

Elgin Independent School District



Instructional, Grading, and Reporting Guidelines

Superintendent of Schools

Dr. Jodi Duron

Board of Trustees

Byron Mitchell, *President*
Beth Walterscheidt, *Vice President*
Valarie Neidig, *Secretary*
Angie Edmon, *Parliamentarian*
David Glass, *Trustee*
Pete Bega, *Trustee*
JD Harkins, *Trustee*

District Support Staff

Dr. Peter Perez, *Deputy Superintendent for Administrative and Student Services*
Dr. Shannon Luis, *Assistant Superintendent for Academics and School Improvement*
Debra George, *Chief Financial Officer*
Brian Page, *Chief Technology Officer*
Al Rodriguez, *Assistant Superintendent for Human Capital*
Dr. Bonita Homer, *Director for Special Education*
Dr. Sheila Guzman, *Director of Bilingual/ESL*
Cynthia Pawelek, *Director of Assessment and Accountability*
Teresa Hill, *Director of Program Support and Guidance*
Bruce Peckover, *Director of College and Career Readiness*

Campus Principals

Rick Reyes, *Elgin High School*
Robert Block, *Elgin Early College High School*
Michelle Ruthven, *Phoenix High School*
Riza Cooper, *Elgin Middle School*
Bobby Joe Truhill, *Elgin Intermediate School*
Amanda Phillips, *Booker T. Washington Elementary*
Sarah Farias, *Elgin Elementary*
Sarah Borowicz, *Neidig Elementary*

District Vision Statement

Elgin ISD Changes Lives

District Mission Statement

Elgin ISD ensures a high-quality education that guarantees a life-changing experience for all.

EISD Instructional, Grading, and Reporting Procedures Table of Contents

EISD CURRICULUM AND INSTRUCTION K-12

State and Local Curriculum -----	1
State Curriculum -----	1
Local Curriculum (EIA Local) -----	1
EISD Curriculum Scope and Sequence -----	1
Instructional Practices -----	1
Academic Achievement: Retention and Promotion -----	2
Curriculum Mastery -----	2
Standards for Mastery -----	2
Kindergarten -----	2
Grade 1-5 -----	2
Grades 6-8 -----	2
Grade 9-12 -----	2
Official Grade Reports -----	3
Progress Reports -----	3
Report Cards -----	3
Online Records—Ascender Portal -----	3
Academic Integrity -----	3
Academic Dishonesty -----	4
 ELEMENTARY (PK-5) GRADING AND REPORTING PROCEDURES	 5
Required Attendance -----	6
Homework -----	6
K-1 Guidelines -----	6
2-3 Guidelines -----	6
4-5 Guidelines -----	6
Grading Homework -----	6
Calculating Nine-Weeks Averages -----	6
Weight of Grades -----	6
Minimum Number of Grades -----	7
Maximum/Minimum Grades Reported -----	7
Transfer Grades -----	7
Re-teach and Reassess for Mastery -----	7
Mastery of Texas Essential Knowledge and Skills -----	7
Required Re-teach -----	8
Required Retest/Reassess for Mastery -----	8

Acceleration (Intervention)-----	8
Late Work -----	8
Make-Up Work-----	9
Extra Credit-----	9
SECONDARY (6-12) GRADING AND REPORTING PROCEDURES.....	10
Awarding Class Credit-----	11
Mastery of Objectives-----	11
Required Attendance -----	11
Homework -----	11
Grading Homework-----	11
Quizzes-----	11
Semester/Final Exam (Secondary Courses) -----	12
Extra Credit-----	12
Calculation of Nine-Week Average-----	12
Weight of Grades -----	12
Major Grades-----	12
Daily Grades -----	12
Secondary Alternate Grading Assignment -----	12
Maximum Weight of a Grade -----	13
Minimum Number of Grades -----	13
Minimum/Maximum Grade Reported-----	13
Incomplete Grades-----	13
Schedule Changes-----	13
Course Level Changes -----	14
Emergency Situations-----	14
Calculation of Semester Average -----	14
Calculation of Year-long Average -----	14
Middle School Course Work-----	14
Semester Averaging-High School Course Work -----	14
Grade Points for HS Credit Course Work -----	15
Re-teach and Retest/Reassess for Mastery -----	15
Mastery of Texas Essential Knowledge-----	15
Required Re-teach -----	15
Required Retest/Reassess for Mastery -----	15
Other Opportunities for Re-teach and Retest/Reassess-----	16
Late Work -----	16
Makeup Work -----	16

