

Pampa ISD Grading and Reporting Handbook

Elementary Grades K - 2

Purpose/Intent

Grades are a reflection of a student's level of academic development and accomplishment. Grades also provide for communication between the teacher and his/her students as well as students' parents. Grades are not punitive and should not be assigned for anything other than academic content. At the primary grades, students will be assessed relative to their mastery of the Texas Essential Knowledge and Skills for their grade level.

Grading Guidelines

- **Kindergarten** – Students will receive a standards-based report card at the end of each six-week grading period.
- **1st Grade** – Students will receive numeric grades in the areas of written expression and math. Students will receive letter grades of E, S, N, or U in the areas of word study, science, social studies, music, physical education, conduct, and handwriting.
- **2nd Grade** – Students will receive report cards with numeric grades in the areas of written expression, word study, and math. Students will receive letter grades of E, S, N, or U in the areas of science, social studies, music, physical education, conduct, and handwriting.

Additional Grading Expectations

Teachers will adhere to the following additional guidelines with respect to assessing student performance and assigning grades:

- **Single Grading Category** – Grades will be calculated based on a single grading category. All grades carry equal weight in determining a student's report card grade in a subject area.
- **Number of Grades** – A minimum of 1 daily grade each week and two test grades per grading period are expected in math. An average of one daily grade per week is expected in written expression and word study (in 2nd grade only). Science and social studies grades will be based on performance indicators.
- **Re-Teaching** – It is expected that PISD teachers will re-teach material when students do not demonstrate understanding of academic content. This may occur individually or in group settings depending on the number of students needing re-teaching. (See EIE Local)
- **Incomplete Work** – Students will have the opportunity to complete work not completed in class.
- **Homework** – Homework should be something students can do independently. It should be work that has previously been "guided" or modeled by the teacher so there is reasonable assurance

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that the students will practice correctly. However, should students need assistance, homework should also be something parents/guardians can readily assist their children with at home.

The homework policy is designed to help each child reach his/her academic potential and develop habits of self-discipline and responsibility. The policy also is intended to foster increased communication between the school and home. Remember, home settings vary among our students and there should be no assumptions made about the level of support available to each individual student.

- **Reading Progress Monitoring** – All students K-2 will receive a monthly reading student summary handout to communicate reading progress. Some students will receive additional progress reports from extra programs which they are involved.
- **Additional Expectations** – Grades should be updated in the online grading program every Thursday or within one week after the due date of the assignment, so that students receive timely feedback from the teacher. Research papers and major writing assignments may require additional time for proper evaluation. Grades should be posted in the grading system by the Monday following the last day of the grading period before 11:59 P.M. for UIL eligibility purposes. Paper/hard copy gradebooks may be kept by the teacher, but they should not be a substitute for entering grades in the online program.

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Elementary Grades 3 - 5

Purpose/Intent

Grades are a reflection of a student’s level of academic development and accomplishment. Grades also provide for communication between the teacher and his/her students as well as students’ parents. Grades are not punitive and should not be assigned for anything other than academic content. Grades will be assigned in the subject areas of Reading, Language Arts, Math, Social Studies, and Science in three different categories (Practice – 60%; Evaluation – 40%). Grades will not be assigned for activities related to the following: bringing classroom/office supplies to school, returning signed papers or forms to school, formative assessments such as released STAAR, local benchmarks, behavior, attitude or responsibility.

Grading Categories

All numeric grades will be recorded in one of three categories:

- Practice toward Learning (ex. daily work, bell ringers, in-class work, quizzes, labs, short writing assignments, group project, etc.) – Accounts for 60% of the overall subject area grade
- Evaluation of Learning (ex. major tests, essays or research projects, unit exams, individual projects, etc.) – Accounts for 40% of the overall subject area grade

*Note: Grades should be entered into each category for calculate TxEIS appropriately.

