



INSTRUCTIONAL, GRADING, AND REPORTING GUIDELINES

2018-2019

DISTRICT MISSION

The mission of the Pflugerville Independent School District is to provide a quality education with a commitment to excellence by facilitating learning in a safe and nurturing environment.

DISTRICT STRATEGIC GOALS

- Goal 1: Each student will be fully prepared to reach his/her potential.
- Goal 2: PfISD learning communities will provide students with a safe and nurturing school environment.
- Goal 3: PfISD will attract, develop, and retain world class educators committed to serving each student.
- Goal 4: PfISD will develop and promote positive community relations through effective communication, the involvement of stakeholders, and the establishment of business and community partnerships.
- Goal 5: PfISD will support the District's vision and mission by supporting operations that are effective, efficient, and accountable.

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GRADING PURPOSE STATEMENT

The purpose of grades in Pflugerville ISD is grounded in the following statements:

- Grades are a measure of students' mastery of the district curriculum, which includes standards, skills, and content application.
- Grades provide timely and meaningful feedback to students in regards to mastery of content.
- Grades reflect multiple opportunities for students to demonstrate mastery of learning.

GRADING ROLES AND RESPONSIBILITIES

STUDENT

- To complete assigned work on time and return it to the teacher
- To plan to carefully schedule work on long-term assignments so that assignments will be completed on time
- To communicate with the teacher when he/she does not understand the assignment or is experiencing difficulty prior to due date
- To initiate communication with the teacher when absent to arrange an opportunity to make up missed assignments/learning

PARENT/GUARDIAN

- To establish a specific time, place, and manner for studying and homework to be completed
- To monitor as needed, but not do homework for the student
- To assist the student in planning a time schedule for long-term assignments
- To initiate communication with the teacher when concerns arise or when support is needed

TEACHER

- To provide course requirements, expectations, and grading practices in writing to students and parents at the beginning of each course
- To provide meaningful tasks that enrich and supplement work introduced in class
- To communicate assignment expectations, both regular and long-term
- To provide effective instruction prior to assigning homework that adequately prepares the child to do the task independently and successfully
- To consider student access to available resources and materials when assigning a task
- To provide opportunity for feedback and access to completed work
- To enter grades into the online grade book according to guidelines

CAMPUS ADMINISTRATOR

- To ensure all teachers are aware of and understand the Instructional, Grading, and Reporting Guidelines and sign the Teacher Acknowledgement in Appendix B
- To distribute the Eligibility and Report Card Date calendar
- To monitor and support the implementation of the Instructional, Grading, and Reporting Guidelines
- To provide feedback to teachers concerning practices relating to Instructional, Grading, and Reporting Guidelines

STATE AND LOCAL CURRICULUM

STATE CURRICULUM

Curriculum content is prescribed by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS). Local curriculum documents are based upon the state curriculum framework and SBOE approved standards. Curriculum content is not prescribed in detail by the Texas Education Agency, but provides a framework to draw upon for the development of the district's locally adopted curriculum.

LOCAL CURRICULUM

EH (LOCAL)

Curriculum is defined as the knowledge, skills, attitudes, and processes to be taught and learned at the appropriate grade levels or in the appropriate courses in the District schools.

CURRICULUM PHILOSOPHY

The purpose of education is primarily to facilitate learning that encompasses essential knowledge, concepts, processes, and attitudes necessary for students to become critical thinkers and problem solvers prepared for college and/or careers.

Curriculum serves as the foundation of an effective educational program. To this end, the District shall ensure that a guaranteed, viable, and relevant curriculum is provided to all students. The design and implementation of the curriculum shall be consistent with the Board's adopted mission and applicable goals, state laws, and State Board of Education rules. The curriculum shall reflect current research, as well as best practices and technological advancements within the disciplines and shall promote congruence among written, taught, and assessed content.

The District shall continually develop and modify its curriculum to provide a common direction of action for all instructional programming in the District and to meet changing needs. While instructional differentiation is expected to address the unique needs of specific students, that instruction shall be derived from a set of common curriculum aligned to college and career readiness standards. All students shall have equitable access to the curriculum.

The curriculum shall be designed and implemented using a standards-based curriculum approach with the following premises:

1. All students are capable of learning.
2. Schools can maximize the learning conditions for all students through clearly stated expectations of what students will learn, high expectations for all students, formative and summative assessment of student achievement, and instructional adjustments based on assessment results.
3. Successful student learning must be based on providing educational experiences at the appropriate level of challenge in order to ensure maximum student achievement.
4. Ongoing, effective professional development is essential to maximizing teacher efficacy to ensure student achievement.

CURRICULUM ARTICULATION

Curriculum shall be vertically and horizontally articulated across grade levels and schools to ensure the appropriate scope and sequencing of content to provide for reinforcement of knowledge and skills and to ensure that high expectations for student learning are achieved by District graduates.

WRITTEN CURRICULUM

The Superintendent or designee shall guarantee that a relevant and rigorous curriculum is developed and documented in writing, which shall guide teachers and the professional staff in all curriculum areas in the District. The curriculum shall reflect an understanding of the growth, development, and needs of learners, the expectations of the community, state laws, and State Board rules. The curriculum shall be reviewed and updated on a regular cycle by staff.

The curriculum is designed to provide teachers and students with the Board's expectations of what students will learn. Curriculum guides shall be developed locally for all grade levels, courses, and/or subjects in the District beginning with the core content. The guides shall:

1. Reflect alignment to the Texas Essential Knowledge and Skills (TEKS) and the required state assessments; and
2. Include scope, sequence, time frame, objectives, student expectations, assessments, aligned resources, and aligned instructional strategies.

Professional development shall be designed and implemented to prepare staff members to teach the curriculum and shall use effective change processes for long-term success.

A District curriculum management plan shall be developed and implemented.

TAUGHT CURRICULUM

A systematic process shall be in place for collaborative planning, for providing quality instruction appropriate for each student, and for engaging the student until objectives are attained. This systematic process shall include:

1. Establishing a school climate that is conducive to learning.
2. Scheduling time for teachers to plan collaboratively with the purpose of analyzing content objectives, ensuring instructional delivery matches the rigor required by the student expectation, and developing common assessments to assess student learning.
3. Implementing research-based best practices/strategies to teach the curriculum.
4. Expecting that all students will perform at high levels of learning.
5. Providing opportunities for all students to experience success.
6. Assessing student learning.

Teachers shall develop units of study, individual lesson plans, and approaches to instruction based on the framework (in both scope and sequence) provided in the curriculum guides.

Professional development shall be provided for teachers to ensure a deep understanding of the written curriculum, effective change processes, and research-based approaches to teaching and learning.

ASSESSED/TESTED CURRICULUM

A systematic process shall be in place for assessing student performance. This process shall provide for the acquisition, analysis, and communication of student performance data to:

7. Measure student progress.
8. Guide teachers' instruction at appropriate levels.
9. Guide students' learning.
10. Guide District/campus improvement of curriculum.
11. Guide alignment and programmatic decisions.
12. Communicate progress to parents to support learning.

Assessments shall focus on determining the extent to which each student is achieving and maintaining mastery of curriculum objectives and the extent to which instructors are effectively conveying the curriculum to students.

The assessed curriculum shall include:

13. National assessments when appropriate.
14. State-level assessments as required.
15. A standards-based assessment system that is TEKS-specific and used to determine student progress, skill attainment, and award credits (grades).
16. A formative system for teachers to assess, diagnose, and inform instruction.
17. An information management system at the classroom and building levels for coordinating timely student assessment and instructional planning.
18. A program evaluation component that guides program redesign around the District curriculum, as well as program delivery.

Teachers shall assess student achievement through a variety of methods including observations, teacher-made tests, and other required assessments. Teachers and supervisors shall use all data to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify instruction.

