



SECONDARY
GRADING AND REPORTING
GUIDELINES
2019-2020

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FOREWORD

Grading is the process by which a teacher assesses student learning and progress towards mastery of course objectives as aligned with the Texas Essential Knowledge and Skills (TEKS). Grading is part of the teaching and learning process. This process must include establishing clear learning goals and setting standards and evaluative criteria which guide student learning so changes in instruction are based on assessment data. Additionally, the grading process should provide clear and consistent feedback to students that motivate them to focus on and ultimately take responsibility for their own learning.

Reporting is the process by which the teacher communicates information to students and parents/guardians about student mastery of course content and skills. While the reporting process includes report cards and progress reports, it may also require a combination of emails, telephone conversations, and conferences as appropriate.

The purpose of these regulations is to provide a consistent set of grading and reporting regulations. The regulations adhere to the Texas Education Code (TEC), The Texas Administrative Code (TAC) and Cleburne ISD Board policies and regulations.

This manual

- Describes the District's grading system which all secondary teachers will implement
- Encourages a better understanding of grading, reporting, and promotion for teachers, parents/guardians and students, and
- Fosters consistency in grading, reporting student achievement and promotion/retention practices across the District.

Teachers, students, and parents/guardians should understand the impact of grades on high school class rank [Board Policy EIC (Local)] and on promotion and/or retention [Board Policy EIE (Local)].

GRADING PHILOSOPHY

Cleburne ISD believes that all children can learn. Grading and reporting should focus on student growth and learning in a climate of high expectations. Grading and reporting should be both formative and summative in nature and should utilize both formal and informal processes. Cleburne ISD staff is accountable for structuring learning experiences, teaching processes, planning and evaluation, and utilization of materials, resources, and time to result in optimum student learning.

Cleburne ISD teachers will use grading as part of the intricate process of learning. Using the TEKS as the foundation of the curriculum, they will assess what students already know and what they need to learn.

Cleburne ISD teachers will:

- Construct assignments and assessments that will both teach and assess students' learning;
- Establish fair, clear standards and criteria and apply those criteria consistently to student work;
- Use rubrics when assessing students' skills;
- Offer feedback to their students in the form of comments and grades;
- Provide meaningful opportunities within the classroom setting for their students to assess their own work;
- Apply what they learn from the grading process to improve their teaching;
- Input a minimum of one minor grade per week and one major grade by progress report; and
- Have a minimum of 6 minor grades and 2 major grades by the end of each grading period.
- Enter grades by 4pm on the last day of the grading period per the CISD academic calendar.
- Contact the parent/guardian by phone, email or conference of any student making below a 70 prior to the end of each the three-week period. Contact is defined as a response from parent/guardian by phone, email, or conference.

Grades will assist teachers to:

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

Grades will assist parents/guardians to:

1. Understand their child as a learner
2. Be knowledgeable about the child's mastery of the TEKS
3. Guide the child in making academic progress toward successful graduation
4. Encourage the child to give maximum performance in academic areas

Grades will assist the student to:

1. Evaluate and see personal progress on mastery of the TEKS
2. Recognize how work may be improved

STUDENT MASTERY OF LEARNING

As used in these regulations, the term "mastery" refers to the knowledge and skills necessary for students to be academically successful. Grades earned commonly reflect the degree to which students

attain mastery in any given class. Further, student mastery implies foundational understanding necessary in developing skills and processes on a continuum from simple to complex.

To determine the content on which mastery is based, teachers will rely on the state TEKS as reflected in the District scope and sequences, curriculum guides and/or advanced course curricula. This mastery will be supported by research-based instructional practices, available technology, community resources and textbooks. Pulling from the vast range of resources, the teacher will create lessons that reflect the TEKS being targeted and include assessment strategies appropriate for the learning of all students.

Effective teachers use a variety of formative and summative assessment to determine mastery of content and skills being taught. Assessments may include but are not limited to student performances and projects, teacher observation of developmental skills, samples of student work, oral interviews and written assignments. Grading strategies will also differ depending on whether or not a teacher is instructing in skills, theory, processes, or products.

Recording mastery at one point in time does not guarantee lifelong mastery, nor does it relieve teachers of the responsibility of reviewing content as part of ongoing instruction.

PURPOSES OF GRADING

Grading serves the following purposes or functions:

1. **Information/Feedback** – to inform parents and students regularly of the student’s success in learning and mastery of local objectives and the TEKS.
2. **Guidance** – to promote and maintain desirable patterns of behavior and achievement and to identify areas for re-teaching.
3. **Motivation** – to encourage the student toward maximum achievement and realistic self-appraisal for future educational and occupational planning, and
4. **Administration** – to provide data for use in educational planning and decision making.

COMMUNICATING WITH PARENTS

Report cards are only one of the many means of communicating with parents. Conferencing with parents is another way. Conferences are useful to improve understanding and communication among teacher, student, and parent. A conference may be initiated by a parent, teacher, student, or administrator.

