

ACADEMIC ACHIEVEMENT

INSTRUCTIONAL GRADING AND REPORTING PLAN

PHILOSOPHY

Teachers concentrate instruction on Texas Essential Knowledge and Skills (TEKS), enrichment objectives, and District Profile of a Graduate's 21st Century Skills. The teachers of the District will teach/reteach the required TEKS so that students attain the highest level of achievement commensurate with their ability.

Grading is the process teachers use to measure student progress towards mastery of grade level TEKS and skills. The grading process includes specific, valid, clear, and timely feedback that provides students with learning tools to facilitate improved outcomes towards mastery of academic goals.

Grade reporting is a transparent and criterion referenced process that teachers use to communicate to parents/guardians and students about the progress towards mastery of content and skills. Grade reporting includes formal measures such as report cards, progress reports, conferences, and standards-based checklists. Grade reporting also includes informal measures through notes, conversations, and emails.

KISD will utilize an ongoing assessment process to determine which students are in need of remediation (reteaching and acceleration). The use of benchmark tests, teacher-developed tests, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives and need additional support. Parents/guardians will be notified of intervention activities.

**MASTERY OF
TEKS**

Student academic achievement measures shall be based on degree of mastery of the TEKS, dual credit requirements, or Advanced Placement (AP) College Board requirements for the applicable grade level subject or course.

Reteaching opportunities and allowing students to redo both assignments and assessments for particularly important standards and outcomes is highly effective. Reteaching concepts and skills until the student meets high expectations demands more from students and teachers than letting students take a failing grade, but it also results in far more learning.

Reteaching is an essential part of instruction that promotes student learning and motivation. Teachers should continuously monitor the progress of students to make sure concepts and skills are mastered. When teachers identify students who have not understood the concepts presented, either by formal or informal assessments, they should then select reteaching activities that present the content in a new or different way. Reteaching may

take varying formats across different subject areas and for different student needs.

Required Reteach

A) If 25% or more of the students in a single preparation per teacher do not demonstrate mastery of the TEKS on a classroom test, the teacher will provide the opportunity for reteaching and retesting. These opportunities will be provided during class time using different methods of instruction. This requirement does not apply to semester exams or “benchmark tests.” Courses governed by College Board or institutions of higher education may be subject to other requirements. Teachers of courses governed by College Board or institutions of higher education will submit reteach guidelines to campus principal for approval.

B) Students with three or more zeroes on assignments over the assessed material may be excluded from the calculation of the 25%. Extenuating circumstances may be taken into consideration.

C) Reteaching and/or retesting is not required when students receive major grades for products that result from an extended process, such as research papers, projects, and practical science labs.

D) Reteaching and/or retesting is not required when a student:

- Cheats
- Refuses to complete and submit class work or homework assignments.
- Habitually fails major tests on the first attempt and does not take advantage of reteaching opportunities, student-teacher conferences, and/or parent-teacher conferences.

Grading as Communication

Teachers will keep electronic grade book current and grades will be posted to the grade book within one calendar week of receiving the assignment. Projects may assess multiple learning standards and therefore, more than one grade may be recorded for a project (based on the scoring rubric). The first week of school and state testing weeks are allowable exceptions.

PRE-K AND KINDERGARTEN through GRADE 2

For pre-kindergarten through second grade, teachers will use a checklist to determine progress and to communicate the level of mastery towards the pre-kindergarten standards and Texas Essential Knowledge and Skills (TEKS). The standards-based report card is designed to give parents, teachers, and students a clear picture of academic strengths and areas for improvement.

In kindergarten through second grade, students are evaluated using the following success indicators as a way to communicate mastery of the TEKS:

Success Indicators	
1	Does not meet expected learning – needs support and practice
2	Beginning knowledge – needs support and practice
3	Demonstrates appropriate development
4	Consistently and independently meets grade level expectations

GRADING
PROCEDURES
(GRADES 3-5)

For grades 3-5, numerical scores shall be established for English Language Arts/Reading, mathematics, science, and social studies. Scores of S, N, and U may be used for health, fine arts, and physical education based on the degree of mastery of the TEK for the content area.

A) Grade Conversion Scale

90 - 100 = A

80 - 89 = B

70 - 79 = C

69 – below = actual number earned.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student’s performance indicates the level of mastery of the designated district objectives. The student’s mastery level shall be a major factor in determining the grade for a subject or course.

In grades Pre-K through fifth grade, where S, N, and U are given, the following conversions will be used:

S – Satisfaction

N – Needs Improvement

U – Unsatisfactory

B) Grades shall not be reported on the grade card in excess of 100.