CURRICULUM ROLES AND RESPONSIBILITIES

EG (LOCAL)

CENTRAL OFFICE ADMINISTRATORS

Central office administrators shall:

19. Ensure that a master long-range plan is in place for District curriculum development, revision, program evaluation, and student assessment, which includes stakeholder input.
20. Implement the master long-range plan, providing technical and expert assistance as required.
21. Conduct regular reviews and update curriculum as needed.
22. Assist principals in monitoring the implementation of the curriculum.
23. Ensure that professional development is aligned to and supports the curriculum.
24. Produce District-level assessments with teacher input and review.
25. Analyze data and prepare reports regularly.

CAMPUS-LEVEL ADMINISTRATORS

Campus-level administrators shall:

26. Monitor the implementation of the curriculum.
27. Analyze and interpret student assessment data to use in making school-improvement decisions.
28. Convey the importance of effective curriculum and instruction practices on a regular basis.
29. Observe classes, monitor lessons, and evaluate alignment and effectiveness of materials utilized on their campus.
30. Provide opportunities for teachers to plan collaboratively in order to effectively teach the curriculum standards and objectives.
31. Use as a minimum, the following basic strategies to monitor curriculum:
 - a. Complete formal observations and frequent walk-throughs with opportunities for collaborative reflection.
 - b. Conduct (or review minutes of) collaborative planning meetings.
 - c. Review curriculum documents periodically.

TEACHERS

Teachers shall:

32. Participate in appropriate professional development and implement learning in the classroom.
33. Plan collaboratively in order to effectively teach the District curriculum using research-validated practices.
34. Develop common assessments in order to document student mastery of curriculum objectives.
35. Utilize assessment data to inform instruction and ensure student mastery of the curriculum through differentiated instruction.

ELEMENTARY GUIDELINES



PREKINDERGARTEN – 1: GRADING GUIDELINES

STANDARDS FOR MASTERY

Mastery of skills and concepts shall be determined as follows:

- Assessments and practice shall be given to determine mastery of every concept/skill in each content area/domain. A grading scale of 1-4 shall be used to communicate progress and mastery.
 - a score of 4 indicates the student has mastered/accomplished the concept/skill
 - a score of 3 indicates the student is making adequate progress towards mastering the concept/skills
 - a score of 2 indicates the student is emerging or making minimal progress
 - a score of 1 indicates the student does not demonstrate knowledge of the concept or ability with the skill
- Mastery of the skills shall be validated by the following assessments:
 - Prekindergarten- scholastic assessment, teacher observations, anecdotal notes.
 - K-1- universal screeners, common assessments, teacher observations, and teacher-created assessments.

PERCENTAGE WEIGHTS AND TYPES/CATEGORIES OF DATA POINTS

Report cards in the primary grades are organized by specific skills/content areas. Each standard is given equal weight.

MAXIMUM/MINIMUM DATA POINTS RECORDED

A minimum of 2 data points per assessed standard should be recorded for each twelve- week grading period for prekindergarten and nine-week grading period for kindergarten and first grade.

RUBRIC SCORING

Rubrics with level descriptors have been developed for each standard on the report card. Teachers will use the accompanying rubric to evaluate the student for each objective on the report card for the purpose of having inter-rater reliability.

HOMEWORK/GRADING HOMEWORK

Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their child's educational program. Homework should be used to reinforce and support mastery of learning and should never be a disciplinary measure.

Homework is an extension of the concepts that were taught in class or a preview of content to be taught. The purpose and directions for the assignment need to be clearly communicated and should be preceded

by instruction that adequately prepares the child to do the task independently and successfully. When appropriate and possible, homework should be differentiated for students depending on their mastery of the objectives.

For Dual Language and Spanish Immersion Programs, homework instructions should be communicated in both English and Spanish. Because students work at different paces, it may take some students more or less time to complete assignments.

For prekindergarten, kindergarten, and first grade, homework should:

- focus on number sense, oral language, and reading skills development
- homework expectations will be consistent across the grade level on each campus
- teachers will develop homework together as a grade level PLC

PROGRESS REPORTS

Prekindergarten:

- Conferences will be held with individual families
- Regular communication will happen with parents in a verbal and/or written format
- A minimum of 2 documented communications within each nine week grading period

Kindergarten-First Grade:

- Conferences will be held with individual families
- Regular communication will happen with parents in a verbal and/or written format
- Mid-grading period IPR sent home for every student
- IPR's are based on standards taught within the three week grading period
- Teachers will use the district provided IPR's for their grade level

RE-TEACH AND REASSESS FOR MASTERY

- Multiple opportunities will be given to students in order to show mastery of a standard
- Teachers will work with students in differentiated small groups focused on student need
- Opportunities for mastery will accommodate different learning styles of students
- Data points, including anecdotal notes, will be collected to drive instruction until standards are mastered

ACCELERATION/INTERVENTION

Every child is expected to make a minimum of one year's growth. It is an expectation that teachers use the small group portion of their instructional day to meet the individual needs of students. In small group, individual needs will be met through intervention or enrichment/extension. Students will receive the appropriate individual support based on progress monitoring and developmental needs.

MAKE-UP WORK

Make-up work that could be sent home will be minimal because of the developmental nature of the curriculum in the primary grades, where the majority of learning happens during the instructional lesson. Lessons are

created around giving students engaging, hands-on opportunities to discuss and explore a given standard. It is difficult to recreate these same opportunities in makeup work.

PARENT CONTACT ABOUT GRADES

EIA (LOCAL) and (REGULATION)

Progress Reporting

The District shall send formal written notices (report cards) to parents or guardians at the completion of each grading period. The notice shall indicate a student's cumulative performance in each class or subject.

Interim Reports

For prekindergarten through first grade, students do not receive number grades. Interim reports will reflect the grading scale of 1-4 as described in Standards for Mastery on page 7 of this handbook. All students will receive interim reports regardless of progress.

Conferences

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

ATTENDANCE AND GRADES/CREDIT

FEC (LOCAL)

Pre-K students are not required to be enrolled in school. However, upon enrollment, all Pre-K students are required to attend school because they fall under the state's compulsory attendance laws. Parents need to be aware that they must abide by these laws.

Parental Notice of Excessive Absences

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.

Regaining Credit or Awarding a Final Grade

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

Students who have lost credit or have not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

Guidelines on Extenuating Circumstances

Campus administrators and attendance committees shall adhere to the guidelines outlined in FEC (LOCAL) when deciding whether to grant credit or award a grade in situations with extenuating circumstances as it relates to attendance.

Imposing Conditions for Awarding of Credit or a Final Grade

Campus administrators and attendance committees shall adhere to the guidelines outlined in FEC (LOCAL) when deciding whether to impose conditions for students with excessive absences prior to granting credit or awarding a grade.

GRADE LEVEL PROMOTION

EIE (LOCAL)

A non-graded report card shall be used in kindergarten and grade 1. In order to determine standards for promotion, the following criteria shall apply.

KINDERGARTEN

In order to be promoted to the next grade level, a kindergarten student shall meet each of the following criteria:

- Proficiency on the kindergarten Texas Essential Knowledge and Skills (TEKS) in the four core areas: language arts, mathematics, science, and social studies as evidenced by the student's portfolio of works (measured against District rubric standards);
- Developmentally appropriate social adjustment;
- Appropriate language development (reading and writing); and
- Compliance with the attendance policy.

FIRST GRADE

In order to be promoted to the next grade level, a student in grade 1 shall meet each of the following criteria:

- Proficiency on the grade 1 TEKS in the four core areas: language arts, mathematics, science, and social studies (measured against District rubric standards);
- Demonstration of grade-level proficiency in reading and mathematics; and

- Compliance with the attendance policy.

GRADES 2-5: GRADING GUIDELINES

STANDARDS FOR MASTERY

Mastery shall be determined as follows:

- Assessments and practice shall be given to determine student grades in each subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills shall be validated by the following assessments: unit assessments, nine-week assessments, quizzes, common assessments, and teacher-created assessments.

PERCENTAGE WEIGHT OF GRADES

Students will receive both major (assessment) and minor (practice) grades. Major and minor grades will be weighted as follows:

Category of Assignment	Percentage
Major (examples include essays, projects, tests, quizzes, performance assessments)	60%
Minor (examples include homework, quizzes, class activities, practice)	40%
Total	100%

CALCULATION OF NINE WEEK AVERAGES

All assessment grades, calculated to an average, will carry 60% of the weight of the nine week grading period. All practice grades, calculated to an average, will carry 40% of the weight of the nine week grading period. The two averages will be combined in a 60/40 ratio to determine the final average for the nine week grading period.

