



**Temple Independent School District**

District Policies  
Procedures and Guidelines  
for  
Grading, Promotion,  
Retention, and Placement

**\*\*\* 2015-2016 \*\*\***

WE EDUCATE ALL STUDENTS. WE ARE RESPONSIBLE. WE FIND A WAY.

***QUICK REFERENCE...***

General Grading Guidelines.....	pages 2-8
Elementary Grading Guidelines.....	pages 9-14
Middle School Grading Guidelines.....	pages 15-19
High School Grading Guidelines.....	pages 20-27

## **PURPOSE**

It is the belief of the Temple Independent School District that all students can learn the basics of the curriculum. With the necessary cooperation of students, parents, guardians, and community members, the district will ensure that all students are given the opportunity to master requirements of a well-balanced curriculum to the best of their ability. For students with identified needs, at all levels of ability, the school district will provide modifications in methodologies, pacing, and materials to ensure that instruction in essential knowledge and skills is delivered at an appropriate level. This process also includes meeting the assessed needs of students identified as at-risk.

The curriculum of Temple I.S.D. includes the Texas Essential Knowledge and Skills adopted by the State Board of Education. The grading guidelines for each grade level, subject, and course define student's relative mastery of the curriculum and the means by which student's relative mastery is determined. The purpose of the guidelines is to ensure that grading practices are consistent among grade levels, subjects, and campuses.

These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the average grade assigned. Guidelines for grading shall be clearly communicated to students and parents. EIA (LOCAL)

## **REPORTS TO PARENTS**

Grade reports shall be issued every grading period for all students in the district on forms approved by the Superintendent or designee. EIA (LOCAL) Report cards must be signed by the parent and returned to the school.

If a student's performance in a foundation curriculum subject is consistently unsatisfactory as determined by the District, the District must give written notice to the parent or legal guardian of the student's performance at least once every three weeks. The notice must provide for the signature of the student's parent and be returned to the District except for married students, emancipated minors, or an adult living apart from his parents. EIA (Legal)

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed. EIA (LOCAL)

## **HOMEWORK AS PRACTICE GUIDELINES**

The primary objective of homework is to increase student learning and improve student performance through practice. Use homework to extend the school day appropriately to the grade level. Effective homework includes the following:

1. Teachers should establish purpose of a given homework assignment.
2. Homework should be structured to ensure high completion rates.
3. Homework should be completed in a reasonable time, taking into consideration other courses and activities.

4. Teachers should comment on assigned work.
5. Students should keep track of their speed and accuracy in their learning.
6. Not be used as a disciplinary measure.  
(English, 2009)

Most assignments are due the following day. Short-term assignments are designed to:

- Reinforce concepts and skills learned in class.
- Provide non-guided practice for newly learned skills.
- Allow make-up work because of absence.
- Review material in preparation for tests and other class work.
- Complete work begun in class.

Long-term assignments would normally require a week or more for student planning and development. They should provide opportunity for the student to:

- Extend in-depth learning beyond the classroom.
- Learn to organize and schedule independent work over time.
- Explore individual interests and needs.
- Integrate skills and concepts in new and different ways.

Homework may not be used as the sole indicator of minimum mastery of the essential knowledge and skills. Results of student efforts in completing homework should be used to assist the teacher in determining student progress. Specific guidelines for homework are developed at the campus level.

## **GENERAL GRADING GUIDELINES**

### **MASTERY OF ESSENTIAL KNOWLEDGE AND SKILLS**

Mastery shall be determined as follows:

- Course assignments and unit evaluations shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade. EIE (LOCAL)
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, grading period, and final exams, or may be administered separately. Mastery of at least 70 percent of the objectives shall be required. EIE (LOCAL)

Promotion standards, as established by the individual education plan (IEP) or grade-level classification of students eligible for special education shall be determined by the ARD committee. EIE (LOCAL)

In assessing students of limited English proficiency for mastery of the essential knowledge and skills, the district shall be flexible in determining methods to allow the students to

demonstrate knowledge or competency independent of their English language skills in the following ways:

- Assessment in the primary language
- Assessment using ESL methodologies
- Assessment with multiple varied instruments. EIE (LOCAL)

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. EIA (LOCAL) EG (LOCAL)

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 designated District objectives. The student's mastery level shall be a major factor in determining the grade for a subject or course. EIA (LOCAL)

**RETEACHING, MAKE UP (SEE EIAB LOCAL) OR REDO OF CLASS ASSIGNMENT EIA (LOCAL)**

Teachers shall re-teach the essential knowledge and skills when the students do not master them. In accordance with grading guidelines, a student shall be permitted a reasonable and fair opportunity to make up (see EIAB LOCAL) or redo a class assignment or retake a test for which the student received a failing grade. EIA (LOCAL)

In accordance with grading guidelines, the following apply at all levels:

1. Teachers will develop, through collaboration with their elementary grade level team or secondary campus department/team, a clearly defined class grading procedure consistent with District policies.
2. Each teacher will distribute a copy of the grading procedure to students and parents at the beginning of each school year or semester and to all new students and parents thereafter.
3. Teachers must include, through collaboration with their elementary grade level team or secondary campus department/team, late work and makeup work procedures that promote student responsibility without denying students reasonable opportunities to exhibit mastery of curriculum concepts and skill.
4. A student who earns a failing grade on a class assignment or test will be given up to five school days to redo the assignment or retake the examination. Each teacher or team will develop a course procedure for grade replacement noted in the course syllabus. A student is entitled to only one opportunity to redo a class assignment or retake a test for which a failing grade has been earned. Retests will count on the grading period of the original test. Class assignment(s) or retake of a test(s) may be different in format. The student will be awarded the higher of the

two grades. Students will not be allowed to redo a semester or final exam. Students who have engaged in academic dishonesty on a specific class assignment or test are not eligible to redo that class assignment or test for which the student received a failing grade. Students cannot retake/redo an assignment or test if the failing grade is due to lack of effort on the student's part. All grading and retake/redo procedures must be approved by the campus principal.

