



SECONDARY  
GRADING AND REPORTING  
REGULATIONS

North East Independent School District  
San Antonio, Texas

## NORTH EAST ISD BOARD OF TRUSTEES

Mrs. Beth Plummer .....President  
Mrs. Susan Galindo ..... Vice President  
Mrs. Sandy Hughey.....Secretary  
Mrs. Brigitte Perkins ..... Member  
Mrs. Letti Bresnahan ..... Member  
Mr. Edd White..... Member  
Mr. Randy Bristow ..... Member

### ADMINISTRATION

Dr. Richard Middleton ..... Superintendent  
Dr. Alicia Thomas ..... Associate Superintendent/Chief Instructional Officer  
Dr. Mark Scheffler ..... Associate Superintendent for Campus Support  
Mr. Wess Robinson..... Chief Financial Officer  
Dr. Brian Gottardy.....Associate Superintendent for Operations

In accordance with Title VI-Civil Rights Act of 1964; Title IX-Education Amendment of 1972; Section 504 - Rehabilitation Act of 1973; and Title II - Americans with Disabilities Act of 1992, the North East Independent School District does not discriminate on the basis of race, color, religion, gender, national origin, age or disability.

SECONDARY GRADING AND REPORTING 2009  
REVISION COMMITTEE

Middle School Committee Members			
Bradley	Justin Oxley, Principal Nancy Black, Academic Dean Norma Gutierrez, Counselor	Bush	Randy Hoyer, Principal Debra Norton, Academic Dean Suzanne Wendorf, Counselor Noemi Francis, Teacher
Driscoll	Michael Cardona, Principal Don Poole, Assistant Principal Melanie Allien, Academic Dean Edith Ritchey, Counselor	Eisenhower	Tim Miller, Principal Don Dyer, Academic Dean Terri West-Hazelwood, Special Education Coordinator
Garner	Donna Newman, Principal Melissa Alcalá, Academic Dean Sheryl Short, Teacher	Harris	Peggy Clemons, Principal Jana Carter, Assistant Principal Jeanine Kidwell, Academic Dean
Jackson	Brian Hurley, Principal Erin Deason, Assistant Principal Christine Lowak, Academic Dean	Krueger	John Smith, Principal Suzanne Reed, Academic Dean William Claughton, Magnet Director
Lopez	Barry Lanford, Principal Debbie Fey, Assistant Principal Lynn Jordan, Academic Dean	Nimitz	Thalia Chaney, Principal Laura Bosquez, Academic Dean Sandra Brown, Teacher Julie Walker, Teacher Michelle Watson, Teacher
Tejeda	John Mehlbrech, Principal Cheryl Jones, Academic Dean	White	Jennifer Baadsgaard, Principal Corby Brown, Assistant Principal Robert Daniel, Academic Dean Nancy Frase, Counselor
Wood	Brenda Shelton, Principal James Barton, Assistant Principal Karen White, Academic Dean	Alternative MS	Palma Scott, Principal Arlene Lisa Johnson, Counselor

High School Committee Members			
Churchill	Jeff Vaughan, Principal Philip Carney, AP for Instruction Kathy Smith, Teacher	ISA	Kathy Bieser, Director David Garcia, Teacher Galen McQuillen, Teacher
Johnson	Kris Wickerham, Principal Elaine Maze, AP for Instruction Erin Ibarra, Dean Devon Lee, Dean Patrick Pyle, Dean Sheila Richards, Dean	Lee	Michael Keranen, Principal David Crowe, AP for Instruction Kelly Taylor, Dean
MacArthur	Bobbie Turnbo, Principal Stephen Watson, Assistant Principal Carolyn Karger, Dean	Madison	Chris Thompson, Principal Garry Hardcastle, AP for Instruction Sharon Andrews, Dean Richard Roper, Dean
Reagan	Bill Boyd, Principal Jerry Woods, AP for Instruction	Roosevelt	Rick Canales, Principal John Bojeskul, Assistant Principal Cynthia Rinehart, AP for Instruction Rose Garcia, Counselor

Central Office Committee Members			
Curriculum Compliance	Don Dalton, Executive Director Elaine Hitzfelder, Director Debbie Callihan, Coordinator	Career and Technology Education	Christina Ritter, Assistant Director Tyler Shoemsmith, Specialist
Guidance Services	Barbara Dielmann, Director	School Improvement	Janna Hawkins, Executive Director Patti Castellano, Director Virginia Guerrero, Assistant Director Eric McGarrah, Assistant Director Lori Murach, Assistant Director Mary Poarch, Assistant Director Tonie Schwab, Assistant Director Arlene Williams, Coordinator
Special Education	Judith Moening, Executive Director Dolly Adams, Director	Educational Technology	Derek Nichols, Assistant Director
Campus Support	Tom DeFosset, Executive Director Joe Reasons, Executive Director	Data Processing	Lou Hernandez, Director

