

2022-2023 Celina ISD Grading Policy and Guidelines

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. \

Formative & Summative Assessments:

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. 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. 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.

Grading Guidelines:

In 2nd-12th, grades will be entered into the electronic gradebook (Skyward) weekly so parents and students have a clear understanding of their progress throughout the nine week period. No grade lower than a 50 will be reported in the gradebook. Report cards will be issued at the end of the nine week reporting period.

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. Graded papers in K-5 will be sent home at least once a week to inform parents of their child's progress.

Standards-based report card:

In PreK, Kindergarten and 1st grade, a standards based report card is utilized. Academic grades are not an average of student performance over a grading period, but a measure of whether or not they can show mastery of the specified grade level standards at its closure. A standards-based report card gives a child time to master the skill and it provides a more comprehensive assessment of student performance.

Grade Weighting and Categories:

Grades 2-5

- All grades are calculated **equally** in grades K-5. Summative and formative assessments are weighted equally in the gradebook.
- No assignments or projects should be double-weighted.
- Homework assignments are checked, but not graded.

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 classwork and homework
- Each semester is weighted as follows- each nine-week: 43%; Semester Exam: 14%
- Summative assignments will only be recorded/weighted once.

Progress Report and Report Card:

Elementary (PreK-5th grade)

- Progress reports will be available to parents in the 4th week of the reporting period.
- The report card grades for the core subjects are calculated as follows:
ELAR 8-10 grades (*1 spelling, 2 writing, 2 grammar, and 3-5 reading*)
Math 8-10 grades
Science 4 (*2nd and 3rd grade*), 6-8 (*4th and 5th*)
Social Studies 4 (*2nd and 3rd grade*), 6-8 (*4th and 5th*)

Secondary (6th-12th grade)

- Progress reports will be available to parents after the 3-week and 6-week mark of each grading period.
- A minimum of nine (9) grades throughout the nine weeks; consisting of formative and/or classwork/homework grades and 2 summative grades.

Makeup Work:

See the CISD Student Handbook for Makeup Work policy.

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.

- 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.
- Elementary level - Penalties for late work will be given in the work habit section of the elementary report card, not in the academic section.
- Secondary level - Late-work penalties will be Included on the teacher syllabus at the beginning of the year. Consistent across common courses.

Retesting:

- The District's philosophy is to provide retesting options for summative assessments only. Redos are not required on formative assignments.
- If a student fails to achieve a 70 on an assessment, he or she may request a retest. A retest will be offered/available after teacher consultation, intervention, and additional student preparation.
- Retesting or re-dos will not be allowed for elementary level district summative assessments projects, 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.
- A teacher may require that all missed assignments must be completed prior to retesting.
- 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 incomplete assignments are resolved.
- Students may retest once within a week of receiving the failing assessment grade.
- Students will be allowed one re-do/re-test per eligible assessment.
- 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, honors 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.

Grading for Students in Special Programs:

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.