

ELEMENTARY DISTRICT GRADING GUIDELINES

**STANDARDS FOR
MASTERY**

The District will follow the following standards for mastery

KINDERGARTEN

Kindergarten students will be evaluated on a list of skills based on the essential knowledge and skills for the grade level. Promotion will be based on significant mastery of skills as determined by the student's teacher. The teacher and other campus administrators will have a conference with the parent if retention of the student is being considered.

GRADES 1–5

In grades 1–5, promotion to the next grade level will be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading/language arts, a grade of 70 or above in mathematics, and a grade of 70 or above in either science or social studies.

[See EIE(LOCAL)]

GENERAL GUIDELINES

The following general guidelines will apply to both the elementary and secondary level.

**ACADEMIC
DISHONESTY AND
INTEGRITY**

The District will maintain an administrative exhibit regarding academic dishonesty that includes an Honor Code. The Honor Code will be printed annually in the student handbook and posted on the District's Web site.

[See EIA-R (Honor Code Regulation)]

**GRADING
PENALTIES**

The District will not impose a grade penalty on assignments or tests for late work due to an unexcused absence, or an absence due to suspension. However, a grade penalty will be imposed to students who are found to be in violation of the District's Honor Code Regulation (EIA-R).

Teachers may assign a late penalty to any project or major assignment turned in after the due date in accordance with previously established guidelines for the particular project or major assignment approved by campus administration and disseminated to students.

HOMEWORK
GUIDELINES

Homework will be used to enrich or reinforce topics and concepts covered in class and should satisfy at least one of the following objectives:

- To provide drill that helps the student practice a basic skill
- To give the student practice and extension of concepts learned in class
- To extend learning beyond the material that can be covered in class
- To develop effective study methods
- To help the student prepare for classroom work
- To allow the student to make up work after an absence
- To provide a means of reteaching essential knowledge and skills

Homework will not be assigned as punishment. Teachers are responsible for assigning effective, well-planned homework assignments that aid the student in mastering the essential knowledge and skills.

MAKE-UP WORK
ABSENCES

Students will be expected to make up assignments and tests after excused or unexcused absences. Students will have the same number of days to make-up work as they have been absent. Students shall receive a zero for any assignment or test not made up in the allotted time. The teacher may assign the student make up work that is different from the original assignment based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

Each student will be responsible for obtaining and completing the make-up work in a satisfactory manner and will make-up work upon their return from a particular absence within the same number of days for which they were absent.

ELEMENTARY
RETEACHING AND
REASSESSING

The District shall permit a student who meets the criteria detailed in grading guidelines a reasonable opportunity to make corrections to show mastery of learning. [See EIA (Local)] The guidelines are as follows:

1. Intervention and re-teaching opportunities will be provided for students as needed during whole group instruction, small group instruction or intervention.
2. Each student will be given the opportunity to make corrections on an assignment or test one time to allow the student to reflect their mastery of learning.
3. A student must correct the assignment or test within five school days of receiving the grade for the initial assignment or test.
4. The posted grade will reflect one-half credit per corrected item for corrections added to the previous score. For example a 10 point item corrected would earn up to 5 points added back to the grade.
5. A student will not be able to retake or make corrections on a district benchmark or a curriculum-based assessment, the initial exam grade will be used in calculating the respective semester average.

ELEMENTARY
GRADING
GUIDELINES

Elementary grades will be based on mastery of the District curriculum for the student's grade level. Each teacher must be able to justify a student's grades using valid District-related criteria. If a student is functioning above or below grade level in reading/language arts or mathematics, the teacher must provide details in the comments section of the report.

Teachers will assess and document individual student progress for each student a minimum of once per week, during each grading period in mathematics, science, and social studies. These grades must come from a variety of assignment types, including daily grades, major grades, or assessments including benchmarks and curriculum-based assessments. English Language Arts will be graded according to ELAR Guidelines as outline in Grading Guidelines for ELAR. At the elementary level, all types of assignments will be weighted equally. Grades will be determined by averaging all grades earned for a subject area during a reporting period.

[See EIA(LOCAL)]

Students in pre-kindergarten and kindergarten will have checklists of required skills documenting mastery included in the student's permanent record.

Students in grades 1–5 will have the actual numerical grade earned in reading/language arts, mathematics, science, and social studies recorded on the student's the student's permanent file record.

ELEMENTARY
ENGLISH LANGUAGE
ARTS.

