



EIA (REGULATION): SECONDARY GRADING AND REPORTING

North East Independent School District
San Antonio, Texas

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FOREWORD

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

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

The purpose of this manual is to provide a consistent set of grading and reporting regulations. The regulations adhere to the Texas Education Code (TEC), the Texas Administrative Code (TAC) and North East ISD Board policies and regulations.

This manual

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

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

GRADING PHILOSOPHY

Effective teachers use grading as part of the intricate process of learning. Using the TEKS as the foundation of the curriculum, teachers begin by thoughtfully considering what the students already know and what they need to learn.

Teachers

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

Standards-based tests and quizzes yielding numerical grades represent only one aspect of evaluating student learning. Complete grading calls for multiple assessment techniques, such as portfolios, projects, presentations/performances, learning logs, journals, surveys, interviews, simulations and role-playing. Using many different evaluation strategies will elicit more opportunities for student success.

As lifelong learners, students must be prepared for college and the workforce. The teacher will create and sustain a learning environment by basing grades on the student's knowledge and skills as demonstrated by a wide variety of assessments.

In compliance with [Texas Education Code §28.0216](#), grading in NEISD

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard for a student's quality of work; and
3. May allow a student a reasonable opportunity to make-up or re-do a class assignment or examination for which the student received a failing grade.

In addition, grading should help the teacher

1. Communicate progress to the student and parent/guardian on the mastery of the TEKS;
2. Appraise the effectiveness of teaching strategies and modes of instruction;
3. Evaluate strengths and needs of each student; and
4. Determine if credit will be awarded.

Grading should help the parents/guardians

1. Understand their child as a learner;
2. Be knowledgeable about the student's mastery of the TEKS;
3. Guide the student in making academic progress toward successful graduation; and
4. Encourage the student to give maximum performance in academic areas.

Grading should help the student

1. Evaluate and see personal progress on mastery of the TEKS and
2. Recognize how work may be improved.

STUDENT MASTERY OF LEARNING

As used in these regulations, the term *mastery* refers to the knowledge and skills necessary for students to be academically successful. Grades earned commonly reflect the degree to which students attain mastery in any given class. Further, student mastery implies foundational understanding necessary in developing skills and processes on a continuum from simple to complex.

To determine the content on which mastery is based, teachers will rely on the state TEKS as reflected in the District scope and sequences, curriculum guides and/or advanced course curricula. This mastery will be supported by research-based instructional practices, available technology, community resources and textbooks. Pulling from this vast range of resources, the teacher will create lessons that reflect the TEKS being targeted and include assessment strategies appropriate for the learning of all students.

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

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

STATE ASSESSMENTS

For more than 25 years, Texas has had a statewide student assessment program. Over time, changes to state and federal statute as well as to the state-mandated curriculum, currently the TEKS, have required the Texas Education Agency to expand the state assessment program, making it more inclusive of and accessible to all student groups. Whether students are served through general education, special education or bilingual/English as a Second Language programs, the state tests provide a snapshot of the degree to which students are learning the TEKS. As a result of this snapshot, students can receive the additional help they need to strengthen their knowledge and skills in core academic areas; and districts and campuses can evaluate the effectiveness of their instructional programs. In this way, the state assessment program plays an important role in helping all students—no matter what their instructional setting—reach their academic potential.

State of Texas Assessments of Academic Readiness (STAAR)

STAAR replaced the Texas Assessment of Knowledge and Skills (TAKS), which had been in place since 2003. Students first enrolled in grade 9 or below in the 2011–2012 school year will be required to take the STAAR EOC assessments as part of their graduation requirement and will no longer take high school TAKS. STAAR is a more rigorous assessment program and includes five end-of-course (EOC) assessments. The STAAR EOC assessments will evaluate students on the skills associated with the TEKS curriculum as specified for individual courses. Students will be assessed in the following courses: Algebra I, Biology, English I, English II and U.S. History.

STAAR will assess both Readiness Standards and Supporting Standards. In general, Readiness Standards are essential for success in the current grade or course; are important for preparedness for the next grade or course; support college and career readiness; necessitate in-depth instruction; and address broad and deep ideas. In general, Supporting Standards may be introduced in the current grade or course and emphasized in a subsequent year; may be emphasized in a previous year and reinforced in the current grade or course; may play a role in preparing students for the next grade or course but not a central role; and may address more narrowly defined ideas. Readiness and Supporting Standards are identified in the assessed curriculum documents. These documents are posted on the TEA Student Assessment website at [STAAR Resources](#).

