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Superintendent

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    Coordinator Melana Silva, Ed.D., Math, Science Curriculum Specialist, G/T
    Coordinator
Strategic Plan

Mission:
We challenge and encourage each student to achieve academic excellence, interpersonal and technical skills, and responsible citizenship.

Beliefs:
*In CISD, we believe that...*
- All students have the right to a well-rounded, high quality education.
- It is important to adapt to the changing environment while maximizing the available resources.
- The purpose of public education is to develop life-long learners and productive citizens to sustain a strong economy and a democratic society.
- All students can learn in engaging, interactive environments through varied methodologies.
- Students need to be critical thinkers and problem solvers to function successfully in an ever changing global society.
- All students deserve a safe, nurturing learning environment.
- Partnerships among school staff, parents/guardians and community are vital to quality education.
- All students and staff function effectively in an environment of mutual respect and positive relationships.

Vision:
All CISD graduates apply the knowledge, skills, and attitudes to be self-reliant and thrive as dynamic global citizens.
Transforming the Vision: 2020

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Sonya Durrwachter  
Director of Special Programs  
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Director of Finance

Learner Outcomes:
1. All students demonstrate the skills in the learner profile.
2. All students demonstrate lifelong learning.
3. All students demonstrate personal and academic growth.
4. All students will engage in service to the community.
5. All students will explore, select and achieve desired career pathways.

Learner Profile:
The learner:
- thinks critically
- communicates effectively
- collaborates
- demonstrates responsibility
- exhibits good social and life skills
- problem solves
- adapts effectively
- innovates
- is resourceful
- sets goals
- is financially responsible
- is technologically proficient

Goals:
1. We will develop a system where each child has a customized plan for challenging learning that facilitates his/her educational process and pursuits aligned to desired career pathways.
2. We will provide a nurturing, engaging, interactive learning environment using varied methodologies which will encourage mutual respect and positive relationships.
3. We will provide the most up-to-date training and technology for our students and teachers.
4. We will develop partnerships that will further our call to action.
5. We will hold all staff and students to the highest standards and expectations.
6. We will have a highly qualified staff and become completely student centered.
7. We will evaluate all existing programs and retain those aligned with our call to action.
# Grade Policy Committee 2016-2017

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<th>East Elementary</th>
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<tr>
<td>Chelsea Brown</td>
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<td>Amanda Lee</td>
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<td>Lauren Kiddy</td>
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<td>Wilma Cavazos</td>
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<td>Leslie Elmore</td>
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CISD INSTRUCTIONAL, GRADING, AND REPORTING GUIDELINES K-12

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FOREWARD

Procedures and guidelines that pertain to grading are necessary to establish some degree of consistency among teachers, grade levels and schools. Because daily activities, assignments, student needs/abilities and professional teaching styles differ, some variation in grading is to be expected.

A grade should represent a fair estimate, by the teacher, of a student's achievement and should reflect the growth each student is making in relationship to his/her performance, maturity and ability. A grade should reflect consistent progress and convey the degree to which the student has mastered the Texas Essential Knowledge and Skills (TEKS) after introductory skills have been taught.

Grading procedures should emphasize success and should complement the programs that are tailored to the individual needs of each student. Grades should be logical, justifiable, sufficient in number, and should ensure that the grade is an accurate measure of the student's progress and achievement. The conduct grade is an evaluation of the student's social attitudes and behavior and shall not alter the grade in academic areas. A student’s academic grade shall reflect TEKS based curriculum mastery and shall not be altered because of behavior.

Students who receive instruction below their assigned grade level shall be continuously monitored to determine if the placement and progress are appropriate.

In teaching and evaluating student progress, teachers shall use a variety of activities and strategies in order to reach children with different modality strengths and learning styles thereby providing opportunities for student success. Techniques may include portfolio assessment, cooperative learning, class participation, oral expression, written assignments, projects, presentations, assessment results, daily grades, homework, and a variety of other instructional activities. The student’s mastery level shall be a major factor in determining the grade for a subject or course.

Grading should help the teacher
- appraise the effectiveness of teaching procedures;
- diagnose the needs and evaluate the progress of each student; and
- monitor the student for grade placement.

Grading should assist the student
- evaluate his/her own progress;
- attain optimum achievement; and
- set his/her goals for future learning.

Grading should provide information to help parents
- guide the student in making personal and social adjustments;
- encourage the student to attain maximum performance; and
- assist their child in his/her school work.
**CISD Grading Practices**

Report cards are to reflect each student’s individual growth and acquisition of the TEKS.

A. Teachers are to maintain students’ grades and progress in Skyward.

B. Teacher gradebooks are auditable documents and are maintained digitally by network services.

C. Final grades for a school year are to be maintained in the student’s cumulative permanent folder/transcript.

D. Results from diagnostic instruments, such as Universal Screeners and running records, will not be assigned a grade.

E. Grades are to be updated in Skyward on a weekly basis.

F. The highest possible reassessment grade is a 70 in Category I or Category II. A grade of 70 shall be the highest grade recorded on reevaluation to designate the student’s mastery of the TEKS. **Quarter assessments, including major assessments, and/or Diagnostic Analytical Assessments which can be averaged to determine a quarter assessment grade, in Category II and/or III, will not be reassessed.**

G. All grades recorded are to be the actual grade the student earned. There is no required minimum grade. [See Board Policy EIA (LEGAL)]

H. Teachers shall implement and provide documentation for all modifications and accommodations outlined in a student’s IEP and 504 Plan.

I. Conduct grades are to be an evaluation of a student’s attitude and behavior. It should not change the grade in the academic area. State law requires that academic grades are a reflection of relative content mastery. Behaviors such as not writing name on paper or other academic behavior concerns may be reflected in the conduct grade, as with other concerns of this nature.

J. When a student changes courses/teachers, it is the first teacher’s responsibility to provide the new teacher with the student’s average up to the date of transfer. The only exception is if the first course is not directly related to the student’s second course (e.g. biology to Spanish I).

K. Incomplete grades (defined as final averages for established grading periods) must be finalized within seven days of the end of the grading period in which the student received the incomplete. After that time, students will receive a zero for all missed work, except in extenuating circumstances approved by the building principal.

L. Students are not to receive an academic grade or bonus points for bringing classroom supplies. In addition, students are not to be penalized for not bringing in classroom supplies.

M. Student grades are to be held to the confidentiality requirements outlined in the Family Educational Rights and Privacy Act (FERPA). Grades cannot be posted.

NOTE: Interventions will be provided to assist struggling students with these expectations. Campus policy reflects a specific process for identifying and supporting these students and parents/guardians should be a part of this process.
**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 Board Policy EHBC (LEGAL) and (LOCAL)] Promotion, grade-level advancement, and course credit shall be based on mastery of the curriculum. [See Board Policy EIE (LOCAL)].

**Standards for Mastery (Promotion and Retention)**

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% of the TEKS shall be required.

**Pre-Kindergarten – Kindergarten**

In pre-kindergarten and kindergarten, promotion to the next grade level shall be based on successful performance on the pre-kindergarten guidelines and the kindergarten TEKS as documented on the appropriate report cards.

**Grade 1**

In grade 1, promotion to the next grade level shall be based on successful performance as documented on the report cards, meeting the grade-level TEKS based on a grade of 70 or above on a scale of 100 in reading/language arts, and mathematics. [See Board Policy EIE (LOCAL)].

**Grades 2 – 8**

In grades 2–8, 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 (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading/language arts and mathematics. [See Board Policy EIE (LOCAL)].

Eighth grade students taking courses for high school credit must demonstrate 70% mastery of the course TEKS.

*In addition to the above-mentioned standards for mastery and promotion, students in grades 5 & 8 must meet the passing standard established by the State Board of Education on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade. [See Board Policy EIE (LEGAL) and EIE (LOCAL)].*

**Grades 9 -12**

Grade-level advancement for students in grades 9-12 shall be earned by course credits. [See Board Policy EI (LOCAL)]. For more information, you may refer to the High School Course Selection Catalog, located on the District’s website at [www.calallen.org](http://www.calallen.org).
Official Grade Reports

Interim Progress Reports
The purpose of the Interim Progress Report (IPR) is to inform students, parents/guardians, and campus administrators regarding progress in a subject. The IPR will be posted in Skyward.

