



***Jr. High & High School
Grading Guidelines 2019-2020***



Jr. High & High School Grading Guidelines

Motto

SCUC – A District with Passion and Purpose!

Mission

SCUC ISD, a diverse community founded in trust and transparency, commits to empower all students to fulfill lifelong potential through inspiring learning experiences.

Vision

Inspire – Innovate – EXCEL!

Priorities:

Priority 1: All Graduates will be College and/or Career and/or Military Ready

Priority 2: High-performing and Engaged Workforce

Priority 3: Highly Satisfied Students, Parents and Community

Priority 4: Efficient District and Campus Operations

Board Policy

EIA (LEGAL) GRADING POLICY

The District shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. The District grading policy:

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and
3. May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade. Education Code 28.0216

EIA (LOCAL) GUIDELINES FOR GRADING

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents. In accordance with grading guidelines, a student shall be permitted a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Student Mastery of Learning

The term *mastery* refers to the knowledge and skills necessary for students to be academically successful. Grades earned commonly reflect the degree to which students attain mastery in any given course. To determine the content on which mastery is based, teachers will rely on the state TEKS as reflected in the district aligned Pacing Calendars, Unit Maps and/or Focused Planning Guides.

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Grading Philosophy

Effective teachers use grading as part of the process of learning. Using the TEKS as the foundation of the curriculum, they begin by targeting student expectations and use a variety of formative (assessment for learning) and summative (assessment of learning) assessments to provide students with multiple opportunities to demonstrate mastery. Grading guidelines provide a uniform system to consistently communicate each student's progress towards mastery of the learning standards. A grading system implemented with fidelity and transparency allows students, parents, and educators to partner in the success of each individual student.

Teacher expectations:

- Design classroom instruction that embraces higher levels of learning using research-based best teaching practices such as instructional Depth and Rigor, and differentiated instruction.
- Improve student achievement with lessons that engage students in TEKS standards.
- Set direction for student learning using SMART (Specific, Measurable, Aligned to Learning, Results Focused, Time Framed) goals and PDSA (Plan, Do, Study, Act) cycles to drive student improvement
- Utilize a variety of formative and summative assessments in each grading period to assess student learning. Complete and effective grading calls for multiple assessment techniques, including performances, portfolios, projects, presentations, learning logs, journals, surveys, interviews, simulations and role-playing. Using many different instructional and evaluation strategies elicits more opportunities for student success and addresses multiple ways students learn.
- Establish and apply clear standards consistently to student work.
- Use results to make data-driven decisions regarding classroom instruction and to develop opportunities for reteach and relearn which is necessary for mastery of the content.

Grading should help the teacher -

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

Grading should help the student -

1. Evaluate personal progress toward mastery of the TEKS
2. Recognize how work may be improved
3. Set personal learning goals
4. Predict future performance on classroom assignments and assessments

Grading should help the parents/guardians -

1. Understand their child as a learner
2. Understand the student's mastery of the TEKS
3. Guide the student in making academic progress
4. Encourage the student to give maximum effort

NOTE: This document reflects district and campus expectations. The Principal must approve any revisions or exceptions to these guidelines. Students' grades will reflect mastery of District objectives. Teachers will follow District-approved grading guidelines that have been designed to reflect each student's academic achievement for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board determines that the grade was arbitrary, or contains an error, or that the teacher did not follow the District's grading guidelines.

Board Policies EI (LEGAL/LOCAL), EIA (LEGAL/LOCAL), and EIE (LEGAL/LOCAL) *Elementary Grading Guidelines and Secondary Grading Guidelines.*

Summative Assessment: The purpose of Summative Assessment is to evaluate how well a student has learned the material. After a student has had sufficient instruction and practice on a topic, it is then reasonable to evaluate his or her independent mastery of the information or skills. Any work done for this purpose is considered Summative Assessment. Some student work for Summative Assessment may take place outside the classroom. Summative Assessment could consist of many different types of activities including, but not limited to the following examples:

Book Reports	Portfolios	Quarterly Progress Assessments
Chapter/Unit Tests	Presentations	Research Projects
Compositions	Quizzes	Special Projects (i.e. Science Fair)
Performances		Writings (Term Papers, Essays, etc.)

