



## College Station ISD Grading and Assessment Procedures

This document is intended to define the philosophy, purpose, and procedures behind the grading practices adopted by College Station ISD. As you read this document, please focus on the common understanding that grades should convey what a student knows and is able to do as related to academic development.

### Grades

Grades are assigned as an indication of the level of academic development in an elementary, intermediate, or secondary school subject, course, or class. Grades must be related to state and/or local curriculum standards.

### Terminology

**Academic Practice:** *The purpose of Academic Practice is not to evaluate a student's final achievement of a topic, but to determine where he or she is in the learning process, diagnose any problems, and aid in getting the help needed to learn the material.* When a student learns new material, he or she goes through a time of wrestling with the material before eventually mastering the information or skills. It is expected that a student will make some mistakes during this learning process. Any work done during this learning period is considered Academic Practice. Academic Practice could consist of many different types of assessments including, but not limited to:

- Writing Processes
- Homework
- Informal Observations
- Curriculum Based Measures
- Notebooks
- Journals
- Portfolios
- Quizzes
- Learning Centers/Stations
- Vocabulary Assignments
- Computer Activities
- Oral Assessment
- Lab Reports

**Academic Achievement:** *The purpose of Academic Achievement is to evaluate how well a student has learned the material.* After a student has had sufficient instruction and practice on a topic, it is then reasonable to evaluate his or her independent mastery of the information or skills. Any work done at that point is considered Academic Achievement. Some student work for Academic Achievement may take place outside of the classroom. Academic Achievement could consist of many different types of assessments including, but not limited to:

- Tests
- Presentations
- Book Reports
- Chapter Tests
- Compositions
- Performances
- Writings (term papers, essays)
- Quizzes
- Research Projects
- Portfolios
- Special Projects (Science Fair Projects)

STAAR/EOC and STAAR/EOC Practice Tests shall not be recorded as grades.

## Homework

The purpose of homework is for meaningful practice and review, preparation, extension, and integration according to Harris Cooper in the Battle Over Homework: Common Ground for Administrators, Teachers, and Parents. Assignments must be related to state and/or local curriculum standards. Grades may not be given for clerical tasks such as returning a report card or progress report, acquiring parent signatures, bringing canned goods, participating in a fundraiser, etc. While students should be able to complete homework assignments independently, parents are encouraged to oversee the assignments.

**Expectations:** Homework can be assigned to students on a regular basis with the length of homework assignments varying according to purpose and level.

If weekend homework is deemed necessary, the amount should not exceed a regular day's assignment. *Students may choose to use weekends* for review, voluntary work, or completion of make-up assignments.

Assigning homework over extended holidays is highly discouraged.

Students should not be penalized for wrong answers on homework assigned specifically for *practice of basic skills*. However, application and reinforcement of previously taught material and/or research assigned as homework may be graded for accuracy. Homework assignments regarding previously taught material may be checked for accuracy, completion and effort. The teacher is expected to provide timely, meaningful feedback on student work checked for accuracy.

Homework assignments are to include clear instructions and performance expectations so students can complete homework independently.

In an effort to reduce homework over holidays, students and parents may see an increase in tests and assignments before an extended break.

Homework may not be created as a consequence for misbehavior.

### Homework for Elementary (K-4)

1. In the primary grades (K-1), homework should consist primarily of reading and a limited number of independent exercises to *reinforce previously taught basic skills*.
2. At the upper grades (2-4), homework should primarily consist of reading, practice in mathematics, application of writing skills, and beginning research. At this level, homework should be designed to *build independent study habits*.
3. Long-term assignments at the upper grades (2-4) should be limited in number and duration. These assignments should include *clear checkpoints* to monitor progress toward completion.
4. Homework at the elementary grades should not be assigned over the weekends.
5. Homework should receive feedback from the teacher, but should not be recorded as a numerical grade.

### Homework for Intermediate (5-6)

1. At the intermediate school grades (5-6), homework should primarily consist of reading, practice in mathematics, application of writing skills, and beginning research. Homework should continue to *build independent study habits, reinforce previously taught material, or prepare students for future learning*.
2. Long-term assignments at the intermediate grades (5-6) should be limited in number and duration. These assignments should include clear checkpoints to monitor progress toward completion.
3. Teachers shall make efforts to be aware of other teachers' homework, assignments, and testing schedules.
4. Homework at the intermediate school should not be assigned on the weekends.

