



College Station ISD

Grading and Assessment Procedures

This document is intended to define the philosophy, purpose, terminology, and procedures behind the grading practices adopted by College Station ISD. In CSISD, grades should convey what a student knows and is able to do as related to academic development.

Purpose and Philosophy

It is our belief in CSISD that grades represent a valid and clear indication of where the student is in their knowledge and skill development in relation to the Texas Essential Knowledge and Skills (TEKS). “A grade represents a clear and accurate indicator of what a student knows and is able to do. With grades, we document the progress of students and our teaching, we provide feedback to students and their parents, and we make instructional decisions regarding the students’ learning.” (Wormeli 2018, 163)

The purpose of the report card is to describe students’ learning progress to their parents and others, based on our DISTRICT learning expectations for each grade level. It is intended to inform parents about learning successes and to guide improvements when needed. (Guskey & Bailey, 2010, p. 35)

Grades must be related to state and local standards (national curriculum standards such as College Board standards can be included as appropriate).

Terminology

Academic Practice: When a student learns new material, he or she goes through a time of wrestling with the material before eventually mastering the information or skills. Students will make some mistakes during this learning process. Any work done during this learning period is considered Academic Practice.

The purpose of Academic Practice is not to evaluate a student's final achievement of a topic, but to serve as formative assessment to determine where he or she is in the learning process, diagnose any problems, aid in getting the help needed to learn the material, or extend/provide enrichment of their learning. Grades should not be taken on anything that is not an academic activity, such as compliance tasks. Academic Practice could consist of many different types of assignments including, but not limited to:

- Formative Writing Assignments
- Practice Assignments (Such as Homework)
- Informal Observations
- Notebooks/Journals (when addressing a specific TEK)
- Portfolios
- Quizzes
- Stations
- Vocabulary Assignments
- Computer Activities
- Oral Assessment
- Lab Write Ups
- Performance Assessments

Teachers work in collaborative teams to create common formative assessments. "These assessments are used frequently throughout the year to identify (1) individual students who need additional time and support for learning, (2) highly proficient students who would benefit from extension, (3) the teaching strategies most effective in helping students acquire the intended knowledge and skills, (4) curriculum and professional development concerns—areas in which all team members are having difficulty achieving the intended standard—and (5) improvement goals for individual teachers and the team. Since the purpose of Common formative assessments is to guide the next steps for the team to address student learning needs, these assignments should not be counted as grades in the gradebook" (DuFour, et al., 2024).

STAAR/EOC and STAAR/EOC Practice Tests shall not be recorded as grades.

Academic Achievement: *The purpose of Academic Achievement is to evaluate how well a student has learned the material.* Academic Achievement grades serve as summative assessments with the goal of evaluating student learning at the end of the learning cycle to assess student mastery of goals and standards. After a student has had sufficient instruction and practice on a topic, it is then reasonable to evaluate his or her independent mastery of the information or skills through Academic Achievement work.

Any work done at that point is considered Academic Achievement. Some student work for Academic Achievement may take place outside of the classroom. Academic Achievement could consist of many different types of assessments including, but not limited to:

- Tests
- Presentations
- Book Reports
- Composition
- Performances

- Writing (term papers, essays, formal lab reports)
- Research Projects
- Portfolio
- Projects, Living Museum
- Performance Assessments
- Special Projects (Science Fair)

Performance Tasks/Assessments: Performance tasks are complex challenges that are set in a realistic situation and ask students to transfer their classroom learning to solve a problem or dilemma using the knowledge and skills they acquired through class learning experiences. They can be short-term (one class period) or long-term (over several days or weeks). The resulting product(s) will be unique to the student and won't have one single correct answer or solution method. Teachers evaluate the evidence of student learning using criteria outlined on a performance checklist and/or rubric.

STAAR/EOC and STAAR/EOC Practice Tests shall not be recorded as grades.

