

APPENDIX XI

Grading Guidelines—Administrative Procedure

**Hitchcock Independent School
District**

Administrative Procedure

**Grading
Guidelines**

Grades 1-2

GRADING SCALE & CONVERSION SCALE

Numerical Grades – A numerical grade must be given on the report card in grades 1-2 in all academic subject areas. Grades are reported in accordance with State law as follows:

NUMBER	LETTER EQUIVALENT	
90-100	A	Excellent Progress
80-89	B	Good Progress
70-79	C	Average Progress
69 or below	F	Failure
	I	Incomplete

Numerical grades are given for English/language arts, math, social studies, science, and spelling. English/language arts grades are composed of grades from these subjects: English grammar, reading, writing composition.

GRADING KEY

For physical education, art, music, and conduct/citizenship, the following grades will be earned:

Excellent (100 – 90)

Satisfactory (89 – 80)

Needs Improvement (79 – 70)

Unsatisfactory (69 or below)

GRADING PROCEDURES

The minimum grades per nine weeks will be: Two daily grades per week per subject for the nine-weeks grading period and a minimum of three assessments (test) per nine-week grading period (one every other week). *In elementary, some subjects (Science/Social Studies) are taught on a rotating basis. For these two subjects, a minimum of two grades per week for each subject taught will be the minimum number of grades.

Project grades, overall writing grades, and test grades may count as one grade. The teacher will inform the student and parents before the project or writing assignment begins or before material is taught when the assessment will count as two grades. Major projects and writing compositions may be graded by a rubric. The student will have the rubric prior to beginning the project. Several incremental grades may be taken on these assignments, as well as an overall grade.

Daily Grades/Quizzes/ Homework 75%

Test Grades 25%

Grade Promotion Standard (from Board Policy EIE)

GRAD ES PK- 2	In grades PK-2, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in English/Language Arts, and Mathematics. A failing student who attends summer classes and who passes the corresponding district test(s) may then advance to the next grade.
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MAKE-UP WORK

Students will be given 2 days for each absence to complete missed classroom assignments. Extenuating circumstances (for example, extended illnesses) will be taken into consideration by the teacher and principal when assigning due dates for make-up work assignments. Parents may request make-up work assignments to be picked up if the student is absent more than 2 consecutive days.

RE-TEACHING/RE-TESTING

Re-teaching shall occur if 25% or more of all students in the teacher's classroom do not demonstrate mastery on a test. The teacher shall provide, during class time, the opportunity for re-teaching and re-testing using full credit.

Individual students failing a unit or weekly test that counts as periodic mastery shall be re-taught and re-tested over those essential knowledge and skills. Re-teaching may be achieved in tutorial sessions, individualized programs, review sessions, and/or special remediation techniques. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections, or a formal test. A maximum grade of 70 shall be recorded for the retest. If the first test and the retest are both below 70, the higher of the two grades shall be recorded.

HOMEWORK

Homework is a necessary part of the instructional process that begins in the classroom, extends in the home, and provides a way for families to become aware of instructional programs and their child's educational program. Homework should be limited in nature and not be used to introduce new concepts; instead it should be used as independent practice for students and for test preparation. Completion of homework may be used as an assessment of the student's work ethic.

Students may occasionally have additional homework time assigned to them beyond the recommended amounts for their grade level due to work on special assignments, such as research papers, projects, or reports. Homework will be examined or corrected under the direction of the teacher.

Homework assignments should include practicing math facts, spelling words, and reading, which may include oral reading, home readers or accelerated reader books, depending on grade level.

LATE WORK

Late work will be accepted up to two days late, with a maximum grade of a 70 awarded.

EXTRA CREDIT

- All extra credit is to be academic.
- The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS.
- Extra credit may be offered at the discretion of the teacher.
- If extra credit is offered, it must be offered to all students in the class.
- Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
- Extra credit will count for no more than 5% of a student's total nine weeks grade.

POSTING GRADES

Teachers are required to post two grades per week in their online grade book.

GRADE/PROGRESS REPORTS

Grade reports shall be issued every 9 weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

Pre-Kindergarten and Kindergarten will not issue grades the first nine-week period. Instead, parent conferences (including telephone conferences) will be held to review skills and checklists. Progress reports will be issued to all students approximately every 3 weeks (between report card issuances). More frequent progress reports may be issued at the teacher's discretion; however, notice of a student's consistent unsatisfactory performance shall be issued in accordance with law.

Responsibility of Students

- Students will complete all assignments within the time limits given by the teacher.
- Students should evaluate their own work for accuracy and seek clarification as needed from the teacher.
- A student may be assigned to ISS for academic dishonesty, which includes plagiarism, cheating, unauthorized communication between students during an examination, copying the work of another or allowing others to copy work. In addition, academic dishonesty, plagiarism, cheating or copying will result in a grade of zero (0) and disciplinary action in accordance with the Student Code of Conduct.

