

Grading Policy and Theory of Action

Grading regulations are developed to clarify and ensure adherence to Board-approved grading policies [see EIA(LEGAL) and EIA(LOCAL)] and to transmit the District's theory of action about teaching and learning into grading practices across all classrooms and schools. Grading should be both formative and summative in nature.

To ensure compliance with Board policy, these guidelines should be reviewed in conjunction with Board policy EIA(LOCAL). These guidelines are intended to clarify Board policies, not to duplicate all policy requirements.

Grading Purposes

Grades should reflect adherence to the purposes for grading outlined in policy EIA(LOCAL) including equity and access to rigorous learning, communication, motivation, instructional decision making, and documentation of learning.

Accountability for Accuracy, Equity, and Quality of Grades

The accuracy, equity, and quality of grades as a measure of student learning are directly dependent on the quality of instruction provided, the alignment of student learning tasks to the content and pacing of the District's curriculum, and the quality and rigor of the student work that is used to determine grades.

Students Enrolled in Extracurricular Activities

A student enrolled in extracurricular activities must meet the No Pass/No Play requirements for eligibility to participate. A student must receive a grade of 70 or better in any course for eligibility purposes.

According to 19 Administrative Code 74.30, students enrolled in identified honors courses including Advanced Placement (AP), International Baccalaureate (IB), and dual credit will be eligible for exemption from the state's No Pass, No Play policy [see FM(LEGAL)]. Additionally, local school districts are authorized to identify and approve a listing of such honors courses and set the exemption standard students must meet to retain UIL eligibility. A student who earns a grade of 60 and above at the end of an evaluation period in the courses listed and identified as honors may maintain UIL eligibility. A student who earns a grade below 60 may retain UIL eligibility only if he or she meets the following standards:

1. There are no disciplinary concerns.
2. The student does not have multiple zeroes in an advanced course.
3. The student has made a "good faith" effort to earn a passing grade in an honors course.
4. The student completes an eligibility waiver application and receives approval from the compliance director.

Eligibility waiver applications will only be considered for honors courses from the District-approved list in which the student earned a grade below 60. Principals may consider the eligibility waiver application before submitting the application for approval by the Compliance Office. Submitting an eligibility waiver application must be the last resort for a student. All academic achievement efforts prior to the end of the grading period should be exhausted before an eligibility waiver application is submitted (retest, makeup work, tutoring, and the like). A student participating in extracurricular activities who enrolls in honors courses will be expected to stay in honors courses for the duration of the school year.

**Grade / Department /
Campus Grading
Procedures**

Teachers will develop and consistently implement common grade-level or department grading procedures in compliance with this regulation and will communicate the common grading procedures to parents and students in writing as directed by the campus principal. Campus principals will approve grading procedures to ensure compliance with Board policies and regulations related to grading.

Principals will develop procedures to communicate the campus grading practices and will report student learning progress to all parents, campus instructional staff, sponsors of extracurricular activities, and the Learning Community Executive Director.

**Guidelines for
Determining Six-
Week and Semester
Grades**

In compliance with grading policy EIA(LOCAL), grade-level/cluster guidelines for grading will be implemented across all classrooms, grade levels, and schools in prekindergarten–grade 12. Prekindergarten–grade 12 guidelines will apply to all teachers and students and additional grading requirements specific to grade clusters in prekindergarten–grades 1, 2–5, 6–8, and 9–12 will apply. Grades are issued six times per year, which generally conforms to a six-week schedule unless the school calendar varies. The term “six-week” will be used in this regulation to refer to the six grading periods.

**Grade Errors and
Corrections:
Pre-K–Grade 12**

Errors in students’ grades must be corrected within ten days after the grading period ends. Corrections of grade errors will be based on teacher grade book records. Corrections will be made only on a designated form with the teacher’s and principal’s signature and date to verify the change. Copies will be distributed to the Data Controller and Counselors.

**Pre-K–Grade 1
Grading Guidelines**

To ensure compliance with Board policy, these guidelines should be reviewed in conjunction with Board policy EIA(LOCAL). These guidelines are intended to clarify Board policies, not to duplicate all policy requirements.