### Homework for Middle/High (7-12)

1. Homework can be assigned to all students *on a regular basis*. Homework is an extension of previously taught material; it may also prepare students for future learning.
2. *Weekend homework may be assigned*. Students may choose to use weekends for review, voluntary work for advancement, or completion of make-up assignments.
3. Honors, Pre-AP, Advancement Placement, and Dual Credit courses are college level classes and may require *more extensive homework*.
4. Teachers shall make efforts to be aware of other teachers' homework, assignments, and testing

schedules.

## Late Assignments/Late Work

The Late Assignment/Late Work penalties apply only to students who are in attendance, but fail to turn work in on time. Homework should be reasonable in terms of student time and available resources. Teachers should limit the cost of materials and supplies to a reasonable amount and should consider student access to technology outside of school.

Grades PreK-1	No work is considered late if submitted within a <b>nine</b> week grading period.
Grades 2-4	Work that is submitted as Academic Practice or Academic Achievement must be accepted up to 2 days after the due date without a reduction in grade. After 2 days, a penalty (not to exceed a total of 10 points) may be assessed. No work will be accepted after the end of the <b>nine</b> weeks.
Grades 5-8	Work that is submitted as Academic Practice must be accepted up to 1 day after the due date without a reduction in grade. After 1 day, a penalty may be assessed. Teachers within the same subject area or course must set the same timeframe and penalty for late work. Academic Practice work will not be accepted after the Academic Achievement date.
Grades 9-12	Academic Practice late work for all courses must be accepted, with penalty, at least one day after the due date. Teachers within the same course must set the same timeframe and penalty for late work.

Late Academic Achievement grades (such as projects, research papers, etc.) must be accepted for Advanced, On-Level, Honors, Pre-AP, and AP courses with a penalty. The penalty will be determined by the teachers within the same course level. Extenuating circumstances will be considered for late Achievement and Practice grades for all courses and grade levels (please refer to your teacher or course syllabus).

All grades taken on Academic Practice and Achievement shall be recorded in the electronic grade book for grade levels K-12 within a week of being collected. However, major projects, research papers, and similar student work may take longer than a week to grade due to the nature of the grading process.

## Retest/Reassessment

Reassessment must be offered to allow a student another chance to show mastery on an exam after he/she has scored below a 75 on an exam. After reteaching occurs (if needed), the reassessment

option may include a formal or informal measure deemed appropriate by the teacher/course level for evaluating the skill or concept. The teacher should make every effort to allow the student to be reassessed as soon as possible. The opportunity to be reassessed should be provided within one week after the failing grade is received. A reassessment must be completed prior to the next exam (Academic Achievement assessment).

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Only one reassessment may be taken per test grade which is below a 75. If the reassessment is administered, the higher grade must replace the lower one with a maximum grade of 75. Reassessment shall be optional on the part of the student.

**The reassessment option is not available for semester exams or curriculum-based measures (CBM's).** Math CBMs serve multiple purposes: as a diagnostic tool to help design interventions, to assess the mastery of the taught curriculum, and to model the rigor necessary to meet state standards. Each measure may be recorded as a single academic practice grade.

If 50% or more of the students in an individual class (including advanced, Honors, AP & Pre-AP) fail to demonstrate mastery of state and/or local curriculum standards on an Academic Achievement assessment, the teacher will reteach and reassess all students during class time. **The higher of the two grades will be recorded in the grade book.**

If fewer than 50% of all students in a class fail to demonstrate mastery of state and/or local curriculum standards on an Academic Achievement assessment, the teacher will provide re-teaching and re-assessing during or outside of class time. The grade on the re-assessment will be recorded as no higher than 75 if mastery is demonstrated. If mastery is not demonstrated, the higher grade will be recorded.

Students in Advanced Placement (AP), Pre-AP, or Honors courses will not be eligible to retest or reassess, but all students in on-level classes will have retest and reassessment opportunities. At the high school, a student must request a retest or reassessment within 24 hours of receiving his or her failing grade.

## Extra Credit

Extra credit must be related to the TEKS in that subject. If Extra Credit is offered, it must be made available to all students in that course by campus. Extra Credit may not be given for clerical tasks such as returning a report card or progress report, acquiring parent signatures, bringing canned goods, participating in a fundraiser, etc. If the extra credit assignment creates a financial or transportation burden on the student, an alternative extra credit will be given.

