

Alvin High School Grading Practices

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. 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. Campus and teacher guidelines for grading shall be clearly communicated to students and parents.



Roles and Responsibilities

Students, parents, and teachers all share responsibilities in the grading and reporting process. The following are students, parent/guardian, and teacher expectations:

1. Student expectations:

- a. Complete assignments on time with best effort and return them to the teacher.
- b. Set up a schedule to complete long-term assignments on time.
- c. Initiate communication with the teacher when experiencing difficulty or when clarification is needed for completing assignments.
- d. Maintain academic integrity and honesty.
- e. Evaluate own work for accuracy and seek clarification, if needed.

2. Parent/Guardian expectations:

- a. Establish a specific time, place and manner for homework to be completed.
- b. Provide the necessary supplies and resources for assignments to be completed.
- c. Monitor student's progress and completion of assignments through Skyward.
- d. Assist student in planning and scheduling long-term assignments.
- e. Initiate communication with the teacher when concerns arise.
- f. maintain updated contact information.

3. Teacher expectations:

- a. Provide relevant and engaging assignments that reinforce classroom learning and provide meaningful practice towards mastery of the Texas Essential Knowledge and Skills (TEKS).
- b. Create or use assessments that accurately assess the student's mastery of the skills and concepts taught.

- c. Provide daily content and language lesson objectives and activities for each class.
- d. Keep a confidential detailed record of the student's performance that can be accessed electronically by the parents throughout the semester.
- e. Grade and record assignments and assessments in a timely manner to provide the student and parent feedback on the student's progress in the class.
- f. Follow the Alvin ISD grading and reporting time lines/procedures, and seek assistance for clarification from campus or district support services.
- g. Provide students with a rubric for long-term projects or alternative assignments before the assignment is due.
- h. Inform students of content covered on all major assessments.
- i. Be available to students during designated tutorial times or by agreed appointment arranged by the student or parent.

Assessments

Mastery of course objectives may be assessed in a variety of ways. It is not necessary for all grades to be comprised of written paper work, nor is it always necessary to receive a grade for every paper produced. Although the teacher should monitor and provide feedback to students for activities and assignments, the feedback does not have to be in the form of a single grade.

Assessment should follow a period of guided practice and/or independent practice.

In grading a group project, members of a group should not be penalized for an individual that does not participate in the project. Conversely, a student who does not fully participate will receive a grade reflective of his/her participation.

Performance assessments are measures of a student's progress toward the mastery of TEKS and curriculum that may be assessed but may differ from traditional paper / pencil assessments.

There are many types of performance assessments including the following:

- a. Classroom Participation
- b. Classroom Discussions
- c. Oral Responses
- d. Teacher Observations
- e. Lab experiments
- f. Independent or Group Reading
- g. Enrichment
- h. Checklists of Skills
- i. Group Work or Projects
- j. Portfolios
- k. Research Projects
- l. Written Responses

The grade a student receives on any assignment will reflect an accurate assessment of the student's performance. A teacher may adjust grades in the class to reflect more accurately the student's understanding of the material.

Minimum Number of Grades

Teachers are encouraged to provide a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of TEKS and support the grade average earned.

Students should have a minimum of 2 grades per week. This includes 3 major grades and 3 lab grades (science courses only) each nine weeks.

No single grade may count for more than 20% towards a nine week grade.

Late Work

The assignment is considered late if it is not turned in at the time it is due. Unless stated otherwise in department procedures, all late work may receive a grade penalty.

Teachers may give a grade penalty for late work. If you choose to do so, please post those penalties on your website or in your syllabus. The maximum penalty should be 30 points. For example-

<i>1 day late</i>	<i>-10</i>
<i>2 days late</i>	<i>-20</i>
<i>3 days late</i>	<i>-30</i>

Late work after 3 days is per teacher discretion.

Teachers should always consider extenuating circumstances before issuing a grade penalty for late work.

Long-term assignments (2 weeks or longer to complete) are not accepted late.

The penalty is a consequence for late work. However, since we need to assess learning, we still want the student to complete and turn in the work.