## TABLE OF CONTENTS

Foreward	i
Grading Philosophy	ii
Student Mastery of Learning	iii
I. Grading Overview – Determining the Student Grades	1
II. Grading Overview – Special Programs	2
III. Transferring Grades	3
IV. Grading Symbols	4
V. Citizenship	5
VI. Re-teaching and Re-testing	5
VII. Homework Policy	5
VIII. Make-up Work for Absences	7
IX. Late Work	8
X. Common Assessments	8
XI. Benchmark Tests	8
XII. Reporting Grades	9
XIII. Promotion/Retention of Students	10
XIV. Interventions and Acceleration	11
XV. Communication with Parent/Guardians	13
Index	14

## FOREWORD

*Grading* is the process by which a teacher assesses student learning and progress towards mastery of course objectives as aligned with the Texas Essential Knowledge and Skills (TEKS). Grading is part of the teaching and learning process. This process must include establishing clear learning goals and setting standards and evaluative criteria which guide student learning so changes in instruction are based on assessment data. Additionally, the grading process should provide clear and consistent feedback to students that motivates them to focus on and ultimately take responsibility for their own learning.

*Reporting* is the process by which the teacher communicates information to students and parents/guardians about student mastery of course content and skills. While the reporting process includes report cards and progress reports, it may also require a combination of emails, telephone conversations and conferences as appropriate.

The purpose of this manual is to provide a consistent set of grading and reporting regulations. The regulations adhere to the Texas Education Code (TEC), the Texas Administrative Code (TAC) and North East ISD Board policies and regulations.

This manual

- describes the District's grading system which all teachers will implement
- encourages a better understanding of grading, reporting and promotion by teachers, parents/guardians and students, and
- fosters consistency in grading and reporting student achievement and in promotion and retention practices across the District.

Teachers, students and parents/guardians should understand the impact of grades on high school class rank [Board Policy EIC (LOCAL)] and on promotion and retention [Board Policy EIE (LOCAL)].

## GRADING PHILOSOPHY

Effective teachers use grading as part of the intricate process of learning. Using the TEKS as the foundation of the curriculum, they begin by thoughtfully considering what the students already know and what they need to learn.

Teachers

- construct assignments and tests that will both teach and assess students' learning;
- establish fair, clear standards and criteria and apply those criteria consistently to student work;
- use previously disclosed rubrics when assessing the students' skills;
- offer feedback to their students in the form of comments and grades;
- provide meaningful opportunities within the classroom setting for their students to assess their own work; and
- apply what they learn from the grading process to improve their teaching.

Standards-based tests and quizzes yielding numerical grades represent only one aspect of evaluating student learning. Complete grading calls for multiple assessment techniques, such as performances, portfolios, projects, presentations, learning logs, journals, surveys, interviews, simulations and role playing. Using many different evaluation strategies will elicit more opportunities for student success.

As lifelong learners, students must be prepared for college and the workforce. The teacher will create and sustain a learning environment by basing grades on the student's knowledge and skills as demonstrated by a wide variety of assessments.

Grading should help the teacher

1. Communicate progress to the student and parent/guardian on the mastery of the TEKS
2. Appraise the effectiveness of teaching strategies and modes of instruction
3. Evaluate strengths and needs of each student
4. Determine if credit will be awarded

Grading should help the parents/guardians

1. Understand their child as a learner
2. Be knowledgeable about the student's mastery of the TEKS
3. Guide the student in making academic progress toward successful graduation
4. Encourage the student to give maximum performance in academic areas

Grading should help the student

1. Evaluate and see personal progress on mastery of the TEKS
2. Recognize how work may be improved

## STUDENT MASTERY OF LEARNING

As used in these regulations, the term *mastery* refers to the knowledge and skills necessary for students to be academically successful. Grades earned commonly reflect the degree to which students attain mastery in any given class. Further, student mastery implies foundational understanding necessary in developing skills and processes on a continuum from simple to complex.

To determine the content on which mastery is based, teachers will rely on the state TEKS as reflected in the District scope and sequences, curriculum guides and/or advanced course curricula. This mastery will be supported by research-based instructional practices, available technology, community resources and textbooks. Pulling from this vast range of resources, the teacher will create lessons that reflect the TEKS being targeted and include assessment strategies appropriate for the learning of all students.

Effective teachers use a variety of formative and summative assessments to determine mastery of content and skills being taught. Assessments may include but are not limited to student performances and projects, teacher observation of developmental skills, work samples, oral interviews and written assignments. Grading strategies will also differ depending on whether or not a teacher is instructing in skills, theory, processes or products.

Recording mastery at one point in time does not guarantee lifelong mastery, nor does it relieve teachers of the responsibility of reviewing content as part of ongoing instruction.