Makeup Work Guidelines -----	16
Suspension -----	17
University Interscholastic League (UIL) Eligibility -----	17
Exemptions for “No Pass No Play” for AP and Dual Credit -----	18
Appendix A: Grade Exemption Waiver -----	19
Appendix B: Teacher Acknowledgement -----	20

EISD Instructional, Grading, and Reporting Procedures

EISD Curriculum and Instruction K-12

State and Local Curriculum

State Curriculum

Curriculum content is prescribed by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS). Local instructional plans are based upon this State's curriculum framework and recommended program 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 scope and sequence.

Local Curriculum (EIA Local)

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses. Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated District objectives. The student's mastery level shall be a major factor in determining the grade for a subject or course.

EISD Curriculum Scope and Sequence

The District uses TEKS Resource System (TRS) as a curriculum management tool to align curricula PK-12 district-wide, develop a timeline of critical objectives for each nine-weeks in each subject, and ensure coverage of the essential skills and concepts for each course as required by the state. Additionally, the District will regularly review and revise curriculum to reflect real-world needs, depth and complexity, rigor and relevance, and to meet the needs of all students.

The scope of the objectives taught reflects the TEKS and cannot be waived, altered, or portions eliminated, unless otherwise recommended by an Admission, Review, and Dismissal (ARD) Committee. The sequence of objectives may be altered to meet the needs of an individual class or student.

Instructional Practices

Instructional strategies and practices to ensure student success are based upon campus and teacher analysis of student needs, effective teaching practices, student learning styles, and demonstrated success through the assessment process.

Student academic achievement shall be based on the degree of mastery of the instructional objectives that reflect the Texas Education Agency TEKS and address the skills and concepts needed for successful performance in the current grade and in the next grade.

Achievement grades will be fairly determined from a wide variety of information, which include student performance on daily assignments/homework, tests, and/or special projects. The information used in grading is appropriate to the grade level and subject being considered. Prior to instruction, students will be informed of the class or course expectations, and the teacher must be prepared to document and explain how grades are determined.

Academic Achievement: Retention and Promotion

Curriculum Mastery

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. [See ***District Policy*** EHBC]

Standards for Mastery

Mastery shall be determined as follows:

- Course assignments and unit evaluation shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, nine-week, and final exams, or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Kindergarten

In Kindergarten, promotion to the next grade level shall be based on successful performance as documented on the report card, which is based on State standards, and meeting the state minimum attendance requirements.

Grades 1 - 5

In grades 1-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 (or a letter equivalent) based on state and District-level standards for all subject areas. In addition to an overall grade of 70 or above, a student shall have a minimum grade of 70 (or letter equivalent) in three of the following areas: Reading/Language Arts (overall grade), Mathematics, Science, and Social Studies. Promotion to the next grade level shall also be based on meeting the state minimum attendance requirements.

In addition to local standards for mastery and promotion, students in grade 5 must meet the passing standard established by the State Board on STAAR Reading and Math to be promoted to the 6th grade. In grades K-5, campus placement committees shall make recommendations for placement or retention of those students who do not meet minimum state and District standards.

***Please note: Due to COVID19, the Texas Education Agency has waived the promotion requirement of passing STAAR Reading and Math in grades 5 and 8 for the 2020-2021 school year ONLY.*

Grades 6 - 8

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (TEKS) for all subject areas and a minimum grade of 70 in three of the following areas: Language Arts, Mathematics, Science, and Social Studies. Promotion to the next grade level shall also be based on meeting the state minimum attendance requirements.

In addition to local standards for mastery and promotion, students in grade 8 must meet the passing standard established by the State Board on STAAR Reading and Math to be promoted to the 9th grade. In grades 6-8, Response to Intervention committees shall make recommendations for placement or retention of those students who do not meet minimum state and District standards.

***Please note: Due to COVID19, the Texas Education Agency has waived the promotion requirement of passing STAAR Reading and Math in grades 5 and 8 for the 2020-2021 school year ONLY.*

Grades 9 -12

Grade-level advancement for students in grades 9-12 shall be earned by course credits. For more information, you may refer to the High School Course Guide, located on the District's website at www.elginisd.net.

