

Weslaco ISD Guidelines for Grading – Effective August 2018

Purpose for Grading Guidelines

Implementing consistent district grading policies and guidelines are important components in the effectiveness and credibility of our educational system. Student grades serve as a tool to: (1) promote meaningful evaluation of student achievement, (2) inform students and parents of academic progress, and (3) help improve student performance, habits, and practices. The process to determine those grades should reflect a standard of reliability and validity. Grading should be fair, consistent, and measure the curriculum that has been taught.

Reference to Board Policy – EIA Local

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. Guidelines for grading shall be clearly communicated to students and parents.

Dual Enrollment

Dual enrollment courses will follow the grading guidelines of the post-secondary institution that will grant the credit for the course. The grading guidelines for each dual enrollment course will be provided to the student in the course syllabus. Each student enrolled in a dual enrollment course will receive a copy of the syllabus for the course on their first day of enrollment in the course. A copy of the course syllabus for all dual enrollment courses will be retained by the campus principal. Parents may request a copy of the syllabus from the campus principal.

District Guidelines for Grading in ALL Courses except Dual Enrollment:

#1 – Minimum Number of Assessments per Grading Period – for all subjects and grade levels

- MAJOR Assessments (per subject) = minimum of 2, maximum of 4
- MINOR Assessments (per subject) = 6-8, depending on number of major assessments
- Total Number of MAJOR and MINOR Assessments = minimum of 10
- Number of MAJOR & MINOR Assessments for Progress Reports (at least 1 being a MAJOR Assessment) = 4

#2 – “Reasonable opportunity” redo or make-up a MINOR assessment:

- Students enrolled in Pre-AP at the sophomore level and above, and all AP courses, will NOT have the opportunity to redo a MINOR assignment.
- In the case of academic dishonesty, the student will not have the opportunity to redo or make-up a MINOR assessment. (See Weslaco ISD Board Policy EIA)

Student may initiate the opportunity to redo a MINOR assessment. (Does not apply to homework grades.)

- The new grade will be no higher than a 70.

- The student must participate in some form of re-teaching/tutoring prior to redoing the assignment.
- Students will have 3 class days to participate in re-teaching/tutoring and submit a redone MINOR assessment.
- A teacher will have the option to assign an alternative assessment in lieu of the original assessment.

Student may initiate the opportunity to make-up a MINOR assessment:

- Students will be given 3 class days to make-up a MINOR assessment if student is in attendance on the date the assignment is due. There will be a progressive grade penalty of 15 points per day for each late day.
- If a student is absent, they will be given the total number of absent days (up to 3) to make up a MINOR assessment (without penalty).
- A teacher will have the option to assign an alternative assessment in lieu of the original assessment.
- In extenuating circumstances, such as a prolonged illness, the campus principal will be involved in the decision on the length of time the students has to make-up missing assignments.

#3 – “Reasonable opportunity” to redo or make-up a MAJOR assessment (excludes district benchmarks and CBAs).

- Students enrolled in Pre-AP at the sophomore level and above, and all AP courses, will NOT have the opportunity to redo a MAJOR assessment.
- In the case of academic dishonesty, the student will not have the opportunity to redo or make-up a MINOR assessment. (See Weslaco ISD Board Policy EIA)

Student may initiate the opportunity to redo a MAJOR assessment IF the assessment is turned in, or completed in class on the due date.

- Students will be given up to 3 class days to redo a MAJOR assessment, but the grade will be no higher than a 70.
- The student must participate in some form of re-teaching/tutoring prior to redoing the assignment. (This will take place within the 3 class days allowed to redo a MAJOR assessment.)
- A teacher will have the option for assigning an alternative assessment in lieu of the original MAJOR assessment.
- In extenuating circumstances, such as prolonged illness, the campus principal will be involved in the decision on the length of time the students has to make-up assessments.

Students may initiate the opportunity to make-up a MAJOR assessment that falls in the category of an exam, test or lab that was completed in class, if the student is absent from school on the date that the exam, test or lab takes place.

- Students will be given up to 3 class days to redo the exam, test or lab.
- A teacher will have the option for assigning an alternative assessment in lieu of the original MAJOR assessment.

Students may initiate the opportunity to make-up a MAJOR assessment that falls in the category of a project, essay or portfolio, if they are absent on the day the assignment was due and advanced notice of the due date was given to students.

- There will be a progressive grade penalty of 15 points per day for each late day.
- A teacher will have the option for assigning an alternative assessment in lieu of the original MAJOR assessment.

In extenuating circumstances, such as a prolonged illness, the campus principal will be involved in the decision to redo or make-up MAJOR assessments in all courses.

#4 – Secondary Only – All teachers will provide parents and students with a syllabi for ALL courses.

Components of Syllabi

- One of two pages in Word document (may be longer for AP and Dual classes)
- Teacher Name/Class Times
- Course Outline/Scope and Sequence
- Books/Materials/Major projects/Suggested readings
- Grading Guidelines/Classroom Expectations
- Available tutoring time/conference times
- Teacher e-mail
- Due to Appraiser – early August (exact date set by campus) copy kept in binder in principal’s office

#6 – Types of Assessments and Weighting (see #7 for Elementary Reading and Writing)

	Elementary School		Middle School		High School	
Major Assessment	Exam Test Project Essay Portfolio Benchmark CBA	20%	Exam Test Project Essay Portfolio Lab Benchmark CBA	30%	Exam Test Project Essay Portfolio Lab Benchmark CBA	40%
Minor Assessment	Quiz Presentation Journal Lab Classwork	80%	Quiz Presentation Journal Lab Classwork Homework Participation	70%	Quiz Presentation Journal Lab Classwork Homework	60%

#7 Types of Assessments and Weighting for Elementary Reading and Writing

READING

First and Second Grades

Guided Reading	35%
Shared Reading	40%
Independent Reading	15%
Major Assessment	10%

Third and Fourth Grades

Guided Reading	30%
Shared Reading	50%
Independent Reading	10%
Major Assessment	10%

WRITING

First and Second Grades

Composition	30%
Grammar / Mechanics	60%
Major Assessment	10%

Third and Fourth Grades

Composition	40%
Grammar / Mechanics	40%
Major Assessment	20%