

Port Neches-Groves ISD



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Introduction

This document is a living document and is subject to change. A committee shall be established to address any recommended changes. The committee shall consist of three people, one from each instructional level. The committee will address any recommended changes to the grading guidelines according to the following process:

- Recommended changes will be sent in writing to the Director of Special Programs.
- The recommended change will be faxed to Grade Review Committee members for their review and recommendation.
- The response and recommendation of each committee member will be faxed to the Director of Special Programs
- The decision will be sent to the person requesting the change.
- A list of all questions and answers will be recorded and kept with the district grading guidelines.

A special thanks to everyone who participated in the development of this book:

1999-2000 DEIC Members Principals & Coordinators

Grading Guidelines Committees				
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Grade 4	Bonnie Pate	Groves Elem.	Pat Williams	Port Neches Elem.
Grade 5	Cathy Frioux	Groves Elem.	Kay Lower	Port Neches Elem.
Grade 6	Vicki Bennett Beverly Cavender	Groves Middle Port Neches Middle	Jamie Evans Cindi Degeyter	Groves Middle Port Neches Middle
Grade 7	Elaine Edmonds Greg Sims	Groves Middle Port Neches Middle	Diane McDaniel David Sandefer	Groves Middle Port Neches Middle
Grade 8	Jimmie Baize Donna Nelson	Groves Middle Pt. Neches Middle	Nancy Nugent Karl Villemez	Groves Middle Pt. Neches Middle
Grades 9-12	Pat Briggs Carl Carson Barbara Comeaux Cheryl Hancock Ron Hanks Lynne Hollomon Samantha LeBlanc		Sonya Moore Laura Shipman Kathleen Yosko Roy Esquivel Renée Wells Buddy & Beverly Cavender	

Definitions for Assessment

Assessment	The process of gathering information that reflects levels of student achievement.
Test	An example of an assessment device.
Authentic Assessment	A demonstration of performance of skills or knowledge in a real-life context.
Performance Assessment	An assessment based on performance of a task or product to demonstrate a skill or skills that have been learned.
Pop Quiz	A short test given with no prior warning.
Portfolio	A collection of student work showing development of knowledge, understanding, and application of skills in a given curriculum area.
Project/Exhibit/ Demonstration	Product used to communicate understanding of a subject or area of learning.
Final Exam	Assessment conducted at the end of a semester or school year designed to assess achievement in a particular field of knowledge.
Unit	A specific topic within a course of study.
Unit Test	The assessment conducted at the end of a unit of study.
Group Grade	One grade given to all students in a group for their overall performance/product.
Extra Credit	Extra points given for optional academic extension activities.
Evaluation	The process of judging results of assessment.
Participation	Contribution to the learning process of self and others by presenting other points of view, additional examples or illustrations or references, questioning, answering, etc.
Independent Practice	Work/assignment given to a student to provide opportunity to reinforce skills.
Homework	(see definitions written by instructional level in Homework Guidelines subsection).
Master	Verb – to become skilled or proficient in the use of, to achieve mastery or command of, to gain a thorough understanding, grasp, or knowledge of. Example: The student has been unable to master French. In testing, (to master) means the student can demonstrate proficiency at a predetermined degree of success. (Example: Answer correctly four of six of the items on a particular skill.)
Independent Grades	Grades given for assigned student work other than tests (completed independently, without assistance) which are used for calculating grading-period averages.

Uniform Conduct Grading Policy

Purpose

A conduct grade is meaningful information communicated to students and parents about a student's behavior in the school setting.

Belief Statement

We believe conduct grades are as important as academic grades because a student's behavior affects his/her academic achievement and the academic achievement of the other students as well.

Grades

The following letter grades will be assigned by the teacher for the student's conduct:

K-Grade 3

E Excellent
S+ Above Satisfactory
S Satisfactory
S- Below Satisfactory
N Needs Improvement
U Unsatisfactory

Grades 4-5

E Excellent
S Satisfactory
N Needs Improvement
U Unsatisfactory

Grades 6-12

S Satisfactory
N Needs Improvement
U Unsatisfactory

Consequences

Consequences will be consistent with the Board-Adopted Student Code of Conduct. If a student receives "N" or "U" during a six-week grading period, participation in extra curricular activities may be impacted and specific consequences will be communicated to the parent through the student handbooks.

Grading Policies

Belief Statement

Grading is the reporting of meaningful information about a student's mastery of the curriculum to students, parents, other campuses, universities, and employers.

Good Grading Practices

- Grading is like a video rather than a snapshot. A final grade is a collection of data that has been gathered during a grading period.
- A grade on a major unit test is to influence the final grade more than a quiz over a short assignment.
- Grades are to reflect a student's mastery of essential knowledge and skills.
- Guided practice is to precede assessments for which grades are given.

All teachers will submit to the principal a written explanation of his/her grading procedures at the beginning of the school year.

Establishing Grades Within Instructional Levels

Evaluation should be planned to include a proper balance of formal and informal measures.

Formal assessments will consist of:

1. Major tests
2. Essays
3. Research projects or other works of applied knowledge
4. Teacher observation of psychomotor or affective domain in curriculum areas

Formal assessments may comprise not less than 40% nor more than 60% of the student's grade.

Informal assessments will be derived from:

1. Daily work
2. Homework
3. Class discussions and observations
4. Group work
5. Labs
6. Individual oral assessments
7. Pop tests
8. Anecdotal records

Grades should reflect the student's relative mastery of an assignment (EIA Legal). Actual assignment grades should be recorded in the grade book. Six week grades should be based on recorded quantitative data that is collected at frequent intervals. Teachers should record a minimum of six grades during each six weeks grading period. *Report cards for all grading periods will indicate the actual student average for each subject/course.*

Students will receive grades if they have been enrolled at least 15 school days.

