EAGLE MOUNTAIN SAGINAW ISD

Fostering a Culture of Excellence



EMS ISD GRADING AND REPORTING HANDBOOK

2026-2027

Grading and Reporting Handbook

The mission of Eagle Mountain-Saginaw ISD is to foster a culture of excellence that instills a passion for a lifetime of continuous achievement in every student.

2026-2027

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Mission

The mission of Eagle Mountain-Saginaw Independent School District is to **foster a culture of excellence that instills a passion for a lifetime of continuous achievement in every student.**

Beliefs

1. Every student is a unique individual with unique potential
2. Effective communication is key to success.
3. Engaged and interested students learn more effectively.
4. Respect is a key to success.
5. Education is a team effort.
6. High quality educational facilities optimize student and staff success.
7. Accountability is essential to success.
8. A physically and emotionally safe environment promotes student learning.
9. A high-quality education is barrier-free.

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For any questions, or assistance with the Grading and Reporting Handbook, please reach out to the campus teacher and campus administration. Further questions can be directed to the Executive Director of Elementary Services or Executive Director of Secondary Services at 817-232-0880.

I. Introduction to Philosophy and The Texas Education Code

Philosophy

Effective teachers use grading as part of the intricate process of learning. Using the TEKS as the foundation of the curriculum, they begin by thoughtfully considering what the students already know and what they need to learn. EMS ISD has a district developed Scope and Sequence and a Curriculum Management Plan for all subject areas. Teachers should:

- construct assignments and tests that will both teach and assess students' learning
- establish fair, clear standards and criteria, while applying those criteria consistently to student work
- use previously disclosed rubrics when assessing the students' skills
- offer feedback to their students in the form of comments and grades
- provide meaningful opportunities within the classroom setting for their students to assess their own work
- apply what they learn from the grading process to improve their teaching

Tests and quizzes yielding numerical grades represent only one aspect of evaluating student learning. Complete grading requires multiple assessment techniques, such as performances, portfolios, projects, presentations, learning logs, journals, surveys, interviews, simulations, and role-playing. Using many different evaluation strategies will elicit greater opportunities for students to show mastery in a successful manner.

The teacher will create and sustain a learning environment by basing grades on the student's knowledge and skills as demonstrated by a wide variety of assessments.

In compliance with Texas Education Code §28.0216, grading in EMS ISD:

- must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment
- may not require a classroom teacher to assign a minimum grade for an assignment without regard for a student's quality of work
- may allow a student a reasonable opportunity to do makeup or re-do a class assignment or examination for which the student received a failing grade

In addition, grading should help the teacher:

- communicate progress to the student and parent/guardian on the mastery of the TEKS
- appraise the effectiveness of teaching strategies and modes of instruction
- evaluate strengths and needs of each student
- determine if credit will be awarded

Grading should help the parents/guardians:

- understand their child as a learner
- be knowledgeable about their child's mastery of the TEKS

- guide their child in making academic progress toward successful graduation
- encourage their child to give maximum performance in academic areas

Grading should help the student:

- evaluate and see personal progress on mastery of the TEKS
- recognize how work may be improved
- monitor learning

II. Grading and Reporting for Learning and Mastery

A. **Grading** is the process by which a teacher assesses student learning and progress towards mastery of course objectives as aligned with the Texas Essential Knowledge and Skills (TEKS). Grading is a part of the teaching and learning process. This process must include establishing clear learning goals, setting standards, and evaluative criteria which guide student learning so changes in instruction are based on assessment data. Additionally, the grading process should provide clear and consistent feedback to students that motivates them to focus and ultimately take responsibility for their own learning.

B. **Reporting** is the process by which the teacher communicates information to students and parents/guardians about student mastery of course content and skills. While the reporting process includes report cards and progress reports, it may also require a combination of emails, telephone conversations, and conferences as appropriate.

The purpose of this handbook is to provide a consistent set of grading and reporting expectations. The expectations adhere to the Texas Education Code (TEC), the Texas Administrative Code (TAC), and the Eagle Mountain-Saginaw ISD Board policies and regulations.

This handbook:

- describes the District's grading system which all teachers will implement,
- encourages a better understanding of grading, reporting, and promotion by teachers, parents/guardians, and students; and,
- fosters consistency in grading and reporting student achievement for promotion and retention practices across the District.

Teachers, students, and parents/guardians should understand the impact of grades on high school class rank [Board Policy EIC (LOCAL)] and on promotion and retention [Board Policy EIE (LOCAL)].

C. **Mastery** As used in this handbook, the term *mastery* refers to the knowledge and skills necessary for students to be academically successful. Grades earned commonly reflect the degree to which students attain mastery in any given class. Further, student mastery implies foundational understanding necessary in developing skills and processes on a continuum from simple to complex. To determine the content on which mastery is based, teachers will rely on the state TEKS as reflected in the district scope and sequences, curriculum guides, and/or advanced course curricula. This mastery will be supported by

research-based instructional practices, available technology, community resources, and textbooks. Pulling from a wide range of resources, the teacher will internalize lessons that reflect the TEKS being targeted and include assessment strategies appropriate for the learning of all students. When students do not have mastery of TEKS from previous grade levels or courses, then the teacher must remediate gaps to ensure mastery of current grade level or course TEKS.

Effective teachers use a variety of formative and summative assessments to determine mastery of content and skills being taught. Assessments may include but are not limited to student performances and projects, teacher observation of developmental skills, work samples, oral interviews, and written assignments. Grading strategies will also differ depending on whether a teacher is instructing in skills, theory, processes, or products.

Recording mastery at one point in time does not guarantee lifelong mastery, nor does it relieve teachers of the responsibility of reviewing previously taught content as part of ongoing instruction.

D. **Beginning of Year Information**

a. **Elementary-** Teachers are required to provide parents/guardians a syllabus that contains information including teacher name, contact information, classroom information, and other important information to assist our parents with the needed knowledge to help their students be successful in the classroom. Teachers should follow the template located on the Elementary Curriculum Canvas page. Teachers will provide a syllabus at Meet the Teacher Night or within 5 days of enrollment.

b. **Secondary-** Teachers are required to provide parents/guardians a syllabus that contains information including teacher name, contact information, classroom information, and other important information to assist our parents with the needed knowledge to help their students be successful in the classroom. Teachers should follow the template located in their Content Curriculum Canvas page. Teachers are required to provide a syllabus within five days of the beginning of the course.

E. **Academic Integrity**

Academic integrity values the work of individuals regardless of whether it is another student's work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty includes cheating, copying the work of another student or online resource, plagiarism, unauthorized communication between students during an examination and the use of generative Artificial Intelligence (AI) (including text, video, image, and code generation via the input of specific prompts) to generate a product or solve a problem, unless explicitly stated by the instructor within the bounds of an assignment. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and shall consider written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary

and/or academic penalties. The teacher and campus administrator shall jointly determine such action.