Minimum Number of Grades

Per 6-Week Grading Period

Subject	Practice 60%	Evaluation 40%
ELAR	6 grades	2 grades
Math	8 grades	2 grades
Social Studies	5 grades	2 grades
Science	5 grades	2 grades

See EIA(Local)

Additional Grading Expectations

Teachers will adhere to the following additional guidelines with respect to assessing student performance and assigning grades:

- Re-Teaching – It is expected that ISD teachers will re-teach material when students do not demonstrate mastery of academic content. This may occur individually or in group settings depending on the number of students needing re-teaching. Teachers must provide a minimum of 90 minutes of tutorials per week in sessions no less than 20 minutes each. See EIA(Local)

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Assignment Type	Timeline	Required Relearning	Maximum Grade
Make-up Work (result of absence)	A <i>minimum</i> of 2 days per day absent	Not applicable	Normal grading scale
Redo/Retake (failure to master learning)	<p>Relearning should occur no later than 3 days after a grade has been posted. (Relearning may include attendance at tutorials, an additional assignment, etc.)</p> <p>Note: Teachers must provide at least 90 minutes of tutorials per week in sessions of no less than 20 minutes each.</p> <p>Retaking/redoing of the assessment or assignment should occur within 5 days after a grade has been posted.</p>		70
Late Work (failure to submit work on the assigned due date - not as a result of an absence)	Within three days of the due date of the assignment	Not applicable	<p>Normal grading scale with the following deductions: 10 points per day late up to 30 points (3 days)</p> <p>For example: If an assignment grade is 86 but is two days late, the recorded grade would be a 66.</p>

- **Make-up Work** – When a student does not turn in work as a result of an absence, the student may be allowed 2 days per each day missed to submit work. Assignments will be graded under the normal grading scale.
- **Opportunities to Re-Do Assignments** – When a student receives a grade below 70%, the following guidelines exist for his/her opportunity to re-do the assignment:

Practice Category – The student will be allowed to redo assignments for which they receive a grade below 70% in the practice category. Campus-level guidelines will be developed to ensure consistent practice with respect to how students are allowed to redo assignments in these categories.

- **Evaluation Category** - Students are allowed to redo evaluations for which they receive a grade below 70%. The re-evaluation score will replace the original score with a maximum grade of 70%.

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- **Late Work / Zeros** – When students do not turn in assignments on the due date, they will have the opportunity to turn them in as late work before receiving a zero. Work is considered late after 4 p.m. on the assigned due date. Late work is accepted for three days after the due date. Late work may receive a deduction of up to 30 points when received after the due date (not to exceed a total deduction of 30 points). Assignments not graded on a 100-point scale may be reduced up to 30% when received after the due date. See EIA(Local)
- **Homework** – Homework should be something students can do independently. It should be work that has previously been “guided” or modeled by the teacher so there is reasonable assurance that the students will practice correctly. However, should students need assistance, homework should also be something parents/guardians can readily assist their children with at home.

The homework policy is designed to help each child reach his/her academic potential and develop habits of self-discipline and responsibility. The policy also is intended to foster increased communication between the school and home.

- **Progress Reports** – Progress reports will be sent home to all students at the 3 week point of the six week grading period. It is expected that grades be evenly distributed and recorded in the grade book throughout the grading period in order to accurately communicate progress and needed intervention to parents. Grades should be posted in the grading system by the last day of the three week reporting period.
- **Expectations for Grading** – Grades should be updated in the online grading program by the Thursday of each week or within one week of the due date, so that students receive timely feedback from the teacher. Research papers and major writing assignments may require additional time for proper evaluation. Grades should be posted in the grading system by the Monday following the last day of the grading period before 11:59 P.M. for UIL eligibility purposes. Paper/hard copy gradebooks may be kept by the teacher, but they should not be a substitute for entering grades in the online program.

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Secondary Grades 6 – 12

Purpose

Grades should reflect the student's relative level of mastery of the content. Grades provide communication between the teacher, the student, and the parent. Grades are not punitive and are assigned only for academic content.

