

Grading Guidelines

South San Antonio Independent School District
DIVISION OF ACADEMICS



Presented to the South San Antonio Independent School District Board of Trustees
Board Approved: July 16, 2014

South San Antonio ISD

Grading Guidelines

Effective School Year 2014-2015

NOTE: With the implementation of the STAAR and STAAR EOC (End of Course) tests, the Texas Education Agency (TEA) frequently provides interpretations to school districts regarding rules and guidelines related to the STAAR and STAAR EOC and their impact on student progress as it relates to promotion, retention, and award of credit. As South San Antonio ISD receives information, it will be reflected in these guidelines.

The use of the grading guidelines outlined on the following pages by all district school teachers is mandatory. The purpose of these guidelines is to ensure that grading practices are consistent along grade levels, subjects, and schools and that a fair and objective assessment of student performance occurs.

The grades in all subject areas should be a fair evaluation by the teacher of the student's performance and mastery of the Texas Essential Knowledge and Skills (TEKS). A student's academic grades shall not be altered because of student behavior. The expectation of the South San ISD is that student performance will exceed the minimum standards and that the student will excel in higher order thinking skills.

The curriculum of the South San Antonio ISD is defined by the Texas Essential Knowledge and Skills (TEKS) adopted by the State Board of Education. Mastery of these TEKS is measured by district assessments and teacher-made tests as well as other assessment methods.

As students progress toward mastery of the skills and concepts of the South San Antonio Independent School District's curriculum, teachers should use various indicators to monitor and assess this progress. Indicators may include any or all of the following:

- | | |
|-----------------------------|---------------------------------|
| checklists | book reviews/reports |
| class discussions | compositions |
| demonstrations | daily practices |
| oral interviews | homework |
| projects | research products |
| cooperative learning groups | Teacher-made and textbook tests |

The above list addresses strategies that may be used to monitor and assess progress. As this document will clarify, it is not required that grades be assigned every time progress is assessed and feedback given.

The criterion for earning course credit is: Demonstration of 70% mastery of the TEKS.

NOTE: This document reflects district and campus expectations. The Chief Academic Officer must approve any revisions or exceptions to these guidelines. Students' grades shall reflect mastery of District objectives. Teachers shall follow District-approved grading guidelines that have been designed to reflect each student's academic achievement for the grading period,

semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board determines that the grade was arbitrary, or contains an error, or that the teacher did not follow the District’s grading guidelines. Board Policies EI (LEGAL/LOCAL), EIA (LEGAL/LOCAL), and EIE (LEGAL/LOCAL) Grading Guidelines.

GRADING SCALE

The grading designations for SSAISD schools are as follows:

100- 90	A	Excellent Progress
89-80	B	Above Average Progress
79-75	C	Average Progress
74-70	D	Limited Progress
69-0	F	Unsatisfactory Progress (Failing)
	I	Incomplete (do not use on withdrawal form)
	NG	No grade (See “Assignment of Nine Weeks Grades”)

Grade points will be awarded according to the chart included in this document. The chart is also defined in SSAISD School Board Policy (EIC Local).

PROGRESS REPORTS, REPORT CARDS AND OTHER ACADEMIC RECORDS

Student progress will be reviewed the third week of each nine weeks to determine whether the students are meeting established criteria. At the beginning of the sixth week of every nine weeks grading period, teachers must notify parents if the child is failing in any subject.

In Pre-K through 12th grade, report cards will be issued every 9 weeks district wide. Report cards will be provided to parents at the end of every nine weeks. If a student earns a grade of less than 70% for the nine weeks, a conference between the teacher/team and the parent will be held. The school must give the parent at least two alternative dates and times for the conference.

Principals shall require teachers to maintain adequate records of student grades so that promotion/ retention and other appropriate educational decisions may be made based on objective data.

ACADEMIC DISHONESTY

Academic dishonesty includes cheating or copying the work of another student (whether the student knowingly provides or receives the work), plagiarism and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary or academic penalties. The teacher and campus administrator shall determine such action jointly.

ASSIGNMENT OF NINE WEEKS GRADES: ALL GRADE LEVELS

In determining grading period grades, a variety of assessment strategies should be used. Grades (and all portions of grades) shall not be awarded or reduced for any non-academic

activities; such as compliance grades (or points) for returning a report card, incomplete paper headings, etc.

