



Whitehouse Independent School District

Grading Procedures

2020-2021

PURPOSE

The procedures included in the Grading Procedures Manual are in accordance with best practice, EIA (LEGAL and LOCAL), and the Texas Education Code 28.0216. This manual will promote consistency in grading practice and provide assistance to the instructional staff. This manual provides:

1. A tool that will provide consistency among teachers, disciplines, and campuses as students progress through the educational program.
2. A reference that will give teachers, parents, and students a better understanding of grading, assessment, reporting, and promotion.
3. A description of the district's grading system and philosophy.

WISD Grading Procedures Manual

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WISD Curriculum and Instruction K-12 General Information

WISD provides a comprehensive educational program offering a wide range of academic and elective courses pre-kindergarten through high school. WISD is committed to coordinating the written, taught, and tested curriculum. In order to meet district goals and objectives, the curriculum and instructional programs are aligned with the state mandated standards and with the state mandated STAAR assessments.

Scope and Sequence of Instruction

All teachers will follow the curriculum framework prescribed by the Texas Education Agency which is broken down into the Texas Essential Knowledge and Skills (TEKS). Core subject area teachers will follow the scope and sequence of the TEKS Resource System (TRS) curriculum which includes the Vertical Alignment Document (VAD), the Year at a Glance Document (YAG), the TEKS Verification Document, and the Instructional Focus Document (IFD). These four documents will ensure that all core subject area curricula are vertically and horizontally aligned and aligned to the state standards.

Lesson Plans

All WISD teachers are required to prepare weekly lesson plans to assist with planning and instruction. The purpose of the lesson plan is to provide a document outlining daily objectives and activities for instruction. Lesson plans will include the TEKS, teaching points, student outcomes, instructional activities, resources/materials, and other appropriate information. Teachers will turn lesson plans into their building principal or designee at a time to be determined by the principal.

Intervention

Intervention is an integral part of the elementary instructional program and is an ongoing process. Frequent evaluation, both formal and informal, will determine the need for intervention.

- Provides frequent reinforcement and review so that a student does not “get too far behind”
- Occurs at the time the need is identified

- Allows the student to progress systematically through content without experiencing extended, frustrating period of non-achievement
- Offers a variation in instructional approach – uses other techniques, strategies, materials, opportunities for review and practice
- Includes, but is not limited to, targeted small-group instruction and tutorials

Academic Achievement: Retention and Promotion (EIE Legal and Local)

Curriculum Mastery Promotion, grade-level advancement, and course credit shall be based on mastery of the curriculum. [See District Policy EIE Local]. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. [See District Policy EHBC] Standards for Mastery. Mastery shall be determined as follows:

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

Official Grade Reports Progress Reports (Policy EIA Local)

The purpose of the Progress Report is to inform students, parents/guardians, and campus administrators regarding progress in a subject, in conduct, or in both. The Progress Report reflects both satisfactory and unsatisfactory student progress.

1. All students will receive a Progress Report, as stipulated by UIL guidelines, at the end of the third and sixth week of a nine week grading period. A Progress report grade is a point in time grade that could be affected by assignments put into the gradebook.
2. It is the student’s responsibility to deliver the Progress Report to the parent/guardian.
3. Parents are encouraged to sign and return Progress Reports and Report Cards.
4. It is imperative that parents be contacted at any time the student is in danger of failing or if there is a significant decrease in grades. It is strongly suggested that parents/guardians be contacted at a time it becomes apparent that failure is probable or if a student’s grade decreases by 10 or more percentage points.

5. If a student's grade falls below 70 after the sixth week of a nine week grading period, the teacher will contact the parent/guardian by phone or in writing.

Academic Grading Scales

Pre-Kindergarten and Kindergarten

The Pre-Kindergarten and Kindergarten report card is designed to assist teachers in evaluating the ongoing growth and development of students.

The following symbols are used to indicate a student's progress in all reported academic areas:

MS: Met Standard

AS : Approaches Standards

LP: Limited Progress

N/A: Not Assessed

Grades 1 – 12

The district will report nine week averages to parents/guardians as numerical scores except for Elementary PE, Music and 1st grade Science and Social Studies which will be reported as a letter grade. The following table relates the numerical scores and letter grades used to report student progress:

Numerical Average	Letter Grade	Description
90-100	E	Excellent Progress
80-89	S	Good Progress
75-79	N	Fair Progress
70-74	N	Minimal Progress
69 and below	U	Failing

* The virtual/online school grades of P (Passing) or F (Failing) are recorded on the transcript but do not calculate in the GPA.

