

The mission of Eagle Mountain-Saginaw ISD is to foster a culture of excellence that instills a passion for a lifetime of continuous achievement in every student.

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- offer feedback to their students in the form of comments and grades
- provide meaningful opportunities within the classroom setting for their students to assess their own work
- apply what they learn from the grading process to improve their teaching

Tests and quizzes yielding numerical grades represent only one aspect of evaluating student learning. Complete grading requires multiple assessment techniques, such as performances, portfolios, projects, presentations, learning logs, journals, surveys, interviews, simulations, and role-playing. Using many different evaluation strategies will elicit greater opportunities for students to show mastery in a successful manner.

The teacher will create and sustain a learning environment by basing grades on the student's
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To determine the content on which mastery is based, teachers will rely on the state TEKS as reflected in the district scope and sequences, curriculum guides, and/or advanced course curricula. This mastery will be supported by research-based instructional practices, available technology, community resources, and textbooks. Pulling from a wide range of resources, the teacher will create lessons that reflect the TEKS being

will be used

in the classroom

and will be used

The grading scale for content area courses in 2nd-12th grade will be numerically based on the following 100-point scale:

Grade	Letter Equivalent	Description
90-100	A	Outstanding progress and mastery of TEKS
80-89	B	Above average progress and mastery of TEKS
70-79	C	Average progress and understanding of TEKS
Below 70	F	Below average progress and understanding of TEKS; Re-teach is required
	I	Incomplete

Grades shall be calculated according to the following guidelines:

- x 40% daily assignments (formative) and 60% summative assessments
- x Homework does not need to be graded; however, it should be reviewed for understanding. At teacher discretion, homework may count for a maximum of 10% of the 40% daily assignment weighting.
- x As a matter of common practice, a minimum of one daily grade per week should be recorded per core content area. At teacher discretion, there may be a greater number of daily grades; however, as appropriate, there may be weeks in which a daily grade may not be taken in every subject area as dictated by the curriculum pacing or designed activities. Every effort should be taken by the teacher

- x 70% Major
- x 30% Minor
- x No one single assignment may weigh more than 25% of the final average for the grading period for on level and Advanced classes.
- x The teacher of AP classes must use discretion in determining the exact weight of any single assignment and communicate those weights prior to assignments given to students.

Example Major Grades (summative assessments – measurements of mastery learning)

- Exams (

The student is graded on conduct by each teacher. All teachers are required to post a conduct grade for each student. A letter system is used in reporting a student's conduct based on proper/responsive conduct and citizenship. Conduct must NOT be used to adjust academic grades. By law, the teacher of record must enter these grades

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- o 3 school days late – maximum score of 60
 *f*A 100 would record as a 60 (100 x .60)
 *f*An 80 would record as a 48 (80 x .60)
- x No late work will be accepted after 3 school business days and a zero is recorded in the grade book.
- x Advanced (Level II)/AP Classes at the high school level and AP at the middle school level:
- x An assignment may be turned in under the following guidelines:
 - o 1 day late – maximum score is 80
 *f*A 100 would record as an 80 (100 x .80)
 *f*An 80 would record as a 64 (80 x .80)
 - o 2 days late – maximum score is 65
 *f*A 100 would record as a 65 (100 x .65)
 *f*An 80 would record as a 52 (80 x .65)
 - o 3 days late – maximum score of 55
- x No late work will be accepted after 3 school business days and a zero is recorded in the grade book.

Use of Videos, Feature Films, and Movie

A feature film or movie for entertainment purposes cannot be used in its entirety as a component of classroom instruction. Carefully selected sections of

Extra Credit

- x Extra credit must be awarded on the basis of an academic product that can be directly related to the Eagle Mountain-Saginaw ISD curriculum objectives.
- x If a teacher makes extra credit available to one student, all students in the same course must be provided the opportunity for extra credit. It should apply equally to all students.
- x Credit shall not be given to students not

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in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing grade** .”

The following are the criteria regarding the required retest procedures for *failed* projects, quizzes, formative, and summative assessments. The student, at teacher discretion, may be required to attend tutorials prior to the opportunity to retest. The number of tutorials or reteaching opportunities are determined by the teacher.

x The teacher will determine the redo/retest due dates based upon the assignment The

This policy applies only to initial identified major grades (i.e., summative assessments, projects, and other identified major grades, *and does not apply to daily assignments, quizzes, semester final examinations*). Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.

