

Duncanville ISD



Grades PK-12
2017 - 2018

Grading Guidelines

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Duncanville ISD
Grading Guidelines
Highlights

Minimum Number of Grades

per course

	Minimum Grades per Week	Summative Grades per Grading Period
<i>PreK & Kinder</i>	Standards-based	
<i>Grade 1</i>	2 per week	3 included in total
<i>Grades 2 - 6</i>	2 per week	3 included in total
<i>Grades 7 - 12</i>	2 per week	3 in <i>addition to</i> minimum

Grading Categories and Weighting

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives (EIA Local). All grades will be based on either **formative** or **summative** assessments.

	Formative Assessments	Summative Assessments
<i>PreK - 1</i>	No weighting of grades	
<i>Grade 2 - 4</i>	Formative 80%	20% Summative
<i>Grades 5 - 6</i>	Formative 70%	30% Summative
<i>Grades 7 - 12</i>	Formative 60%	40% Summative

Examples	
Rubric-based observations, class discussions, lesson practice, initial drafts, progress towards a final product, components of performance assessments, independent practice, daily work, etc.	Final drafts, quizzes, tests, exams, projects, performances, district assessments, essays, presentations, portfolio, etc.

Discrimination Policy

No person in the United States shall, on the grounds of race, creed, color, sex, age or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Introduction

During the 2016-2017 school year, the Duncanville Rules and Guidelines Committee examined grading practices in an effort to make sure our practices support our beliefs about learning, assessment, and grading. This process has included research, action research, and input from teachers and administrators.

At the heart of this work were two underlying questions: Do our grades accurately reflect student learning? Do our grading practices build confidence in our students' belief that they can learn?

This document is intended to define the philosophy, purpose and procedures behind the changes in grading practices adopted by Duncanville ISD for the core content areas (English, math, science, social studies, and world languages). Some previous procedures and guidelines have been expanded, some clarified, and others changed or eliminated altogether. As you read this document, focus on the common understanding that grades should only convey what a student knows and is able to do as related to the academic standards. Grades are for the purpose of providing students and parents with meaningful feedback on student learning, documenting academic progress, and informing instructional decisions to support student achievement.

All schools will begin implementation of all grading practices and guidelines starting with the 2017-2018 school year.

Beliefs and Practices Statements

As educators in Duncanville ISD, we are committed to grading practices that support the learning process, encourage student success, and accurately reflect student progress toward mastery of the state standards, the Texas Essential Knowledge and Skills (TEKS). Our beliefs about learning and grading practices are grounded in the following statements:

- All students can learn.
- Students learn in different ways.
- Students learn in different time frames.
- Errors are inherent to the learning process.
- Assessment is a process for providing feedback that influences learning.
- Grades should accurately reflect mastery of the standards (TEKS or AP standards).

As evidence of our commitment to these beliefs, the following grading and assessment practices will be implemented beginning in the 2017-2018 academic year:

- All assignments and assessments are aligned to the standards.
- All student grades are reflective of student learning.
- Expectations for student learning are compromised by failure to meet deadlines. If a student misses a deadline, the student is expected to master the content.
- Students are expected to complete all assignments on time and in their entirety.

Grade Reporting

The District shall determine instructional objectives that align to the Texas Essential Knowledge and Skills for grade level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses. *Reduction or threat of reduction of grades or academic standing for disciplinary purposes shall not be used.*

Academic Honesty

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

Guidelines for Minimum Number of Grades

A sufficient number of grades shall be taken to accurately reflect the progress of each student. These grades could be given from among the following areas: tests, graded homework, standards-based in-class participation, class work and performance grades.

During each grading period, the following minimum number of grades need to be taken.

PreKindergarten and Kindergarten:

PreKindergarten (PreK) grades are based on skills, and reported using a checklist to document mastery. Kindergarten grades are based on mastery of the Texas Essential Knowledge and Skills (TEKS).

Grade 1:

- In grade 1, all grades will be averaged and constitute the grading period. During each grading period a minimum of two grades per week shall be taken in: mathematics, science and social studies.
- During each grading period one grade per week shall be taken in reading, and one grade per week shall be taken in writing.
- District assessments will count as a grade.

Grades 2-6:

- In grades 2-6, there shall be a minimum of two grades per week of the grading period in mathematics, science, and social studies. During each grading period one grade per week shall be taken in reading, and one per week shall be taken in writing.
- Three summative assessment grades shall be included in the total number of grades for each core area.
- District assessments will count as a grade.