If a parent desires a conference with his or her child’s teacher(s) to discuss the child’s progress, the parent must contact the teacher directly to schedule a meeting during the teacher’s conference period or other acceptable time to the parent and teacher. Parents must report to the school office prior to meeting with the teacher.

Any notice required by policy to be sent to the parent(s) or guardian of a student will be written in the language spoken by the parent(s) or guardian. If the language of the parent(s) or guardian is other than English or Spanish, a reasonable attempt to find a suitable translation will be made.

Progress Reports

In a six-week grade reporting period, progress reports will be sent to all students at the end of each three-week period [EIA (LEGAL)]. The teacher shall contact the parent/guardian by phone, email or conference of any student making below a 70 prior to the end of each the three-week period.

Before the end of the second week of attendance, teachers must provide parents and students with a written course overview and grading category procedures. These procedures will be posted on the teacher's class website.

THE GRADING SYSTEM

Grading Policy

As per recent legislation, Texas Education Code 28.0216, and revised LEGAL Policy (EIA) issued 09/28/2011, teachers will no longer assign a student a prescribed minimum grade. The Cleburne ISD district grading policy and procedures reflect the new law that includes provisions for the assignment of grades on class assignments and examinations including the following:

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

By allowing students to make up work, it will help ensure that the grades reflect the relative mastery of assignments, rather than awarding an automatic grade to a student who has received a failing grade.

Explanation of Numerical Grades for Academic Performance or Achievement

The numerical grades and their meanings

90-100	A	Outstanding Progress
80-89	B	Satisfactory Progress
70-79	C	Minimal Progress
69 and below	F	Failing
	*I	Incomplete
	**P	Pass
	**F	Fail

- *The "I" is not an academic grade but indicates incomplete work. Students with a grade of "I" or with a grade of 69 or below are ineligible for extracurricular activities (TEC 33.081) at the end of the seven-day grace period unless the "incomplete" is replaced with a passing grade prior to the end of the seven-day grace period. Students with "incomplete" past the seven-day grace period remain ineligible until work is made up in accordance with district policy. Extra work or work turned in after the grading period or evaluation has ended may not be considered when determining eligibility except in the case of "incomplete."

**Some credit recovery courses are graded on a Pass/Fail basis.

If a student enters Cleburne ISD from another school district which uses letter grades, the letter grades will be converted according to the table below:

Letter Grade	Numerical Grade
A	95
B	85
C	75
D	70
F	65

Explanation of Comment Codes

Teachers are required to use the following comment codes on report cards and progress reports in order to communicate an accurate description of the reason why students have earned specific grades. The comments and their codes are:

Comment Code	Description	Comment Code	Description
01	Great student to have in class	11	Does not ask for help
02	Making good progress	12	Please call for conference
03	Has a good attitude	13	Frequently absent
04	Puts forth great effort	14	Frequently tardy
05	A positive class leader	15	Frequently off-task
06	Incomplete grades	16	Excessively talks with friends
07	Missing assignments	17	Behavior distracts others
08	Low test scores	18	Classroom disturbance
09	Withdrawn from participation	19	Modified curriculum
10	Can do work, but does not	20	Needs intensive intervention

Classification of High School Students

The classification of high school students is determined on the basis of state credits earned.

- By state law TEC 28.025B, all students entering high school are to be enrolled in courses necessary to complete the curriculum requirements identified by the State Board of Education for the Recommended or Distinguished Achievement Graduation Program which requires 26 state credits. Based on this state credit requirement, all students in conjunction with parents and counselors are to develop an academic learning plan that will appropriately pace the academic career to graduate on time.
- Effective August 2012, entering freshman and out of district transfer students will be assigned a grade level based on the following credit classification. Reclassification may occur at the beginning of fall and spring semesters.

CLEBURNE ISD GRADE CLASSIFICATIONS	
Grade Level - Classification	Requires Course Credits Earned
9 – Freshman	0 – 7.0
10 – Sophomore	7.5 – 13.0
11 – Junior	13.5 – 19.0
12 – Senior	19.5 +

- Students currently enrolled in high school that have not earned the required credits needed to be on grade level and who have not been officially permitted in the Minimum High School Program are to meet with their counselors to determine the various ways they may schedule courses to make up the needed graduation credits.
- Students may retrieve credits through participation in a district-approved, credit-recovery laboratory for a class for which they have already received instruction. Credit is awarded upon completion of a course.

Weighted Courses

All students taking weighted level courses must be enrolled in the course no later than 10 days from the first day of classes or within 10 days of the student enrolling in the school.

The following provisions shall apply to the students in the graduating class of 2019.

The District shall categorize and weight eligible courses in accordance with provisions of EIC (LOCAL) and designated in appropriate publications.

Eligible Advanced Placement (AP) course shall be categorized and weighted as Level 3 courses.

