Pampa ISD Grading and Reporting Handbook
Revised June 2023

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Foundational Beliefs

These guidelines written with the following belief: 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. All of the decisions represented here have this belief as a foundation.

In all areas of this document, consideration will be given to students with IEPs and 504 accommodations.

Reporting

In grades K-12, students will receive a formal communication to report current grades at the end of the grading period (report cards). Additionally, students in grades 3-12 will receive a formal communication to report current grades at the three week point of a grading period (progress reports). Parents and students can also see these reports by logging in to the online grading system (Ascender Parent Portal and/or Ascender Student Portal). K-5 campuses are on a 9 week grading period, and 6-12 campuses are on a 6 week grading period. Pre-K students will receive formal communication to report academic progress at least once every 12 weeks.

- **Progress Reports** – Progress reports will be sent home to all students in grades 3-12 at the 3 week point(s) of the grading period. It is expected that grades be evenly distributed and recorded in the gradebook throughout the grading period in order to accurately communicate progress and needed intervention to parents.

- **Report Cards** – Report cards will be sent home to K-12 students during the week following the end of the grading period.

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Elementary Grades K-2

Purpose/Intent

Grades are a reflection of a student's level of academic development and accomplishment. Grades also provide for academic 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 Categories

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

- **Kindergarten & 1st Grade** – Students will receive a standards-based report card at the end of each nine-week grading period.

- **2nd Grade** – Students will receive numeric grades in the areas of reading comprehension, written expression, foundational language skills (phonological awareness, phonics, most common words, vocabulary, fluency), 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. 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.

Minimum Number of Grades

An average of one grade per week is expected per numeric subject. Grades should be divided among practice toward learning and evaluation of learning as appropriate. Pampa ISD believes in "quality over quantity" in regard to assignments that are taken for a grade. At the same time, it is important that the quantity of grades entered in the gradebook is enough to ensure that averaging the grades is fair to the student and so that students are given multiple opportunities in varying formats over time to demonstrate mastery of content.

Entering Grades

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. Grades should be posted in the grading system by the designated day 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. Likewise, the district Learning Management System (LMS), Canvas, also includes a gradebook feature, but assignment grades are not considered final until they are entered in the online grading program, Ascender Teacher Portal.

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Additional Grading Expectations

- **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 EIA Local).

- **Incomplete Work** – Students will have the opportunity to complete work not completed in class.

- **Homework expectations**– 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 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 expectations are 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 K-2 students will receive communication of reading progress at least each nine week grading period. Some students will receive additional progress reports from extra programs in which they are involved.

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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 academic 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 not be assigned for activities related to the following: bringing classroom/office supplies to school, returning signed papers or forms to school, material that has not been taught, behavior, attitude, or responsibility.

Grading Categories

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

- Practice toward Learning (ex. daily work, bell ringers, in-class work, quizzes, labs, short writing assignments, group projects, 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

For all subjects, participation grades, regardless of the assigned category, should relate to TEKS and be evaluated/supported by a rubric.

Grades must be entered into each category for the online grading system to calculate appropriately.

Minimum Number of Grades

Pampa ISD believes in "quality over quantity" in regard to assignments that are taken for a grade. At the same time, it is important that the quantity of grades entered in the gradebook is enough to ensure that averaging the grades is fair to the student and so that students are given multiple opportunities in varying formats over time to demonstrate mastery of content. Therefore, the following guidelines for minimum number of grades should be followed per 9-week grading period:

	Practice 60%	Evaluation 40%
ELAR	9 grades	3 grades
Math	9 grades	3 grades
Social Studies	7 grades	3 grades
Science	7 grades	3 grades

See EIA(Local)

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Entering Grades

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 designated day 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. Likewise, the district Learning Management System (LMS), Canvas, also includes a gradebook feature, but assignment grades are not considered final until they are entered in the online grading program, Ascender Teacher Portal.

Additional Grading Expectations

Teachers will adhere to the following additional guidelines with respect to assessing student performance and assigning grades (see *Figure 1*):

- **Re-Teaching** – It is expected that PISD 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:
  Practice toward Learning Category – The student will be allowed to redo assignments for which they receive a grade below 70% in the practice category.
  Evaluation of Learning 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%.

- **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. 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)*

Figure 1 provides a summary for timeline, required relearning, and maximum grades for make-up

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work resulting from an absence, retaking/redoing assignments resulting from relearning, and late work resulting from work not completed by the assigned due date.

- **<u>Homework</u>**– 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 expectations are designed to help each child reach his/her academic potential and develop habits of self-discipline and responsibility. The expectations also are 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.

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Secondary Grades 6 – 12

Purpose/Intent

Grades should reflect the student's relative level of mastery of the content. Grades provide academic communication between the teacher, the student, and the parent. Grades are not punitive and are assigned only for academic content. Grades will not be assigned for activities related to the following: bringing classroom/office supplies to school, returning signed papers or forms to school, material that has not been taught, behavior, attitude, or responsibility.

