

ACADEMIC ACHIEVEMENT  
GRADING/PROGRESS REPORTS TO PARENTS

EIA  
(LOCAL)

RELATION TO  
ESSENTIAL  
KNOWLEDGE AND  
SKILLS

The District shall determine instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the essential knowledge and skills. The student's mastery level shall be a major factor in determining the grade for a subject or course.

GUIDELINES FOR  
GRADING

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

ATTENDANCE

Regular attendance is an academically related factor that can affect the determination of a student's grade. Students shall be permitted to make up assignments and tests after absences.

WAIVERS

Waivers from the grading policy may be pursued with TEA or the Board so that schools may pilot alternative grading systems.

ONGOING FEEDBACK

Throughout the six weeks, students should know how well they are doing; there should be no surprises on the report card. Evaluative feedback shall be as immediate as possible, ongoing through the grading period, and not delayed until the sixth week. Some major grades shall be given in earlier weeks to minimize dramatic drops in the grading during the final weeks.

NOTICE TO PARENTS

Teachers shall have a conference with parents as needed and shall send out written notice to parents every three weeks of a student's performance in each class or subject. At the end of the third week of the grading period, parents shall be notified if the student's grade is below 75 in regular courses and below 80 in kindergarten–grade 8, GT/Pre-AP classes, or 80 in grades 9–12 Pre-AP and AP classes. These reports shall be mailed to the student's home and provide for the signature of the student's parent and shall be returned to the District.

Principals should help parents understand that failure to receive an unsatisfactory report does not guarantee a passing grade since a teacher cannot always foresee failing work that might occur at the end of the reporting period.

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DISHONESTY

Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties and grade penalties on assignments or tests. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or the professional employee, taking into consideration written materials, observation, or information from students.

RETEACHING

The purpose of ongoing evaluation is to determine the student's mastery of instructional objectives as they are taught or shortly afterwards. If a student in the class fails to master the objective, the objective should be retaught in class using a different method.

Reteaching is defined as another presentation of content, usually to provide an additional opportunity for a student to learn. Implementation of the District procedure for reteaching does not have to be detailed or prescriptive. Reteaching may vary from subject to subject or from class to class, even from student to student. It may be as simple as repeating the concept. If the student still does not understand the concept, the teacher might use different materials or modalities to present the concept again. If the initial instruction was primarily visual, the reteaching activity might be manipulative; if the teacher used the deduction approach initially, the reteaching activity might use an inductive approach, thus allowing the student to gain a new perspective on the task.

Reteaching is an integral part of the lesson cycle and may occur in many different situations such as during direct teaching as a teacher checks for understanding; guided practice as a teacher monitors; or during independent practice as students work individually or in cooperative learning groups.

Teachers shall plan for reteaching at the same time they plan initial instruction, thereby ensuring that alternative instructional strategies are immediately available when needed. Planning for reteaching may or may not be written and should not require excessive time or documentation. If initial reteaching efforts are unsuccessful, the more complex process of remediation may be necessary. Remediation implies analysis of the learning task and further diagnosis of a student's needs, including the identification of deficient prerequisite skills. Remediation may occur in many different situations.

Reteaching, to ensure that students master the material, may include but shall not be limited to the following:

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1. The student may be required to correct or rework unsatisfactory assignments; the grade earned shall replace the original grade.
2. The student may be required to retake a major examination; the grade earned shall replace the original grade.
3. The teacher may require the student to attend a tutorial program or remedial classes. Cocurricular or extracurricular activities shall not interfere with the requirement to attend these activities.
4. The teacher may assign additional work on a particular unit for the student to complete.
5. The teacher may work with small groups during class time while other students work independently.

SPECIAL EDUCATION  
STUDENTS

Special education students are to be graded on the basis of the level specified in the individualized education program (IEP). The report card shall indicate the level on which the grade is based. If a special education student working below grade level consistently receives grades equivalent to an A or B, it is possible that the student should be working on a higher level and/or the pace of instruction should be increased.