CONFERENCES

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent, as needed.

HONOR ROLL

Students shall be awarded honor roll when they achieve grades of 80's and 90's on the nine weeks report card. In addition, all other grades must be either E or S including the conduct grade.

CONDUCT GRADES

Conduct grades indicate how well students are performing in classroom citizenship. Conduct grades 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 citizenship:

E	Excellent	The student has an excellent attitude, displays excellent work habits, is cooperative and observes school rules and regulations
S	Satisfactory	The student has a good attitude, is cooperative, and generally observes school rules and regulations
N	Needs to Improve	The student has a poor attitude, is at times uncooperative and at times disrupts class, and shows little respect for school and classroom rules and regulations.
U	Unsatisfactory	The student has a poor attitude and is uncooperative. The student disrupts class and shows little respect for school and classroom rules and regulations.

Grades 3-5

GRADING SCALE & CONVERSION SCALE

Numerical Grades – A numerical grade must be given on the report grade in grades 3 - 5 in all academic subject areas. Grades are reported in accordance with State law as follows:

NUMBER	LETTER EQUIVALENT	
90-100	A	Excellent Progress
80-89	B	Good Progress
70-79	C	Average Progress
69 or below	F	Failure
	I	Incomplete

GRADING KEY

Excellent (100 – 90)

Satisfactory (89 – 80)

Need Improvement (79 – 70)

Unsatisfactory (69 or below)

The above key is used for music, art, technology, band, and physical education. Numerical grades are given for reading, math, science, and social studies.

GRADING PROCEDURES

The minimum grades per nine weeks will be: Two daily grades per week per subject for the nine-weeks grading period and a minimum of three assessments (test) per nine-week grading period (one every other week).

Project grades, overall writing grades, and test grades may count as one grade. The teacher will inform the student and parents before the project or writing assignment begins or before material is taught when the assessment will count as two grades.

Daily Grades/Quizzes/ Homework 50%

Test Grades 50%

GRADE PROMOTION STANDARD

GRAD ES 3-5	In grades 3-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level STAAR standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading and mathematics. A failing student who attends summer classes and who passes the corresponding district test(s) may then advance to the next grade.
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MAKE-UP WORK

Students will be given 2 days for each absence to complete missed classroom assignments. Extenuating circumstances (for example, extended illnesses) will be taken into consideration by the teacher and principal when assigning due dates for make-up work assignments. Parents may request make-up work assignments to be picked up if the student is absent more than 2 consecutive days.

RE-TEACHING/RE-TESTING

Re-teaching shall occur if 25% or more of all students in the teacher's classroom do not demonstrate mastery on a test. The teacher shall provide, during class time, the opportunity for re-teaching and re-testing using full credit.

Individual students failing a unit or weekly test that counts as periodic mastery shall be re-taught and re-tested over those essential knowledge and skills. Re-teaching may be achieved in tutorial sessions, individualized programs, review sessions, and/or special remediation techniques. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections, or a formal test. A maximum grade of 70 shall be recorded for the retest. If the first test and the retest are both below 70, the higher of the two grades shall be recorded.

HOMEWORK

Homework is a necessary part of the instructional process that begins in the classroom, extends in the home, and provides a way for families to become aware of instructional programs and their child's educational program. Homework should be limited in nature and not be used to introduce new concepts; instead it should be used as independent practice for students and for test preparation. Completion of homework may be used as an assessment of the student's work ethic.

Students may occasionally have additional homework time assigned to them beyond the recommended amounts for their grade level due to work on special assignments, such as research papers, projects, or reports. Homework will be examined or corrected under the direction of the teacher.

Homework assignments should include practicing math facts, spelling words, and reading, which may include oral reading, home readers or accelerated reader books, depending on grade level.

LATE WORK

Late work will be accepted up to two days late, with a maximum grade of a 70 awarded.

EXTRA CREDIT

- All extra credit is to be academic.
- The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS.
- Extra credit may be offered at the discretion of the teacher.
- If extra credit is offered, it must be offered to all students in the class.
- Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
- Extra credit will count for no more than 5% of a student's total nine weeks grade.

Responsibility of Students

- Students will complete all assignments within the time limits given by the teacher.
- Students should evaluate their own work for accuracy and seek clarification as needed from the teacher.
- A student may be assigned to ISS for academic dishonesty, which includes plagiarism, cheating, unauthorized communication between students during an examination, copying the work of another or allowing others to copy work. In addition, academic dishonesty, plagiarism, cheating or copying will result in a grade of zero (0) and disciplinary action in accordance with the Student Code of Conduct.

