



CARROLL ISD GRADING AND REPORTING HANDBOOK

SECONDARY



CARROLL ISD GRADING AND REPORTING HANDBOOK

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Carroll ISD
Grading and Reporting Handbook
Teacher and Administrator Acknowledgment Form

CISD Board Policy EIA(LOCAL) requires the Superintendent or designee to ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. Principals shall be responsible for ensuring that grades accurately reflect a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. In addition, the policy states that guidelines for grading shall be clearly communicated by teachers to students and parents.

The Grading and Reporting Handbook is the written response to EIA(LOCAL). It also is intended to provide additional guidelines to ensure consistency between campuses with like grade configurations as well as horizontal alignment of grading and reporting practices on each CISD campus. The goal is to provide teachers with direction to ensure all students are treated in an equitable manner when it comes to reporting academic performance. The guidelines within this document are subject to change through Board approval. Should any changes occur, all teachers and administrators will be made aware of the changes and expected to follow the newest Board-approved guidelines. Board policy supersedes the information contained in this document should there be a conflict in content or process.

I understand that I should consult my campus principal should I have questions regarding the Grading and Reporting Handbook. I further understand that this is a Board-approved document and has the same force of Board policy.

My signature indicates that I understand that it is my professional responsibility to read and comply with policies, procedures, and guidelines included in this Grading and Reporting Handbook as well as any communicated changes that are approved by the Board during the school year.

PLEASE RETURN THIS FORM TO YOUR CAMPUS PRINCIPAL OR HIS/HER
DESIGNEE.

Teacher or Administrator Signature

Date

Printed Name of Teacher or Administrator

The goal of **Carroll Independent School District** is that our students possess the knowledge, skills and habits of mind necessary to succeed and contribute in the **21st Century** global environment. CISD graduates are...

Prepared for Success in a Global Environment. They...

- Are 21st century literate and are proficient in all core academic areas.
- Articulate ideas and information by writing and speaking correctly, effectively, and fluently for various audiences and purposes.
- Analyze and evaluate global issues from multiple perspectives, gather and synthesize relevant information from around the world, and draw conclusions that reflect the consideration of the impact from various viewpoints.
- Understand how the world's people and institutions are interconnected and know how critical international economic, political, technological, environmental, and social systems operate interdependently.
- Are proficient in the ethical use of digital media, can evaluate the validity and integrity of information, and can identify sources of bias.

Self-Directed Learners. They...

- Capitalize continuously on previous learning and experiences to acquire and/or produce new knowledge.
- Seek new growth experiences which may involve some risk and thereby result in the possibility of success or failure.
- Grow intellectually and expand their capacity to function as versatile and creative individuals.

Critical and Creative Thinkers. They...

- Think analytically and intuitively.
- Examine issues from a wide variety of perspectives.
- Identify problems and utilize appropriate strategies and innovations toward their solution.
- Know how to locate, evaluate, and apply information needed to solve a problem.
- Possess the core knowledge and abilities to solve multidisciplinary, openended problems.

Empathetic Leaders. They...

- Have the ability to think unconventionally, imagine new scenarios, and produce meaningful work.
- Embrace risk while understanding the responsibility of leadership.
- Understand their responsibility to make ethical decisions and responsible choices, to weigh the consequences of their actions for themselves and others.
- Understand and value the opportunity to work collaboratively with individuals from cultural backgrounds different from their own and can view the world from the perspective of others.

II. Intentional Planning and Teaching [EIE (LOCAL)]

A. Philosophy

Intentional planning and teaching should be authentic, collaborative, and reflective. This form of planning requires deliberate consideration of the curriculum standards, instructional options, and students' needs. Not only is mastery of the content standards critical, intentional planning should also provide students with opportunities to self-direct, manage complexity, think critically, communicate, and solve problems using contemporary tools.

B. Essential Questions

1. Does my planning reflect what students need to know and be able to do along with Texas Essential Knowledge and Skills (TEKS)?
2. Have I created an alignment between the activities I have planned and the cognitive level of what I want students to know and be able to do?
3. Do I assess student interests and utilize this information in planning units of work, creating meaningful tasks, or designing assignments?
4. Do my choices of instructional resources reflect a diversity of formats that appeal to students?
5. Have I regularly encouraged students to assess their own work and others' work in terms of the standards set?
6. Have I provided clear and compelling standards prior to demonstrations of learning (i.e., performances, products, projects, and exhibitions)?
7. Do I routinely hold assessment conferences with individual students or small groups of students where the qualities of student products are assessed?
8. Do I routinely use assessment primarily as a tool to promote student success and only secondarily as a means to justify the distribution of rewards and grades?
9. Do I plan success for all? When students do not succeed, do I work directly with them to diagnosis the causes of failure to correct the situations?
10. What prescriptive teaching strategies for learning have I provided so all students can experience success?

C. Lesson Plan Expectations

1. Texas Essential Knowledge and Skills (TEKS)
 - Teachers are to import the TEKS from *Eduphoria Forethought* that are being addressed specifically in the daily lesson. This does not pertain to TEKS that are applied on a daily basis.

