Grading Procedure Pre-K through 12

Department of Curriculum and Instruction
Copperas Cove ISD
Revised December 13, 2016
General

Parent/guardians will receive written progress reports after the third week of each six weeks grading period (progress report) and once each six weeks (grading period report or report card). Supplemental progress reports may be sent. The progress report form shall indicate the need for a parent conference, if necessary. When mailed by the teacher rather than a school wide automated mailing system, the teacher should keep a copy of the mailing with date and time information.

When averaging grades for report cards, any fractional part of one-half or more allows the student grade to round up, ex. 73.5= 74. In accordance with guidelines, {EIA (LOCAL)} a student shall be permitted a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. For purposes of the policy, reasonable opportunity shall mean that the parent or student contacts the teacher within ten school days from the time the grade is posted in Family Access and/or the assignment is returned to the student, whichever is later, to schedule a mutually agreeable time to redo the assignment or retake a test. The test or assignment must be over the same standards but may be in a different format from the original assignment or test. Prior to retaking the test or being allowed to redo an assignment, the student shall attend a minimum of one tutorial on the targeted academic skill. If an elementary or junior high student takes advantage of a redo opportunity, the grade recorded in the gradebook will be the better of the two scores. If a high school student takes advantage of a redo opportunity, the grade recorded in the gradebook will be the better of the two scores and cannot exceed a 70. Should a student wish to make up an assignment or retake a test for which he/she received a failing grade during the sixth six weeks grading period, the time frame for availing himself/herself of that opportunity may be significantly shortened due to the fact that all grades must be earned within the student instructional calendar days. Final exams are not eligible for retest. The end of year Advanced Placement exams are governed by the College Board. All Dual Credit exams and assignments are governed by the sponsoring university/college.

Should a student not turn in an assignment by the due date, 10 points may be deducted for each day it is late, with the maximum allowed deduction being 30 points. Should a failing grade be earned due to submitting the assignment late, or not at all, an opportunity to redo the assignment will not be provided. If the student missed a due date because he/she was out due to an excused absence, the student will be allowed an appropriate time to submit the assignment without a penalty.

It is a district expectation that grades be entered within 5 working days of assignment submission to the teacher. Graded assignments should be returned in a timely manner so that students receive the necessary feedback for future learning.

Board policies guiding this procedure:

EIA (LOCAL)
EIC (LOCAL)
EIE (LOCAL)
EIF (LOCAL)
Transfer Grade Equivalents:

A+  97-100
A  93-96
A-  90-92
B+  87-89
B  83-86
B-  80-82
C  75-79
C-  70-74
D/F  69 *

Students who transfer with a letter grade of “D” but credit is awarded by the sending school, CCISD will honor the credit awarded. If a numerical grade is needed, a 69 can be input or the registrar can contact the sending school for the sending districts numerical equivalent, if available.

DEFINITIONS:

Formative assessment is an assessment for learning that provides the teacher with information used to adjust instruction and provide the student with feedback in order to increase learning. Formative assessment has low or no point value. Some examples may include:

- quizzes
- response journals
- in-class practice
- quick writes/free-writing
- labs (as part of the learning process)
- rough drafts of essays
- observations

Summative assessment is an assessment of learning that determines to what extent students know and understand information that was taught. Some examples may include:

- unit assessments
- final copies of essays
- major projects
- semester and final exams
High School Grading Procedure

Late/Make-Up Work

Should a student not turn in an assignment by the due date, 10 points may be deducted for each day it is late, with the maximum allowed deduction being 30 points. Late work will not be accepted after the third consecutive school day (ex: assignment is due Monday, the assignment will not be accepted after Thursday.) No late work will be accepted in AP courses. Should a failing grade be earned due to submitting the assignment late, an opportunity to redo the assignment will not be provided. If the student missed a due date because he/she was out due to an excused absence, the student shall submit the assignment the day he/she returns or attends class, whichever is sooner.

If a student missed an in-class assignment because he/she was out due to an excused absence, the student will be allowed appropriate time to submit the assignment without penalty.

Opportunities for Redo

General philosophy on the redo procedure is found in the General section of this procedure. The maximum grade a student can earn on a redo is a 70.

Category Weights by Course Type

Regular Classes

- Formative Grades: 40%
- Summative Grades: 60%

Pre-AP

- Formative Grades: 30%
- Summative Grades: 70%

Within a six-weeks grading period, a MINIMUM of six (6) formative grades and four (4) summative grades must be taken.

It is a district expectation that grades be entered within 5 working days of assignment submission to the teacher. Graded assignments should be returned in a timely manner so that students receive the necessary feedback to ensure future success in learning.