The grading guidelines below will assure that the combined ELAR grade accurately reflects the student's progress towards mastery of all components of effective reading.

ELA (English/Language Arts)

Phonological/Phonemic Awareness (oral)

Phonics/Word Recognition (sound/symbol correspondence)

-Spelling (Scientific Spelling activities/tests)

-Writing (Grammar: Revising & Editing/Composition)

Language Comprehension (Higher-Order Questioning Strategies)

Comprehension

-Listening Comprehension: When students are read to and answer questions that demonstrate an understanding of what the text conveys/retells

-Reading Comprehension: when students read independently and answer questions that demonstrate an understanding of what the text conveys

Vocabulary (Knowledge of words and word meaning)

-Oral Language Development

-Morphemic Analysis of Words

***Fluency (accuracy, rate, and prosody) is the bridge between ELA and Comprehension

FIRST GRADE

Five ELA grades (English/Language Arts)

- Phonics grades
- Writing grades

One Spelling grade (9 weeks average)

Three Language Comprehension/Vocabulary grades

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SECOND
GRADE

Four ELA grades (English/Language Arts)

- Phonics grades
- Writing grades

One Spelling grade (9 weeks average)

Four Language Comprehension/Vocabulary grades

THIRD
GRADE

Three ELA grades (English/Language Arts)

- Phonics grades
- Writing grades

One Spelling grade (9 weeks average)

Five Language Comprehension/Vocabulary grades

FOURTH
GRADE

Four ELA grades (English/Language Arts)

- Writing grades

One Spelling grade (9 weeks average)

Four Language Comprehension/Vocabulary grades

FIFTH
GRADE

Two ELA grades (English/Language Arts)

- Writing grades

One Spelling grade (9 weeks average)

Six Language Comprehension/Vocabulary grades

GRADING CHART

The District uses numerical averages to report student achievement. Numerical averages can be considered as traditional letter grades in accordance with the following:

90 – 100 = A

89 – 80 = B

79 – 70 = C

TRANSFER GRADES 69 or below = F
Letter grades transferred from outside of the District will be converted in accordance with the following:

A+/E+/4+	= 98	B+/S+/3+	= 88	C+/N+/2+	= 78
A / E / 4	= 95	B / S /3	= 85	C /N /2	= 75
A-/E-/4-	= 92	B-/S-/3-	= 82	C-/N-/2-	= 72

All grades of D at the elementary or secondary level or grades of U or 1 at the elementary level and will be converted to a 70 only if the previous district considered a grade of 60 – 69, U, or 1 as passing.

ART, MUSIC, AND P.E. The District records letter grades for art, music, and P.E. on the student’s permanent record, in accordance with the following:

- E – Exemplary
- S – Satisfactory
- N – Needs improvement
- U – Unsatisfactory

ELEMENTARY REPORTING PROCEDURES Progress reports/report cards will be issued every nine weeks. Interim reports will be issued after the fourth week of each grading period for all students. Interim reports and report cards must be signed by the parents and returned to the teacher.

[See EIA(LOCAL)]

ELEMENTARY ELECTRONIC GRADEBOOK Each classroom teacher is expected to input grades into his or her electronic gradebook regularly, with most grades being recorded within a week of the assignment being turned in.

Exceptions may be approved by campus administration for special projects or assignments that may take longer to grade.

ELEMENTARY
CONFERENCES

Elementary classroom teachers will hold a minimum of two conferences with the parents or guardians of each student each year. One of the parent conferences will be a student-led conference. For students in grades 1-5, a conference must be held with the parents or guardians of any student whose grade at the end of a nine-week grading period is below 70 in any core subject course.

**SECONDARY DISTRICT GRADING GUIDELINES
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**STANDARDS FOR
MASTERY**

The District will follow the following standards for mastery:

GRADES 6–8

In grades 6–8, promotion to the next grade level will be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading/language arts, a grade of 70 or above in mathematics, and a grade of 70 or above in either science or social studies.

GRADES 9–12

In grades 9–12, promotion to the next grade-level will be based on the number of credits earned by the student. Grade level classification:

- Grade 9: 0–5.5 credits
- Grade 10: 6–11.5 credits
- Grade 11: 12–17.5 credits
- Grade 12: 18 or more credits

[See EIE(LOCAL)]

**SECONDARY
GENERAL GUIDELINES**

The following general guidelines will apply to both the elementary and secondary level.