POSTING GRADES

Teachers are required to post two grades per week in their online grade book.

GRADE/PROGRESS REPORTS

Grade reports shall be issued every nine weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

Progress reports will be issued to all students approximately every 3 weeks (between report card issuances). More frequent progress reports may be issued at the teacher's discretion; however, notice of a student's consistent unsatisfactory performance shall be issued in accordance with law.

CONFERENCES

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent, as needed.

HONOR ROLL

Students shall be awarded honor roll when they achieve grades of 80's and 90's on the nine weeks report card. In addition, all other grades must be either E or S including the conduct grade.

CONDUCT GRADES

Conduct grades indicate how well students are performing in classroom citizenship. Conduct grades 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 citizenship:

E	Excellent	The student has an excellent attitude, displays excellent work habits, is cooperative and observes school rules and regulations
S	Satisfactory	The student has a good attitude, is cooperative, and generally observes school rules and regulations
N	Needs to Improve	The student has a poor attitude, is at times uncooperative and at times disrupts class, and shows little respect for school and classroom rules and regulations.
U	Unsatisfactory	The student has a poor attitude and is uncooperative. The student disrupts class and shows little respect for school and classroom rules and regulations.

GRADES 6-8

GRADING SYSTEM

Grade Promotion Standard

GRAD ES 6-8	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 on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, mathematics, science, <i>and</i> social studies. A failing student who attends summer classes and who passes the corresponding district test(s) may then advance to the next grade.
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GRADING SCALE & CONVERSION SCALE

Numerical Grades – A numerical grade must be given on the report grade in grades 6 – 8 in all academic subject areas. Grades are reported in accordance with State law as follows:

NUMBER	LETTER EQUIVALENT	
90-100	A	Excellent Progress
80-89	B	Good Progress
70-79	C	Average Progress
69 or below	F	Failure
	I	Incomplete

Conduct Grades – Conduct grade indicates how well the student is performing in classroom citizenship. Conduct grades 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 citizenship:

E	Excellent	The student has an excellent attitude, displays excellent work habits, is cooperative and observes school rules and regulations.
S	Satisfactory	The student has a good attitude, is cooperative, and generally observes school rules and regulations.
N	Needs to Improve	The student has a poor attitude, is at times uncooperative and at times disrupts class, and shows little respect for school and classroom rules and regulations.
U	Unsatisfactory	The student has a poor attitude and is uncooperative. The student disrupts class and shows little respect for school and classroom rules and regulations.

MINIMUM NUMBER OF GRADES

Teachers are required to record at least two grades per week and record at least (18) grades each nine weeks grading period. A minimum of 18 grades shall be recorded as daily grades and a minimum of three shall be test/periodic mastery grades. (See definitions periodic mastery.)

GRADE CALCULATION PROCESS

Grades shall be determined by the following:

Nine Weeks Grade:

Daily/Quizzes/Homework	40%
Test Grades/Periodic Mastery	60%

Semester Grade:

Nine Week Averages	45%/45%
Semester Exams, if given	10% of Semester Grade

If no semester exam is given, nine weeks grades will each count equally.

ASSIGNING GRADES

Types of Assessment

Daily Grades - Ongoing evaluation shall include class work, quizzes, homework, and performance grades that evaluate a student's short-term mastery.

Tests/Periodic Mastery- Periodic mastery shall include major (unit) tests, projects, research papers, or major reports. Long-term projects (nine-week or semester assignments), such as research papers, special projects, and the like, shall be graded at various stages of completion (ongoing evaluation) rather than only given a grade for the final product. For grades on non-written work (projects, speech, oral presentations, performances, or group work), the teacher shall clearly define evaluative criteria (i.e., rubric) with students before the exercise.

EXTRA CREDIT

- All extra credit is to be academic.
- The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS.
- Extra credit may be offered at the discretion of the teacher.
- If extra credit is offered, it must be offered to all students in the class.
- Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
- Extra credit will count for no more than 5% of a student's total nine weeks grade.

HOMEWORK

Homework is an effective tool in developing good study habits. It is a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for families to become aware of the curriculum and their child's educational program. It should be purposeful and related to classroom experiences. Homework is assigned to increase learning time, to prepare for future discussions, and to practice concepts previously learned. Homework should never involve new concepts that have not been covered in class and should never be used as a disciplinary measure.

Homework is a contributing factor in learning, but shall not have equal weight with class work. It is recommended that the teacher not make a common practice of assigning homework over the weekend or holiday periods in order to preserve family time.

Homework shall be examined and corrected under the direction of the teacher. At times checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate.

In grades 6–8, the recommended amount assigned per night shall be 60 to 90 minutes. Teachers shall divide the homework time allotted for their particular subject area so as not to exceed the maximum number of minutes for their grade level. Students may occasionally have additional homework time assigned to them beyond the recommended amounts for their grade level due to work on special assignments, such as, research papers, projects, and reports.