Example: TEKS/SE: Language Arts

(6.2) Reading/Vocabulary Development.

Students understand new vocabulary and use it when reading and writing. Students are expected to:

- E) Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

2. Lesson Objectives

- The objectives must be standards-based and focused on student outcomes.

Example Objective

Students will utilize a dictionary to determine meanings, syllabication, and parts of speech for words identified from the short story.

3. Assessment/Student Outcome

- Assessment includes pre-assessment, formative (collected throughout a period of instruction to enable “mid-course” corrections) and summative (a means to determine student mastery of content). Assessments may also be teacher-generated (classroom assessments) or standardized across a grade level or subject area.

4. Teaching/Instruction

- This portion of the lesson should include a description of how the lesson will be delivered through research-based practices and strategies (guided instruction and activities as they relate to the standards, differentiation, etc).

III. Grading Requirements

A. Grading Scale for All Students

Students receive numerical grades per the following chart:

Number	Letter Equivalent	Description
90-100	A	Outstanding progress and mastery of subject matter
80-89	B	Above average progress and mastery of subject matter
70-79	C	Average progress and understanding of material
Below 70	F	Below average progress and class requirements have not been met
	I	Incomplete (Do not use on withdrawal form)
	EX	Exempt from semester Exam
Pass/Fail	Pass or Fail	Dual Credit, Internship Classes and OCPE

B. Weighting of Grades Per Six Weeks

Below is the method by which grades will be calculated by category to determine the six-weeks grade for a student.

Category / Middle School	Weighting
Tests (includes major essays, major projects, and objective tests)	60
Quizzes	25
Daily	15

Middle school courses also offered in the high school (Spanish I, Health, PreAP Algebra I, Pre AP Geometry) follow the established weighting of those courses in the high school. PreAP Algebra I and Pre AP Geometry follow high school Pre AP standards due to PreAP Algebra I and Pre AP Geometry being considered honors-level math courses in the middle school.

Category / HS	Weighting
Tests (includes major essays, major projects, and objective tests)	70
Quizzes / Daily/ Minor Assessments	30

Category / HS Pre-AP/AP	Weighting
Tests (includes major essays, major projects, and objective tests)	75
Quizzes / Daily/Minor Assessment	25

C. Weighted Grading for Honors, Pre-AP, and AP Courses

All Honors, Pre-Advanced Placement, and Advanced Placement courses are weighted when calculating the weighted Grade Point Average. A course is labeled Honors if there is no corresponding Advanced Placement course offering. A course is labeled Pre-AP if there is a subsequent Advanced Placement course offered.

1. Students will earn 7 points per course, per semester for Honors and Pre-AP Courses in which they have earned a semester grade of 70 or higher.
2. Students will earn 10 points per course, per semester for AP courses in which they have earned a semester grade of 70 or higher.
3. The weighted points are not added until the semester is completed.
4. If a student is in an honors, Pre-AP, or AP course and moves to an on-level course prior to the semester's end, no weighted points are added to the semester grade.

D. Scholastic Penalties

1. Plagiarism is the act of taking the ideas or words of another and presenting them as your own.

Examples of plagiarism can include but are not limited to the following: copying of assignments, graphs, tables, graphics, work of peers, homework, published work (text, periodicals, pamphlets, recordings), material from Internet websites, the use of language translation programs, and misrepresenting the ideas of others as your own.

2. Cheating is the act of using unauthorized materials and/or resources during tests, exams or other summative tasks.

Examples of cheating can include but are not limited to the following: giving your own work to others, using the work of others, using unauthorized study aids, and copying the work of others on tests or exams.

Depending on the severity of the incident, consequences could include repeat of the assignment, grade reduction, grade of zero, and other disciplinary action as appropriate.

Academic and behavioral consequences for dishonesty shall be consistent by all teachers and administrators. The campus principal will ensure that this is clearly communicated to all students.

E. Conduct Grades

Conduct grades are not required in grades 7-12; however, comments are encouraged when appropriate.

F. Grade Requirements for Extracurricular Activities

To maintain eligibility, students who participate in extracurricular activities must not have any report card grade recorded as "I" (Incomplete). An "I" on a report card or progress report has the same impact on eligibility as an "F." Questions regarding eligibility should be addressed with the campus principal. The campus principal will ensure proper documentation of UIL eligibility.

G. Exemptions to Compulsory Attendance [FEA (LEGAL)]

1. Unreported absences to the campus will be recorded as unexcused. Assignments for unexcused absences may be recorded as zeros.
2. State law allows exemptions to the compulsory attendance requirements for several types of absences. These include the following activities and events:
 - Religious holy days (*see below);
 - Required court appearances;
 - Activities related to obtaining United States citizenship;
 - Service as an election clerk; and
 - Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders.
3. In addition, a junior or senior student's absence of up to two days per academic school year related to visiting a college or university may be

considered an exemption, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed per policy.