F. **Assigning Grades**

1. GENERAL GUIDELINES

- Skyward Gradebook is the official gradebook. Grades recorded in any other electronic platform (e.g., Canvas) shall not be considered final grade averages.
- The assigning of a grade in a particular course shall reflect individual student mastery of the skills and concepts of the course. Therefore, teachers may use their discretion by focusing on grades taken later in the grading period if they reflect a stronger degree of mastery than earlier grades.
- Summative assessments may include, but are not limited to: exams, essays, unit assessments, mid-module assessments, module assessments, topic assessments, projects, research papers, semester exams, and presentations.

  Prior to assigning a summative grade:
  - The concept must be adequately taught.
  - Students must be provided sufficient opportunities to learn and practice.
  - Instruction should include checks for understanding, guided practice, and independent practice.
- Formative assessments may include daily work, homework, quizzes, exit tickets, and classwork. These should:
  - Provide a balanced representation of student work during the grading period.
  - Occur multiple times prior to a summative assessment.
  - Be used to guide instruction and monitor progress (and may or may not be graded).
- Grades shall not be increased or decreased for nonacademic factors (e.g., returning signed documents, paper formatting, supplies, or compliance-related tasks).

2. Grading Scales for Grades K-1

In kindergarten and grade 1, grading is based on mastery of standards (essential knowledge and skills), as demonstrated through teacher observation and assessment of skills and individual student work. Mastery of individual skills will be recorded on report cards for individual standards in the core content areas of math, ELAR, science, and social studies. The reporting categories are as follows:

Category	Description
3	Meets Standard
2	Approaching Standard
1	Area of Concern

3. Grading Scales for Grades 2-12

The grading scale for content area courses in 2nd-12th grade will be numerically based on the following 100-point scale:

Grade	Letter Equivalent	Description
90-100	A	Masters grade-level standard; outstanding progress and mastery of TEKS
80-89	B	Meets grade-level standard; above average progress and mastery of TEKS
70-79	C	Approaches grade-level standard; average progress and understanding of TEKS
Below 70	F	Does not meet grade-level standard; below average progress and understanding of TEKS; Reteach is required
	I	Incomplete

4. Grade Weights for Grade 2-5

Grades shall be calculated according to the following guidelines:

a. Weighting:
   i. 40% Formative (Daily Assignments)
   ii. 60% Summative Assessments
   iii. Homework:
      1. Does not have to be graded but, if given, should be reviewed with students for understanding.
      2. If graded, may count for up to 10% of the formative category, at teacher discretion.

b. Minimum Formative Grades:
   i. A minimum of six (6) formative grades per nine weeks must be recorded for:
      1. Math
      2. Reading Language Arts (RLA)
      3. Science
   ii. Additional grades may be recorded at teacher discretion.
   iii. Due to curriculum pacing, there may be times when a grade is not recorded weekly; however, teachers must ensure sufficient evidence of student progress toward the learning targets/objectives is recorded in the grade book prior to a progress report or report card being issued.

c. Minimum Summative Grades:
   i. A minimum of two (2) summative assessment grades per nine weeks must be recorded for:

1. Math
2. Reading Language Arts (RLA)
3. Science

ii. Additional grades may be recorded at teacher discretion.

iii. These grades must reflect the level of student mastery of TEKS taught during the grading period.

d. Social Studies: Due to the structure of elementary Social Studies:

i. A minimum of one (1) summative grade per nine weeks must be recorded.

ii. A minimum of three (3) formative grades per nine weeks must be recorded.

iii. Teachers must ensure formative grades accurately represent student progress toward mastery of TEKS for that period.

iv. Summative grades must reflect the level of student mastery of TEKS taught during the grading period.

5. Grade Weights for Grades 6-12

Middle School (on-level and Advanced)

a. 60% Major
b. 40% Minor

High School (on-level and Advanced (Level II))

c. 60% Major
d. 40% Minor

HS AP

e. 70% Major
f. 30% Minor

- No single assignment may weigh more than 30% of the final average for the grading period for on-level and Advanced classes and each assignment should only be reflected one time in the gradebook.
- The teacher of AP classes must use discretion in determining the exact weight of any single assignment and communicate those weights prior to assignments given to students.
- All grades should be worth 100 points in Skyward.
- When projects are chunked, the overall project grades once as a major grade. Research and related assignments may be counted daily.
- Each 6 weeks is weighted for 30% of the overall semester grade. Semester exams are 10%. Ex. 30% (1st 6 wks) + 30% (2nd 6 wks)+ 30% (3rd 6 wks) + 10% (semester exam) = 100%

Meaning of Grading Categories

i. Example Major Grades (summative assessments – measurements of mastery learning)

- Exams (may include District Common Assessments)
- Projects
- Essays
- Research papers

- Presentations

ii. Example Minor Grades (formative assessments– check points to mastery)

- Exams (may include District Common Assessments)
- Quizzes
- Daily work (homework, classwork, etc.)
- Journals
- Exit Tickets

6. Secondary Minimum Assignments

Major – at least 2 per six weeks (one major grade shall be recorded prior to the 3-week mark of the grading period)

Minor – at least 6 per six weeks

7. Posting Timeline Elementary and Secondary

a. Student work that is to be graded shall be assessed and quality feedback given in a timely manner.

b. Before any elementary progress report is posted to the parent, a minimum of 2 daily grades must be recorded.

c. Before the elementary progress report reflecting the sixth week of the nine weeks is posted to the parent, at least one summative grade must be recorded.

d. Student work that is to be graded should be returned to the student within one week or 5 school business days after the due date (the date the student turns in the work is day zero) of the date received by the teacher; except for projects and major essays which shall be graded and returned within 7 school business days from the time submitted to the teacher (the date turned in by the student is day zero).

e. Any exceptions to the above guidelines must be communicated to students for the reason there will be a rare extended time to grade, return, and post the grade (for example, a very detailed final project or major essay that may legitimately require additional time to provide quality feedback). For timely feedback, ELAR Extended Constructed Responses (ECRs) are not considered major essays but may be recorded as major grades.

8. **Skyward Official Gradebook:** Grades reflected in the Skyward grade book shall be current and updated by each Monday at end of instructional day.

9. Conduct Grades

The student is graded on conduct by each teacher. All teachers are required to post a conduct grade for each student. A letter system is used to report a student's conduct, based on proper/responsive conduct and citizenship. Conduct must NOT be used to adjust academic grades. By law, the teacher of record must enter these grades, and the system cannot predetermine a default grade.