Homework: Homework is an opportunity for students to practice with variation of the information previously learned. Students should be able to complete homework independently.

- Homework should be reasonable in terms of student time and available resources.
- Teachers should consider the access to technology and supplies when assigning homework.
- Teachers should consider the amount of assigned homework across all content areas.

Homework is:

- For practice, application, and reinforcement of previously learned material
- Well planned and intentionally assigned
- Varying according to purpose and level (length, topic)
- Designed to be done by students independently

Homework is not:

- Time to acquire new skills not previously taught
- Assigned in response to conduct infractions
- In excess of what may be completed in a class period (shouldn't be 2 hours of homework for a 50 minute class)
- Assigned over extended holidays

In *The New Art and Science of Teaching* (2017, 60), Robert Marzano describes assigning purposeful homework in the following table:

Table 6.6 Assigning Purposeful Homework

Strategy	Description
Homework preview	The teacher asks students to read a passage of text or view media that introduces a concept or idea they will study in class.
Homework to deepen knowledge	The teacher asks students to complete an assignment that helps them compare, contrast, or classify specific aspects of the content.
Homework to practice a process or skill	The teacher asks students who have demonstrated the ability to independently perform a process or skill in class to practice that process or skill independently to increase their fluency, speed, and accuracy with a process or skill.
Parent-assessed homework	The teacher provides specific directions to parents regarding homework. To assist students with homework, parents or family members ask reflective questions or listen to students give an oral summary of material they read. To help students develop fluency with skills or procedures, parents might also time them in executing a specific skill or process.

Homework for Elementary (PK-4)

1. Elementary homework should primarily consist of application and practice of reading, writing and math. At this level, homework should be designed to *reinforce previously taught knowledge and skills*. Homework practice in combined subject areas should not exceed a total of 45 minutes per night.
2. Elementary projects completed at home should be limited in number and duration and costs of materials and supplies should be minimal.
3. Elementary homework should receive feedback from the teacher, but should not be recorded in the electronic gradebook as a numerical grade.
4. Elementary homework should not be assigned over the weekends.

Homework for Intermediate (5-6)

1. At the intermediate school grades (5-6), homework should primarily consist of reading, practice in mathematics, application of writing skills, and beginning research. Homework should primarily *reinforce previously taught skills* and be limited in frequency and length of the assignment and aligned across teacher teams.

2. Long-term assignments at the intermediate grades (5-6) should be limited in number and duration. These assignments should include clear checkpoints to monitor progress toward completion.
3. Homework at the intermediate school should not be assigned over the weekends.
4. Homework should be used for no more than two academic practice grades per six weeks. When counted as a grade, the entire assignment should be graded rather than only a portion of it.

Homework for Middle/High (7-12)

1. Homework can be assigned to all students on a regular basis. Homework is an extension of previously taught material. Homework should primarily *reinforce previously taught skills* and be limited in frequency and length of the assignment and aligned across teacher teams.
2. Weekend homework may be assigned.
3. Advanced and Advanced Placement courses may require more extensive homework assignments varying according to purpose and level.
4. Long-term assignments at the high school grades (9-12) should include clear checkpoints to monitor progress toward completion.
5. When homework is counted as a grade, the entire assignment should be graded rather than only a portion of it.

NOTE: Dual credit courses follow the guidelines established by Blinn College.

Projects/Project Based Activities

Effective long-term assignments require clear checkpoints along the way to monitor progress towards completion. For projects, papers, etc. of a large scope, achievement and/or practice grades will be provided throughout the process to assess student progress and assist the students in their learning. Project-based assignments should primarily be undertaken and completed in the classroom. Supplies for projects should be provided in class without any additional out of pocket cost to students unless noted in the course description guide as a course fee (secondary). Some portions of projects may be assigned as homework; however,

these tasks should not require group participation, significant assistance from parents, or costly materials. Projects should be graded using a TEKS-aligned rubric.