GRADING OVERVIEW

I. DETERMINING STUDENT GRADES

- A. The student's mastery of the instructional objectives as aligned in the TEKS for grade-level subjects or courses shall be the major factor in determining the student's grade for a subject or course [Board Policy EIA (LOCAL)].
- B. The evaluation of student knowledge and skills may not be appropriate in the initial stages of instruction and learning. In such situations, the teacher may base the grade on the student's ultimate improved progress and mastery for the grading period, rather than on a cumulative average. It is recommended that each department reach consensus on when to assess student mastery.
- C. Grades will be sufficient in number and category (homework, quizzes, tests, etc.) to reflect an accurate measure of a student's progress and achievement. It is the responsibility of each department to set the categories and a minimum number of grades per category to be recorded in a grading period. Standards may vary from course to course or level to level within a department.
- D. No single grade will count more than 20% of the nine weeks average or the semester average.
- E. No "blanket" grades are to be issued for a grading period. A blanket grade is giving every student in the class the same grade for an assignment without regard to individual achievement.
- F. In order to obtain a grade average for a particular grading period that is a fair assessment of the student's achievement, a teacher may employ one or more of the campus-approved options listed below:
 - 1. Canceling the lowest grade in a category before averaging;
 - 2. Allowing students the opportunity to do additional work within the grading period;
 - 3. Giving bonus points for completing additional or optional assignments/projects evolving from the course objectives;
 - 4. Providing special opportunities for a student to respond orally; and
 - 5. Including a participation grade when appropriate to the learning objective, e.g. for oral responses in a Spanish I class.
- G. The actual numerical grade will be recorded in the student's permanent cumulative records. [Board Policy EIA (LOCAL)].
- H. Cooperative learning structures may be used as an instructional strategy to encourage academic achievement in a team context. The rubric or grading standards for a cooperative activity or project will be shared with the students in advance, indicating whether they will be graded for individual academic achievement, team academic achievement or both.
- I. The responsibility for grading belongs with the teacher. While peer review, e.g. peer editing and marking, can be a valuable learning activity, students will not grade tests, quizzes or other major assignments. Peer marking of homework and/or other assignments is acceptable, but the teacher must review the work before assigning the final grades. Students must not have access to other students' grades.
- J. Grades that are identifiable by individual students must not be posted or announced publicly by teachers or students.

- K. A student's academic grades will not be affected by non-academic behavior or adherence to procedural rules, e.g. using the proper heading or using a certain color of ink, bringing certain supplies to class or being tardy. Behavior and adherence to classroom rules will be evaluated under “Citizenship” on the report card for each subject.
- L. A student may not be given credit or a final grade for a class unless the student is in attendance at least 90% of the days the class is offered.
 - 1. Absences due to suspensions shall not be counted against the minimum attendance policy as prescribed by law.
 - 2. If a student is suspended, the student will be allowed to make up the work when the student returns to school.
- M. Students 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, but is not limited to, cheating or copying the work of another student, plagiarism and unauthorized communication between students during an examination or outside of class with students who have not yet tested or turned in work. 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, on a preponderance of the evidence standard, taking into consideration written materials, observation or information from students [Board Policy EIA (LOCAL)]. Each campus will develop and distribute to all students an academic honesty policy that describes the consequences for violations.

II. SPECIAL PROGRAMS

A. Fine Arts

- 1. Grades for Fine Arts students will be determined with regard to mastery of the TEKS for the particular course including performance. While performance is not the only component considered during assessment/evaluation, it is a legitimate part of assessment.
- 2. If a performance is the culminating activity based on implementation of the TEKS, a grade may be given for participation or nonparticipation. Extenuating circumstances shall be considered when a student misses a performance but shall not necessarily be the final determinative criteria.

