

EAST FORT WORTH MONTESSORI ACADEMY
GRADING GUIDELINES

Teachers at East Fort Worth Montessori Academy district use various indicators to measure student progress and mastery of required skills. Below is a non-exhaustive list of indicators that may be used to monitor and assess progress:

Daily practices and assignments	Montessori Assessments
Class discussions	Oral presentations/ interviews with teacher
Projects	Discussions
Presentations	Compositions
Formative and Summative Assessments	Teacher made tests
Textbook tests	Research projects
Small Groups	teacher observations based on specific criteria
Cooperative learning groups	Homework

This document reflects district and campus expectations. Any revisions or exceptions to the grading guidelines must be approved by a campus administrator who will then notify the district administrative office for final approval. Test or course grades issued by a teacher cannot be changed unless it is determined that the grade was arbitrary, contains an error, or that the teacher did not follow the District's grading guidelines.

Grading Scale

Pre-Kindergarten and Kindergarten

Achievement or progress shall be reported as:

- NI- Not Introduced
- SD- Still Developing
- NI- Needs Improvement
- D- Developed

Grades 1-5

Achievement or progress shall be reported as:

- | | | |
|--------|---|-------------------------|
| 100-90 | A | Excellent progress |
| 89-80 | B | Good progress |
| 79-70 | C | Satisfactory progress |
| 69-60 | C | Needs improvement |
| 59-0 | F | Unsatisfactory progress |

*No grade entered

*A blank space (No grade entered) will appear on a student’s report card for (1) non-attendance in class (2) zero assignments turned in (3) enrolling the last 15 days of the grading period without grades from the previous school (4) withdrawing prior to the end of the grading period (if a student withdraws within the last two weeks of the grading period, has at least 8 assignments [two of which are test grades], a grade shall be given). Any blank space (no grade entered) must be changed to a numeric grade by the end of the following six weeks.

TRANSFER GRADES

Some transcripts from outside of Texas reflect an alpha grade and not a numeric grade. When this occurs, the alpha grade will be transcribed to the numeric grade as indicated below:

A+	100	B+	89	C+	79	D+	65
A	95	B	85	C	75	D	65
A-	90	B-	80	C-	70	D-	65
F	65						

An exception to this is if a transcript from an outside district records a 65 as passing. In this event a grade of 70 will be used. Transfer students in 2nd – 5th grade students accepted through the lottery will be given a placement before assigned to a grade level.

In grades 1-5, other areas of study such as art, music, physical education, health, and technology, student progress is marked as follows:

A	Excellent progress
B	Good progress
C	Satisfactory progress
C	Needs improvement
F	Unsatisfactory progress

CONDUCT GRADES

Conduct grades reflect student behavior during a six-week period. The following grade designations will be used:

- E (Excellent)
- S (Satisfactory)
- N (Needs Improvement)
- U (Unsatisfactory)

A “U” must not be given unless the teacher has contacted the parent AND discussed the conduct grade with a campus administrator

Assignment of Nine Weeks Grades

Grades should reflect the student's academic achievement. Each teacher's grade book should contain: (Nine weeks' grades shall be assigned according to the following criteria):

1. Sixty percent (60%) of a grade shall be based on summative activities such as major projects, cumulative assignments and tests. Before a summative (major) grade is assigned, the teacher should have adequately taught the concept and the student should have sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before giving a summative assessment. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one summative grade (multiple grades), each grade should represent a different component of the project. Recording the same grade multiple times is not acceptable.

Initial assignment and discussion of long term projects must include an explanation of the criteria that will be used for evaluating the assignment (rubric). Summative assessments shall be communicated to the students in advance.

2. Forty percent (40%) of a grade shall be based on formative activities such as class work, daily assignments, quizzes and/or homework. These grades should be a balanced representation of the types of work completed during the course of the six-weeks grading period.

3. During each nine weeks grading period, the following grades shall be recorded in English Language Arts, Reading, Math, Social Studies and Science:

- At least eight **(6) grades** shall be recorded each nine weeks. Of these grades, at least three (3) shall be summative in nature, with at least one (1) summative grade given every three (3) weeks. Exceptions to this would be (1) if there are less than 45 days in a nine-weeks grading period or (2) if a formative assessment grade(s) was dropped due to a higher summative grade (see #3 in the italicized section below)

4. Formative assessments should be evaluated in a timely manner and used as a method to provide students with specific feedback on their performance of the assigned tasks. Homework should only be assigned for reinforcement of skills and concepts taught in class with feedback provided.

5. Students should receive feedback and an opportunity to reassess if needed (see #1 and #2 in the italicized section below). Therefore, projects or other major assignments should not have a due date of the last week of a marking period.

6. Grades (and all portions of grades) shall not be awarded or reduced for any non-academic activities such as compliance grades (or points) for returning a report card, incomplete paper headings, etc.

7. A grade of 69 should be recorded as a 70 for the nine weeks grade. At their discretion, teachers have the ability to raise report card grades from 79 to 80, 89 to 90 when using established criteria. Teachers shall utilize the same criteria for all students when deciding to raise a grade.

8. Course assignments and unit evaluation shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.

9. No grade (NG) will be issued based on the following criteria: (1) non-attendance in class, (2) zero assignments turned in, (3) enrolling the last fifteen days of the grading period without grades from the previous school, (4) withdrawing prior to the end of the grading period. (Note: If a student withdraws within the last two [2] weeks of a grading period, has at least five [5] grades [two of which are summative in nature], a grade shall be given.)

