

Celina ISD
Secondary Grading Policy and Guidelines
Effective for 2018-19 School Year

District-Wide Grading Policy

It is the vision of Celina ISD to provide an educational model of innovation and excellence for each student. In keeping with our goal of being a Professional Learning Community, we believe educational decisions should be based on four key questions:

- What do we want our students to learn?
- How will we know when they have learned it?
- What will we do when they have not learned it?
- What will we do when they already know it

The goal of the CISD grading and assessment system is to help ensure student mastery of the curriculum. The purpose of grading is to be informative in nature and to provide feedback on student progress in order to make instructional decisions. Grades need to be a true reflection of a student's relative level of mastery of the Texas Essential Knowledge and Skills.

Grading Practices

- Grades will be entered into the electronic gradebook, TXEIS Gradebook, weekly so parents and students have a clear understanding of their progress throughout the nine week period.
- The District requires a minimum of twelve (12) grades throughout the nine weeks, : nine (9) formative grades and three (3) summative grades. Progress reports will be available to parents after the three week and six week mark of each grading period.

The District requires a minimum of 12 grades per nine weeks:

- 3 - Summative (Major tests and unit assessments)
- 9 - Formative (Daily grades, homework, quizzes)

District Grade Weighting and Categories

1. Summative (major unit tests and projects) 60%
2. Formative (classwork, quizzes, homework) 40%

Note: Each semester is weighted as follows: Each nine-week: 43%; Semester Exam: 14%

Summative assignments will only be recorded/weighted once. Formative assignments will be recorded once unless stated by the teacher prior to the assignment.

*Examples of grades that represent each category will be provided by your child's classroom teacher at the beginning of the each school year.

Late Work

Giving a zero as a grade for late work is not a best practice and therefore, a teacher will provide a reasonable opportunity for students to receive partial credit. Because assignments are valuable components of the learning process they should be completed prior to formal assessment. Late-work penalties may be assessed at the teacher's discretion.

Assignments given during a student's absence, will not be counted as late work. When deadlines for projects are clearly stated and the teacher has provided a comprehensive rubric, teachers may penalize late projects and work assigned prior to the student's absences.

Makeup Work

See the CISD Student Handbook for Makeup Work policy.

Retest

If a student fails to achieve a 70 on a major test, he or she may request a retest. A retest will be offered/available **after teacher consultation, intervention, and additional student preparation.**

- **Retest Eligibility:** Retesting is available to students who score lower than 70 on a major unit assessment. Retesting or re-dos will not be allowed for semester tests or STAAR practice assessments. All missed assignments must be completed prior to retesting (complete all zeros for the material prior to retesting). Procedures: The student must notify the teacher or the teacher may notify the student or parent that a retest is recommended. A tutorial or intervention session is required as part of the consultation. Prior to retesting, the student must ensure all assignments with zeros in the gradebook prior to the unit exam are resolved.
- **Timeframe:** Students may gain the privilege to retest during a four (4) day period following the return of a test if the grade was below 70.
- **Frequency:** Students can retest only once for a failing grade on a major unit exam. Students will be allowed one re-do/re-test per eligible assessment.
- **Retest Grade:** A 70% is the maximum grade a student can earn via a retest. For example, if a student scores an 80 on the retest, the original grade will be replaced with a 70. A student's grade can only be improved by retesting. If the retest grade is lower than the original grade, the original grade will stand.

The specific criterion for retaking a test will be determined by the teacher. This criterion may be based upon either the student attending tutorial in preparation for the retest or completion of a written review document of the teacher's choosing or both. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, detailed test corrections and/or formal tests.

In addition, students will not be allowed to retest in Advanced Placement, Pre-AP courses or Advanced courses. Due to the volume of skills and content that must be covered in these classes, class time is not always available for re-testing. Students must stay current in their assignments. Students should come in for tutoring when they do not master the material.

District Grading Guidelines for Daily Assignments and Projects

The District's philosophy is to provide retesting options for summative assessments only. Redos are not allowed on formative assessments. Students must meet the requirements and deadlines administered by the teacher. Each campus provides intervention time and tutorials for ALL students who do not show consistent mastery of the state objectives.