

Instructional Grading and Reporting Procedures

**Clear Creek ISD
Revised April 2025**

CCISD Instructional Grading and Reporting Procedures

FOREWORD

The Instructional Grading and Reporting Procedures were developed in 1995 after many years of research and discussion by educators, parents, and students. These procedures are in accordance with best practice, EIA(LEGAL) and (LOCAL), and the Texas Education Code 28.0216. These procedures provide consistency in grading practice in order to best meet the needs of students and provide assistance to the instructional staff. These procedures provide:

1. A tool which will foster consistency among teachers, disciplines and schools as students' progress through the CCISD educational program.
2. A reference which will encourage a better understanding of grading, assessment, reporting and promotion for teachers, parents, and students.
3. A description of the district's grading system and philosophy.

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CLEAR CREEK INDEPENDENT SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Clear Creek Independent School District, the visionary leader igniting learning for all, is to ensure each student achieves, contributes and leads with integrity in a safe and nurturing environment distinguished by authentic relationships, service before self and the spirit of exploration.

DISTRICT GOALS

1. Students and staff will thrive in a secure environment, build connections and community, and become resilient leaders.
2. Each student will engage in world-class learning experiences that foster curiosity, develop talents, guide exploration, and fuel achievement.
3. We will cultivate innovation through strategic collaboration and responsive organizational stewardship.

CORE VALUES

The Clear Creek Independent School District Strategic Plan is based on the value and worth of each person. We aspire to model and teach core values found in our strategic plan so that each person's strengths and talents flourish. These six core values apply to each person in CCISD—our teachers and staff, our current and former students, our parents and our community members.

Trustworthiness

- Act with honesty in all that you do

Respect

- Value yourself and others

Responsibility

- Own your choices

Fairness

- Play by the rules and consider the needs of others

Caring

- Be kind to others

Citizenship

- Work to improve your school, community, country, and world.

CCISD Instructional, Grading, and Reporting Procedures

Table of Contents

Contents

CCISD Curriculum and Instruction K-12 General Information	7
State and Local Curriculum.....	7
Academic Achievement: Retention and Promotion (EIE(LEGAL) and (LOCAL)).....	8
Official Grade Reports	9
Academic Grading Scales.....	9
Academic Dishonesty	12
Secondary Honor Code.....	13
Best Practices and District Expectations	14
Types of Assessments	14
District-Developed, Curriculum-Based Assessments (Policy EK(LOCAL)).....	15
Access to Student Tests	16
Major Grades	17
Daily and Quiz Grades	18
Elementary (K-5) Grading and Reporting Procedures	20
Grading Roles and Responsibilities	21
Reteach and Reassess for Mastery	22
Make-Up Work.....	22
Secondary (6-12) Grading and Reporting Procedures	24
Grading Roles and Responsibilities.....	24
Awarding Class Credit	25
Calculation of Nine Week Averages	26
Calculation of Semester Averages.....	28
High School Exam Exemption Criteria.....	29
Average of Year-Long Courses.....	31
Reteach and Retest/Reassess for Mastery	33
Late Work.....	33
Makeup Work.....	34
Appendices	35
Appendix A: Effective Communication with Parents/Guardians.....	35
Appendix B: Extracurricular Activities and UIL Eligibility	36
Appendix C: Grades for Students Assigned to Clear Path Alternative School	37
Appendix D: Dual Credit Guidelines	38
Appendix E: Expectations and Guidelines for All Emergent Bilinguals` and Recent Immigrants	39
Appendix F: Students Protected Under Section 504	41
Appendix G: Special Education/Section 504 Accommodations – Honors/AP	42
Appendix H: Grading Policies for Students with Disabilities	43
Appendix I: Other Programs with Special Requirements	44

Appendix J: Clear Creek Independent School District Course Syllabus.....	45
Appendix K: Secondary Grading System Planning Sheet.....	46
Appendix L: CCISD Student Summary and Progress Supporting Grades Below a 50.....	47
Appendix M: Teacher Acknowledgement.....	48

CCISD Instructional, Grading, and Reporting Procedures

CCISD Curriculum and Instruction K-12 General Information

State and Local Curriculum

State Curriculum

Curriculum content is prescribed by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS). Local instructional plans are based upon this State curriculum framework and state recommended program standards. Curriculum content is not prescribed in detail by the Texas Education Agency but provides a framework to draw upon for the development of local curriculum.

Local Curriculum (Policy EH(LOCAL) and (REGULATION))

The District shall determine instructional objectives that relate to the TEKS for grade level subjects or courses. These objectives shall address the knowledge and skills needed for successful performance in the next grade or next course in a sequence of courses. Curriculum guides consist of defined scope and sequence of instruction, the student learning outcomes, the recommended instructional materials (including textbooks and digital resources), the instructional strategies designed to promote student learning, and the assessment practices used to evaluate that learning.

Each elementary school maintains a balanced curriculum. Curriculum offerings include Language Arts (reading, literature, oral language, composition writing, handwriting, spelling), Science, Mathematics, Social Studies, Art, Music), Physical Education/Wellness, Theater Arts, and Technology Applications.

Each secondary school maintains a balanced curriculum including English Language Arts and Reading, Science, Mathematics, Social Studies, Fine Arts, Health/Fitness, Physical Education/Wellness, World Languages and Cultures (WLC), and Career and Technology Education (CTE).

CCISD Curriculum Guides (Policy EH(LOCAL) and (REGULATION))

The District has the responsibility for developing a curriculum map to align curricula PK-12 district-wide and a timeline of critical objectives for each nine weeks in each subject. Additionally, the District is responsible for regularly reviewing and revising curriculum to reflect real-world connections, depth and complexity(rigor),and relevance, and to meet the needs of all students.

All Clear Creek Independent School District curriculum guides are correlated to the TEKS to ensure coverage of the essential skills and concepts of each course. District curriculum guides have been written to facilitate classroom instruction.

CCISD Curriculum Guides have been developed by professional teachers in coordination with the CCISD Department of Instruction curriculum coordinators. These guides have been developed for each course or subject and are revised on a regular schedule. The development, alignment, revision, and review of District curriculum is carried out under the direction of curriculum coordinators with a team of teachers. Directions for the implementation of the curricula are outlined in District curriculum documents.

Scope and Sequence of Instruction (Policy EH(LOCAL) and (REGULATION))

The scope of the objectives contained within the curriculum documents reflect the state required standards, the Texas Essential Knowledge and Skills (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 Campus Instructional Improvement Council (CIIC) and District Educational Improvement Council (DEIC).

Instructional Materials (EFAA (REGULATION))

State-adopted textbooks and electronic media serve as one instructional resource to meet course and curriculum objectives. Local districts are provided an instructional material allotment in order to

purchase materials, technology, and training to support instruction. Locally purchased instructional materials are selected by the District, campus, or individual teachers to meet the needs of students.

Online Instructional Materials and Resources

Instructional materials and resources available for use in CCISD, both state-adopted and locally purchased, may be made available to students only in an online format. These materials are an integral part of the instructional programs and may not have access denied through the waiver on the Parent Acknowledgement Form (see Student/Parent Handbook).

Instructional Practices

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

Student academic achievement shall be based on the degree of mastery of the District's instructional objectives as outlined in the curriculum guides for each subject. The objectives reflect the Texas Education Agency statewide standards, the Texas Essential Knowledge and Skills (TEKS) and address the skills and concepts needed for successful performance in the current grade and in the next grade.

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 TEKS. The student's mastery level shall be a major factor in determining the grade for a subject or course.

Achievement grades should be fairly determined from a wide variety of information, which could include student performance on daily assignments/homework, tests, and/or special projects. The information used in grading should be appropriate to the grade level and subject being considered. Prior to instruction, students should be informed of the class or course expectations, and the teacher must be prepared to document and explain how grades are determined. This includes information to be contained within the course syllabus.

CCISD core curriculum year-at-a-glance documents are available online on the District website <http://www.ccisd.net> under the Curriculum and Instruction Department.

Academic Achievement: Retention and Promotion (EIE(LEGAL) and (LOCAL)

Curriculum Mastery

Promotion, grade-level advancement, and course credit shall be based on mastery of the curriculum. [See District Policy EIE(LOCAL)]. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. [See District Policy EHBC(LEGAL)]

Standards for Mastery

Mastery shall be determined as follows:

1. Course assignments and unit evaluations shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade for those courses with a numerical grading system.
2. Mastery of the knowledge and skills necessary for success at the next level shall be validated by assessments given at the end of a unit, nine weeks, and/or semester. Mastery of at least 70 percent of the objectives shall be required for those courses with a numerical grading system. Mastery of the majority of the objectives is required for those grade levels utilizing standards-based grading.

Official Grade Reports

Progress Reports (Policy EIA(LOCAL))

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. The Progress Report reflects both satisfactory and unsatisfactory student progress.

1. All elementary students will receive a Progress Report at the mid-point of the nine-week period (4½ weeks).
2. All secondary students will receive a Progress Report at the end of the third and sixth week of a nine-week grading period.
3. It is imperative that parents be contacted at any time the student is in danger of failing or if there is a significant decrease in grades. It is strongly suggested that parents/guardians be contacted at a time it becomes apparent that failure is probable or if a student's grade decreases by 10 or more percentage points.
4. In grades 6-12, if a student's grade falls below 70 after the sixth week of a nine-week grading period, the teacher will contact the parent/guardian by phone or in writing.

