

Weslaco ISD COVID-19 Guidelines for Grading

(Modified from Weslaco ISD Guidelines for Grading as published in the 2019-2020 WISD Student Handbook)

At Weslaco ISD we value student learning and have encouraged a continued rigorous level of teaching and learning during this period of school closure. The Texas Education Agency (TEA) gives each district the authority to adopt its own grading policy. Districts may modify grading policies to account for providing instruction in a distance learning format. Educators should focus on gathering sufficient information to determine levels of proficiency for students to ensure they are prepared to be academically successful moving into the next school year.

During this time of high stress and significant change to the teaching and learning environment, teachers are expected to allow for issues with internet availability and the amount of support each student is receiving while working in a blended environment, or on paper packets during this time of school closure. Teachers are expected to exercise empathy and professional judgement when making any and all assessment decisions during the time of school closure.

Purpose for Grading Guidelines

Implementing consistent district grading policies and guidelines are important components in the effectiveness and credibility of our educational system especially in this time of school closure. Student grades serve as a tool to: (1) promote meaningful evaluation of student achievement, (2) inform students and parents of academic progress, and (3) help improve student performance, habits, and practices.

The process to determine those grades should reflect a standard of reliability and validity. Grading should be fair, consistent, and measure the curriculum that has been taught.

Reference to Board Policy – EIA (Local) The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines 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. Guidelines for grading shall be clearly communicated to students and parents.

ELEMENTARY SCHOOLS

Elementary students in grades PreK-5 will earn one of two designations for the sixth six weeks grades: COVID PASS (CP) or COVID INCOMPLETE (CI). Each designation is explained in detail on the last page of this document.

SECONDARY SCHOOLS

Secondary students will receive letter grades for the sixth six weeks. However, for the sixth six weeks, no failing grade will be reported. Any six weeks grade that is less than a 70 will be recorded as a COVID INCOMPLETE (CI). How this impacts the semester average is detailed in the document Sixth Six Weeks Grading Procedures.

Dual Enrollment: (There is no change in this portion of the Weslaco ISD Guidelines for Grading)

Dual enrollment courses will follow the grading guidelines of the post-secondary institution that will grant the credit for the course. The grading guidelines for each dual enrollment course will be provided to the student in the course syllabus. Each student enrolled in a dual enrollment course will receive a copy of the syllabus for the course on their first day of enrollment in the course. A copy of the course syllabus for all dual enrollment courses will be retained by the campus principal. Parents may request a copy of the syllabus from the campus principal.

District Guidelines for Grading in ALL Courses except Dual Enrollment:

#1 – Minimum Number of Assessments per Grading Period – for all subjects and grade levels

- MAJOR Assessments (per subject) = minimum of ~~2~~1, maximum of 4 ~~2~~
- MINOR Assessments (per subject) = ~~6-8~~, ~~6-7~~ depending on number of major assessments
- Total Number of MAJOR and MINOR Assessments = minimum of ~~10~~ of 7
- Number of MAJOR & MINOR Assessments for Progress Reports (at least 1 being a MAJOR Assessment) = ~~4~~ 3 Weslaco ISD will continue to issue the traditional progress reports during closure. Teachers are expected to be in at least weekly contact with parents if students are failing online assignments.

Elementary teachers will record 2 grades per week for all foundation subjects. There will be NO major assessments.

#2 – “Reasonable opportunity” redo or make-up a MINOR assessment:

Student may initiate the opportunity to make-up a MINOR assessment:

- Students enrolled in Pre-AP at the sophomore level and above, and all AP courses, will NOT have the opportunity to redo a MINOR assignment. During the period of school closure, teachers are expected to allow for issues with internet availability and the amount of support students receive while working in a blended environment during this time of school closure. Teachers are expected to exercise empathy and professional judgement when making decisions concerning a student’s need to redo a minor assessment during the time of school closure.

- In the case of academic dishonesty, the student will not have the opportunity to redo or make-up a MINOR assessment. (See Weslaco ISD Board Policy EIA) Students may initiate the opportunity to redo a MINOR assessment. (Does not apply to homework grades.)

- The new grade will be no higher than a 70.

- ~~The student must participate in some form of re-teaching/tutoring prior to redoing the assignment.~~ This requirement is waived during school closure.

- ~~Students will have 3 class days to participate in re-teaching/tutoring and submit a redone MINOR assessment.~~ This requirement is waived during school closure.

- A teacher will have the option to assign an alternative assessment in lieu of the original assessment.

- Students will be given 3 class days to make-up a MINOR assessment ~~if student is in attendance on the date the assignment is due.~~ There will be a progressive grade penalty of ~~45~~ 5 points per day for each late day. (Class days=weekdays)

- ~~If a student is absent, they will be given the total number of absent days (up to 3) to make up a MINOR assessment (without penalty).~~

- A teacher will have the option to assign an alternative assessment in lieu of the original assessment.

- In extenuating circumstances, such as a prolonged illness, the campus principal will be involved in the decision on the length of time the students have to make-up missing assignments. As we are currently in EXTENUATING CIRCUMSTANCES, principals will communicate with teachers IF they feel a student needs an extension to complete assignments.

#3 – “Reasonable opportunity” to redo or make-up a MAJOR assessment (excludes district benchmarks and CBAs).

