

KENNEDALE ISD
2020-2021
GRADING
GUIDELINES



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PURPOSE

Kennedale Independent School District is committed to creating an environment where quality assessment and evaluation will occur with the intent of communicating and improving student learning. The Grading Guidelines are in place to evaluate student learning using similar criteria, consistently applied in all content areas and at all levels as is developmentally appropriate. Our goal as a learning organization is to ensure all students of KISD meet or exceed standards in every aspect of the written, taught, and tested curriculum. The consistency provided by these guidelines will ensure a systematic way of assessing and improving student learning outcomes in our schools.

KISD BELIEFS

- Student success is top priority.
- Each student brings value to the learning environment.
- A physically and psychologically safe environment enhances learning.
- Our students deserve a teacher who is passionate about learning in every classroom every day.
- Learning is a shared responsibility that requires active involvement by students, staff, families, and the community.
- Continuous professional growth of faculty and staff is essential for student success.

GRADING PHILOSOPHY

Grades are a measure of achievement at a specific point in a student's development. This measure provides feedback to the student regarding mastery of the state standards (Texas Essential Knowledge and Skills – TEKS). Kennedale ISD believes the most effective form of assessment is one that is diagnostic and provides students feedback that leads to a deeper understanding and mastery of the tested standard.

All grading practices used by teachers will be communicated in writing and shared with students and parents during the first three weeks of school or the semester. All grading practices must fall within the parameters established in the grading guidelines and district policy.

GRADING SCALE

Kennedale ISD uses the following grading scale:

| | |
|------------|---------|
| 90% - 100% | A |
| 80% - 89% | B |
| 70% - 79% | C |
| Below 70% | FAILING |

For information regarding the District's scaling and grade point averages calculation, see EIC (LOCAL).

GRADING FRAMEWORK

Weight of Grades for Foundation Curriculum - EHAA (LEGAL)

Kennedale ISD promotes an increase of student responsibility for summative assessment* throughout the learning years. Kindergarten and Grade One will have standards-based grading* that correlates to the KISD curriculum and is reflected in the design of the report cards at those levels. All other teachers will follow the guidelines outlined below.

Elementary | grades K - 1

- standards-based grading

Elementary | grades 2 – 4

- 80% formative*
- 20% summative

Intermediate | grades 5-6

- 70% formative
- 30% summative

Junior High School | grades 7-8

- 50% formative
- 50% summative

High School – All non-AP, non-CTE practicum, and non-On Ramps courses taken for high school credit, regardless of when credit was earned:

- 40% formative
- 60% summative

Advanced Placement/CTE practicum/On Ramps courses:

- 30% formative
- 70% summative

*Definitions of formative assessment, summative assessment and standards-based grading may be found in the glossary.

MINIMUM NUMBER OF GRADES

K-1

There is no established minimum number of grades for kindergarten and first grade.

Elementary | Grades 2 –4

- Math – minimum of 12 grades (10 formative, 2 summative)
- Reading - minimum of 12 grades (10 formative, 2 summative)
- ELA – minimum of 12 grades (10 formative, 2 summative)
- Spelling will count as one cumulative formative grade. For example, a student taking 6 spelling tests will have all 6 averaged together for one spelling grade.
- Social Studies – minimum of 6 grades (5 formative, 1 summative)
- Science – minimum of 6 grades (5 formative, 1 summative)
- Health, Art, Music, PE – These subjects receive a letter grade of E, S, N, U
E=Excellent, S=Satisfactory, N=Needs Improvement, U=Unsatisfactory

Intermediate | Grades 5 - 6

- Math – minimum 12 grades (10 formative, 2 summative)
- Reading - minimum of 12 grades (10 formative, 2 summative)
- ELA – minimum 12 grades (10 formative, 2 summative)
Spelling will count as one cumulative formative grade. For example, a student taking 6 spelling tests will have all 6 averaged together for one spelling grade.
- Social Studies – minimum 12 grades (10 formative, 2 summative)
- Science - minimum 12 grades (10 formative, 2 summative)

Junior High School | Grades 7 – 8 | All classes, including electives

- Teachers will have a minimum of fifteen (15) grades per grading period.
- At least three (3) of the fifteen (15) grades will be summative grades.
- High school classes taken at KJHS will follow the KHS standards for the identical classes offered at KHS.

High School | Grades 9 – 12 | All classes including electives

- Teachers will have a minimum of fifteen (15) grades per grading period.
- At least three (3) of the fifteen (15) grades will be summative grades.