## GRADING OVERVIEW

### I. DETERMINING STUDENT GRADES

- A. The student's mastery of the instructional objectives as aligned in the TEKS for grade-level subjects or courses shall be the major factor in determining the student's grade for a subject or course. [Board Policy EIA (LOCAL)]
- B. The evaluation of student knowledge and skills may not be appropriate in the initial stages of instruction and learning. In such situations, the teacher may base the grade on the student's ultimate improved progress and mastery for the grading period, rather than on a cumulative average. It is recommended that each department reach consensus on when to assess student mastery.
- C. Grades will be sufficient in number and category (homework, quizzes, tests, etc.) to reflect an accurate measure of a student's progress and achievement. It is the responsibility of each department to set the categories and a minimum number of grades per category to be recorded in a grading period. Standards may vary from course to course or level to level within a department.
- D. No single grade will count more than 20% of the nine weeks average or the semester average.
- E. No "blanket" grades are to be issued for a grading period. A blanket grade is giving every student in the class the same grade for an assignment without regard to individual achievement.
- F. In order to obtain a grade average for a particular grading period that is a fair assessment of the student's achievement, a teacher may employ one or more of the campus-approved options listed below:
  - 1. Canceling the lowest grade in a category before averaging
  - 2. Allowing students the opportunity to do additional work within the grading period
  - 3. Giving bonus points for completing additional or optional assignments/projects evolving from the course objectives
  - 4. Providing special opportunities for a student to respond orally
  - 5. Including a participation grade when appropriate to the learning objective, e.g. for oral responses in a Spanish I class
- G. The actual numerical grade will be recorded in the student's permanent cumulative records. [Board Policy EIA (LOCAL)]. The grades recorded on the permanent record are semester grades. In a full year course, if the first semester grade is failing and the second semester grade is passing, the teacher will average the two semester grades and award full credit if the yearly average is 70 or above. If the student passes the first semester and fails the second semester, the teacher may exercise the option of averaging the two semesters if the teacher feels the mastery of essential knowledge and skills has been achieved by the student, and special circumstances have affected the student's inadequate performance during the second semester.
- H. Cooperative learning structures may be used as an instructional strategy in order to encourage academic achievement in a team context. The rubric or grading standards for a

cooperative activity or project will be shared with the students in advance indicating whether they will be graded for individual academic achievement, team academic achievement, or both.

- I. The responsibility for grading belongs with the teacher. While peer review, e.g. peer editing and marking, can be a valuable learning activity, students will not grade tests, quizzes or other major assignments. Peer marking of homework and/or other assignments is acceptable, but the teacher must review the work before assigning the final grades. Students must not have access to other students' grades.
- J. Grades which are identifiable by individual students must not be posted or announced publicly by teachers or students.
- K. A student's academic grades will not be affected by non-academic behavior or adherence to procedural rules, e.g. using the proper heading or using a certain color of ink, bringing certain supplies to class or being tardy. Behavior and adherence to classroom rules will be evaluated under "Citizenship" on the report card for each subject.
- L. A student may not be given credit for a class unless the student is in attendance at least 90% of the days for each semester after the first date of enrollment in the District. [Board Policy FEC(LEGAL)]
  - 1. Absences due to suspensions shall not be counted against the minimum attendance policy as prescribed by law.
  - 2. If a student is suspended, the student will be allowed to make up the work when the student returns to school. [Board Policy EIAB (LOCAL)]
- M. Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes but is not limited to cheating or copying the work of another student, plagiarism and unauthorized communication between students during an examination or outside of class with students who have not yet tested or turned in work. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, on a preponderance of the evidence standard, taking into consideration written materials, observation, or information from students. [Board Policy EIA (LOCAL)] Each campus will develop and distribute to all students an academic honesty policy that describes the consequences for violations.

## II. SPECIAL PROGRAMS

### A. Fine Arts

- 1. Grades for Fine Arts students will be determined with regard to mastery of the TEKS for the particular course including performance. While performance is not the only component considered during assessment/evaluation, it is a legitimate part of assessment.
- 2. If a performance is the culminating activity based on implementation of the TEKS, a grade may be given for participation or nonparticipation. Extenuating circumstances shall be considered when a student misses a performance but shall not necessarily be the final determinative criteria.

### B. English Language Learner

- 1. Grades for English Language Learners (ELL) will take into consideration their English language proficiency. Teachers will implement the English Language Proficiency

Standards (ELPS) utilizing the Sheltered Instruction Observation Protocol (SIOP) framework whenever possible to improve student understanding of concepts. Time is needed for the student to adjust to the new sounds and demands of learning English.

2. Accommodations for English Language Learners (ELL) include but are not limited to extra time for assignments and tests, shorter assignments and tests, oral quizzes, peer assistance, use of bilingual dictionaries, reading the directions to the students and use of visual aids. The no rank (NR) grade is recommended for English Language Learners, particularly new arrivals to the country, at the beginner and intermediate proficiency levels as determined by the Language Proficiency Assessment Committee (LPAC).

### C. Special Education

1. Any variations in District grading procedures should be related to the student's specific disability, which shall be determined by the Admission, Review and Dismissal (ARD) committee and included in the student's Individualized Education Plan (IEP).
2. Consideration will be given for evaluating the academic progress of children who are qualified for special education so they will not be penalized because of their handicapping condition or disability.
3. Grades for these students must be based on performance that demonstrates progress toward mastery of the TEKS following the application of the ARD-recommended accommodations and/or modifications intended to increase the potential for successful student learning.
4. It is important that the level of TEKS instruction and content expectations are clearly articulated in a student's IEP, along with accommodations and/or modifications related to measuring mastery. This information is critical for teachers to develop appropriate classroom evaluations and make decisions regarding statewide assessment.
5. Student work can be assessed by the special education teacher, the general education teacher and/or a combination of both teachers, but must be recorded by the teacher of record.