AP/Dual Credit

AP and Dual Credit courses are designed to be college level courses. Grading in these courses will be dictated by the course syllabus. A minimum number of grades is not required.

- Formative Grades: 20%
- Summative Grades: 80%
ZIP Courses*

Formative Grades 40%

Summative Grades 60%

*Note: ZIP courses are accelerated courses where students meet daily rather than on a block schedule. These students complete two six weeks of work each six weeks. The parent should understand that a progress report reflects a full six weeks of work. Students will receive grades on an official report card three marking periods. The first and second marking period each reflect twelve weeks of work. The third marking period reflects the student’s final average for the course. Students, parents, and teachers must be vigilant in monitoring the student’s progress.

Within a six-weeks grading period, a MINIMUM of six (6) formative grades and four (4) summative grades must be taken.

Semester tests will count 20% of the semester grade. The remaining 80% of the semester grade will be the average of the three six weeks in the semester.

It is a district expectation that grades be entered within 5 working days of assignment submission to the teacher. Graded assignments should be returned in a timely manner so that students receive the necessary feedback to ensure future success in learning.

Grade-level advancement for students in grades 9-12 shall be earned by course credits.
Jr. High School Grading Procedure

The teacher, in consultation with the campus administrator, and Student Assistance Team, must review, monitor and assist in making recommendations for all students who fail two or more core subjects in a six-week period or one core subject for two consecutive six-week periods. The purpose of the meeting would be the development of a plan to prevent future failure.

Review is required on all retentions. The review team may consist of the principal or designee, counselor, and student’s teacher or teaching team. The review team will consider the following when considering retention: age of the student, achievement test results, prior retentions, maturity of the student, teacher recommendations, parent request, attendance, and social and emotional implications.

Homework shall not be an assessment of mastery. It is to be a meaningful practice of skills previously taught.

Promotion and course credit shall be based on mastery of the curriculum. Course assignments and unit evaluations shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.

Category Weights

- Formative Grades 40% (Homework can comprise only 10% of this category.)
- Summative Grades 60%

Within a six-weeks grading period, a MINIMUM of six (6) formative grades and four (4) summative grades must be taken.

It is a district expectation that grades be entered within 5 working days of assignment submission to the teacher. Graded assignments should be returned in a timely manner so that students receive the necessary feedback to ensure future success in learning.

In order to be promoted to the next grade level, a student must have an overall combined yearly average of 70+ in CORE subjects taken. Additionally, a student must pass with a 70+ yearly average in three of the four core subjects: reading/language arts, math, science and social studies. Students in grade 8 must meet the passing standards on the state-mandated assessment area(s) required by the state. This document does not negate any requirements of the student success initiative.
Elementary Grading Procedure

The teacher, in consultation with the campus administrator, must review, monitor and assist in making recommendations for all students who fail two or more core subjects in a six-week period or one core subject for two consecutive six-week periods.

Review is required on all retentions. The review team may consist of the principal or designee, counselor, and student’s teacher or teaching team. The review team will consider the following when considering retention: age of the student, achievement test results, prior retentions, maturity of the student, teacher recommendations, parent request, attendance, and social and emotional implications.

Homework shall not be an assessment of mastery. It is to be a meaningful practice of skills previously taught and shall not be recorded in the grade book.

Variations from the grading policy in pre-kindergarten, kindergarten, and first grade are explained in the sections dealing with those three grades.

On the report card, spelling will no longer be listed as a separate subject; it will be included in the Language Arts grade.

Grades should be reflective of a student’s mastery of the skills/content taught. Grades will be taken on a minimum of 10 different assignments. In math, science and social studies, tests and daily work will have equal value and not be weighted in the grade book. Language arts grades will be comprised of 60% writing, 35% conventions and 5% spelling.

**Students who have General Education and IEP (Resource) classes:**

General Education classes will have a minimum of 1 grade per week.
IEP Courses will have a minimum of 1 grade per week per goal. All grades will be weighted equally in all content areas for IEP Courses.

Fluency

Fluency is an important component of Reading and Math that leads to automaticity and should be monitored. Data collection should be a priority in order to formatively assess student progress. While data should be collected and growth charted, grades will not be taken on fluency.
Pre-Kindergarten

Teacher led instruction (curriculum) and the Pre-Kindergarten Universal Screener Assessment will be considered when assessing student progress.

The report card in Pre-Kindergarten uses a Standards Based Reporting System with progress codes.

4  Understanding goes beyond Pre-Kindergarten grade state standards
3  Meets Pre-Kindergarten grade state standards
2  Making progress toward Pre-Kindergarten grade state standards
1  Area of concern; not making appropriate progress

Progress codes should be reflective of a student’s mastery of the skills/content taught.

