

GISD Grading and Reporting Procedures Secondary Education 2021-2022

Grades 5-12 will follow these guidelines.

STATE AND LOCAL CURRICULUM

The District shall determine instructional objectives that relate to the TEKS 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.

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)

Each secondary school maintains a balanced curriculum in the TEKS including English Language Arts, Reading, Science, Mathematics, Social Studies, Fine Arts, Health/Fitness, Technology Applications, Physical Education/Wellness, Foreign Languages, and Career and Technology.

Curriculum content is prescribed by the Texas Education Agency. Local instructional plans are based upon state curriculum frameworks and program standards.

Curriculum consists of the defined scope and sequence of instruction, the instructional objectives for student mastery, the materials used (including, but not limited to, textbooks and other resources), the instructional strategies designed to promote student learning, and the assessment practices used to evaluate that learning. The curriculum is based upon the TEKS.

Scope and Sequence of Instruction

The District has the responsibility for developing a curriculum map to align curricula from PK-12 district-wide and a timeline of critical objectives for each grading period in each subject. Additionally, the District is responsible for regularly reviewing and revising curriculum to reflect real-world needs and to meet the needs of all students.

The development, alignment, revision, and review of District curriculum is carried out under the direction of curriculum liaisons with input from teachers. Directions for the implementation of the curricula are outlined in District curriculum documents. The scope of the objectives under the curriculum documents reflects the TEKS and cannot be waived, altered, or portions eliminated. The sequence of objectives may be altered to meet the needs of an individual class or student. Campuses or departments desiring to alter the sequence of the curriculum document must consult with and present the desired alteration in writing to the appropriate instructional coordinator prior to seeking approval of the site-based decision making committee.

Instructional Materials

State-adopted textbooks and electronic media serve as instructional resources to meet course and curriculum objectives. In Texas, textbooks and electronic media are currently provided by the state from an approved list. District textbooks are selected through a formal committee process (19 TAC 67.107). Other instructional materials are selected by the campus or individual teachers to meet the needs of students. Requests to select alternate textbooks or systems must be based upon analysis of alternate resources and student performance data and must follow the applicable textbook waiver process.

Instructional Practices

Instructional strategies and practices to ensure student success are based upon campus and teacher analysis of student needs, effective teaching practices, student learning styles, and demonstrated success through the assessment process.

GRADING ROLES AND RESPONSIBILITIES

Student

1. Complete assigned work on time and return it to the teacher.
2. Schedule work on long-term assignments so assignments will be completed on time.
3. Initiate communication with the teacher when the student does not understand the assignment or if he/she is experiencing difficulty.
4. Complete all assignments within the time limits given by the teacher or be subject to appropriate late work guidelines.
5. Evaluate their own work for accuracy and seek clarification as needed from the teacher.
6. Maintain academic integrity and honesty. Academic dishonesty may result in behavioral and/or academic consequences (see Academic Dishonesty).

Parent/Guardian

1. Establish a specific time, place, and manner for homework to be completed.
2. Provide the supplies and materials necessary to complete homework.
3. Monitor as needed, but do not do homework for the student.
4. Assist student in planning a time schedule for long-term assignments.
5. Initiate communication with the teacher when concerns arise.

Campus/Department

1. Each campus and/or department will adhere to the late work guidelines as established in the Galveston Independent School District Grading and Reporting Procedures.
2. Campuses will establish a comprehensive test schedule to include end of grading periods and semester exams.
3. Campuses will develop curriculum-based assessments, unit exams, and/or end-of-grading-period tests. District-developed tests will be provided for selected core-area courses.
4. Campus administration shall address issues surrounding the calculation of grades for the purpose of UIL eligibility at specified grading periods. Mastery of the content and material should be a guiding factor in determining eligibility.

Teacher

1. Teachers are required to provide the daily lesson objectives and activities for each class. **Daily objectives should be conveyed to students verbally and visibly.** Homework assignments should be displayed in class and communicated to parents/guardians if necessary.
2. Only teachers will record grades for assignments in grade book or electronic grade program.
3. Peer grading is allowable.
4. All records of grades and assessments become a part of the confidential record for the assessment of student performance.
5. Teachers will inform students of content covered on all major assessments.
6. Teachers shall not increase or decrease a classroom grade for participation or lack of participation in any extracurricular activity.
7. Teachers must follow the GISD Grading and Reporting Procedures and ask for clarification from campus administration or department chairs as needed.
8. Teachers will provide students with a rubric for long-term projects/alternative assessments.

RETURN OF ASSIGNMENTS

Teachers will update district electronic gradebooks on a weekly basis. Teachers should review and return all graded work to students within a time frame that will benefit the student.

1. Daily work submitted Monday-Friday will be posted within 7 days.
2. Major grades should be reviewed and returned within **ten** working days.

This will allow the student to identify any areas of weaknesses and arrange for tutorials or extra study sessions prior to the next assessment.

TUTORIAL REQUIREMENTS

Tutorials serve as instructional reinforcement for students needing assistance. All GISD students are welcomed and encouraged to attend tutorial sessions; however, students who have not mastered the TEKS (or are currently failing) should be given priority during scheduled tutorial times.

1. The school must offer at least two (2) tutorial sessions per week for the purpose of providing assistance to students.
2. Day and time of scheduled tutorials will be set by each campus. Some campuses may have mandatory tutorials within the school day.
3. Attendance at tutorials is strongly recommended and is not limited to those students having academic difficulty.
4. Teachers must be available to students in the classroom during scheduled tutorial time.
5. It is required that the teacher keep a log of students attending tutorials.

LESSON PLANS

The purpose of a lesson plan is to provide a written document outlining daily objectives and activities for instruction. The lesson plan may include state, district, and campus objectives reflecting required TEKS.

