

Texas City Independent School District



Secondary Grading and Reporting Handbook

TCISD Secondary Grading and Reporting Handbook

Foreword

The Secondary Grading and Reporting Handbook was developed after a great deal of research and collaboration by the Secondary Grading Committee of Texas City ISD. These procedures are in accordance with current practices, EIA (Legal and Local), and the Texas Education Code. An attempt has been made to provide a set of procedures in those areas which will best meet the needs of students and provide assistance to the instructional staff. This handbook provides:

1. A tool which will foster consistency among teachers, disciplines, and schools as students' progress through the TCISD secondary educational program.
2. A reference which will promote a better understanding of grading, assessment, and reporting for teachers, parents, and students.

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State and Local Curriculum

State Curriculum

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

Local Curriculum

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

Each secondary campus maintains a balanced curriculum including English Language Arts, Reading, Mathematics, Science, Social Studies, Fine Arts, Health/Fitness, Physical Education/Wellness, Languages Other Than English (LOTE), and Career and Technology Education (CTE).

TCISD Curriculum Guides

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

All Texas City ISD curriculum guides are correlated to the TEKS to ensure coverage of the essential skills and concepts of each course. These guides have been written to facilitate classroom instruction. TCISD Curriculum Guides have been developed by professional teachers in coordination with Instructional Specialists and the TCISD Curriculum Department. These guides have been developed for each subject or course and revised on a regular schedule.

Scope and Sequence of Instruction

The scope of the objectives under the curriculum documents reflects the TEKS and cannot be waived, altered, or portions eliminated. The sequence of the objectives may be altered to meet the needs of an individual class or student. Any change to the sequence must be discussed with the campus instructional specialists and brought to the district coordinator for approval.

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Academic Responsibilities

Student:

1. Complete assigned work on time and return it to the teacher or be subject to appropriate late work guidelines.
2. Schedule a time for homework that prioritizes academics.
3. Understand the homework assignments before leaving school.
4. Take home all necessary materials to complete assignments.
5. Plan to schedule work on long-term assignments so assignments will be completed on time.
6. Students participating in extracurricular activities have grade eligibility requirements for participation.
7. Complete all work missed due to absences or school activities. These assignments must be requested on the day the student returns before school, after school, or during tutorials.
8. Initiate communication with the teacher when the student does not understand the assignment or if he/she is experiencing difficulty.
9. Monitor grades via Skyward. Skyward access can be found at the following link:
<https://stingarees01.tcisd.org/scripts/wsisa.dll/WService=wsEAplus/seplog01.w>.
10. Maintain academic integrity and honesty. Academic dishonesty may result in academic and/or behavioral consequences (see Honor Code).

Parent/Guardian:

1. Read and discuss the District's academic policy with the student and encourage good study habits.
2. Establish a specific time, place, and manner for assignments to be completed.
3. Provide the supplies and materials necessary to complete assignments.
4. Monitor student work as needed.
5. Assist the student in planning a time schedule for long-term assignments.
6. Initiate communication with the teacher when concerns arise.
7. Monitor student's grades via Skyward. Grades are updated weekly and will keep parents informed of their student's progress in their classes. Skyward access can be found at the following link:
<https://stingarees01.tcisd.org/scripts/wsisa.dll/WService=wsEAplus/seplog01.w>.

Teacher:

1. Post the daily lesson objectives, activities, and homework assignments for each class.
2. Ensure students understand and know how to successfully complete assignments.
3. Define work to be completed at home and make sure appropriate resources are readily available.
4. Clarify instructions for parents/guardians, when appropriate, and explain how they may guide students to complete assignments.
5. Consider homework as one part of the total learning process by monitoring, collecting, and providing meaningful feedback to students.
6. Inform students of content covered on all major assessments.
7. Will not increase or decrease a classroom grade for participation or lack of participation in any extracurricular activity (i.e. athletics/academic UIL).
8. Follow the TCISD Secondary Grading Procedures and ask for clarification from campus administration or instructional specialists as needed.

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Types of Assignments

All assignments serve to evaluate the mastery of the TEKS, concepts, understandings, and district objectives while providing opportunities to demonstrate certain knowledge or skills. These assignments fall into the following categories:

Class/Daily Work

Class/daily 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/daily work becomes homework.

