

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

INSTRUCTION

The District has established instructional timelines that encompass the TEKS (Texas Essential Knowledge and Skills) for all content areas. Teachers are responsible for teaching the TEKS according to the established timelines.

**RECORDING
GRADES**

These procedures shall be followed by teachers when calculating and recording student grades:

1. Grade Book Guidelines by Level

For each student served in Prekindergarten:

Students will be assessed on mastery of specific skills and strategies through on-going assessment utilizing informal assessments, written responses, and other performance activities. Prekindergarten students will receive a "+" (plus sign) for mastery or a "/" (slash sign) for still developing on each skill and strategy assessed.

For each student served in Kindergarten and Grades 1-2:

Kindergarten, first grade, and second grade students shall receive a 3 for "meets standard", a 2 for "approaching standard" and a 1 for "below standard" for each reading, writing, mathematics, science and social studies skill and strategy assessed. For technology, music, art, health, physical education, and social/emotional skills, students will receive an "S" (satisfactory), and "N" (needs improvement), or a "U" (unsatisfactory) for each grading period.

For each student served in Grades 3-4:

At least one (1) numeric grade per week shall be recorded in the electronic grade book each grading period in reading, writing, and mathematics. A minimum of six (6) numeric grades shall be recorded in the electronic grade book each grading period for science, social studies and spelling. Health, music, art and physical education will be graded using an "S" (satisfactory), an "N" (needs improvement), or a "U" (unsatisfactory) for each grading period. Traditional letter grades of "A", "B", "C", "D", or "F" will be given for conduct.

Students will receive a numeric grade that reflects mastery of learning for language arts using a weighted scale of fifty percent (50%) reading and fifty percent (50%) writing. Grades for theater arts shall be integrated into the language arts grades as theater arts is incorporated in reading and

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08/10/2022
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11/19/2019
07/26/2013
09/28/2012
01/11/2010

ADOPTED:11/17/2009

Page 1 of 6

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

writing.

For Personalized Learning students served in Grade 4:

Students will receive three to five (3-5) cognitive skills scores per project in reading, writing, social studies and science. Scores will be recorded online using the cognitive skills rubric. In math, students will receive one to two (1-2) concept scores per concept unit. Scores will be recorded online using the concept skills rubric. Students are required to master foundational content knowledge through focus areas. Mastery is indicated by students making an eight out of ten (8/10) or better on each focus area. Students will receive a weighted numerical average for each course based on cognitive skills scores and focus area completion.

For each student served in Grades 5-6:

At least one (1) numeric grade per week shall be recorded in the electronic grade book each grading period in language arts reading, mathematics, science, social studies fine arts, physical education, and elective courses. Traditional letter grades of "A", "B", "C", "D", or "F" will be given for conduct. Students will receive a numeric grade that reflects mastery of learning for language arts using a weighted scale of fifty percent (50%) reading fifty percent (50%) writing.

For Personalized Learning students served in Grades 5-6:

Students will receive three to five (3-5) cognitive skills scores per project in language arts reading, social studies, and science. Scores will be recorded online using the cognitive skills rubric. In math, students will receive one to two (1-2) concept scores per concept unit. Scores will be recorded online using the concept skills rubric. Students are required to master foundational content knowledge through focus areas. Mastery is indicated by students making an eight out of ten (8/10) or better on each focus area. Students will receive a weighted numeric average for each source based on cognitive skills scores and focus area completion.

For each student served in Grades 7-8:

At least one (1) numeric grade per week shall be recorded in the electronic grade book each grading period in language arts reading, mathematics, science, social studies, fine arts, physical education, and elective courses. Traditional letter grades of "A", "B", "C", "D", or "F" will be given for conduct. Students will receive a numeric grade that reflects mastery of learning for

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Page 2 of 6

ACADEMIC ACHIEVEMENT
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language arts using a weighted scale of fifty percent (50%) reading and fifty percent (50%) writing.

For Personalized Learning students served in Grades 7-8:

Students will receive three to five (3-5) cognitive skills scores per project in language arts reading, social studies, and science. Scores will be recorded online using the cognitive skills rubric. In math, students will receive one to two (1-2) concept scores per concept unit. Scores will be recorded online using the concept skills rubric. Students are required to master foundational content knowledge through focus areas. Mastery is indicated by students making eight out of ten (8/10) or better on each focus area. Students will receive a weighted numerical average for each course based on cognitive skills scores and focus area completion.

