GRADING GUIDELINES: HIGH SCHOOL EIA(R6)

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 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.
- Middle school classes follow these guidelines; classes for high school credit follow the high school grading guidelines

Grading Categories and Weights:
All subjects will have two categories in the electronic gradebook with the corresponding weights:

Formative 40%
Summative 60%

Forms of assessment include formative and summative assessments. Use of these modes is based on teacher discretion, and both are options in the assessment of a student's performance. These forms of assessment should be a natural part of classroom processes and not a set-aside process that detracts from teaching and learning in the classroom.

***Formative Assessments** are progress monitoring tools that determine how we can help increase student academic achievement. 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 will be created prior to instruction to capture and identify both content and process of learning that represent the desired outcomes, as measured by end of unit tests or projects, standardized assessments, completed compositions, completed portfolios, or various other summative assessments unique to content areas. Summative assessment deadlines should still provide adequate time for students to make up the assessment if absent or to reassess before the end of a grading period (see "Make-up Work" and "Reassessment" section for more details).

District Unit Assessments: The purpose of district unit assessment is to determine mastery of content taught during the prior unit. These assessments are not required to be entered into the gradebook. Teachers have the ability to determine if these assessments are used for a grade. If teachers enter these assessments into the grade book, teachers are allowed the ability to curve the assessment, if needed.

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Semester Exams: Campuses within the feeder pattern will collaborate together to ensure the same semester exam is administered for a content course. The semester exam will count 15% of the student's grade. This is automatically set up in the gradebook and will not require additional calculations from teachers.

Middle School and High School students who meet grade and behavior requirements are eligible for semester exam exemption. Students must meet all of the following criteria in order to be exempt from the semester exam:

Have an 85 average in the course. Have no ISS, OSS, or DAEP assigned days. No more than 3 unexcused absences. The following absences qualify as unexcused absences: ABS (Absence), PRN (Parent Note), and TRU (Truant).

Industry based certification tests may be used in CTE courses to substitute the final exam grade.

Courses not eligible for exemption: Courses that require a capstone assessment, project, portfolio, performance or performance evaluation as a final, and Dual Credit Courses.

Notification of eligibility for exemptions: Exemptions will be determined no later than the Monday of the week of final exams. Teachers will notify students of their exemption eligibility. Students who are exempt and choose to take the final exam will not be penalized for any final exam grade that will lower their semester average.

Access Teacher Report: "Keller ISD Reports" app, access "Student Final Exemptions by Teacher or Student"

Administrator Report: "Keller ISD Reports" app, access "Student Final Exemptions by Campus"

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		
Assessment Type	Minimum Number	Suggested Maximum Number
Formative	6	12
Summative	2	5

No more than 30% of a 9-week grade may be based on a single summative assessment, so no less than 2 should be required each grading period.

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

Make-up work:
Make-up assessments shall be made available to students after any absence. Teachers should ensure students have the instruction needed to successfully complete their work. Teachers will determine 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 related to an absence (EIAB Local), 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 sessions to make up work for each class session absent.

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 assessed, 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 principals' discretion regarding whether or not work is provided.

Late Work:
The operational definition of late work is when a student has been provided adequate time and instruction to complete student work and has not completed it by the assigned time and date. This includes all assignments included in a long term assignment. If a student does not turn in an assignment by the due date, a teacher should enter MSG in the grade book. This will average in as a zero. After one class session late, the work may only be eligible to receive 70% of the original assigned points. Beyond one class session late, the work may only be eligible to receive 50% of the original assigned points with teacher discretion to assign a zero. Students with extended time accommodations written into their IEPs will be addressed on an individual, as-needed basis. See student's list of accommodations. Students submitting late work are not eligible for reassessment opportunities.

Homework:
Homework is intended to reinforce and/or extend the learning process and content from the classroom. High school students should expect to have some homework. 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. Homework will be at a level that can be completed

independently by a student and the student should clearly understand the expectations of the assignment. These guidelines apply to home-based academic work, including, but not limited to, flipped classrooms.

Extra Credit:
Academic extra credit may not be given as a separate assignment. Students should be allowed opportunities to bring up grades through other methods outlined in this document. No academic extra credit may be given for bringing supplies, canned goods, or other items not associated with course and curricular objectives.

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)

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

Progress Reports and Report Cards:
Report Cards and Progress Reports will be available according to the District Timeline documented at the bottom of this document. The district and campuses will notify parents when Progress Reports or Report Cards are available for viewing. Progress reports will be available through Aeries. Teachers can run a report that shows when parents have accessed their Aeries accounts to ensure Progress Reports and Report Cards are being viewed. If a parent is unable to view their Aeries account, s/he can request a hard copy from the campus front office (Aeries Parent Support Resource).

