

Philosophy

The purpose of grading and reporting student progress is to engage educators, students, and parents in the process of increasing student achievement. An effective system allows educators to clearly communicate student progress towards mastery of the state standards as outlined in the District curriculum in a form that is equitable, accurate, and useful.

Purpose of Reports to Parents

Reports to parents are intended to:

1. Promote three-way communication between teachers, the student, and parents.
2. Provide information on each student's academic achievement that reflects his or her level of mastery of concepts and skills defined in the state standards and outlined in the District curriculum.
3. Provide clear and concise information measuring academic performance and identify the student's strengths and areas for growth.
4. Provide information concerning the student's personal development, social/emotional growth, and work habits.
5. Provide additional information about factors that impact student achievement: attendance, tardiness, special program designations, and the like.
6. Facilitate the selection of students for programs, awards, class rankings, and the like.
7. Provide valid criteria for post-graduate institutions and employers.
8. Provide summary information to facilitate student transfers to new schools.

Grading: General Guidelines

The following general guidelines apply at all levels:

1. Teachers will develop, through collaboration with their elementary grade-level team or secondary campus department, a clearly defined grading procedure consistent with District policies.
2. Each teacher will distribute a copy of the grading procedure to students and parents at the beginning of each school year or semester and to all new students and parents thereafter.
3. Teachers must include, through collaboration with their elementary grade-level team or secondary campus department, late work and makeup work procedures that promote student

responsibility without denying students reasonable opportunities to exhibit mastery of curriculum concepts and skill.

4. Teachers will accept and award at least partial credit for late work turned in within three consecutive school days of the due date. Because of differences in short-term assignments, teachers have the option of giving students an alternative assignment that will be due within the same time frame as the original assignment. Students will be made aware of the deadline established by the teacher.
5. Through collaboration with the campus principal, each elementary grade-level team or secondary campus department will determine the redo and reassessment guidelines to provide a reasonable opportunity to a student who earns a failing grade.
6. Teachers will use professional discretion in awarding a grade or accepting assignments missed due to extended absences and/or extenuating circumstances. [See EIAB(LOCAL)]
7. Accurate and complete documentation of each student's progress will be recorded by teachers in a timely manner.
8. Varying grading procedures and expectations for students in special education programs will be based on recommendations of the admission, review, and dismissal (ARD) committee.
9. Each teacher must be able to justify student grades using valid, District curriculum-related criteria.
10. When a student transfers from one school to another within the District, the sending school must complete the withdrawal form that includes information from the current grading period.
11. As the instructional leader of the school, the principal has the ultimate responsibility to enforce fair and consistent grading procedures that are consistent with District policies and developed by the elementary grade-level team or secondary campus department in each school.
12. The District will provide parents with communications about the importance of grades and the supportive role that parents may assume is helping students achieve success in academic work.
13. Each school, with support from the District, will provide alternative programs for students having difficulties, i.e., specialized interventions, tutorial support, mentoring, and the like.

14. The parents and the school will share a mutual responsibility for assisting students in their achievement and success.
15. Parents may request conferences with teachers, counselors, and/or administrators concerning their child's academic progress.

**Grading and
Reporting Specific
Guidelines for
Elementary Schools**

Specific guidelines at the elementary level are as follows:

1. Elementary grades will be based on mastery of the state standards as outlined in the District curriculum; including enrichment areas for the student's instructional level. If a student is functioning above or below grade level in language arts or mathematics, this must be explained in detail on the report to parents in the comments section of the report.
2. For students placed in alternative programs, the report to parents must clearly specify the instructional level at which the student is functioning.
3. Criteria used to report academic progress on nine-week reports to parents may be based on any combination of the following: student products, projects, process work, performance-based assessments, group activities, class participation, and/or other assignments appropriate to grade-level subject areas.
4. For each elementary student in grades 1–5, teachers will assess and document individual student progress a minimum of seven times during the grading period in language arts and mathematics. Progress for each student will be assessed and documented a minimum of three times per grading period in science, health education, social studies, art, music, physical education, and, if applicable, English as a second language. Teachers will update their electronic gradebook on a weekly basis.
5. For early childhood, prekindergarten, and kindergarten students; teachers will assess and document individual student progress based on the District Early Childhood Prekindergarten Rubric for Prekindergarten Students or the District Early Childhood Kindergarten Rubric for Kindergarten Students.
6. In dual language in kindergarten–grade 5, the District will use the ratings below as a framework to report a language proficiency composite score comprised of listening, speaking, reading, and writing proficiencies in the student's second language development:

4 —Advanced High

3 —Advanced

2 —Intermediate

1—Beginning

7. In prekindergarten through grade 5(6), a variety of assessment tools may be used to measure and document student progress and performance, including but not limited to teacher observations, anecdotal records, running records, samples of student products and processes, writing journals, rubrics, portfolios, and the like.

