

# Grading Guidelines



## White Settlement

Independent School District

Curriculum & Instruction Department

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## Department of Curriculum & Instruction

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## **Vision Statement**

Developing passion to learn...discovering purpose for tomorrow

## **Mission Statement**

Fostering a culture of excellence and empowering Brewer Bears to be innovators and leaders of tomorrow by providing premier education.

## **Motto**

Think BIG...Bears Do!

## **WE BELIEVE:**

- All students are our top priority;
- Every student has value and purpose;
- Our students deserve a passionate teacher in every classroom every day;
- A safe, secure and enriched environment enhances learning;
- Learning is a shared responsibility that requires active involvement by students, staff, families, and the community;
- Continuous professional growth is essential for student success

## **Purpose**

White Settlement ISD is committed to creating an environment where quality assessment and evaluation will occur to communicate and improve student learning. The Grading Guidelines are in place to evaluate student learning using similar criteria, consistently applied in all contents and at all levels. Our goal as a learning organization is to ensure all students of White Settlement ISD “meet or exceed the standards”; that is to be competent or proficient in every aspect of the written, taught, and tested curriculum. The consistency provided by these guidelines will ensure a systematic way in assessing and improving student learning in WSISD schools.

## **Grading Philosophy**

Grades are a measure of achievement at a specific point in a student's development. This measure dually provides feedback to the student towards mastery of the state standards (TEKS). Not all assessments are nor should be used as summative grades. WSISD believes the most effective form of assessment is one that is diagnostic and provides student's feedback that leads to deeper understanding and mastery of the tested standard.

All grading practices used by teachers should be communicated in writing and shared with students and parents prior to the school year. All grading practices must fall within the parameters established in the Grading Guidelines and district policy.

*NOTE: This document reflects district and campus expectations. The Principal must approve any revisions or exceptions to these guidelines and notify the Assistant Superintendent of Curriculum and Instruction. Students' grades shall reflect mastery of District objectives. Teachers shall follow District-approved grading guidelines that have been designed to reflect each student's academic achievement for the grading period, semester, or course.*

## **Grading Framework**

### **Weight of Grades**

Kindergarten will have standards based grading that correlates to the WSISD curriculum and is reflected in the kindergarten report card. First through fourth grade teachers will weight all grades equally. All other teachers will follow the guidelines outlined below.

### **Intermediate, Middle School & HS**

- 60% Summative
- 40% Formative

Examples of formative grades include but are not limited to the following:

- Daily practice
- Class work
- Quizzes
- Homework

Examples of summative grades include but are not limited to the following:

- Tests
- Interim assessments
- Projects or long-term assignments
- Presentations
- Papers, Essays or Reports

### **Minimum Number of Grades**

#### Elementary 1<sup>st</sup> -4<sup>th</sup> Grade

- Reading- **Nine (9)** grades
- Writing/Grammar/Spelling- **Nine (9)** grades

Spelling will count as one cumulative grade. Ex. A student takes 9 spelling tests. The average of all nine tests will be counted as the one spelling grade. This grade is part of the ELA (Writing/Grammar/Spelling) grade.

- Math- **Nine (9)** grades
- Science- **Six (6)** grades
- Social Studies- **Six (6)** grades

#### 5<sup>th</sup> -12<sup>th</sup> Grade (All courses including electives)

- Teachers will have a minimum of **twelve (12)** grades for each 9 weeks. (minimum of 6 grades for the second progress report)
- Of the twelve grades, three (3) must be summative.

### **Progress Reporting**

The communication of student achievement is based upon the following principles:

1. Individual achievement of clearly stated learning goals shall be the primary basis for academic grades and provide an accurate reflection of what each student knows and can do at that point in time. The effectiveness of the communication is determined by the accuracy, quality, and quantity of the information about the evidence of student learning.
2. Progress reporting and nine-week grades shall reflect student mastery of learning goals to that point in time.
3. Grading and reporting shall always be done in reference to specified learning goals, comparing a student's performance against a standard rather than against other students in the class.

4. Grades shall be calculated in a manner that ensures that the grade each student receives is a fair reflection of what he or she knows and has demonstrated, emphasizing the most recent summative assessment information.

### **Progress Reports and Parent Communication**

Grades 1-12:

Parents/Guardians will receive weekly grade notifications via email. In addition, three-week progress reports are available to every student through Family Access. Parents will receive an email notification when the progress report has been posted. An electronic signature is required to ensure that parents have received this communication. This allows failing students or students at risk of failing sufficient time to improve their learning and gives parents information to help assist in improving the learning of their child.

If a progress report of a student who is failing is not e-signed within 3 days, the teacher is required to initiate parent contact by either phone or email.

\*Paper progress reports are available upon request through the campus registrar.

