

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

EIA
(LOCAL)

RELATION TO TEXAS
ESSENTIAL
KNOWLEDGE AND
SKILLS

The District shall establish instructional objectives that relate to and are congruent with the Texas 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.

GUIDELINES FOR
GRADING

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade assigned. Guidelines for grading shall be clearly communicated to students and parents/legal guardians.

RECORDING
FAILING GRADES

For any student receiving a report card grade lower than a 50, the teacher may record a 50 on the student's report card, if in the professional judgment of the teacher, based on the student's attendance, effort, and any extenuating circumstances, such grade is justified.

For any student receiving a report card grade lower than a 50, the teacher shall develop a reasonable plan for success for the student, to include makeup and redo assignments, which, if successfully completed by the student, may result in the student passing the course.

If makeup or redo opportunities are successfully completed by the student, report card grades shall be changed accordingly, but such changes shall not affect UIL eligibility requirements and mandates.

The Superintendent shall be authorized to develop administrative regulations and guidelines, defining additional circumstances under which a student shall be provided remediation opportunities, including making up or redoing assignments and examinations for which the student received a failing grade, and in further support of these policy provisions, as deemed necessary.

Makeup or redo opportunities shall not be provided to the extent that the failing grade was due to the student's academic dishonesty.

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Students shall be notified of all numerical scores recorded by the teachers. Papers for which numerical scores have been recorded must be returned to the students for review.

NINE-WEEK
EXAMINATIONS

If given, the nine-week examination shall count for no more than ten percent of each student's total nine-week grade.

SEMESTER
AVERAGES

The weight given to each nine-week grade in determining the final semester grade shall be as follows:

First nine-week grade = 45 percent of the semester grade

Second nine-week grade = 45 percent of the semester grade

The semester final examination shall count as ten percent of the final semester grade.

If a student does not take the semester comprehensive examination because he or she has a campus exemption, [see EIAA(LOCAL)], then the weight given to each nine-week grade in determining the final semester grade shall be as follows:

First nine-week grade = 50 percent of the semester grade

Second nine-week grade = 50 percent of the semester grade

A student who is not exempt from the final examination and does not take the semester comprehensive final examination due to an unexcused absence shall receive a zero for that examination.

REPORT CARDS

Report cards giving notice to a parent or legal guardian [see EIA(LEGAL)] of a student's performance in each class or subject shall be issued in accordance with the dates specified in the District's instructional school calendar.

PROGRESS
REPORTING

Progress reports shall be issued to a parent or legal guardian [see EIA(LEGAL)] in accordance with District policy. For students receiving report cards on a nine-week basis, the progress report shall be issued in the fourth week of the grading period. The progress report, signed by the parent or legal guardian, shall be returned to the appropriate teacher. [See EIA(LEGAL)]

Performance shall be measured in accordance with this policy and the standards established in EIE(LEGAL).

PROGRESS REPORTS
TO PARENTS
PREKINDERGARTEN,
KINDERGARTEN,
AND GRADE 1

Achievement or progress in prekindergarten, kindergarten, and grade 1 shall be reported on the appropriate progress report form for each grade-level continuum.

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GRADES 2–12	In grades 2–12, the District shall report progress to the parent or legal guardian as numerical scores.
CONFERENCES	At least one parent/teacher conference day shall be included in the District’s instructional school calendar wherein guidelines for grading may be an item of discussion. In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent or legal guardian as needed.
ACADEMIC DISHONESTY	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, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, and/or information from students. [See also FNC and FNG(LOCAL)]