Grades 7-12:

- In grades 7-12, teachers shall take a minimum of two formative assessment grades per week per grading period.
- Additionally, three summative assessment grades shall be included per grading period.

- District assessments will count as a grade.

Grading Components

Formative and Summative Assessments

All grades will be based on either formative or summative assessments.

Definition of Formative Assessment: assessments designed to provide direction for improvement and/or adjustment of teaching and learning activities for individual students or for a whole class (Assessments FOR learning) (Adapted from O'Connor, 2011, p. 107).

Examples of Formative Assessments:

- | | |
|---|--|
| <ul style="list-style-type: none"> • teacher observations • class discussions • lesson practice • initial drafts/attempts | <ul style="list-style-type: none"> • progress checks leading towards a final product or project • components of performance assessments • independent practice, daily work. |
|---|--|

Definition of Summative Assessment: assessments designed to provide information to be used in making judgments about student achievement at the end of a sequence of instruction. (Assessment OF learning) (Adapted from O'Connor, 2011, p. 107).

Examples of Summative Assessments:

- | | |
|---|---|
| <ul style="list-style-type: none"> • final draft attempts • quizzes • tests • exams • projects | <ul style="list-style-type: none"> • performances • district assessments • essays • presentations • portfolios |
|---|---|

The key is to think of summative assessment as the game/performance and formative assessment as the practice/rehearsal.

When assigning items that contain a high level of subjectivity for grading (i.e. book reports, projects, oral presentations, etc.), grading rubrics shall be developed and provided to the students at the time the assignment is given.

Weighting of Grade Categories

Grades PreK-1: No weighting of grades.

Grades 2-4: Formative assessments will be weighted 80 percent of the grade. Summative assessments will be weighted 20 percent of the grade.

Grades 5-6: Formative assessments will be weighted 70 percent of the grade. Summative assessments will be weighted 30 percent of the grade.

Grades 7-12: Formative assessments will be weighted 60 percent of the grade. Summative assessments will be weighted 40 percent of the grade.

Grading Guidelines

Teachers will assign a grade that reflects the student's relative mastery of an assignment.

Every teacher must keep a record of grades and must submit grade information to the principal according to established deadlines for each grading period. Records of grades must be available for the principal and/or his/her designee's review and must be turned in to the principal for filing at the end of the semester and/or school year. Teachers must carefully label each line of grades so that anyone who examines the record can easily determine how the grades were computed. Teachers may keep a printed copy of the computer grade report as a copy of the student's grades.

Numerical grades earned indicate the following levels of achievement:

A - 90-100	Excellent	E = 90-100	Excellent
B - 80-89	Good	S = 75-89	Satisfactory
C - 70-79	Satisfactory	N = 70-74	Needs Improvement
F - Below 70	Failing	U = Below 70	Unsatisfactory

No grade over 100 may be recorded on the report card or on the academic achievement record.

Grades cannot be lowered for non-academic reasons including but not limited to the following: no name on paper, no header on paper, date missing, etc.

PK and Kindergarten:

The academic achievement and conduct of pre-kindergarten and kindergarten students shall be filed in each student's permanent school record.

Grades 1-6:

The academic achievement of students in grade levels 1-6, in all subjects, shall be recorded and reported to parents as numerical grades. Conduct grades and the number of absences and tardies shall be recorded and reported to parents at the end of each grading period. Physical education, music, and art grades will be reported as letter grades (E, S, N, U).

Grades 7-12:

The academic achievement of students in grades 7-12, in all subjects, shall be recorded and reported to parents as numerical grades. Conduct grades and the number of absences and tardies shall be recorded and reported to parents at the end of each grading period. *Academic achievement shall never be changed because of marks in conduct.*

Guidelines for Make-Up Work Due to Absence and Late Projects

Regular attendance is an academically-related factor that can impact a student's grade. Students shall be permitted to make up assignments and tests after absences according to Board policy and the district grading policy.

Students shall receive credit for satisfactory make-up work after an absence and may receive a zero for any assignment or test not made up within the allotted time. *There are no grade penalties for make-up work after a suspension.*

Grading guidelines do not affect work turned in late because of an absence. The district expects students to turn in assignments at the appropriate time. Grades in Duncanville ISD are based on mastery

of the Texas Essential Knowledge and Skills (TEKS).

The responsibility for making up work lies with the student. Upon return to school after an absence, the student shall be responsible for obtaining and completing the makeup work.

Grades K-8:

Students will be given one school day for each day absent to make up work for an absence. Any extenuating circumstances, e.g. extended illnesses or accident, may be given individual consideration by the campus principal.