Report Cards (Policy EIA(LOCAL))

The Report Card is a communication tool for parents/guardians and students. Report Cards provide information regarding academic progress, student conduct, and absences.

1. Report Cards are electronically generated.
2. Report Cards are issued once at the conclusion of each nine-week grading period.
3. New students to the District with less than 10 days in the reporting period will not receive a Report Card until the next reporting period.

New Student Transfer Grades

When students transfer into the District during a grading period, the grades received from the sending school for the same or similar course will be calculated with the current course grades to compute the Report Card grade.

Online Records –Electronic Gradebook

1. Parents/guardians may access student progress information through the electronic gradebook through *Skyward*.
2. The gradebook portal displays Progress Report averages as well as Report Card averages and individual assignment grades in the teacher gradebook (if applicable).
3. Parents/guardians should contact the school regarding access information.

Academic Grading Scales

Pre-Kindergarten

The Pre-Kindergarten Report Card is designed to assist teachers in evaluating the ongoing growth and development of students. Parent/teacher conferences will be held during the first nine weeks.

The following numbers are used to indicate a student's progress in all reported areas:

- | | |
|---|----------------------------------|
| 4 | Exceeds Grade Level Standard |
| 3 | Meets Grade Level Standard |
| 2 | Approaching Grade Level Standard |
| 1 | Developing Proficiency |

Grades K-5

The Kindergarten through Fifth Grade Report Cards are designed to assist teachers in evaluating the ongoing growth and development of students.

The following numbers are used to indicate a student's progress in all reported areas:

- 4 Exceeds Grade Level Standard
- 3 Meets Grade Level Standard
- 2 Approaching Grade Level Standard
- 1 Developing Proficiency

Characteristics of a Successful Learner Grading Scale (PK-5)

The student is assessed using the CCISD Core Beliefs by each teacher. The grade indicates how well the student is performing as a member of the learning community. The following letter system is used to report a student's conduct:

Mark	Assessment	Description
E	Excellent	The student consistently and in all settings, exhibits the CCISD Core Values of exhibiting trustworthiness, demonstrating respect for others, demonstrating self-direction and responsibility, displaying fairness and cooperation, caring for others and demonstrating citizenship.
S	Satisfactory	The student routinely exhibits the CCISD Core Values of exhibiting trustworthiness, demonstrating respect for others, demonstrating self-direction and responsibility, displaying fairness and cooperation, caring for others and demonstrating citizenship.
N	Needs to Improve	The student rarely and inconsistently exhibits the CCISD Core Values of exhibiting trustworthiness, demonstrating respect for others, demonstrating self-direction and responsibility, displaying fairness and cooperation, caring for others and demonstrating citizenship.
U	Unsatisfactory	The student does not exhibit the CCISD Core Values of exhibiting trustworthiness, demonstrating respect for others, demonstrating self-direction and responsibility, displaying fairness and cooperation, caring for others and demonstrating citizenship.

Grades 6-12

The District will report nine-week averages to parents/guardians as numerical scores and letter grades.

The following table relates the numerical scores and letter grades used for reporting all academic progress:

Numeric Average	Letter Grade	Description
90-100	A	Excellent Progress
80-89	B	Good Progress
70-79	C	Fair Progress
69 and below	F	Failing

For Seniors Only: The symbols W/P (withdrew passing) and W/F (withdrew failing) are used for students who withdraw from a class after the date for which a student may receive credit per FEC(LEGAL). Grades recorded as W/P and W/F are included in the calculation of the GPA; however, no credit is awarded. No grade points (0) are awarded for the W/P or W/F grade (i.e., averaged as a “0”).

Conduct Grading Scale (6-12)

The student is assessed on conduct by each teacher. The conduct grade indicates how well the student is exhibiting CCISD Core Values. Conduct marks may affect eligibility for participation in school activities; poor conduct interferes with a student’s ability to learn in class. The following letter system is used to report a student’s conduct:

Mark	Assessment	Description
E	Excellent	The student consistently and in all settings, exhibits the CCISD Core Values of exhibiting trustworthiness, demonstrating respect for others, demonstrating self-direction and responsibility, displaying fairness and cooperation, caring for others and demonstrating citizenship.
S	Satisfactory	The student routinely exhibits the CCISD Core Values of exhibiting trustworthiness, demonstrating respect for others, demonstrating self-direction and responsibility, displaying fairness and cooperation, caring for others and demonstrating citizenship.
N	Needs to Improve	The student rarely and inconsistently exhibits the CCISD Core Values of exhibiting trustworthiness, demonstrating respect for others, demonstrating self-direction and responsibility, displaying fairness and cooperation, caring for others and demonstrating citizenship.
U	Unsatisfactory	The student does not exhibit the CCISD Core Values of exhibiting trustworthiness, demonstrating respect for others, demonstrating self-direction and responsibility, displaying fairness and cooperation, caring for others and demonstrating citizenship.

Academic Dishonesty

Academic Dishonesty as defined in the Clear Creek ISD 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, unauthorized communication between students during an examination, and use of artificial intelligence to complete an assignment, in part or in whole, unless approved by the classroom teacher. 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.

Academic Integrity (Policy EIA(LOCAL)

Academic integrity is a fundamental value of teaching, learning and scholarship. CCISD has the primary responsibility for protecting and promoting the highest standards of academic integrity. Both students and faculty will thrive in an atmosphere where academic work is challenging, relevant and fair.

Behaviors defined as academic dishonesty:

- 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 or digital tools 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 an individual.
- Copying work assigned to be done independently or letting others copy one's work.
- Unauthorized use of artificial intelligence or other digital tools to generate work or writing, in part or in whole, that was intended to be original.
- Plagiarism - any misrepresentation of another's work as one's own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, and other similar works.

According to Plagiarism.org, to "plagiarize" means:

- *to steal and pass off (the ideas or words of another) as one's own.*
- *to use (another's production) without crediting the source.*
- *to commit literary theft.*
- *to present as new and original an idea or product derived from an existing source.*

The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

All of the following are considered plagiarism:

- *turning in someone else's work as your own*
- *copying words or ideas from someone else without giving credit*
- *failing to put a quotation in quotation marks*
- *giving incorrect information about the source of a quotation*
- *changing words but copying the sentence structure of a source without giving credit*
- *copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)*

(Taken directly from <https://www.plagiarism.org/article/what-is-plagiarism>)

Secondary Honor Code

This Honor Code was developed by Clear Creek ISD high school students with the expressed intent to state that our Academic Integrity is being challenged in the face of high stakes testing and reports of periodic cheating. Therefore, it has become a moral imperative that our work ethic today will impact our future.

We believe the students of Clear Creek ISD subscribe to becoming self-directed learners and doing the best we can. Furthermore, we believe that academic honesty is respecting yourself and others, as well as claiming your own work.

We believe students are responsible for maintaining and supporting the academic integrity of the school by completing all assigned work, activities, and tests in an honorable process without engaging in cheating, fraud, plagiarism, or unauthorized electronic assistance (including the use of artificial intelligence or other digital tools to generate work or complete an assignment, in part or in whole, unless approved by the classroom teacher). Through this effort, we will become trusted members of society and prepared for the workforce.

We believe teachers are responsible for monitoring students during all assessments and holding students accountable for cheating. We believe that each class and teacher is only as strong as each individual's personal commitment to integrity, honor, and responsibility. Teachers are also encouraged to have faith in their student's success and for making sure the class is highly engaging.

We believe the measure of success of our school community is based on the success of our students and that our Core Values should guide behavior. As a result of clear and compelling evidence of student's academic dishonesty on a major grade:

1. A student shall be assigned in-school suspension and/or any other applicable consequences listed in the Student Code of Conduct and is subject to a "U" in conduct.
2. A student shall receive a "0" for the schoolwork, will not be allowed to retake the work.
3. Students in violation of the Honor Code will be subject to removal according to the bylaws of any Honor society.
4. A student who has been disciplined for academic dishonesty during the four semesters preceding graduation shall not be eligible to deliver a speech during graduation ceremonies. See EIC(LOCAL).

Your signature below indicates that you have received a copy of the Secondary Honor Code.

Student Signature/Date

Student Printed Name

Parent Signature/Date

Parent Printed Name

Best Practices and District Expectations

Return of Assignments/Graded Work

Feedback on assignments and assessments is a best practice and an important teaching tool that should be utilized in every classroom.

Students shall have the opportunity to review all graded work. Daily work and quizzes should be returned within two to four scheduled class days. All tests will be reviewed in class, or a copy of the test shall be returned to the students. District-Developed assessments and assessments created with copyrighted material will be reviewed in class but shall not be returned. Parents may request a review of the assessment. Major projects and assessments with written compositions should be reviewed and returned on a timely basis (within one week if feasible). This will allow the student to identify any areas of weakness and arrange for tutorials or extra study sessions.