Assigning Grades			
PK & K	Grades 1 & 2	Grades *3-4-5	Grades 6-12
Letter Grading System: S+ Above Satisfactory S Satisfactory S- Below Satisfactory N Needs Improvement U Unsatisfactory	Numerical grades for reading, language arts, and math. Letter grading system will be used for handwriting, science, social studies, physical education, music, and art. E Excellent S+ Above Satisfactory S Satisfactory S- Below Satisfactory N Needs Improvement U Unsatisfactory	Numerical grades for, reading, language arts, math, science, and social studies. Letter grading system will be used for physical education, handwriting, music, art, health and computer (Gr. 4-5). E Excellent S Satisfactory N Needs Improvement U Unsatisfactory *Grade 3 expands the system to include: S+ Above Satisfactory S- Below Satisfactory	Numerical grades for all subjects. In assigning test grades teachers may use highest score rather than possible score as the base. Assign other grades as a percentage of base score.

Students will be marked on a standard where it is possible to achieve acceptable progress when the student works within reasonable limits of his/her ability.

Homework Guidelines

Prekindergarten and Kindergarten

Homework is reviewing daily work and listening to oral stories with a parent or an adult designee.

Grade 1

Homework includes reviewing assignments from the day and work assigned for the purpose of practice and reinforcement of skills.

Grades 2-12

Homework is any work to be completed at home. This may consist of incomplete classwork **or** specific work to be done at home for the purpose of practice and reinforcement of learned skills.

Homework is an informal assessment.

Determining the Semester or Yearly Average

Prekindergarten-Grade 5

Average the six grading periods' grades for the yearly average.

Grades 6-8

Average the first three six weeks' grades for the first semester average.

Average the second three six weeks' grades for the second semester average.

Average the semester grades for the final average.

Grades 9-12

An average of the three six weeks' grades factored with a final exam for ½ credit semester courses.

Average the semester grades for one-credit courses.

A final exam can count no more than 1/7th or 14% of the semester grade.

Second Chances and Reteaching

Continuous reteaching occurs at all levels. Teachers may allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

[EIA (LEGAL), TEC 28.0216]

Modifications

PK-12

Teachers will implement modifications and accommodations required by the ARD or 504 committee. These modifications/accommodations will be used to meet the various learning needs of their students.

Absences and Make-up Work

Prekindergarten and Kindergarten

Students will be given the opportunity to complete assignments missed due to an absence.

Grades 1-5

Students are required to complete work that is missed due to absences. They will be allowed one day for each day absent to complete work. A teacher may use discretion in event of extenuating circumstances.

Excessive absences should be addressed according to state guidelines and administrative decisions concerning the overall education of the student.

Grades 6-12

A reasonable amount of time should be allowed for make-up completion, usually within a three-school-day limit. Extenuating circumstances will be given special consideration.

Excessive absences should be addressed according to state guidelines and administrative decisions concerning the overall education of the student.

Extra Credit

Extra credit may be assigned at the individual teacher's discretion and must be academic. If extra credit is offered, it must be offered to all students and only for enrichment, not as a substitute for required work.

Prekindergarten, Kindergarten and Grades 1-3

Not applicable

Grades 4-5

No more than one extra credit grade per six weeks and averaged as an informal assessment.

Grades 6-8

Extra credit may not be more than 5% of total six weeks grade.

Grades 9-12

Extra-credit assignments should enhance the student's understanding of the topic under study, encourage independent work as far as possible, and enable the student to pursue a special related interest.

The teacher will count the total value of extra-credit work as only a small percentage of the grade.

Bonus-point questions will be included on a test only if they are challenging yet within the ability of a significant number of students.

Group Assignments, Individual Project and Cooperative Learning

All students benefit from instructional arrangements incorporating group activities and cooperative learning. When a group or individual project is assigned, clearly described criteria are to be established for each student. Grades should reflect amount of work completed by each student according to the established criteria.

Academic Dishonesty

Policy EIA (LOCAL) states that:

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

Parents shall be notified when a student is found to have engaged in academic dishonesty. A zero shall be given on any assignment where academic dishonesty has occurred.

Grading Penalties

Late assignments will result in the following reductions:
(not applicable for PK, K, or Grade 1)

Grades 2-3-4	Grade 5	Grades 6-7-8	Grades 9-10-11-12
1 st Day – 11 Points 2 nd Day – 21 Points 3 rd Day – 31 Points 4 th Day – Student receives a zero	1st Semester 1 st Day – 15 Points 2 nd Day – 30 Points 3 rd Day – Student receives a zero 2nd Semester 1 st Day—20 Points 2 nd Day—Student receives a zero	1 st Day – 30 Percent 2 nd Day – Student receives a zero	Late work may be accepted from students for a specified period of time; however, there will be a uniform reduction in grade for each day late.

Extenuating circumstances, left to the discretion of the teacher, will be given special consideration.

Headings

Grades 2-5	Grades 6-8	Grades 9-12
Maximum of 5 point reduction	Will be handled as a discipline issue, except for Language Arts classes, where proper form is graded. In Language Arts classes, requirements for correct form may be set by individual teachers or by campus departments.	Requirements for correct form may be set by individual teachers and by certain departments.

Margins

Grades 2-5	Grades 6-12
Maximum of 5 point reduction	Requirements for correct form may be set by individual teachers and by certain departments.