COMMUNICATION OF STUDENT ACHIEVEMENT

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

1. Individual achievement of clearly stated learning goals shall be the primary 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, quality, and quantity of the information about the evidence of student learning.
2. Progress reports and nine-week grades shall reflect student mastery of learning goals at that point in time.
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. All students work shall be assessed and feedback given. Work that is graded and intended to be recorded shall follow guidance in number 5 below.
5. Grades shall be calculated in a manner that ensures 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.
6. Students have the right to review their tests. They do not have the right to take them from the room. All tests given shall be graded, returned, and recorded in the electronic gradebook within three (3) days of the date the test was administered. Adherence to this timeline will allow for timely and meaningful remediation. Tests with written essays can be extended to five (5) days with principal approval.
7. Grades shall be posted online in the electronic gradebook as soon as possible but no later than 5 school days after the due date. Project/research papers shall be graded

and returned within a reasonable amount of time depending on the assignment (maximum of 10 days).

8. Teachers will enter grades in the electronic gradebook weekly. Teachers should include a sufficient quantity and variety of assessments during the grading period to reflect a student's progress toward mastery of the learning standards (i.e. TEKS).
9. Secondary - 4 formative and 1 summative grade every three weeks.
Elementary - 3 formative every three weeks and at least 1 summative by the 6th week of the 9-week grading period.

ASSIGNMENT OF GRADES

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

1. Grades in each course shall reflect individual student mastery of or progress toward the skills and content of the course (i.e. TEKS). Grades will not be awarded for any non-academic activities such as a compliance grade for bringing back a report card, supplies, incomplete heading, behavior, etc.
2. All grade weights and minimums must be met.
3. If a student scores higher on a summative assessment than he/she did on a formative assignment designed to prepare him or her for the summative, then the teacher may drop the lowest formative assessment associated with that summative.
4. An Incomplete (I) will be recorded based on the following criteria: (a) missing assignments in a grading period from an absence; (b) enrolling the last 15 days of a grading period without grades from the previous school; (c) non-attendance in class. Teachers are required to clear any Incompletes within 3 weeks of the next grading period of the semester. A request for extension can be made in writing to the campus principal.
5. Incompletes may be recorded for a period not to exceed ten (10) days following the end of a semester. This includes semester exams. Students have ten (10) days to complete the test or assignments. A request for an extension can be made in writing to the principal. An "M" (missing) will be recorded for assignments not turned in after 10 days. An "M" results in a score of zero for that assignment or assessment.
6. A grade becomes final at 3:35 p.m. on the last day of a nine-week grading period. The grading period is defined according to the official school district calendar, and absolutely no work is permitted after the close of the last school day of the nine weeks, except to remove the record of "Incomplete" caused by one or more absences.
7. Upon failing at any time within the grading period, the parents must be contacted by phone or email. If contacted by email, a response email must be received. Otherwise, a call must be made. If the problem persists, a student- teacher-parent conference is required.

HOMEWORK

Homework will be evaluated in a timely manner (no more than 3 days) and used as a method to provide students specific feedback on their performance of the assigned tasks. Homework can only be assigned after a concept has been taught. Homework grades can be recorded in the formative grade category. Further guidelines regarding homework and grading will be determined at the campus level and may be found in the campus procedure handbook.

MAKE-UP WORK

All students shall be allowed to make-up work when they are absent from class. They shall have a time equal to days absent from class to complete all missed assignments. Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to make-up assignments. In situations where the assignment is given prior to the absence and the assignment is due while the student is absent, the assignments will be due the day the student returns from the absence. For example, a teacher gives an assignment on Monday with a due date of Wednesday. The student is absent Wednesday and returns to school Thursday. The assignment would be due on Thursday for that student.

One exception to this policy pertains to long-term projects, papers, and other assignments. That is, projects, papers, and other assignments that are considered summative and not submitted by the assigned due date will receive a grade of zero and are subject to the requirement of reassessment. To qualify for this policy exception, teachers must provide written communication of these summative assignment deadlines in advance to both students and their families. The format of a reassessment *may* be modified, but will cover the same information.

Reassessments must be completed within three school days of student notification of the failing grade. The teacher has discretion to extend this window to FIVE school days.

Reassessments shall be graded on a 100-point scale with a maximum grade of 70%. No other late penalty shall be assessed.

Any student absent because of suspension shall request all work upon his/her return. A student is allowed the same number of days to complete the make-up work as the actual suspension.

To minimize loss of instructional time, make-up tests and quizzes should be administered during an alternate time (i.e. - before school, after school, during lunch) as determined by campus administration.