*** Specifics regarding student absences due to a religious holiday**

Students who miss school due to a religious holiday must be allowed time to make up the missed work, and receive full credit for the work that is turned in per district grading and reporting guidelines for make-up work. Please note that students are allowed one travel day before and one travel day after a religious holiday per state law. The campus principal, in conjunction with team leaders/department chairs, will ensure that the district-produced all-faiths calendar is distributed to all staff members. The principal will also ensure that all administrators and teachers are aware of potential student absences due to religious holidays (i.e., Rosh Hashanah, Ramadan, Yom Kippur, Passover, Good Friday, etc.). Any missed work, which may be different from the original assignment (if that is common practice), must be of the same level of depth and complexity as the original assignment or test.

H. Student Assistance Team

Carroll ISD teachers may implement general classroom interventions and instructional accommodations for students who are struggling academically and/or behaviorally. If classroom accommodations are not resulting in student success, the teacher may request help from the campus Student Assistance Team (SAT). The SAT is typically composed of a counselor, administrator, teacher(s), and the parents, although other CISD staff members may be invited to attend. Additional information regarding the SAT process is found in the Student Assistance Manual provided to each campus. Please note that parent notification of the SAT meeting is required.

The SAT may recommend that the teacher(s) implement specific targeted interventions, based on the difficulties the student is experiencing. The teacher(s) will gather data on the student's performance throughout the intervention process and will periodically report the results to the SAT. Ultimately, if the interventions do not result in improved student performance, the SAT may recommend that the parents provide consent for the district to conduct a full individual evaluation under the Individuals with Disabilities Education Act (IDEA) or an assessment under Section 504 of the Rehabilitation Act (as amended). [EIE (LOCAL)]

IV. Academic Achievement

A. General Grading Philosophy

Grades for a course should represent the degree to which the student has mastered the objectives for that course. Homework assignments, class work and assessments should be designed to measure student progress and attainment of

the stated learning objectives. [EIA (Legal) (Local)]

All student work shall be returned to the student, including but not limited to, exams, quizzes, research papers, projects, daily work, and homework, according to established timelines. The exceptions to this procedure are found on page 16 under Major Assessments.

B. Homework Philosophy

The teacher is responsible for assigning effective, well-planned homework assignments that aid the student in the mastery of district curriculum objectives. Homework will not be assigned as punishment. It should be used after successful guided practice.

1. Enrichment and Reinforcement Objectives

Homework will be used to enrich or reinforce topics covered in class and should satisfy at least one of the following objectives:

- To provide repetition and practice that helps the student master a concept or skill in order to provide increased retention and learning.
- To enrich learning beyond the material that was covered in class.
- To help the student prepare for classroom work.
- To provide a means of re-teaching the curriculum after the student has been provided proper feedback and error correction.

2. Additional Guidelines

- The purpose of assigned homework and how it will be graded must be made clear to the students.
- Assigning more than 30 minutes of homework per academic level course on a typical night should be avoided or scheduled several days in advance. The minutes that a student devotes to homework each week will likely increase during grades 9 to 12. Depending on courses taken, a high school student may spend over 3 hours per week on Advanced Placement or Honors courses.
- Homework should not be assigned to "cover" material not introduced in the classroom. However, it is considered appropriate to assign the reading or outlining of a chapter prior to class coverage. Direction should be given to help students concentrate on major points (i.e., student objectives for the content presented).

- Homework may be assessed in a variety of ways. At times, checking for completion is appropriate. However, the percent completed must be considered instead of all or nothing. It is not sound to give a 0 to someone who has almost completed the entire assignment, nor is it sound to give a 100 to someone who just wrote wrong answers to finish an assignment. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate.
- All work is to be completed as scheduled by the teacher, or zeros may be given. The campus principal will ensure that all teachers within a grade level or subject area follow the same policy of assigning grades to homework not turned in on time. This policy will be clearly communicated to students and parents.
- Middle school and high school Limited English Proficient (LEP) students may receive modifications and homework assignments as deemed necessary by the campus English as Second Language (ESL) teacher's recommendation. Additionally, students with 504 plans or Individual Education Programs (IEPs) will receive the accommodations/modifications outlined in their specific plans.

C. Assessment

1. General Philosophy

Assessment is the process of gathering information (evidence) that accurately reflects how well a student is achieving the identified curriculum expectations. Assessment data serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices. "Differentiated Instruction" is an embedded concept because individual students demonstrate their learning in different ways. A range of assessment methods (paper-pencil assessments, performance assessments, personal communication assessments) and evaluation tools (e.g., rubrics, marking schemes, anecdotal comments) are necessary to gather evidence of learning. As part of assessment, teachers provide students with feedback that guides their efforts toward improved performance. Before a final evaluation of student achievement is made, teachers provide opportunities to allow students to practice demonstrating their knowledge and skills across all four categories, and provide feedback to guide student efforts toward improved achievement.

Evaluation refers to the process of making a judgment about the quality of student work on the basis of established criteria over a limited, reasonable period of time. Evaluation involves "marking" individual samples of a student's summative tasks and assigning a level of achievement to represent the degree to which the student has demonstrated the overall expectation.