1. All secondary teachers are required to prepare weekly lesson plans to assist with planning for instruction.
2. Lesson plans will be turned in on a weekly basis as prescribed by campus administration. This schedule will be established by each campus.

Course Syllabus

All secondary teachers are required to prepare, post, and distribute a course syllabus for students during the first two weeks of the course and/or semester. The purpose of the course syllabus is to provide information, guidelines, and an overview of a teacher's requirements for successful completion of a course. The syllabus may be defined as a scope and sequence of major projects and themes. It may be prepared by semester or full-year requirements. The syllabus is designed to give students and parents/guardians an overview of the course's major themes and approximate dates of major course projects, exams, or papers. Each teacher may develop his/her own format of a course syllabus, but the following elements must be included:

- Teacher name
- Course name
- Conference period
- School phone
- Teacher e-mail address
- Outline or scope and sequence of major course units, themes, or projects

- Approximate timeline
- Approximate due dates of long-term- projects
- Teacher's grading criteria (in compliance with GISD Grading and Reporting Procedures)
- Average amount of homework

PARENT/GUARDIAN-TEACHER CONFERENCES

1. A teacher will schedule one or more conference(s) with the parent(s)/guardian(s) of a student if the student is not maintaining passing grades, is not achieving the expected level of performance, is presenting some problem to the teacher, or in any other case that the teacher considers necessary. This conference may be requested by indicating so on the three-week Progress Report. **Such conferences may be handled by telephone, online, or in person.**
2. **The State and District require each school to notify parents/guardians of the need for a conference at the grading period if the grade is below the level required for course credit or grade level advancement.**

EFFECTIVE COMMUNICATION WITH PARENTS/GUARDIANS

Communicating with parents/guardians is one of the most important responsibilities of teachers. Conferences provide an arena for collecting developmental and personal information from parents/guardians that may affect a student's learning; for developing rapport and encouraging parent/guardian involvement in their student's educational process; and for reporting and discussing student progress with parents/guardians. Accurate diagnostic reports encourage parents/guardians to participate in the education of their children, help increase mutual understanding, goodwill, and cooperation in the home, and aid in student guidance.

In addition to sending out regular reports, teachers should inform parents/guardians promptly when problems appear. **Any time a student's average falls below 70 in an academic subject before the nine weeks (middle school) or six weeks (high school) reporting time, the student and parent/guardian should be notified. Family Access does not take the place of teacher contact.**

Teachers are encouraged to confer with parents/guardians as well as counselors, especially in instances where the student is experiencing difficulty.

Reports to parents/guardians serve as an instrument of student guidance. An effective report promotes better adult/child relationships because it helps the parents/guardians better understand the child.

An effective report will:

- inform parents/guardians of the progress of their student;
- help students accept responsibility for their own progress;
- assist parents/guardians in cooperating with the school to further the student's progress;
- bring about good relations between home and school;
- be meaningful to teachers, students, and parents/guardians;
- encourage good human relations and eliminate antagonism, resentment, or other negative attitudes toward school or teacher;
- reflect a student's strengths as well as his/her weaknesses and failures;
- stimulate a desire on the part of parents/guardians and students to overcome weaknesses and to achieve greater success;
- focus on an educational objective;
- describe conduct.

Parents/Guardians want to know:

- whether or not the student is doing as well as he/she can do;
- how well the student is doing in terms of what the school expects for his/her chronological and mental age level and his/her grade placement;
- the student's strong points on which he/she can build in the future.

It should be remembered that what the student says and does when he/she arrives home from school often makes an impression upon parents/guardians that far outweighs any other report that the school might make.

Reports to parents/guardians should bring cooperation between the home and the school so that students will benefit. No matter what form of reporting is used, the information conveyed is highly personalized when it reaches the student. He/she is greatly affected by it and, unless it encourages his/her growth, it may be injurious to him/her.

REPORTING GRADES

OFFICIAL GRADE REPORTS

Skyward is the official grade reporting program for Galveston ISD.

Progress Reports

1. The Progress Report reflects both satisfactory and unsatisfactory student progress. The purpose of the Progress Report is to inform students, parents/guardians, and campus administrators regarding progress in a subject, in conduct, or in both.
2. Progress Reports are sent to parents/guardians of all students at the end of three weeks of a six-week grading period (high school) or three weeks and six weeks at the end of a nine-week grading period (middle school). It is required that parents/guardians be contacted by the time it becomes apparent that failure is possible by phone and/or email.
3. Progress reports are available in Skyward and will be available in print as needed.
4. Telephone or electronic contact with parents/guardians should be verified when a Progress Report is not returned with parent/guardian signature or when more immediate notification of possible failure is required. Teachers should maintain telephone or electronic logs of contacts and attempted contacts with parents/guardians.

Report Cards

1. The Report Card is a communication tool for parents/guardians and students.
2. Report Cards are computer generated.
3. Report Cards are issued once at the end of the six weeks (high school) or nine weeks (middle school) grading period.
4. Report Cards provide information regarding academic progress, student conduct, and absences.
5. Report Cards require confirmation of receipt by a parent/guardian indicating they have seen the Report Card.
6. It is the teacher's responsibility to notify parent/guardian, by phone or email, when a student is failing.

At any point in the grading period, parents may request a conference to review a student's progress.

GRADING SCALES

The District will report six-week (high school) or nine-week (middle school) averages to parents/guardians as numerical scores. The following table relates the numerical scores.

Numeric Average	Description
90-100	Excellent Progress
80-89	Good Progress
75-79	Satisfactory Progress
70-74	Needs Improvement
Below 70	Unsatisfactory

Transcript Recording (For Administrative Office Use Only)

For semester transfer grades the following letter grade conversion table will be implemented.

