



March 12, 2010

TO: MISD Educators and School Board

Subject: Consideration of 9-week grading periods

The instructional leadership team of Mabank ISD is working toward full implementation of standards based grading. The 2010-2011 school year will be the second year of a three year manifesto developed in June of 2009.

Standards-based grading requires that all students receive instruction and master learning standards for each grade level. Standards-based grading provides concise information on what students know, are able to do, and what they need to learn in relation to the standards.

Consideration to move toward a 9-week grading period complements our mission to implement standards based grading. The following is a list of reasons justifying the 9-week grading periods for MISD.

- Progress reports will be provided to students *at risk of failing* at the 3 week mark of the 9 week grading period. **All students** will receive a progress report at the 6 week mark of each 9 week period. This will allow three full weeks to improve failing grades.
- In a 9-week marking period, students have more time to earn additional grades and to demonstrate mastery of more complicated material and coursework.
- In a 9-week marking period, students have more time to complete long-term projects.
- Many teachers and administrators feel that curriculum and course content is "rushed" within a 6-week marking period.
- The rush to ensure enough grades for every 6 weeks often leads to using grades that are meaningless or of little academic value.
- The 9-week grading period aligns with our common checkpoint schedule K-6 thus reducing assessments. We presently have 6 week tests and 9 week checkpoints. Our goal is to provide more valid 9 week cumulative assessments to drive instruction and monitor student progress of the curriculum.
- Allows more opportunities for students to maintain UIL eligibility.
- Reduces teacher report card prep time while increasing instructional time.

DM/2010