



**Grand Prairie Independent School District**

**Grading Procedures, Regulations, and  
Explanations  
Grades 6-12**

**2015-2016**

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## **A TEACHER'S CREED**

### ***TEACHING IS A PROFESSION***

*Our actions in and out of the classroom should reflect the highest of all professional standards. Helping students is not asking teachers to "lower their standards."*

### ***EVALUATION IS A CRITICAL COMPONENT OF STUDENT ASSESSMENT***

*Assessment should be used to improve instruction. Teaching should focus on the process of learning along with content.*

### ***ALL CHILDREN CAN LEARN. WHEN THEY ARE PRESENTED WITH THE RIGHT OPPORTUNITIES***

*If instructional materials and methods are unsuccessful, we must secure new ones. As professionals, we (teachers) must always be monitoring and adjusting to ensure students success.*

### ***STUDENTS SUCCESS CREATES A POSITIVE ATTITUDE TOWARD LEARNING***

*Higher standards increase student achievement at all levels. Involvement provides a student with a sense of belonging and leads to success.*

### ***WE MUST INVOLVE STUDENTS, PARENTS AND THE COMMUNITY IN THE EDUCATIONAL PROCESS***

*We need their help and participation in the educational process.*

## **GRADING COMPONENTS**

Appropriate data must be collected on each student, using such methods as the following:

1. Traditional essay examinations with general questions
2. Essay examinations with definite questions
3. Short-answer objectives tests or quizzes
4. Problem situation tests
5. Oral presentations
6. Projects or independent study/research paper
7. Analysis of creative products
8. Compositions appropriate to the subject area
9. Journals or learning logs
10. Daily recitations or homework papers
11. Demonstrated proficiency in English usage
12. Skills demonstrations or performances
13. Teacher observations of participation

## **GRADING REGULATIONS**

1. Student academic achievement shall be based on degree of mastery of the Texas Essential Knowledge and Skills for the grade level subject or course. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned.

*GPISD Board Policy EIA (Local)*

For students receiving special education services, any variations to the GPISD Grading Policy will be reflected in the student's Individual Education Plan (IEP.)

In assessing students of limited English proficiency for mastery of the TEKS, the District shall follow state guidelines in determining methods to allow them to demonstrate knowledge or competency independent of their English language skills in the following ways: assessment using ESL methodologies, and assessment with multiple varied instruments.

2. Every teacher must maintain their online grade book personally. Students should not be allowed to enter or change grades, nor see any other student's grades other than their own.
3. Grades cannot be adjusted positively or negatively for behavior. (Cheating or failure to follow late work guidelines are allowable exceptions.) The Student Code of Conduct Book should be used in dealing with behavioral problems. Extra credit cannot be awarded for assertive discipline rewards, school spirit/fund raising participation or good attendance.

4. A student involved in academic dishonesty shall be subject to grade penalties on assignments or tests, a U in citizenship and possibly additional disciplinary penalties. 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 is based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. *GPISD Board Policy EIA (Local)*

Grades cannot be negatively affected to the extent of demonstrating non-mastery (below 70) because of improper title format, pen instead of pencil or vice versa, etc. **The numeric value of a penalty will not exceed 5 points.**

*For example: student made a 71 on a paper; however, the student did not utilize pencil as requested. The “normal” penalty established by the campus committee for not utilizing a pencil was 5 points. The lowest grade this student can receive is a 70. Whereas, if the student had made a 95 on the original paper and failed to utilize a pencil, then the student could receive a 90.*

5. Teachers shall use reassessment as one of several vehicles, which may be chosen to verify that re-teaching, has occurred. The highest grade a student may receive on a reassessment is a 70.
6. For extra credit to be acceptable, it must contain some content related choices, extra reading, or attempting a more challenging problem or project. Students should not be allowed to do several easy assignments to make up points. No extra credit assignments are allowed to be turned in after the end of school day on the last day of the nine weeks in order to improve a grade.
7. Assignments made in a particular nine weeks period must be averaged in the same grading period in which they are due.

Teachers will be allowed to make assignments in one nine weeks and have the assignments due in the following nine weeks if such distinction is made in the original assignment. Even if such a distinction is made, this would not waive the requirement of nine (9) daily grades and four (4) major grades in a nine weeks grading period.

8. No grade over 100 may be recorded on the report card or on the academic achievement record.
9. “Borrowing points” from a previous or future nine weeks is absolutely forbidden.
10. Teachers have the authority to delete grade(s) for any assignment if such grade(s) reveal that the assignment was not a good one for whatever reason or if a substantial percentage (20% or more) of the students in the class failed to pass. In this case, the whole class should be re-taught, the original grade deleted, and the new assessment or assignment grade should be recorded.