B. English Language Learner

- 1. Grades for Emergent Bilingual (EB) will take into consideration their English language proficiency. Teachers will implement the English Language Proficiency Standards (ELPS) utilizing the Sheltered Instruction Observation Protocol (SIOP) framework whenever possible to improve student understanding of concepts. Time is needed for the student to adjust to the new sounds and demands of learning English.
- 2. Accommodations for Emergent Bilingual (EB) include, but are not limited to, extra time for assignments and tests, shorter assignments and tests, oral quizzes, peer assistance, use of bilingual dictionaries, reading the directions to the students and use of visual aids. The no rank (NR) grade is recommended for English Language Learners, particularly new arrivals to the country, at the beginner and intermediate proficiency levels as determined by the Language Proficiency Assessment Committee (LPAC).

C. Special Education

1. Any variations in District grading procedures should be related to the student's specific disability, which shall be determined by the Admission, Review and Dismissal (ARD) committee and included in the student's Individualized Education Plan (IEP).
2. Consideration will be given for evaluating the academic progress of children who are qualified for special education so they will not be penalized because of their handicapping condition or disability.
3. Grades for these students must be based on performance that demonstrates progress toward mastery of the TEKS following the application of the ARD-recommended accommodations and/or modifications intended to increase the potential for successful student learning.
4. It is important that the level of TEKS instruction and content expectations are clearly articulated in a student's IEP, along with accommodations and/or modifications related to measuring mastery. This information is critical for teachers to develop appropriate classroom evaluations and make decisions regarding statewide assessment.
5. Student work can be assessed by the special education teacher, the general education teacher and/or a combination of both teachers but must be recorded by the teacher of record.

III. **TRANSFERRING GRADES**

A. Transferring Between Levels of the Same Course

1. For students who entered high school in the fall of 2020 or previous years, the student's transferring average or category grades from the Honors or AP class shall be weighted by 1.15 for Honors or 1.29 for AP classes. For students who entered high school in the fall of 2021 and beyond, transferring average or category grades from the Honors or AP class shall be weighted by 1.08 for Honors or 1.15 for AP classes. Transfers from an Honors or AP class must occur within the first nine calendar weeks of the course and a grade change form will document the transferred grade(s). This gives the student an opportunity to succeed in the course for that grading period. However, any remaining grades earned in the regular course will not receive any additional weight.
2. It is in the best interest of the student and the responsibility of the campus administration to fairly assess the student's need to be withdrawn, to counsel the student to remain in the course until semester, to seek out tutoring and support for academic success in this course, to promote college and career readiness and to provide an accurate and transparent record to any college. Notification of the student's request will be provided to the parent. Upon confirmation that the student will be required to stay in the class, the student may appeal the decision to the principal and request that a campus course placement committee listen to the student's appeal. The student may appeal with permission from the parent. The campus course placement committee will consist of the assistant principal for instruction, a counselor, the course teacher and all other appropriate campus representatives. The campus course placement committee will convene within five (5) school days of the student's appeal to the principal or magnet director, if appropriate. The campus course placement committee will hear the request and determine if there are extreme or extenuating circumstances that would allow the student to withdraw from the course.

B. Transferring Into a Honors or AP Course from a Regular Level Course

1. If a student is moving into a Honors or AP course from the regular level of the same course, the transferring average from the regular course will transfer as is.

C. Transferring Into a Regular Course after the First Semester

1. The first semester grade remains as is and is given the appropriate weight for Honors or AP credit. The second semester grade for the regular course will be weighted at 1.0.

D. Transferring from One Campus to Another Within the District and Students Transferring from Out-of-District

1. In the case of a transfer student, grades accepted shall be based on the intent of the sending school. Numerical grades earned from an accredited school shall be accepted. Alpha grades shall be recorded as follows [Board Policy EIC (LOCAL)]:

CONVERSION SCALE

A and E = 95

B and S = 85

C = 77

D and N = 72

F and U = 68

For all other conversions, counselors should consult the sending school district for the conversion scale.

2. If a student transfers during a nine-week grading period, the grade average for each transfer course will be counted proportionate to the number of weeks in the grading period that the grade covers. For example, a student transfers during week five of the nine weeks with an 80 average in English. The 80 will be counted five times, and the average the student receives in the receiving school's English course (75, for example) will be counted four times. The total will be divided by nine to get the average. For calculating a nine-week average, utilize the following formula:

Student's transferring course average	X	Number of weeks in sending school	+	Student's earned course average at receiving school	X	Number of weeks in receiving school	÷ 9 =	Current nine week average
[(80	X	5)	+	(75	X	4)]	÷ 9 =	78

IV. GRADING SYMBOLS TO USE

A. The grades recorded on progress reports and report cards will be numerical averages.

100 - 90	A	Excellent
89 - 80	B	Above Average
79 - 70	C	Average
69 - 0 F		Failing

B. Additional notations seen on reports may include the following:

1. NC (No Credit)

“NC” is assigned administratively as a result of excessive absences and is calculated as a maximum 50 for the purpose of class rank.