Formative Assessment: The purpose of Formative Assessment is to determine where a student is in the learning process, diagnose any problems, and aid in getting the help needed to learn the material. When a student encounters new material, he or she goes through a time of learning with the material before eventually mastering the information or skills. Any work done during this learning period is considered Formative Assessment. Formative Assessment could consist of many different types of activities including, but not limited to the following examples:

Computer Activities	Journals	Oral Assessments
Curriculum Based Measures	Lab Reports	Portfolios
Homework	Learning Centers/Stations	Quizzes
Informal Observations	Notebooks	Vocabulary
		Writing Processes

Grading Scale

The grading system for secondary schools is as follows (This scale applies to language arts, mathematics, science, and social studies):

100 - 90	A	Excellent Progress
89 – 80	B	Above Average Progress
79 – 70	C	Average Progress
69 – 0	F	Unsatisfactory Progress (Failing)
	I	Incomplete (do not use on withdrawal form)
	NG	No grade

Grade Weights

*Denotes minimum number of grades per grading period. Teachers/campuses have discretion to have additional grades in either category.

Grading Overview

Grades 7-12 th		
Category	Percentage	Number of Grades
Summative	50%	3*
Formative	50%	10*
Total		13*

Revised May 2019

1. Work that is graded shall be returned and recorded in the district's grade reporting software by the first workday of each week. Exceptions to this could include process writing assignments and long-term projects. This should be communicated clearly to students and parents. Grades will be entered weekly throughout the grading period to provide opportunities for improvement prior to the end of grading periods. Assignment titles listed in electronic grade book should be descriptive of the assignment given. Ongoing progress monitoring is a critical part of learning. This includes opportunities for students to have their work assessed and feedback given on progress without a specific grade being assigned on some tasks.
2. Teachers will contact parents/guardians regarding progress of students' grades through progress reports.
3. If a student earns a failing grade on any major test or project (summative) during any grading period, the teacher should make a reasonable effort to call or send an email to notify the parent. SCUC Board Policy EIA (LOCAL)
4. No assignment can count more than once in a category within a grading period or semester.
5. Additional subdividing within a category is not permitted.
6. No "blanket" grades are to be issued for a grading period. A blanket grade is giving every student in the class the same grade for an assignment without regard to individual achievement.
7. If a student scores higher on a summative assessment than on a formative assessment(s) (other than homework) designed to prepare for that summative, the teacher will drop the lowest of the formative assessment grades associated with that summative assessment.
8. In order to obtain a grade average for a particular grading period that is an accurate assessment of the student's achievement, a teacher may assign additional academic assignments/projects related to the course objectives.
9. Cooperative learning may be used as an instructional strategy in order to encourage academic achievement in a team context. The rubric or grading standards for a cooperative activity or project will be shared with the students in advance indicating how they will be graded for both individual and team academic achievement. Students should receive an individual grade and may also receive a team grade.
10. The responsibility for grading summative assignments belongs to the teacher.
11. Behavior and adherence to classroom procedures will be evaluated and noted under "citizenship" and/or the comments section of the report card for each subject.
12. A student's academic grades will not be affected by non-academic behavior or adherence to procedural rules. Examples include points being deducted for not using the proper heading, using a color of ink other than black or blue, or coming late to class. Grades must reflect student's relative mastery of assignments. (See number #2 in the Late Work section regarding an exception.)
13. Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student (whether the student knowingly provides or receives the work), plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. Grades resulting from academic dishonesty may not be dropped or made up.
14. Parents will be encouraged to monitor student grades through the district's electronic portal.

Reteaching and Retesting

The District's goal is for every student to master all the TEKS specified for each grade level. Each student will be provided instruction that allows for application and practice of the concepts and skills mandated in the TEKS and then assessed for mastery.