**ACADEMIC
DISHONESTY AND
INTEGRITY**

The District will maintain an administrative exhibit regarding academic dishonesty that includes an Honor Code. The Honor Code will be printed annually in the student handbook and posted on the District’s Web site.

[See EIA-R (Honor Code Regulation)]

**HOMEWORK
GUIDELINES**

Homework will be used to enrich or reinforce topics and concepts covered in class and should satisfy at least one of the following objectives:

- To provide drill that helps the student practice a basic skill
- To give the student practice and extension of concepts learned in class
- To extend learning beyond the material that can be covered in class
- To develop effective study methods
- To help the student prepare for classroom work
- To allow the student to make up work after an absence
- To provide a means of reteaching essential knowledge and skills

Homework will not be assigned as punishment. Teachers are responsible for assigning effective, well-planned homework assignments that aid the student in mastering the essential knowledge and skills.

**MAKE-UP WORK
ABSENCES**

Students will be expected to make up assignments and tests after excused or unexcused absences. Students will have the same number of days to make-up work as they have been absent. Students shall receive a zero for any assignment or test not made up in the allotted time. The teacher may assign the student makeup work that is different from the original assignment based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

Each student will be responsible for obtaining and completing the make-up work in a satisfactory manner and will make-up work upon their return from a particular absence within the same number of days for which they were absent.

GRADING CHART

The District uses numerical averages to report student achievement. Numerical averages can be considered as traditional letter grades in accordance with the following:

90 – 100	= A
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79 – 70	= C
69 or below	= F

TRANSFER GRADES

Letter grades transferred from outside of the District will be converted in GRADES accordance with the following:

A+/E+/4+ = 98	B+/S+/3+ = 88	C+/N+/2+ = 78
A / E / 4 = 95	B / S / 3 = 85	C / N / 2 = 75
A-/E-/4- = 92	B-/S-/3- = 82	C-/N-/2- = 72

All grades of D at the elementary or secondary level or grades of U or 1 at the elementary level and will be converted to a 70 only if the previous district considered a grade of 60 – 69, U, or 1 as passing.

SECONDARY GRADING

Grades in secondary level courses will be based on mastery of the District curriculum and the essential knowledge and skills for the particular course. Each teacher must be able to justify a student's grades using valid District-related criteria.

Grades may come from a variety of assignment types, including daily grades, homework, quizzes, major grades, or tests. At the secondary level, the different types of assignments will be categorized and weighted in accordance with established guidelines for each subject area, as noted below.

MIDDLE SCHOOL

Course or Subject Area	Weights
English/Language Arts	Arts Summative grades = 40% Formative grades = 60%
Mathematics	Summative grades = 40% Formative quiz grades = 30% Formative daily grades = 30%
Science	Summative grades = 50% Formative grades = 50%
Social Studies	Summative Grades = 50% Formative Grades = 50%

HIGH SCHOOL

Course or Subject Area	Weights
English	Summative: Tests, Projects, and Final Drafts = 50% Formative: Daily grades, Quiz grades, Journal grades, and Common Assessments = 50%
Mathematics	Summative grades = 50% Formative/Quiz grades = 25% Formative grades = 25%
Science	Summative Assessments = 50% Formative Assessments = 30% Daily grades = 20%
Social Studies	Test grades = 50% Daily/Quiz grades = 50%

For students in secondary courses, at least one grade each week must be entered into the electronic gradebook during each grading period. Each category (summative and formative) must consist of a minimum of two grades per grading period. Grades will be determined by averaging all grades earned for a course during a reporting period.

SECONDARY
REPORTING
PROCEDURES

Progress reports/report cards will be issued every nine weeks. Interim reports will be issued after the third and sixth week of each grading period for all students. [See EIA(LOCAL)]
In accordance with UIL rules, a student receiving an incomplete (designated as "I" on the report) for a three-week interim report or nine-week report card has one week to complete the required work and have the "I" changed to numerical average for that grading period.

SECONDARY
ELECTRONIC
GRADEBOOK

Each classroom teacher is expected to input grades into his or her electronic gradebook regularly, with most grades being recorded within a week of the assignment being turned in. Exceptions may be established for departments and approved by campus administration for special projects or assignments that take longer to grade.