2. WD (Withdraw)

“WD” is assigned as a result of the student’s request to withdraw from a course after the first four calendar weeks of a course. “WD” as a semester average is calculated using a 0 multiplier for the purpose of class rank. All schedule changes are to be completed by the first four calendar weeks of a course and no student should withdraw from a course after the first four calendar weeks of a course.

It is in the best interest of the student and the responsibility of the campus administration to fairly assess the student’s need to be withdrawn, to counsel the student to remain in the course until semester, to seek out tutoring and support for academic success in this course, to promote college and career readiness and to provide an accurate and transparent record to any college. Notification of the student’s request will be provided to the parent. Upon confirmation that the student will be required to stay in the class, the student may appeal the decision to the principal and request that a campus course placement committee listen to the student’s appeal. The student may appeal with permission from the parent. The campus course placement committee will consist of the assistant principal for instruction, a counselor, the course teacher and all other appropriate campus representatives. The campus course placement committee will convene within five (5) school days of the student’s appeal to the principal or magnet director, if appropriate. The campus course placement committee will hear the request and determine if there are extreme or extenuating circumstances that would allow the student to withdraw from the course.

Regulations for transferring between levels of the same course are excluded and are addressed under TRANSFERRING GRADES, i.e. from a Honors or AP course into a regular course.

University Interscholastic League (UIL) rules state that students remain eligible if they drop a class in which the grade is below 70 before the end of the first four weeks of school.

3. I (Incomplete)

An “I” is assigned by the teacher to indicate incomplete student work that should be made up within three weeks from the close of the grading period. An “I” must be recorded if a student is eligible for makeup work. An “I” receives 50 rank points until the makeup work has been completed.

UIL rules specify that an “Incomplete” must be replaced with a passing grade within seven calendar days of the close of the grading period in order for the student to be eligible.

4. NR (No Rank)
“NR” is assigned by the teacher with administrative approval when no grade is possible in the case of students who have not been enrolled for a sufficient length of time, students who have documented medical reasons, Emergent Bilingual with a beginner or intermediate oral proficiency level, or students with extenuating circumstances. “NR” does not affect class rank or Weighted Grade Average (WGA).
5. 0 (Zero)
It is appropriate to award a “0” when no grades have been earned. Otherwise, students will be assigned the grade earned.

V. CITIZENSHIP

- A. Citizenship codes are as follows:
E = Excellent
S = Satisfactory
N = Needs Improvement
U = Unsatisfactory
- B. The citizenship code is an indication of the student's daily behavior for a nine-week period and is based on an established discipline management plan.

VI. RE-TEACHING AND RE-TESTING

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

For the purpose of consistency and equity, the District will have a reteach and retest plan that is appropriate for student mastery. Campuses will ensure that teachers at each grade level in middle school and course in high school follow the District’s reteach/retest procedure. It is the responsibility of the grade level or course teachers to monitor student progress and to implement reteaching and retesting for all, most, some or one of the students. Teachers will base their decisions to reteach and retest on whether the curriculum provides sufficient future opportunities for most students to master a concept or skill.

- A. If 50% or more of students in a class fail to demonstrate mastery of TEKS on a summative assessment, the teacher will provide an opportunity for reteaching and retesting during class time. All students in the class will be given the opportunity for reteach and retest. The higher of the two grades will be recorded in the grade book.
- B. If fewer than 50% of all students in a class fail to demonstrate mastery of TEKS on a summative assessment, the teachers will provide re-teaching and re-testing during or outside of class time. The grade on the retest will be recorded as no higher than 70 if mastery is demonstrated. If mastery is not demonstrated, the higher grade will be recorded.
- C. Reteaching should employ instructional strategies different from the original instruction.
- D. Retesting may include, but is not limited to, oral examination, additional practice activities, an essay or paper, a report or presentation, test corrections, revision of a paper or project, or a formal test.
- E. Re-teaching/re-testing provisions do not apply to semester exams.

