



# Hallsville ISD Grade 5/6 Grading & Assessment Guidelines

## Philosophy

Grades are a reflection of the students ongoing learning process. All students can learn, but not all students learn at the same pace. As students progress through their educational careers, they will demonstrate developmentally appropriate cognitive abilities, study habits, and behaviors. The ultimate goal is to produce self-sufficient scholars who take ownership of their own learning process.

## Purpose of Grades/Assessment

1. Grades are a measure of a student's progress towards mastery of the grade level standards of Texas Essential Knowledge and Skills (TEKS).
2. Grades provide meaningful feedback to teachers, students, and parents to drive classroom instruction.
3. Grades reflect the students' ownership and accountability towards their learning.

## Types of Assessment

General student mastery of subject matter may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have written paperwork as their source. Nor is it always necessary to receive a grade for every assignment produced. Although the teacher will monitor and provide feedback to students for any activity which they assign, the feedback does not always need to be in the form of a grade. Assessment should always follow a period of guided practice and/or independent practice. Students' work may be evaluated for more than one subject area as appropriate.

### **Formative Assessments**

Formative assessments take place during the process of learning and teaching. Formative assessment is the monitoring that occurs throughout the process of learning, providing students with feedback on how they are doing and informing the teacher on the next learning steps.

### **Summative Assessments**

Summative assessments are culminating assignments, which give information on students' mastery of content, knowledge, or skills and are a collection of information at the conclusion of a unit, grading period, semester, or course. Examples of summative assessments include, but are not limited to:

- **Unit Assessments:** Each team is required to administer a Unit Assessment at the conclusion of each unit or at natural breaks in the unit (about every 3-4 weeks).  
STAAR/EOC-tested subjects are to be entered into DMAC. Questions are to be no more than 15-20 questions, an essay, or one class period long and should reflect to the best of their ability the balance of the STAAR/EOC Blueprint. Unit Assessment data should align with the data revealed through the district assessment process and, ultimately, the STAAR. When that is not the case, the team re-evaluates the questions on the Unit Assessment to ensure alignment with the TEKS.

- **District Developed:** Distinct Assessments (DAs) and Mock Assessments are administered during a window of time established by the district. Both provide a more summative view of what students have mastered up to the date of the test. Students in special programs may only have STAAR allowable accommodations. They are also used to guide teachers on which skills students will need more work on in the next grading period. Ultimately, District Assessments help measure the effectiveness of the curriculum document and Tier I instruction. They are also predictive of STAAR performance.

### **Project-Based Learning**

Projects and project-based activities offer students authentic, engaging learning experiences with checkpoints for assessment and feedback. These are carefully designed and delivered in advance with a **rubric** that is aligned to the learning objectives. Time in class along with resources and teacher support are provided in order to support all students in the same way. Grades/Products are not dependent upon resources or support that parents may or may not have at home.

## **Minimum Number of Grades**

There must be a sufficient number of grades taken to support the grade average assigned. Grades entered for academic work must reflect student achievement and communicate progress to parents. Grades should NOT be given for returning signed papers, attending school functions/events, bringing supplies, etc. Each campus has established a minimum number of grades to be entered during each nine week grading period as follows:

### **Grade 5**

- All grades are common and equally weighted
- Principals maintain authority to increase the minimum number of grades required at any time
- Minimum of 1 assignment per week, excluding summative grade week, per marking period

### **Grade 6 (on level)**

- Summative (Major) Grades 50% - Minimum of 3 assignments
- Formative (Minor) Grades 50% - Minimum of 1 assignment per week, excluding summative grade week, per marking period

### **Grades 6 (Advanced)**

- Summative (Major) Grades 60% - Minimum of 3 assignments
- Formative (Minor) Grades 40% - Minimum of 1 assignment per week, excluding summative grade week, per marking period

## Methods of Reporting Grades/Progress

All grades are standards-based as they directly align to the grade level standards (TEKS). All grades are common and agreed upon in common planning meetings.

- Name assignments by the title (focus in description)
- Assignments named in the gradebook within 24 hours of the team deciding on the assignment (clone as a team)
- Grades for each assignment entered within 1 calendar week of the assignment due date
- Unit assessments/retests must be taken within 3 days prior to the closing of the grading period in order to be counted for that grading period.

## Independent Practice/Homework

Homework and practice are related, connected by the context when students are learning on their own and applying new knowledge. Teachers approach this kind of learning experience as any other—matching the planned activity to the learning goal.

Research on homework also indicates that it should be approached not as an afterthought to the school day, but as a focused strategy for increasing understanding. Knowing which type of homework is needed helps teachers design appropriate homework assignments. Research also shows that the student should have a basic understanding of the concept being practiced prior to having it assigned independently. This prevents the student from practicing the incorrect process and creating misconceptions.