C) A minimum of 10 grades in language arts/reading combined and 10 grades in math per six-weeks is required. This also applies to science in fourth and fifth grades. A minimum of five grades per six weeks must be recorded in all other subjects.

D) Teachers shall clearly communicate classroom grading procedures to students and parents at the beginning of the school year.

E) Tested material not mastered is retaught and retested at least once.

In third grade, both grades will be recorded and averaged in the six weeks. In fourth and fifth grade, if the student scored at least a 70 on the retest, the failing test grade will be replaced with a maximum test score of 70.

F) When a student receives a failing grade on a report card, a written request for a parent conference must be issued by the teacher.

G) Weights are not assigned to grades in elementary school.

H) Diagnostic benchmarks are administered to provide data on TEKS mastery toward STAAR preparation and to determine differentiated interventions that meet student needs. Diagnostic benchmark scores are not be used in calculating student grades.

GRADING
PROCEDURES
(GRADES 6-12)

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated district objectives. The student's mastery level shall be a major factor in determining the grade for a subject or course. The primary purpose of grading is to communicate the academic achievement status of students to the students, their families, employers, and postsecondary institutions.

A) When letter grades are transferred from out-of-district at grades 6-12, the following conversion table shall be in effect:

A+ = 98	A = 95	A- = 92
B+ = 88	B = 85	B- = 82
C+ = 79	C = 77	C- = 75
D+ = 72	D = 71	D- = 70

B) The semester grade will be derived by averaging equally the three six - weeks grades. When an exam grade is applicable, the semester exam grade will be included in semester grade average. The semester exam grade weight will carry less weight than a full six weeks.

C) Students shall demonstrate $\geq 70\%$ mastery of the course content and TEKS to receive a passing grade in the course. Demonstration may include assessments, class assignments, homework or other enrichment activities.

D) Teachers shall clearly communicate classroom grading procedures to students and parents at the beginning of each course. Teachers will keep electronic grade book current and grades will be posted to the grade book within a calendar week of receiving the assignment from the original assignment due date. Efforts will be made to balance out the number of major and minor grades throughout each the marking period.

E) It is recommended that essay and problem-solving questions that test higher order thinking skills be included in major assessments. No single grade can count more than 25% of the 6-week average. A minimum of 3 major and 6 minor assignments is required for each grading period.

F) In grades 3-8, report card grades shall not exceed 100.

G) Major and minor grade weights for courses in grades 6-8 are weighted equally. Fifty percent of the overall 6th weeks grades will be derived from minor grades. No single grade will exceed 25% of the six weeks average. A minimum of 3 major and 6 minor grades is required for each grading period.

H) Major and minor grade weights for academic level courses in grades 9-12 are weighted equally. Major and minor grade weights for Pre-Advanced Placement, Advanced Placement, and Dual courses are derived from a combination of weighted major grades (60%) and minor grades (40%). No single grade will exceed 25% of the six weeks average. A minimum of 3 major and 6 minor grades is required for each grading period.

I) Diagnostic benchmarks are administered to provide data on TEKS mastery or mastery of AP College Board standards. Each campus department team will determine the grade requirements for the diagnostic assessment and will submit the plan to the principal for approval. While a benchmark may assess all state objectives, items not addressed in the scope and sequence are removed from the recorded student grade.

HOMEWORK

(Homework is defined as any assignment with the intent to be completed outside of the class period.)

RATIONALE

The purpose of homework will be clear to students, and the assignments should be motivating to them. Homework should have a definite positive influence on a student's achievement. It should be supportive of classroom activities in that it:

1. Reinforces skills and concepts being taught at school;
2. Utilizes reading assignments to prepare for future lessons;
3. Develops student responsibility and learning independence; and/or
4. Develops research skills.

Lastly, it should indirectly be supportive in teaching responsibility and good study habits. Parents are encouraged to become involved in helping their students develop these good study habits.

GUIDELINES

1. Homework shall not be assigned as punishment.
2. Once a concept or skill has been taught and the teacher has checked understanding, homework assignments that provide additional practice are appropriate.
3. Teachers should consider co-curricular activities, school night programs, standardized testing, and major exams when scheduling tests and assignments.
4. In certain instances, enrichment activities may be assigned as homework prior to a particular concept being covered in class. Teachers will exercise discretion in grading such assignments.
5. No student should fail a grading period solely on the basis of homework related grades.

HOMEWORK TIME ALLOTMENT

RATIONALE

The following maximum time allotment guidelines will be considered to avoid overburdening students with homework on any given night. However, students who do not use study time wisely may consistently exceed the following time allotment guidelines. A parent-teacher conference is advised when this occurs.