VII. HOMEWORK POLICY

A. Rationale for Homework

1. Research reveals that homework, when carefully designed, implemented and evaluated, is an effective tool for improving understanding, enriching learning, encouraging personal connections and providing opportunities to pursue special interests.
2. In broad terms, homework includes written work, reading, studying, preparing for class and/or assessments and other activities related to classroom work, which is assigned to be done at home.
3. Homework assignments should be designed to help the student master the content and to extend student learning.
4. Homework is one means of teaching the necessary skills of independent study and learning outside the classroom without immediate teacher supervision. Homework includes assignments that the teacher expects all students to complete outside of class. In contrast, class work includes assignments that the teacher expects the majority of students to complete during the class period.
5. Teachers have the discretion to allow extended time for some students to complete class work when additional time is needed. If the majority of students completed the work in class, the work taken home will be graded as class work and not homework.
6. Long-term, extended assignments, such as projects and research papers, although requiring work to be completed outside the classroom, should be distinguished from specific, short-term daily homework assignments that might be regularly reviewed by the teacher and included in a homework average.
7. Homework will count no more than 20% of the grade for any grading period determined by campus guidelines.
8. When a student demonstrates mastery of the TEKS on major assessments, homework alone will not be the cause of a failing grade [Board Policy EIA (LOCAL)].
9. Homework is not to be assigned as punishment.

B. Teacher Responsibilities

1. Ensuring that students understand and know how to complete assignments successfully.
2. Defining the work to be completed at home and making sure appropriate resources and materials are readily available.
3. Giving instructions to parents/guardians, when appropriate and explaining how they may help the student complete the homework.
4. Considering homework as one part of the total learning process by monitoring, collecting and providing meaningful feedback to students.
5. Reviewing and grading homework assignments regularly to give students feedback on their learning.
6. Informing students of homework assignments missed because of absence or substituting another activity for the missed assignment so that there are no gaps in the student's learning.
7. Assigning homework/projects over extended holidays within the school year that are due on the first class upon returning will be avoided.

C. Student Responsibilities

1. Understanding the homework assignment(s) before leaving school.
2. Taking home all necessary materials to complete assignment(s).
3. Having an organized means of keeping and carrying homework to and from school.
4. Arranging for a place to work and having a regular time to study.
5. Scheduling time for homework that is compatible with family and/or after-school activities.

6. Completing homework with a minimum of parental help.
 7. Completing homework assignment(s) as carefully and as neatly as class work.
 8. Completing homework and turning it in on time.
 9. Budgeting time for long-term projects.
 10. Completing all work missed because of absences or school activities.
- D. Parent/Guardian Responsibilities
1. Reading and discussing the District's homework policy with the student and encouraging good study habits.
 2. Providing necessary assistance and a positive, supportive attitude and encouraging good study habits.
 3. Communicating any concerns and questions regarding homework assignments to the student's teacher.
 4. Encouraging the student to seek additional help, if needed, from the teacher.
 5. Providing an appropriate time and environment for study and learning; checking the homework for completion and showing an active interest in it.
 6. Monitoring television, technology and outside activities to be sure the student has sufficient study time.

VIII. MAKE-UP WORK FOR ABSENCES

According to Board Policy, students are required to make up assignments, homework, projects, quizzes and tests missed due to absences.

The District distinguishes absences as excused and unexcused. Make-up work for excused absences will be eligible for full credit. Students shall receive a 20% deduction from the total grade earned for any assignment or assessment not made up within the allotted time. A truant absence is an unexcused absence with disciplinary consequences. Make-up work for unexcused absences will be penalized equal to late work. A 20% deduction from the total grade earned will be taken on make-up work for unexcused absences.