Dual Enrollment Courses:
Dual enrollment high school instructors shall have the authority to determine which course assignments are designated as formative or summative for grading purposes in both the high school and college components of the course. The quantity of both assessment types should still be in alignment with district expectations (see “Grade Ranges Per Marking Period”). Dual enrollment college professors are responsible for all college assignment grades and follow their university’s grading policies.

Parent Communication:
All teachers are required to make a good faith effort to communicate with parents of students who are failing their course at the end of a grading period. A good faith effort is defined as multiple attempts using

multiple modalities such as emails, phone calls, and conferences. All communication attempts should be documented based on campus procedures. (EIA Local)

Dropping Grades:
As long as the teacher maintains the minimum number of grades, the lowest formative grade may be dropped if it is in the students' best interest and applied in an equitable manner.

Special Programs:
The following programs do not give grades: Intervention Specialist and Dyslexia. However, classroom teachers are expected to collaborate with the teachers of these programs or any other special programs, such as ESL when determining assessments and grading for the students who qualify for these services. Before a teacher assigns a failing nine weeks 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.

Intervention:
Intervention is a reactive approach to addressing specific challenges or problems by providing targeted and intentional support to students who are struggling with their Tier 1 Learning Objectives (TEKS). The goal of intervention is to help these students catch up to their peers and achieve success in grade-level curriculum.

Keller ISD provides a number of resources and programs to support student needs and learning gaps including Dreambox, Math 180, Waggle, and Read 180. These resources are adaptive and tailored to each student's specific needs, and, therefore should not be evaluated and recorded in the Tier 1 gradebook since they are not reflective of the Tier 1 grade level standards of mastery.

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, passing out papers, etc. Teachers who fail to maintain the confidential integrity of the grading process may be subject to disciplinary action.

Semester Exam Exemption
Middle School and High School students who meet grade and behavior requirements are eligible for semester exam exemption. Students must meet all of the following criteria in order to be exempt from the semester exam:

- Have an 85 average in the course.

- Have no ISS, OSS, or DAEP assigned days.

  Middle School (Grades 7 - 8)

  - No more than 4 unexcused absences per High School Level Course
  - Students must be present for the period they are exempt from the exam. Failure to attend the period (unless absent due to an excused absence), for which a student is exempt from the exam, will result in a zero for the exam grade.
  - To be eligible for exemptions, students must be present (unless absent due to an excused absence) for the full day of school during exam week.

  High School (Grades 9 - 12)

  - No more than 3 unexcused absences in 2nd - 7th Period Classes
  - No more than 4 unexcused absences in 1st & 8th Period Classes
  - Students must be present for the period they are exempt from the exam. Failure to attend the period (unless absent due to an excused absence), for which a student is exempt from the exam, will result in a zero for the exam grade.
  - To be eligible for exemptions, students must be present (unless absent due to an excused absence) for the full day of school during exam week.

  The following absences qualify as unexcused absences:

  - ABS (Absence)
  - PRN (Parent Note)
  - TRU (Truant)

  Courses not eligible for exemption:

  - Courses that require a capstone assessment, project, portfolio, performance, or performance evaluation as a final.
  - Dual Credit Courses

  CTE Courses: Industry based certification tests may be used in CTE courses to substitute the final exam.

  Notification of eligibility for exemptions: Teachers will notify students of their exemption status the class period prior to the exam date. Teachers will notify students of their exemption eligibility.

  Note: Students who are exempt and choose to take the final exam will not be penalized for any final exam grade that will lower their semester average. Please direct all questions regarding this administrative regulation to the building principal.

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, and desire to reassess for mastery, need to contact the teacher immediately. Formative assessments not eligible for reassessment will be identified when assigned. Activity-based formative assessments will not be eligible for reassessment, per teacher discretion.
- Students who earn a grade below 70 on a summative assessment must have an opportunity to reassess if he/she participates in remediation and has all of his/her formative assessments leading to the remediated summative assessment turned in.
    - Summative assessment deadlines should still provide adequate time for students to reassess before the end of a grading period.
- 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 below 70.
3. Following an unsuccessful assessment, remediation activities must begin immediately. 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 Aeries 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.
- Note: Single-semester courses are not eligible for semester exam exemptions.
- Note: Exemptions will be extended only in on-level courses.

Attachment: Progress Reporting and Report Card Calendar

Semester Exam Exemption Process