



JEAN MASSIEU ACADEMY

“Signing, Soaring, Succeeding”

GRADING POLICY

ACADEMIC ACHIEVEMENT GRADING / PROGRESS REPORTS TO PARENTS

RELATION TO ESSENTIAL KNOWLEDGE AND SKILLS

Jean Massieu Academy will establish instructional objectives that relate to the Texas Essential Knowledge and Skills (TEKS) for grade level subjects or courses. These objectives will address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities will be designed so that the student's performance indicates the level of mastery of Jean Massieu Academy designated objectives. The student's mastery level will be a major factor in determining the grade for a subject or course.

GUIDELINES FOR GRADING ELEMENTARY STUDENTS

MINIMUM GRADES: PRE-KINDERGARTEN & KINDERGARTEN

Pre-Kindergarten and Kindergarten teachers will consider classroom work and teacher observation in order to accurately assess the degree of mastery of the essential knowledge and skills and other instructional objectives.

Kindergarten teachers will record a minimum of one grade per week each six weeks in all major academic areas. These grades may be for written assignments, skills demonstrations, performance, or class participation. Such grades will be an accurate assessment of the degree of student mastery of the Texas Essential Knowledge and Skills and other campus objectives.

MINIMUM GRADES: GRADES 1 - 5

Grades 1 through Grade 5 teachers will record a minimum of two grades per week per six-week grading period in language arts (spelling/language), math, and reading and a minimum of six grades per six-week grading period in science and social studies.

MINIMUM GRADES: FINE ARTS & PHYSICAL EDUCATION FOR KINDERGARTEN THROUGH GRADE 5

Fine Arts and Physical Education teachers will consider classroom work and student observation in order to accurately assess the degree of mastery of the essential knowledge and skills and other instructional objectives.

Fine Arts and Physical Education teachers will record a minimum of one grade per week each six weeks.

ELEMENTARY GRADING SCALES

The following provisions will apply to report cards and progress reports made to parents at the end of each grading period.

PRE-KINDERGARTEN

For students in Pre-Kindergarten, a non-graded reporting system reflects the child's progress in areas emphasized in the program, such as in math and language arts.

KINDERGARTEN

For students in Kindergarten, progress will be reported in the following manner:

- E—Excellent (exceeds most teacher expectations)
- S—Satisfactory (meets all teacher expectations)
- N—Needs Improvement (meets some teacher expectations)
- U—Unsatisfactory (does not meet most teacher expectations)

GRADE 1

For students in Grade 1, progress will be reported in the following manner:

- E—Excellent (exceeds most teacher expectations)
- S—Satisfactory (meets all teacher expectations)
- N—Needs Improvement (meets some teacher expectations)
- U—Unsatisfactory (does not meet most teacher expectations)

GRADES 2-5

For students in Grades 2 through 5, progress will be reported numerically in the following manner:

- | | | |
|----------|---|--------------|
| ○ 90-100 | A | Excellent |
| ○ 80-89 | B | Satisfactory |
| ○ 70-79 | C | Average |
| ○ 0-69 | F | Failing |

FINE ARTS AND PHYSICAL EDUCATION FOR KINDERGARTEN THROUGH GRADE 5

- E—Excellent (exceeds most teacher expectations)
- S—Satisfactory (meets all teacher expectations)
- N—Needs Improvement (meets some teacher expectations)
- U—Unsatisfactory (does not meet most teacher expectations)

These grades may be for written assignments, skills demonstrations, performance, or class participation. Such grades will be an accurate assessment of the degree of student mastery of the Texas Essential Knowledge and Skills and other campus objectives.

SIX-WEEK GRADES: GRADES 2-5

Six-week grades for students in Grades 2 through 5 will be determined by:

1. An average of daily assessments consisting of homework, guided practice, independent practice, quizzes, and other classroom assessment.
2. An average of tests and major project grades. Major class-time assignments that are done completely independent of teacher assistance may be counted in the test / project average if they contribute to the most accurate assessment of student mastery of the essential knowledge and skills and other campus objectives.
3. No single grade will count more than 25% of the total grade.

SEMESTER / YEARLY AVERAGE

A semester average will be determined by adding the three six-week grades and dividing by three. A yearly average will be determined by adding the semester grades and dividing by two.

GUIDELINES FOR GRADING MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS

MINIMUM GRADES: GRADES 6-12

All teachers in Grades 6–12 will record at least nine daily work grades and three test grades per six-week grading period in each class.

Grades in Physical Education, Fine Arts, and Vocational classes may be for written assignments, skill demonstrations, performance, or, when appropriate, class participation. Such grades will be an accurate assessment of the degree of student mastery of the Texas Essential Knowledge and Skills (TEKS) and other campus objectives and will not be based predominantly upon class participation.

Physical Education, Fine Arts, and Vocational teachers will record a minimum of eight grades per six weeks.

MIDDLE SCHOOL AND HIGH SCHOOL GRADING SCALES

For students in Grades 6 through 12, progress will be reported numerically in the following manner:

- | | | |
|----------|---|--------------|
| ○ 90-100 | A | Excellent |
| ○ 80-89 | B | Satisfactory |
| ○ 70-79 | C | Average |
| ○ 0-69 | F | Failing |

SEMESTER TESTS

Semester tests will be given in all classes in Grades 6–12 unless an exemption procedure is approved by the Principal. Such tests may be written or skill demonstrations or a combination, as appropriate for the material being tested.

