CALALLEN ISD

PROMOTING EXCELLENCE • CREATING THE FUTURE

Instructional Grading and Reporting Guidelines

2026-2027

It is the policy of Calallen ISD not to discriminate on the basis of race, color, national origin, sex or handicap in providing education or providing access to the benefits of educational services, activities, and programs, including career and technical education programs, in accordance with Title VI and Title VII of the Civil Rights Act of 1964, as amended (34 CFR Part 104); Title IX of the Education Amendments of 1972 (34 CFR Part 106); Age Discrimination Act of 1975 (34 CFR Part 110); Section 504 of the Rehabilitation Act of 1973, as amended; Title II of the Americans with Disabilities Act of 1990; and local Board policies.

Es norma de Calallen ISD no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en proporcionar la educación o el acceso a los beneficios de sus programas, los servicios o las actividades educacionales, incluyendo los programas de carreras técnicas, tal como lo requieren el Título VI y el Título VII de la Ley de Derechos Civiles de 1964, según enmienda (34 CFR Parte 104); el Título IX de las Enmiendas en la Educación, de 1972 (34 CFR Parte 106); La Ley Sobre La Descriminación de 1975 (34 CFR Parte 110); la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda; el Título II de la Ley de los Americanos con Discapacidades de 1990; y Las Leyes de la Mesa Directiva Escolar Local.

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transforming THE VISION:2020

CALALLEN INDEPENDENT SCHOOL DISTRICT

Strategic Plan

Transforming the Vision: 2020

2 Community Summits
Online Surveys Strategic Design Team Action Team

Participation from:

Parents
Students
Community
Business
Teachers
Administration

Mission:

We challenge and encourage each student to achieve academic excellence, interpersonal and technical skills, and responsible citizenship.

Beliefs:

In CISD, we believe that….

- *All students have the right to a well-rounded, high-quality education.*
- *It is important to adapt to the changing environment while maximizing the available resources.*
- *The purpose of public education is to develop life-long learners and productive citizens to sustain a strong economy and a democratic society.*
- *All students can learn in engaging, interactive environments through varied methodologies.*
- *Students need to be critical thinkers and problem solvers to function successfully in a never-changing global society.*
- *All students deserve a safe, nurturing learning environment.*
- *Partnerships among school staff, parents/guardians and community are vital to a quality education.*
- *All students and staff function effectively in an environment of mutual respect and positive relationships.*

Vision:

All CISD graduates apply the knowledge, skills, and attitudes to be self-reliant and thrive as dynamic global citizens.

Strategic Plan (continued)

Transforming the Vision: 2020

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Learner Outcomes:

1. All students demonstrate the skills in the learner profile.
2. All students demonstrate lifelong learning.
3. All students demonstrate personal and academic growth.
4. All students will engage in service to the community.
5. All students will explore, select and achieve desired career pathways.

Learner Profile:

The learner:

- thinks critically
- communicates effectively
- collaborates
- demonstrates responsibility
- exhibits good social and life skills
- problem solves
- adapts effectively
- innovates
- is resourceful
- sets goals
- is financially responsible
- is technologically proficient



Goals:

1. We will develop a system where each child has a customized plan for challenging learning that facilitates his/her educational process and pursuits aligned to desired career pathways.
2. We will provide a nurturing, engaging, interactive learning environment using varied methodologies which will encourage mutual respect and positive relationships.
3. We will provide the most up-to-date training and technology for our students and teachers.
4. We will develop partnerships that will further our call to action.
5. We will hold all staff and students to the highest standards and expectations.
6. We will have a highly qualified staff and become completely student centered.
7. We will evaluate all existing programs and retain those aligned with our call to action.

CISD INSTRUCTIONAL, GRADING, AND REPORTING GUIDELINES K-12

CISD Grading Practices

Academic Achievement: Retention and Promotion 3
Curriculum Mastery 3
Standards for Mastery 3
Official Grade Reports 3
Interim Progress Reports 3
Report Cards 3
Online Records 4
Academic Dishonesty 4
Plagiarism 4
Copyright Infringement 4
Common Concepts and Explanations 5
Return of Assignments / Graded Work 5
Tutorials 5
Types of Assessments 5
General 5
Formative Assignments / Assessments 5
Classwork / Homework 6
Quizzes 6
Summative Assignments / Assessments 6
Chapter Tests 6
Unit Tests 6
CBA / Quarter Tests / Benchmarks / Semester and Final Exams 6
Special Projects / Term Papers 6
Compositions 7
Performance-Based Courses and Assessments 7
Transfer Grades 8
Transcript Recording from Non-CISD Schools 8
ELEMENTARY (PK-5) GRADING AND REPORTING 9
Calculating Quarter Averages 10
Prekindergarten 10
Weight of Grades (1-5) 10
Kindergarten Through 5th Grade 14
Maximum Weight of a Grade 14
Maximum / Minimum Grades Reported 14
Late Work 14
Makeup Work 14
Extra Credit 15
SECONDARY (6-12) GRADING AND REPORTING 16
Semester / Final Exams 17
Calculating Quarter Averages 17

Weight of Grades (6-8) 18
Citizenship 18
Weight of Grades (9-12) 19
Maximum Weight of Grades 19
Minimum Number of Assignments Grades 9-12 19
Maximum/Minimum Grade Reported 19
Reteach and Reassess for Mastery 19
Late Work 20
Make Up Work 20
Personal Graduation Plan 20
Calculation of Semester Average 20
Middle School Credit Courses 20
High School Credit Courses 21
Average of Year-Long Courses 21
Middle School Credit Courses 21
High School Credit Courses 21
Semester Averaging - High School Course Work 21
Appendix A: Extracurricular Activities and UIL Eligibility 23
Appendix B: Grading Policies for Students with Disabilities 24
Appendix C: Students Protected Under Section 504 25
Appendix D: Special Education/Section 504 Accommodations – PAC/AP 26
Appendix E: Expectations and Guidelines for All Emergent Bilingual (EB) Students and Recent Immigrants 27

FOREWARD

Procedures and guidelines that pertain to grading are necessary to establish some degree of consistency among teachers, grade levels and schools. Because daily activities, assignments, student needs/abilities and professional teaching styles differ, some variation in grading is to be expected.

