

Boyd ISD Grading Guidelines - Amended for school year 2019 - 2020

Introduction

It is the belief of the Boyd Independent School District that all students can achieve excellence in learning and develop the knowledge and skills necessary to succeed in the 21st century global environment. With the necessary cooperation of students, parents, guardians, and community members, the district will ensure that all students are given the opportunity to master requirements of a well-balanced curriculum. For students with identified needs and at all levels of ability, the school district will provide modifications in teaching methodologies, pacing, and materials to ensure that instruction in essential knowledge and skills is delivered at an appropriate level. This process also includes meeting the assessed needs of students with identified gaps in learning.

BISD's standards-based curriculum includes the Texas Essential Knowledge and Skills adopted by the State Board of Education as well as 21st Century Learning Skills - communication, collaboration, creativity, critical thinking, and work ethic. *The grading guidelines for each grade level, subject, and course define student's relative mastery of the curriculum and the means by which a student's relative mastery is determined. The purpose of the grading guidelines is to ensure that grading practices are consistent among classes, grade levels, subjects, and campuses.*

These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the average grade assigned. Guidelines for grading shall be clearly communicated to students and parents.

EIA (LOCAL).

Definitions

Mastery

Mastery is obtained when a student achieves at least 70 percent.

Summative Assessment - Major Grades

Summative assessment is the process of evaluating and grading the learning of the student at the end of a unit or instructional period. Before a summative grade is assigned, the teacher is to have adequately taught the concept, and the student is to have had a sufficient opportunity to master the concept being evaluated.

Summative assessments need to be a representation of a student's mastery of the district's objectives taught in class.

Semester tests are not typically a form of summative assessment and will count separately.

Formative Assessment - Minor Grades

Formative assessment refers to assessments that take place during the process of learning and teaching. It involves gathering and interpreting evidence of student learning from throughout the unit of study. Formative assessment is the monitoring that occurs throughout the process of learning, providing students with feedback on how they are doing and what their next learning steps should be.

Formative assessments are a representation of a student's understanding of the district's objectives taught in class.

Reteach

When a teacher identifies students who have not understood the concepts presented, they should then select re-teaching activities that present the content in a *new* or *different* way.

Curves

Teachers may not add whole-class curves on assignments.

Homework

Homework, a form of formative assessment, when assigned, shall be evaluated and used as a method to provide students with specific feedback on their performance of the assigned tasks. Homework should only be assigned for reinforcement of skills and concepts taught in class. Homework is a vital part of the educational process and should be assigned on a regular basis to allow students the opportunity to practice and hone skills learned during class time. Homework should never be assigned as punishment and will be of reasonable length.

Calculation of Grades

Grading for PreK

Students in PreK will receive a checklist of progress each grading period. Teachers are encouraged to communicate progress through regular communication with parents in addition to these checklists.

Grading Kindergarten

Progress of students in Kindergarten will be reported on a standards-based report card. The standards-based report card will include information on the specific standards that need to be mastered in the four core subjects of language arts, math, science, and social studies. Additionally, parents are to receive information indicating reading skills that will include information regarding reading level, fluency, and comprehension.

Grading for Grade 1

Progress of students in first grade will be a transitional year for grading. Students in first grade will receive numerical averages for language arts and math.

Science and social studies will be reported on a standards-based report card. The standards-based report card will include information on the specific standards that need to be mastered in the subjects.

Grading for Grades 2-5

Category	Weighting	Number of Assignments per Grading Period
Summative – Major Grades These may include but are not limited to: Performance tasks/performance based assessments; Unit tests; Research projects/papers (final product); Special projects (performances, speeches, presentations); Multimedia student created work; Written compositions; Portfolios; Common assessments <i>*reassessments offered-see exceptions</i>	50%	2-3
Formative – Minor grades These may include but are not limited to: Interim work for projects/papers; Quizzes; Writing processes/rough drafts (prewriting, drafting, revising, editing, publishing); Informal Compositions; Portfolios; Short writing pieces; Speech/communication/presentation skills; Labs/lab reports; Homework <i>*reassessments not offered</i>	50%	5-8

Parents are encouraged to monitor grades online using the TxConnect Gradebook for Parents. A link is provided on the BISD website.