Grading is assigning a value or symbol (e.g., percentage mark) to represent the level of student achievement over a period of time. The purpose of grading is to report and document student achievement at designated times throughout the learning process. The grade must reflect the “most consistent and most recent” work of the student. The main purpose of the grade on a report card is to communicate achievement to parents, students, and other educators. To be an effective method of communication, the components and meaning of the grade must be consistent and clear to all who will interpret it. To be a valid indicator of performance, a grade must be based solely on the achievement of curriculum expectations, and must be referenced to clear and established standards of quality (i.e., achievement levels). A grade must be based on sufficient evidence to permit confident judgments about achievement, so that teachers of the same grades can ensure consistency of performance criteria and standards. [EIA (LOCAL)]

Reporting is the process of communicating student achievement of the identified curriculum expectations. The reporting process begins with a clear identification of the curriculum expectations, the expected standards of performance, and the assessment methods and strategies. As part of the reporting process, the teacher identifies modified or alternative expectations in individual student programs, accommodations to assessment strategies, and plans to improve student learning and instruction as identified in an IEP. The report card must always indicate the student’s progress and achievement in relation to the learning expectations and the learning skills.

2. Major Assessments

The primary purpose of examinations should be to measure the student's successful attainment of the district curriculum objectives. Mastery of objectives by students should be an indication of successful teaching patterns. Major assessments are considered to be chapter, unit, concept, or time period (weekly, three-week, six-week) tests. They are intended to take the majority of a class period to complete and should include more than simple recall or knowledge level questions. The majority of the questions on each major test should be written in a manner to assess higher cognitive skills (application, analysis, synthesis, evaluation). The level of assessment must match the level of instruction. Sound formative assessment methods at the lower cognitive levels can help the teacher to discern when to move to higher levels of cognition in both the delivery as well as aligned assessment instruments. Student responses may indicate the need for revision of instructional techniques to address gaps in student learning. [EIE (LOCAL)]

- Students have the right to access their tests.
- All tests given shall be graded and returned within five school days of the date given. Students shall have graded tests

(including test questions per guidelines below) returned for their personal records. Exceptions to the return of student tests will be semester exams and all AP exams utilizing copyrighted College Board questions. These tests may be reviewed with the teacher at the parent's request.

- Teachers of one-semester courses are exempted from returning exams. However, each teacher shall utilize class time to review the exam with students.
- Copyrighted tests or exams will not be copied.
- The campus principal will coordinate the alignment of the return of semester exams.
- In some cases, photocopies may be given with the originals kept on file by the teacher for one year.
- Teachers giving a semester exam will review the exam with all classes within five class periods of the last class taking the assessment. (This does not include semester classes or second-semester exams.)
- At the direction of the teacher, students will be expected to identify areas not mastered on the first semester exam, and a plan will be made to address those gaps as the student proceeds through the early part of the second semester. This is to ensure that gaps in student learning are closed as the curriculum increases in complexity and depth, concepts are further developed and broadened, and principles and generalizations are built at a higher level of cognition.
- Teachers of one-semester courses may return semester exams to students provided all teachers of that course follow the same procedure. The same practice may be followed by teachers of full-year courses in regard to the end of the course final, provided all teachers of that course follow the same procedure.
- Exams purchased by the district may not be viewed or released to parents. These include but are not limited to the cognitive abilities (CogAT) and achievement tests (ITBS) and credit by exams.
- Major tests should include questions that require a variety of response patterns from students (i.e., multiple-choice, listing, essay). Attention should be given to the need for all students to become skilled in writing meaningful, well-constructed statements or responses.
- Major tests should be scheduled and communicated to the students at least five class days in advance.
- Major tests should be coordinated so that students do not have multiple core exams on the same day. Principals will ensure that, to the extent possible, major tests are distributed over multiple days. Each campus will establish its own schedule.
- Some major tests may include only material covered since the last exam. However, since many subjects are sequential and

each new concept builds on prior ones, most major tests should include previously learned material. Students need to understand that we are not giving them permission to forget what preceded current learning.

- Semester examinations should be representative of the entire semester's work.
- At the high school level, semester examinations are given in all of the courses. Any exceptions to the scope of material included on the exam, the administration of an exam, or the format of the exam must be approved by the campus principal or administrative designee.
- At the middle school level, semester examinations must be given in courses for which high school credit is awarded at the conclusion of each semester. Any exceptions to the scope of material tested or the format of the exam must be approved by the building principal. Each campus should give semester exams in all 7th and 8th grade core courses.
- Teachers shall keep students' semester/final examinations on file based on the following:

Test in January – Discard after the end of the second semester.
 Test in June – Discard after end of 1st six weeks of following school year.

Recommended Cognitive Level of Questions on Assessments

The following charts are to be used as guides only. The teacher must determine the proper level of questioning as the curriculum is delivered. It should become regular practice for teachers to label their test questions as to the level of cognition and determine the percentage of each cognitive level on their tests.

Cognitive Taxonomy Levels and Recommended Question Percentages

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
≤20%	≤50%		≥30%		

Revised Cognitive Taxonomy Levels and Recommended Question Percentages

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
≤20%	≤50%		≥30%		

3. Minor Assessments

The primary purpose of minor assessments is to give quickly administered assessments where only a few recently introduced objectives are measured. Typically, these assessments would be frequent to assist the teacher in monitoring the progress of the students. The results inform

students about their areas of strength and weakness and will help the teacher identify areas in need of additional instruction.

