



Grand Prairie Independent School District
Grading Procedures, Regulations, and Explanations

Grades 6 - 12

2020 - 2021

The Grand Prairie Independent School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.¹ The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

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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 methods such as, but not limited to, the following:

1. Traditional essay examinations with general questions
2. Essay examinations with definite questions
3. Short-answer objectives test 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 his/her 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 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 in academic dishonesty shall be subject to grade penalties on assignments or tests and/or disciplinary penalties in accordance with the student code of conduct. Academic dishonesty includes cheating, copying the work of another student, possessing and distributing answers (paper/digital), 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 and/or another supervising professional employee, taking into consideration written materials, observation, or information from students. *GPISD Board Policy EIA (Local)*

Parents and administrators must be notified anytime grades will be negatively impacted by academic dishonesty.

Grades cannot be negatively affected to the extent of demonstrating non-mastery (below 70) because of improper paper headings, pen instead of pencil or vice versa, etc.

The numeric value of a penalty will not exceed 5 points.

For example: the 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 can be accepted after the end of the school day on the last day of the nine weeks.
7. Assignments made in a particular nine-week 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 daily grades and four major grades in a nine-week 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-week grading period is not allowed.
10. Teachers have the authority to delete grade(s) for any assignment if such grade(s) reveal that the assignment was inadequate 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 grade recorded.

11. Nine week grades become final at the end of the **student** school day on the last day of the nine-week grading period. 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 this point. If an absence has been documented, the student may receive an “I” (Incomplete). In this case, a student may turn in work and extra credit in accordance with the rule regarding student absences. (See #13 below).
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 even 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.

Asynchronous assignment deadlines may lag depending upon when the teacher uploads the asynchronous lesson onto the designated Learning Management System.

13. When absent, the local policy is a minimum of one school day make-up time for each day absent. In the case of a block schedule, one school day means the next time the class meets. Saturday and Sunday are not considered school days. A teacher is not required to accept the make-up work later than the end of the student school day. The teacher may impose a late work penalty for work turned in after this point.

See page 11

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. Parents should be aware that their student is in danger of failing the course for the nine-week grading period. Since any grade below 70 is failing, teacher/parent communication is required if a student’s grade drops below 70 after progress reports are posted. Documentation of parent notification shall be submitted to administration.
3. Sponsors of extracurricular activities in which the student participates shall have access to eligibility reports every three weeks.
4. It is the teacher’s responsibility to notify students when their grade average is 73 or lower. 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 since grades shall be accessible to students throughout the grading period via Skyward Student Access.

GRADE CALCULATIONS

Nine Weeks

- Daily Work
 - Middle School: 50% of the Final Nine-Week Grade
Minimum of Nine Distinct Assignments
(1 grade per week minimum)
 - High School: 40% of the Final Nine-Week Grade
Minimum of Nine Distinct Assignments
(1 grade per week minimum)
- Major Work
 - Middle School: 50% of the Final Nine-Week Grade
(Defined as requiring 3 or more days of independent work preceding the major assignment; however, the teacher is required to monitor). Minimum of four Distinct Assignments. (At least 1 major grade per 3-week evaluation period)
 - High School: 60% of the Final Nine-Week Grade
(Defined as requiring 3 or more days of independent work preceding the major assignment; however, the teacher is required to monitor). Minimum of four Distinct Assignments. (At least 1 major grade per 3-week evaluation period)
- Teachers may have more than the minimum number of 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 after the minimum number of daily and major assignments are met.
- **One assignment cannot be counted more than three times.**

Semester Grades

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

Semester Exams

No District semester exam(s) will be given early, however an exception will only be made for seniors 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. Exemptions are subject to review and final determination by the principal. The attendance office will determine the official attendance data. 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 semester courses, one-half 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 credit shall be awarded only for the semester passed.

The guidelines are:

- In grades 6-12, the District shall report grades to the parents 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 required 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.*

GRADING POLICIES FOR STUDENTS ENROLLING IN COURSES WITHOUT COURSE TRANSFER GRADES

If a secondary student enrolls in a course after the first grading term of a semester with no withdrawal records from a previous school or enrolls in a course without a transfer grade, the academic dean will instruct the teacher to enter ## in the grade book for the missed grading period. The campus has the option to administer a district assessment to determine the level of intervention needed for the course. If the assessment is given, the academic dean will instruct the teacher to enter P or F (pass or fail) instead of the ## in the grade book. This excludes semester exam grades and Semester 1 or Semester 2 grades. The student's grade for the semester will be the average of the grades earned from the date of enrollment. Students enrolling without records during the semester exam window must have a student/parent conference with the campus principal or dean to be informed that no credit will be awarded for the current semester.

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

Daily late work papers must be submitted within three school days must be accepted. In the case of a block schedule, one school day means the next time the class meets. 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 daily assignments, the teacher may drop two grades in lieu of accepting late work as long as the minimum of nine daily grades is maintained.

Major

Ten 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 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. In the case of a block schedule, one school day means the next time the class meets. Teachers are not required to accept work beyond the student's school day; the teacher may impose a late penalty after that time. Upon consultation with the 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 the 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 apply. 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 due to a 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 could use different materials or modalities to present the concept again. If the initial instruction was primarily visual, the re-teach activity could be manipulative. If the teacher used the deductive approach initially, the re-teach activity could 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 a 70 on a test shall be given an opportunity to be reassessed. Exceptions are: nine-week or semester exams assessed after the student must participate in a re-teaching process within a reasonable teacher-designated time period. All students shall be afforded the option to reassess.

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.

The 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.

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 gradebook.

GRADE CHANGES

Teachers must use the official form available from the 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 a 70 or above.

If a student passes one semester of a course but fails the other semester and attains an average for the year of less than 70, only one-half 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 to 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 to 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 a 70 on a scale of 100 in any academic class other than an identified advanced class. A suspension continues for at least three school 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-week evaluation and a nine-week period is the Skyward Ineligibility Report. The report details those students who failed one or more courses, who received one or more "I's" and/or those students with a missing grades(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 students' skills and written testing grades, there should be a sufficient number of scores available so that any one score will not reflect more than 25% in that Domain. Teachers should evaluate performance on objective measures whenever possible, for example: time, distance, 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 absences. The teacher will assign a prescribed activity, written or physical work, which best fits the situation.