

Celina ISD
Secondary Grading Policy and Guidelines
Revised 8/8/2019

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

Formative & Summative Assessment

Assessment is the process of gathering information (evidence) that accurately reflects how well a student is progressing towards mastery of the identified learning targets, standards or established goals. Assessment data serves to guide teachers in adapting instructional approaches to better meet students' needs. The overall effectiveness of programs and classroom practices can also be evaluated through the assessment process.

Effective teachers use a variety of formative and summative assessments to determine mastery of content and skills being taught. Assessments may include but are not limited to student performances and projects, teacher observation of developmental skills, work samples, oral interviews, and written assignments. Assessment strategies will also differ depending on whether or not a teacher is instructing in skills, theory, processes, or products.

Formative assessments should happen early and often in order to provide students the feedback they need so they can progress towards mastery. Formative assessments can be informal like checking student answers on individual whiteboards and exit tickets or formal such as a five question quiz tied directly to the standards. Students should be given varied opportunities to demonstrate their knowledge and skill without penalty, therefore, most formative assessments are utilized to guide instruction and not used as grades.

Summative assessments are cumulative in nature and summarize the current individual student mastery of the TEKS, standards or established goals after a period of student practice or work. It defines what a student knows and is able to do with the assessed standards or established goals. A summative assignment may include, but is not limited to, a multiple choice exam, an essay, an oral report, or a project. A key component of summative assignments is teacher provided feedback that guides students' efforts toward improved performance as the curriculum continues to scaffold.

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

- 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 ten (10) grades throughout the nine weeks: seven (7) formative grades and three (3) summative grades. Progress reports will be available to parents after the 3-week and 6-week mark of each grading period.*

District Grade Weighting and Categories

Grades 6-8

60% Summative (*assessments and projects*)

40% Formative (*classwork and homework*)

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.

Grades 9-12

50% Summative (*assessments and projects*)

30% Formative (*quizzes and labs*)

20% Daily Assignments and Homework

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

Summative assignments will only be recorded/weighted once.

Late Work

Giving a zero as a grade for late work is not a best practice and therefore, the 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 *nine week tests, projects, semester tests or STAAR benchmark assessments. STAAR benchmark assessments which test student expectations not taught, should not be counted as a grade. STAAR benchmark assessments covering only student expectations which have been taught may go in the gradebook.* 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.

Students in special programs may have other accommodations as determined by special education, 504, dyslexia and English Language Learners committees. Any variations in District grading procedures should be related to the student's specific plan, which shall be determined by the appropriate committee. These committees may make decisions in regard to what the student will be allowed to redo or retest.

In addition, students will not be allowed to retest in Advanced Placement, Pre-AP courses or Advanced courses unless specified in a special program accommodation plan. 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 (see above information on retesting). Redos are not required on formative assignments. 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.