A grade should represent a fair estimate, by the teacher, of a student's achievement and should reflect the growth each student is making in relationship to his/her performance, maturity and ability. A grade should reflect consistent progress and convey the degree to which the student has mastered the Texas Essential Knowledge and Skills (TEKS) after introductory skills have been taught.

Grading procedures should emphasize success and should complement the programs that are tailored to the individual needs of each student. Grades should be logical, justifiable, sufficient in number, and should ensure that the grade is an accurate measure of the student's progress and achievement. The conduct grade is an evaluation of the student's social attitudes and behavior and shall not alter the grade in academic areas. A student's academic grade shall reflect TEKS based curriculum mastery and shall not be altered because of behavior.

Students who receive instruction below their assigned grade level shall be continuously monitored to determine if the placement and progress are appropriate.

In teaching and evaluating student progress, teachers shall use a variety of activities and strategies in order to reach children with different modality strengths and learning styles thereby providing opportunities for student success. Techniques may include portfolio assessment, cooperative learning, class participation, oral expression, written assignments, projects, presentations, assessment results, daily grades, homework, and a variety of other instructional activities. The student's mastery level shall be a major factor in determining the grade for a subject or course.

Grading should help the teacher

- appraise the effectiveness of teaching procedures;
- diagnose the needs and evaluate the progress of each student; and
- monitor the student for grade placement.

Grading should assist the student

- evaluate his/her own progress;
- attain optimum achievement; and
- set his/her goals for future learning.

Grading should provide information to help parents

- guide the student in making personal and social adjustments;
- encourage the student to attain maximum performance; and
- assist their child in his/her schoolwork.

CISD Grading Practices

Report cards are to reflect each student's individual growth and acquisition of the TEKS.

- **A.** Teachers are to maintain students' grades and progress in Skyward. Grades are to be updated in Skyward. Grades are to be updated in Skyward on a weekly basis by Tuesday at 4 pm.
- **B.** Teacher gradebooks are auditable documents and are maintained digitally by network services.
- **C.** Final grades for a school year are to be maintained in the student's cumulative permanent folder/transcript.
- **D.** Results from diagnostic instruments, such as Universal Screeners and running records, will not be assigned a grade.
- **E.** The highest possible reassessment grade is a 70 in Category I or Category II. A grade of 70 shall be the highest grade recorded on reevaluation to designate the student's mastery of the TEKS**.** Quarter assessments, including major assessments which can be averaged to determine a quarter assessment grade, in Category II and/or III, will not be reassessed**.**
- **F.** All grades recorded are to be the actual grade the student earned. There is no required minimum grade. [See Board Policy EIA (LEGAL)]
- **G.** Teachers shall implement and provide documentation for all modifications and accommodations outlined in a student's IEP and 504 Plan.
- **H.** Conduct grades are to be an evaluation of a student's attitude and behavior. It should not change the grade in the academic area. State law requires that academic grades are a reflection of relative content mastery. Behaviors such as not writing name on paper or other academic behavior concerns may be reflected in the conduct grade, as with other concerns of this nature.
- **I.** When a student changes courses/teachers, it is the first teacher's responsibility to provide the new teacher with the student's average up to the date of transfer. The only exception is if the first course is not directly related to the student's second course (e.g., biology to Spanish I).
- **J.** Incomplete grades (defined as final averages for established grading periods) must be finalized within seven days of the end of the grading period in which the student received the incomplete. After that time, students will receive a zero for all missed work, except in extenuating circumstances approved by the building principal.
- **K.** Students are not to receive an academic grade or bonus points for bringing classroom supplies. In addition, students are not to be penalized for not bringing in classroom supplies.
- **L.** Student grades are to be held to the confidentiality requirements outlined in the Family Educational Rights and Privacy Act (FERPA). Grades cannot be posted.

NOTE: Interventions will be provided to assist struggling students with these expectations. Campus policy reflects a specific process for identifying and supporting these students and parents/guardians should be a part of this process.

Academic Achievement: Retention and Promotion

Curriculum Mastery

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. [See Board Policy EHBC (LEGAL) and (LOCAL)]

Promotion, grade-level advancement, and course credit shall be based on mastery of the curriculum. [See Board Policy EIE (LOCAL)].

Standards for Mastery (Promotion and Retention)

Mastery shall be determined as follows:

- Course assignments and unit evaluation shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, quarter, and final exams, or may be administered separately. Mastery of at least 70 % of the TEKS shall be required.

Official Grade Reports

Interim Progress Reports

The purpose of the Interim Progress Report (IPR) is to inform students, parents/guardians, and campus administrators regarding progress in a subject. The IPR will be posted in Skyward.

- Interim progress reports shall be issued for all students after the third week and the sixth week of each grading period when an elementary student's performance in a class or subject is 75 or below or when a secondary student's grade in a course or subject is 78 or below. Supplemental progress reports may be issued at the teacher's discretion. [See Board Policy EIA (LOCAL)].
- Students who are failing at the time that the IPR is created will have access to an itemized list of grades (in Skyward) for that three-week grading period.

Report Cards

The Report card is a communication tool for parents/guardians and students. Report cards provide information regarding academic progress as well as attendance information.

- Report cards are available on-line for grades K – 12.
- Report cards are issued no later than the 5th day following the end of each quarter grading period.
- Elementary report cards are sent home with the student each quarter, and secondary report cards are available in paper format by request each quarter.

Online Records – Skyward Family Access

- Parents/guardians may also access student progress information through Skyward Family Access at www.calallen.org.
- The Skyward Family Access portal displays progress report averages, report card averages, and individual assignment grades in the teacher gradebook (if applicable).
- Parents/guardians may contact the school for additional access information.

