



Carroll Independent School District

**Grading Guidelines
2021-2022**

**District Policies, Procedures,
Guidelines for Grading, Promotion, and Placement**

TEACHER AND ADMINISTRATOR GRADING GUIDELINES ACKNOWLEDGEMENT 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 guidelines also ensure consistency between campuses with corresponding grade configurations as well as horizontal alignment of grading and reporting practices on each CISD campus.

Board policy supersedes the information contained in this document should there be a conflict within the Grading Guidelines.

I understand that I should consult with my campus principal should I have questions regarding the Carroll Independent School District’s Grading Guidelines.

My signature indicates that I understand my professional responsibility to read and comply with policies, procedures, and guidelines included in the Carroll Independent School District’s Grading Guidelines.

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

Teacher or Administrator Signature

Date

Printed Name of Teacher or Administrator

**CARROLL ISD GRADING GUIDELINES
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GENERAL GRADING GUIDELINES FOR TEACHERS AND ADMINISTRATORS

INTRODUCTION

It is the belief of the Carroll Independent School District that all students can achieve excellence in learning and develop the knowledge and skills necessary to succeed in the 21st century global environment. With the necessary cooperation of students, parents, guardians, and community members, the district will ensure that all students are given the opportunity to master requirements of a well-balanced curriculum. For students with identified needs and at all levels of ability, the school district will provide modifications in teaching methodologies, pacing, and materials to ensure that instruction in essential knowledge and skills is delivered at an appropriate level. This process also includes meeting the assessed needs of students with identified gaps in learning.

CISD's standards-based curriculum includes the Texas Essential Knowledge and Skills adopted by the State Board of Education. The grading guidelines for each grade level, subject, and course define a student's relative mastery of the curriculum and the means by which a student's relative mastery is determined. The purpose of the grading guidelines is to ensure that grading practices are consistent among grade levels, subjects, and campuses. These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the average grade assigned. Guidelines for grading shall be clearly communicated to students and parents. EIA (LOCAL)

LESSON PLANS

Lesson plans shall be prepared by each teacher or team for each subject taught and submitted to the principal using Eduphoria's Forethought management system. Lesson plans shall be aligned with the District's curriculum Scope and Sequence (framework and timelines). The lesson plan design shall include those items deemed appropriate for that specific campus by the campus principal. Such items shall include, but not be limited to, Texas Essential Knowledge and Skills, instructional strategies/activities which consider any needed prerequisite teaching, student practice, assessment for student long mastery, and any required reteaching.

LESSON PLANS FOR SUBSTITUTE TEACHERS

Lesson plans shall also be available for a substitute teacher for continuing the educational process during a regular teacher's absence.

INTENTIONAL PLANNING AND TEACHING

Intentional planning and teaching should be authentic, collaborative, and reflective. This form of planning requires alignment between the standards-based curriculum, students' needs, and instructional strategies. Intentional planning should also provide students with opportunities to self-direct, think critically, collaborate, receive feedback, and solve problems.

Documentation of modifications for students receiving special education services and extensions for Gifted and Talented students must be maintained.

LESSON PLAN GUIDING QUESTIONS

1. Have I assessed student interests and utilized this information in planning units of work, creating meaningful tasks, or designing assignments?
2. Do my choices of instructional resources reflect a diversity of formats that appeal to students' learning styles? Have I regularly encouraged students to assess their own work in alignment with set standards?
3. Have I provided clear expectations of learning prior to demonstrations of student learning (i.e., performances, products, projects, and exhibitions)?
4. Do I routinely provide individual students or small groups of students' feedback to alert the student(s) to both the accuracy and completeness of his or her learning?
5. Do I plan success for all? When students do not succeed, do I work directly with them to diagnose the cause(s) of failure to correct the situation?
6. What prescriptive teaching strategies for learning have I provided so all students can experience success?