Eligible dual credit, advance, advanced technical, Pre-AP, and any high school catalog course taken in grade 8 shall be categorized and weighted as Level 2 courses.

All other eligible course shall be categorized and weighted as Level 1 courses.

The District shall convert semester grades earned in eligible courses to grade points in accordance with the following chart and shall calculate a weighted GPA.

Grade	Level 3	Level 2	Level 1
100	5.0	4.5	4.0
99	4.9	4.4	3.9
98	4.8	4.3	3.8
97	4.7	4.2	3.7
96	4.6	4.1	3.6
95	4.5	4.0	3.5
94	4.4	3.9	3.4
93	4.3	3.8	3.3
92	4.2	3.7	3.2
91	4.1	3.6	3.1
90	4.0	3.5	3.0
89	3.9	3.4	2.9
88	3.8	3.3	2.8
87	3.7	3.2	2.7
86	3.6	3.1	2.6
85	3.5	3.0	2.5
84	3.4	2.9	2.4
83	3.3	2.8	2.3
82	3.2	2.7	2.2
81	3.1	2.6	2.1
80	3.0	2.5	2.0
79	2.9	2.4	1.9
78	2.8	2.3	1.8
77	2.7	2.2	1.7
76	2.6	2.1	1.6
75	2.5	2.0	1.5
74	2.4	1.9	1.4
73	2.3	1.8	1.3
72	2.2	1.7	1.2
71	2.1	1.6	1.1
70	2.0	1.5	1.0
Below 70	0	0	0

The following provisions shall apply to the students beginning with the graduating class of 2020.

Eligible Pre-AP, AP, and any high school catalog course taken in grade 8 shall be categorized and weighted as Level 2 courses.

All other eligible courses shall be categorized and weighted as Level 1 courses.

Grade	Level 2	Level 1
100	5.0	4.0
99	4.9	3.9
98	4.8	3.8
97	4.7	3.7
96	4.6	3.6
95	4.5	3.5
94	4.4	3.4
93	4.3	3.3
92	4.2	3.2
91	4.1	3.1
90	4.0	3.0
89	3.9	2.9
88	3.8	2.8
87	3.7	2.7
86	3.6	2.6
85	3.5	2.5
84	3.4	2.4
83	3.3	2.3
82	3.2	2.2
81	3.1	2.1
80	3.0	2.0
79	2.9	1.9
78	2.8	1.8
77	2.7	1.7
76	2.6	1.6
75	2.5	1.5
74	2.4	1.4
73	2.3	1.3
72	2.2	1.2
71	2.1	1.1
70	2.0	1.0
Below 70	0	0

Honor Roll Requirements

A Honor Roll	All subject grades are 90 or above
A/B Honor Roll	All subject grades are 80 or above
Citizenship	All E's in citizenship (PK-8)

DETERMINING GRADES

- A. Grades on student work will be recorded numerically in the teacher's grade book by each grading period, semester average, and year average when appropriate. Teachers are to provide a reference key for their grade books. The grade for a reporting period will be the weighted average of these numerical grades. If the numerical average results in a mixed number with a fraction of 0.5 or higher, the average will be rounded to the next highest whole number.
- B. The student's mastery of the instructional objectives aligned in the TEKS for grade-level subjects or courses shall be the major factor in determining the student's grade for a subject or course [EIA (LOCAL)].
- C. There will be 2 grade categories for Middle School and High School – major and minor. Major grades will comprise 60% of the six-week grade and minor grades will count 40%. Teachers are required to have a minimum of 8 grades per grade report, two of which must be major grades. The specific grading category for any given assignment(s) is a consensus decision made within each department.
- D. Formative common assessments created by each department or team may be assigned a grade if the content on the assessment has been covered in the course up to that point. District interim assessments may also be assigned a grade if the content on the assessment has been covered in the course up to that point.
- E. No "blanket" grades are to be assigned for a grading period. A blanket grade is giving every student on the class the same grade for an assignment without regard to individual achievement. *(For instance, a teacher giving a "100" for bringing school supplies would be a non-academic blanket grade.)*
- F. The actual numerical grade will be recorded in the student's permanent records [EIA (LOCAL)]. The grades recorded in the permanent record are semester grades.
- G. Cooperative learning structures may be used as an instructional strategy in order to encourage academic achievement in a team context. The rubric or grading standards for a cooperative activity or project will be shared with the students in advance indicating whether they will be graded for individual academic achievement, team academic achievement, or both.
- H. The responsibility of the grading belongs with the teacher. While peer review, e.g. peer editing and marking, can be a valuable learning activity, students will not grade tests, quizzes or other major assignments. Peer marking of homework and/or other minor assignments is acceptable, but the teacher must review the work before assigning the final grades. **Students MUST NOT HAVE ACCESS to other student's grades.**
- I. Grades that are identifiable by individual students must not be posted or announced publicly by teachers or students.