- Interim progress reports shall be issued for all students after the third week and the sixth week of each grading period when an elementary student’s performance in a class or subject is 75 or below or when a secondary student’s grade in a course or subject is 78 or below. Supplemental progress reports may be issued at the teacher’s discretion. [See Board Policy EIA (LOCAL)].
- **Students in Pre-AP/AP courses can lose eligibility at the six week (IPR) grading period. It is important that parents and students monitor grades at the 3 week and 6 week IPR scheduled dates. Please see the UIL District Calendar found on the District and Campus Websites.**
  - Students who are failing at the time that the IPR is created will have access to an itemized list of grades (in Skyward) for that three week grading period.
  - If a student’s grade falls below 70 after the sixth week of a nine-week grading period, the teacher will contact the parent/guardian by phone or by written communication.
  - Parents should monitor academic progress through Skyward and contact the teacher if they have any questions.

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.

- Report cards are available on-line for grades K – 12th.
- Report cards are issued no later than the 5th day following the end of each nine-week grading period.
- Elementary report cards are sent home with the student each nine-weeks, and secondary report cards are available in paper format by request each nine-weeks.

Online Records – Skyward Family Access

- Parents/guardians may also access student progress information through Skyward Family Access at www.calallen.org.
- The Skyward Family Access portal displays progress report averages, report card averages, and individual assignment grades in the teacher gradebook (if applicable).
- Teachers will post updated grades weekly to Skyward to keep students and parents informed of ongoing progress.
- Parents/guardians may contact the school for additional access information.

Parent/Guardian - Teacher Conferences

- In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed. [See Board Policy EIA (LOCAL)] One or more conferences with the parents/guardians of a student can be requested if the student is not maintaining passing grades, is presenting some problem to the teacher, or in any other case that the teacher or parent considers necessary. Such conferences may be handled by telephone, in person, or by two-way written communication and will be documented.
appreciably.

- CISD requires teachers to notify parents/guardians of the need for a conference at the nine-weeks grading period if the grade is below the level required for course credit or grade level advancement.
- Parents should monitor academic progress through Skyward and contact the teacher if they have any questions.

**Promotion/Retention Forms (K - 8)**
The CISD Promotion/Retention Forms are designed to review student data and other pertinent student achievement information. Campuses are to use these forms in determining whether a student is promoted or retained in a particular grade level. Upon review of a student’s promotion/retention criteria, the campus shall refer to the standards for mastery/promotion set forth on page 3 of this document. Each decision is to be made on a case-by-case basis. For 5th and 8th graders undergoing the Grade Placement Committee (GPC) process, this form serves as supplemental documentation to required SSI forms regarding academic progress.

**Grade Retention Plan (K - 8)**
The CISD Retention Plan is an action plan to be completed each time a campus decides to retain a student. This form not only documents the reason for the retention, but it also provides a framework for campuses to create an individualized plan of action for the following school year geared to help the student be successful. For 5th and 8th graders undergoing the GPC process, this form serves as a summary of the academic interventions to take place the following year and is supplemental to the SSI required forms.

**Academic Integrity**
Academic Integrity is a fundamental value of teaching, learning and scholarship. CISD 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**
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, 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. [See Board Policy CY (LOCAL)]

**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 or copy one’s work for an exam or 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.
**Plagiarism**

**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, and other similar works.
  
  According to Plagiarism.org, to "plagiarize" means:
  - to steal and pass off (the ideas or words of another) as one's own.
  - to use (another's production) without crediting the source.
  - to commit literary theft.
  - to present as new and original an idea or product derived from an existing source.

**Copyright Infringement**

The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

All of the following are considered plagiarism:
- turning in someone else's work as your own.
- copying words or ideas from someone else without giving credit.
- failing to put a quotation in quotation marks.
- giving incorrect information about the source of a quotation.
- changing words but copying the sentence structure of a source without giving credit.
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

See Appendix G - CISD Honor Code

**Common Concepts and Explanations**

**Return of Assignments/Graded Work**

Students shall have the opportunity to review all graded work. Daily work should be returned in a timely manner. This should allow the student to identify any areas of weakness and arrange for tutorials or extra study sessions. Larger projects may require extended time for students to complete and likewise require extended time for teacher review. The teacher may reserve the right to retain the original work for documentation.

**Required Tutorials**

The purpose of a tutorial session is to provide instruction to assist students who have not mastered the TEKS currently being taught. Tutorials also serve as an instructional reinforcement for students needing assistance. All CISD students are welcomed and encouraged to attend tutorial sessions; however, students who have not mastered the TEKS (or are currently failing) should be given priority during scheduled tutorial times.

- Day and time of scheduled tutorials will be set by each campus. Some campuses may also have mandatory tutorials within the school day. Tutorials may also be offered outside of the school day.
- At least two (2) tutorial sessions per week for the purpose of providing assistance to students will be offered. This includes students who are not mastering the state-mandated TEKS.
- Teachers must be available to students during scheduled tutorial time.
- Students not having academic difficulty may attend tutorials voluntarily.
Lesson Plans
All CISD teachers are required to prepare weekly lesson plans. The purpose of a lesson plan is to provide a document outlining daily objectives and activities for instruction. Lesson plans will include the TEKS, performance objectives, instructional activities, resources/materials and other appropriate information.

Types of Assessments

General
Student mastery of subject matter may be assessed in a variety of ways. It is not necessary for all grades to have written paper work as their source. Nor is it always necessary to receive a grade for every assignment produced. Assessment should always follow a period of guided practice and/or independent practice. Student’s work may be evaluated for more than one subject area as appropriate. In grading a group project, members of a group should not be penalized for an individual’s non-participation. A student will receive a grade reflective of his/her participation.

Formative Assignments / Assessments
Formative assessment is the monitoring that occurs throughout the process of learning, providing students with feedback on how they are doing and what their next learning steps are.

Classwork / Homework (Category I)
- Classwork is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There could be occasions where classwork becomes homework.

- Homework and classwork provide opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework and classwork should be considered extended learning opportunities for students to show mastery of concepts taught. Homework and classwork should never be assigned as punishment.

- Homework is work that is assigned to be completed at home and is an extension of concepts that were covered through guided practice in class. No new concepts should be included in homework, except to determine prior knowledge and should be evaluated on effort only. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully.

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

- 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 child’s curriculum. It should be purposeful, related to classroom experiences, and be age and grade appropriate.
**Quizzes (Category I)**
A quiz is a formative assessment that is designed to assess student knowledge. It is intended to take no more than 20 minutes to complete. Quizzes usually can be given without prior notification to the student.

**Summative Assignments / Assessments**
Major tests/projects and examinations are a culminating assessment/assignment, which give information on student’s mastery of content, knowledge, or skills. They are a collection of information at the conclusion of a grading period, semester, or course. **Major tests must be scheduled and announced in advance.**

**Chapter Tests (Category II)**
Chapter tests are summative assessments designed to test incremental skills and objectives from the curriculum utilizing a sampling of problems from a chapter in the textbook or novel.

**Unit Tests (Category II)**
Unit tests are summative assessments designed to assess student knowledge over a unit of study in the curriculum. Units of study contain manageable numbers of relevant content standards that are addressed around a concept, issue, problem, or theme that contains the essential understandings and questions. The unit test poses essential questions that address selected content strands, promote students thinking, and result in active application of learning.

**Curriculum-Based Assessments (CBA) (Category II/Category III)**
(Nine Week Tests/Benchmark Tests/Semester Exams/Final Exams)
Curriculum-based assessments (nine week tests/benchmark tests/semester exams/final exams) are summative assessments that are designed to assess student performance mastery of the prescribed curriculum objectives. These assessments are developed through district and/or campus department collaborative efforts. They cover the TEKS addressed in the scope and sequence for a specified period of the course.

**Special Projects/Term Papers (Category II)**
- Term papers or projects are lengthy classwork or homework assignments that may take up to several weeks for a student or group of students to complete.
- Teachers may assign term papers or projects to an individual or to a group of students as determined by the teacher.
- A rubric must be provided to the student prior to beginning the project/paper.
- Term papers or projects assigned over a lengthy period and included on the course syllabus, are due on or before the due date. Students who are absent on the due date, including school business, must meet the deadline.