Required Tutorials

The purpose of a tutorial session is to provide additional instruction to assist students who have not mastered the TEKS currently being taught. Tutorials also serve as an instructional reinforcement for students needing assistance. All CCISD 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. Teachers must offer at least two (2) tutorial sessions per week for the purpose of providing assistance to students. This includes students who are not mastering the state mandated TEKS.
2. Day and time of scheduled tutorials will be set by each campus. Some campuses may also have mandatory tutorials within the school day.
3. Parents of elementary students will be notified and records maintained by teachers that a student attended the required tutorial instruction.
4. For secondary students, attendance at tutorials is voluntary and is not limited to those students having academic difficulty.
5. Teachers must be available to students during scheduled tutorial time.
6. The teacher will keep a log of students attending tutorials.

Lesson Plans

All CCISD teachers/professional learning communities will engage in lesson planning for first time Tier 1 instruction by unit or topic. The purpose of lesson planning is to intentionally plan first time instruction by unit or topic based on the four PLC questions to best strategically plan and respond to student learning during first time Tier 1 instruction. Teachers/Teams use the four PLC questions to design their daily/weekly learning experiences such as preassessments, learning activities, formative assessments, prevention activities, targeted instruction resources, etc.

1. What do we want all students to know and be able to do?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How will we extend the learning for students who have demonstrated proficiency?

Lesson planning shall be completed on a scheduled basis as determined by each campus. Campus Leadership Teams determine how lesson plans will be submitted, stored, and reviewed.

Types of Assessments

General

Student mastery of subject matter may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have written paperwork as their source. Nor is it always necessary to receive a grade for every assignment produced. Although the teacher will monitor and provide feedback to students for any activity which they assign, the feedback does not always need to be in the form of a grade. Assessment should always follow a period of guided practice and/or independent practice. Students' work may be evaluated for more than one subject area as appropriate.

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.

Formative Assessments

Formative assessment takes place during the process of learning and teaching in Tier 1 (initial) instruction. It involves gathering and interpreting evidence of student learning from at least one point prior to the end of the unit of study. Formative assessment is the monitoring that occurs throughout the process of learning, providing students with feedback on how they are doing to determine the next learning steps. Formative assessments may include but are not limited to preassessments, warm-ups, common formative assessments, learning checkpoints, conferring, quizzes, exit tickets, informal checks for understanding, manipulatives, etc.

Summative Assessments

Summative assessments are culminating tasks that measure students' mastery of a set of standards, content, knowledge, or skills and are a collection of information at the conclusion of a unit, grading period, semester, or course. Summative assessments may include but are not limited to unit tests, CBAs or exams, written compositions, and projects.

District-Developed, Curriculum-Based Assessments (Policy EK(LOCAL))

The purpose of District-Developed Assessments is to ensure the complete alignment of the written, taught, and tested curriculum to drive instruction and to continuously improve the academic progress of all students. Assessments aligned to the curriculum are Curriculum-Based Assessments (CBA). The CCISD Department of Instruction will develop the District assessments using a TEKS-aligned bank of items that have been reviewed for quality. The types of District-Developed Assessments may include:

- District-Developed Semester Exam (CBA)

Secondary District-Developed, Curriculum-Based Assessments (Semester Exams) are summative assessments that are designed to assess student performance mastery of the prescribed curriculum objectives for a grading period based on the needs of each core area. These assessments are developed through district and campus department collaborative efforts.

CBA High School Semester Exams:

1. Measure progress toward TEKS addressed in the Scope and Sequence for the specified semester or year of the high school credit course, as indicated in the district curriculum guides.
2. Are administered either/both semesters for identified high school credit courses and count as the semester exam grade.

K-12 Benchmark Tests

"Benchmark assessment instrument" means a district-required assessment instrument designed to prepare students for a corresponding state-administered assessment instrument. EK(LEGAL). These assessments cover the TEKS addressed on specific state assessments and are administered prior to the state assessments. The benchmark may contain objectives the state assessment measures that have not yet been covered in the curriculum Scope and Sequence. The benchmark is utilized to help students develop personal STAAR/EOC plans, to support teachers and PLCs in adjusting instruction, and to predict student success.

Access to Student Tests

All tests given shall be graded and the grades posted to the electronic gradebook within five (5) school days of the date except when extenuating circumstances occur (extensive essay and writing component assessments). All tests will be reviewed in class, or a copy of the test shall be returned to the students. District-Developed assessments and assessments created with copyrighted material will be reviewed in class but shall not be returned. Parents may request a review of the assessment.

Performance-Based Courses and Assessments

Performance-based courses may have assignments that differ significantly from other academic courses. Performance-based courses include courses within the Visual and Performing Arts, Career and Technical Education, Athletics and Physical Education departments.

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 successful 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 CCISD Grading and Reporting Procedures and the expectations and guidelines of the program area.

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

- Classroom participation
- Oral responses
- Experiments
- Checklists of skills
- Enrichment
- Teacher observation
- Anecdotal notes
- Homework assignments
- Classroom discussions
- Written responses-including notebook/journal entries
- Research project
- Portfolios
- Collaborative group work/projects
- Chapter/unit tests
- Conferring sessions

Explanation of Electronic Gradebook Categories

Major Grades

Tests/Examinations

Major tests and examinations are a culminating assessment, which give information on students' mastery of content, knowledge, or skills. Tests serve to evaluate mastery of the TEKS, concepts, understandings, and District objectives, and provide opportunities to demonstrate identified knowledge or skills.

1. Test/Examinations are assessments designed to measure a student's successful attainment of the TEKS as expressed in the CCISD curricula.
2. Major examinations or tests may be unit, concept, or cumulative (weekly, three, six, or nine weeks) assessments.
3. Major tests must be scheduled and announced at least three school days in advance.
4. Secondary major tests are intended to take more than half of the class period to complete.
5. Nine-week tests or assessments are administered in all classes. Nine-week tests may be developed by district coordinators or campus departments. Each core content coordinator will communicate to teachers which type of assessment will be used.
6. Nine-week assessments may not be substituted with previous assignments or an average of past performance assessments.

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.
6. A rubric must be provided to the student prior to beginning the alternative assessment.

Special Projects/Term Papers/Process-based Writing

Students may be required to complete multiple projects or written compositions utilizing the complete writing process (planning, drafting, revising, editing, and publishing) throughout the school year.

1. Term papers, projects and process-based written compositions are lengthy class or homework assignments that may take several weeks for a student or group of students to complete.
2. Teachers may assign writing or projects to an individual or to a group of students.
3. A rubric must be provided to the student(s) at the beginning of the project/writing process.
4. Projects, process-based written compositions and term papers assigned over a lengthy period *and included on the course syllabus* are due on or before the due date noted on the syllabus. Students who are absent on the due date, including school business, must meet the deadline. Any exceptions for late term projects or writing must be approved by the principal or principal's designee after meeting with the classroom teacher. The teacher will accept all late papers/projects turned in up to two weeks after the due date for feedback purposes only, but a grade of zero will be assigned. After two weeks, the teacher is under no obligation to read or comment upon late papers/projects.
5. The special due date clause for term papers, process-based writing and long-term projects applies *only to assignments where the due date is included on the course syllabus*; otherwise, the penalty for late projects and writing will be the same as for all other late work.

Daily and Quiz Grades

Class Work

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

Homework

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 the concepts taught or to preview content that will be taught. Homework and classwork should never be assigned as punishment.

Homework can be an effective tool in developing responsibility, study habits, and skills. It is an extension of the learning process and involves the home in the child's curriculum. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully. All homework should be purposeful, related to classroom experiences, and be age and grade appropriate.

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.

Homework may be assigned not to exceed:

Kindergarten	15 Minutes
Grade 1	20 Minutes
Grade 2	20 Minutes
Grade 3	30 Minutes
Grade 4	40 Minutes
Grade 5	40 Minutes

For grades 6 – 12, estimated time is determined by departments and administration.

Because students work at different paces, it may take some students more or less time to complete assignments. Teachers must use discretion about the amount of work given so that students have adequate time to complete homework for all classes.

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. Most of the time a quick check for completion and understanding is sufficient to determine comprehension of the homework material. Graded assignments should be returned to the student within two to four days.
2. Peer grading is allowable.

Grades K-5 – Homework Guidelines

1. Homework should be a review or reinforcement of skills already covered in the classroom. It should not be new information for the student.
2. Each student is expected to read, or be read to, 15-20 minutes each school night in addition to assigned homework.
3. Homework is not counted as a class grade.
4. The total homework should never exceed one hour.
5. If two or more teachers are working with a student, homework should be coordinated to adhere to the one- hour time frame limit.

Quizzes

Quizzes are short formative assessments designed to evaluate a student's current level of understanding and progress towards learning targets. Quizzes must be scheduled and announced in advance, and students should be made aware of the knowledge and skills that will be assessed.

Extra Credit

In grades 6-12 teachers may assign extra credit to any assignment. The instructional process in CCISD stresses multiple opportunities for student success.

1. All extra credit is to be academic.
2. The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS.
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 5% of the nine-week average.
7. Extra credit will not be awarded on a final exam.

Elementary (K-5) Grading and Reporting Procedures



Grading Roles and Responsibilities

Student

1. To complete assigned work on time and return it to the teacher.
2. To plan to carefully schedule work on long-term assignments so that assignments will be completed on time.
3. To communicate with the teacher when he/she does not understand the assignment or is experiencing difficulty prior to due date.

Parent/Guardian

1. To establish a specific time, place, and manner for homework to be completed.
2. To provide the supplies and materials necessary to complete homework.
3. To monitor as needed, but not do homework for the student.
4. To assist the student in planning a time schedule for long-term assignments.
5. To monitor Skyward Family Access and initiate communication with the teacher when concerns arise.

