



# **GRADING GUIDELINES**

**2019-2020**

# **MAGNOLIA JUNIOR HIGH GRADING GUIDELINES**

**Philosophy:** In Magnolia ISD and at Magnolia Junior High, grades are intended to inform students, parents and teachers of students' most recent level of understanding and performance in relation to district and state standards. Being that performance and understanding evolve in the learning process, grades are merely a snapshot of performance at a given time.

## **General Information and Guidelines**

**Grades:** A student's grades will be based upon academic performance. The student's level of understanding will determine their grade for each course. Tasks unrelated to the course content should not be included in a student's grade determination. To determine students' level of understanding of course content teachers will use both formative and summative assessments. Formative assessments measure students' level of understanding throughout an instructional unit; summative assessments measure students' final level of mastery at the end of a unit.

**Types of Assignments:** In the grade book, assignments are labeled as FORMATIVE or SUMMATIVE. The following are examples of formative and summative assignments:

- **Formative:** Daily assessments, homework, labs, quizzes, and performance in class activities
- **Summative:** Comprehensive exams, final compositions/essays, projects, District Common Assessments

**Extra Credit:** Magnolia Junior High does not offer extra credit (this includes bonus points on tests) in any course. Grades above 100 may not be given on either formative or summative assessments.

### **Minimum number of grades:**

- At the 3-week progress report, teachers must have a minimum of 2 grades (1-2 formative grades and/or 0-1 summative grades) entered in the grade book.
- At the 6-week progress report, teachers must have a minimum of 6 grades (4-5 formative grades and 1-2 summative grades) entered in the grade book.
- For the 9 week report card, teachers must have a minimum of 9 grades (6 formative grades and 3 summative grades including the DCA).



**Report Cards-** Report Cards are intended to inform students and parents of the student’s final average grade in each course for a grading period. A Report Card grade below a 70 will cause a student to lose U.I.L. eligibility. Report Card grades cannot be adjusted after the grading period ends.

### Summative Procedures

**Summative Calendar:** The campus summative calendar is available on Google Calendar and is viewable by all staff via their district accounts. The calendar, however, can only be edited by department chairs and/or team leaders, who are granted exclusive user rights to amend it and are responsible for its’ timely maintenance. The calendar can also be viewed by the public on the school website under the “Academics” tab.

Summative dates for core subjects will be scheduled at the discretion of the content team, provided there are not already two core courses from the same grade level scheduled to administer a test or collect a project on the same date.

Teachers or content teams will submit desired dates to their department chairs/team leaders to be input on the calendar. Department chairs/team leaders will promptly confirm the date does not conflict with other summative assessments already scheduled. Any scheduling conflict or error will be resolved by the department chairs/team leaders to which the issue applies.

### Intervention Policy

In order to uphold Magnolia Junior High’s grading philosophy, the staff of MJH is committed to providing opportunities for intervention for any student who does not show an appropriate level of understanding on any initial assessment.

**Interventions:**

Core content teachers will offer at least one morning tutorial session per week. This “official tutorial day” will remain constant throughout the year. Teachers will use this time to provide intervention to any student enrolled in their course. Teams will agree on a schedule that allows for at least one tutorial session each morning. For teams of four teachers, there may be one day a week with no tutorial offered.

There are no stipulations as to which students can voluntarily attend intervention. We encourage ALL students to seek to clarify their understanding in order to achieve their highest level of mastery. Students have the option to attend tutorials with any teacher hosting tutorials in the target subject area, meaning a student who needs help in 7th grade math may attend 7th grade math tutorials four mornings in a row and see a different math teacher each morning.

The tutorial schedule is posted on a calendar visible to parents and students on the campus website. The calendar can be found under the “Academics” tab on the homepage.

## Advanced Courses

**Advanced Class Commitment:** Due to the rigor of Advanced Courses, it is likely that students will struggle periodically to master certain concepts. However, MJH teachers are committed to helping students persevere. Additionally, while maintaining a high grade is important to most students and parents, becoming an advanced learner capable of sustaining high levels of critical thinking should be an Advanced Class student's ultimate goal.

