Grading Philosophy Statements:

- A grade should represent as accurately as possible what students have learned based on their level of mastery of the designated district objectives (The Texas Essential Knowledge and Skills or other related curricular objectives).
- All grading practices should be used to promote learning, achievement, and academic growth.
- Grades should be seen as a tool to foster academic growth, not punitive in nature.
- All grading practices used by teachers should be in writing and shared with students and parents.

Grade Categories and Weights

Language Arts, Math, Science, and Social Studies will have two categories in the electronic gradebook with the corresponding weights:

Formative 60%
Summative 40%

Assessments include both formative and summative based on teacher discretion that are situationally appropriate in assessing student performance. These forms of assessment should be a natural part of classroom processes, not a set-aside process that detracts from teaching and learning.

*__Formative Assessments__ are progress monitoring tools that determine how we can help students in the process of learning. They are assessments FOR learning. Formative assessments can be taken as grades, but do not have to be recorded as a grade in the gradebook (ie: thumbs up/down, tickets out, four corners, gallery walks, observations, questioning, discussions, learning/response logs, graphic organizers, peer/self assessments, practice presentations, individual responses [written/digital], spelling tests, homework, editing, recording thinking while reading, think/pair/share, portfolios, anecdotal records, etc.).

*__Summative Assessments__ measure how much students have learned over time. They are assessments OF learning. They assess mastery of the curriculum standards and help determine effectiveness of mastery. Summative assessments should be created prior to instruction to capture and identify both content and process of learning that represent the desired outcomes (ie: end of unit tests or projects, standardized assessments, completed compositions, completed portfolios).

There is no expectation from the district that student portfolios will be collected and maintained from grade level to grade level.

Grade Ranges Per Marking Period Per Subject Area		
Assessment Type	Minimum Number	Suggested Maximum Number
Formative	6	10
Summative	2	5

- Minimum number of co-curricular grades per 9 weeks: 2 (see bottom of this document for co-curr grading scale)

No more than 20% of a 9 weeks grade may be based on a single summative assessment, so no less than 2 should be required each grading period.

District Embedded Items:
All District embedded items will be utilized as formative assessments to make instructional decisions. The items are a measure of student acquisition. Concepts not mastered by a student will be retaught and reassessed using a different format. When a student is absent during the item administration window, it is expected that the items will be made up when they return. The district will not sponsor a formal summative test for students modeled on a state assessment format.

Special Codes in the electronic gradebook:
EXC= Teacher excusing an assignment- does not affect average
MSG= Missing assignment- calculates into averages as a zero.
NA = Not Assessed- does not affect average
PND = Pending- does not affect average

Posting of Grades:
Assignments should be graded and posted in the electronic gradebook within 96 hours with exception of complex projects, essays, or assignments that require extensive teacher feedback or review.

Citizenship:
Citizenship covers both conduct and study skills. A district default of E will be pushed out at the end of each marking period. A teacher can change the default for any student that has not earned an E using the ESNU scale. (E: Excellent, S: Satisfactory, N: Needs Improvement, U: Unsatisfactory). Teachers will notify parents if a student's Citizenship grade falls below S: Satisfactory.

Progress Reports and Report Cards:
Report Cards and Progress Reports will be sent home on a District Timeline. The district and campuses will notify parents when Progress Reports or Report Cards are available for viewing. Progress reports should be sent home with any child with a grade average below 75% in any subject area. Teachers can run a report that shows when parents have accessed their electronic gradebook to ensure Progress Reports and Report Cards are being viewed. If a parent is unable to view their student's progress electronically, s/he can request a hard copy from the campus front office.

Parent Conferences:
All teachers will make a good faith effort to conference with parents of students experiencing academic difficulty at each progress reporting period. A good faith effort is defined as multiple attempts using

multiple modalities. Electronic documentation of each conference or attempts to conference will be kept in as designated by Keller ISD.

Homework:
Homework is intended to reinforce and/or extend the learning process and content from the classroom. It should not cover material that has not been covered in the learning day. Homework should be at a level that can be done independently by a student and the student should clearly understand the expectations of the assignment. Elementary school students can expect to have some homework. It is recommended that they not have more than a maximum of 10-30 minutes of homework per night, all subjects combined. This may not include absent or make-up work. Teachers are expected to provide feedback on all homework assigned through comments or grading to recognize the effort of the student and indicate use by teacher to guide instruction.

Late Work:
Students shall not be assessed a content grade penalty for late work at grades 2-4. Late work is not eligible for reassessment.

Make-up Work:
Make-up assignments or tests shall be made available to students after any absence. Teachers should ensure students have the instruction needed to successfully complete their work. Teachers will provide time and space for a student to complete their make-up assignments. When determining what work is to be assigned for make-up, teachers are encouraged to consider the purpose and the importance of work required of the student. If an assignment is given to a student for make-up purposes, it should be assessed and should receive the same value when compared to work completed by students who were not absent. Students have 2 class days to complete work for each day missed.