Kindergarten

The report card in Kindergarten uses a Standards Based Reporting System with progress codes.

4  Understanding goes beyond Kindergarten grade state standards
3  Meets Kindergarten grade state standards
2  Making progress toward Kindergarten grade state standards
1  Area of concern; not making appropriate progress

Progress codes should be reflective of a student’s mastery of the skills/content taught.
First Grade Reporting

The report card in First Grade uses a Standards Based Reporting System with progress codes.

- **4** Understanding goes beyond 1st grade state standards
- **3** Meets 1st grade state standards
- **2** Making progress toward 1st grade state standards
- **1** Area of concern; not making appropriate progress

Progress codes should be reflective of a student’s mastery of the skills/content taught.

**Fluency**

Fluency is an important component of Reading and Math that leads to automaticity and should be monitored. Data collection should be a priority in order to formatively assess student progress. While data should be collected and growth charted, grades will not be taken on fluency.

**Promotion/Retention for First Grade:**

In First Grade, in order to be promoted a student shall achieve a majority of “meet standard (3’s)” or “above (4’s)” in each area: language arts, reading, and math.
Second Grade Reporting

In Second Grade, numerical grades shall be used on report cards to indicate progress in reading, language arts (writing, spelling, and conventions), mathematics, social studies, and science.

The following letter grades shall be used on report cards to indicate progress in physical education/health, music and art:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Excellent</td>
<td>90-100</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>80-89</td>
</tr>
<tr>
<td>N</td>
<td>Needs to Improve</td>
<td>70-79</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>69 and below</td>
</tr>
</tbody>
</table>

Grades should be reflective of a student’s mastery of the skills/content taught. Grades will be taken on a minimum of 10 different assignments. In math, science and social studies, tests and daily work will have equal value and not be weighted in the grade book. Language arts grades will be comprised of 60% writing, 35% conventions and 5% spelling.

**Students who have General Education and IEP (Resource) classes:**

General Education classes will have a minimum of 1 grade per week.

IEP Courses will have a minimum of 1 grade per week per goal. All grades will be weighted equally in all content areas for IEP Courses.

**Fluency**

Fluency is an important component of Reading and Math that leads to automaticity and should be monitored. Data collection should be a priority in order to formatively assess student progress. While data should be collected and growth charted, grades will not be taken on fluency.

**Promotion/Retention for Second Grade:**

In Second Grade, in order to be promoted to the next grade level a student must have the following:

1. an overall yearly combined average of 70+ in language arts, reading, and math,
2. a yearly average of 70+ in reading, and
3. a yearly average of 70+ in math
4. designated campus committee considers data listed but not limited to EIE local policy
Third through Fifth Grade Reporting

In Third through Fifth Grades, numerical grades shall be used on report cards to indicate progress in reading, language arts (writing, spelling and conventions), mathematics, social studies, and science.

The following letter grades shall be used on report cards to indicate progress in physical education/health, music and art:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Excellent</td>
<td>90-100</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>80-89</td>
</tr>
<tr>
<td>N</td>
<td>Needs to Improve</td>
<td>70-79</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>69 and below</td>
</tr>
</tbody>
</table>

Grades should be reflective of a student’s mastery of the skills/content taught. Grades will be taken on a **minimum** of 10 different assignments. In math, science and social studies, tests and daily work will have equal value and not be weighted in the grade book. Language arts grades will be comprised of 60% writing, 35% conventions and 5% spelling.

**Students who have General Education and IEP (Resource) classes:**

General Education classes will have a minimum of 1 grade per week. IEP Courses will have a minimum of 1 grade per week per goal. All grades will be weighted equally in all content areas for IEP Courses.

**Fluency**

Fluency is an important component of Reading and Math that leads to automaticity and should be monitored. Data collection should be a priority in order to formatively assess student progress. While data should be collected and growth charted, grades will not be taken on fluency.

Grades will not be taken on Released STAAR tests as the purpose of the test is to provide formative data on a student’s progress.

**Promotion/Retention for Third Grade through Fifth Grade:**

In Third Grade through Fifth Grade, in order to be promoted to the next grade level, a student must have the following:

1. an overall yearly combined average of 70+ in all subjects,
2. a yearly average of 70+ in reading, and
3. a yearly average of 70+ in math
4. designated campus committee considers data listed but not limited to EIE local policy
Conclusion

Parents and teachers are encouraged to work together to achieve individual student goals by providing instruction and support aligned with national, state, and district standards. Teachers in the Copperas Cove Independent School District are expected to follow the curriculum and instructional best practices set forth by the district. Curriculum-Based Measures will be used to determine if teaching methodologies in the classroom are effective with students and student groups, to guide instruction and to determine the need for staff development.