Academic Dishonesty

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating, plagiarism of any kind, including the use of electronic media or artificial intelligence (AI), 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 another supervising employee, taking into consideration written materials, observation, or information from students. [See Board Policy CY (LOCAL)]

Behaviors defined as cheating include, but are not limited to:

- Giving or receiving information, looking on someone else's work, or allowing someone else to see or copy one's work for an assignment or during an exam, test or quiz.
- Unauthorized receipt or distribution of exam, test or quiz contents, materials, or answer key.
- Use of unauthorized resources such as notes, cell phones, or other electronic devices during an exam.
- Taking an exam, producing a project, paper or assignment for another student or asking someone to take an exam or produce a project, paper or assignment for an individual.
- Copying work assigned to be done independently or letting others copy one's work.

Behaviors defined as plagiarism include, but are not limited to:

Any misrepresentation of another's work as one's own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, and other similar works.

According to Plagiarism.org, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own.
- to use (another's production) without crediting the source.
- to commit literary theft.
- to present as new and original an idea or product derived from an existing source.

Copyright Infringement

The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

All of the following are considered plagiarism:

- turning in someone else's work as your own.
- copying words or ideas from someone else without giving credit.
- failing to put a quotation in quotation marks.
- giving incorrect information about the source of a quotation.
- changing words but copying the sentence structure of a source without giving credit.
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

Common Concepts and Explanations

Return of Assignments/Graded Work

Students shall have the opportunity to review all graded work. Daily work should be returned in a timely manner. This should allow the student to identify any areas of weakness and arrange for tutorials or extra study sessions. Larger projects may require extended time for students to complete and likewise require extended time for teacher review. The teacher may reserve the right to retain the original work for documentation.

Tutorials

The purpose of a tutorial session is to provide instruction to assist students who have not mastered the TEKS currently being taught. Tutorials also serve as an instructional reinforcement for students needing assistance. All CISD students are welcomed and encouraged to attend tutorial sessions; however, students who have not mastered the TEKS (or are currently failing) should be given priority during scheduled tutorial times.

- Day and time of scheduled tutorials will be set by each campus. Some campuses may also have mandatory tutorials within the school day. Tutorials may also be offered outside of the school day.
- Teachers must be available to students during scheduled tutorial time.
- Students not having academic difficulty may attend tutorials voluntarily.

Types of Assessments

General

Student mastery of subject matter may be assessed in a variety of ways. It is not necessary for all grades to have written paper work as their source. Nor is it always necessary to receive a grade for every assignment produced. Assessment should always follow a period of guided practice and/or independent practice. Student's work may be evaluated for more than one subject area as appropriate.

Formative Assignments/Assessments

Formative assessment is the monitoring that occurs throughout the process of learning, providing students with feedback on how they are doing and what their next learning steps are.

Classwork / Homework

- Classwork 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 classwork becomes homework.
- Homework and classwork should never be assigned as punishment.
- Homework is work that is assigned to be completed at home and is an extension of concepts that were covered through guided practice in class. No new concepts should be included in homework, except to determine prior knowledge. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully.

Quizzes

A quiz is a formative assessment that is designed to assess student knowledge. It is intended to take no more than 20 minutes to complete. Quizzes usually can be given without prior notification to the student.

Summative Assignments/Assessments

Major tests/projects and examinations are a culminating assessment/assignment, which give information on student's mastery of content, knowledge, or skills. **Major tests must be scheduled and announced in advance.**

Chapter Tests

Chapter tests are summative assessments designed to test incremental skills and objectives from the curriculum utilizing a sampling of problems from a chapter in the textbook or novel.

Unit Tests

Unit tests are summative assessments designed to assess student knowledge over a unit of study in the curriculum. Units of study contain manageable numbers of relevant content standards that are addressed around a concept, issue, problem, or theme that contains the essential understandings and questions. The unit test poses essential questions that address selected content strands, promote students thinking, and result in active application of learning.

Curriculum-Based Assessments (CBA)
(Quarter/ Benchmark Tests/ Semester Exams/ Final Exams)

Curriculum-based assessments (quarter tests/benchmark tests/semester exams/final exams) are summative assessments that are designed to assess student performance mastery of the prescribed curriculum objectives. These assessments are developed through district and/or campus department collaborative efforts. They cover the TEKS addressed in the scope and sequence for a specified period of the course.

Special Projects/Term Papers

- Term papers or projects are lengthy classwork or homework assignments that may take up to several weeks for a student or group of students to complete.

- Teachers may assign term papers or projects to an individual or to a group of students as determined by the teacher.
- Term papers or projects assigned over a lengthy period and included on the course syllabus, are due on or before the due date. Students who are absent on the due date, including school business, must meet the deadline.

Compositions

In writing, compositions are formal writing assignments. Compositions often take a longer time to complete and are graded for many components. The evaluation of the writing process is the major determinant of the average.

Performance-Based Courses

Performance-based courses may have assignments that differ significantly from other academic courses. Performance-based courses include courses within the Visual and Performing Arts, Career and Technical Education, Athletics and Physical Education departments.

In many of these courses, the grading and assignments must reflect the TEKS and a measure of the student's performance, and a higher percentage of the grade may come from successful participation.

Performance-Based Assessments

Performance assessments are measures of a student's progress toward mastery of the TEKS and District curriculum objectives. There are many forms of assessment that may or may not be utilized by individual teachers. Types of performance assessments include, but are not limited to:

- Classroom participation
- Public Performances
- Oral responses
- Experiments
- Checklists of skills
- Enrichment
- Teacher observation
- Anecdotal notes
- Homework assignments
- Classroom discussions
- Written responses-including notebook/journal entries
- Research project
- Portfolios
- Collaborative group work/projects
- Chapter/unit tests
- Conferring session

Transfer Grades

Transcript Recording from Non-CISD Schools

A student who transfers into the district shall receive the grades that were earned in courses at other schools. Higher-level course credits earned shall receive grade points according to the list of higher-level courses offered in the district and the grade point scale used for credit earned in the district. Students shall not receive weighted grade points for courses not available in CISD, with the exception of International Baccalaureate courses. Letter grades will be converted as follows:

Communication Grade	Numeric Grade
A+	98
A	95
A-	93
B+	88
B	85
B-	83
C+	78
C	75
C-	73
D+	72
D	71
D-	70
F	69

Elementary (PK-5) Grading and Reporting Procedures



Calculating Quarter Averages

Pre-Kindergarten *Non-numerical grades*

Pre-Kindergarten students receive a standards-based report card at the end of each semester. Student's skills are assessed using: (+) "excellent progress". (=) "is learning", or (–) "needs more time".

