



Wharton

Independent School District

Grading Guidelines (All Grade Levels)

Wharton ISD has constructed its grading guidelines based upon key principles from the concept of mastery learning. Mastery learning, in its most simple definition, means students master the skills and concepts that they are taught in the classroom. Teachers drive this mastery by first providing high-quality instruction. Then, teachers give students frequent and specific feedback to improve understanding. If necessary, teachers re-teach material.

Wharton ISD grading guidelines acknowledge the importance of mastering skills and concepts by allowing students who do not perform well on certain assignments or tests an opportunity to redo the work. Specific rules apply in these situations.

Student grades must reflect the student's mastery of the Texas Essential Knowledge and Skills (TEKS) and Student Expectations and local curriculum requirements. The district seeks to provide each student with a challenging and appropriate educational program. We can best achieve this goal by recognizing that individual students, through their varied learning styles, respond to different instructional approaches and require varied periods in which to master concepts and essential knowledge and skills. This philosophy is applied to an integrated program of developmental skills, PreK-12, as well as to a rigorous post-graduation preparatory curriculum. In this way, every student will be provided an optimal opportunity for academic development and success.

Minimum Instructional Expectations

Instruction in all programs is guided by researched-based theory and lesson design that provide for individual learning differences and requirements. The following characteristics are inherent in effective classroom practice:

1. Instruction occurs in a clearly defined manner
2. Student thinking processes and engagement are constantly monitored as a part of instruction
3. Both formative and summative performance assessments are administered frequently in order to evaluate and monitor student progress
4. Summative evaluation occurs only after the instructor has utilized appropriate re-teaching, extension, or enrichment activities or experiences.

Objective Standards

1. The standard for each student will be the grade level Texas Essential Knowledge and Skills and local requirements for that grade level.
2. Grades will reflect the degree of mastery of the district curriculum.

Instructional Modifications and Accommodations

1. Modifications/accommodations in instruction and/or materials, as documented on individual modification sheets (for 504 students) or Individual Education Plans (IEP),

- are to be implemented to the degree specified. The degree of modification or the appropriateness of the student's instructional challenge will be reviewed annually.
2. If a student must work significantly below level and, as a result, the level/type of classroom work must be significantly altered, he/she will be graded according to his/her IEP.
 3. Implementation of IEP modifications/504 accommodations is not optional; it is required by both district policy and federal law.

Student Support Procedure

Teachers are expected to make efforts throughout the year to support individual students in attaining mastery of the district curriculum. Such efforts include, but are not limited to, using differentiated instruction, developing a support plan, correcting misconceptions, and providing opportunities to show mastery.

Request for a Grade Change

Grade Change Requests must be utilized to change any of the information reported on the student's report cards, progress reports, or transcripts. A separate form must be submitted for each grade, on each student, to be changed after receiving approval from campus principal.

Interim Progress Reports

Interim progress reports will be sent to parents twice during the nine-week grading period (every three weeks) and a report card at the end of the nine-week grading period.

Transfer Students

In the case of a transfer student, grades accepted shall be accepted based on the intent of the sending school. If the transfer grade from an accredited school has been designated as an AP, Pre-AP, Honors, or Dual Credit course on the transcript, the grade shall be awarded weighted rank points as long as the same course is weighted at the same level of difficulty within the District. If the transfer grade from an accredited school has been designated as an IB or Pre-IB course on the transcript, the grade shall revert to weighted rank points for an AP or Pre-AP weight. Numerical grades earned from an accredited school shall be accepted. If the originating school sends a grading scale, alpha grades will be entered according to the scale. If no grading scale is available, alpha grades shall be recorded as:

A+ 99	B+ 89	C+ 79	D+ 72	F 65
A 95	B 85	C 75	D 71	
A- 92	B- 82	C- 73	D- 70	

When a transfer student's Academic Achievement Record indicates transfer grades of P (Pass) or F (Fail), those grades will be posted on their transcript as a P or F. The P or F will not be converted to a numerical grade for entry into the GPA or rank. If the transfer school will send a numerical grade for the P or F, then the registrar will post the numerical grade. At that time, the numerical conversion grade will be posted and calculated into GPA and rank for the transfer student.

Students who transfer into the district may receive adjusted award of credit, based on the following:

1. Internal averaging will be conducted manually within the same school year for the same full year course to determine the final year average under the following condition: If the final grade of semester one and semester two of the same course average to a 70 or higher, the student will receive credit for the course.
2. If a student transfers into the district within the same school year and the final grade for semester one and semester two average to a 70 or higher, an adjustment will be made to reflect the passing grade average in the yearlong average of the course.
3. The yearlong average of the course will not be calculated into the grade point average, only in the awarding of credit for the course.
4. This averaging procedure would require campus administrative approval and the completion of a grade change form to reflect the yearlong average and the award of credit.

College Board Advanced Placement Courses

AP students shall be given the opportunity to re-do assignments and retake assessments for which they receive a failing grade for a maximum grade of 70. Students enrolled in AP Courses will be required to take the appropriate AP Exam at district expense. Students may register and pay for additional AP Exams for courses in which they are not enrolled.