



# SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

## Administrative Procedures

E- Instruction No. 20	<b>E20</b>
Page 1 of 7	Attachment(s): None
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### STUDENT GRADING

The objective of a student's education is the acquisition of knowledge and skills to achieve a meaningful and productive life. The evaluation of knowledge and skills is traditionally called grading. Grading should reflect a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Grades are to be based on curriculum-related criteria and will reflect academic achievement.

The purpose of this procedure is to provide a summary of the District's mandatory grading system to the educators in the District. The summary also describes the types of measures to be used, the approximate weight given to each student's academic progress, achievement and placement in accordance with local, state, and federal performance standards. Information regarding editing student grades may be found in Administrative Procedure E29 *Editing Student Grades*.

Inasmuch as all students and parents are entitled to know how the grade will be determined, the principal, at the beginning of the school year, shall explain this grading system to the parents, teachers and students. **ANY** changes to the fixed grading categories (K-12) or grade weighting (6-12) must be approved by the campus administrator and received by the Office of Instructional Technology no later than September 1 of each school year. Any variations or changes made to the procedure shall be communicated to parents and students in a timely manner.

All teachers shall use the electronic grade book to record and maintain student grades in a timely manner.

### GRADING CATEGORIES

All students in grades 1 – 12 shall be assessed on the following two **FIXED** categories to determine a student's grades:

1. Assessment Performance Measures which may include, but are not limited to: examinations (e.g., teacher-made tests and semester exams), recitations, quizzes, and projects. Diagnostic instruments (e.g. Formative Mini Assessments, Texas Primary Reading Inventory, Tejas LEE, Informal Reading Inventory, Benchmarks, Interims) are not designed to be included in the Assessment Performance Measures category.
2. Assignment Measures which may include, but are not limited to: journals, labs, projects, classwork, homework, research, class participation, and other instructional activities related to the content area.

Any additional grading categories require the following approval by September 1 of each school year:

1. The grade level or department that is requesting any additional categories must complete the ***Request to Change Grading Categories or Grade Weighting*** [FORM E20-A].
2. Convene a Campus Leadership Team, grade level, or department meeting.
3. Ensure that the decision is reached by **CONSENSUS** and that **ALL** affected teachers **WILL** adhere to the requested change.
4. Maintain minutes/notes at the campus indicating how the decision was reached.

5. The Campus Leadership Team, grade level, or department will submit the ***Request to Change Grading Categories or Grade Weighting*** [FORM E20-A] to the campus administrator.
6. The campus administrator may approve or deny the request. If approved, the campus administrator submits an electronic form to the Policy, Procedures, and Public Information Office in the Human Resources Department to execute the requested change.
7. The campus administrator and teachers are responsible to inform all parents and students of the grading criteria (category, weight, etc.).

#### EXTRACURRICULAR GRADING

Eligible students' participation or lack of participation in extracurricular activities, rehearsals, and/or performances beyond the regular school day may impact students' grades. However, a student may not be failed in a class solely on participation in the extracurricular activity component of the class. Ineligible students shall be required to complete an alternate assignment, in lieu of participation in extracurricular activities, rehearsals, and/or performances. Specific guidelines for grading procedures shall be established at the campus level, recommended by the teacher, and approved by the principal.

#### WRITTEN COMMUNICATION ASSIGNMENTS

A student may express his or her beliefs about religion in homework, artwork, or other written and oral assignments free from discrimination based on the religious content of the student's submission.

Assessment or assignment work shall be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school. A student shall not be penalized or rewarded because of religious content.

Example: If an assignment involves writing a poem, the work of the student who submits a poem in the form of a prayer, such as a psalm, should be graded on the basis of academic standards, including literary quality, and not penalized or rewarded because of its religious content.

#### GRADE WEIGHTING

##### Grades Pre-Kindergarten – Kindergarten

There will be NO grade weighting in grades Pre-Kindergarten and Kindergarten.

##### Grades 1-5

While grade weighting is not required for students in grades 1-5, a campus and/or a grade level may choose to do so. If a campus and/or a grade level selects NOT to weight grades, then all categories will have a weight of a 1 multiple. In order for a campus or grade level to weight the assessment performance and/or assignment performance measure of the students, the following guidelines must be met by September 1 of each school year:

1. Convene a Campus Leadership Team, grade level, or department meeting.
2. The grade level or department that is requesting any weight change must complete the ***Request to Change Grading Categories or Grade Weighting*** [FORM E20-A].
3. Ensure that the decision is reached by CONSENSUS and that ALL affected teachers WILL adhere to the requested change.
4. Maintain minutes/notes at the campus indicating how the decision was reached.
5. The Campus Leadership Team, grade level, or department will submit the ***Request to Change Grading Categories or Grade Weighting*** [FORM E20-A] to the campus administrator.
6. The campus administrator may approve or deny the request. If approved, the campus administrator submits an electronic form to the PEIMS & Data Services Department to execute the requested change.
7. The campus administrator and teachers are responsible to inform all parents and students of the grading criteria (category, weight, etc.).