## III. TRANSFERRING GRADES

### A. Transferring Between Levels of the Same Course

If a student moves to a regular level course from a Pre-Advanced Placement (PreAP) or Advanced Placement (AP) level of the same course, the student's transferring average or category grades from the PreAP or AP class shall be weighted by 1.15 for PreAP or 1.29 for AP classes. District procedure will be followed and a grade change form will document the transferred grade(s). This gives the student an opportunity to succeed in the course for that grading period. However, any remaining grades earned in the regular course will not receive any additional weight.

### B. Transferring Into a PreAP or AP Course from a Regular Level Course

If a student is moving into a PreAP or AP course from the regular level of the same course, the transferring average from the regular course will transfer as is.

### C. Transferring Into a Regular Course after the First Semester

The first semester grade remains as is and is given the appropriate weight for PreAP or AP credit. The second semester grade for the regular course will not be weighted.

### D. Transferring from One Campus to Another Within the District and Students Transferring from Out-of-District

If a student transfers during a nine-week grading period, the grade average for each transfer course will be counted proportionate to the number of weeks in the grading period that the grade covers. For example, a student transfers during week five of the nine weeks with an 80 average in English. The 80 will be counted five times and the average the student receives (75, for example) in the receiving school's English course will be counted four times. The total will be divided by nine to get the average. For calculating a nine week average, utilize the following formula:

Student's transferring course average	<b>X</b>	Number of weeks in sending school	<b>+</b>	Student's earned course average at receiving school	<b>X</b>	Number of weeks in receiving school	<b>÷</b>	9	<b>=</b>	Current nine week average
[(80	<b>X</b>	5)	<b>+</b>	(75	<b>X</b>	4)]	<b>÷</b>	9	<b>=</b>	78

#### IV. GRADING SYMBOLS TO USE

A. The grades recorded on progress reports and report cards will be numerical averages.

100 - 90	A	Excellent
89 - 80	B	Above Average
79 - 75	C	Average
74 - 70	D	Below Average
69 - 0	F	Failing

B. Additional notations seen on reports may include the following:

NC (No Credit) "NC" is assigned administratively as a result of excessive absences and is calculated as a 50 for the purpose of class rank.

WF (Withdraw Failing) "WF" is assigned as a result of the student's request to withdraw from a course after the first four calendar weeks of a semester and is calculated as a 0 for the purpose of class rank.

UIL rules state that students remain eligible if they drop a class in which the grade is below 70 before the end of the first four weeks of school.

I (Incomplete) An "I" is assigned by the teacher to indicate incomplete student work which should be made up within three weeks from the close of the grading period. An "I" must be recorded if a student is eligible for makeup work.

UIL rules specify that an "Incomplete" must be replaced with a passing grade within seven calendar days of the close of the grading period in order for the student to be eligible.

NG (No Grade) The student has not earned a grade, but was capable of doing so. An "NG" is calculated as a 0 for the purpose of class rank.

NR (No Rank) "NR" is assigned by the teacher with administrative approval when no grade is possible in the case of students who have not been

enrolled for a sufficient length of time, students who have documented medical reasons, English Language Learners with a beginner or intermediate oral proficiency level, or students with extenuating circumstances. "NR" does not affect class rank.

## V. CITIZENSHIP

### A. Citizenship codes are as follows:

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

### B. The citizenship code is an indication of the student's daily behavior for a nine week period and is based on an established discipline management plan.

## VI. RE-TEACHING AND RE-TESTING

The District's goal is for every student to master all the TEKS specified for each grade level and the TAKS Exit Level. Each student will be provided instruction that allows for application and practice of the concepts and skills mandated in the TEKS and then assessed for mastery. If a student does not demonstrate mastery of concepts and skills as specified in the TEKS and necessary for future learning, re-teaching and re-testing (or re-assessment) should be provided for the student. Re-teaching and re-testing is considered a form of course or credit protection.

For the purpose of consistency and equity, the District will have a re-teach and re-test plan that is appropriate for student mastery. Campuses will ensure that teachers at each grade level in middle school and course in high school follow the District's re-teach/re-test procedure. It is the responsibility of the grade level or course teachers to monitor student progress and to implement re-teaching and re-testing for all, most, some or one of the students. Teachers will base their decisions to re-teach and re-test on whether the curriculum provides sufficient future opportunities for most students to master a concept or skill.

A. If 50% or more of students in a class fail to demonstrate mastery of TEKS on a summative assessment, the teacher will provide an opportunity for re-teaching and re-testing during class time. All students in the class will be given the opportunity for re-teach and re-test. The higher of the two grades will be recorded in the grade book.