A+	99
A	95
A-	92

B+	89
B	85
B-	82

C+	79
C	75
C-	70

F	69
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TEACHER RECORDS/GRADEBOOK

Grade records are an official document and should be accurately maintained. Teachers should be aware that many times grades will need to be verified; therefore, accurate record keeping is essential. **All teachers will maintain the district-provided electronic grade book.**

1. Grades recorded in a grade book are documentation of a student's progress and mastery of the TEKS and curriculum objectives.
2. Grades recorded in a grade book represent a confidential record for assessment of student performance.
3. The set of grades indicated in the grade book shall be the complete set from which the student's average is determined.
4. The electronic grade book must adhere to the calculations outlined in the GISD Grading and Reporting Procedures.
5. Only the teacher of record (or principal designee) will enter grades in the grade book. (No student will have access to a teacher's grade-book or computer grading programs.)
6. Teachers will update district electronic gradebooks on a weekly basis.

AWARDING CLASS CREDIT

Mastery of Objectives

1. Student academic achievement shall be based upon the degree of mastery of the District's objectives which reflect the Texas Essential Knowledge and Skills (TEKS).
2. In order to be awarded a passing grade in a course or subject, a student must demonstrate 70% mastery of the District's objectives in any recording period.

Required Attendance

In accordance with State law, the student must have ninety percent (90%) attendance in the class during the semester.

Students may have two college visit days in the spring of their junior year and two in their senior year, with two week prior approval from their principal and submission of a letter from the college or university verifying the visit. These approved college visits do not affect exemption for Semester/Final Exams.

CREDIT RECOVERY COURSE GRADING AND CREDIT

Students enrolled in high school credit courses via the Credit Recovery program are subject to special grading procedures. Credit Recovery delivers instruction and assessments in a unique environment requiring specialized procedures.

SCHEDULE CHANGES

Schedule changes will be considered during the first two weeks of the course for the following reasons only:

- a. The student is a senior not scheduled in a course needed for graduation.
- b. The student has already earned credit for a course in which he/she is currently scheduled.
- c. The student does not have the prerequisite(s) for a class listed on his/her schedule.
- d. The student has previously failed this course under this same teacher.
- e. The student has been dismissed from a program for which approval must be granted for placement.
- f. The student does not have a full schedule.
- g. There is a data entry error (no lunch, class listed twice, free period, etc.).
- h. Other as approved by building principal

Emergency Situations: Students who miss a significant amount of school for unavoidable emergency reasons may request consideration to drop a class with no academic repercussions through the Intervention Assistance Team or ARD process.

TYPES OF ASSESSMENTS

GENERAL

Student mastery of course objectives may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have as their source written paperwork. Nor is it always necessary to receive a grade for every paper produced. Although the teacher should always monitor and provide feedback to students for any activity that he/she assigns, the feedback does not always need to be in the form of a grade. Assessments should always follow a period of guided practice and/or independent practice.

In grading a group project, members of a group should not be penalized for an individual's non-participation. Conversely, a student who does not fully participate, but participates to a limited degree, will receive a grade reflective of his/her participation. Published rubrics are required for all major projects.

Performance assessments are measures of a student's progress toward mastery of the TEKS. There are many forms of assessment that may or may not be utilized by individual teachers. Types of performance assessments include:

- classroom participation
- classroom discussions
- oral responses
- written responses
- homework assignments
- experiments
- on-line courses/activities
- teacher observation
- research project
- checklists of skills
- portfolios
- enrichment
- group work/projects
- independent or group reading

PERFORMANCE-BASED COURSES

Performance-based courses may have assignments that differ significantly from other academic courses. Performance-based courses include, but are not limited to, courses within the following departments: Career and Technology Education (CTE), Fine Arts, Physical Education, and Athletics. Other performance-based courses include Journalism, ROTC, Yearbook, Creative Writing and Debate.

In many performance-based courses, the grading and assignments must reflect the TEKS and a measure of the student's performance. In performance-based courses, a higher percentage of the grade may come from participation.

Teachers of performance-based courses should work with the program-area coordinator/director to ensure that their grading system is in compliance with both GISD Grading and Reporting Procedures and expectations and guidelines of the program area.

MAJOR GRADES

Tests/Examinations

Tests and examinations measure performance based on the TEKS or content. They serve to evaluate mastery of the TEKS, concepts, understandings, and district objectives, and they provide opportunities to demonstrate certain knowledge or skills.

1. Test/Examinations are assessments designed to measure a student's successful attainment of the TEKS as expressed in the GISD curriculum guides.
2. Major examinations or tests are chapter, unit, concept, or cumulative (weekly, three, six or nine weeks) assessments.
3. Major tests must be scheduled and announced in advance.

Six-Week (High School) or Nine-Week (Middle School) Tests and/or Assessments

Six-week (high school) or Nine-Week (middle school) tests are administered for certain courses. These tests may be district-developed, department-developed or teacher-developed.

Alternative Assessments

1. Alternative assessments will reflect real-world tasks and relate to instructional objectives.
2. This type of assessment often requires analyzing a task, developing a plan of action, gathering information, selecting relevant information, and presenting appropriate information.
3. The method of presentation/product should be designed by the teacher based on the subject area and content objectives.
4. Alternative assessments may be substituted for major tests.
5. Teachers will provide students with a rubric for long-term projects/alternative assessments.

Term Papers/Special Projects

1. Term papers or extensive assignments may take up to several weeks for a student or group of students to complete.
2. Teachers may assign term papers or projects to an individual or to a group of students as determined by the teacher.
3. A rubric and timeline with checkpoint dates must be utilized as an instructional tool at the beginning or during the project/paper. Check point dates will be used to assess the student's progress and provide feedback. Check points may be considered as daily grades.
4. **Term papers or projects assigned over an extended period and included on the course syllabus are due on or before the due date. Students who are absent on the due date, including school business, must meet the deadline.** After meeting with the classroom teacher, any exceptions for late term projects must be granted by the teacher.
5. Penalty for late projects will be determined in the rubric.