CONVERSION SCALE

The grade conversion scale for all grade levels shall be as follows:

90 – 100	=	A
80 – 89	=	B
75 – 79	=	C
70 – 74	=	D
69 and below	=	F
90 – 100	=	Excellent
75 – 89	=	Satisfactory
70 – 74	=	Needs Improvement
69 and below	=	Unsatisfactory

TRANSFER STUDENTS

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

A+ = 98	C+ = 79	F = 69 and below
A = 95	C = 77	
A- = 92	C- = 75 (lowest "C" allowed)	
B+ = 88	D+ = 74	
B = 85	D = 72	
B- = 82	D- = 70	

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HOMEWORK	Homework assignments shall be meaningful and an extension of classroom instruction that should be taken seriously by the student. The teacher shall examine and correct the homework. It shall be emphasized to students that homework is a contributing factor in learning.
MAKEUP WORK	<p>It is the student's responsibility to schedule a makeup test just as it is his or her responsibility to complete make-up work after absences. Except for extenuating circumstances such as a prolonged illness, makeup work and tests shall be completed within the same number of school days as days absent after the student's return to class. Failure to do so shall result in a zero grade. Extenuating circumstances must be approved by the principal.</p> <p>A student may make up work in 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.</p>
ROUTINE	Students shall receive credit for satisfactory makeup work after an absence, including absences as a result of suspension, but shall receive a zero for any assignment or test not made up within the allotted time.
IN-DEPTH	Teacher(s) may assign additional work to ensure that students who have been absent have sufficient opportunity to master the essential knowledge and skills to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine makeup work.
UNEXCUSED ABSENCES	Students shall receive credit for satisfactory makeup work after an unexcused absence. However, the highest grade for satisfactory makeup work shall be a grade of 70.
INCOMPLETE GRADES	<p>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 five school days after the grading period except for extenuating circumstances that have been approved in writing by the principal.</p> <p>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 shall receive an "incomplete" and be allowed a designated 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").</p>

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ELEMENTARY GRADE PRE-K	<p>The District shall use the grading designations of “excellent,” “satisfactory,” “needs improvement,” or “unsatisfactory” for determining student progress and reporting to parents at the prekindergarten level.</p> <p>Since many prekindergarten skills are of an observable nature, sufficient observation should be indicated in the gradebook to warrant the grade given on the report card.</p>
ELEMENTARY GRADE K	<p>The District shall use the grading designations of a check mark for mastery and an “X” for nonmastery or “N/A” for not assessed at this time for determining student progress in the content areas and reporting to parents at the kindergarten level.</p> <p>The District shall use the grading designations of “excellent,” “satisfactory,” “needs improvement,” or “unsatisfactory” for determining student progress in work habits, conduct, physical education and fine arts and reporting to parents at the kindergarten level.</p> <p>Since many kindergarten skills are of an observable nature, sufficient observation should be indicated in the gradebook to warrant the grade given on the report card.</p>
GRADE 1 FIRST SIX WEEKS	<p>The following procedure shall be used in grade 1 for reporting to parents and recording grades on the permanent record. For the first six-week period, the following grading system shall be used for all subjects including conduct and work habits.</p> <p>E = Excellent S = Satisfactory N = Needs Improvement U = Unsatisfactory</p>
REMAINDER OF SCHOOL YEAR	<p>E, S, N, and U grading designations shall be used for the remainder of the school year in science, social studies, fine arts, physical education, health, handwriting, conduct, and work habits in the first grade.</p> <p>Beginning with the second six-week period and continuing throughout the year, numerical grades shall be given in language arts and mathematics in grade 1.</p>
GRADES 2–5 FOUNDATION	<p>In grades 2–3, numerical grades shall be used to indicate student progress in language arts, mathematics, science, and social studies. In grades 4 and 5, numerical grades shall be used to indicate student progress in reading, language arts, spelling, mathematics, science, and social studies. The actual grades earned are to be recorded by the teacher.</p>
ENRICHMENT	<p>Teachers responsible for fine arts, health, physical education, conduct, and work habits shall use “excellent,” “satisfactory,” “needs</p>