Official Grade Reports

Progress Reports

The purpose of the Progress Report is to inform students, parents/guardians, and campus administrators regarding progress in a subject, in conduct, or in both. The Progress Report reflects both satisfactory and unsatisfactory student progress.

- All elementary students will receive a Progress Report after weeks three and six of each 9-week period, sent home in their weekly take-home folder. For secondary students, Progress Reports are mailed home after weeks three and six of each 9-week grading period.
- It is required that parents be contacted by phone or in writing if the student is in danger of failing at the progress reporting period or if there is a significant drop in grades.

Report Cards

The Report Card is a communication tool for parents/guardians and students. Report Cards provide information regarding academic progress as well as attendance information.

Pre-Kindergarten and Kindergarten Report Cards

- Developmental report cards are generated by each teacher for grades Pre-Kindergarten and Kindergarten. Pre-Kindergarten and Kindergarten students receive report cards each 9 weeks. This allows more time for students to develop between grade reports at this young age.
- All Pre-Kindergarten and Kindergarten students will receive a Progress Report after weeks three and six of each 9-week period.
- Report cards are sent home with the student. Parents are required to sign and return a copy of the report card.

Grades 1-12

- Report Cards are computer generated for Grades 1-12.
- Report Cards are issued once at the end of each 9-week grading period for all Grades 1-12
- **Elementary** Report Cards are sent home with the student, and Secondary Report Cards are mailed.
- **Elementary** student delivered report cards require a parent/guardian signature and are to be sent home in the district-provided report card envelope.
- Report card comment codes will be added where appropriate to indicate additional information to parents regarding the student's grades.

Online Records—Ascender Portal

- Parents/guardians may also access student progress information through the student/parent Ascender Portal. Parents may access the Ascender Parent Portal by logging on to www.elginisd.net, clicking on the "Parent & Student Portals" link under Parent information, and then clicking on "Ascender Parent Portal" in the Parent & Student Portals page. From there, select the "Create Account button" to apply/register for access.
- The student/parent Ascender Portal displays Progress Report averages, Report Card averages, and individual assignment grades in the teacher grade-book (if applicable).
- Teachers will export updated grades weekly to the student parent Ascender Portal to keep students and parents informed of ongoing progress.
- Parents may access the Ascender Portal by logging on to www.elginisd.net, clicking on the "parent portal" link under Parent Information, and following the directions to apply/register for access.
- Parents/guardians may contact the school for additional access information.

Academic Integrity

Academic Integrity is a fundamental value of teaching, learning and scholarship. EISD has the primary responsibility for protecting and promoting the highest standards of academic integrity. Both students and faculty will thrive in an atmosphere

where academic work is challenging, relevant and fair.

Academic Dishonesty

Academic Dishonesty as defined in the Elgin ISD Policy (EIA):

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 cheating or copying the work of another student, plagiarism of any kind, including the use of electronic media, 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 employee, taking into consideration written materials, observation, or information from students.

Behaviors defined as cheating include, but are not limited to:

- Giving or receiving information, looking on someone else's work, or allowing someone else to see one's work during an exam, test or quiz.
- Unauthorized receipt or distribution of exam, test or quiz contents, materials, or answer key.
- Use of unauthorized resources such as notes, cell phones, or other electronic devices during an exam.
- Taking an exam, producing a project, paper or assignment for another student or asking someone to take an exam or produce a project, paper or assignment for an individual.
- Copying work assigned to be done independently or letting others copy one's work.

Behaviors defined as plagiarism include, but are not limited to:

- Any misrepresentation of another's work as one's own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, electronic media, and other similar works.

Academic Dishonesty will result in academic and/or behavioral consequences.

- A student found to have engaged in academic dishonesty will be subject to loss of credit for the work in question, as well as disciplinary penalties, according to the Student Code of Conduct.

Elementary (PK-5) Grading and Reporting Procedures



Elementary (PK-5) Grading and Reporting Procedures

Required Attendance

In accordance with State law, a student must be in attendance for at least 90% of the days the class is offered.

Homework

Homework is work that is assigned to be completed at home. New concepts should not be included in homework. Regardless, students should be able to complete homework independently.

Homework is an effective tool in developing responsibility, study habits, and skills. It is an extension of the learning process and involves the home in the student's curriculum. It should be purposeful, related to classroom experiences, and be age and grade appropriate. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the student to do the task independently and successfully. Homework should be differentiated to meet the needs of the individual student.