1. A teacher shall reteach and retest a class when 40 % or more of that class has failed a summative assessment. The teacher shall record the higher of the two grades earned for each student. Reassessment must occur within 10 days of the original assessment.
2. When less than 40% of a class has failed any summative assessment individual students must be provided the opportunity to make-up or redo the assessment for which the student received a failing grade. The teacher shall record the average of the two grades. Before any reassessment occurs, a student shall receive appropriate remediation. If mastery is not demonstrated, the higher grade will be recorded.
3. A teacher at his/her discretion may allow individual students to make-up or redo any formative assignment they have failed. In this situation the teacher shall record the average of the two grades earned for the student.
4. Reteaching should employ instructional strategies different from the original instruction.
5. Retesting may include but is not limited to the original assessment, oral examination, additional practice activities, an essay or paper, a report or presentation, test corrections, revision of a paper or project, formal test or quizzes.
6. Reteaching/retesting will not exceed the end of the grading period unless a summative assessment was given/taken during the last week of a grading period. In this case the reteach, retest and grading should be completed by the Wednesday following the last day of the grading period in which the assessment was originally given. District Quarterly Progress Assessments for Quarters 1 and 3 will fall under this guideline.
7. Reteaching/retesting provisions do not apply to semester exams or District Quarterly Progress Assessments for Quarters 2 and 4.
8. Teachers will provide established times for tutoring opportunities and post these times on teacher websites.

Homework

1. Rationale for Homework
 - a. Homework, when carefully designed, implemented and evaluated, is an effective tool for improving understanding, enriching learning, encouraging personal connections and providing opportunities to pursue special interests.
 - b. Value-added homework assignments should be designed to help students master the content and extend student learning.
 - c. Homework is a means of teaching the necessary skills of independent study and learning outside the classroom without immediate teacher supervision. Homework includes assignments the teacher expects all students to complete outside of class.
 - d. When a student demonstrates mastery of the TEKS on major assessments, homework alone should not be the cause of a failing grade. Formative assessments should be comprised of a variety of assessments, including but not limited to homework.
 - e. Homework will not be assigned as punishment.
2. Teacher Responsibilities
 - a. Homework will be evaluated in a timely manner and used as a method to provide students with specific feedback on their performance of the assigned tasks. Homework should only be assigned for reinforcement of skills and concepts taught in class.
 - b. Ensuring that students understand and know how to complete assignments.

- c. Making sure appropriate resources and materials are available
 - d. Clarifying to parents/guardians, when appropriate, how they may help the student complete the homework
 - e. Reviewing and grading homework assignments to give students feedback on their learning
 - f. Avoiding homework/projects over extended holidays due on the first class upon returning
3. Student Responsibilities
 - a. Understanding the homework assignment(s) before leaving school and taking home all necessary materials to complete assignment(s)
 - b. Having a regular time to study that is compatible with family and/or after-school activities
 - c. Completing homework and turning it in on time
 - d. Planning and budgeting time for long-term projects
 - e. Completing all work missed because of absences or school activities
 4. Parent/Guardian Suggestions
 - a. Discussing the district's homework policy with the student
 - b. Providing necessary assistance and encouraging good study habits
 - c. Communicating any concerns and questions regarding homework assignments to the student's teacher and providing notes for student absences
 - d. Encouraging the student to seek additional help, if needed, from the teacher
 - e. Providing an appropriate time and environment for study and learning
 - f. Checking the homework for accurate completion
 - g. Monitoring television, technology and outside activities to be sure the student has sufficient study time

Make-Up Work for Absences

Students are required to make up assignments, homework, and assessments missed due to absences. Students are allowed two school days for every day of class missed. If students do not complete make-up work in the time allotted, the late work policy will apply.

1. Students will not be required to take a quiz or test on the day returning to class from an absence if the quiz or test was announced during the student's absence.
2. Make-up work and tests for all absences shall be of the same rigor, but not necessarily the same format, as the original activity, assignment or test.
3. Make-up tests or presentations may be scheduled before school, after school, during study hall or during the student's class period at the teacher's discretion to ensure that new and/or significant content is not missed.
4. Students should make prior arrangements with teachers for making up missed work when the absence can be anticipated, e.g. a dental appointment, court appearance or appointment, approved school-related activities, etc.
5. After a prolonged absence, the teacher may exempt a student from some assignments if the teacher determines that doing so will not have a negative impact on the student's ability to master the content or unfairly bias his/her grade.