Expectations for Grading – Grades should be updated in the online grading program by the Thursday of each week or within one week of the due date, so that students receive timely feedback from the teacher. Research papers and major writing assignments may require additional time for proper evaluation. Paper/hard copy gradebooks may be kept by the teacher, but they should not be a substitute for entering grades in the online program.

Grades should be posted in the grading system by the Monday following the last day of the grading period before 11:59 P.M. for UIL eligibility purposes.

When possible, evaluation of learning should be equally distributed throughout the grading period.

At the end of a six-week grading period, an incomplete should be entered if a student is missing work or has failing work that is eligible for correction/redo and the grade will be entered into the gradebook at a later date.

An incomplete grade should be cleared within five days after the last day of the grading period.

For all subjects, participation grades should relate to TEKS and be evaluated/supported by a rubric.

There shall not be a benefit or deduction of grades for activities related to bringing school supplies, returning signed papers or forms, formative assessments such as released STAAR local benchmarks, behavior, attitude, or responsibility. Grades reflect the student's relative level of mastery of the content.

Major tests include but are not limited to--unit assessments, assessments of major learned concepts, individual projects, and six-weeks exams. (removed semester exams)

Students should be given multiple opportunities in varying formats to demonstrate mastery of content.

Grading Categories

All numeric grades will be recorded in one of three categories:

- Practice toward Learning (ex. daily work, bell ringers, in-class work, quizzes, labs, short writing assignments, group project, etc.) – Accounts for 60% of the overall subject area grade
- Evaluation of Learning (ex. major tests, essays or research projects, unit exams, individual projects, etc.) – Accounts for 40% of the overall subject area grade

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*Note: Grades should be entered into each category to calculate appropriately.

Minimum Number of Grades

Per 6-Week Grading Period

Subject	Practice 60%	Evaluation 40%
ELAR	6 grades	2 grades
Math	8 grades	2 grades
Social Studies	5 grades	2 grades
Science	5 grades	2 grades

See EIA(Local)

Additional Grading Expectations

Teachers will adhere to the following additional guidelines with respect to assessing student performance and assigning grades:

Assignment Type	Timeline	Required Relearning	Maximum Grade
Make-up Work (result of absence)	<i>A minimum</i> of 2 days per day absent	Not applicable	Normal grading scale
Redo/Retake (failure to master learning)	<p>Relearning should occur no later than 3 days after a grade has been posted. (Relearning may include attendance at tutorials, an additional assignment, etc.)</p> <p>Note: Teachers must provide at least 90 minutes of tutorials per week in sessions of no less than 20 minutes each.</p> <p>Retaking/redoing of the assessment or assignment should occur within 5 days after a grade has been posted.</p>		70
Late Work (failure to submit work on the assigned due date - not as a result of an absence)	Within three days of the due date of the assignment	Not applicable	Normal grading scale with the following deductions: 10 points per day late up to 30 points (3 days) For example: If an assignment grade is 86 but is two days late, the recorded grade would be a 66.