Homework/Studying

Homework is a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their child's educational program. Homework is an effective tool in developing responsibility, study habits, and skills. It should have purpose, relate to classroom experiences, and be age/grade appropriate.

Homework and class work provide opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework should be considered extended learning opportunities for students to show mastery of concepts taught in class. Homework completion is a campus expectation and tutorials are provided for assistance. Homework will be graded in a variety of ways and will count as a grade in the category deemed appropriate.

Students are expected to allocate time outside of class for homework and studying. Studying is an essential tool in developing strong academic understanding and habits. The amount of time suggested for optimal success is as follows:

Course Level	Suggested Time per Class Period* (Including Homework)
Regular	20 – 30 minutes
Advanced	30 – 45 minutes
Advanced Placement (AP)	45 minutes – 1 hour

*Time will vary depending on the student

Common Formative Assessments (CFA)

Common Formative Assessments are short assessments designed to evaluate a student's level of understanding and progress towards instructional objectives. Students may not be notified of a CFA prior to the class period in which it is administered.

Labs

Labs are activities that require the learner to engage with the material in a manner beyond pencil and paper. It may involve handling, manipulating, or observing scientific processes.

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Major Grades

Major grades are longer assessments designed to evaluate a student's mastery of instructional objectives. All major grades must be scheduled and announced at least two (2) days in advance.

* Tests/Examinations

Tests and examinations measure performance based on the TEKS or content. They serve to evaluate mastery of the TEKS, concepts, understandings, and district objectives, and provide opportunities to demonstrate certain knowledge or skills.

1. Tests/Examinations are assessments designed to measure a student's successful attainment of the TEKS as expressed in the TCISD curriculum guides.
2. Major examinations or tests are chapter, unit, concept, or cumulative assessments.
3. Common assessments will be given in all core content areas.
4. Appropriate assessments are administered in all non-core content classes.

* Curriculum Based Assessments (CBAs)

Curriculum Based Assessments are designed to monitor student performance according to the district's scope and sequence guide.

1. Curriculum Based Assessments are administered in all core content classes. These assessments may be district-developed or department-developed.
2. These cumulative assessments will be administered once each nine weeks.

* Performance Assessments

Performance assessments will reflect real-world tasks and relate to instructional objectives. This type of assessment often requires analyzing a task, developing a plan of action, gathering information, selecting the relevant information, and presenting appropriate information.

1. The method of presentation/product should be designed by the teacher based on the subject area and content objectives.
2. A rubric may be provided to the student prior to the beginning of the assignment.

Minor Grades

Minor grades are assignments completed by the student that are not identified as a Major Grade. For example, Class/Daily Work, Homework, Quiz, and assignments completed as part of the daily lesson would be placed in this category.

Semester Exams

Semester Exams are assessments administered in all high school credit courses at the end of the Fall and Spring semesters.

1. Semester exams must be representative of the work of the entire semester and evaluate the mastery of the TEKS.
2. All students will be given the same Semester Exam relative to their class.
3. These exams are to be given during the designated time with the exception of seniors.

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Gradebook Guidelines

The TCISD report card is a reflection of each student’s individual growth and acquisition of the TEKS.

1. Teachers are to maintain a student’s grades and progress on the district’s electronic gradebook program.
2. Teacher gradebooks are auditable documents and are to be maintained digitally by network services.
3. Grades are to be updated (posted and published) based on campus expectations.
4. An average of 2 grades per week, per grading period, is expected in all subject areas. However, this does not include the first week of school, semester exam weeks, and state testing weeks.
5. CBAs/Benchmarks will be recorded once as a major/test grade in a nine week grading period. While benchmarks may assess all state objectives, items not addressed in the scope and sequence will be removed from the recorded student grade.
6. STAAR/EOC assessment results will NOT be recorded in the gradebook.