8. The District will exercise the following options for reporting prekindergarten–grade 2 student progress in each subject area on nine-week elementary reports to parents:

4— Mastery

3— Proficient

2— Emerging Understanding

1—Needs Improvement

9. In grades 3–5(6), letter grades A, B, C, and F [see scale below] will continue to be used to reflect academic achievement in each subject area. Plus (+) and minus (-) may also be used with A, B, and C. A uniform system for translating letter grades to numerical score ranges will be provided on reports to parents in grades 3–5(6). This four-point system is as follows:

A—Excellent (90–100)	A+	(98–100)
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	A	(94–97)
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	A-	(90–93)
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B—Good (80–89)	B+	(88–89)
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	B	(84–87)
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	B-	(80–83)
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C—Fair (70–79)	C+	(78–79)
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	C	(74–77)
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	C-	(70–73)
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F—Failing (69 and below)

10. The District will use the following rubric to reflect progress in specified areas of personal development at all elementary grade levels:

- 4 — Consistently
- 3 — Frequently
- 2 — Occasionally
- 1 — Rarely

Reporting

Reporting at the elementary level will include the following:

1. Elementary teachers will provide weekly communication to parents and/or guardians of each student.
2. Standardized reports to parents will be used at each grade level by all elementary schools throughout the District. The only exception to this mandate is described in guideline 5 below.
3. Individual schools may use other reporting methods in addition to the standardized report to parents.
4. Any school proposing to substitute an alternative method of reporting nine-week progress to students and parents must submit a waiver request to be approved by the Superintendent or designee. Alternative reporting methods must be based on a system that effectively communicates student achievement, is data driven, and supports the campus educational program. Schools receiving approval to substitute an alternative method of reporting grades must also adhere to the Grading: General Guidelines, above.
5. Elementary teachers will hold a minimum of one conference with the parent(s) or guardian(s) of each student each semester. The District will designate one partial early release day in the fall and one full release day in the spring for purposes of conducting elementary conferences with parent(s) or guardian(s).
6. For prekindergarten through grade 2, mid-nine-week progress reports must be provided when the student's work is consistently 1—Needs Improvement, in any subject area.
7. For prekindergarten through grade 2, conferences will be held with parent(s) or guardian(s) of students whose reported progress at the end of the nine-week grading period is 1—Needs Improvement, in any subject area.

8. For grades 3–5(6), mid-nine-week progress reports must be provided when a student’s grade average in any subject is C- (70–73) or below.
9. For grades 3–5(6), conferences will be held with parents of students whose grade at the end of the nine-week grading period is C- (70–73) or below in language arts, mathematics, social studies, or science.
10. For students whose reported progress or grades reflect a need for improvement, teachers will designate “tutorials recommended” on the report to parents.

[See also Philosophy, Purpose of Reports to Parents, and Grading: General Guidelines, above]

Grading and Reporting: Specific Guidelines for Secondary Schools

Specific guidelines for secondary grades will be as follows:

1. Numerical scores for each secondary course will be based on performance on examinations, essays or papers, performances, projects, and/or other measures appropriate to the subject matter but may also include consideration of other appropriate criteria such as class work, homework, and class participation.
2. Students will not receive academic credit for any activity that does not directly relate to the course curriculum that is based on District curriculum.
3. For students in secondary courses, at least six grades must be entered into the electronic gradebook for each grading period for each course, regardless of the length of the grading period. At least one grade must be entered weekly in the electronic gradebook for each course. In addition, grades for required semester and/or final examinations must be entered into the electronic system.
4. Numerical values of 0–100 will be used in the computation of rank in class and in the determination of honor rolls, Trustee scholar awards, and other appropriate designated uses. The only exception to this will be for students in grade 12 who are planning to graduate in the summer of a given school year. Grades earned in summer courses by these graduating seniors will be recorded for credit purposes only, as numerical grades, and will be excluded from grade point average (GPA) calculation. [See EIC]
5. Through collaboration with their secondary campus department, teachers will determine the reassessment options and guidelines.

6. If the student can demonstrate mastery of curriculum standards that were addressed but not achieved during the previous six-week grading period of the current semester, the teacher may adjust the student's grade from that reporting period; however, adjustments to student grades for work completed after the grading period has ended will not impact eligibility for extracurricular activities.
7. A student will not be permitted to retake a course for a higher grade once the student has met the minimum passing standard of the course. However, with principal, counselor, and parental approval, a student may retake a course for instructional purposes only on a pass/fail basis. The repeated course will not count toward state graduation credit. [See EHDB(REGULATION), EHDC(REGULATION), and FD(REGULATION)]
8. Credit earned through credit by examination, correspondence, or distance learning will be recorded on the transcript as a nonweighted course, except in instances in which a student earns credit for an examination administered through the Advanced Placement or College-Level Examination Program. [See EHDB(REGULATION), EHDC(REGULATION), EHDE, and FD(REGULATION)]
9. Successful student performances that measure mastery of the course curriculum, such as a passing score on a comprehensive final examination, may be used to grant course credit for students currently enrolled in the course.