CLASS WORK

Class work is a classroom assignment that can provide meaningful practice in a concept or skill that has been introduced. Class work or daily work is work that is done at school under the supervision of the teacher and is completed before the end of class; however, there could be occasions where homework is necessary to complete special projects, reports, and the like. Homework may then be a contributing factor to periodic mastery grades.

MAKE-UP WORK

Students shall be expected to make up assignments and tests after absences. It is the responsibility of the student to request make-up work after the absence. Work assigned when a student is present is usually due immediately upon return to the next scheduled class. For work assigned when a student is absent, one day is given for each day missed up to a maximum of five scheduled days, except for extenuating circumstances. The principal must approve all extenuating circumstances. Make-up work will be completed outside of class time or at the teacher's discretion. Students shall receive full credit for satisfactory make-up work after an excused absence. If students are aware of pending absences which will be a minimum of three (3) consecutive days, they may deliver a written request to the office twenty-four (24) in advance to request their assignments. This notice gives teachers and administrative staff the opportunity to prepare the assignment for pick up.

LATE WORK

Late work will be accepted up to two days late, with a maximum grade of a 70 awarded.

RE-TEACHING/RE-TESTING/RE-EVALUATING

Re-teaching shall occur if 25% or more of all students in the teacher's classroom do not demonstrate mastery on a test. The teacher shall provide, during class time, the opportunity for re-teaching and re-testing using full credit.

Individual students failing a unit or weekly test that counts as periodic mastery shall be re-taught and re-tested over those essential knowledge and skills. Re-teaching may be achieved in tutorial sessions, individualized programs, review sessions, and/or special remediation techniques. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections, or a formal test. A maximum grade of 70 shall be recorded for the retest. If the first test and the retest are both below 70, the higher of the two grades shall be recorded.

TESTING

Subject area tests/examinations (not daily quizzes) are used as tools to evaluate a student's long-term mastery of an objective, skill, or subject. Either teacher-made or commercially purchased, tests are periodic evaluations of a student's learning. When students are given an assignment to study for a subject area test, this test preparation will count as time allotted for homework for that

particular class/subject area. Major tests will be scheduled at least a week in advance, and teachers will provide review opportunities through note taking, class discussions, study guides and/or reviews. A testing schedule will be followed in all core subject area classes. Each teacher will adhere to the test schedule. The principal must approve any variance from the test schedule in advance.

ACADEMIC DISHONESTY

Responsibility of Students

- Students will complete all assignments within the time limits given by the teacher.
- Students should evaluate their own work for accuracy and seek clarification as needed from the teacher.
- A student may be assigned to ISS for academic dishonesty, which includes plagiarism, cheating, unauthorized communication between students during an examination, copying the work of another or allowing others to copy work. In addition, academic dishonesty, plagiarism, cheating or copying will result in a grade of zero (0) and disciplinary action in accordance with the Student Code of Conduct.

PROGRESS REPORTS

Progress Reporting

Grade reports shall be issued every three weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

In grades 6-8, progress reports will be issued to all students approximately every 3 weeks (between report card issuances). More frequent progress reports may be issued at the teacher's discretion; however, notice of a student's consistent unsatisfactory performance shall be issued in accordance with law.

CONFERENCES

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

Grades 9-12

AWARDING CLASS CREDIT

Mastery of Objectives

Student's academic achievement shall be based upon the degree of mastery of the District's course objectives, which reflect the Texas Essential Knowledge and Skills. (TEKS)

Minimum Standards

Student Requirements

Credits in the class will be awarded at the end of each semester. All the following criteria must be met.

- Semester grades may stand independently; or semester grades may be averaged and if the average of the two semesters equals a grade of 70 or higher, then the student will receive credit for both semesters.
- Students who repeat any semester of a yearlong course must make a grade of 70 or higher. A repeated semester grade stands alone and will not be averaged with any other semester grade.
- The student has a 90 % attendance in the class during the semester.
- Grades for semester courses will stand independently. Students must earn a grade of 70 or higher.

Grade-Level Advancement

GRADE-LEVEL ADVANCEMENT		Grade-level advancement shall be determined according to the number of credits earned each school year.					
Total Credits	Classification						
6	Sophomore						
12.5	Junior						
19	Senior						

Teacher Procedures

- The grades the student earns shall be recorded in the teacher's online grade book weekly.
- The student has a 90 % attendance in the class during the semester.
- Progress report grades will indicate actual grades earned.

Assigning Grades

Assessment

Responsibility of Teachers

- Only teachers will record grades for assignments.
- All records of grades and assessments become a part of the confidential record for the assessment of student performance.