DAILY GRADES

Homework and Class work

Homework and class work provide opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework and class work should be considered extended learning opportunities for students to show mastery of concepts taught. Homework and class work should never be assigned as punishment. Each teacher will prepare a syllabus that states the average amount of homework given weekly. Teachers will also be aware and considerate of other courses that require homework.

1. Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of their student's instructional assignments.
2. Homework should never be a disciplinary measure, but it should be used to enrich and strengthen classroom experiences.
3. New concepts which are introduced through homework should only be evaluated on effort.

Grading Homework

1. Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate. Graded assignments should be returned to the student in a timely manner.
2. Peer grading is allowable.

CLASSWORK

1. Class work is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process.
2. There could be occasions where class work becomes homework.

QUIZZES

Quizzes are short assessments, intended to take no more than 20 minutes to complete, and designed to evaluate a student's level of understanding and progress towards instructional objectives. Quizzes do not have to be scheduled in advance.

TYPES OF ASSESSMENTS

GISD District-developed Assessments

The purpose of District-developed Assessments is to ensure the complete alignment of the written, taught, and tested curriculum in order to drive instruction and to improve the academic progress of all students. Assessments aligned to the curriculum may be referred to as Curriculum Based Assessments (CBA).

The GISD Department of Curriculum and Instruction will develop CBAs using a TEKS-aligned bank of items that have been reviewed for quality.

Semester/Final Exam (High School Credit Courses)

1. Semester/Final Exams are administered in all high school credit courses at the end of the fall and spring semesters.
2. Students may be exempt from Semester/Final Exams (Refer to the current Ball High School Exemption Policy).
3. Semester/Final Exams must be representative of the work of the entire semester.
4. Any exceptions to this policy for the administration of Semester/Final Exams must be made at the department level with principal approval.
5. A student in grades 9-12, enrolled in an Advanced Placement course that is passing that course and takes the designated College Board Advanced Placement Exam for that course will be exempt from taking the regularly scheduled semester/final exam for that AP course. The student may opt to take the course Semester/Final Exam in addition to taking the College Board Advanced Placement Exam.

Extra Credit

1. All extra credit is to be academic.
2. The intent of extra credit is for enrichment in a class.
3. Extra credit may be offered at the discretion of the teacher.
4. If extra credit is offered, it must be offered to all students in the class.
5. Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
6. Extra credit awarded will not account for more than 10% of the nine or six-week average.

RETEACH AND RETEST/REASSESS FOR MASTERY

Required Re-teach

1. If 25% (50% for AP courses) or more of the students in a single class period do not demonstrate mastery of the TEKS on a classroom test, the teacher will provide the opportunity for re-teaching and retesting. These opportunities will be provided during class time using different methods of instruction.

Other Opportunities for Reteach and Retest/Reassess

2. If less than 25% (50% for AP courses) of all the students in a single preparation per teacher do not demonstrate mastery, the teacher is not obligated to reteach and retest during class time. Tutorial time may be used for re-teaching.
3. In the event of unusual circumstances, an individual student can ask for the opportunity for re-teaching and retesting. This request can be evaluated by a committee of the teacher, department head, and curriculum principal. In case of disputes, the final decision rests with the campus principal. The request for retesting should be made within one (1) week after the test has been returned.
4. **The highest grade a student may earn on a retest is “70”.**
5. Students should attend tutoring before the scheduled retest.

LATE WORK FOR REGULAR CLASSES ONLY

1. Penalties for late work are as follows:

Days Late	Penalty off Assessed Grade
Middle School	No More Than 10 points for 5 th grade; 15 points for 6 th grade, and 20 points for 7 th /8 th grade will be deducted from the points earned on the late assignment.
High School No less than 1 Day	30 points
No less than 2 Days	40 points
No less than 3 Days	50 points

2. Chronic abuse of the late work policy may result in additional consequences.
3. Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student is to inform the teacher of any such circumstances that prevented the completion of the homework. Teachers may grant exceptions to this policy, as necessary.

HONORS, AP AND OTHER ADVANCED CLASSES

In high school courses, no late work is accepted for Honors, AP and other advanced classes.

ACADEMIC DISHONESTY

Academic Dishonesty is defined in the GISD Policy (EIA):

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 cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. Unauthorized use of cell phones or electronic devices is not allowed. 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, taking into consideration written materials, observation, or information from students.

Behaviors defined as **cheating** include but are not limited to:

- Giving or receiving information, looking on someone else's work, or allowing someone else to see one's work during an exam, test or quiz.
- Unauthorized receipt or distribution of exam, test or quiz contents, materials, or answer key.
- Use of unauthorized resources such as notes during an exam.
- Taking an exam, producing a project, paper or assignment for another student or asking someone to take an exam or produce a project, paper or assignment for you.
- Copying work assigned to be done independently or letting others copy one's work.

Behaviors defined as **plagiarism**:

- Any misrepresentation of another's work as one's own including copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, and other similar works.

Academic dishonesty may result in academic and/or behavioral consequences. If a student is in violation of academic dishonesty on high-stakes testing such as, but not limited to, state assessments, SAT, AP, ACT, PSAT, ASVAB, the test will be marked appropriately. The student's test will then be handled in accordance with the identified testing entity.

Secondary First Offense (no office referral):

1. Parent phone call
2. Student conference
3. Student **MUST** re-do the work, or an alternative assignment, in a timely manner for partial credit.