## Projects/Project Based Activities

Effective long-term assignments require clear checkpoints along the way to monitor progress towards completion. For projects, papers, etc. of a large scope, achievement and/or practice grades will be provided throughout the process to assess student progress and assist the students in their learning. Project-based assignments should primarily be undertaken and completed in the classroom. Some portions of projects may be assigned as homework; however, these tasks should not require group participation, significant assistance from parents, or costly materials.

## Make-Up Work (for non-school sponsored activities)

Students shall be expected to make up assignments and tests after absences. Within this framework, the maximum time allowed shall be determined at the discretion of the teacher according to the individual circumstances with a minimum of 1 day for each day of absence plus at least one day to complete and turn-in make-up work for full credit. A penalty may be assessed for any assignments or tests not made up within the allotted time.

## Make-Up Work (for school sponsored activities)

All assigned work should be completed before the absence unless prior arrangements have been made with individual teachers. Students must be prepared for all assignments (including quizzes and tests) upon their return. Obtaining missed work is the student's responsibility.

## Minimum Number of Grades

For each **nine**-week report card period, the minimum number of grades to be used in calculating the **nine**-week average for each core subject and/or course is as follows:

Grades PK: Developmental Checklists will document student's current level of proficiency per **nine** weeks.

Kindergarten: Instructional Reading level as well as developmental stage of writing will be reported and identified as meets expectations or improvement needed (M or I). Developmental Checklists will document student's current level of proficiency per **nine** weeks in Math and will be sent home with the report card.

Grade 1:

Instructional Reading level as well as developmental stage of writing will be reported and identified as meets expectations or improvement needed (M or I). Developmental Checklists document student's current level of proficiency per **nine** weeks in Math and will be sent home with the report card. In Science and Social Studies an M or an I on the report card will be determined

by student's performance on a minimum of 5 learning experiences/checks for understanding aligned to the state standards per nine weeks.

Grade 2 - 4: Instructional Reading level will be reported and identified as meets expectations or improvement needed (M or I). If the student's instructional level matches a research-based indicator, they can be considered to be reading on-level.

The Language Arts grade will consist of practice and achievement grades related to Reading, Writing, Listening and Speaking. A minimum of 9 grades per subject per nine weeks in Math and Language Arts will be recorded. A healthy balance between reading and writing grades with embedded listening and speaking components is required to adequately report to parents students' progress in Language Arts. As part of this Language Arts grade a minimum of 2 composition grades will be required each 9 weeks as well. Isolated grammar and spelling practice and achievement shall not be weighted more than 10%.

A minimum of 5 grades will be recorded for Science (at least 3 must be hands-on investigations) and 5 grades will be recorded for Social Studies.

Grades K-4: Elementary Art, Music, and PE/~~Health~~:  
K-1: An *M or I* will be noted on a report card each nine weeks.  
2-4: An *M or I* will be noted on each progress report and report card.

For each six week report card period, the minimum number of grades to be used in calculating the six week average for each core subject and/or course is as follows:

Grades 5-6: A minimum of 9 separate grades per subject are required each 6 weeks. At least two of these must be separate Academic Achievement grades.

At least 3 grades (including 1 Academic Achievement grade) must be recorded and reported by the end of the 3<sup>rd</sup> week progress report; the requirement for 1 Academic Achievement grade by progress report time is waived for the 1<sup>st</sup> and 4<sup>th</sup> six weeks of the school year, and any grade period with fewer than 25 instructional days as outlined on the district school calendar.

PE will have a minimum of 3 grades per six weeks.

Grades 7-12: A minimum of 9 separate grades per subject are required each 6 weeks. At least two of these must be separate Academic Achievement grades.

At least 3 grades (including 1 Academic Achievement grade) must be recorded and reported by the end of the 3<sup>rd</sup> week progress report; the requirement for 1 Academic Achievement grade by progress report time is waived for the 1<sup>st</sup> and 4<sup>th</sup> six weeks of the school year, and any grade period with fewer than 25 instructional days as outlined on the district school calendar.

All grades taken on Academic Practice and Achievement shall be recorded in the electronic grade book for grade levels K-12 within a week of being collected. However, major projects, research papers, and similar student work may take longer than a week to grade due to the nature of the grading process.