SIX-WEEK GRADES

Six-week grades for students in grades 6–12 will be determined by:

1. An average of daily assessments consisting of homework, guided practice grades, independent practice, quizzes, and other classroom assessment.
2. An average of tests and major project grades. Major class-time assignments that are done completely independent of teacher assistance may be counted in the test average if they contribute to the most accurate assessment of student mastery of the essential knowledge and skills and other campus objectives.
3. No single grade will count more than 25% of the total grade.

SEMESTER / YEARLY AVERAGE

A semester average will be determined by weighting each three six-week grades at 30% and the semester test grade weighted at 10%.

A yearly average will be determined by adding the two semester grades and dividing by two.

AWARD OF CREDIT: GRADES 9-12

Credit for semester courses will be based on a semester average of at least 70.

Credit for full-year courses will be based on a yearly average of at least 70.

A prerequisite to a grade of 70 or above will be a demonstration of an acceptable mastery level of the essential knowledge and skills sufficient for successful performance at the next subject or grade level.

PROMOTION / RETENTION GRADES PK-8

Students will be promoted only on the basis of meeting the academic achievement standards and meeting the standard on the Texas Assessment of Knowledge and Skills (TAKS) in Grades 3-8.

SPECIAL EDUCATION

Students assigned to special education will be graded according to criteria established by the Admission, Review, and Dismissal Committee (ARD) and stated in the Individual Education Plan (IEP). Such criteria will apply to the material to be mastered, will not be stated as a percentage of the regular program, and should be as near the regular criteria as possible.

RETEACH / RETEST GRADES

Several situations that make reteaching and/or reassessment necessary or desirable are as follows:

1. Test or assignment grades indicate that an entire class lacks understanding or mastery and that reteaching is needed. Reteach in class and retest the entire group or have the group repeat the assignment. Replace the first grade with the second.
2. Test or assignment grades indicate that some students lack understanding or mastery and need reteaching. Reteach and reassess those students in class or in tutorials, as appropriate, and average the two grades.
3. Test or assignment grades indicate that some students' lack of understanding or mastery is due entirely to their lack of effort. The teacher may reassess during tutorials after independent study by the student. Average the two grades and record a grade no higher than 70.

Other situations and treatments of grades after reteaching may be submitted to the principal for approval. The need or desirability to reteach or retest is a professional decision to be made by the teacher. The availability of a reteach or the opportunity to retest should not be announced prior to a test or assignment and should not be so commonly used that students come to expect them.

REPORT CARDS / PARENT CONFERENCES

Report cards are distributed on the Thursday after the end of the six-week grading period. Teachers will provide all parents with an opportunity for a conference. Teachers will request a conference with parents of any child failing a class.

THREE WEEK PROGRESS REPORTS

At the end of each three weeks of a grading period, teachers will provide a notice of progress to the parent or guardian of a student whose grade average in any class is lower than 70 or whose grade the teacher considers to be unsatisfactory.

GRADING STANDARDS

- The purpose of grading will be to promote learning and to provide timely feedback.
- Grades will be based on individual student mastery of state standards.
- Students will have multiple and varied opportunities to show mastery.
- Grading practices will be in writing and communicated with students and parents at the beginning of the course.
- Students are expected to complete all work assigned.

GRADING CATEGORIES

- Students will receive both summative (major) and formative (minor) grades. Both groups of grades may be weighted between 40% and 60% and may be divided into categories.
- The chart below defines summative and formative grades and gives examples of each.
- Exceptions to this guideline may be approved by the principal.
- No one grade may count more than 25% of the total grade for the grading period.
- The grade for integrated assignments may be recorded in more than one subject.
- Teachers will post grades regularly; not waiting until the end of each three weeks.
- All assignments will be completed by students and turned in on time. A late penalty may be assessed for assignments turned in after the due date.
- Students scoring below mastery of “70” on a major assignment will be allowed to redo the assignment/test after completing prerequisite work. The higher grade, with a maximum of “70”, will be recorded.
- Extra credit may be assigned by a teacher but may only be based on academic work above the regular course expectations.
- The teacher has the discretion to drop grades.
- Transfer grades will be assigned proportionally to the time spent in each school/class.
- Assignments and grades may be differentiated based on the individual needs of students.
- Each teacher must plan for provide opportunities for students to complete late work and provide a consistent policy for accepting late work.
- Other grading practices may be used as long as they are within the parameters of the campus guidelines.

EXAMPLES OF MAJOR GRADES (Summative)

Definition: Summative assessment occurs at a point in the learning where the teacher is assessing and evaluating mastery of the concepts being taught.

- Tests/Exams
- Projects
- Portfolios
- Performances
- Products
- Final Process Writing Pieces

- Major Lab Experiences
- Oral Presentation
- Multi-Media Presentations
- Group Projects

EXAMPLES OF MINOR GRADES (Formative)

Definition: Formative assessment occurs during the stage of learning in which students are “forming” their understandings of the concepts being taught.

- Independent practice
- Quizzes
- Warm-ups
- Reviews
- Progress checks
- Journals
- Components of Writing Process
- Lab Experience
- Homework

ACADEMIC DISHONESTY

Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an assignment or examination. The determination that a student has engaged in academic dishonesty will be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. Students found to have engaged in academic dishonesty will be subject to disciplinary penalties.