Secondary Second Offense (office referral):

1. Parent phone call
2. Student conference
3. Student **MUST** re-do the work, or an alternative assignment, in a timely manner for partial credit.
4. Administrative team may take disciplinary action. Upon the incident of further academic dishonesty/plagiarism (3rd, 4th offense etc.), the administrative team will continue to handle the offense as a discipline referral.

MAKEUP WORK

In order to provide the total assessment "picture" of a student's academic progress for a course, any student missing classroom instruction should be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study. This is not the same as late work.

Makeup Work Guideline(s)

1. Makeup work is available to all students. Students are responsible for asking teachers for the makeup work upon returning to class. If the assignment is extensive or requires hands-on practice, the student is required to attend a before- or after-school tutorial. Students shall receive credit for satisfactory makeup work after an absence, but may receive a zero for any test not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines. Students have the number of days they were absent plus one day to make up an assignment.
2. Exceptions may be granted by the administration in extenuating circumstances.
3. A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
4. Makeup work, including tests, may be of an altered version to assess what the student has learned.
5. Teachers may assign alternate work to assure that students who have been absent have sufficient opportunity to master the TEKS 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 makeup work.

HIGH SCHOOL EXAM EXEMPTION CRITERIA

Refer to the Ball High School Exemption Policy

Calculating Averages

Middle School-Regular/Advanced

Calculation of Nine-Week Average

(See GISD Secondary Grading System Planning Sheet)-attachment C

Weight of Grades

All nine-week averages shall be calculated on a percentage system for each type of assignment.

Major Grades

1. Major grades will comprise **40%** of the nine-week average in all middle school credit courses.
2. Major Grades include: CBAs, Benchmarks, Alternative Assessments, Examinations/Tests, Projects, Term Papers, Diagnostics, Nine-Week Tests, lab projects and other similar assignments.
3. Nine-week tests/assessments (teacher or district-developed) might be given at the end of every nine weeks. These tests/assessments will count the same as all other class tests/assessments. These tests are scheduled at the teacher's discretion.
4. Any diagnostic test administered in a course may be counted as an assessment grade. (Grades will be adjusted for objectives not covered in the Scope and Sequence.)
5. Major Grades are Summative Assessments and are assessments of learning.

Daily Grades

Daily Grades will comprise **60%** of the nine-week average in all middle school credit courses.

Daily Grades include: class work, homework, out-of-school projects, notebooks, journals, notes, quizzes, warmups, and other similar assignments. Daily and quiz grades are formative assessments that show progress of learning.

Weight of Grades:

<p>Daily = 60% Major = 40%</p>
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High School credit courses given in middle school use different weights (*see page 18*).

Calculating Averages

High School Credit Courses

Calculation of Six-Week Average

(See GISD Secondary Grading System Planning Sheet)-attachment C

Weight of Grades

All six-week averages shall be calculated on a percentage system for each type area of assignment.

Major Grades

1. Major Grades will comprise **60%** of the six-week average in all high school credit courses except Honors, AP and repeater courses.
2. Major grades will comprise **70%** of the six-week average for honors courses.
3. Major grades will comprise **75%** of the six-week average for AP and Dual Credit courses.
4. Major Grades include: Alternative Assessments, Examinations/Tests, Projects, Term Papers, Diagnostics, Benchmarks, Nine or Six-Week Tests, lab projects and other similar assignments
5. Nine or Six-week tests/assessments (teacher or District-developed) will be given at the end of every six (high school) or nine (middle) weeks in high school credit courses. These tests/assessments will count the same as all other class tests/assessments. These tests may be given at the teacher's discretion.
6. The District Benchmark will **NOT** be counted as a grade.

Daily Grades

1. Daily Grades will comprise **25%-40%** of the nine or six-week average in all middle school credit courses and high school credit courses depending on the course designation listed earlier (Honors, AP, Regular or Repeat).
2. Daily Grades include: Class Work, Homework, Notebooks, Quizzes and other similar assignments.

Weight of High School Course Grades:

<u>Non AP, Dual Credit, or Honors</u> <u>High School credit courses</u> Daily = 40% Major = 60%	<u>9-12 Honors</u> Daily = 30% Major = 70%	<u>AP & Dual Credit,</u> Daily = 25% Major = 75%
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CALCULATING AVERAGES

Middle and High School

Maximum Weight of a Grade

When calculating a six-week (high school) or nine-week (middle school) average, no single assignment/assessment grade may count more than **40%** of the total average regardless of the grade category unless district-wide emergencies shorten the length of the grading period. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on Progress Reports or Report Cards may not exceed **100%**.

Minimum Number of Grades (Middle School)

1. Teachers are encouraged to provide a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.
2. Teachers are required to take a minimum of 12 grades per nine weeks grading beginning the first full week of school.
3. **“Prior to the six-week progress reporting, a minimum of one major grade and six daily grades must be recorded.”**
4. Teachers must take a minimum of 3 major grades per nine-week grading period (this may include the nine-week test/assessment).

Minimum Number of Grades (High School)

1. Teachers are encouraged to provide a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.
2. Teachers are required to take a minimum of 10 grades per six weeks grading beginning the first full week of school.
3. **Prior to the three-week progress reporting, a minimum of three daily grades and one major grade must be recorded.**
4. Teachers must take a minimum of 2 major grades per six-week grading period (this may include the six-week test/assessment).

Minimum/Maximum Grade Reported

1. The actual grade received on any assignment and for the nine-week (middle school) and six-week (high school) average will be recorded in the teacher grade book.
2. The actual grade earned on a progress report or report card may not exceed 100%.

Extra Credit

Extra credit will comprise no more than 10% of the total nine-week (middle school) and six-week (high school) grade. Extra credit is offered at the discretion of the teacher. (See Extra Credit in Types of Assessments).