**Reporting Learning
Standards Mastery**

Grading of student work should be based on District-required learning standards and provide clear expectations for mastery that

are communicated to students so that they understand the learning expectations. Criteria for grading should be clearly communicated to parents and displayed in the classroom. Grades in core content areas should be derived from group and independent student classwork and should be both formative and summative assessments.

Report cards are to be issued every six weeks, and grades will be recorded and communicated using District-approved reporting forms and/or software programs.

Report cards for prekindergarten–grade 1 will indicate progress toward mastery of student learning standards by content area using the letter grades of E for Excellent/Consistent Progress, S for Satisfactory Progress, and N for Needs Improvement/Additional Time for Learning. For areas identified as Needs Improvement, narrative comments will be provided to indicate targets for growth and to request a parent conference.

In prekindergarten, grades for art, music, and physical education are to be assigned by specialists for full-day students only. In kindergarten–grade 1, art, music, and physical education teachers will assign grades in their content area for each grading period of the school year. Art, music, and physical education teachers will not be required to tutor students in foundation subjects during regularly scheduled enrichment classes.

Three-Week
Progress Reports

Progress reports are issued by the teacher every three weeks if a student's performance in any subject is not deemed satisfactory, and will be recorded and communicated using District-approved reporting forms and/or software programs. Teachers will have the option, and are encouraged, to issue progress reports to all students to communicate standards mastery and provide specific feedback about effort exhibited by the student in his or her learning.

Homework

Homework should be used to reinforce and support mastery of learning, engage parents in the learning process, and when appropriate and possible, should be differentiated for students depending on their mastery of the objectives.

In prekindergarten–grade 1, grades from homework assignments may not be recorded in the grade book or used in the calculation of six-week grades, but teachers may assign homework that is engaging and reinforces classroom learning. Feedback should be provided regarding any assignment sent home for completion. Homework should be based only on content standards previously taught, assigned, and completed during the same instructional

	<p>week at a level of difficulty that can be completed independently by students.</p>
Retesting	<p>A student will be permitted to retake any major test that she or he has failed within five school days of the date the failing grade was received and no later than ten days of the date of the test. The re-testing policy will not apply to an Assessment of Course Performance (ACP), which are given to students in kindergarten and grade 1.</p>
Grade Weights	<p>In prekindergarten–grade 1, the reported six-week grade for each content area will be weighted at 50 percent for classwork and 50 percent for assessments. Unless otherwise indicated on the report card, only one overall grade per grading period will be entered for art, music, physical education, and theater arts. Criteria for grading in these subjects will be based primarily on classwork.</p>
Guidelines for Standardized Test Prep / Remediation	<p>Test-prep practice for norm-referenced assessments, such as the ITBS or Logramos, or other standardized assessment is not appropriate in prekindergarten–grade 1 and should not be practiced.</p>
Grades 2–5 Grading Guidelines	<p>To ensure compliance with Board policy, these guidelines should be reviewed in conjunction with Board policy EIA(LOCAL). These guidelines are intended to clarify Board policies, not to duplicate all policy requirements.</p>
Reporting Learning Standards Mastery	<p>Report cards are issued every six-week grading period, and grades will be recorded and communicated for all foundation and enrichment subjects using District-approved reporting forms and/or software programs. Grading of student work should be based on state- and District-required learning standards and should provide clear expectations for mastery that are communicated to and/or co-constructed with students. Criteria for grading should be clearly communicated to parents and displayed in the classroom.</p> <p>Numerical grades should be derived from the following:</p> <ul style="list-style-type: none">• Group and independent student classwork and homework as outlined below;• Formative and summative assessments; and/or• Project-based learning. <p>Art, music, and physical education teachers will assign grades in their content area for each grading period of the school year and will not be required to tutor students in foundation subjects during the regularly scheduled enrichment classes.</p>

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

EIA
(REGULATION)

Three-Week Progress Reporting Progress reports are issued by the teacher every three weeks if a student's performance in any subject or class is below 70 or whose average is deemed borderline according to District guidelines and will be recorded and communicated using District-approved reporting forms and/or software programs. Teachers will have the option, and are encouraged, to issue progress reports to all students to communicate standards mastery and to provide specific feedback about effort exhibited by the student in his or her learning.