English Language Arts and Reading

Grade Level/ Subject	Categories	Content of Categories
7th and 8th Grade English Language Arts and Reading (Regular & Advanced)	60% - Daily 40% - Test/Project	<u>60% Daily/Quiz/CFA</u> * Minimum of 15 recorded grades per nine weeks * Homework will be recorded as a minor assignment <u>40% Test/Project</u> * Minimum of 3 grades including the CBA should be recorded * 1 grade should reflect a full composition
English I, II, III, & IV (Regular, Advanced and AP) Creative Writing Integrated Reading & Writing OnRamps English	20% - Daily 30% - Quiz 50% - Major	<u>20% Daily</u> * Minimum of 12 recorded grades per nine weeks * Homework will be recorded as a daily assignment <u>30% Quiz/CFA</u> * Minimum of 3 quiz grades per nine weeks <u>50% Major</u> * Minimum of 3 grades including the CBA should be recorded * 1 grade should reflect a full composition or ECR (extended constructed response)

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Mathematics

Grade Level/Subject	Categories	Content of Categories
7th Grade Math - Regular & Advanced 8th Grade Math- Regular & Advanced Math Models	30% -Daily 30% - Quiz 40% - Tests	<u>30% Daily</u> * Minimum of 12 recorded grades per nine weeks <u>30% Quiz</u> * Minimum of 3 CFA/Quiz grades per nine weeks <u>40% Tests</u> * Minimum of 3 tests including the CBA should be recorded
Algebra I - Regular Algebraic Reasoning Applied Math for Technical Prof College Prep Math	50% - Daily 50% - Tests	<u>50% Daily/CFAs</u> * Minimum of 12 recorded grades per nine weeks * Homework will be recorded as a daily assignment <u>50% Tests</u> * Minimum of 3 grades including the CBA should be recorded
Algebra I - Advanced Geometry - Regular & Advanced Algebra II - Regular Statistics	40% - Daily 60% - Tests	<u>40% Daily/CFAs</u> * Minimum of 12 recorded grades per nine weeks * Homework will be recorded as a daily assignment <u>60% Tests</u> * Minimum of 3 grades including the CBA should be recorded
OnRamps College Algebra	25% - Daily 15% - Quiz 60% - Tests	<u>25% Daily</u> * Minimum of 12 recorded grades per nine weeks * Homework will be recorded as a daily assignment <u>15% Quiz</u> * Minimum of 4 quiz grades per nine weeks <u>60% Tests</u> * Minimum of 3 grades including the CBA should be recorded
Pre-Calculus - Regular and OnRamps	15% - Daily 20% - Quiz 65% - Tests	<u>15% Daily</u> * Minimum of 12 recorded grades per nine weeks * Homework will be recorded as a daily assignment <u>20% Quiz</u> * Minimum of 4 quiz grades per nine weeks <u>65% Tests</u> * Minimum of 3 grades including the CBA should be recorded
Calculus - AP	30% - Daily/ Quiz 70% - Tests	<u>30% Daily/Quiz</u> * Minimum of 16 recorded grades per nine weeks * Homework will be recorded as a daily assignment <u>70% Tests</u> * Minimum of 3 grades including the CBA should be recorded

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Science

Grade Level/Subject	Categories	Content of Categories
7th Grade Science - Regular & Advanced 8th Grade Science- Regular & Advanced	30% -Daily 30% - Lab 40% - Tests	<u>30% Daily/Homework</u> * Minimum of 10 recorded grades per nine weeks * Homework will be recorded as a daily assignment <u>30% Lab</u> * Minimum of 3 recorded grades per nine weeks <u>40% Tests/Projects</u> * Minimum of 3 tests/projects including the CBA should be recorded
Biology – Regular & Advanced Chemistry – Regular Integrated Chemistry & Physics – Regular & Advanced Earth and Space Science Environmental Systems	10% -Daily 30% - Lab 10% - Quiz 50% - Tests	<u>10% Daily</u> * Minimum of 8 recorded grades per nine weeks * Homework will be recorded as a daily assignment <u>30% Lab</u> * Minimum of 3 recorded grades per nine weeks <u>10% - Quiz/CEAs</u> * Minimum of 3 recorded grades per nine weeks <u>50% Tests</u> * Minimum of 3 tests including the CBA should be recorded
Biology – AP Chemistry – Advanced & AP Physics I & II – AP Science Electives: Anatomy & Physiology, Aquatic Science, Astronomy, Forensic Science, Medical Microbiology, Pathophysiology, and OnRamps: Earth, Wind, & Fire	10% -Daily 30% - Lab 60% - Tests	<u>10% Daily</u> * Minimum of 10 recorded grades per nine weeks * Homework will be recorded as a daily assignment <u>30% Lab</u> * Minimum of 3 recorded grades per nine weeks <u>60% Tests</u> * Minimum of 3 tests including the CBA should be recorded