When grades are taken on process checkpoints (including, but not limited to, projects and student writing), those grades are subject to the same reassessment requirements outlined later in this document.

Grading Procedures

This section is designed to explain the way grades are calculated in CSISD.

All grades taken on Academic Practice and Achievement shall be recorded in the electronic grade book for grade levels 2-12 within a week of being collected. However, major projects, research papers, and similar student work may take longer than a week to grade due to the nature of the grading process. Assignments recorded in the electronic grade book should be named clearly, so that students and families clearly understand the academic content of the assignment. For example, rather than only titling an assignment Unit 1 Test, naming the assignment Unit 1 Test: Quadrilateral Equations would provide additional clarity.

Grading Scales

Grades may be calculated on Academic Practice and Achievement in one of the following methods:

a. The lowest passing grade is 70. The grading scale is:

A = 90-100
B = 80-89
C = 70-79
F = Failing (Below 70%)

b. Transfer-In Grade equivalents:

A+ = 100	B+ = 89	C+ = 79	D+ = 74	F = Failing 69 and Below
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A = 95	B = 85	C = 77	D = 72	
A- = 90	B- = 80	C- = 75	D- = 70	

Elementary

M = Meets Expectations

I = Improvement Needed

Calculating Grades in Elementary School (PK-4)

Pre-K, Kindergarten, and 1st grade

Pre-K

- Developmental Checklists will document a student's current level of proficiency per **nine** weeks.

Kindergarten and 1st Grade

- Numerical or letter grades (A, B, C, F) are not included on report cards in ELAR, Math, Science, and Social Studies. Student progress will be reported each nine weeks as an M (Meets Expectations) or I (Improvement Needed) in ELAR, Math, Science and Social Studies.

Subject	Reporting Progress to Parents (Grades K-1)
ELAR	Each student's progress in reading is reported as meets expectations (M) or improvement needed (I). Writing Stages of Development are also reported each marking period. An insert will be sent home explaining writing stages.
Math	Each student's progress in math is reported as meets expectations (M) or improvement needed (I). A student's progress/proficiency in mathematics will be reported on a developmental checklist. A copy of the checklist will be sent home.
Science and Social Studies	Each student's progress is reported as meets expectations (M) or improvement needed (I). Based on student mastery from a minimum of 5 assignments per subject area.
Art, Music, PE/Health	Each student's progress in Art, Music, PE/Health is reported as meets expectations (M) or improvement needed (I).

Grades 2-4: Numerical grades (0-100) are reported in ELAR, Math, Science, and Social Studies.

Student progress is reported each 9 weeks and sent home with report cards in the following areas:

Subject	Reporting Progress to Parents (Grades 2-4)		
ELAR Minimum of 10 Grades	Academic Achievement 50% At least 1 composition (completed process piece) At least 2 reading academic achievement assessments	Academic Practice 40% At least 6 separate assignments (from reading, writing, listening, and speaking)	Word Work/Spelling 10% 1 assignment grade represented by an average of all Word Work/Spelling assignments
Math Minimum of 10 Grades	Academic Achievement 50% At least 3 separate assessments	Academic Practice 50% At least 7 separate assignments No more than one fluency grade	
Science Minimum of 9 Grades	Academic Achievement 50% At least 2 separate assessments	Academic Practice 50% At least 4 separate assignments 3 hands-on investigation reports	
Social Studies Minimum of 5 Grades	Academic Achievement 50% At least 2 separate assessments	Academic Practice 50% At least 3 separate assignments	
Art, Music, PE/Health	Each student's progress in Art, Music, PE/Health is reported as meets expectation (M) or improvement needed (I)		

Calculating Grades in Intermediate School (5-6)