CALCULATION OF SEMESTER AVERAGES

Calculation of semester averages will be an average of the grades of the two nine week periods.

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

CALCULATION OF YEAR-LONG AVERAGE

Calculation of the year-long average will be an average of the two semester averages.

First Semester Average	50%
Second Semester Average	50%
Year-Long Average	100%

TYPES/CATEGORIES OF GRADES

Students will receive both assessment (major) and practice (minor) grades. Both groups of grades may be weighted between 40% and 60% and may be divided into categories.

Major Grades-Assessment occurs at a point in the learning where the teacher is assessing and evaluating mastery of the concepts being taught. Examples of Major (Assessment) Grades include: Tests/Exams, Projects, Portfolios Performances, Final Process Writing Pieces, Major Lab Experiences, Oral Presentation and Multi-media Presentations.

In general, assigning a major grade to a district formative assessment (DFA) is strongly discouraged. If grades are assigned, follow these guidelines:

- Students may not be penalized for content that has not been covered in class.
- Teachers must be consistent across a campus on any given test with the weight of the grade and how scores are assigned.
- Students must be allowed a retest if a major grade is taken and PLCs should develop a common retest.

Minor Grades –Assessment occurs during the stage of learning in which students are “forming” their understandings of the concepts being taught. Examples of Minor (Practice) Grades include: Independent Practice, Quizzes, Warm-Ups, Reviews, Progress Checks, Journals, Components of Writing Process, Lab Experience and spelling tests. Exceptions to this guideline may be approved by the principal.

HOMEWORK/GRADING HOMEWORK

Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their child’s educational program. Homework should be used to reinforce and support mastery of learning and should never be used as a disciplinary measure.

Homework is an extension of the concepts that were taught in class or a preview of content yet to be taught. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully. When appropriate and possible, homework should be differentiated for students depending on their mastery of the objectives.

For Dual Language and Spanish Immersion Programs, homework instructions should be communicated in both English and Spanish. Because students work at different paces, it may take some students more or less time to complete assignments.

For grades 2-5, homework should:

- be differentiated based on the individual needs of students.

RE-TEACH AND REASSESS FOR MASTERY

EIA (LOCAL)

Students scoring below mastery of “70” on a major grade (assessment) shall be allowed to redo the assignment after completing prerequisite work. Prerequisite work may include re-teach, corrections, tutorials, or intervention work. Prerequisite work should be completed within 3 days of the date the student received the original grade. The higher grade, with a maximum of “70”, will be recorded.

Students scoring below mastery of “70” on a minor grade (practice) may be allowed to redo the assignment after completing prerequisite work. Prerequisite work may include re-teach, corrections, tutorials, or intervention work. Prerequisite work should be completed within 5 days of the date the student received the original grade. The higher grade, with a maximum of “70”, will be recorded.

INTERVENTION

Frequent evaluation, both formative and summative, will determine the need for acceleration. Acceleration (intervention) is an integral part of the elementary instructional program and is embedded within core instruction. Acceleration (intervention) provides:

- Frequent reinforcement and review to reduce the achievement gap between the student and his/her same age peers.
- Daily, ongoing targeted instruction based on student need as identified by progress monitoring data.
- Opportunity for the student to progress systematically through content without experiencing extended, frustrating periods of non-achievement.
- A variation in instructional approaches – uses new techniques, strategies, materials, practice, small group instruction, and opportunity for review.

LATE WORK

In order to provide multiple opportunities for students to demonstrate mastery of learning, students who have not turned in work on time will be allowed to submit the work before the end of the IPR cycle. In the event that missing work occurred at the end of the IPR cycle, the student has five school days to complete any late work. A maximum of a 20% penalty may be applied to late work.

Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student or parent is responsible for informing

the teacher of any such circumstances that prevented the completion of the assignment. Teachers may grant exceptions to this policy as appropriate.

MAKE-UP WORK

Make-up work that could be sent home will be minimal because of the developmental nature of the curriculum in the primary grades, where the majority of learning happens during the instructional lesson. Lessons are created around giving students engaging, hands-on opportunities to discuss and explore a given standard. It is difficult to recreate these same opportunities in makeup work.

Students who have been absent are eligible to do make-up work, regardless of the reason for the absence or school related activity. A student should be given three school days to make up the work. In the case of extended absences, one day will be allowed per day of absence for make-up work beyond the three days. For example, a student who is absent on Monday, would have 3 schools days (Tuesday, Wednesday, and Thursday) to make up the work, and the work would be due on Friday.

MAXIMUM WEIGHT OF A GRADE

No one grade may count more than 10% of the total grade for the nine week grading period at the elementary level.

Homework shall not count for more than 15% of a student's average for the nine week grading period.

MINIMUM GRADES REPORTED

In order to provide students with feedback and multiple opportunities to demonstrate mastery of learning, teachers will provide and post at least 6 major grades and 4 minor grades per content area within a nine week grading period.

Please note: The above recommendations represent the minimum requirements and teachers may provide additional assessments and assignments at their discretion. The teacher has the discretion to drop grades provided that the exclusion does not violate the minimum number of reported grades (collectively or in any category).

POSTING GRADES

At minimum, teachers should assign and record at least one (1) major grade in each IPR period. Teachers should post at least one (1) new grade to the grade book each week. Teachers will record the grade for an assignment in the grade book within one (1) week of when the assignment is due.

PARENT CONTACT ABOUT GRADES

EIA (LOCAL)

Progress Reporting (Nine Week Grading Period)

The District shall send formal written notices (report cards) to parents or guardians at the completion of each grading period. The notice shall indicate a student's cumulative performance in each class or subject.

Interim Reports (Three Week Reporting Period)

An interim progress report shall be sent home with a student whose grade average in any class or subject is lower than 70 or whose average is deemed borderline.

Conferences

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

Online Grade Access

Parents and students may access student grades online using the district online grading system. Login and access to the online grading system can be obtained from the student's campus.

Parent Communication

Additional communication to parents is recommended at the end of each IPR period for students who are failing multiple classes, are failing a class with an exceedingly low average, or are otherwise in danger of failing for the nine weeks period. This communication can come from the teacher, PLC, academic team, counselor, and/or administrator in writing or verbally.

TRANSFER GRADES

Transfer grades for student previously enrolled in school should be recorded and reported proportionately to the time spent at the prior campus/class.

The following guidelines apply for transfer students who have not been previously enrolled in school for the current school year:

1. Students will be assessed for their demonstration of mastery of course content utilizing district/campus developed assessments which cover previously taught content.
2. Teachers may assign additional assignments that are relevant in preparing students for content level gaps in student progress.

ATTENDANCE AND GRADES/CREDIT

FEC (LOCAL)

PARENTAL NOTICE OF EXCESSIVE ABSENCES

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.

REGAINING CREDIT OR AWARDING A FINAL GRADE

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

Students who have lost credit or have not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

Guidelines on Extenuating Circumstances

Campus administrators and attendance committees shall adhere to the guidelines outlined in FEC (LOCAL) when deciding whether to grant credit or award a grade in situations with extenuating circumstances as it relates to attendance.

Imposing Conditions for Awarding of Credit or a Final Grade

Campus administrators and attendance committees shall adhere to the guidelines outlined in FEC (LOCAL) when deciding whether to impose conditions for students with excessive absences prior to granting credit or awarding a grade.

GRADE LEVEL PROMOTION

EIE (LOCAL)

In grades 2–5, promotion shall be based on the following:

- Grade-level proficiency in reading (determined by teacher observations and other data including state assessments) and mathematics (determined by teacher observations, assessments, and other data);
- A 70 percent yearly average in language arts;
- A 70 percent yearly average in mathematics;
- A 70 percent combined yearly average in language arts, mathematics, social studies, and science;
- Compliance with the attendance policy; and
- Proficiency on the state assessment for grade 5 mathematics and reading.