SECONDARY
CONFERENCES

Secondary teachers will be required to schedule a conference or solicit further communication from the parents or guardians of any student whose grade at the end of a nine-week grading period is below 70 in any course. Parents or guardians have the option of requesting additional information from the school or requesting a conference with their child's teacher at any time.

GRADING
PENALTIES

The District will not impose a grade penalty on assignments or tests for late work due to an unexcused absence, or an absence due to suspension. However, a grade penalty will be imposed to students who are found to be in violation of the District's Honor Code Regulation (EIA-R).

Teachers may assign a late penalty to any assignment turned in after the due date in accordance with previously established guidelines. Students have an opportunity to submit work up to three days after the deadline assignment approved by campus administration and disseminated to students.

SECONDARY
RETEACHING AND
REASSESSING

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. [See EIA (Local)] The guidelines are as follows:

FAILED
ASSIGNMENTS OR TESTS

1. A student must utilize the opportunity to redo an assignment or retake a test within five school days of receiving the failing grade for the initial assignment or test.
2. In order for a student to redo an assignment or retake a test for which the student received a failing grade, the student must have all assignments related to that test completed and turned in to the teacher as well as, attend the required tutorial session(s). The amount of required tutorial time will be based on the individual student's understanding of the objectives not mastered.
3. A student will be allowed to redo an assignment or retake a test for which the student received a failing grade in order to receive a maximum grade of 70 points. This must be done in accordance with grade level and/or department guidelines or as approved by campus administration.
4. Each student will be allowed to redo an assignment or retake a test one time.
5. A student will not be able to retake or make corrections on a district benchmark, a long-term project, a mid-term exam or a final exam to improve his/ her grade; the initial exam grade will be used in calculating the respective semester average.

SEMESTER AND
FINAL EXAMS

All semester mid-terms and final exams will count as 15 percent of the course grade. Students will still be required to be in attendance on the day of that course's final exam, and teachers will provide other assignments or activities during the final exam time. Grades from these assignments or activities will be used in calculating the student's average for that grading period. [See EIA]

FINAL EXAM
EXEMPTIONS

A student may be exempt from a final exam during the spring semester of his or her senior year. A student in any grade level who is enrolled in and Advanced Placement (AP) class, takes the AP Exam and meets the exemption criteria may be exempt from the final exam in the Spring for that course. For the exemption to apply for a specific course, the student must meet the following criteria:

1. The student has no more than three absences from the class during the second semester, excluding school-related excused absences;
2. The student's semester average for the course is at least 80; and
3. The student's conduct grade for the semester in the course is a grade of B or better.

A student who meets the eligibility requirements for an exemption from the final exam for a course may still take the exam and use the score in the calculation of the final grade if the final exam grade improves the student's overall grade for the course.

A student assigned to the District's alternative school during the spring semester of his or her senior year is not eligible for final exam exemptions.

PARTIAL CREDIT
COLLEGE COURSEWORK
AND
DUAL CREDIT COURSES

A student who fails one semester and passes the other semester of a two-semester course, will earn credit for the entire course if the combined average of the two semesters is at least a 70.

When a student earns a passing grade in only one semester of a two-semester course and the combined average for the two semesters is less than a 70, the District will award credit for the semester with the passing grade. The student will be required to retake only the semester for which he or she earned a failing grade.

[See EI(LOCAL)]

Depending on when the student entered high school and the specific course, a student earning high school credit through an approved dual credit program will take the corresponding EOC assessment.

Grades for dual credit courses for which the district has an articulation agreement with the college will be provided to the District in accordance with the standard grading scale used by the district: 70 – 100 is passing, below 70 is not passing. Any additional weighting of grades for class ranking purposes will be applied to the final grade in accordance with the District’s established weighted grade scale.

If an enrolled District student takes a dual credit course from another provider, the District may not count the course towards high school graduation requirements. Additionally, if the college awards credit for a grade of 60 to 69, the student will not receive credit for the course counted towards high school graduation requirements.

[See EHDD and EIC]

CREDIT BY EXAM

Credit by examination, with or without prior instruction, may be used by students in accordance with state and local policy.

A student who successfully earns credit for a course by earning the required score on a credit by exam without prior instruction assessment will have to complete the associated EOC assessment, if required for graduation. The credit by exam score will count as the final grade, as recorded on the student’s transcript or as recorded in the student's permanent file.

[See EHDB and EHDC]

CLASS RANK

For details addressing the District’s procedures for calculating class rank for high school students see policy EIC.