LATE WORK

1. In grades 7-12, when an assignment is submitted after a deadline, a penalty of fifteen (15) points per class meeting may be deducted from the grade, with a maximum of three days allowed.
2. In grades 2-6, work is expected to be turned in on time for 100% credit. There will be a penalty of 11 points for each day the work is late. A maximum of three days is allowed for late work to be turned in.
3. Teachers will use professional discretion in determining when such a deduction is inappropriate, due to extenuating circumstances.
4. Teachers will enter an "M" (missing) in the gradebook when assignments or assessments are not turned in. An "M" results in a score of zero for that assignment or assessment. If the assignment is turned in for credit, the gradebook will be updated with the earned grade.
5. Reteach/retake is not applicable for assignments not turned in or turned in late.
6. All assignments, including late work, re-takes, and make-up work are due no later

than two days before the end of the grading period. Teachers may make exceptions due to extenuating circumstances.

RETEACH/RETAKE POLICY

It is the goal of every educator in Kennedale Independent School District that every student reaches mastery of standards required by each course. A student may choose to redo an assignment or assessment on which they have scored below a 70%. See EIA (LOCAL).

“For re-teaching to be effective, however, teachers must use a different approach from the one they initially used, one that builds on previous activities but that focuses on the omissions or errors in student thinking that resulted from these activities.” (Marzano, 2010)

1. Students must be provided an opportunity for remediation.
2. Retakes must occur outside regular instructional time (i.e. – before school, after school, during lunch, during intervention time) as determined by campus administration. The intent is to minimize loss of instructional time.
3. The student has 3 school days from the day the assignment was recorded and returned to attend the remediation tutorial and retake the assessment. The teacher has discretion to extend this window to 5 school days.
4. The teacher will record the higher of the two grades with a maximum score of 70%.
5. Students should be assigned an **alternate** assessment or assignment that covers the same standards as the original assignment or assessment.
6. When 40% or more of the class fails an assessment, the teacher will reteach and retest the class before moving on. The teacher will record the higher of the two grades earned for students being retested. Reassessment should occur within five (5) days of the original assessment. Students who passed the assessment can opt out of the reassessment. If they choose to retest, the higher of the two tests will be recorded.
7. Students will have only one opportunity for each assignment or assessment they wish to retake.
8. Correction of the original assessment is not considered re-teaching or retesting.
9. Semester exams do not qualify for the reteach/retake policy. The grade earned on the first attempt will be recorded. (EIALEGAL)
10. Reteach and/or retake are not applicable for failing grades due to work being turned in late or assignments not being turned in at all.
11. AP and On Ramps courses incorporate TEKS but expand significantly beyond them. Students who elect to participate in an AP or On Ramps course will understand the responsibility of taking a course with additional rigor. The reteach/retake guidelines will not apply to AP or On Ramps courses.

PROGRESS REPORTS AND PARENT CONFERENCES

At every three-week interval progress reports are available to every student. Students are to

return a progress report signed by their parent/guardian (**EIA LEGAL**). This allows failing students or students at risk of failing sufficient time to improve their learning and gives parents information to help assist in improving the learning of the child.

After the progress report, if the student's cumulative grade drops below passing, the teacher is **required** to contact the parent by phone or email. Parents are encouraged to be active participants in their student's progress by using the online gradebook and its customizable notifications. Teachers are required to submit parent contact logs to the campus leadership by the last day of the nine-week grading period.

INTERVENTION/TUTORIAL/EXTENSION

All campuses will provide time that is intended to provide remediation, tutorials, extension, etc. The campus principal will ensure all students have the opportunity to attend these in a way that is appropriate to their needs. Any student failing or in danger of failing will be encouraged to attend. Parent contact is recommended to ensure student attendance.

ACADEMIC DISHONESTY

Academic dishonesty includes cheating or copying the work of another student, plagiarism, unauthorized communication between students during an assignment, and unauthorized collaboration or utilization of other resources not previously approved by the teacher. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising employee including the consideration of written materials, observation, or information from students. A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and penalties in accordance with the Student Code of Conduct.

SUSPENSION FROM EXTRACURRICULAR ACTIVITIES

A student shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the District or the University Interscholastic League (UIL) after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in an academic class. However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

"Grade evaluation period" means:

The nine-week grade reporting period; **OR**

The first six weeks of a semester and each grade reporting period thereafter, in the case of a district with a grade reporting period longer than six weeks.

A suspension continues for at least three school weeks and is not removed during the school year until the conditions of Reinstatement, described below, are met. A suspension shall not last beyond the end of a school year. The school week is defined as beginning at 12:01 a.m. on the first instructional day of the calendar week and ending at the close of instruction on the last instructional day of the calendar week, excluding holidays.

REINSTATEMENT

Until the suspension is removed or the school year ends, the District shall review the grades of a student at the end of each three-week period following the date on which the suspension began. At the time of a review, the suspension is removed if the student's grade in each class is equal to or greater than the equivalent of 70 on a scale of 100.