For each student served in Grades 9-12:

At least one (1) numeric grade for each course shall be recorded in the electronic grade book each week of the grading period. Academic progress shall be reported as numeric grades that reflect mastery of learning for all subjects.

For Personalized Learning students served in Grades 9-12:

Students will receive three to five (3-5) cognitive skills scores per project in language arts reading, social studies and science. Scores will be recorded online using the cognitive skills rubric. In math, students will receive one to two (1-2) concept scores per concept unit. Scores will be recorded online using the concept skills rubric. Students are required to master foundational content knowledge through focus areas. Mastery is indicated by students making an eight out of ten (8/10) or better on each focus area. Students will receive a weighted numerical average for each course based on cognitive skills scores and focus area completion.

2. Grading Scale

Prekindergarten:

“+” (plus sign) for mastery

“/” (slash sign) for still developing

Kindergarten and Grades 1-2, including ESL/Bilingual:

Core subjects:

3 for “meets standard”

2 for “approaching standard”

1 for “below standard”

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

Non-Core subjects:
“S” (satisfactory)
“N” (needs improvement)
“U” (unsatisfactory)

Grades 3-4, including ESL/Bilingual and Personalized Learning:

Core subjects numeric/Letter grading scale:

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

Non-core subjects:
“S” (satisfactory)
“N” (needs improvement)
“U” (unsatisfactory)

Grades 5-12, including ESL/Bilingual and Personalized Learning:

Numeric/Letter grading scale -

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

3. Timing for Recording Grades in the Electronic Grade Book

Instructional activities are assessments to be included in grade determination shall be graded and recorded in the digital grade book in a timely manner as defined in the campus' guidelines for grading.

4. Mastery of Student Expectations

Numeric grades shall be based on instructional activities and assessments aligned to student expectations (“SE”s).

For personalized learning students, numeric grades will be based on mastery of cognitive skills and content knowledge and skills based on student expectations (“SE”s)

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Page 4 of 6

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

5. Non-Academic Points

Non-Academic points shall not be used in grade determination.

6. Student Conduct

Student behaviors shall not be used in grade determination. Student behaviors will be reported separately in the citizenship/conduct category of the report card.

7. Absences and Make-Up Work

Absences from class time shall not be used in grade determination. After an absence, students are responsible for obtaining and completing make-up work. Students must complete all instructional activities and assessments included in grade determination, as assigned. However, a teacher may assign an alternate task aligned to appropriate student expectations for make-up work. Make-up work shall be graded without penalty related to the reason for the absence.

8. Work Submitted Late

For students in Kindergarten and Grades 1-6, points may not be deducted for work submitted late.

For students in Grades 7-12, no more than thirty (30) percentage points may be deducted for work submitted late.

9. Reassessment Opportunities

Teachers will provide reassessment opportunities to students to improve their performance on student expectations ("SE"s) in accordance with campus guidelines for grading. When reassessing, teachers will assign grades based on the level of mastery attained without penalty for the timing of learning.

Teachers shall reteach and reassess student learning when twenty-five percent (25%) or more of a class fails to demonstrate proficiency on a student expectation that will be used in grade determination.

10. Academic Support

Academic support will be provided for all students whose academic performance falls below seventy five percent (75%). Intervention shall be provided during the regular school day and may be offered before and after

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school. The campus guideline for grading shall outline how and when academic supports are provided to students.

Teachers shall hold a conference (by phone, online, or face-to-face) with the parent/guardian of a student whose academic performance falls below seventy percent (70%), the purpose of which is to agree upon ways the student may improve his/her performance and earn a passing grade.

For Personalized Learning students

Additional support will be provided for all students who are incomplete in a course as indicated by: a cognitive skills or concept unit average below seventy percent (70%), an overdue project and/or concept unit, or is off-track in focus area completion.

The district is not responsible for providing transportation to and from interventions offered before and after regular school hours.

11. Extra Credit with Regard to UIL Eligibility

Extra credit work including reassessments turned in after the grading period has ended shall not be considered when determining a student's eligibility for participation in extracurricular activities.

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Page 6 of 6