Late Work

1. Late work is defined as any assignment that is not submitted on the due date and class period with the exception of make-up work for absences or approved school activities. Alternative assignments may be given if the original assignment has been assessed and returned.
2. Late assignments will be accepted within 3 school days, not to exceed the end of the grading period. When an assignment is submitted after a deadline, a maximum penalty of ten (10) points per class meeting may be deducted from the grade with a maximum of 30 points deducted.

3. Extenuating circumstances may occur that prevent the completion and turning in of assignments on the due date. It is the parent/guardian and/or student's responsibility to inform the teacher of any such circumstances so that an exception to the rule may or may not be granted. The teacher may grant exceptions based on these circumstances.

Promotion, Retention, and Award of Credit

Curriculum Mastery

Promotion and course credit shall be based on mastery of the curriculum. 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 EHBC]

Standards for Mastery

Mastery shall be determined as follows:

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

[See EIE]

Grades 6-8

In grades 7-8, promotion to the next grade level shall be based on the following:

- an overall average of 70 on a scale of 100 based upon course-level, grade level standards (TEKS) for all subject areas, and
- a grade of 70 or above in three of the following required areas: language arts, mathematics, science, and social studies

A student must pass both semesters or attain an average grade of at least 70 when averaging two semesters to be awarded credit for a high school credit course.

Additional Requirements at Grade 8

Students in grade 8 must also meet Grade Advancement Testing (SSI) requirements through achieving a satisfactory score on the grade 8 STAAR tests in both reading and math in order to be promoted.

Grades 9-12 (Courses in which a STAAR EOC is not administered including courses taken in grade 7 and 8 for high school credit)

Mastery of at least 70 percent of the objectives on formative and summative assessments shall be required.

1. Grade level advancement for students in grades 9 - 12 shall be earned by course credits.
 - a. If a student earns a grade of 70 or above in a one-semester course, credit for the course shall be awarded.
 - b. If a student earns a grade of 70 or above both semesters of a full year course, credit for the course shall be awarded.
 - c. If a student earns a failing grade during fall or spring semester in a full year course, and the final average for the year is greater than or equal to 70, full credit for the course shall be awarded.
 - d. Credit shall be awarded for a failed semester when it is repeated and the student earns a grade of 70 or above. Both grades will be recorded on the transcript and both grades will be factored into the GPA. If a student repeats a semester in summer school, that grade is not factored in the GPA (see "Summer School" section in this document).

Grades 9-12 (Courses in which a STAAR EOC is administered including courses taken in grade 7 and 8 for high school credit)

1. EOC exams are used to certify mastery of the TEKS. Students in grade 7, 8, 9, 10, and 11 who are taking any of the courses below will be tested. Tests will be administered in the following areas:
Algebra I English I Biology U. S. History
 English II
2. Students may retake an EOC assessment for any reason at any scheduled test administration.

Dual-Credit Courses

Dual Credit courses are college level courses taught at the high school campus. As such, they are subject to college grading guidelines and may vary from the SCUC ISD Grading Guidelines. Students who are classified as juniors or seniors may earn credit toward high school graduation by completing a college-level course in any accredited college or university under the following provisions:

1. Students interested in taking a course for dual-credit must obtain a Dual Credit Agreement form from the student's counselor. This form will be signed by a school designee (counselor or administrator), the parent/guardian, and the student.
2. In addition to the completed Dual Credit Agreement form, the student must complete the college's Application for Admission and provide the college with an official high school transcript and recent EOC scores. If the EOC scores do not exempt the student from a college entrance exam, then the student must take a placement test such as the TSI. Contact the college for dates, times, and cost of placement testing.
3. Credit for a successfully completed one-semester college course(s) is earned in one-half credit increments.
4. If a student is enrolled in a dual credit course on the high school campus, the student's grade will be provided directly to the high school. Credit toward graduation requirements earned through college coursework approved by the Board for dual credit shall be factored into a student's grade point average. Grades recorded numerically from University or College teachers will factor at their numeric value. Grades recorded as a letter grade from University or College teachers shall be converted to a numerical grade in the mid-range of our scale as follows or as a Pass/Fail:
A=95 B=85 C=P D=P F=F
5. For dual enrollment college credit courses (i.e. UT OnRamps) students are concurrently enrolled in a college and a high school course. Grades for the high school course will follow the SCUC ISD Grading Guidelines. College course grades may vary from the SCUC ISD Grading Guidelines and, due to the Family Education Rights and Privacy Act (FERPA), are only available for the student to view.
6. If the student is enrolled in an off-campus concurrent credit course, the student must provide the District with an official college transcript showing the grade received. Credit toward graduation requirements earned through college coursework approved by the Board for concurrent credit is not used in the computation of a student's grade point average for class ranking.

