

**ACADEMIC ACHIEVEMENT:  
GRADING/PROGRESS REPORTS TO PARENTS**

**DETERMINING GRADES**

Guidelines shall be developed for teachers to follow in arriving at six-weeks and semester grades for students. These policies shall ensure that a sufficient number of grades are taken to support the average grade assigned. Policies for grading shall be clearly communicated to students and parents. Teachers shall not use grades for disciplinary purposes other than as permitted by District Policy regarding suspension and unexcused absences. Grades should be entered on a weekly basis by the teacher. Campus administration will monitor the input of grades.

**Grading Periods**

**Grade K**

The five or six-week grade shall be determined by the following:

- The six weeks report will be determined by utilizing a skills checklist and performance based assessments.

**Grade 1**

The five or six-week grade shall be determined by the following:

- 80% Classwork. A minimum of six grades must be recorded.
- 20% Major projects, performance based assessments, and tests. A minimum of two grades must be recorded.

**Grades 2-3**

The five or six-week grade shall be determined by the following:

- 70% ongoing evaluation such as class work, homework and daily tests. A minimum of six grades must be recorded.
- 30% projects or major examinations. CBAs and benchmarks will be counted as assessment grades. A minimum of two grades must be recorded.

**Grades 4-5**

The five or six-week grade shall be determined by the following:

- 70% ongoing evaluation such as class work, homework and daily tests. A minimum of six grades must be recorded.
- 30% projects or major examinations. CBAs and benchmarks will be counted as assessment grades. A minimum of two grades must be recorded.

**Grade 6**

The six-week grade shall be determined by the following:

- 60% ongoing evaluation such as class work, homework and daily tests. A minimum of ten grades must be recorded.
- 40% projects or major examinations. CBAs and benchmarks will be counted as assessment grades. A minimum of two grades must be recorded.

The five-week grade shall be determined by the following:

- 60% ongoing evaluation such as class work, homework and daily tests. A minimum of ten grades must be recorded.
- 40% projects or major examinations. CBAs and benchmarks will be counted as assessment grades. A minimum of two grades must be recorded.

## **Grades 7-8**

The six-week grade shall be determined by the following:

- 50% ongoing evaluation such as class work and homework, quizzes and teacher made tests. A minimum of ten grades must be recorded.
- 50% projects or major examinations. CBAs and benchmarks will be counted as assessment grades. A minimum of three grades must be recorded.
- No participation grades will be given unless specified in a student IEP.

The five-week grade shall be determined by the following:

- 50% ongoing evaluation such as class work and homework, quizzes and teacher made tests. A minimum of eight grades must be recorded.
- 50% projects or major examinations. CBAs and benchmarks will be counted as assessment grades. A minimum of two grades must be recorded.
- No participation grades will be given unless specified in a student IEP.

## **Grade 9-12**

The six-week grade shall be determined by the following:

- 40% ongoing evaluation such as class work, homework and quizzes. A minimum of ten grades must be recorded.
- 60% projects or major examinations. CBAs and benchmarks will be counted as assessment grades. A minimum of three grades must be recorded.
- No participation grades will be given unless specified in a student IEP.

The five-week grade shall be determined by the following:

- 40% ongoing evaluation such as class work, homework and quizzes. A minimum of eight grades must be recorded.
- 60% projects or major examinations. CBAs and benchmarks will be counted as assessment grades. A minimum of two grades must be recorded.
- No participation grades will be given unless specified in a student IEP.

## **HIGH SCHOOL SEMESTER GRADES**

The semester grade shall be determined by the following:

- The semester examination grade will be 1/7 of the semester average.
- A semester examination shall be required for all students with the exception of administrative exemptions as stated in the Student Handbook.

Semester grades will be calculated, awarded credit and reported on the transcript at the end of the year.

**DUAL CREDIT**

Dual Credit (high school and college credit) will be included in the grade point average (GPA).

**REPORTING**

The grades the student earns shall be recorded in the grade book weekly. These grades shall be used for progress reports, report cards, and student/parent conferences.

**PROGRESS REPORTS / REPORT CARDS**

Teachers shall provide opportunities for conferences with parents. A student shall receive a progress report at the end of the third week of each six-week period.

**ONGOING FEEDBACK**

Throughout the six weeks, students should be knowledgeable of their academic progress. Evaluative feedback shall be immediate, and shall be ongoing throughout the grading period, not delayed until the sixth week. For 1<sup>st</sup> - 5<sup>th</sup> grade, there should be one major grade and three daily grades recorded during the first three weeks and one major grade and three daily grades recorded during the second 3 weeks. For 6<sup>th</sup> – 8<sup>th</sup> grade, one major grade and five daily grades recorded during the first three weeks and one major grade and five daily grades recorded during the second 3 weeks. For 9<sup>th</sup> – 12<sup>th</sup>, one major grade and five daily grades will be recorded during the first three weeks and two major grades and five daily grades during the second 3 weeks.