Grades 6-12

The District grading system is on a 100% scale as weighted below:

Assessment Performance: FIXED 40%

Assignment Performance: FIXED 60%

If grades are NOT recorded in a category, the weight of the category will not be applied to the grades, therefore, grades MUST be recorded in the appropriate category.

In grades 6-12, the district-wide **FIXED** Assessment Performance measure shall constitute 40% of the student's nine-week grade. If a campus, grade level or department wishes to **increase** the weight of assessment performance measures, the following guidelines must be met by September 1 of each school year:

1. Convene a Campus Leadership Team, grade level, or department meeting.
2. The campus, grade level, or department that is requesting any assessment performance increase must complete the ***Request to Change Grading Categories or Grade Weighting*** [FORM E20-A].
3. Ensure that the decision is reached by CONSENSUS and that ALL affected teachers WILL adhere to the requested change.
4. Maintain minutes/notes at the campus indicating how the decision was reached.
5. The Campus Leadership Team, grade level, or department will submit the ***Request to Change Grading Categories or Grade Weighting*** [FORM E20-A] to the campus administrator.
6. The campus administrator may approve or deny the request. If approved, the campus administrator submits an electronic form to the PEIMS & Data Services Department to execute the requested change.
7. The campus administrator and teachers are responsible to inform all parents and students of the grading criteria (category, weight, etc.).

The district-wide **FIXED** Assignment Performance measure shall constitute 60% of the student's nine-week grade. If a campus, grade level or department **increases** the assessment performance weight of a student's grade, the assignment performance weight will **decrease** accordingly. Any grade weighting change requires the following approval by September 1 of each school year:

1. Convene a Campus Leadership Team, grade level, or department meeting.
2. The campus, grade level, or department that is requesting any grade weighting change must complete the ***Request to Change Grading Categories or Grade Weighting*** [FORM E20-A].
3. Ensure that the decision is reached by CONSENSUS and that ALL affected teachers WILL adhere to the requested change.
4. Maintain minutes/notes at the campus indicating how the decision was reached.
5. The Campus Leadership Team, grade level, or department will submit the ***Request to Change Grading Categories or Grade Weighting*** [FORM E20-A] to the campus administrator.
6. The campus administrator may approve or deny the request. If approved, the campus administrator submits an electronic form to the PEIMS & Data Services Department to execute the requested change.
7. The campus administrator and teachers are responsible to inform all parents and students of the grading criteria (category, weight, etc.).

NUMBER OF GRADESGrades Pre-K – Kindergarten

Teachers in grades Pre-Kindergarten – Kindergarten will follow developmentally appropriate practices to record student progress during the course of a nine-week grading period.

Grades 1-12

The academic grade should accurately reflect the student's knowledge and skill level in the Academic Standard or subject area at the end of the grading period. Teachers in grades 1-12 are to provide the following number of grades during a nine-week grading period.

1. Teachers will record **NO LESS THAN** 15 different grades per grading period per subject area. The 15 grades will be distributed throughout the nine-week grading period with **NO FEWER THAN** 1-2 grades per week per subject area recorded, entered, and posted in the electronic grade book. The number of grades required for credit attainment lab will vary depending on the length of assignment to the class.
2. In order to provide timely information to parents and other colleagues (UIL eligibility), the appropriate number of numerical grades shall be recorded in the electronic grade book per week as required in item 1 above, so that **by the end of each three week period for the progress report deadline 3-6 grades have been entered per subject area.**

ELEMENTARY FINE ARTS

1. Elementary school non-core specialty teachers in music and art will record no less than 3 grades per grading period with at least one grade posted every 3 weeks.
2. Elementary school courses of art and theatre arts taught by a classroom teacher will record no less than 3 grades per grading period with at least one grade posted every 3 weeks.

PE/HEALTH

Teachers must give students in grades 1 – 5 one grade in PE and one grade in Health each week.

ELEMENTARY SPECIAL EDUCATION

There are three possible scenarios for assigning grades to Special Education students:

1. General education teachers give 100% of the grade. The student is in a regular classroom where the general education teacher gives 100% of the grade. The teacher **MUST** record student accommodations/modifications as identified in the student's ARD/IEP document.
2. Special education teacher gives 100% of the grade. The student is assigned to the special education teacher. This teacher is the teacher of record for one or more sections. The teacher will give 100% of the grade for each assigned section. The special education teacher **MUST** record student accommodations/modifications as identified in the student's ARD/IEP document.
3. The general education teacher is the teacher of record, but the student is assigned to a special education teacher who provides support and/or special services as outlined in the student's ARD/IEP (math services, language arts services, reading services). In this case, the student is assigned to **BOTH** the general education teacher and the special education teacher. Both teachers will be able to use the grade book to post grades. However, the grades maintained by the special education teacher will **NOT** print on the official progress reports or report cards. The special education teacher will also not be able to post attendance. Therefore, the two teachers must come to an agreement on the grade and/or points earned by a student.

MAKE-UP WORKGrades Pre-Kindergarten – 12

Students' are allowed to make-up work after an absence, whether the absence is excused or unexcused within the following time frame:

1. A student is allowed two instructional days for each day missed with a maximum of six (6) days during which make-up work may be completed or to schedule a make-up assessment.
2. An extension of time may be granted for a prolonged absence, if, in the opinion of the student's teacher(s) and with the approval of the principal, an individual student's request or case warrants an extension.