Kindergarten

Kindergarten students receive a TEKS standards based report card each quarter. Grades will be documented in the Skyward Gradebook using "**M**" to indicate "***M**eets or Exceeds Kindergarten State Standards*", **"SD"** to indicate "***S**till **D**eveloping: Progress Being Made Toward Kindergarten State Standards*". "**NM**" to indicate, "***N**ot **M**aking Appropriate Progress: Area of Concern*", and "**O**" to indicate "***O**ngoing: Not Assessed at this Reporting Quarter*".

Weight of Grades (1-5)

All numeric averages reported on progress reports and report cards will be determined using a percentage grading system.

ELEMENTARY GRADES 1-2

Category	English Language Arts and Reading (ELAR)	Category Weight	Minimum # of Grades per Subject
			ELAR
Category I Formative *	Daily assignments (classwork, quizzes, participation, etc.)	70%	9
Category II/III Summative **	Major assessments (chapter/unit tests, Performance Tasks), Quarter Tests (if given)	30%	4

** Projects, long-term assignments and Quarter tests will NOT be reassessed.

Category	Math, Science and Social Studies	Category Weight	Minimum # of Grades per subject	
			Math	Science & Social Studies
Category I Formative*	Daily assignments (classwork, quizzes, participation, etc.)	70%	7	4
Category II/III Summative**	Major assessments (chapter/unit tests, Performance Tasks) Quarter Tests (if given)	30%	3	2

** Projects, long-term assignments and Quarter tests will NOT be reassessed.

These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. [See Board Policy EIA (LOCAL): *Guidelines for grading shall be clearly communicated to students and parents. The district shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment for which the student received a failing grade.*]

Grade 1

First grade students receive a report card with numerical grades given in English language arts and reading (ELAR), and mathematics. In science and social studies, student progress is shown using E, S, N, U with E = 95, S = 85, N = 75, and U = 65. In grade 1, Category 1 will include a minimum of 9 (nine) different assignments for Reading and English Language Arts, 7 (seven) different assignments for math, and a minimum of 4 (four) different assignments for social studies and 4 (four) different assignments for science.

For all grade reporting, the last week of each grading period is dedicated to summative Quarter Assessments which are considered major assessments. Major Assessments (Curriculum Based Assessments) are entered into Category II/III. Category II/III should include a minimum of 4 (four) summative grades for ELAR, 3 (three) summative grades for Math, and 2 (two) summative grade each for Science and Social Studies.

Grade 2

Numerical grades are used for reporting progress in ELAR, mathematics, science, and social studies. In grade 2, In grade 2, Category 1 will include a minimum of 9 (nine) different assignments for Reading and English Language Arts, 7 (seven) different assignments for math, and a minimum of 4 (four) different assignments for social studies and 4 (four) different assignments for science.

For all grade reporting, the last week of each grading period is dedicated to summative Quarter Assessments, which are considered major assessments. Major Assessments (Curriculum Based Assessments) are entered into Category II/III. Category II/III should include a minimum of 4 (four) summative grades for ELAR, 3 (three) summative grades for Math, and 2 (two) summative grade each for Science and Social.

Specific values are indicated below. Letter grades may be used on daily work.

Grade Range	Letter Grade	Transfer Grades
90-100	A	95
80-89	B	85
70-79	C	75
60-70	D	70
Below 60	F	60

ELEMENTARY GRADES 3-5

Elementary Grade 3

Category	Product Description	Category Weight	Minimum # of Grades per Subject	Without Quarter Test
			ELAR	
Category I Formative*	Daily assignments (classwork, quizzes, participation, etc.)	65%	9	70%
Category II Summative**	Major assessments (chapter/unit tests, CBAs, Performance Tasks)	25%	3	30%
Category III Summative**	Quarter Tests/Benchmark Tests	10%	1	0%

Elementary Grade 3

Category	Math, Science and Social Studies	Category Weight	Minimum # of Grades per subject		Without Quarter Test
			Math	Science & Social Studies	
Category I Formative*	Daily assignments (classwork, quizzes, participation, etc.)	65%	9	5	70%
Category II Summative**	Major assessments (chapter/unit tests, Performance Tasks) Quarter Tests (if given)	25%	3	2	30%
Category III Summative**	Quarter Tests/Benchmark Tests	10%	1	1	0%

Elementary Grades 4-5

Category	Math, Science and Social Studies	Category Weight	Minimum # of Grades per subject		Without Quarter Test
			Math	Science & Social Studies	
Category I Formative*	Daily assignments (classwork, quizzes, participation, etc.)	65%	12	6	70%
Category II Summative**	Major assessments (chapter/unit tests, Performance Tasks) Quarter Tests (if given)	25%	3	2	30%
Category III Summative**	Quarter Tests/Benchmark Tests	10%	1	1	0%

* When practical, graded assignments are to be finished in class and not sent home to be completed as homework.

** Projects, long-term assignments and Quarter tests will NOT be reassessed.

Grades 3-5

In grades 3-5, numerical grades are used for reporting progress in ELAR, mathematics, science, and social studies. For Grade 3, Category I will include a minimum of 9 (nine) different assignments for ELAR, 9 (nine) different assignments for math, and a minimum of 5 (five) different assignments for social studies and 5 (five) different assignments for science. For Grades 4-5, Category I will include a minimum of 9 (nine) different assignments for ELAR, 12 (twelve) different assignments for math, and a minimum of 6 (six) different assignments for social studies and 6 (six) different assignments for science.

