

# CROWLEY ISD ADMINISTRATIVE REGULATION

---

**Board Policy:** EIA (LOCAL)  
EIAB (LOCAL)

**Effective Date:** February 10, 2006

**Revision Date:** July 2013

**Department Responsible: Curriculum & Instruction**

## RE: GRADING GUIDELINES

### District Philosophy of Grading:

- All grading practices should be used to promote learning, achievement and academic growth, in a climate of encouragement and high expectations.
- All learning experiences, written assignments, and assessments should be designed to provide challenge, growth, feedback for improvement, and opportunities to correct mistakes.
- Clear and timely communication with parents regarding student progress is essential in all schools. There should be no report card surprises.
- Grades should be seen as a tool to foster academic growth, not a means of punishment. All CISD campuses should have school-wide intervention plans in place to assist students who are not passing all subjects or classes at the earliest sign of need.
- Responsibility and organization skills should be taught at each grade level to help students be prepared to turn in quality, completed learning assignments.

### What does a report card grade represent?

- A six weeks or semester grade should represent the level of mastery a student has achieved in relationship to the learning objectives found in the Texas Essential Knowledge and Skills (TEKS)

### Grading Practice Guidelines and Standards

- All grading practices and procedures used by teachers to calculate grades must be in writing and shared with students and parents at least twice per year or upon entry to the class.
- All grading practices must align with school board policies as well as campus handbook and addendum requirements.
- Teachers are required to enter grades into the online home access system within one week of the assignment due date. Exceptions to this timeline may be made for major projects or research papers with approval from campus administration.
- Reporting period grades (report card) may be changed after printing when the grade issued by the teacher is arbitrary, not consistent with the district grading policy or guidelines (which also includes clearing a grade of incomplete or replacing a grade from an opportunity to re-do or re-test) or contains an error,. Teachers are required to submit a grade change form to the principal who will approve the change to be made. (Exhibit A)
- All assignments and assessments recorded in the teacher's gradebook will have a weighting equal to one (1).

- Individual daily grades or assessment grades should not be recorded multiple times to meet the required minimum number of grades to be taken.
- Progress reports are issued at the 3 week point of each six weeks according to district policy. Failure to receive a failing progress report at 3 weeks does not guarantee a passing grade at the end of the reporting period.
- Parent conferences and/or documented phone conferences should be held by the teacher of record, and will be required at the secondary level, when a student's academic progress (grade) falls 10 or more points within a three-week period or at the end of each marking period that results in the student failing the marking period and/or course. (Exhibit B – Intervention Form).
- No academic grades or extra-credit points may be given for non-instructional events such as having all school supplies, or being on time to class, etc.
- Per Administrative Regulation EIAB (Local): Late Work, Make-up Work and Incompletes: Zeros cannot be assigned until the campus intervention plan and/or late work policies have been utilized.
- Students qualifying for special education services must be graded using all modifications as specified in the student's IEP.
- Teachers are encouraged to provide written feedback on graded assignments regarding how a student can improve their academic performance.

## Grade Calculations

- **Elementary- (Gr. 1-6)** - All daily and test grades are averaged together for a six weeks average. Each six weeks grade is added and divided by 3 for the semester average. The yearly grade is calculated by adding the two semester grades together and dividing by two.
- **Secondary- (Gr. 7-12 and CLC)**- All daily assignments count 50% of the total six weeks grade and assessments (tests) also count 50% of the total six weeks grade. Assessments include: Unit Tests, Major Projects, Research Papers, Labs, [*Demonstration (Participation) – CTE only*] [*Semester average is defined as Average of three marking periods in the semester multiplied by 85% added to the Semester Exam grade multiplied by 15%– calculated  $0.85 * \text{Avg of 3 MPs} + 0.15 * \text{Sem Ex}$  or  $((MP1 + MP2 + MP3) / 3) * 0.85 + \text{Sem Ex} * 0.15 = \text{Semester Average}$  – \*exception for EOC courses]*