Extended Absences:
In the case of extended absences, arrangements for completion of work shall be made with the individual teacher. If make-up work is assigned and graded, full credit shall be given. If a student has been absent for several days as a result of a serious illness and many assignments have been missed, teachers should consider which assignments are absolutely essential for the student's comprehension of concepts and should assign only that work. Teachers are encouraged to consider extenuating circumstances regarding work that is to be turned in following absences. Frequently, students will have more make-up work than can be completed in addition to current work, especially if they have not fully recovered from a serious illness. If parents request work in advance of an extended absence, it is the campus' discretion regarding whether or not work is provided.

Extra Work/Credit:
Extra work above and beyond the regular course expectations should only be provided to students who have completed an academic assignment or learning opportunity. The access to extra work should not be limited by the student's ability (i.e. access to computer, transportation, materials and supplies). Academic extra credit may not be given. Students should be allowed opportunities to bring up grades through the remediation process outlined below.

Dropping Grades:

As long as the teacher maintains the minimum number of grades, the teacher has the discretion to drop formative grades. Dropping grades should be conducted with equity.

Reteaching/Remediation/Reassessment

- Student grades should reflect mastery of district curriculum objectives which have been related to essential knowledge and skills.
- Students who earn a grade below 70 on a formative assessment should be informed of their timeline for remediation and scheduled for appropriate intervention to reassess for mastery.
- Students who earn a grade below 70 on a summative assessment may have an opportunity to reassess if s/he participates in remediation.
- After a summative assessment is completed, any formative assessments leading up to the summative assessment cannot be reassessed.

In order for a student to be eligible for any reassessment which could result in a possible change of the recorded grade, the following events must occur:

1. Student completes and submits an assessment as scheduled.
2. Student receives a grade of below 70.
3. Following an unsuccessful assessment, remediation activities must begin immediately. This can be requested by the student or teacher. Remediation must take place before the student can be reassessed.These activities should relate to the objectives that were just assessed. These activities might include, but are not limited to the student attending tutorials, small group instruction, reteaching of concept, or other appropriate work as prescribed by the teacher.
4. At a scheduled time reasonable for the student and convenient to the teacher (determined by the teacher; usually within 5 days), the student will be reassessed for mastery of content in one of the following ways:
    a. Redo the assessment.
    b. Take a suitable alternate assessment, or complete a different project.
    c. Complete an alternate activity or any other suitable assessment determined by the teacher.

The reassessment should cover the same basic content at the same level of difficulty as the original assessment. The maximum grade on any reassessment will be a 70. The original grade and the substituted grade should be shown in the teacher's grade book.

In the Teacher electronic gradebook, there are two options for documenting reassessment:

- *In the gradebook, there are two grading categories, Formative=60%, Summative=40%, and one category to document original scores, Original Reassessed=0%. When a student is reassessed, you may create a new "assignment" using the Original Reassessed category. The original grade will be put into the original reassessed column and the new grade will be put into the actual assessment column in place of the original grade.This allows the original grade and the reassessment grade to be visible to teachers, parents, and students and allows for ease of printing/documentation when needed.*
- *The original grade can be placed in a comment and the remediated grade placed in the originally assessed column.*

Special Programs:
The following programs do not give grades: Intervention Specialist, Gifted and Talented, Dyslexia, and ESL. However, classroom teachers are expected to collaborate with the teachers of these programs when determining assessments and grading for the students who qualify for these programs. Before a teacher assigns a failing grading-period grade to a special program student, they must document collaboration and remediation efforts with the program specialists. If a special education student fails to meet IEP goals for two (2) consecutive grading periods, an ARD is required to be held.

Special Education:
See Special Education Guidelines.

Confidentiality:
Grades are a student record and may only be available to staff members with an educational need for student information. The teacher of record is the only person allowed to enter and edit grades for their assigned students. Passwords/logins should not be shared at any time. Teachers may not allow anyone access to student grades including the filing of student work in take home folders, passing out papers, etc. Teachers who fail to maintain the confidential integrity of the grading process may be subject to disciplinary action.

Changing Classes:
Administrative class assignment changes must take place at the end of the grading periods, if at all possible, to insure accurate grading and student progress.

New students/Receiving Report Cards:
Any new student moving into the KISD must be in attendance for 15 days of the 9 week grading period to receive a report card. KISD will only use KISD grades in determining the grade for a grading period.

SCORING GUIDE FOR MSPN:Co-Curricular Content

Mastery: Student successfully demonstrated understanding and mastery of the concepts taught at least 90% of time.
Satisfactory: Student demonstrated satisfactory understanding of the concepts taught between 80 and 89% of t time.
Progressing: Student demonstrated progress towards understanding concepts taught 70 to 79% of the time but r need additional skill development.
Needs Improvement: Student demonstrated understanding of concepts taught less than 70% of the time and ne additional skill development.

Attachment: Progress Reporting and Report Card Calendar