ELEMENTARY

Kinder	10 minutes per night
1 st grade	15 minutes per night
2 nd grade	25 minutes per night
3 rd grade	35 minutes per night
4 th grade	40 minutes per night
5 th grade	50 minutes per night

(All of the above times are subject to an additional 15 minutes of optional reading time at the discretion of the teacher.)

GRADES 6 - 8

Teachers collaborate to schedule assignments, projects, and tests to ensure that homework does not exceed 15 minutes per night, per subject. Homework should not exceed 75 minutes per night.

GRADES 9-12

Each course may assign up to 30 minutes of outside classwork or studying each night. College Board and Dual Credit courses may require additional reading, assignments, or project related activities beyond 30 minutes per night.

RETENTION & PROMOTION

PHILOSOPHY

Students will be promoted on the basis of mastery of objectives and academic achievement. The District shall establish a procedure to ensure that all students, except handicapped students whose individual instruction plan (IEP) provides for alternative achievement standards, demonstrate an acceptable mastery level of the TEKS sufficient for successful performance at the next subject or grade level as a prerequisite to a grade of 70 or above.

Teachers will teach, reteach, and enrich according to individual needs and abilities.

All students in all grade levels - Promotion must be based on a variety of criteria, not solely on STAAR:

- Teacher considerations
- Student performance on state assessments
- Student's grades in the course
- Additional academic information determined by the district

ACCELERATED LEARNING COMMITTEES

Students in grades 3, 5, and 8 must demonstrate proficiency by meeting the passing standards on the appropriate reading or math assessment instrument or on a state-approved alternate assessment. A student who does not demonstrate proficiency will follow an Accelerated Learning Plan (ALP) created by the Accelerated Learning Committee (ALC). The plan will be monitored by the ALC throughout the school year.

KINDERGARTEN through GRADE 2

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. Promotion, acceleration, and grade-level advanced shall be based on mastery of the grade level standards. The classroom teacher shall monitor and evaluate the progress of a student and shall exert every effort to ensure the student's progress.

70% mastery of the TEKS for independent performance, measured on a standards-based report card at a level of 3 or greater, indicates grade level performance. A standards-based report card grade average of a 1 or 2 for Math and/or Reading-Language Arts indicates that grade level mastery of the standards was not obtained.

In an occasion where a student is considered for retention – whether by teacher recommendation or parent request – a Grade Placement Committee (GPC) comprised of the parent/guardian, teacher, and principal will be convened to review all available relevant information concerning the student and his/her demonstrated mastery of the curriculum.

GRADES 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 standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts/reading, mathematics, science, and social studies.

Children inappropriately placed at their grade level may be placed according to the discretion of the principal and teacher.

GRADES 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/reading and mathematics and in either science or social studies.

GRADES 9-12

Grade-level advancement for students in grades 9-12 shall be earned by course credits. Changes in grade-level classification shall be made at the beginning of each fall semester.

Foundation with Endorsement Plan

9 th	0 - 6 credits
10 th	6.5 – 12.5 credits
11 th	13 – 19 credits
12 th	≥ 19.5 credits

Foundation Plan

9 th	0 – 5 credits
10 th	5.5 – 11 credits
11 th	11.5 – 16.0 credits
12 th	≥ 16.5 credits

The District shall award credit proportionally for two semester courses. For a two semester course, both semesters will be averaged to determine full credit. If the final average of both semesters is a 70 or greater on a scale of 100, the student will receive credit for both semesters.

Students who fail both semesters (*a failing grade of 69 or below each semester*) will not be able to use summer school credit recovery grades to average with the other failing semester grades for full credit.

SB 1697

SB 1697 established new Texas Education Code (TEC), §28.02124, Parental Option for Student Retention, which allows parents or guardians to opt to have their child:

- repeat prekindergarten;
- enroll in prekindergarten if the child was eligible to enroll in prekindergarten in the previous school year, under TEC, §29.153(b), and has not yet enrolled in kindergarten;
- enroll in kindergarten if the child would have enrolled in kindergarten in the previous school year and has not yet enrolled in first grade;
- for grades one through three, repeat the grade the student was enrolled in the previous school year;
- for grades four through eight, repeat the grade the student was enrolled in during the 2020-2021 school year; and
- for courses taken for high school credit, repeat any course in which the student was enrolled during the 2020-2021 school year.

A student who receives a passing grade or who earns credit for a high school course must retain the original grade or award of credit when the student repeats the course at a parent's request.

**SPECIAL
EDUCATION**

Promotion standards, as established by the individual education plan (IEP), or grade-level classification of students eligible for special education shall be determined by the ARD committee.