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Social Studies

Grade Level/Subject	Categories	Content of Categories
7th Grade Social Studies - Regular & Advanced 8th Grade Social Studies - Regular & Advanced	60% - Daily 40% - Major	<u>60% Daily/CFA</u> * Minimum of 12 recorded grades per nine weeks * Homework will be recorded as a minor assignment <u>40% Test/Project</u> * Minimum of 3 grades including the CBA should be recorded
World Geography – Regular World History – Regular & AP US History – Regular, AP, and OnRamps Government & Economics – Regular & AP Human Geography - AP AP Art History AP European History	50% - Daily 50% - Major	<u>50% Daily/CFAs/Writing</u> * Minimum of 12 recorded grades per nine weeks * Homework will be recorded as a daily assignment <u>50% Major</u> * Minimum of 3 tests including the CBA should be recorded

Fine Arts

Grade Level/Subject	Categories	Content of Categories
Non-Performance Groups: Art, Band, Choir, Dance, General Music (5 th & up), and Theater	30% - Major 70% - Minor	<u>30% Major</u> * Minimum of 6 recorded grades per nine weeks * Includes – Quizzes, Tests, and/or Projects <u>70% Minor</u> * Minimum of 12 recorded grades per nine weeks * Includes – Class Participation and Assignments
Performance Groups: Art Band Choir Dance General Music (5 th & up) Theater	30% - Major 70% - Minor	<u>30% Major</u> * Minimum of 6 recorded grades per nine weeks * Includes – Afterschool Rehearsals, Performances , Quizzes, and Tests <u>70% Minor</u> * Minimum of 12 recorded grades per nine weeks * Includes – Class Participation and Assignments <i>If a student misses a performance, a make-up assignment will be assigned by the teacher and the maximum grade of this assignment is a 70.</i>

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Languages Other Than English (LOTE)

Spanish I	35% - Daily	<u>35% Daily</u>
Spanish II	50% - Major	* Minimum of 9 recorded grades per nine weeks
Spanish III	15% - Speaking	* Homework will be recorded as a daily assignment
Spanish IV		<u>50% Major</u>
		* Minimum of 4 recorded grades per nine weeks
		<u>15% Speaking</u>
		* Minimum of 4 recorded grades per nine weeks

Career and Technical Education – Middle School Courses

Grade Level/Subject	Categories	Content of Categories
Exploring Careers - College and Career Readiness	70% -Daily 30% - Tests/ Major	<u>70% Daily</u> * Minimum of 15 recorded grades per nine weeks <u>30% Tests/Major</u> * Minimum of 2 tests
AVID		
Photography	60% -Minor 40% - Major	<u>60% Minor</u> * Minimum of 15 recorded grades per nine weeks <u>40% Tests/Major</u> * Minimum of 3 tests
STEM	60% - Daily 40% - Major	<u>60% Daily</u> * Minimum of 15 recorded grades per nine weeks <u>40% Tests/Major</u> * Minimum of 3 tests
Technology	60% -Minor 40% - Major	<u>60% Minor</u> * Minimum of 15 recorded grades per nine weeks <u>40% Tests/Major</u> * Minimum of 3 tests

Career and Technical Education – Business & Industry Endorsement

Grade Level/Subject	Categories	Content of Categories
Agriculture, Food, & Natural Resources Courses:	35% -Daily 40% - Lab 25% - Tests/ Major	<u>35% Daily</u> * Minimum of 9 recorded grades per nine weeks <u>40% Lab</u> * Minimum of 9 recorded grades per nine weeks <u>25% Tests/Major</u> * Minimum of 2 tests
Principles of Ag, Food, & Natural Resources, Floral Design, Small Animal Management, Veterinary Medical Applications, Practicum in Agriculture, Food and Natural Resources, Equine Science, Horticulture, Advanced Plant and Soil Science		