Semester Grade Calculation for Grades 1-6 :

The Semester Grade will be the average of the three six weeks grades.

Weighted Grading for Grades 6-12

Category	Weighting	Number of Assignments per Grading Period
Summative – Major Grades These may include but are not limited to: Performance tasks/performance based assessments; Unit tests; Research projects/papers (final product); Special projects (performances, speeches, presentations); Multimedia student created work; Written compositions; Portfolios; Common assessments <i>*reassessments offered-see exceptions</i>	60%	2-3
Formative – Minor Grades These may include but are not limited to: Interim work for projects/papers; Quizzes; Writing processes/rough drafts (prewriting, drafting, revising, editing, publishing); Informal Compositions; Portfolios; Short writing pieces; Speech/communication/presentation skills; Labs/lab reports; Homework <i>*reassessments not offered</i>	40%	5-8

Semester Grade Calculation for Grades 7-12 :

Semester grades shall be derived from the three (3) 6-weeks grades and the semester test grade.

Each of the six weeks grades shall be two-sevenths (2/7) of the grade. The semester test shall be one-seventh (1/7) of the grade. This may be accomplished as follows:

First 6-weeks grade x 2,	70 x 2 = 140	
Second 6-weeks grade x 2,	75 x 2 = 150	
Third 6-weeks grade x 2,	80 x 2 = 160	
Semester test grade	47 x 1 = 47	
Calculation of semester average:	497	497 divided by 7 = 71

Parents are encouraged to monitor grades online using the TxConnect Gradebook for Parents. A link is provided on the BISD website.

Reteaching and Reassessment for Summative Assessments (Major Grades)

If a student earns a grade below a 70 on a summative assessment (major grade), the student has the opportunity to retake the summative assessment. Students must fill out and have a parent sign a **Request to Reassess Form** in order to retest. Students may only retest once per summative assessment. **Request to Reassess Form** will be available in the classroom or from the district website. Teachers will give students the form in grades 1-5. Students must request the form in grades 6-12. Reassessment must occur within 7 instructional days of the original assessment.

Excluded from reassessment are:

- PBL and long-term projects and assignments (see PBL/Long-Term Project policy)
- semester exams
- benchmarks
- state assessments

The teacher may require additional activities (re-teach) to determine the student's readiness to retest, such as, but not limited to, tutorial, completed daily assessments, additional class work/homework, peer assistance, etc. When a teacher identifies students who have not understood the concepts presented, they should then select reteaching activities that present the content in a new or different way. After the reteach/reassessment, if both grades are failing, the higher of the two grades will be assigned. Any score above 70 on a reassessment will be recorded as 70. Example: James makes a 60 on the original exam; he reassesses and makes an 85. A 70 is recorded in the Gradebook.

Reassessment for Formative Assessments (Minor Grades)

Reassessments will not be offered for formative assessments (minor grades).

Progress Reports

The district shall provide a notice of progress to the parent or guardian of every student in grades 1-12. The grades will be determined at three-week intervals or on a designated date. The actual numerical average should be posted on the progress report form or in online format. When a student's grade drops from passing to failing after the third-week report, teachers shall:

1. Notify parents. (Parents may monitor their student's grades through TxConnect.)
2. Ensure that any signed progress reports, accurate records of contact, or attempts to contact parents of students who are failing be kept on file by the teacher for the current school year.

A teacher may require any student whose reporting period grade average is below 70 or borderline to attend tutorial sessions.

Report Cards

The District shall issue grade reports/report cards every grading period. Performance shall be measured in accordance with this policy. EIE (LOCAL)

Transfer of Grades

When a student transfers from another school, the grades-in-progress from the sending school will be used to calculate the student's grade as appropriate. Completed six-weeks and semester grades from the previous school should be included in the teacher's gradebook.