Determining Classwork Grades Classwork should be rigorous and standards-based and should document cumulative mastery of content area concepts. Expectations for grading classwork should be clearly communicated to students and posted in the classroom. Mastery criteria for projects or other assignments that are used to evaluate multiple concepts should be clearly communicated to students, using tools such as rubrics or criteria charts.

Teachers may assign no less than one classwork grade per week per subject or a minimum of six grades per subject per six weeks. Projects may assess multiple learning standards and therefore, more than one grade may be recorded for a project (based on the scoring rubric).

Determining Homework Grades Homework can help families become more involved with the educational process, communicate high expectations for students, and help students develop self-discipline and organizational skills. Homework should be based only on content standards previously taught and at a level of difficulty that can be completed independently by students. In grades 2–5, grades from homework assignments will be counted only if they improve the student grade average, but feedback should always be provided on homework.

Students may be assigned no more than one hour per night of homework or no more than five hours per week for all grade-level subjects/teachers combined. Departmentalized teachers should collaborate to determine homework assignments that meet this expectation. Student/parent reading time is not included in the homework time limit.

Test and / or Project Grades Teachers should use a variety of assessment methods such as unit tests, project evaluation, six-week tests, and the like. There should be no fewer than two and no more than four test/major project grades per six weeks in each core subject area. Rubrics used for grading projects will reflect mastery of identified content learning standards.

Students must take the ACP if it is offered in the course. The ACP is considered a part of the course. Only students with appropriate documentations (such as ARD or 504 documentation) may be ex-

empted from the ACP. ACPs are given as is and may not be modified. In cases of testing irregularity, the school will work with Evaluation and Assessment to determine appropriate grading for students in grades 3–5.

Retesting

To ensure that test grades reflect content mastery, a student will be permitted to retake any major test that he or she has failed within five school days of the date the failing grade was received or no later than ten days of the date of the test. If the test is passed on the second attempt, the failing grade will be removed from the grade book, and the passing grade will be recorded, with the following exception. When student behavior or actions clearly demonstrate that a major test was failed due to lack of effort or inappropriate behavior, a teacher, with the principal's approval, may assess a grade penalty. The grade penalty will be either the average of the two tests or a 70 (if either the average or the second attempt is above 70). The grade given a student failing the test for the second time will be the higher score earned on either test. The retesting policy will not apply to ACPs.

Grade 3–5 students with an unexcused absence during ACP testing must make up a missed ACP examination within the first ten days during which the campuses are open following the end of the original testing window. These tests will be offered at the campus. Students who fail to make up the examination during this time will receive an examination grade of zero.

Students with an excused absence during ACP testing must make up a missed ACP examination within the first ten days during which the campuses are open following the end of the original testing window. These tests will be offered at the campus. If a student with an excused absence is out for an extended time and has contacted the school, the student may make up the examination by the end of the grading period in which the student returns to school. For these students, the school will arrange testing sessions through the District's testing department. Students who fail to make up the examination within the allotted time frame will receive an examination grade of zero.

Makeup Work and
Incomplete Grades
Related to an
Absence

Students will be permitted to make up assignments and tests without grade penalty after an absence. Giving zeros as a grade is not a best practice, and, therefore, a zero can be recorded only after a parent call/notification has been made and the student has been given two days for every day missed or two days after parent notification to complete the assignments or tests. An incomplete (I) grade on the six-week report card will be recorded if the makeup time has not elapsed prior to the end of the six-week period.

An incomplete for a six-week grade should be made up prior to the end of the semester. An incomplete for a six-week grade that is not made up by the end of the semester will be recorded as the actual grade average earned. Semester grades of incomplete must be reviewed by the school's attendance committee or grade placement committee. The campus committee will determine the method for students to remediate the incomplete grade.

