

Grading Roles and Responsibilities (PK-4th grade)

Student

- To complete assigned work on time and return it to the teacher
- To carefully plan and schedule work on long-term assignments so that assignments will be completed on time
- To communicate with the teacher when he/she does not understand the assignment or is experiencing difficulty prior to due date

Parent/Guardian

- To establish a specific time, place, and manner for homework to be completed
- To provide the supplies and materials necessary to complete homework
- To monitor as needed, but not do homework for the student
- To assist the student in planning a time schedule for long-term assignments
- To initiate direct communication with the teacher when concerns arise

Teacher

- To provide meaningful tasks that enrich and supplement work introduced in class
- To communicate homework assignments, both regular and long-range, in an appropriate framework
- To provide effective instruction prior to assigning homework that adequately prepares the child to do the task independently and successfully
- To provide course requirements and expectations at the beginning of each grading period to students and parents
- To consider available resources, materials, and home situations when assigning a task
- To review and return homework to students within a timeframe which enhances instruction and provides a benefit to the student
- Update district electronic gradebooks on a weekly basis

Teacher Records/Gradebook

Grade records are an important record-keeping tool and should be accurately maintained. Teachers should be aware that many times grades will need to be verified; therefore, accurate record keeping is essential. All teachers will maintain the District electronic gradebook.

- Grades recorded in a gradebook are documentation of a student's progress and of mastery of the TEKS and curriculum objectives.
- Grades recorded in a gradebook represent a confidential record for assessment of student performance.
- The set of grades indicated in the gradebook shall be the complete set from which the student's average is determined.
- The electronic gradebook must adhere to the calculations outlined in the DISD Grading and Reporting Guidelines.
- Only the teacher of record (or principal designee) will enter grades in the gradebook.
- Teachers will update district electronic gradebooks on a weekly basis.

Parent/Guardian – Teacher Conferences

- Parents shall be provided any relevant information concerning their child that will enhance their understanding of the child's ability, effort, success, or progress in the school program.
- Communicating with parents is one of the most important responsibilities of teachers. Conferences provide an arena for collecting developmental and personal information from parents that may affect a child's learning. Developing rapport and encouraging parent involvement in the child's educational process and reporting and discussing student progress with parents is an integral part of helping students be successful.
- Parents have a right and a need to know whatever the school knows about the abilities, achievement, progress, and problems of their children in schools. The school has an obligation to communicate such information in an understandable and usable format.
- A combination of report cards, progress reports and parent contacts are used to inform parents of their child's progress in schools.
- Teachers at all grade levels shall inform parents when a student's academic progress becomes unsatisfactory.
- Teachers will provide an overview of the grade level expectations at the beginning of the school year.

Standards for Mastery

Mastery shall be determined as follows:

- Course assignments and unit evaluations shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required. *EIE(LOCAL)*

Grading for Pre-Kindergarten

Pre-K students will receive a skills report at the end of each comprehensive CIRCLE Assessment (October, January and June).

Grading for Kindergarten

Kindergarten students will receive a report card at the end of each nine weeks. Skills on the report card will be evaluated using the following scale: 1 – Progressing toward grade level expectations, 2 – Meets grade level expectations, and 3 – Exceeds grade level expectations.

Grading for Grades 1-4 (Promotion)

In grades 1-4, promotion to the next grade level shall be based on meeting all testing requirements of the Texas Student Success Initiative and an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas, and a grade of 70 or above in language arts, mathematics, and either science or social studies.

EIE(LOCAL)

Numerical Scores and Letter Grades (Grades 1-4)

The following table relates the numerical scores and letter grades used to report Language Arts, Reading, Writing, Mathematics, Science and Social Studies:

Numeric Average	Letter Grade	Description
90-100	A	Excellent Progress
80-89	B	Good Progress
75-79	C	Fair Progress
70-74	D	Marginal Progress
69 and below	F	Failing

Grading Categories and Weights for Elementary Campuses

Category	Description	Value	
FA	Formative Assignments/Assessments	55%	Minimum of 9 grades for each subject
SA	Summative Assessments	45%	Minimum of 3 independent assessments

Formative Assignments/Assessments

- Formative Assignments/Assessments are designed to measure a student's progress toward learning standards. Assignments in this category may include: class work, homework, science labs, journals, reading responses, minor projects, notes, quizzes, and other similar assignments. (Short quizzes do not have to be scheduled in advance.)
- Teachers are required to record a minimum of nine (9) formative assignments/assessments grades per nine-week grading period for each subject.

Summative Assessments

- Summative Assessments are major grades and may include: common assessments, projects, research papers, 9-week curriculum based assessments, extended labs, presentations, performances, and other similar assignments.
- Summative Assessments are completed independently without the aid of the teacher.
- Teachers are required to record a minimum of three (3) summative assessments per nine-week grading period.

