

San Angelo ISD Grading Guidelines

Students are graded on mastery of standards. The grading scale is numeric, on a 0 - 100 point scale. Grades of 70-100 are considered passing. All grades will be recorded in the following format:

- 100-90: A
- 89-80: B
- 79-70: C
- Below 70: F

All grades should reflect students' mastery of the Texas Essential Knowledge and Skills (TEKS) and High Priority Learning Standards. Each teacher must be able to justify student's grades using appropriate, valid, curriculum-related criteria.

Grades will be given and recorded in both major and minor categories each 9 weeks and weighted as detailed in the chart below. The weighting of major and minor grades progresses from elementary to secondary grades. **No major or minor grade may be counted more than once to meet minimum grade requirements.**

- **Major Grades** – A minimum number of **3 grades**, consisting of, but not limited to:
 - Summative Assessments
 - Standards Based Projects
 - Essays or Research Papers
 - Oral Presentations
 - Comprehensive Labs

Pacing Suggestion: 1 major grade should be recorded at the 3-week IPR and at least 2 major grades should be recorded at the 6-week IPR. Additionally, the 3rd major grade should occur by the 8th week of the grading period to ensure a redo opportunity as outlined in the failing grades guidelines.

Fine Arts: At least 1 of the 3 major grades should not be performance-based.

- **Minor Grades** – A minimum number of **10 grades** consisting of, but not limited to:
 - Formative Assessments
 - Homework which follows the SAISD Homework guidelines
 - Class work
 - Announced and planned quizzes
 - Labs

Pacing Suggestion: 1 (or sometimes 2) minor grades should be recorded weekly throughout the 9-week grading period.

Course Level	Distribution	Weighted points
University level courses (AP/DC)	70% major 30% minor	15 points
HS Honors courses	60% major 40% minor	10 points
High School	60% major 40% minor	NA
MS courses receiving HS credit (Grading will mirror the designated High School in the feeder pattern)	60% major 40% minor	NA
Middle School	50% major 50% minor	NA
Elementary	50% major 50% minor	NA

Collaborative conversations with SAISD educators from across the district, including the Teaching for Learning Advisory Council, SAISD curriculum writers, and a grading focus group, influenced the development of the grading guidelines. As students matriculate from elementary school to high school, the distribution of major grades and weighted points increase. This gradual increase supports students as they mature and adjust to the increased academic demands of secondary school.

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Instructional Modifications and Accommodations

Implementation of modifications and/or accommodations is the responsibility of individual teachers and administrators on each campus. 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. **Implementation of IEP modifications/504 accommodations is not optional; it is required by both district policy and federal law.**

Failing Grades

As previously stated, all grades (major and minor) recorded by teachers must be a reflection of a student's mastery of the TEKS. To continue to ensure mastery of the grade-level standards, all students who receive a failing major grade (below 70) will be given the opportunity to show mastery of the learned concepts assessed.

When a student has a failing major grade (below 70), the following actions need to be taken by the teacher to ensure all students are learning. These actions should occur in a timely manner, which will be directed by campus principals. Teachers are responsible for tracking grades, informing students, parents, and administrators of progress, and taking action as follows:

A Failing Minor Grade	A Failing Major Grade	A Failing Grade on a IPR	A Failing Grade on a Report Card
Students who have a failing minor grade may have an opportunity, within a timely manner, to gain additional assistance from their teacher. These opportunities can be delivered either during class time or at an alternatively scheduled time with the teacher. This can be done through differentiated individual instruction, small group instruction, tutorials, etc. Teachers may increase grades on minor assignments if desired, but it is not required.	Students who have a failing major grade should be given an opportunity, within a timely manner, to have their grade increased up to a 70 through an opportunity to demonstrate growth in mastery of the skill(s) assessed with ONE of the options below: Campus administrators, departments, and/or PLCs may determine that an opportunity to reassess for growth be extended to all students and all grades be equitably adjusted to reflect growth. ● reteach AND reassess opportunity, ● extra credit for a task that requires demonstration of the same learned concepts originally assessed, or ● an alternatively designed assignment that may offer a student another way to demonstrate mastery of the learned concepts. ● AP/DC teachers are not required to provide an opportunity for reassessment up to a 70, but SAISD encourages teachers to provide reassessment opportunities for all students to demonstrate growth on assessed skills ** Teachers should indicate in the gradebook that the increased grade is because of a redo opportunity. ** <i>Performance grades for Fine Arts (Band, Choir, Orchestra, and Mariachi) are exempt from the reteach/reassess guidelines</i>	BEFORE a student has a failing grade on an IPR, the actions listed in the previous columns should have been taken and documented. If a student has a failing average on an IPR, teachers MUST: ● Contact the parent or guardian and communicate that the student is in jeopardy of having a failing grading period grade and describe ways students can master concepts and remediate failing grades, AND ● Communicate with an administrator on campus that the student is in jeopardy of having a failing grading period grade. This communication process should be determined by the campus. Please note, any student with a failing IPR grade at the 1st 6 weeks of school will become ineligible.	BEFORE a student has a failing grade on a report card, the actions listed in the previous columns should have been taken and documented. It is expected that the teacher has presented multiple opportunities for the student to demonstrate mastery of learned concepts by the end of the 9-week reporting period. These opportunities must have been documented and communicated to a parent or guardian. Additionally, a campus administrator must be aware of the multiple opportunities presented to the students and parents/guardians to master concepts and remediate failing grades.

The purpose of the grading guidelines is to ensure that all students are given the opportunity to demonstrate mastery of the grade-level standards so that they are prepared for the next academic level or graduation. Campus administrators will work with Executive Directors to ensure implementation of these guidelines for failing grades.