ACADEMIC DISHONESTY

A student found to have engaged in academic dishonesty or cheating shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Cheating is the act of using unauthorized materials and/or resources during tests, exams or other summative tasks. Cheating shall be defined as giving or receiving information or help on a test; possession of any unauthorized material during a test; copying another student's assignment or knowingly allowing another unauthorized student to copy from his/her assignment; working with others on a project that is meant to be done individually; unauthorized possession of test or quiz questions and/or answer sheets; completing an assignment, test, or quiz on behalf of another student; submitting duplicate work; having someone else complete an assignment, test, or quiz on behalf of the student, or accessing a teacher textbook edition. 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. Depending on the severity of the incident, consequences shall include grade reduction, possibly to a zero; and/or repeat of the assignment; and/or other disciplinary action deemed appropriate. EIA (LOCAL)

PROGRESS REPORTS Grades 3-12

Beginning in Grade 3, 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 or on a designated date. The actual numerical average should be posted on the progress report form or in online format. When a student's grade drops from passing to failing after the third week report, teachers shall:

1. Notify parents. Parents may monitor their student(s) grade through Skyward.
2. Ensure accurate records of contact or attempts to contact parents of students who are failing be kept on file by the teacher for the current school year.

A teacher may require any student whose reporting period grade average is below 70 or borderline to attend tutorial sessions.

REPORT CARDS

The District shall post online grade reports/report cards every grading period. Performance shall be measured in accordance with this policy. EIE (LOCAL)

STANDARDS BASED REPORT CARD (K-2 ONLY)

In an effort to report student progress in a manner that is consistent and aligned with state curriculum standards, progress for kindergarten, first and second grade will be reported on a Standards-Based Report Card. This report card is designed to give parents specific feedback on a child's progress on standards within the content areas. During reporting periods when standards are assessed, children receive a number to indicate the progress level toward mastery at that time.

DAILY WORK AND QUIZZES (MINOR ASSIGNMENTS)

The primary purpose of daily work and quizzes is to give quickly administered, formative assessments where only a few recently introduced objectives are measured. Typically these formative 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.

PROJECTS AND RESEARCH PAPERS (MAJOR ASSIGNMENTS)

Carefully constructed projects or research papers will enhance the learning opportunities for students and will assess the culmination of learning for a specified student objective. Projects and research papers shall be assessed and feedback shall be provided throughout the process in order to ensure student success. 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. Additional requirements include:

1. Teachers shall develop and communicate a rubric or expectations for grading in advance;
2. All projects should align with the district's scope and sequence for the subject and grade level;
3. No assignments or projects of any kind will be assigned to students over the fall, winter, and/or spring breaks;
4. 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. Due dates for completion of projects or research papers should be communicated in advance; Grading and the return of assignment(s) should be within the same grading period the assignment is due;
6. Students may not be permitted to redo a project or research paper if they received a zero on a required element of the process (See Major Assignments, Major Projects, and Tests); and
7. Students may not be permitted to redo projects and/or research papers if they received a grade of zero or a reduced grade on the original assignment because they were found to have committed an act of academic dishonesty. (See Major Assignments, Major Projects, and Tests).

EXTRA CREDIT

Extra credit shall be awarded on the basis of an academic product that can be directly related to the Carroll ISD curriculum objectives. Extra credit assignments should apply equally to all students enrolled in the same level content course for that campus. Extra credit shall not be given for students providing classroom supplies or materials or awarded for any other non-academic work.

HOMEWORK

The District considers homework as an extension of learning beyond the classroom. Depending on the course content, homework may be addressed in short-term and/or long-term assignments.

The primary objective of homework is to reinforce student learning and improve student performance. Teachers should systematically assign homework, evaluate student work, and provide student feedback. The length and difficulty of an assignment shall be directed by the teacher and should depend on grade level, student needs, content, purpose, and type of assignment. Assignments should be appropriate to the developmental and ability levels of the students. Homework should be reasonable in terms of student time and available resources. To the extent possible, assignments should be made with consideration given to a student's total schedule and should be coordinated across subject areas at each school to avoid overloading students at any particular time. Assigning more than 30 minutes of homework per academic level course on a typical night should be avoided or scheduled several days in advance.