No grade (NG) will be issued based on any of the following criteria: (1) non-attendance in class, (2) zero assignments turned in, (3) enrolling the last ten days of the nine weeks without grades from the previous school. If a designation of NG is recorded, the NG must be converted to a grade by the end of the following grading period. NGs will not be recorded the last grading period of the year. (Note: If a student withdraws within the last two [2] weeks of a grading period, has at least five [5] grades [two of which are summative in nature], a grade shall be given.)

Except in extenuating circumstances, any designation of Incomplete (I) on the report card must be converted to a grade within two weeks of the end of the grading period. Exceptions to this policy may apply in cases regarding UIL eligibility. Refer to UIL rules for additional information. Administrative approval is required before recording a grade of Incomplete (I) in the final grading period of the year.

Teachers are strongly discouraged from assigning incomplete grades to students except in the instances required by UIL. This requires parental contact and or the use of credit recovery, tutorials, etc. to ensure that students are up to date on grades. Once a teacher has assigned a grade of incomplete grace for any purpose, it is the teacher's responsibility to ensure that the incomplete is changed to a numeric grade prior to the end of the next grading period or the end of the school year, whichever applies.

The assigning of a grade in a particular course should reflect a student's mastery of the skills and content of the course. Nine weeks grades shall be assigned according to the following criteria:

MAJOR PROJECTS AND TESTS

Thirty percent (30%) of a grade shall be based on summative activities such as major projects and tests. Before a summative (major) grade is assigned, the teacher is to have adequately taught the concept, and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If the project merits more than one summative grade (multiple grades), each grade should represent a different component of the project.

Example: Grade 1 Grade 2 Grade 3
 Content Format Organization

1. Thirty percent (30%) of a grade shall be based on summative activities such as:
 - District Common Assessments
 - Campus Assessments/Tests/Exams
 - Exams should include objective-type questions as well as open-ended questions. Avoid objective questions over inconsequential details.
 - Benchmarks
 - Major projects
 - Teacher-made Assessments

2. A minimum of 4 grades shall be included in this 30% grading category every grading period.
3. These grades should be a balanced representation of the types of work completed during the course of the nine weeks grading period.
4. Recording the same grade multiple times is not acceptable. This includes one teacher recording the same grade multiple times or more than one core teacher recording the same grade. Each time a grade is recorded, it is to apply to a specific component of a project. Initial assignment and discussion of long term projects must include a written explanation of the criteria that will be used for evaluating the assignment (rubric). Major tests shall be scheduled and communicated to the students at least three class days in advance.
5. Exceptions to the percentage recommendations shall be based on a specific rationale agreed upon by the principal and the teacher with the approval of the Chief Academic Officer or their designee.

DAILY WORK/ASSIGNMENTS

Sixty percent (60%) of a grade shall be based on daily work. The 60% shall include:

1. A minimum of 2 daily grades shall be issued per week for each nine-week grading period. (TEC Section 28)
2. A minimum of 3 participation grades shall be issued for each nine-week grading period.
3. All student work will be posted in the teacher's grade book in a timely manner (within the week the assignment was issued with the exception of writing assignments).
4. The curriculum of the South San Antonio ISD is defined by the Texas Essential Knowledge and Skills (TEKS) adopted by the State Board of Education. Mastery of these TEKS is measured by district assessments and teacher-made tests as well as other assessment methods.

HOMEWORK

Ten percent (10%) of a grade shall be based on homework.

Homework will be given on a regular basis. The assignment of homework shall be determined and coordinated at the campus level by the campus School Based Decision Making Committee (SBDM) and grade level teams. Teachers will consider the following in assigning homework:

1. The student's grade level
2. The student's ability (and Individualized Educational Plan (IEP), if appropriate)
3. The time required for task completion
4. Appropriateness of the assignment (alignment to TEKS)
5. Homework should only be assigned for reinforcement of skills and concepts taught in class.
6. Homework provides opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding.
7. Homework should be considered an extended learning opportunity for students to demonstrate mastery of concepts taught.

INTERVENTION AND RETEACHING

Intervention is an integral part of the instructional program and is an ongoing process. Frequent evaluation, both formal and informal, will determine the need for intervention to accelerate

student learning.