**FAILING GRADES**

Students who persistently score zero on assignments due to incomplete work or missing assignments may be subject to disciplinary action. Students may also be required to participate in academic intervention on their campus.

**MAKEUP WORK**

If a student has been absent for any reason, the student shall make up the work and grades shall be recorded. It is the student's responsibility to schedule a make-up test and to complete the make-up work after absences except in extenuating circumstances such as a prolonged illness. Students shall have the same number of days to make up work as they were absent. Failure to do so shall result in a grade of zero. Extenuating circumstances must be approved by the principal.

**RE-DOING WORK**

A student will be allowed a reasonable opportunity to redo a class assignment, excluding major tests, for which the student received a failing grade. The highest grade a student may receive on a redo is 70. Grades assigned for work redone for credit will be:

- 90-100 will receive 70
- 80-89 will receive 60
- 70-79 will receive 50

Any grade below 50 should require additional instruction.

**LATE WORK**

Late work will be accepted one day after the expected due date with no more than a thirty point penalty.

A student may make up work on essential knowledge and skills and other course requirements and earn a passing grade for the semester under extenuating circumstances that are approved by the principal.

**SPECIAL EDUCATION STUDENTS**

Special Education students are to be graded on the basis of the level specified in the individual IEP.

**CONVERSION SCALES**

Conversion scales are used when students transfer into the District with a numerical grade for which the District assigns a letter grade.

The following scale identifies the correlation between numerical and letter grades on the District level:

|              |   |   |
|--------------|---|---|
| 90-100       | = | A |
| 80-89        | = | B |
| 75-79        | = | C |
| 70-74        | = | D |
| 69 and below | = | F |

**TRANSFER CONVERSION SCALE**

The following conversion scale shall be used when a student transfers into the District with numerical grades in Handwriting, Fine Arts, Health, and Physical Education and a conversion must be made to a letter grade:

|              |   |    |
|--------------|---|----|
| 95-100       | = | E  |
| 90-94        | = | S+ |
| 80-89        | = | S  |
| 75-79        | = | S- |
| 70-74        | = | N  |
| 69 and below | = | U  |

Transfer students with letter grades which have pluses and minuses will be converted to District numerical grades using the following scale:

|    |   |    |    |   |    |
|----|---|----|----|---|----|
| 98 | = | A+ | 79 | = | C+ |
| 95 | = | A  | 77 | = | C  |
| 92 | = | A- | 75 | = | C- |
| 88 | = | B+ | 74 | = | D+ |
| 85 | = | B  | 72 | = | D  |
| 82 | = | B- | 70 | = | D- |

Transfers with the following letter grades will be converted as outlined below:

|     |   |    |
|-----|---|----|
| 100 | = | E+ |
| 97  | = | E  |
| 92  | = | E- |
| 89  | = | S+ |
| 87  | = | S  |
| 82  | = | S- |
| 79  | = | N  |
| 74  | = | U  |

**GRADING GUIDELINES / PROGRESS REPORTS TO PARENTS**

**PRE-KINDERGARTEN & KINDERGARTEN**

A developmentally appropriate assessment shall be used at the beginning and end of the school year and reported to parents in individual conferences.

**GRADES 1 – 5**

For English Language Arts, Spelling (if applicable), Science, Mathematics and Social Studies, numerical grades will be used to indicate progress.

|              |   |   |
|--------------|---|---|
| 90 – 100     | = | A |
| 80 – 89      | = | B |
| 70 – 79      | = | C |
| 69 and below | = | F |

For Fine Arts, Health, Physical Education, and Handwriting, progress will be indicated as:

|                   |   |   |
|-------------------|---|---|
| Excellent         | = | E |
| Satisfactory      | = | S |
| Needs improvement | = | N |
| Unsatisfactory    | = | U |

**GRADES 6 – 12**

Numerical scores shall be used to indicate student progress in each subject.

|              |   |   |
|--------------|---|---|
| 90-100       | = | A |
| 80-89        | = | B |
| 75-79        | = | C |
| 70-74        | = | D |
| 69 and below | = | F |

**UIL Eligibility & Dual Credit**

|              |   |  |
|--------------|---|--|
| 65 – 100     | = | Eligible AP & Pre-AP Courses                 |
| 70 – 100     | = | Eligible Regular Ed Courses & Dual Credit    |
| 64 and below | = | In-Eligible AP & Pre-AP Courses              |
| 69 and below | = | In-Eligible Regular Ed Courses & Dual Credit |

**CONDUCT**

**GRADES K -5**

In grades K-5, for conduct the district shall use:

|                   |   |   |
|-------------------|---|---|
| Excellent         | = | E |
| Satisfactory      | = | S |
| Needs improvement | = | N |
| Unsatisfactory    | = | U |

**HOMEWORK**

Homework shall be examined and corrected under the direction of the teacher. It shall be emphasized to students that homework is a contributing factor in learning. Homework should not require internet access.

