

East Central ISD
Effective Grading Practices

Grading Philosophy

The primary purpose of grading is to measure understanding and knowledge of content.

Additional purposes are:

1. Provide and communicate academic achievement status to the student, parents and institution.
2. Provide information that the student can use for evaluation/ remediation.
3. Provide information that teachers can use for student evaluation and to modify planning and instruction.
4. Evaluate the effectiveness of the instructional program and teaching methodologies.
 - A. Teachers will continue to assess learning and have flexibility to adjust grades as students demonstrate additional learning and understanding. Low grades can be replaced with higher grades that reflect increased understanding. This should include formative and summative assessments.
 - B. Student choice is a critical element in assessing understanding. Students should have options in demonstrating understanding. These options should include, but not be limited to: oral presentations, using technologies, manipulatives, groupwork and written assignments.
 - C. Student choice should be given serious consideration in the areas of classwork, homework, projects and other types of assignments as well. Students have demonstrated high levels of engagement and “buy in” when given more input in classroom decisions.
 - D. Assignments may be offered with multiple levels of difficulty tied to the grade.
 - E. Assessments should be designed with success in mind. Summative assessments should be given only when students are ready and prepared.

Students should not be punished for initial failure to understand.

Administrative/ Teacher Responsibilities

Individual Departments, Grade levels, Design Teams, etc. will determine what types of formative and summative assessments are appropriate.

Teachers of the same subject area, same department and same grade level are expected to apply the grading practices in the same manner.

Extra Credit and Bonus questions that extend additional opportunities for learning are encouraged for all students.

Administration will provide flexible opportunities for students to have time for additional learning, retesting, and remediation during the school day. Efforts will be made for students to move in/out of these transitional settings.

Administration will make efforts to provide more student choice to classes and times of offerings.

Guiding Practices:

- A. While non-academic factors may be highly valued, grades will reflect the level of the student's academic achievement. Non academic factors will be reported separately.
Examples of non academic factors are:
- Behaviors (attitude, responsibility, effort, attendance)
 - Homework based solely on completion
 - Individual student characteristics or habits
- B. Final Grades for a course can be calculated based on a combination of summative and formative assessments. Consideration should be given to what gives the student the best chance for success.
- C. In the event that student performance changes significantly during the semester and the teacher does not believe that the calculated grade accurately reflects the student's performance, the teacher may include additional assessments of his/her choice to have a more accurate description of the student's actual achievement.

Late/ Incomplete/ Make Up/ Re-Testing Policy

- A. Multiple opportunities for re-testing are available with the final grade to reflect understanding with minimum penalty. Students may re-attempt a summative assessment provided they have engaged in the learning process. Students are not entitled to multiple opportunities w/o engagement in the process. Teacher may assess no more than a 10 point penalty for retest.
- B. Formative assessments may include classwork, projects, homework, discussions, questioning or other activities. Teachers may assign a 10 point penalty for late work.
- C. Assignments that are not turned in, incomplete or late will be recorded as an "I" and will remain incomplete until work is done. ***Consequence for missing, late or incomplete assignments will be to complete the work.*** Teachers may assign a penalty of no more than 10 points for these issues.