- Minimum & Maximum Number of Grades
 - A minimum of 9 separate grades per subject are required each 6 weeks.
 - At least two of these must be separate Academic Achievement grades.
 - PE will have a minimum of 3 grades per six weeks.
 - No maximum number of grades
- Numerical grades (0-100) are reported in all courses
- Progress Reports and Report Card Calculations:
 - The following percentages apply for progress report and report card grade calculation:
 - 33% Academic Practice
 - 67% Academic Achievement

Calculating Grades in Middle School (7-8)

- Minimum & Maximum Number of Grades
 - A minimum of 9 separate grades per subject are required each 6 weeks
 - At least two of these must be separate Academic Achievement grades
 - At least 3 grades (including 1 Academic Achievement grade) must be recorded and reported by the end of the 3rd week progress report
 - The requirement for 1 Academic Achievement grade by progress report time is waived for the 1st and 4th six weeks of the school year, and any grade period with fewer than 25 instructional days as outlined on the district school calendar. However, a minimum of two separate Academic Achievement grades are still required each six weeks.
 - No maximum number of grades
- Assignment weight within a category shall be consistent and determined by the teachers within the course level.
- Teachers within the same course should have a similar number of grades for each unit of study.--put in the other sections
- Numerical grades (0-100) are reported in all courses
- Progress Reports and Report Card Calculations:
 - The following percentages apply for progress report and report card grade calculation:
 - 33.3% Academic Practice
 - 66.7% Academic Achievement
- The semester average of grading period grades shall count **90 percent** of the semester average, and the final exam shall count **10 percent**. If (due to extenuating circumstances-such as school closure) no semester test is administered, the semester grade shall be the average of the grading period grades.
 - Final exams are given for middle school courses. See information provided in the Final Exams section below.
 - Students who complete courses for high school credit will comply with the high school final exam procedures and grade calculations procedures for high school courses.
- High school credit courses taken in middle school follow the high school grading procedures with the following exceptions:
 - Middle school students taking high school courses will only be able to exempt one course in each semester and not the same course both semesters.
 - Students who are exempt from an exam will remain at school during exam time and will not be dismissed early, even if the exemption is after daily attendance time.

Calculating Grades in High School (9-12)

- Minimum & Maximum Number of Grades
 - A minimum of 9 separate grades per subject are required each 6 weeks
 - At least two of these must be separate Academic Achievement grades
 - At least 3 grades (including 1 Academic Achievement grade) must be recorded and reported by the end of the 3rd week progress report
 - The requirement for 1 Academic Achievement grade by progress report time is waived for the 1st and 4th six weeks of the school year, and any grade period with fewer than 25 instructional days as outlined on the district school calendar.
 - No maximum number of grades
- Assignment weight within a category shall be consistent and determined by the teachers within the course level.
- The semester average of grading period grades shall count **85 percent** of the semester average, and the final exam shall count **15 percent**. If (due to extenuating circumstances-such as school closure) no semester test is administered, the semester grade shall be the average of the grading period grades.
- Numerical grades (0-100) are reported in all courses

In grades 9-12, the following percentages apply for report card grade calculation:

	On Level	Advanced	AP
Academic Practice	30%	25%	20%
Academic Achievement	70%	75%	80%

* Unless otherwise determined by a student's IEP goals and objectives.

**The same grade calculation will apply regardless of instruction setting changes due to school closure.

Assignment weight within a category should be consistent and determined by the teachers within the course level.

Final Exams in Middle and High School

All middle and high school courses have Final Exams. **The purpose of final exams is to assess student mastery of knowledge and skills acquired during the semester.**

High School :

Exemptions are allowed for students who demonstrate mastery through their semester course averages per the Final Exam Exemption Guidelines listed in the CSISD Student Handbook. Grades and six-weeks exams may be assessed during final exam week which will contribute to the class average in a course.

The semester average of grading period grades shall count 85 percent of the semester average, and the final exam shall count 15 percent. If (due to extenuating circumstances such as school closure) no semester test is administered, the semester grade shall be the average of the grading period grades.