For all grade reporting, the last week of each grading period is dedicated to summative Quarter Assessments, which are considered major assessments. Major Assessments (Curriculum Based Assessments) are entered into Category II/III. Category II should include a minimum of 3 (three) summative grades in each subject ELAR, and math, and a minimum of 2 (two) summative grades in each subject, science and social studies. If a quarter test is given, a minimum of 1 (one) will be listed in Category III

In health, fine arts and physical education, students will receive one of the following designations: E (excellent), S (satisfactory), N (needs improvement), or U (unsatisfactory) based on skill mastery of the appropriate TEKS

Kindergarten Through 5th Grade

Maximum Weight of a Grade

When calculating a quarter average, no single assignment/assessment grade may count more than 20% of the total average regardless of the grade Category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on Interim Progress Reports or Report Cards may not exceed 100%.

Maximum/Minimum Grade Reported

Grades for assignments will be based on TEKS mastery. Teachers are not required to assign a minimum grade for an assignment without regard to the student's quality of work. [See Board Policy EIA (LEGAL)]. The actual grade earned on any assignment may exceed 100%; however, the calculated average on an Interim Progress Report and/or Report Card may not exceed 100%.

Late Work

- Late work is graded in the same manner in all classes at the elementary level. The table below represents the **maximum** penalty that may be imposed for turning in late work:
- Chronic abuse, more than three late assignments during any one quarter grading period, may result in additional consequences.

Days Late (after parent notification through Skyward gradebook)	**Percent of Grade Received by Student**
1 Day	10 pts. off earned grade
2 Days	20 pts. off earned grade
3 or more Days	30 pts. off earned grade

Make Up Work

Students shall be permitted to make up assignments and tests following any absence. All students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension from school. For students at the elementary level, the district shall not impose a grade penalty for makeup work after an unexcused absence.

- A student will be given as many days as he/she was absent to make up tests and other missed assignments.
- If work is not made up on time, the student will receive a zero for work missed. Long-term assignments (those with advanced notice of 10 or more days) should be turned in on the due date regardless of any absences during the extended assignment period. Advanced notice of long-term assignments must be provided to the parent in writing (i.e., note home, posted on the website, etc.).
- Teachers are not required to provide assignments prior to an absence.
- Students should not be required on the day of returning to school to take a quiz or test that was announced during the student's absence.

Extra Credit

- All extra credit is to be academic.
- The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS.
- Extra credit may be offered at the discretion of the grade level/department.
- If extra credit is offered, it must be offered to all students in the grade level or subject area.
- Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
- Extra credit awarded will not account for more than 5% of the quarter average.

Secondary (6-12) Grading and Reporting Procedure



Semester/Final Exam (Secondary Courses 9-12)

- Fall semester: All students in grades 9-12 will take first semester exams in core curriculum classes. (Discretionary in elective classes)
- Spring semester: Written exams are mandatory for all courses. A student may be exempt from a spring semester exam by:
    - Having a passing average in the course for the year
    - Student with average of 90 may have up to 6 absences 2nd semester
    - Student with average of 80 may have up to 5 absences 2nd semester
    - Student with average of 70 may have up to 4 absences 2nd semester

NOTE: An AP exam can be taken in lieu of the semester exam for that course.

Calculating Quarter Averages

Weight of Grades (Grades 6 - 8)

All numeric averages reported on progress reports and report cards will be determined using a percentage grading system.

Category	Product Description	Category Weight	Minimum # of Grades	Without Quarter Test
Category I Formative*	Daily Work (classwork, homework, quizzes, participation, etc.) Science Lab (Process Skills)	40%	9	47.5%
Category II Summative**	Major Assessments CBAs, Science Lab (Process Skills), Quizzes, Science Major Assessments	45%	3	52.5%
Category III Summative**	Quarter Tests/Benchmark Tests	15%	1	0%

* When practical, graded assignments are to be finished in class and not sent home to be completed as homework.

** Projects, long-term assignments and Quarter tests will not be reassessed.

There must be a minimum of 13 assignments. Category I will have a minimum of 9 (nine) different assignments. Category II will have a minimum of 3 (three) different assignments (spaced appropriately) and Category III will have 1 (one) assignment.

Teachers use a system of grading based on a numerical scale of 100 points.

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

Citizenship

A citizenship grade of E, S, N, or U is given.

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

The citizenship grade will be determined by:

- Following classroom rules
- Following handbook guidelines
- Exhibiting overall appropriate behavior.

Citizenship grades have a bearing on participation in Student Council, UIL, and some elected honors and/or organization memberships.

Weight of Grades (Grades 9 - 12)

All numeric averages reported on Interim Progress Reports (IPRs) and report cards will be determined using a percentage grading system.

When averaging grades for each quarter, the following percentages are given to each category of grade(s) for Courses

Grades 9 – 12 Course Table

Course Description		**ELA, Math, Social Studies, Non-Core (PAC & AP)**		**Science (PAC & AP)**	**Science (Regular)**	**Non-Core Regular (LOTE, Fine Arts, CTE, Electives)**	**Core Content Regular Classes**	
Category	**Class Description**	With Quarter Test	Without Quarter Test				With Quarter Test	Without Quarter Test
Category 1 Formative*	Daily Assignment	25%	25%	25%	20%	40%	30%	30%
Category II Summative**	Major Assessments	60%	75%	0%	30%	60%	55%	70%
Category III Summative**	Quarter Tests (etc.)	15%	0%	75%	50%	0%	15%	0%

* When practical, graded assignments are to be finished in class and not sent home to be completed as homework.
** Projects, long-term assignments, Labs, and Quarter tests will not be reassessed.

Due to the nature of the support classes, they will only have category 1 grades.

Maximum Weight of a Grade

When calculating a quarter average, no single assignment/assessment grade may count more than 20% of the total average regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. The actual grade earned on any assignment may exceed 100%; however, the calculated average on an Interim Progress Report and/or report card may not exceed 100%.

Minimum Number of Assignments Grades 9-12

- Teachers will allow multiple opportunities for students to demonstrate mastery of the TEKS. Benchmark tests may replace the Quarter CBA at the discretion of the curriculum team.
- Teachers are required to take a minimum of nine (9) Category I Formative assignments for each quarter period.
- In addition, teachers must take a minimum of four (4) Category II/III assignments per quarter grading period (this includes the quarter test/assessment). The quarter test may be combined with Category II grades (at the teacher's discretion) or may be calculated as a standalone Major Quarter assessment at the end of the grading period.