10. Any designation of Incomplete (I) must be converted to a grade by the end of the following six weeks.

11. Art, music, and physical education grades should only reflect a student's progress on curriculum goals. Behavior and conduct are not to be included in the subject report card grade. Behavior and conduct for art, music, and physical education will be addressed through a citizenship portion of the report card for each of these areas.

Note: Based on Senate Bill 2033 signed into law after the 81st Legislative Session, districts are restricted as to how minimum grades may be calculated under local grading policy. As a result, the following practice shall be used.

1. A teacher shall reteach and retest a class when 40% or more of that class has failed a summative assignment or examination. **The teacher shall record the higher of the two grades earned for those students being retested.** Reassessment must occur within ten instructional days of the original assessment.

2. When less than 40% of a class has failed any assignment or examination that is recorded for a grade, individual students must be provided the opportunity to make-up or redo the assignment or examination for which the student received a failing grade. **The teacher shall record the average of the two grades earned for these students.** Before any reassessment occurs, a student shall receive appropriate remediation. It is recommended that the teacher

document the need for the student to redo the assignment and/or the original grade the student received on the assignment to keep parents adequately informed.

3. If a student scores higher on a summative assessment than s/he did on the formative assessment(s) designed to prepare for that summative, then the teacher shall drop the lowest of the formative assessment grades associated with that summative assessment. Any determination to drop or keep a grade should reflect a student's progress toward the overall mastery of skills and concepts.

COMMUNICATION TIMELINES and REVIEW OF MATERIALS

1. All student work shall be assessed and feedback given. Work that is graded shall be returned and recorded in the District electronic grade book within three (3) school days of the date received by the teacher. (See #2 in this section regarding an exception to this timeline.)

2. Projects/papers shall be graded and returned within the same grading period that they are completed and submitted to the teacher.

3. Students shall have the right to review their tests. All tests given shall be graded, returned, and recorded within (4) four school days of the date the test was administered.

4. Upon student/parent request, students shall have all graded tests (including test questions) returned for their personal records. Exceptions will be district, state, and nationally created assessments. The student and the parents may review district-created assessments at the parent's request.

5. After the second grade of "0" is assigned to a student in a grading period, the parents must be contacted. If the Problem persists, a student-teacher-parent conference is required.

LATE WORK

1. When an assignment is submitted after a deadline, a maximum penalty of ten (10) points per class meeting may be deducted from the grade.

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 school day on the Tuesday before the end of the grading period 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 one additional day to submit the assignment.) 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.

MAKE-UP WORK

1. All students shall be allowed to make up work when they are absent from class.
2. Students shall have time equal to days absent from class plus one day to complete all missed assignments.
3. Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to make-up assignments.
4. Make-up tests or quizzes should be administered at school, which may include before or after school hours to prevent the student from missing additional class time. Students who cannot take a make-up test or quiz before or after school must be given the opportunity to make up this work during the regular school day. Modifications of this procedure, which may require administrative approval, should be discussed with the appropriate administrator in a timely manner.

Homework (All Grade Levels)

Homework guidelines for each grade level or course are communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed and approved by the campus principal.

Enrichment

- Enrichment activities should be designed to extend skills in logical thinking, strategic reasoning, estimation, mental arithmetic, and problem solving.
- Enrichment activities should not be additional work (busy work) or harder problems that expand upon the ideas presented in the traditional curriculum. (Modifications)
- Enrichment activities can be provided through the use of meaningful learning centers, grouping within the classroom, whole class projects, and individualized programs.
- Other examples appropriate for enrichment activities include: independent research projects, games that require the use of strategies or higher level thinking skills, or logic problems that require students to recognize patterns and apply sequencing skills.
- Enrichment activities can also include developing an **individual instructional plan** which the student, parent and teacher can progress monitor.

Standards for Mastery

Mastery of skills necessary for success at the next grade level shall be validated by a variety of assignments, projects and assessments that are incorporated into the six weeks. Mastery shall be determined as follows:

- **Kindergarten-** promotion to the next grade level shall be based on teacher recommendation and mastery of Kindergarten standards
- **Grades 1-3-** 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 English language arts, reading and mathematics and attendance
- **Grades 4-5-** In grades 4–5, 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 four of the following areas: English language arts, reading, mathematics, science, and social studies. And Attendance
- Special education students in all grades will be evaluated for success according to the achievement of the Individual Education Plan (IEP) goals and mastery expectations.

PROMOTION and RETENTION

Promotion shall be based on mastery of the curriculum and attendance. Expectations and standards for promotion shall be established for each grade level, content area, and course. 5th grade students are also required to pass the mathematics and reading portions of the State of Texas Assessments of Academic Readiness (STAAR) exams.

A grade placement committee (GPC) will meet to determine if a student in the 5th grade who does not meet state expectations after the final test attempt may be *placed* in the next grade level. The student's attendance rate will also be discussed in this circumstance, the student's report card will be noted "*placed*" in lieu of "*promoted*".

A grade placement committee along with the attendance committee will invite a parent to join the GPC committee meeting to determine if a student meets or does not meet state expectations for attendance. A student with chronic absenteeism will not be promoted to the next grade level if the committee determines they do not meet state attendance requirements.