1. Every effort should be made to identify areas of student non-mastery early in the year through the use of district assessments, grades, and other diagnostic tools in order to provide the most appropriate learning environment for the student.
2. The scheduling of instructional activities by teachers shall allow for the re-teaching of non-mastery students at frequent intervals so that retentions and course failures will be minimized.
3. Re-teaching grades shall be calculated as follows: The teacher shall provide a re-teach on the non-mastered objective(s) and shall reassess the student.
4. The method of reassessment shall be determined by the teacher.
5. After the student has demonstrated mastery of the TEKS or objective(s) and a retest is given, the highest grade that shall be recorded is a "70" for the TEKS or objective(s).
6. If the student does not demonstrate mastery by the end of the grading period, then the highest grade earned by that student on the TEKS or objective(s) will be recorded.
7. The re-teach grade should be recorded and labeled as "re-teach" in teacher's grade book.

EXTRA CREDIT

All extra credit is to be academic and intended for enrichment in a class or course.

1. Extra credit may be offered at the discretion of the teacher.
2. If extra credit is offered, it must be offered to all students in the class.
3. Extra credit awarded will not account for more than 5% of any grade category depending on the nature of the extra credit assignment of any one grading period average.
4. The actual grade earned on any assignment may exceed 100% to reflect extra credit; however, the calculated average on a Progress Report and/or Report Card may not exceed 100%.
5. Any assignment may exceed 100% to reflect extra credit; however, the calculated average on a Progress Report and/or Report Card may not exceed 100%.
6. Extra credit will not cause an excessive financial burden on the family or be given for bringing in basic schools supplies.

MAXIMUM WEIGHT OF GRADES

1. When calculating a nine-week average, no single assignment or assessment grade may count more than 10% of the total average regardless of the grade category.
2. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%.

COMMUNICATION TIMELINES AND REVIEW OF MATERIALS

1. All student work shall be assessed and feedback given. Work that is graded shall be returned and recorded in the district electronic grade book within a week of the date received by the teacher.
2. Projects/Research Papers/ELAR Compositions shall be graded and returned within the

same grading period that they are completed and submitted to the teacher.

3. Students have the right to review their tests. All tests given shall be graded, recorded, and returned within a week of the date the test was administered. Adherence to this timeline will allow for timely and meaningful remediation.
4. Parent contact must be made if the student is in danger of failing the nine week grading period, semester and/or Course.

MAKE-UP/LATE WORK

All students shall be allowed to make up work when they are absent from class.

It is mandatory for all teachers and campuses to follow make-up policies for missed work due to absence or extenuating circumstances. Campuses and/or individual teachers may not disregard these policies. (Reference Board Policy EIA Local for make-up work due to absence.)

Late work will be accepted for a grade up until the end of the day on the Thursday before the last day of the grading period in which the assignment was made OR until the teacher documents personal contact with a student's parents regarding a late assignment.

1. Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
2. Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to make-up assignments.
3. In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
4. Once parental contact is made, students should be provided at least one additional day to submit the assignment.
5. Accepting late work after the deadline will be at the teacher's discretion.

Note: If an assignment is due the last week of the grading period and extenuating circumstances prevent the assignment from being submitted on time, the teacher may assign a mark of incomplete (I) on the report card. In such situations, the timelines described above will be used. Exceptions to these guidelines may apply in cases regarding UIL eligibility. Refer to UIL rules for additional information.

Modifications of this procedure, which may require administrative approval, should be discussed with the campus principal and Chief Academic Officer or their designee in a timely manner.

PROGRESS REPORTS and PARENT CONFERENCES

Progress reports will be available after each third week of each nine week grading period.

1. Teachers must initiate parent contact within the two days from the time progress reports are available for students whose average is below 70. Contact should be documented and kept by the teacher.
2. The time period after the progress report but before the report card is an important

period to monitor a student's cumulative grade. If a student's grade is below 70 after the progress report has been issued, documentation of parent contact for all classes where the grade is below a 70 should be documented and kept by the teacher for verification purposes.

3. Interim progress reports shall be issued for all students after each third week of each grading period. Supplemental progress reports may be issued at the teacher's discretion.

PROMOTION, RETENTION, AND AWARD OF CREDIT ALL GRADE LEVELS

The campus principal must

- Ensure that School Board Policy is not violated in regards to grading.
- Write a written recommendation for the requested change(s) if school board policy is not violated and the principal agrees that the change is necessary.
- Submit the recommendation in writing and obtain written permission from the Chief Academic Officer or their designee.
- Keep the documentation on file.
- Ensure that the change is applied to all teachers affected by the change.
- Ensure that the Compulsory Attendance Requirement of 90% for each student is monitored and evaluated periodically. Even with a passing course average, credit will be denied due to excessive absences.