Incomplete Grades

1. A student receiving an incomplete for a nine weeks (middle school) and six weeks (high school) grade or semester final because of extenuating circumstances has two weeks to make up the grade. The responsibility for doing this rests on the student. Teachers are responsible for assigning the make-up work.
2. In unusual cases where the student has missed a large quantity of work, including exams, the time may be extended.
3. In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work (UIL required).

GRADE CHANGES AFTER A REPORTING PERIOD

Changing grades after the close of a grading period

No changes are to be made to grades in a past grading period unless approved by the campus principal or a designated administrator. Procedures will be followed to make sure that changes are submitted to the GISD student database correctly. Grade changes will not reflect a lower grade than previously reflected on the report card.

Calculation of Semester Average

All secondary courses will calculate and report a semester average. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%. Grades recorded in a grade book represent a confidential record for assessment of student performance.

Middle School Courses

The semester average will be the average of the nine-week grading periods.

1st Nine Week Average

2nd Nine Week Average

High School Credit Courses

The semester average is determined using the six-week (high school) or nine-week (middle school) averages and the Semester/Final Exam. The average of three six weeks or the two nine weeks equals 80% and semester/final exam 20%.

High School

1st Six-Week Average

2nd Six-Week Average

3rd Six-Week Average

Semester/Final Exam

Middle School

1st Nine-Week Average

2nd Nine-Week Average

Semester/Final Exam

When a student is exempt from the Semester/Final Exam, the semester average will be the average of the six-week (high school) or nine-week (middle school) grading periods

High School

1st Six-Week Average

2nd Six-Week Average

3rd Six-Week Average

Middle School

1st Nine-Week Average

2nd Nine-Week Average

Calculation of Year-long Average

Middle School Course

Middle school credit courses that are a full year in length will calculate a year-long average. This year-long average (with required attendance) will determine credit for retention and promotion. The average will be determined using the four nine-week averages (not the semester averages).

In grades 5–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

Semester Averaging-High School Course Work

Students in high school credit courses receive separate and independent grades for each semester for a year-long course. However, semesters will be averaged to calculate an overall yearly average for course credit under the following criteria:

- State of Texas TEKS-based high school courses from the Fall and Spring semester of the same academic year apply;
- Summer School and alternative delivery (e.g. computer assisted, on-line, Credit Recovery, correspondence, etc.) may not be considered for semester grade averaging;
- The semester grades of a two semester course must average out to a 70 for a student to receive course credit.
- The attendance requirements or a waiver must be met.

Grades for Students Assigned to Galveston Academy Alternative School

Students assigned to Galveston Academy, per GISD Board Policy, are allowed to make up any assignment missed from their regular campus while at the DAEP. Students assigned to DAEP have a teacher for math, science, social studies, language arts and electives and will receive instruction in those subjects.

The regular campus has the option to do the following:

1. Accept the grades DAEP gives for the student and average those grades back into the regular campus once the student returns.
2. Send over work on a regular basis for those students to work on and then DAEP teachers will send that work back upon completion for the regular campus teachers to grade.
3. Give the students their entire make up work upon return to the regular campus.

EXTRACURRICULAR ACTIVITIES AND UIL ELIGIBILITY

GRADES AND EXTRACURRICULAR ACTIVITIES

Per Policy EIA (Local), grades shall not be increased or reduced for participation or lack of participation in any extracurricular activity. Teachers, coaches, directors, and sponsors should refer to Texas Education Code §76.1 for definition of extracurricular activities.

GISD ELIGIBILITY CALENDAR

GISD publishes an official eligibility calendar annually. See www.gisd.org or campus extracurricular sponsors.

UNIVERSITY INTERSCHOLASTIC LEAGUE (UIL) ELIGIBILITY

(Refer to UIL website <https://www.uil-texas.org/policy/tea-uil-side-by-side/academic-requirements/>)

INELIGIBILITY

1. A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any regular academic class (other than an identified advanced class) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. An ineligible student may practice or rehearse, however.

REGAINING ELIGIBILITY

2. The student regains eligibility when the principal and teachers determine that he/she has: (1) earned a passing grade (70 or above) in all academic classes, other than those that are advanced, and (2) completed the three school weeks of ineligibility.
3. All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of each six-week (high School) or nine-week (middle school) grading period. Students who pass remain eligible until the end of the next grading period.
4. All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three-week evaluation periods for ineligible students.
5. Students may be eligible with grades of 65-69 in Honors and AP classes, but only one such exemption is allowed each 6 weeks.
6. Advanced classes for determining UIL eligibility must be designated by the Course Catalog.

EXEMPTIONS FOR NO PASS NO PLAY FOR HONORS COURSES

1. Check the district website at www.gisd.org for the current list of courses approved for exemption.

INSTRUCTIONAL & GRADING GUIDELINES FOR SPECIAL POPULATIONS

SPECIAL NEEDS STUDENTS

Students with disabilities are serviced in a variety of instructional settings as determined by the Admission, Review, and Dismissal (ARD) Committee. Student progress is determined by the Individual Education Plan (IEP) which is developed by members of the ARD Committee. The IEP includes the student's present level of performance, measurable annual goals including benchmarks and short term objectives, specific supports and modifications, dates of service, and evaluation procedures. Grades are determined by the student's progress in the program developed by the ARD Committee.

The Texas Education Code §21.101 states that all students regardless of special need or condition shall be provided a well-balanced curriculum. The TEKS represent the core knowledge, skill, and competencies all students should learn in order to be effective and productive members of society. Students with special needs shall be instructed in the TEKS in a manner appropriate to their needs. Where an area of disability renders the course objectives inappropriate for the particular student, instruction shall be especially designed based on the student's abilities. The Individual Education Plan (IEP) will list goals and objectives that each student needs to master.