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Make-up Work

Students are expected to make-up any assignments due to absences within the timeframe specified below. **However, in this special time period, students will be given more grace and time if needed due to health related issues.** Teachers always have the discretion to allow more time. Teachers will use professional discretion in assessing the need for assignments missed due to extended absences and extenuating circumstances.

- Students will be given 1 day for each day absent, plus 1 day to complete minor and major grades.
- For students who have missed an assessment, it is recommended that the assessment be completed before or after school, during lunch, or at an alternatively scheduled time and should be supervised by the teacher. Consideration should be given for students who have a barrier to coming before or after school. Teachers do have the discretion to allow students to complete a make-up assessment during class time. However, if the student misses important instruction while making up the assessment, the missed instruction must be made accessible to the student.

Students who are gone on school business (athletic, academic, or extracurricular activities) can request access to missed instruction and/or assignments prior to the absence to ensure a minimal loss of instructional time. This can be accomplished through virtual access, Schoology, or other avenues. Teachers are responsible for ensuring students who are absent (including school business related absences) have adequate access to missed instruction.

Late Assignments/Late Work

Late work is classified as work not turned in on time, but not due to an excused or unexcused absence. Late work will be accepted with the **maximum** deductions as follows. **Teachers have the discretion to accept late work without penalty.**

Elementary (K-5)		Secondary (6-12)	
1 day late	-10%	1 day late	-10%
2 days late	-20%	2 days late	-20%
3-5 days late	-30%	3 days late	-30%

Academic Dishonesty

A student 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.

Semester Exams

Semester exams will be administered for all high school credit courses. Semester exams will count 1/7th of the semester grade average. The actual semester exam grade will be recorded on the report card and will be used in determining the semester average. Students may earn semester exam exemptions according to campus procedures. Students are required to attend school even if exam exemptions are earned.

Progress Reports and Report Cards

- Progress reports will be delivered to students at week 3 and week 6 of the 9-week grading period Home Access Center (HAC). Parents are encouraged to monitor student grades through HAC.
- Report cards will be available to students at the end of the 9-week grading period via HAC.
- Following the failing grade guidelines, teachers must request a conference with parents any time the student is in jeopardy of failing.

Incomplete Grades

An "I" recorded on the report card indicates an incomplete grade that must be cleared within the appropriate specified time or the "I" will become a failing grade. It is recommended that an incomplete should be cleared within 5 days but must be done within 3 weeks. It is the student's responsibility to make arrangements with the teacher to clear any grade of incomplete. The principal retains the authority to extend time for completion in extenuating circumstances.

For UIL purposes, an "I" has the same effect as an "F". Therefore, a student with an "I" at a grade checkpoint will become ineligible for play and/or performance. Additionally, if the "I" is not corrected within 5 days, a student becomes ineligible.

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Homework

San Angelo ISD endorses the use of homework as a researched-based instructional strategy that supports student progress, fosters independence, and serves as a valuable link between school and home. Homework is one part of a multi-faceted assessment program and is not the only source of minor grades.

Frequency

These guidelines are for the typical student daily. **Adjustments should be made as needed based on student accommodations/modifications stated in an IEP or a 504.**

Grades K – 2 nd :	1-3 assignments, not to exceed 20 minutes per day
Grades 3 rd – 5 th :	2-3 assignments, not to exceed 40 minutes per day
Grades 6 th – 8 th :	3-4 assignments, each one averaging 20 minutes total; not to exceed 80 minutes
Grades 9 th – 12 th :	3-4 assignments, each one averaging 30 minutes total; not to exceed 120 minutes
DC, AP, Honors:	May require additional time spent out of class to complete assignments.

Homework may be assigned on Fridays, but the maximum minutes apply to the weekend as a whole.

No assignments or projects will be due the first 2 school days upon return from summer, fall, winter or spring break.

Homework is...	Homework is not...
• Differentiated based on student need. • An extension of instruction for independent practice. • Used to reinforce skills originally introduced in the classroom. • Make-up work due to an absence. • Short assignments or long-term projects. • Coordinated with other teachers who share the students, following the homework frequency guidelines. • Graded and returned to the students in a timely manner with meaningful feedback. • Designed to be respectful of students' time.	• Repetition of skills a student has already mastered. • Punishment for student misbehavior. • Assigned to keep students busy. • Assigned the night before STAAR assessment. • Assigned over extended school breaks. • Worksheets NOT directly tied to class objectives. • Tasks not correlated to the TEKS. • Tied to monetary value, such as bringing items for bonus points.

Student Responsibilities for Homework:	Parent/Guardian Responsibilities for Homework:
1. Ask the teacher for clear instructions when assignments are not understood. 2. Record assignments and due dates in a designated homework folder, notebook, or by setting calendar reminders in personal devices. 3. Complete and turn in assignments on time as directed by the teacher. 4. Develop proper study habits by: a) maintaining a daily assignment notebook, page, or calendar reminders, b) gathering the proper materials needed for homework assignments before leaving campus, c) finding a quiet, lighted, and orderly place free of distractions or interruptions, d) having a consistent homework time, and e) reading when no other assignment has been made.	1. Check your child's assignment notebook regularly. 2. Provide a quiet, lighted, and orderly place free of distractions or interruptions. 3. Provide materials such as paper, pencils, pens, etc. 4. Designate a consistent homework time. 5. Encourage reading when no other assignment has been made. 6. Discuss homework assignments with your child. 7. Keep a copy of the teacher's homework policy and syllabus available for use when questions arise.