Other College Credit and Prep Courses

There may be certain courses offered during high school, such as but not limited to, AP, IB, and dual - credit, college prep, and CTE, which may have exceptions to the SCUC Grading Guidelines due to the district's Memorandum of Understanding agreement / requirements with providing institutions or organizations. Grading and assessment expectations in any course in which there are exceptions will be clearly communicated through the course syllabus.

Correspondence Courses

Credit toward state graduation requirements may be achieved by approved correspondence courses under the following conditions and with the prior approval of the counselor and principal only:

1. The institution offering the course is The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the Commissioner of Education.
2. The correspondence course includes the state-required essential knowledge and skills for such a course.
3. Students may only earn a maximum of two (2) state required credits through correspondence courses.
4. Seniors enrolled in a correspondence course must complete the course and submit a grade to the school by the end of the first semester of the year they plan to graduate.
5. Correspondence course grades are not included in the grade point average.

Credit Recovery Program

1. Students who previously failed a core class and/or are in need of making up lost credit or are in need of acceleration are eligible to apply for this program. Placements are based on student needs and seat availability. Fifth year seniors and upperclassmen are high priority and placed first.
2. Students must complete all required online and offline assignments with a grade average of 70 or better in a specified time frame.
3. Upon completion of requirements, the passing grade along with a notation of "Z" will appear on the student transcript indicating that credit for the specific course has been recovered via distance learning. Grades received in the Credit Recovery Program are not used in computation of a student's grade point average (GPA).

Promotion and Reclassification

To be promoted:

From grade 9, a student shall have acquired six (6) credits.

From grade 10, a student shall have acquired thirteen (13) credits.

From grade 11, a student must have acquired nineteen (19) credits.

Semester Exams

The following procedures are to be used:

1. Students should use semester exams to certify mastery of objectives. All semester exams shall be comprehensive in nature and must measure the mastery of the skills or content of the course.
2. The semester exam process should include each of the following:
 - Review* - Review activities must be in a form that can be taken home for study. A variety of review activities may be used including, but not limited to, oral, and written activities.
 - Exam Suggestions* - Exams should include objective-type questions as well as open-ended questions. Avoid objective questions over inconsequential details.
 - Exam Requirements* - Semester examinations are comprehensive.
3. Missed semester exams shall be recorded as an Incomplete (I) and should be made up within a two-week period. (In extenuating circumstances, exceptions will be granted. In these situations, principal approval is required.) In those situations where a student does not make up a missed semester exam within the specified time frame, a grade of zero (0) will be recorded.

4. **High School (including junior high school courses for high school credit):** Semester exams shall be administered in all classes in the fall semester and all classes in the spring semester except where students qualify for an exemption. The semester exam shall be counted as 20% of the semester grade.
5. **Junior High School:** Semester exams shall be administered in all classes. The semester exam shall be counted as 10% of the semester grade.

Exam Exemptions

The exam exemptions extend to only second semester exams in 36 week ***including courses taken in grade 7 and 8 for high school credit***. Students may earn exemptions by a variety of methods, including course GPA/Absences, passing EOC Tests, and taking AP Exams.