B. If fewer than 50% of all students in a class fail to demonstrate mastery of TEKS on a summative assessment, the teachers will provide re-teaching and re-testing during or outside of class time. The grade on the re-assessment will be recorded as no higher than 70 if mastery is demonstrated. If mastery is not demonstrated, the higher grade will be recorded.

C. Re-teaching should employ instructional strategies different from the original instruction.

D. Re-testing or re-assessment may include but is not limited to oral examination, additional practice activities, an essay or paper, a report or presentation, test corrections, revision of a paper or project, or a formal test.

E. Re-teaching/re-testing provisions do not apply to semester exams.

## VII. HOMEWORK POLICY

### A. Rationale for Homework

1. Research reveals that homework, when carefully designed, implemented and evaluated, is

an effective tool for improving understanding, enriching learning, encouraging personal connections and providing opportunities to pursue special interests.

2. In broad terms, homework includes written work, reading, studying, preparing for class and/or assessments and other activities related to classroom work, but assigned to be done at home.
3. Homework assignments should be designed to help the student master the content and to extend student learning.
4. Homework is one means of teaching the necessary skills of independent study and learning outside the classroom without immediate teacher supervision. Homework includes assignments that the teacher expects all students to complete outside of class. In contrast, class work includes assignments that the teacher expects the majority of students to complete during the class period.
5. Teachers have the discretion to allow extended time for some students to complete class work when additional time is needed. If the majority of students completed the work in class, the work taken home will be graded as class work and not homework.
6. Long-term, extended assignments, such as projects and research papers, although requiring work to be completed outside the classroom, should be distinguished from specific, short-term daily homework assignments that might be regularly reviewed by the teacher and included in a homework average.
7. Homework will count no more than 20% of the grade for any grading period determined by campus guidelines.
8. When a student demonstrates mastery of the TEKS on major assessments, homework alone will not be the cause of a failing grade. [Board Policy EIA (LOCAL)]
9. Homework is not to be assigned as punishment.

#### B. Teacher Responsibilities

1. Ensuring that students understand and know how to complete assignments successfully
2. Defining the work to be completed at home and making sure appropriate resources and materials are readily available
3. Giving instructions to parents/guardians, when appropriate and explaining how they may help the student complete the homework
4. Considering homework as one part of the total learning process by monitoring, collecting and providing meaningful feedback to students
5. Reviewing and grading homework assignments regularly to give students feedback on their learning
6. Informing students of homework assignments missed because of absence or substituting another activity for the missed assignment so that there are no gaps in the student's learning
7. Assigning homework/projects over extended holidays within the school year that are due on the first class upon returning will be avoided

#### C. Student Responsibilities

1. Understanding the homework assignment(s) before leaving school
2. Taking home all necessary materials to complete assignment(s)
3. Having an organized means of keeping and carrying homework to and from school
4. Arranging for a place to work and having a regular time to study
5. Scheduling time for homework that is compatible with family and/or after-school activities

6. Completing homework with a minimum of parental help
7. Completing homework assignment(s) as carefully and as neatly as class work
8. Completing homework and turning it in on time
9. Budgeting time for long-term projects
10. Completing all work missed because of absences or school activities

#### D. Parent/Guardian Responsibilities

1. Reading and discussing the District's homework policy with the student and encouraging good study habits
2. Providing necessary assistance and a positive, supportive attitude and encouraging good study habits
3. Communicating any concerns and questions regarding homework assignments to the student's teacher
4. Encouraging the student to seek additional help, if needed, from the teacher
5. Providing an appropriate time and environment for study and learning; checking the homework for completion and showing an active interest in it
6. Monitoring television, technology and outside activities to be sure the student has sufficient study time

### VIII. MAKE-UP WORK FOR ABSENCES

According to Board Policy, students are required to make up assignments, homework, projects, quizzes and tests missed due to absences. [Board Policy EIAB (LOCAL)]

The District distinguishes absences as excused and unexcused. Make-up work for excused absences will be eligible for full credit. Students shall receive a 20% deduction from the total grade earned for any assignment or assessment not made up within the allotted time. A truant absence is an unexcused absence with disciplinary consequences. Make-up work for unexcused absences will be penalized equal to late work. A 20% deduction from the total grade earned will be taken on make-up work for unexcused absences.

- A. Students will be allowed reasonable time to make up assignments, homework, projects, quizzes and tests missed due to absences.
  1. At the middle school level, reasonable time is defined as one class day per class missed, e.g. a student who misses class on Tuesday has until the beginning of class on Thursday to turn in make-up work.
  2. At the high school level with the A/B schedule, reasonable time is defined as the class meeting after the student returns to the missed class. For example, if a student misses 2<sup>nd</sup> period on Monday and returns to 2<sup>nd</sup> period on Wednesday, his/her make-up work is due at the beginning of 2<sup>nd</sup> period on Friday.
  3. For extended absences, make-up assignments shall be made available to students after two consecutive class days of absence.
  4. Teachers will provide the assignments to the students and inform students of the time allotted for completing make-up assignments, homework, projects, quizzes and tests.
  5. It is the student's responsibility to obtain, complete and submit the missed work in the time allotted.
- B. Students will not be required to take a quiz or test on the day returning to class from an absence if the quiz or test was announced during the student's absence.
- C. After their return to class, teachers are required to make arrangements with the student within two class days to take a test/quiz if the test/quiz was announced during the student's absence.