The failure rate remains a major concern of parents, teachers, administrators, and the School Board. Please be reminded that all campuses must develop a plan to address the failure rate, acceleration, remediation, credit recovery, etc. that is to be included in the Campus Improvement Plan.

CONDUCT GRADES FOR ALL GRADE LEVELS

Conduct grades reflect student behavior during a nine-week period. The following grade designations will be used:

- E (Excellent)
- S (Satisfactory)
- N (Needs Improvement)
- U (Unsatisfactory)

A "U" must not be given unless the teacher has documented contact with the parent AND discussed the unsatisfactory conduct grade with a campus administrator.

Additional information regarding student performance can be included on the student's report card by using the "Comment Code" section of the card. Teachers shall indicate if the student is reading on, below, or above grade level. The "Grades Modified" comment shall only be used for Special Education students.

ELEMENTARY GRADING FORMULAS AND PROCEDURES

ELEMENTARY GRADING FORMULAS AND PROCEDURES

Grading Scale

Pre-Kindergarten and Kindergarten

Skill mastery checklists will be used to evaluate students in pre-kindergarten and kindergarten. Report cards for pre-kindergarten and kindergarten will be issued every nine weeks.

Grade 1-Grade 5

For Grades 1 - 5, the following numerical grade scale will be used to report student grades for Reading, Language Arts, Mathematics, Science, and Social Studies.

A-	90 - 100
B-	80 - 89
C-	75 - 79
D-	70 - 74
F-	69 and below

In order to ensure the fair and objective assessment of student performance, it is mandatory to provide:

- a minimum of 2 grades per week in: reading and language arts (composition, spelling and grammar)
- a minimum of 3 grades per week in: math, social studies, and science.

The following weights shall be assigned to student work in the different content areas:

Reading	Weight %
Daily Work/Quizzes (2 per week)	60
Tests, Major Projects and Common Assessments	30
Homework	10
Language Arts	Weight %
Daily Work/Quizzes (2 per week)	60
Writing Composition	
Tests, Major Projects and Common Assessments	30
Homework	10
Math	Weight %
Daily Work/Quizzes/Journals (2 per week)	60
Tests, Major Projects and Common Assessments	30

Language Arts consists of composition, grammar, oral language, comprehension and spelling.

Teachers shall record one (1) grade per week for the following;
 Composition
 Spelling
 Oral language/Phonics/Grammar/Comprehension

Homework	10
Science	Weight %
Daily Work/Labs/Journals (2 per week)	60
Tests, Major Projects and Common Assessments	30
Homework	10
Social Studies	Weight %
Daily Work/Quizzes/Journals (2 per week)	60
Tests, Major Projects and Common Assessments	30
Homework	10

The following letter grades will be used for Physical Education (PE), Health, Art/Theater, and Music
 NOTE: Handwriting will NOT be evaluated nor scored.

- E - Excellent
- S - Satisfactory
- N - Needs Improvement
- U - Unsatisfactory

The following information is provided to suggest (but is not limited to) what constitutes a daily grade and a major grade or test grade. In some instances, depending upon teacher preference, there may be some overlapping in definition.

<u>Daily Grade</u>	<u>Major Grade/ Test Grade</u>
Guided Practice	Book Reports
Quizzes/ Pop Tests	Unit Tests
Minor Writing Assignments	Chapter Tests
Oral Participation	Major Projects
Independent Practice	Essays
Notebooks	Nine Weeks Tests
Mini-projects	Exhibits
Writing Samples	Lab Tests
Book Reports	Compositions
Abstracts	Grade Level Tests
Current Events	Performance Tasks
Dialogue	Published Works
Homework	Service Projects
Journal Writing	Portfolios
Role playing	Models
Discussions	

The preceding lists are not all inclusive.

MIDDLE SCHOOL GRADING FORMULAS AND PROCEDURES

MIDDLE SCHOOL GRADING FORMULAS AND PROCEDURES

In grades 6-8, promotion to the next grade level shall be based on the following:

- Overall average of 70 on a scale of 100 based upon course-level, grade level standards (TEKS) for all subject areas, AND
- Grade of 70 or above in Math and ELA/R and a 70 or above in either Science or Social Studies.

A student must pass both semesters or attain an average grade of at least 70 when averaging two semesters to be awarded credit for high school credit course.