**Compositions (Category II)**
In writing, compositions are formal writing assignments. Compositions often take a longer time to complete and are graded for many components. The evaluation of the writing process is the major determinant of the average.
**Performance-Based Courses and Assessments**

Performance-based courses may have assignments that differ significantly from other academic courses. Performance-based courses include courses within the Visual and Performing Arts, Career and Technical Education, Athletics and Physical Education departments. In many of these courses, the grading and assignments must reflect the TEKS and a measure of the student’s performance, and a higher percentage of the grade may come from successful participation.

Teachers of performance-based courses should work with the program-area coordinator/director to ensure that their grading system is in compliance with both CISD Grading and Reporting Procedures and the expectations and guidelines of the program area.

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

- Classroom participation
- Public Performances
- Oral responses
- Experiments
- Checklists of skills
- Enrichment
- Teacher observation
- Anecdotal notes
- Homework assignments
- Classroom discussions
- Written responses-including notebook/journal entries
- Research project
- Portfolios
- Collaborative group work/projects
- Chapter/unit tests
- Conferring session
**Transfer Grades**

**Transcript Recording from Non-CISD Schools**

A student who transfers into the District shall receive the grades that were earned in courses at other schools. Higher-level course credits earned shall receive grade points according to the list of higher-level courses offered in the District and the grade point scale used for credit earned in the District. Students shall not receive weighted grade points for courses not available in CISD, with the exception of International Baccalaureate courses. Letter grades will be converted as follows:

<table>
<thead>
<tr>
<th>Communication Grade</th>
<th>Numeric Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98</td>
</tr>
<tr>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>A-</td>
<td>93</td>
</tr>
<tr>
<td>B+</td>
<td>88</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>B-</td>
<td>83</td>
</tr>
<tr>
<td>C+</td>
<td>78</td>
</tr>
<tr>
<td>C</td>
<td>75</td>
</tr>
<tr>
<td>C-</td>
<td>73</td>
</tr>
<tr>
<td>D+</td>
<td>72</td>
</tr>
<tr>
<td>D</td>
<td>71</td>
</tr>
<tr>
<td>D-</td>
<td>70</td>
</tr>
<tr>
<td>F</td>
<td>69</td>
</tr>
</tbody>
</table>

**Grading of English Language Learners (ELL)**

ELL students are not exempt from grades and should receive a grade based on the state’s TEKS in all subjects for each nine-week grading period. All ELL student grades need to reflect their linguistic accommodations and modifications determined by the Language Proficiency Assessment Committee (LPAC) and should not have failing grades due only to their inability to speak English. Teachers should be aware of their students’ level of English language proficiency and any accommodations determined by LPAC. (See Skyward grade input comment for ELL students.)

**Special Education**

The grading of special education students assigned to grades K-12 shall be consistent with local board regulations and procedures regarding the grading of regular students except when the Admission Review, and Dismissal (ARD) Committee recommends a modification in curriculum. When this occurs, the Committee shall justify the need for modification and define the specific modification to be made. Accommodations designated for state and local assessments shall be in accordance with student’s IEP.

Progress of students with a grade designation of Prekindergarten (PPCD) and those receiving Orientation and Mobility Training, Occupational Therapy, Physical Therapy, Speech Therapy, and any other service not provided through regular education shall be reported on through IEP progress reports on a nine week basis.
Grading of Special Education Students
Any modified promotion standards for a student receiving special education services shall be determined by the student’s admission, review, and dismissal (ARD) committee and documented in the student’s individualized education program (IEP). [See EIE (LOCAL), EHBA series and EKB]. (See Skyward grade input comment for Special Education students.)
Elementary (PK-5) Grading and Reporting Procedures
Grading Roles and Responsibilities

Teacher Responsibilities

- Ensure students understand and know how to successfully complete assignments.
- Define work to be completed at home and make sure appropriate resources/materials are readily available.
- Give instructions to parents/guardians, when appropriate, and explain how they may help students complete the assignment.
- Consider homework as one part of the total learning process by monitoring, collecting, and providing meaningful feedback to students.
- Review and grade homework assignments regularly to give students feedback on their learning.
- Inform students of homework assignments missed due to absences or substitute another activity for the assignment to ensure seamless learning occurs.
- Do not assign homework/projects over extended holidays within the school year.

Student Responsibilities

- Academic supplies and materials (i.e. pencils, paper, journals, assigned texts, etc.) should be brought to class daily as communicated by classroom teachers in order to support specific course requirements.
- Understand the homework assignments before leaving school.
- Take home all necessary materials to complete assignments.
- Have organized means of keeping and carrying homework to and from school.
- Arrange a place to work and have a regular time to study.
- Schedule a time for homework that is compatible with family and/or afterschool activities.
- Complete homework with minimal parental help.
- Complete homework assignments carefully and neatly.
- Complete homework and turn it in on time.
- Budget time for long-term projects.
- Complete all work missed due to absences or school activities in accordance with school board policy.
- Maintain academic integrity and honesty. Academic dishonesty will result in behavioral and academic consequences (See Academic Dishonesty, page 6).

Parent Responsibilities

- Parents should ensure that the student is on time and attends for the entire school day.
- Read and discuss the District’s homework policy with the student and encourage good study habits.
- Provide necessary assistance and a positive, supportive attitude.
- Communicate homework concerns and questions to the teacher.
- Encourage student to get additional help from the teacher when necessary.
- Provide an appropriate time and environment for the student to study and learn.
- Check homework for completion.
- Monitor television, technology (video games), and outside activities to ensure the student has sufficient study time.
- Parents should monitor academic progress through Skyward and contact the teacher if they have any questions.
Homework

Homework is an effective tool for practicing learning/skills, developing study habits, and demonstrating increasing levels of responsibility. It is an extension of the instructional process and involves the home in the student’s curriculum but does not require parents/guardians to teach new concepts.

- Homework is work that is assigned to be completed at home. No new concepts should be included in homework.
- Homework 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 is not to be assigned on weekends or before holidays with the exception of make-up work, previously scheduled special reports and/or projects.
- Students may be required to come before / after school, miss recess, or lose other privileges to complete late homework assignments.
- In addition, homework is not to be assigned as a discipline consequence.

Pre-Kindergarten – Homework Guidelines
- Homework may be assigned not to exceed 10 minutes each school night.
- Each student is expected to read, or be read to, 15 minutes each school night in addition to other weekly activities.

Grades K-1 – Homework Guidelines
- Homework may be assigned not to exceed 15 minutes each school night.
- 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 25 minutes each school night.
- 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 40 minutes each school night.
- Each student is expected to read at least 20 minutes each school night in addition to assigned homework.
- A possible exception might include time needed to complete a major project or report that was previously communicated to students and parents.

<table>
<thead>
<tr>
<th>Homework (including reading time) should not exceed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prekindergarten</td>
</tr>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>Grade 1</td>
</tr>
<tr>
<td>Grade 2</td>
</tr>
<tr>
<td>Grade 3</td>
</tr>
<tr>
<td>Grade 4</td>
</tr>
<tr>
<td>Grade 5</td>
</tr>
</tbody>
</table>
Grading Homework
Homework may be graded in a variety of ways depending upon the purpose or intent of the assignment.
- At times, checking for completion is appropriate.
- At other times, a complete analysis of procedure, content, and/or correct answers is appropriate.
- Graded homework should be returned to the student in a timely manner.

Calculating Nine-weeks Averages

Pre-Kindergarten Non-numerical grades
Pre-Kindergarten students receive a standards-based report card at the end of each semester. Student’s skills are assessed using: (+) “excellent progress”. (✓) “is learning”, or (–) “needs more time”

Kindergarten
Kindergarten students receive a TEKS standards based report card each nine-weeks. Grades will be documented in the Skyward Gradebook using “M” to indicate “Meets or Exceeds Kindergarten State Standards”, “SD” to indicate “Still Developing: Progress Being Made Toward Kindergarten State Standards”, “NM” to indicate, “Not Making Appropriate Progress: Area of Concern”, and “O” to indicate “Ongoing: Not Assessed at this Reporting Quarter”.

Weight of Grades (Grades 1-5)
All numeric averages reported on progress reports and report cards will be determined using a percentage grading system.