- Teachers should inform students of content covered on assessments prior to the assessments.
- Teachers should return all graded papers and/or allow students to view work within a time frame that will benefit the student.
- Teachers are required to have a minimum of at least two (2) recorded grades per week (daily grades).
- Teachers are required to have a minimum of three (3) test grades/periodic mastery grades recorded per nine weeks.
- Per policy EIA (LOCAL), grades shall not be increased or reduced for participation or lack of participation in any extracurricular activity.
- Teachers will provide students with a rubric for long-term projects/alternative assessments.

Responsibility of Students

- Students will complete all assignments within the time limits given by the teacher.
- Students should evaluate their own work for accuracy and seek clarification as needed from the teacher.
- A student may be assigned to ISS for academic dishonesty, which includes plagiarism, cheating, unauthorized communication between students during an examination, copying the work of another or allowing others to copy work. In addition, academic dishonesty, plagiarism, cheating or copying will result in a grade of zero (0) and disciplinary action in accordance with the Student Code of Conduct.

Types of Assessment

Nine-week grades shall be determined by daily grades and tests/periodic mastery. Daily grades shall include daily grades, quizzes, homework, and performance grades that evaluate a student's short-term mastery of an objective or a skill. Tests/Periodic mastery shall include major (unit) tests, projects, research papers, major reports, or some laboratory assignments that evaluate a student's long-term mastery of an objective, skill or subject. Long-term projects such as research papers, special projects, and the like shall be graded at various stages of completion (daily grades) rather than only given a grade for a final product.

Daily Work

- 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 can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents to become aware of the instructional program and their child's educational program.
- Homework should never be used as a disciplinary measure but should be used to enrich and strengthen classroom experiences.
- Homework should not be used to introduce new concepts; instead, it should be used as independent practice for students and for test preparation. Occasionally homework assignments may be used for discovery type learning.
- Homework shall be examined and corrected under the direction of the teacher.

- Pre-reading of text and/or novels may be necessary to prepare for classroom instruction.
- It is recommended the teacher not make a common practice of assigning double or triple homework to students over the weekend or holiday periods—in order to preserve family time for students and their families.
- The recommended maximum amount of homework assigned per night shall be 60 – 120 minutes for high school students. Teachers shall divide the homework time allotted to them for their particular subject area assignments so as not to exceed the maximum number of minutes.
- Students may occasionally have additional homework time assigned to them beyond the recommended amounts due to work on special assignments, such as research papers, projects or reports and the like; homework may then be a contributing factor to periodic mastery grades.

Quizzes

Quizzes are short assessments designed by a teacher to evaluate a student's ongoing level of understanding and progress towards unit objectives.

Quizzes do not have to be scheduled in advance. (This may include vocabulary quizzes.)

Periodic Mastery

Examinations (Tests)

- Examinations are assessments designed to measure a student's successful attainment of the TEKS as expressed in the curriculum objectives. Examinations/tests (not daily quizzes) are used as tools to evaluate a student's long-term mastery of an objective, skill, or subject.
- Major examinations or tests are considered to be chapter, unit concepts, or cumulative tests.
- When students are given an assignment to study for a subject area test, this test preparation will count as time allotted for homework for that particular class/subject area.
- Major tests are intended to take more than 30 minutes to complete.

Alternative Assessments

- Alternative assessments should be meaningful measures of real world tasks.
- The performance/product is the goal of instruction.
- This type of assessment often requires analyzing a task, developing a plan of action, gathering information, selecting the relevant information, and presenting appropriate information.
- The method of presentation/product should be designed by the teacher, based on the subject area and content objectives. Teachers will provide students with a rubric for alternative assessments.
- Alternative assessments may be substituted for quizzes or daily grades in any subject or for major tests in non-STAAR subjects.

Term Papers/ Projects

- Term papers or projects are lengthy class work and/or homework assignments that may take up to several weeks for a student or group of students to complete.
- Teachers may assign term papers or projects to an individual or to a group of students as determined by the teacher.
- Teachers will inform students of the term paper/project grading guidelines or rubric well in advance of the due date.

- Term papers or projects assigned over a lengthy period are due on or before the due date. Students, who are absent on the due date, including school business absences, must meet the deadline.
- 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 proportionate to his/her participation.