ACADEMIC DISHONESTY

EIA (LOCAL)

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.

SECONDARY GUIDELINES



GRADES 6-8: GRADING GUIDELINES

STANDARDS FOR MASTERY

Mastery shall be determined as follows:

- Assessments and practice shall be given to determine student grades in each subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills shall be validated by the following assessments: unit assessments, nine-week assessments, quizzes, common assessments, and teacher-created assessments.

PERCENTAGE WEIGHT OF GRADES

Category of Assignments	Percentage
Major Grades (examples include essays, projects, tests, quizzes, performance assessments)	60%
Minor Grades (examples include homework, quizzes, class activities, practice)	40%
Total	100%

CALCULATION OF NINE WEEK AVERAGES

All major grades, calculated to an average, will carry 60% of the weight of the nine week grading period. All minor grades, calculated to an average, will carry 40% of the weight of the nine week grading period. The two averages will be combined in a 60/40 ratio to determine the final average for the nine week grading period.

CALCULATION OF SEMESTER AVERAGES

Calculation of semester averages will be an average of the grades of the two nine week periods.

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

High school credit courses taken in middle school will follow the high school credit course calculations.

CALCULATION OF YEAR-LONG AVERAGE

Calculation of the year-long average will be an average of the two semester averages.

First Semester Average	50%
Second Semester Average	50%
Year-Long Average	100%

High school credit courses taken in middle school will follow the high school credit course calculations.

TYPES/CATEGORIES OF GRADES

TYPES OF ASSESSMENTS

General

Student mastery of subject matter may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have written paper work as their source. Nor is it always necessary to receive a grade for every assignment produced. Although the teacher will monitor and provide feedback to students for any activity which they assign, the feedback does not always need to be in the form of a grade. Assessment should always follow a period of guided practice and/or independent practice. Students' work may be evaluated for more than one subject area as appropriate.

Formative Assessments

Assessments take place during the process of learning and teaching. Formative assessment is the monitoring that occurs throughout the process of learning, providing students with feedback on how they are doing and informs the teacher on the next learning steps.

Summative Assessments

These assessments are culminating assignments, which give information on students' mastery of content, knowledge, or skills and are a collection of information at the conclusion of a unit, grading period, semester, or course.

Quizzes

A quiz is a formative assessment that is designed to assess student knowledge along the learning journey over targeted concepts or objectives. These short assessments are written or oral and are usually less formal than examinations. Quizzes can be announced or unannounced.

Unit Tests

Unit tests are larger summative assessments designed to assess student knowledge over a unit of study in the curriculum. Units of study contain essential content standards. The unit test poses targeted

questions that address the identified content strands, promote students' thinking, and result in active application of learning.

District-Developed, Curriculum-Based Assessments

Secondary District-Developed, Curriculum-Based Assessments are designed to assess student performance mastery of the prescribed curriculum objectives for a grading period based on the needs of each core area. These assessments are developed through district and/or campus department collaborative efforts. They cover the TEKS addressed in the Scope and Sequence for a specified period of the course.

In general, assigning a major grade to a district formative assessment (DFA) is strongly discouraged. If grades are assigned, follow these guidelines:

- Students may not be penalized for content that has not been covered in class.
- Teachers must be consistent across a campus on any given test with the weight of the grade and how scores are assigned.
- Students must be allowed a retest if a major grade is taken and PLCs should develop a common retest.

Performance-Based Courses and Assessments

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

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

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

Classroom participation
Oral responses
Experiments
Checklists of skills
Enrichment
Teacher observation
Anecdotal notes
Homework assignments
Classroom discussions
Written responses-including notebook/journal entries
Research project
Portfolios
Collaborative group work/projects
Chapter/unit tests
Conferring sessions
Performance in an extracurricular or co-curricular event such as an evening concert or play

TYPES OF MAJOR GRADES

Tests/Examinations

Major tests and examinations are a culminating assessment, which give information on students' mastery of content, knowledge, or skills. Tests serve to evaluate mastery of the TEKS, concepts, understandings, and District objectives, and provide opportunities to demonstrate identified knowledge or skills. Major tests must be scheduled and announced in advance.

Alternative Assessments

At teacher discretion alternative assessments may be substituted for major tests. The method of presentation/product should be designed by the teacher based on the subject area and content objectives. Teachers will provide students with a rubric for alternative assessments.

Special Projects/Term Papers

1. Term papers or projects are in depth class work or homework assignments that may take up to several weeks for a student or group of students to complete.
2. Teachers may assign term papers or projects to an individual or to a group of students as determined by the teacher.
3. A rubric must be provided to the student prior to beginning the project/paper.
4. Term papers or projects assigned over a lengthy period will be provided to the student in writing.

Lab Reports

A lab is an activity that could require students to do some or all of the following; collect data/make observations, follow procedures, analyze the data, and form conclusions. The teacher will identify and inform students which labs are associated with major grades.

Compositions

Compositions are formal writing assignments. Compositions often take more than one class period to complete and are graded for many components. These smaller components of the writing process may be graded as daily grades. The evaluation of the writing process and the content are major determinants when scoring a student composition.

TYPES OF ASSIGNMENTS AS DAILY GRADES

Daily Work

Class work is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There could be occasions where class work becomes homework.

Homework

Homework is work that is assigned to be completed at home and is either an extension of the assignment or concepts that were covered through guided practice in class or a preview activity for the next class.

The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully.

HOMEWORK/GRADING HOMEWORK

Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their child's educational program. Homework should be used to reinforce and support mastery of learning and should never be used as a disciplinary measure.

Homework is an extension of the concepts that were taught in class or a preview of content yet to be taught. The purpose and directions for the assignment need to be communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully. When appropriate and possible, homework should be differentiated for students depending on their mastery of the objectives.

For Dual Language and Spanish Immersion Programs, homework instructions should be communicated in both English and Spanish. Because students work at different paces, it may take some students more or less time to complete assignments.

For grades 6-8, homework is determined by the campus grade level PLC. If a grade is to be taken, it should be a minor grade.

ADVANCED PLACEMENT PERCENTAGE WEIGHT AND TYPES/CATEGORIES OF GRADES

Advanced placement (AP) course percentage weight and types/categories of grades will be determined at the campus level. Where more than one AP content teacher is on a campus, the percentage weight and types/categories of grades shall be consistent.

The AP teacher will communicate to students and parents the percentage weight and types/categories of grades for the course on the course syllabus or in writing within five days of the beginning of school or the student entering the course.

AP courses will follow all other grading guidelines as described in this handbook.

RE-TEACH AND RETEST/REASSESS FOR MASTERY

EIA (LOCAL)

OPPORTUNITIES TO IMPROVE A MAJOR GRADE

Students scoring below mastery of "70" on a major grade (assessment) shall be allowed to redo the assignment after completing prerequisite work. Prerequisite work may include re-teach, corrections, tutorials, or intervention work. Prerequisite work should be completed within 5 days of the date the student received the original grade. The higher grade, with a maximum of "70", will be recorded.

OPPORTUNITIES TO IMPROVE A FAILING GRADE ON A MINOR ASSIGNMENT

Students scoring below mastery of "70" on a minor grade (practice) may be allowed to redo the assignment after completing prerequisite work. Prerequisite work may include re-teach, corrections,

tutorials, or intervention work. Prerequisite work should be completed within 3 days of the date the student received the original grade. The higher grade, with a maximum of “70”, will be recorded.

Campus PLC’s or grade-level may elect to retest students above a 70%.

LATE AND MAKEUP WORK

LATE WORK:

In order to provide multiple opportunities for students to demonstrate mastery of learning, students who have not turned in work on time will be allowed five school days, from the date the assignment was due, to complete and submit any late work. A maximum of a 20% penalty may be applied to late work.

Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student is responsible for informing the teacher of any such circumstances that prevented the completion of the assignment. Teachers may grant exceptions to this policy as appropriate.

MAKE-UP WORK:

Students who have been absent are eligible to do make-up work, regardless of the reason for the absence or school related activity. A student should be given three school days to make up the work. In the case of extended absences, one day will be allowed per day of absence for make-up work beyond the three days. For example, a student who is absent on Monday, would have 3 schools days (Tuesday, Wednesday, and Thursday) to make up the work, and the work would be due on Friday.