By registering to take an Advanced Course, students are agreeing to remain in the course the entire school year and abide by the specific requirements of the course. In order to enroll in an Advanced Course at MJH, all students and their guardians must first sign an Advanced Course Commitment Form. This form signifies their understanding of the Advanced Course expectations and their intention to remain in the course for the entire school year. Students and parents should not expect a student to be removed from an Advanced Course once the school year has begun unless the student fails to meet the minimum grade requirement for the course. Removal from an Advanced Course must be initiated by the teacher.

**Advanced Course Minimum Grade Expectations:** Students should maintain an average of 75 or above at each grade checkpoint, which includes Progress Reports and Report Cards, *beginning with the first 6 weeks Progress Report*.

### **Advanced Course Academic Monitoring:**

- If a student earns a grade below 75 at any checkpoint, they can assigned academic monitoring.
- A student should only be on academic monitoring twice in any course. If their grade drops below a 75 a third time, they may automatically be moved to a level class.
- No student will be removed from Advanced Courses for academic reasons during the 4th 9 weeks.
- 8th grade students who were removed from an Advanced Course in 7th grade, and choose to sign up for the same Advanced Course in 8th grade, will begin the year on monitoring. This will allow teachers to quickly assess the student's current academic needs and complete the process for removal from an Advanced Course, if necessary.
- Students placed on academic monitoring must have a grade of 75 or higher at the next grade checkpoint (i.e. Progress Report or Report Card) to stay in the Advanced Course.

## Guidelines For Assignments Not Received by Students Due to Absence

The reason for an absence (excused, unexcused, or otherwise) does not preclude students from being given work they missed, nor does it relieve students of their responsibility for completing missed assignments and submitting the assignment in the appropriate amount of time.

**Regarding assignments the student did not receive because the student was absent the day the assignment was assigned by the teacher:**

- The student is responsible for approaching the teacher and asking for any missed assignments the first day they return to school.
- Students can submit assignments missed due to absence without losing points if the assignment is submitted to the teacher within one week from the day the student returns to school.
- If an assignment is not submitted to the teacher within one week from the day the student returns to school, points will be deducted from the final grade of the assignment, in accordance with the *Guidelines for Assignments Submitted After the Assignment's Due Date (Late Work)* section of this document.

## Guidelines For Assignments Not Submitted on the Original Due Date Due to Absence

The reason for an absence (excused, unexcused, or otherwise) does it relieve students of their responsibility for completing submitting assignments in the appropriate amount of time.

**Regarding assignments the student did not submit because the student was absent on the assignment's due date:**

- The student is responsible for submitting the assignment the first day they return to school.
- If an assignment is not submitted to the teacher upon return, points will be deducted from the final grade of the assignment in accordance with the *Guidelines for Assignments Submitted After the Assignment's Due Date (Late Work)* section of this document.

## Guidelines For Assignment/Projects Students Have More Than One Week to Complete

### Regarding assignments/projects students have more than one week to complete:

- Assignments/projects students have more than one week to complete are due on the due date announced when the assignment/project was originally assigned.
- If the student is absent the first day an assignment/project is due, then the assignment/project is due the day the student returns to school. If the assignment/project is submitted electronically, it is also due the first day the student returns to school.
- If the assignment/project is not submitted the first day the student returns to school, points will be deducted from the final grade of the assignment/project, in accordance with the *Guidelines for Assignments Submitted After the Assignment's Due Date (Late Work)* section of this document.

## Guidelines for Assignments Submitted After the Assignment's Due Date (Late Work)

Work that is assigned to students is essential to their development and level of understanding of the course content and provides opportunities for them to demonstrate their knowledge. Missing assignments, including those accrued through absences, are to be completed in a timely manner. Assignments turned in after the original due date will be given a grade that reflects the level of understanding of the content, however reasonable late penalties may be applied to the grade.

All missing assignments must be turned in by the end of the week prior to the end of the grading period in order to be graded. Teachers do not have an obligation to accept late work during the final week of a grading period.

Students with missing summative assessments at the end of a grading period will receive a final grade of *INC* for the reporting period until the work is completed, this may affect their U.I.L. eligibility. Credit cannot be given for a course which has a final grade of *INC*. Students will have one week after the grades are reported to complete all required summative assessments. All grades of *INC* will be reverted to numerical grades one week after the end of the grading period, and the resulting grade will be recorded on the student's final grade report.