Make-Up Work

For an absence in any class, the teacher may assign the student make-up work. This work will be based on instructional objectives for the subject or course; needs of the individual students in mastering the essential knowledge and skills; or, course requirements.

A student will be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher (*2 days to make-up per absence*).

Teachers must provide access to the necessary instruction and materials during the time missed.

All make-up work is expected to be completed outside of class time.

If absences are unexcused, all work will be considered late work and follows the late work guidelines.

Any assignment that is due on the day of the absence is due on the day of return.

Test that are scheduled in advanced, and no new content is covered during the absences, will be expected to be taken on the scheduled date. For example, if a test is scheduled for Friday and the absence occurs on Thursday students will take the test during the scheduled time.

Tutorials

The purpose of a tutorial session is to provide individual or group instruction to assist students who have not mastered the TEKS currently being taught. Tutorials also serve as an instructional reinforcement for students needing assistance.

All students are welcomed and encouraged to attend tutorial sessions; however, students who have not mastered the TEKS (or currently failing) should be given priority during scheduled tutorial times.

Each campus will set the day and time of scheduled tutorials. Some campuses may have mandatory tutorials within the school day.

Each teacher at AHS is assigned specific days and time during Power Hour for tutoring. All teachers at AHS will have tutoring Monday through Wednesday from 3:00pm to 3:30pm, unless otherwise specified and communicated by the teacher. Tutoring times must be posted outside the classroom, on the syllabus and teacher webpage.

Reteach and Retest/Reassessment for Mastery

Providing a relevant engaging curriculum and mastery of the Texas Essential Knowledge and Skills (TEKS) is our primary objective. Alvin ISD provides a well-balanced curriculum on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and state standards.

In order to demonstrate mastery of the TEKS a student should be allowed a reasonable opportunity to make up or redo any assignment or assessment for which a student received a failing grade.

If 35% or more of students do not demonstrate mastery of the TEKS on a classroom assignment or test, the teacher shall reteach and reassess.

Any student may earn the opportunity retest any assessment within a timely manner once they receive their test back (no minimum grade required). All reassessments will be of equal or greater rigor to the original assessment. The following guidelines must be met to be able to retest an assessment:

- *To retest for full credit of an assessment the student must attend a minimum of two tutoring sessions within a week of receiving their test back.*

- *Students will only be able to earn half of their points back if only one tutoring session is attended before reassessment.*
- *Students not attending tutoring may be denied reassessment by the teacher.*

Reassessment for ongoing projects are at the teacher's discretion.

Final Exam Exemptions

Alvin ISD does allow students to be exempt from some finals if they meet the criteria. It is the responsibility of the student to request final exam exemption from the teacher. Students are not allowed to be exempt from fall semester exams or *any semester courses*. Students may qualify for exam exemptions in the spring semester if they meet the following criteria:

- Semester average of 85 or above for the course seeking exemption.
- No more than 2 absences in the course seeking exemption.
- No more than 2 tardies in the course seeking exemption.
- No ISS/DAEP placements in the spring semester.
- No outstanding fines or fees.

9th and 10th grade students may exempt one or more elective courses for which the exemption criteria is met. Elective courses are defined as any non-core course in which students do not receive English, math, science, or social studies credit.

11th and 12th grade students may exempt one or more final exam in any course (except semester courses) for which exemption criteria is met.

Students enrolled in Dual Credit courses are not eligible for exam exemptions. Dual Credit courses follow the policy and guidelines set forth by the college and/or college professor.

Cheating/Plagiarism

1st offense of cheating or plagiarism will result in a grade of zero. Students will be given the opportunity to retake test or redo assignment in the presence of the teacher during tutoring time for a maximum grade of 50. In addition, an office referral will be submitted to the student's AP for disciplinary action.

2nd offense and beyond, in any class, will result in an automatic grade of zero. No opportunity to retake or redo the assignment will be provided. Office referral will be submitted to the student's AP for disciplinary action.

The teacher will be the determining factor if cheating or plagiarism has occurred.

***The above grading practices are designed to increase student learning and mastery of the content. Students are expected to make an effort in all assignments and assessments. In any circumstance where the spirit of the grading practices are not adhered to, the campus principal will have the final authority on the application of grading practices.*