Teacher

1. To provide meaningful tasks that enrich and supplement work introduced in class.
2. To communicate homework assignments, both regular and long-range, in an appropriate framework.
3. To provide effective instruction prior to assignment homework that adequately prepares the child to do the task independently and successfully.
4. To provide course requirements and expectations at the beginning of each grading period to students and parents.
5. To consider available resources, materials, and home situations when assigning a task.
6. To review and return homework to students within a time frame which enhances instruction and provides a benefit to the student.
7. Teachers will update district electronic gradebooks on a weekly basis.

Teacher Records/Gradebook

1. The grading record should be a teacher's record and/or file of evidence to support grades reported on the Report Card. Grades should be logical, justifiable, and sufficient in number to assure that the Report Card grade is an accurate measure of the student's progress and achievement.
2. Grades should reflect a balance of objectives covered. The teacher's grade record is a part of the official documentation portraying mastery of TEKS and District objectives. If possible, a description of the learning task should be included in this documentation. These records should be accurately maintained, and teachers should be aware that many times grades will need to be justified.
3. Gradebooks for prekindergarten through fifth grade may consist of progress measures to include checklists, anecdotal records, or individual portfolios. Second through fifth grade teachers will also utilize the electronic gradebook. Progress measures should illustrate the level of student learning on each learning progression.

Parent/Guardian – Teacher Conferences

1. Parents shall be provided with any relevant information concerning their child that will enhance their understanding of the child's ability, effort, success, or progress in the school program.
2. Communicating with parents is one of the most important responsibilities of teachers. Conferences provide an arena for collecting developmental and personal information from parents that may affect a child's learning. Developing rapport and encouraging parent involvement in the child's educational process; and reporting and discussing student progress with parents is an integral part of helping students be successful.
3. Parents have a right and a need to know whatever the school knows about the abilities, achievement, progress, and problems of their children in schools. The school has an obligation to communicate such information in an understandable and usable form.
4. A combination of report cards, progress reports and parent conferences is used to inform parents of their child's progress in schools.
5. Teachers at all grade levels shall inform parents when a student's academic progress becomes unsatisfactory.

Grade Level Expectation Overview

Teachers will provide an overview of the grade level expectations at the beginning of the school year.

Minimum Number of Entries of Progress Measures (2nd - 5th)

A minimum of six events in the gradebook should be given in Reading, Writing, Math, Science, and Social Studies during each nine-week grading period.

Transfer Grades

Students new to the District or who enroll in a school after the start of a grading period shall be treated fairly in awarding grades. Grades shall be computed using a combination of grades from the former school and grades earned for the time the student has been enrolled in the new school.

Reteach and Reassess for Mastery

Mastery of Texas Essential Knowledge and Skills

Clear Creek Independent School District has provided a well-balanced curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

CCISD will utilize ongoing mastery assessment to determine which students in need of remediation (re-teaching and acceleration). The use of benchmark tests, teacher-made tests, performance assessment, formative assessment and teacher observations will help determine which students are not mastering instructional objectives.

1. Teachers will monitor and identify students who need re-teaching.
2. Teachers will provide re-teaching, as necessary.
3. Students will be reevaluated after re-teaching has occurred. Reevaluation may include, but is not limited to, oral examination, special assignments, or a formal test.

Acceleration (Intervention)

Acceleration (Intervention) is an integral part of the elementary instructional program and is an ongoing process. Frequent evaluation, both formal and informal, will determine the need for acceleration.

- Provides frequent reinforcement and review so that a student does not “get too far behind”
- Occurs at the time the need is identified
- Allows the student to progress systematically through content without experiencing extended, frustrating periods of non-achievement
- Offers a variation in instructional approach – uses other techniques, strategies, materials, opportunities for review and practice
- Includes, but is not limited to, targeted small-group instruction and tutorials

Make-Up Work

Students shall be permitted to make up assignments and tests following any absence.

All students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension from school.

1. A student will be given as many days as he/she was absent to make up tests and other missed assignments.
2. Teachers are not required to provide assignments prior to an absence unless the absence has been approved by the building principal with two weeks' advanced notice.
3. Students should not be required, on the day of returning to school, to take a quiz or test that was announced during the student's absence.



Clear Brook HS

CLEAR CREEK ISD



HIGH SCHOOLS

Clear View HS



Clear Creek HS



Clear Falls HS



Clear Horizons ECHS

Clear Lake HS



Clear Path



Clear Springs HS

Secondary (6-12) Grading and Reporting Procedures



CLEAR CREEK ISD

INTERMEDIATE SCHOOLS

Clear Creek



Creekside



Space Center

Bayside



Clear Lake



Seabrook



Victory Lakes

Brookside



League City



Westbrook

Secondary (6-12) Grading and Reporting Procedures

Grading Roles and Responsibilities

Student

1. Complete assigned work on time and return it to the teacher.
2. Plan to 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. Routinely monitor grades.
7. Maintain academic integrity and honesty. Academic dishonesty may result in behavioral and academic consequences (See Academic Dishonesty).
8. Students participating in extracurricular activities have grade eligibility requirements for participation. (See Appendix B: Extracurricular Activities and UIL Eligibility)

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.
6. Routinely monitor electronic gradebook.

Campus

1. Each campus and/or department will adhere to the late work guidelines as established in the Clear Creek ISD Student/Parent Handbook.
2. A comprehensive nine-week test schedule will be established on each campus. This schedule must be adhered to for nine-week tests.
3. Each campus will design and designate exam schedules as needed.
4. Campus administration shall address issues surrounding the calculation of grades for the purpose of regaining UIL eligibility at each grade check. (EIA(REGULATION), Appendix B)

Professional Learning Communities (PLC)

1. Teachers within a PLC will review curriculum guides and other resources to identify essential standards for their course and determine what students must know and be able to do to achieve mastery.
2. Teachers within a PLC will design common formative and summative assessments, as appropriate, throughout the year. This includes nine-week tests and semester exams, when a district-developed test is not provided.
3. Teachers within a PLC will collaboratively analyze student data and/or work samples to evaluate the effectiveness of first-time instruction, share best practices, and plan and implement responsive action.

Teacher

1. Teachers are required to provide the daily learning target(s) and learning experiences for each class.
2. Only teachers will record grades for assignments.
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 the knowledge and skills that will be assessed on all major grades prior to the assessment date.
6. Per Policy EIA(LOCAL), teachers shall not increase or decrease a classroom grade for participation or lack of participation in any extracurricular activity.
7. Teachers must follow the CCISD 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.

9. Elective and AP teachers will provide assignments and instructional materials for students to progress in the curriculum while enrolled with Clear Path including exams and reviews and record grades in a timely manner.

Teacher Records/Gradebook

Grade records are an important record-keeping tool 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 electronic gradebook.

1. Grades recorded in a gradebook are documentation of a student's progress and of mastery of the TEKS and curriculum objectives.
2. Grades recorded in a gradebook represent a confidential record for assessment of student performance.
3. The set of grades indicated in the gradebook shall be the complete set from which the student's average is determined.
4. The electronic gradebook must adhere to the calculations outlined in the CCISD Grading and Reporting Procedures.
5. Only the teacher of record (or principal designee) will enter grades in the gradebook.
6. Teachers will update district electronic gradebooks on a weekly basis.

Parent/Guardian – Communication

1. A teacher will inform parents/guardians promptly when problems appear and any time a student's grade falls below 70 in any class, is not achieving the expected level of performance, is presenting some problem to the teacher, or for any other case that the teacher considers necessary. Such notification may be handled by telephone, email, or in person.
2. The State and District requires each school to notify parents/guardians of the need for a conference at the nine weeks grading period if the grade is below the level required for course credit or grade level advancement. (See Appendix A: Effective Communication with Parents/Guardians)

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 the scope and sequence of a course's 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 title
- Conference time
- School/Teacher phone number
- Outline or scope and sequence of major course units, themes, or projects
- Approximate timeline and due dates of long-term projects
- General method of assessment and grade calculation in compliance with CCISD Grading and Reporting Procedures
- Average amount of homework
- Assigned reading/literary works (Reading expectations)

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 grade of "70" 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 to be eligible to earn credit for that course (See Student/Parent Handbook: Attendance Policies and Procedures).

Students may have two college visits in their junior year and two in their senior year, with two weeks prior approval of their grade level assistant principal and a letter from the college or university verifying the visit. These absences for approved college visits do not affect exemption for semester 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 outlined in the Credit Recovery Procedures Manual. Credit Recovery delivers instruction and assessments in a unique environment requiring specialized procedures.

Calculation of Nine Week Averages

See Appendix K: CCISD Secondary Grading System Planning Sheet

Weight of Grades

All nine-week averages shall be calculated on a percentage system for each type (category) of assignment. All grades shall be reported and recorded as a percentage score (100%) and shall not be scored or reported on accumulation of points. Category weights should be consistent across all teachers of the same course/level (i.e. English 1 On-Level, Algebra 1 Honors, etc.)