Elementary only:

E = Performs at excellent/above standard consistently
S = Satisfactory – average traits and characteristics of conduct
N = Conduct needs improvement
U = Unsatisfactory – has not demonstrated some traits of school-appropriate conduct

An "N" should not be given prior to parent contact. A "U" must not be given prior to timely, documented contact with a parent and discussion of the conduct grade with a campus administrator.

Secondary only:

E= Performs at excellent/above standard consistently
S = Satisfactory – average traits and characteristics of conduct
N = Conduct needs improvement
U = Unsatisfactory – has not demonstrated some traits of school-appropriate conduct

An "N" should not be given prior to parent contact. A "U" must not be given prior to timely, documented contact with a parent and discussion of the conduct grade with a campus administrator.

10. **Late Work – Middle/High School**

Late work is defined as any assignment not turned in on the assigned date unless the date is altered by the teacher at his/her discretion.

Important late work notes:

a. The following guidelines are required of ALL high school courses and ALL high school credit classes taken at the middle school level.
b. All other middle school courses shall follow these guidelines but have the ability to extend the acceptance of late work in attempts to accomplish the highest degree of mastery represented by earned grades.
c. This requirement does not nullify or replace any established campus procedures in place related to 'no zeros'
d. The late work policy must be communicated clearly to students and parents by each teacher on the class syllabus.

On-level classes at the high school level and Advanced at the middle school level:

e. An assignment may be turned in under the following guidelines:
    i. 1 school day late – maximum score is 85
        1. A 100 would record as an 85 (100 x .85)
        2. An 80 would record as a 68 (80 x .85)
    ii. 2 school days late – maximum score is 70
        1. A 100 would record as a 70 (100 x .70)
        2. An 80 would record as a 56 (80 x .70)
    iii. 3 school days late – maximum score of 60
        1. A 100 would record as a 60 (100 x .60)
        2. An 80 would record as a 48 (80 x .60)
f. No late work will be accepted after 3 school business days and a zero is recorded in the grade book.

11. **Advanced (Level II)/AP Classes** at the high school level and AP at the middle school level:

a. An assignment may be turned in under the following guidelines:
    i. 1 day late – maximum score is 80
        1. A 100 would record as an 80 (100 x .80)

2. An 80 would record as a 64 (80 x .80)

ii. 2 days late – maximum score is 65

1. A 100 would record as a 65 (100 x .65)
2. An 80 would record as a 52 (80 x .65)

iii. 3 days late – maximum score of 55

b. No late work will be accepted after 3 school business days, and a zero is recorded in the grade book.

12. Make-up work

a. All students shall be allowed to do makeup work when they are absent from class.
b. Students shall have time equal to days absent from class plus one day to complete all missed assignments.
c. Under extenuating circumstances such as long-term illness or family emergencies, teachers will work with the student to determine the due dates for make-up work missed. Teachers may reduce the length or number of assignments as long as the appropriate TEKS are covered.
d. Students returning to class following an absence are responsible for discussing with the teacher and/or reviewing assignments in CANVAS what is to be completed and date for such completion, along with securing necessary materials and notes.
e. Make-up work, including tests, at teacher discretion may be an alternate version of the original work as long as it is at the same level of cognition and covers the identical learning target(s).
f. Make-up tests should be administered before or after school to prevent a student from missing additional class time. At a teacher's discretion, tests may be made up during the school day.
g. Work, including tests, assigned prior to an absence may be due on the first return day. See the late work policy elsewhere in this document for make-up work not turned in when due dates have been set.
h. This requirement does not nullify or replace any established campus procedures in place related to a "zero policy."

13. Incomplete grades

a. Before issuing a grade of INCOMPLETE on a report card, the teacher must discuss the situation with an administrator.
b. All incomplete grades must be changed within 1 week unless there are extenuating circumstances.
c. UIL eligibility considers an INCOMPLETE as a failing grade for eligibility purposes.

G. **Transfer Grades from Within the District**

If a student transfers from an EMS ISD school, all of the grades will be recorded by the receiving teacher in his/her grade book following the required Skyward steps provided by the PEIMS department and given to each administrator.

H. **Transfer Grades from Other Districts for Elementary**

A student must be present in the EMS ISD school for at least 10 school days to receive a progress

report or report card for the current grading period. If the student has been enrolled for less than 10 days, the grades from the prior district will stand as the current grades and will be sent home with documentation stating they are from the previous district. The EMS ISD report card will record a NG (No Grade).

I. **Elementary Students Removed from the Regular Academic Setting for Additional Services**
Some students require additional services during the school day. When a child is pulled from the general education classroom, he/she shall not be penalized for missing work. A child shall not be required to complete lessons/activities done in their absence while attending services such as dyslexia, GT, special education, counseling, etc. Students are responsible for mastery of the content missed, and teachers are responsible for ensuring that the missed content is taught to the student.

J. **Art, Music, and Physical Education Grades – Elementary**
Grades in the area of Fine Arts and PE will be earned based on the student's performance and/or participation. The grade will use the following scale:
E=performs at excellent/above standard consistently
S=performs at standard expectation consistently
N=performs slightly below standard expectations, but with continuous progress
- Note: Prior to assigning a "N," a teacher must have documented contact with the parent or guardian.

U=Performs consistently at beginning or below standard expectation
- Note: Prior to assigning a "U," a teacher must have documented contact with the parent or guardian.

K. **Use of Videos, Feature Films, and Movies**
A feature film or movie for entertainment purposes cannot be used in its entirety as a component of classroom instruction. Carefully selected sections of feature films or movies can serve as excellent teaching tools as long as they support the planned instructional activities and the applicable TEKS. No video, feature film, or movie should be shown straight through in a class without stopping as indicated below for instructional conversations or student activity.

Instructional videos should be used to reinforce content by being shown in short sections followed by discussion or activity. Student attention spans dictate this practice is used. This is especially important for the introduction of new or more difficult to grasp concepts. For example, teachers may show a short section of 10-12 minutes and then stop for discussion or activity, this can be followed by another 10-12 minutes section, again followed by another time of discussion or activity. By law, appropriate licensing fees must be paid in advance. With accessibility to the variety of online video clips, educators must use professional judgement when selecting these as instructional tools. No Rated R movies will be shown.