- J. A student's academic grades will not be affected by non-academic behavior or adherence to procedural rules, e.g. using the proper heading or using certain color of ink, bringing certain supplies to class, or being tardy.
- K. A student may not be given credit for a class unless the student is in attendance at least 90% of the days for each semester after the first date of enrollment in the District [FEC (LEGAL)].
 - 1. Absences due to suspensions shall not be counted against the minimum attendance policy as prescribed by law.
 - 2. If a student is suspended, the student will be allowed to make up the work when the student returns to school.
- L. Students found to have engaged in **academic dishonesty** shall be subject to grade penalties on assignments or tests and may be subject to disciplinary penalties. The grade penalty may include receiving no credit for the assignment or having to redo the assignment in a disciplinary setting such as In-School Suspension. **Academic dishonesty** includes but is not limited to cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination or outside of class with students who have not yet tested or turned in work. 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, on a preponderance of the evidence, taking into consideration written materials, observation, or information from students [EIA (LOCAL)].
- M. Students engaged in cheating, academic dishonesty, or other testing irregularity on a state test such as STAAR will be subject to disciplinary measures in accordance with TEA testing policy.

SPECIAL PROGRAMS GRADING GUIDELINES

Fine Arts

- 1. Grades for Fine Arts students will be determined with regard to mastery of the TEKS for the particular course including performance. While performance is not the only component considered during assessment/evaluation, it is a legitimate part of assessment.
- 2. If a performance is the culminating activity based on implementation of the TEKS, a grade may be given for participation or nonparticipation. Extenuating circumstances shall be considered when a student misses a performance but shall not necessarily be the final determinative criteria.
- 3. If a student misses a performance due to conflicting UIL activities, an alternate assignment must be provided to the student.

English Learners (EL)

- 1. Grades for EL students will take into consideration their English language proficiency. Teachers will implement the English Language Proficiency Standards (ELPS) utilizing the Sheltered Instruction Observation Protocol (SIOP) framework whenever possible to improve student understanding of concepts. Time is needed for the student to adjust to the new sounds and demands of learning English.

2. Accommodations for English Learners (EL) include but are not limited to extra time for assignments and assessments, shorter assignments and assessments, oral quizzes, peer assistance, use of bilingual dictionaries, reading the directions to the students and use of visual aids. The LPAC committee is the deciding body for the type of accommodations prescribed for each EL student.

Special Education

1. Any variations in District grading procedures should be related to the student's specific disability, which shall be determined by the Admission, Review, and Dismissal (ARD) committee and included in the student's Individualized Education Plan (IEP).
2. Consideration will be given for evaluating the academic progress of students who are eligible for special education so they will not be penalized because of their handicapping condition or disability.
3. Grades for these students must be based on performance that demonstrates progress toward mastery of the TEKS following the application of the ARD-recommended accommodations and/or modifications intended to increase the potential for successful student learning.
4. It is important level of TEKS instruction and content expectations are clearly articulated in a student's IEP, along with accommodations and/or modifications related to classroom evaluation and make decisions regarding statewide assessment.
5. Student work can be assessed by the special education teacher, the general education teacher, and/or a combination of both teachers, but must be recorded by the teacher of record.

TRANSFERRING GRADES

Transferring Between Levels of the Same Course

If a student moves to a regular-level course from a higher weighted level of the same course, 5 points will be added to the student's grade average for Level 2 weighted course and 10 points for Level 3 weighted courses. For instance, if a student has a 72 in AP English (Level 3 weight), he/she will be assigned a grade of 82 in a regular-level course of English. If the student has a 72 in Pre-AP Algebra I (Level 2 weight), then the student will be assigned a 77 in a regular-level course of Algebra I.

Transfers from a Pre-Advanced or Advanced Placement must occur within the first six calendar weeks of the course and a grade change form will document the transferred grade(s). This gives the student an opportunity to succeed in the course for that grading period. However, any remaining grades earned in the regular course will not receive any additional weight.

It is in the best interest of the student and the responsibility of the campus administration to fairly assess the student's need to be withdrawn, to counsel the student to remain in the course until semester, to seek out tutoring and support for academic success in their course, to promote college and career readiness and to provide an accurate and transparent record to any college. Notification of the student's request will be provided to the parent. Upon confirmation that the student will be required to stay in the class, the student may appeal the decision to the principal and request that a campus course placement committee listen to the student's appeal. The student may appeal with permission from the parent. The campus course placement committee will consist of the academic dean, a counselor, the

course teacher and all other appropriate campus representatives. The campus course placement committee will convene within five (5) school days of the student’s appeal to the principal. The campus course placement committee will hear the request and determine if there are extreme or extenuating circumstances that would allow the student to withdraw from the course.