	All Secondary Credit Courses
Major Grades	40-60%
Daily and Quiz Grades	35-55%
Reading/Writing Assignments/Assessments	5%
	100% Total

Minimum Number of Grades

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 one daily or quiz grade per week beginning the first full week of school.
3. Teachers are required to take a minimum of three (3) major grades per nine-week grading period. These should not be scheduled during semester exam week, including the nine-week test/assessment.
4. Teachers are required to take a minimum of one (1) reading/writing grades per nine-weeks grading period. The purpose of this assignment is to assess content-based reading and writing skills that have been taught in class.

Maximum Weight of a Grade

When calculating a nine-week average, no single assignment/assessment grade may count more than 20% of the total average regardless of the grade category. It should be noted, however, that some major projects may be comprised of more than one assignment. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%.

Assignment Format Weight of Grade

The header, footer, or cover sheet format for any assignment may comprise no more than 3% of the grade on the assignment unless the primary objective for the assignment is formatting.

Grades and Extracurricular Activities

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. Sponsors of extracurricular clubs and groups are responsible for ensuring that participating students are eligible through confirmation of the campus individual who is designated and the keeper of the grades.

Major Grades

1. Major Grades will comprise 40% to 60% of the nine-week average in all intermediate school credit courses and high school credit courses.
2. Major Grades include Alternative Assessments, Examinations/Tests, Projects, Term Papers, Nine Week Tests, and other similar assignments.
3. Nine-week tests/assessments (department or district-developed) may be given at the end of the first and third nine weeks in high school credit courses, and at the end of each nine weeks in intermediate school credit courses. These tests/assessments will count the same as all other class tests/assessments.

Daily and Quiz Grades

1. Daily and Quiz Grades will comprise 35% to 55% of the nine-week average in all intermediate school credit courses and high school credit courses.
2. Daily grades include class work, homework, notebooks, journals, notes, and other similar assignments.

Incomplete Grades

1. A student receiving an incomplete and/or zero for a missed semester exam has two (2) weeks to convert the incomplete grade to an earned grade.
2. In unusual cases, where the student has missed a large quantity of class time or work, 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 requirement).

Final Grade Reported

1. When reporting and recording any failing grade below a 50 for the final grade on the Report Card, teachers must provide documentation of the required actions taken utilizing the “Student Summary and Progress Supporting Final Grades Below a ‘50’ Form”. This form is placed in the student’s cumulative file by the campus administrator.
2. The actual grade received on any assignment and for the nine-week average will be recorded in the teacher gradebook.
3. The actual grade earned on any assignment may exceed 100%; however, the calculated average on a Progress Report and/or Report Card may not exceed 100%.

Transfer Students Who Have Not Been Previously Enrolled in a School for the Current School Year

1. Students will be assessed for their demonstration of mastery of course content utilizing district/campus developed assessments which cover previously taught content.
2. Teachers may assign additional assignments that are relevant in preparing students for the assessment.

Schedule Changes

Schedule changes can have a significant impact on the calculation of the nine-week average. For students with disabilities, special education courses are determined by the Admissions, Review, and Dismissal (ARD) committee. Student’s schedules must coincide with ARD recommendations.

Schedule changes will be considered during the first 5 class days for the following reasons only:

1. Student is a senior not scheduled in a course needed for graduation.
2. Student has already earned credit for a course in which he/she is currently scheduled.
3. Student does not have the prerequisite(s) for a class listed on his/her schedule.
4. Student has previously failed course with the same teacher.
5. Student has been dismissed from a program where approval must be granted for placement.
6. Student does not have a full schedule.
7. Data entry error (no lunch, class listed twice, free period, etc.) has occurred.
8. Student needs remedial coursework for state assessment graduations requirements.
9. A class is listed that the student did not request.

Course Level Changes

Course level changes will be considered at the first progress report and at the end of the first nine-week grading period of the semester for each course that offers a different level of the same course. To be considered for a transfer from an Advanced Academic, Honors, or AP course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, and by conferencing with his/her teacher. The parent must conference with the teacher before a course level change will be considered. If these conditions are met and the student is earning less than a grade of 75 on the first progress report or at the end of the first nine-week grading period, that student will be considered for a change. Space availability in the receiving course will be a consideration for a course level change.

1. Students approved for a level change at the first progress report into a non-weighted course (e.g. Honors to on-level): The teacher of the new non-weighted course will insert the grade average recorded by the previous teacher, plus ten points, into all open assignments taken in the new course prior to the date of transfer.
2. Students approved for a level change at the end of the nine-week grading period into a non-weighted course (e.g., Honors to on-level): The teacher of the new non-weighted course will submit a grade change form adding 10 points to the first nine-week grading period of the semester. UIL eligibility will be determined using the nine-week grade prior to the level change. (i.e. the nine-week average prior to adding the 10 points)
3. Students approved for a level change into a weighted course (e.g., AP to Honors, on-level to Honors): The teacher of the new weighted course will insert the grade average recorded by the previous teacher into all open assignments taken in the new course prior to the date of transfer. A level up will only be allowed until the first progress report.

Withdrawing from Dual Credit Courses

Should a student withdraw from a Dual Credit course, the campus will accept the withdrawal grade and place the student in the comparable high school course.

Calculation of Semester Averages

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 gradebook represent a confidential record for assessment of student performance.

Intermediate School Credit Courses

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

1 st Nine Week Average	50%	3 rd Nine Week Average	50%
2 nd Nine Week Average	50%	4 th Nine Week Average	50%
Semester Average	100%	Semester Average	100%

Intermediate Students taking High School credit courses will follow the High School calculations.

High School Credit Courses

1 st Nine Week Average	42.5%	3 rd Nine Week Average	42.5%
2 nd Nine Week Average	42.5%	4 th Nine Week Average	42.5%
Semester Exam	15%	Semester Exam	15%
Semester Average	100%	Semester Average	100%

When a student is exempt from the fall or spring semester exam per the exemption policy, the semester average will be the average of the nine-week grading periods. For example:

1 st Nine Week Average	42.5%	3 rd Nine Week Average	50%
2 nd Nine Week Average	42.5%	4 th Nine Week Average	50%
Semester Exam	15%	Semester Exam	X
Semester Average	100%	Semester Average	100%

Semester Exams (High School Credit Courses)

Semester exams are administered in all high school credit courses at the end of the fall and spring semester.

1. Semester exams must be representative of the work of the entire semester.
2. For STAAR EOC tested courses, the spring semester exam should only assess content taught after the STAAR test.
3. Any exceptions to this policy for the administration of semester exams must be made at the department level with principal approval.

High School Exam Exemption Criteria

Course Exemption List

Grade	Fall Semester		Spring Semester
9 th – 12 th	Courses Eligible for Exemption	Courses not Eligible for Exemption	All Classes except courses in the Credit Recovery setting
	<ul style="list-style-type: none"> • Elective Courses • Semester long core courses 	<ul style="list-style-type: none"> • Yearlong Core Courses • Courses in Credit Recovery 	

- Core courses are defined as courses (including designated AP and CTE courses) that meet graduation requirements of the Foundation High School Program, as noted in the Educational Planning Guide (EPG).
- Electives are defined as any/all CTE, VPA, Health/Physical education, innovative course/s, and other courses identified as an elective in the course description as outlined in the EPG.

Criteria/Guidelines for Exemption Qualification

1. Unpaid fees/fines = exemption denied for **ALL** exams
2. All Courses (Including AP): Grade 70 and above, no more than 4 absences per semester.

All absences count against exemption qualifications with the exception of school related business (such as UIL, field trips, etc.). 5 tardies = 1 absence

3. Discipline
 - a. ISS/OSS the semester of the exam = exemption denied for **ALL** exams
 - b. DAEP placement or continuation of prior placement = exemption denied for **ALL** exams for the Fall and Spring semesters
 - c. Discipline referral in a class during the semester = exemption denied for **THAT** class

Any student eligible for exemption may elect to take semester exams to improve his/her grade. With this choice, a student's semester average may only be increased by the examination grade and may not be reduced by the examination grade.

Appeals regarding the loss of exemption eligibility must be submitted in writing to the campus administrator for consideration for a waiver to these criteria, prior to semester exams. Decisions regarding waivers and exam exemptions may not be appealed beyond the campus principal.

Exemption eligibility only excuses a student from taking a semester exam. It does NOT excuse a student from class attendance.

Average of Year-Long Courses

Intermediate School Credit Courses

Intermediate 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 nine-week averages (not the semester averages).

1 st Nine Week Average	25%
2 nd Nine Week Average	25%
3 rd Nine Week Average	25%
4 th Nine Week Average	25%
Year-Long Average	100%

High School Credit Courses

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 year-long average for course credit under the following criteria:

1. Accredited High School Courses from the fall and spring semester of the same academic year apply.
2. Summer School and alternative options for earning high school credit will not be considered for year-long averaging.
3. Attendance requirements for earning course credit or a waiver must be met.
4. Petition to be exempt from year-long average must be made within one week of the notification of a failed semester.