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	improvement,” and “unsatisfactory” grades for the entire school year in grades 2–5.
GRADES 2–4 HANDWRITING	Teachers responsible for handwriting shall use “excellent,” “satisfactory,” “needs improvement,” and “unsatisfactory” grades for the entire school year in grades 2–4.
GRADE 5 HANDWRITING	For handwriting, student progress shall be indicated by “satisfactory” and “unsatisfactory.”
GRADES 1–5 NUMBER OF GRADES REPORTING	In grades 1–5, a minimum of nine grades per six-week period should be recorded in all subject areas.  Students who receive grades <del>below 50</del> on any work, daily or major test, shall have those grades recorded in the teacher grade book. Students not showing mastery must go through the reteaching process. <del>No grade lower than 50 shall be recorded on the report card for any of the six-week periods.</del> The six-week grade shall be determined by the following: <ul style="list-style-type: none"><li>75 percent ongoing evaluation</li><li>25 percent major tests (magazine, chapter, unit)</li></ul>
MIDDLE SCHOOL GRADES 6, 7, 8	The six-week grade shall be determined on a minimum of 12 grades calculated in the following manner: <ul style="list-style-type: none"><li>40 percent average daily grades</li><li>60 percent assessment</li></ul>
SECONDARY GRADES 9–12	Long-term projects, such as research papers, shall be graded at various stages of completion rather than only giving a grade for the final project.  Each teacher shall develop a clearly defined grading procedure. A copy shall be distributed to students at the beginning of each course so they are aware of the way in which they will be evaluated.
NONWRITTEN WORK	With grades on nonwritten work (project, speech, group work), the teacher shall share clearly defined evaluative criteria with students before the exercise. These criteria shall serve as documentation, which is essential in a parent conference.
SIX-WEEK GRADE	The six-week grade shall be determined on a minimum of 12 grades with the following requirements: <ul style="list-style-type: none"><li>The average of all major assessments shall be weighted 60 percent.</li><li>The average of all daily grades shall be weighted 40 percent.</li></ul>

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	<p>Three of the 12 grades shall represent major assessments such as unit exams, projects, major papers, and the like.</p> <p>Ongoing evaluation shall represent homework, study guides, quizzes, daily participation, and the like.</p>
SEMESTER EXAM GRADES 9–12	<p>The purpose of the semester exam is to determine, in a formal way, the mastery and retention of instructional objectives. While all objectives are tested by ongoing evaluations, only the major ones, especially those basic to the future success of the student, shall be included in the semester exam. Teachers shall follow the semester exam schedule provided by the principal. The semester exam is counted as 20 percent of the semester grade.</p>
REPORTING GRADES 6–12	<p>Students who receive grades <del>below 50</del> on any work, daily or major test, shall have those grades recorded in the teacher grade book. <del>No grade lower than 50 shall be recorded on the report card for the first, second, fourth, and fifth six-week periods. During the third and sixth six-week periods, the actual grade earned by the student shall be entered on his or her report card at the end of each grading period.</del> Students not demonstrating mastery must go through the reteaching process.</p>
DROPPING COURSES	<p>Schedule changes should be made the week prior to the beginning of each semester. Necessary changes in courses may be made within the first five school days of a semester without the grade appearing on the transcript. The staff may change achievement levels in courses as needed. Students shall be responsible for making up work missed on essential knowledge and skills and objectives for the new course.</p> <p>In extenuating circumstances, the principal may allow a student to drop a course after five days. Students dropping a course after the second week, however, shall receive a failing grade in the course dropped and shall receive a failing grade for the new course for that semester.</p>
CHANGING FAILING GRADES	<p>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: [See FNG(LEGAL)]</p> <ol style="list-style-type: none"><li>1. There was a mechanical error in averaging or recording the original grade.</li><li>2. 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 had been followed.</li></ol>