Maximum/Minimum Grade Reported

Grades for assignments will be based on TEKS mastery. Teachers are not required to assign a minimum grade for an assignment without regard to the student's quality of work. [See Board Policy EIA (LEGAL)].

Reteach and Reassess for Mastery

Reteach/Retest/Reassess for Mastery

- The students who do not demonstrate mastery are reevaluated after they are retaught or after different activities are provided. Reassessment may include, but is not limited to, oral examination, special assignment sheets, special homework, and assignments. Even if reassessment is not allowable, students must have the opportunity to review missed items.
- *Time allotted for reassessment will be done at the teacher's discretion. It may be done either before school, after school, during tutorials, or by prior arrangement with the teacher.*
- A student must score at least 70% on the reevaluation to demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS). A grade of 70 shall be the highest grade recorded on the re-evaluation. If a student fails to demonstrate mastery on the reevaluation of the TEKS, the higher of the two assessment grades is recorded. For example, if the student scores a 55 on the first assessment and then on the reassessment scores a 95, a grade of 70 would be recorded. If the first assessment and the reassessment are both below 70, the higher of the two grades will be recorded. For example, if a student scores a 55 on the first assessment and then on the reassessment scores a scores a 50, the student will receive a 55 (the higher of the two grades).
- For reassessment policies for advanced classes, please see the student contract.

Late Work

- Daily work (i.e., homework, classwork, drills, worksheets, etc.) may be accepted one day after the due date for a grade no higher than a 70. If major work (end products, reports, projects, major essays, research papers) or long-term assignments (those with advanced notice of 10 or more days) is not received on time, the student will receive a zero for work missed. Both major work and long-term assignments should be turned in on the due date regardless of any absences, including if the student is absent on the actual due date.

Make-Up Work

- Students are expected to make up any work missed due to an excused absence. Students will have the same number of days to make up work as they were absent. The only exception will be due to extenuating circumstances. It is the student or parent's responsibility to request make-up work and turn it in.
- If work is not made up on time, the student will receive a zero for work missed. Long-term assignments (those with advanced notice of 10 or more days) should be turned in on the due date regardless of any absences during the extended assignment period. Advanced notice of long-term assignments will be provided to the student (i.e., posted on the website, syllabus, assignment directions, etc.).

Personal Graduation Plan

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9.

The PGP will be designed and implemented by a counselor, teacher, or other staff member designated by the principal. The plan will identify the student's educational goals and include consideration of the parent's educational expectations for the student. For students receiving special education services, an individualized education program developed under TEC §29.005 may be used as the student's Personal Graduation Plan. [See Board Policy EIF (LEGAL)].

Calculation of Semester Average

All secondary courses will calculate and report a semester average. Calculated averages reported on Interim Progress Reports (IPRs) or report cards may not exceed 100%. Grades recorded in a gradebook represent a confidential record for assessment of student performance.

<u>Middle School Credit Courses</u>

The semester average will be the average of the two quarter grading periods.

1st Quarter Average 50%; 2nd Quarter Average 50%

Middle Students taking high school credit courses will follow the high school calculations

High School Credit Courses

1st Quarter Average	42.5%	3rd Quarter Average	42.5%
2nd Quarter Average	42.5%	4th Quarter Average	42.5%
Semester / Final Exam	15%	Semester / Final Exam	15%
Semester Average	100%	Semester Average	100%

In courses where the Semester/Final Exam are not administered, the semester average will be the average of the quarter grading periods.

1st Quarter Average	50%	3rd Quarter Average	50%
2nd Quarter Average	50%	4th Quarter Average	50%
Semester Average	100%	Semester Average	100%

Average of Year-Long Courses

Middle School Credit Course

Middle school credit courses that are a full year in length will calculate a year-long average. This year-long average (with required attendance) will determine credit for retention and promotion. The average will be determined using the quarter averages (not the semester averages).

Average	Percent of Year-Long Avg.
1st Quarter Average	25%
2nd Quarter Average	25%
3rd Quarter Average	25%
4th Quarter Average	25%
Year Average	100%

High School Credit Course

First Semester Average	50%
Second Semester Average	50%
Year Average	**100%**

Averaging Semester Grades- High School Course Work

Students in high school credit courses receive separate and independent grades for each semester for a year-long course. However, semesters will be averaged to calculate an overall yearly average for course credit under the following criteria:

- Accredited high school courses from the fall and spring semester of the same academic year apply.
- Summer school may not be considered for semester grade averaging.
- The attendance requirements or a waiver must be met.

Appendix

Appendix A: Extracurricular Activities and UIL Eligibility

Grades and Extracurricular Activities

Grades shall not be increased or reduced for participation or lack of participation in any extracurricular activity. [See Board Policy EIA (LOCAL)]. Teachers, coaches, directors, and sponsors should refer to Texas Education Code §76.1 f o r definition of extracurricular activities. Sponsors of extracurricular clubs and groups are responsible for ensuring that participating students are eligible through confirmation of the individual designated to as keeper of the grades.

Calallen ISD Eligibility Calendar

CISD publishes an official eligibility calendar annually. See www.calallen.org or campus extracurricular sponsor. This calendar is strictly enforced. Please maintain a copy for your reference.

Official Eligibility Grade Check Date

This is the established calendar date for the official grade check.

Gain/Lose Dates

Students will gain eligibility if they are passing in ALL classes or lose eligibility if they fail ANY class (excluding those identified as Advanced classes).

Gain Only Dates

Ineligible students have the opportunity to regain eligibility if they are passing ALL classes, not just the ones they were failing (excluding those identified as Advanced classes).

Grade Period Dates

This is the effective date that students regain or lose eligibility at the end of the school day. It is seven calendar days after the official eligibility check.