11. Nine weeks grades become final at the end of the **student** school day on the last day of the nine weeks. Unless an absence has been documented during the week prior to the end of the nine weeks, neither work nor extra credit may be accepted after the end of the **student** school day on the last day of the nine weeks. If an absence has been documented, the student may receive an “I” (incomplete); thus in this case a student may turn in work and extra credit after the end of the student school day concluding the nine weeks.
12. If a student is present the day an assignment is made, the student is still responsible for the assignment/test on the due date though absences have occurred in the interim. Exception: If a student is present the day the assignment is made and absent the day the assignment is due/or the test is given, the student is responsible for the assignment/test the day he/she returns to school. Extenuating circumstances may be considered in consultation with the principal/dean.
13. When absent, the local policy is a minimum of one school day make-up time for each day absent; a student has one school day makeup time for each day absent. A teacher is not required to accept it later than the end of the student school day. Saturday and Sunday are not school days. The teacher may impose a late work penalty. **\*See also pages 9-10.**

## **PROGRESS REPORT TO PARENTS**

1. Conferences may be scheduled at the request of a teacher or parent for students with an average of 73 or below. Parents may view student progress and grades in GPISD’s Family Access grade book at any time throughout the grading period.
2. The four-week progress report shall be released online in GPISD’s Family Access grade book at the midpoint of each grading period. Nine (9) week failing grades should not be a surprise to the parent. Any grade below 70 is failing. Teacher/parent communication is strongly recommended if a student’s grade drops below 70 after progress reports are posted.
3. Sponsors of extracurricular activities in which the student participates shall have access to eligibility reports every three (3) weeks.
4. It is the teacher’s responsibility to notify any student whose grade average is 73 or lower; grades will be accessible throughout the grading period through Family Access. However, non-compliance with this expectation may not be used as a basis for restoring the eligibility of a student who received a failing grade.

## GRADE CALCULATIONS

### Nine Weeks

- Daily Work

Middle School: 50% of the Final Nine Weeks Grade  
Minimum of Nine (9) Distinct Assignments  
(1 grade per week minimum)

High School: 40% of the Final Nine-Weeks Grade  
Minimum of Nine (9) Distinct Assignments  
(1 grade per week minimum)

- Major Work

Middle School: 50% of the Final Nine Weeks Grade (Defined as requiring several days (3 or more) of independent work preceding the major assignment on the part of the student; however, teacher monitoring is still a major component). Minimum of four (4) Distinct Assignments. (minimum of 1 major grade per 3 week evaluation period)

High School: 60% of the Final Nine Weeks Grade (Defined as requiring several days (3 or more) of independent work preceding the major assignment on the part of the student; however, teacher monitoring is still a critical component). Minimum of four (4) Distinct Assignments. (minimum of 1 major grade per 3 week evaluation period)

- Teachers may have more than the minimum daily and major assignments.
- Teachers may drop grades as long as the minimum number of daily and major assignments are met.
- Assignments may count more than once as long as the minimum number of daily and major assignments are met.
- **One assignment cannot be counted more than three (3) times.**

### Semester Grades

	Courses for <u>High School Credit</u>	<u>Middle School</u>
Average of each nine weeks grading period	80%	90%
Semester Test	20%	10%



## Semester Exams

No District semester exams will be given early. The only exception is for seniors who will be graduating at the end of the second semester, and are enrolled in college and scheduled to begin college before graduation (proof of college enrollment must be provided).

Juniors and seniors who have met satisfactory standards on district and/or state assessments and qualify under the following conditions may be exempt from final exams:

1. Maintain an average of 90-100 with no more than three absences during the semester.
2. Maintain an average of 85-89 with no more than two absences during the semester.
3. Maintain an average of 80-84 with no more than one absence during the semester.

All exemptions will be determined by the teacher, but has to be consistent with the criteria as stated above, subject to review and final determination by the principal. The official attendance data will be determined by the attendance office. Three tardies for the purpose of this rule shall equal one absence.

## Yearly Average

Middle School:

Yearly average for grades 6-8 = 50% of Semester A + 50% of Semester B.

High School:

In one (1) semester courses, one half (1/2) credit shall be awarded at the end of the semester if the grade average is 70 or higher. In courses that are two semesters, credits shall be awarded upon completion of each semester provided a student passes both semesters or attains an overall grade average of at least 70. If a student passes one semester and fails one semester and attains a course average of less than 70, one-half (1/2) credit shall be awarded only for the semester passed.