- D. Make-up work and tests for all absences should be of the same rigor, but not necessarily the same format, as the original activity, assignment or test.
- E. Make-up tests or presentations may be scheduled before school, after school, during study hall or during the student's class period, at the teacher's discretion to ensure that new and/or significant content is not missed.
- F. Students should make prior arrangements with teachers for making up missed work when the absence can be anticipated, e.g. a dental appointment, court appearance or appointment, approved school-related activities, etc.
- G. After a prolonged absence, the teacher has the right to exempt a student from some assignments if the teacher determines that doing so will not have a negative impact on the student's ability to master the content or unfairly bias his/her grade.
- H. The District shall not impose a grade penalty for make-up work after an absence because of suspension. [Board Policy EIAB (LOCAL)]

#### IX. LATE WORK

- A. Late work is defined as any assignment that is not submitted on the due date and class period with the exception of make-up work for absences or approved school activities.
- B. A 20% deduction from the total grade earned will be taken for late assignments.
- C. Late assignments will be accepted until the material has been assessed summatively or within a three-week grading period.
- D. Extenuating circumstances may occur that prevent the completion and turning in of assignments on the due date. It is the parent/guardian and/or student's responsibility to inform the teacher and/or an appropriate administrator of any such circumstances so that an exception to the rule may or may not be granted. The teacher and/or appropriate administrator shall have the authority to render a final decision on the granting of any exceptions.

#### X. COMMON ASSESSMENTS

- A. Common assessments, which may include mini-assessments, are the result of a collaborative effort among teachers to improve instruction and gain data to respond to the diverse needs of students. They are designed to measure student mastery of the taught curriculum (TEKS).
- B. Common assessments are given periodically based on the District's scope and sequence or at the end of units of study, grading periods, or semesters.
- C. Grades on semester common assessments (semester exams) will count no more than 20% of the semester grade as determined by the department and approved by the principal. Semester exams will not be removed from the campus or released to students or parents/guardians.
- D. All Special Education students who will take either the TAKS, TAKS-A (Accommodated) or TAKS-M (Modified) will participate in common assessment testing using the appropriately modified common assessments as identified through the ARD committee. These students will also receive the testing accommodations that are used on a regular basis as identified by the ARD committee.
- E. Feedback from semester and/or district-derived common assessments should be shared with

students and parents/guardians on campus in order to debrief the activity and the learning.

## XI. BENCHMARK TESTS

- A. Campuses will follow the District benchmark administration guidelines.
- B. Benchmark tests are designed to diagnose students' strengths and weaknesses, determine instructional effectiveness, guide instructional decisions and identify programmatic strengths and weaknesses.
- C. Diagnostic benchmarks are TAKS-formatted and strive to provide data on TEKS mastery toward TAKS preparation and to provide data needed to determine differentiated interventions that meet student needs. Diagnostic benchmark scores may not be used in calculating student grades.
- D. Scope and sequence and/or common assessment benchmarks for which instruction has been provided may be used in calculating student grades.
- E. All Special Education students who take either the TAKS, TAKS-A (Accommodated) or TAKS-M (Modified) will participate in benchmark testing using the appropriately modified benchmark and as identified through the ARD committee. These students will also receive the testing accommodations that are used on a regular basis as identified by the ARD committee. Since the TAKS-A (Accommodated) test is a TAKS test without field test items, there are no TAKS-A (Accommodated) benchmark tests. Therefore, students scheduled to take the TAKS-A (Accommodated) will take the general District benchmark.
- F. All English Language Learners will receive testing accommodations that are used on a regular basis as identified by the LPAC committee.
- G. Dyslexia and Section 504 students will receive accommodations that are used on a regular basis as identified in their Section 504 plan.
- H. Feedback from benchmark tests should be shared with students and parents/guardians on campus in order to debrief the activity and the learning.

## XII. REPORTING GRADES

- A. Assignments
  - 1. The electronic grade book is the legal repository and is an accurate record of each student's work and achievement; it is electronically archived at the District level.
  - 2. To inform parents/guardians and students, major assignments, assessments and projects will be posted prior to the due date. The Campus Improvement Council (CIC) will determine the most appropriate method to communicate this information: the Parent Portal, teacher web pages and/or the Homework Hotline.
  - 3. In order to maintain current information for parents/guardians, teachers are directed to grade and post assignments within seven calendar days from the due date.
- B. Grading and the Recording of Grades
  - 1. Teachers will verify and edit student grades prior to the exporting of grades so that the student's accurate average is printed on the progress report or report card.
  - 2. Teachers will also verify and edit grades in PROG and GTCH of the mainframe prior to the campus deadline.
  - 3. After report cards have been printed, grade changes must be documented and entered by the Data Processor, and the teacher must update the electronic grade book.
  - 4. Teachers will update "Incomplete" grades within three weeks after the end of the grading

period. For the student to be eligible for UIL participation, an “Incomplete” must be replaced with a passing grade within seven calendar days of the close of the grading period.