Grading Scale

The following weights shall be assigned to student work in the different content areas:

Reading	Weight %
Daily Work/Quizzes (2 per week)	60
Tests, Major Projects and Common Assessments	30
Homework	10
Language Arts	Weight %
Daily/Quizzes (2 per week)	60
Writing Composition	
Tests, Major Projects and Common Assessments	30
Homework	10
Math	Weight %
Daily Work/Quizzes/Journals (2 per week)	60
Tests, Major Projects and Common Assessments	30
Homework	10
Science	Weight %
Daily Work/Labs/Journals (2 per week)	60
Tests, Major Projects and Common Assessments	30
Homework	10

Language Arts consists of composition, grammar, oral language, comprehension and spelling.

Teachers shall record one (1) grade per week for the following;
 Composition
 Spelling
 Oral language/Phonics/Grammar/Comprehension

Social Studies	Weight %
Daily Work /Quizzes/Journals (2 per week)	60
Tests, Major Projects and Common Assessments	30
Homework	10
Physical Education/Electives	Weight %
Daily Work/Quizzes/Journals	60
Tests, Major Projects and Common Assessments	30
Homework	10

The following information is provided to suggest (but is not limited to) what constitutes a daily grade and a major grade or test grade. In some instances, depending upon teacher preference, there may be some overlapping in definition.

Daily Grade

Guided Practice
 Quizzes/ Pop Tests
 Minor Writing Assignments
 Oral Participation
 Independent Practice
 Notebooks
 Mini-projects
 Writing Samples
 Book Reports
 Abstracts
 Current Events
 Dialogue
 Homework
 Journal Writing
 Role playing
 Discussions

Major Grade/ Test Grade

Book Reports
 Unit Tests
 Chapter Tests
 Major Projects
 Essays
 Nine Weeks Tests
 Exhibits
 Lab Tests
 Compositions
 Grade Level Tests
 Performance Tasks
 Published Works
 Service Projects
 Portfolios
 Models

The preceding lists are not all inclusive.

SEMESTER EXAMS

Middle School: Semester exams shall be administered in all classes in the fall semester and in the spring semester. For students who do not qualify for semester exam exemptions, the semester exam shall be counted as 15% of the semester grade. The following formula demonstrates the method for calculating the semester grade.

A = Average of two nine weeks grades

E = Semester Examination Grade (85% X A) + (15% X E) = Semester Grade

1. Teachers should use semester exams to certify student’s mastery of objectives.
2. All semester exams shall be comprehensive in nature and must measure the mastery of the skills or

content of the course.

3. Missed semester exams shall be recorded as an Incomplete (I) and should be made up within a two-week period. (In extenuating circumstances, exceptions will be granted. In these situations, principal approval is required.) In those situations where a student does not make up a missed semester exam within the specified time frame, a grade of zero (0) will be recorded.

END-OF-COURSE (EOC) STATE ASSESSMENTS OF ACADEMIC READINESS (STAAR) GRADUATION REQUIREMENTS

Algebra I course taken in grade 8 for high school credit requires Satisfactory performance on the STAAR EOC Algebra I assessment, as required for completion of the student's graduation plan.

1. EOC exams are used to certify mastery of the TEKS.
2. EOC exams were phased in the 2011-12 school year. Students in grade 8 and grade 9 who took any of the courses above in 2011-2012 were tested in spring 2012. Grade 10 was added in 2012-13 and grade 11 was added in 2013-14.
3. Scores on EOC exams will not factor into the grade that determines award of credit.
4. Students must achieve a Level II: Satisfactory Academic Performance scale score on the EOC in order for the score to be considered for graduation purposes. For additional information, visit www.tea.state.tx.us/student.assessment/staar
5. Students may retake an EOC assessment for any reason at any scheduled test administration.
6. For purposes of participation in June Commencement, all required End of Course (EOC) state assessments graduation requirements must be completed by the end of May of the student's high school senior year.

HIGH SCHOOL GRADING FORMULAS AND PROCEDURES

HIGH SCHOOL GRADING FORMULAS AND PROCEDURES

In grades 9-12, promotion to the next grade level or graduation eligibility shall be based on the mastery of at least 70 percent of the objectives on formative and summative assessments.