Grading Categories

All numeric grades will be recorded in one of two categories:
- <u>Practice toward Learning</u> (ex. daily work, bell ringers, in-class work, quizzes, labs, short writing assignments, group projects, etc.)
- <u>Evaluation of Learning</u> (ex. major tests, essays, research projects, unit exams, individual projects, etc.)

For all subjects, participation grades, regardless of the assigned category, should relate to TEKS and be evaluated/supported by a rubric.

On-level Category Weights: Practice toward Learning------60%
               Evaluation of Learning--------- 40%

Honors/Pre-AP Category Weights: Practice toward Learning------40%
               Evaluation of Learning--------- 60%

AP Category Weights: Practice toward Learning------30%
               Evaluation of Learning----------70%

Grades must be entered into each category for the online grading system to calculate appropriately.

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Minimum Number of Grades

Pampa ISD believes in "quality over quantity" in regard to assignments that are taken for a grade. At the same time, it is important that the quantity of grades entered in the gradebook is enough to ensure that averaging the grades is fair to the student and so that students are given multiple opportunities in varying formats over time to demonstrate mastery of content. Therefore, the following guidelines for minimum number of grades should be followed per 6-week grading period:

	Practice	Evaluation
ELAR	6 grades	2 grades
Math	6 grades	2 grades
Social Studies	6 grades	2 grades
Science	6 grades	2 grades
Electives	6 grades	2 grades

See EIA(Local)

Entering Grades

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. Likewise, the district Learning Management System (LMS), Canvas, also includes a gradebook feature, but assignment grades are not considered final until they are entered in the online grading program, Ascender Teacher Portal.

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

When possible, grades in the Evaluation of Learning category should be equally distributed throughout the grading period. These include, but are not limited to, unit assessments, assessments of major learned concepts, individual projects, six-week exams, and evidence of learning.

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

Additional Grading Expectations

Teachers will adhere to the following additional guidelines with respect to assessing student performance and assigning grades (see *Figure 1*):

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- **Re-Teaching** – It is expected that PISD 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:

  o Students shall be given the opportunity to correct or redo an assignment or examination for which they received a <u>failing grade</u> 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.

  o Before correcting or redoing an assignment or examination, students will be given opportunity and expected to participate in the re-teach process 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.

  o Teachers should consider Pampa ISD EIA(LOCAL) when a student receives a failing grade on a test/assignment the <u>last week of a grading period</u>. It may be necessary to give an incomplete at 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.

- **Late Work and Zeros** – When students do not turn in an assignment on the due date, they will have the opportunity to turn it in as late work before receiving a zero. 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 consistent practices under the supervision of the campus principal. *Figure 2* provides a sample document for teachers to use 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 expectations are designed to help each child reach his/her academic potential and develop habits of self-discipline and responsibility. The expectations also are 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.

- **Semester Exams** – Semester exams will be 15% of the student's semester average. Semester exams follow the same opportunities for redo listed in the grading handbook.

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Figures

Figure 1 – Assignments Submitted After the Assigned Due Date in Grades 3-12

Assignment Type	Timeline	Required Relearning	Maximum Grade
Make-up Work (result of absence)	A *minimum* of 2 days per day absent	No	Normal grading scale
Redo/Retake (failure to master learning at 70%)	***Relearning*** should occur no later than 3 days after a grade has been posted. ***Retaking/redoing*** of the assessment or assignment should occur within 5 days after a grade has been posted.	Yes	Redo/Retake scale
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	No	Normal grading scale with deductions if applicable.

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Figure 2—Sample Missing Work Report

Name_____Date _____

Missing Assignment _____

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

- o School-based sports/extracurricular
- o Job/work requirements
- o Difficulty with material/lack of understanding
- o Procrastination

- o Heavy course load
- o Social event(s)
- o Club or group event out of town
- o Other

Details:

_____

_____

_____

Revised completion date: _____

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

- o Extra study/home-based effort
- o Homework club
- o Extra help from teacher
- o Tutorial
- o Use of planner

- o Help with time management
- o Counselor visit
- o Parent conversation/partnership
- o 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, the parents must be notified.)

Parent Signature/Date of Conference:_____

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System Accountability

Teachers	Set grading categories in Ascender Teacher Portal according to course weight expectations
	Assign grades that reflect the student's relative mastery of an assignment
	Enter grades in Ascender
	Update grade in Ascender every Thursday or within one week after the due date
	Communicate with parents/guardians promptly when problems appear (student's grade falls below 70, student is not achieving the expected level of performance, etc.)
Registrars	Run weekly assignment grade entry verification reports for administration
	Run failure report at the end of 3 week and 6 week grading periods
	Support grade verification and grade changes needed after end of cycle
	Generate and distribute report cards
Campus Administration	Determine lead Ascender teachers
	Ensure that teachers set up their gradebooks correctly
	Evaluate reports and address concerns with teachers
Lead Ascender Teachers	Attend Ascender training
	Provide Ascender training/support to campus