First Semester Average	50%
Second Semester Average	50%
Year-Long Average	100%

Transcript Recording from Non-CCISD Schools (EIC(REGULATION))

A student who transfers into the District shall receive the grades that were earned in courses at other accredited schools. Higher-level course credits earned shall receive grade points according to the list of higher-level courses offered in the District and the grade point scale used for credit earned in the District. Students shall not receive weighted grade points for courses not available in CCISD, except for International Baccalaureate courses. Letter grades will be converted as follows:

Letter Grade	Numeric Grade
A+	98
A	95
A-	93
B+	88
B	85
B-	83
C+	78
C	75
C-	73
D+	70
D	70
D-	70
F	60

Grade Points

Weighted 5.0 Scale

ACTUAL GRADE	GRADE POINTS		
	Level 1	Level 2	Level 3
100	6.0	5.0	4.0
99	5.9	4.9	3.9
98	5.8	4.8	3.8
97	5.7	4.7	3.7
96	5.6	4.6	3.6
95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6
85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3
82	4.2	3.2	2.2
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.2	2.2	1.2
71	3.1	2.1	1.1
70	3.0	2.0	1.0
Below 70	0	0	0

Reteach and Retest/Reassess for Mastery

Mastery of Texas Essential Knowledge and Skill

Clear Creek Independent School District has provided a well-balanced curriculum on the state prescribed Texas Essential Knowledge and Skills (TEKS). Students will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

CCISD will utilize ongoing mastery assessments to determine which students are in need of remediation (re-teaching and acceleration). The use of district CBAs, benchmark tests, teacher-developed tests, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives.

Reteach/Reassessment for Mastery

Teachers will identify assessment passing rates for students in a single class period. Students with three or more zeroes on assignments over the assessed material may be excluded from the calculation of the 75% (50% for AP). Reteaching and reassessment do not apply to semester exams.

If less than 75% (50% for AP) of the students in a single class period demonstrate mastery of the standards on a classroom test:

- *The teacher will reteach assessed material during class time using different methods of instruction.*
- *An opportunity for reassessment will be provided during class time for students to demonstrate mastery of the standards.*
- Students may earn full credit up to 100% on the reassessment.
- The higher of the two scores will be recorded.
- Reassessment may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections, or a formal test.
- When more than 75% (50% for AP) of the students in a single class period demonstrate mastery of the standards on a classroom test, a student who has not demonstrated mastery has the following learning/reassessment options available:
 - Students may have an opportunity for reassessment on each major grade.
 - Major grade reassessment may only be allowed if the assignment was completed in full.
 - It is the responsibility of the student/parent to initiate a request for reassessment within 5 school days of grade notification.
 - Reassessment may occur during scheduled tutorials.
 - *Students may earn up to 70% on the reassessment.*
 - If a student does not demonstrate mastery on the standards, the higher of the two scores is recorded.
 - Reassessment may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections, or a formal test.
 - Extenuating circumstances may be taken into consideration.

Late Work

Secondary students are expected to submit all assignments, including electronic assignments, by the date and time established by the classroom teacher. For assignments that are received after the date and time established by the classroom teacher, the students will receive 75% of the original grade for assignments that are received up to two class days after the established due date. Late work received on or after the third-class day will receive no credit (zero).

Late work is graded in the same manner in all classes at the secondary level.

1. Chronic abuse, more than three late assignments during any one nine-week grading period, may result in additional consequences.
2. Extenuating circumstances may occur that are out of the control of the student 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 regulation, as necessary.

3. Long-term projects, term papers and process-based writing that are included on the syllabus at the beginning of the Fall and/or Spring semester are due on the announced due date. The student who is absent for any reason on the due date, including school business, must meet the deadline. The teacher will accept all late projects/writing turned in up to two weeks after the due date for the purpose of providing feedback, but a grade of zero will be assigned.

Makeup Work

In order to provide the total assessment profile 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.

Makeup Work Guidelines

1. Makeup work is available to all students. Students are responsible for asking teachers for the makeup work upon returning to class. 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 restrictions.
2. Exceptions may be granted by the Administration in extenuating circumstances.
3. The number of classes allowed for makeup work to be completed for full credit will be equal to the number of times a class was missed.
4. 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.
5. Makeup work, including tests, may be of an altered version. 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.
6. School related absences are given the same amount of time to complete makeup work as non-school related absences. Students absent from class due to school sponsored activities are encouraged, however, to confer with their classroom teachers prior to the planned absence.

Unexcused Absences

A note signed by the parent/guardian showing the dates and reason for the absence is to be submitted within three (3) days after the student returns to class. If this note is not sent within the allocated three (3) days, the absence will be reported as unexcused. A student with an unexcused absence may make up all work missed for full credit. However, a student found to be truant (a student who stays away from class or school without permission) will receive fifty percent (50%) of the grade achieved on the assignment.

Suspension

A student suspended from his/her regular classes is to request makeup work when he/she returns to school. The student will receive an excused absence if the student satisfactorily completes the assignments for the period of suspension within the time designated by the makeup work policy.

Appendices

Appendix A: 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 parent/guardians that may affect a student's learning, for developing rapport and encouraging parents/guardians' involvement in their student's educational process, and for reporting and discussing student progress with parents/guardians. Accurate and diagnostic reports encourage parents/guardians to participate in the education of their children, help increase mutual understanding, good will and cooperation in the home, and aid in student guidance.

In addition to sending out the regular reports, teachers should inform parents/guardians promptly when problems appear. A teacher will inform parents/guardians promptly when problems appear and any time a student's grade falls below 70 in any class, is not achieving the expected level of performance, is presenting some problem to the teacher, or for any other case that the teacher considers necessary. Such notification may be handled by telephone, email, or in person.

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

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.

Appendix B: 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. Sponsors of extracurricular clubs and groups are responsible for ensuring that participating students are eligible through confirmation of the campus individual who is designated and the keeper of the grades.

Clear Creek ISD Eligibility Calendar

CCISD publishes an official eligibility calendar annually. See www.ccisd.net or campus extracurricular sponsor. This calendar is strictly adhered to. Please maintain a copy for your reference.

Official Eligibility Grade Check Date

This is the established calendar date for the official grade check.

Gain/Lose Dates

Students will gain eligibility if they are passing in ALL classes or lose eligibility if they fail ANY class (excluding those identified as Honors or Advanced classes).

Gain Only Dates

Ineligible students have the opportunity to regain eligibility if they are passing ALL classes, not just the ones they were failing (excluding those identified as Honors or Advanced classes).

Grade Period Dates

This is the effective date that students regain or lose eligibility at the end of the school day. It is seven calendar days after the official eligibility check.

Honors Advanced Class Waivers

Clear Creek ISD values academic rigor and relevance in student course work and upholds higher standards than the UIL in regard to grade exemptions in Honors and Advanced level course work. Students will be granted a one- time waiver for one nine-week grading period for one course if they fail an Honors/Advanced/Honors/AP course with a grade of 60-69 percent. Students will only be eligible for one waiver for one course per academic year, beginning with the first nine weeks. **Students in Honors/Advanced/Honors/AP courses will not lose eligibility during the first six-week grading period.**

University Interscholastic League (UIL) Eligibility

(Refer to UIL website <https://www.uil texas.org/#>)

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 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. The student regains eligibility when the principal and teachers determine that he/she has:
 - a. Earned a passing grade (70 or above) in all academic classes, other than those that are advanced, and
 - b. Completed the three school weeks of ineligibility.
2. 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 nine-week grading period. Students who pass remain eligible until the end of the next grading period.
3. 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 school week evaluation periods for ineligible students.

Exemptions for No Pass No Play for Honors Courses

Check the district website at www.ccisd.net for the current list of courses approved for exemption.

Appendix C: Grades for Students Assigned to Clear Path Alternative School

Students who have been assigned to Clear Path Alternative School (CPAS) will be withdrawn from their campus and enrolled with CPAS. The following are procedures that should be followed regarding students at CPAS.

Core Area Subjects

Students at CPAS receive direct instruction in the core curriculum areas (Language Arts, Mathematics, Science and Social Studies). Clear Path teachers within these subject areas are certified and follow the same CCISD curriculum and TEKS as the rest of the district. Clear Path core subject teachers record grades within the District's electronic gradebook and generate an average to post in the gradebook for all grading periods the student is enrolled in CPAS.

Elective Subjects

Students enrolled in elective courses are sent instructional materials, educational resources, and assignments by the home campus teacher of record. Student work is returned to the home campus teacher for evaluation and the home campus teacher is solely responsible for issuing the final grade in a fair and equitable manner.

Upper-level science courses (such as Aquatic Science, Environmental Systems, Astronomy, Anatomy and Physiology, Forensic Science, Food Science, Pathophysiology) and upper-level social studies courses (Psychology, Sociology, Social Studies advanced studies courses, and all "Special Topics" courses) are treated as elective courses at Clear Path and follow the same processes regarding instruction, assignments, and grades.

Honors and Advanced Placement (AP) Courses

Students that are assigned to a DAEP placement and are enrolled in Honors or AP courses will receive instruction on-level while assigned to Clear Path Alternative School. The home campus teacher will provide all Honors and/or AP mandatory assignments and assessments but will not provide any supplemental support including but not limited to tutorials. CPAS will provide support but will not provide instruction at the honors or AP level. A discussion with administration will be held regarding information and an opportunity to level down will be provided.

Opportunity for Success

Texas Law and CCISD Policy ensure that a student must be provided the opportunity to be successful in schoolwork while assigned to an alternative learning center through the end of the summer following the school year. This opportunity for success may take different forms under the law but may include allowing the student more time to complete assignments. In some instances, the issuance of an "Incomplete" may be appropriate until the student has had adequate time to complete assignments.

