

ACADEMIC ACHIEVEMENT

GRADING PLAN

PHILOSOPHY Teachers will concentrate instruction on Texas Essential Knowledge and Skills (TEKS) and enrichment objectives as set forth in the District curriculum guides. The teachers of the District will teach/reteach the required TEKS so that students attain the highest level of achievement commensurate with their ability.

MASTERY OF TEKS Student academic achievement shall be based on degree of mastery of the TEKS, dual credit requirements, or AP College Board requirements for the applicable grade level subject or course.

PRE-K AND KINDERGARTEN For pre-kindergarten and kindergarten, teachers will use a checklist to determine progress and report to parents. The checklist will be based on mastery or non-mastery of the TEKS and objectives as set forth in the District curriculum document. A copy of the completed checklist will be placed in the student's permanent folder.

GRADING PROCEDURES
(GRADES 1-5) For grade 1, numerical scores will be established in language arts and math after the first semester. For grades 2-6, numerical scores shall be established for language arts, mathematics, science, and social studies. S, N, and U may be used for health, fine arts, and physical education.

- A) Grade Conversion Scale
- 90 - 100 = A
 - 80 - 89 = B
 - 70 - 79 = C
 - 69 – below = actual number earned.

All grades recorded for individual assignments and tests will reflect the actual grade earned. However, the teacher shall record 50 for any six-week average numerical grade earned that is lower than 50.

In grades Pre-K through 5th grade where S, N, and U are given, the following conversions will be used:

- S – Satisfactory
- N – Needs Improvement
- U – Unsatisfactory

B) Grades shall not be reported on the grade card in excess of 100.

C) A minimum of 10 grades each in language arts/reading and math per six-weeks is recommended. This also applies to science in grades 4 – 5. A minimum of 5 grades per six weeks must be recorded in all other subjects.

- D) Teachers shall clearly communicate classroom grading procedures to students and parents at the beginning of the school year.
- E) Tested material not mastered is retaught and retested at least once. In grades 1 – 3, both grades will be recorded and averaged in the six weeks. In grades 4 – 5, if the student scored at least a 70 on the retest, the failing test grade will be replaced with a maximum test score of 70.
- F) When a student receives a failing grade on a report card, a written request for a conference must be issued by the teacher.
- G) First through third grade will not weight grades. However, in fourth through fifth grade, consistency in the weighting of grades will be established across the grade level on each campus, with principal approval.

GRADING
PROCEDURES
(GRADES 6-12)

A) When letter grades are transferred in, the following conversion table shall be in effect:

≥98 = A+	≥95 = A	≥92 = A-
≥88 = B+	≥85 = B	≥82 = B-
≥78 = C+	≥75 = C	≥72 = C-

All grades recorded for individual assignments and tests will reflect the actual grade earned. However, the teacher shall record a 50 for any average numerical grade earned that is lower than 50 for all grading periods in Grades 6- 8 and only for grading periods 1, 2, 4 and 5 in Grades 9-12.

- B) Grades recorded shall not exceed 100.
- C) The semester grade will be derived by averaging equally the three six weeks grades or the six weeks and/or the semester exams (where applicable).
- D) A student who demonstrates 70% mastery of the course content, including TEKS, basic learning activities, and enrichment activities, will be assigned a passing grade for the subject/course.
- E) Teachers shall clearly communicate classroom grading procedures to students and parents at the beginning of each course.
- F) It is recommended that essay and problem solving questions that test higher order thinking skills be included in major assessments. No single grade can count more than 25% of the 6-week average. A minimum of 3 major and 5 minor assignments is required for each grading period.

HOMEWORK

RATIONALE

The purpose of homework will be clear to students, and the assignments should be motivating to them. Homework should have a definite positive influence on a student's achievement. It should be supportive of classroom activities in that it:

1. Reinforces skills and concepts being taught at school;
2. Utilizes reading assignments to prepare for future lessons;
3. Develops student responsibility and learning independence; and/or
4. Develops research skills.

Lastly, it should indirectly be supportive in teaching responsibility and good study habits. Parents are encouraged to become involved in helping their students develop these good study habits.

GUIDELINES

1. Homework shall not be assigned as punishment.
2. Once a concept or skill has been taught and the teacher has checked understanding, homework assignments that provide additional practice are appropriate.
3. Teachers should consider co-curricular activities, school night programs, standardized testing, and major exams when scheduling tests and homework.
4. In certain instances, enrichment activities may be assigned as homework prior to a particular concept being covered in class. Teachers will exercise discretion in grading such assignments.
5. No student should fail a grading period solely on the basis of homework related grades.

HOMEWORK TIME ALLOTMENT

RATIONALE

The following maximum time allotment guidelines will be considered to avoid overburdening students with homework on any given night. However, students who do not use study time wisely may consistently exceed the following time allotment guidelines. A parent-teacher conference is advised when this occurs.

ELEMENTARY

Kinder/T-1	10 minutes per night
1 st grade	15 minutes per night
2 nd grade	25 minutes per night
3 rd grade	35 minutes per night
4 th grade	40 minutes per night
5 th grade	50 minutes per night

(All of the above times are subject to an additional 15 minutes of optional reading time at the discretion of the teacher.)

6th GRADE
SCHOOL

10 minutes per night, per subject (60 minutes total). Plus, 2 hours per week for reading.

JUNIOR HIGH

20 minutes per core subject, not to exceed 80 minutes per night.

HIGH SCHOOL

Average 20-30 minutes per night per class period. This should not exceed a total of 120 minutes per night. Special assignments may require additional time not to exceed 60 minutes per night; however, this should not occur on a regular basis.