Additional Grading Information

- The above represent the minimum requirements, and teachers may provide additional assessments and assignments at their discretion in order to allow multiple opportunities for students to demonstrate mastery of the TEKS.
- No one grade should be weighted more than 20% of the nine-weeks average.
- Students shall have the opportunity to review all graded work. Daily work and quizzes should be returned within two to four scheduled class days.
- District-developed assessments and assessments created with copyrighted materials will be reviewed in class but will not be returned for students to keep. Parents may request a review of the assessment at school.

- Major projects and assessments with written compositions should be reviewed and returned on a timely basis.
- Published writing refers to the use of the entire writing process (brainstorming, rough draft, revising, editing, and publishing) when writing a composition.
- Collaborative work shall result in individual grades for individual work or group grades depending upon the assignment. Students shall be given the option to produce work individually for projects or products. Assessment rubrics must be provided for all collaborative work assignments.

Final Grade Reported

- The actual grade received on any assignment and for the nine-week average will be recorded in the teacher gradebook.
- The actual grade earned on any assignment may exceed 100%; however, the calculated average on a Progress Report and/or Report Card may not exceed 100%.
- When reporting and recording any failing grade below a 50 for the final grade on the Report Card, teachers must provide documentation of the required actions taken utilizing the “Student Summary and Progress Supporting Final Grades Below a ‘50’ Form”. This form is placed in the student’s cumulative file by the campus administrator. (see Appendix B)

Transfer Students

Grade averages for any student transferring to Dickinson ISD will be used in place of assignments, quizzes, and major grades that the student has missed during the current grading period. Students will be permitted to submit alternate assignments, quizzes, and major grades for any transferred grade. Teachers will use the grade that most benefits the student.

Students transferring into the District shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows:

A+ = 98	B+ = 88	C+ = 78	D = 70
A = 95	B = 85	C = 75	F = 0
A- = 92	B- = 82	C- = 72	

Students transferring into the District with a letter grade of P (Pass) or F (Fail) shall be credited in conformity with the District course descriptions; however, no grade points shall be given for letter grades of P or F. *EIC(LOCAL)*

Physical Education, Art and Music

The table below shows the letter grade used to report Physical Education, Art, and Music:

S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Required Attendance

State law mandates that a student in any grade level from kindergarten through grade twelve may not be given class credit or a final course grade unless the student is in attendance for at least 90% of the time the class is offered.

Conduct

The student is assessed on conduct by each teacher. The conduct grade indicates how well the student is performing in classroom citizenship. Conduct grades may affect eligibility for participation in school activities; poor conduct interferes with a student's ability to learn in class. The following letter system is used to report student conduct:

Grade		Description
E	Excellent	The student displays an excellent attitude, excellent work habits and overall conduct is cooperative. The student consistently observes classroom/school rules and regulations.
S	Satisfactory	The student displays a good attitude, good work habits and overall conduct is cooperative. The student generally observes classroom/school rules and regulations.
N	Needs Improvement	The student displays a fair attitude and needs improvement in work habits. At times, conduct is uncooperative and class is disrupted. The student does not observe classroom/school rules and regulations.
U	Unsatisfactory	The student displays a poor attitude and is consistently uncooperative. The student disrupts class and shows little respect for classroom and school rules and regulations.

Homework

Homework is work that is assigned for completion at home. Homework is an effective tool in developing responsibility, study habits, and skills. It is an extension of the learning process and involves the home in the student's curriculum. It should be purposeful, related to classroom experiences, and be age and grade appropriate. The purpose and directions for the assignment need to be clearly communicated and should be an activity that can be completed independently by the student. Specials classes, including Art, PE, and Music, may assign optional homework activities; however, these activities will be designed for skills practice and enrichment and will not be assessed for a grade. Homework is not to be assigned on weekends or before holidays with the exception of previously scheduled special reports and/or projects. Because students work at different paces, it may take some students more or less time to complete assignments. Teachers must use discretion about the amount of work given, so that homework does not consistently exceed identified time limits.

Grade Pre-K – Homework Guidelines

- Each student is expected to read, or be read to, 15 minutes each school night.
- Homework is not counted as an academic grade for Pre-K students.

Grades K – Homework Guidelines

- Homework should be a review or reinforcement of skills already covered in the classroom. It should not be new information for the student.
- Homework may be assigned not to exceed 15-20 minutes.
- Each student is expected to read, or be read to, 15 minutes each school night **in addition** to assigned homework.
- Homework is not counted as a class grade.

Grades 1-4 – Homework Guidelines

- Homework should be a review or reinforcement of skills already covered in the classroom. It should not be new information for the student.
- Students are expected to complete all homework assignments at home.
- Each student is expected to read, or be read to, at least 20 minutes each school night **in addition to** assigned homework.
- The total homework should never exceed one hour.
- If two or more teachers are working with a student, the homework should be coordinated to adhere to the one-hour time frame limit.