Late Work, Make-Up Work and Missing Assessments

Late Work for Formative Assessments

Formative assessments that are not completed by the due date will have points deducted from the assessed grade. **However, all work must be turned in by the day of the current summative assessment. Late work will not be accepted after the summative assessment and will be recorded as a zero.**

Penalty for Late Formative Assessments

- 1 day late - 10 points deducted
- 2 days late - 20 points deducted
- 3 or more days late - 30 points deducted

For example: A student made a 95 on the assessment; however, the work was turned in three days late. The final grade is a 65.

These guidelines do not apply to summative assessments, long-term projects and PBLs. Look at the PBL/Long-term projects policy for more information.

Students with disabilities may not be penalized for late work on a case by case basis according to their IEP or 504 accommodations.

Make-up Work When Absent

All students shall be allowed to make up work when they are absent from class.

- Students shall have a time equal to days absent from class plus one day to complete all missed assignments. (Daniel was absent two days. He gets three days to do his work.)
- Under extenuating circumstances such as a long-term illness, family emergencies, long-term extra-curricular related absences, teachers may choose to give students more than one day for each day missed to make-up assignments pending administrator's approval.
- In situations where the assignment was given before the student was absent and a due date was assigned, the assignment is due on the day the student returns to school.

In grades 6 - 12, it is the responsibility of the student to make arrangements with the teacher to receive the necessary instruction, assignments, and/or materials to complete the make-up work.

Incomplete Grades

Except in extenuating circumstances, any designation of an Incomplete (I) on the report card must be converted to a grade within five school days of the end of the grading period. If not turned in, the grade will be recorded as a zero. Exceptions to this policy may apply in cases regarding UIL eligibility. Refer to UIL rules for additional information. Administrative approval is required before recording a grade of Incomplete (I).

Academic Dishonesty

First offense - Students who have engaged in academic dishonesty on a formative assignment will receive a 0. Students who have engaged in academic dishonesty on a summative assignment will be given the opportunity to complete an alternative assignment and will not make higher than a 50 on the assignment. Students will also receive disciplinary action.

Second offense - Students will receive disciplinary action and will receive a 0. Students may not reassess on these assignments.

- **Cheating** – giving, using, or attempting to see unauthorized materials, information, notes, study aids, or other devices in any academic exercise, including unauthorized communication of information
- **Fabrication or Falsification** – unauthorized alteration or invention of any information or citation in an academic exercise
- **Plagiarism** – knowingly presenting the work of another as one’s own (i.e. without proper acknowledgement of the source).
- **Facilitating Academic Misconduct** – giving or attempting to help another commit an act of academic misconduct
- **Tampering with Materials, Grades or Records** – interfering with, altering or attempting to alter school records, grades or other documents without authorization from an appropriate school official for the purpose of changing, falsifying or removing the original information found in such records
- **Copyright Laws** – All applicable copyright laws will be in effect as related to both computer software and printed materials.

21st Century Skills

Boyd ISD is invested in incorporating 21st Century Skills into our classrooms.

Our students should be age-appropriately mastered in the following:

Communication

Digital Citizenship

Effective communication, written and oral

Collaboration

Technology proficiency

Critical Thinking

Problem Solving

Work Ethic

Goal Driven

Creativity

Projects

PBL (Project Based Learning) and Long-Term Projects

Make-Up Work/Retesting/Reassessment for PBL and Long-Term Projects

Assessments of a long-term nature such as a PBL, research paper, or major project are not subject to the same retest/reteaching/make-up policies as summative assessments. Assessments with a completion date of more than one week from the date of assessment are considered a long-term assessment and shall be turned in on the prescribed day. Due to the long-term nature of these assessments, students shall make arrangements to present the assessment on its due date. These long-term assessments and due dates shall be clearly communicated to the student and parents. Should an extended illness occur during a long-term assignment the teacher, parent, counselor and/or administrator will have a conference to determine the date the assignment is due to the teacher. This conference shall occur before the assigned due date. Incomplete assignments will be graded as-is on the due date.

Only in extreme circumstances will any long-term project be accepted after the due date. In case of absence on the due date, it will be the student's responsibility to present the project the next day they are present. Students who know in advance that they will not be in class on the date a project or paper is due must make sure that the project or paper is turned in before the absence.