<table>
<thead>
<tr>
<th>ELEMENTARY GRADES 1-3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Product Description</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I Formative *</td>
<td>Daily assignments (class work, homework, quizzes, participation, etc.)</td>
<td>60%</td>
</tr>
<tr>
<td>Category II/III Summative **</td>
<td>Major assessments (chapter/unit tests, CBAs, Performance Tasks), Quarter Tests, Diagnostic Analytical Assessments (averaged for a quarter grade), Spelling Tests</td>
<td>40%</td>
</tr>
</tbody>
</table>

*When practical, graded assignments are to be finished in class and not sent home to be completed as homework. ** Summative/diagnostic assessments will NOT be reassessed.

Teachers will have a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.

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 average assigned. [See Board Policy EIA (LOCAL): Guidelines for grading shall be clearly communicated to students and parents. The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.]
Teachers will post updated grades weekly to the Skyward gradebook to keep students and parents informed of ongoing progress.

**Grade 1**
First grade students receive a report card with numerical grades given in reading, language arts, and mathematics. In science and social studies, student progress is shown using E, S, N, U with E = 95, S = 85, N = 75, and U = 65. In grade 1, Category I numerical grades will include a minimum of 9 different assignments.

For all grade reporting, the last week of each grading period is dedicated to summative Quarter Assessments which are considered major assessments. Major Assessments (Curriculum Based Assessments) are entered into Category II/III. Category II/III should include a minimum of 3 (three) Summative grades. Reminder: Spelling Tests will be entered into Category II/III and will NOT be reassessed.

**Grade 2 - 3**
Numerical grades are used for reporting progress in reading, language arts, mathematics, science, and social studies. Category I numerical grades will include a minimum of 9 different assignments.

For all grade reporting, the last week of each grading period is dedicated to summative Quarter Assessments, which are considered major assessments. Major Assessments (Curriculum Based Assessments) are entered into Category II/III. Category II/III should include a minimum of 3 (three) Summative grades. Reminder: Spelling Tests will be entered into Category II/III and will NOT be reassessed.

Specific values are indicated below. Letter grades may be used on daily work

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
<td>Category I</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
<td>Formative*</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Below 70</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

**ELEMENTARY GRADES 4-5**

<table>
<thead>
<tr>
<th>Category</th>
<th>Product Description</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I</td>
<td>Daily assignments (class work, homework, quizzes, participation, etc.)</td>
<td>80%</td>
</tr>
<tr>
<td>Formative*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category II/III</td>
<td>Major assessments (chapter/unit tests, CBAs, Performance Tasks) Quarter Tests, Diagnostic Analytical Assessments (averaged for a quarter grade), Spelling Tests</td>
<td>20%</td>
</tr>
<tr>
<td>Summative**</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* When practical, graded assignments are to be finished in class and not sent home to be completed as homework.
** Summative/diagnostic assessments will NOT be reassessed.
Grades 4-5
In grades 4-5, numerical grades are used for reporting progress in reading, language arts, mathematics, science, and social studies. Category I numerical grades for reading, language arts, and math, will include a minimum of 9 different assignments. For grades 4-5, a minimum of 6 assignments for social studies and 6 assignments for science are included in Category I each quarter.
For all grade reporting, the last week of each grading period is dedicated to summative Quarter Assessments, which are considered major assessments. Major Assessments (Curriculum Based Assessments) are entered into Category II/III. Category II/III should include a minimum of 3 (three) summative grades in each subject (reading, language arts, and math), and a minimum of 1(one) summative grade in each subject (science and social studies).

In health, fine arts and physical education, students will receive one of the following designations: E (excellent), S (satisfactory), N (needs improvement), or U (unsatisfactory) based on skill mastery of the appropriate TEKS.

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 Interim Progress Reports or Report Cards may not exceed 100%.

Maximum/Minimum Grade Reported
Grades for assignments will be based on TEKS mastery. Teachers are not required to assign a minimum grade for an assignment without regard to the student’s quality of work. [See Board Policy EIA (LEGAL)]. The actual grade earned on any assignment may exceed 100%; however, the calculated average on an Interim Progress Report and/or Report Card may not exceed 100%.

Late Work
- Late work is graded in the same manner in all classes at the elementary level. The table below represents the maximum penalty that may be imposed for turning in late work:
- Chronic abuse, more than three late assignments during any one nine-week grading period, may result in additional consequences.

<table>
<thead>
<tr>
<th>Days Late (after parent notification through Skyward gradebook)</th>
<th>Percent of Grade Received by Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Day</td>
<td>10 pts. off earned grade</td>
</tr>
<tr>
<td>2 Days</td>
<td>20 pts. off earned grade</td>
</tr>
<tr>
<td>3 or more Days</td>
<td>30 pts. off earned grade</td>
</tr>
</tbody>
</table>
**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. For students at the elementary level, the District shall not impose a grade penalty for makeup work after an unexcused absence.

- A student will be given as many days as he/she was absent to make up tests and other missed assignments.
- If work is not made up on time, the student will receive a zero for work missed. Long-term assignments (those with advanced notice of 10 or more days) should be turned in on the due date regardless of any absences during the extended assignment period. Advanced notice of long-term assignments must be provided to the parent in writing (i.e. note home, posted on the website, etc.).
- Teachers are not required to provide assignments prior to an absence, unless the absence has been approved by the building principal with 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 grade level/department.
- If extra credit is offered, it must be offered to all students in the grade level or subject area.
- 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 Procedure
Grading Roles and Responsibilities

Student
- Academic supplies and materials (i.e. pencils, paper, journals, assigned texts, etc.) should be brought to class daily as communicated by classroom teachers in order to support specific course requirements.
- Complete assigned work on time and return it to the teacher.
- Initiate communication with the teacher when you do not understand the assignment or if you are experiencing difficulty.
- Complete all assignments within the time limits given by the teacher or be subject to appropriate late work guidelines.
- Plan and schedule your work on long-term assignments so it will be completed by due date.
- Evaluate your work for accuracy and seek clarification as needed from the teacher.
- Maintain academic integrity and honesty. Academic dishonesty will result in behavioral and academic consequences (See Academic Dishonesty).
- Students participating in extracurricular activities have grade eligibility requirements for participation. (See Appendix A: Extracurricular Activities and UIL Eligibility).
- Students may monitor academic progress through Skyward.

Parent/Guardian
- Establish a specific time, place and routine for homework to be completed.
- Provide the supplies and materials necessary to complete homework.
- Monitor as needed, but do not do homework for the student.
- Assist student in planning a time schedule for long-term assignments.
- Initiate communication with the teacher when concerns arise.
- Parents should monitor academic progress through Skyward and contact the teacher if they have any questions.

Campus
- Each campus and/or department will adhere to the late work guidelines as established in the Calallen ISD Student/Parent Handbook.
- A comprehensive nine-week test schedule will be established on each campus and must be followed.
- Campus administration shall address issues surrounding the calculation of grades for the purpose of regaining UIL eligibility at identified three-week grade checks.

Department
- Teachers within a department will confer in the development of lesson plans.
- Departmental nine-week tests will be developed by curriculum writing teams for core subject areas.
- Departmental teachers will coordinate the sharing of instructional resources.

Teacher
- Teachers are required to provide the daily lesson objectives and activities for each class. If given verbally, they should also be provided visually. It is recommended that homework assignments be posted visually.
- Only teachers will record grades for assignments.
- Teachers will inform students of content covered on all major assessments.
- Teachers shall not increase or decrease a classroom grade for participation or lack of participation in any extracurricular activity.
- Teachers will provide students with a rubric for long-term projects/alternative assessments.
**Teacher Records/Gradebook**

Grade records are an important record-keeping tool and should be accurately maintained. All teachers will maintain the Skyward gradebook.
- Grades recorded in a gradebook are documentation of a student’s progress and of mastery of the TEKS and curriculum objectives.
- Grades recorded in a gradebook represent a confidential record for assessment of student performance.
- The set of grades indicated in the gradebook shall be the complete set from which the student’s average is determined.
- Grades entered into the Skyward gradebook must adhere to the calculations outlined in the CISD Instructional, Grading, and Reporting Guidelines.
- Only the teacher of record (or principal designee) will enter grades in the gradebook.
- Teachers will update the Skyward gradebook weekly.