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<p>Architecture & Construction Courses:</p> <p>Principles of Architecture, Architectural Design I, Architectural Design II, Practicum in Architectural Design, Principles of Construction, Occupational Safety & Envir., Carpentry I, Carpentry II, Electrical Technology I, Electrical Technology II, Practicum in Construction, Pipefitting I, Pipefitting II</p>	<p>20% -Daily 30% - Lab 50% - Tests/ Major</p>	<p><u>20% Daily</u> * Minimum of 8 recorded grades per nine weeks <u>30% Lab</u> * Minimum of 7 recorded grades per nine weeks <u>50% Tests/Major</u> * Minimum of 3 tests</p>
<p>Arts, A/V Technology & Communication Courses:</p> <p>Principles of Arts, A/V Technology, Video Game Design, Audio Video Production I, Audio Video Production II, Practicum in AV Production</p>	<p>50% -Daily 15% - Lab 35% - Tests/ Major</p>	<p><u>50% Daily</u> * Minimum of 12 recorded grades per nine weeks <u>15% Lab</u> * Minimum of 3 recorded grades per nine weeks <u>35% Tests/Major</u> * Minimum of 3 grades</p>
<p>Business, Management, & Finance Courses:</p> <p>Principles of Business, Marketing & Finance, Business Information Management I, Business Information Management II, Career Preparation I & II, Advertising, Sports and Entertainment Marketing, Advanced Marketing, Practicum in Marketing</p>	<p>50% -Daily 15% - Lab 35% - Tests/ Major</p>	<p><u>50% Daily</u> * Minimum of 12 recorded grades per nine weeks <u>15% Lab</u> * Minimum of 3 recorded grades per nine weeks <u>35% Tests/Major</u> * Minimum of 3 grades</p>
<p>Education and Training Courses:</p> <p>Principles of Education and Training, Instructional Practices in Education & Training (Ready, Set, Teach I), Practicum in Education and Training (Ready, Set, Teach II)</p>	<p>25% -Daily 40% - Lab 35% - Tests/ Major</p>	<p><u>25% Daily</u> * Minimum of 10 recorded grades per nine weeks * Homework will be recorded as a daily assignment <u>40% Lab</u> * Minimum of 5 recorded grades per nine weeks <u>35% Tests/Major</u> Minimum of 3 tests</p>

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Hospitality & Tourism Courses: Principles of Hospitality, Hotel Management, Hospitality Services, Practicum in Hospitality Services	30% -Daily 30% - Lab 40% - Tests/ Major	<u>30% Daily</u> * Minimum of 5 recorded grades per nine weeks * Homework will be recorded as a daily assignment <u>30% Labs</u> * Minimum of 4 recorded grades per nine weeks <u>40% Tests/Major</u> * Minimum of 9 recorded grades per nine weeks
Manufacturing Courses: Intro to Welding, Welding I, Welding II, Robotics Programming and Design I & II, Advanced Robotics Programming and Design I & II	45% -Daily 20% - Lab 35% - Tests/ Major	<u>45% Daily</u> * Minimum of 9 recorded grades per nine weeks * Homework will be recorded as a daily assignment <u>20% Lab</u> * Minimum of 6 recorded grades per nine weeks <u>35% Tests/Major</u> * Minimum of 3 tests
Transportation, Distribution & Logistics Courses: Principles of Distribution and Logistics (Maritime), Principles of Distribution and Logistics II (Maritime), Principles of Marine Science, Maritime Science II	25% -Daily 50% - Lab 25% - Tests/ Major	<u>25% Daily</u> * Minimum of 9 recorded grades per nine weeks * Homework will be recorded as a daily assignment <u>50% Lab</u> * Minimum of 6 recorded grades per nine weeks <u>25% Tests/Major</u> * Minimum of 3 tests

Career and Technical Education – Public Service Endorsement

Cosmetology Courses: Introduction to Cosmetology, Cosmetology I & Cosmetology II	20% -Daily 50% - Labs 30% - Tests/ Major	<u>20% Daily</u> * Minimum of 9 recorded grades per nine weeks <u>50% Labs</u> * Minimum of 9 recorded grades per nine weeks <u>30% Tests/Major</u> * Minimum of 3 tests
Culinary Arts Courses: Culinary Arts I, Advanced Culinary Arts, Practicum in Culinary Arts	25% -Daily 40% - Lab 35% - Tests/ Major	<u>25% Daily</u> * Minimum of 8 recorded grades per nine weeks <u>40% Lab</u> * Minimum of 7 recorded grades per nine weeks <u>35% Tests/Major</u> * Minimum of 3 tests