Transferring Into a Pre-AP, Advanced Placement, or Dual Credit Course from a Regular Level Course

If a student is moving into a Pre-Advanced or Advanced Placement course from the regular level of the same course, the transferring average from the regular course will transfer as is. ***Transfers into a Pre-AP or AP course must be done within the first three calendar weeks of school.***

Transferring in to a Regular Course after the First Semester

The first semester grade remains as is and is given the appropriate weight from Pre-Advanced or Advanced Placement credit. The second semester grade for the regular course will not be weighted.

Students Transferring from Out of District

If a student transfers during a six-week grading period, the grade average for each transfer course will be counted proportionate to the number of weeks in the grading period that the grade covers. For example, a student transfers during week five of the six weeks with an 80 average in English. The 80 will be counted five times and the average the student receives (75, for example) in the receiving school’s English course will be counted four times. The total will be divided by six to get the average. For calculating a six week average, utilize the following formula:

Student’s transferring course average	X	Number of weeks in sending school	+	Student’s earned course average at receiving school	X	Number of weeks on receiving school	÷	6	=	Current Six Week average
[(80	X	5)	+	(75	X	4)]	÷	6	=	78

If there are no clear transfer grades, the student was home schooled, or there are no transfer grades available for a specific course, a campus committee appointed by the principal will be convened to determine what grade the student should be assigned when enrolling in Cleburne ISD. This decision may be made based on other available forms of documented achievement, skills tests, or student interview.

RE-TEACHING AND RE-TESTING

The District’s goal is for every student to master all the TEKS specified for each grade-level and the STAAR End of Course (EOC) exams. Each student will be provided instruction that allows for application and practice of the concepts and skills mandated in the TEKS and then assessed for mastery. If a student does not demonstrate mastery of concepts and skills as specified in the TEKS and necessary for future learning, re-teaching and re-testing (or re-assessment) should be provided for the student.

For the purpose of consistency and equity, each campus will have a re-teach and re-test plan that is appropriate for student mastery. Campuses will ensure that teachers at each grade level in middle school and courses in high school follow their campus re-teach/re-test plan. It is the responsibility of the grade level or course teachers to monitor student progress and to implement re-teaching and re-testing

for all, most, some, or one of the students. Teachers will base their decisions to re-teach and re-test on whether the curriculum provides sufficient future opportunities for most students to master a concept or skill.

1. If 50% or more of students in a class fail to demonstrate mastery of TEKS on a major assignment, the teacher will provide an opportunity for re-teaching and re-testing. All students in the class will be given the opportunity for re-teach and re-test.
2. If fewer than 50% of students in a class fail to demonstrate mastery of TEKS on a summative assessment, the teachers will provide re-teaching or re-testing to those students who did not demonstrate mastery.
3. Re-teaching should employ instructional strategies different from the original instruction.
4. Re-testing or re-assessment must include a more rigorous re-teaching exercise; these can include but are not limited to oral examination, additional practice activities, an essay or paper, a report or presentation, revision of a paper, or a formal test.
5. Re-teaching/re-testing provisions do not apply to semester exams.
6. Simply making test corrections cannot be a substitute for re-teaching or re-testing.
7. The teacher is required to give at least one re-take opportunity.
8. Any student re-taking or redoing a major assignment must complete it within 5 school days.
9. For a student demonstrating mastery on a retake assignment or test, the higher of the two grades (2) will be accepted.

Redo and Retake Grade Averaging Example

Original Grade	Retake Grade	Mastery Demonstrated	Adjusted Grade
50	95	Yes	95
50	85	Yes	85
50	75	Yes	75
50	65	No	65

HOMEWORK

Meaningful homework is a vital part of the educational process for several reasons:

- Homework helps families become involved in the educational process;
- Homework communicates the high expectations that schools hold for students; and
- Homework helps students develop self-discipline and organizational skills.

Rationale for Homework

1. Homework is intended to be an effective tool for improving understanding, enriching learning, encouraging personal connections, developing self-discipline and organizational skills, and providing opportunities to pursue special interests.
2. In broad terms, homework may include but not limited to written work, reading, studying, preparing for class and/or assessments and other activities related to classroom work, but assigned to be done at home.
3. Homework assignments should be designed to help the student master the content and to extend student learning.

4. Homework is one means of teaching the necessary skills of independent study and learning outside the classroom without immediate teacher supervision. Homework includes assignments that the teacher expects all students to complete outside of class. In contrast, class work includes assignments that the teacher expects the majority of students to complete during the class period.
5. Teachers have the discretion to allow extended time for students to complete class work when additional time is needed. If the majority of students completed the work in class, the work taken home will be graded as class work and not homework.
6. When a student demonstrates mastery of the TEKS on major assessments, homework alone will not be the cause of a failing grade.