The guidelines are:

- In grades 6-12, the District shall report grades to parent as numerical grades.
- Semester grades shall be averaged only during the academic school year.
- Once the academic school year is completed, the student must re-take and successfully pass any course or semester failed.
- A panel consisting of principal, dean, and counselor may allow a senior who has repeated a course to average grades beyond the academic school year if by grade averaging a student would have sufficient credit(s) to graduate.

## **LATE WORK**

These guidelines do not affect work turned in after the due date because of an absence. Teachers may allow added days without grade penalty to either of the following conditions for extenuating circumstances.

### **Daily**

Two daily late work papers per nine weeks submitted within three (3) school days, including original due date, will be accepted. There will be a 10 point per day penalty for late work. Late papers may be accepted beyond the third day as determined by campus procedures. This provision does not extend beyond the end of the school day on the last day of the nine weeks. If a teacher has a minimum of eleven (11) daily assignments, the teacher may drop two (2) grades in lieu of accepting late work as long as the minimum of nine (9) daily grades is maintained.

### **Major**

Ten (10) points for each school day late will be subtracted from the grade earned including the day due. This provision does not extend beyond the end of the school day on the last day of the nine weeks.

Tests are considered major grades; however, tests are not eligible for consideration under the major grade late work policy.

## **ABSENCES**

Regular attendance is an academically related factor that can affect the determination of a student's grade. Students shall make-up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time.

*GPISD Board Policy EIAB (Local)*

A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. Students are given a minimum of one school day (Saturday, Sunday and holidays are not school days) make-up time for each day absent. Teachers are not required to accept work later than the student's school day; the teacher may impose a late penalty after that time. Upon consultation with principal/dean, extra days may be allowed for make-up work.

If a student is absent the class period an assignment is due or test is given, the student is still responsible for assignment/test the day he/she returns to school. If the assignment is not turned in on the day the student returns to school, then the late work guidelines go into effect. Long term assignments are due on the designated day regardless of absences incurred. Extenuating circumstances may be considered in consultation with the principal/dean.

The grade for make-up work after an unexcused absence shall be no higher than 70. The District shall not impose a grade penalty for make-up work after an absence because of suspension.

## **RE-TEACH**

Re-teach is defined as another presentation of content, usually to provide an additional opportunity for a student to learn. Re-teach may vary from subject to subject from class to class, even from student to student. It may be as simple as repeating the concept. If the student still does not understand the concept, the teacher might use different materials or modalities to present the concept again. If the initial instruction was primarily visual, the re-teach activity might be manipulative. If the teacher used the deductive approach initially, the re-teach activity might use an inductive approach. In this way the student will gain a new perspective on the task. Re-teach is an integral part of the lesson cycle and may occur in many different situations. Some opportunities include:

- During direct teach as a teacher checks for understanding
- During guided practice as a teacher monitors
- During independent practice as students work individually or in cooperative learning groups
- As a teacher works with small groups during class time while other students work independently
- In a tutorial
- In an acceleration class
- As a reassessment

In applying the re-teach procedures and the grading policies, the district should ensure fairness and promote success for all students.

## **REASSESSMENT**

A student who earns below 70 on a test, with the exception of nine weeks or semester exams, shall be given an opportunity to be assessed after participating in a re-teaching process within a reasonable teacher-designated time period. All students shall be afforded the option to reassess. The only exception to this will be high school students enrolled in college level AP designated classes.

The following reassessment rules must be followed:

High school students enrolled in college level (**AP and dual credit**) designated classes (*not Pre-AP*) shall not be provided an opportunity for re-assessment in accordance with general college assessment practices.

A student who walks into a class and refuses to attempt the assessment is not eligible for reassessment. Reassessment is meant for students who academically do not understand the material.

A teacher determines the type of re-teaching and re-assessment available to the student. The teacher may work individually with the student during guided or independent practice. The teacher may assign a peer to tutor or to work with the student. The teacher may ask the student to come after school for tutorials. The teacher decides the type and amount of re-teaching necessary.

No grade higher than 70 will be recorded in the grade book for reassessment. If a student made a 50 on the first assessment and a 95 on the reassessment, then a 70 would be recorded in the grade book.

## **GRADE CHANGES**

Teachers must use the official form available from the Registrar/Counselor/Dean for any necessary grade change. The teacher must complete a separate form for each student needing a grade change. **ABSOLUTELY NO GRADES MAY BE CHANGED UNLESS THE TEACHER MADE AN ERROR IN COMPUTING OR RECORDING A GRADE, OR UNLESS AN INCOMPLETE GRADE IS BEING REMOVED.** *TEA Explanation*

The principal/dean will require a detailed explanation for any grade change; no grade change may be made without his/her approval.

The teacher shall be notified if a change is not approved.