L. **Projects**
Projects are defined as an opportunity to plan and design with the purpose of demonstrating a deeper understanding of TEKS.
a. Projects will most likely require additional time outside of the school day and are considered

part of an extended assignment and are not defined as homework.

b. Rubrics or academic checklists must be created for all projects and shared with students and parents along with giving the project assignment.
c. The project shall be based on the TEKS being taught.
d. Projects requiring time outside of the school day may require advance approval at the discretion of the campus principal.
e. Projects must focus on the work of the individual student and their mastery of the appropriate TEKS.
f. An individual student's effort must be graded separately on any assigned group project in addition to any assigned group grade.
g. Project grades are to be criterion-based, as reflected in the final product.
h. Major or long-term projects are to be closely monitored and assigned a minimum of two formative grades at set intervals prior to the summative grade in order to ensure student success. Teachers determine what is a major or long-term assignment based upon curriculum and learning targets.
i. Projects are not to be due the last week of a grading period; however, projects may be worked on across grading periods and posted in a later grading period.
j. No projects shall be assigned over extended breaks such as Thanksgiving and be due on the date of return.
k. Campus principals shall ensure that each project assigned meets the criteria described above.

M. **Extra Credit**

a. Extra credit must be awarded on the basis of an academic product that can be directly related to the Eagle Mountain-Saginaw ISD curriculum objectives.
b. If a teacher makes extra credit available to one student, all students in the same course must be provided the opportunity for extra credit. It should apply equally to all students.
c. Credit shall not be given to students providing classroom supplies or materials or awarded for any other non-academic work.
d. The awarding of extra credit for previously assigned work a student has failed to complete is not allowed.
e. In the case of class-wide low scores on an assignment/assessment, the material should be retaught, learned at the appropriate level of cognition by the students, and retested rather than offer all students the opportunity for extra credit. The goal must be student learning and not simply a grade.

N. **Progress Reports Frequency and Required Communication– Elementary**

The district shall provide a notice of progress via Skyward Family Access to the parent or guardian of students not showing adequate progress in grades 2 through 5. The grades will be determined at three-week intervals on a pre-designated date and submitted during a specific window of time.

a. When a student's grade drops from passing to failing after the third-week report, parents must be notified within 24 hours by the teacher. This documented contact may be by email, in writing, by phone, or in-person.
b. The teacher or campus administrator may require any student whose interim reporting period

grade average is below 70 or borderline to attend tutorial sessions.

c. Accurate records of contact or attempts to contact parents of students who are failing should be kept on file by the teacher for the current school year or until directed otherwise by the principal.

O. **Report Cards – Elementary**

a. The campus shall provide a report card via Skyward Family Access to parents or guardians of students including academic achievement grades, conduct status grades, and absences one week following the end of a nine-week grading period. Parents and students may view the student's grades through the Family Access Student Portal and print a hard copy for their records or may request a printed copy from the campus. Students with unsatisfactory grades must return a handwritten or electronic parent signature to the specified teacher within two days of receipt. [EIA (LEGAL)]

b. In addition to the standard nine-week report card, students with IEPs must also receive a report indicating measurable progress on IEP goals/objectives.

P. **Progress Reports Frequency and Required Communication– Secondary**

The district shall provide a notice of progress to the parent or guardian of students not showing adequate progress in grades 6 through 12. The grades will be determined at three-week intervals on a pre-designated date and submitted during a specific window of time.

- Upon assigning a failing average to a student on a course progress report, the teacher is required to initiate contact with the parent within 3-4 school business days. This documented contact may be by email, in writing, by phone, or in-person.
- When a student's grade drops from passing to failing or drops significantly (i.e., from a 95% to an 82%), after the third week report, parents must be notified by the teacher in writing, in person, by email, or by phone for the failing grade or significant drop in grades.
- The teacher or campus administration may require any student whose mid-reporting period grade average is below 70 or borderline to attend tutorial sessions.
- Students with unsatisfactory grades must return a handwritten or electronic parent signature to the specified teacher within two days of receipt. [EIA (LEGAL)]

Q. **Report Cards – Secondary**

a. The campus shall provide a report card via Skyward Family Access to parents or guardians of students that includes academic achievement grades, conduct status grades, and absences, one week following the end of a six-week grading period, usually on a Friday. Parents and students may view the student's grades through the Family Access Student Portal and print a hard copy for their records or may request a printed copy from the campus. Students with unsatisfactory grades must return a handwritten or electronic parent signature to the specified teacher within two days of receipt. [EIA (LEGAL)]

b. In addition to the standard six-week report card, students with IEPs must also receive a report indicating measurable progress on their IEP goals/objectives.

R. **Reteach/Redo – Elementary**

"For reteaching to be effective, teachers must use a different approach from the one they initially used, one that builds on previous activities but that focuses on the omissions or errors

in student thinking that resulted from these activities" (Marzano, 2010).

a. Correction alone of the original assignment is not considered reteaching.
b. Reteaching will employ different strategies than the original teaching.
c. Working through the PLC team, teachers can collaborate on methods to provide reteaching through collaboration by answering PLC question three, "What will we do if students do not learn it?"

Per Board Policy EIA (LOCAL), "The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing grade**."

This policy applies only to initially identified Summative grades (i.e., summative assessments, assignments, projects, and other identified summative grades) and does not apply to daily assignments, quizzes, or formative grades. Upon reteach and retest, the recorded grade for the new test, project, assignment, etc. will be a maximum of 80.

The following are the required criteria for redo/retest procedures for failed projects, quizzes, and summative assignments/assessments. At the teacher's discretion, the student may be required to attend tutorials before being given the opportunity to redo/retest. The number of tutorials or reteaching opportunities is determined by the teacher.

- Retest/redo requires reteaching as determined by the teacher. A student or parent may not submit a corrected assignment/assessment from home for redo/retest credit without the teacher having directed the action to be completed at home.
- The teacher will determine the redo/retest due dates based upon the assignment length and/or timeline for tutorials/reteach.
- The assignment/assessment may be of an alternative variety to the original assignment/assessment as long as it covers the same TEKS and at the same level of cognition as the original assessment.
- The highest available grade on the redo/retest of an assignment/assessment for a failing grade is 80; however, at teacher discretion, the teacher may record a grade higher than 80 as long as all students are equally given the opportunity to redo/retest for a higher grade. A higher grade will be recorded, not an average of the two assignments/assessments.
- The opportunity to redo/retest for an improved grade is a one-time offering per assessment/assignment. However, at the teacher's discretion, additional assessments to determine mastery may be offered more than once.

Because the District is invested in and values students learning at the highest levels by demonstrating mastery with as much of the content as possible, the following redo/retest option is available for students who **passed** a summative assignment/assessment and earned a grade of 70-84, the opportunity to redo/retest based upon the following criteria. This is not available for formative (daily) assignment grades.

- At the teacher's discretion, the student may be required to attend tutorials prior to the

opportunity to redo/retest on a summative assignment/assessment. The number of tutorials or reteaching opportunities is determined by the teacher.