Homework may be assessed in a variety of ways. Student completion of homework for grading should be considered. 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). Effective homework includes the following:

1. Structure homework to ensure high completion rates;
2. Provide feedback on homework to students to identify their progress toward goal attainment;
3. Build upon concepts and skills previously introduced in the classroom;
4. Encompass a variety of activities;
5. Encourage independent learning, responsibility, and self-discipline;
6. Require students to apply various thinking skills;
7. Assign homework at the student's ability level;
8. Refrain from using homework as a disciplinary measure.

RETURNING ASSIGNMENTS AND TESTS

All tests given shall be graded and returned within 5 school days of the date given. Exception to the 5 day return of tests will only be provided to accommodate absent students grades 9-12. In this circumstance, all tests will be returned to students no later than ten school days following the initial test date. 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 for grades posted in Skyward.

Exceptions to the return of students' tests will be semester exams, District curriculum-based assessments, and all AP exams using copyrighted College Board questions. These tests may be reviewed with the teacher at the parent's request. Teachers using copyrighted AP College Board test questions will remove these questions prior to returning the test to students.

Exams purchased by the district may be viewed but not released to parents. These include, but are not limited to, the cognitive abilities (CogAT) and achievement tests (ITBS), credit by exams, and other copyrighted materials.

ASSESSMENT SCHEDULING

Major tests should be coordinated so that students do not have multiple 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.

STUDENTS CHECKING WORK AND POSTING OF GRADES

Students may grade or check their own work at the teacher's discretion. Teachers and students are not permitted to call out grades. In addition, grades may not be posted in any manner where other students can identify individual student scores.

TIMELINE FOR POSTING GRADES IN GRADEBOOK/FAMILY ACCESS

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

Teachers must post grades into Skyward no later than 5 school days from the day the assignment(s) were completed or turned in, with the exception of major projects or essays which must be posted no later than 10 school days.

MAJOR ASSIGNMENTS, MAJOR PROJECTS, AND TESTS

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. [See District Policy EIA (LOCAL).] This applies only to major assignments, major projects, and tests. Daily assignments, quizzes, and semester final examinations are excluded. The following criteria may be considered when determining the opportunity to redo a major assignment, major project or test:

1. Students may not be permitted to redo a major assignment, major project or test if they received a grade of zero or a reduced grade on the original assignment because they were found to have committed an act of academic dishonesty;
2. Students may not be permitted to redo a major assignment or major project or test if they received a zero on any part of a longer assignment with multiple elements (for example, research papers);
3. Student participation in any reasonable reteach or reviewing activities assigned by the teacher in preparation for redoing a major assignment, major project or test;
4. Teachers will allow a student to retake or correct a test. Students completing test corrections may receive credit as determined by the teacher; and
5. The student will take the retest at the agreed upon time.

LATE WORK**For Grades 7-12:**

The operational definition of late work is when a student has been provided adequate time and instruction to complete student work and has not completed by the assigned time and date. This includes all assignments included in a long term assignment. If a student does not turn in an assignment by the due date, then students will have two class periods to turn in the assignment late, but points will be deducted. After one class session late, the work may only be eligible to receive 70% of the original assigned points. Beyond one class session late, the work may only be eligible to receive 50% of the original assigned points. Students with extended time accommodations written into their IEPs will be addressed on an individual basis.

For Grades 5-6:

If a student turns in an assignment one day late, then 15 points may be deducted from the original grade. On the second day the assignment is late, then 30 points may be deducted. The assignment may not be accepted after the third day.

For Grades K-4:

Ten points may be deducted per day for an assignment turned in late. The assignment may not be accepted after the third day.

SEMESTER EXAMS

Semester exams will be administered to students in grades 7-12 and each semester exam will count for 20% of the overall semester average in the course.

MAKE-UP WORK FOR STUDENTS

Students who have excused absences will be permitted to make up regular coursework and receive the actual grade earned. Students are given the number of days absent to make up all work assigned in their absence. Students will be responsible for obtaining, completing, and turning in the make-up work within the time frame.