This is a one-time reteach and retest, unless, at departmental/course discretion, they feel it is important to continue to reteach for mastery and then reassess for higher levels of mastery. All teachers at a grade level in specific courses must follow the same policy due to class rank and issues of GPAs. If this option is desired at a particular campus, the principal or designee will coordinate and monitor this decision.

- x A student will not be allowed to redo an assignment for which he/she received a zero or to retake a test for which the student received a zero. In addition, the student must have made an attempt on the initial assignment/assessment. This decision is at the teacher's discretion.
- x The student must make a request to redo the major assignment or retake the test for which a failing grade was earned within 3 days of the failing grade being posted in Family Access.
- x The student, at the teacher's discretion, may be required to attend tutorials prior to the opportunity to redo/retest. The number of tutorials or reteaching opportunities are determined by the teacher.
- x The teacher will determine the redo/retest due dates based upon the assignment/assessment length and/or timeline for tutorials/reteach.
- x The assessment may be of an alternative variety to the original assignment/assessment as long as it covers the same TEKS and at the same level of cognition as the original assessment.
- x The highest available grade on the retest for a failing grade is 70%.
- x The opportunity to retest is a one-time offering per assessment.

Reteach/Redo –Passing Grades

x Advanced for middle school and Advanced

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- x All Kindergarten and First grade students
- x Reading screener
- x Utilize the DIBELS portion only
- x Fulfills Dyslexia screening and Early Reading Indicator state requirements
- x Screened three times per year (BOY/MOY/EOY)

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- x All Reading- 2-5th grade
- x All Math- K-5th grade
- x Reading- 7th Grade- Students who did not meet on 6th grade Reading STAAR or do not have a score.
- x Elementary is screened three times per year (BOY/MOY/EOY)

BAS (Fountas and Pinnell/Benchmark Assessment System)

- x All students K-2nd grade, select students in 3rd-5th grade
- x Assesses application of reading behaviors and comprehension within continuous text

Provide students with the opportunity to experience the rigors of college entrance exams (SAT/ACT/TSIA/PSAT/PreACT). The National Merit Scholarship Corporation uses PSAT results to determine candidates to receive recognition and awards through the National Merit Scholarship Program. Students in grade 9 through 11 may opt to take the PSAT or PreACT at their owntheiown(w)n8 c

specific information, timelines, and processes.

The Texas Education Agency exams required for students to take each year and for seniors to be able to graduate and receive a diploma. Information and lead responsibility are with the campus testing coordinator. All students in grades 3-8 and STAAR EOC courses are expected to participate in the STAAR exams appropriate for the subjects

provided on the Assessment Calendar in August. Since these assessments are formative and diagnostic, NO GRADE SHALL BE ASSIGNED OR RECORDED. Teachers may require students who do not perform well on interims to attend additional tutorials or perform additional course work outside of class to close the learning gaps as identified by the benchmark scores.

Intervention Instruction promotes student success by:

- x Implementing the support at the time the need is identified
- x Allowing the student to progress systematically through content
- x Offering a variation in instructional approach
- x Providing frequent reinforcement and review

Under TAC §28.0211, each time a student fails to perform satisfactorily on an assessment instrument administered under Section 39.023(a) in the third, fourth, fifth, sixth, seventh, or eighth grade, the school district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area. Accelerated instruction m

Students identified for Section 504 and Dyslexia Programs

- x Students identified for dyslexia programs which are served through special education will be graded under the guidelines described in Section A above.
- x Students identified for dyslexia programs which are served through Section 504 or other students identified as Section 504 will be graded as all other general education students with appropriate accommodations identified through their individual accommodation plans.

Emergent Bilingual/English Learner (EB/EL) Programs

According to Chapter 89.1203 of the Texas Administrative Code, an English Language Learner (ELL) is defined as “a person who is in the process of acquiring English and has another language as the student’s primary or home language.” English as a Second Language is an intensive instructional program designed to develop an English Language Learner’s listening, speaking, reading, and writing skills in English.

- x Grades for Emergent Bilingual/English Learners (EB/EL) (ELL) will take into consideration their English language proficiency. Teachers shall implement the English Language Proficiency Standards (ELPS) utilizing the Content-Based Language Instruction framework whenever possible to improve student understanding of concepts. Time is needed for the student to adjust to the new sounds and demands of learning English.
- x Accommodations for Emergent Bilingual/English Learners (EB/EL) include but are not limited to extra time for assignments and tests, shorter assignments and tests, oral quizzes, peer assistance, use of bilingual dictionaries, reading the directions to the students,