- The teacher will determine the redo/retest due dates based on the timeline for tutorials/reteach.
- The summative assignment/assessment may be of an alternative variety from the original assessment as long as it covers the same TEKS and at the same level of cognition as the original assessment.
- The highest available grade on the redo/retest of a summative assignment/assessment for an initial grade of 70-84 is an 85; however, at teacher discretion, the teacher may record a grade higher than the 85 as long as all students are equally given the opportunity to redo/retest for a higher grade.
- The opportunity to rede/retest is a one-time offering per summative assignment/assessment. However, at the teacher's discretion, retesting for mastery can be offered more than once.
- Students scoring at or above 85 on the initial summative assignment/assessment may be given enrichment for additional graded credit as determined by the teacher. This option is at the teacher's discretion.
- As a general guideline, if 30% of a class fails a summative assignment/assessment, it is evident that roughly 1/3 of the class does not have sufficient mastery of the tested TEKS and reteach/reassessment for the whole class is appropriate.
- If 40% or more of the class fails a summative assignment/assessment, the opportunity to retest on a new assessment must be provided after reteaching for the entire class. A higher grade will be recorded, not the average of the two assessments. At teacher discretion, students who have achieved at higher levels on the test may be given enrichment activities and extra grade points assigned by the teacher.
- To move forward with greater than 30%-40% of the class not mastering an important concept leads to significant gaps in student learning as the curriculum progresses and the students face certain failure ahead without sufficient background knowledge being built.
- The teacher shall evaluate the use of differentiated instruction and pay attention to other principles of learning to determine why students are not mastering the material at the right level of cognition.

S. **Failing Grades and Zeros – Elementary**

Upon assigning a second zero for daily work or other assignment to a student in a course during a grading period, the parent/guardian must be contacted via email, in writing, by phone, or in person. This contact must be documented for the teacher's future personal reference. If the problem persists, a student/parent/guardian/teacher conference will be requested. It would be appropriate to discuss the performance of this student with the school counselor, Intervention Literacy Specialists, Math Specialists, or administrator. Early intervention is essential to student success.

Upon assigning a failing average to a student on a course progress report, the teacher is required to initiate contact with the parent within three school business days after the progress report has

been sent/delivered (the day sent is day zero). Contact may be via email, in writing, by phone, or in person. This contact, including the parent response, must be documented for the teacher's future personal reference.

T. **Reteach/Redo – Secondary**

Important reteach/redo notes:

a. The following guidelines are required of ALL courses

b. The reteach/redo policy must be communicated clearly to students and parents by each teacher at both the middle and high school levels.

The District's goal is for every student to master all the TEKS specified for each grade level and the STAAR End of Course (EOC) exams. Each student will be provided instruction that allows for application and practice of the concepts and skills mandated in the TEKS and then assessed for mastery. If a student does not demonstrate mastery of concepts and skills as specified in the TEKS and necessary for future learning, reteaching should be provided for the student.

Reteach/Redo – Failing Grades

Per Board Policy EIA (LOCAL), "The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing grade**." The following are the criteria regarding the retest procedures for major grades:

This policy applies only to initially identified major grades (i.e., summative assessments, projects, and other identified major grades, *and does not apply to daily assignments, quizzes, or semester exams*). Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.

This is a one-time reteach and retest, unless, at departmental/course discretion, they feel it is important to continue to reteach for mastery and then reassess for higher levels of mastery. All teachers at a grade level in specific courses must follow the same policy due to class rank and issues of GPAs. If this option is desired at a particular campus, the principal or designee will coordinate and monitor this decision.

c. A student will not be allowed to redo an assignment for which he/she received a zero or to retake a test for which the student received a zero. In addition, the student must have made an attempt on the initial assignment/assessment. This decision is at the teacher's discretion.

d. The student must make a request to redo the major assignment or retake the test for which a failing grade was earned within 3 days of the failing grade being posted in Family Access.

e. The student, at the teacher's discretion, may be required to attend tutorials prior to the opportunity to redo/retest. The number of tutorials or reteaching opportunities are determined by the teacher.

f. The teacher will determine the redo/retest due dates based upon the assignment/assessment length and/or timeline for tutorials/reteach.

g. The assessment may be of an alternative variety to the original assignment/assessment as long

as it covers the same TEKS and at the same level of cognition as the original assessment.

h. The highest available grade on the retest for a failing grade is 70%.
i. The opportunity to retest is a one-time offering per assessment.

Reteach/Redo –Passing Grades

The District is invested in and values students learning at the highest levels by demonstrating mastery with as much of the content as possible. Therefore, the following retest option is available for students who *passed a major graded* assignment *or assessment* and earned a grade of 70-84 the opportunity to retest based upon the following criteria:

j. The student must make the request to redo the summative assessment for which a passing grade was earned within 3 days of the original passing grade of 70-84 being posted in Family Access.
k. The student, at the teacher's discretion, may be required to attend tutorials prior to the opportunity to retest on a summative assessment. The number of tutorials or reteaching opportunities are determined by the teacher.
l. The teacher will determine the redo/retest due dates based upon the timeline for tutorials/reteach.
m. The summative assignment/assessment may be of an alternative variety to the original assessment as long as it covers the same TEKS and at the same level of cognition as the original assessment.
n. The highest available grade on the redo/retest of a *passed* major graded assignment or assessment for an initial grade of 70-84 is an 85.
o. The opportunity to redo/retest on a *passed* major graded assignment or assessment is a one-time offering per assignment/assessment.
p. Reteaching and redo/reassessing provisions *do not apply to daily assignments, quizzes, and semester exams*.

Reteach/Redo – Other general guidelines

q. If 40% of a class fails a *summative assessment*, it is evident that there is an issue of understanding if 4 out of every 10 students in the class do not have sufficient mastery of the tested TEKS. Therefore, reteach/reassessment for the whole class is educationally appropriate and required.
r. If 40% or more of the class fails a summative assessment the opportunity to retest on a new summative assessment must be provided after reteach for the entire class. A higher grade will be recorded and not an average of the two assessments. At teacher discretion, students who have achieved at higher levels on the initial assignment/test may be given enrichment activities for additional credit awarded at teacher discretion.
s. To move forward without 40% or more of the class mastering an important concept at least 70% leads to significant gaps in student learning. As the curriculum progresses and scaffolds, additional failure is most likely ahead for those failing students. Sufficient background knowledge for success at the next level has not been learned as evidenced by low test scores.
t. The teacher needs to evaluate the use of differentiated instruction and pay attention to other

principles of learning to determine why students are not mastering the material at the right level of cognition.

u. This requirement does not nullify or replace any established campus procedures in place related to 'no zeroes.'