- A. Students will be allowed reasonable time to make up assignments, homework, projects, quizzes and tests missed due to absences.
1. At the secondary school level, reasonable time is defined as one class day per class missed, e.g. a student who misses class on Tuesday has until the beginning of class on Thursday to turn in make-up work.
 2. For extended absences, make-up assignments shall be made available to students after two consecutive class days of absence.
 3. Teachers will provide the assignments to the students and inform students of the time allotted for completing make-up assignments, homework, projects, quizzes and tests.
 4. It is the student's responsibility to obtain, complete and submit the missed work in the time allotted.
- B. Students will not be required to take a quiz or test on the day returning to class from an absence if the quiz or test was announced during the student's absence.
- C. After their return to class, teachers are required to make arrangements with the student within two class days to take a test/quiz if the test/quiz was announced during the student's absence.
- D. Make-up work and tests for all absences should be of the same rigor, but not necessarily the same format, as the original activity, assignment or test.
- E. Make-up tests or presentations may be scheduled before school, after school, during study hall or during the student's class period, at the teacher's discretion to ensure that new and/or significant content is not missed.

- F. Students should make prior arrangements with teachers for making up missed work when the absence can be anticipated, e.g. a dental appointment, court appearance or appointment, approved school-related activities, etc.
- G. After a prolonged absence, the teacher has the right to exempt a student from some assignments if the teacher determines that doing so will not have a negative impact on the student's ability to master the content or unfairly bias his/her grade.
- H. The District shall not impose a grade penalty for make-up work after an absence because of suspension.

IX. LATE WORK

- A. Late work is defined as any assignment that is not submitted on the due date and class period with the exception of make-up work for absences or approved school activities.
- B. A 20% deduction from the total grade earned will be taken for late assignments.
- C. Late assignments will be accepted until the material has been assessed summatively or within a three-week grading period.
- D. Extenuating circumstances may occur that prevent the completion and turning in of assignments on the due date. It is the parent/guardian and/or student's responsibility to inform the teacher and/or an appropriate administrator of any such circumstances so that an exception to the rule may or may not be granted. The teacher and/or appropriate administrator shall have the authority to render a final decision on the granting of any exceptions.

X. COMMON ASSESSMENTS

- A. Common assessments, which may include mini-assessments, are the result of a collaborative effort among teachers to improve instruction and gain data to respond to the diverse needs of students. They are designed to measure student mastery of the taught curriculum (TEKS).
- B. Common assessments are given periodically based on the District's scope and sequence or at the end of units of study, grading periods or semesters.
- C. Grades on semester common assessments (semester exams) will count no more than 20% of the semester grade as determined by the department and approved by the principal. Semester exams will not be removed from the campus or released to students or parents/guardians.
- D. All Special Education students who will take STAAR will participate in common assessment testing using the appropriately modified common assessments as identified through the ARD Committee. These students will also receive the testing accommodations that are used on a regular basis as identified by the ARD committee.
- E. Feedback from semester and/or district-derived common assessments should be shared with students and parents/guardians on campus in order to debrief the activity and the learning.

XI. DISTRICT ASSESSMENTS

- A. Campuses will follow the District assessment administration guidelines.
- B. District assessments are designed to diagnose students' strengths and weaknesses, determine instructional effectiveness, guide instructional decisions and identify programmatic strengths and weaknesses.
- C. District assessments strive to provide data on TEKS mastery and determine differentiated supports that meet student needs. These assessments should only be used for a grade when the teacher can ensure that the content was taught with sufficient depth and complexity as to afford a reasonable opportunity for success.
- D. All Special Education students who take STAAR, will participate in testing as determined through the ARD committee.

- E. All Emergent Bilingual students will receive testing accommodations that are used on a regular basis as identified by the LPAC committee.
- F. Dyslexia and Section 504 students will receive accommodations that are used on a regular basis as identified in their Section 504 plan.
- H. Feedback from District assessments should be shared with students and parents/guardians on campus in order to debrief the activity and the learning.