## PROGRESS REPORTS

### Grades Pre-Kindergarten – Kindergarten

- Reports of student's progress in Pre-Kindergarten and Kindergarten are not mandatory every three weeks. They may be utilized in the case that a student's performance is consistently unsatisfactory with Pre-Kindergarten TEA Guidelines or Kindergarten TEKS.
- Reports of student's progress in grades 1 – 12 are to be provided every three weeks. Specifically, all students should receive a progress report at the 3<sup>rd</sup> and 6<sup>th</sup> weeks within a nine-week grading period.
- In a subject area in which numerical grades are awarded, a numerical progress report must be provided.
- **NOTE:** In accordance with state law, students who have failing grades or are in danger of failing in any subject area must receive a progress report.

### PRE-KINDERGARTEN / KINDERGARTEN REPORT CARDS

Pre-Kindergarten and Kindergarten Report Cards will be completed every nine weeks. Required Parent Conferences are held every 1<sup>st</sup> and 3<sup>rd</sup> nine-week grading period in conjunction with the completed report card.

Pre-Kindergarten and Kindergarten teachers will be responsible for entering the Music and PE/Health grades. ~~into Grades~~ ~~speed~~. If students are receiving those services during their school day a collaborative process will continue between the Music teachers and PE teachers to derive student grades.

## GRADING SCALE

### Grade Pre-Kindergarten (3- and 4-year olds) and Kindergarten

The following grading scaled will be utilized in the Early Childhood and Kindergarten program:

S = Satisfactory

P = Progressing

R = Reinforcement Needed

If no mark has been given, the skill has not yet been evaluated.

### Grades 1 – 12

The following grading scale will be utilized for recording students' grades in grades 1 – 12:

90 – 100 = A

80 – 89 = B

75 – 79 = C

70 – 74 = D

69 or below = Failing

### Grades 1 – 5

The following grading scale will be utilized in physical education/health and fine arts in grades 1 – 5:

95= E (Excellent)

85= S (Satisfactory)

75 = N (Needs Improvement)

65 = U (Unsatisfactory)

COLLEGE COURSE CONVERSION

For students who are enrolled in a college course that awards alpha grades, the school shall interpret the college grade using the conversion chart below.

- A = 95
- B = 85
- C = 75
- D = 72
- F = 65

STANDARDS FOR MASTERY

Mastery shall be determined as follows:

1. Student(s) may express his or her beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of the student's submission. Homework and class work shall be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school. A student shall not be penalized or rewarded because of religious content.

Example: If a teacher's assignment involves writing a poem, the work of a student who submits a poem in the form of a prayer (such as a psalm) should be judged on the basis of academic standards, including literary quality, and not penalized or rewarded because of religious content.

2. Course assignments and evaluations (assessments) shall be used to determine student grades in a subject.
  - a. An average of 70 or higher shall be considered a passing grade.
  - b. Per policy [EIA (LOCAL)], a student shall be permitted a reasonable opportunity to redo an assignment or retake a test (examination) for which the student received a grade less than 70 in accordance with the following:
    - Following additional instruction or intervention, students will have one opportunity to redo one failing assignment in each subject per grading period; however, a teacher may, at his or her discretion, permit students to redo additional failing assignments.
    - Following additional instruction or intervention, students will have one opportunity to retake one failing test (examination) in each subject per grading period; however, a teacher may, at his or her discretion, permit students to redo additional failing tests (examinations).

If the grade on the retake assignment or test (examination) is 70 or above, then the original grade shall be replaced and recorded as a 70. If the grade on the retake assignment or test (examination) is below 70, then the higher of two grades shall be recorded.

PROMOTION AND RETENTION STANDARDSGRADES 1 – 5

In grades 1 – 5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards for all subject areas. A grade of 70 or above is required in language arts (the average of the language and reading grades) **AND** mathematics. A grade of 70 or above is also required in science **OR** social studies.

**GRADES 6 – 8**

In grades 6 – 8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards for all subject areas. A grade of 70 or above is required in language arts **AND** mathematics. A grade of 70 or above is also required in science **OR** social studies.

**STUDENT SUCCESS INITIATIVE (Grades 5 and 8)**

In addition to local standards for mastery and promotion, students in grades 5, and 8 must meet the passing standard established by the State Board on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade level.

**GRADES 9-12**

Grade-level advancement for students in grades 9-12 shall be earned by course credits. Changes in grade-level classification shall be made according to administrative procedures.

**ATTACHMENTS:** FORM E20-A: *Request to Change Grading Categories or Grade Weighting*

*See these INDEX references for related procedures: make up work, homework, credit during disciplinary process, editing student grades*

**References: Board Policy EI (LEGAL); EI (LOCAL); EIA (LEGAL); EIA (LOCAL); EIAB (LOCAL); FNA (LOCAL)**

**Questions regarding this procedure should be addressed to the Policies, Procedures and Public Information Office in the Human Resources Department, 141 Lavaca, San Antonio, TX 78210/ (210) 299-5504.**