

Revised Grading Policy

Board adopted 1/28/2022

Re-teach and Retest/Reassessment for Mastery

Mastery of Texas Essential Knowledge and Skills

RMA provides a well-balanced curriculum on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and state standards.

RMA will utilize ongoing mastery assessment to determine which students are in need of remediation (re-teaching and acceleration). The use of benchmark tests, teacher-made tests, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives.

Required Re-teach

- If 25% (50% for AP courses) or more of the students in a single preparation per teacher do not demonstrate mastery of the TEKS on a classroom assignment or test, the grade will not be recorded in the gradebook. In addition, the teacher will provide the opportunity for re-teaching. These opportunities will be provided during class time using different methods of instruction.
- Students with three or more zeros on assignments over the assessed material may be excluded from the calculation of the 25% (50% for AP courses). Extenuating circumstances may be taken into consideration.

Required Retest/Reassess for Mastery

- 25% (50% for AP) or more of the students who do not demonstrate mastery are re-evaluated after they are re-taught or after additional activities are provided. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, or a formal test.
- A student must score at least 70% on the re-evaluation to demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS). A grade of 100 is the maximum that can be earned on the re-evaluation and is recorded to designate mastery. If the student fails to demonstrate mastery on the re-evaluation of the TEKS, the higher of the two grades is recorded.

Other Opportunities for Reach and Retest/Reassess

- If less than 25% (50% for AP courses) of all the students in a single preparation per teacher do not demonstrate mastery, the teacher is not obligated to re-teach and retest during class time. Tutorial time may be used for re-teaching.

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- An individual student can ask for the opportunity for re-teaching and retesting. The request for retesting should be made within one week after the test/assignment has been returned.

Re-assessment will not be permitted for major projects in which an extended period of time has been provided to complete the assignment.

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Grade of 50 or Below Report

At the end of each grading period, documentation, such as teacher gradebook, parent communication log, and tutorial student sign-in, must be submitted to the campus principal for any student receiving a grade of 50 or below for the nine-week grading period. (See Grading Report)

RMA Grading Report

Name of Student: _____ Name of Teacher: _____
_____ Grading Period: 1 2 3 4

Number of grades taken during grading period: Daily _____

Quiz _____ Major _____

Course: _____

Student's Grade: _____

Why did student receive a grade of 50 or below?

When were tutorials provided and how many did the student attend?

Failing Grades

How many failing grades were received? What opportunities were provided to redo assignments and/or retake tests?

Parent Contact

Provide a documentation log of parent contacts made during this grading period. Include date of contact(s) and a brief summary of each email, phone call, and conference.

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Mandatory Student Failure Notification

Teachers shall monitor student progress and achievement continuously throughout the school grading period. When it becomes evident that a student is at risk of not meeting minimum grade-level standards or in danger of earning a failing grade by the end of the seventh week of any grading period, the parent or guardian of the pupil shall be notified. A student may not receive a failing grade without notification.

Such notification shall be by letter. The parent or guardian shall be invited to the school to discuss the pupil's schoolwork, reasons for possible failure and action to be taken to improve the pupil's performance.

Failure of the parent to attend a conference shall not preclude the awarding of a failing grade at the end of the grading period.

The principal of each school shall be responsible for establishing procedures to meet the requirements of this policy and for recording each such notification to parents.

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Grading Guidelines for A Grade Of 69 & Re-Submission of Summative Assignments For A Grade Below 80% Grades

Grading Guidelines for a grade of 69

1. A grade of 69 should be recorded as a 70 for the nine-weeks grade. At their discretion, teachers have the ability to raise nine weeks grades from a 79 to 80, 89 to 90 when using established criteria. Teachers shall utilize the same criteria for all students when deciding to raise a grade. Semester grades and Year-End Final grades will not be rounded in addition to nine weeks grades.

Re-submission of summative assignments for a grade below 80% Grades

2. All grading and reporting practices will support the learning process and encourage student success. Grades recorded should be reflective of learning and should be based on what a student knows and is able to do in relation to Texas Essential Knowledge and Skills (TEKS). As a result, the following practice shall be used.
 - a. All students will be provided the opportunity to re-submit **summative assignments** after receiving the grade/feedback of each assignment if the grade is below 80% and the assignment was turned in on time.
 - b. The higher of the two grades between the original assignment and the redo will be counted not to exceed 100. (This does not apply to semester exams or state assessments).
 - c. The student's mastery level shall be a major factor in determining the grade for a subject or course. Before any reassessment occurs, a student shall receive appropriate remediation/reteaching AND complete all formative assignments designed to support the summative (This does not apply to semester exams or state assessments).
 - d. Time frame for redoing work.
 - i. Teachers must provide a reasonable time frame for students to retake assignments with grades scoring less than 80%.
 1. Teachers will enter grades in the grade book within five (5) school days of assignment due date.
 2. Once posted in the grade book, students will have two (2) school days to request the opportunity to re-do the assignment AND shall complete the new assignment within five (5) school days of the original grade posting in the grade book.
 3. Prior to retesting on a summative task, the student must attend at least 1 tutorial/reteach session with their teacher or an appropriate designee within the department AND complete and submit any missing formative assignments (subject to Late Work guidelines).
 4. Test corrections are not an allowable retest opportunity. Instead test corrections would be an expected task that would be a part of

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- tutorial preparation for the retesting opportunity but would not be used to raise the student's score on the summative assessment.
5. If a summative assignment was given during the last weeks of the grading period, make ups for absences can be done as needed during the first week of the next grading period with attention given to the UIL Eligibility Calendar.
- e. Determining grades after an assignment is redone or a test is given.
 - i. For any retaken summative assignment, the grade will only be used if it is higher than the original grade earned on the assignment.
 - ii. Any reassessment of a grade will receive a replacement grade that reflects the higher grade of the original or retake not to exceed 100.
 - f. If a student scores higher on the original summative assessment than he/she did on the formative assessment(s) designed to prepare for that summative, then the teacher will replace the lowest of the formative assessment grades associated with that summative assessment with the summative grade value. Any determination to replace a formative grade should reflect a student's progress toward the overall mastery of skills and concepts.