1. Grade level advancement for students in grades 9 - 12 shall be earned by course credits.

Credits Earned

0-5
6-12
13-18
19+

Classification

Grade 9 (Freshman)
Grade 10 (Sophomore)
Grade 11 (Junior)
Grade 12 (Senior)

2. If a student earns a grade of 70 or above in a one-semester course, credit for the course shall be awarded.
3. If a student earns a grade of 70 or above both semesters of a full year course, credit for the course shall be awarded.
4. If a student earns a failing grade during fall or spring semester in a full year course, and the final average for the year is greater than or equal to 70, full credit for the course shall be awarded.
5. Credit shall be awarded for a failed semester when it is repeated and the student earns a grade of 70 or above. Both grades will be recorded on the transcript and both grades will be factored into the GPA. If a student repeats a semester in summer school, that grade is not factored in the GPA
6. Reclassification of grade levels is made at the beginning of each school year. Additionally, senior classification requires completion of English IV or enrollment in English IV.

Grading Scale

The following weights shall be assigned to student work in the different content areas:

Reading	Weight %
Daily Work/Quizzes (2 per week)	60
Tests, Major Projects and Common Assessments	30
Homework	10
Language Arts	Weight %
Daily Work/Quizzes (2 per week)	60
Writing Composition	
Tests, Major Projects and Common Assessments	30
Homework	10
Math	Weight %
Daily Work/Quizzes/Journals (2 per week)	60
Tests, Major Projects and Common Assessments	30
Homework	10

Language Arts consists of composition, grammar, oral language, comprehension and spelling.

Teachers shall record one (1) grade per week for the following;
Composition
Spelling
Oral language/Phonics/Grammar/Comprehension

Science	Weight %
Daily Work/Labs/Journals (2 per week)	60
Tests, Major Projects and Common Assessments	30
Homework	10
Social Studies	Weight %
Daily Work/Quizzes/Journals (2 per week)	60
Tests, Major Projects and Common Assessments	30
Homework	10
Physical Education/Electives	Weight %
Daily work/Quizzes/Journals/	60
Tests, Major Projects and Common Assessments	30
Homework	10

The following information is provided to suggest (but is not limited to) what constitutes a daily grade and a major grade or test grade. In some instances, depending upon teacher preference, there may be some overlapping in definition.

Daily Grade

Guided Practice
 Quizzes/ Pop Tests
 Minor Writing Assignments
 Oral Participation
 Independent Practice
 Notebooks
 Mini-projects
 Writing Samples
 Book Reports
 Abstracts
 Current Events
 Dialogue
 Homework
 Journal Writing
 Role playing
 Discussions

Major Grade/ Test Grade

Book Reports
 Unit Tests
 Chapter Tests
 Major Projects
 Essays
 Nine Weeks Tests
 Exhibits
 Lab Tests
 Compositions
 Grade Level Tests
 Performance Tasks
 Published Works
 Service Projects
 Portfolios
 Models

The preceding lists are not all inclusive.

SEMESTER EXAMS

High School (including middle school courses for high school credit): Semester exams shall be administered in all classes in the fall semester and in non-EOC tested classes in the spring semester. For students who do not qualify for semester exam exemptions, the semester exam shall be counted as 15% of the semester grade. The following formula demonstrates the method for calculating the semester grade.

$$(85\% \times A) + (15\% \times E) = \text{Semester Grade}$$

A = Average of two nine weeks grades

E = Semester Examination Grade (*see above*)

1. Teachers should use semester exams to certify student's mastery of objectives.
2. All semester exams shall be comprehensive in nature and must measure the mastery of the skills or content of the course.
3. Missed semester exams shall be recorded as an Incomplete (I) and should be made up within a two-week period. (In extenuating circumstances, exceptions will be granted. In these situations, principal approval is required.) In those situations where a student does not make up a missed semester exam within the specified time frame, a grade of zero (0) will be recorded.

END-OF-COURSE (EOC) STATE ASSESSMENTS OF ACADEMIC READINESS (STAAR) GRADUATION REQUIREMENTS

Grades 9-12 Courses in which a STAAR EOC assessment is administered (including Algebra I course taken in grade 8 for high school credit) as required for completion of the student's graduation plan.