4. Projects

Carefully constructed projects will enhance the learning opportunities for students and will assess the culmination of learning for a unit or specified student objectives. Projects should contain an aspect of research and a product that is completed over an extended period of time. It shall be assessed and feedback provided throughout the process in order to ensure student success. A well-devised project will follow the requirements listed below:

- Teachers should carefully consider the age appropriateness of projects and products prior to assignment.
- A curriculum focus that closely combines multiple important content objectives with specific skill objectives.
- A developmental process that has been clearly articulated to students. Checkpoints should be included so proper progress monitoring will occur.
- The culminating product should be developed with minimal assistance from parents or others and should reflect the student's work.
- Teachers are required to limit the cost of materials and supplies to a reasonable amount and to consider student access to technology outside of school.
- A rubric must be developed and communicated in advance. This rubric should assess the objectives and skills identified. No more than 5% of the final grade can be attributed to factors outside of the core skills and objectives (i.e., format, neatness, missing name, etc.).
- All projects should be included in the district's scope and sequence for the subject and grade level. Horizontal alignment is essential for projects at all grade levels.
- Projects may not be assigned over a holiday.
- Teachers may require that long-term projects be turned in on a certain day and are not required to accept these projects late. Teachers are encouraged to consider extenuating circumstances as appropriate.

5. Research Papers

A formal research paper provides students an opportunity to prepare for the requirements of college and learn valuable lifelong skills for accessing, evaluating, and reporting on information from a variety of sources. Research papers are required in secondary English courses and are highly encouraged in other subjects in accordance with the College and Career Readiness Standards. A research paper is a culminating product

based on high quality research documents and includes all aspects of the writing process. Therefore, producing a product of this caliber will require time both inside and outside of class. A well-designed research paper assignment will follow the requirements listed below:

- The student objectives and skills assessed in the research paper will be clearly identified and communicated to students. Enough time should be allowed for the paper so students have sufficient opportunity to attain the skills necessary for success.
- A clear timeline will be communicated to students and parents.
- An assessment will include a rubric that clearly defines the grading criteria and places the majority of the grade on content learned, not on presentation of the paper. The assessment rubric (guideline document) will be shared with students at the beginning of the research paper and will include the opportunity for students to self-assess.
- Students will be given opportunities in class to use the school library. Students will have the opportunity to experience a variety of high quality resources, including electronic databases, print media, and other media appropriate to the topic.
- The culminating research paper should reflect meaningful learning and be grade and course appropriate.
- Teachers are required to limit the cost of supplies and materials to a reasonable amount and consider student access to technology outside of school.
- Research papers should reflect the student's work and should be designed to require minimal assistance from parents or others.
- Research papers may not be assigned over a holiday. In some cases, a long-term research paper will have dates that include a holiday. However, a research paper should not be assigned to be started and completed over a holiday without intervening school days.
- Sufficient check points will be included to ensure progress monitoring for student success. If a student is not progressing, the teacher will notify the parent in advance of the final due date.
- Research papers should be graded and returned as soon as possible, but at least within the same six-week period that they are completed.
- The principal will work with department chairs to ensure minimum conflicts with major research assignments within the grade level.
- Teachers may require that long-term research papers be turned in on a certain day and are not required to accept these research papers late. Teachers are encouraged to consider extenuating circumstances as appropriate.
- All research papers should be included in the district's scope and sequence for the subject and grade level. Horizontal alignment is essential for projects at all grade levels.

6. Make-up Work [EIAB (LOCAL)]

It is the **student's responsibility** to complete work missed while absent from class. The teacher should convey the message that assigned work is important and must be completed by all students. The following are general statements covering makeup work:

- Students who have special approved absences (that are greater than two days or two class periods) are expected to notify in advance the teachers of the classes they will miss and to request assignments. The work is due at the first class meeting following return to school.
- Students who have excused absences will be permitted to make up regular coursework and receive the actual grade earned.
- Students returning to class following an absence are responsible for finding out from the teacher what work is to be completed and a date for such completion. Assignments done in class (class work, homework, quiz, test) on the day a student is absent for a field trip or extracurricular activity are due at the next class meeting. Work assigned prior to the absence(s) is due on the first return day, including making up tests (teacher-directed). Some teacher discretion should be used for cases involving more severe situations, such as illnesses, etc.
- All work is to be done as scheduled by the teacher, or zeros may be given.
- Make-up work, especially tests, should most likely be of an alternate version to ensure integrity of the testing process. The test must be at the same level of cognition as the test the student missed due to the absence.
- Make-up work should be graded in a manner similar to the grading of the original assignment. The teacher has the option to alter assignments, but should be consistent with all students.
- Teachers should make notes available and offer other appropriate assistance to students who have had excused absences for significant periods of time.
- At the high school level, makeup tests should be scheduled before or after school. Makeup tests may be given during the class period at the teacher's discretion.
- Missed semester exams must be made up within a two-week period. Missed first-semester exams must be made up within the first two weeks of the fourth six-week grading period. Missed second-semester exams must be made up within the first two weeks following the last school day of the year. Extenuating circumstances are to be discussed with the campus principal or his/her designee. A grade of zero will be given on semester exams

if not made up by the deadline.