Conduct Grading Scale (K-12)

Student conduct is assessed by each teacher. The conduct grade indicates how well the student is performing in classroom citizenship. Poor conduct also interferes with a student’s ability to learn in class. Conduct marks may affect eligibility for participation in school activities. The following letter system is used to report a student’s conduct.

Mark	Assessment	Description
E	Excellent	The student displays an excellent attitude, exhibits excellent work habits and overall conduct, is cooperative, and consistently observes school rules and regulation.
S	Satisfactory	The student displays a good attitude, exhibits good work habits and overall conduct, is cooperative, and generally observes school rules and regulations.
N	Needs to Improve	The student displays a fair attitude but needs improvement in work habits and overall conduct, is at times uncooperative, disrupts class at times, and does not observe school rules and regulations.
U	Unsatisfactory	The student displays a poor attitude, is consistently uncooperative, disrupts the class, and shows little respect for school and classroom rules and regulations.

WISD Curriculum-Based Assessments (Policy EK Local)

The purpose of District-Developed Assessments is to ensure the complete alignment of the written, taught, and tested curriculum in order to drive instruction and to continuously improve the academic progress of all students. Assessments aligned to the curriculum are Curriculum-Based Assessments (CBA). The District will develop the assessments using a TEKS-aligned bank of items that have been reviewed for quality. CBAs are assessments that cover the TEKS addressed in the Scope and Sequence for a specified period of the course and include Unit Tests, Semester Exams, and Benchmarks. They are summative assessments designed to assess student mastery of the prescribed curriculum objectives or TEKS for a grading period based on the needs of each core area. These assessments are developed through district and/or campus department collaborative efforts. High School CBA Semester Exams: 1. Cover the TEKS addressed in the Scope and Sequence for the specified semester or year of the high school credit course. 2. May be administered either/both semesters for identified high school credit courses and count as the semester exam grade.

Academic Dishonesty

Academic Dishonesty as defined in the WISD Policy (EIA): Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. Behaviors defined as cheating can include but not limited to:

- Giving or receiving information, looking on someone else's work, or allowing someone else to see one's work during an exam, test or quiz.
- Unauthorized receipt or distribution of exam, test or quiz contents, materials, or answer key. Use of unauthorized resources such as notes during an exam.
- Taking an exam, producing a project, paper or assignment for another student or asking someone to take an exam or produce a project, paper or assignment for an individual.
- Copying work assigned to be done independently or letting others copy one's work.
- Plagiarism - any misrepresentation of another's work as one's own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, and other similar works. [See CY Local]

According to Plagiarism.org, to "plagiarize" means:

- *to steal and pass off (the ideas or words of another) as one's own.*
- *to use (another's production) without crediting the source.*
- *to commit literary theft.*
- *to present as new and original an idea or product derived from an existing source.*

The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file). All of the following are considered plagiarism:

- *turning in someone else's work as your own*
- *copying words or ideas from someone else without giving credit*
- *failing to put a quotation in quotation marks*
- *giving incorrect information about the source of a quotation*

- *changing words but copying the sentence structure of a source without giving credit*
- *copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)*

(Taken directly from http://www.plagiarism.org/plag_article_what_is_plagiarism.html)

Academic Integrity (Policy EIA Local)

Academic integrity is a fundamental value of teaching, learning and scholarship. WISD has the primary responsibility for protecting and promoting the highest standards of academic integrity. Both students and faculty will thrive in an atmosphere where academic work is challenging, relevant and fair.

Major Grades

Tests

Major tests and examinations are culminating assessments, which give information on a student's mastery of content, knowledge, or skills. Tests serve to evaluate mastery of the TEKS, concepts, understandings, and provide opportunities to apply and demonstrate identified knowledge or skills.

1. Tests are assessments designed to measure a student's successful attainment of the TEKS as expressed in the WISD curriculum of TEKS Resource System.
2. Major tests are unit, benchmark, semester or teacher made assessments.
3. Major tests must be scheduled and announced in advance.

Special Projects/Term Papers

1. Term papers and projects are lengthy class work or homework assignments that may take up to several weeks for a student or group of students to complete.
2. Teachers may assign term papers or projects to an individual or to a group of students as determined by the teacher.
3. A rubric must be provided to the student prior to beginning the project/paper with criteria used in determining the grade.
4. Term papers or projects assigned over a lengthy period will be subject to the WISD late policy.