5. Grades in the mainframe override grades in the electronic grade book when paper documentation is in the student’s cumulative folder.

#### C. Parent Portal

1. The Parent Portal contains data extracted from the District’s electronic grading program and allows parents/guardians with Internet access to view recorded grades for the student at any time during the school year.
2. Teachers will update grades in the electronic grade book so that parents/guardians have an accurate understanding of the student’s progress in each class.
3. In order to maintain current information for parents/guardians, teachers are directed to grade and post assignments within seven calendar days from the due date.

#### D. Progress Reports

1. Progress reports are sent home to parents/guardians approximately one week after the third and sixth week of each grading period.
2. When a student’s behavior is unsatisfactory and/or the student is in jeopardy of failing, the teacher will communicate directly with the parents/guardians and maintain ongoing dialogue and documentation of the communications.
3. Teachers are strongly encouraged to utilize the “Comments” feature of the progress report as an additional communication tool.
4. Distribution dates of progress reports are announced in District publications and posted on the North East web site.

#### E. Report Cards

1. Reports cards are given to students to be shared with parents/guardians at the end of each nine weeks; end-of-the-year report cards are mailed home.
2. Report cards indicate academic progress, citizenship, tardies and attendance.
3. When a student’s behavior is unsatisfactory and/or the student is in jeopardy of failing, the teacher will communicate directly with the parents/guardians and maintain ongoing dialogue and documentation of the communications.
4. Teachers are strongly encouraged to utilize the “Comments” feature of the report card as an additional communication tool.
5. Distribution dates of report cards are announced in District publications and posted on the North East web site.

### XIII. PROMOTION/RETENTION OF STUDENTS

#### A. For middle school students, promotion is based on the following factors: [Board Policy EIE (Local)]

1. Promotion to the next grade level shall be based on an overall average of 70 or above 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 language arts, mathematics, social studies and science.
2. In addition, students in grade 8 must meet the state testing requirements or be recommended by the Grade Placement Committee (GPC) in order to be promoted to grade 9.

- B. For high school students, promotion and classification are based on the following factors:  
[Board Policy EIE (Local)]
1. Grade-level advancement for students in grades 9 – 12 shall be earned by course credits.
  2. Changes in grade-level classification shall be made at the beginning of the fall and spring semesters.
  3. Grade-level advancement requires the following earned state credits for all students entering the ninth grade beginning with the 2003 – 2004 school year:
    - a. Students with 0 – 4.5 credits are classified as freshman.
    - b. Students with 5 – 10.5 credits, including 1.0 credit of English and 1.0 credit of mathematics, are classified as sophomores.
    - c. Students with 11 – 16.5 credits, including 2.0 credits of English, 2.0 credits of mathematics, 1.0 credit of social studies and 1.0 credit of science are classified as juniors.
    - d. Students with 17 or more units of credit, including 3.0 credits of English, 2.0 credits of mathematics, 2.0 credits of social studies and 2.0 credits of science, are classified as seniors.
  4. Grade-level advancement requires the following earned state credits for all students entering the ninth grade beginning with the 2007-08 school year:
    - a. Students promoted or placed from grade 8 are classified as freshman.
    - b. Students with 6 credits, including 1.0 credit of English and 1.0 credit of mathematics, are classified as sophomores.
    - c. Students with 12 credits, including 2.0 credits of English, 2.0 credits of mathematics, 1.0 credit of social studies and 1.0 credit of science are classified as juniors.
    - d. Students with 18 credits are classified as seniors.
- C. Graduation and credit requirements are as follows:
1. All students graduating from high school must meet the minimum units required by Texas Education Agency (TEA) and any additional graduation requirements as set by the Board of Trustees.
  2. In addition to satisfying all course and credit requirements, graduates must also meet state assessment requirements.
  3. A student must maintain a semester grade average of at least 70 on a scale of 100 to be given credit for a course.
  4. A student receiving an “NC” (no-credit) due to excessive absences will not receive credit in that class regardless of the grade average. An “NC” in a course is averaged as a 50 in the student’s grade point average.
  5. Course credit may be earned through special credit options such as Credit Recovery, Correspondence Courses, Credit-by-Exam, Summer School and Evening School.

#### XIV. INTERVENTIONS AND ACCELERATION

- A. TEC Sections 28.0212 and 29.081 mandates that accelerated instruction be provided for all students in grades 6-12 who do not perform satisfactorily on any section of the TAKS test, who are not likely to receive a diploma before the fifth school year following enrollment in grade 9, or who are at-risk of dropping out of school.
- B. For a student in grades 6-12 who has failed any TAKS test or who is not likely to graduate before the fifth year following enrollment in grade 9, a Personal Graduation Plan (PGP) must be developed with the participation of the student and the parent/guardian.
- C. The PGP may determine the program of acceleration, or the Response to Intervention (RtI)

team may assist in designing the accelerated instruction.