U. **Homework Philosophy**

The purpose of homework is to improve student learning and provide opportunities for extending learning time beyond the school day by providing practice, developing proper study habits, and fostering positive attitudes toward schoolwork outside the school day.

Homework Guidelines

a. Homework should never be assigned as punishment.
b. The purpose for the homework and how it will be graded should be made clear to students.
c. As much as possible, teachers should make students aware of upcoming homework assignments, so they can budget their time to complete the work in an effective and efficient manner.
d. Homework with proper pre-instruction and teacher direction can be used as a reteaching method.
e. Reading prior to a class session is not considered as homework except at the discretion of the teacher.
f. Homework will likely increase as a student moves through school from grade 2-12.
g. Homework without effective feedback has little impact on student learning. Thus, when homework is assigned, the teacher should check for understanding.
h. Advanced for middle school and Advanced (Level II for HS) and AP students should expect additional homework and reading, as research is very supportive of students at higher levels benefiting from homework and outside reading.
i. See the late work policy elsewhere in this document for students not completing and turning in homework in a timely manner.

III. Assessment

A. **Purpose of Assessment**

Assessment provides feedback to the system for continuous improvement of the teaching and learning process. Thus, the use of assessments and the data they generate become an integral part of an effective instructional program. When viewed systematically, assessment is intentional, managed, consistent, aligned, coherent, and transparent. Both formative and summative assessments that are aligned to the written curriculum are used by teachers as they plan for learning.

The results provide teachers, students, parents, campus administration, and curriculum coordinators:

1. Student mastery of key course content that has been taught in class
2. Strengths and gaps in mastery of identified power standards
3. Data to adjust, modify or research certain concepts not mastered
4. Patterns, trends, outliers so a plan of action is developed during PLC by teachers for individual students or for needed reteach for whole class/small group

B. **Types of Assessments**

The comprehensive district assessment system establishes appropriate measures for determining the effectiveness of curricular design and instructional programming at district, campus, and classroom levels. It includes formative and summative assessments along with purposeful feedback to assist classroom and district level to improve student outcomes. Campus/classroom-developed summative assessments should be returned to the students with the opportunity to review and analyze performance.

- Formative Assessments
  - Used at the classroom level
  - It is an immediate, constant, and steady stream of evidence (daily, weekly)
  - Determines student learning of standards
  - Used over short intervals of time
  - Embedded in instructional and learning activities
  - Used to scaffold learning
  - Feedback given at the end of the learning process to assess how well a student achieves mastery of the standards
  - Provides "Just in Time" information for intervention
  - Provides the student with feedback to assist them in developing an action plan towards reaching their learning goal
- Summative Assessments
  - Used at the classroom, district, and state level
  - Generally given at the end of specified amount of time (end of unit/end of semester/end of year)
  - A long-range assessment to gauge mastery of content towards state content standards (TEKS)
  - Used for evaluation purposes
  - May be used to inform instructional decision-making
  - Occurs at multiple points throughout the learning process toward the mastery of a standard
  - Provides data to inform curriculum updates or revisions

C. **Assessment Analysis (Plan, Do, Study, Act)**

Before an assessment is given, teachers will

1. Utilize the curriculum guides, which include standards, prior assessment data, and district

common assessments to internalize lessons, question banks, extensions, short cycle assessments, assessments, and reteach best practices.

2. Work within the PLCs to internalize lessons that focus on the standards needing to be taught. Focus on knowing what will be taught, how it will be taught, the actions to determine if students need additional supports and time for learning, and the actions to determine if students need extension activities or need to further their knowledge based on their previous experience.

Once an assessment is given, teachers will

1. Analyze and have conversations about the data with peers on campus and with district partners (PLC/CLC).
2. Design learning knowing the specific weaknesses or strengths the students have, to provide extensions or reteaching.
3. Have students analyze their performance and determine their goals and action plans on how to better their learning.

D. **Description of Assessments**

- **District Common Assessments-Secondary** (DCA) are created by curriculum coordinators. DCAs are assessments within the content curriculum based on the scope and sequence of the content. They are not stand-alone tests that cover items not within the scope and sequence time period. These exams are written by teachers and coordinators based on the standards taught during a unit. Results can be reviewed in Eduphoria AWARE so that Curriculum and Instruction, campus administrators and teachers can see across all same level subjects and grades to determine strengths, gaps, trends, outliers, and patterns so that a plan of action is developed to provide extensions or reteach opportunities for individual or small group students. Campus teachers will
  - Give the DCA during the window assigned by the C&I department.
  - Students will take the test in AWARE or by paper if a special need is necessary.
  - Allow students to retest as written in the Grading and Reporting Handbook.
  - Provide feedback to Curriculum Coordinators for continuous improvement.
- **Gifted and Talented Program Identification** assessments will be used to determine placement needs for each student nominated. The Advanced Academics Handbook Eagle Mountain Saginaw ISD Advanced Academic Programs Handbook (emsisd.com) provides detailed information for this program.
- **Identification of Emergent Bilingual/English Learners (EB/EL)** Emergent Bilingual assessments assess students new to the district who have a language other than English identified on the home language survey for determination of English proficiency and potential placement into bilingual or English as a second language (ESL) program. Please contact your campus LPAC Coordinator for required steps and timelines.
- **Response to Intervention Universal Screeners** These screeners identify students not making academic progress at expected rates. The screening procedures serve as progress monitoring

and analysis of student mastery of specific skills within an academic domain and generate data for campus teams to determine intervention tiers for identified students.

mCLASS-

- All Kindergarten and First grade students
- Reading screener
- Utilize the DIBELS portion only
- Fulfills Dyslexia screening and Early Reading Indicator state requirements
- Screened three times per year (BOY/MOY/EOY)

MAP-

- All Reading- 2-8th grade, English I, and English II
- All Math- K-8th grade, Algebra 1 and Algebra II
- Science- Biology
- Fulfills requirement for screening 6th grade students who fail reading STAAR or do not have a STAAR score
- Screened three times per year (BOY/MOY/EOY)