Types of Assignments as Daily Grades

Daily Work

Daily work or class work is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There could be occasions where class work becomes homework. Participation grades shall be limited to one per nine weeks in each subject/course.

Homework

Homework and class work provide additional opportunities for students to apply knowledge, skills, and processes from previous learning and to demonstrate understanding. Homework and class work should be considered extended learning opportunities for students to show mastery of concepts taught. Homework and class work should never be assigned as punishment.

No new concepts should be included in homework and should be evaluated on effort only.

Return of Assignments/Graded Work

Feedback on assignments and assessments is a best practice and an important teaching tool that should be utilized in every classroom. Students shall have the opportunity to review all graded work. Daily work should be returned and grades put into Skyward within four scheduled class days. Larger projects should be reviewed and returned on a timely basis (within one week if feasible). This will allow the student to identify any areas of weakness and arrange for tutorials or extra study sessions.

Quizzes

Quizzes are short assessments designed to evaluate a student's level of understanding and progress towards instructional objectives. Quizzes do not have to be scheduled in advance, and students may not be notified of a quiz prior to the class period in which it is administered.

Extra Credit Points

1. All extra credit is to be academic.
2. The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS.

3. Extra credit may be offered at the discretion of the teacher.
4. If extra credit is offered, it must be offered to all students in the class.
5. Extra credit will not cause an excessive financial burden or be given for bringing in basic school supplies or having papers signed.

WISD Grading for Remote Instruction

Grading for remote instruction will be consistent with the guidelines and practices used in face-to-face instruction which are found in this manual.

Elementary (K-5) Grading and Reporting Procedures

Calculation of Nine Week Averages

Weight of Grades (Grade K)

Grades are not weighted. Pass/Fail.

Weight of Grades (Grades 1-2)

All numeric averages reported on progress reports and report cards will be determined using a percentage grading system. All assignments will be weighted equally.

Weight of Grades (Grades 3-5)

All numeric averages reported on progress reports and report cards will be determined using a percentage grading system. The following percentages and assignment types will be used:

All Subjects	Daily Grades	75%
	Major Grades/Assessments	25%

Maximum Weight of a Grade (3-5)

When calculating a nine week average, no single assignment/assessment grade may count more than 20% of the total average regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on progress reports or report cards may not exceed 100%.

Minimum Number of Grades (1-5)

1. Teachers are encouraged to provide a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS. Required number of grades will be split equally among grading periods.
2. Math will have a minimum of 12 grades including assessments.
3. Reading will have a minimum of 12 grades including assessments.
4. Writing will have a minimum of 9 grades including assessments.
5. Science will have a minimum of 9 grades including assessments.
6. Social Studies will have a minimum of 9 grades including assessments.
7. A minimum of 3 daily grades must be recorded by the first progress report.
8. A minimum of 6 daily grades must be recorded by the second progress report.

New Student Transfer Grades

When students transfer in to the district during a grading period, the grades received from the sending school for the same or similar course will be averaged with the current course grades to compute the report card grade. Letter grades will be converted as follows:

Letter Grade	Numeric Grade
A+	98
A	95
A-	91
B+	88
B	85
B-	81
C+	78
C	75
C-	73
Any D	70
F	60

Grades K-5 Homework Guidelines

1. Homework should be a review or reinforcement of skills already covered in the classroom. It should not be new information for the student.

2. Each student is expected to read, or be read to, 15 minutes each school night in addition to assigned homework.
3. Homework will not be assigned a grade in gradebook.

Calculation of Semester Average

All elementary courses will be calculated and reported in a semester average format. Calculated averages reported on progress report cards may not exceed 100%. Grades recorded in a gradebook represent confidential record for assessment of student progress.

Elementary School Credit Courses

1 st Nine Week Average	50%	3 rd Nine Week Average	50%
2 nd Nine Week Average	50%	4 th Nine Week Average	50%
1 st Semester Average	100%	2 nd Semester Average	100%
Yearly Average = (1 st Semester Average + 2 nd Semester Average) / 2			

Mastery of Texas Essential Knowledge and Skills

WISD has provided a well-balanced curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum, TEKS Resource System, and the state standards. WISD will utilize ongoing mastery assessment to determine which students are in need of remediation (reteaching and acceleration). The use of curriculum-based assessments (CBA's), teacher-made tests, performance assessments, formative assessment, unit tests and teacher observations will help determine which students are not mastering instructional objectives.