MAXIMUM WEIGHT OF A GRADE

No single grade or assignment can count for more than 15% of a student’s grade.

Homework shall not count for more than 15% of a student’s average for the nine week grading period.

MINIMUM GRADES REPORTED

Teachers are encouraged to provide a sufficient number of grades so as to allow for multiple opportunities for students to demonstrate mastery of the TEKS. Students should receive a minimum of 10 grades per nine week grading period.

The teacher has the discretion to drop grades. The minimum number of grades must still be recorded and the maximum weight of a single grade cannot be exceeded after a grade is dropped.

Please note: The above recommendations represent the minimum requirements and teachers may provide additional assessments and assignments at their discretion.

POSTING OF GRADES

In order to provide students with timely feedback, grades should be posted at regular intervals.

At minimum, teachers should assign and record at least 1 major grade in each IPR period. Teachers should post at least 1 new grade to the grade book each week. Teachers will record the grade for an assignment in the grade book within 1 week of when the assignment is due.

PARENT CONTACT ABOUT GRADES

EIA (LOCAL)

Progress Reporting (Nine Week Grading Period)

The District shall send formal written notices (report cards) to parents or guardians at the completion of each grading period. The notice shall indicate a student's cumulative performance in each class or subject.

Interim Reports (Three Week Reporting Period)

An interim progress report shall be sent home with a student whose grade average in any class or subject is lower than 70 or whose average is deemed borderline.

Conferences

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

Online Grade Access

Parents and students may access student grades online using the district online grading system. Login and access to the online grading system can be obtained from the student's campus.

Parent Communication

Additional communication to parents is recommended at the end of each IPR period for students who are failing multiple classes, are failing a class with an exceedingly low average, or are otherwise in danger of failing for the nine weeks period. This communication can come from the teacher, PLC, academic team, counselor, and/or administrator in writing or verbally.

INCOMPLETE GRADES

UIL Side-by-Side

An Incomplete grade may be given on a temporary basis (seven (7)-day period). Under extenuating circumstances, the principal may extend time beyond this period.

For UIL eligibility purposes, a student with an incomplete grade in any class is ineligible at the end of the seven-day period unless the incomplete was replaced with a passing grade prior to the end of the seven-day period. Students with an "incomplete" grade either within or beyond the end of the seven day

grace period may regain eligibility if the work is made up in accordance with district policy in regard to time allowed for make-up work and the conditions under which make-up work are allowed.

TRANSFER STUDENTS

Transfer grades for student previously enrolled in school should be recorded and reported proportionately to the time spent at the prior campus.

The following guidelines apply for transfer students who have not been previously enrolled in school for the current school year:

1. Students will be assessed for their demonstration of mastery of course content utilizing district/campus developed assessments which cover previously taught content.
2. Teachers may assign additional assignments that are relevant in preparing students for the assessment.

SCHEDULE CHANGES

Schedule changes will take place with the collaboration of course teachers, grade-level administrators, counselors, and the student's parents. Transfer grades should be recorded and reported proportionately to the time spent in the prior class.

PRE-AP/AP, AND ADVANCED COURSE CHANGES

Students who enroll in a Pre-AP, AP, and/or an advanced course commit to completing the course. Due to the rigorous nature, students should remain in the chosen course the first four weeks of school in order to acclimate to the expectations and provide adequate time for both the teacher and students to gauge the appropriateness of the course selection.

Schedule changes will not occur until after the fourth week and no later than the fifth week of the semester.

To initiate a change request out of a Pre-AP or AP class, a conference must occur between the student, parent/guardian, teacher, counselor and principal or designee to determine whether circumstances warrant the change. Should the circumstances not warrant a change, the student will be required to complete the course selected. If the course is changed, the student's grade (without weighting) will transfer to the new class.

AWARDING CLASS CREDIT/HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

All high school courses taken in middle school will be recorded on the students' transcript, and grades will be used to determine a student's overall high school grade point average (GPA). If the course is repeated, both grades will be recorded on the transcript in determining a student's overall high school GPA.

During the spring middle school registration, information regarding grades, credit, and GPA calculations for high school courses taken at the middle school level will be provided to staff, parents, and students.

PARTIAL CREDIT

EI (LOCAL)

When a student earns a passing grade in only one semester of a two-semester course and the combined grade for the two semesters is lower than 70, the District shall award the student credit for the semester with the passing grade. The student shall be required to retake only the semester in which he or she earned the failing grade.

ATTENDANCE AND GRADES/CREDIT

FEC (LOCAL)

Parental Notice of Excessive Absences

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.

Regaining Credit or Awarding a Final Grade

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

Students who have lost credit or have not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

Guidelines on Extenuating Circumstances

Campus administrators and attendance committees shall adhere to the guidelines outlined in FEC (LOCAL) when deciding whether to grant credit or award a grade in situations with extenuating circumstances as it relates to attendance.

Imposing Conditions for Awarding of Credit or a Final Grade

Campus administrators and attendance committees shall adhere to the guidelines outlined in FEC (LOCAL) when deciding whether to impose conditions for students with excessive absences prior to granting credit or awarding a grade.

GRADE LEVEL PROMOTION

EIE (LOCAL)

In grades 6–8, promotion to the next grade level shall be based on the student meeting all of the following:

- An overall average of 70 percent on a scale of 100 for all subject areas combined, including electives;
- A grade of 70 or above in both mathematics and language arts;
- A grade of 70 or above in either science or social studies;
- Compliance with the attendance policy;
- Proficiency on grade-level state assessments; and
- Proficiency on the state assessment for grade 8 mathematics and reading.

ACADEMIC DISHONESTY

EIA (LOCAL)

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.

SUSPENSION FROM EXTRACURRICULAR ACTIVITIES

A student shall be suspended from participation in any extracurricular activities sponsored or sanctioned by the District or the UIL seven days after receiving a six weeks grade lower than 70 in any class or receiving an incomplete that is not cleared within the seven-day grace period. The suspension shall begin seven days after the final day of the grade period in which the failure occurred and continue until seven days after the next progress report or grading period in which all grades are above 70.

Middle school students are not eligible for waivers of a failing grade in any Pre AP or AP class.

GRADES 9-12: GRADING GUIDELINES

STANDARDS FOR MASTERY

Mastery shall be determined as follows:

- Assessments and practice shall be given to determine student grades in each subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills shall be validated by the following assessments: unit assessments, nine-week assessments, quizzes, common assessments, and teacher-created assessments.

PERCENTAGE WEIGHT OF GRADES

Category of Assignments	Percentage
Major Grades (examples include essays, projects, tests, quizzes, performance assessments)	70%
Minor Grades (examples include homework, quizzes, class activities, practice)	30%
Total	100%

CALCULATION OF NINE WEEK AVERAGES

All major grades, calculated to an average, will carry 70% of the weight of the nine week grading period. All minor grades, calculated to an average, will carry 30% of the weight of the nine week grading period. The two averages will be combined in a 70/30 ratio to determine the final average for the nine week grading period.

CALCULATION OF SEMESTER AVERAGES

All secondary courses will calculate and report a semester average. Calculated averages reported on progress reports or report cards may not exceed 100%. Grades recorded in a grade book represent a confidential record for assessment of student performance.

High School Credit Courses

1 st Nine Week Average	45%	3 rd Nine Week Average	45%
2 nd Nine Week Average	45%	4 th Nine Week Average	45%
Semester Exam	10%	Semester Exam	10%
Semester Average	100%	Semester Average	100%

When a student is exempt from the spring semester exam, the spring semester average will be the average of the nine week grading periods.

1 st Nine Week Average	45%	3 rd Nine Week Average	50%
2 nd Nine Week Average	45%	4 th Nine Week Average	50%
Semester Exam	10%	Semester Exam	X
Semester Average	100%	Semester Average	100%

CALCULATION OF YEAR-LONG AVERAGE

High School Credit Courses

Students in high school credit courses receive separate and independent grades for each semester for a year-long course. However, semesters will be averaged to calculate an overall year-long average for course credit. Attendance requirements for earning course credit or an attendance waiver must be met.