## Minimum Number of Grades to be Taken

- A minimum number of daily and assessment grades will be established for the calculation of six weeks grades for all teachers of record, including the Crowley Learning Center. Individual daily grades or assessment grades should not be recorded multiple times to meet the required minimum number of grades to be taken.  
Minimum number of grades to be recorded per six weeks:

**Elementary:** (Grades 1-6): **Science and Social Studies: 6 grades minimum**

**Math: 10 grades  
minimum**

**Reading/Lang. Arts/Spelling: 12 grades (total) minimum  
(The Spelling average for the six weeks will count for one of  
the grades that make up the final Eng/Language Arts average  
for the six weeks)**

**Middle School:** (Grades 7-8) **All subjects: At least 8 daily grades and at  
least 2 assessments (tests)**

**High School:** (Grades 9-12) **All subjects: At least 8 daily grades and at least 2 assessments (tests)**

*(The grade minimum requirements do not apply to students enrolled in dual credit courses which are governed by the cooperating institution of higher education)*

**In grades PK-6 any subject areas graded with an E,S,N, or U shall utilize the following grading rubric:**

### **Elementary Enrichment Grading Rubric**

	<b>E</b>	<b>S</b>	<b>N</b>	<b>U</b>
<b>Participation</b>	<b>Consistently Participates</b>	<b>Participates most of the time</b>	<b>Sometimes Participates</b>	<b>Rarely Participates</b>
<b>Skills</b>	<b>Consistently Master Skills</b>	<b>Master most of the skills</b>	<b>Master some skills</b>	<b>Rarely masters skills</b>

### **Citizenship Grades**

A student's citizenship grade shall be based on the student expectations outlined in the CISD Student Code of Conduct. Teacher-based consequences and standards for behavior as well as systems of classroom management should also align with the Student Code of Conduct and campus handbooks.

- Citizenship grades shall be defined in this manner:
  - E-** Excellent behavior –Observes rules/expectations almost all of the time
  - S-** Satisfactory behavior- Observes rules/expectations most of the time
  - N-** Needs to improve behavior- Observes rules/expectations some of the time
  - U-** Unsatisfactory behavior- Almost never observes rules/expectations
- Repeated student misbehavior should be documented in writing.
- Teachers and campus administrators shall contact parents if a student misbehavior pattern develops. Any documented student misbehavior that results in a discipline referral requires parent contact.
- A student shall not be punished academically for a behavioral issue.
- A one-time serious violation of the Student Code of Conduct may result in lowering a citizenship grade.
- Teachers shall notify parents if an “N” or a “U” in citizenship is being assigned.

### **Intervention for Students Who are Failing**

- Each campus will develop school-wide plans of intervention for students who are not showing academic success at the earliest sign of need.
- Campuses should have intervention plans that include the teaching of responsibility and organization skills for students who are failing because of not turning in assignments or for habitual late work.
- Parent conferences and/or documented phone conferences should be held by the teacher of record, and will be required at the secondary level, when a student's academic progress (grade) falls 10 or more points within a three-week period or at the end of each marking period that results in the student failing the marking period and/or course. (Exhibit B – Intervention Form).

## **Re-Teaching**

- All students will be given re-teaching opportunities at the earliest sign of need. Re-teaching can be done in a variety of ways during class time or through tutorial times arranged at the discretion of the teacher.

## **Re-Testing or Redoing Failed Assignments**

- The purpose of offering reasonable opportunities to redo an assignment or re-test is to insure no student is placed in a position of hopelessness based on past performance. For purposes of these guidelines, “reasonable opportunity” shall be defined as a minimum of one week after the student has received their assignment/test grade in writing. These guidelines do not apply to grades received due to failure to adhere to campus late work policies.
- A re-teaching intervention or a remediation assignment with feedback on that assignment from the teacher should take place prior to re-testing
- UIL eligibility may not change based upon redoing assignments or re-testing.

### ***Elementary (Gr. 1-6):***

- Students shall have the opportunity to correct any failing assignment or test after re-teaching has been provided. A failing grade may be corrected for a grade up to a 70.