Teacher Responsibilities

1. Ensuring that students have been provided prior instruction to facilitate the completion of assignments successfully.
2. Considering homework as part of the total learning process by monitoring, collecting, reviewing and grading homework assignments, regularly and timely, to give students feedback on their learning.
3. Provide a process for missed homework assignments, substituting another activity for the missed assignment so that there are no gaps in the student's learning.
4. CISD recognizes that family time is important; therefore, teachers will not assign homework immediately prior to extended holiday periods during the school year. Long-term homework/projects will not be due on the first class day upon returning from extended holidays within the school year.
5. Homework should only be assigned for reinforcement of skills and concepts taught in class.
6. Graded homework assignments count as a minor grade.
7. Long-term, extended assignments, such as projects and research papers, although requiring work to be completed outside the classroom, should be distinguished from specific short-term and daily homework assignments that might be regularly reviewed by the teacher and included in a homework average.

Student Responsibilities

1. Understanding the concept of the homework assignment(s) before leaving school.
2. Taking home all necessary materials to complete assignments.
3. Having an organized means of keeping and carrying homework to and from school.
4. Arranging for a place to work and having a regular time to study.
5. Scheduling a time for homework that is compatible with family and/or after-school activities.
6. Completing assignment(s) independently with minimal help from family.
7. Understand and comply with the missing work process provided by the teacher.
8. Understanding the consequence of non-completion of homework shall be to do the work.
9. Students in advanced courses should expect assignments that will require more time outside the classroom.

Parent/Guardian Responsibilities

1. Reading and discussing the District's homework policy with the student and encouraging good study habits

2. Providing necessary assistance and a positive, supportive attitude and encouraging good study habits
3. Communicating any concerns and questions regarding homework assignments to the student's teacher
4. Encouraging the student to seek additional help, if needed, from the teacher
5. Providing an appropriate time and environment for study and learning; checking the homework for completion and showing an active interest in the homework process. Doing the homework for the student will not help the child learn the necessary skill.
6. Monitoring television, technology and outside activities to be sure the student has sufficient study time.

Suggested Homework Time

A suggested time allowance recommended for homework is 30 minutes per subject area. Teachers are encouraged to work together in assigning homework to prevent overload nights. Teachers should also be aware of and flexible with the co-curricular and extra-curricular travel nights.

Homework Grading (Middle School)

Homework may count no more than 10% of the total grade as part of the minor grade category in a six-week grading period. When an assignment is not turned in on time, a maximum of 20% deduction from the total grade earned may be deducted from the assignment. Teacher discretion shall be used, keeping in mind that the intent and purpose of homework is to practice a skill to mastery level, not make it impossible for the student to earn a passing grade on the skill.

Homework Grading (High School)

Homework may count cumulatively no more than 20% of the total grade as part of the minor grade category in any grading period. When an assignment is not turned in on time, a maximum of 20% deduction from the total grade earned may be deducted from the assignment. Teacher discretion shall be used keeping in mind that the intent and purpose of homework is to practice a skill to mastery level, not make it impossible for the student to earn a passing grade on the skill.

MAKE UP WORK FOR ABSENCES

Students are required to make up assignments, homework, projects, quizzes and tests missed due to absences. The district distinguishes absences as excused and unexcused. Make up work for excused absences will be eligible for full credit. Students can receive up to a 20% deduction from the total grade earned for any assignment or assessment not made up within the allotted time. A truant absence is an unexcused absence with disciplinary consequences. Make up work for unexcused absences may be penalized equal to late work. A 20% deduction from the total grade earned can be taken on make up work for unexcused absences.

- A. Students will be allowed reasonable time to make up assignments, homework, projects, quizzes and test missed due to absences.
 1. Students shall receive at least two days for the first day of absence to make up assignments and receive an additional day for every subsequent day of absence. For example, if a student misses three days, he/she will have four days to complete the missing work. If the student only misses one day, he/she will have two days to complete the missing work.
 2. For extended absences, make up assignments shall be made available to students after two (2) consecutive class days of absence.
 3. Teachers will provide the assignments to the students and inform students of the time allotted for completing make up assignments, homework, projects, quizzes and tests.
 4. Each teacher shall designate an accessible folder in the classroom in which the teacher will record each day's assignments.
 5. It is the student's responsibility to obtain, complete and submit the missed work in the time allotted.
- B. Students will not be required to take a quiz or test on the day returning to class from an absence if the quiz or test was announced during the student's absence.
- C. After their return to class, teachers are required to make arrangements with the students within two class days to take a test/quiz if the test/quiz was announced during the student's absence.
- D. Make up work and tests for all absences should be of the same rigor, but not necessarily the same format, as the original activity, test, or assignment.
- E. Make up tests or presentations may be scheduled before school, after school, during the student's class period, and/or at the teacher's discretion to ensure that new/significant content is not missed.
- F. Students will make prior arrangements with teachers for making up missed work when the absence can be anticipated, e.g. a dental appointment, court appearance or appointment, approved school-related activities, etc.
- G. After a prolonged absence, the teacher has the right to exempt a student from some assignments if the teacher determines that doing so will not have a negative impact on the student's ability to master the concept or unfairly bias his/her grade.
- H. The district shall not impose a grade penalty for make up work after an absence because of suspension.
- I. A school-related absence will be considered an excused absence for the purpose of making up work missed.