1. To be eligible for exemption:
 - a. Students must be clear of all fines and detention halls.
 - b. Students must have met the criteria of the Compulsory Attendance 90% rule for both semesters. **FEC(LOCAL)**
 - c. Students must not at any time during the school year have been assigned
 - i. More than three days in In School Suspension,
 - ii. Out of School Suspension
 - Or
 - iii. DAEP
 - d. Absence and grade requirements:
 - i. A student with no more than 2 absences (excused or unexcused) must have a minimum course GPA of 80.
 - ii. A student can have no more than 4 absences with a minimum course GPA of 87.
 - iii. A student can have no more than 6 absences with a minimum course GPA of 92.
 - iv. Tardies and absences apply only to the class for which the student would be exempt. Three tardies per class will be counted as 1 unexcused absence as related to exemptions in the class.
2. The number of exam exemptions allowable per grade level is:
 - a. 9th (**including junior high school courses for high school credit**) = 2 exemptions
 - b. 10th = 3 exemptions
 - c. 11th = 5 exemptions
 - d. 12th = 7 exemptions
3. School related absences **[FEA (LEGAL), FEA (LOCAL)]** will not be counted against the exam exemption.
4. Medical absences will not be counted against the exam exemption if
 - a. a student has a medical appointment, and
 - b. he/she presents an official note from the doctor, and
 - c. he/she is in school for a portion of the day.
5. All exempt students must attend school for ADA accounting during final exams. This includes the classes exempted.
6. All students have the option of taking any final exams for which they are exempt.
7. Information and forms will be available prior to final exams.

Appeals regarding the loss of exemption eligibility must be submitted in writing to the campus principal for consideration for a waiver to the above criteria. Decisions regarding waivers and exam exemptions may not be appealed beyond the campus principal.

Conduct Grades

Conduct grades reflect student behavior during a grading period. The following grade designations will be used.

- E (Excellent)
- S (Satisfactory)
- N (Needs Improvement)
- U (Unsatisfactory)

A “U” must not be given unless the teacher has contacted the parent AND discussed the unsatisfactory conduct grade with a campus administrator.

Tutorials

All students are eligible for tutorials. Parents of students who meet one of the following criteria shall be notified on the report card of the need for tutorials:

- grade average is passing but whose performance in mathematics or reading/language arts is below expectations for the child’s current grade level;
- grade average is failing.

For documentation purposes, student attendance at tutorials will be recorded.

Grading In Special Programs

1. Any variations in District grading procedures should be related to the student’s specific disability, which shall be determined by the Admission, Review and Dismissal (ARD) committee and included in the student’s Individualized Education Plan (IEP).
2. Grades for students in special education will be based on performance that demonstrates progress toward mastery of the TEKS following the application of the ARD recommended accommodations and/or modifications intended to increase the potential for successful student learning.
3. The level of instruction in the TEKS and content expectations should be articulated in a student’s IEP, along with accommodations and/or modifications related to measuring mastery.

Summer School Grades

1. A student failing a course in the fall or spring semester may attend summer school to recover the credit for the failed course. Students must receive a grade average of 70 or above to recover credit.
2. Upon completion of summer school course requirements, the passing grade along with a notation of “R” will appear on the student transcript indicating that credit for the specific course has been recovered via summer school. Grades received in the summer school are not used in computation of a student’s grade point average (GPA).
3. Some courses may be available for acceleration in summer school. In those situations, the grade the student receives in summer school will be factored in the GPA.

Transfer Grades

Letter Grade	Equivalent Number Grade	Letter Grade	Equivalent Number Grade	Letter Grade	Equivalent Number Grade	Letter Grade	Equivalent Number Grade
A+	98	B+	88	C+	78	D	70
A	95	B	85	C	75	F	69
A-	92	B-	82	C-	72		

Number	Letter	Equivalent Grade
4	E	95
3	S	85
2	N	75
1	U	65

GRADUATION, CLASS RANK, and HONOR DESIGNATIONS (Grades 7-12)

For further information on Class Rank and Honor Designations see Board Policy [EIC \(Local\)](#)

Progress Report Distribution Dates
Grades 7-12

Grading Period 1	09/10/2019 10/01/2019
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Grading Period 2	11/12/2019 12/10/2019
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Grading Period 3	01/28/2020 02/18/2020
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Grading Period 4	03/07/2020 04/28/2020