Appendix D: Dual Credit Guidelines

CCISD DUAL CREDIT GUIDELINES

CCISD, in conjunction with College of the Mainland (COM) and San Jacinto College, offers some Dual Credit course selections during the school day. Juniors and seniors are eligible to participate in this program. Some courses are held in a CCISD facility, while others may meet at the college or the college annex. Transportation may be available for classes held off campus. College of the Mainland and San Jacinto College have different guidelines and criteria for admission. Admission is contingent upon the student meeting these requirements.

CCISD has determined the courses for which Dual Credit is awarded. These courses provide advanced academic instruction beyond or in greater depth than the Texas Essential Knowledge and Skills (TEKS). To receive the high school credit portion of Dual Credit, the course grade must be at least a 70 or a "C" on the college grading scale. Although a grade of 60 or "D" is considered "passing" on the college level, high school credit is not awarded. If a student earns a college grade of "D"/69 or below, he/she must recover the high school credit if the course or credit is required for high school graduation. Dual Credit courses receive separate and independent grades for each semester for a year-long high school course. However, semesters may be averaged to calculate an overall year-long average for course credit. Students may mix and match a semester of a Dual Credit course with a semester of a high school credit course for a year-long course in order to grade average for full credit as long as the course is taken within the same academic year.

The Dual Credit course, numeric grade, and high school credit earned are posted on the high school transcript. With the exception of courses taken through Clear Horizons Early College High School, courses taken by Dual Credit do not earn grade points and are not considered in the grade point average at the high school per Policy EIC(LOCAL). The course does have a letter grade and grade point posted on the **college** transcript. See EIC(REGULATION).

Dual Credit courses taken as a graduation requirement will not count toward academic UIL "No Pass/No Play". Students must also take any corresponding STAAR EOCs and meet State assessment graduation requirements upon completion of the corresponding course.

As with all Dual Credit offerings, students must complete the **CCISD Dual Credit/Concurrent Enrollment Endorsement** form and obtain approval prior to registering for the college courses. Students must be in good standing at the high school in order to be approved for Dual Credit courses. The student is responsible for costs associated with taking college courses, including the purchase of the college-level text, ancillary materials, and parking (if applicable). Students who qualify for the Free & Reduced Meal program may have the cost associated with talking college courses waived. Students enrolled in Dual Credit courses are eligible for student services, including tutoring and library access, on the respective college campus.

Juniors and seniors participating in Dual Credit during the school day will have college-level classes at either the beginning or the end of the school day for a maximum of two (2) periods. College-level class calendars, meeting times, and modes of instruction will vary. The mode of instruction will determine the number of college hours a student must enroll in. College course availability and scheduling is determined by our CCISD Community College partners.

- All Juniors enrolled Face-to-Face or Hybrid instruction must be enrolled in 2 classes each 9 weeks period.
- Juniors and Seniors enrolled in Online Instruction must be enrolled in 1 class per 9 weeks period.
- All Seniors enrolled in Face-to-Face or Hybrid Instruction must be enrolled in 1 class each 9 weeks, however, it is still necessary to block out two periods to be available for the college class schedule. Seniors are encouraged to take a maximum of 2 classes per 9 weeks.

Juniors and seniors, not enrolled in an early college high school program, who wish to take additional dual credit courses beyond the six (6) hours (face-to-face, hybrid or online) will be enrolled outside of the traditional school day schedule and must have a full seven (7) period schedule. Freshmen and sophomores not enrolled in an early college high school program may enroll in dual credit courses outside of the traditional school day schedule.

Prior to withdrawing from a college course, it is the **student's responsibility** to first discuss this matter with his/her high school counselor to determine if space is available in the comparable high school course. Should the student withdraw from a one-semester college-level course (i.e. Government) that is a requirement for graduation, the campus will accept the withdrawal grade and place the student in a comparable high school course. If a withdrawal grade cannot be secured, a transfer grade of 60 will be used as the transfer grade for the high school course in which the student enrolls.

Because Dual Credit courses are college level and are taught by college-employed instructors, any disputes regarding grades, course content, schedules, calendar, attendance or other issues are to be addressed to the respective college. Students with disabilities will need to visit with the Special Populations Department at the college for needed accommodations.

Bacterial Meningitis Vaccination Requirement: The 82nd Texas Legislature requires that all incoming Texas college students must receive a vaccination or booster against bacterial meningitis.

I have read the guidelines for Dual Credit courses. My signature indicates that I agree with and will abide by the stated guidelines.

Printed Student Name

Printed Parent Name

Student Signature

Parent Signature

Date

Parent Phone #

Appendix E: Expectations and Guidelines for All Emergent Bilinguals and Recent Immigrants

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 the affective, linguistic, and cognitive needs as described in section 89.1210(e) of 19 TAC Chapter 89, Subchapter BB:

(1) Affective. Limited English proficient students shall be provided instruction using second language methods in English to introduce basic concepts of the school environment which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the students' home language and the United States.

(2) Linguistic. Limited English proficient students shall be provided intensive instruction to develop proficiency in the comprehension, speaking, reading, and composition of the English language. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

(3) Cognitive. Limited English proficient students shall be provided instruction in English, Mathematics, Science, Health, and Social Studies using second language methods. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

It is also imperative to modify the **instruction, pacing, and materials** to ensure that Emergent Bilinguals have a full opportunity to meet these expectations. The expectations apply to the second language learner at his/her level of proficiency in English. **Students who have waived the services of the linguistic programming Program will be graded according to CCISD Grading and Reporting Procedures without consideration given to the student's English language proficiency level.**

English as a Second Language

Promotions and Retention of Emergent Bilinguals

Students will be promoted or retained as specified below:

1. Emergent Bilinguals 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 Emergent Bilinguals 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 student success team.
4. Teachers will report grades and conduct following CCISD Grading and Reporting Procedures in all skill areas during each grading period.
5. Parent-teacher conferences are scheduled to address individual student needs.

Dual Language and ESL Program Grading (Elementary)

The following procedures and expectations will be utilized for students in Dual Language or ESL Programs.

Emergent bilingual students in the Dual Language programs are to be assessed for progress and achievement through native language instruction, as well as assessing progress in learning English. For Spanish speaking students in the Dual Language programs, the Spanish Report Card will be used to report grades to parents/guardians every nine weeks.

In accordance with programmatic organization and state mandates, the Multilingual Department is implementing Dual Language and an ESL program for elementary (Pre-K-5). The Dual Language program provides academic instruction in the native language as well as instructional time to the development of academic English language acquisition, with the amount of instruction in each language being commensurate with the students' level of proficiency in each language and their level of academic achievement. The ESL Program provides instruction in English through sheltered instruction strategies to support comprehensible input and to accelerate language acquisition.

1. Teachers will report grades following District guidelines in all skill areas during each grading period.
2. Teachers will report conduct grades in accordance with District procedures for all grade levels.
3. Parent/Guardian-teacher conferences are scheduled to address individual student needs.

English as a Second Language (ESL) Grading (Secondary)

It is very important for teachers of Emergent Bilinguals (EBs) to differentiate between academic achievement and language proficiency. The students may be unfamiliar with the specialized English language 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 of the language demands required of the actual content material.

Some assessment instruments are not appropriate for assessing academic knowledge of an EB. A large number of assessment instruments for content mastery assume native proficiency in English, in addition to knowledge of the content area. Emergent Bilinguals (EBs) may score low on exams for many reasons including:

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 EBs 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 might make a difference.
4. Providing linguistic accommodations such as extended time, bilingual dictionaries, content and language support, and oral administration.

Appendix F: Students Protected Under Section 504

Section 504 of the Rehabilitation Act of 1973 states: “no qualified individual with disability shall, solely by reason of her or his disability, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

A qualified individual is any person who:

1. Has a physical or mental impairment which substantially limits one or more major life activities,
2. Has a record of such an impairment, or
3. Is regarded as having such impairment.

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.

Students with Dyslexia

A student with dyslexia may be eligible for protection under Section 504, Special Education services, or assistance through the campus Student Success Team. Accommodations will be determined by the appropriate committee for these students. Some students with dyslexia may not be eligible for any of these services, and regular grading policies and procedures should be followed.

Appendix G: Special Education/Section 504 Accommodations – Honors/AP

The following guidelines are intended to apply to eligible students who receive special education or Section 504 services who enroll in Honors/AP courses. While Honors/AP courses are open to all students, including students who receive Special Education or Section 504 service; counselors, parents, ARD Committees and Section 504 Committees should be aware that these are high-level academic classes. In order to be eligible for accommodations in an Honors/AP class, the student must be eligible for the same accommodation in a general education classroom. Accommodations may not alter the content or standards of the course. The following guidelines shall be applicable to all special education and Section 504 students who enroll in Honors/AP courses:

1. Students who receive Special Education or Section 504 services must have equal opportunity to participate in Honors/AP courses.
2. ARD and Section 504 Committees may wish to consider Honors/AP courses in connection with transition plans for students who will be attending college. ARD Committees and Section 504 Committees are not required to place students in Honors classes unless they can be reasonably expected to be successful there with the allowable accommodations described in the guidelines referred below.
3. Accommodations for students who receive Special Education or Section 504 services may not alter the content or academic standards of the Honors/AP course. Thus, certain accommodations may include, but are not necessarily limited to the following:
 - Extended time for testing
 - Preferred seating
 - Opportunity to repeat and explain instructions
 - Assignment notebook
 - Minimal distractions
 - Large print, Braille
 - Behavior intervention plan
 - Assistive technology as defined by the committee
 - Altered format of exams, such as highlighted instructions or alternative spacing of questions
 - Altered assignments as needed for persons with motoric or visual impairment
4. The following are examples of accommodations which may alter the content or the standards of the course, and therefore might not be allowed:
 - Reduced assignments
 - Special projects in lieu of assignments
 - Exams of reduced length
 - Open book exams
 - Peer tutoring/paired work arrangement (is not allowed except when offered to the entire class)
 - Any reduction of content or standards of the course
 - Reduced mastery

While the decision to enroll in a Honors/AP class is ultimately to be made by the parent or student, the ARD or Section 504 Committees may meet and recommend removal of the student from the classroom if the student is not meeting the standards applicable to students in that program and, as a result, is failing or at risk of failure.