- On the second day of absence, the parent or student may request assignments from the campus or teacher if the absences are going to continue into the third day or beyond. The teacher will have 24 hours from the time of the parent request to gather the assignments. The parent can pick up the assignments after the teachers have submitted them to the office.
- Make-up work from unexcused absences may be recorded as a zero if not completed and submitted to the teacher within the allotted time. The campus principal will ensure consistency for the unexcused absences.

7. Late Work

Each campus will be responsible for determining the late work guidelines. These guidelines will be consistent across departments and courses. The principal will ensure that these guidelines are followed and implemented for each department and course.

8. Extra Credit

Extra credit must be awarded on the basis of an **academic product** that can be directly related to the Carroll ISD curriculum objectives. If a teacher makes extra credit available to one student, he/she must give all students in the same course the opportunity for extra credit. It should apply equally to all students. **Credit shall not be given for students providing classroom supplies or materials, or awarded for any other non-academic work.** The awarding of extra credit for previously assigned work a student has failed to complete is not allowed, as is assigning of extra credit to an entire class to make up for low test scores. In the case of class-wide low scores, the material should be re-taught, learned at the appropriate level of cognition by the students, and re-tested.

9. Students Checking Work and Posting of Grades

While it is not recommended that students grade or check another student's work, they may grade or check their own work at teacher discretion. Teachers or students shall not call out grades. In addition, grades may not be posted in any manner where other students can identify individual student scores. The students' local IDs should not be used in any posting.

10. Awarding of Credit in High School Credit Courses

Credits for students in grades 9 - 12 are awarded on a semester-by-semester basis-- 1/2 credit per semester. However, if a student fails the first semester of a full-year course and passes the second semester, the two semester grades will be averaged to determine whether the student

has earned a passing grade for the year; i.e., if a student makes 68 the first semester and 72 the second semester, the student can get the full credit because he passed the second semester with a grade high enough to give him/her at least a 70 average. If a student passes the first semester of a full-year course, but fails the second semester, the second semester grade cannot be averaged, and the student must repeat the second semester of the course. Each individual semester grade earned is included in the calculation of a student's GPA. A student's semester grade is the average of the three six-week grades and the grade earned on the final examination.

Please note: If a student fails both the first and second semester during the regular school term, receiving a passing grade for second semester during summer school does not yield a passing grade for the whole course. Example: Regular term first semester grade = 65 and regular term second semester grade = 65. Attending second semester summer school and making a 75 would NOT yield a 70 average for the whole course. The student would only earn half (1/2) credit for second semester summer school.

- Students in grades 7 or 8 are allowed to take a maximum of three courses that count toward their high school graduation. High school level courses taken at the middle high level will count for high school credit, and Spanish I and Health will count toward the student's GPA. Algebra I and Geometry will count for high school credit, but those grades will not be calculated into the student's GPA.
- State law requires students to be in attendance 90 percent of the days a class is offered in order to gain credit or be considered for promotion. When a student's attendance falls below 90 percent of the days the class is offered, after consideration of absences labeled as due to extraordinary circumstances, the student and parent(s) shall be notified in writing. A campus attendance review committee shall hear all cases when a student's attendance has fallen below the 90 percent threshold and an appeal has been filed in writing. In order to receive credit, the attendance review committee may assign one or more alternative learning activities to make up work missed or credit lost.

11. Students with Disabilities (Special Education/Section 504)

- If a student is in special education or is identified as a Section 504 student, testing methods must allow the student to demonstrate certain knowledge and skills regardless of his/her disability. For example, evaluation of social studies, science, or math applications for a student with severe reading disabilities should not be based

on test methods that require average reading and writing skills. If alternative methods of testing are required, it should be documented in the accommodations section of the IEP or Section 504 Individual Accommodation Plan. **All teachers working with the student should be aware of these accommodations and MUST follow the IEP or Section 504 accommodations as indicated.** The teacher must receive and sign copies of accommodations plan.

- Regular and special education teachers should refer to the Instructional accommodations form when evaluating students receiving special education services. For Section 504 students, teachers must refer to the Section 504 Individual Accommodation Plan when evaluating students who receive specific accommodations.

V. Progress Reporting

A. Frequency and Circumstances

The district shall provide a notice of progress to the parent or guardian of every student. The grades will be determined at three-week intervals on a pre-designated date and submitted during a specific window of time. This specific window will coincide with a UIL eligibility and progress report calendar created by the district. The actual numerical average should be indicated on the progress report form or online format.

