

# GRADING SYSTEM

*(IISD Middle School Student Handbook)*

## **Six-Week Grades:**

Three fourths (75%) of the total six weeks grade will consist of daily grades. At least two grades and/or evaluations will be given each week. These grades can consist of written assignments, notebooks (which should not count more than a major test grade,) compositions, laboratory projects, homework, unit/departamental tests, class participation, independent practice completed in class, special projects, and criterion referenced tests. The daily grades should be an appropriately balanced representation of the work done during the marking period. Six weeks tests will be an evaluation of material covered during the grading period.

The guidelines stated above regarding six weeks tests address general procedures that are used in grads 6 – 12. An alternative to this general procedure may be used in grades 6 – 12. Teachers have the option of giving or not giving six-weeks tests. If the option to not give a six-weeks test is chosen, the final average for the six-weeks period will count as the six-weeks test grade. All major tests must be returned to the student for examination, and each teacher will retain those tests for one semester. These tests must be cumulative to ensure retention and mastery.

## **Semester Grades – Eighteen Weeks:**

Each six-weeks grade will represent 25% of the student's work. The semester exam will represent 25% of the student's work. This exam should be over material taught all three six weeks. All semester and exam grades are to be recorded in proper columns in the grade book.

## **Grade Point System**

For information regarding the Irving Independent School District grade point system, please see the *Middle School Student Handbook*, p. 3.

## *Progress Reports:*

*Following the third week in each six-weeks period, reports are issued to students whose work or attitude is not satisfactory. While these reports usually include an approximate grade average, their primary purpose is to provide the parents with information about specific attitudes or weaknesses which may be detrimental to progress. It is possible that a student who is passing at the end of a three-week period might be failing at the end of the six-week period. A progress report should be sent at anytime a problem arises.*