

Overview

As students progress toward mastery of the skills and concepts of the Spring Hill Junior High's curriculum, teachers should use various indicators to monitor and assess this progress.

Indicators may include any or all of the following:

- Teacher observations based on specific criteria
- Class discussions
- Oral interviews
- Projects
- Demonstrations
- Journals
- Cooperative learning groups
- Daily practices
- Compositions
- Homework
- Presentations
- Tests
- Research assignments

The above list includes strategies that may be used to monitor and assess student progress. It is not required that grades be assigned every time progress is assessed and feedback given.

Grading Scale

The grading designations for SHJH are as follows:

100 -90	A	Excellent Progress
89-80	B	Above Average Progress
79-70	C	Average Progress
69-0	F	Unsatisfactory Progress (Failing)
	I	Incomplete

Academic Dishonesty

Academic dishonesty includes cheating or copying the work of another student (whether the student knowingly provides or receives the work), plagiarism and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgement of the classroom teacher or other supervising professional employee. Students found to have engaged in academic dishonesty shall be subject to disciplinary or academic consequences determined by the campus administrator.

Assignment of Six Weeks Grades

The assigning of a grade in a particular course should reflect a student's mastery of the skills and content of the course. Six weeks grades are assigned according to the following criteria:

1. **Fifty percent (50%) of a grade shall be based on summative activities such as major projects, major quizzes and tests.** Before a summative grade is assigned, the teacher is to have adequately taught the concept(s) and the student is to have had sufficient opportunity to master the concept(s) being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment. Long-term projects should be closely monitored with appropriate formative grades set at intervals before the summative grade. If a project warrants more than one summative grade each grade should represent a different component of the project. Recording the same grade multiple times is not acceptable. Major tests shall be scheduled and communicated to the students at least three class days in advance.
2. **Fifty percent (50%) of a grade shall be based on formative activities such as class work, daily assignments, homework, and formative quizzes.** These grades should be a balanced representation of the types of work completed during the course of the six weeks grading period.
3. **Each six weeks should include at least three (3) summative and an adequate number of formative grades to best reflect a student's current level of mastery of the content.**
4. Grades (and all portions of grades) **shall not** be awarded or reduced for any non-academic activities such as compliance grades for returning a report card, incomplete paper heading, etc.
5. A grade of 69 should be recorded as a 70 for the six weeks grade. Teachers have the ability to raise six weeks grades from 79 to 80, 89 to 90 at their discretion using established criteria. Semester grades and Year-end grades will not be rounded.
6. Semester averages are determined using the following formula:

$$\frac{[(GP \times 2) + (GP \times 2) + (GP \times 2) + SE]}{7} \div 7$$

GP=grading period SE=semester exam

7. Incomplete (I) will be issued on the following criteria: (1) non-attendance, (2) zero assignments turned in, (3) enrolling in the last 5 days of a grading period without grades from the previous school. If a student withdraws with at least five grades two of which are summative, a grade shall be given. All Incomplete (I) grades must be converted into a grade by the next progress report. **Administrative approval is required before recording a grade of Incomplete (I).**
8. Grades recorded should reflect the students learning in relation to the Texas Essential Knowledge and Skills (TEKS).
 - a. All students enrolled in high school credit courses will be provided the opportunity to resubmit **summative assignments** after receiving the

grade/feedback of each assignment if the grade is below 70% and **the assignment was turned in on time.**

- b. All students in grades 6-8 (excluding HS credit courses), may resubmit **formative and summative assignments** after receiving the grade/feedback of each assignment if the grade is below 70% and **the assignment was turned in on time.**
- c. The higher of the two grades between the original assignment and the redo will be counted **not to exceed 70** (this does not apply to semester exams or state assessments).
- d. **Before reassessment**, a student shall receive appropriate reteaching **and** complete all formative assignments designed to support the summative (this does not apply to semester exams or state assessments).
- e. Grades will be entered in the grade book within five (5) school days of the assignment due date (there are exceptions for some assignments such as essays and projects that may take longer to grade). Once posted students have two (2) school days to **request** the opportunity to re-do the assignment within five (5) school days of the original grade posting. Test corrections are **not** an allowable retest opportunity, but may be part of the tutorial preparation for the retesting opportunity.

Late Work and Make-Up Work

1. When an assignment is submitted **after** a deadline, a penalty of fifteen (15) points per class meeting may be deducted from the earned grade with a maximum of 30 points deducted. Teachers may assign disciplinary penalties to students (i.e. lunch detentions, student conferences, contacting parents) as well as point deductions. Teachers will use professional discretion in determining when such a deduction is appropriate. If after the summative assessment the late assignment has **not** been submitted the teacher **will** refer the student to the campus discipline coordinator and a maximum of fifty (50) points will be deducted from the earned grade. Parents **must** be contacted by the teacher when a student has more than one missing assignment.

Example:

Days late	Earned Grade	Deduction	Grade Entered
1 day	85	15	70
2 days	85	30	55
After Summative	85	50	35

2. Students shall have a time equal to days absent from class plus one day to complete all missing assignments. Teachers may choose to give more time under extenuating circumstances such as family emergencies. Make- up tests and quizzes should be given during scheduled tutorial times.

High School Credit Courses

Algebra I is a high school credit and students must show proficiency in 8th grade math TEKS in order to enroll in the class. The prerequisite course for Algebra I is Pre-Algebra and a student must have a Meets or Masters level score on the 8th grade Math STAAR test in order to take Algebra in the 8th grade.

Students wishing to enroll in Spanish I must have a Meets or Masters level score on the 7th grade Reading STAAR or show proficiency in speaking Spanish and be enrolled in the 8th grade.

Retention and Promotion

See Board Policy EIE (Legal/Local).