



Grading Guidelines 2019-20



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General Grading Guidelines for Teachers & Administrators

Introduction

This document provides guidance and administrative procedures for teachers and administrators in determining grades for students.

The Grading Guidelines Committee was established to strengthen the standards of grading policy in order to benefit all of our students. These guidelines were defined utilizing staff feedback, research of best practices for grading, and input from administrators from all levels and all content areas.

Purpose of Grades:

In Magnolia ISD, grades are intended to inform students, parents, and teachers of students' current level of understanding and performance in relation to state and district standards. Because performance and understanding evolve in the learning process, grades are merely a snapshot of performance at any given time.

Roles and Responsibilities regarding work and grades:

Student

1. Complete assignments on time and submit them to the teacher, as requested.
2. Manage time to complete long term assignments as assigned and on time.
3. Initiate communication with the teacher when experiencing difficulty or for clarification.
4. Maintain academic integrity and honesty.

Parent/Guardian

1. Establish a time, place and manner for homework to be completed.
2. Provide the necessary supplies and resources for assignments to be completed.
3. Assist student in planning and managing time for both short- and long-term assignments.
4. Initiate communication with the teacher if concerns or questions arise.
5. Be a supportive and respectful partner with the teacher and school staff for the benefit of the child.

Teachers

1. Plan and deliver assignments in conjunction with the Texas Essential Knowledge and Skills (TEKS) for the course taught.
2. Assess the student's level of understanding and performance in conjunction with the skills and concepts taught.
3. 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.
4. Follow the MISD grading procedures and seek clarification when needed.
5. Be available to students during designated tutorial times or by agreed appointment to support student learning.

Types of Grades:

Many types of assignments/assessments will be used for students to demonstrate their work in relation to the course content. These include both formative and summative assessments. Formative work measures student progress all throughout an instructional unit. Summative assessments are an end of unit measure of student performance in regard to the unit criteria. Examples are shown below:

Formative assignments/assessments: class work, homework, labs, and quizzes

- 6-20 grades per 9 weeks period

Summative assessments: major exams, final compositions, projects, demonstrations, research papers, oral presentations, district common assessments

- Elementary (Grades 2-4) – Minimum of 2-3 per 9 weeks period.
- Secondary (Grades 5-12) – Minimum of 3 separate major assignments/exams per 9 weeks period.

Dual Credit teachers will follow Magnolia ISD Minimum/Maximum number of assignments and follow college requirements as well.

Grading Percentages

Grade Type	Grades 2-12	Advanced/AP/IB
Formative	40%	30%
Summative	60%	70%

Retesting

Learning is an ongoing process and may take additional learning time for skill performance to develop. Working to improve performance on coursework is a vital part of the learning process. Teachers shall allow a reasonable opportunity for students to retest or redo assignments/assessments in order for the student to learn more and improve performance. The following criteria will be applied:

Level	Grade Type	Retest Allowed	Maximum Grade
Elementary	Summative	All	100
On Level (Grades 5-8)	Summative	84 or below	85
On-Level (Grades 9-12)	Summative	79 or below	80
Advanced (formerly pre-AP)	Summative	74 or below	75
AP/IB/Dual Credit Classes	Excluded from retest guidelines		

Only one retest/redo opportunity will be provided per summative test/assignment and will be scheduled by the teacher. District Common Assessments are not eligible for retest, but results will be reviewed with students for feedback. Assignments such as essays or projects which have had multiple points of feedback are not eligible for rewrite/redo.

If the class average for a summative assignment/assessment is below 65, the class material will be retaught within the grading period and a retest opportunity will be provided for all students.

Test Corrections

Test corrections are also permitted as a means of earning credit and showing mastery of the content. Teachers determine which tests are appropriate for use of corrections for earning credit. Test corrections must be available to all eligible students as determined by campus guidelines.

Missing Assignments

Work that is assigned is important for students to gain competence in the course content. Missing assignments (including those accrued through absences) are to be completed in a timely manner as part of course work. Assignments turned in after the original due date will be given a grade that reflects the level of performance, minus any reasonable late penalties.

All missing assignments must be turned in by the end of the week prior to end of the grading period in order to be graded. Students with missing summative assessments will receive a final grade of *I* for the reporting period until the work is completed. This may affect UIL eligibility. Credit cannot be given for a course which has a final grade of *I (Incomplete)*. All grades of *I* will revert to a numerical grade assigned by the teacher one week after the end of the 9 weeks grading period.

Transferred Grades

In the event a numerical value cannot be obtained for a letter grade, transferred letter grades shall be converted to numerical grades according to the following conversion:

- A-, A, A+ shall be assigned the value of 90, 95, and 98 respectively
- B-, B, B+ shall be assigned the value of 80, 85, and 88 respectively
- C-, C, C+ shall be assigned the value of 75, 77, and 79 respectively
- D-, D, D+ shall be assigned the value of 70, 72, and 74 respectively
- Grades translated to have a value below the numerical value of 70 shall be considered failing and shall be assigned a value of 65

Posting Grades into TEAMS Web Gradebook

TEAMS Web Gradebook shall be the official record for all academic grades. The Web Gradebook provides parents an opportunity to be full partners with their child and their campus teachers in monitoring their child's progress. As such, we recognize the need for grades to be posted in a timely manner. All grades will be posted and up-to-date when report cards and progress reports are due.