mastery. Missing assignments (including those accrued through absences) are to be completed in a timely manner as part of course unit work. Assignments turned in after the original due date will be given a grade that reflects the level of mastery of the content. Reasonable late penalties may be assessed.

All missing assignments must be turned in by the end of the week prior to end of the grading period in order to be graded. Students with missing summative assessments will receive a final grade of **I** for the reporting period until the work is completed. This may affect UIL eligibility. Credit cannot be given for a course which has a final grade of **I**. All grades of **I** will revert to a numerical grade assigned by the teacher one week after the end of the 9 weeks grading period.

Exemptions

- Seniors will be allowed to exempt from District Common Assessments in the 2nd and 4th 9 weeks grading periods (the end of each semester). Exempted seniors must have already passed all areas of the TAKS test.
- Students in grades 9-11 will be allowed to exempt from the 4th Nine Weeks Common Assessments if they meet the campus criteria.
- All exemptions may be contingent upon discipline, attendance, grade minimums, and fines.

Grading Percentages *Review this Section:*

Grade Level	On-Level Classes		Pre-AP			Advanced Placement	
	With Common Assess.	Without Common Assess.	With Common Assess.	Without Common Assess.	With Common Assess.	Without Common Assess.	
Elementary (Grades 2-5)	Formative 40% Summative 60%	NA	NA	NA	NA	NA	
6 th /Jr. High	Formative 34% Summative 51% District Com. Assess. 15%*	40% 60%	Formative 25% Summative 60% District Com. Assess. 15%*	30% 70%	NA	NA	
High School	Formative 34% Summative 51% District Com. Assess. 15%*	40% 60%	Formative 25% Summative 60% District Com. Assess. 15%*	30% 70%	Formative 17% Summative 68% District Com. Assess. 15%*	20% 80%	

*District Common Assessments in secondary schools are required for all English, Math, Social Studies, Science, and Foreign Language classes. These assessments are locally developed by teachers in conjunction with curriculum directors and are used to gauge mastery of course objectives.

Number of Grades

Formative assignments/assessments-

Elementary – 6-25 grades per 9 weeks period.

Secondary - 9-35 grades per 9 weeks period

Summative assessments

Elementary – Minimum of 3 per 9 weeks period.

Secondary – Minimum of 3 separate major assignments per 9 weeks period. (This does not include district common assessments.)

Transferred Grades

In the event a numerical value cannot be obtained for a letter grade, transferred letter grades shall be converted to numerical grades according to the following conversion:

- A-, A, A+ shall be assigned the value of 90, 95, and 98 respectively
- B-, B, B+ shall be assigned the value of 80, 85, and 88 respectively
- C-, C, C+ shall be assigned the value of 75, 77, and 79 respectively
- D-, D, D+ shall be assigned the value of 70, 72, and 74 respectively
- Grades translated to have a value below the numerical value of 70 shall be considered failing and shall be assigned a value of 65

Posting Grades into *E-School Plus Web Gradebook*

The *E-School Plus* Web Gradebook shall be the official record for all academic grades. The Web Gradebook provides parents an opportunity to be full partners with their child and their campus teachers in monitoring their child's progress. As such, we recognize the need for grades to be posted in a timely manner. All grades will be posted and up- to-date when report cards and progress reports are due.