1. When a student's grade drops from passing to failing after the third-week report, parents must be notified immediately by the teacher in writing, by appropriate email, or by phone.
2. Documentation of contact should be kept by the teacher for verification purposes.
3. The campus may require any student whose mid-reporting period grade average is below 70 or borderline to attend tutorial sessions.
4. Any signed progress reports and accurate records of contact or attempts to contact parents of students who are failing should be kept on file by the teacher for the current school year or until directed otherwise by the principal.
5. Dual-credit courses grades for students enrolled in dual-credit courses will not be recorded on the progress reports.

B. Report Cards

1. Each student receives a computer-generated report card that includes academic achievement grades, conduct status at grades 7 and 8, and absences one week following the end of a six-week grading period...usually a Friday. Exceptions to this schedule occur when holidays or vacation days fall during the week. Report cards are mailed after the sixth six weeks.

Parents are expected to return a signed copy of the report card to the specified teacher within two days of receipt. [EIA (LEGAL)]

2. In addition to the standard six-week report card, students with disabilities must also receive a report indicating their progress on their IEP goals.

C. Parent Conferences

1. Procedures

- Conferences are conducted to inform parents of student performance and to discuss any suggestions that teachers and/or parents may want to consider in an effort to improve the student's achievement. Such conferences may be conducted in person, by phone, or by written correspondence (including letter, note, or email). NOTE: Teachers of dual credit courses will not conference with parents.
- One or more conferences shall be held during each school year between a teacher and the parents of a student if the teacher considers it necessary. Possible reasons for conferences can include, but are not limited to, the student not maintaining passing grades, not achieving the expected level of performance, presenting some other problem to the teacher, or exhibiting a drop of more than one letter grade. Parents may request conferences at any time. Conferences may be held in several manners, including the following:

teacher and parent

teacher, parent, and team

teacher, parent, and administrator

Student attendance at parent-teacher conferences is always an option with parent permission.

2. Documentation

- Accurate records of contact or attempts to contact parents must be kept on file by the teacher. Records should include the date, student's name, parent's name, phone number, and emails or notes concerning the contents and results of the contact. These records should be maintained until the first day of school in the following school year.

D. Gradebook and Family Access

1. General Electronic Gradebook Guidelines

The district provides an electronic gradebook that interfaces with the district's official records system. Teachers are expected to learn how to use the gradebook to ensure accurate grade reporting. Gradebooks are an important record-keeping tool and must be accurately maintained. Sometimes, months

or years after a semester has ended, a grade has to be verified, and it becomes an extremely difficult process without good record keeping.

- Individual assignment grades should be entered per guidelines in the district's electronic gradebook so that accurate and relevant averages are available throughout each grading period.
- The gradebook computes averages based on district guidelines.
- Each campus offers training sessions for instruction using the gradebook at the beginning of the first six weeks. Ongoing campus training will be offered throughout the year.
- Teachers are expected to adhere to district reporting deadlines and reporting period procedures.
- Grades should be carefully reviewed prior to submission for each reporting period.
- Teachers are encouraged to print spreadsheet reports from the gradebook to maintain a printed record of student grades.
- Assignment descriptions should provide information that accurately but briefly describes the assignment.

2. Posting Timelines for Gradebook/Family Access

The following timeline is a maximum number of days for a teacher to post grades to Family Access for student/parent viewing. Exception will be given to assignments that include a written component which would require additional grading time from a teacher. Such assignments may include but are not limited to research papers, written compositions, data-based inquiries, etc. In such an exception, teachers will communicate an intended timeline for grade posting.

Maximum Timeline for Posting to Skyward	Category	Minimum Number Per Six Weeks
5 working days	Tests	2 assignments
3 working days	Minor Assessments/Daily Assignments/Quizzes	6 assignments
10 working days	Projects/Essays	There is no requirement to assign a project each six weeks. When given, teachers will consider the scope of the project to determine the appropriate grading category. Essays, at a minimum, should follow the District Scope and Sequence for the course.

VI. Tutorials

The campus will provide tutorial services. The principal will ensure that a

student whose grade in a subject for a reporting period is lower than 70 attends tutorials in the subject during the following reporting period as appropriate. Unless a student is specifically exempted because he or she qualifies for an exemption from compulsory attendance, a student must attend tutorial classes when required by the campus administration.

All teachers will provide tutorials on a regular schedule and will communicate this schedule to students and parents in writing.

**VII. Exhibits
Policy EIA (LOCAL)**

**ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS**

**EIA
(LOCAL)**

RELATION TO ESSENTIAL KNOWLEDGE AND SKILLS	<p>The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.</p> <p>Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated District objectives. The student's mastery level shall be a major factor in determining the grade for a subject or course.</p>
GUIDELINES FOR GRADING	<p>The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. Principals shall be responsible for ensuring that grades accurately reflect 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 by teachers to students and parents.</p> <p>In accordance with grading guidelines, a student may be permitted a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.</p>
PROGRESS REPORTING	<p>Grade reports shall be issued every six weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.</p>
INTERIM REPORTS	<p>Interim progress reports may be issued at the teacher's discretion; however, notice of a student's consistent unsatisfactory performance shall be issued in accordance with law.</p>
CONFERENCES	<p>In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.</p>
ACADEMIC DISHONESTY	<p>Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.</p>

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Policy EIE (LOCAL)

