



## **Burleson Independent School District**

### **High School Grading Guidelines**

The Burleson Independent School District is committed to creating an environment where quality assessment and evaluation will occur to communicate and improve student learning. Assessment tools are designed to accurately assess students' mastery of the Texas Essential Knowledge and Skills (TEKS).

Formative and summative assessments are important to facilitate student learning. Formative assessment occurs during the stage of learning in which students are "forming" their understanding of the concepts taught. Summative assessment occurs at a point in the learning where the teacher is assessing and evaluating mastery of the concepts being taught. Teachers are required to post grades on a weekly basis.

#### **Grading Period Framework**

- 60% Summative Grades Category
- 40% Formative Grades Category

Examples of formative assessment include but are not limited to the following:

- Class discussion
- Daily practice, checkups, periodic quizzes
- Homework or class work
- Teacher observation
- District Common Assessments

Examples of summative assessment include, but are not limited to the following:

- Tests
- Projects and long term assignments
- Presentations
- Papers or Reports

#### **Progress Reporting**

The communication of student achievement is based upon the following principles:

1. Individual achievement of clearly stated learning goals shall be the only basis for academic grades and provide an accurate reflection of what each student knows and can do at that point in time. The effectiveness of the communication is determined by the accuracy and meaningfulness of the information about the evidence of student learning.
2. Progress reporting and six-week grades shall reflect student mastery of learning goals to that point in time. Summative six-week and semester grades may be adjusted to reflect additional evidence of mastery of any learning at the end of the semester.
3. Grading and reporting shall always be done in reference to specified learning goals, comparing a student's performance against a standard rather than against other students in the class.
4. Grades shall be calculated in a manner that ensures that the grade each student receives is a fair reflection of what he or she knows and has demonstrated, emphasizing the most recent summative assessment information.

## **Promotion, Retention, and Award of Credit**

Mastery of at least 70 percent of the objectives on formative and summative assessments shall be required. Grade level advancement for students in grades 9-12 shall be earned by course credits.

1. If a student earns a grade of 70 or above in a one-semester course, full credit for the course shall be awarded.
2. If a student earns a grade of 70 or above both semesters of a full year course, full credit for the course shall be awarded.
3. If a student's fall and spring average is equal to or greater than 70 full credit for the course shall be awarded.
4. Credit shall be awarded for a failed semester when it is repeated and the student earns a grade of 70 or above.

Students are classified according to the number of credits they have earned.

<b>Classification Credit Requirements</b>	
Freshman	0 - 5.5
Sophomore	6 – 11.5
Junior	12 – 17.5
Senior	18+

Reclassification of grade levels will be made annually. For students who have been retained, reclassification may occur at semester depending upon accumulation of credit and course enrollment.

## **Assignment of Grades**

The assigning of a grade in a particular course should reflect a student's mastery of the skills and content of the course. Grades shall be assigned according to the following percentages:

1. 60% of a grade shall be based on summative assessments such as major projects and tests.
2. 40% of a grade shall be based on formative assessments such as homework, class work, daily quizzes, and class participation. These grades should be a balanced representation of the types of work completed during the course of the grading period.
3. Course assignments and unit evaluation shall be given to determine student grades in a subject. A performance level of 70 or higher should be considered a passing grade.
4. Exceptions to the percentage recommendations shall be based on a specific rationale agreed upon by the principal and the teacher.

5. Grades shall be based on mastery of the curriculum. Grades shall not be awarded for any non-academic activities such as a compliance grade for returning a report card.
6. A grade of 69 shall not be awarded for six-week or semester grades.
7. If a student scores higher on a summative assessment than s/he did on the formative assessment(s) (other than homework) designed to prepare for that summative, then the teacher may drop the lowest of the formative assessment grades associated with that summative assessment.
8. An Incomplete (I) will be issued based upon the following criteria: (1) non attendance in class; (2) missing assignments within the grading period; (3) enrolling the last 15 days of the grading period without grades from the previous school. Teachers are required to clear Incompletes (I's) prior to the end of the next three week grading period *within a semester*.

Incomplete's (I) may be recorded for a period not to exceed five days *after each semester* including semester exams, so students will be allowed 5 school days to complete assignments / assessments. Extension of the five day rule must be with approval from the Academic Principal. A zero will be recorded for I's after the five day grace period.