Semester Exams

- Semester exams should be representative of the entire semester's work and may include STAAR test prep questions. Final exam schedules will be available on the website one month prior to the end of the semester.
- Any exceptions to this policy should be made at the department level and with principal approval.
- **Semester Exams will not be given early.** Students who miss semester exams due to absences must make arrangements with teachers to take exams within a two-week period. The student's grade on the semester exam will be reported as a zero, until the exam is completed.
- Students may qualify for Fall and Spring Semester Exam Exemptions if they satisfy all the requirements as listed below:

Exemptions for Final Exams

- A student in grades 9-12 shall be exempt from the semester exam in any course under the following conditions:
 - A student shall be exempt if he or she has a semester grade of at least 75 with three (3) or fewer absences.
 - The student shall have no discipline referrals in any class resulting in Saturday school or a more serious consequence.
 - For purposes of exam exemptions, 3 tardies shall equal one day allowed for absences.
- Students exempted from a final exam may choose to take the final exam in order to improve their average and class ranking.
- Note: College visits and medically excused days will not count as absences. The student must attend school for part of the day to be considered medically excused. A permission form must be obtained, before the college visit, from the counselor, signed by the teacher, parent, and the student, and returned to the counselor at least one week before the visit. Without proper documentation and prior approval, the absence will count against the exemption.

Weighting of Assessments

Grading Categories

Nine Weeks Average

- Tests/Periodic Mastery 60%
- Major Grades
- Alternative Assessments (non-STAAR subjects)
- Examinations
- Major Products
- Major Projects
- Term papers
- Research papers or Projects

Ongoing Mastery 40%

- Daily Work
- Class Work
- Homework
- Notebooks
- Timed Writings
- Quizzes
- Labs
- (In the event that a cooperative program is offered, the employer evaluation may reflect 25 – 50 % of the grade)

Semester Averages

1 st Nine Weeks	42%
2 nd Nine Weeks	42%
Semester Exam	16%

In the event of semester exam exemptions, the average of the three nine-week grades will be the semester grade.

Conversion Scales (Academic/Honors)

Conversion scales are used when students transfer into the District with a numerical grade for which the District assigns a letter grade.

The following scale identifies the correlation between numerical and letter grades on the District level:

90	-	100	A
80	-	89	B
70	-	79	C
69 and Below			F

The following conversion scale shall be used when a student transfers with letter grades that include pluses and minuses.

98	-	A+	77-79	-	C+
95	-	A	73-76	-	C
92	-	A-	70-72	-	C-
88	-	B+	69 & below		F
85	-	B			
82	-	B-			

Transfers with the following letter grades will be converted as outlined below.

98	-	E+	78	-	S
93	-	E	75	-	S-
88	-	E-	72	-	N
83	-	S+	50	-	U

Any other transfer grades that come into the district will be given to the counselors and principal to determine a conversion scale appropriate for the transfer grade(s).

NCAA – For the purposes of NCAA grade point assessment the high school reports grades numerically as follows in the conversion table:

90-100	A
80-89	B
70-79	C
69 and below	F

Converting Dual Credit Letter Grades to Number Grades—Hitchcock High School

(Effective with the 2021-2022 school year)

College of the Mainland will report numeric grades for students of Hitchcock High School eliminating the need for grade conversion.

University Interscholastic League (U.I.L.) Eligibility

(Refer to UIL website – <http://www.utexas.edu/admin/uil/admin/side/acad.html>)

A student who receives at the end of any grading period (after the first nine weeks of the school year) a grade below 70 in any class (other than an identified advanced/dual credit class) or a student with a disability who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extra-curricular activities for at least three school weeks. Students earning a grade of below 70, but not less than 60 in ANY “advanced”/ “dual credit” course may be eligible to participate in extracurricular activities, provided all other courses are passed. Tutorials will be mandatory for those students earning a grade of below 70. An ineligible student may continue to practice or rehearse. The student regains eligibility when the sponsor and/or supervisor determines if he or she has: (1) earned a passing grade (70 or above) in all classes, other than those that are advanced, and (2) completed the three school weeks of ineligibility.

All schools must check grades for all participants at the end of the first nine weeks of the school year. From that point, grades are checked at the end of the grading period whether it is nine, nine, or twelve weeks in length. Students who pass remain eligible until the end of the next grading period.

All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three-week school evaluation periods for ineligible students.

Re-teaching/Re-testing/ Re-evaluation

Re-teaching

Re-teaching shall occur if the concept taught and tested for tests/periodic mastery of the essential knowledge and skills or is a prerequisite for future learning, and if 25 percent or more of the students in a single preparation per teacher do not demonstrate mastery of the TEKS on a test. **The teacher shall provide**, during class time, the opportunity for **re-teaching and re-testing** using different methods of instruction, to the students not demonstrating mastery.

Re-testing (Individual)

- A re-testing/re-evaluation opportunity shall be offered to all students once per each nine-week grading period in each subject area to students who earn a failing grade (below 70) on any test/periodic mastery exam. Students may choose which exams to request a re-test/re-evaluation, but must do so within one week after the test has been returned or viewed. An individual may be required to attend one tutorial prior to re-testing.

