

Student Assessment Procedures

Each teacher shall submit to the campus administration in writing a Course Outline for each course taught for the year or semester. The Course Outline shall contain at least the following elements:

1. The teacher's name, work telephone number, and conference times.
2. A brief statement of the purpose of the course and of its intended importance to the student and academic skills.
3. A brief overview of major goals & objectives of the course.
4. A description of how formative assessment (informal and formal) is incorporated into the class activities.
5. An overview of the projects to be assigned during the course.
6. Grading procedures, including the weights for grade book categories shall be standardized by course and agreed upon by the campus department prior to administrative approval and distribution to the students. Any single grade book category cannot have a weight greater than 50 percent. Late work grade penalties shall also be standardized by course and agreed upon by the campus department for inclusion in the course outline.
7. Procedures for retesting.
8. Homework procedures.

The campus administration shall review the Course Outline for each course to be offered on a yearly or semester basis. The campus administration shall ensure that each proposed Course Summary meets the minimum STISD student assessment standards (inclusive of all policies and procedures). Proposed course outlines not in compliance with STISD's standards shall be returned to the teacher with specific written suggestions for necessary changes.

Once approved by the campus administration as evidenced by the administrator's signature, the teacher shall provide each student with a copy of the Course Outline within the first week of class. An approved copy of the course outline shall be posted on the campus website before Tuesday of the second week of school.

By the close of the second week of school, each campus principal shall hold an open house session for the parents of students in attendance at the campus. Part of that open house shall be to make sure that parents have received the Course Outline. Parents not in attendance at the open house shall have two copies of the course outline sent home with the student within three days of the open house. One copy will be returned to the teacher with a parent signature. The other copy will be kept by the parent for future reference. If the copy is not signed and return to the teacher within four days after having been sent home with the student, a copy shall be mailed by the teacher to the parent.

STISD Student Assessment Requirements

All student assessment procedures shall conform to the following policy and procedural requirements:

1. There must be a minimum of at least three grades per student during each three weeks progress report grading period. There must be a minimum of at least three grades per student during the three week prior to the end of a report card grading period. There may be more than three grades posted during a three week period.
2. Reporting of student progress on report cards shall be a numerical score between 0 and 100 (Policy EIA, Local).
3. Grades of less than 70 on a report card shall state the need for a parent conference as well as required attendance for tutorials and other interventions (Policy EIA, Local).
4. Makeup work due date(s) shall be established on an individual basis through conversation with the teacher, student, and parent. Reasonableness shall guide the makeup activity due dates. Students absent for several days will have makeup work for several courses. The agreed upon makeup work and deadlines will be documented on the district makeup work form, complete with signatures. A copy of the form will be given to the student, a copy mailed to the parent, and one copy kept on file by the teacher.
5. Students shall receive credit for satisfactory makeup work after an unexcused absence. Teachers may impose a grade adjustment on the work made up by a student for an unexcused absence; however, the grade adjustment procedure used must have been stated in writing in the course outline distributed at the beginning of the course and prior to the grade adjustment (Policy EIAB, Local).
6. Students shall receive credit for satisfactory makeup work after an excused absence, including absences as a result of suspension. There shall be no grade penalty if the assignment is completed within the agreed upon time frame documented on the district makeup work form.
7. Report card grade changes due to make up work shall be completed prior to end of the next report card grading period. The teacher shall complete a report card grade change form and submit it to the campus administration prior to the end of the next report card grading period.
8. Student contracts and other interventions impacting a report card grade shall be completed prior to the end of the next report card grading period. The teacher shall complete a report card grade change form and submit it to the campus administration prior to the end of the next report card grading period.

STISD Reteaching and Retesting Procedures

The proper use of formative assessment and subsequent instruction will lessen the need for reteaching and retesting.

Accelerated and remedial instructional strategies shall be used including reteaching. These instructional strategies are part of the district's efforts to reduce failure and reduce retaining students at a grade level. EIE (Local) The following options may be considered in planning reteaching activities:

1. individual instruction,
2. additional formative assessment and subsequent instruction,
3. peer tutoring/peer teaching,
4. extra/different assignments,
5. direct tutoring,
6. structured group activities,
7. alternative instructional delivery systems, example: online learning
8. student contracts,
9. variable scheduling,
10. Title I or compensatory education services,
11. TAKS remediation classes,
12. reading or math improvement class,
13. study guides, or other appropriate materials,
14. student contracts in the summer,
15. summer school,
16. other interventions as part of the campus pyramid of interventions.