First Semester Average	50%
Second Semester Average	50%
Year-Long Average	100%

TYPES/CATEGORIES OF GRADES

TYPES OF ASSESSMENTS

General

Student mastery of subject matter may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have written paper work as their source. Nor is it always necessary to receive a grade for every assignment produced. Although the teacher will monitor and provide feedback to students for any activity which they assign, the feedback does not always need to be in the form of a grade. Assessment should always follow a period of guided practice and/or independent practice. Students' work may be evaluated for more than one subject area as appropriate.

Formative Assessments

Assessments take place during the process of learning and teaching. Formative assessment is the monitoring that occurs throughout the process of learning, providing students with feedback on how they are doing and informs the teacher on the next learning steps.

Summative Assessments

These assessments are culminating assignments, which give information on students' mastery of content, knowledge, or skills and are a collection of information at the conclusion of a unit, grading period, semester, or course.

Quizzes

A quiz is a formative assessment that is designed to assess student knowledge along the learning journey over targeted concepts or objectives. These short assessments are written or oral and are usually less formal than examinations. Quizzes can be announced or unannounced.

Unit Tests

Unit tests are larger summative assessments designed to assess student knowledge over a unit of study in the curriculum. Units of study contain essential content standards. The unit test poses targeted questions that address the identified content strands, promote students' thinking, and result in active application of learning.

District-Developed, Curriculum-Based Assessments

Secondary District-Developed, Curriculum-Based Assessments are designed to assess student performance mastery of the prescribed curriculum objectives for a grading period based on the needs of each core area. These assessments are developed through district and/or campus department collaborative efforts. They cover the TEKS addressed in the Scope and Sequence for a specified period of the course.

In general, assigning a major grade to a district formative assessment (DFA) is strongly discouraged. If grades are assigned, follow these guidelines:

- Students may not be penalized for content that has not been covered in class.
- Teachers must be consistent across a campus on any given test with the weight of the grade and how scores are assigned.
- Students must be allowed a retest if a major grade is taken and PLCs should develop a common retest.

Performance-Based Courses and Assessments

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

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

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

- Classroom participation
- Oral responses
- Experiments
- Checklists of skills
- Enrichment
- Teacher observation
- Anecdotal notes
- Homework assignments
- Classroom discussions
- Written responses-including notebook/journal entries
- Research project
- Portfolios
- Collaborative group work/projects
- Chapter/unit tests
- Conferring sessions
- Performance in an extracurricular or co-curricular event such as an evening concert or play

TYPES OF MAJOR GRADES

Tests/Examinations

Major tests and examinations are a culminating assessment, which give information on students' mastery of content, knowledge, or skills. Tests serve to evaluate mastery of the TEKS, concepts, understandings, and District objectives, and provide opportunities to demonstrate identified knowledge or skills. Major tests must be scheduled and announced in advance.

Alternative Assessments

At teacher discretion alternative assessments may be substituted for major tests. The method of presentation/product should be designed by the teacher based on the subject area and content objectives. Teachers will provide students with a rubric for alternative assessments.

Special Projects/Term Papers

1. Term papers or projects are in depth class work or homework assignments that may take up to several weeks for a student or group of students to complete.
2. Teachers may assign term papers or projects to an individual or to a group of students as determined by the teacher.
3. A rubric must be provided to the student prior to beginning the project/paper.
4. Term papers or projects assigned over a lengthy period will be provided to the student in writing.

Lab Reports

A lab is an activity that could require students to do some or all of the following; collect data/make observations, follow procedures, analyze the data, and form conclusions. The teacher will identify and inform students which labs are associated with major grades.

Compositions

Compositions are formal writing assignments. Compositions often take more than one class period to complete and are graded for many components. These smaller components of the writing process may be graded as daily grades. The evaluation of the writing process and the content are major determinants when scoring a student composition.

TYPES OF ASSIGNMENTS AS DAILY GRADES

Daily Work

Class work is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There could be occasions where class work becomes homework.

Homework

Homework is work that is assigned to be completed at home and is either an extension of the assignment or concepts that were covered through guided practice in class or a preview activity for the next class. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully.

HOMework

Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their child's educational program. Homework should be used to reinforce and support mastery of learning and should never be used as a disciplinary measure.

Homework is an extension of the concepts that were taught in class or a preview of content yet to be taught. The purpose and directions for the assignment need to be communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully. When appropriate and possible, homework should be differentiated for students depending on their mastery of the objectives.

For grades 9-12, homework should:

- be completed outside of class
- provide an additional opportunity for practice
- be an extension of the assignment or concepts that were covered through guided practice in class
- be a preview activity for learning that will occur in the next class

ADVANCED PLACEMENT PERCENTAGE WEIGHT AND TYPES/CATEGORIES OF GRADES

Advanced placement (AP) course percentage weight and types/categories of grades will be determined at the campus level. Where more than one AP content teacher is on a campus, the percentage weight and types/categories of grades shall be consistent.

The AP teacher will communicate to students and parents the percentage weight and types/categories of grades for the course on the course syllabus or in writing within five days of the beginning of school or the student entering the course.

AP courses will follow all other grading guidelines as described in this handbook.

DUAL CREDIT GRADING

EIC (LOCAL)

Dual credit classes are graded in concert with the institution of higher education. Dual credit course grades will not count in a student's grade point average for class rank. As the assessments and assignments for Dual Credit or Dual Enrollment courses are administered and graded by our partner institutions, students enrolled in Dual Credit or Dual Enrollment classes do not meet the district criteria for opportunities for redoing an assignment or retaking a test for which the student received a failing grade.

RE-TEACH AND RETEST/REASSESS FOR MASTERY

EIA (LOCAL)

OPPORTUNITIES TO IMPROVE A MAJOR GRADE

Students scoring below mastery of "70" on a major grade (assessment) shall be allowed to redo the assignment after completing prerequisite work. Prerequisite work may include re-teach, corrections, tutorials, or intervention work. Prerequisite work should be completed within 5 days of the date the student received the original grade. The higher grade, with a maximum of "70", will be recorded.

OPPORTUNITIES TO IMPROVE A FAILING GRADE ON A MINOR ASSIGNMENT

Students scoring below mastery of "70" on a minor grade (practice) may be allowed to redo the assignment after completing prerequisite work. Prerequisite work may include re-teach, corrections, tutorials, or intervention work. Prerequisite work should be completed within 3 days of the date the student received the original grade. The higher grade, with a maximum of "70", will be recorded.

Campus PLC's or grade-levels may elect to retest students above 70%.

Please reference the "Dual Credit Grading" section above for direction on Dual Credit or Dual Enrollment students.

LATE WORK

In order to provide multiple opportunities for students to demonstrate mastery of learning, students who have not turned in work on time will be allowed five school days, from the date the assignment was due, to complete and submit any late work. A maximum of a 20% penalty may be applied to late work.

Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student is responsible for informing the teacher of any such circumstances that prevented the completion of the assignment. Teachers may grant exceptions to this policy as appropriate.

MAKEUP WORK

In order to provide multiple opportunities for students to demonstrate mastery of learning, students who have been absent are eligible to do make-up work, regardless of the reason for the absence or school related activity. A student should be given three school days to make up the work. In the case of extended absences, one day will be allowed per day of absence for make-up work beyond the initial three days. For example, a student who is absent on Monday, would have 3 schools days (Tuesday, Wednesday, and Thursday) to make up the work, and the work would be due on Friday.

EXTRA CREDIT

Extra Credit may be assigned by a teacher but may only be based on academic work above the regular course expectations.

MAXIMUM WEIGHT OF A GRADE

No single grade or assignment can count for more than 20% of a student's grade.

Homework shall not count for more than 15% of a student's average for the nine week grading period.

MINIMUM GRADES REPORTED

Teachers are encouraged to provide a sufficient number of grades so as to allow for multiple opportunities for students to demonstrate mastery of the TEKS. Students should receive a minimum of 10 grades per nine week grading period.

