

Carrollton-Farmers Branch ISD

GRADING PROCEDURES

The primary purpose of awarding grades is to communicate student achievement in relation to the state standards, the Texas Essential Knowledge and Skills (TEKS), and the district curriculum.

The Carrollton-Farmers Branch ISD is committed to creating an environment where quality instruction, assessment, and evaluation occur to improve student achievement. The academic grade represents this achievement. Also, effort and conduct are important to achievement; therefore, effort grades and conduct grades are included in the district's reporting system.

Academic Grades

Formative grades represent 25% of the nine weeks grade.

Summative grades represent 75% of the nine weeks grade.

Formative Assessment

Multiple formative and summative assessment tools are used to provide feedback and accurately assess students' mastery of the TEKS and district curriculum. Formative assessment directs the teacher's instructional decisions regarding adjustments or reteaching needed to ensure student success on the curriculum/learning goal(s). It also communicates to the student any learning adjustment needed prior to the summative assessment. Formative assessment is *assessment FOR learning*.

Formative assessment provides ongoing feedback and will be recorded a minimum of two times per summative assessment. The formative assessments recorded must align to the standards of the summative they precede and are to provide guidance to the student and teacher on progress towards learning goals. Formative grades should reflect progress on standards only, not compliance, i.e. returning a progress report for a grade or bringing a box of tissues at the beginning of the school year.

Formative assessment is practice that takes place both formally and informally. Formal assessment occurs when regular instruction is stopped to assess student understanding. Informal assessment happens during the course of instruction.

Examples of *informal formative assessments* include, but are not limited to the following:

- Class discussions
- Daily practice
- Teacher observation
- Questioning
- Checking for understanding

Examples of *formal formative assessments* include, but are not limited to the following:

- Classroom assignments/assessments
- District assessments
- Performance assessments
- Quizzes
- Homework

All homework should be completed, reviewed in a timely manner, and used as a method to provide students with specific feedback on their performance of the assigned tasks. The research on homework indicates that providing feedback is critical, but assigning a grade to every homework assignment is not necessary. Homework should result in a higher performance level on summative assessments. Homework that the teacher has determined should be part of the report card grade will contribute 10% of the formative assessment grade.

Student effort is critical to student success. Therefore, formative assessment work not submitted on time will be recorded as an Incomplete (INC) and will receive a penalty of one letter grade (-10 points) when submitted. If work is not submitted within the summative reassessment window, the INC will be changed to a zero.

Summative Assessment

Summative assessments are designed to provide information about a student's mastery of the curriculum/learning goal(s). Summative assessment occurs after providing frequent feedback to students through formative assessments. Summative assessment is *assessment OF learning* that occurs at the end of a sequence of instruction.

A minimum of three summative assessments is required each nine weeks. The district supports a balanced assessment approach and recommends using multiple assessment formats that require students to write, to create, and to perform to document learning. Extenuating circumstances* for individual students may alter the time frame in which a summative is administered. Grades should be based on mastery of the curriculum. In secondary, semester exams shall be comprehensive in nature and measure the mastery of the Texas Essential Knowledge and Skills. The semester exam will represent 20% of a student's final semester grade.

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

- Tests
- Projects
- Presentations
- Portfolios
- Performance assessments
- Papers
- Reports
- District assessments

Summative assessments not submitted by the due date will be recorded as Incomplete (INC) and will receive a penalty of one letter grade (-10 points) when submitted. If the work is not submitted within five school days of the due date, the incomplete will be changed to a zero.

The teacher will examine the preponderance of assessment evidence over the course of the grading period and when appropriate, will use the most recent achievement data when determining the final grade.

Tutorials should be used to assist students with concepts/knowledge/skills with which they are struggling. The teacher will assign tutorials based on evidence from formative or summative assessments. If tutorials are assigned, then attendance is mandatory.

*Extenuating circumstances will be determined by the teacher and the principal or designee.

Reassessment Procedures for Summative Assessments

1. Reassessment provides students the opportunity to demonstrate they have increased their knowledge, skills, and/or concepts from the first assessment. Therefore, students who have already demonstrated advanced learning or mastery will not be reassessed. Advanced level or mastery is defined as a student receiving an A or a high B on an assessment.
2. Students who fail a summative assessment shall be reassessed. At secondary, students who receive a 70–84 shall have the opportunity to be reassessed. At elementary, students who receive a 70-79 shall have the opportunity to be reassessed.
3. On a summative reassessment, the teacher shall record the higher of the two grades up to an 85 for secondary and 80 for elementary.**
4. Reassessment occurs under the following conditions:
 - The student completes formative assessments/assignments related to the summative (as determined by the teacher) prior to the reassessment opportunity.
 - The student engages in additional learning opportunities/assignments.
 - The teacher selects the time for reassessment, which may include before/after school.
 - Time frame:

- Normally within fifteen school days of the student receiving the grade on the original assessment unless extenuating circumstances* exist
 - No later than seven calendar days into the next grading period if the summative was given the last week of the grading period
5. Students who meet the aforementioned reassessment criteria may be reassessed one time. Any reassessment beyond the stated procedures would be determined by the teacher and campus administrator.
 6. The same assessment shall not be given to determine mastery. However, the assessment format is subject to the teacher's discretion.
 7. The semester exam is not subject for reassessment.
 8. A student who submits a summative assessment after the due date shall be afforded an opportunity to reassess if the criteria for reassessment are met.