5. Students who participate in High School pre AP, AP, Pre IB, or IB credit courses are not eligible to redo class assignments or tests for which the student received a failing grade. Students will be required to follow individual teacher class grading procedures.
6. Accurate and complete documentation of each student's progress will be recorded by teachers in a timely manner.
7. Varying grading procedures and expectations for students in special education programs will be based on recommendations of the admissions, review, and dismissal (ARD) committee.
8. Each teacher must be able to justify student grades using valid, District curriculum-related criteria.
9. Informal notes and personal conferences are necessary in helping the teacher and the parents understand the student's development and progress. Parents should be contacted as soon as possible after it becomes apparent that a student is not progressing as expected.
10. As the instructional leader of the school, the principal has the ultimate responsibility to enforce fair and consistent grading procedures that are consistent with District policies and procedures and developed by the elementary grade level team or secondary campus department in each school.

#### **STUDENT INTERVENTION TEAM (SIT)**

Teachers shall review the status of all students who have been unsuccessful in passing one or more sections of the STAAR and shall refer the student to the Student Intervention Team (SIT Team) who will develop an individual plan for the instruction of each student based on mastery of essential knowledge and skills and STAAR objectives.

#### **ATTENDANCE FOR CREDIT**

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance drops below 90% but remains at least 75 percent of the days the class is offered, the student may earn credit for the class by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal. If the

student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit by submitting a written petition to the appropriate attendance committee. The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit. Petitions for credit may be filed at any time the student receives notice, but in any event no later than 30 days after the last day of classes. The attendance committee may review the records of all students whose attendance drops below 90% of the days the class is offered, whether or not a petition is filed. FEC (LOCAL)

Unless credit is awarded by the attendance committee or regained in accordance with District policy, a student may not be given credit for a class unless the student is in attendance for at least 90 % of the days the class is offered. EI (Legal)

### **GRADING REQUIREMENTS FOR STUDENTS WITH DISABILITIES**

Students with mild/moderate disabilities who are in general education classes and are receiving support from content mastery/resource classes may earn the full range of numerical grades when the Individual Education Plan (IEP) and modifications selected by the Admission, Review, and Dismissal (ARD) Committee do not eliminate any of the required essential knowledge and skills of the subject being graded. An IEP Progress Report should be sent home with the report card.

Students with disabilities who require most of their instruction in a special education program shall be graded according to the criteria of that program as determined by the ARD Committee, and parents shall be informed of progress at least as often as parents of non-disabled students. EHBAB (Legal)

Each student receiving special education instruction has an Individual Education Plan (IEP) which addresses the student's education needs, educational goals, and objectives. The special education teacher shall utilize a lesson plan that reflects the short-term objectives as stated on the IEP. Grades should evolve from the objectives with supporting documentation of how the grades were determined.

Numerical grades shall be recorded for each subject area in a grade book. Recommended minimum mastery level on an IEP objective should be 70%, as a grade of 70 is required for passing. If 70% is too high for mastery, the ARD Committee should reconsider the appropriateness of the objective.

Care should be taken to ensure that objectives are written at a level that continues to challenge the student's abilities. This may necessitate adjustments in curriculum, methods, pacing, materials, criteria, etc.

If a student with disabilities should fail any subject (special education, vocational education, general education, etc.), the ARD Committee may convene to discuss the student's needs and make recommendations to help the student achieve success. Case managers will collaborate with the general education teacher(s) regarding reasons for student failure and may establish a plan for improvement for the next grading period. If failing grades in the *same subject* continue for 2 consecutive grading periods, the ARD Committee review is recommended.

The grading of a special education student in a general education classroom is based on the ARD Committee recommendations for, if any, modification of the Texas Essential Knowledge and Skills (TEKS) and other accommodations/modifications of pacing, methods, and materials needed. When the ARD Committee has recommended accommodations/modifications, the special education teacher is responsible for:

- Informing the general education teacher of the recommended accommodations/modifications;
- Providing information concerning the student's achievement levels, learning style, and behavioral needs;
- Offering assistance to the general education teacher on a scheduled basis, as recommended by the ARD Committee, and
- Documenting contacts with the general education teacher.

There should be no designation on the report card that the student is in special education or is functioning below grade level (i.e., asterisk next to the grade).

For specific students, the ARD Committee may recommend the following:

- A specific subject be taught in a combination general education/special education instructional arrangement;
- Grading expectations for these students served in the inclusion class(es);
- General and special education teachers will collaborate on the need for and the specifics of a modified grading system.
- The ARD Committee will consider the appropriateness of the modifications to grading; and
- It will be documented in the ARD.

An IEP progress report should be issued with the general education report card for every grading period.

Unless the ARD Committee designates otherwise:

- When a student is enrolled in a homebound program, the general classroom teacher will be responsible for grading all assignments and recording grades on the report card and permanent record for all subject areas.

- The progress of children enrolled in PPCD will be based upon advancement toward mastery of IEP goals and objectives. Report cards will be issued to PPCD children on the same schedule as non-disabled students on their campus.

### **AWARD OF CREDIT OR GRADE**

Students, who, through no fault of their own, are not enrolled for an entire grading period, semester, or course, shall be provided opportunities to earn credit for the semester or course or a grade for the grading period. Teachers shall take into consideration the student's particular circumstances in determining appropriate opportunities, which shall include, but not be limited to:

- Testing to verify mastery of essential knowledge and skills.
- Tutorial sessions for students who enroll late to receive instruction in essential knowledge and skills already covered in the class.
- Individualized work to ensure exposure to and mastery of essential knowledge and skills for students, such as migrant students, who must withdraw early. EI (LOCAL)

### **LESSON PLANS**

Lesson plans shall be prepared by each teacher for each subject taught and submitted to the principal upon request. The lesson plan design shall include those items deemed appropriate for that specific campus by the campus principal. Such items may include, but not be limited to, essential knowledge and skills, objectives, materials, strategies/activities, evaluation design, and re-teaching.