- Is common across grade level and across content
- Is not graded
- Does not have disciplinary actions enforced for incomplete
- Is given on a Monday and due on a Friday
- Is 75 minutes of reading per week
- Will consist of previously taught skills that students should be able to complete independently to supplement student learning.
- Should not take more than 1 hour per night cumulatively (15-20 minutes per subject)
- Will be consistent within grade level content teams.

## Retest/Reassess

As students may not learn at the same pace, retests and additional opportunities to demonstrate mastery are sometimes given. The goal is to measure the student's progress toward objective mastery. Therefore, the grade or data taken for retests/reassessment should reflect the full level of mastery of that standard.

Given the number of TEKS required in each course, it is not possible to retest/reassess every skill. Grade

levels have identified essential standards that students must master in order to be prepared for the next grade level, other content areas, and in general life application. Students are given continued opportunity to learn and demonstrate mastery on those standards.

- Skills are continuously assessed as concepts are retaught throughout each grading period.
- Data collected throughout the nine weeks is compiled to report progress to date on each report card.
- Correcting for a 70 is not re-teaching
- All students can raise their grade, not just if they are failing.
- Reteach for mastery of standard not the test
- Grades are standards based, not for participation, etc.
- Students get full credit for mastery of a standard

At the conclusion of a 9-week grading period, grades on the report card will reflect mastery to that point. While teachers continue to work on that skill with students, the report card is not changed to reflect learning that happens after the grading period ends.

- A retest is not the original test, nor is it correcting the original test
- Project Based/major grades may be corrected and do not require "reteach."
- A retest should follow a reteach/tutorial session within two weeks of the original test
- Failure of test - Teacher initiates tutorials and retest if the the overall grade is failing  
Parent Contact must be initiated
  - Advisory can be used for teacher reteach/retake
  - Student will be required to retest after the reteach
- Passing of test - Student initiated
  - Advisory can be used for teacher reteach/retake
  - Student will be required to retest after the reteach
- Retest Opportunities
  - On-Level - Any failing major grade may be retested
  - Advanced - Students will have an opportunity to replace a maximum of 1 major grade during a 9 week period
    - Students get full credit for retest opportunities
    - Due to the opportunity to retest for a 100, a retest should include the same TEKS presented in a different way
- Benchmarks will not have a retest opportunity

*Grade change request is allowed past the marking period in response to extenuating circumstances (major illness, family crisis, etc.).*

## Projects/Project-Based Activities

Projects and project-based activities offer students authentic, engaging learning experiences with checkpoints for assessment and feedback. These are carefully designed in advance with a rubric that is aligned to the learning objectives. Time in class along with resources and teacher support are provided in order to support all students in the same way. Grades/products are not dependent upon resources or support that students may or may not have at home.

## Extra Credit

To ensure a guaranteed and viable curriculum for all, mastery of the standards is reflected through grades/activities that are assigned equitably to all students. Therefore, “extra credit” is not assigned.

- Grades are standards based, not for participation (Kleenex, supplies, food items, parent attendance to meetings, etc.)

## Make-Up Work

Make up work is expected of all students when he/she is absent for any reason. Students will have no more than 2 class days per absence to return work. If a student knows of an absence, every effort should be made to collect work prior to the absence. After 2 class days, follow missing work guidelines.

## Graded Classwork/Missing or Late

- **Missing/Late Work due to failure to complete work in class:**
  - Steps taken for late assignments
    - Zeros will be used to hold the places of missed assignments, but we will not allow students to refuse to do work.
    - 10 Points will be deducted for late work
    - After 24 hours, if the assignment has not been turned in, the student is assigned time at school to get their work completed (lunch/after school detention).
    - The first time this occurs, parents will be notified by the teacher. The teacher will remind parents of how to set up Skyward gradebook notifications and will share directions. [Click here for directions.](#)
    - If a student continues to be placed in lunch and/or after school detention due to missing work, a behavior MTSS meeting will be scheduled.
    - At the end of each marking period a zero may stand if **all** HISD guidelines have been followed (parent communication, intervention, lost privileges, etc.)
- **Missing/Late Work due to absences**
  - Grade change request is allowed past the marking period in response to extenuating circumstances (major illness, family crisis, etc.)
  - Makeup work is expected of all students when he/she is absent for any reason. Students will have no more than 2 class days per absence to return work. If a student knows of an absence, every effort should be made to collect work prior to the absence. After 2 class days, follow failure to complete work guidelines.

At the end of each marking period a zero may stand if the above HISD guidelines have been followed. Grade change requests are only allowed past the marking period in response to extenuating circumstances (major illness, family crisis, etc.).

## Special Programs

Plans for special populations are always followed when assessing students. This includes students receiving Special Education services, Emergent Bilingual, students that receive Section 504 services, and/or are served through campus RtI procedures.

Students are required to take benchmark assessments if they are scheduled to take the STAAR/EOC assessment. Students whose IEP's indicate that they will take the STAAR Alt-2 will take a benchmark that meets their IEP goals.

*Revised for 2024 -2025 school year*