### Assignments submitted to the teacher after their due date are considered late and subject to the following penalties:

- **Up to 10 points** will be deducted from the student's grade when an assignment is submitted **ONE DAY** after the assignment's due date.
- **Up to an additional 10 points** will be deducted from the student's grade when an assignment is submitted **TWO OR MORE DAYS** late but before the corresponding summative assessment.
- The penalty for submitting an assignment after the assignment's due date but before the corresponding summative assessment will not exceed a deduction of 20 total points.

**Example:** If a student submits an assignment that would have earned a grade of 95 but submitted the assignment one day late, the assignment will receive a grade of 85.

If a student submits an assignment that would have earned a grade of 95 but submitted the assignment two or more days late and before the corresponding summative assessment, the assignment will receive a grade of 75.

- **Up to 30 points** will be deducted from the student’s grade when an assignment is submitted **TWO OR MORE** days late and after the corresponding summative assessment has been administered.
- The penalty for submitting an assignment after the assignment’s due date and after the corresponding summative assessment will not exceed a deduction of 30 total points.

**Example:** If a student submits an assignment that would have earned a grade of 95 but submitted the assignment two or more days after the due date and after the corresponding summative assessment, the assignment will receive a grade of 65.

**Guidelines for Reassessment**

**Formative Assessments, District Common Assessments (DCAs) and Science Fair Projects are not eligible for reassessment.**

Learning is an ongoing process and may take additional learning time for skill performance to develop. Working to improve performance on coursework is a vital part of the learning process. Teachers shall allow a reasonable opportunity for students to retest or redo summative assignments/assessments in order for the student to learn more and improve performance. The following criteria will be applied:

Course Type	Grade Type	Retest Allowed	Maximum Grade
On-Level	Summative	84 or below	85
Advanced	Summative	74 or below	75

Only one retest/redo opportunity will be provided per summative test/assignment and will be scheduled by the teacher. District Common Assessment are not eligible for retest, but results will be reviewed with students for feedback.

**Regarding Summative Reassessments:**

- An initial reteach/intervention opportunity will be provided during class in the days following an assessment, but a teacher may require additional intervention before or after school.
- Teachers will communicate expectations, reassessment times, and dates to students at the earliest opportunity after students are informed of their assessment scores.
- Teachers are only obligated to offer one reassessment, no matter the outcome of the reassessment.
- Reassessments should be different from the original assessment, but assess the same skills and concepts with the same level of difficulty as the original assessment.
- Teachers will utilize the grade parameters listed in the table above according to the level of the course.



Therefore, the grades will not be averaged, nor will a lower reassessment grade be the final assessment grade.

- Students cannot retake a District Common Assessment.

#### **Student obligations prior to Summative Reassessments:**

- Student must attend any assigned interventions.
- Student must complete any missing or failed formative assignments leading up to the original summative assessment, even if they will not receive credit or a grade for these assignments.
- The student must complete any additional tasks assigned by the teacher such as:
  - Provide adequate answers to the essential questions for the unit.
  - Complete a formative assignment linked to the standards with which the student struggled on the summative assessment.
  - Complete practice problems or questions linked to the standards with which the student struggled on the summative assessment.
- Students must be present on the assigned date and time to be eligible to retake the assessment.

### **Academic Dishonesty**

Grades are intended to inform students, parents and teachers of students' most recent level of understanding. Poor performance on an assessment indicates a need for additional instruction and attention to the content which is a vital part of the learning process. When a student dishonestly represents themselves as understanding more than they truly do they eliminate the opportunity to receive the additional instruction needed to maximize their level of understanding. Assessment grades are vital to teacher awareness of student progress and therefore any student who is caught being dishonest on an assessment will receive a behavior consequence and complete an equivalent assessment that truly represents their level of understanding of the content. Deductions from assessment grades will not be made due to academic dishonesty, instead the student will receive a behavioral consequence.

### **Guidelines for Grading District Common Assessments**

District Common Assessments (DCA) are summative assessments given in all English, Math, Social Studies, Science, and Foreign Language courses at the end of the first, second, and third grading periods. These assessments are locally developed by teachers in conjunction with curriculum directors and are used to gauge mastery of course objectives. District Common Assessments (DCA) reflect the standards, wording, rigor, and time constraints of the State of Texas Assessments of Academic Readiness (STAAR) and count as a summative assessment.