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<p>Health Science Courses:</p> <p>Principles of Health Science (HST1), Health Science (HST II), Practicum in Health Science (HST III), Healthy Science Theory/Pharmacology, Medical Terminology</p>	<p>20% -Daily 30% - Lab 50% - Tests/ Major</p>	<p><u>20% Daily</u> * Minimum of 12 recorded grades per nine weeks <u>30% Lab</u> * Minimum of 3 recorded grades per nine weeks <u>50% Tests/Major</u> * Minimum of 3 tests</p>
<p>Health Science Courses:</p> <p>Anatomy & Physiology, Medial Microbiology</p>	<p>10% -Daily 30% - Lab 60% - Tests/ Major</p>	<p><u>10% Daily</u> * Minimum of 12 recorded grades per nine weeks <u>30% Lab</u> * Minimum of 3 recorded grades per nine weeks <u>60% Tests/Major</u> * Minimum of 3 tests</p>
<p>Law, Public Safety, Corrections & Security Courses:</p> <p>Forensic Science I & II, Principles of Law Enforcement</p>	<p>10% -Daily 30% - Lab 60% - Tests/ Major</p>	<p><u>10% Daily</u> * Minimum of 10 recorded grades per nine weeks <u>30% Lab</u> * Minimum of 5 recorded grades per nine weeks <u>60% Tests/Major</u> * Minimum of 3 tests</p>

Career and Technical Education – Science Technology, Engineering, & Mathematics Endorsement

<p>STEM Courses:</p> <p>Introduction to Engineering Design (IED), Principles of Engineering (POE), Computer Science Principles</p>	<p>35% - Daily 50% - Lab 15% - Tests/ Major</p>	<p><u>35% Daily</u> * Minimum of 13 recorded grades per nine weeks * Homework will be recorded as a daily assignment <u>50% Lab</u> * Minimum of 3 recorded grades per nine weeks <u>15% Tests/Major</u> * Minimum of 2 tests</p>
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Extra Credit

Teachers are not required to give extra credit. If extra credit is offered, it must be offered to all students in the class. Extra credit may be offered at the discretion of the teacher; however, it must be academically based and will not count from more than 5% of the nine weeks average. Extra credit must be completed outside of regular class time.

Late Work

Late work is defined as any assignment not turned in on time. Students are expected to turn in work on assigned dates. Teachers may use their discretion in accepting late work; however, the maximum number of points that may be deducted from the initial grade is 10 points per day.

Makeup Work

For any class missed, the student is responsible for requesting their makeup work before school, after school, or during tutorials on the day they return. The work should be based on the instructional objectives for the subject/course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject/course requirements. **In general, a student will be given a minimum of one day to make up assignments for each day they miss with an excused absence.** A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time specified by the teacher will receive a grade of zero for the assignment. More time may be given to complete makeup work at the teacher's discretion.

A student is encouraged to speak with his or her teacher if the student is aware of an absence ahead of time, including absences for extracurricular activities. This allows the teacher and student to plan any work that can be completed before, or shortly after, the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding "attendance for credit or final grade."

Special education students' accommodations/modifications shall be implemented according to ARD/IEP regarding absences.

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Reteach/Reassess for Mastery

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

TCISD will utilize ongoing mastery assessments 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. Students with an ARD/IEP shall be provided reteach and reassess opportunities according to the ARD/IEP.

The student will have one opportunity to improve any major assignments in which they scored 69 or below with the exception of CBAs. This will be accomplished by completing an assessment covering the same objectives/skills. After the original assignment is graded and returned, the student will have two (2) school days to request the reassessment. The student must return the original graded assessment to the teacher AND attend tutorials prior to the reassessment. The date for the reassessment will be determined by the teacher. The higher of the two assessments will be recorded with a passing grade of 70 being the maximum number of points earned.

Grading in Special Programs

English as a Second Language (ESL) Programs

ELL students are not exempt from grades and should receive a grade based on the state's TEKS in all subjects for each nine-week grading period. All ELL student grades need to reflect their linguistic accommodations and modifications determined by the Language Proficiency Assessment Committee (LPAC) and should not have failing grades due only to their inability to speak English. Teachers should be aware of their student's level of English language proficiency and keep a list of language proficiency levels and required accommodations in data binders.