1. EOC assessments will be administered in the following courses:
 - Algebra I
 - English I
 - English II
 - Biology
 - U. S. History
2. EOC exams are used to certify mastery of the TEKS.
3. EOC exams were phased in the 2011-12 school year. Students in grade 8 and grade 9 who took any of the courses above in 2011-2012 were tested in spring 2012. Grade 10 was added in 2012-13 and grade 11 was added in 2013-14.
4. Scores on EOC exams will not factor into the grade that determines award of credit.
5. Students must achieve a Level II: Satisfactory Academic Performance scale score on the EOC in order for the score to be considered for graduation purposes. For additional information, visit www.tea.state.tx.us/student.assessment/staar
6. Students may retake an EOC assessment for any reason at any scheduled test administration.
7. For purposes of participation in June Commencement, all required End of Course (EOC) state assessments graduation requirements must be completed by the end of May of the student's senior year.

DUAL CREDIT COURSES

Students who are classified as juniors or seniors may earn credit toward high school graduation by completing a college-level course in any accredited college or university under the following provisions:

1. Students interested in taking a course for dual-credit must obtain a Dual Credit Agreement form from the student's counselor. This form will be signed by a school designee (counselor or administrator), the parent/guardian, and the student.

2. In addition to the completed Dual Credit Agreement form, the student must complete the college's Application for Admission and provide the college with an official high school transcript and the student must take a placement Accuplacer test. Contact your high school counselor for more information.
3. Credit for a successfully completed one-semester college course(s) is earned in one-half credit increments.
4. If a student is enrolled in a dual credit course on the high school campus, the student's grade will be provided directly to the high school. Credit toward graduation requirements earned through college coursework approved by the Board for dual credit shall be factored into a student's grade point average. Grades recorded numerically from University or College teachers will factor at their numeric value. Grades recorded as a letter grade from University or College teachers shall be converted to a numerical grade in the mid-range of our scale as follows or as a Pass/Fail.
5. If the student is enrolled in an off-campus concurrent credit course, the student must provide the District with an official college transcript showing the grade received. Credit toward graduation requirements earned through college coursework approved by the Board for concurrent credit is not used in the computation of a student's grade point average for class ranking. Check with your high school counselor for more information.

ADDITIONAL HIGH SCHOOL COURSE CREDIT INFORMATION

ADDITIONAL HIGH SCHOOL COURSE CREDIT INFORMATION

RELATION TO ESSENTIAL KNOWLEDGE AND SKILLS

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

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

Effective for students entering ninth grade in school year, the valedictorian and salutatorian shall be the eligible students with the highest ranking as determined by the District's class ranking procedure described in this policy, must have been continuously enrolled in the District's high school for the three semesters preceding graduation, and must have completed the Distinguished Achievement Program.

CREDIT BY EXAMINATION

Credit by examination (CBE) is available for students in grades 7 - 12 who want to earn credit in Spanish courses approved by the board of trustees (Board Policy EHDB LEGAL/LOCAL).

CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION

1. Students must have had prior formal instruction to be eligible for CBE.
2. Examinations that are used for credit by examination purposes must be approved by the Assistant Superintendent of Curriculum & Instruction or their designee.
3. For a student to receive credit by examination with prior instruction, the student must correctly answer 70% of the items on the test instrument.
4. High school students should contact their counselor for additional information.
5. Preregistration and parental approval is required.
6. Grades earned through CBE are not included in the GPA ranking. Board Policy EIC (LEGAL/LOCAL)

CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

A student will be permitted to take an exam to earn credit for Spanish course(s) for which the student has no prior instruction (Board Policy EHDC LEGAL/LOCAL).

1. For a student to receive credit by examination without prior instruction, the student must correctly answer 90% of the items on the test instrument.
2. The student (or parent) must register with the campus counselor no later than 60 days prior to the scheduled testing date.
3. Examinations that are used for credit by examination purposes must be approved by the Chief Academic Officer or their designee.

CLASS RANK CALCULATION

Class rank for senior students shall be calculated by averaging semester grades earned in grades 9–12 and any high school course taken in grade 8 for which a student earned state graduation credit. The cumulative numeric semester average shall be calculated according to the District weighted grade scale. Class rank shall be calculated at the end of the 3rd week of the 4th nine weeks grading period during the senior year.

For purposes of class rank, courses shall be identified as tier 1, tier 2, tier 3, and tier 4. Tier 1 classes shall include dual credit and Advanced Placement courses; Tier 2 classes shall include all Pre-AP and Gifted and Talented classes; Tier 3 classes shall include all regular classes; and Tier 4 classes shall include all classes that are designated as remedial, basic, or developmental.

