



ROCKWALL INDEPENDENT SCHOOL DISTRICT ELEMENTARY GRADING GUIDELINES (Grades 1-6)

The primary purpose of grades is to provide a snapshot of student progress toward mastery of learning goals. Grades are tools to guide discussions as students and parents partner with the school for students' success.

BELIEFS

- Grades include both formative and summative assessments.
- Grades provide clear, consistent, and timely feedback.
- Grades reflect content knowledge.
- Grades are an indicator of progress toward mastery of learning objectives.
- Grades are an opportunity for students to take ownership of, and responsibility for, their own learning.
- Behavior and effort are assessed separately from learning objectives.
- Grades are a method of communication between school, students, and parents.

ACADEMIC GRADES

Formative Assessment

Formative assessment is used during learning to provide information to teachers and students about student learning progress. It helps to identify and remediate individual and class deficiencies in learning and may or may not result in a grade. It is used at a time when adjustments may be made to teaching and learning activities to ensure students achieve learning goals based on the curriculum, therefore, formative reassessment happens as a regular part of the process. Formative assessment must be academic in nature and support the learning objective.

Formative assessment includes a variety of formats such as, but not limited to: daily practice, class discussions, teacher observations, classroom assignments, classroom presentations, homework, quizzes.

Summative Assessment

Summative assessment is used after instruction to measure student growth related to standards and is given at a particular point to determine if a student has mastered the learning objective.

Summative assessment includes a variety of formats such as, but not limited to: tests, projects, major presentations, major papers, district assessments.

Grade Calculations

Teachers may use 4-point scales, rubrics, checklists and other means of measuring student mastery of standards. These may be translated into number grades for the purpose of calculating grades. While peer/self-review and editing are valuable in the learning process, the teacher is ultimately responsible for issuing grades on formative assignments. Peer/self-review and editing are not appropriate for summative assessment. All summative assessments will be graded by the teacher.

Elementary students will have at least nine (9) recorded formative assessment grades and at least three (3) recorded summative assessment grades during the nine week grading period. Grades will be calculated in the following manner:

Formative grades represent 50% of the nine weeks grade.

Summative grades represent 50% of the nine weeks grade.

In order to be consistent with all secondary courses, including PreAP, sixth grade PreAP math classes will calculate grades in the following manner:

Formative grades represent 30% of the nine weeks grade.

Summative grades represent 70% of the nine weeks grade.

Grading Scale

A = 90 – 100

B = 80 – 89

C = 70 – 79

F = 0 – 69 Fails to Master Learning Objectives

Re-do/Re-test (Opportunity for Reteach/Reassessment)

- Students who score below 85 are eligible for reteach/reassessment (re-do/re-test).
- The teacher and student will develop a plan and timeline.
- The plan will include an opportunity for learning (reteach) and then the teacher may reassess the learning in a variety of ways, such as: allow the student to redo the assignment, make corrections, or complete an alternative assignment/assessment.
- Each grade level/subject area team will be consistent in their reassessment (re-do/re-test) process.
- The improved reassessment grade will replace the original grade—up to 85.
- Students will be allowed the reteach/reassessment (re-do/re-test) opportunity for up to three (3) eligible formative assessments per subject, per term.
- Students will be allowed one reteach/reassessment (re-do/re-test) per eligible summative assessment, to be completed within 5 school days of receiving the original grade (except in cases of extenuating circumstances).
- Semester exams and instances of academic dishonesty/plagiarism are not eligible for reteach/reassessment (re-do/re-test).

Homework

Homework is used to enrich and strengthen classroom experiences. It is an extension of the day's lesson to help the student and teacher assess learning. The teacher's responsibility is to assign effective, well-planned and purposeful homework that aids the student in the mastery of the course's essential elements.

Late Work

Late work is defined as any assignment that is not turned in at the time and date designated by the teacher when the student is present. Late work will be accepted the following school day, but 10 points may be deducted.

Extra Credit

Providing opportunities for extra credit is at campus discretion. The assignment must be academic in nature and support the learning objective. When extra credit is offered at a campus, it must be offered by grade level, to all students within the grade level, not by individual class.

Make-up Work

When a student is absent from class, it is the student's responsibility to make up work. Students will be allowed the amount of time equal to the number of days absent to complete make-up work. However, if the student is aware of an assignment/project/exam deadline, and has received the necessary instruction before the absence occurs, the assignment or exam is due upon the student's return to school. The campus has the discretion to allow additional time for make-up work when extended absences occur.

ACADEMIC DISHONESTY/PLAGIARISM

Academic dishonesty or plagiarism includes cheating or copying work from another person or source. Mastery of the learning objectives cannot be determined when dishonesty or plagiarism takes place; therefore, students found to have engaged in academic dishonesty or plagiarism will:

- Receive a zero for the assignment
- Receive an opportunity for an alternative assignment. The grade on the alternative assignment does not replace the zero, but will be entered into Skyward as part of grade calculation.
- Receive disciplinary action.

COMMUNICATING WITH PARENTS

The electronic gradebook, Skyward, is used for all grade reporting. Teachers will enter current grades at least once each week to ensure that parents are able to view current grades.

Progress reports will be available to parents at approximately the midpoint of each grading period. It is the teacher's responsibility to communicate with the parents of struggling students. Report cards are issued to all elementary students at the end of each nine week grading period.