Special Education

Students who receive special education services are expected to follow the TEKS as the basis for their educational program. The Admission, Review, and Dismissal (ARD) may recommend changes in standard curricular expectations, content modifications, accommodations, and guidelines for grading. Any variations in the District grading procedures should be related to the student's specific disability, determined by the ARD committee, and included in the student's individual education plan (IEP). Grades for special education students must be based upon performance that demonstrates mastery of the TEKS though the use of ARD recommended accommodations and/or modifications.

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TCISD Secondary Education Honor Code

Students are expected to conduct themselves honorably in pursuit of their education. We believe students are responsible for maintaining and supporting the academic integrity of the school by completing all assigned work, activities, and tests in an honorable process without engaging in cheating, fraud, plagiarism, or prohibitive electronic assistance. The Honor Code expressly forbids the following academic violations:

Cheating Examples of cheating include, but are not limited to:

- * Copying another person's work.
- * Allowing another person to copy your work.
- * Using unauthorized notes, aids, or written material in any form during a test.
- * Unauthorized use of technological devices (cell phones, cameras, iPods, games, etc.) while taking an assessment. During assessment, visible electronic devices are deemed as cheating. No exceptions.
- * Talking; copying from another person's paper; giving or receiving information by signs, gestures, or deception during any type of assessment.

Plagiarism Examples of plagiarism include, but are not limited to:

- Presenting someone else's work as your own, including the copying of language, structure, programming, computer code, ideas, and/or thoughts of another without proper citation or acknowledgement.
- Copying word for word, without using quotation marks or giving credit to the source of the material.
- Failing to use proper documentation and bibliography.
- Having someone else do assignments which are then submitted as one's own work.
- Falsification/lying examples of falsification/lying include, but are not limited to:
- Making an untrue statement verbally or in writing with the intent to deceive.
- Creating false or misleading impressions.
- Forgery of official signatures.

Responsibilities

Students will...

- Exercise academic honesty in all aspects of their work.
- Prepare sufficiently for all types of assessments.
- Seek extra help from teachers.
- Avoid engaging in cheating, plagiarizing, and lying.
- Use sources in the prescribed manner.
- Report any violations of the Honor Code.

Teachers will...

- Develop, model, and sustain ethical practices within the classroom setting.
- Report violations to counselors and administrators.
- Confer with those who violate the Honor Code.
- Contact student's parent or guardian regarding a violation.
- Record a failing grade for the assignment.

Parents will...

- Discuss the Honor Code with their child to ensure understanding.
- Encourage their child to maintain high standards with regard to integrity, honesty, and personal responsibility.
- Support faculty and administration in enforcing the Honor Code.

Administrators will...

- Ensure that all faculty, students, and parents receive the Honor Code.
- Help contribute to school-wide environment that encourages adherence to the Honor Code.
- Require teachers to enforce the Honor Code.
- Maintain accurate records of Honor Code violations.
- Ensure that the Honor Code is being applied consistently throughout the school

TCISD Secondary Grading and Reporting Handbook

Consequences

We believe the measure of success of our school community is based on the success of our students, so the consequences below shall serve as a deterrent to a violation of the TCISD Honor Code. As a result of clear and compelling evidence of student's cheating, the following consequences will be enforced and violations of the TCISD Honor Code will accumulate throughout a student's school year.

First Violation of Honor Code

1. A student shall receive a "0" for the school work, and is subject to a "U" in conduct, and disciplinary action.
2. Retakes will not be allowed for assignments associated with cheating.
3. A student is not eligible for final exam exemption in course where cheating took place.

Second Violation of Honor Code

1. A student shall receive a "0" for the school work, and is subject to a "U" in conduct, and disciplinary action.
2. Retakes will not be allowed for assignments associated with cheating
3. Students who are enrolled in advanced academic courses (Advanced/AP) **will lose weighted GPA for course.**
4. A student is not eligible for final exam exemption in any course.
5. A documented finding of academic dishonesty shall be reported on the student's college application.
6. Students in violation of the Honor Code may be removed from the National Honor Society, National Junior Honor Society, and any other Honor Society that is an organized school program.

I have read the honor code policy outlined by Texas City Independent School District. I understand and agree to abide by the code and understand the consequences.

Student Printed Name

Student Signature

Date

Parent/Guardian Printed Name

Parent/Guardian Signature

Date