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| KELLER ISD | Key Strategic Priority: 1 |
| ADMINISTRATIVE REGULATION | Learning |
| Grading Guidelines - Intermediate School | EIA(R4) |

Grading Philosophy Statements:

- A grade should represent as accurately as possible what students have learned based on their level of mastery of the designated District Objectives (The Texas Essential Knowledge and Skills or other curricular objectives).
- All grading practices should be used to promote learning, achievement, and academic growth.
- Grades should be seen as a tool to foster academic growth, not a means of punishment.
- All grading practices used by teachers should be in writing and shared with students and parents.

Grading Categories and Weights:

All subjects-

No more than 20% of 6 weeks grade may be based on major tests. Major tests are not required but if you select to assign major tests, no more than 2 should be required each 6 weeks.

- Range of grades per 6 weeks: 9-12
- Range of co-curricular grades per 6 weeks: 2-3

Make-Up Work:

Make-up assignments or tests shall be made available to students after any absence. Teachers should ensure students have the instruction needed to successfully complete their work. Teachers will provide time and space for a student to complete their make-up assignments. When determining what work is to be assigned for make-up, teachers are encouraged to consider the purpose and the importance of work required of the student. If an assignment is given to a student for make-up purposes, it should be graded and should receive full value compared to work completed by students who were not absent.

Extended Absences:

In the case of extended absences, arrangements for completion of work shall be made with the individual teacher. If make-up work is assigned and graded, full credit shall be given. If a student has been absent for several days as a result of a serious illness and many assignments have been missed, teachers should consider which assignments are absolutely essential for the student's comprehension of concepts and should assign only that work. Teachers are encouraged to consider extenuating circumstances regarding work that is to be turned in following absences. Frequently, students will have more make-up work than can be completed in addition to current work, especially if they have not fully recovered from a serious illness. If parents request work in advance of an extended absence, it is the campus' discretion regarding whether or not work is provided.

Late Work:

The operational definition of late work is when a student has been provided adequate time and instruction to complete student work and has not completed it by the due date. Teachers may assign a reasonable grade penalty for late student work. Grade penalties assigned should be in alignment with either elementary or middle, consistent by campus grade level and approved by campus principals.

Homework:

Homework is intended to reinforce, review, practice and/or extend the learning process and content from the classroom. Intermediate school students can expect to have some homework. It is recommended however that they not have more than a maximum of 60 minutes of homework per night, all subjects combined. This may not include absent or make-up work. Teachers are expected to provide feedback on all homework assigned through comments or grading to recognize the effort of the student and indicate use by teacher to guide instruction. Homework should also be at a level that can be done independently by a student and the student should clearly understand the expectations of the assignment.

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Extra Credit:

Academic extra credit may not be given as a separate assignment. Students should be allowed opportunities to bring up grades through the remediation process outlined below. No academic extra credit may be given for bringing supplies, canned goods, or other items not associated with course and curricular objectives.

Curriculum Based Assessments:

All Curriculum Based Assessments will be utilized to make instructional decisions. The CBA is a measure of student acquisition of instruction and should count as at least a daily grade and may count up to a major grade. Concepts not mastered by a student on the Curriculum Based Assessments will be retaught but not reassessed. When a student is absent during the CBA administration window, it is expected that the CBA will be made up when they return.

Conduct Grades:

Any time a conduct grade drops below an “S” in any area, interventions for the upcoming grading period should be implemented, documented and communicated home to ensure student success.

Posting of Grades:

Assignments should be graded and posted on GradeSpeed in a timely manner so that students are receiving appropriate feedback and parents are able to access accurate information. Assignments should be graded and posted within 72 hours.

Progress Reports:

Teachers will provide a progress report according to the grading calendar published each year (attached). Progress reports should be sent home with any child with a grade average below 75% in any subject area. All other parents will be sent home a reminder to check GradeSpeed or they may request a copy.

Parent Conferences:

All teachers will make a good faith effort to conference with parents of students experiencing academic difficulty at each progress reporting period. A good faith effort is defined as multiple attempts using multiple modalities. All attempts should be documented.

Changing Classes:

Administrative class assignment changes must take place at the end of the grading period if at all possible to ensure accurate grading and student progress.

Dropping Grades:

As long as the teacher maintains the minimum number of grades, the teacher has the discretion to drop grades.

Special Programs:

The following programs do not give grades: Intervention Specialist, Gifted and Talented, Dyslexia, ESL. However, classroom teachers are expected to collaborate with the teachers of these programs or any other special programs when determining assessments and grading for the students who qualify for these services. Before a teacher assigns a failing 6 weeks grade to a special program student, they must document collaboration and remediation efforts with the program specialists. If a special education student receives a failing grade, an ARD is required to be held.

Report Cards:

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Report Cards and Progress Reports will be sent home on a District Timeline. All report cards will be sent home in an envelope, signed by parent/guardian and returned to the campus within a window established by campus administration.

Departmentalized or Team Teaching Arrangements:

These teaching arrangements need a special set-up in GradeSpeed and notification to GradeSpeed coordinator is required prior to the implementation of such arrangements. Each content area teacher must enter all grades for all the students in which she/he teaches that content area.

Confidentiality:

Grades are a student record and may only be available to staff members with an educational need for student information. The teacher of record is the only person allowed to enter and edit grades for their assigned students. Passwords/logins should not be shared at any time. Teachers may not allow anyone access to student grades including the filing of student work in take home folders, passing out papers, etc. Teachers who fail to maintain the confidential integrity of the grading process may be subject to disciplinary action.

Reteaching/Remediation/Reassessment:

Student grades should reflect mastery of district curriculum objectives which have been related to essential knowledge and skills. Students who receive a failing grade on a major test, other assessment or daily work shall have an opportunity to receive remediation and be reassessed for mastery. Remediation is defined as teacher initiated instructional intervention. In order for a student to be eligible for any reassessment which could result in a possible change of the recorded grade, the following events must occur:

1. Student completes and submits test, project, or daily assignment.
2. Student receives a failing grade of below 70.
3. A student's reassessment must immediately begin and complete reasonable remediation activities prescribed by the teacher, which relate to the objectives that were assessed. (These activities might include attending tutorials, completing additional homework assignment/assignments not previously completed, or other appropriate remedial work.)
4. At a scheduled time reasonable for the student and convenient to the teacher (determined by the teacher; usually within 5 days), the student will be reassessed for mastery of content in one of the following ways:
 - a. Retake test, redo project, or redo assignment.
 - b. Take a suitable alternate test (or complete a different project).
 - c. Complete an alternate activity or any other suitable assessment determined by the teacher.

The reassessment should cover the same basic content at the same level of difficulty as the original assessment. The higher of the two assessments will be recorded in the teacher's grade book. The original failing grade and the substituted grade should be shown in the notes of the teacher's grade book.

New Student/Receiving Report Cards:

Any new student moving into the KISD must be in attendance for 15 days of the 6 week grading period to receive a report card. KISD will only use KISD grades in determining the grade for a grading period.

Attachment: [Progress Reporting and Report Card Calendar](#)

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