Advanced Class Waivers

Calallen ISD values academic rigor and relevance in student course work and upholds higher standards than the UIL in regards to grade exemptions in Advanced level course work. Students may be granted a waiver for a quarter grading period if they fail a PAC/AP/Dual Credit course with a minimum grade of 55 for AP/Dual Credit and a 60 for PAC. If the student does not meet his requirement, the waiver will not be signed. The waiver must be signed by the teacher in order to obtain principal approval. Students in PAC/AP courses **will not** lose eligibility during the **first six-week grading period if they meet the minimum grade listed above.**(IPR). However, all AP, dual credit and PAC students must have a waiver signed at the end of a quarter grading period to remain eligible. [TEA/UIL Side-by-Side page 3] **Extracurricular Absences**

The district shall not schedule nor permit students to participate in an extracurricular activity or a public performance that would require the student to be absent from class in any course more than 17 times during the school year. After 17 absences, the student must submit the form for a waiver request for additional extracurricular days. Criteria used to determine approval of up to five additional absences include: 1. Eligibility to participate in District-level competition or above; and 2. A grade of 70 or above. [See Board Policy FM (LOCAL)] Students are required to make up hours if absences exceed the 5-day waiver.

University Interscholastic League (UIL) Eligibility

(Refer to UIL website https://www.uiltexas.org/policy/tea-uil-side-by-side)

1. A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any academic class (other than an identified advanced class) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility when the principal and teachers determine that he/she has:
   a. Earned a passing grade (70 or above) in all academic classes, other than those that are advanced, and
   b. Completed the three school weeks of ineligibility.
2. All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of each quarter grading period. Students who pass remain eligible until the end of the next grading period.
3. All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three school week evaluation periods for ineligible students.

Appendix B: Grading Policies for Students with Disabilities

Students with disabilities receive instruction in a variety of settings as determined by the Admission, Review, and Dismissal (ARD) Committee. Each student with a disability must have an Individualized Education Plan (IEP) that is properly developed, implemented, and maintained in the least restrictive environment that is appropriate to meet the student's educational needs.

The Texas Education Code Section 28.002 states that all students shall participate actively in a balanced curriculum designed to meet individual needs. The TEKS represent the core knowledge, skill, and competencies all students should learn, in order to be effective and productive members of society. Students with disabilities shall be instructed in the TEKS in a manner appropriate to their needs.

The student's IEP must include a statement of measurable annual goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general curriculum. For students taking alternate assessments aligned to alternate achievement standards, the IEP must also include a description of benchmarks or short-term objectives. The following guidelines are meant to ensure that grades convey meaningful information to parents regarding their child's progress.

1. Students participating in the general education classroom without curriculum accommodations:
   The ARD Committee may determine that a student with a disability will be responsible for mastering the entire general education curriculum with accommodations only in the instructional strategies.
   Accommodations in instructional strategies alone, such as extra time or large-print textbooks, are not curriculum accommodations and are not coded on the report card. Documentation reflecting the implementation of modifications is required. District grading policies will apply to students participating in the general education curriculum without curriculum modifications unless determined otherwise by the student's ARD Committee.
2. Students participating in the general education classroom with curriculum modifications:
   The ARD Committee may determine that a student with a disability is responsible for mastering only specific TEKS of a course and not the entire District curriculum. This is a modification to the curriculum and will be documented in the IEP, with a copy provided to the teacher.
   Although students receiving curriculum modifications in a general education course will receive instruction in the entire curriculum, the student's grade will not reflect his/her performance on curriculum objectives not included in the student's IEP. Notwithstanding, the student with a disability must be provided with the same opportunities to earn grades as non-disabled students such as extra credit points or non-content related points such as participation grades.
   Students receiving a modified curriculum in general education classrooms will receive their grade from the general classroom teacher or jointly with special education teachers as determined by ARD Committee.
3. Students participating in special education courses:
   Students who receive instruction in special education classes shall receive the grade from the appropriate special education teacher. The student's grade is not strictly a function of the student's ability to demonstrate progress on the goals/objectives selected by the ARD committee but may include other measures as determined by the ARD Committee. The ARD Committee must determine how progress toward the IEP goals will be measured and how that progress will be reported to the parents.

In addition to considering how grades will be determined for students in categories 2, 3, and 4 with content area IEP's, the ARD committee also determines how the child's progress toward the IEP goals/objectives will be measured and how that progress will be reported to the parents. The report card may not be used as substitute for reporting progress on IEP goals/objectives. Teachers are responsible for collecting data to aid ARD Committees in determining student progress on IEP goals/objectives.

Appendix C: Students Protected Under Section 504

Section 504 of the Rehabilitation Act of 1973 states: "no qualified individual with disability shall, solely by reason of her or his disability, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

A qualified individual is any person who:

- Has a physical or mental impairment which substantially limits one or more major life activities,
- Has a record of such an impairment, or
- Is regarded as having such impairment.

A Section 504 Committee will determine appropriate accommodations to enable qualified students to receive a free and appropriate education. These accommodations may change the presentation of material, the method of student response, or the setting, timing or scheduling of instruction. Students under Section 504 must still master the TEKS of a course. It is the classroom teacher's responsibility to ensure that the accommodations are being implemented.

In summary, students who fall under the protection of Section 504 should be graded in such a way that their disability does not affect their ability to demonstrate their knowledge of the subject matter.

Students with Dyslexia

A student with dyslexia may be eligible for protection under Section 504 or special education services. Accommodations will be determined by the appropriate committee for these students. Some students with dyslexia may not be eligible for any of these services, and regular grading policies and procedures should be followed.