Grades 9-12:

Students have one day for each school day absent to make up work for an absence with the following exceptions:

- Previously announced tests or work is due upon the student's return to school or specific class if on block schedule. Any extenuating circumstances, e.g. extended illnesses or accident, may be given individual consideration.
- Students absent for school-related activities are expected to make up or turn in all previously-assigned work on the day they return to school or specific class if on block schedule. Coaches and sponsors of extra-curricular activities shall make teachers aware of situations where students may be absent while representing the school.

Late Projects

- Teachers may assign a late penalty to any project turned in after the due date in accordance with previously established guidelines approved by the principal and disseminated to students.

Guidelines for Grading Periods

Grading Periods:

- A school year shall consist of four grading periods, with two each semester.
- "Borrowing points" from previous or future grading periods is absolutely forbidden for any student. All teachers have the responsibility to enforce this rule for all students.
- Assignments made in a particular grading period will be averaged for that grading period unless designated clearly by the teacher when the assignment is given.
- A grade becomes final on the last day of a grading period.
- Work received after the last day can only be used to remove from the record an "incomplete" caused by one or more absences.

Semester Averages

Grades 1-12:

The semester average shall be the average of the first and second grading periods or third and fourth grading periods. Each grading period will count as fifty percent of the semester grade.

Homebound Services

General education homebound services provide a certified teacher who serves as a liaison between the student and the student's teachers in order that academic progress will continue. The general education

homebound teacher meets in the student's home/hospital room in a one-on-one setting. These services are available to students with medical conditions which require the student to be at home or in a hospital for a minimum of four weeks. The medical condition must be documented by a licensed medical physician. This program is not for students currently receiving Special Education Services or Pregnancy Related Services (PRS). Contact a counselor or principal for more information.

Grading Practices

Students will be advised when grades will be taken and the weight of an assignment or project which will be included in the grade book. Because the Duncanville ISD values student learning, students will be required to complete all assignments. Assignments turned in late will receive academic penalties.

Completion of Assignments and Procedures for Grades 1-6:

- Assignments turned in one day after due date will receive a maximum grade of 80.
- Assignments turned in two days after due date will receive a maximum grade of 70.
- Provisions will be made to allow students the opportunity to make up work.
- Intervention techniques will be consistently used to promote learning, to involve parents, and to develop responsibility in students for required work. Teachers will notify parents if a second zero occurs.

Completion of Assignments and Procedures for Grades 7-12:

- Assignments turned in one day after due date will receive a maximum grade of 70.
- Assignments turned in two days after due date will receive a maximum grade of 60.
- Provisions will be made to allow students the opportunity to make up work.
- Intervention techniques will be consistently used to promote learning, to involve parents, and to develop responsibility in students for required work. Teachers will notify parents if a second zero occurs.

Honor Rolls

"A" Honor Roll:

- All grading period grades must be "As."
- Grades are not weighted or averaged.
- A - 90-100

"AB" Honor Roll:

- All grading period grades must be either an "A" or a "B."
- Grades are not weighted or averaged.
- A – 90-100
- B – 80-89

Reteaching/Regrading Guidelines

Reteaching is defined as another presentation of content, usually to provide an additional opportunity for a student to learn. Reteaching may vary from subject to subject or from class to class, even from student to student.

Each campus will develop reassessment guidelines and post them on the school website and in the campus handbook so that students will know exactly how to qualify for a reassessment opportunity.

Procedures:

- When a student fails (earns below 70) on an assessment, the teacher has the responsibility to reteach the essential knowledge and skills not mastered.
- Reteaching and reassessment may be of a formal or informal nature and should be an ongoing process during the direct instruction and guided practice portions of any lesson.
- Students must be given the opportunity to retest in either the original or a rewritten format.
- The higher of the first 2 grades will be recorded up to a 70.

Homework Policy

The Duncanville Independent School District recognizes the value and importance of homework in the reinforcement of skills taught in daily lessons in school. This guided practice activity provides for better retention and practice of skills taught.

Rationale:

- Homework supplements and reinforces skills and information learned in class.
- Homework helps students develop self-discipline, responsibility, and organizational skills.
- Homework prepares students for upcoming class topics or studies while providing opportunities to identify and use resources such as the library, internet, reference books, and other community resources.
- Homework establishes good study habits while easing time constraints.
- Homework gives parents an opportunity to observe assigned lessons and express positive attitudes toward achievement.