Teachers are responsible for the complete accuracy of their grade reports. **FINAL GRADES MUST REFLECT THE TWO SEMESTER AVERAGES.**

## **AWARD OF CREDIT** **Grades 9-12**

1. The district shall award credit for a course on a semester by semester basis determined by the grades earned. A grade of 70 or more is required to earn credit.
2. In courses that are two semesters, credits shall be awarded upon the completion of each semester provided a student passes the semester with an overall grade average of at least 70.

If a student passes one semester and fails the other semester and attains a grade average of less than 70, only one half (1/2) credit shall be awarded for the semester passed.

Semester grades shall be averaged only during the academic school year. Once the academic school year is completed, the student must re-take and successfully pass the semester(s) failed. A panel consisting of principal, dean, and counselor may allow a senior who has repeated a course to average grades beyond the academic year if by grade averaging the student would have sufficient credit(s) to graduate.

3. All evening school and/or summer school courses shall be taught according to the District curriculum, and students shall be graded and awarded credit according to the District grading regulations.
4. Course/class changes occur only, with principal/dean approval during the first ten days:
  - A. Of the first semester of sequential courses, or
  - B. Of either semester of independent or independent sequential courses

Drops or changes occurring during the ten day grace period shall not be recorded in the student's record.

5. Students may drop courses at the end of a semester. The following guidelines apply.
  - A. If the course is an independent or independent sequential course, the student shall receive grades, credit, and grade points if he/she withdraws from one of these courses at the end of the first semester.
  - B. If the course is a sequential course, the student shall receive grade credit and grade points if he/she withdraws from a sequential course at the end of the first semester; however, both semesters must be satisfactorily completed to achieve a unit course completion.
6. The record of grades will transfer from the previous teacher to the receiving teacher in the event of a class change. The combination of grades from the previous teacher and the receiving teacher for the final grade of a grading period must meet the requirements of at least 70 on a scale of 100 in order for award of credit. *(Note: A student who moves from one level of course to another such as from ENG I Pre-AP to ENG I is considered to be changing the same course. If a student changes from Pre-AP, or AP course to a regular course of the same content, the student will not transfer weighted grade points.)*

## **ON-LINE GRADE BOOKS**

It is the GPISD expectation that teachers keep their electronic grade books updated **WEEKLY**.

## UIL ELIGIBILITY

UIL eligibility for the initial nine weeks of school is based on the following:

Seventh Grade	Promoted from sixth to seventh grade
Eighth Grade	Promoted from seventh to eighth grade
Ninth Grade	Promoted from eighth grade to ninth grade
Tenth Grade	At least 5 credits toward graduation
Eleventh Grade	At least 10 credits toward graduation
Twelfth Grade	At least 15 credits toward graduation

Please refer to the UIL handbook for more information: <http://www.uil texas.org/policy/tea-uil-side-by-side>.

A student shall be suspended from participation in any extra-curricular activity sponsored or sanctioned by the District or 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 any academic class other than an identified advanced class. A suspension continues for at least three weeks and is not removed during the school year until the conditions of REINSTATEMENT are met. (*GPISD Board Policy FM Legal*)

The official list of students ineligible for extracurricular participation for each three (3) week evaluation and a nine weeks period is the Skyward Family Access Eligibility Report detailing those students who failed one or more courses and a list of students who received one or more "I's".

## **GRADING GUIDELINES FOR SECONDARY PHYSICAL EDUCATION**

Grades in physical education, as in other subjects, should be directly related to the student's achievement of instructional objectives that are developed from state and local student expectations. In addition, in order to attain achievement of daily objectives in physical education, it is essential that a student be dressed appropriately and participate in daily activities. Teachers should not use factors such as behavior, showering, color of clothing and attitude to assign grades.

The level of student performance in relation to the instructional objectives should be the determining factor in assigning grades. Grading criteria should be composed of the following:

### **Daily Grades**

**Affective Domain:** 60%-Dressing out daily and participating

### **Major Grades**

**Psychomotor Domain:** 20% Skills Testing – performing skills specific to individuals, dual and team sports

**Cognitive Domain:** 20% Written testing – demonstrating and understanding of rules, strategies, skills, concepts, and benefits related to instructional activities

In assessing a students' skills and written testing grade, there should be a sufficient number of scores available so that any one score will not reflect more than 25% of the percentage available in that Domain. Teachers should evaluate performance on objective measure whenever possible, for example: times, distances, and number of goals scored versus excellent, good and poor.

Activity or absences may be excused by a note from the student's parent; however, only three consecutive days may be excused in this manner. Students will be allowed to makeup work missed due to not participating or absences. The teacher will assign a prescribed activity, which may be written or physical work, whichever best fits the situation.