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- **Re-Teaching** – It is expected that ISD teachers will re-teach material when students do not demonstrate mastery of academic content. This may occur individually or in group settings depending on the number of students needing re-teaching. Teachers must provide a minimum of 90 minutes of tutorials per week in sessions no less than 20 minutes each. See EIA(Local)
- **Make-up Work** – When a student does not turn in work as a result of an absence, the student may be allowed 2 days per each day missed to submit work. Assignments will be graded under the normal grading scale.
- **Opportunities to Re-Do Assignments** – When a student receives a grade below 70%, the following guidelines exist for his/her opportunity to re-do the assignment:
 - Students shall be given the opportunity to correct or redo an assignment or examination for which they received a failing grade for a score of 70%. Please refer to Pampa ISD EIA(LOCAL). It is expected that PISD teachers re-teach material individually or in group settings at a reasonable time determined by the teacher (usually outside of class time) when students do not demonstrate mastery of the content.
 - Before students correct or redo an assignment or examination, the student will be given opportunity and expected to participate in the re-teach process in a timely fashion within 3 school days of receiving the failing grade to learn missing concepts and to be eligible for retake of an exam or to redo an assignment within 5 days of missing an assignment.
 - The philosophy that guides the “re-do and re-take system” is one that is grounded in working and learning with a “growth mindset.” With persistence and guidance, all students can and will learn at high levels. Accepting a “zero” and allowing a student to not demonstrate any level of mastery is unacceptable. The work and demonstration of the learning is vital to progressing through our system and ultimately graduating.
 - Teachers should consider Pampa ISD EIA(LOCAL) when a student receives a failing grade on a test/assignment the last week of a grading period. It may be necessary to give an incomplete when the end of the grading period when more time is needed. Reasonable time should be given for re-teach as well as an opportunity to correct or redo that assignment/examination.
 - **Note:** Consideration will be given to students with IEP’s and 504 accommodations.
- **Late Work and Zeros** - Work is considered late after 4 p.m. on the assigned due date. Late work is accepted for three days after the due date. Late work may receive a deduction of up to 30 points when received after the due date (not to exceed a total deduction of 30 points). Assignments not graded on a 100-point scale may be reduced up to 30% when received after the due date.

Individual campuses, departments, and/or grade level teams are encouraged to adopt a consistent guideline under the supervision of the campus principal. See the attached sample document when addressing late work.

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- **Homework** – Homework should be something students can do independently. It should be work that has previously been “guided” or modeled by the teacher so there is reasonable assurance that the students will practice correctly. However, should students need assistance, homework should also be something parents/guardians can readily assist their children with at home.

The homework policy is designed to help each child reach his/her academic potential and develop habits of self-discipline and responsibility. The policy also is intended to foster increased communication between the school and home.

- **Progress Reports** – Progress reports will be sent home to all students at the 3 week point of the six week grading period. It is expected that grades be evenly distributed and recorded in the grade book throughout the grading period in order to accurately communicate progress and needed intervention to parents. Grades should be posted in the grading system by the last day of the three week reporting period.

Semester Exams

Semester exams will be 15 % of the student’s semester average. Semester exams follow the same opportunities for redo and correction listed in the grading policy above.

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PREAP/AP

Grading Categories/Weights/Minimum Number of Grades

PreAP: Practice 40%/Assessment 60%

AP: Practice 30%/Assessment 70%

Late Work and Zeroes (see the sample document attached when dealing with late work)

The “Late Work Form” is a recommended tool to use when students do not complete work in a timely fashion. Communication with home is vital.

The philosophy that guides the “re-do”, “late work”, “zero” and “re-take system” is one that is grounded in working and learning with a “growth mindset”. With persistence and guidance, all students can and will learn at high levels. Accepting a “zero” and allowing a student to not demonstrate any level of mastery is unacceptable. The work and demonstration of the learning is vital to progressing through our system and ultimately graduating.

Correct/Redo Assignment

Follow Pampa ISD EIA(LOCAL).

Note: Consideration will be given to students with IEP’s and 504 accommodations.

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Sample: MISSING WORK REPORT

Name _____ Date _____

Missing Assignment _____

Reason(s) for missing the due date as explained by the student:

- School-based sports/extracurricular
- Job/work requirements
- Difficulty with material/lack of understanding
- Procrastination
- Heavy course load
- Social event(s)
- Club or group event out of town
- Other

Details:

Revised completion date: _____

Intervention/Support Required to complete the assignment and demonstrate mastery:

- Extra study/home-based effort
- Homework club
- Extra help from teacher
- Tutorial
- Use of planner
- Help with time management
- Counselor visit
- Parent conversation/partnership
- Other

Details of the plan (what is to be completed, turned in, demonstrated, etc.):

Teacher Signature _____ Student Signature _____

Has this happened before? If so, how many times? _____

(If the student has 2 or more incidents in one six weeks, then the parents must be notified)

Parent Signature/Date of Conference: _____