### **Assignment of Grades**

The assigning of a grade in a particular course should reflect a student's mastery of the skills and content of the course. Grades shall be assigned according to the following:

1. Grades shall be based on the mastery of the TEKS. Grades will not be awarded for any non-academic activities such as a compliance grade for bringing back a report card, supplies, behavior, extra credit, etc.
2. All grade weights and minimums must be met.
3. Exceptions to the minimum number of grades must be approved by the campus principal.
4. A grade of 69 shall not be awarded for nine week or semester grades. A grade of 70 will be recorded. At their discretion, teachers have the ability to raise the report card grades from 79 to 80, 89 to 90 when using established criteria. These criteria must be utilized for all students when raising a grade.
5. If a student scores higher on a summative assessment than he/she did on a formative assignment designed to prepare them for that summative, then the teacher will drop the lowest formative assessment associated with that summative.

6. An Incomplete (I) may be recorded with campus administrator approval.
7. After the second grade of "0" is assigned to a student within a grading period, the parents must be contacted by phone or email. If contacted by email a response email must be received otherwise a call must be made. If the problem persists, a student-teacher-parent conference is required.
8. Grades shall be posted in Skyward within **3 school days** from the date that an assignment is received by the teacher. Adherence to this timeline will allow for timely and meaningful remediation. Tests with written essays can be extended to 5 days with principal approval.
9. Project/research papers shall be graded and returned within a reasonable amount of time depending on the assignment (10 days max).

### **Homework**

Grades K-4: Homework will not be graded.

Grades 5-12: Homework will be evaluated in a timely manner (no more than 3 instructional days) and used as a method to provide students specific feedback on their performance of the assigned tasks. Homework should only be assigned after a concept has been taught. Homework grades can be graded in the formative grade category.

### **Make-Up Work**

All students shall be allowed to make-up work when they are absent from class. They shall have 2 days in addition to the number of days absent from class to complete all missed assignments. Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students additional time to make up assignments. In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.

Make-up tests and quizzes should be administered during tutorial time to prevent students from missing additional class time.

### **Late Work**

Grades K-6:

1. When an assignment is submitted after a deadline, a penalty of fifteen (15) points per class meeting will be deducted from the grade with a maximum of 30 points deducted.

2. Teachers will use professional discretion in determining when such a deduction is inappropriate.
3. Late work will be accepted for a grade until the end of the day on the Tuesday before the last day of the nine weeks in which the assignment was made **or until the teacher documents personal contact with a student's parents regarding a late assignment.** (Once contact is made, students should be provided at least two additional days to submit the assignment). Students can earn a maximum of 70. Teachers may accept work beyond this timeline for purposes of providing feedback to the student but any grade given will follow the procedures outlined in #1 (above).

**Note:** If an assignment is due the last week of the grading period and extenuating circumstances prevent the assignment from being submitted on time, the teacher may assign a mark of incomplete (I) on the report card. In such situations, the timelines described in #1 will be used. Exceptions to these guidelines may apply in cases regarding UIL eligibility. Refer to UIL rules for additional information.

Grades 7-12:

1. When an assignment is submitted after a deadline, a penalty of ten (10) points per class meeting will be deducted from the grade for up to five class meetings. A grade of zero will be assigned if a student does not return the work by the fifth class meeting as long as the parent has been emailed a student grade notification. (Once email notification is sent, students should be provided at least two additional days to submit the assignment.)
2. Teachers will use professional discretion in determining when such a deduction is inappropriate.

### **Reteach/Retake Policy**

It is the goal of every educator in White Settlement ISD that every student reaches mastery of standards required by each course. A student may choose to redo an assignment or assessment they have scored below a 70% by following the steps below:

1. Students must attend the remediation tutorial assigned by the teacher.
2. The student has 3 days to attend the remediation tutorial and retake the assessment. The teacher has the discretion to extend this to 5 days.
3. The teacher will record the higher of the two grades with a maximum score of 70%.
4. Students may be assigned an alternate assessment or assignment that covers the same

standards as the original assignment or assessment. Students may also demonstrate mastery through appropriate revisions on the original assignment or assessment.

5. When 40% or more of the class fails an assessment, the teacher will reteach and retest the class before moving on. The teacher will record the higher of the two grades earned for students being retested. Reassessment should occur within three (3) days of the date the assessment is graded. Students who passed the assessment can opt out of the reassessment. If they choose to retest the higher of the two tests will be recorded.
6. Students will have only one opportunity for each assessment they wish to retake/redo.
7. Semester exams do not qualify for the redo/retake policy. The summative grade earned on the first attempt will be recorded.
8. “For re-teaching to be effective, however, teachers must use a different approach from the one they initially used, one that builds on previous activities but that focuses on omissions or errors in student thinking that resulted from these activities” (Marzano, 2010).

### **Tutorial Requirements**

The campus will provide tutorial services. The principal will ensure that all students have the opportunity to attend tutorials on a weekly basis. Any student failing or in danger of failing will be encouraged to attend. Parent contact is recommended to ensure their attendance.

### **Academic Dishonesty**

Academic dishonesty includes cheating or copying the work of another student, plagiarism and unauthorized communication between students during an assignment. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising employee including the consideration of written materials, observation or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties and be required to take an alternate assignment or assessment. Such action will be determined by the campus administrator.

### **Dual Credit**

Dual credit courses will abide by college course syllabus and grading.