

Port Neches-Groves ISD



June 2001, Revised August 2017

Table of Contents

Introduction.....Page 1

Definitions for AssessmentPage 2

Uniform Conduct Grading PolicyPage 3

Grading Policies: Belief Statement and Good PracticesPage 4

 Establishing Grades Within Instructional Levels.....Page 5

 Homework GuidelinesPage 7

 Determining the Semester or Yearly AveragePage 7

 Second Chances and Reteaching.....Page 7

 AccommodationsPage 7

 Absences and Make-Up WorkPage 8

 Extra CreditPage 8

 Group Assignments, Individual Projects and
 Cooperative Learning.....Page 9

 Academic DishonestyPage 9

 Grading PenaltiesPage 9

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 representation at all instructional levels. 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 Assistant Superintendent for Curriculum & Instruction/Technology.
- The recommended change will be electronically transmitted to Grading Guidelines Review Committee members for their review and recommendation.
- The response and recommendation of each committee member will be sent to the Assistant Superintendent for Curriculum & Instruction/Technology.
- 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 document:

2017 Grading Guidelines Review Committee

PreK and Kindergarten	Sarah Walker Mary Murdock	PreK @ WGELC Kindergarten @ Ridgewood		
Grade 1	Holly Sartin Kristin Ancelet	Ridgewood Van Buren	Lauren Abbott Maria Sims	Taft Woodcrest
Grade 2	Roxane Templin Amy Brashers	Ridgewood Van Buren	Dana Jordan Bailey Baxter	Taft Woodcrest
Grade 3	Angie Melancon Brandi Brown	Ridgewood Van Buren	Angela Moore Jamie Haining	Taft Woodcrest
Grade 4	Liz Desmond Charles Edgar	Groves Elem. Groves Elem.	Emily Martin Christy Smith	Port Neches Elem. Port Neches Elem.
Grade 5	Kim Washburn Alecia Moore	Groves Elem. Groves Elem.	Angela Lewis Ashley Lofton	Port Neches Elem. Port Neches Elem.
Grade 6	Cxadi Angus Victoria LeBlanc	Groves Middle Groves Middle	Terry LeGrande Kim McDuffie	Port Neches Middle Port Neches Middle
Grade 7	Charles Dodson Julie Tentrup	Groves Middle Groves Middle	Rachel Lawson Julia Shields	Port Neches Middle Port Neches Middle
Grade 8	Kathy Hollier Beth Riley	Groves Middle Groves Middle	Monica Deese Crystal Storms	Port Neches Middle Port Neches Middle
Grades 9-12	Pat Briggs Jessie Burkle Amy Neeb Bonnie Lawson Elizabeth Reinholt	PN-GHS PN-GHS PN-GHS PN-GHS PN-GHS	Jennifer Reynolds Brandy Roy Alex Wells Laura Solis Kathleen Yosko	PN-GHS PN-GHS PN-GHS PN-GHS PN-GHS
Principals & Coordinators	Principals: Staci Gary, Julie Gauthier, Fae Sandifer, Joe Cegielski, Scarlet Hammersmith, Amy Gil, James Arnett, Kyle Hooper, Scott Ryan Coordinators: Roxanne Ferguson, Tanya Davis, Jon Deckert, Mandie Champagne			

Definitions for Assessment

Assessment	The process of gathering information that reflects levels of student achievement.
Authentic Assessment	A demonstration of performance of skills or knowledge in a real-life context.
Evaluation	The process of judging results of assessment.
Extra Credit	Extra points given for optional academic extension activities.
Final Exam	Assessment conducted at the end of a semester or school year designed to assess achievement in a particular field of knowledge.
Group Grade	One grade given to all students in a group for their overall performance/product.
Homework	(See definitions written by instructional level in Homework Guidelines subsection).
Independent Grades	Grades given for assigned student work other than tests (completed independently, without assistance) which are used for calculating grading-period averages.
Independent Practice	Work/assignment given to a student to provide opportunity to reinforce skills.
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.)
Performance Assessment	An assessment based on performance of a task or product to demonstrate a skill or skills that have been learned.
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.
Quiz	A short test given with no prior warning.
Test	An example of an assessment device.
Unit	A specific topic within a course of study.
Unit Test	The assessment conducted at the end of a unit of study.