*Lesson plans shall be aligned with the District's curriculum Scope and Sequence (framework and timelines).*

Lesson plans should be used to help the teacher to organize for instruction as well as provide substitute teachers with information for the continuing of the education process during a regular teacher's absence. Documentation of modifications for students receiving special education services and extensions for Gifted and Talented students must be maintained.

### **ACADEMIC DISHONESTY**

Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic 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 other supervising professional employee, taking into consideration written materials, observation, or information from students. EIA (LOCAL) Students who have engaged in academic dishonesty on a specific class assignment or test are not eligible to redo that class assignment or test for which the student received a failing grade.

## ELEMENTARY GRADING GUIDELINES

The recommended *minimum* minutes of instruction follow the TISD elementary frameworks. These can be found in the District resource folder in CSCOPE.

A combination of grading methods will be used at the elementary level. These methods include:

- Pre-kindergarten and kindergarten shall use a checklist consistent with (TEKS) Texas Essential Knowledge and Skills to communicate student progress to parents. The following scale will be used in Pre-K and kindergarten:
  - E = Excellent Progress
  - S = Satisfactory Progress
  - N = Needs More time to Develop
  - U = Unsatisfactory Developmental Progress
  
- Numerical grades shall be used in grades 1 - 5 to report student progress on report cards and progress reports in reading, writing, mathematics, science, and social studies. Numerical grades will be used as follows:
  - 90 – 100 Outstanding achievement “A”
  - 80 – 89 Good achievement “B”
  - 75 – 79 Average achievement “C”
  - 70 – 74 Poor achievement “D”
  - 0 – 69 Unsatisfactory achievement “F”
  
- Indications of “excellent”, “satisfactory”, “needs improvement” and “unsatisfactory” will be used in grades 1 – 5 to report student progress on report cards and progress reports in handwriting, physical education, art, and music. Indications will be used as follows:
  - 95 Excellent “E”
  - 85 Satisfactory “S”
  - 75 Needs improvement “N”
  - >70 Unsatisfactory “U”

For students who are performing significantly below grade level, a parent conference must be held and the conference form(s) must be signed.

### PROGRESS REPORTS

Progress reports shall be sent to the parents of all students at the end of the third week. EIA (LOCAL) Documentation must be maintained of parent notification when a student’s

average is lower than 75. The parent will be requested to schedule a conference with the teacher of that subject. Three week progress reports will include at least half of the student's grades for each grading period with the exception of the district's first grading period which may have less due to time used to establish routines at the beginning of the school year.

**RE-TEACH, MAKE UP WORK OR REDO OF CLASS ASSIGNMENT (SEE EIA LOCAL and EIAB LOCAL)**

See Grading Guidelines pages 4-5

**MAKE-UP WORK FOR STUDENTS**

The District shall not impose a grade penalty for make-up work after an unexcused absence or after an absence due to suspension. EIAB (LOCAL)

**GRADING GUIDELINES FOR PRE-KINDERGARTEN**

Home visits will be conducted during the first and sixth grading period of the school year to acquaint parents with curriculum and the instructional program and to report student progress. Additional individual conferences are to be scheduled to address student progress as needed.

A checklist will be used to report progress each six weeks. Skills will be marked as follows:

- D = Developed
- I = Improving
- NI = Needs Improvement

**GRADING GUIDELINES FOR KINDERGARTEN**

Parent conferences must be conducted during the first semester to acquaint parents with curriculum and the instructional program and to report student progress. Additional individual conferences are to be scheduled to address student progress as needed.

A checklist will used to report progress each six weeks. Skills will be marked as follows:

- D = Developed
- I = Improving
- NI = Needs Improvement

## GRADING GUIDELINES FOR GRADES 1-5

A parent conference must be conducted during the first semester to acquaint parents with curriculum and the instructional program and to report student progress. Additional individual conferences are to be scheduled to address student progress as needed.

A reading assessment must be administered to all kindergarten, first and second grade students at the beginning of the fall semester, in the middle of the year and again at the end of the spring semester. Parents will be informed in writing of the student's results and will be notified if the student appears to be at risk of reading difficulties. In the event the student appears to be at risk of reading difficulties, accelerated instruction in reading will be provided.

Numerical grades are to be used to report student progress on report cards and progress reports in:

- Reading
- Mathematics
- Writing
- Science/Health
- Social Studies

Report card grades for reading and math are based on:

Category	% of Overall Grade	Minimum Number of Grades per Six Weeks or Grading Periods
Daily grades	65%	8
Test grades	25%	2
Homework	10%	1 grade

Report card grades for writing are based on:

Category	% of Overall Grade	Minimum Number of Grades per Six Weeks or Grading Periods
Daily grades	65%	3 (spelling, handwriting, or grammar) 3 (core reading components: phonics, phonemic awareness, vocabulary, fluency, or comprehension) 3 grades from the writing process
Test/Major Project grades	25%	2 grades (1 must consist of a published composition)
Homework	10%	1 grade

Report card grades for science/health and social studies are based on:

Category	% of Overall Grade	Minimum Number of Grades per Six Weeks or Grading Periods
Daily grades	65%	6
Test grades	25%	2
Homework	10%	1

### **Reading Assessment**

Letter grades of E (excellent), S (satisfactory), N (needs improvement), and U (unsatisfactory) will be used to report student progress on report cards and progress reports in:

- Handwriting
- Physical Education
- Art
- Music

Letter grades in art and music will be determined by applying the percentages listed to the three categories:

- Participation 60%
- Achievement 30%
- Special Projects 10%

Letter grades in physical education will be determined by applying the percentages listed to the two categories:

- Student participation and responsibility 75%
- Performance level and skill improvement 25%

### **GIFTED AND TALENTED EDUCATION (GATE) CLASS GRADES**

Students enrolled in GT classes will receive a separate grading rubric progress report each semester in addition to the report card. GT students who have demonstrated mastery of a concept in regular classroom instruction should not be required to make up assignments missed while the student was receiving GT instruction. As a result, it is possible that GT students may not have the minimum number of grades in the content areas.

