

**HUDSON INDEPENDENT SCHOOL DISTRICT
SECONDARY GRADING GUIDELINES
ASSESSMENT AND GRADING OF STUDENTS: GRADES 6-12**

As students' progress toward mastery of the skills and concepts of the Hudson Independent School District's curriculum, teachers should use various indicators to monitor and assess this progress. Indicators may include any or all of the following:

- teacher observations based on specific criteria
- class discussions
- oral interviews
- projects
- demonstrations
- checklists
- cooperative learning groups
- daily practices
- compositions
- homework
- book reviews / reports
- teacher-made and textbook tests
- research products

The above lists address strategies that may be used to monitor and assess progress. As this document will clarify, it is not required that grades be assigned every time progress is assessed and feedback given.

NOTE: This document reflects district and campus expectations. The Principal must approve any revisions or exceptions to these guidelines and shall amend accordingly due to changes in legal requirements. Students' grades shall reflect mastery of District objectives. Teachers shall follow District-approved grading guidelines that have been designed to reflect each student's academic achievement for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board determines that the grade was arbitrary, or contains an error, or that the teacher did not follow the District's grading guidelines. Board Policies EI (LEGAL/LOCAL), EIA (LEGAL/LOCAL), and EIE (LEGAL/LOCAL) *Primary and Elementary Grading Guidelines and Secondary Grading Guidelines.*

GRADING SCALE

The grading designations for HISD secondary schools are as follows:

100 - 90	A	Excellent Progress
89 – 80	B	Above Average Progress
79 – 70	C	Average Progress
69 – 0	F	Unsatisfactory Progress (Failing)
	I	Incomplete (do not use on withdrawal form)

Grade points will be awarded according to the chart included in this document. The chart is also defined in HISD School Board Policy (EIC Exhibit).

ACADEMIC DISHONESTY

Academic dishonesty includes cheating or copying the work of another student (whether the student knowingly provides or receives the work), plagiarism and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary or academic penalties. The teacher and campus administrator shall determine such action jointly.

ASSIGNMENT OF GRADES

The assigning of a grade in a particular course should reflect a student's mastery of the skills and content of the course. Grades in each grading period shall be assigned according to the following criteria:

1. **Sixty percent (60%)** of a grade in each grading period shall be based on summative activities such as **major projects and tests**. Before a summative (major) grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment.
Initial assignment and discussion of long term projects must include a written explanation of the criteria that will be used for evaluating the assignment (rubric). Major tests shall be scheduled and communicated to the students at least three class days in advance before the due date.
2. **Forty percent (40%)** of a grade in each grading period shall be based on formative activities such as **class work, daily assignments, and quizzes**. These grades should be a balanced representation of the types of work completed during the course of the nine-week grading period.
3. Grades (and all portions of grades) **shall not** be awarded or reduced for any non-academic activities such as compliance grades (or points) for returning a report card, incomplete paper headings, attendance/tardies, etc. A requirement to maintain a course notebook is not considered as compliance under this section and may be used for grading purposes.
4. An incomplete grade (I) will be issued based on any of the following criteria: (1) nonattendance in class, (2) zero assignments turned in, (3) enrolling the last ten days of the grading period without grades from the previous school. If a designation of "I" is recorded, the incomplete denotation must be converted to a numeric grade by the end of the following grading period. Incomplete grades will not be recorded the final grading period of the year. (Note: If a student withdraws within the last two [2] weeks of a grading period, has at least five [5] grades [two of which are summative in nature], a grade shall be given.)
5. Except in extenuating circumstances, any designation of Incomplete (I) on the report card must be converted to a numeric grade within two weeks of the end of the grading period. Exceptions to this policy may apply in cases regarding UIL eligibility. Refer to UIL rules for

additional information. Administrative approval is required before recording a grade of Incomplete (I) in the final grading period of the year.

6. In determining nine-week grades, a variety of assessment strategies should be used.

Note: Based on Senate Bill 2033 signed into law after the 81st Legislative Session, districts are restricted as to how minimum grades may be calculated under local grading policy. As a result, the following practice shall be used.

1. During each grading period, at least twelve (12) grades shall be assigned. Exceptions to this will occur when a formative assessment grade(s) is dropped due to a higher summative grade. Of the grades assigned, at least three (3) separate grades shall be summative in nature and at least nine (9) separate grades shall be formative in nature.
2. A teacher shall reteach and retest a class when 50% or more of that class has failed a summative assignment or examination. The teacher shall record the higher of the two grades earned for those students being retested. Reassessment must occur within ten instructional days of the original assessment (This does not apply to nine-week, semester exams or state assessments).
3. A teacher may, at his/her discretion, allow individual students to make-up or redo a homework assignment they have failed. In this situation the teacher shall also record the average of the two grades earned for these students.
4. If a student scores higher on a summative assessment than s/he did on the formative assessment(s) (other than homework) designed to prepare for that summative, then the teacher **may** drop the lowest of the formative assessment grades associated with that summative assessment. Any determination to drop or keep a grade should reflect a student's progress toward the overall mastery of skills and concepts.