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:

Grades K-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 weeks 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
5. Labs
6. Quizzes

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. Quizzes
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 weeks grades should be based on recorded quantitative data that is collected at frequent intervals. Teachers should record a minimum of ten grades during each six weeks grading period, including at least two formal assessments, with the exceptions in the following areas:

- Elementary science/social studies split courses – teachers should record a minimum of eight grades which includes two formal assessments each six weeks.
- Fine arts, PE, and athletic courses at all levels – teachers should record a minimum of five grades per six weeks.

Student six weeks averages will be determined as follows:

- Elementary
 - 60% informal assessments
 - 40% formal assessments
 - Language arts/spelling grades will be calculated as 60% language arts and 40% spelling, with formal and informal assessments in both categories
- Middle School
 - 50% informal assessments
 - 50% formal assessments
- High School
 - Specific ranges will be at the discretion of each department within the following guidelines: formal assessments may comprise not less than 40% nor more than 60% of the student's grade. Teachers will distribute grading guidelines at the beginning of the course.

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 with the exception of new immigrant students. (See ELL Grading Guidelines addendum)

Assigning Grades				
PreK-K	Grade 1	Grades 2-3	Grades 4-5	Grades 6-12
Letter Grading System: S+ Above Satisfactory S Satisfactory S- Below Satisfactory N Needs Improvement U Unsatisfactory	Numerical grades will be used for reading, language arts, and math. Letter grades will be used for handwriting, music, science/social studies, and physical education. E Excellent S+ Above Satisfactory S Satisfactory S- Below Satisfactory N Needs Improvement U Unsatisfactory	Numerical grades will be used for reading, language arts, math, and science/social studies. Letter grades will be used for physical education/health, music, and handwriting. E Excellent S+ Above Satisfactory S Satisfactory S- Below Satisfactory N Needs Improvement U Unsatisfactory	Numerical grades will be used for reading, language arts, math, science, and social studies. Letter grades will be used for physical education/health and music. E Excellent S Satisfactory N Needs Improvement U Unsatisfactory	Numerical grades will be used 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 period 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]

Accommodations

Teachers will implement accommodations required by the LPAC, ARD, or 504 committee. These 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. It is not a substitute for required work.

PreKindergarten and Kindergarten

Not applicable

Grades 1-5

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 and within the ability of a significant number of students.

Group Assignments, Individual Projects, 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 is 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 may result in the maximum allowed credit listed below:

(Not applicable for PreK, K, or Grade 1)

Grades 2-4	Grade 5	Grades 6-8	Grades 9-12
Day 1 – 89 percent Day 2 – 79 percent Day 3 – 69 percent Day 4 – Student receives a zero	1st Semester Day 1 – 85 percent Day 2 – 70 percent Day 3 – Student receives a zero 2nd Semester Day 1 – 80 percent Day 2 – Student receives a zero	Day 1 – 70 percent Day 2 – Student receives a zero	Class Day 1 – 70 percent Class Day 2 – Student receives a zero

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

Headings (Grades 2-5):

A maximum of 5 points may be deducted for not having first and last name.

PN-G ISD ELL Grading Guidelines

Introduction:

Students who are English Language Learners (ELLs) are at different stages of English language acquisition. While ELL students, as all other students, are responsible for mastery of the Texas Essential Knowledge and Skills (TEKS), *it is imperative to recognize the critical processes and features of second language acquisition*, including the cognitive, affective, and linguistic domains, that impact academic success. It is imperative that teachers of ELL students provide appropriate instruction, which will enable students to meet the state's expectations. PNGISD and its teachers will be flexible with methods allowing English language learners (ELL) to demonstrate knowledge or competency regardless of their oral or written fluency and skills in English. In assessing ELL students for mastery of the TEKS, teachers **will modify instructional methods, pacing, and materials** allowing English language learners (ELLs) to demonstrate knowledge or competency regardless of their oral or written fluency and skills in English.

State requirements:

- **TAC 89.1210(a):** *The district shall modify the instruction, pacing, and materials to ensure that limited English proficient students have a full opportunity to master the essential knowledge and skills of the required curriculum. Students participating in the bilingual education program may demonstrate their mastery of the essential knowledge and skills in either their home language or in English for each content area.*
- **TAC 89.1210(f):** *Except in the courses specified in subsection (g) of this section, English as a second language strategies, which may involve the use of the students' home language, may be provided in any of the courses or electives required for promotion or graduation to assist the limited English proficient students to master the essential knowledge and skills for the required subject(s). The use of English as a second language strategies shall not impede the awarding of credit toward meeting promotion or graduation requirements.*

ESL Grading Guidelines:

It is very important for teachers of ESL students to differentiate between academic achievement and language proficiency. The students may be unfamiliar with the specialized English language that is unique to each subject area and will have little practice in using English as a medium of thought with the subject matter. Due to the demands of learning a new language in addition to academic content, the student may have more difficulty in mastering the content area concepts and material.