### ***Secondary (Gr. 7-12):***

- Students shall have the opportunity to correct any failing assignment or test after re-teaching has been provided. A failing grade may be corrected for a grade up to a 70. The student must take initiative to request re-testing times.

## **LATE WORK, MAKE-UP WORK AND INCOMPLETES**

### **Late Work Policies**

- All campus late work policies must align with the district’s philosophy of grading.
- Students are expected to complete and turn in all assignments on time. The CISD Student Code of Conduct section entitled “Expectations for Student Behavior” states in part that students are expected to,
  - \*Behave in a responsible manner”...and
  - \*Be prepared for each class; take appropriate materials and assignments to class.”
- Zeroes cannot be assigned until the campus intervention plan and/or late work policies have been utilized.
- Teachers may assign a penalty for assignments turned in late according the campus late work policy.

### ***Elementary (Gr. 1-6)***

- Each campus or grade level shall develop a late work policy that includes a written plan for students who are not turning in work and/or failing during a six weeks period.
- Each campus or grade level must have a late work policy in writing which is communicated to parents in writing.
- Campus administration will have the final approval for all late work policies.

### ***Secondary (Gr. 7-12)***

- Assignments late 1 school day will be reduced by 10%
- Late assignments any day thereafter will be reduced up to 50% within a six weeks grading period. Each campus may determine departmental guidelines for specific penalty points to be assigned.

- The teacher will set a final cut off date for late work within campus and district late work guidelines.
- Each campus shall develop school-wide intervention strategies for work not turned in on time.

## **Make-Up Work**

### ***Elementary: (Gr. 1-6)***

- For any class missed, teachers may assign the student make-up work based on the instructional objectives (TEKS) for the subject or course and the individual needs of the student.
- Students shall be responsible for obtaining and completing all make-up assignments within the timeline outlined by the teacher. The timeline should take into account the number of days missed by the student.

### ***Secondary: (Gr. 7-12)***

- All learning assignments, tests and other class work missed by a student due to absences must be turned in to the teacher within the appropriate timeline as outlined by the teacher according to the campus and district guidelines. The timeline should take into account the number of days missed by the student.
- All student work turned in after the appropriate timeline as outlined by the teacher may be subject to late work policies and grade reductions according to the campus and district guidelines.

## **Incompletes**

- A grade of “Incomplete” may be given in situations where a student has missing work and needs a brief time extension to make up assignments because of extenuating circumstances.
- Teachers will have 5 school days to remove an “I” after the last reporting day of the six weeks except the final reporting period of the year. A final grade must be given to all students at the end of the school year regardless of missing work unless approved the campus principal; upon completion of missing work, the grade may be changed by the teacher or appropriate administrator, in absence of the teacher of record.
- (Grades 7-12) -If the “I” is not removed after the 5 day deadline, the student is ineligible to participate in any UIL or other extra-curricular activity until the next three week evaluation period and is currently passing as outlined in the “no pass, no play” provisions. An Incomplete “I” counts as a zero for UIL purposes.
- For non UIL or non extra-curricular situations, an “I” can be removed on a date later than this timeline.
- **Elementary only:** Teachers who will be assigning an “I” should consult with campus administration.

## **Grade Changes**

According to TEC 28.0214 the following are the only reasons for changing a grade:

The grade issued by the teacher

- was an arbitrary grade.
- contained an error
- was not consistent with district policy or guidelines for grading and must be changed.
- was an Incomplete and that student has completed the missing work [Note: may or may not change UIL eligibility, see conditions for Incompletes above.]
- or the student requested Re-Testing or Redoing Failed Assignments – As mentioned above, the purpose of offering reasonable opportunities to redo an assignment or re-test is to insure no student is placed in a position of hopelessness based on past

performance. For purposes of these guidelines, “reasonable opportunity” shall be defined as no later than one week after the student has received their assignment / test grade in writing. Should the re-test or assignment re-do fall after a six-weeks or semester grade has been issued, the teacher may submit a grade change. [Note: the grade change shall not change UIL eligibility]

## **CISD Local Assessment Guidelines**

### **Unit Assessments**

Unit Assessments are a periodic “check for understanding”. The data gathered is used to drive curriculum and instructional planning and decision making throughout the year at the campus and district level.