The teacher has the discretion to drop grades. The minimum number of grades must still be recorded and the maximum weight of a single grade cannot be exceeded after a grade is dropped.

Please note: The above recommendations represent the minimum requirements and teachers may provide additional assessments and assignments at their discretion.

POSTING OF GRADES

In order to provide students with timely feedback, grades should be posted at regular intervals.

At minimum, teachers should assign and record at least 1 major grade in each IPR period. Teachers should post at least 1 new grade to the grade book each week. Teachers will record the grade for an assignment in the grade book within 1 week of when the assignment is due.

PARENT CONTACT ABOUT GRADES

EIA (LOCAL)

Progress Reporting (Nine Week Grading Period)

The District shall send formal written notices (report cards) to parents or guardians at the completion of each grading period. The notice shall indicate a student's cumulative performance in each class or subject.

Interim Reports (Three Week Reporting Period)

At the high school level, all students are given 3 week interim progress reports. Additional parent communication is recommended for students who at the end of the interim reporting period are in danger of receiving a failing grade on the report card.

Conferences

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

Online Grade Access

Parents and students may access student grades online using the district online grading system. Login and access to the online grading system can be obtained from the student's campus.

Parent Communication

Additional communication to parents is recommended at the end of each IPR period for students who are failing multiple classes, are failing a class with an exceedingly low average, or are otherwise in danger of failing for the nine weeks period. This communication can come from the teacher, PLC, academic team, counselor, and/or administrator in writing or verbally.

INCOMPLETE GRADES

UIL Side-by-Side

An Incomplete grade may be given on a temporary basis (seven (7)-day period). Under extenuating circumstances, the principal may extend time beyond this period.

For UIL eligibility purposes, a student with an incomplete grade in any class is ineligible at the end of the seven-day period unless the incomplete was replaced with a passing grade prior to the end of the seven-day period. Students with an "incomplete" grade either within or beyond the end of the seven day grace period may regain eligibility if the work is made up in accordance with district policy in regard to time allowed for make-up work and the conditions under which make-up work are allowed.

TRANSFER STUDENTS

Transfer Students Who Have Previously Been Enrolled in School

Transfer grades for students previously enrolled in school will be assigned proportionally to the time spent in each school/class. If a student transfers from a Pre-AP/AP course to an on-level course, the student's grade (without weighting) will transfer to the new course.

Transfer Students Who Have Not Been Previously Enrolled in School for the Current School Year

3. Students will be assessed for their demonstration of mastery of course content utilizing district/campus developed assessments which cover previously taught content.
4. Teachers may assign additional assignments that are relevant in preparing students for the assessment.

Transfer Grades and GPA

For the purposes of determining GPA, transfer grades from other accredited institutions shall receive weighted credit in accordance with the District's scale, provided the previous district has the same or comparable course offerings. However, the transfer of International Baccalaureate (IB) courses shall be accepted and weighted under the District's Tier 1 scale. Students transferring into the District shall receive the numerical grade that was earned in courses at another accredited institution. The valedictorian and salutatorian must also have completed their entire junior and senior years (year three and year four of the cohort) at the same District high school (enrolled by the first school day) and must be full-time students (enrolled in at least four clock hours). EIC (LOCAL)

SCHEDULE CHANGES

One of the most important decisions facing our students is selecting courses within the high school curriculum to provide a foundation for college and career readiness after graduation. Students select courses for the next school year before the Spring Break by utilizing the district course selection tool with counselors on their campuses. Careful planning and discussions with parents and guardians are an important part of the scheduling process, and we encourage families to login at home to review four-year planning choices. We hope you make course selections for the next school year carefully. Students who register for a course are committed to that course. Class creation and teacher assignments are based on student course requests, therefore we can only honor schedule change requests that meet certain criteria.

Importantly, course changes will be made only if educational need is demonstrated and space is available in the subsequent course.

Specifically, schedule corrections will be considered the first two days of school for the following reasons only:

- The student is a senior and does not have a course required for graduation
- The student does not have the prerequisites for a course
- Course credit was previously received (i.e. through summer school, TXVSN, CBE)
- A data-entry error made by the school (i.e. two first period classes, or a schedule that does not have the full number of classes)
- Student has previously failed this course with the same teacher

For a semester or a year-long course, a student may not withdraw after the fourth week of the course.

However, to meet individual student needs, the principal may use his or her discretion to approve a course change.

A student who withdraws from a course will have the grade in that course applied to the new course. It is highly recommended that the replacement course be in the same discipline. A student who changes courses assumes responsibility for the full content of the new course on the semester exam.

PRE-AP/AP COURSE CHANGES

Students who enroll in a Pre-AP or AP course commit to completing the course. Due to the rigorous nature, students should remain in the chosen course the first four weeks of school in order to acclimate to the expectations and provide adequate time for both the teacher and students to gauge the appropriateness of the course selection.

Schedule changes will not occur until after the fourth week and no later than the fifth week of the semester.

To initiate a change request out of a Pre-AP or AP class, a conference must occur between the student, parent/guardian, teacher, counselor and principal or designee to determine whether circumstances warrant the change. Should the circumstances not warrant a change, the student will be required to complete the course selected. If the course is changed, the student's grade (without weighting) will transfer to the new class.

EXAM EXEMPTIONS

EIAA (REGULATION)

Students in grades 11-12 who meet the criteria listed below may earn the opportunity to be exempt from one or more final exams. Students may earn exemptions by achieving strong course grades, good attendance and satisfying the College, Career, and Military Readiness criteria outlined below.

Final Exam Definition: A final exam is defined as the cumulative assessment in a course (at the end of the semester for .5 credit courses and the end of the year for 1.0 credit courses).

Attendance: Attendance is considered individually for each course. An exemption from finals can be earned for each course taken.

The decision to take exemption(s) is up to each student. Individual students must maintain the following:

1. Course grade of 90 or better and no more than 3 absences during the semester **OR**
2. Course grade of 80 or better and no more than 2 absences during the spring semester; **AND**
3. Complete the ApplyTexas Application (Seniors Only);

AND

4. Complete the FAFSA (Senior Only)

AND

5. Demonstrate College and Career Readiness through one or more of the following options:
 - TSI
 - SAT/ACT
 - 3 or higher on AP exam
 - Complete and earn credit in College Prep ELA or Math Course
 - Dual Credit, 3 or more credits in ELA or Math or 9 hours from any subject
 - Complete and earn credit for OnRamps course
 - CTE coherent sequence and credit aligned with approved industry-based certification

Absences: Students will not accumulate an absence for the purpose of exam exemptions in the following scenarios:

1. School related absence (no documentation needed from student)
2. Religious holiday – documentation must be submitted
3. Court related – formal notice must be provided
4. Medical appointment with a physician’s note on file in the office
5. College visit – limit two days with verification of attendance by a college notice

PARTIAL CREDIT

EI (LOCAL)

When a student earns a passing grade in only one semester of a two-semester course and the combined grade for the two semesters is lower than 70, the District shall award the student credit for the semester with the passing grade. The student shall be required to retake only the semester in which he or she earned the failing grade.

ATTENDANCE AND GRADES/CREDIT

FEC (LOCAL)

Parental Notice of Excessive Absences

A student and the student’s parent or guardian shall be given written notice prior to and at such time when a student’s attendance in any class drops below 90 percent of the days the class is offered.

Regaining Credit or Awarding a Final Grade

When a student’s attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

Students who have lost credit or have not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

Guidelines on Extenuating Circumstances

Campus administrators and attendance committees shall adhere to the guidelines outlined in FEC (LOCAL) when deciding whether to grant credit or award a grade in situations with extenuating circumstances as it relates to attendance.

Imposing Conditions for Awarding of Credit or a Final Grade

Campus administrators and attendance committees shall adhere to the guidelines outlined in FEC (LOCAL) when deciding whether to impose conditions for students with excessive absences prior to granting credit or awarding a grade.

GRADE LEVEL PROMOTION/CLASSIFICATION

EIE (LOCAL) and (REGULATION)

Effective with the entering freshman class of 2014–15, grade-level advancement for students in grades 9–12 shall be earned by course credits.