**Secondary Reporting
Methods**

Secondary reporting methods include the following:

1. Secondary student grades will be reported to parents and students every six weeks. Exceptions to this mandate must be approved by the Superintendent.
2. If a numerical grade below 50 will be recorded on the report card, the teacher must submit documentation to the principal supporting a grade below 50. The teacher's documentation will be available to the parent for review to support that action. The District encourages teachers to record a grade of 50 in all cases to allow students the opportunity to achieve future success in the class, especially in cases wherein students attend class consistently with five or fewer excused absences and have attempted all tests and in-class assignments for the grading period.

3. When students receive failing grades, the teachers may be required to develop targeted intervention plans to assist the failing students during the next grading period.
4. If the progress report reflects a failing grade average (below 70), the progress report will automatically include a request for further communication with the parents of the student. Parents have the option of requesting additional information from the school about their child.
5. Failure to receive an unsatisfactory report does not guarantee a passing grade because a teacher cannot always foresee failing work that might occur at the end of the reporting period.
6. The District will mail all secondary report cards and progress reports.

Secondary Grading Scales

A uniform grading system for translating numerical scores to letter grades is used in all secondary schools. The grading system also applies to the early college start program (dual credit). This four-point system will be used as follows:

A—Excellent (90–100)	A+	(99)
	A	(96)
	A-	(92)
B—Good (80–89)	B+	(89)
	B	(86)
	B-	(82)
C—Fair (70–79)	C+	(79)
	C	(76)
	C-	(72)
D— (Passing)		(70)
F— Failing (below 70)		

A student enrolling from another school district may, upon receipt of an alpha-numeric conversion scale from the sending school district, request that the sending district's grading scale be used in lieu of this conversion chart.

Calculating High School Course Averages

Averages for courses resulting in high school credit will be calculated as follows:

Year Course (1.0 credit)

1st six weeks	12.5 percent
2nd six weeks	12.5 percent
3rd six weeks	12.5 percent
1st semester exam	12.5 percent
4th six weeks	12.5 percent
5th six weeks	12.5 percent
6th six weeks	12.5 percent
2nd semester exam	12.5 percent

Semester Course (0.5 credit)

1st six weeks	25 percent
2nd six weeks	25 percent
3rd six weeks	25 percent
Semester exam	25 percent

Calculating Middle School Course Averages

Grades for middle school semester courses will be computed by adding the three six-week grades and dividing this total by three. Full-year course averages will include all six weeks.

Course Corrections

In the spring and/or during the summer, students will receive a list of the courses that they requested. Students and parents have the opportunity to request course changes until August 1. After August 1, course corrections will only be made for errors in a student's schedule.

Course Change Procedure

From time to time, it is necessary for students to change courses during a semester. If a student needs to change a course or transfer from one course to another, the student should discuss the need with the school counselor. The following procedures should be followed:

1. For a semester course or a year-long course, a student may not withdraw from a course after the fourth week of instruction. However, to meet individual student needs, the principal may use his or her discretion to approve a course change.
2. A student who withdraws from a course before the deadline stated above will have the grade from the dropped course applied to the grade average for the new course. It is highly recommended that a student transfer from one course to another in the same discipline.
3. A middle school student may withdraw from a high school credit course for which a state EOC exam is required by the end of the fourth week of the first six weeks of the course. A middle school student may withdraw from any other high school credit course by the end of the fifth week of the last six weeks of the course. The final semester report card must reflect the new course to which the student transferred.
4. For UIL eligibility, a student can withdraw with no penalty regardless of the grade in a course at the end of the fourth week of the first six weeks and remain eligible. A student who withdraws with a passing grade at any time and maintains the minimum number of required course enrollments remains eligible.
5. Receiving teachers will describe the knowledge and skills essential for success in the course and will suggest ways to learn them. A student who requests and receives a course change assumes responsibility for the content of the entire course on the final examination.

Pass / Fail Courses

A student may choose to take a course on a pass/fail basis if the course is beyond state and District graduation requirements in that subject area and is not to be used to satisfy the elective credit requirement for the graduation plan that the student has declared. A student must request pass/fail status in a course no later than the last instructional day of the first six weeks of the semester.

Pass/fail declaration must be submitted each semester. Once a student enrolls in a course on a pass/fail basis, the request to take the course on a pass/fail basis may not be rescinded. The written approval of the principal or designee, the teacher, and the parent must be acquired prior to placement in a course on a pass/fail basis. [See EHAD]

The grades in a course taken on a pass/fail basis will be recorded numerically for each six-week grading period and for the final examination, but the final course grade will be recorded as "P" or "F."

The final course grade (semester average) will not be included in the computation of the student's GPA.

Exceptions

The only exceptions will be as follows:

1. AVID, at any level, may not be taken on a pass/fail basis.
2. Credits transferred in from another school district with an assigned grade of "P" or "F" on a pass/fail basis will remain "P" or "F." The grade will not be included in the computation of the student's GPA.
3. The District shall award credit for a credentialed course in languages other than English (LOTE) on a pass/fail basis if a student completes the higher level LOTE course with an overall grade of 70 or higher. [EI(LOCAL)]

**Award of Course
Credit in Secondary
Schools**

The District will award credit for a course if the course grade equals 70 or above and state law requirements have been met or the year-long average in a two-semester course equals 70 or above and state law requirements have been met. [See EI]