## Grading Scales

Grades may be calculated on Academic Practice and Achievement in one of the following methods:

- a. **Numerical grades:** A 100 is the highest grade that can be recorded. The lowest passing grade is 70. The grading scale is:

A = 90-100

B = 80-89

C = 70-79

F = Failing (Below 70)

- b. **Transfer-In Grade equivalents:**

### Secondary

A+ = 100	B+ = 88	C+ = 79	D+ = 74	F = Failing 69 and Below
A = 95	B = 85	C = 77	D = 72	
A- = 90	B- = 80	C- = 75	D- = 70	

### Elementary

M = Meets Expectations

I = Improvement Needed

## Grade Calculations

**Report card and/or progress report average:**

*Note: Grades K-12 will use electronically generated report cards.*

*Grades 2-12 will use electronically generated progress reports.*

- PreK-Grade 1**
- a. In grades PK-1, no weight will be assigned in reporting progress. Developmental checklists and authentic assessment will contribute to determining whether a student (M)et Standard or (I)mprovement is Needed.
- Grades 2-4**
- b. In grades 2-4, each nine weeks grades in Science and Social Studies (including class work, projects, and tests) are considered equally when the grade is computed. Teachers have the discretion to weigh certain

- assignments higher than others.
- c. A student’s reading progress will be denoted by their instructional reading level each nine weeks. This reading level will be identified as

meets expectations or improvement needed.

- d. The Language Arts grade will consist of Academic Practice and Academic Achievement related to-Reading, Writing, Listening and Speaking comprising 90% of the overall grade.

At least one two composition grades will be entered once per nine weeks. Isolated grammar and spelling practice and achievement shall not be weighted more than 10%.

Language Arts Grade – Reading, Writing, Listening, and Speaking 90%	
Reading	Writing
<p>Learning experiences should include:</p> <ul style="list-style-type: none"> <li>● Reading Journal</li> <li>● Responses to reading</li> <li>● Project Rubrics</li> <li>● Reading Comprehension</li> <li>● Fluency Practice</li> <li>● Sticky Notes</li> <li>● Vocabulary</li> <li>● Research Assignments</li> <li>● TEKS assessments</li> <li>● Listening &amp; Speaking (TEKS)</li> </ul>	<ul style="list-style-type: none"> <li>● 2 compositions - minimum per 9 weeks</li> </ul> <p>Learning experiences should include:</p> <ul style="list-style-type: none"> <li>● Writer’s Notebook</li> <li>● Writing Process Checks</li> <li>● Research Assignments</li> <li>● Word Study</li> <li>● Idea Generation</li> <li>● Writing Conferences</li> <li>● Writing Celebrations</li> <li>● TEKS assessments</li> <li>● Listening &amp; Speaking (TEKS)</li> </ul>
Isolated grammar and spelling shall not be weighted more than 10%	

- e. The mathematics grade will consist of Academic Practice and Academic Achievement related to the Math TEKS. Fact fluency shall not be weighted more than 10%.

**Grades 5-8**

- f. In grades 5-8, the following percentages apply for report card grade calculation:

33.3% Academic Practice  
66.7% Academic Achievement

In high school courses offered at middle school, the high school grading guidelines will apply.

## Grades 9-12

- g. In grades 9-12, the following percentages apply for report card grade calculation:

	On Level Classes*	Honors/Pre AP *	AP *
Academic Practice	30%	25%	20 %
Academic Achievement	70%	75%	80 %

\* Unless otherwise determined by a student's IEP goals and objectives.

Assignment weight within a category should be consistent and determined by the teachers within the course level.

h. EOC Courses

EOC assessments were phased-in by the State beginning in the 2011-12 school year. Beginning with the 2013-14 school year, EOC exams are administered in the following courses: English I, English II, Algebra I, Biology, and US History.

Final Exams

All high school courses have Fall Final Exams and adhere to the **Final Exam Exemption Guidelines**.

For courses where an EOC assessment is taken, a spring semester final exam will not be administered; however, these courses will administer six-weeks exams (which covers material from the last six weeks of the 2<sup>nd</sup> semester) and will adhere to the same exam exemption guidelines referenced above. Students cannot exempt the same course both semesters.

Grades and six-weeks exams may be assessed during final exam week which will contribute to the class average in a course.

Non-EOC Courses

If a semester final exam is administered in a non-EOC course, the semester average of grading

period grades shall count 80 percent of the semester average, and the semester test shall count 20 percent. If (due to extenuating circumstances or exemptions) no semester test is administered, the semester grade shall be the average of the grading period grades.

- i. If an end of year numerical grade is determined, it shall be the numerical average of the two semester grades as long as the student passed the second semester (see policy EI local).