Most assessment instruments are not appropriate for assessing academic knowledge of ESL students unless the course has been modified to reduce demands on English language proficiency. Most assessment instruments for content mastery assume native proficiency in English in addition to knowledge of the content area. ESL students may score low on exams for the following reasons:

1. Students may be unable to use English as a medium of thought;
2. Students may require extra response time due to conceptual processing requirements in English;
3. Students may be unable to understand the content-area vocabulary or syntax;
4. Students may not have knowledge of the content area required to obtain a correct response.

Therefore, the teacher should and is expected to design tests/assessments for ESL students that have reduced demands on English by:

1. Simplifying the language used in the test by substituting less difficult words for demanding vocabulary the student may not know. (The teachers will not make substitutions for vocabulary words that are required by the content since these are taught during instruction.)
2. Ensuring that grammatical constructions are uncomplicated by lengthy sentences. (Students can concentrate more on the curriculum if they are not required to process long and complicated syntactical structures.)
3. Being aware of cultural differences that might make a difference.
4. Providing appropriate linguistic accommodations.

New Immigrant Students (Elementary and Middle School Only):

When a student enrolls from another country and is determined to be non-English speaking (NES) or Limited English speaking (LES), the following grading guidelines apply.

During the first two grading periods of school in the U.S., if assigning a numeric grade for a content area is not possible due to the language barrier, a student may receive **N/A** for all subject areas during the first two grading periods. **When receiving a grade of N/A in the content areas, ESL students should have equitable access to grade level TEKS commensurate with their level of academic English. All ESL students are expected to receive linguistic accommodations and modifications in order to make content area instruction meaningful and comprehensible.** The teacher(s) will note on the student's academic report card the reason for not assigning a grade for the content subject and will comment on the progress the student is making academically with linguistic accommodations.

If a student is performing below the level expected, the comments must give further explanation. The comments **must** include specific statements about what the child can do and a statement about the instructional goals for the child for the next reporting period. To be most effective, the child should be involved in a discussion evaluating his/her own progress and in setting his/her own instructional goals. Portfolios, checklists, anecdotal records, and other information should be reviewed to determine the child's progress and to assist in setting goals.

Teachers must complete the ESL report card as an addendum to the academic report card each grading period.

After an ESL student has been in attendance in a U.S. school for two grading periods, grades are given for all subjects and comments must be written about the student's progress according to district benchmarks.

Promotion and Retention of English Language Learners (ELLs):

- ELL students making **satisfactory progress** in acquiring English language proficiency and grade-level academic skills should be promoted.
- The expectations of grade-level TEKS apply to the English language learners at their level of English proficiency. Instruction, pacing, and materials should be modified by using ESL strategies/accommodations to ensure that limited English proficient students have a full opportunity to master the TEKS of the required curriculum. The use of ESL strategies/accommodations in instruction and assessment should not impede students' grade promotion. *(19 TAC 89.1210(a))*
- ELLs who are administered STAAR are subject to SSI grade-advancement requirements.
- If students demonstrate progress in English language acquisition, as documented by TELPAS, and have shown academic progress at their level of language proficiency, then students **should not be retained**.
- Students who fail to make academic progress *and* fail to make progress in English language acquisition *may* be retained when documentation of accommodations in instruction, pacing and materials, *and* documentation of the use of appropriate ESL teaching strategies support the decision to retain. **Retention is appropriate only when extensive accommodations have been unsuccessful as documented through the RTI/LPAC process.**

Grade Placement for Student Entering U.S. Schools:

Students who enter U.S. schools late in the academic year *and* are *Non-English* speaking do not have to automatically be placed in the age-appropriate grade. Careful determination of the appropriate placement, using assessment, and consultation with the LPAC Committee should be considered.

Parent Denials for Participation in Bilingual/ESL Programs:

Expectations for the English Language Learners, whose parents have waived the right to participate in the ESL or Bilingual Program, are to be the same as regular education students. The waived students will be graded according to regular education grading guidelines, not ELL grading guidelines. Waived students will also participate in all TELPAS assessment processes and assessments.