#### District Expectations:

- K-12 Core content area teachers will follow the district scope and sequence housed in CSCOPE.  
Other content areas will be housed in Forethought as they are developed.
- All K-12 Core content unit assessments will be administered according to the timeline established by the “Year-at a Glance” documents. All K-12 core content area teachers, including AP, will be expected to administer unit assessments at the end of each unit. CSCOPE unit assessments are expected to be administered within three (3) school days upon completion of the unit. No deviations to this timeline **or unit assessment administration** are allowed unless approved by central office administrators.
- Teachers may give students a grade for unit assessment, however all teachers are expected to adhere to the district’s grading guidelines contained in this document.
- Students who receive services under special education and who will be administered the:
  - Regular state assessments will follow the same district guidelines for their enrolled grade level and will take district administered CSCOPE unit assessments. Accommodations, as prescribed in the student’s ARD, will be followed.
  - Modified state assessments will take teacher modified CSCOPE unit assessments at their enrolled grade level. Accommodations, as prescribed in the student’s ARD, will be followed.
  - Alternate will receive on-going assessment checkpoints as outlined by the structure of the Alternate assessment guidelines.
  - ARD committees will consider the district-set expectations listed above for local assessments when making the final decisions for individual students. Deviations from the district expectations must be disability-based and will be justified in the ARD document.
- Students who receive services under Section 504:
  - Will follow the same district guidelines for their enrolled grade level and will take district administered CSCOPE unit assessments. Accommodations, as prescribed by their 504-Individual Accommodation Plan (AIP) and are allowable on the state assessment, will be followed.
- Your first point of contact regarding questions about unit assessments should be Curriculum Action Team (CAT) member for your content area. They will contact central administration if they are unable to answer your question.

## **EXHIBIT A – FAILURE PREVENTION AND INTERVENTION PLAN**



# FAILURE PREVENTION AND INTERVENTION PLAN

(To be completed by the teacher for any student receiving a failing grade for a 6-weeks)

## CISD Strategic Goal 1: Student Achievement for All

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_

Grading period: 1 2 3 4 5 6\*                      Grade achieved: \_\_\_\_\_

Possible reasons for the failing grade: (Document as much detail as possible)

- \_\_\_\_\_ Low test scores \_\_\_\_\_
- \_\_\_\_\_ Low daily grades \_\_\_\_\_
- \_\_\_\_\_ Failure to turn in assignments \_\_\_\_\_
- \_\_\_\_\_ Lack of preparation/homework \_\_\_\_\_
- \_\_\_\_\_ Behavior issues that interfere with class work \_\_\_\_\_
- \_\_\_\_\_ Remediation necessary \_\_\_\_\_
- \_\_\_\_\_ Other \_\_\_\_\_

### Plan of action for upcoming grading period:

Required –

- Conf. with student and document plan
- Parent contact

Suggested –

- \_\_\_\_\_ Re-test opportunity
- \_\_\_\_\_ Re-submission of assignment(s)
- \_\_\_\_\_ Parent/Teacher Conference
- \_\_\_\_\_ Use of assignment log/calendar
- \_\_\_\_\_ Make-up work or extra credit
- \_\_\_\_\_ After school tutorial(s)
- \_\_\_\_\_ Re-teaching of material
- \_\_\_\_\_ Pull-out
- \_\_\_\_\_ Contact student's other teachers
- \_\_\_\_\_ Referral to 21<sup>st</sup> Century program
- \_\_\_\_\_ Contact Morning Meeting teacher
- \_\_\_\_\_ Other \_\_\_\_\_
- \_\_\_\_\_ Other \_\_\_\_\_
- \_\_\_\_\_ Other \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Notes/Dates for completion of each item:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Progress Report Grade: \_\_\_\_\_

Next 6 weeks Grade: \_\_\_\_\_

**Submit this plan to the principal's office both when it is started and when it is completed.**