

KELLER ISD	Key Strategic Priority: 1
ADMINISTRATIVE REGULATION	Learning
Grading Guidelines - High School	<a href="#">EIA(R6)</a>

**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 related curricular objectives).
- All grading practices should be used to promote mastery learning, achievement, and academic growth.
- Grades should be seen as a tool to foster academic growth, not punitive in nature.
- All grading practices used by teachers should be in writing and shared with students and parents.

**Grading Categories and Weights:**

All subjects will have two categories in the electronic gradebook with the corresponding weights:

- Formative 40%
- Summative 60%

Forms of assessment include formative and summative assessments. These forms of assessment should be a natural part of classroom processes and not a set-aside process that detracts from teaching and learning in the classroom.

**\*Formative Assessments** are progress monitoring tools that determine how we can help increase student academic achievement. They are assessments FOR learning. Formative assessments can be taken as grades, but do not have to be recorded as a grade in the gradebook (ie: thumbs up/down, tickets out, four corners, gallery walks, observations, questioning, discussions, learning/response logs, graphic organizers, peer/self assessments, practice presentations, individual responses [written/digital], spelling tests, homework, editing, recording thinking while reading, think/pair/share, portfolios, anecdotal records, etc.).

**\*Summative Assessments** measure how much students have learned over time. They are assessments OF learning. They assess mastery of the curriculum standards and help determine effectiveness of mastery. Summative assessments will be created prior to instruction to capture and identify both content and process of learning that represent the desired outcomes, as measured by end of unit tests or projects, standardized assessments, completed compositions, completed portfolios, or various other summative assessments unique to content areas.

There is no expectation from the district that student portfolios will be collected and maintained from grade level to grade level. Programmatic use of digital portfolios is a departmental decision that the district systems will facilitate.

Grade Ranges Per Marking Period		
Assessment Type	Minimum Number	Suggested Maximum Number
Formative	6	12
Summative	2	5

No more than 30% of marking period grade may be based on a single summative assessment, so no fewer than 2 should be required each marking period (not progress reporting).

For freshmen entering 2012-2013 and beyond, End of Course (EOC) retakes are required for students whose performance is rated Level 1.

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**Special Codes in the electronic gradebook:**

EXC= Teacher excusing an assignment- does not affect average

MSG= Missing assignment- calculates into averages as a zero.

NA = Not Assessed- does not affect average

PND = Pending- does not affect average

**Make-up work:**

Make-up assessments shall be made available to students after any absence. Teachers should ensure students have the instruction needed to successfully complete their work. Teachers will determine 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 related to an absence (EIAB Local), it should be assessed and should receive the same value when compared to work completed by students who were not absent. Students have 2 class sessions to make up work for each class session 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 assessed, 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 principals' 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 assigned time and date. This includes all assignments included in a long term assignment. If a student does not turn in an assignment by the due date, a teacher should enter MSG in the grade book. This will average in as a zero. After one class session late, the work may only be eligible to receive 70% of the original assigned points. Beyond one class session late, the work may only be eligible to receive 50% of the original assigned points with teacher discretion to assign a zero. Students with extended time accommodations written into their IEPs will be addressed on an individual, as-needed basis. See student's list of accommodations. Students submitting late work are not eligible for reassessment opportunities.

**Homework:**

Homework is intended to reinforce and/or extend the learning process and content from the classroom. High school students should expect to have some homework. 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 will be at a level that can be completed independently by a student and the student should clearly understand the expectations of the assignment. These guidelines apply to home-based academic work, including, but not limited to, flipped classrooms.

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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 other methods outlined in this document. No academic extra credit may be given for bringing supplies, canned goods, or other items not associated with course and curricular objectives.

**Citizenship:**

Citizenship covers both conduct and study skills. A district default of E will be pushed out at the end of each marking period. A teacher can change the default for any student that has not earned an E using the ESNU scale. (E: Excellent, S: Satisfactory, N: Needs Improvement, U: Unsatisfactory)

**Posting of Grades:**

Assessments should be graded and posted in the electronic gradebook within 72 hours with the exception of complex projects, essays, or assignments that require extensive teacher feedback or review.