Late Work Not
Related to an
Absence

Students must be given at least one opportunity to submit late work not related to an absence. Grade penalties and the amount of time allowed to complete the assignment should be determined by grade-level/department teacher teams and approved by the principal. Teachers will develop and consistently implement common grade-level or department grading procedures for late work in compliance with this regulation and will communicate the common grading procedures to parents and students in writing as directed by the campus principal.

Grade Weights

Grades will be weighted as follows:

Classwork/Homework*	50 percent (homework grades recorded if they improve grade average)
Tests	20 percent grade weight
Projects/Products	20 percent grade weight (example: composition, research paper, presentation, report)
Six-week test grade	10 percent grade weight

Art, music, and physical education teachers will assign grades for the subjects they are assigned, and criteria for grading in these subjects will be based primarily on classwork.

Semester Grades

The three six-week grades will be averaged to determine the semester grade for grade 2.

In grades 3–5, for courses in which an ACP is developed, the ACP will account for five percent of the semester grade, and the three six-week grades will be averaged to account for the remaining 95 percent of the semester grade. ACPs being administered for the first year will not be included. For other grade 3–5 courses, the three six-week grades will be averaged to determine the semester grade.

High Class / Grade
Level / School
Failure Rates

Teachers with a six-week and/or semester failure rate of greater than ten percent in any subject area will be required to develop and submit an intervention support plan for struggling students that will be monitored by the principal or designee.

Schools with a six-week and/or semester failure rate of greater than ten percent in any grade/subject will be required to develop and submit an intervention support plan for struggling students that will be monitored by the executive director of the learning community.

Continued school failure rates resulting in greater than five percent retention of students in any grade level may result in additional required interventions/supports/consequences.

Teachers should be prepared to provide an update to the campus principal for students whose grade averages are on the pass/fail borderline of 68–69, including strategies for academic supports for the next six weeks.

Guidelines for
Standardized Test-
Prep / Remediation

Test genre practice for standardized state assessments may be a part of the preparation process for students but should not take the place of rigorous instruction or more open-ended performance-based assessments. Therefore, the following must be followed regarding the use of test-prep materials:

1. Test-prep formatted questions can be used as test format models after more rigorous assessments, which should reflect higher-level thinking.
2. Supplemental test-prep materials can be used but should be limited to students who are in need of intervention in a particular subject area rather than as a general practice for all students.
3. Students should be placed in tiered intervention programs based upon their learning needs, which requires scheduling of interventions during the school day.
4. Students should not be removed from any required core or enrichment Texas Essential Knowledge and Skills (TEKS)-based instruction for the purpose of test preparation/remediation. Short-term focused intervention tutorials may be scheduled in the three weeks prior to the state-mandated assessment but should not remove students from other required instruction without the approval of the campus principal.
5. Parents must be notified if students are removed from any core or enrichment TEKS-based course or classroom for test

preparation, and grades for the missed course/class must reflect student absence from instruction.

**Grades 6–8
Grading Guidelines**

Reporting Learning
Standards Mastery

Report cards are issued every six-week grading period, and grades will be recorded and communicated using District-approved reporting forms and/or software programs. Grading of student work should be based on state- and District-required learning standards and should provide clear expectations for mastery that are communicated to and/or co-constructed with students.

Grades will not be entered, nor credit awarded, for subjects from which students have been pulled for instruction in another subject during a grading period. If a student is assigned to an academic intervention class, that student must be moved to the roster for that intervention class. For required coursework, such moves may only be made at the end of a semester so that students can receive credit for required coursework. For other courses, such moves may be made at the end of a six-week grading period.

Three-Week
Progress Report
Forms

Progress reports are issued by the teacher every three weeks if a student's performance in any subject or class is below 70 or whose average is deemed borderline according to District guidelines and will be recorded and communicated using District-approved reporting forms and/or software programs. Teachers are encouraged to issue progress reports to all students to communicate standards mastery and provide specific feedback about effort exhibited by the student in his or her learning.