Because students work at different paces, it may take some students more or less time to complete assignments. Teachers must use discretion about the amount and type of work given, so that homework does not consistently exceed identified time limits. If two or more teachers are working with a student, the homework should be coordinated to adhere to the identified time frame limit.

Grades K-1 – Homework Guidelines

- Homework may be assigned not to exceed 15 minutes.
- Each student is expected to read, or be read to, 15 minutes each school night **in addition to** assigned homework.

Grades 2-3 – Homework Guidelines

- Homework may be assigned not to exceed 20 minutes.
- Each student is expected to read, or be read to, 20 minutes each school night in addition to assigned homework.

Grades 4-5 – Homework Guidelines

- Homework may be assigned not to exceed 20 minutes.
- Students are expected to complete all homework assignments.
- Each student is expected to read at least 30 minutes each school night in addition to assigned homework.

Grading Homework

Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate. Graded assignments should be returned to the student in a timely manner. Homework is counted as an academic grade.

Calculating Nine-Weeks Averages

Weight of Grades (Grades 1-5)

- All numeric averages reported on Progress Reports and Report Cards will be determined using a percentage grading system.

Reading, Writing, Mathematics, Science, Social Studies

- The following percentages and assignment types will be used:

Classwork Grades	65%
Assessments (A minimum of 2 grades)	30%
Homework	5%

Maximum Weight of a Grade

When calculating a nine-week average, no single assignment/assessment grade may count more than 20% of the total average regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%.

Minimum Number of Grades

Content Area	Classwork grades per week
Reading	2*
Language Arts	2 = 1 grammar/spelling, 1 writing piece
Math	2
Science	1
Social Studies	1

*1 of these may be an assessment

There will be one assessment per three weeks in each content area. Unit Assessments will be considered an assessment grade. No assessment grades will be posted the last week of the nine weeks.

Maximum/Minimum Grade Reported

Grades for assignments will be based on relative mastery. Teachers are not required to give a minimum grade on an assignment that does not reflect the quality of the student's work.

Transfer Grades

Students new to the District or who enroll in a school after the start of a grading period shall be treated fairly in awarding grades. Grades shall be computed using a combination of grades from the former school and grades earned for the time the student has been enrolled in the new school.

Re-teach and Reassess for Mastery

Mastery of Texas Essential Knowledge and Skills

Elgin Independent School district has provided a well-balanced curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

EISD will utilize ongoing formative assessment to determine which students are in need intervention. The use of benchmark tests, unit tests, teacher-made tests, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives.

- Teachers will monitor and identify students who need re-teaching.
- Teachers will provide interventions, including but not limited to, re-teaching as necessary.
- Students will be re-evaluated after re-teaching has occurred.
- If the student passes the retest, the average of the two grades is recorded unless the average is still below a 70%. In such a case, a 70% will be awarded because the student passed the retest. In the event the student fails both, the higher of the two will be recorded. The original grade will be recorded if the student fails to take advantage of reassessment opportunity.

Required Re-teach

- If 25% or more of the students in a single preparation per teacher do not demonstrate mastery of the TEKS on a classroom or unit test, the teacher will provide the opportunity for re-teaching. These opportunities will be provided during class time using different methods of instruction. Mock tests are excluded from re-evaluation.

Required Retest/Reassess for Mastery

- The 25% or more of the students who do not demonstrate mastery are re-evaluated after they are re-taught or after activities are provided. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, test corrections and/or a formal test.

Acceleration (Intervention)

Acceleration (Intervention) is an integral part of the elementary instructional program and is an ongoing process. Frequent evaluation, both formal and informal, will determine the need for acceleration.

- Provides frequent reinforcement and review so that a student does not “get too far behind”
- Occurs at the time the need is identified
- Allows the student to progress systematically through content without experiencing extended, frustrating periods of non-achievement
- Offers a variation in instructional approach – uses a new technique, strategies, materials, opportunity for review, and practice
- Includes, but is not limited to, targeted small-group instruction, tutorials, and summer school

Late Work

- Late work is graded in the same manner in all classes at the elementary level. Chronic abuse, more than three late assignments during any one nine-weeks grading period, requires the teacher to hold a parent conference. The table below represents the penalty that will be imposed for turning in late work:

Days Late	Percent of Grade Received by Student
1-2 School Days	1 - 90% 2 - 80%
3-4 School Days	3 - 70% 4 - 60%
5 School Days	5 - 50%
More than 5 School Days	0%

Make Up Work

Students shall be permitted to make up assignments and tests following any absence.