- Re-testing/re-evaluation may include, but is not limited to: oral examination, test corrections, or a formal test.
- A re-test must cover the same essential knowledge and skills and must be of the same difficulty as the original test.
- A student must score at least 70 percent on the re-test/re-evaluation to demonstrate mastery of the essential knowledge and skills. A grade of 70 is the maximum grade that may be earned on the re-test/re/evaluation and shall be recorded to designate that mastery.
- If a student fails to demonstrate mastery on the re-test/re-evaluation, the higher of the two grades shall be recorded.

Re-Evaluation (Group or Class)

If 25% or more of all the students in a single preparation per teacher do not demonstrate mastery, the teacher shall provide the opportunity for re-testing for full credit to all students during class time.

Non – Written Work

For grades on non-written work (projects, speeches, oral presentations/performances, individual performances, group work) the teacher shall share clearly defined evaluative criteria (example, rubric/point system) with students before the exercise. These criteria shall serve as documentation that is essential in a parent conference.

Make-up Work

Make-up work is available to any student who has been absent. Students are responsible for asking teachers for make-up work upon returning to class. The student is allowed the same number of days to complete the make-up work as the actual absence, plus one day. (Teachers may choose to extend the due dates in extreme circumstances.)

Students are expected to make-up assignments and tests after absences. Make-up work will be completed outside of class time or at the teacher's discretion. Students shall receive credit for satisfactory make-up work after an absence, and they will receive a zero for any assignment or test not made up within the allotted time.

Any student absent because of suspension is responsible for asking teachers for make-up work upon returning to class. The student is allowed the same number of days to complete the make-up work as the actual suspension, plus one day. If a student fails to turn in work, the grade will result in a zero.

Make-up work, including tests, may be of an altered version to assess what the student has learned. The work should be of the same difficulty level as the originally assigned work and assess the same knowledge and skills.

Late Work

Late work will be accepted up to two days late, with a maximum grade of a 70 awarded.

All grades must be finalized by the end of each semester.

Incomplete Grades

A student receiving an incomplete for a grading period has two (2) weeks to convert the incomplete grade to an earned grade. In unusual cases where the student has missed a large quantity of work, the time may be extended. In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work. Incomplete grades will keep a student from participating in UIL. (Refer to Section IV. University Interscholastic League). Therefore, incomplete grades will only be given for extenuating circumstances.

Communication

Parent-Teacher Conferences

The state and district requires each teacher to notify parents 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.

Progress Reports

- Progress reports will be given every three weeks. [See reporting grades calendar]
- It is the student's responsibility to deliver the progress report to the parent or guardian. The parent/guardian is encouraged to contact the teacher regarding a student's progress.

Tutorials

The purpose of tutorials is to provide assistance for all students. While certain sessions may be limited to those students who are failing the course, it is also important to provide ample opportunity for all students to receive help outside of class time. All teachers are to be available for tutorials two times per week.

- Each teacher must offer at least two tutorial sessions per week for the purpose of providing assistance to students, with at least one being offered in the morning.
- Attendance at tutorials is voluntary and is not limited to those students having academic difficulty.
- Teacher will keep a log of students attending tutorials.

Class Ranking Charts

Class Rank

Students' semester grades are converted to the appropriate GPA scale, then averaged to obtain each student's GPA. The GPAs are sorted highest to lowest to determine class ranks.

- Honors (H)—Courses offered by the District to challenge students. These courses are more rigorous, and carry a higher grade point value than regular academic classes.
- Dual Credit (D)—College level courses taken to earn both high school and college credit. Several conditions must be met to participate in dual credit courses. They include, but are not limited to, classification as a high school junior, passing scores on State mandated grade level tests and community college entrance exam, recommendations from teachers, and parent and counselor approval.

Academic—The group of courses which includes all state-approved courses excluding the courses listed above.

Valedictorian and Salutatorian. The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must:

- a. Have completed four years at the District high school.
- b. Have completed the Advanced/Distinguished Achievement Program for graduation.

Breaking Ties. In case of a tie in weighted GPAs after calculation to the thousandths place, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:

1. Count the number of dual credit, honors, and collegiate HS courses taken by each student involved in the tie.

2. Calculate a weighted GPA using only eligible grades in dual credit, honors, and collegiate HS courses taken by each student involved in the tie.
3. Calculate a weighted GPA using only eligible grades earned in English, mathematics, science, social studies, and languages other than English taken by each student involved in the tie.
4. Compare Scholastic Aptitude Test scores (SAT).

[For further information, see policy EIC.]

High-Ranking Student from the Recommended Graduation Plan

A District high-ranking student shall be chosen from the Recommended Graduation Program at the completion of all required credits on the basis of grades earned in all high school courses with at least the last two years of coursework having been completed at the District high school.