**Course Syllabus**

All secondary teachers are required to prepare a course syllabus and post it online, or distribute it to students during the first week of the grading period and/or semester. The purpose of the course syllabus is to provide information, guidelines, and an overview of a teacher’s requirements for successful completion of a course. The syllabus may be defined as the scope and sequence of a course’s major projects and themes. The syllabus is designed to give students and parents/guardians an overview of the course’s major themes and approximate dates of major course projects, exams, or papers. Each teacher may develop his/her own format of a course syllabus, but the following elements must be included:
- Teacher name
- Course title
- Conference time
- School/Teacher phone number
- Outline or scope and sequence of major course units, themes, or projects
- Approximate timeline and due dates of long term projects
- Major reading/literary works

**Homework**

In order to ensure that homework practices are efficient and effective, consideration for the average amount of time per night a student should expect to spend on homework for all subjects combined, based on research, should include the following:
- Homework should not exceed 8 hours per week for grades 6-8
- Homework should not exceed 10 hours per week in grades 9-12.
- 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 depending upon the purpose or intent of the assignment.
- 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.

**Semester/Final Exam (Secondary Courses 9-12)**
• Fall semester: All students in grades 9-12 will take first semester exams in core curriculum classes. (Discretionary in elective classes)
• Spring semester: Written exams are mandatory for all courses. A student may be exempt from a spring semester exam by:
  • Having a passing average in the course for the year
  • Student with average of 90 may have up to 6 absences 2nd semester
  • Student with average of 80 may have up to 5 absences 2nd semester
  • Student with average of 70 may have up to 4 absences 2nd semester

NOTE: An AP exam can be taken in lieu of the semester exam for that course.

**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.
• Extra credit awarded will not account for more than 5% of the nine week average.

**Calculating Nine-weeks Averages**

**Weight of Grades (Grades 6 - 8)**
All numeric averages reported on progress reports and report cards will be determined using a percentage grading system.

<table>
<thead>
<tr>
<th>Category</th>
<th>Product Description</th>
<th>With Nine-Weeks Test</th>
<th>Without Nine-Weeks Test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category I</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Formative</strong>*</td>
<td>Daily Assignments (classwork, homework, quizzes, participation, etc.)</td>
<td>40%</td>
<td>47.5%</td>
</tr>
<tr>
<td><strong>Category II</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summative</strong></td>
<td>Major assessments CBAs (Diagnostic Analytical Assessments averaged for a Quarter Grade)</td>
<td>45%</td>
<td>52.5%</td>
</tr>
<tr>
<td><strong>Category III</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summative</strong></td>
<td>Quarter Tests, Quizzes, Diagnostic Analytical Assessments (averaged for a quarter grade)</td>
<td>15%</td>
<td>0%</td>
</tr>
</tbody>
</table>

* When practical, graded assignments are to be finished in class and not sent home to be completed as homework.
** Projects, long-term assignments and Quarter tests will not be reassessed.

There must be a minimum of 12 assignments in Category I. Category II will have a minimum of 3 assignments (spaced appropriately) if a Quarter test is given, or a minimum of 4 major assignments if a Quarter test is not given per reporting period, per subject.
Teachers use a system of grading based on a numerical scale of 100 points.

<table>
<thead>
<tr>
<th>90-100</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>Below 70</td>
<td>F</td>
</tr>
</tbody>
</table>

**Citizenship**

A citizenship grade of E, S, N, or U is given.

<table>
<thead>
<tr>
<th>E = Excellent</th>
<th>S = Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = Needs Improvement</td>
<td>U = Unsatisfactory</td>
</tr>
</tbody>
</table>

The citizenship grade will be determined by:
- Following classroom rules
- Following handbook guidelines
- Exhibiting overall appropriate behavior.

Citizenship grades have a bearing on participation in Student Council, UIL, and some elected honors and/or organization memberships.

**Weight of Grades (Grades 9 - 12)**

All numeric averages reported on Interim Progress Reports (IPRs) and report cards will be determined using a percentage grading system.

When averaging grades for each nine-weeks, the following percentages are given to each category of grade(s) for Courses

<table>
<thead>
<tr>
<th>Grades 9 – 12 Course Table</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
</tr>
<tr>
<td>ELA, Math, Social Studies - Pre-AP and AP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Description</th>
<th>With Nine-Weeks</th>
<th>Without Nine-Weeks</th>
<th>Without Nine-Weeks</th>
<th>Without Nine-Weeks</th>
<th>Pre-AP &amp; AP Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily assignments (classwork, homework, quizzes, participation, etc.), Science Lab (process skills)</td>
<td>25%</td>
<td>32.5%</td>
<td>20%</td>
<td>25%</td>
<td>15%</td>
</tr>
<tr>
<td>Major assessments, CBA's, Diagnostic Analytical Assessments (averaged for a quarter grade), Science Lab (process skills)</td>
<td>60%</td>
<td>67.5%</td>
<td>30%</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td>Quarter Tests/Diagnostic Analytical Assessments (averaged for a quarter grade), Science Major Assessments</td>
<td>15%</td>
<td>0%</td>
<td>50%</td>
<td>75%</td>
<td>60%</td>
</tr>
</tbody>
</table>

* When practical, graded assignments are to be finished in class and not sent home to be completed as homework.
** Major assignments, Labs, Diagnostic Assessments, and Quarter tests will not be reassessed.
AVID and Practical Writing will only have Category I grades due to the nature of the support classes

**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. The actual grade earned on any assignment may exceed 100%; however, the calculated average on an Interim Progress Report and/or report card may not exceed 100%.

**Minimum Number of Assignments Grades 9-12**

- Teachers will allow multiple opportunities for students to demonstrate mastery of the TEKS. Benchmark tests may replace the Quarter CBA at the discretion of the curriculum team.
- Teachers are required to take a minimum of nine (9) Category I Formative assignments for each nine-week period.
- In addition, teachers must take a minimum of four (4) Category II Summative assignments per nine-week grading period (this includes the nine-week test/assessment). The quarter test may be combined with Category II grades (at the teacher’s discretion), or may be calculated as a standalone Major Quarter assessment at the end of the grading period. Maximum/Minimum Grade Reported

Grades for assignments will be based on TEKS mastery. Teachers are not required to assign a minimum grade for an assignment without regard to the student’s quality of work. [See Board Policy EIA (LEGAL)].

**Reteach and Reassess for Mastery**

**Reteach/Retest/Reassess for Mastery**

- The students who do not demonstrate mastery are reevaluated after they are retaught or after different activities are provided. Reassessment may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, or test corrections.
- **Reassessment is the student’s responsibility; time allotted for reassessment will be done at the teacher’s discretion. It may be done either before school, after school, during tutorials, or by prior arrangement with the teacher.**
- A student must score at least 70% on the reevaluation to demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS). A grade of 70 shall be the highest grade recorded on the re-evaluation. If a student fails to demonstrate mastery on the reevaluation of the TEKS, the higher of the two assessment grades is recorded. For example, if the student scores a 55 on the first assessment and then on the reassessment scores a 95, a grade of 70 would be recorded. If the first assessment and the reassessment are both below 70, the higher of the two grades will be recorded. For example, if a student scores a 55 on the first assessment and then on the reassessment scores a 50, the student will receive a 55 (the higher of the two grades).
**Late Work**

- Daily work (i.e. homework, classwork, drills, worksheets, etc.) may be accepted one day after the due date for a grade no higher than a 70. If major work (end products, reports, projects, major essays, research papers) or long-term assignments (those with advanced notice of 10 or more days) is not received on time, the student will receive a zero for work missed. Both major work and long-term assignments should be turned in on the due date regardless of any absences, including if the student is absent on the actual due date.

**Make-Up Work**

**Excused**

- Students are expected to make up any work missed due to an excused absence. Students will have the same number of days to make up work as they were absent. The only exception will be due to extenuating circumstances. It is the student or parent’s responsibility to request make-up work and turn it in.

- If work is not made up on time, the student will receive a zero for work missed. Long-term assignments (those with advanced notice of 10 or more days) should be turned in on the due date regardless of any absences during the extended assignment period. Advanced notice of long-term assignments will be provided to the student (i.e. posted on the website, syllabus, assignment directions, etc.)

- Parents are urged to call the office to request make-up work on the second consecutive day of their child’s absence. It is important that they call before 10:00 a.m. so the teachers will have adequate time to gather assignments. Parents will need to pick up work after school, in the front office.