Reviewing Homework

Homework may be reviewed in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate.

Reteach and Reassess for Mastery

Dickinson Independent School District provides a well-balanced curriculum based on the state prescribed Texas Essential Knowledge and Skills (TEKS). Students will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

DISD will utilize ongoing mastery assessment to determine which students are in need of remediation (re-teaching and acceleration). The use of common assessments, benchmark tests, teacher-made tests, performance assessments, formative assessments, and teacher observations will help determine which students are not mastering instructional objectives and in need of extra support.

- Teachers will identify and monitor progress of students' level of mastery.
- Teachers will reteach core content (whole group, small group or individually) when data indicates that more than 80% of students have not demonstrated mastery.
- Re-teaching is responding to a learning problem right away using a new method. As a general rule, when students don't understand, teachers do one of three things:
 1. If it is a large portion of the class, the content will be explained again in a different way using different strategies.
 2. If it is only a few students, individual or small group instruction will be provided.
 3. If a student does not understand after receiving extra help, additional small group instruction, individual instruction, and/or tutorial time will be recommended and provided.
- For re-teaching to be effective, teachers must use a different approach from the one they initially used. It should build on previous activities but focus on the omissions or errors in student thinking that resulted from these activities.
- Re-teaching strategies to address both misunderstanding and partial understanding include, but are not limited to: error analysis, descriptive feedback on original task/assessment, student examples of expectations, modeling, think aloud, new tasks assigned by teacher, manipulatives, presenting the information again in a different way, review sessions, graphic organizers, small-group instruction, practice activities, computer tutorials/programs, peer tutoring, breaking down concept into smaller components, games and hands-on activities, and cooperative learning.

- Students will be progress monitored after re-teaching has occurred, and teachers will disaggregate data to identify students who are in need of additional targeted intervention.
- Targeted intervention will be provided utilizing different instructional strategies designed to increase student mastery of identified TEKS.
- Re-evaluation may include, but is not limited to: oral examination, special assignments or a formal test.
- Re-evaluation opportunities to improve performance up to a grade of 70 shall be extended to students on formative assignments/assessments.
- Re-evaluation opportunities to improve performance up to a grade of 70 on summative assessments will be scheduled at school and provided under the direction of the teacher.

Late Work

Students are expected to submit all assignments by the date and time established by the classroom teacher. Any work not turned in by the end of the grading period will be recorded as a zero. The table below represents the penalty that may be imposed for turning in late work.

Days Late	Points Deducted
1 day	10 points off
2 days	20 points off
3 days	30 points off
4 or more days	50 points off

- Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student/parent is to inform the teacher of any such circumstances that prevented the completion of the homework. Teachers may grant exceptions to this policy, as necessary.
- The late work policy may not apply to major projects and term papers that are scheduled in advance and can be turned in prior to an absence.

Make-Up Work

In order to provide the total assessment “picture” of a student’s academic progress for a course, any student missing classroom instruction should be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study. Students shall be permitted to make up assignments and tests following any absence.

Make-Up Work Guidelines

- Make-up work is available to all students. Students are responsible for asking teachers for the make-up work upon returning to class. Students shall receive credit for satisfactory make-up work after an absence, but may receive a zero for any test not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines.
- Exceptions may be granted by the campus administration in extenuating circumstances.
- The number of class days allowed for make-up work to be completed for full credit will be limited to three (3) days upon return to school.

- A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
- Teachers may assign additional work to ensure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work.
- Teachers are required to provide assignments prior to a scheduled absence, when requested by the parent. ***Please note: scheduled absences require principal approval with two weeks advanced notice.***
- Parents may request work for students who have been or who anticipate an absence to exceed three days. A 24-hour notice is required to gather the work from teachers.

Unexcused Absences

A note signed by the parent/guardian showing the dates and reason for the absence is to be submitted within three (3) days after the student returns to class. If this note is not sent within the allocated three (3) days, the absence will be reported as unexcused. A student with an unexcused absence may make up all work missed for full credit.

Suspension

A student suspended from his/her regular classes is to request makeup work when he/she returns to school. The student is expected to satisfactorily complete the assignments for the period of suspension within the time designated by the makeup work policy.

Extra Credit

- All extra credit is to be academic and relevant to the course.
- The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS.
- Extra credit may be offered at the discretion of the teacher.
- If extra credit is offered, it must be offered to all students in the class.
- Extra credit will not cause an excessive financial burden on the student.
- Extra credit will not be given for bringing school supplies.
- Extra credit awarded will not account for more than 5% of the grading period average, and the final average cannot exceed 100%.

Academic Honor Roll

A student must have an average of 90 or more in all subjects graded numerically and no grade below S in any content area graded E, S, N, and U to be placed on the all-A Honor Roll. AB Honor Roll requires students to earn no more than 2 Bs in any academic subject, with no content grade below S. Conduct grades do not affect a student's placement on the honor roll.