XII. REPORTING GRADES

- A. Assignments
 - 1. The electronic grade book is the legal repository and is an accurate record of each student's work and achievement; it is electronically archived at the District level.
 - 2. To inform parents/guardians and students, major assignments, assessments and projects will be posted prior to the due date. The Campus Improvement Council (CIC) will determine the most appropriate method to communicate this information.
 - 3. In order to maintain current information for parents/guardians, teachers are directed to grade and post assignments within seven calendar days from the due date.
- B. Grading and the Recording of Grades
 - 1. Teachers will verify and edit student grades so that the student's accurate average is made available on the progress report or report card.
 - 2. After report cards have been made available, grade changes must be documented electronically in Skyward by the teacher of record. Teachers will update "Incomplete" grades within three weeks after the end of the grading period. Incomplete grades are not allowed for the final grading cycle of the year. For the student to be eligible for UIL participation, an "Incomplete" must be replaced with a passing grade within seven calendar days of the close of the grading period.
- C. Family Access in the District's Student Information System
 - 1. The Family Access contains data extracted from the District's electronic grading program and allows parents/guardians with Internet access to view recorded grades for the student at any time during the school year.
 - 2. Teachers will update grades in the electronic grade book so that parents/guardians have an accurate understanding of the student's progress in each class.
 - 3. In order to maintain current information for parents/guardians, teachers are directed to grade and post assignments within seven calendar days from the due date.
- D. Progress Reports
 - 1. Progress reports are made available to parents/guardians approximately one week after the third and sixth week of each grading period.
 - 2. When a student's behavior is unsatisfactory and/or the student is in jeopardy of failing, the teacher will communicate directly with the parents/guardians and maintain ongoing dialogue and documentation of the communications.
 - 3. Teachers are strongly encouraged to utilize the "Comments" feature of the progress report as an additional communication tool.
 - 4. Distribution dates of progress reports are announced in District publications and/or posted on the North East website.
- E. Report Cards
 - 1. Report cards are made available to parents/guardians at the end of each nine weeks.
 - 2. A parent signature, or electronic confirmation, is required on the report card to ascertain receipt of the report and shall be sent back, or communicated, to the student's teacher. If the signed report, or confirmation, is not returned for a student who is failing or at-risk of failing, the teacher should contact the parent/guardian.

3. Report cards indicate academic progress, citizenship, tardies and attendance.
4. When a student's behavior is unsatisfactory and/or the student is in jeopardy of failing, the teacher will communicate directly with the parents/guardians and maintain ongoing dialogue and documentation of the communications.
5. Teachers are strongly encouraged to utilize the "Comments" feature of the report card as an additional communication tool.
6. Distribution dates of report cards are announced in District publications and/or posted on the North East ISD website.

XIII. PROMOTION/RETENTION OF STUDENTS

- A. For middle school students, promotion is based on the following factors [Board Policy EIE (LOCAL)]:
 1. Promotion to the next grade level shall be based on an overall average of 70 or above on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, mathematics, social studies and science.
- B. For high school students, promotion and classification are based on the following factors: [Board Policy EIE (LOCAL)]
 1. Grade-level advancement for students in grades 9 – 12 shall be earned by course credits.
 2. Grade-level advancement requires the following earned state credits for all students entering the ninth grade beginning with the 2007-08 school year and thereafter:
 - a. Students promoted or placed from grade 8 are classified as freshmen.
 - b. Students with 0-5.5 credits are classified as freshmen.
 - c. Students with 6-11.5 credits are classified as sophomores.
 - d. Students with 12-18.5 credits are classified as juniors.
 - e. Students with 19 credits or students who are able to enroll in all courses needed to graduate at the end of the current school year are classified as seniors.
- C. Graduation and credit requirements are as follows:
 1. All students graduating from high school must meet the minimum credits required by Texas Education Agency (TEA) and any additional graduation requirements as set by the Board of Trustees.
 2. In addition to satisfying all course and credit requirements, graduates must also meet state assessment requirements.
 3. A student must maintain a semester grade average of at least 70 on a scale of 100 to be given credit for a course.
 4. A student receiving an "NC" (no-credit) due to excessive absences will not receive credit in that class regardless of the grade average. An "NC" in a course is averaged as a 50 in the student's grade point average.
 5. Course credit may be earned through special credit options such as Credit Recovery, Correspondence Courses, Credit-by-Exam, Summer School and Credit Acceleration.

XIV. INTERVENTIONS AND ACCELERATION

- A. For a student in grades 6-12 who has not performed satisfactorily on any section of the STAAR assessment, who is not likely to receive a diploma before the fifth school year following enrollment in grade 9, or who is at-risk of dropping out of school, an Intensive Intervention Plan (IPI) must be developed with the participation of the student and the parent/guardian. Texas Education Code §28.0121 and §29.081.
- B. The IPI may determine the program of acceleration, or the Multi-Tiered Systems of Support (MTSS) team may assist in designing the accelerated instruction. When the electronic IPI is developed, the plan should be shared with all appropriate teachers and should be monitored,

updated and revised each year as necessary.