COMMUNICATION TIMELINES and REVIEW OF MATERIALS

1. All student work shall be assessed and feedback given. Work that is graded shall be returned and recorded in the district electronic grade book. Nine-week assessments and semester exams may not be returned.
2. Project/research papers shall be graded and returned within the same grading period that they are completed and submitted to the teacher.
3. Students have the right to review their tests in class. All tests given shall be graded and grades shall be recorded in gradebook.
4. Upon student/parent request, students shall have all graded tests (including test questions) returned for their personal records. **Exceptions** will be semester exams, final exams, nine-week assessments, and district assessments. The student and the parents may review these tests at the parent's request. The review must occur on school premises and in the presence of a school employee.

CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION

Credit by examination (CBE) is available for students in grades 6-12 who have lost credit in courses approved by the board of trustees (Board Policy EHDB LEGAL/LOCAL).

1. Students must have had prior formal instruction to be eligible for CBE.
2. Examinations that are used for credit by examination purposes must be approved by the Board of Trustees.
3. For a student to receive credit by examination with prior instruction, the student must correctly answer 70% of the items on the test instrument.
4. The cost for this testing is the student's responsibility.
5. CBE shall not be used to gain eligibility for participation in extracurricular activities. A campus principal and/or attendance review committee may offer a student with excessive absences an opportunity to earn credit for a course by passing a CBE. In these instances, the passing standard of 70% (see #4) shall apply.
6. High school students should contact their counselor for additional information. Exams may be administered when needed, and may be administered outside of the school day.
7. Preregistration and parental approval is required.
8. Grades earned through CBE are not included in the GPA ranking. Board Policy EIC (LEGAL/LOCAL).

CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

If a student in grades 1-12 wishes to accelerate to the next grade level or earn course credit without having received prior instruction in the grade level or course, the District shall offer opportunities in accordance with state law and State Board rules for the student to take a Board-approved examination for this purpose. This policy covers the possibility to allow a student to attain course credit through a process termed “credit by examination.” Further information regarding additional methods of acquiring credit and grade acceleration can be found in Board Policy Codes EHDC Legal & Local, and EHDB Local.

HOMEWORK

Homework should be evaluated in a timely manner and used as a method to provide students with specific feedback on their performance of the assigned tasks. Homework should only be assigned for reinforcement of skills and concepts taught in class. Homework grades will be factored into the formative (40%) grade category.

LATE WORK

Campuses will use professional discretion in determining appropriate penalties or deductions for late work.

MAKE-UP WORK

All students shall be allowed to make up work when they are absent from class.

1. Students shall have a time equal to days absent from class plus one day to complete all missed assignments.

2. Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to make-up assignments.
3. In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
4. Make-up tests or quizzes should be administered during tutorial time to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day.

Modifications of this procedure, which may require administrative approval, should be discussed with the appropriate administrator in a timely manner.

PROGRESS REPORTS

1. Secondary campuses will mail report cards home at the end of each nine week grading period.
2. Via Skyward Family Access, parents may view electronic grade reports at any time.

PROMOTION, RETENTION, AND AWARD OF CREDIT

Grades 6-8

In grades 6-8, promotion to the next grade level shall be based on the following:

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

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

Grades 9-12

To receive credit for a course, a student must maintain an average of 70 or above. Districts may award credit semester by semester for a full year (one unit) course.

Grade Classification

Students are assigned to specific grade levels when they have earned the appropriate number of credits. Students will be placed in the proper grade at the beginning of the school year. They will remain in that grade level and participate in the activities of that grade level for the remainder of the school year. Senior status will be individually determined based upon expected graduation date. Students falling behind in credits may be required to attend summer school and/or enroll in HHS Credit Recovery Program to earn additional credits.

Grade Placement Units of Credit Earned

Seniors (Grade 12) must have earned at least:	17.5 or more units
Juniors (Grade 11) must have earned at least:	12.5 – 17 units
Sophomores (Grade 10) must have earned at least:	6.5 - 12 units
Freshman (Grade 9) will have earned less than:	0 - 6 units

3 Year Graduates/Early Graduation

To be considered for early graduation, the student is expected to:

- Declare the intent to graduate early by submitting an intent statement to the appropriate grade level counselor. The intent statement must include a plan for early graduation outlining how all graduation requirements shall be met and a statement declaring how the student will benefit from early graduation.
- Student, parent, counselor, and principal must all agree to the plan by signing the submitted intent statement.
- Student must meet the graduation requirements of Hudson ISD, and
- Students must meet state assessment requirements.
- Special consideration shall not be given to students graduating early for ranking purposes.