Determining
Classwork Grades

Classwork should be rigorous and standards-based and should document cumulative mastery of content area concepts. Expectations for grading classwork should be clearly communicated to students. Mastery criteria for projects or other assignments that are used to evaluate multiple concepts should be clearly communicated to students using tools such as rubrics or criteria charts.

Determining
Homework Grades

Homework is based on learning standards that have previously been taught in class that must be completed outside the regular school day and not during the regular class period. Homework can help families become more involved with the educational process, communicate high expectations for students, and help students develop self-discipline and organizational skills. All homework assignments must be designed as a meaningful part of the educational process and be reviewed by the teacher. Feedback should be provided within 48 hours of the submission of the assignment or as soon as reasonably possible given the rigor of the assignment. Feedback is defined as written comments, peer review, conference, grades, and the like.

Homework assignments may or may not be awarded a grade at the teacher's discretion. When recording grades, primary consideration should be given to recording homework grades that raise a student's average, not lower it.

Students may be assigned no more than one and one-half hours per night or no more than seven hours per week for all grade-level subjects/teachers combined. Department heads/CILT teachers should collaborate to determine homework assignments that meet this expectation.

Makeup Work and
Incomplete Grades
Related to an
Absence

Students will be permitted to make up assignments and tests without grade penalty after an absence. Students will be given at least two school days for every day missed to complete the assignments or tests missed after an absence. An incomplete (I) grade on the six-week report card may be recorded if the allotted period has not elapsed prior to the end of the six-week grading period. An incomplete for a six-week grade must be made up within ten school days, or the actual grade average earned will be recorded. Principals must be notified when an incomplete is assigned.

Semester grades of incomplete must be reviewed by the school's attendance committee or grade placement committee. The campus committee will determine the method for students to remediate the incomplete grade.

Late Work Not
Related to an
Absence

Students must be given at least one opportunity to submit late work not related to an absence. Grade penalties and the amount of time allowed to complete the assignment should be determined by grade-level/department teacher teams and approved by the principal. Teachers will develop and consistently implement common grade-level or department grading procedures for late work in compliance with this regulation and will communicate the common grading procedures to parents and students in writing as directed by the campus principal.

Giving zeros as a grade for late work is not a best practice, and, therefore, it is recommended that a parent call/notification be made prior to recording a grade of zero (especially for students for whom the zero will likely result in a failing grade). Efforts should be made to assist students in completing missed work.

Retesting

To ensure that test grades reflect content mastery, a student will be permitted to retake any major test that he or she has failed within five school days of the date the failing grade was received or no later than ten days of the date of the test. If the test is passed on the second attempt, the failing grade will be removed from the grade book, and the passing grade will be recorded, with the following exception. When student behavior or actions clearly

demonstrate that a major test was failed due to lack of effort or inappropriate behavior, a teacher, with the principal's approval, may assess a grade penalty. The grade penalty will be either the average of the two tests or a 70 (if either the average or the second attempt is above 70). The grade given a student failing the test for the second time will be the higher score earned on either test. The retesting policy will not apply to ACPs.

Grade 6–8 students with an unexcused absence during ACP testing must make up a missed ACP examination within the first ten days during which the campuses are open following the end of the original testing window. These tests will be offered at the campus. Students who fail to make up the examination during this time will receive an examination grade of zero.

Students with an excused absence during ACP testing must make up a missed ACP examination within the first ten days during which the campuses are open following the end of the original testing window. These tests will be offered at the campus. If a student with an excused absence is out for an extended time and has contacted the school, the student may make up the examination by the end of the grading period in which the student returns to school. For these students, the school will arrange testing sessions through the District's testing department. Students who fail to make up the examination within the allotted time frame will receive an examination grade of zero.

Test and / or Project
Grades

Teachers should use a variety of assessment methods such as unit tests, project evaluation, six-week tests, and the like. There should be no fewer than two and no more than four test/major project grades per six weeks in each subject area, including a required six-week test and semester examination. Projects may assess multiple learning standards and therefore, more than one grade may be recorded for a project (based on the scoring rubric). Rubrics used for grading projects will reflect mastery of identified content learning standards.

