
ADMINISTRATIVE REGULATIONS
SECTION: Curriculum
SUBJECT: Administrative Guidelines for Grading
Practices and Procedures

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Students and/or parents are entitled to know how the student will be graded. At the beginning of the school year, each teacher shall explain his/her grading system to the students. A written summary of the grading system shall be provided to students and/or posted in the classroom and/or discussed with parents at open house. The summary shall describe the types of measures to be used and the approximate weight given to each.

A reasonable variety and frequency of measures to determine a student's grade are desirable. The weight assigned to any specific measure should bear a reasonable relationship to the amount of instructional time spent on the topic or assignment. Classwork, homework, daily quizzes, chapter/unit tests, projects, and other measures are appropriate to varying degrees depending on the grade and subject area. A system which relies only on tests (or any one measure) is generally undesirable. For term papers or term projects, it is generally desirable to break down the assignment into components (e.g. outline, research, rough draft, final copy) rather than one grade which may determine success or failure for one year's work.

Students in similar instructional groups or settings should experience a reasonable degree of consistency in grading practices applied to them. There shall be reasonable consistency on the same campus on a grade-level or departmental basis. Principals shall require appropriate grade-level or departmental meetings to develop grade-level or departmental guidelines, and shall review such guidelines when completed. This guideline is not intended to produce an inflexible grading structure or to inhibit teacher creativity. If an individual teacher's grading system is significantly different from those of other teachers in similar settings, the teacher may request a review of his/her system by the principal, who may authorize its use if considered appropriate for that instructional setting. Principals should review distribution of six-weeks and semester grades and discuss with the teacher involved any extreme deviation from campus norms in grade distribution (regardless of whether the grade distribution is skewed in either direction). While such skewing is not inherently inappropriate, it should warrant review.

There are elements of student performance which may legitimately be incorporated into the student's grade even though these elements might not be directly related to subject matter mastery (e.g., grammatical correctness of work, completeness of work, timeliness). However, the weight assigned to such elements should be kept in proper perspective. When an assignment, such as a term paper or term project, carries substantial weight in a grading system, promptness may be encouraged and instilled by imposing a significant penalty for lateness. Then points or a letter grade per day for two to three days, followed by a zero after that, is sufficiently significant. An automatic zero for missing the initial deadline is excessive for such major projects. Zeros may be appropriate for minor

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assignments. Guidelines for penalties for late work shall be developed in grade-level/departmental meetings and approved by the principal. Similarly, if a student in a course demonstrates significant study, thorough knowledge of facts, and an understanding of the relationships and processes involved, the student's grade should primarily reflect his/her mastery of the content being studied, and there should be some limit to grade penalties a student might experience because he/she has problems with spelling or grammar. Grades must reflect only academic achievement and mastery of essential knowledge, skills, and/or course objectives. Deducting points for misconduct or inappropriate behavior is not permitted. Reducing a student's grade as a consequence of AEP placement is not permitted.

Students and/or parents are entitled to timely feedback on specific measures on which the student will be graded. In most cases homework should be reviewed the day after it is assigned. Tests shall be graded, returned, and reviewed as soon as possible. Parents shall be notified in a timely way regarding unsatisfactory performance by students. Principals shall communicate to teachers the requirements for providing such notice. However, such notice is a minimum, and more frequent, extensive, and personal communication with parents is encouraged.

Frequent or extended absences detract from a student's opportunities to learn and may result in unusual burdens on the teacher to provide make-up opportunities for the student who is legitimately absent. Principals shall ensure that guidelines for make-up work are developed on a departmental, grade-level, or campus basis that are fair to students and are reasonable in their demands on teacher's time. Students shall receive credit for satisfactory make-up work after an absence resulting from suspension. The loss of course credit due to excessive absenteeism is established under Texas Education Code 25.092.

All students are expected to be honest and to display a high standard of integrity in the preparation and presentation of work for credit in all classes. The attempt by any student to present as his/her own work that which he/she has not honestly performed shall be regarded as a serious offense which subjects the offender to a grading penalty and/or disciplinary action. The school shall contact the parents or guardian of any student who is found to be in violation of this policy.