SEMESTER EXAMS

1. Students should use semester exams to certify mastery of objectives. All semester exams shall be comprehensive in nature and must measure the mastery of the skills or content of the course.
2. Missed semester exams shall be recorded as an Incomplete (I) and should be made up within a two-week period. (In extenuating circumstances, exceptions will be granted. In these situations, principal approval is required.) In those situations where a student does not make up a missed semester exam within the specified time frame, a grade of zero (0) will be recorded.
3. Semester exams shall be administered in all classes and shall count as 20% of the semester average.

$$A = \text{Average of two grading periods} \quad (80\% * A) + (20\% * E) = \text{Semester Average}$$
$$E = \text{Semester Examination Grade}$$

SUMMER SCHOOL GRADES

1. A student failing the regular semester and attending summer school for that semester shall receive a passing grade for that course if the curriculum is mastered.
2. A grade received in summer school shall be reflected on the student's transcript (P)/Fail (F) and shall be calculated into the student's GPA:

TRANSFER GRADES

Some transcripts from outside of Texas reflect an alpha grade and not a numeric grade. When this occurs, the registrar will transcribe the letter grade to a numeric grade as indicated below:

A+ 100	B+ 89	C+ 79	F 69 and below
A 95	B 85	C 75	
A- 90	B- 80	C- 70	

Students moving into the District may receive advanced ranking points for courses transferred into the District if those courses are currently receiving advanced ranking points at the District high schools.

TUTORIALS

All students benefit from the opportunity to extend learning or receive needed assistance. Tutorial programs may be scheduled by the campus during the day or provided during extended hours, such as before or after school. Parents will be contacted if their child is required to attend tutorials during extended hours.

CONDUCT GRADES

Conduct grades reflect student behavior during a nine-week period. When conduct grades are given, the following grade designations will be used.

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

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

GRADUATION, CLASS RANK, and HONOR DESIGNATIONS (Grades 9-12)

1. The valedictorian and salutatorian will be the highest and next highest-ranking eligible student in the graduating class. Eligible students whose class ranking places them in the top ten percent of their graduating class will be recognized as Honor Graduates.
2. Under state law, students who are ranked in the top 10% of their graduating class are generally eligible for automatic admission to all Texas state colleges and universities, including the Texas A&M University system. The University of Texas has decreased its automatic admission percentage to the top 7% of the graduating class for incoming college freshmen. The counselor will provide more detailed information about this opportunity during a student’s first year of high school, including information about eligibility for financial aid. Please contact the counselor at any time for information.

3. Some courses, such as AP courses*, Pre-AP courses, Advanced courses, and Dual credit courses are weighted ten (10) extra points when calculating GPA. We use a weighted grade point/grade average system that is designed to recognize the relative difficulty and effort required for the course. The additional grade point/points on the grade are used solely for ranking purposes and will not be reflected in the grades recorded on your child’s official transcript or Academic Achievement Record.

**Only if the course is completed and the Advanced Placement exam is taken.*

4. Grade Point Average Scale:

Grade	Regular Courses	Advanced Courses
100	5.0	6.0
90-99	4.0-4.9	5.0-5.9
80-89	3.0-3.9	4.0-4.9
70-79	2.0-2.9	3.0-3.9
60-69	1.0-1.9	2.0-2.9
50-59	0.0-0.9	1.0-1.9
40-49	0	0.0-0.9

5. Academic honors for graduation shall be determined by cumulative grade point average calculated two weeks prior to graduation using grades from the last completed grading cycle. All courses that are or may be used to satisfy state graduation requirements will be used in the computation of GPA. This will include correspondence, dual-credit, or on-line courses pre-approved by the campus administration. Credit by examination, credit recovery courses, and courses that receive only a pass/fail grade will not apply.

For further information on Class Rank and Honor Designations see Board Policy EIC (Local) EIC (Exhibit)

[http://www.tasb.org/policy/pol/private/061911/pol.cfm?DisplayPage=EIC\(LOCAL\).pdf](http://www.tasb.org/policy/pol/private/061911/pol.cfm?DisplayPage=EIC(LOCAL).pdf)

[http://www.tasb.org/policy/pol/private/061911/pol.cfm?DisplayPage=EIC\(XHIBIT\).pdf](http://www.tasb.org/policy/pol/private/061911/pol.cfm?DisplayPage=EIC(XHIBIT).pdf) **Grade Reporting**