Effective teacher/student/parent communication during the term of a long-term assignment should reduce significantly the possibility of miscommunication about the due dates and procedures for long term assignments.

Boyd ISD PBL Rubric

Criteria	Unsatisfactory	Proficient	Advanced
Content Knowledge	0-----20-----41	42-----49-----54	55-----57-----60
Communication	<ul style="list-style-type: none"> • <i>The writing reflects a variety of errors in the conventions of the written language inconsistent with grade level.</i> • <i>Demonstrated an unwillingness to work with others, passively participates and does not contribute to a positive work environment.</i> • <i>Lacks poise and confidence (fidgets, slouches, appears nervous).</i> 	<ul style="list-style-type: none"> • The written communication represents fundamental control of the grade appropriate written conventions of English and is generally free of errors. • Demonstrated willingness to help others, actively listens to the ideas of others and helps create a positive work environment. • Shows some poise and confidence (only a little fidgeting or nervous movement). 	<p>In addition to the PROFICIENT criteria:</p> <ul style="list-style-type: none"> • The writing reflects mastery of the conventions of written English and is virtually free of errors. • The student presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning. • Looks poised and confident.
Collaboration	<ul style="list-style-type: none"> • <i>Not prepared, informed and ready to work with the team.</i> • <i>Does not acknowledge or respect other perspectives; may cause problems.</i> 	<ul style="list-style-type: none"> • Is usually prepared, informed, and ready to work with the team. • Is usually acknowledges and respects other perspectives and disagrees diplomatically. 	<p>In addition to the PROFICIENT criteria, the student:</p> <ul style="list-style-type: none"> • Is prepared and ready to work; is well informed on the project topic and cites evidence to probe and reflect on ideas with the team. • Is polite and kind to teammates.

<p>Work Ethic</p>	<p>0-----3-----6.9</p> <ul style="list-style-type: none"> • Does not submit assignments on time. • Not prepared to present on the due date. 	<p>7-----8-----8.9</p> <ul style="list-style-type: none"> • Turn in all assignments on time, but may have to be prompted. • Prepared to present on the due date. 	<p>9-----9.5-----10</p> <p>In addition to meeting the PROFICIENT criteria, the student:</p> <ul style="list-style-type: none"> • Has the project available for review prior to the due date. • Is active and a contributing member of the team as determined by the teacher and the peer evaluation.
<p>Presentation</p>	<p>0-----3-----6.9</p> <ul style="list-style-type: none"> • Does not look at audience; reads notes or slides. • Does not meet all requirements for the presentation. • Does not organize time well, presentation is not balanced 	<p>7-----8-----8.9</p> <ul style="list-style-type: none"> • Meets all requirements for what should be included in the presentation. • Organizes time well; no part of the presentation is too short or too long. • Makes infrequent eye contact; reads notes or slides most of the time. 	<p>9-----9.5-----10</p> <p>In addition to meeting the PROFICIENT criteria the student:</p> <ul style="list-style-type: none"> • Is loud enough for everyone to hear; changes tone and pace to maintain interest. • Rarely uses filler words. • Adapts speech for the context and task, demonstrating command of formal English when appropriate.
<p>Technology</p>	<p>0-----3-----6.9</p> <ul style="list-style-type: none"> • Uses audio/visual aids or media that does not enhance understanding of findings, reasoning, and evidence and to add interest. • Selection and application of technologies is inappropriate for learning environment and outcomes. 	<p>7-----8-----8.9</p> <ul style="list-style-type: none"> • Uses well-produced audio/visual aids or media to enhance understanding of findings, reasoning, and evidence, and to add interest. • Selection and application of technologies is appropriate for learning environment and outcomes. 	<p>9-----9.5-----10</p> <p>In addition to meeting the PROFICIENT criteria the student:</p> <ul style="list-style-type: none"> • Smoothly brings audio/visual aids or media into the presentation • Uses technologies to enhance presentation.

0-----3-----6.9 7-----8-----8.9 9-----9.5-----10