GRADING HOMEWORK

GRADING

All homework assignments need to be reviewed and corrected carefully and prompt feedback needs to be given to students. The teacher will personally review and record assignments that are assigned a score in the grade book.

GRADING LATE WORK

(NOT due to student absence)

GRADES 1-8

Students will be allowed to use recess, tutoring, advisory and/or homeroom time to complete late assignments. Homework for which a zero is recorded in the grade book will still be checked for accuracy. Teachers may choose to develop a special grading plan for students who are habitually late with homework assignments, or under special circumstances. In such cases, parents will be notified.

GRADES 1-3

No points will be deducted for late work if it is submitted within 3 school days, unless other arrangements are made with the teacher.

GRADES 4-5

A maximum of 5 points per day, up to a maximum of 20 points will be deducted if submitted within five school days. After 5 days, a zero will be recorded in the grade book. The zero can be made up to a maximum grade of 70.

GRADE 6

Assignments not turned in on the date due will have 20 points deducted from the grade earned if submitted within five school days. After five days, a zero will be recorded in the grade book. The zero can be made up prior to the last week of the grading period, up to a maximum grade of 80.

GRADES 7-8

Late assignments will be given a grade of 50, if turned in prior to the end of the six-week grading period. If not turned in prior to the end of the sixweek grading period, a zero will be recorded for the assignment.

HIGH SCHOOL

Late work policy: Each department's policy will be approved by the Principal or designee and filed in the office and with the department chair. (Extenuating circumstances will be handled on a case-by-case basis.)

GRADING MAKE UP WORK

(Due to Student Absence)

GRADES 1-12

Students are expected to make up work missed during an absence and shall receive the grade earned on the makeup assignment. Students have 2 days to make up missed work for each day absent, unless other arrangements are made with the teacher. Assignments made prior to the absence are due upon return to school, unless other arrangements are made with the teacher.

STUDENT REPORTS

PERMANENT RECORD

Numerical scores shall be maintained in the permanent records for grades 1-8 and used on all academic achievement records (transcripts) for grades 9-12. Numerical scores shall be used in determining promotion, course credit, and maintenance of a grade of 70 for participation in extra-curricular and other activities.

REPORT CARDS

At least once every six weeks, the District shall give written notice to parents of students' grades in each class or subject. The report shall include the number of times the student has been absent. For students in alternative programs the report shall clearly specify the instruction level at which the students is functioning. Report cards will be distributed to students the week following each grading period. The notice shall provide for the signature of the parent and must be returned to the District.

If in any class or subject a student receives a grade equal to or less than 70 on a scale of 100, the grade notice shall state the need for a conference between the appropriate teacher and the parent. Teachers shall advise parents in the grade report whether students are recommended or required to attend tutorials in the subsequent six weeks grading period.

PROGRESS REPORTS

At the end of the first 3 weeks of each grade period, the district shall provide to the parent or guardian a notice of academic progress.

RETENTION & PROMOTION

PHILOSOPHY

Students will be promoted on the basis of mastery of objectives and academic achievement. The District shall establish a procedure to ensure that all students, except handicapped students whose individual instruction plan (IEP) provides for alternative achievement standards, demonstrate an acceptable mastery level of the TEKS sufficient for successful performance at the next subject or grade level as a prerequisite to a grade of 70 or above. Teachers will teach, reteach, and enrich according to individual needs and abilities.

All students in all grade levels - Promotion must be based on a variety of criteria, not solely on TAKS:

- Teacher considerations
- Student performance on state assessments
- Student's grades in the course

- Additional academic information determined by the district

STUDENT
SUCCESS
INITIATIVE

Students in grades 5 and 8 must demonstrate proficiency by meeting the passing standards on the appropriate assessment instrument or on a state-approved alternate assessment.

A student who does not demonstrate proficiency may advance to the next grade only if the student's Grade Placement Committee (GPC) determines, in accordance with the criteria listed above, that grade level advancement is in the student's best interest. However, students in grades 5 and 8 may not be *promoted* to the next grade unless they complete their required accelerated instruction.

EXCESSIVE
ABSENCES

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 percent of the days the class is offered.

GRADES PK – 5

In grades pre-kindergarten-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 and mathematics. Students must meet attendance standards in order to be promoted.

Children inappropriately placed at their grade level may be placed according to the discretion of the principal and teacher.

GRADES 6-8

In grades 6-8, to be promoted from one grade level to the next, a student shall attain an overall average of 70 or above, based on course-level, grade-level standards (TEKS) for the year in all courses taken. The overall average shall be derived by averaging the final numerical grade for all core subjects. In addition, students shall attain an average of 70 or above in three of the following subjects, two of which must be language arts and mathematics:

1. Language arts (including reading improvement, if required to be taken)
2. Mathematics
3. Social studies
4. Science

Grade-level assignment shall be at the discretion of the District in the event the student passes some, but not all, courses in grades 6-8.

GRADES 9-12

Grade-level advancement for students in grades 9-12 shall be earned by course credits. Changes in grade-level classification shall be made at the beginning of each fall semester.

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.

ENGLISH
LANGUAGE
LEARNERS

In assessing students of limited English proficiency for mastery of the TEKS, 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:

1. Assessment in the primary language.
2. Assessment using ESL methodologies.
3. Assessment with multiple varied instruments.

MULTIPLE
RETENTIONS

The District recognizes that multiple retentions is not an effective strategy. Multiple retentions in grades PK-8 will be used only as a last resort and requires documented approval from the principal and/or the Grade Placement Committee.