LATE WORK

- A. Late work is defined as any assignment that is not submitted on the due date and class period with the exception of make up work for absences or approved school activities.

- B. A maximum 20% deduction from the total grade earned can be taken for late assignments.
- C. Late assignments will be accepted at least until the material has been assessed with a major grade or within a three-week grading period, whichever is first. However, a teacher may accept late work beyond this point at his/her discretion.
- D. Extenuating circumstances may occur that prevent the completion and turning in of assignments on the due date. It is the parent/guardian and /or student's responsibility to inform the teacher and/or appropriate administrator of any such circumstances so that an exception to the rule may or may not be granted. The teacher and/or appropriate administrator shall have the authority to render a final decision on the granting of any exceptions.

COMMON ASSESSMENTS

- Common assessments, which may include mini-assessments, are the result of a collaborative effort among teachers to improve instruction and gain data to respond to the diverse needs of students. They are designed to measure student mastery of the taught curriculum (TEKS).
- Common assessments are given periodically based on the District's scope and sequence or at the end of units of study, grading period, or semesters.
- Common assessments for which instruction has been provided may be used in calculating student grades.
- All students in special education who will take either the STAAR or STAAR online, will participate in common assessment testing using the appropriately modified common assessments as identified through the ARD committee. These students will also receive the testing accommodations that are used on a regular basis as identified by the ARD committee.
- Feedback from common assessments should be shared with students and parent/guardians on campus in order to debrief the activity and the learning.
- Feedback from benchmark tests can and should be shared with students and parents/guardians on campus in order to debrief the activity and the learning. The actual District benchmark assessment should not be sent home with students or parents.

GRADE REPORTING ATTENDANCE REQUIREMENTS

Middle School attendance is considered on a year-long basis. In Middle School, a student who has absences in excess of 18 days a year will put the student in danger of losing credit for course work completed. When a student's attendance drops below 90 percent but remains at least within 75 percent of the days the class is offered, the student may earn credit for the class by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal and/or attendance committee [FEC (LEGAL and LOCAL)]. Successful completion of summer school may allow promotion to the next grade.

High School attendance is considered as a semester-long structure. Consequently, in high school a student could lose credit for a class unless he or she is in attendance for at least 90 percent of the days the class is offered. When a student's attendance drops below 90 percent but remains at least 75 percent of the days the class is offered, the student may earn credit for the class by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal and/or attendance committee [FEC (LEGAL and LOCAL)]. The student will be encouraged to attend summer school to make up credits and consult with the home school for other options.

School activity absences: **Students should not be penalized for late work.**

When a student transfers into the school with records from another school in the district or from another school outside the district, attendance for courses in progress from the sending school will be used to calculate the 90% attendance requirement.

PROMOTION/RETENTION of STUDENTS

Middle School Students

- Promotion to the next grade level shall be based on an overall average of 70 or above 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, social studies and science.
- In addition, students in grade 8 must meet the state testing requirement or be recommended by the Grade Placement Committee (GPC) in order to be promoted to grade 9

High School Students

Promotion and classification of high school students are based on the following factors: [EIE (LOCAL)]

- Grade-level advancement for students in grades 9-12 shall be earned by course credits.
- Changes in grade-level classification shall be made at the beginning of the fall and spring semesters

Graduation and credit requirements are as follows:

- All students graduating from high school must meet the minimum units required by Texas Education Agency (TEA) and any additional graduation requirements as set forth by the Board of Trustees.
- In addition to satisfying all course and credit requirements, graduates must also meet state assessment requirements.
- A student must maintain a **full-year** grade average of at least 70 on a scale of 100 to be given credit for a course.
- Course credit may be earned through special credit options such as Credit Recovery, Credit-by-Exam, and Summer School.

REPORTING OF GRADES

The grade book is the legal repository and is an accurate record of each student's work and achievement. The grade book is electronically archived at the District level. To inform parents, guardians and students of due dates and provide timely feedback of grades, teachers shall:

- Post major assignments, assessments, and projects prior to the dues date.
- Post graded assignments, assessments, and projects within five school days or less from the due date so parents and students may view the grades through Skyward Family Access.
- Input a minimum of one minor grade per week and one major grade by progress report; and
- Have a minimum of 6 minor grades and 2 major grades by the end of each grading period.

- Verify and edit student grades prior to the release of progress reports and report cards. A calendar of Skyward reporting deadlines for student grades will be sent to teachers by the campus principal or the District data service department.
- Update “Incomplete” grades within three weeks after the end of a grading period. For a student to be eligible for UIL competition, an “Incomplete” must be replaced with a passing grade within seven calendar days of the close of the grading period.
- Refer to UIL side-by-side for participant eligibility. <https://www.uiltexas.org/policy/tea-uil-side-by-side>

Progress reports and report cards are sent home approximately one week after the end of the grading period. Please see the District calendar posted on www.cleburne.k12.tx.us for exact dates for the release of report cards. Report cards are required to be signed by the parent/guardian and returned to the student’s homeroom teacher.