Retesting of skills not mastered shall be included in all formal and informal lesson planning for students who need re-evaluation of performance. Immediately after assessment reveals non-mastery, reteaching shall occur. The proper use of formative assessment will dramatically reduce the need for reteaching and retesting.

The teacher's policy regarding the weights of retests must be stated in writing on the course outline, approved by the campus administration and made known to students and parents prior to retesting.

The principal shall utilize department collaboration and the site-based management process in establishing campus and department procedures for the evaluation of student performance regarding retests.

Semester exams and six or nine week exams do not require retesting.

Credits for Courses

A student who has not maintained a grade average for a course equivalent to at least 70 on a scale of 100 shall not be given credit for the course. *Education Code 21.721 (c)* [See also EIA, EIE]

The District may award credit for a full-year (1 unit) course on a semester-by-semester basis. *19 TAC 75.192 (c)* South Texas ISD also allows for a passing yearly average to gain full credit for a full year course.

Unless credit is awarded by the attendance committee or regained in accordance with District policy, a student shall not be given credit for a class if he or she has been in attendance less than 90 percent of the days in a semester. *Education Code 21.041*
[See FDD]

Student academic achievement shall be based on degree of mastery of the Texas Essential Knowledge and Skills (TEKS) for the course. The District shall establish a procedure to ensure that all students, except handicapped students whose individual education plan (IEP) provides for alternative achievement standards, demonstrate an acceptable mastery level of the essential elements sufficient for successful performance at the next subject or grade level as a prerequisite to a grade of 70 or above.

Variations in procedures and academic achievement level for awarding grades to disabled students identified for special education services shall be determined by the ARD committee and included in the student's IEP. *19 TAC 75.193*

In assessing English language learners proficiency for mastery of the TEKS, the District shall make every effort to allow students to demonstrate knowledge or competency independent of their English language skills. These efforts shall include but not be limited to assessment in the primary language, assessment using ELL methodologies, and nonverbal assessment with multiple varied instruments.
19 TAC 75.191 (h)

Credit for a course shall be awarded if a student has satisfactorily met all state and local requirements. Credit may be obtained through successful completion of the course, credit by examination using an approved exam (70 percent or higher with prior instruction; 90 percent or higher without prior instruction), successful completion of an approved correspondence course, successful completion of a state approved online course, successful completion of a credit recovery course, successful completion of a student contract.

Homework Guidelines

The following guidelines shall assist teachers in administering homework to students:

1. Teachers shall plan homework carefully, rather than being a routine exercise.
2. Homework may be assigned during the school calendar weeks, excluding school holidays, semester exam weeks, and the week of state testing.
3. The homework assignments must be clear to the student, including how the assigned material relates to instruction and the essential learning outcomes of the course.
4. The student must be ready for the homework assigned; “Homework should be a risk-free chance to experiment with new skills. Homework should require students to apply what they have learned so they find out what they really do understand and can return to class to ask questions about what was not understood” (Carr and Farr 2000, 200)¹.
5. Homework assigned reinforces and extends student skills.
6. The assigned work is linked to individual student developmental needs. As students mature, the nature of homework may become more complex and independent.
7. Teachers are to make reasonable assignments according to the community resources available.
8. For every homework assignment, students shall receive timely and proper feedback.

Teachers must use good judgment in assigning homework so that students develop sufficient study habits and skills. Care must be exercised to prevent students from unreasonable work demands. Emphasis shall be on the quality not the quantity of work; instructional rigor is reflective of carefully planned quality work rather than the quantity of work required.

Homework procedures, expectations and assignments must be discussed with students at the beginning of each course; they are to be included as part of the course outline disseminated to students and parents.

¹Carr, J. and B. Farr. 2000 Taking steps toward standards-based report cards. In *Grading and reporting student progress in an age of standards*, pp. 185-208, edited by E. Trumbull and B. Farr. Norwood, MS: Christopher Gordon.

Course Summary

Course	Teacher	Conference Hour	Telephone	Room	Email
English II	Mr. Coccozza	A day 9:00 to 10:30 B day 2:35 to 4:05	800-217-8839	207	juan.coccozza@stisd.net

Purpose: English II is about life. Students have an opportunity to think about important issues and express themselves in ways that develop confidence in their ability to communicate. The purpose of English II is to prepare each student with the essential knowledge and skills relating to literature and the art of effective communication that productive members of our society need to know. Particular emphasis is placed upon science and technical aspects because of the interests of the student in choosing our campus. I enjoy teaching English and I look forward to working with the Class of 2011!