Report Card Distribution Dates

Grading Period 1

10/24/2019

Grading Period 2

01/09/2020

Grading Period 3

03/19/2020

Grading Period 4

06/04/2020

[See EIA [\(Local\)](#)]

AP/IB Grading Addendum

Objective: Students enrolled in advanced courses have chosen an exciting, rigorous path designed to help the student's achieve graduation with robust preparation for college and more: additionally, these courses can potentially earn the student actual college credits for successful course mastery. The grading practices presented here coincide with the collegiate-level expectations of the university courses for which students seek to earn credit and will help establish study skills and the work ethic necessary for their success. For a student to be successful in advanced academics, work must generally be completed in its entirety, to the best of a student's ability, and on time. Though there will always be exceptions based on extenuating circumstances, these exceptions should be limited. The SCUC Secondary Grading Guidelines will be in effect, with exceptions that are communicated in this addendum. These will also be included through the course syllabus for IB and AP coursework.

Procedural Grades: Many assignments will require a certain procedure to be followed, either because it will be expected of college-level work or because that procedure ultimately helps the student understand the overall content better. Thus, following specific assignment-based directions provided by the instructor may be factored into student grades for these assignments.

Academic Integrity: Academic integrity is vitally important to ensure that a student is genuinely engaged in the learning process and working toward mastery of coursework. Authentic efforts and original work completed by a student allow the teacher to accurately assess that student's progress in the course, whereas if the student submits work that is not authentically his/her own, the teacher has no way to gauge the student's actual progress toward mastery.

Specifically, academic dishonesty includes forgery, cheating or copying the work of another student, plagiarism, unauthorized collaboration, unauthorized use of computer translator, or unauthorized use of outside resources or other means to gain an unfair or dishonest advantage. All use of the words, graphics or ideas of other persons, whether written or oral, must be clearly acknowledged.

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. Grades resulting from academic dishonesty may not be dropped or made up; further, student will receive an academic referral to his/her administrator, and parents will be notified.

- **IB:** The IB coordinator will be informed and the student will be placed on academic probation. A second offense in any class may result in student losing qualification to participate in the IB Diploma program.
- **AP:** A second offense in one class equals removal from that class. A third overall offense may result in removal from all AP classes for that academic calendar year (except for isolated classes where there is no grade-level version of the course, such as AP Calculus).

Re-testing: Successful academic growth comes in part from a student keeping pace with the classroom instruction. Realizing this helps the student learn to be prepared and able to participate fully in the day's lesson and put forth his/her best efforts on summative assessments. District

Grading Guidelines apply, with the following exceptions. The students who have chosen to participate in AP or IB course will have the opportunity to retest on one summative assignment per nine-week/grading period. Teachers may, at their discretion, determine if extenuating circumstances warrant additional opportunities to retest on additional assignments, and have discretion to establish the time allotted for the student to retest.

IB Students: Re-testing provisions do not apply to *IB-required* assessments/components completed as part of the IB Diploma Program (for example, IAs, EEs, Orals, etc.).

Make-Up Work for Absences: Partial Day Absence: If a student is present on campus for any portion of the day an assignment is due, the student is expected to turn in completed work to the teacher on the due date, prior to leaving or upon return to campus. If an extenuating circumstance arises, the teacher should be notified as soon as possible.

Late Work

To work toward mastery, students benefit greatly from keeping up with the instructional pace of the course. Turning work in on time allows a student to gain valuable and timely feedback on his/her efforts along with the rest of the class, and will enable the student to participate in meaningful classroom activities that build on prior learning/assignments. Simply put, due to the depth and acceleration of the curriculum in AP/IB courses late work can put a student at an academic disadvantage because he/she won't be able to progress with the rest of the class until caught up. It is best for the student to turn in all work on time. A student may turn work in one school day late with 70% being the maximum grade possible on the late assignment. Extenuating circumstances may occur that prevent the completion and turning in of assignments on the due date. It is the parent/guardian and/or student's responsibility to inform the teacher of any such circumstances. The teacher may grant exceptions based on these circumstances.