Appendix D: Special Education/Section 504 Accommodations – Enriched/Accelerated/PAC/AP

The following guidelines are intended to apply to eligible special education and Section 504 students who enroll in Enriched/Accelerated/PAC/AP courses. While Enriched/Accelerated/PAC/AP courses are open to any student wishing to enroll, including special education and Section 504 students; counselor, parents, ARD Committees and Section 504 Committees should be aware that these are high-level academic classes. In order to be eligible for accommodations in an Enriched/Accelerated/PAC/AP class, the student must be eligible for the same accommodation in a general education classroom. Accommodations will not be implemented if they alter the content or standards of the course. The following guidelines shall be applicable to all special education and Section 504 students who enroll in Enriched/Accelerated/PAC/AP courses:

1. Special education or Section 504 students must have equal opportunity to participate in Enriched/Accelerated/PAC or AP courses.
2. While ARD and Section 504 Committees may wish to consider Enriched/ PAC or AP courses in connection with transition plans for students who will be attending college, ARD Committees and Section 504 Committees are not required to place students in Enriched/Accelerated/PAC or AP classes unless they can be reasonably expected to be successful there with the allowable accommodations described in the guidelines referred below.
3. Accommodations for special education and Section 504 students may not alter the content or academic standards of the Enriched/Accelerated/PAC or AP course. Thus, certain allowable accommodations may include, but are not necessarily limited to the following:
    - Extended time for testing
    - Preferred seating
    - Opportunity to repeat and explain instructions Assignment notebook
    - Minimal distractions
    - Large print, Braille/peer to read aloud
    - Behavior intervention plan
    - Assistive technology as defined by the committee
    - Altered format of exams, such as highlighted instructions or alternative spacing of questions
    - Altered assignments as needed for person with motoric or visual impairment
4. The following are examples of accommodations which would alter the content or the standards of the course, and are not allowed.
    - Reduced assignments
    - Special projects in lieu of assignments
    - Exams of reduced length
    - Open book exams
    - Peer tutoring/paired work arrangement (is not allowed except when offered to the entire class.)
    - Any reduction of content or standards of the course
    - Reduced mastery

While the decision to enroll in an Enriched/Accelerated/PAC/AP class is ultimately to be made by the parent or student, the ARD or Section 504 Committees may meet and recommend removal of the student from the classroom if the student is not meeting the standards applicable to students in that program and, as a result, is failing or at risk of failure.

Appendix E: Expectations and Guidelines for All Emergent Bilingual (EB) and Recent Immigrants

All academic and performance expectations apply equally to Emergent Bilingual students; however, it is imperative to recognize critical processes and features of language acquisition including the affective, linguistic, and cognitive needs as described in section 89.1210(e) of 19 TAC Chapter 89, Subchapter BB:

(1) **Affective.** Emergent bilingual students shall be provided instruction using second language methods in English to introduce basic concepts of the school environment which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the students‟ home language and the United States.

(2) **Linguistic.** Emergent bilingual students shall be provided intensive instruction to develop proficiency in the comprehension, speaking, reading, and composition of the English language. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

(3) **Cognitive.** Emergent bilingual students shall be provided instruction in English, Mathematics, Science, Health, and Social Studies using second language methods. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

It is also imperative to modify the **instruction, pacing,** and **materials** to ensure that English learners have a full opportunity to meet these expectations. The expectations apply to the second language learner at his/her level of proficiency in English. **Students who have waived the services of the ESL Program will be graded according to CISD Instructional, Grading, and Reporting Guidelines without consideration given to the student's English language proficiency level.**

Emergent Bilingual Students

Promotions and Retention of Emergent Bilingual Students

Students will be promoted or retained as specified below:
Emergent bilingual students making satisfactory progress in academic skills for their grade level should be promoted to the next grade level.

The expectation of meeting the state and local curriculum as outlined by the TEKS apply to the emergent bilingual student at his or her level of proficiency in English [Texas Administrative Code Chapter 128]. An English Learner may not be retained due to lack of academic progress if the student is making progress in learning English. If the student has made progress as documented on the state mandates testing instrument, TELPAS, then the student should not be retained regardless of academic progress.

Students who fail to make academic progress and fail to make progress in English language acquisition could be retained provided that documentation of adaptations, pacing, and the use of appropriate English as a Second Language strategies, including sheltered instruction and materials, support the decision to retain. Retention should only be considered when extensive adaptations, instructional pacing, the use of appropriate materials, and the use of ESL methodologies have been unsuccessful as documented through the campus student success team.

Teachers will report grades and conduct following CISD Grading and Reporting Procedures in all skill areas during each grading period. Parent-teacher conferences are scheduled to address individual student needs.

English as a Second Language (ESL) Program Grading (Elementary)

Emergent Bilingual (EB) students in the ESL program are to be assessed for progress and achievement through English language instruction in accordance with programmatic organization and state mandates; the ESL Department is currently implementing only an ESL program for elementary (PreK-5). The ESL Program provides instruction in English through sheltered instruction strategies to support comprehensive input and to accelerate language acquisition.

- Teachers will report grades following District guidelines in all skill areas during each grading period.
- Teachers will report conduct grades in accordance with District procedures for all grade levels.
- Parent/Guardian-teacher conferences are scheduled to address individual student needs.

English as a Second Language (ESL) Program Grading (Secondary)

It is very important for teachers of Emergent Bilingual (EB) students to differentiate between academic achievement and language proficiency. The students may be unfamiliar with the specialized English language that is unique to each subject area and will have little practice in using English as a medium of thought with the subject matter. The students may have more difficulty in mastering the content area because of the language demands required of the actual content material.
Some assessment instruments are not appropriate for assessing academic knowledge of an EB student. A large number of assessment instruments for content mastery assume native proficiency in English, in addition to knowledge of the content area. Emergent Bilingual students may score low on exams for the following reasons:

- Students may be unable to use English as a medium of thought;
- Students may require extra response time due to conceptual processing requirements in English;
- Students may be unable to understand the content-area vocabulary or syntax;
- Students may not have knowledge of the content area required to obtain a correct response.

Therefore, the teacher can design tests for EB students that have reduced demands on English by:

- Simplifying the language used in the test by substituting less difficult words for demanding vocabulary the student may not know. (The teachers will not make substitutions for vocabulary words that are required by the content since these are taught during instruction.)
- Ensuring that grammatical constructions are uncomplicated by lengthy sentences. (Students can concentrate more on the curriculum if they are not required to process long and complicated syntactical structures.)
- Practicing cultural sensitivity to ensure equitable instructional techniques, grading and reporting.


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ATHLETICS
CITIZENSHIP
FINE ARTS
VOCATIONS
WITH STANDARDS HIGH