

2011-2012 GRADING GUIDELINES

Center Middle School

I. Introduction/Rationale

The campus will develop guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area and course and shall be coordinated with compensatory and accelerated services.

II. Standards for Mastery (Policy EIE LOCAL)

Assignments, tests, projects, classroom activities and other instructional activities shall be designed so that the student's performance indicates the level of mastery of District curriculum objectives. The student's mastery shall be a major factor in determining the grade for a subject or course.

Course assignments and unit assessments shall be used to determine student grades in a subject with an average grade of 70 or higher to be considered as a passing grade. Credit for a class shall be awarded at the end of each semester if a student has: (1) a grade average of 70 or higher in the class and (2) met all state requirements for attendance.

III. Grade/Progress Reporting (Policy EIA LOCAL)

Grade reports shall be issued every six weeks on student report cards. Progress reports shall be sent home with students after the third week of each six-week grading period. **If a student's grade falls below 70 at any time, the teacher will make every effort to contact the parent/guardian in writing or by phone.**

IV. Grading Procedures

Student achievement shall be based on the degree of mastery of the District's curriculum which is based on the Texas Essential Knowledge and Skills (TEKS). Numerical grades will be recorded and reported with 70 representing mastery of 70% of the required objectives and the minimum passing grade.

Responsibilities of Teachers :

- a) follow the CMS and District guidelines
- b) accurately average grades
- c) accurately record grades for assignments
- d) verify accuracy of peer-graded work
- e) return graded work to students promptly
- f) provide reasonable opportunity for re-teach and retest on objectives not mastered. Additional opportunities shall be averaged with original grade.
- g) not increase or decrease a classroom grade for participation or lack of participation in any extracurricular activity

Responsibilities of Students:

- a) complete each assignment within the time limits given by the teacher
- b) evaluate and review their work for accuracy prior to turning it in
- c) seek assistance from the teacher as needed
- d) ask for make-up work following absence(s)

V. Promotion Criteria (Policy EIE LOCAL)

Grades 6-8 – Promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level or grade-level standards (TEKS) for all subject areas and a grade of 70 or above in three of the following areas: mathematics, language arts, science and social studies.

Grades 9-12 – Grade-level advancement shall be based on course credits earned.

VI. Grade Determination

Classroom Grades

A minimum of 10 grades will be taken each 6 weeks.

Six Weeks Average will be determined by the following:

1. **Assessments** - Unit assessments, teacher developed assessments, major projects and papers. – **40%**
2. **Quizzes/Performance Indicators/Labs/In class projects** – **35%**
3. **Daily Work/Class Work** – **25%**

** Performance indicators can be defined as activities/products/projects that the students complete to demonstrate understanding and ability to apply to their learning. It defines the content, context, cognitive level, and standard of student performance required for students to demonstrate mastery of unit concepts and key understandings.

Semester Average shall be determined by the following:

Six Weeks	2/7
Six Weeks	2/7
Six Weeks	2/7
Semester Exam	1/7

Extra Credit – The intent of extra credit is for enrichment in a class and to gain mastery of the Texas Essential Knowledge and Skills objectives. If extra credit is offered, it should be academic, offered to all students in a class, and count no more than 5% of a student’s total six weeks grade.

Cheating/Plagiarism/Academic Dishonesty – Copying another student’s work or permitting work to be copied by another student will result in a zero for the student(s)

Late work – Late work will be due one day following the original due date of the assignment with a 25% reduction on the grade. Late work will not be accepted beyond the one day requirement. A student will receive a zero for any work not turned in during the required time.

Make-up work for Excused Absences– Make-up work for excused absences shall be made available to all students. Make-up work shall provide the student with sufficient opportunity to master the TEKS or subject area requirements and shall be based on instructional objectives of the course. Students are responsible for asking for make-up work upon return to class. The number of days allowed for completion of make-up work shall be equal to the number of days missed. In the event of an

extended absence, other arrangements approved by campus administration may be made. Any assignments not turned in during the allotted time will follow late work guidelines. Students will not be required to take an exam or turn in an assignment on the day of returning to school if the test or assignment was assigned during the student's absence. Make-up work may be a revised version of the original assignment. Students eligible to attend Content Mastery must be allowed to attend Content Mastery for make-up work assistance.

Make up Work for Unexcused Absences – A student with an unexcused absence may make up all work missed, but shall receive a 25% reduction in any grade(s). Students shall receive a zero for any assignment or test not made up within the allotted time.

Suspension – A student suspended from his or her regular classes may make up work, but will receive a 25% reduction in grade(s). Students shall receive a zero for any assignment or test not made up within the allotted time.

Incomplete Grades – Unusual circumstances may occur which cause a student to be unable to complete coursework/assignments by the end of a grading period. In such cases, the student may receive an "Incomplete" for that grading period. The student will have a minimum of one week upon his/her return to complete the assigned work. In unusual cases where the student has missed a quantity of work, the time may be extended. In all cases, the teacher must communicate to the student and parents the nature of the outstanding work and the time limitation for completing the work.

School Related Absences – Students are responsible for work/assignments missed when they are out due to school related activities. The number of days allowed for completion of make-up work shall be equal to the number of days missed for the activity.

Student Transfers – If a student transfers into the school from a school that uses letter grades, use the following conversion chart to assign grades: (Board Policy EIC)

A= 95
B- 85
C= 75
D= 70
F= 60

VII. Types of Assessments/Assignments

Class work – Class work is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There may be occasions where class work

becomes homework, which may include guided or independent practice.

Homework – Homework may be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents to become aware of the instructional program and their child’s educational program. **Homework should never be a disciplinary measure.**

Quizzes/ Skill Checks – Quizzes and Skills Checks are short assessments designed by the teacher to evaluate a student’s level of understanding and progress toward unit objectives. These assessments do not have to be scheduled in advance.

Examinations – Examinations are assessments designed to measure a student’s level of mastery of the TEKS. Major examinations or tests are considered to be a chapter, unit concept(s), or cumulative (weekly, three or six weeks) tests. Major tests shall be scheduled and announced in advance.

Alternative Assessments – Alternative assessments will be a meaningful measure of real world tasks. The performance/product shall be at the level of rigor as curriculum performance indicators. This type of assessment often requires analyzing a task, developing a plan of action, gathering information, selecting the relevant information, and presenting appropriate information. The method of performance/product shall be designed by the teacher based on the subject area and content objectives. Alternative assessments may be substituted for examinations.

Research Paper/Projects – Research papers or projects are long-term assignments that may involve both class work and homework. Teachers may assign research papers or projects to an individual or to a group of students. Teachers will inform students of the research paper/project requirements and grading guidelines well in advance of the due date. **Students, who are absent on the due date, including school business, must meet the deadline.** Grades for each group member should not be affected by another group member’s non-participation. Conversely, a student who does not fully participate, but participates to a limited degree, will receive a grade appropriate to his/her participation.