### **CONDUCT GRADES**

Weekly conduct grades shall be earned based on a consistent level of expectations that include attitude, behavior, cooperation, courtesy, dependability, effort, and participation. Conduct grades shall reflect conduct and not academic progress.

Weekly conduct grades shall be recorded in the teacher grade book. Based on the grades recorded, at the end of the grading period, a student shall receive an “E, S, N, or U”. If a student is exhibiting poor conduct, the teacher shall:

- Notify parents and suggest a conference.
- Refer the student to the Student Intervention Team.
- Request counseling by the counselor.
- Notify the principal.

## **WORK HABITS**

Work habit grades shall be awarded as “E, S, N, or U” at the end of each grading period.

## **PROMOTION GUIDELINES FOR K – 5**

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. EIE (Legal)

Grades 1 – 5: Promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts (reading and grammar/composition), mathematics, and either science or social studies. EIE (LOCAL)

In kindergarten, the district may grant promotions using assessment methods other than numerical scores.

Parents must be notified prior to retention.

A student may not be promoted to the sixth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the fifth grade STAAR mathematics and reading assessment instruments. EIE (Legal). A student who does not demonstrate proficiency may advance to the next grade only if:

1. The student has completed the required accelerated instruction under 19 Administrative Code 101.2006;
2. The student’s GPC determines by unanimous decision, in accordance with the standards for promotion established by the Board that the student is likely to perform at grade level at the end of the next year given additional accelerated instruction. EIE (LEGAL)

## **ADMINISTRATIVE PROCEDURES FOR PROMOTION/RETENTION GRADES K - 5**

Every effort should be made to identify areas of student non-mastery early in the school year through the use of diagnostic techniques. This will allow the placement of students in the appropriate learning situation and allow for early intervention.

By the first week in February, each teacher will compile and present to the principal a list of students who might be retained. Teachers will use the criteria of promotion/retention appropriate for the grade level. Conference notification EXHIBIT 1\* should be placed in the student's permanent folder.

By the second week in March, or upon receipt of STAAR results, EXHIBIT 2a\* will be sent to the parents of each potentially failing student informing them that their child is at risk of not meeting the promotion criteria for his/her grade level and failure to improve may result in retention. EXHIBIT 2b\* will be completed at the conference.

By the first week in May, or upon receipt of STAAR results, EXHIBIT 3a\* must be completed by the teacher for each student not likely to meet promotion criteria by the end of the year. The principal, or designee, will conduct a conference with the parents and present the evaluation data for consideration. EXHIBIT 3b\* will be completed at the conference.

No later than the fourth week in May, a copy of the Non-Promotion Report for each student to be retained will be sent by the Principal to the Assistant Superintendent for Curriculum and Instruction.

Teachers should maintain the cumulative student portfolio to be reviewed as documentation when considering retention.

\* Exhibits can be located in teacher on-line resources on the TISD website.

## MIDDLE SCHOOL GRADING PROCEDURES

The instructional objectives for grade level subjects or courses in grades 6 – 8 are aligned with the Texas Essential Knowledge and Skills. The objectives address the skills needed for successful performance in the next grade or course in a sequence of courses. Assignments, tests, projects, classroom activities, and other activities are designed so that a student's performance indicates the level of mastery of the designated objectives.

Grades are reported as numerical scores:

90 – 100	A
80 – 89	B
70 – 79	C
Below 70	F
Incomplete	I

### PROGRESS REPORTS

Progress reports shall be sent to the parents of all students at the end of the third week of each six-week period. Dates of distribution have been established. Documentation of parent notification must be maintained when a student's average falls below 75 in any class or if the student is in danger of failing. If a student receives a grade of less than 70 in any class or subject, parents will be contacted by phone and a conference may be scheduled.

### 6 WEEKS GRADING PERIOD AVERAGES

The daily grades of a student shall represent at least 40% of the report card grade given at the end of the six-week period or grading period, 50% will be based on tests/major projects and 10% on homework. A minimum of ten grades on daily work shall be recorded in the grade book for each subject. A minimum of 2 major grades (tests, major projects, formal assessments, etc) shall be recorded in the grade book per grading period. Students who receive a grade below 70 at the end of a grading period will be suspended from extra-curricular activities for at least the following three-week period. (Senate Bill 1, Chapter 33) No single grade shall account for more than 20% of a student's grade. Supporting documentation for grades of 68 or 69 will be required.

### UIL Eligibility as it Relates to Grades for Each Grading Period

By state law, students must make a passing grade in all their classes in each grading period in order to be eligible to participate in any extracurricular performance or competition in the next grading period, unless the failing grade was received in an advanced placement or international baccalaureate course or in an honors or dual credit course in English language arts, math, science, social studies, or a language other than English.

Students may request an eligibility waiver for courses related to this section allowing the student to participate in UIL activities. Students may request one waiver per year from the designated administrator. The waiver must be approved by designated administrator and teacher in which the student received a failing grade.

Students who are ineligible because of one or more grades below 70 will be allowed to practice or rehearse during a suspension, but cannot perform or compete. If the student raises the grade(s) to passing within three weeks, she or he will regain eligibility to perform or compete.

