

Tutorials, Behavior Designations, Grading Formula- Elementary, Middle and High Schools

or subject. Conferences may be scheduled with teachers by calling the school office. A parent can request a copy of the report card at the campus.

Elementary campuses may require parents to attend a parent/teacher conference at least once a year to discuss their child's progress and pick up their child's report card.

Skyward Family Access

Galena Park I.S.D. grants access for parents to be able to check grades, attendance, and discipline records through our Skyward Family Access.

Parents will receive a login and password that will allow them to view their child's current grades electronically through Skyward Family Access.

Tutorials

Each school will provide tutorial services. Students who are assigned tutorials by the campus will be required to attend. For schedule information, please contact the principal's office.

Any parent or student may request tutorials from the teacher.

Grading System - Elementary Schools

Pre-kindergarten

Grades of 2 or 1 will be recorded on Pre-Kindergarten report cards.

2 = Developed - Student is able to apply the knowledge learned, bring their own personal meaning and make purposeful connections.

1 = Emerging - Student is exploring concepts and developing an awareness; exhibits a need for more instruction and interaction with concepts.

Kindergarten

Grades of 4, 3, 2, or 1 will be recorded on Kindergarten report cards.

4 = Exceeds - Consistently meets and often exceeds grade level expectations; performance demonstrates mastery of concepts and skills.

3 = Meets - Meets grade level expectations; performance demonstrates an understanding of concepts and skills.

2 = Approaching - Progressing toward grade level expectations; performance varies regarding accuracy, quality, and level of support needed.

1 = Emerging - Not meeting grade level expectations; performance is inconsistent even with guidance and support.

Grades 1 - 5

For grade 1-5, numerical grades shall be established for the subjects of language arts, reading, math, science and social studies. **There will be no Language Arts Composite.**

A = 90 - 100 C = 70 - 79
B = 80 - 89 F = 69 - Below

Grades for health, science, and social studies, art, music and physical education may use designations of "E, S, N, U".

E = Excellent
S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

Grading System - Middle & High School

The following numerical values are assigned to each respectively:

A = 90 - 100 C = 70 - 79
B = 80 - 89 F = 69 - Below

Grades which are temporarily incomplete due to a lack of opportunity by a student will be indicated by the mark "I". —see campus administrator.

Students enrolled in course for dual high school and college credit will be subject to the grading system used by the college system offering the course.

Seniors only - Dual credit courses for Spring semester will not be calculated in class rank.

Behavior Designations

E (Excellent) - The student has an exemplary attitude, is always cooperative, and always observes school rules and regulations.

S (Satisfactory) - The student has a good attitude, is cooperative, and generally observes school rules and regulations.

N (Needs Improvement) - The student's attitude needs to improve. Infractions of school and classroom rules exist.

U (Unsatisfactory) - The student's attitude is poor and uncooperative. The student disrupts class and shows little respect for school and classroom rules and regulations.

The weighing of the components that are combined to calculate the total grade for any grading cycle can have a variety of conditions.

Grading Formula - Elementary, Middle and High Schools

2020-2021 Grading Policy for First Semester (1st - 12th Grades) Addendum to the GPISD Student Handbook Grading Policy

The following adjustments have been made to accommodate the shortened length of the first semester and **will only apply to the fall semester of the 2020-2021 school year.** All other policies and procedures in the handbooks must be adhered to.

Grades will be placed in the following categories

Elementary School Level

Regular Classes:
Daily - 60%
Major - 40%

Grading Formula- Elementary, Middle and High Schools, Failure Criteria

- Grades 1 - 5 must have a minimum of 1 grade per week per subject area - posted in Skyward per grading period. At least 1 major grade per subject posted by progress report time.
- A minimum of 2 major grades per grading period.
- A minimum of 8 daily grades including, but not limited to, class work, quizzes, teacher checklist per grading period.

Middle School Level

Regular Classes:

Daily - 60%
Major - 40%

Pre-AP:

Daily - 50%
Major - 50%

- Grades 6-8 must have a minimum of 1 grade per week per subject area - posted in Skyward per grading period. At least 1 major grade per subject posted by progress report time.
- A minimum of 2 major grades per grading period.
- A minimum of 8 daily grades including, but not limited to, class work, quizzes, teacher checklist per grading period.

High School Level

Regular Classes:

Daily - 50%
Major - 50%

Pre-AP/Advanced:

Daily - 40%
Major - 60%

AP:

Daily - 30%
Major - 70%

- Grades 9-12 must have a minimum of 1 grade per week per subject area - posted in Skyward per grading period. At least 1 major grade per subject posted by progress report time.
- A minimum of 2 major grades per grading period.
- A minimum of 5 daily grades including, but not limited to, class work, quizzes, teacher checklist per grading period.

Grading Formula - Elementary, Middle and High Schools

2020-2021 Grading Policy for Second Semester (1st - 12th Grades)

Elementary School Level

Two grades per subject per week

Daily – 60%
Major – 40%

or

Daily – 50%
Homework – 10%
Major – 40%

- 3 major grades that may include, but not limited to, tests, benchmarks, projects, performances/demonstrations, reports or portfolios, CBAs, checkpoints, and teacher assessments.
- Daily grades that may include, but not limited to, class work, class participation, teacher observation, quizzes, teacher checklists, reports, projects, journal writing, vocabulary tests, book reports, etc.

Middle School Level

Nine weeks = 4 major grades and 10 daily grades

The semester grade will be determined in the following way: 1st 9 weeks = 42%, 2nd 9 weeks = 43% and semester exam = 15%.