Appendix H: Grading Policies for Students with Disabilities

Generally

Students with disabilities receive instruction in a variety of settings as determined by the Admission, Review, and Dismissal (ARD) Committee. Each student with a disability must have an Individualized Education Plan (IEP) that is properly developed, implemented, and maintained in the least restrictive environment that is appropriate to meet the student's educational needs.

The Texas Education Code Section 28.002 states that all students shall participate actively in a balanced curriculum designed to meet individual needs. 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 disabilities shall be instructed in the TEKS in a manner appropriate to their needs. The student's IEP must include a statement of measurable annual goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general curriculum. For students taking alternate assessments aligned to alternate achievement standards, the IEP must also include a description of benchmarks or short-term objectives. The following guidelines are meant to ensure that grades convey meaningful information to parents regarding their child's progress.

1. Students participating in the general education classroom without curriculum accommodations:

The ARD Committee may determine that a student with a disability will be responsible for mastering the entire general education curriculum with accommodations only in the instructional strategies. Accommodations in instructional strategies alone, such as extra time or large-print textbooks, are not curriculum accommodations and are not coded on the report card. Documentation reflecting the implementation of modifications is required. District grading policies will apply to students participating in the general education curriculum without curriculum modifications unless determined otherwise by the student's ARD Committee.

2. Students participating in the general education classroom with curriculum modifications:

The ARD Committee may determine that a student with a disability is responsible for mastering only specific TEKS of a course and not the entire District curriculum. This is a modification to the curriculum and will be documented in the IEP, with a copy provided to the teacher. Notwithstanding, the student with a disability must be provided with the same opportunities to earn grades as non-disabled students such as extra credit points or non-content related points such as participation grades. Students receiving a modified curriculum in general education classrooms will receive their grade from the general classroom teacher or jointly with special education teachers as determined by ARD Committee.

3. Students participating in special education courses:

Students who receive instruction in special education classes shall receive the grade from the appropriate special education teacher. The student's grade is not strictly a function of the student's ability to demonstrate progress on the goals/objectives selected by the ARD committee but may include other measures as determined by the ARD Committee. The ARD Committee must determine how progress toward the IEP goals will be measured and how that progress will be reported to the parents.

In addition to considering how grades will be determined for students in categories 2 and 3 with content area IEP's, the ARD committee also determines how the child's progress toward the IEP goals/objectives will be measured and how that progress will be reported to the parents. The Report Card may not be used as a substitute for reporting progress on IEP goals/objectives. Teachers are responsible for collecting data to aid ARD Committees in determining student progress on IEP goals/objectives. High school students with curriculum modifications, please refer to page 38 in this document. For further information, see CCISD Educational Planning Guide for information on Grade Point averages for Level 3 classes.

Appendix I: Other Programs with Special Requirements

Some program areas may establish District expectations for recording and reporting grades. The following program areas have established guidelines.

Visual and Performing Arts

Established Standards

Wellness/Physical Education/Sports

Established Standards

Career and Technology Applications

Guidelines for Assessing and Reporting

Appendix J: Clear Creek Independent School District Course Syllabus

Each secondary teacher in the Clear Creek 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: _____

Contact Information: _____

Approximate Timelines & Due Dates of Long-term Projects:

General Methods of Assessment & 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 Clear Creek ISD must develop the objectives for the course. These TEKS are cross referenced to the CCISD curriculum objectives. In addition, CCISD objectives are also cross referenced to the State Assessment of Academic Readiness (STAAR) objectives.

The complete TEKS document may be found on the Texas Education Agency (TEA) website at <http://www.tea.state.tx.us/index2.aspx?id=6148> and is accessible by teachers, parents, and students.

The CCISD Year at a Glance documents for ELA, Math, Science, and Social Studies may be found on the District website at www.ccisd.net.

Appendix K: Secondary Grading System Planning Sheet

Clear Creek ISD 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 CCISD secondary teachers will use a percentage system and adhere to the CCISD Grading and Reporting Procedures. Assignments may be “weighted”; however, the gradebook will calculate an average for each grading category (assignment type). The final nine-week average will be calculated using these category sub-averages at the percent indicated for each.

Major Grade assignment types may include tests, examinations, nine-week assessments, projects, term papers and other assignments. Nine-week tests/assessments fall in this category and must count the same as other major grades.

Daily and Quiz Grade assignment types may include daily work, classwork, 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 Major grades and the total percentage of “Daily” grades must be within the following ranges.**

	All Secondary Credit Courses
Major Grades	40-60%
Daily and Quiz Grades	35-55%
Reading/Writing Assignments/Assessments	5%
	100% Total

Indicate your assignment categories to be used in the electronic gradebook with the percentage each will count. Once entered into the electronic gradebook, there will be no distinguishing between Major Grades and Daily/Quiz Grades.

Major Grades	Percent		Daily and Quiz Grades	Percent
Total of Major Grades	40-60%		Total of Daily and Quiz Grades	35-55%

Major Grades and Daily/Quiz Grades must combine to 95%

Appendix L: CCISD Student Summary and Progress Supporting Grades Below a 50

When reporting and recording any failing grade below a 50 for the final grade on Report Card, teachers must provide documentation of the required actions taken utilizing the "Student Summary and Progress Supporting Final Grades Below a '50' Form". This form is to be placed in the student's cumulative file by the campus administrator. (pg. 27 Instructional Grading and Reporting Procedures)

A teacher will inform parents/guardians promptly when problems appear at any time a student's grade falls below 70 in any class. (pg. 25 Instructional Grading and Reporting Procedures)

Part I. Student Information			
Name:	Grade Level:	Campus:	Circle One: Q1 Q2 Q3 Q4
Teacher:	Subject:	Academic School Year:	
Grade Average:	Number of Days missed: (Attach Attendance)		
<input type="checkbox"/> At Risk <input type="checkbox"/> Special Education <input type="checkbox"/> EB <input type="checkbox"/> 504 <input type="checkbox"/> SST <input type="checkbox"/> G/T			
<input type="checkbox"/> Attach Grade Report			
Part II. Contributing Factors for Academic Concern		Part III. Instructional Intervention	
What factors contributed to the student earning an average of below 50? <input type="checkbox"/> Absences <input type="checkbox"/> Discipline <input type="checkbox"/> Tardiness <input type="checkbox"/> Motivation <input type="checkbox"/> Behavior <input type="checkbox"/> Incomplete/Missing work <input type="checkbox"/> Lack of materials <input type="checkbox"/> Low daily grade <input type="checkbox"/> Low assessment/major grades <input type="checkbox"/> Other: _____		What evidence based interventions were provided to the student in addition to regular instruction practices already in place?	
Part IV. Parent Notification <i>Attach Documentation</i>		Part V. Principal and/or AP Contact	Part VI. Counselor Contact
Date(s): _____ Form of Contact: _____ Parent/Guardian Name: _____		Date: _____ Was an SST Referral Made? <div style="text-align: center;"> <input type="checkbox"/> Yes No <input type="checkbox"/> </div>	Date: _____
Part VII. Curriculum Gaps – What knowledge and skills are deficient for the student this grading cycle?			
Part VII. Documentation			Circle One
I have documented that I have contacted parents at least twice during the current grading period to notify of a failing grade(s) via face-to-face conference, email with proof of receipt, or phone call.			Yes No
I have documented interventions and/or notes in Skyward. Skyward date entered: _____			Yes No
I have completed a referral for an SST (<i>if the student has failed two successive nine-week grading periods</i>).			Yes No

Please include pertinent documentation (e.g., copy of exams and/or tests, attendance record, parent and/or student conference notes, telephone notes, etc.)

Teacher Signature: _____

Date: _____

Appendix M: Teacher Acknowledgement

Clear Creek Independent School District Instructional, Grading, and Reporting Procedures Teacher Acknowledgement Form

My signature acknowledges that I have read the Instructional, Grading, and Reporting Procedures (EIA(REGULATION)) and will abide by the standards, policies, and procedures defined or referenced herein. I am aware that the Instructional, Grading, and Reporting Procedures EIA(REGULATION) is available to me online at the District's website located at www.ccisd.net.

I understand that changes in District policies may supersede, modify, or eliminate the information summarized in this regulation. As the District provides updated policy or procedures information, I accept responsibility for reading and abiding by the changes.

Print Name

Signature

Campus/Department

Date