INTERVENTION AND ACCELERATION

TEC Sections 28.0212 and 29.081 mandates that accelerated instruction be provided for all students in grades 6-12 who do not perform satisfactorily on any section of the TAKS or STAAR exams, who are not likely to receive a diploma before the fifth school year following enrollment in grade 9, or who are at-risk of dropping out of school.

- A. For a student in grades 6-12 who has failed any STAAR exams or who is not likely to graduate before the fifth year following enrollment in grade 9, a Personal Graduation Plan (PGP) must be developed with the participation of the student and the parent/guardian.
- B. The PGP may determine the program of acceleration, or the Response to Intervention (Rtl) team may assist in designing the accelerated instruction.
- C. Interventions should occur during the regular school day as well as during other times determined by each campus. This program may include:
 1. Local credit courses to improve academic readiness
 2. Tutorial assistance
 3. Course and credit recovery programs
 4. English Language Learner (ELL) programs
 5. Summer school programs
 6. Evening school for high school programs
 7. Online tutorials
 8. An Individualized Education Plan (IEP) designed by a Special Education ARD committee.
 9. Before or after-school courses

When the electronic PGP is developed, the plan should be shared with all appropriate teachers and should be monitored, updated and revised each year as necessary.

Interventions for Students in Danger of Failing

Course interventions are used at the middle school level to protect students from failing at any point in a grading period prior to failing during the semester, and at the high school level to protect the loss of semester credit. At the Middle School, Jacket Time is a designated time during the school day in which student interventions are conducted. Students who are not in need of interventions may use Jacket Time for study hall, extracurricular activities, or enrichment learning as allowed by the campus.

- Teachers may require attendance during Jacket Time or outside of class for students who have failed or are in jeopardy of failing.
- Ongoing interventions do not change UIL eligibility.
- The maximum grade allowed for a redone assignment, test, quiz or project completed under interventions is a 70.

Course and Credit Recovery

Course and credit recovery are types of interventions designed to allow students to regain credit for a maximum grade of 70 for the course in middle school or for the semester credit in high school. This provides the student with passing status for the course in middle school or for the semester in high school. Course and credit recovery may be offered in a variety of formats including but not limited to:

- Completing an accelerated online course in the credit recovery lab.
- Attendance during Jacket Time to a credit recovery class (Middle School).
- Credit Recovery is offered after school on Tuesday and Thursday through Jacket Academy (High School).
- Working with a teacher outside of the regular school day to finish requirements for an “Incomplete” grade.
- Attendance in a summer credit recovery program.

Formats of credit recovery must be approved by the campus Principal and the Director of Secondary Curriculum. Currently there are two programs that allow students to regain lost credit:

1. Credit Recovery – Conducted through the computer lab using accelerated course software, students are able to complete the course requirements and earn a grade for the course for which they have already taken and lost credit.
2. Extended Year – Additional course time at the end of a course is given to a student so he/she may have an opportunity to master the course skills and concepts and earn no higher than a 70. For a student to be allowed into extended year, the student must make a 50 – 69 during the regular course.

Appendix 1

Cleburne High School Exam Exemptions

See form below.

CLEBURNE HIGH SCHOOL

EXAM EXEMPTIONS

2019-2020



Exam Exemptions

Based on the following criteria, high school students may earn two (2) exam exemptions in the fall semester and two (2) exemptions in the spring semester by obtaining the following:

- a semester average of 80 or higher in the class for which the student is seeking an exam exemption, and
- two or fewer absences in the class for which the student is seeking an exam exemption prior to the day of the semester exam
 - All absences are counted per class period whether excused or unexcused with the exception of participation in school-sponsored activities or the following, if they meet the criteria in Board Policy FEA (LEGAL), RELIGIOUS HOLY DAYS, COURT APPEARANCES, CITIZENSHIP PROCEEDINGS, ELECTION CLERKS, CHILDREN IN CONSERVATORSHIP OF DFPS, HEALTH-CARE APPOINTMENTS, HIGHER EDUCATION VISITS, EARLY VOTING CLERKS, MILITARY DEPENDENTS, or TAPS AT MILITARY FUNERAL. [See Board Policy FEA (LEGAL) under EXCUSED ABSENCES FOR COMPULSORY ATTENDANCE DETERMINATIONS]
 - Adequate documentation must be provided to the appropriate campus official for the above exceptions and is the responsibility of the student or family to provide.

Disqualification for Exemptions

Students do not qualify for any of their semester exam exemptions for the semester if the student

- receives a disciplinary assignment to on-campus suspension (ISS),
- receives a disciplinary assignment to off-campus suspension or alternate education program(s) (DAEP and/or JJAEP), or
- fails any class during the semester due to excessive absences.