Students must take the ACP if it is offered in the course. The ACP is considered a part of the course. Only students with appropriate documentations (such as ARD or 504 documentation) may be exempted from the ACP. ACPs are given as is and may not be modified. In cases of testing irregularity, the school will work with Evaluation and Assessment to determine appropriate grading for the student.

Number of Grades

Teachers should record no fewer than two classwork/homework grades per week per subject, with a minimum of 12 grades per subject per grading period. Grades should be documented weekly.

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

EIA
(REGULATION)

Grade Weights for
Determining the
Six-Week Report-
Card Grade

The following weights will be used to determine six-week report card grades:

Classwork/Homework*	45 percent (no more than one-fourth homework)
Tests	20 percent grade weight
Projects/Products	20 percent grade weight (example: composition, research paper, presentation, report)
Six-week test grade	15 percent grade weight

Semester and
Yearly Grades

The semester examination/ACP will account for ten percent of the semester grade, and the three six-week grades will be averaged to account for the remaining 90 percent of the semester grade. Semester grades are averaged together to assign a yearly grade.

For courses that have a linked STAAR examination, a second semester ACP will not be offered. For these classes, the second semester grades will be calculated by average in the three six-week grades, which account for 100 percent of the semester grade.

High Class / Grade-
Level / School
Failure Rates

Teachers with a six-week and/or semester failure rate of greater than 15 percent in any subject area will be required to develop and submit an intervention support plan for struggling students that will be monitored by the principal/designee.

Schools with a six-week and/or semester failure rate of greater than 15 percent in any grade/subject will be required to develop and submit an intervention support plan for struggling students that will be monitored by the executive director of the learning community.

Continued school failure rates resulting in greater than ten percent retention of students in any grade level may result in additional required interventions/supports/consequences.

Teachers should be prepared to provide an update to the campus principal for students whose grade averages are on the pass/fail borderline of 68–69, including strategies for academic supports for the next six weeks.

Guidelines for
Standardized Test-
Prep / Remediation

Test genre practice for standardized state assessments may be a part of the preparation process for students but should not take the place of rigorous instruction or more open-ended performance-based assessments. Therefore, the following must be adhered to regarding the use of test-prep materials:

1. Test-prep formatted questions can be used as test format models after more rigorous assessments, which should reflect higher-level thinking.
2. Supplemental test-prep materials can be used, but should be limited to students who are in need of intervention in a particular subject area rather than as a general practice for all students.
3. Students should be placed in tiered intervention programs, based upon their learning needs, which requires scheduling of academic intervention, tutorials, and the like.
4. Students should not be removed from any required core or enrichment TEKS-based instruction for the purpose of test preparation/remediation. Short-term focused intervention tutorials may be scheduled in the three weeks prior to the state-mandated assessment but should not remove students from other required instruction without the approval of the campus principal.
5. Parents must be notified if students are removed from any core or enrichment TEKS-based course or classroom for test preparation, and grades for the missed course/class must reflect student absence from instruction.

**Grades 9–12
Grading Guidelines**

Reporting Learning
Standards Mastery

Report cards are issued every six-week grading period, and grades will be recorded and communicated using District-approved reporting forms and/or software programs. Grading of student work should be based on state- and District-required learning standards and should provide clear expectations for mastery that are communicated to and/or co-constructed with students.

Grades will not be entered, nor credit awarded, for subjects from which students have been pulled for instruction in another subject during a grading period. If a student is assigned to an academic intervention class, that student must be moved to the roster for that intervention class. For courses carrying state credit, such moves may only be made at the end of a semester so that students can receive credit. For courses carrying local credit, such moves may be made at the end of a six-week grading period.

Three-Week
Progress Reports

Progress reports are issued by the teacher every three weeks if a student's performance in any subject or class is below 70, or whose average is deemed borderline according to District guidelines, and will be recorded and communicated using District-approved reporting forms and/or software programs. Teachers are encouraged to issue progress reports to all students to communicate standards mastery and provide specific feedback about effort exhibited by the student in his or her learning.

