

San Jacinto Elementary School

Grading Guidelines 2023-2024

As stated in Ector County ISD's Board Policy Manual: **EIA- Academic Achievement: Grading/Progress Reports to Parents:**

The District shall establish instructional objectives that relate to the 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.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated District objectives.

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.

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

San Jacinto's Purpose for Grades

The primary purpose of a grade is to measure and communicate what a student knows, understands, and can do as a result of the student's learning; a secondary purpose for grades is to provide teachers with information for instructional planning. Additionally, grading provides a level of clarity and consistency in assessment practices throughout each grade level and content area.

San Jacinto Grading Policies/Administrative Regulations are as follows:

- **Report Cards** - The purpose of report card grades is to communicate the student's level of mastery of the designated Texas Essential Knowledge and Skills (TEKS) - based instructional objectives. EIA (LEGAL)
 - A student's 504 Plan or Individualized Education Program (IEP) determines appropriate application of these administrative regulations. EIE (LOCAL)

- For students who have modified curriculum in any one or more content areas, the general education and/or special education teacher should apply the appropriate code to the student's report card.
 - Report cards must be signed by the parent and returned to the campus within five days.
- **Progress Reports** - Interim progress reports shall be issued for all students after the third week and sixth week of each grading period EIA (LOCAL)
 - Parent conferences regarding student grades can be called by the teacher and/or the parent at any time during the school year.
 - After-school tutorials may be an option depending on truancy, student behavior, student effort in class, and transportation needs.
- **Gradebook** - All grades recorded in the gradebook will relate directly to one or more TEKS-based instructional objectives. EIA (LOCAL)
 - Students will have a minimum of 9 grades in the content area of Math and 18 grades in the content area of Language each nine weeks, and the grades should be evenly distributed throughout the grading period.
 - Students will have a minimum of 9 grades in the content area of Social Studies and 9 grades in the content area of Science each nine weeks, and the grades are to be evenly distributed throughout the grading period.
 - Grades must be recorded during the nine week period in which the work occurs. Exceptions must be approved by the campus principal.
 - In order to provide students and parents with timely feedback, grades must be entered into the online gradebook allotting a reasonable opportunity to make up failing grades and missing work. Although grades should be posted weekly, teachers will post progress report grades within three calendar days of the district posting date. For report card grades, teachers will post final grades for each 9-weeks within seven calendar days of the district posting date. Exceptions must be approved by the campus principal.
- **District Assessments**
 - All Math and Reading district assessments will be given according to the district timelines.
 - K-5th grade will take Reading through Language Arts short cycle assessments, and 1st-5th grade will take Math short cycle

assessments. 4th and 5th grade will take Science short cycle assessments.

- District assessments, including short cycle assessments, may be taken as a daily grade, which aligns with the campus' grade weighing system for each content area. The teacher has the flexibility of not recording district assessments as grades, especially if more than 40% of the class did not pass.
- MAP and Istation scores will not factor into students' grades in elementary school although these data are utilized to track student progress, inform the teacher's instruction, and correlate with the students' grade level performance.
- 3rd-5th grade will participate in fall and spring district interim and/or campus-based assessments for RLA and math. 5th grade will take science as well.
- **Reteaching/Intervention**
 - If a student scores less than 70% on an assignment, re-teaching/intervention followed by at least one opportunity to demonstrate relative mastery of the specific TEKS objectives will occur as defined by EIA (LOCAL). The grade for the second opportunity shall replace the initial grade up to a maximum grade of 70. (Summative assessments—assessments that represent a true reflection of student mastery at the end of a unit of study may not be made up although other opportunities of reteach and formative assessments, such as daily assignments, spiral reviews, quizzes, exit slips, independent work etc. can be made up for a passing grade.)
 - The policy and practice of giving multiple opportunities to demonstrate mastery will be applied in the best interest of the individual student (i.e. not multiple opportunities to make up the same assignment). Reteach/intervention and additional opportunities should occur within the same nine-week period.
- **Timeframe for Reteach and Intervention**
 - Reteach and intervention will occur in a timely manner within the same nine weeks grading period.
- **Grade Weights**
 - For consistency, grade level teams choose and agree on how they weigh grades at the beginning of the year and communicate grading expectations to students and parents.
 - No Grade Weight Option: Teams may choose to weigh grades evenly and use the assignment category for all content areas.
 - Grade Weight Option: Teams that choose to weigh grades may not weigh summative grades more than 45%.