**Progress Reports and Report Cards:**

Report Cards and Progress Reports will be available according to the District Timeline documented at the bottom of this document. The district and campuses will notify parents when Progress Reports or Report Cards are available for viewing. Progress reports will be available through HAC. Teachers can run a report that shows when parents have accessed their HAC accounts to ensure Progress Reports and Report Cards are being viewed. If a parent is unable to view their HAC account, s/he can request a hard copy from the campus front office.

**Dual Credit Courses**

Due to the nature of dual credit programs, these courses have a different grading structure than traditional face-to-face courses offered in Keller ISD. The final grade for these programs is reported at the end of the semester. Parents can monitor their child's progress in dual credit courses through the students' designated electronic account provided by the college. The final marking period of each semester and the semester grade will reflect the overall average earned in the course.

**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 in Aware. (EIA Local)

**Dropping Grades:**

As long as the teacher maintains the minimum number of grades, the lowest formative grade may be dropped if it is in the students' best interest and applied in an equitable manner.

**Special Programs:**

The following programs do not give grades: Intervention Specialist and Dyslexia. However, classroom teachers are expected to collaborate with the teachers of these programs or any other special programs, such as ESL when determining assessments and grading for the students who qualify for these services. Before a

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teacher assigns a failing nine weeks grade to a special program student, they must document collaboration and remediation efforts with the program specialists. If a special education student fails to meet IEP goals for two (2) consecutive grading periods an ARD is required to be held.

**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, 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 earn a grade below 70 on a formative assessment, and desire to reassess for mastery, need to contact the teacher immediately. Formative assessments not eligible for reassessment will be identified when assigned. Activity-based formative assessments will not be eligible for reassessment, per teacher discretion.
- Students who earn a grade below 70 on a summative assessment may have an opportunity to reassess if he/she participates in remediation and has all of his/her formative assessments leading to the remediated summative assessment turned in.
- After a summative assessment is completed, any formative assessments leading up to the summative assessment cannot be reassessed.

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 an assessment as scheduled.
2. Student receives a grade below 70.
3. Following an unsuccessful assessment, remediation activities must begin immediately. This can be requested by the student or teacher. Remediation must take place before the student can be reassessed. These activities should relate to the objectives that were just assessed. These activities might include, but are not limited to the student attending tutorials, small group instruction, reteaching of concept, or other appropriate work as prescribed by the teacher.
4. At a scheduled time reasonable for the student and convenient to the teacher (determined by the teacher; usually within 5 school days), the student will be reassessed for mastery of content in one of the following ways:
  - a. Redo the assessment.
  - b. Take a suitable alternate assessment, 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 maximum grade on any reassessment will be a 70. The original grade and the substituted grade should be shown in the teacher’s grade book.

*In TAC, there are two options for documenting reassessment:*

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- *In the gradebook, there are two grading categories, Formative=40%, Summative=60%, and one category to document original scores, Original Reassessed=0%. When a student is reassessed, you may create a new “assignment” using the Original Reassessed category. The original grade will be put into the original reassessed column and the new grade will be put into the actual assessment column in place of the original grade. This allows the original grade and the reassessment grade to be visible to teachers, parents, and students and allows for ease of printing/documentation when needed.*
- *The original grade can be placed in a comment and the remediated grade placed in the originally assessed column.*

**Final Exam Exemptions:**

Phase out exemptions each year that the EOC is given.

SY 2012-2013: No exemptions for 9<sup>th</sup> and 10<sup>th</sup> graders  
 SY 2013-2014: No exemptions for 9<sup>th</sup> – 11<sup>th</sup> graders  
 SY 2014-2015: Only exemptions are for 12<sup>th</sup> graders during their second semester provided they have met the EOC requirements  
 SY 2015-2016: No exemptions

- Note: Single-semester courses are not eligible for semester exam exemptions.
- Note: Exemptions will be extended only in on-level courses.

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

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