Determining
Homework Grades

Homework is defined as work that is completed outside of class time and is an extension and/or extra practice related to concepts taught in class or preparation for a future class. Homework may help families become more involved with the educational process, communicate high expectations for students, and help students develop self-discipline and organizational skills.

All homework assignments must be designed as a meaningful part of the educational process and must be reviewed by the teacher. Feedback should be provided within 48 hours of the submission of the assignment or as soon as reasonably possible. Feedback is defined as written comments, peer review, conference, grades, and the like.

The cumulative time spent on homework must be reasonable. No more than two hours per night or ten total hours per week of homework should be assigned across all subjects/teachers combined, with the exception of students enrolled in multiple AP courses, who may be assigned up to one hour per day per AP course with a total per week for all subjects/teachers combined of no more than 20 hours (considerations may need to be made based on campuses with block schedules, but the total number of hours should remain consistent for students). Department heads/CILT teachers should collaborate to determine homework assignments that meet this expectation.

Determining
Classwork Grades

Classwork should be rigorous, effort-based, and cumulative to show mastery of content area concepts such as in projects or rigorous tasks.

Expectations for grading classwork should be clearly defined through rubrics, criteria charts, or other evaluative tools, and the like. Project and/or problem-based assignments that evaluate mastery of multiple concepts should be clearly defined in a rubric or criteria chart that is communicated to/co-constructed with and understood by students.

**Grading for Dual
Credit Courses
Taught on the High
School Campus**

For dual credit courses taught by a qualified District teacher on the high school campus, the grading system used will be the grading system of the partner college or university.

Makeup Work and
Incomplete Grades
Related to an
Absence

Students will be permitted to make up assignments and tests without grade penalty after an absence.

Students will be given at least two school days for every day missed to complete the assignments or tests missed after an absence. An incomplete (I) grade on the six-week report card may be recorded if the allotted period has not elapsed prior to the end of

the six-week grading period. An incomplete for a six-week grade must be made up within ten school days, or the actual grade average earned will be recorded. Principals must be notified when an incomplete is assigned.

Semester grades of incomplete must be reviewed by the school's attendance committee or grade placement committee. The campus committee will determine the method for students to remediate the incomplete grade.

Late Work Not
Related to an
Absence

Students must be given at least one opportunity to submit late work not related to an absence. Grade penalties and the amount of time allowed to complete the assignment should be determined by grade-level/department teacher teams and approved by the principal. Teachers will develop and consistently implement common grade-level or department grading procedures for late work in compliance with this regulation and will communicate the common grading procedures to parents and students in writing as directed by the campus principal.

Giving zeros as a grade for late work is not a best practice, and, therefore it is recommended that a parent call/notification be made prior to recording a grade of zero (especially for students for whom the zero will likely result in a failing grade). Efforts should be made to assist students in completing missed work.

Retesting

To ensure that test grades reflect content mastery, a student will be permitted to retake any major test that he or she has failed within five school days of the date the failing grade was received or no later than ten days of the date of the test. If the test is passed on the second attempt, the failing grade will be removed from the grade book, and the passing grade will be recorded, with the following exception. When student behavior or actions clearly demonstrate that a major test was failed due to lack of effort or inappropriate behavior, a teacher, with the principal's approval, may assess a grade penalty. The grade penalty will be either the average of the two tests or a 70 (if either the average or the second attempt is above 70). The grade given a student failing the test for the second time will be the higher score earned on either test. The retesting policy will not apply to ACPs.

Students with an unexcused absence during ACP testing must make up a missed ACP examination within the first ten days during which the campuses are open following the end of the original testing window. These tests will be offered at the campus. Students who fail to make up the examination during this time will receive an examination grade of zero.

Students with an excused absence during ACP testing must make up a missed ACP examination within the first ten days during which the campuses are open following the end of the original testing window. These tests will be offered at the campus. If a student with an excused absence is out for an extended time and has contacted the school, the student may make up the examination by the end of the grading period in which the student returns to school. For these students, the school will arrange testing sessions through the District's testing department. Students who fail to make up the examination within the allotted time frame will receive an examination grade of zero.