A student with special needs who is receiving instruction in a regular education class may follow the regular curriculum with adaptations in instructional strategies as suggested on the adaptations page of the student's IEP. For students with disabilities, documentation is required and should be noted on the IEP.

Students with identified disabilities who are mainstreamed into regular classrooms will receive their grade from the regular classroom teacher or jointly with special education teachers as determined by Admission, Review, and Dismissal (ARD) Committee. If modifications are necessary, they will be provided by the regular teacher and, where appropriate, special education teachers. Students who attend a special education class for an entire subject or course shall receive the grade from the appropriate special education teacher, with ARD modifications provided. For these students, grades must be based on student progress toward the objectives identified in the IEP. The IEP becomes the minimum standard for a special education student.

Students with special needs may be receiving instruction in a regular education class that incorporates an adaptation page for instructional strategies. Adaptations in instructional strategies are not curriculum modifications and are not coded on the report card.

Some students with special needs may only be responsible for mastering the TEKS of a course and not the entire District curriculum. This will be noted in the IEP, with a copy provided to the teacher.

- 1) A student's IEP (Individualized Education Plan) overrides guidelines for regular general education courses.
- 2) Grading Criteria can be established by the ARD committee for an individual student
- 3) If re-teach/re-test is part of the student's IEP, the student may earn the higher grade, unless different criteria are established.
- 4) Extended time for assignments eliminates the late penalty. However, should guidelines defining extended time not be set forth by the ARD committee, three (3) school days will be considered the maximum amount allowable.
- 5) Additional questions regarding guidelines should be addressed to the department of special education or your campus representative.

ENGLISH LEARNERS

All academic and performance expectations apply equally to second language learners; however, it is imperative to recognize critical processes and features of second language acquisition including cognitive, affective, and linguistic. It is also imperative to provide appropriate instruction to enable students to meet these expectations. Per statute [Texas Administrative Code 89.1210], teachers of ELs must accommodate the instruction, pacing, and materials to ensure that English learners have a full opportunity to master the essential knowledge and skills of the required curriculum, which include the TEKS and the ELPS. Further, the expectations apply to the second language learner at his/her level of proficiency in English. **Students whose parents have waived the services of the Bilingual or ESL Program will be graded according to GISD Grading and Reporting Procedures without consideration given to the student's English proficiency level.**

A. Bilingual Grading – The following procedures and expectations will be utilized for students in the Bilingual Program.

In accordance with programmatic organization and state mandates, the Bilingual/ESL Department is currently implementing a Transitional Bilingual Model at grades 5-6. This model provides instruction in literacy and academic content in Spanish, along with instruction in English that targets English development through academic content. The amount of English instruction increases as the student becomes more proficient in English. Whichever model is followed, students participating in the bilingual education program may demonstrate their mastery of the essential knowledge and skills in either their primary language or in English for each content area. [Texas Administrative Code 89.1210.a]

Teachers will report grades following GISD Grading and Reporting Procedures in all skill areas during each grading period.

Parent-teacher conferences are scheduled to address individual student needs

B. English as a Second Language (ESL) Grading - The following procedures and expectations will be utilized for students in the ESL Program.

At the secondary level ESL Pull-Out Program Models are in place to help students acquire English proficiency. This model targets English language development through academic content instruction that is linguistically and culturally responsive **in English language arts and reading**. Instruction is provided by an ESL certified teacher in a pull-out or inclusionary delivery model. Teachers of ESL students will provide students with a variety of methods to demonstrate academic achievement in accordance with the English language proficiency standards (ELPS).

It is very important for teachers of ESL students to differentiate between academic achievement and language proficiency. The students may be unfamiliar with the specialized English language that is unique to each subject area and will have little practice in using English as a medium of thought with the subject matter. The students may have more difficulty in mastering the content area because the language demands are more than the difficulty of the actual material content.

Most assessment instruments are not appropriate for assessing academic knowledge of ESL students unless the course has been modified to reduce demands on English proficiency. Most assessment instruments for content mastery assume native proficiency in English in addition to knowledge of the content area. ESL students may score low on exams for the following reasons:

1. Students may be unable to use English as a medium of thought;
2. Students may require extra response time due to conceptual processing requirements in English;
3. Students may be unable to understand the content-area vocabulary or syntax;
4. Students may not have knowledge of the content area required to obtain a correct response.

Therefore, the teacher can design tests for ESL students that have reduced demands on English by:

1. Simplifying the language used in the test by substituting less difficult words for demanding vocabulary the student may not know. (The teachers will not make substitutions for vocabulary words that are required by the content since these are taught during instruction.)
2. Ensuring that grammatical constructions are uncomplicated by lengthy sentences. (Students can concentrate more on the curriculum if they are not required to process long and complicated syntactical structures.)
3. Being aware of cultural differences that might make a difference.

Teachers will report grades following GISD Grading and Reporting Procedures in all skill areas during each grading period.

Parent-teacher conferences are scheduled to address individual student needs.

Promotion and Retention of English Learners

Students will be promoted or retained as specified below:

1. English Learners making satisfactory progress in academic skills for their grade level should be promoted to the next grade level.
2. The expectation of meeting the state and local curriculum as outlined by the TEKS apply to the second language learner at his or her level of proficiency in English [Texas Administrative Code Chapter 128]. An English Language Learner may not be retained due to lack of academic progress if the student is making progress in learning English. If the student has made progress as documented by required district testing instruments, then the student should not be retained regardless of academic progress.
3. Students who fail to make academic progress and fail to make progress in English could be retained provided that documentation of adaptations, pacing, and the use of appropriate English as a Second Language strategies including sheltered instruction and materials support the decision to retain. Retention should only be considered when extensive adaptations, instructional pacing, the use of appropriate materials and use of ESL methodologies have been unsuccessful as documented through the campus RTI committee.
4. Teachers will report grades following GISD Grading and Reporting Procedures in all skill areas during each grading period.
5. Parent-teacher conferences are scheduled to address individual student needs.