### **SEMESTER AVERAGES**

In order to evaluate a student's progress, a semester is divided into three grading periods. Final examinations are given at the end of each semester. All similar courses must give the same approved final exam. These exams assess the material studied during the preceding three grading periods and count as 15% of the final *semester grade*.

The semester average will be calculated using the following formula:

$$.29(1^{\text{st}} \text{ grading period}) + .28(2^{\text{nd}} \text{ grading period}) + .28(3^{\text{rd}} \text{ grading period}) + .15(\text{Sem. Exam})$$

### **SEMESTER EXAMS**

All semester exams must be taken during the assigned exam time. Students will not be allowed to redo or retake a semester or final exam. Students may not take semester exams early. If an exam must be missed, the exam must be made up after the assigned time. First semester make-up exams must be made up within the first two weeks of the second semester by scheduling with the course teacher. Second semester exams must be scheduled during the summer by contacting the middle school office. Exams must be completed within the first two weeks of summer. Extenuating circumstances must be documented and exceptions approved by the principal. Grades of "0" will be entered on report cards for all missed exams and grade change forms will be required after exams are made up.

### **YEARLY AVERAGE**

The yearly average will be calculated using the following formula:

$$1^{\text{st}} \text{ Semester Average} + 2^{\text{nd}} \text{ Semester Average} \div 2$$

Students transferring into the District shall receive the numerical grades that were earned in the courses at another school or entity. If numerical grades are unavailable, a conversion scale will be used. Students enrolling with incomplete records will be classified per administrative review.

A+	=	97
A	=	95
A-	=	93

B+	=	87
B	=	85
B-	=	83
C+	=	78
C	=	77
C-	=	76
D+	=	73
D	=	72
D-	=	71
F	=	69

For required elective credit, the elective class will be aligned to another elective class to the best extent possible. Physical education classes will be aligned to another physical education class to the best extent possible. In the event that the required elective class can be aligned, the student will receive a final average on the report card. If courses are not aligned, the student will only receive a semester average for each course.

**TOP 3%**

Students in a designated top 3% on each middle school campus will be recognized on an annual basis. The Top 3% is determined by grades in core academic classes only, with no weighted points for Pre-AP courses. The ranking period shall end after the fifth grading period for middle school.

**COURSES COUNTING FOR HIGH SCHOOL CREDIT**

Algebra I Pre-AP, and Geometry Pre-AP, Spanish 1, German 1, Business Information Management, Principles of Health Science, Principles of Manufacturing, Principles of Information Technology, and Art I are offered for high school credit. Middle school teachers are to utilize high school departmental grading guidelines for courses in which students may earn high school credit.

Designated core courses successfully completed are weighted with 10 extra points for high school class rank calculations (see high school grading guidelines). Designated courses include Algebra I Pre-AP and Geometry Pre-AP. High school rank is calculated following the fifth grading period of the ninth grade year.

Most high school courses are based on two semesters or one full-year (1 credit). A student who earns a failing grade in one of two semesters and a passing grade in the other semester shall receive one full credit when the grades averaged together are 70 or higher. If a student fails a semester and the two semesters averaged together do not result in a yearly average of 70 or higher, the student will be awarded credit for the semester passed and must repeat the semester in which a failing grade was earned. EI (LOCAL)

**End of Course Exams (EOC) and Grade Level STAAR Testing**

Students participating in middle school taking high school credit coursework *with a designated EOC state assessment will **ONLY** be required to take the high school end of course (EOC) exams.* The corresponding middle school grade level assessment will not be required for EOC courses.

**HOMEWORK (see page 2-3)**

For the average middle school student, an average of one-two hours per school day of outside preparation for all subjects should suffice. However, Pre-AP classes may be more time intensive. Holiday assignments should not be made; however, holidays can be used to complete assignments.

**RETEACHING, MAKE UP (SEE EIAB LOCAL) OR REDO OF CLASS ASSIGNMENT EIA (LOCAL)**

See Grading Guidelines pages 4-5

**MAKE-UP WORK FOR STUDENTS**

Make-up assignments or tests shall be made available to students after any absence. Teachers shall inform their students of the time allotted for completing make-up work after an absence; however, the student shall be responsible for finding out about the assignments and for satisfactorily making up the work within the allotted time. EIAB (LOCAL) Maximum time for completion is three days. The Principal may review extenuating circumstances.

Teachers may assign a late penalty to any project turned in after the due date provided the teacher has notified parents and students in advance of expectations and due date. EIAB (LOCAL)

Students shall receive a zero for any assignment or test not made up within the allotted time. EIAB (LOCAL)

Teachers may assign additional work to assure students who have been absent have sufficient opportunity to master the essential knowledge and skills or 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 make-up work. EIAB (LOCAL) The District may impose a grade penalty for make-up work after an unexcused absence or after an absence due to suspension. EIAB (LOCAL)

**SCHEDULE CHANGES / DROPPING COURSES**

A student may exit a course he/she is enrolled in and move to another course (e.g. exit Art and enroll in Choir) by submitting a change request form within the first 5 days of the semester. Any schedule change request requires written permission from a parent/guardian. In addition, space must be available in the course to be added.

After the first six weeks of each semester, no schedule changes will be made. The student must remain in the course he/she enrolled in until the end of the semester.

Students enrolled in Pre AP courses will have the first six weeks of the semester and the first 5 days of the second semester to request the schedule change to a regular level course provided there is space available in the desired course. In addition, the student must have the written permission of parent/guardian, counselor, and currently assigned teacher. The student will take his/her previous grade to the new course but will not receive any extra points for high school ranking, if applicable.

Students enrolled in Pre AP courses may not make any schedule changes after the first six weeks of each semester. The student must remain in the original advanced course he/she is enrolled in until the end of the semester.

