

RELATION TO  
ESSENTIAL  
KNOWLEDGE AND  
SKILLS

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

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

GENERAL GUIDELINES  
FOR GRADING

THREE-WEEK /  
SIX-WEEK  
COMPUTATION

KINDERGARTEN–  
GRADE 12

To determine three-week/six-week averages, teachers shall average grades earned by the student in the following manner:

1. During each six-week period, teachers should record a sufficient number of grades to adequately measure a student's progress toward mastery of the curriculum, and to identify in a timely manner those students who are struggling with particular curriculum objectives. Teachers should be mindful that the fewer number of grades collected makes ensuring student mastery more difficult.

Because daily work and daily growth should be stressed, the daily marks of a student should represent at least 60 percent of the report card marks given at the end of the grading period. On-campus dual credit courses and advanced placement courses will follow college and advanced placement guidelines.

If a six-week/unit/cumulative exam is given, it may not count more than 25 percent of the six-week grade.

2. A teacher may give optional equitable TEKS-based opportunities for bonus credit and include these points in the averaging process.

SEMESTER GRADE  
COMPUTATION—  
GRADES 6–12

The semester examination shall count one-seventh of the semester grade average.

ELECTRONIC  
GRADE  
BOOK

Teachers in grades 1 - 12 shall maintain an accurate, up-to-date grade book via the District's electronic grade book system.

PROGRESS  
REPORTING

Grade reports shall be issued 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.

ACADEMIC ACHIEVEMENT  
GRADING/PROGRESS REPORTS TO PARENTS

EIA  
(REGULATION)

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 law.
CONFERENCES	<p>In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.</p> <p>Immediately upon determining that a student is failing a class or subject, the teacher will communicate with the student's parents through a phone call, written messages, e-mail, personal conference, or other method of communication. Communication will occur as necessary so that a collaborative effort for student success is established between the parent/guardian and teacher.</p> <p>Report cards are normally issued to students during the week following the close of each six-week period during the school year. At the end of each school year, the final report card is issued at a time and in a manner designated by each school principal.</p>
GRADING PROCEDURE PRE-K	In pre-kindergarten, teachers shall be required to record progress indicators in the areas of cognition, motor skills, fine arts, socio-emotional development, and communication, as required by Texas pre-k guidelines. Twelve-week reports shall be sent to parents.
KINDERGARTEN	In kindergarten, teachers shall record progress indicators relating to the kindergarten Texas Essential Knowledge and Skills for all curricular areas.
GRADES 1-5	<p>In grades 1-4, teachers shall be required to record a minimum of three non-numerical grades per grading period in the following areas:</p> <ol style="list-style-type: none"><li>1. Art</li><li>2. Handwriting</li><li>3. Music</li></ol> <p>In grade 5, teachers shall be required to record a minimum of three non-numerical grades per grading period in the following areas:</p> <ol style="list-style-type: none"><li>1. Fine arts</li></ol> <p>In grades 1-5, teachers shall be required to record a minimum of three non-numerical grades per grading period in the combined areas of health/P.E.</p>

In grades 1–2, teachers shall be required to record a minimum of one non-numerical grade per week per grading period

1. Science
2. Social Studies

In grades 3–5, teachers shall be required to record a minimum of one numerical grade per week per grading period:

1. Science
2. Social Studies

In grades 1–5, teachers shall be required to record at least two numeric grades per week per grading period in:

1. Reading
2. Mathematics
3. Language Arts. The Language Arts grade should be a balance of the following three areas: language skills, spelling skills, and writing skills. No one area should comprise more than one-third of the Language Arts grade.

GRADES 6–12

Teachers shall be required to record a minimum of two grades per week per grading period in all subjects.

DAILY WORK

Daily work shall comprise at least 60 percent of the six-week grade. Daily work shall include, but is not limited to, homework, class work, worksheets, or daily quizzes.

TEST GRADES

No more than 40 percent of the six-week average may be test grades. A minimum of two test grades must be recorded each six-week grading period. On-campus dual credit courses and advanced placement courses will follow college and advanced placement guidelines.

RECORDING FAILING GRADES

The District shall record a grade that reflects the student's relative mastery of an assignment.

The District shall record the grade earned in the permanent record for any average numerical grade.

ACADEMIC ACHIEVEMENT  
GRADING/PROGRESS REPORTS TO PARENTS

EIA  
(REGULATION)

ELEMENTARY  
(GRADES 1-5)  
LATE WORK

Late work shall be accepted one day late with a five-point penalty, two days late with an added ten-point penalty (for a total of 15 points), and three days late with an added ten-point penalty (for a total of 25 points). All late work shall be accepted after three days for a maximum of two weeks within a six-week reporting period and shall receive a grade of no more than 70. All work must be completed within the six-week reporting period.

WORK GRADED IN  
CLASS

An assignment graded and/or discussed in class is due at that time and may not be turned in late. This does not apply to students who are absent when the assignment was made.

MIDDLE SCHOOL  
LATE WORK

Teachers shall notify students when an assignment is due. It shall be considered late if turned in after the announced deadline. Ten points shall be deducted from the earned grade for each day it is late through the third day, for a total of 30 points. (Example: Grade earned is 90. One day late = 80, two days late = 70, and three days late = 60.) On the fourth consecutive day, the student shall receive a zero for the assignment. Work that has been assigned several days in advance and has been discussed at intervals in class is due upon teacher request. In case of absence, this work is due the day a student returns to class, or upon teacher request.

WORK GRADED IN  
CLASS

An assignment graded and/or discussed in class is due at that time and may not be turned in late. This does not apply to students who are absent when the assignment was made.

HIGH SCHOOL  
LATE WORK

Teachers shall notify students when an assignment is due. It shall be considered late if turned in after the announced deadline. Twenty points shall be deducted from the earned grade for the first day it is late, with an additional ten points deducted for the second day it is late, for a total of thirty points. (Example: Grade earned is 90. One day late = 70, and two days late = 60.) On the third consecutive day, the student shall receive a zero for the assignment. Work that has been assigned several days in advance and has been discussed at intervals in class is due upon teacher request. In case of absence, this work is due the day a student returns to class, or upon teacher request.

WORK GRADED IN  
CLASS

An assignment graded and/or discussed in class is due at that time and may not be turned in late. This does not apply to students who are absent when the assignment was made.

ACADEMIC ACHIEVEMENT  
GRADING/PROGRESS REPORTS TO PARENTS

EIA  
(REGULATION)

RETEACHING AND  
RETEST

Students not mastering the Texas Essential Knowledge and Skills on a test shall have an opportunity to demonstrate mastery on an alternative test. To document this, any test grades below 70 shall be recorded in the grade book with a notation of the original grade. Reteaching must occur before retesting. The retest grade shall be no higher than a 70. Only the higher of the two grades recorded shall be used when averaging grades.

ALTERNATIVE HIGH  
SCHOOL CAMPUS

These grading guidelines do not apply to the alternative high school campus.

INTERVENTION

Each campus shall address student needs through appropriate intervention methods.