GRADING GLOSSARY

Authentic Assessment

Authentic assessment aims to evaluate students' abilities in 'real-world' contexts. In other words, students learn how to apply their skills to authentic tasks and projects. Authentic assessment does not encourage rote learning and passive test-taking. Instead, it focuses on students' analytical skills; ability to integrate what they learn; creativity; ability to work collaboratively; along with written and oral expression skills. It values the learning process as much as the finished product. An authentic task or assessment is one in which students are allowed to analyze an authentic problem, are allowed adequate time to plan, to complete the work, to self-assess, to revise, and to consult with others prior to submission. Authentic assessments are judged by the same kinds of criteria used to judge adult performance on similar tasks. (teachervision.com)

Common Assessment

Common assessment means student learning will be assessed using the same instrument or process and according to the same criteria (DuFour). Common assessment may be either formative or summative. KISD secondary schools administer common assessments every two to three weeks in core subjects.

Concept Assessment

Concept tests are short, informal, targeted tests that are administered during class to help instructors gauge whether students understand key concepts. They can be used to both assess students' prior knowledge or targeted assessment utilized within the class to help instructors gauge whether students understand key concepts. The primary purpose of concept tests is to get a snapshot of the current understanding of the class, not of an individual student. As a result, concept tests are usually ungraded or very low-stakes. They are most valuable in large classes where it is difficult to assess student understanding in real time. (Carnegie Mellon University)

Curriculum-Based Assessment

Curriculum-Based Assessment (CBA) is a measurement that uses "direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions" (Deno, 1987, p. 41).

Formative Assessment

Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs and academic progress during a lesson, unit or course. Formative assessments help teachers identify concepts students are struggling to understand, skills they are having difficulty acquiring or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques and academic support. The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning while it's happening. What makes an assessment "formative" is not the design of a test, technique or self-evaluation, but the way it is used - i.e., to inform in-process teaching and learning modifications. (The Education Reform Glossary) Formative assessments are commonly contrasted with summative assessments.

Homework

Homework shall be used to support, enrich, or reinforce topics covered in class and should satisfy at least one of the following objectives in an effort to support the learning cycle:

- provide a drill that helps the student practice the basic skills of a subject.
- give practice and extension of concepts learned in class.
- extend learning beyond the material that can be covered in class.
- develop effective study methods.
- allow students to make up work after absences.
- To provide a means of re-teaching TEKS.

Performance Assessment

A performance assessment is one that requires students to demonstrate they have mastered specific skills and competencies by performing or producing something. Advocates of performance assessment call for the following kinds of assessments: write essays requiring students to rethink; design and carry out experiments; integrate/apply information; work with other students to accomplish tasks; demonstrate proficiency using equipment or techniques; build models; develop, interpret and use maps; make collections; write term papers, critiques or poems give speeches; play musical instruments; develop athletic skills or routines, etc.

| | |
|--------------------------------|--|
| Project | A piece of planned work or activity that is completed over a period of time and is intended to achieve a particular aim. |
| Quiz | A quiz is a type of assessment that is brief in scope, and is typically over material that has been recently covered. Quizzes may or may not be announced to the class ahead of time. |
| Summative Assessment | Summative assessments are used to evaluate student learning progress and achievement at the conclusion of a specific instructional period - usually at the end of a project, unit, course, semester, program or school year. In other words, formative assessments are <i>FOR</i> learning, while summative assessments are <i>OF</i> learning. (Educational Reform Glossary) |
| Standards-Based Grading | With the utilization of standards-based grading, high standards are to be expected of every student. The curriculum must be aligned to the new standards. Students must be assessed periodically to determine how they are progressing in meeting the standards of what every student must know and be able to do at his/her level. A criterion is set up for standards of what every student or child is expected to know, and a score is set compared to benchmark event as opposed to a norm. Rubrics are utilized in communicating student progress. Responses to student benchmarks under standard-based grading typically appear as: emerging, progressing and mastered. |
| Unit test | A unit test is a summative assessment over material that is organized around a main concept or topic. |

My signature acknowledges receipt of the Kennedale ISD Grading Guidelines. I agree to read the document and abide by the standards, policies, and procedures defined or referenced within the document. I am aware that the Kennedale ISD Grading Guidelines are available to me online at the district's website located at www.kennedaleisd.net.

I understand that changes in district policy may supersede, modify or eliminate the information summarized in this manual. As the district provides updated policy or procedures information, I accept responsibility for reading and abiding by the changes.

CAMPUS

PRINTED TEACHER NAME

TEACHER SIGNATURE

DATE

SIGNED FORMS ARE DUE TO CAMPUS PRINCIPAL ON OR BEFORE AUGUST 31, 2020.