- In addition, a junior or senior student’s absence of up to two days related to visiting a college or university will be considered an excused absence, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed. The student will supply the attendance office with the appropriate signed documentation from the college or university upon returning to school.

**Unexcused**

Students are expected to make up any work missed due to an unexcused absence. Unexcused absences are absences not determined to be extenuating circumstances. Examples: truancy, flat tire, oversleeping, etc. There is no grade penalty for an unexcused absence. The District shall not impose a grade penalty for make-up work after an absence due to a suspension.

**Withdrawal or Drop of a Course (Dual Credit/AP/PAP) Personal Graduation Plan**

**Withdrawing from Dual Credit Courses**

Should a student withdraw from a Dual Credit course, the campus will accept the withdrawal grade and place the student in the comparable high school course.
**Pre-AP/AP Courses**
A student may drop a Pre-AP/AP course:
- Within the first nine-weeks if they have teacher approval,
- At the end of the first nine-weeks grading period, or
- At the end of the first semester.

Note: After the first semester, students are NOT allowed to drop any Pre-Ap/AP course.

Students will automatically be dropped:
- With a 59 or below at the end of the first nine-week grading period, or
- With a 69 or below at the end of the first semester.

**Pre-AP/AP Waivers**
Calallen ISD values academic rigor and relevance in student course work and upholds higher standards then the UIL in regards to grade exemptions in Advanced level course work.

Waivers may be used in order to meet UIL eligibility requirements. The student must have at least a 60 in a Pre-AP or a 55 in an AP course to qualify for the waiver. If a student does not meet this requirement, the waiver will not be signed. The waiver must first be signed by the teacher in order to obtain principal approval. The principal will not grant a waiver if it has not been signed by the teacher. (see Calallen High School Pre AP/AP Contract).

**Personal Graduation Plan**
A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment, or is determined by the District as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a counselor, teacher, or other staff member designated by the principal. The plan will identify the student’s educational goals and include consideration of the parent’s educational expectations for the student. For students receiving special education services, an individualized education program developed under TEC §29.005 may be used as the student's Personal Graduation Plan. [See Board Policy EIF (LEGAL)].

**Calculation of Semester Average**
All secondary courses will calculate and report a semester average. Calculated averages reported on Interim Progress Reports (IPRs) or report cards may not exceed 100%. Grades recorded in a gradebook represent a confidential record for assessment of student performance.

**Middle School Credit Courses**
The semester average will be the average of the two nine week grading periods.

   1st Nine-Week Average 50%; 2nd Nine-Week Average 50%

Middle Students taking high school credit courses will follow the high school calculations.
**High School Credit Courses**

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Weight</th>
<th>Course Type</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Nine Week Average</td>
<td>42.5%</td>
<td>3rd Nine Week Average</td>
<td>42.5%</td>
</tr>
<tr>
<td>2nd Nine Week Average</td>
<td>42.5%</td>
<td>4th Nine Week Average</td>
<td>42.5%</td>
</tr>
<tr>
<td>Semester/Final Exam</td>
<td>15%</td>
<td>Semester/Final Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Semester Average</td>
<td>100%</td>
<td>Semester Average</td>
<td>100%</td>
</tr>
</tbody>
</table>

In courses where the Semester/Final Exam are not administered, the semester average will be the average of the nine-week grading periods.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Weight</th>
<th>Course Type</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Nine Week Average</td>
<td>50%</td>
<td>3rd Nine Week Average</td>
<td>50%</td>
</tr>
<tr>
<td>2nd Nine Week Average</td>
<td>50%</td>
<td>4th Nine Week Average</td>
<td>50%</td>
</tr>
<tr>
<td>Semester Average</td>
<td>100%</td>
<td>Semester Average</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Average of Year-Long Courses**

**Middle School Credit Course**

Middle school credit 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 nine-week averages (not the semester averages).

<table>
<thead>
<tr>
<th>Average</th>
<th>Percent of Year-Long Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Nine Week Average</td>
<td>25%</td>
</tr>
<tr>
<td>2nd Nine Week Average</td>
<td>25%</td>
</tr>
<tr>
<td>3rd Nine Week Average</td>
<td>25%</td>
</tr>
<tr>
<td>4th Nine Week Average</td>
<td>25%</td>
</tr>
<tr>
<td>Year Average</td>
<td>100%</td>
</tr>
</tbody>
</table>

**High School Credit Course**

<table>
<thead>
<tr>
<th>Average</th>
<th>Percent of Year-Long Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester Average</td>
<td>50%</td>
</tr>
<tr>
<td>Second Semester Average</td>
<td>50%</td>
</tr>
<tr>
<td>Year Average</td>
<td>100%</td>
</tr>
</tbody>
</table>
**Semester Averaging- High School Course Work**

Students in high school credit courses receive separate and independent grades for each semester for a year-long course. However, semesters will be averaged to calculate an overall yearly average for course credit under the following criteria:

- Accredited high school courses from the fall and spring semester of the same academic year apply.
- Summer school may not be considered for semester grade averaging.
- The attendance requirements or a waiver must be met.

**End of Course (EOC) Exam**

Beginning with students who entered 9th grade in 2011-12, STAAR End of Course (EOC) Assessments were administered in accordance with state law. In order to graduate with a Texas diploma, students must be successful on the five required STAAR EOC assessments regardless of how they earned credit for the course – Dual Enrollment, Credit by Exam, etc. EOC scores will not be used to calculate a student’s grade point average or class rank.

**Middle School Students Enrolled in High School EOC Tested Courses**

Middle school students enrolled in high school EOC tested courses will take the EOC for the course in lieu of their grade level exam.

**Credit By Exam**

A school district must provide at least four windows annually for the administration of credit by exam. A student may take a specific examination only once during each window.

<table>
<thead>
<tr>
<th>Credit by Exam Dates</th>
<th>Registration Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 9, 10, and 11, 2016</td>
<td>June 9, 2016</td>
</tr>
<tr>
<td>November 16, 17, and 18, 2016</td>
<td>October 14, 2016</td>
</tr>
<tr>
<td>January 10, 11, and 12, 2017</td>
<td>December 1, 2016</td>
</tr>
<tr>
<td>June 6, 7, and 8, 2017</td>
<td>May 5, 2017</td>
</tr>
<tr>
<td>August 8, 9, and 10, 2017</td>
<td>June 8, 2017</td>
</tr>
</tbody>
</table>
Appendix
Appendix A: Extracurricular Activities and UIL Eligibility

Grades and Extracurricular Activities
Grades shall not be increased or reduced for participation or lack of participation in any extracurricular activity. [See Board Policy EIA (LOCAL)]. Teachers, coaches, directors, and sponsors should refer to Texas Education Code §76.1 for definition of extracurricular activities. Sponsors of extracurricular clubs and groups are responsible for ensuring that participating students are eligible through confirmation of the individual designated to as keeper of the grades.

Calallen ISD Eligibility Calendar
CISD publishes an official eligibility calendar annually. See www.calallen.org or campus extracurricular sponsor. This calendar is strictly enforced. Please maintain a copy for your reference.

Official Eligibility Grade Check Date
This is the established calendar date for the official grade check.

Gain/Lose Dates
Students will gain eligibility if they are passing in ALL classes or lose eligibility if they fail ANY class (excluding those identified as Advanced classes).

Gain Only Dates
Ineligible students have the opportunity to regain eligibility if they are passing ALL classes, not just the ones they were failing (excluding those identified as Advanced classes).

Grade Period Dates
This is the effective date that students regain or lose eligibility at the end of the school day. It is seven calendar days after the official eligibility check.

Advanced Class Waivers
Calallen ISD values academic rigor and relevance in student course work and upholds higher standards than the UIL in regards to grade exemptions in Advanced level course work. Students will be granted a waiver for a nine-week grading period if they fail a PreAP/AP/Dual Credit course with a minimum grade of 55 for AP and a 60 for Pre-AP. If the student does not meet his requirement, the waiver will not be signed. The waiver must be signed by the teacher in order to obtain principal approval. Students in Pre-AP/AP courses will not lose eligibility during the first six week grading period (IPR). The waiver will only be granted at the end of a nine week grading period. [TEA/UIE Side-by-Side page 3-4]

Extracurricular Absences
The District shall not schedule nor permit students to participate in an extracurricular activity or a public performance that would require the student to be absent from class in any course more than 17 times during the school year. After 17 absences, the student must submit the form for a waiver request for additional extracurricular days. Criteria used to determine approval of up to five additional absences include: 1. Eligibility to participate in District-level competition or above; and 2. A grade of 70 or above. [See Board Policy FM (LOCAL)] Students are required to make up hours if absences exceed the 5 day waiver.