Middle School:

Middle school students are allowed to exempt high school credit class final exams in accordance with the high school student handbook; however, final exams for middle school courses may not be exempted.

- High school credit courses taken in middle school follow the high school grading procedures with the following exceptions:
 - Middle school students taking high school credit courses will only be able to exempt one course in each semester and not the same course both semesters.
 - Students who are exempt from an exam will remain at school during exam time and will not be dismissed early, even if the exemption is after daily attendance time.

For middle school courses, the semester average of grading period grades shall count 90 percent of the semester average, and the final exam shall count 10 percent. If (due to extenuating circumstances-such as school closure) no final exam is administered, the semester grade shall be the average of the grading period grades.

Report card and/or progress report average:

Note: Grades K-12 will use electronically generated report cards.

Grades 2-12 will use electronically generated progress reports.

Late Assignments/Late Work

The Late Assignment/Late Work penalties apply only to students who are in attendance, but fail to turn work in on time.

Late Academic Achievement grades (such as projects, research papers, etc.) must be accepted for On-Level, Advanced, and AP courses with a penalty. The penalty will be determined by the teachers within the same course level. Extenuating circumstances may be considered for late Achievement and Practice grades for all courses and grade levels (please refer to your teacher or course syllabus).

All grades taken on Academic Practice and Achievement shall be recorded in the electronic grade book for grade levels K-12 within a week of being collected. However, major projects, research papers, and similar student work may take longer than a week to grade due to the nature of the grading process. Checkpoint/process grades should be updated in the electronic gradebook within a week of taking the grade (i.e. a failing grade that captures a month's worth of process checkpoints should not be entered all at once at the end of the month).

Grades PreK-1

No work is considered late if submitted within a **nine** week grading period.

Grades 2-4

Work that is submitted as Academic Practice or Academic Achievement must be accepted up to 2 days after the due date without a reduction in grade. After 2 days, a penalty (not to exceed a total of 10 points) may be assessed. No work will be accepted after the end of the **nine** weeks.

Grades 5-8

Work that is submitted as Academic Practice must be accepted up to 1 day after the due date without a reduction in grade. After 1 day, a penalty may be assessed. Teachers within the same subject area or course must set the same timeframe and penalty for late work. Academic Practice work will not be accepted after the Academic Achievement date.

Grades 9-12

Academic Practice late work for all courses must be accepted, with penalty, at least one day after the due date. Teachers within the same course must set the same timeframe and penalty for late work. Additionally, content area teams will examine late work penalties vertically across levels to ensure equity in expectations.

Retest/Reassessment

Believing that grades should represent a student's current level of mastery rather than the timeline of learning, students who earn below a 70 on an academic achievement assessment will be provided timely reteaching and an opportunity to reassess their learning according to the parameters for grade levels as included below.

Following reteaching, students may demonstrate mastery through a reassessment determined by the teacher or team that appropriately measures the targeted skill or concept.

Reassessment may take the form of a new formal assessment or another comparable measure of learning. Test corrections alone do not constitute reassessment.

In elementary school (K-4):

Reassessment is offered

- when students score below 70 on an academic achievement assessment.
- when more than 50% of an individual class scores below 70.

The reassessment score should reflect the student's demonstrated level of mastery based on the new evidence of learning. This approach keeps the focus on learning, while still holding students accountable for engaging in the reteaching process before reassessment.

In intermediate and middle school (5-8):

Reassessment is offered in on-level and advanced classes

- when students score below 70 on an academic achievement assessment (this excludes major projects).
 - Note: This guideline is applicable in high school level advanced courses taken at the middle school campuses.
- when more than 50% of an individual class scores below 70.

**See below to read more about how reassessment scores are reported in the gradebook.*

In high school (9-12):

Reassessment is offered

- **in on-level classes**, when students score below 70 on an academic achievement assessment (this excludes major projects).
- **in on-level, advanced, and AP**, when more than 50% of an individual class scores below 70.