- C. Interventions should occur during the regular school day as well as during other times determined by each campus. This program may include:
1. Elective or local credit courses to improve academic readiness;
 2. Tutorial assistance;
 3. Middle School Course and High School Credit Protection programs;
 4. English Language Learner (ELL) programs;
 5. Summer school programs;
 6. Credit Acceleration for high school programs;
 7. An Individualized Education Plan (IEP) designed by the ARD through Special Education; or
 8. Trailer courses and before/after school courses.

D. Middle School Course and High School Credit Protection

Middle School Course and High School Credit Protection are types of interventions that support students prior to having failed. Course Protection is used at the middle school level to protect students from failing at any point in a grading period prior to failing during the semester. Credit Protection is used at the high school level to protect the loss of semester credit.

1. Teachers may work during or outside of class with students who have failed or are in jeopardy of failing.
2. There should be a contract or agreement among the teacher, the student and his parents/guardians as to the specific requirements to pass.
3. The protection of course/credit does not change UIL eligibility.
4. The maximum grade allowed for an assignment, test, quiz or project under course/credit protection is 70.
5. Students who do not meet the requirements of the contract or agreement to protect the course or the semester credit shall receive a failing grade.

E. Middle School Course and High School Credit Recovery during the school year

Middle School Course and High School Credit Recovery are types of interventions that occur after the end of a semester in core courses. These programs are designed to allow students to gain a maximum grade of 70 for the semester grade. This provides the student with passing status for the course in middle school or for the semester in high school. Middle School Course and High School Credit Recovery are designed for students who have failed a core course with an average of 60-69. Teachers have the authority to recommend a student for Course or Credit Recovery if the student's average is below the grade of 60.

1. Teachers will work outside of class time with students to master content at a minimum of 80% in order for students to earn a passing course/semester grade of 70.
2. There should be a contract or agreement among the teacher, the student and his parents/guardians as to the specific requirements.
3. Students who do not meet the requirements of the contract or agreement to recover the course or the semester credit may enroll in summer school.
4. The original failed grade recovered through Middle School Course and High School Credit Recovery will remain in the student's grade history file. Upon successful completion of course or credit recovery, the grade of 70 (for the course or credit recovered) will be added to the student's grade file as 9th hour course. The original failed grade will be used in the calculation of high school class rank.

F. Summer Middle School Course and High School Credit Recovery

Summer course recovery programs are available for middle school and credit recovery programs are available for high school.

1. These programs are designed to extend the second semester by 3 weeks so that students needing extra time and support can successfully complete requirements within core courses. The original failed grade will remain in the student's grade history file and will be used when calculating class rank.
2. Summer course recovery is designed for middle school students in designated grade levels who have failed a core course with an average of 60-69. Summer school is available for students who have failed with an average below 60.
3. Summer credit recovery is designed for high school students who have failed the second semester with a semester average of 60-69. Students who do not meet the requirements to recover credit may enroll in summer school.
4. Students earn a maximum grade of 70 for the second semester by completing required assignments and assessments with a minimum passing standard of 80.

XV. COMMUNICATION WITH PARENTS/GUARDIANS

- A. The parent/teacher conference is a valuable source of information for both the parent/guardian and the teacher. The conference provides the opportunity for parents/guardians and the teacher to become better acquainted and to combine efforts in the interest of the student. The conference also allows the student to understand that the school and the home are working together for his/her benefit.
- B. When a student's behavior is unsatisfactory and/or the student is in jeopardy of failing, the teacher will communicate directly with the parents/guardians and maintain ongoing dialogue and documentation of the communications.
- C. Teachers and/or parents/guardians may request conferences at any time. However, when a personal conference cannot be scheduled, a telephone conference or email may be used as an alternate form of communication.
- D. The conference should occur for a specific time period and in a place that will assure privacy.
- E. When a parent/guardian requests a conference, the teacher should be given at least 48 hours advance notice.
- F. Since teacher web pages are communication tools for parents/guardians, teachers should maintain a current web page with all appropriate information as determined by the campus.
- G. Informational meetings for parents/guardians and students may be scheduled when appropriate for program orientation and review.