All students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension from school.

A student will be given as many days as he/she was absent to make up tests and other missed assignments.

- If a student does not complete the work assigned after the allotted number of days has passed, the actual grade will be recorded in the grade book.
- Teachers are not required to provide assignments prior to an absence, unless the absence has been approved by the building principal with two weeks advanced notice.
- Students should not be required, on the day of returning to school to take a quiz or test that was announced during the student's absence.

Extra Credit

- All extra credit is to be academic.
- The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS.
- Extra credit may be offered at the discretion of the teacher.
- If extra credit is offered, it must be offered to all students in the class.
- Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
- Extra credit awarded will not account for more than 5% of the nine-week average.

Secondary (6-12) Grading and Reporting Procedures



Secondary (6-12) Grading and Reporting Procedures

Awarding Class Credit

Mastery of Objectives

- Student academic achievement shall be based upon the degree of mastery of the objectives which reflect the Texas Essential Knowledge and Skills (TEKS).
- In order to be awarded a grade of “70” in a course or subject, a student must demonstrate 70% mastery of the TEKS in any recording period.

Required Attendance

In accordance with State law, a student may not be given credit for a class unless the student is in attendance for at least 90% of the days the class is offered.

Students may have two college visit days their junior year and two their senior year. It is recommended that students obtain prior approval from their grade level counselor/administrator and a letter from the college or university verifying the visit.

Homework

Homework provides opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework should be considered extended learning opportunities for students to demonstrate mastery of concepts taught. 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 student’s educational program.

In order to ensure that homework practices are efficient and effective, consideration for the amount of time per night an average student should expect to spend on homework for all subjects combined, will be considered.

- Homework should never be a disciplinary measure, but should be used to enrich and strengthen classroom experiences.
- Exceptions may apply for special projects and advanced academics. (i.e. If a student chooses to participate in 3 or more AP classes, additional homework time may be required.)

Grading Homework

- Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate. Graded assignments should be returned to the student in a timely manner.
- Peer grading is appropriate for revising and editing work.

Quizzes

Quizzes are short assessments, intended to take no more than 20 minutes to complete, and designed to evaluate a student’s level of understanding and progress towards instructional objectives. Quizzes do not have to be scheduled in advance.

Semester/Final Exam (Secondary Courses)

- Semester/Final Exams are administered in all secondary courses at the end of the fall and spring semesters.
- Semester/Final Exams must be representative of the work of all prior instruction.
- Any exceptions to this policy for the administration of Semester/Final Exams must be made at the department level with principal approval.

Extra Credit

- All extra credit is to be academic and relevant to the course.
- The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS.
- Extra credit may be offered at the discretion of the teacher.
- If extra credit is offered, it must be offered to all students in the class.
- Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.

Calculation of Nine-Week Averages

Weight of Grades

All nine-week averages shall be calculated on a percentage system for each type (category) of assignment.

Major Grades

- Major Grades will comprise approximately 40% of the nine-week average in all courses.
- Major Grades may include: Alternative Assessments, Examinations/Tests, Projects, Labs, Term Papers, Compositions, Unit Assessments, and other similar assignments.

Daily Grades

- Daily Grades will comprise approximately 60% of the nine-week average in all courses.
- Daily Grades may include: Class Work, Notebooks, Labs, Quizzes, Homework and other similar assignments.
- Quizzes may count as two (2) daily grades.

Secondary Alternative Grading System

Advanced Placement and Dual Credit Courses may require an alternate grading system due to the rigor of the course and the established requirements as noted through Dual Credit articulation agreements or College Board approved syllabi.

Maximum Weight of a Grade

When calculating a nine-week average, no single assignment/assessment grade may count more than 20% of the total average regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%.

Minimum Number of Grades

- Teachers are encouraged to provide a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.
- Teachers are required to take a minimum of two (2) daily grades for each week of the nine-week period. Exceptions may be given by the campus administrator for shortened grading periods.
- In addition, teachers must take a minimum of three (3) Major Grades per nine-week grading period.
- Major grades will not be posted the last week of the nine weeks.