Dyslexic Students

A student with dyslexia is considered handicapped under Section 504 of the Rehabilitation Act of 1973 if the dyslexia substantially limits one or more major life activities. If the student is eligible for Section 504, the section below applies. Some students with dyslexia may be eligible for Special Education services and the "Special Needs Students" section on page 27 of this handbook should be referred to for more information. Some students with dyslexia will not be eligible for either service, and regular grading policies and procedures should be followed.

Students Served Under Section 504

Section 504 protects students with *disabilities that substantially limit one or more major life activities* from discrimination based upon those disabilities. A Section 504 Committee will determine appropriate accommodations to enable qualified students to receive a free and appropriate education. These accommodations may change the presentation of material, the method of student response, or the setting, timing or scheduling of instruction. Students under Section 504 must still master the TEKS of a course. It is the classroom teacher's responsibility to ensure that the accommodations are being implemented.

In summary, students who fall under the protection of Section 504 should be graded in such a way that their disability does not affect their ability to demonstrate their knowledge of the subject matter.

ATTACHMENT A

COURSE SYLLABUS 2021-22

Each secondary teacher in the Galveston Independent School District furnishes a course syllabus to students and parents **during the first week of a course**. This document contains general information about the course in which the student is registered and specific information from the teacher regarding the section in which the student is enrolled.

Course Title: _____

Teacher Name: _____

Teacher Conference Time: _____

School Phone Number: _____

Teacher Email: _____

Approximate Timelines and Due Dates of Long-Term Projects:

General Methods of Assessment and Grade Calculation:

Average Amount of Homework:

For all state-approved courses, the State of Texas has developed the Texas Essential Knowledge and Skills (TEKS) which define the guidelines under which GISD must develop the objectives for the course. These TEKS are cross-referenced to the GISD curriculum objectives. In addition, GISD objectives are also cross-referenced to the State of Texas Assessment of Academic Readiness (STAAR) objectives.

The complete TEKS document, which was approved by the Texas State Board of Education, may be found on the internet at <https://tea.texas.gov/curriculum/teks/> and is accessible to teachers, parents, and students.

ATTACHMENT B

PROBATION/EXIT PROCEDURE FOR GIFTED AND TALENTED CLASSES

Probation Procedure

Any student who receives below a 70-grade average during any six-week grading period in an advanced-level class (Honors/GT, AP/GT) will be placed on probation.

One or more of the following persons may initiate the probation procedure: a classroom teacher, counselor, principal, parent(s), or the Coordinator of Gifted and Talented Services (for G/T students). A committee comprised of the above will determine the requirements of the probation and the probation period.

At the end of the probationary period, the teacher(s) will provide summary of the student’s progress during the probationary period.

The Probation Committee consists of three professional staff members with G/T Nature and Needs Training (teacher(s), counselor, principal, or Coordinator for G/T Programs). If the student is identified Gifted and Talented, the committee will meet within five (5) school days after grades are issued to determine specific improvements the student must make within the probation period. Students and parents will be contacted for their input. A member of the committee will review the terms of the probation with the student and parent. A G/T Probation Committee may be called at any time the student is at risk of academic failure.

Exit Procedure

A student may be exited from a class when the probation requirements have not been met. The committee initiating the probation will make a final recommendation for the student. If the student's progress is unsatisfactory the student may be placed into a regular level class for the remainder of the school year. If an alternate class in that subject is not available the student will remain in the class until the end of the semester.

.....
Student’s Name _____ Current Grade: _____

I fully understand the terms of the **GISD School Probation/Exit Procedure for Advanced/GT Classes.**

Parent’s Signature Date

Committed to Educational Excellence
Galveston Independent School District
P.O. Box 660
Galveston Texas 77553
409-766-5100

Dr. Annette Scott
Assistant Superintendent for
Student Support
409-766-5123
409-766-5106 fax

ATTACHMENT C

GISD SECONDARY GRADING SYSTEM PLANNING SHEET

Teacher Name _____ **Campus** _____

Course _____ **Principal Approval** _____

Please outline the types of assignments that will comprise your grading system and return a copy of this sheet to your campus principal. The method for calculating grades should also be clearly communicated to students and parents via your course syllabus. If all preparations are not graded with the same system, complete a sheet for each preparation.

All GISD secondary teachers will use a percentage system and adhere to the GISD Grading and Reporting Procedures. Assignments may still be “weighted” and/or have differing “point values”, however, the grade book will calculate an average for each grading category (assignment type).

Major Grade assignment types may include tests, examinations, six-week (high school) and nine-week (middle school) assessments, Benchmark tests, projects, term papers and other assignments. Required nine-week (middle school) and six-week (high school) tests/assessments are in this category and are listed as a separate assignment type.

“Daily” Grade assignment types may include daily work, class work, homework, notebooks, quizzes and other assignment types.

You may assign as many category types as necessary, but it is suggested that you keep a simple system and further distinguish assignments in the assignment names. **The total percentage of your Major grades and the total percentage of “Daily” grades must be within the following ranges.**

	All Secondary Credit Courses
Major Assignments	
“Daily” Assignments	
	100% Total

Indicate your assignment categories to be used in the Skyward grade book with the percentage each will count. Once entered into the *Skyward* program, there will be no distinguishing between Major and “Daily” grades.

Major Grades	Percent
District Assessments	%
	%
	%
	%
	%
Total of Major Assignments	

“Daily” Grades	Percent
	%
	%
	%
	%
	%
Total of “Daily” Assignments	

“Major” total and “Daily” total must combine to 100%