### **Reassessment Policy (Summative Assessments)**

1. A teacher shall provide an opportunity for proper remediation and retest individual students who fail an assessment.
2. Students who fail an assessment shall be provided a three day window to retest and may earn a maximum grade of 70 on the retest.
3. When more than 40% of ALL students fail an assessment, the teacher shall reteach and retest the class. The teacher shall record the higher of the two grades earned for students being retested. Reassessment should occur within one week (5 days) of the original assessment.

### **Progress Reports and Parent Conferences**

At every three-week interval, progress reports will be initiated and made available in Skyward. Printed copies are available in the school office by request.. Students are to return the progress report signed by a parent if the performance level is below a 75. This allows failing students or students at risk of failing sufficient time to improve their grades and gives parents information to help their children address their grades(s).

The teacher will initiate parent contact for any student whose average is 74 or below. The time period after the progress report but before the report card is an important period to monitor a student's cumulative grade. Efforts should be made to keep the parent aware if a student's grade falls below passing during this time. Teachers are encouraged to communicate and conference with parents regarding their student's academic progress.

After the progress report, if a student's cumulative grade average then falls below passing or drops significantly, the teacher will initiate parent contact by phone.

### **Minimum Number of Grades**

During each grading period, at least 8 grades shall be assigned. Of the 8 grades, at least 2 separate grades shall be summative in nature. Three of the formative grades and one of the two summative grades shall be reported prior to the three-week grading period. Grades should be based on mastery of the curriculum.

Exceptions to this would be if a formative assessment grades(s) was dropped due to a high summative grade. Exemptions to this shall be based on a specific rationale and mutual agreement between the principal or his/her designee and the teacher.

### **Formative Assessment: Daily Work and Homework**

The consequence of non-completion of homework or daily work shall be to do the work. Students will have a two (2) day window to complete assignments. Teachers are responsible for implementing a process to assist students in completing missing work within a two (2) day window.

The penalty for late work is a 10 point reduction for the first day the assignment is late. Assignments turned in the second day late will have a 30 point reduction. After the second day, a score of zero will be assigned. Non-completion of long term assignments in a timely manner will be handled in the manner as stated above.

Homework should be evaluated in a timely manner 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. It may not be assigned for punitive measures and may count cumulatively up to 20% of the formative six-weeks grade. Homework should have value, should result in a higher performance level on summative activities, and should be included in the total grade to encourage students to complete work productively and on time.

Each campus is responsible for creating safety nets for students who continue to struggle academically. The initial safety net falls within the responsibility of the teacher and the second safety net will be provided through a campus program.

### **Make-Up Work**

1. All students shall be allowed to make-up work when they are absent from class. 2 school days per day absent from class shall be allowed to complete all missed assignments. Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more time to make-up assignments. In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
2. Tutorial time should be used to administer a make-up test or quiz to prevent the student from missing additional class time. However, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day.
3. Modifications of this procedure, which may require administrative approval, should be discussed with the appropriate administrator in a timely manner.

### **Academic Dishonesty**

Academic dishonesty includes cheating or copying the work of another student, plagiarism and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee including the consideration of written materials, observation or information from students. Students found to have engaged in academic dishonesty will receive a zero. Such action shall be determined jointly by the teacher and campus administrator.

### **Semester Exams**

Semester exams should be used to certify mastery of objectives by students. All high school credit course semester exams may be comprehensive in nature and must measure the mastery of the Texas Essential

Knowledge and Skills. The final exam for semester long courses and the final exam for full year courses shall count 15% of the grade. Semester exams are final and are not subject to retesting as described in the "Reassessment Policy" provision of these guidelines.

### **Retrieval of Credit**

A student who does not receive a passing grade of 70 or does not receive credit may retrieve credit through various options such as summer school, college approved credit by exam (CBE) (prior instruction), and credit recovery lab. Students in grades 11-12 may also retrieve credit through correspondence courses.

### **Grade Points (Refer to Policy EIC (LOCAL))**

### **Summer School Grades**

A student failing the regular semester and attending summer school for that respective semester shall receive a passing grade for that course if the curriculum is mastered.

### **Advanced Placement and Dual Credit Grades**

It is encouraged that students challenge themselves with college level courses. Advanced Placement classes may earn college credit for students scoring a three or higher on an Advanced Placement examination and provide weighted credit toward a student's grade point average Dual credit course grades will not count toward the student's GPA but will be recognized as high school credit if completed with an articulated college with prior approval.