Minimum/Maximum Grade Reported

Grades for assignments will be based on relative mastery. Teachers are not required to give a minimum grade on an assignment that does not reflect the quality of the student's work. The teacher will record in their grade book actual grades earned by the student.

The actual grade earned on any assignment may exceed 100%; however, the calculated average on a Progress Report and/or Report Card may not exceed 100%.

Grades will be updated in the Grade Book Parent Portal by 8:00 am each Monday for the previous week's grades.

Incomplete Grades

A student receiving an incomplete and/or a zero for a missed Semester/Final Exam has one (1) week to convert the incomplete grade to an earned grade. Extenuating circumstances require Principal approval.

In unusual cases, where the student has missed a large quantity of work, the time may be extended. The

teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work (UIL required).

Schedule Changes

Schedule changes can have a significant impact on the calculation of the nine-weeks average.

Schedule changes will be considered for the following reasons only:

- The student is a senior not scheduled in a course needed for graduation.
- The student has already earned credit for a course in which he/she is currently scheduled.
- The student does not have the prerequisite(s) for a class listed on his/her schedule.
- The student has previously failed this course under the same teacher.
- The student has been dismissed from a program for which approval must be granted for placement.
- The student does not have a full schedule.
- There is a data entry error (no lunch, class listed twice, free period, etc.).
- Course level change (see below)
- Other as approved by building administrator or designee.

Course Level Changes

Course level changes may be considered at the end of the first nine-weeks of each course. To be eligible for a course level change, a student must be misplaced in the current course. Course level change options and grading considerations for such changes include the following:

1. To transfer to a lower level class, the student must have made a sincere effort to succeed, as determined by the campus, by completing work and attending tutorials. If these conditions are met and the student is earning less than a grade of 70, that student will be considered for a change. A student who transfers to a lower level class after the first nine-weeks are not eligible to earn weighted points for the semester. A student who transfers to a lower level class after the 1st semester will receive weighted points for that semester only. A transfer grade will come from the sending teacher. Final approval will depend upon space availability in the receiving class.
2. A student is not able to transfer to a higher-level class after the first nine-weeks. Students enrolled in an AP course are **required** to take the corresponding AP examination in order to fulfill the requirements of the course to earn weighted points.

Emergency Situations

Students who miss a significant amount of school for unavoidable emergency reasons may request consideration to drop a class with no academic repercussions through the Response to Intervention (RtI) team or Admissions, Review, Dismissal (ARD) process.

Calculation of Semester Average

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.

The semester average is determined using the nine-week averages and the Semester/Final Exam.

1st Nine-Week Average	42%
2nd Nine-Week Average	42%
Semester/Final Exam	16%

Calculation of Year-long Average

Middle School Course Work

Middle school courses that are a full year in length will calculate a year-long average. This year-long average (with required attendance) will determine credit for retention and promotion. The average will be determined using the semester averages.

1st Semester	50%
2nd Semester	50%

Semester Averaging-High School Course Work

For a two-semester course in which both semesters are completed in the same school year, each semester's grade stands on its own; however, a full credit will be awarded if the average of both semesters is at least 70.

Grade Points for High School Credit Course Work

A total grade point average (GPA) and rank is calculated for each student. The un-weighted GPA is a cumulative average of all semester grades of all courses taken, and the rank represents a weighted calculation of certain courses that fall under the weighted system. For further detailed information on GPA and rank please refer to the Elgin ISD Middle and High School Course Guides.

Re-teach and Retest/Reassess for Mastery

Mastery of Texas Essential Knowledge and Skills

Elgin ISD provides a well-balanced curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

EISD will utilize ongoing formative assessment to determine which students are in need of remediation (re-teaching and acceleration). The use of benchmark tests, teacher-made tests, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives.

Required Re-teach

- If 25% or more of the students in a single preparation per teacher do not demonstrate mastery of the TEKS on a classroom test, the teacher will provide the opportunity for re-teaching. These opportunities will be provided during class time using different methods of instruction. (Unit Assessments and Semester/Final Exams are excluded).