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 second semester. 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.

EXEMPTIONS TO COMPULSORY ATTENDANCE RELATED TO MAKE-UP WORK FOR STUDENTS

Unreported absences to the campus will be recorded as unexcused. Assignments for unexcused absences may be recorded as zeros. State law allows exemptions to the compulsory attendance requirements for several types of absences. These include the following activities and events:

- Religious holy days: 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;
- Required court appearances;
- Activities related to pursuing enlistment in a branch of the U.S. armed services or Texas National Guard;
- 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. FEA (LEGAL)

WAIVER FOR UIL PARTICIPATION IN ADVANCED PLACEMENT COURSES

Students participating in any Honors, Gifted and Talented, Pre-Advanced or Advanced Placement courses in grades 9-12 may be granted one waiver for one course in a semester in which the student made a failing grade of no less than 60%. Pending principal or principal designee approval, a student who has received an approved waiver and is passing all other courses may regain UIL eligibility.

HIGHER EDUCATION VISITS

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.

TUTORIAL REQUIREMENTS

The campus will provide tutorial services. As appropriate, 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. 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.

SUMMER ASSIGNMENTS FOR SPECIFIC COURSES

In various courses, students may be required to complete summer assignments in order to review and prepare students for the upcoming course. These summer assignments will be posted on the campus website.

Students who are new to the district or transfer into a course requiring a summer assignment may be required to complete a summer assignment(s). Summer assignments for a student(s) new to the district or a student scheduled to a new course shall be provided a reasonable amount of time to complete the summer assignment(s).

STUDENT ASSISTANCE TEAM (SAT)

Carroll ISD teachers will implement general classroom interventions and instructional accommodations for students who are struggling academically and/or behaviorally. If classroom accommodations do not result 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. 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 teacher(s) implement specific targeted interventions based on the difficulties the student is experiencing. 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)

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. If alternate 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 shall follow the IEP or Section 504 accommodations as indicated. The teacher must receive and sign copies of the accommodation plan.

ESL MODIFICATIONS REQUIREMENTS: Students who are English Language Learners (ELLs) and Receive English as a Second Language (ESL) Services

Teachers will implement the accommodations and modifications determined and documented by the student's Language Proficiency Assessment Committees (LPAC) committee. These accommodations must be used in both instruction and assessment. Homework assignments should be accommodated in the same manner. Grading of ESL students should not penalize the student for not yet being fully fluent in English. Students who are new to U.S. schools and at the lowest language proficiency levels may receive a grade of Pass/Fail for up to one year. Teachers will maintain high expectations for student learning and will accommodate and adapt lessons and assignments so ELLs can progress. Based on the student's English Language Proficiency Level, the following table should be used to assist in assigning grades:

<p><u>Beginning to Low Intermediate English Language Proficiency</u></p> <p>A student is given a passing grade if he or she performs the following tasks:</p> <ol style="list-style-type: none"> 1) Is prepared for class with needed materials 2) Tries all the work assigned to him or her (modifications of work assigned should be a collaboration between the ESL and subject-area teacher) <ul style="list-style-type: none"> • Uses reference materials (math dictionary, picture dictionary, vocabulary sheets, word walls, and/or bilingual dictionary and/or glossary) • Attempts as much of an assignment as he or she can • Completes portions of modified work • Is attentive during instruction/group work • Copies notes when necessary • Communicates needs and feelings verbally or nonverbally <p>A student is given a failing grade if he or she generally does not perform the above tasks.</p>	<p><u>High Intermediate to Advanced English Language Proficiency</u></p> <p>A student is given standard grades for modified/accommodated work.</p> <p>Examples of modified/accommodated work include but <i>are not limited to</i> the following:</p> <ol style="list-style-type: none"> 1) Assessments read aloud, extended time, language modifications, word banks, reducing problems or steps because of linguistic complexity, drawing pictures, completing graphic organizers, etc. (modifications should be a collaboration between the ESL and subject-area teacher). 2) See appropriate Proficiency Level Descriptors to determine what you should and should not expect from students as a result of their proficiency in each of the four language domains. <p>Individual grades can be added for class participation, note taking and use of references to better reflect classroom effort in a student's final grade.</p>	<p><u>Advanced High English Language Proficiency</u></p> <p>A student is given standard grades for work that is mostly comparable to his or her peers:</p> <ol style="list-style-type: none"> 1) Homework/class work assignments may be modified but only the following test modifications can be made: <ul style="list-style-type: none"> • A student should be given extra time to complete tests. • Bilingual/ESL dictionaries are made available. • Clarification in English of word meaning in writing prompts and short answer questions.
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PROMOTION GUIDELINES FOR GRADES K – 8