Amount and Frequency of Homework:

The National Education Association and National Parent Teacher Association suggest a 10-minute per grade rule for assigning homework as follows:

- Elementary: K-2 = 10 to 20 minutes per day
3-6 = 30 to 60 minutes per day
- Secondary: 7-8 = 70 to 80 minutes per day
9-12 = 90 to 120 minutes per day; no more than two hours per night unless students are taking AP or honors classes, which will require more time

Teacher Responsibility:

- Use as part of the learning process and to assess student understanding.
- Give clearly defined instructions and return promptly with evaluation.
- Choose a variety of activities and accommodate different learning styles.
- Coordinate with other teachers to avoid a homework overload.
- Be family-friendly when giving assignments over weekends/holidays.
- Homework, tests and projects are not to be assigned during state-mandated assessments.

Student Responsibility:

- Write down the assignment.
- Understand the requirements before leaving the classroom.
- Complete assignments on time and make up missed work.
- Seek help from school resources, if needed.

Parent Responsibility:

- Provide appropriate levels of supervision.
- Actively communicate with the school.
- Assist with establishing a work environment conducive to learning and encourage the development of time management skills.
- Encourage student to keep homework, assignment sheets and notes organized.

School Resources for Assistance with Assignments:

- Seek help from individual teachers before or after school.
- Contact the counseling center.
- Check with websites and e-mail.
- Attend tutoring.

Guidelines for Students in Special Populations

Limited English Proficient (LEP) Students

In assessing students of limited English proficiency for mastery of the Texas Essential Knowledge and Skills, the District shall make every effort to allow students to demonstrate knowledge or competency independent of their English language skills. These efforts shall include, but not be limited to, assessment in the primary language within their respective bilingual program grade levels, assessment using ELL methodologies.

Grading guidelines that apply for all students include students receiving English Language services. Any exception in grading standards for a student receiving support must be determined individually by the Language Proficiency Advisory Committee (LPAC).

Students Receiving Special Education Services

Variations in procedures and academic achievement level expectation for awarding grades to students with disabilities shall be determined by the ARD committee and included in the student's IEP.

Grading guidelines that apply for all students include students receiving special education services. These services may include general education, resource, speech, or self-contained class placement. Any exception in grading standards for a student receiving special education support must be determined individually by the Admission, Review, and Dismissal (ARD) committee.

Accommodations and Modifications:

Based on an ARD committee decision, each student receiving special education services must be allowed to benefit from targeted accommodations and/or modifications listed in their Individual Education Plan

(IEP). Accommodations change how content is taught, made accessible, and/or assessed. Modifications change what the student is expected to master based on the needs of the learner.

Grading:

The ARD Committee is responsible for making decisions surrounding grading practices for students with disabilities. ARD committees must base grading considerations and decisions on individual student needs. Day-to-day decisions by classroom teachers pertaining to grading should reflect the ARD committee's choices for accommodations, modifications, IEP goals, progress monitoring, and grading. ARD committees must ensure that accommodations and modifications included in the IEP are effective for the student. Accommodations and modifications should assist students in accessing and progressing in the general curriculum and in meeting his/her IEP goals. Students receiving special education services shall be recognized for academic achievement, i.e. honor roll.

Grades are not determined based on a student's goals or objectives, but rather, grades should be based on mastery of curriculum inclusive of accommodations and/or modifications in the student's IEP.

The ARD committee may recommend that both the regular education and special education teachers cooperatively determine the student's grade.

Failing Grades:

In grades 1-8, if a student receiving special education services receives a failing grade in a subject/course for one grading period, a lack-of-progress staffing meeting addressing any need for IEP revisions shall be held. The teacher(s) giving the failing grade must attend the staffing and provide written input. In grades 1-8, if a student fails a subject/course for two consecutive grading periods, an ARD shall be held.

In grades 9-12, if a student receiving special education services receives a failing grade in a course(s) required for graduation for one grading period, an ARD shall be held in accordance with guidelines outlined in the special education handbook.

Timeline for Grade Reporting

Grading Periods
1st Nine Weeks- August 28-October 20
2 nd Nine Weeks- October 22-December 20
3 rd Nine Weeks- January 8-March 9
4 th Nine Weeks- March 19-June 5

Report Cards/Grade Reports

To generate report cards/grade reports, teachers must have all grade properly entered into the grade book program before the end of the day on the last day of the grading period. Report cards will go home with students the following week.

Progress Reports

To generate progress reports, teachers must have all grades properly entered into the grade book program before the end of the day on the Friday of the 3rd and 6th week of each grading period. Progress reports will go home with students on the following Thursday.