Required Retest/Reassess for Mastery

- The 25% or more of the students who do not demonstrate mastery are re-evaluated after they are re-taught or after activities are provided. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections and/or a formal test.
- **Middle School:** In grades 6-8, if the student passes the retest, the average of the two grades is recorded unless the average is still below a 70%. In such a case, a 70% will be awarded because the student passed the retest. In the event the student fails both, the higher of the two will be recorded. Procedures for retesting for courses taken at the middle school level for high school credit will follow the procedure outlined for grades 9-12. The original grade will be recorded if the student fails to take advantage of reassessment opportunity.
- **High School:** In grades 9-12, if the student passes the retest, a maximum grade of 70% is recorded. In the event the student fails both, the higher of the two will be recorded. The original grade will be recorded if the student fails to take advantage of reassessment opportunity.
 - **Exception:** Due to the volume of skills and content that must be covered in Pre AP/AP classes, class time is not always available for re-teaching and retesting. Students must stay current in their assignments. Students should always come in for tutoring, however, when they do not master the material the first time around.

Other Opportunities for Re-teach and Retest/Reassess

- If less than 25% of all the students in a single preparation per teacher do not demonstrate mastery, the teacher is not obligated to re-teach and retest during class time. Tutorial time will be used for re-teaching/retesting/reassessing.

Late Work

- Late work is graded in the same manner in all classes. Chronic abuse, more than three late assignments during any one nine-weeks grading period, requires the teacher to hold a parent conference. The table below represents the penalty that will be imposed for turning in late work:

Days Late	Percent of Grade Received by Student
1-2 School Days	1 - 90% 2 - 80%
3-4 School Days	3 - 70% 4 - 60%
5+ School Days	5+ - 50%
**Late work will not be accepted after the end of a nine weeks	0%

- 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 to inform the teacher of any such circumstances that prevented the completion of the homework. Teachers may grant exceptions to this policy, as necessary.
- The late work policy may not apply to projects and term papers that are scheduled in advance and can be turned in prior to an absence.

Makeup Work

In order to provide the total assessment "picture" of a student's academic progress for a course, any student missing classroom instruction should be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study. Students shall be permitted to make up assignments and tests following any absence.

Makeup Work Guidelines

- Makeup work is available to all students. Students are responsible for asking teachers for the makeup work upon returning to class. Students shall receive credit for satisfactory makeup work after an absence, but may receive a zero for any test not made up within the allotted time. Any assignment not turned in within

the allotted time falls within the late work guidelines.

- Exceptions may be granted by the Administration in extenuating circumstances.
- The number of class days allowed for makeup work to be completed for full credit will be equal to the number of times a class was missed. Extra time may be given at the teacher's discretion.
- A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
- Makeup work, including tests, may be of an altered version to assess what the student has learned.
- Teachers may assign alternate work to assure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine makeup work.

Suspension

A student suspended from his/her regular classes is to request makeup work when he/she returns to school. The student is expected to satisfactorily complete the assignments for the period of suspension within the time designated by the makeup work policy.

University Interscholastic League (UIL) Eligibility

(Refer to UIL website <http://www.utexas.edu/admin/uil/admin/side/acad.html>)

- A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any academic class or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility when the principal and teachers determine that he/she has: (1) earned a passing grade (70 or above) in all academic classes, other than those that are advanced, and (2) completed the three school weeks of ineligibility.
- All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of each six-week grading period. Students who pass remain eligible until the end of the next grading period.
- All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three school week evaluation periods for ineligible students.

Exemptions for No Pass No Play for AP and Dual Credit Courses

According to Board Policy FM(LEGAL), A student shall be suspended from participation in any extracurricular activity 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 a course described below at Exempt Courses.

A suspension continues for at least three school weeks and is not removed during the school year until the conditions of Reinstatement, described below, are met. A suspension shall not last beyond the end of a school year.

“Grade evaluation period” means: The nine-week grade reporting period;

The suspension and reinstatement provisions of Education Code 33.081(c) and (d) do not apply to an advanced placement or international baccalaureate course, or to an honors or dual credit course in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English. *Education Code 33.081(d-1)*

See Board Policy FM(LEGAL) for a complete list of courses subject to an exemption.

Appendix B: Teacher Acknowledgement

**Elgin Independent School District
Instructional, Grading, and Reporting Procedures
Teacher Acknowledgement Form**

My signature acknowledges receipt of my personal copy of the Instructional, Grading, and Reporting Procedures. 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 Procedures manual is available to me on-line at the District’s website located at www.elginisd.net.

I understand that changes in District policies 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.

Print Name

Signature

Campus/Department

Date

Signed Forms are due to your campus principal on or before September 4, 2020.