Objective: The objective of English Language Arts is to help each student acquire writing skills necessary for good communication, to develop in each student an appreciation for literature and its diverse concepts of expression, and to encourage the acquisition of reading concepts and skills needed to comprehend and interpret written information.

Assignments:

1. Homework: Class Notebook:
 - a. class notes
 - b. reading log
 - c. themes
 - d. quizzes
 - e. tests/quizzes
 - f. assignmentsapproximately 2 assignments per week, including a notebook check.
2. Quizzes: a minimum of 4 unannounced quizzes over reading material assigned.
3. Themes: 1 theme per week except for the 9th week in a nine-week period.
4. Tests: 3 test during a nine-week period; 1 final exam at the end of each semester

Needed Supplies:

1. A spiral notebook.
2. A dictionary.
3. A Thesaurus.
4. Black ink pens
5. A 3 ring binder with paper (3" or larger).

Formative Assessment

Frequently during the year, formative assessments will be given. These will be in the form of homework, written or oral quiz, readings and discussion, student writing, or test. Feedback will

be given on these formative assessments but no grade will be assigned. The formative assessments are critical to learning because they provide feedback as to what essential learning we will focus on next. They will help influence and shape the process of learning while we still have time to improve before test or grades are given.

Grading Procedures & Weights:

- | | | |
|----------------|------------------------|-----|
| 1. Homework: | 12 assignments minimum | 10% |
| 2. Quizzes: | 4 or more: | 10% |
| 3. Themes: | | 35% |
| 4. Tests: | | 20% |
| 5. Final Exam: | | 25% |

All work is due at the designated assigned time. Students absent on a day work is due shall receive a due date for the next day the student returns to class. All homework is due at the beginning of the class hour. Assignments submitted electronically are due before the beginning of class time on the scheduled due date.

Late work will be accepted as follows: (1) same day with a 10% penalty; (2) 1-day late with a 20% penalty; (3) 2 or more days, with a 30% penalty. Corrected themes may be turned in within 10 days of the original assignment without penalty.

On some occasions there will be a need for makeup work assignments. Provisions will be made during tutorial for makeup work. Students may complete the makeup work form and secure my signature upon us discussing the assignments and due date during tutorial time.

Retesting Procedures: Students may retake tests only upon receiving a failing grade. Additional assigned material during tutorial may be a prerequisite to taking a retest. The time and date for all retests is determined by the teacher. No penalty is assigned for the weight of retest grades.

Pop-quizzes and final exams may not be retested.

Pyramid of Interventions

The objective of this class is for every student to successfully demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS) and the South Texas ISD Essential Learning Outcomes (ELO's) for English 2. Students demonstrating success will have flexibility in class activities and out of class time. Students not successfully progressing will be assisted by the in class pyramid of interventions and the campus pyramid of interventions. These interventions may include special class activities and assignments, required tutorial during the school day or after school, and other interventions specific for the student.

Juan Coccozza

Team Leader

Principal

Mr. Juan Coccozza

Ms. Department Team Leader

Ms. Principal

I have received a copy of this course outline, have been given the opportunity to ask questions, and understand the contents:

Student Signature

Date

Insert campus logo or print on campus letterhead

South Texas ISD
Campus Name
Makeup Work Agreement

Student Name: _____

Teacher Name: _____

Course: _____ Class Period: _____

Makeup Assignment:	Due Date:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Student Signature and Date

Teacher Signature and Date

Parent Signature and Date

South Texas ISD encourages teachers, department teams, and campus administrators to discuss, plan, and use the following practices related to student assessment.

- Competency Based Grading using the STISD Essential Learning Outcomes
- Developing Assessments First and Then Instructional Strategies
- Formative Assessment
- Grading Rubrics
- Points Added Grading System instead of averaging
- Proactive Communication with Parents
- Valid Assessment Design

The following resources are recommended for further review related to student assessment:

How To Grade For Learning, by Ken O'Connor. Corwin Press, 2002.

The Battle Over Homework, Common Ground for Administrators, Teachers, and Parents, by Harris M. Cooper. Corwin Press, 2007.

Sample grading rubrics online:

<http://faculty.css.edu/dswenson/web/Gradingrubrics/gradingrubrics.htm>