- **College Entrance Exams** To provide students with the opportunity to experience the rigors of college entrance exams (SAT/TSIA2/PSAT). The National Merit Scholarship Corporation uses PSAT results to determine candidates to receive recognition and awards through the National Merit Scholarship Program. Students in grade 9 through 11 may opt to take the PSAT at their own expense. Juniors will be offered the opportunity to take either the SAT School Day exam at no cost on their home campus. High school students will have opportunity to take the TSIA2 at no cost. Students in need will have the opportunity to register for TSIA2.
- **Dyslexia and Related Orders** All kindergarten and first grade students are Screened for dyslexia and reading difficulties. Students suspected of having dyslexia or a related disorder are referred for a full and individual initial evaluation (FIIE) following the districts Child Find process. Parents may request a FIE at any time.
- **Academic Acceleration** EMSISD offers several options for acceleration, including Credit By Examination(CBE), kindergarten CBE, and math (grades 3-5). Please refer to the *EMS ISD Acceleration Information* for specific information, timelines, and processes.
- **STAAR/EOC** is the Texas Education Agency exams required for students to take each year and for seniors to be able to graduate and receive a diploma. Information and lead responsibility are with the campus testing coordinator. All students in grades 3-8 and STAAR EOC courses are expected to participate in the STAAR exams appropriate for the subjects taken. A parent is entitled to remove the parent's child temporarily from a class or other school activity that conflicts with the parent's religious or moral beliefs if the parent presents or delivers to the teacher of the parent's child a written statement authorizing the removal of the child from the class or other school activity. A parent is not entitled to remove the parent's child from a class or other school activity to avoid a test or to prevent the child from taking a

subject for an entire semester. This section does not exempt a child from satisfying grade level or graduation requirements in a manner acceptable to the school district and the agency (TEC 26.010). The STAAR assessments for reading and mathematics are designed as a growth measure. Every STAAR test is directly and vertically aligned to the Texas Essential Knowledge and Skills (TEKS) and is administered at the following grade levels:

Grade 3 Mathematics and Reading Language Arts
Grade 4 Mathematics and Reading Language Arts
Grade 5 Mathematics, Reading Language Arts, and Science
Grade 6 Mathematics and Reading Language Arts
Grade 7 Mathematics and Reading Language Arts
Grade 8 Mathematics, Reading Language Arts, Social Studies, and Science
Grades 9 – 12 End-of-Course Assessments (English I, English II, Algebra I, Biology, US History)

- **District Placement Exams** are given to students in on-level math courses in grades 5-8 to provide additional data to determine the best math courses for the student. The Elementary Math Coordinator and the Secondary Math Coordinator provide the dates and information on the EMS ISD Assessment Calendar.
- **State Interim Assessments-Secondary** are developed by the state, are aligned to the STAAR, and shall be followed by high quality, corrective instruction designed to remedy whatever learning deficits are identified by the assessment. Teachers facilitate learning by providing students with important feedback on their progress, using the data to develop specific intervention plans, and guiding students in setting goals for achievement at the highest level. Interim assessment data will provide information that is predictive of student success on STAAR and will indicate if curriculum and instruction are at the appropriate level of rigor for student success. The dates of the interim assessments are provided on the Assessment Calendar in August. Since these assessments are formative and diagnostic, NO GRADE SHALL BE ASSIGNED OR RECORDED. Teachers may require students who do not perform well on interims to attend additional tutorials or perform additional course work outside of class to close the learning gaps as identified.

E. **Elementary/Middle School – Intervention Instruction**

Intervention Instruction promotes student success by:

- Implementing the support at the time the need is identified
- Allowing the student to progress systematically through content
- Offering a variation in instructional approach
- Providing frequent reinforcement and review

Under TAC §28.0211, each time a student fails to perform satisfactorily on an assessment instrument administered under Section 39.023(a) in the third, fourth, fifth, sixth, seventh, or eighth grade, the school district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area. Accelerated instruction may

require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations.

F. **High School – Intervention Instruction**

- The State of Texas Assessments of Academic Readiness (STAAR) – Students who entered high school for the first time in 2011-2012 take the State of Texas Assessments of Academic Readiness End-of-Course (EOC) exams as the examination requirements for graduation.
- EOC tests are given to middle school students taking high school courses.
- Graduation requirements for these students will be based on successful completion of EOC tests in English I, II, Algebra I, Biology, and U.S. History.
- TEC §39.025(b-1) requires school districts to provide accelerated instruction to each student who fails to perform satisfactorily on an EOC assessment (i.e., who does not achieve approached grade level).
- Students who have not met a minimum standard performance score will be provided accelerated instruction. It is the responsibility of the grade level or course teachers to provide accelerated instruction BETWEEN ALL testing opportunities. There are three opportunities for students to reach mastery. If a student fails all three administrations, accelerated instruction will continue the first six weeks of the following school year.

G. **Semester Exams- Secondary (6th- 12th Grades)**

Eagle Mountain-Saginaw ISD will be reintroducing semester exams beginning in the 2026–2027 school year for students in grades 6-12. This initiative supports high academic expectations, strengthens instructional practices, encourages consistent attendance and positive behavior, and prepares students for postsecondary success.

Semester exam structure and guidelines:

Exam Weight

- Semester exams will count as **10% of the semester grade**.

Exam Development

- Exams will be **cumulative within the semester**.

Make-Up Exams

- Make-up exams may be administered **within one week** after the semester or school year ends.

Early Testing

- Early testing is **not permitted**.
- This requirement will be included in the district grading guidelines.

Exam Exemptions (Grades 6–12)

Eligible Courses

- All classes in grades 6–12 are eligible for exemptions.

Grade & Attendance Requirements

Students may earn exam exemptions based on the following criteria:

- **95 average** with **3 absences**

- **85 average** with **2 absences**
- **75 average** with **1 absence**

Additional requirements:

- Students must be **present on the scheduled exam day** to maintain the exemption.
- The following absences **do not count** towards exemption eligibility:
    - Religious observances
    - Extracurricular activities
    - College visits
    - District or state testing
    - Partial day medical absences (funded medical appointment absences)
    - Attendance Review Committee decisions (if the district allows)

Discipline Requirements

- Students with ISS, OSS, or ADC placements during the semester are **not eligible** for exemptions.
- Eligibility is based on the **date of the offense**.

Absence–Failure Exclusions

- Students denied credit due to excessive absences in **any course** are **ineligible for exemptions in all courses**.

Hold Harmless

- Students who have earned an exemption will be held harmless under the district's defined guidelines. A student may take the exam to improve their grade even if the student has met the requirements for an exemption.

