

Dallas ISD
2008-2009 Grading Policy and Procedures
CONCERNS AND FACTS

The district's grading policy and procedures provide the parameters and guidelines for ensuring fair and credible evaluation of student learning from classroom to classroom and school to school across the district.

CONCERNS	FACTS
Students can't be given grades below 50.	A 50 is the lowest grade on the report card. This does not apply to daily classwork grades/homework grades/tests, etc.
Students can retake any test they fail anytime.	Students at every level must be given one opportunity to retake any MAJOR test (as defined by grade level/dept. teachers) within 5 school days the failing grade was received or no later than 10 days of the date of the test.
Teachers cannot give grades on homework unless they help kids pass.	True, but only at grades 2-5. At grades 6-12, homework grades can be recorded at teacher discretion as previously practiced.
Students cannot receive a zero or grade penalty for work not done or not completed on time.	As part of their grade level/department grading procedures, teacher teams at each campus determine the grade penalties and/or grade reduction procedures. As campus instructional leaders, principals have the authority to approve the teacher-developed procedures.
Parents must be called before recording a zero in the grade book.	True, but only at grades 2-5. Teachers at grades 6-12 are encouraged to contact parents if a zero would result in a failing six weeks grade for a student, but are not required to do so.
This policy will lower academic standards for students.	This policy holds students accountable while providing them with limited opportunities to recover from short term failure as academic standards are raised and students are held accountable for "college ready" level work.
This policy shifts accountability away from students and on to teachers.	Instructional accountability is a student, teacher, district, and home shared responsibility. The district's grading procedures still leave plenty of room for teachers to hold students accountable for unacceptable work. The goal is high achievement and student mastery of every subject.
These procedures were developed by central office without campus input.	These procedures were developed as directed by Board policy by a committee of teachers, principals, and instructional support staff. Teachers were recommended by learning community executive directors, volunteered, or were nominated by the Coordinating Teacher Organization (CTO). The Board approved a new grading policy in March 2008, and the committee began its work in May after TAKS testing was completed. The work continued over the summer in preparation for Fall 2008 teacher training and implementation.
These grading procedures are not preparing students for the "real world" of college and the workforce.	Many real world professions including teaching, medicine, law, etc. offer multiple opportunities to obtain mastery/certification. However, the district's goal is to fully "prepare" students for college and the workforce, not to "replicate" college and the workforce in K-12 settings. Grading procedures become more stringent and student accountability increases with every grade level.