- Example: **Summative Grades-** (unit tests, module assessments, Topic tests, final draft- written composition, projects etc.)- **45%**
 - Tests- 30%, Projects- 15%
 - **Formative Grades-**(*Classwork-quizzes, independent work, exit slips, journal/draft writing; *Daily grades/assignments- spiral review/do nows, math/reading fluency checks, vocabulary, cooperative learning group assignment (workstations, transformations, group activities), SCAs etc.)- **55%**
 - Classwork- 40%, Daily Grades/Assignments- 15%
- **Grades Below a 50**
 - In accordance with best practices for grading, it is **recommended** that no grade below a 50 be recorded in the gradebook; however, the grades for progress reports will be a true reflection of the students' performance.
 - No grade lower than a 55 will be posted on the report card.
- **Homework/Practice & Participation**
 - In accordance with best practices for grading, homework assignments intended for practice are highly recommended and should be reviewed in class if assigned, yet due to varying levels of at-home support, homework cannot be taken as a formal grade.
 - **Grades based on participation should be eliminated** unless there is a rubric to track student engagement and participation during whole group, small group, and group work etc. A lack of student participation may be a result of various factors within the classroom and the delivery of instruction; therefore, it does not accurately reflect the students' mastery and performance of the TEKS.
- **Late Work Policy**
 - Students are expected to submit all work. Late work is classified as work not submitted on time, but not due to an excused or unexcused absence.
 - The timeline for completion and submission of late assignments shall be three (3) school days from the posting of the grade in the parent portal. Late work penalties will apply after the assignment has been posted.
 - **1st day: -10-point penalty (highest attainable grade- 90%)**
 - **2nd day: -20-point penalty (highest attainable grade- 80%)**
 - **3rd day: -30-point penalty (highest attainable grade - 70%)**
 - **4th day: no credit- 0**

- **Makeup Work Because of Absence (All Grade Levels)**

- A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements. The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment. The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90% threshold set in state law regarding attendance for credit or final grade. *If more than 10% of the school year is missed, the student may be retained. (ECISD Student Handbook, pg. 77)*
- Students will have a time equal to days absent from class to complete all missed assignments. For example: if a scholar is absent two days, they will have two days from the date of their return to complete make-up work from the dates of absence.
- Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give scholars more than one day for each day missed to make-up assignments.

- **Promotion and Retention**

- Curriculum Mastery: Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. See board policy EIE (LEGAL) & EIE (LOCAL).
- Review and consider the student's grade in each subject or course, the results of any formative or summative assessments administered to the student, and any other available academic information to determine the student's academic readiness for the next grade or a given course.

- **Standards for Mastery:**

- Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of at least 70 percent of the objectives shall be required.
- 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 (TEKS--Texas Essential Knowledge and Skills) for all

subject areas and a grade of 70 or above in each of the following areas: reading, language arts, and mathematics.

- Special education scholars will be evaluated for success according to the achievement of the Individual Education Plan (IEP) goals and mastery expectations.
- **Academic Dishonesty- EIA (LOCAL)**
 - 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.
- **References:**
 - [EIA — Academic Achievement: Grading/Progress Reports to Parents](#)
 - [ECISD's STUDENT HANDBOOK \(P. 60, 77, 83\)](#)
 - [EIE — Academic Achievement: Retention and Promotion](#)