University Interscholastic League (UIL) Eligibility
(Refer to UIL website http://www.utexas.edu/admin/ueil/admin/side/acad.html)
1. 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 (other than an identified advanced 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:
   a. Earned a passing grade (70 or above) in all academic classes, other than those that are advanced, and
   b. Completed the three school weeks of ineligibility.
2. 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 nine week grading period. Students who pass remain eligible until the end of the next grading period.
3. 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.
Appendix B: CISD DUAL CREDIT GUIDELINES

Students enrolled in grades 9-12 are eligible to be awarded credit toward high school graduation for completing college-level courses. This process is called Dual Credit and CISD has agreements with Texas A & M University – Corpus Christi and Del Mar College for Dual Credit opportunities [See Board Policy EDHH (LOCAL)]. Texas A & M University – Corpus Christi and Del Mar College have different guidelines and criteria for admission. Admission is contingent upon the student meeting these requirements.

CISD has determined the courses for which Dual Credit is awarded. These courses provide advanced academic instruction beyond or in greater depth than the Texas Essential Knowledge and Skills (TEKS). In order to receive the high school credit portion of Dual Credit, the course grade must be at least a 70 on the college grading scale. Although a grade of 60 is considered “passing” on the college level, high school Dual Credit is not awarded. If a student earns a college grade of 69 or below, he/she must recover the high school credit if the course or credit is required for high school graduation.

The Dual Credit course, numeric grade, and high school credit earned are posted on the high school transcript. To obtain Dual Credit in year-long courses such as English IV or US History, a student must take both semesters of the equivalent college Dual Credit courses. A student may only receive full credit after completing one full year at the college level (i.e. cannot mix 0.5 high school credit and 0.5 Dual Credit). Courses taken by Dual Credit do not earn grade points and are not considered in the grade point average at the high school per Policy EIC (Local). The course does have a letter grade and grade point posted on the college transcript.

Should the student withdraw from a one-semester college level course (i.e. Government) that is a requirement for graduation, the campus will accept the withdrawal grade and place the student in the comparable high school course. Should the student withdraw from a year-long course during the first semester (i.e. English IV or U.S. History) that is required for graduation, the campus will accept the withdrawal grade and place the student in the comparable first semester high school course. Should the student withdraw from a year-long college level course during the second semester (i.e. English IV or U.S. History), the student must recover the fall semester of the high school credit and enroll in the comparable second semester high school course.

Students must complete the process for admissions. Once admitted, students must obtain an Endorsement Form located in the Counseling Office at Calallen High School. Both the student and the parent/guardian must affirm this request. The student must provide the college with a copy of this endorsement. The student is responsible for costs associated with taking college courses, including the purchase of the college-level text, ancillary materials, and parking (if applicable). Students enrolled in Dual Credit courses are eligible for student services, including tutoring and library access, on the respective college campus.

High school and college class schedules may not be compatible; therefore, juniors taking Dual Credit courses during the school day must enroll in six (6) college hours per semester, with the exception of online Dual Credit courses. U.S. History A and U.S. History B are required courses for juniors taking Dual Credit. Juniors and seniors participating in Dual Credit courses during the school day will be scheduled in appropriate periods of college courses. This allows juniors and seniors to take a three (3) hour college class on Monday and Wednesday and another three (3) hour college class on Tuesday and Thursday. Juniors and seniors involved in this program will not attend any college class on Friday during scheduled college class time. Because CISD high school campuses operate on a seven (7) period day, Dual Credit students must enroll in five (5) high school courses during the other periods in their high school schedule. No additional release periods are available for Dual Credit students.

**Students must be in good standing at the high school in order to be approved for Dual Credit courses.**

Because Dual Credit courses are college level and are taught by college-employed instructors, any disputes regarding grades, course content, or other issues are to be addressed to the respective college.

Students must score at or above the minimum or standard scale score on STAAR EOC assessments as required by TEA. I have read the guidelines for Dual Credit courses. My signature indicates that I agree with and will abide by the stated guidelines.

____________________________  ______________________________
Printed Student Name  Printed Parent Name

____________________________  ______________________________
Student Signature  Parent Signature
Appendix C: Grading Policies for Students with Disabilities

Students with disabilities receive instruction in a variety of settings as determined by the Admission, Review, and Dismissal (ARD) Committee. Each student with a disability must have an Individualized Education Plan (IEP) that is properly developed, implemented, and maintained in the least restrictive environment that is appropriate to meet the student’s educational needs. The Texas Education Code Section 28.002 states that all students shall participate actively in a balanced curriculum designed to meet individual needs. The TEKS represent the core knowledge, skill, and competencies all students should learn, in order to be effective and productive members of society. Students with disabilities shall be instructed in the TEKS in a manner appropriate to their needs. The student’s IEP must include a statement of measurable annual goals designed to meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general curriculum. For students taking alternate assessments aligned to alternate achievement standards, the IEP must also include a description of benchmarks or short term objectives. The following guidelines are meant to ensure that grades convey meaningful information to parents regarding their child’s progress.

1. Students participating in the general education classroom without curriculum accommodations:
The ARD Committee may determine that a student with a disability will be responsible for mastering the entire general education curriculum with accommodations only in the instructional strategies. Accommodations in instructional strategies alone, such as extra time or large-print textbooks, are not curriculum accommodations and are not coded on the report card. Documentation reflecting the implementation of modifications is required. District grading policies will apply to students participating in the general education curriculum without curriculum modifications unless determined otherwise by the student’s ARD Committee.

2. Students participating in the general education classroom with curriculum modifications:
The ARD Committee may determine that a student with a disability is responsible for mastering only specific TEKS of a course and not the entire District curriculum. This is a modification to the curriculum and will be documented in the IEP, with a copy provided to the teacher. Although students receiving curriculum modifications in a general education course will receive instruction in the entire curriculum, the student’s grade will not reflect his/her performance on curriculum objectives not included in the student’s IEP. Notwithstanding, the student with a disability must be provided with the same opportunities to earn grades as non-disabled students such as extra credit points or non-content related points such as participation grades. Students receiving a modified curriculum in general education classrooms will receive their grade from the general classroom teacher or jointly with special education teachers as determined by ARD Committee.

3. Students participating in the general education classroom for reasons other than mastery of course curriculum:
Some students with disabilities may participate in general education courses for reasons other than mastery of the course content. Classes taken for no credit as part of the IEP will be graded solely based upon criteria outlined in the particular student’s IEP such as progress in social skills or classroom participation.

4. Students participating in special education courses:
Students who receive instruction in special education classes shall receive the grade from the appropriate special education teacher. The student’s grade is not strictly a function of the student’s ability to demonstrate progress on the goals/objectives selected by the ARD committee but may include other measures as determined by the ARD Committee. The ARD Committee must determine how progress toward the IEP goals will be measured and how that progress will be reported to the parents.

In addition to considering how grades will be determined for students in categories 2, 3, and 4 with content area IEP’s, the ARD committee also determines how the child’s progress toward the IEP goals/objectives will be measured and how that progress will be reported to the parents. The report card may not be used as substitute for reporting progress on IEP goals/objectives. Teachers are responsible for collecting data to aid ARD Committees in determining student progress on IEP goals/objectives.
Appendix D: Students Protected Under Section 504

Section 504 of the Rehabilitation Act of 1973 states: “no qualified individual with disability shall, solely by reason of her or his disability, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

A qualified individual is any person who:
- Has a physical or mental impairment which substantially limits one or more major life activities,
- Has a record of such an impairment, or
- Is regarded as having such impairment.

A Section 504 Committee will determine appropriate accommodations to enable qualified students to receive a free and appropriate education. These accommodations may change the presentation of material, the method of student response, or the setting, timing or scheduling of instruction. Students under Section 504 must still master the TEKS of a course. It is the classroom teacher’s responsibility to ensure that the accommodations are being implemented.

In summary, students who fall under the protection of Section 504 should be graded in such a way that their disability does not affect their ability to demonstrate their knowledge of the subject matter.