A student may exit a full year course at the end of the semester following the same guidelines as above.

Exception to schedule change procedures for extreme situations requires Principal approval.

#### **PROMOTION GUIDELINES FOR GRADES 6 – 8**

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. EIE (Legal)

Grades 6 – 8: Promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for all subject areas **and** a grade of 70 or above in language arts, mathematics, **and** either science or social studies. EIE (LOCAL)

A student may not be promoted to the ninth grade if the student does not perform satisfactorily on the eighth grade (STAAR) mathematics and reading assessment instruments. EIE (LEGAL)

#### **ADMINISTRATIVE PROCEDURES FOR PROMOTION/RETENTION GRADES 6 – 8**

A list of possible retainees must be submitted to the Principal by the end of the fourth grading period. Teachers must have a conference with the parent (Exhibit 1) and notified parents prior to recommending retention. The parent or guardian of each student who has not successfully met promotion guidelines and is being recommended for retention will be notified in writing in May (Exhibit 2). Summer school contracts must be completed when the student is placed in summer school. Documentation of conferences/written notifications shall be maintained in the student's permanent record.

## HIGH SCHOOL GRADING PROCEDURES

The instructional objectives for courses in grades 9–12 are aligned with the Texas Essential Knowledge and Skills. The objectives address the skills needed for successful performance in the next course in a sequence of courses. Assignments, tests, projects, classroom activities, and other activities are designed so that a student’s performance indicates the level of mastery of the designated objectives. Grades are reported as numerical scores:

90 – 100	A
80 – 89	B
70 – 79	C
Below 70	F
Incomplete	I

### PROGRESS REPORTS

Progress reports shall be sent to the parents of all students after the end of the third week of each six-week period. Dates of distribution have been established.

Documentation of parent notification must be maintained when a student’s average falls below 75 in any class or if the student is in danger of failing. If a student receives a grade of less than 70 in any class or subject, parents will be contacted by phone and a conference may be scheduled.

### 6 WEEKS GRADING PERIOD AVERAGES

Averages for each grading period are based on class participation, homework, daily work, unit tests, and any other instructional projects or assignments. A minimum of 2 major grades (tests, major projects, formal assessments, etc) shall be recorded in the grade book per grading period. Courses must use the same approved formula for student evaluation each grading period. No single grade shall account for more than 20% of a student’s grade. Students who receive a grade below 70 at the end of a grading period will be suspended from extra-curricular activities for at least the following three-week period. (Senate Bill 1, Chapter 33). Supporting documentation for grades of 68 or 69 will be required.

### UIL Eligibility as it Relates to Grades for Each Grading Period

By state law, students must make a passing grade in all their classes in each grading period in order to be eligible to participate in any extracurricular performance or competition in the next grading period, unless the failing grade was received in an advanced placement or international baccalaureate course or in an honors or dual credit course in English language arts, math, science, social studies, or a language other than English.

Students may request an eligibility waiver for courses related to this section allowing the student to participate in UIL activities. Students may request one waiver per year from the designated administrator. The waiver must be approved by the designated administrator and the teacher in which the student received a failing grade.

Students who are ineligible because of one or more grades below 70 will be allowed to practice or rehearse during a suspension, but cannot perform or compete. If the student raises the grade(s) to passing within three weeks, she or he will regain eligibility to perform or compete.

### **SEMESTER AVERAGES**

In order to evaluate a student's progress, a semester is divided into three grading periods. Final examinations are given at the end of each semester. All similar courses must give the same approved final exam. These exams assess the material studied during the preceding three grading periods and count as 15% of the final *semester grade*.

The semester average will be calculated using the following formula:

$$.29(1^{\text{st}} \text{ grading period}) + .28(2^{\text{nd}} \text{ grading period}) + .28(3^{\text{rd}} \text{ grading period}) + .15(\text{Sem. Exam})$$

If a student is exempt from the final exam in a course, each six weeks grade will count as 33%.

All grades on report cards and academic achievement records (transcripts) are numerical, ranging from 0 – 100. To receive credit for a course, a student must achieve a minimum grade of 70 for the final grade of the course and must have attended the class at least 90% of the time. Credits earned in courses offered for more than one credit shall be multiplied by the number of credits applicable in said courses.

### **SEMESTER EXAMS**

All semester exams must be taken during the assigned exam time. Students will not be allowed to redo or retake a semester or final exam. Students may not take semester exams early. If an exam must be missed, the exam must be made up after the assigned time. First semester make-up exams must be made up within the first two weeks of the second semester by scheduling with the course teacher. Second semester exams must be scheduled during the summer by calling Temple High School at 215-7000. Exams must be completed within the first two weeks of summer. Extenuating circumstances must be documented and exceptions approved by a THS Administrator. Grades of "0" will be entered on report cards for all missed exams and grade change forms will be required after exams are made up.

## SEMESTER EXAM EXEMPTIONS

Students will be eligible for exam exemptions for the **Spring** semester according to the following guidelines:

- Student's average grade for 1<sup>st</sup>-5<sup>th</sup> Six Weeks and 6<sup>th</sup> Six Weeks at time of snapshot must be at least 80%.
- Student must not owe make-up hours for attendance.
- Student must not be on the fine list.
- Students must not have more than six discipline referrals.
- **Freshmen** may be exempt from exams in **TWO** regular courses, and any AP/IB course for which they sit for the AP or IB exam.
- **Sophomores** may be exempt from exams in **TWO** regular courses, **TWO** PreAP/IB courses, and any AP/IB course for which they sit for the AP or IB exam.
- **Juniors and Seniors** may be exempt from exams in **THREE** regular courses, any PreAP/IB course, and any AP/IB course for which they sit for the AP or IB exam.
- Students are not eligible for exam exemption in semester courses.