ACADEMIC ACHIEVEMENT RETENTION AND PROMOTION

EIE (LOCAL)

CURRICULUM MASTERY	Promotion, grade-level advancement, 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	In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows: <ol style="list-style-type: none">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, six-weeks, or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.
GRADES 1–8	In grades 1–8, 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 three of the following areas: language arts, mathematics, science, and social studies.
GRADES 9–12	Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]
STUDENTS WITH DISABILITIES	Promotion standards and appropriate assessment and acceleration options, as established by individualized education programs (IEP) or grade-level classification of students eligible for special education, shall be determined by the ARD committee.
LIMITED ENGLISH PROFICIENCY STUDENTS	In assessing students of limited English proficiency for mastery of the essential knowledge and skills, the District shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways: <ol style="list-style-type: none">1. Assessment in the primary language.2. Assessment using ESL methodologies.3. Assessment with multiple varied instruments. [See EHBE]
STUDENT SUCCESS INITIATIVE	In addition to local standards for mastery and promotion, students in grades 5 and 8 must meet the passing standard on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade.

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DEFINITION OF 'PARENT' For purposes of this policy and decisions related to the student success initiative, a student's "parent" shall be defined to include either of the student's parents or guardians; a person designated by the parent, by means of a Power of Attorney, to have responsibility for the student in all school-related matters (see FD); a surrogate parent acting on behalf of a student with a disability; a person designated by the parent or guardian to serve on the grade placement committee (GPC) for all purposes; or in the event that a parent, guardian, or designee cannot be located, a person designated by the Superintendent or designee to act on behalf of the student. [See EIE (LEGAL)]

NO ALTERNATE ASSESSMENT INSTRUMENT The District shall use only the statewide assessment instrument for the third testing opportunity.

STANDARDS FOR PROMOTION UPON APPEAL If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the third testing opportunity, the GPC shall review all facts and circumstances in accordance with law and shall apply the following standards in deciding to promote or retain the student:

1. Evidence of satisfactory student performance, including grades, portfolios, work samples, local assessments, previous state assessments, or individual reading or mathematics diagnostic tests or inventories, as appropriate;
2. Improvement in student test performance over the three testing opportunities;
3. Extenuating circumstances that may have adversely affected the student's participation in instruction, required assessments, or accelerated instruction; and
4. Consideration of whether a student was not enrolled in a Texas public school for part of the school year.

The student shall not be promoted unless:

1. All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and
2. The student completes accelerated instruction in the subject area for which the student failed to demonstrate proficiency before placement in the next grade level.

Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan.

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UPDATE 86

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Grading and Reporting Handbook

10/25/2011

TRANSFER STUDENTS

When a student transfers into the District having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the previous district and determine an accelerated instruction plan for the student.

If a parent initiates an appeal for promotion when a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion from the previous district and issue a decision in accordance with the District's standards for promotion.

ASSIGNMENT OF RETAINED STUDENTS

In the event a student is not promoted to the next grade level, the District shall assign the student nevertheless to an age-appropriate campus, unless:

1. The student's parent requests that the student be assigned to the same or a similar campus setting; or
2. The student's GPC determines that it would be in the student's best interest to be assigned to the same or a similar campus setting. Criteria to be considered for this decision may include:
 - a. Recommendations from the student's teachers.
 - b. Observed social and emotional development of the student.

REDUCING STUDENT RETENTION

The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students. [See EHBC]

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Teacher Project/Research Paper Proposal Form

Teacher Name:

Course:

Please share the following information:

District Content Objectives/TEKS taught by this project/research paper:

(Should reflect the most important ideas and concepts in the curriculum of your subject and should be written at the application, analysis, synthesis, and evaluation level)

District skills objectives taught by this project/research paper:

(Should reflect the College and Career Readiness Standards or TEKS)

How many class days will be dedicated to teaching skills and concepts related to this project?

How many days will students have in-class access to the library and/or computer lab?

Explain the process that will be taken to provide feedback to students prior to completion of the final product/research paper.

Self-assessment with the rubric is essential for a quality product/research paper. Explain the process students will have to self-assess and receive feedback.

Dates of the Project/Research Paper:

(May not include holidays)

If the project is determined to require more than five class periods prior to completion, how will the parents be notified of the project/research paper?

Please attach the student instructions and rubric.

Teacher Project/Research Paper Evaluation Form

Teacher _____

Project Name _____

Indicators	Evident	Needs Revision	Not Evident	Comments
Curriculum Focus				
Multiple district content and skills objectives				
Content objectives reflect important ideas and concepts and require higher-level thinking skills				
Process				
Research will include MLA formatted works cited page				
Incremental steps with grading check points				
Age/Course appropriate				
Culminating Product				
Demonstrates meaningful learning				
Age/Course appropriate				
Provides the opportunity for an audience for the project				
Assessment				
Clearly defined rubric				
Majority of final grade based on evidence of student learning and not presentation				
Expectations clearly communicated to students				
Student self-assessment opportunity				

Additional Notes:

Approved _____ Approved with Revisions _____ Not Approved _____