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. EIE (Legal)

Grades K–2: In kindergarten through grade 2, promotion to the next grade level shall be based on 70 percent mastery of the grade-level standards (essential knowledge and skills) for each subject as indicated on the report card.

Grades 3-8: In grades 3 through 8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon 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. EIE (LOCAL)

Except when a student will be assessed in reading or mathematics above his or her enrolled grade level, students in grades 5 and 8 must meet the passing standard on the applicable state-mandated assessments in reading and mathematics to be promoted to the next grade level, in addition to the District’s local standards for mastery and promotion.

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 campus Grade Placement Committee (GPC) shall review all facts and circumstances in accordance with law. 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 has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency. EIE (LOCAL)

ATTENDANCE

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 %, but remains at least at 75% of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. If the student fails to successfully complete the plan, or when a student’s attendance drops below 75% of the days the class is offered, the student/parent may petition the attendance committee for review. (FEC Local)

PRESCHOOL, ELEMENTARY, AND INTERMEDIATE GRADING GUIDELINES

RECOMMENDED MINIMUM MINUTES OF INSTRUCTION FOR SELF-CONTAINED OR DEPARTMENTALIZED TEACHERS GRADES K-4:

- Reading/Language Arts (including reading, composition, grammar, spelling and handwriting)
K-2 – minimum of 135 minutes per day (due to dedicated handwriting time)
3-4 – minimum of 125 minutes per day
- Mathematics
K-2 – minimum of 65 minutes per day
3-4 – minimum of 75 minutes per day
- Science – K-4 -Minimum of 100 minutes per week
- Social Studies –K -4 - Minimum of 100 minutes per week

- Physical Education – Minimum of 135 minutes per week (EHAB Legal)
- Health (integrated with Science), Music, Technology Applications –Varies

GRADING FOR CISD BLENDED PREKINDERGARTEN

Students in prekindergarten will receive CIRCLE Progress Monitoring Student Summary Reports three times a year. Key concepts and personal development are evaluated by teacher observation and assessments administered at the beginning of the year, middle of the year and end of the year. The CIRCLE Progress Monitoring System is a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children’s skills over time. Teachers are encouraged to communicate progress through regular communication with parents in addition to CIRCLE Progress Monitoring.

REPORTING OF PROGRESS FOR KINDERGARTEN THROUGH 2nd GRADE

Progress of students in grades kindergarten, 1, and 2 will be reported on a standards-based report card. The standards-based report card will include information on the specific standards that need to be mastered in the four core subjects of language arts, math, science, and social studies. Additionally, parents are to receive information indicating reading skills that will include information regarding reading level, fluency, and comprehension.

3 = Mastered Expectation

- The student has mastered this standard.
- The child consistently demonstrates mastery.

2 = Making Progress

- The student needs help demonstrating mastery of this standard.
- The student’s mastery of the standard fluctuates between different learning experiences.

1 = Below Grade Level Expectations-Teachers are expected to contact each student’s parents prior to assigning any grade of 1 in any area.

- The student has not mastered the standard.
- The student is performing below grade level expectations.