Test and / or Project
Grades

Teachers should use a variety of assessment methods such as unit tests, project evaluation, six-week tests, and the like. There should be no fewer than three and no more than five test/major project grades per six weeks in each subject area, including a required six-week test and semester examination. Rubrics used for grading projects will reflect mastery of identified content learning standards.

Students must take the ACP if it is offered in the course. The ACP is considered a part of the course. Only students with appropriate documentations (such as ARD or 504, or Reconnection/Evening Academy course documentation) may be exempted from the ACP. Reconnection/Evening Academy students must take an alternate test of similar rigor approved by the Superintendent or designee. ACPs are given as is and may not be modified. In cases of testing irregularity, the school will work with Evaluation and Assessment to determine appropriate grading for the student.

Number of Grades

Teachers should record no fewer than two classwork/homework grades per week per subject, with a minimum of 15 grades per subject per grading period. Projects may assess multiple learning standards, so one project may result in multiple grade book entries. Grades should be documented weekly.

Grade Weights for
Determining Six-
Week Grades

The following grade weights will be used to determine six-week grades:

Classwork/Homework*	40 percent (no more than one-half homework)
Tests	25 percent grade weight
Projects/Products	20 percent grade weight (example: composition, research paper, presentation, report)
Six-week test grade	15 percent grade weight

Determining
Semester and
Yearly Grades

The semester examination/ACP will account for 15 percent of the semester grade, and the three six-week grades will be averaged to account for the remaining 85 percent of the semester grade. Semester grades are averaged together to assign a yearly grade.

For courses that have a linked STAAR EOC examination, a second semester ACP will not be offered. For these classes, the second semester grades will be calculated by averaging in the three six-week grades, which account for 100 percent of the semester grade.

For graduating seniors, grades for the second semester may also be calculated by averaging the three six-week grades if ACP testing is prior to graduation.

If a student at the high school level has been taught by a non-certified substitute teacher in a classroom with a vacancy or a teacher with extended absences for more than 25 days in Semester 1 or 30 days in Semester 2, the student's final grade will be calculated using either the ACP examination with 15 percent weight or the average of the three six-weeks grades, whichever is higher.

High Class / Grade-
Level / School
Failure Rates

Teachers with a six-week and/or semester failure rate of greater than 20 percent in any subject area will be required to develop and submit an intervention support plan for struggling students that will be monitored by the principal.

Schools with a six-week and/or semester failure rate of greater than 20 percent in any grade/subject will be required to develop and submit an intervention support plan for struggling students that will be monitored by the executive director of the learning community. Continued school failure rates resulting in greater than five percent retention of students in any grade level may result in additional required interventions/supports/consequences.

Teachers should be prepared to provide an update to the campus principal for students whose grade averages are on the pass/fail borderline of 68–69, including academic supports for the next six weeks.

Guidelines for
Standardized Test-
Prep / Remediation

Test genre practice for standardized state assessments may be a part of the preparation process for students but should not take the place of rigorous instruction or more open-ended performance-based assessments. Therefore, the following must be followed regarding the use of test-prep materials:

1. Test-prep formatted questions can be used as test format models after more rigorous assessments, which should reflect higher-level thinking.

2. Supplemental test-prep materials can be used but should be limited to students who are in need of intervention in a particular subject area rather than as a general practice for all students.
3. Students should be placed in tiered intervention programs, based upon their learning needs, which requires scheduling of academic intervention, tutorials, and the like.
4. Students should not be removed from any required core or enrichment TEKS-based instruction for the purpose of test preparation/remediation. Short-term focused intervention tutorials may be scheduled in the three weeks prior to the state-mandated assessment but should not remove students from other required instruction without the approval of the campus principal.
5. Parents should be notified if students are removed from any core or enrichment TEKS-based course or classroom for test preparation, and grades for the missed course/class must reflect student absence from instruction. In addition, parents must give written permission for their student to be removed from class for remedial tutoring or test preparation if the student would miss more than ten percent of the regularly scheduled class.

**Adoption or Last
Amended Date**

This regulation was last adopted or amended on January 25, 2018.