Honor Students

All graduating seniors with a GPA of 3.0 or above and graduating under the Distinguished Achievement or Recommended Graduation Program shall be named Honor Graduates. Early graduates or mid-term graduates are eligible for honor student status.

All Senior Students

All graduating senior shall be ranked according to their GPA from all high school courses at the end of the fourth nine-weeks of the senior year.

Any course from which a student has withdrawn, but in which he or she has received a semester grade, shall be counted. All two-or three-credit courses shall be counted—two or three times.

Early Graduates

Students who elect to graduate early may be considered for honor student status.

The overall average shall be compiled at the end of the fourth nine-week grading period of the student's junior year if they have made formal application and have been approved by the principal to participate in the graduation program.

A student wishing to graduate in fewer than four years shall notify the counselor's office in order to receive counseling regarding requirements and schedules. Written parental approval must be submitted with the notification.

Students will receive a diploma. Early graduate students may participate in the graduation ceremonies at the end of the year.

Grade Point Averages

Grade point averages (GPAs) shall include all required high school courses, with the exception of correspondence credit and credit by examination (with or without prior instruction).

Transfer Students

A student who transfers into the District high school with higher-level course credits shall receive similar credits counted toward the GPA according to the list of higher-level courses offered in the District and the grade point scale used for credit earned in the District.

CONSISTENT APPLICATION FOR GRADUATING CLASS

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

CALCULATION

The District shall include in the calculation of class rank grades earned in high school credit courses taken at any grade level, unless excluded below.

The calculation shall include failing grades.

EXCLUSIONS

The calculation of class rank shall exclude grades earned in courses in which credit was earned outside the regular school year.

WEIGHTED GRADE SYSTEM

CATEGORIES

The District shall categorize and weight eligible courses as Dual Credit, Honors/Collegiate, and Academic in accordance with provisions of this policy and as designated in appropriate District publications.

DUAL CREDIT

Eligible dual credit shall be categorized and weighted as Dual Credit.

HONORS/

COLLEGIATE

Eligible courses locally designated as honors or collegiate shall be categorized and weighted as Honors/Collegiate.

ACADEMIC

All other eligible courses shall be categorized and weighted as Academic courses

WEIGHTED

GRADE POINT

AVERAGE

The District shall convert semester grades earned in eligible courses and to grade points in accordance with the following chart and shall calculate a weighted grade point average (GPA):

Grade	Dual Credit	Honors/ Collegiate	Academic
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100	5.0	4.5	4.0
99	4.9	4.4	3.9
98	4.8	4.3	3.8
97	4.7	4.2	3.7
96	4.6	4.1	3.6
95	4.5	4.0	3.5
94	4.4	3.9	3.4
93	4.3	3.8	3.3
92	4.2	3.7	3.2
91	4.1	3.6	3.1
90	4.0	3.5	3.0
89	3.9	3.4	2.9
88	3.8	3.3	2.8
87	3.7	3.2	2.7
86	3.6	3.1	2.6
85	3.5	3.0	2.5
84	3.4	2.9	2.4
83	3.3	2.8	2.3
82	3.2	2.7	2.2
81	3.1	2.6	2.1
80	3.0	2.5	2.0
79	2.9	2.4	1.9
78	2.8	2.3	1.8
77	2.7	2.2	1.7

76	2.6	2.1	1.6
75	2.5	2.0	1.5
74	2.4	1.9	1.4
73	2.3	1.8	1.3
72	2.2	1.7	1.2
71	2.1	1.6	1.1
70	2.0	1.5	1.0
Below 70	0	0	0

TRANSFERRED GRADES

When a student transfers semester grades for courses that would be eligible under the Academic category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District only if an equivalent course is offered to the same class of students in the District.

LOCAL GRADUATION HONORS

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation two weeks prior to graduation.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law. [See EIC(LEGAL)]

CLASS	2021-2022 COST TO STUDENT				
	TUITION PER SEMESTER	BOOKS	SUPPLIES	LICENSE	COST TO BE PAID BY STUDENT
DUAL CREDIT/CTE					
Orientation to Cosmetology Artistry of Hair, Theory & Practice	\$200	\$237	\$875	\$20	\$220
Introduction to Welding Fundamentals	\$200	\$284	\$350	\$0	\$150
DUAL CREDIT					
2 Approved dual credit courses at College of the Mainland per semester	\$200 per semester	additional costs to be paid/supplied by HISD			\$50 per semester for 2 courses
COLLEGIATE HIGH SCHOOL	TUITION PER SEMESTER	BOOKS	SUPPLIES	LICENSE	COST TO BE PAID BY STUDENT
12 Hours	\$2,700 Annually	additional costs to be paid/supplied by HISD			\$200

Current Student cap - 20 students

(COM has local industry partnerships that will subsidize students that qualify for free/reduced lunch reducing the costs to \$266 per student.)