Timely Posting of Grades

Teachers are required to post grades in their grade book in a timely manner; therefore, **grades must be posted every week**. Parents will have the opportunity to view their student(s)' grades via Skyward Family Access.

Tutorials

Tutorials shall be provided for students desiring extra help in all subjects. Students who wish to participate in this program need to meet with their teacher for time and location. Each campus will develop a tutoring plan and communicate the plan with stakeholders.

Parent-Teacher Communication

Interim Progress Reports:

Interim progress reports shall be issued at the end of the third and sixth week of the grading period for students with averages below 75. The progress report must provide for the signature of the student's parent and be returned to the campus; however, these requirements do not apply to married students, emancipated minors, or an adult living alone. "Parent" includes a guardian, conservator, or other person having lawful control of a student. The report shall include the number of times the student has been absent. For students in alternative programs [see **EIE (LEGAL)**], the report shall clearly specify the instructional level at which the student is functioning.

Duncanville ISD teachers shall send out written notice to parents at the end of every grading period of a student's performance in each class or subject. Teachers shall advise parents whether students are recommended to attend tutorials in the subsequent grading period. The grade notice shall provide for the parent's signature and must be returned to the campus. If the notice is not returned to the campus, the teacher/campus shall take appropriate measures to inform the parents of the student's progress, including phone calls, or email.

Conferences may be scheduled at the request of a teacher or a parent. In attempting to schedule a conference between a teacher and parent, the campus shall give the parent at least two alternative dates for the conference.

The campus shall make such information available to sponsors of extra-curricular activities in which the student participates.

Duncanville ISD Regulation:

The three-week and six-week progress reports shall be given to the students to take to their parents or mailed no later than four days after the end of the first three weeks or second three weeks of the grading period. Progress reports are given to those students whose averages fall below 75.

Teachers shall make every effort to:

- communicate their grading procedures to parents and students in a verbal or written format in a timely manner
- communicate a significant drop in achievement to parents in a timely manner

Promotion, Retention, and Placement

Board Policy/Legal Requirements

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

An award of credit for a course affirms that a student has satisfactorily met all state and local requirements. Course credit shall be awarded according to this policy.

A course may be considered completed and credit may be awarded if the student has demonstrated achievement by meeting standard requirements of the course including demonstrated proficiency in the subject matter, regardless of the time the student has received instruction in the course or the grade level at which proficiency is attained. The academic record (transcript) shall reflect that students have satisfactorily completed courses at earlier grade levels than grades 9-12 and have been awarded state graduation credits. *19TAC 74.26(b)*

Board Policy EIE (Local):

The promotion or retention of a student is an important decision that must be made at the end of each school term. When the school staff is considering retaining a student at grade level, conferences with the student's parents shall be held, and all aspects of the student's progress shall be discussed.

This conference shall include the classroom teachers, the principal, the counselor and a parent. Teacher-given grades, standardized test scores, STAAR/TAKS scores, past school history, social development and all other pertinent data shall be considered.

Grade Level Requirements EIE (Local Policy)

Promotion and Retention Requirements

Below Grade 1:

Below grade 1, promotions may be granted using assessment methods other than numerical scores. Unless a parent requests retention, students are promoted to the next grade (PreK to K, K to Grade 1). Written documentation of that request shall be placed in the cumulative folder.

Grade 1:

In grade 1, promotion to grade 2 shall be based on a grade of 70 or above in reading and mathematics.

Grades 2-4:

In grades 2-4, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for reading, language arts, mathematics, social studies, and science and a grade of 70 or above in reading and mathematics.

Grades 5-6:

In grades 5-6, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, mathematics, science, and social studies.

Grades 7-8:

In grades 7-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

Grades 9-12:

Grade-level advancement for students in grades 9-12 shall be earned by course credits. Graduation requirements and grade level classification are listed in the Duncanville High School course catalog. Current Board Policy EIF outlines graduation requirements.

Promotion/Retention Requirements**Performance on Assessments: EIE (Local)**

In addition to promotion standards according to Board policy, a student may not be promoted to:

- the sixth-grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the fifth-grade mathematics and reading state assessment; or
- the ninth-grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the eighth-grade mathematics and reading state assessment.

Education Code 28.0211(a)

Accelerated Instruction:

Each time a student fails to perform satisfactorily on a state assessment listed above in the PERFORMANCE ON ASSESSMENTS section, the District shall provide the student with accelerated instruction in the applicable area. A group-administered accelerated instruction may not have a ratio of more than ten students for each teacher.