NOTE: Exemptions from taking exams does not excuse students from attending school during the periods that exams are being administered. Students will be notified by their teachers of their exemption status and the location they must report to during that class period on the day the exam is scheduled. **Students who do not report for their exams or to the alternative activity scheduled during that exam period will receive a "0" for the Semester Exam grade on their report card.** Exemptions are determined on a period by period basis.

Absences that do not affect exemption status are:

- Medical appointments which are documented with a doctor's note furnished to the attendance office upon return to school;
- Funeral for immediate family members up to 3 days;
- School functions

## YEARLY AVERAGING

Most high school courses are based on two semesters or one full-year (1 credit). A student who earns a failing grade in one of two semesters and a passing grade in the other semester shall receive one full credit when the grades averaged together are 70 or higher. If a student fails a semester and the two semesters averaged together do not result in a yearly average of 70 or higher, the student will be awarded credit for the semester passed and must repeat the semester in which a failing grade was earned.  
EI (LOCAL)

## **CLASS RANK / WEIGHTED CREDIT**

Class ranking shall be on the basis of designated core course averages. Designated core classes are:

English courses — Levels I–IV, ESOL I and II, Debate III, and Advanced Broadcast Journalism.

Mathematics courses — Algebra I–II, Geometry, Precalculus, Calculus, Algebraic Reasoning, Statistics, Statistics and Risk Management, and IB Math Topics.

Science courses — Integrated Physics and Chemistry, Biology, Chemistry, Anatomy and Physiology, Astronomy, Medical Microbiology, Physics, Environmental Systems, AP Environmental Science, Advanced Animal Science, Advanced Plant and Soil Science, Food Science, and Forensic Science.

Social Studies courses — World History, U.S. History, Government, Economics, World Studies, Regional Studies, IB Psychology and Global Perspectives in Society.

Languages other than English — Levels I–V.

Graduating seniors shall be ranked within the graduating class upon the basis of weighted grade averages for the four-year program, excluding the last six weeks of the senior year.

A graduating student who withdraws from THS in the final grading period of the school year shall receive grades as of the date of withdrawal and be included in the ranking for that senior Class.

Courses of study taken from non-accredited institutions shall be subject to District evaluation prior to the approval of credit and grade.

Evaluation of effort shall be by numerical grades. Numerical grades earned shall appear on the official transcript and reporting forms.

The final numerical ranking average shall be the weighted sum of all designated core course numeric grades divided by the number of core courses attempted.

All designated core courses, including those with failing grades, taken in middle school, summer school, and credit recovery shall be computed in grade point average (GPA) and class ranking.

Grades from the following courses/sources shall count toward high school credits; however, these courses shall not be considered in determining GPA and class ranking: traditional correspondence courses; credit by examination, with and without instruction; distance learning courses; and independent study. Core and foreign language courses taken at the middle school level for high school credit shall be calculated in class rank and grade point average.

The basis of the ranking system shall be a bi-level academic curriculum. Courses shall be designated as Advanced Placement (AP), International Baccalaureate (IB), Pre-AP, Pre-IB, or regular.

Each semester grade in a Pre-AP mathematics, AP mathematics, Pre-IB mathematics, or IB mathematics course in grades 7–8 shall be weighted with the addition of ten points. All Pre-AP, AP, Pre-IB, or IB courses in grades 9–12 shall be weighted with the addition of ten points. All semester grades in core academic dual credit courses shall be weighted with

the addition of seven points for students entering the 9<sup>th</sup> grade in 2013-2014 and thereafter. These courses shall be coded on the student's transcript.

### **AP/IB EXAMS**

If a student earns a failing (below 70) Six Week grade in an AP/IB or Pre-AP/Pre-IB class for any **TWO grading periods** at any point during the 11<sup>th</sup> and 12<sup>th</sup> grade years, the student will be ineligible to sit for an AP/IB Examination in that subject area.

If a student earns **one failing (below 70) Semester Average** in an AP/IB or Pre-AP/Pre-IB class at any point during the 11<sup>th</sup> and 12<sup>th</sup> grade years, the student will be ineligible to sit for an AP/IB Examination in that subject area.

### **VALEDICTORY AND SALUTATORY AWARDS**

The high school valedictorian and salutatorian shall be determined on the basis of the ranking system. The ranking period shall end after the fifth six-week grading period of the senior year, and students who enroll after the second week of the spring semester of their junior year shall not be eligible for these awards. In figuring grade averages for valedictorian and salutatorian, the grade average shall not be limited to the hundredths place. In case of a tie, both or all students who are tied shall receive the honor of valedictorian or salutatorian. The highest ranking graduate for purposes of the state first year scholarship is not subject to any residency requirement and will be the student or students who ranks highest in the class, mathematically.

### **SENIOR HONORS**

To be eligible for Senior Honors, a grade average or ranking average of 90 or above is required. Additionally:

- The top 25% of those honor graduates shall be designated as being graduated "with highest honors".
- Those comprising the second 25% shall be designated as being graduated "with high honors".
- The remaining 50% of those students shall be designated as being graduated "with honors".

### **TOP 3% GUIDELINES**

In 1988, Temple High School and McLane Company established a program to honor students for their academic excellence. The intent is to recognize students who rank in the top three percent of each grade level. Inclusion is determined by weighted grade averages earned in a minimum of three credits in core courses taken from at least the second through the fifth six-weeks grading period each year. Core courses are considered to be the same "Core Courses" as designated for class rank. The number of students per grade level is defined as the number of students enrolled each grade level at the close of

school on the day fifth six weeks report cards are distributed. Depending on their classification students are recognized at an awards banquet in late spring.

