

Irving ISD District Grading Procedures 2018-2019

Guidelines

- Grades shall reflect individual student mastery of the content. Grades are not based on a comparison of students to each other. When students complete assignments in groups, teachers shall assign individual grades to students to reflect the work/learning of individual students.
- There are two categories for grades/assignments: Minor Grades and Major Grades
 - **Minor Grades** (formative) are assessments designed to measure student progress in learning throughout a unit of instruction. Examples include, but are not limited to, the following: daily work, quizzes, homework, drafts, and performances.
 - **Major Grades** (summative) are assessments designed to measure student learning at the end of a unit. Examples include, but are not limited to, the following: tests, projects, research papers and final performances.
 - **Performance Assessments** are assessments that require students to perform tasks that are to be evaluated by the teacher. These assessments are often used in PE, fine arts and standards-based situations (PK-1).
- During a six-weeks period, a minimum of 5 minor grades and 2 major grades should be recorded in the gradebook before grades are verified. Teachers may, however, use their professional judgment and assign more assignments to be graded. *(Elementary Specials' Teachers - see section below)*
- Progress reports will be generated the third week during each six-weeks period. A minimum of 3 minor grades and 1 major grade should be recorded in the gradebook before progress reports are generated. *(Elementary Specials' Teachers - see section below)*
- Parent notification should be made if a student who was passing at progress report becomes in danger of failing a six-weeks marking period during the fourth or fifth week of the six-weeks.
- Students shall have two days for each absent day in order to complete assignments; however, teachers may provide additional time for extenuating circumstances.
- Teachers are expected to grade assessments and post grades to the **gradebook program on a weekly basis** so parents can stay informed as to their child's academic status. **NOTE:** It is understood that there may be exceptions to the turn-around-time on grading assessments such as major projects and formal lab reports.
- Special Education ARD/IEP committees shall determine the grading process for individual students. The decisions made by a student's ARD/IEP committee take precedence over the district's grading procedures.

Grade Weighting for Minor and Major Grades/Assessments per Six Weeks

Grade Levels	Minor Grades (formative)	Major Grades (summative)
PreKindergarten, Kindergarten and First Grade	0%	100%
Second, Third, Fourth and Fifth Grades	20%	80%
Sixth, Seventh and Eighth Grades	40%	60%
Ninth, Tenth, Eleventh and Twelfth Grades	40%	60%

Re-teach/Re-assess

- For grades PK-1, students are to be reassessed for any competency not mastered.
- Students in grades 2-12, who score **below 70** on a **major grade/assessment** shall be provided **one** re-teach opportunity. Once students have participated in the re-teach, they will receive **one** re-assess opportunity. Re-teach/Re-assess is NOT required for failing grades on **minor grades/assessments**. Re-teach/Re-assess (for grading purposes) beyond the one opportunity is not permitted.
- Re-teach/Re-assess is NOT provided for semester exams.
- The maximum grade assigned after any re-assessment is 70%.
- Re-teach/Re-assess must occur within one (1) week after the student has received the failing grade on the **major** assessment. Teachers may use their professional judgment and extend the re-teach/re-assess timeline to address extenuating circumstances.
- Students are not to be allowed the opportunity for re-teach/re-assess at the end of a six-weeks marking period unless it is for a major grade/assessment that was returned to the student within the one-week timeframe.

Elementary Specials (PE, Fine Arts, Health, etc.) Grading Guidelines

- During a six-weeks period, a minimum of **1 minor grade for Progress Reports** and **1 major grade at the end of the six weeks** should be recorded in the gradebook before grades are verified. Teachers may, however, use their professional judgment and assign more assignments to be graded.

Special Grading Circumstances

- An “M” for “missing” shall be recorded in the grading system for missing assignments until the completed assignment is graded and the actual grade is recorded. The grading system will calculate the “M” as a 0 in the grade calculation until the actual grade for the assignment is recorded.
- An “EXC” for “Excused” shall be recorded if a teacher needs to excuse a student from an assignment. The recording of EXC for an assignment will not alter a student’s average for the six weeks.
- An “ET” for “Extra Time” shall be recorded if a teacher needs to provide additional time for a student to complete assignment.
- An “NG” for “No Grade” shall be recorded by the Data Processing clerk, if a student enrolls in the district and no grade is transferred to the school for the course. Teachers cannot enter NG into the grading system.
- An “INC” for “Incomplete” shall be recorded for a six weeks or final average if an average for the student cannot be calculated. A semester final grade cannot be calculated if any of the six weeks grades are INC.

Grading – Students who enroll during a six-week marking period

A student who enrolls during a six-weeks marking period shall be provided opportunities to achieve mastery of the essential knowledge and skills for that six-weeks, if possible. Teachers and counselors should consider the student’s particular circumstances in determining appropriate opportunities, which may include, but are not limited to:

- Tutorial sessions

- Testing to verify mastery of the course content
- The average of the grades received after arrival may be assigned to the previous missing grading period(s).

Academic Work Habits

A separate indicator shall be included on the report card for Academic Work Habits. This plus (+) or minus (-) indicator shall represent the degree to which students meet the behavior expectations correlated to important life skills that affect success with employment and other facets of life.

Elementary report cards will have one indicator list that applies to all classes. The Academic Work Habits indicators include the following:

Elementary Work Habits	Secondary Work Habits
Attentive and engaged in learning	On time to class and completes work on time
On time and prepared for class	Prepared for class; attentive, engaged in learning
Works toward achieving individual and group goals	Works toward achieving individual and group goals
Adheres to the ethical use of technology in regard to property, privacy and appropriateness	Adheres to the ethical use of technology in regard to property, privacy and appropriateness

Special Education students with Behavior Intervention Plans (BIP) shall receive academic work habits + or - ratings according to the ARD/IEP based on data collection and progress on behavior goals.

Behavior Grades

Students are expected to exhibit appropriate behavior in all classes to facilitate their own learning as well as the learning of classmates. Teachers of grades 2-12 will provide students with a Behavior Grade to communicate to students and parents/guardians to represent how well the student is meeting the behavior expectations in class. The following grading rubric will be applied:

Grade	Expectations
A	Meets behavior expectations the majority of the time
B	Usually meets behavior expectations
C	Meets behavior expectations when reminded
F	Often fails to meet expectations even with reminders

Special Education students with Behavior Intervention Plans (BIP) shall receive behavior grades according to the ARD/IEP based on data collection and progress on behavior goals.