



South Texas ISD

**Virtual
Academy**

GRADES 6-12

**2021-2022
Grading Guidelines
Virtual Instruction**

Virtual Academy Grading Guidelines

The campus and district shall establish instructional objectives that relate to the essential knowledge and skills for grade-level courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated campus and district objectives.

Course Outline

Each teacher shall submit a Course Outline for each course taught for the year or semester. The Course Outline will contain the following minimal elements:

1. The teacher's name, work telephone number, and conference times.
2. A brief statement of the purpose of the course and of its intended importance to the student and academic skills.
3. A brief overview of major goals & objectives of the course.
4. A description of how formative assessment (informal and formal) is incorporated into the class activities.
5. An overview of the projects to be assigned during the course.
6. Standardized grading procedures, including the weights for grade book categories. Late work grade penalties shall also be standardized by course.

The campus administration shall review the Course Outline for each course to be offered on a semester or yearly basis. A copy will be shared and reviewed with students. In addition, copies of the course outline are available for review on our campus website: virtualacademy.stisd.net

STISD Virtual Academy Student Grading Requirements

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

1. Reporting of student progress on progress/report cards shall be a numerical score between 0 and 100.
2. Grades of less than 70 on a report card may require a parent conference as well as required attendance for tutorials and other interventions.
3. Failure to maintain averages above 70 percent in core classes may result in student ineligibility to continue in a virtual setting. Students may be required to return to a campus where in-person instruction can be offered.
4. Makeup work due date(s) shall be established on an individual basis through conversation with the teacher, student, and parent. Reasonableness shall guide the makeup activity due

dates. Students absent for several days will have makeup work for several courses and may require additional time to complete required assignments.

5. Students shall receive credit for satisfactory makeup work after an unexcused absence. Teachers may impose a grade adjustment on the work made up by a student for an unexcused absence.
6. Students shall receive credit for satisfactory makeup work after an excused absence, including absences as a result of suspension. There shall be no grade penalty if the assignment is completed within the agreed upon time frame.
7. Report card grade changes, due to make up work, shall be completed prior to the end of the next report card grading period. The teacher shall complete a report card grade change form and submit it to the campus administration prior to the end of the next report card grading period.
8. Student contracts and other interventions impacting a report card grade shall be completed prior to the end of the next report card grading period. The teacher shall complete a report card grade change form and submit it to the campus administration prior to the end of the next report card grading period.

STISD Reteaching and Retesting Procedures

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

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

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

Retesting of skills not mastered shall be included in all formal and informal lesson planning for students who need re-evaluation of performance. Immediately after assessment reveals non-

mastery (Lower than 70%), reteaching shall occur. The proper use of formative assessment will dramatically reduce the need for reteaching and retesting.

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

Semester exams and nine-week exams do not require retesting.

Secondary Minimum Grade Requirements and Weights:

Subject	Grade Levels	Daily Grades 60%	Test Grades 40%
ELAR	6-12th	11	4
Math	6-12th	11	4
Science	6-12th	11	4
Social Studies	6-12th	11	4
PE	6-12th	11	4
Electives	6-12th	11	4
<ul style="list-style-type: none"> • All test grades shall be weighted equally under test grades except for semester assessments. • Semester Exams will account for 25% of semester grade and may not be retested. • Any grading period with less than 9 weeks may reduce the number of assessments and/or daily grade requirements by one. • The grade requirements listed are considered minimum requirements and may be exceeded. 			

Daily Grades include synchronous or asynchronous work such as quizzes, homework assignments, journals, student participation, and class assignments.

Test Grades may include major projects, research papers, unit exams, or similar assessments.

Credits for Courses

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

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

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

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

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

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

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

Asynchronous or Homework Guidelines

The following guidelines shall assist teachers in administering to students:

1. Teachers shall plan asynchronous work or homework carefully, rather than being a routine exercise.
2. Homework may be assigned during the school calendar weeks, excluding school holidays, semester exam weeks, and the week of state testing.
3. Asynchronous work or homework assignments must be clear to the student, including how the assigned material relates to instruction and the essential learning outcomes of the course.
4. Asynchronous work or homework assigned reinforces and extends student skills.
5. For every homework assignment, students shall receive timely and proper feedback.

Teachers must use good judgment in assigning homework so that students develop sufficient study habits and skills. Care must be exercised to prevent students from unreasonable work

demands. Emphasis shall be on the quality not the quantity of work; instructional rigor is reflective of carefully planned quality work rather than the quantity of work required.

Promotion

In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course- level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies. EIE (Local)

Grade-level advancement for students in grades 9–12 shall be earned by course credits. Students in grades 9–12 shall be classified by grade level according to the cumulative number of credits earned in state-approved courses at the beginning of each school year as indicated below:

Grade Level Number of Credits Needed [EIE Local]

Grade Level	Number of Credits Needed
9 th	0
10 th	7
11 th	13
12 th	20+

Academic Dishonesty

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgement of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. (Board Policy EIA Local)