**ENGLISH
LANGUAGE
LEARNERS**

In assessing students of limited English proficiency for mastery of the TEKS, the District shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways:

1. Assessment in the primary language.
2. Assessment using ESL methodologies.
3. Assessment with multiple varied instruments.

**MULTIPLE
RETENTIONS**

Students should not be retained more than once in grades PreK – 5th grade and once in grades 6th – 8th grade.

GRADING ASSIGNMENTS

All assignments need to be reviewed and corrected carefully and prompt feedback needs to be given to students regarding their level of mastery. The teacher will personally review and record assignments in the teacher's electronic grade book within a calendar week of receiving the assignment.

GRADING LATE WORK

(NOT due to student absence)

GRADES 1-12

Students will be allowed to use before or after school tutoring, advisory and/or homeroom time to complete late assignments. Homework for which a zero is recorded in the grade book will still be checked for accuracy. Teachers may choose to develop a special grading plan for students under special circumstances. In such cases, parents will be notified.

GRADES 1-3

No points will be deducted for late work if it is submitted within 3 school days, unless other arrangements are made with the teacher.

GRADES 4-5

A maximum of 5 points per day, up to a maximum of 20 points, will be deducted from the grade. If not submitted within 5 days, a zero will be recorded in the grade book. Students will be given the opportunity to make up the missing grade to a maximum replacement grade of 80.

GRADE 6

Assignments not turned in on the date due will have 20 points deducted from the grade earned if submitted within five school days. After five days, a zero will be recorded in the grade book. Students will be given the opportunity to make up the missing grade to a maximum replacement grade of 80.

GRADES 7-12

A maximum of 10 points per day, up to a maximum of 30 points will be deducted from the grade. If not submitted within five days, a zero will be recorded in the grade book. Extenuating circumstances will be handled on a case-by-case basis.

GRADING MAKE UP WORK

(Due to Student Absence)

EXCESSIVE
ABSENCES

Unless credit is awarded by the attendance committee or regained in accordance with District policy, a student may not be given credit for a class unless the student is in attendance for at least 90 percent of the days the class is offered.

GRADES 1-12

Students are expected to make up work missed during an absence and shall receive the grade earned on the makeup assignment. Students have two days to make up missed work for each day absent, unless other arrangements are made with the teacher. Assignments made prior to the absence are due upon return to school, unless other arrangements are made with the teacher.

EXTRA CREDIT ASSIGNMENTS

GRADES 6-12

Teachers may assign extra credit to any assignment.

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 be given for bringing in basic school supplies, or rewarding behavior.
6. Extra credit awarded will not account for more than 5% of the six-week average.

STUDENT REPORTS

PERMANENT
RECORD

Numerical scores shall be maintained in the permanent records for grades 3-8 and used on all academic achievement records (transcripts) for grades 9-12. Numerical scores shall be used in determining promotion, course credit, and maintenance of a minimum grade of 70 for participation in extra-curricular and other activities.

REPORT CARDS

The District shall give written notice to parents of students' grades in each class or subject at least twice each grading period. The report shall include the number of times the student has been absent. For students in alternative programs the report shall clearly specify the instruction level at which the student is functioning. Report cards will be distributed to students the week

following each grading period. The notice shall provide for the signature of the parent and must be returned to the District.

PROGRESS REPORTS

If in any class or subject a student receives a grade equal to or less than 70 on a scale of 100, the grade notice shall request a parent conference, as needed.

At the end of the first three weeks of each grade period, the district shall provide to the parent or guardian a notice of academic progress for students in grades 2-12.

ACADEMIC HONESTY

The Kerrville Independent School District prides itself in creating a learning environment that addresses the academic and social-emotional needs of all students. Classrooms across every level in the district provide students with opportunities to grow the skills needed to remain competitive in an uncertain future. In addition to academic goals, all learners from prekindergarten through seniors in high school share in discussions and experiences that are designed to build and lead to post-secondary success. Teachers design lessons that support building the traits defined by the KISD Profile of a Graduate. Our goal is to empower each of our students for lifelong success by building ethical decision making, creative and critical thinking, goal-focused actions, collaborative and effective communication skills, valuable technology and soft skills for 21st century life, and the ability to maintain *grit* when faced with challenges.

Students participating in either Virtual KISD and in-person learning models are expected to follow academic honesty standards set by the teacher/the department. Each grade level and/or department in grades 4-12 will include an academic honesty statement in the course syllabus. Teachers will discuss the importance of academic honesty in the course and will discuss the impact of decision making on lifelong success.