- Students enrolled in Pre-AP at the sophomore level and above, and all AP courses, will NOT have the opportunity to redo a MAJOR assessment. However, teachers are expected to allow for issues with internet availability and the amount of support students receive while working in a blended environment during this time of school closure. Teachers are expected to exercise empathy and professional judgement when making decisions concerning a student's need to redo a major assessment.

- In the case of academic dishonesty, the student will not have the opportunity to redo or make-up a MAJOR assessment. (See Weslaco ISD Board Policy EIA) Students may initiate the opportunity to redo or make-up a MAJOR assessment IF the assessment is turned in, or completed in class on the due date.

- Students will be given up to 3 class days to redo a MAJOR assessment, but the grade will be no higher than a 70.
- ~~The student must participate in some form of re-teaching/tutoring prior to redoing the assignment. (This will take place within the 3 class days allowed to redo a MAJOR assessment.)~~ This requirement is waived during school closure.
- A teacher will have the option for assigning an alternative assessment in lieu of the original MAJOR assessment.
- In extenuating circumstances, such as prolonged illness, the campus principal will be involved in the decision on the length of time the students have to make-up assessments. Students may initiate the opportunity to make-up a MAJOR assessment that falls in the category of an exam, test or lab that was completed in class, if the student is absent from school on the date that the exam, test or lab takes place. As we are currently in EXTENUATING CIRCUMSTANCES, principals will communicate with teachers IF they feel a student needs an extension to complete assignments.
- Students will be given up to 3 class days to redo the major assessment ~~or lab~~.
- A teacher will have the option for assigning an alternative assessment in lieu of the original MAJOR assessment. Students may initiate the opportunity to make-up a MAJOR assessment that falls in the category of a project, essay or portfolio. ~~if they are absent on the day the assignment was due and advanced notice of the due date was given to students.~~
- There will be a progressive grade penalty of ~~45~~ 5 points per day for each late day.
- A teacher will have the option for assigning an alternative assessment in lieu of the original MAJOR assessment. In extenuating circumstances, such as a prolonged illness, the campus principal will be involved in the decision to redo or make-up MAJOR assessments in all courses. As we are currently in EXTENUATING CIRCUMSTANCES, principals will communicate with teachers IF they feel a student needs an extension to complete assignments.

#4 – Secondary Only – All teachers will provide parents and students with a syllabi for ALL courses. Components of Syllabi These documents were created for a normal school year. We have experienced a significant teaching/learning interruption. It is expected that teachers will adjust their expectations for content that was to be taught and focus on the most essential topics and skills that students need to master in order to be prepared for their next level of learning.

- One or two pages in Word document (may be longer for AP and Dual classes)
- Teacher Name/Class Times
- Course Outline/Scope and Sequence

- Books/Materials/Major projects/Suggested readings
- Grading Guidelines/Classroom Expectations
- Available tutoring time/conference times and teacher e-mail
- Due to Appraiser – early August (exact date set by campus) copy kept in binder in principal's office

#5 – Types of Assessments and Weighting (see #7 for Elementary Reading and Writing)

	Elementary		Middle		High	
Major Assessment	Exam Test Project Essay Portfolio Benchmark CBA	20%	Exam Test Project Essay Portfolio Lab Benchmark CBA	30%	Exam Test Project Essay Portfolio Lab Benchmark CBA	40%
Minor Assessment	Quiz Presentation Journal Lab Classwork Daily Work	80%	Quiz Presentation Journal Lab Classwork Homework Participation Daily Work	70%	Quiz Presentation Journal Lab Classwork Homework	60%

#6 Types of Assessments and Weighting for Elementary Reading and Writing

READING

First and Second Grades

Guided Reading	35%
Shared Reading	40%
Independent Reading	15%
Major Assessment	10%

Third through Fifth Grades

Guided Reading	35%
Shared Reading	40%
Independent Reading	15%
Major Assessment	10%

WRITING

First and Second Grades

Composition	30%
Grammar/Mechanics	60%

Major Assessment	40%
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Third through Fifth Grades

Composition	30%
Grammar/Mechanics	60%
Major Assessment	10%

Elementary teachers will move to a revised grading protocol for the sixth six weeks:

Elementary students will receive one of two designations at the end of the grading period. Grades will be recorded as COVID PASS (CP) or COVID INCOMPLETE (CI). Each designation is described in more detail below:

COVID PASS (CP)	COVID INCOMPLETE (CI)
<p>The student shows progress toward accomplishing the specific daily activities and assignments posted by the teacher.</p> <p>Student:</p> <ol style="list-style-type: none"> 1. Completes at least 70% of the assigned activities. 2. Completes the activities with little to no errors. 	<p>The student does not have access to the online activities and was unable to secure a paper packet.</p> <p>OR</p> <p>The student does not show progress toward accomplishing the assigned activities.</p> <p>Staff must continue to attempt to reach the student's parent or legal guardian to determine what instructional support is needed.</p>

OR

3. Demonstrates minor errors but is making progress toward content understanding.

Student:

1. Does not submit any work
2. Submits incomplete assignments
3. Assignments submitted demonstrate significant errors in understanding the content

Staff will determine if additional online or paper support will assist the student. If so, the support will be provided.

Staff will work to develop a plan for the student to determine the student's future learning needs.