WEIGHTING OF GRADES FOR 3rd AND 4th GRADE

Category	Weighting	Minimum Number of Assignments per Grading Period
Tests (includes major essays and major projects)	40%	2 per core content 1 st grading period only 3 per core content for grading periods 2, 3, and 4
Daily Work/Quizzes	60%	6 per core content in a grading period

WEIGHTING OF GRADES FOR 5th AND 6th GRADE

Category	Weighting	Minimum Number of Assignments per Grading Period
Tests (includes major essays and major projects)	50%	3
Daily Work/Quizzes	50%	8

TRANSFERRING OF GRADES AND GRADE CALCULATIONS

When students transfer into Carroll ISD using a different grading scale than CISD is using then the following grading scales will be used to calculate scores:

If a K-2 student transfers to CISD with number grades, then the following scores should be used:

85-100	3
70-84	2
69 and below	1

If a student in grades 3-6 transfers to Carroll ISD with a standards based report card, then one of the following charts should be used.

4 point Standards based:

4	100
3	90
2	80
1	70

3 point Standards based:

3	90
2	80
1	70

CONDUCT GRADES

The student is also graded on conduct by the appropriate classroom teacher(s). This grade gives the student and his/her parents an indication of responsible conduct. In grades K-2 a list of appropriate work habits are listed on the report card. Conduct grades are required at grades 3-6 using the following letter system:

E	Excellent	The student has an exemplary attitude, is always cooperative, and always observes school rules and regulations.
S	Satisfactory	The student has a good attitude, is cooperative, and generally observes school rules and regulations.
N	Needs Improvement	The student's attitude needs to improve. Infractions of school and classroom rules exist.
U	Unsatisfactory*	The student's attitude is poor and uncooperative. The student disrupts class and shows little respect for school, classroom rules, and regulations.

*If a student is exhibiting unsatisfactory conduct, the teacher shall:

- Notify parents and suggest a conference;
- Refer the student to the Student Assistance Team (SAT);
- Request referral to the Counselor; or
- Notify the Principal.

MIDDLE SCHOOL GRADING GUIDELINES

WEIGHTING OF GRADES FOR EACH GRADING PERIOD

Below is the method by which grades will be calculated by category to determine the grading period grades for a student.

Category / Middle School Grading Period	Weighting	Minimum Number of Assignments
Tests (includes major essays, major projects, and objective tests)	50%	3
Quizzes	30%	2
Daily Work	20%	6

UIL GRADE REQUIREMENTS FOR EXTRACURRICULAR ACTIVITIES

A student with an incomplete grade is ineligible at the end of the seven-day grace period unless the Incomplete was replaced with a passing grade prior to the end of the seven-day grace period. Students with an "Incomplete" grade either within or beyond the end of the seven-day grace period may regain eligibility if the work is made up in accordance with district policy for time allowed for make-up work and the conditions under which make-up work is allowed.

HIGH SCHOOL CREDIT COURSES

Students in grades 7 or 8 are allowed to take a maximum of three courses that count toward their high school graduation.

HIGH SCHOOL AND SENIOR HIGH SCHOOL GRADING GUIDELINES

Category	Weighting	Minimum Number of Assignments per Grading Period
Tests (includes major essays and major projects)	60%	3
Quizzes/Daily Work	40%	8

Departments may be permitted to determine the percentage weights of their quizzes/daily work category. These percentages will be entered into Skyward.

Semester exams will be administered to students in grades 7-12 and each semester exam will count for 20% of the overall semester average in the course.

WEIGHTED GRADING FOR ADVANCED AND HONORS COURSES

All Honors, Pre-Advanced Placement, and Advanced Placement courses are weighted when calculating the weighted Grade Point Average (GPA). 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. The District shall assign weights to grades earned in eligible courses and shall calculate a weighted numerical grade average in accordance with the following scale:

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; and
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.

The District shall assign weights to grades earned in eligible courses and shall calculate a weighted numerical grade average in accordance with the following scale: (1) Advanced plus ten; (2) Honors plus seven; and Regular plus zero. The weighted points are not added until the semester is completed. 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. EIC (LOCAL)

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 may receive the full credit because the student passed the second semester with a grade of 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.