### **SCHEDULE CHANGES / DROPPING COURSES**

A student may exit a course he/she is enrolled in and move to another course (e.g. exit Speech and enroll in Art) by submitting a change request form within the first 5 days of class during the first semester and the first 5 days of class during the second semester. Any schedule change request requires written permission from a parent/guardian. In addition, space must be available in the course to be added.

Students enrolled in Pre AP/IB, AP/IB will have the first six weeks of the semester and the first 5 days of the second semester to request the schedule change to a regular level course. In addition, the student must have the written permission of parent/guardian, counselor, and currently assigned teacher. The student will take his/her previous grade to the new assigned class. The student will not receive any weighted points when changing his or her schedule to a regular course.

A student may exit a full year course at the end of the semester following the same guidelines as above.

Students enrolled in Pre AP/IB, AP/IB courses may not make any schedule changes after the first six weeks of each semester. The student must remain in the original advanced course he/she is enrolled in until the end of the semester.

Exception to schedule change procedures for extreme situations requires Principal approval.

### **HOMEWORK (see page 2-3)**

For the average senior high school student, an average of two hours per school day of outside preparation for all subjects should suffice. However, Pre-AP/AP and Pre-IB/IB classes may be more time intensive. Holiday assignments should not be made; however, holidays can be used to complete assignments.

### **RETEACHING, MAKE UP (SEE EIAB LOCAL) OR REDO OF CLASS ASSIGNMENT EIA (LOCAL)**

See Grading Guidelines pages 4-5

### **MAKE-UP WORK FOR STUDENTS**

Make-up assignments or tests shall be made available to students after any absence. Teachers shall inform their students of the time allotted for completing make-up work after an absence; however, the student shall be responsible for finding out about the assignments and for satisfactorily making up the work within the allotted time. EIAB (LOCAL) Maximum time for completion is three days. The Principal may review extenuating circumstances.

Teachers may assign a late penalty to any project turned in after the due date provided the teacher has notified parents and students in advance of expectations and due date. EIAB (LOCAL)

Students shall receive a zero for any assignment or test not made up within the allotted time. EIAB (LOCAL)

Teachers may assign additional work to assure students who have been absent have sufficient opportunity to master the essential knowledge and skills or 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 make-up work. EIAB (LOCAL) The District may impose a grade penalty for make-up work after an unexcused absence or after an absence due to suspension. EIAB (LOCAL)

### **PROMOTION GUIDELINES FOR GRADES 9 – 12**

Grades 9 – 12: Mastery of at least 70 percent of the objectives in a course shall be required. Grade-level advancement for students in grades 9 – 12 shall be earned by course credits. EIE (LOCAL)

Credit for courses for high school graduation may be earned only if the student received a grade of 70 on a scale of 100, based upon course-level, grade-level standards of the essential knowledge and skills curriculum. EI (Legal) Students earning a grade of 70 or above in a course that counts for high school credit will not be allowed to repeat the course without Principal permission. Repeating semester credit will become local credit.

### **Credit by Exam With or Without Prior Instruction**

Students in grades 9-12 may receive credit-by-exam without prior Instruction if the student scores 90% on the Credit by Examination assessment for the subject in which he/she wants credit.

Students in grades 9-12 may also receive credit-by-exam with prior instruction in order to achieve credit for a class in which they were previously unsuccessful. Credit may be achieved if the student scores 70% on the Credit by Examination assessment for the subject in which he/she wants credit. Both the grades made on the exam and the grade earned in the course will be reported on the official transcript. (*refer to THS course catalog for request process*)

### **CREDIT RECOVERY COURSES**

A student who earns a course average between 60 and 69 in a fundamental core subject may enroll in an after school credit recovery class. Students may be referred to the credit recovery Edgenuity lab. The general goal of the Edgenuity Credit Recovery Lab is to allow students to earn back credit in one semester of a previously failed class with a grade of 60-69. Edgenuity Lab is not designed to replace regular classroom instruction. Students earning a grade below 60 must receive permission from the high school principal or

designee prior to admission. Credit recovery classes will not be calculated in class rank or grade point average (EIC Local).

**PROMOTION AND CLASSIFICATION OF HIGH SCHOOL STUDENTS**

At the beginning of each year, students are categorized by classes based on their credits earned up to that date. Students transferring into the District shall receive the numerical grades that were earned in the courses at another school or entity. If numerical grades are unavailable, a conversion scale will be used. Students enrolling with incomplete records will be classified per administrative review.

A+	=	97
A	=	95
A-	=	93
B+	=	87
B	=	85
B-	=	83
C+	=	78
C	=	77
C-	=	76
D+	=	73
D	=	72
D-	=	71
F	=	69

For required elective credit, the elective class will be aligned to another elective class to the best extent possible. Physical education classes will be aligned to another physical education class to the best extent possible. In the event that the required elective class can be aligned, the student will receive a final average on the report card. If courses are not aligned, the student will only receive a semester average for each course.

**Classifications are:**

- Freshman ..... Promoted/placed from 8<sup>th</sup> grade
- Sophomore..... Earned 6.5 credits
- Junior..... Earned 13 credits
- Senior ..... Earned 19.5 credits

***Each ½ (.5) credit is earned by making 70 or higher grade with a minimum of 90% attendance.***

Students wishing to graduate in three years must have written approval from the high school principal prior to the beginning of their final year. Potential three-year graduates will be reclassified at the end of first semester of their last year if their credits and petition for graduation plan warrant such an action. Early graduates may be extended senior privileges at the beginning of the spring term of approved graduation year.

**HOME SCHOOL**

Students enrolling in the high school from a home-school program requesting specific course credit must score 70% on the Credit by Examination assessment for the applicable course with prior instruction, or must score 90% on the Credit by Examination assessment for the applicable course without prior instruction. If students are given credit in a subject on the basis of the examination; the school district must enter the examination score on the student's transcript. Students may also enroll in correspondence courses using guidelines listed in THS course catalog.