

# BOYS RANCH INDEPENDENT SCHOOL DISTRICT

## High School Grading Guidelines 2018-2019

### General Guidelines

- Grades issued to BRHS students **must reflect mastery** of the course content.
- No grade shall be given as a disciplinary action, and grades should not be tied to student behaviors<sup>1</sup> that pass outside of the scope of the course<sup>2</sup>. (\*see footnotes for clarification)
- Students will be provided a reasonable opportunity to turn in or replace assignments for which they've received failing grades, particularly if the work was given as "Practice" or a "Learning activity." Students should be allowed to re-asses, and be given the grade that best reflects mastery.
- Teachers shall record a minimum of the equivalent of 2 grades per week (i.e. if the grading period has six weeks, twelve grades will be recorded).
- Teachers will provide weekly feedback to each student on his / her progress in the course.

### Failing Grades

- Teachers will contact the student's team and the Leadership Team if a student's grade drops below passing.
- Teachers will contact the student's team if the student is failing to complete work.
- A conference (phone or in person) should occur between the teacher and caseworker the first time that a student's grade falls below 60%. If a follow-up conference becomes necessary, it should occur between the teacher, all appropriate members of the student's team, and a member of the Leadership Team.

### Academic Dishonesty

- Students who engage in academic dishonesty will be required to redo the assignment or an alternative assignment.

### Grading Categories

- Practice / Learning Activities: 30%
  - (formerly known as "daily work")
  - *What they look like:* these are assignments completed for the purpose of learning the course material.
  - *For your consideration:* Teachers should consider replacing "practice" grades with formative or summative assessment grades over the same topic.
- Formative Assessments: 30%
  - *What they look like:* These assignments are short semi-frequent assignments the teacher uses to determine student mastery of a topic
  - *Examples:* quizzes, closings, critical writing
- Summative Assessments: 40%
  - *What they look like:* These are longer assignments that can be used to demonstrate a student's mastery of the TEKS in a unit of study.

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<sup>1</sup> Examples of "behaviors" would be things like forgetting a binder one day or turning in work late. Behaviors that interfere with success in learning should be given appropriate discipline consequences.

<sup>2</sup> Of note: Some courses (such as CTE courses) have TEKS that are skill-based or behavior-based. An example of this would be "The student is expected to exhibit the ability to cooperate, contribute, and collaborate as a member of a team."

- *Examples:* unit exams, six weeks exams, summative writing assignments
- *Re-Takes:* Opportunities to re-take a summative assessment or re-assess on an alternate assessment.
- *Scaling Test Scores:* Teachers using assessments substantially composed of EOC-style questions (i.e. Benchmarks, checkpoints, unit tests created in TAG) have the option of scaling these test scores for all students to better reflect the EOC performance standards (Approaches, Meets, Masters). These scales are available from Lead4ward, and your Instructional Coaches can help you with this process.
- *Entering Tests in DMAC:* Summative tests / unit tests given in EOC-tested courses should be entered in DMAC. Instructional Coaches are available to help with this process.
- *Late Work Penalties:* It is permissible in some circumstances to assign a late work penalty on major summative projects. Please contact teams with due dates ahead of time.

### **End of Semester Considerations**

- Semester summative assessments should be designed to show mastery of the content of the course.
- At the end of the semester, teachers may either give a semester test, or conference with an Instructional Coach to give an alternative assessment or other appropriate summative activity.
- If the semester summative assessment causes the student to fail for the semester, the student will be provided with the opportunity to re-assess, or otherwise show mastery of the content.