Academic dishonesty includes cheating or copying the work of another student, plagiarism and unauthorized communication between students during an examination. Evidence may come from written materials, observation, and/or information from students. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and the principal. Students found to have engaged in academic dishonesty will receive a zero on the assignment/assessment involved in the incident and shall be reassessed.

An "Incomplete" or "INC" will be issued based on a student's non-attendance in class and/or missing summative assessment(s) due to extenuating circumstances*. If a student enrolls in the last 15 days of the grading period without grades from the previous school, an "NG" for "No Grade" will be issued. Students entering C-FB with grades from a previous school will receive the grades awarded from the previous school/district.

*Extenuating circumstances will be determined by the teacher and the principal or designee.

**Formal reassessment begins in 3rd grade.

Effort Grades

In addition to reporting a student's academic mastery of standards, the report card shall also denote the student's efforts toward achievement.

A quality work ethic is defined as:

- Timeliness – turns in work by stated due date; arrives in class on time;
- Persistence – strives to achieve personal best even when faced with challenges;
- Focused participation – remains on topic; demonstrates commitment to class activities or discussions and group/team projects; and
- Preparedness – arrives at class having completed prerequisite work and bringing necessary supplies and resources.

Letter Grade	Definition
A	Student exemplifies every aspect of a quality work ethic on a daily basis. Commitment to excellence and to produce work which represents a personal best is always evident.
B	Student consistently exhibits the majority of quality work ethic attributes. The student generally produces work which represents a personal best.
C	The student is inconsistent in meeting the majority of quality work ethic attributes. While work is normally turned in on time, the student rarely goes beyond minimal expectations and seldom strives for personal best.
F	The student rarely meets the majority of quality work ethic attributes. The student needs frequent extensions to turn in work, and work very seldom meets personal best.

Conduct Grades

In addition to reporting a student's mastery of standards, the report card shall also denote the student's conduct. Conduct includes:

- Citizenship – follows school and class rules;
- Service – gives of self to others;
- Responsibility – makes appropriate choices; accepts responsibility for choices;
- Integrity – demonstrates honesty and fairness to others;
- Cooperation – works well with others; and
- Respect – appreciates others' diversity and demonstrates consideration.

Letter Grade	Definition
A	The student exemplifies all aspects of conduct attributes on a daily basis and serves as a positive role model for others. Occasional lapses are minor and always followed by the student's acceptance of responsibility.
B	The student consistently exhibits the majority of the conduct attributes. Occasional lapses are minor and are generally followed by the student's acceptance of responsibility.
C	The student is inconsistent in meeting the majority of the conduct attributes. Lapses result in a distraction to the learning environment and the student's reluctance to accept personal responsibility.
F	The student rarely meets the majority of the conduct attributes. Frequent lapses result in a distraction to the learning environment and the student's denial of responsibility for actions.

Grading Scales

PreKindergarten and Kindergarten

The indicators on the report card are marked using the codes below:

- M = Mastered
- P = Making progress
- N = Needs more time and assistance
- NA = Not assessed

1st Grade – 12th Grade

The grading scale for all other courses and grade levels is as follows.

- A (100-90) = Exceptional performance exceeding standard expectations
- B (89-80) = Successful performance of standard expectations
- C (79-70) = Inconsistent performance with progress towards standard expectations
- F (68*-0) = Unsatisfactory performance with little progress towards standard expectations

For special education students who have a modified or alternative curriculum, evaluation of successful achievement will be based on the Individual Education Plan (IEP) goals and mastery expectations.

The awarding of grade points for high school credit courses is as follows:

100 – 90	4 grade points
89 – 80	3 grade points
79 – 70	2 grade points
68* – 0	0 grade points

*There are three reporting columns on the report card: academic grade, summative average, and formative average. A grade of 69 shall not be recorded on the report card as the academic grade, summative average, or formative average.

Middle School & High School:

Semester Grades

1st/3rd nine weeks grade (40%) + 2nd/4th nine weeks grade (40%) + exam grade (20%)

Final Grade

1st semester (50%) + 2nd semester (50%)