CLASS RANKING AND GRADE POINT AVERAGES

Class ranking shall be determined by the sum of the numeric grades for all courses taken divided by the number of courses for which final grades were given. Class rankings and grade point averages (GPAs) shall include all coursework designated as high school level coursework with the exception of credit awarded in a non-accredited instructional setting and credit awarded in classes designated as local credit courses. In addition, no credit earned as a teacher aide, office aide, counselor aide, or library aide shall be included in the computation.

GRADE WEIGHTS FOR CLASS RANKING AND GRADE POINT AVERAGING

Grade weights shall be assigned to grades earned by high school students for the purposes of class ranking in accordance with the following scale:

Advanced Placement and Dual Credit	15 points
Pre-Advanced Placement	10 points
Regular	0 points
Remedial, Basic, Developmental or Modified	-10 points

WEIGHTED GRADE SCALE

TIER		WEIGHT ASSIGNED	TOP GRADE
1	Dual Credit and AP	15 points	115
2	Pre-AP	10 points	110
3	Regular	0 points	100
4	Remedial, Basic, Modified, or Developmental	-10	90

CLASS RANKING TIES

In cases of a tie in weighted grade averages among the top ranking students, the following methods shall be used to determine who shall be recognized as salutatorian or valedictorian:

1. Computing the weighted grade averages to a sufficient number of decimal places until the tie is broken; or
2. The student with the most Advanced Placement (AP) or Dual Credit (DC) credits shall be considered first; or
3. If a tie still remains, the student with the highest numerical grade average of all Advanced Placement or Dual Credit courses taken shall be the valedictorian.

RANKING FOR EARLY GRADUATES

A student who completes the high school program requirements in fewer than four years shall be ranked in the class with which he or she actually graduates. Three year graduates shall be eligible for all honors positions.

HONOR GRADUATES/TOP 10 PERCENT

All eligible students whose grade point averages comprise the top ten percent of the graduating class as determined by the District's procedure to qualify for automatic admission under Education Code 51.803 shall be recognized as honor graduates. *[See EIC (LEGAL)]*

Special recognition shall be given to students in the top ten percent of each graduating class. The three-semester residency requirement necessary for honor graduates shall not be applicable to these students

EFFECTIVE FOR CLASS OF 2002 AND THEREAFTER

A student must have been continuously enrolled in a District high school for the three semesters prior to graduation to be eligible for recognition as valedictorian or salutatorian.

Such recognition shall be determined by averaging the grades for all credited courses taken for high school credit through the 3rd week of the 4th nine weeks grading period of the senior year.

Only grades for all credited courses shall be included in the computation of grade averages for class ranking. Grades transferred from other schools shall be credited in conformity with the course descriptions approved for the established grading system.

MODIFIED COURSES

For purposes of determining class rank for honor positions, courses that have been modified by the student's ARD committee as to the required content of the Texas Essential Knowledge and Skills (TEKS) and reflected in the student's IEP shall not be used in class ranking.

If the transfer grade has been designated as an advanced course, i.e., Gifted and Talented (GT), Advanced Placement (AP), Pre-Advanced Placement (Pre-AP), or Dual Credit (DC), the grade will be awarded advanced points according to the District's weighted grade scale. If the transfer grade has been designated as remedial, basic, developmental, or modified, the grade will be awarded points according to the District's weighted grade scale.

TRANSFER STUDENTS

A student who transfers into a District high school from an accredited school with higher level course credits shall receive similar credits counted toward the GPA according to the list of higher level courses (Tier 1 and Tier 2) offered in the District and the grade scale used for credit earned in the District.

TRANSFER OF GRADES

Students transferring into the District high school shall receive the numerical grade that was earned in courses at another accredited school. Letter grades shall be recorded as follows:

Conversion Scale

A-	100-90
B-	89-80
C-	79-75
D-	74-70
F-	69-0

If the transfer grade has been designated as an advanced course, i.e., Gifted and Talented (GT), Advanced Placement (AP), Pre-Advanced Placement (Pre-AP), or Dual Credit (DC), the grade will be awarded advanced points according to the District's weighted grade scale. If the transfer grade has been designated as remedial, basic, developmental, or modified, the grade will be awarded points according to the District's weighted grade scale.

FOREIGN EXCHANGE STUDENTS

Foreign exchange students who plan to return to their country of origin before or upon graduation, and/or who do not plan to attend college in the United States, shall not be included in the class ranking.