AP Course Exemptions

FALL SEMESTER

- Students in an AP course may be exempt from FALL semester exams if they meet the following criteria ***(same exemption policy as other classes)***:
    - 95 average with 3 absences
    - 85 average with 2 absences
    - 75 average with 1 absence
    - Have no placements in ISS, OSS, or ADC/JJAEP
    - Have not absence failed any course for the semester
- *Exceptions will be made for .5 credit courses taken in the Fall semester. Those courses will be allowed a fall exemption for the AP course provided they meet the below criteria.*

SPRING SEMESTER

- Students in an AP course may be exempt from SPRING semester exams if they meet the following criteria:

- 75 average or above for the semester
- No more than 3 qualifying absences
- Have no placements in ISS, OSS, or ADC/JJAEP for the spring semester
- Have not absence failed any course for the spring semester
- **Take official AP exam for corresponding subject in May *(AP exam registration & payment required by Fall registration deadline)***

Tarleton Today Courses:

- **College Grade:** Students enrolled in Tarleton Today courses are required to take the college final exam. No exemptions apply. College final exams are administered based on the Tarleton State University academic calendar and are included in the student's college course grade.
- **High School Grade:** The college final exam grade will also serve as the student's semester exam grade for the corresponding high school course. Students who meet the high school exam exemption criteria below will be held harmless if the college final exam lowers their semester average.
  - 95 average with 3 absences
  - 85 average with 2 absences
  - 75 average with 1 absence
  - Have no placements in ISS, OSS, or ADC/JJAEP
  - Have not absence failed any course for the semester
  - **Must be present on the scheduled semester exam day**

OnRamps Courses:

- **College Grade:** Students enrolled in OnRamps courses are required to take the college mid-term and final exam. No exemptions apply. College mid-terms and final exams are administered based on the UT OnRamps academic calendar and are included in the student's college course grade.
- **High School Grade:** The college mid-term and final exam grade will also serve as the student's semester exam grade for the corresponding high school course. Students who meet the high school exam exemption criteria below will be held harmless if the college mid-term or final exam lowers their semester average.
  - 95 average with 3 absences
  - 85 average with 2 absences
  - 75 average with 1 absence
  - Have no placements in ISS, OSS, or ADC/JJAEP
  - Have not absence failed any course for the semester
  - Must be present on the day
  - **Must be present on the scheduled semester exam day**

IV. Communication with Parents/Guardians

- The parent/teacher conference is a valuable source of information for both the parent/guardian, student, and the teacher.
- When a student is in jeopardy of failing (70 average or less), the teacher will communicate directly with the parents/guardians and maintain documentation of the communications.
- Teachers and/or parents/guardians may request conferences at any time. When a face-to-face conference cannot be scheduled at a mutually agreeable time, the following forms of direct communication may be utilized:
  - Documented telephone conversation – (Leaving a voicemail is not sufficient in most cases, unless the parent has given written permission to leave a message at a specific number).
  - Email correspondence that includes replies from parent/guardian that can be documented.
  - Contact or attempts to contact parents by phone, in-person, in writing, or email should be kept on file by the teacher. As appropriate, records should include the date, student name, parent name, number called, email address, and notes taken, or emails received.
  - Teachers should encourage parents to track their child's current academic progress online via Family Access.

V. Special Services

A. Special Education

- Grades for students who receive special education services must be based on performance that demonstrates progress toward mastery of the TEKS following the application of accommodations and/or modifications determined by the ARD committee.
- Student work can be assessed by the special education teacher, the general education teacher, and/or a combination of both teachers as determined by the ARD but must be recorded by the teacher of record.
- "The District must provide students with disabilities report cards that are as informative and effective as the report cards provided to students without disabilities." (Section 504 and Title II). The report card may not contain statements of accommodations and/or modifications provided to students. Such accommodations are intended to provide a floor of access for students with disabilities and to level the playing field so that they can compete with students without disabilities. The student's grade is reported on the report card in the same way as grades are reported for all students.

The following programs do not give grades: Intervention Specialist and Dyslexia. However, classroom teachers are expected to collaborate with the service providers of these programs or any other special programs when determining assessments and grading for the students qualifying for these services.

Before a teacher assigns a failing grade for a grading period, the teacher must document collaboration and remediation efforts with the program specialist. If a student receiving special

education services fails to make adequate progress for two consecutive grading periods, an ARD meeting must be convened.

In addition to the report card, progress on individual goals and objectives will be individually reported for each student using an IEP progress report process at a minimum of every six weeks. This is a legal requirement.

B. **Students identified for Section 504 and Dyslexia Programs**
- Students identified for dyslexia programs which are served through special education will be graded under the guidelines described in Section A above.
- Students identified for dyslexia programs which are served through Section 504 or other students identified as Section 504 will be graded as all other general education students with appropriate accommodations identified through their individual accommodation plans.

C. **Emergent Bilingual/English Learner (EB/EL) Programs**

According to Chapter 89.1203 of the Texas Administrative Code, an English Language Learner (ELL) is defined as "a person who is in the process of acquiring English and has another language as the student's primary or home language." English as a Second Language is an intensive instructional program designed to develop an English Language Learner's listening, speaking, reading, and writing skills in English.
- Grades for Emergent Bilingual/English Learners (EB/EL) (ELL) will take into consideration their English language proficiency. Teachers shall implement the English Language Proficiency Standards (ELPS) utilizing the Content-Based Language Instruction framework whenever possible to improve student understanding of concepts. Time is needed for the student to adjust to the new sounds and demands of learning English.
- Accommodations for Emergent Bilingual/English Learners (EB/EL) include but are not limited to extra time for assignments and tests, shorter assignments and tests, oral quizzes, peer assistance, use of bilingual dictionaries, reading the directions to the students, and use of visual aids.
- Emergent Bilingual/English Learners (EB/EL) should not have failing grades based on their limited English Language skills.
- EB/EL students' grades should reflect their linguistic accommodations as determined by the student's Language Proficiency Assessment Committee (LPAC).
- EB/EL students are not exempt from grades. In order for ELL students to meet grade-level learning expectations across the foundation and the enrichment curriculum, all instruction delivered in English must be linguistically accommodated. The accommodations must be commensurate with the student's level of English language proficiency.
- The LPAC must make recommendations for additional appropriate instructional and assessment accommodations if necessary.
- All ELL students participating in an ESL program must receive grades based on grade-level expectations and English Language Proficiency Standards. Teachers shall consider the content being assessed, the linguistics accommodations checklist, and the appropriate proficiency level

descriptors.

- Before assigning an ELL a failing grade, the teacher must have documented the use of Content-Based Language Instruction and the ELPS. Specific accommodations shall be addressed at the LPAC meeting to ensure the student is receiving appropriate support.

VI. **Appendix** See Following Page

RELATION TO ESSENTIAL KNOW LEDGE AND SKILLS	The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses. Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives.
GUIDELINES FOR GRADING	The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. 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. 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 or retake a test for which the student received a failing grade.
PROGRESS REPORTING	The District shall issue grade reports/report cards every six weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.
INTERIM REPORTS	Interim progress reports may be issued at the teacher's discretion; however, notice of a student's consistent unsatisfactory performance shall be issued in accordance with the law.
CONFERENCES	In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.
ACADEMIC DISHONESTY	A student 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 or copying the work of another student, plagiarism, and unauthorized communication between students

during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.