Students with Dyslexia
A student with dyslexia may be eligible for protection under Section 504 or special education services. Accommodations will be determined by the appropriate committee for these students. Some students with dyslexia may not be eligible for any of these services, and regular grading policies and procedures should be followed.
Appendix E: Special Education/Section 504 Accommodations – Pre-AP/AP

The following guidelines are intended to apply to eligible special education and Section 504 students who enroll in Pre-AP or AP courses. While Pre-AP/AP courses are open to any student wishing to enroll, including special education and Section 504 students; counselor, parents, ARD Committees and Section 504 Committees should be aware that these are high-level academic classes. In order to be eligible for accommodations in a Pre-AP/AP class, the student must be eligible for the same accommodation in a general education classroom. Accommodations will not be implemented if they alter the content or standards of the course. The following guidelines shall be applicable to all special education and Section 504 students who enroll in Pre-AP/AP courses:

1. Special education or Section 504 students must have equal opportunity to participate in Pre-AP or AP courses.
2. While ARD and Section 504 Committees may wish to consider Pre-AP or AP courses in connection with transition plans for students who will be attending college, ARD Committees and Section 504 Committees are not required to place students in Pre-AP or AP classes unless they can be reasonably expected to be successful there with the allowable accommodations described in the guidelines referred below.
3. Accommodations for special education and Section 504 students may not alter the content or academic standards of the Pre-AP or AP course. Thus, certain allowable accommodations may include, but are not necessarily limited to the following:
   
   - Extended time for testing
   - Preferred seating
   - Opportunity to repeat and explain instructions
   - Assignment notebook
   - Minimal distractions
   - Large print, Braille/peer to read aloud
   - Behavior intervention plan
   - Assistive technology as defined by the committee
   - Altered format of exams, such as highlighted instructions or alternative spacing of questions
   - Altered assignments as needed for person with motoric or visual impairment

4. The following are examples of accommodations which would alter the content or the standards of the course, and are not allowed.
   
   - Reduced assignments
   - Special projects in lieu of assignments
   - Exams of reduced length
   - Open book exams
   - Peer tutoring/paired work arrangement (is not allowed except when offered to the entire class.)
   - Any reduction of content or standards of the course
   - Reduced mastery

While the decision to enroll in a Pre-AP/AP class is ultimately to be made by the parent or student, the ARD or Section 504 Committees may meet and recommend removal of the student from the classroom if the student is not meeting the standards applicable to students in that program and, as a result, is failing or at risk of failure.
Appendix F: Expectations and Guidelines for All English Language Learners and Recent Immigrants

All academic and performance expectations apply equally to second language learners; however, it is imperative to recognize critical processes and features of second language acquisition including the affective, linguistic, and cognitive needs as described in section 89.1210(e) of 19 TAC Chapter 89, Subchapter BB:

(1) Affective. Limited English proficient students shall be provided instruction using second language methods in English to introduce basic concepts of the school environment which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the students’ home language and the United States.

(2) Linguistic. Limited English proficient students shall be provided intensive instruction to develop proficiency in the comprehension, speaking, reading, and composition of the English language. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

(3) Cognitive. Limited English proficient students shall be provided instruction in English, Mathematics, Science, Health, and Social Studies using second language methods. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

It is also imperative to modify the instruction, pacing, and materials to ensure that English language learners have a full opportunity to meet these expectations. The expectations apply to the second language learner at his/her level of proficiency in English. Students who have waived the services of the Bilingual/ELL Program will be graded according to CISD Instructional, Grading, and Reporting Guidelines without consideration given to the student’s English language proficiency level.

English as a Second Language
Promotions and Retention of English Language Learners

Students will be promoted or retained as specified below:

English Language Learners making satisfactory progress in academic skills for their grade level should be promoted to the next grade level.

The expectation of meeting the state and local curriculum as outlined by the TEKS apply to the second language learner at his or her level of proficiency in English [Texas Administrative Code Chapter 128]. An English Language Learner may not be retained due to lack of academic progress if the student is making progress in learning English. If the student has made progress as documented by required district testing instruments then the student should not be retained regardless of academic progress.

Students who fail to make academic progress and fail to make progress in English could be retained provided that documentation of adaptations, pacing, and the use of appropriate English as a Second Language strategies including sheltered instruction and materials support the decision to retain. Retention should only be considered when extensive adaptations, instructional pacing, the use of appropriate materials and use of ESL methodologies have been unsuccessful as documented through the campus student success team.

Teachers will report grades and conduct following CISD Grading and Reporting Procedures in all skill areas during each grading period.

Parent-teacher conferences are scheduled to address individual student needs.
English as a Second Language (ESL) Program Grading (Elementary)

ELLs in the ESL program are to be assessed for progress and achievement through English language instruction. In accordance with programmatic organization and state mandates, the Bilingual/ESL Department is currently implementing only an ESL program for elementary (Prek-5). The ESL Program provides instruction in English through sheltered instruction strategies to support comprehensive input and to accelerate language acquisition.

- Teachers will report grades following District guidelines in all skill areas during each grading period.
- Teachers will report conduct grades in accordance with District procedures for all grade levels.
- Parent/Guardian-teacher conferences are scheduled to address individual student needs.

English as a Second Language (ESL) Program Grading (Secondary)

It is very important for teachers of English Language Learners (ELLs) to differentiate between academic achievement and language proficiency. The students may be unfamiliar with the specialized English language that is unique to each subject area and will have little practice in using English as a medium of thought with the subject matter. The students may have more difficulty in mastering the content area because of the language demands required of the actual content material.

Some assessment instruments are not appropriate for assessing academic knowledge of an ELL. A large number of assessment instruments for content mastery assume native proficiency in English, in addition to knowledge of the content area. Limited English Proficiency (LEP) students may score low on exams for the following reasons:

- Students may be unable to use English as a medium of thought;
- Students may require extra response time due to conceptual processing requirements in English;
- Students may be unable to understand the content-area vocabulary or syntax;
- Students may not have knowledge of the content area required to obtain a correct response.

Therefore, the teacher can design tests for LEP students that have reduced demands on English by:

- Simplifying the language used in the test by substituting less difficult words for demanding vocabulary the student may not know. (The teachers will not make substitutions for vocabulary words that are required by the content since these are taught during instruction.)
- Ensuring that grammatical constructions are uncomplicated by lengthy sentences. (Students can concentrate more on the curriculum if they are not required to process long and complicated syntactical structures.)
- Being aware of cultural differences that might make a difference.
Appendix G: CISD Honor Code

“Learning is Essential for Liberty.” – Thomas Jefferson

We believe the students of Calallen ISD subscribe to becoming self-directed learners and doing the best we can. Furthermore, we believe that academic honesty is respecting yourself and others, as well as claiming your own work. We believe students are responsible for maintaining and supporting the academic integrity of the school by completing all assigned work, activities, and tests in an honorable process without engaging in cheating, fraud, plagiarism, or prohibitive electronic assistance. Through this effort, we will become trusted members of society and prepared for the workforce of the 21st Century.

We believe teachers are responsible for monitoring students during all assessments and holding students accountable for cheating. We believe that each class and teacher is only as strong as each individual’s personal commitment to integrity, honor, and responsibility. Teachers are also encouraged to have faith in their student’s success and for making sure the class is highly engaging.

We believe the measure of success of our school community is based on the success of our students so the consequences below shall serve as a deterrent to a violation of this Honor Code and Our Academic Integrity Policy. These consequences will be listed in our Secondary Student Code of Conduct in addition to the in-school suspension consequence. As a result of clear and compelling evidence of student’s cheating:

1. A student shall receive a “0” for the school work, and is subject to a “U” in conduct and disciplinary action (including ineligibility in the next contest/game).
2. There will be no retakes for students who cheat.
3. Students who are enrolled in advanced academic courses (Pre-AP/AP) will be immediately removed from the advanced academic course and placed in the next lower level class.
4. A student is not eligible for any final exam exemption.
5. Students in violation of the Honor Code shall be immediately removed from the National Honor Society, National Junior Honor Society and any other Honor Society that is an organized school event.

Your signature below indicates that you have received a copy of the Secondary Honor Code. Student

_________________________________________  ______________________________
Signature/Date                                    Student Printed Name