Grades will be placed in the following categories:

Regular Classes

Daily – 60%
Major – 40%

or

Daily – 50%
Homework – 10%
Major – 40%

Pre AP

Daily – 50%
Major – 50%

or

Daily – 40%
Homework – 10%
Major – 50%

- 4 major grades that may include, but not limited to, tests, benchmarks, projects, performances/demonstrations, presentations, reports or portfolios.
- 10 daily grades that may include, but not limited to, class work, class participation, teacher observation, quizzes, teacher checklist.

High School Level

Six weeks= 3 major grades and 8 daily grades

Grades will be placed in the following categories:

Regular Classes

Daily – 50%
Major – 50%

or

Daily – 40%
Homework – 10%
Major – 50%

Pre AP/Advanced

Daily – 40%
Major – 60%

or

Daily – 30%
Homework – 10%
Major – 60%

AP

Daily – 30%
Major – 70%

or

Daily – 20%
Homework – 10%
Major – 70%

The half course grade will be determined in the following way: 1st six weeks = 28%, 3rd six weeks = 29%, and half course exam = 15%. If a student passes two half courses of a year long course, the student receives one credit. If a student passes the fall half course of a year long course, the student receives 1/2 credit regardless of the spring half course grade. If a student fails the fall half course of a year long course but passes the spring half course, then the two courses will be averaged together for a yearly average. If the average is passing, the student receives one full credit. Half course only classes will receive 1/2 credit if passed.

Failure Criteria

1. Parent/guardian must receive contact if students are receiving a failing grade on the progress report or report card or the grade drops from passing to failing.
2. Teachers are required to use School Status to document parent contact or a face to face conference. (A note shall be added in School Status).
3. A conference shall be scheduled with a parent/ guardian of a student who fails during the grading period or a significant average drop. Elementary parents will be contacted when there is a drop in a letter grade.
4. Every student shall have the opportunity to retest major grades regardless of their score. The two test

Homework Guidelines, Award Ceremonies for Elementary/Middle Schools, Special Programs

grades shall be averaged together for the final test grade. Semester exams and District Assessments shall not be eligible for retesting. Best practice is to bring the student in for a review prior to the retesting. Education Code 28.0216.

5. A student may turn in work to **eliminate zeros** during the grading period. The deadline for submitting the makeup work shall be one week before the end of the grading period. In grades 6-12, within a grading period, the District's penalty for late work in regular classes, if the teacher chooses, is a maximum of minus ten points for one week late, minus 20 points for two weeks late, and minus 30 points for three or more weeks late. The District's penalty for late work in Advanced Placement (AP) classes and Pre-AP classes shall be minus ten points for each day the class meets.

GPISD believes that a success rate of 90% is acceptable. Every avenue must be investigated to help students become successful.

Homework Guidelines

The following guidelines are suggestions to provide consistency and balance with homework. **Homework is a vital part of the learning process and the parent-child-school partnership.**

1. The purpose of homework should be:
 - A) to practice and reinforce learned skills;
 - B) to help students improve achievement;
 - C) to nurture the development of good study habits;
 - D) to familiarize parents with their student's work and give them a chance for involvement
2. Guidelines for assigning homework:
 - A) students should have prior instruction;
 - B) homework should be promptly evaluated with feedback for students' needs;
 - C) student homework should be directly related to teacher instruction;
 - D) teachers should consider the availability of resources before assigning homework.
3. Class work is generally work that is started and finished with the teacher. Homework may be started with the teacher and completed without the teacher.
4. Teachers should strive to ensure that individual students understand the work before homework is assigned. Students have the responsibility of ensuring they have an appropriate understanding of the homework assignment.
5. Homework may count up to 10% of the grading period.
6. Homework time limits for elementary students shall be limited to 15 to 20 minutes in grades Pre-K - 1st and 40 minutes in 2nd - 5th. This does not include independent reading, which is a minimum of 20 minutes (average time per student).

Exemption Policy/High School Only

The exemption policy is the discretion of the principal. See EIAA (Local Policy).

Award Ceremonies for Elementary/Middle Schools

Award ceremonies are an individual decision approved by the Principal and the Site-Based Committee on each campus. Please contact your child's school regarding the award ceremonies for its campus.

Grading System - Special Education

The grading of special education students assigned to grades K-12 shall be consistent with local board regulations and procedures regarding the grading of regular students except when the Admission, Review, and Dismissal (ARD) Committee recommends a modification in grading. When this occurs, the Committee shall justify the need and define the specific modification to be made. Accommodations designated for state and local assessments shall be in accordance with student's Individualized Education Plan (IEP).

Homebound/Community Class for Students Pre-AP/Advanced/AP

Pre-AP/Advanced/AP students who are placed on (1) homebound by a physician for health reasons for four or more consecutive weeks or (2) are enrolled in the district's community class services following a pregnancy for up to six weeks will be allowed to maintain their educational status and receive Pre-AP/Advanced/AP credit as long as they are able to complete the required coursework.

Special Programs

Galena Park I.S.D. provides a well-balanced curriculum in accordance with state law, state board rules, and local school District policies. Effective instruction is delivered by highly qualified teachers to all students. Instruction is provided in the essential elements of each subject in appropriate grade levels. Programs for special populations are an integral part of the total instructional program. In order to provide effective instruction, District special programs include:

1. Bilingual education and other special language programs
2. Gifted and Talented:
 - A) Journeys (K - 5th Grade)
 - B) Encounters (4th - 9th Grade)
 - C) Pre-Advanced Placement (6th - 10th Grade)
 - D) Advanced Placement (9th - 12th Grade)
 - E) Dual Credit Courses (High School)
3. Special Education
 - A) Language Arts/Math
 - B) Resource and Co-Teach
 - C) Life Skills
 - D) Early Childhood Special Education for students ages 3 - 5
 - E) Positive Approach to Student Success
 - F) Speech
 - G) Occupational/physical therapy
 - H) Counseling
 - I) Homebound