- D. Interventions should occur during the regular school day as well as during other times determined by each campus. This program may include:
1. Local credit courses to improve academic readiness
  2. Tutorial assistance
  3. Course and credit protection programs
  4. Course and credit recovery programs
  5. English Language Learner (ELL) programs
  6. Summer school programs
  7. Evening school for high school programs
  8. On-line tutorials
  9. An Individualized Education Plan (IEP) designed by the ARD through Special Education
  10. Trailer courses and before/after school courses

E. When the electronic PGP is developed, the plan should be shared with all appropriate teachers and should be monitored, updated and revised each year as necessary.

F. Course and Credit Protection

Course and Credit Protection are types of interventions that support students prior to having failed. Course Protection is used at the middle school level to protect students from failing at any point in a grading period prior to failing during the semester. Credit Protection is used at the high school level to protect the loss of semester credit.

1. Teachers may work during or outside of class with students who have failed or are in jeopardy of failing.
2. There should be a contract or agreement among the teacher, the student and his parents/guardians as to the specific requirements to pass.
3. The protection of course/credit does not change UIL eligibility.
4. The maximum grade allowed for an assignment, test, quiz or project under course/credit protection is 70.
5. Students who do not meet the requirements of the contract or agreement to protect the course or the semester credit shall receive a failing grade.

G. Course and Credit Recovery

Course and Credit Recovery are types of interventions that occur after the course in middle school or after the end of a semester for high school. These programs are designed to allow students to gain a maximum grade of 70 for the course in middle school or for the semester credit in high school. This provides the student with passing status for the course in middle school or for the semester in high school.

1. Teachers will work outside of class time with students to master content at a minimum of 80% in order to replace a failing course/semester grade with a 70. The student receives an "I" until the course is completed.
2. There should be a contract or agreement among the teacher, the student and his parents/guardians as to the specific requirements.
3. Students who do not meet the requirements of the contract or agreement to recover the course or the semester credit shall receive the original failing grade.

H. Summer Course and Credit Recovery

Summer course recovery programs are available for middle school and credit recovery programs are available for high school.

1. These programs are designed to extend the second semester by 3 weeks so that students needing extra time and support can successfully complete requirements within core courses. The student receives an "I" until the course is completed.
2. Summer course recovery is designed for middle school students in designated grade levels who have failed a core course for the year with an average of 60-69. Summer school is available for students who have failed with an average below 60.
3. Summer credit recovery is designed for high school students who have failed the second semester with a semester average of 60-69. Students who have failed both semesters of a course are not eligible for summer credit recovery. Summer school is available for students who have failed both semesters. Students who do not meet the requirements to recover credit may enroll in the second semester of summer school.
4. Students earn a maximum final grade of 70 for the middle school course or for the high school second semester by completing required assignments and assessments with a minimum passing standard of 80.
5. For every student recommended for the summer course or credit recovery program, written permission will be granted by the sending teacher for an administrator to replace the "I" with a 70 if the student successfully completes the learning plan with a minimum of 80% mastery.
6. Students who do not meet the requirements to recover the course or the semester credit shall receive the original failing grade as documented on the official grade change form.

#### XV. COMMUNICATION WITH PARENTS/GUARDIANS

- A. The parent/teacher conference is a valuable source of information for both the parent/guardian and the teacher. The conference provides the opportunity for parents/guardians and the teacher to become better acquainted and to combine efforts in the interest of the student. The conference also allows the student to understand that the school and the home are working together for his/her benefit.
- B. When a student's behavior is unsatisfactory and/or the student is in jeopardy of failing, the teacher will communicate directly with the parents/guardians and maintain ongoing dialogue and documentation of the communications.
- C. Teachers and/or parents/guardians may request conferences at any time. However, when a personal conference cannot be scheduled, a telephone conference or email may be used as an alternate form of communication.
- D. The conference should occur for a specific time period and in a place which will assure privacy.
- E. When a parent/guardian requests a conference, the teacher should be given at least 48 hours advance notice.
- F. Since teacher web pages are communication tools for parents/guardians, teachers should maintain a current web page with all appropriate information as determined by the campus.
- G. Informational meetings for parents/guardians and students may be scheduled when appropriate for program orientation and review.

## INDEX

Acceleration	11
Academic Dishonesty	2
Benchmark Tests	8
Citizenship	5
Common Assessments	8
Communication with Parents/Guardians	13
Course and Credit Protection	12
Course and Credit Recovery	12
Determining Student Grades	1
Fine Arts Programs	2
Foreward	i
Grading Philosophy	ii
Grading Symbols	4
Interventions	11
Late Work	8
English Language Learner Programs	2
Make-up Work for Absences	7
Mastery of Learning	iii
Parent Portal	10
Parent/Guardian Responsibilities for Homework	7
Progress Reports	9
Personal Graduation Plan	11
Promotion of Students	10
Rationale for Homework	5
Recording of Grades	10
Report Cards	9
Re-teaching and Re-testing	5
Retention of Students	10
Special Education Programs	3

Student Responsibilities for Homework	6
Summer Course and Credit Recovery	12
Teacher Responsibilities for Homework	6
Transferring Grades	3