Grade classifications are based on the number of credits earned prior to the first day of school each year.

- Freshman (9th): A student must have been promoted or placed from the 8th grade.
- Sophomore (10th): A student must have earned 6 credits and completed one year of high school.
- Junior (11th): a student must have earned 12 credits and completed two years of high school.
- Senior (12th): a student must have earned 18 credits and completed three years of high school or have earned 18 credits and have an Early Graduation Plan on file.

Grade classification shall be established by the beginning of the fall semester. Exceptions require approval of the high school principal. At the discretion of the principal, grade re-classification may occur at the end of the fall semester based on credits earned in the fall semester that makes a student eligible for grade advancements and/or graduation.

Students entering high school prior to the 2014–15 school year shall be assigned to a grade 9 cohort group with an anticipated graduation date four years from the time of entrance. As defined by the state of Texas, a student shall have four years to complete all high school requirements related to credits and

assessment measures in order to be considered a graduate. Therefore, student grade classifications shall be defined by the number of years students have been in high school. Each cohort group of students who entered together as ninth graders shall roll up annually in August to the next year of high school (grade 10, grade 11, and grade 12) through the completion of the fourth year of high school.

GRADE POINT AVERAGE (GPA)/CLASS RANKING

EIC (LOCAL) and (REGULATION)

DETERMINATION OF GRADE POINT AVERAGES (GPA)

To determine GPAs, numerical final course grades shall be converted via the established weighting system. See Board policy EIC (LOCAL) for specific weighting scales based on student's 9th grade entry date. Actual grades earned shall be recorded on report cards and official transcripts. The GPA shall be calculated by totaling the weighted final course points and dividing by the number of courses. When multiple period courses are included in computing the GPA, the final course points for that class shall be entered the same number of times as the number of periods per day that the student is enrolled in the course. The number of periods shall also be reflected in the divisor.

COURSES USED TO DETERMINE GPA

For student entering grade 9 in school year 2014-2015 and thereafter, the courses used to determine GPA are as follows:

- TEKS-based and TEKS-modified courses;
- Advanced Placement (AP)/Pre-AP courses;
- Articulated courses;
- Summer school courses for acceleration taken within the District;
- High school courses taken in middle school for state credit;
- High school courses that are delivered in one semester in high school and delivered in two semesters in middle school; and
- Athletics and equivalents up to one credit (two semesters).

For students entering grade 9 in school year 2014-2015 and thereafter, the courses that will not be used to determine GPA are as follows:

- Credit by examination scores (with or without instruction);
- Credit recovery – during the school year and summer;
- Traditional correspondence courses;
- Off-campus physical education waiver courses;
- Local credit courses;
- Summer school coursework taken outside the District;
- Dual credit or concurrent enrollment coursework; and
- Pass/fail course.

For students entering grade 9 prior to school year 2014-2015, the courses used to determine GPA are listed in Board policy EIC (LOCAL). <http://pol.tasb.org/Home/Index/1147>

CLASS RANK

Class standing shall be calculated by using the official GPA. Final official class rank shall be determined at the end of the senior year after all grades have been calculated.

DEFINITION OF CLASS RANK WEIGHTED TIERS

For students entering grade 9 in school year 2014-2015 and thereafter, the following guidelines will apply in defining the courses in the class rank weighted tiers:

- Tier 1 (Advanced-Level Courses) – Tier 1 shall include AP courses and courses designated as “advanced.” (See definition below.)
- Tier 2 (General Education Courses) – Tier 2 shall include high school Pre-AP courses and approved articulated courses. (see definition below.)
- Tier 3 (General Education Courses) – Tier 3 shall include grade-level TEKS courses and all other high school courses.
- General education courses shall provide a challenging curriculum based on the TEKS.
- Pre-AP courses shall extend and enrich the TEKS. They shall be academically rigorous courses that provide the skills and strategies students need to succeed in future AP courses.
- AP and advanced courses shall provide a nationally recognized college-level curriculum. Students may earn college credit for these courses based on performance on a nationally standardized exam.
- Articulated courses shall contain the same course content as equivalent college courses and for which a post-secondary institution has agreed to award college credit if the student meets the requirements outlined in the articulation agreement, either through statewide articulation or a local articulation agreement.

For students entering grade 9 prior to school year 2014-2015, the definitions of class rank weighted tiers are listed under the appropriate school year in Board policy EIC (LOCAL). <http://pol.tasb.org/Home/Index/1147>

ACCELERATION/EARLY GRADUATION

Students may graduate early as long as they meet all state and local graduation requirements for the Recommended Graduation Plan, Distinguished Graduation Plan, or the Foundation with Endorsement Graduation Plan. Early graduates may participate in a graduation ceremony immediately following completion of the graduation requirements. Early graduates must meet registration deadlines to participate in end-of-year graduation ceremonies.

ACADEMIC DISHONESTY

EIA (LOCAL)

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.

UNIVERSITY INTERSCHOLASTIC LEAGUE (UIL) ELIGIBILITY/AP WAIVERS

Texas Education Code 33.081 (c) and FM (LEGAL)

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

UIL ELIGIBILITY

A student shall be suspended from participation in any extracurricular activity/organization sponsored or sanctioned by the district or the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than an identified honors or advanced class.

A suspension will continue for at least three school weeks and is not removed during the school year until the conditions for removing the suspension, as described below, are met.

Until the suspension is removed or the school year ends, the district shall review the grades of a student suspended under these provisions at the end of each three-week period following the date on which the suspension began. At the time of a review, the suspension is removed if the student's grade in each class, other than a TEA-identified advanced course, is equal to or greater than the equivalent of 70 on a scale of 100. The principal and each of the student's teachers shall make the determination concerning the student's grades.

GRADE WAIVER PROCESS

Students who fail a high school advanced course with a grade between 60 and 69 may apply for a waiver which will allow them to continue to participate in co-curricular activities. Students will be allowed two waivers per year to use at their discretion. This is two waivers in total, not two waivers per course. Waivers can be used at IPRs and marking periods beginning at IPR 2. Waiver requests can be obtained from the administrative office and require parent and teacher signatures.

Courses for which a waiver may be requested are:

1. All AP courses
2. English Language Arts—Pre-AP
3. Languages Other than English—Pre-AP
4. Mathematics—Pre-AP

5. Science—Pre-AP

6. Social Studies—Pre-AP

The principal or designee shall approve the waivers and communicate with the appropriate coach or sponsor. A student with an incomplete grade in any class is ineligible at the end of the seven day grace period unless the incomplete was replaced with a passing grade prior to the end of the seven day grace period, unless special circumstances warrant an extension approved by the campus principal.

Pflugerville Independent School District

Grade Exemption Waiver

Name: _____ Student ID: _____

Grading Period: (Circle One)

1st Nine Week Period 2nd Nine Week Period 3rd Nine Week Period 4th Nine Week Period

Grade Level: (Circle One) 9th 10th 11th 12th

UIL Activitie(s):

USE POLICY: Students will be permitted to use this waiver form for one course each semester. Waiver forms can only be used for grade(s) of 60 or above. The form must be submitted to the assigned campus administrator prior to the end of the grace period week for the intended eligibility cycle.

Course Name: _____ Grade: _____

Teacher: _____

Approved _____ Denied _____

Student Signature/Parent Signature

Date

Administrator Signature

Date

Pflugerville Independent School District

Instructional, Grading, and Reporting Guidelines Teacher Acknowledgement Form

My signature acknowledges receipt of my personal copy of the Instructional, Grading, and Reporting Guidelines via printed or emailed electronic copy. I agree to read the document and abide by the standards, policies, and procedures defined or referenced herein. I am aware that the Instructional, Grading, and Reporting Guidelines manual is available to me on-line at the district's website located at www.pfisd.net.

I understand that changes in district policy may supersede, modify, or eliminate the information summarized in this manual. As the District provides updated policy or procedures information, I accept responsibility for reading and abiding by the changes.

Printed Name

Signature

Campus/Department

Date

Signed forms are due to your campus principal on or before September 14, 2018.