- in **advanced and AP classes**, in accordance with the CSISD Advanced Academic commitment form, teacher teams provide quality instruction at an advanced level and give ample opportunities for students to be successful. Teacher teams within the same course determine reteach and reassessment opportunities in advanced courses. Academic achievement grades may not be eligible for reassessment. However, all teachers of a course will include information in the course syllabus if reassessment opportunities are available in that course.

**See below to read more about how reassessment scores are reported in the gradebook.*

*** Secondary Reassessment and Reporting Grades**

When reassessment is offered, students should participate in reteaching first. Then, to allow a student another chance to show mastery, the reassessment option may include a formal measure deemed appropriate by the teacher/course level for evaluating the skill or concept. The teacher should make every effort to allow the student to be reassessed as soon as possible. The opportunity to be reassessed should be provided within one week after the failing grade is received. A reassessment must be completed prior to the next Academic Achievement assessment.

Only one reassessment may be taken per test grade which is below a 70. If the reassessment is administered, the higher grade must replace the lower one with a maximum grade of 70. Reassessment shall be optional on the part of the student (high school).

The reassessment option is not available for semester exams or curriculum-based measures (CBMs). CBMs serve multiple purposes: as a diagnostic tool to help design interventions, to assess the mastery of the taught curriculum, and to model the rigor necessary to meet state standards. Each measure may be recorded as a single academic practice grade.

Reassessment when more than 50% of an individual class score below 70

If 50% or more of the students in an individual class (including Advanced and AP) score below 70 on an Academic Achievement assessment, the teacher will reteach and reassess all students during class time. **The higher of the two grades will be recorded in the grade book.**

If a teacher teaches multiple sections of the same class and one class needs a reteach and reassessment based on the stipulations in the paragraph above, the teacher will consult with his/her grade level team about whether or not to open up the opportunity for reteach/reassessment to the other sections.

If fewer than 50% of all students in a class score below 70 on an Academic Achievement assessment, the teacher will provide reteaching and reassessing during or outside of class time. The grade on the reassessment will be recorded as no higher than 70 if mastery is demonstrated.

NOTE: Reteaching and reassessment occurs when 50% of an individual class scores less than 70. This is not to be confused with a class average below 70% on an achievement grade.

There are times when a class average can be below 70% without whole class reteaching and reassessment. Consider these 10 scores on a recent academic achievement assessment:

Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10
80	90	75	60	95	90	85	85	0	0

This class has an average of 66, but 7 out of 10 students scored higher than 70%. No whole class reteach and reassessment is required. The three students who did not pass can reassess for up to a grade of 70 in K-4 and on-level 5-12 courses.

Awarding High School Course Credit

When a student earns a passing grade in only one semester of a course and the combined average for both semesters is lower than 70, then $\frac{1}{2}$ credit will be given to the semester with the passing grade. If the combined averages are equal to 70 or above, a $\frac{1}{2}$ credit will be given to both semesters. When combining semester grades, it is possible to combine semester grades from 2 different school years.

Extra Credit

Extra credit must be related to the TEKS in that subject. If Extra Credit is offered, it must be made available to all students in that course by campus. Extra Credit may not be given for clerical tasks such as returning a report card or progress report, acquiring parent signatures, bringing canned goods, participating in a fundraiser, etc. If the extra credit assignment creates a financial or transportation burden on the student, an alternative extra credit will be given.

Make-Up Work

Students shall be expected to make up assignments and tests after absences. Within this framework, the maximum time allowed shall be determined at the discretion of the teacher according to the individual circumstances with a minimum of 1 day for each day of absence plus at least one day to complete and turn-in make-up work for full credit. A penalty may be assessed for any assignments or tests not made up within the allotted time. Obtaining missed work is the student's responsibility. If a student knows of an upcoming absence for a school sponsored activity, the student should notify the teacher prior to the absence to be able to work on the assignments as they are able during the activity.