**PROJECTS**

Long-term projects (six-weeks or semester assignments), such as research papers or special projects shall be graded at various stages of completion. A detailed assignment page will be provided that gives due dates and explanation of the rubric or other grading method to be used. Each student will be provided a completed rubric or other grading method used at the conclusion of the project which will explain their grade. Projects that require internet or Wi-Fi accessibility should ensure students are provided adequate class opportunity for internet or Wi-Fi accessibility during the project timeline.

In addition, the teacher will contact the parent or guardian of any student that fails to turn in a major project before assigning a zero for the grade.

## **COURSE REQUIREMENT**

Each teacher shall develop a clearly defined syllabus and grading procedures that shall be approved by the campus administration. A copy shall be distributed to students at the beginning of each semester and available on the teacher webpage.

## **NONWRITTEN WORK**

With grades on non-written work (projects, speech, group-work), the teacher shall share clearly defined evaluative criteria (such as a rubric) with students before the exercise. These criteria shall be documentation for grades earned and recorded.

## **ALL GRADES RETEACHING**

The purpose of ongoing evaluations is to determine the student's mastery of TEKS objectives as they are taught or shortly afterwards. Should a student in the class fail to master the objective, the objective should be re-taught in class using a different method. The reevaluation method may include, but is not limited to, oral assessments, projects and/or additional assignments.

## **DROPPING COURSES IN SECONDARY SCHOOLS**

Necessary changes in courses can be made within the first 10 school days of a semester without the grade appearing on the transcript. Students shall be responsible for making up work missed on essential knowledge and skills and objectives for the new course.

In extenuating circumstances, the principal may allow a student to drop a course after 10 days. Students dropping a course after the fourth week shall receive a failing grade in the course dropped unless the student enrolls in a course of the same discipline.

## **INCOMPLETE GRADES**

Students who have not completed required work prior to the end of the six weeks due to an excused absence shall not be given a failing grade. Instead, they should receive "incomplete" and be allowed a reasonable time to complete the work. Students with an "incomplete" grade are ineligible to participate in extracurricular activities until the "I" is replaced with a passing grade, but they are entitled to the seven-day pre-suspension period (popularly known as the "seven day grace period").

Incomplete grades must be removed as soon as possible, and it is the student's responsibility to complete all requirements for a permanent grade. Incomplete grades shall be removed within 10 school days after the grading period except for extenuating circumstances that have been approved in writing by the principal.

**CHANGING FAILING GRADES**

The only situations in which a student's originally recorded failing grade may be changed to passing and the student's extracurricular eligibility restored are as follows:

- There was a mechanical error in averaging or recording the original grade.
- The teacher's grading procedure violated either local policy or state rule, and the student would have received a passing grade if the correct procedure has been followed.

**GRADING PERIOD CHANGE PROCEDURES FOR SECONDARY SCHOOLS**

Each secondary principal shall establish the following procedures for changing the grading period grades, including "incomplete" grades:

- The official grade change form shall be used for all grading period grade changes, including those necessitated by scheduling errors.
- The teacher shall complete a separate grade change form for each student.
- The principal is required to review every requested grade change and either to approve or disapprove. He or she may require further explanation and/or conference with the teacher to determine the legality or appropriateness of the requested change.
- The principal's decision concerning each grade change request shall be noted on the official grade change form. It shall be signed, dated, and returned in a timely manner to the teacher and to the person responsible for officially recording grades. A copy of the completed form shall be kept on file for documentation purposes. As appropriate, the principal shall clarify rules for the teacher who unknowingly requests illegal or inappropriate changes.
- Sponsors of extracurricular activities and the assistant principal for extracurricular activities shall be informed promptly in writing of grade changes that affect their students' eligibility status.
- The sponsor of the extracurricular activity and the assistant principal responsible for extracurricular activities shall conference with the student who has become ineligible and keep documentation of the conference and the date on file.
- It is, then, the responsibility of the extracurricular sponsor to ensure that an ineligible student does not participate in the extracurricular activity for the appropriate period of ineligibility per U.I.L. standards.