Notice to Parents of Performance and Accelerated Instruction:

In addition to providing the accelerated instruction, the District shall notify the student's parent or guardian of:

- The student's failure to perform satisfactorily on the state assessment;
- The accelerated instruction plans for the student; and
- The possibility that the student might be retained at the same grade level for the next school year.

Whenever the District is required to notify a parent or guardian about the requirements related to promotion and accelerated instruction, the District shall make a good-faith effort to ensure that the notice is provided to the parent/guardian, is clear and easy to understand, and is written in English or in the parent or guardian's native language.

First Failure:

The District shall provide to a student who initially fails to perform satisfactorily on one of the state assessments listed above in the *Performance on Assessments* section at least two additional opportunities to take the assessment instrument. A student may be promoted if the student performs at grade level on an alternate assessment instrument that is appropriate for the student's grade level and approved by the Commissioner.

Second Failure – Grade Placement Committee:

After a student fails to perform satisfactorily on a state assessment a second time, a grade placement committee (GPC) shall be established to prescribe the accelerated instruction the student is to receive before the assessment instrument is administered the third time. The grade placement committee shall be composed of the principal or the principal's designee, the student's parent or guardian, and the teacher of the subject of the state assessment in which the student failed to perform satisfactorily. The district shall notify the parent or guardian of the time and place for convening the grade placement committee and the purpose of the committee.

Accelerated Instruction Plan and Monitoring After Two Failures:

The District shall provide an accelerated instruction plan to a student who, after two attempts, has failed to perform satisfactorily on an assessment listed at *Performance on Assessments Required*. The accelerated instruction plan shall be provided during the summer according to the student's grade placement committee. The District shall provide the instruction prior to the third administration of the assessment.

Third Failure – Retention and/or Appeal:

A student who fails to perform satisfactorily after three attempts on one of the assessment instruments listed at *Performance on Assessments Required* shall be retained at the same grade level for the next school year. The District shall give the parent or guardian written notice of the opportunity to appeal. The student's parent or guardian may appeal the student's retention by submitting a request to the grade placement committee. The grade placement committee may decide in favor of promotion only if the committee concludes, using standards adopted by the Board, that if promoted and given accelerated instruction, the student is likely to perform at grade level. A student may not be promoted unless the committee's decision is unanimous. The Commissioner shall by rule establish a time line for making the placement determination. The committee's decision regarding placement is final and may not be appealed.

Accelerated Instruction Plan and Monitoring After Three Failures:

The District shall provide accelerated instruction to a student who, after three attempts, has failed to perform satisfactorily on an assessment listed at *Performance on Assessments Required*. **The accelerated instruction plan shall be provided during the next school year according to the student's grade placement committee. The District shall provide the instruction regardless of whether the student has been promoted or retained.** The accelerated instruction plan shall be designed to enable the student to continue to perform at the appropriate grade level by the conclusion of the school year. **During the school year, the student shall be monitored to ensure the student is progressing in accordance with the plan.** The District shall administer to the student the assessment instrument for the grade level in which the student is placed at the time the District regularly administers the assessment instrument for that school year.

The District is not precluded from retaining a student who performs satisfactorily on an assessment instrument specified at *Performance on Assessments Required*.

Students Receiving Special Education Services:

The Admission, Review, and Dismissal (ARD) committee must determine the manner in which the student will participate in accelerated instruction (AI) and determine the instructional interventions to assist students in achieving the state academic standards and/or the standards established in the IEP.

Intensive Plan of Instruction (IPI) focuses on enabling students to attain a standard of annual growth based on the IEP. AI and IPI are applicable to all students receiving special education services, including students taking alternate state assessments and to students NOT required to meet the state assessment standards in order to graduate. The same interventions may apply for AI and IPI. The ARD committee also serves as the grade placement committee (GPC) and will determine if student will be promoted or retained after each administration of the require state assessments.

Revision History

4/26/2017	Grading Guidelines Committee first reading/revisions to 2017-2018 Grading Guidelines
5/5/2017	Proposed deleting some sections in grading guidelines due to redundancy in other district documents.
5/23/2017	Proposed changes updated and presented to Grading Guidelines Committee.
7/27/2017	Final grammatical, formatting, and minor language updates completed.

Grading Guidelines Committee Participants, Spring 2017

Campus Representatives

Keith Agnes	Chris Hill	Matt Northcutt	Tiffani Smith
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