1. Teachers will monitor and identify students who need reteaching.
2. Teachers will provide reteaching as necessary.
3. Students will be reevaluated after reteaching has occurred. Reevaluation may include, but is not limited to, oral examination, special assignments, or a formal test.

4. Reassessment opportunities will only be provided during the school day, which includes before, during and after school.
5. **A grade of 70 shall be the highest grade recorded on reevaluation** to designate the student’s mastery of the TEKS. Example: If the reassessment grade is 95 out of 100, a grade of 70 would be recorded. If the first assessment and the reassessment are both below 70, the higher of the two grades will be recorded.
6. A student shall be permitted 5 school days to redo any major grade for which he or she received a failing grade with the exception of a benchmark test, semester test, special project/term papers. The maximum grade allowed for redoing a major grade will be 70.

Late Work

Students are given opportunities to complete and turn in their work. The calculations in the “Example(s)” column below are figured from a hypothetical earned grade of 100. An earned grade is the actual grade a student earns on the assignment before the late work penalty is deducted.

Class Days Late	Points Lost by Student	Example(s)
1 Day	15	Student earns 87, points lost 15, grade received is a 72
2 Days	30	Student earns 87, points lost 30, grade received is a 57
3 Days	50	Student earns 87, points lost 50, grade received is a 37

If not on a scale of 100: 15% of max grade lost 1st day; 30% of max grade lost 2nd day; 50% of max grade lost 3rd day.

Makeup Work

In order to provide the total assessment profile of a student’s academic progress for a course, any student missing classroom instruction should be given the opportunity to make up the missing work. This will ensure instructional continuity and place importance upon consistent attendance and daily study.

Makeup Work Guidelines

1. Makeup work is available to all students. Students are responsible for asking teachers for makeup work upon returning to class. Students shall receive credit for satisfactory makeup work after an absence, but may receive a zero for any test not made up within the

allotted time. Any assignment not turned in within the allotted time falls with the late work restrictions.

2. Exceptions may be granted by the Administration in extenuating circumstances.
3. The number of classes allowed for makeup work to be completed for full credit will be equal to the number of times a class was missed.
4. A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.

Recommended minutes of instruction for self-contained or departmentalized teachers grades K-5:

- Reading & Language Arts (including reading, composition, grammar, spelling and handwriting) – Minimum of 150 minutes per day
- Mathematics – Minimum of 90 minutes per day
- Science – Minimum of 100 minutes per week
- Social Studies – Minimum of 100 minutes per week
- Physical Education – Minimum of 135 minutes per week (EHAB Legal)

Secondary (6-8) Grading and Reporting Procedures

Calculation of Nine Week Averages

Weight of grades 6th - 8th

Regular Classes/ Honors Classes

Daily Grades (Assignments/daily work/daily quizzes)	50%
Major/assessments	50%

***High School courses taught at the Jr. High or Holloway for High School credit will follow the grading policy for grades 9-12. (See below.) Exemption policy does not apply at the Jr. High.**

Minimum Number of Grades

1. Teachers are encouraged to provide a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.
2. Each grading period will have a minimum of 12 daily grades, and at least 3 major grades.
3. A minimum of 3 daily grades must be recorded by the first progress report.

4. A minimum of 6 daily grades and 2 test grades must be recorded by the second progress report.
5. Teachers will drop the lowest daily assignment grade each 9 week grading period at Holloway 6th Grade Campus only.

Incomplete Grades

A student receiving an incomplete on the report card has five (5) class days following the report card being issued to convert the incomplete grade to an earned grade. In unusual cases, where the student has missed a large quantity of work, the time may be extended. In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work (UIL requirement).

New Student Transfer Grades

When students transfer in to the district during a grading period, the grades received from the sending school for the same or similar course will be averaged with the current course grades to compute the report card grade. Letter grades will be converted as follows:

Letter Grade	Numeric Grade
A+	98
A	95
A-	91
B+	88
B	85
B-	81
C+	78
C	75
C-	73
Any D	70
F	60

Course Level Change Procedures

Holloway 6th grade Campus

Holloway Course Level Change Procedures can be found in the Holloway Campus Handbook.

Junior High Honors Probation Guidelines

1. Nine week average below 60%

- A student who earns a grade below 60% for a nine week grading period will be removed from the Honors class with no probationary period. Parents will be notified by the campus.

2. First nine week probationary period

- A student who earns a grade below 70% at 1P2 is placed on a three week probation. The teacher will make a confirmed parent contact, and send the student home with a probation letter that requires parent signature.
- At the end of the probationary period:
 - A student who earns a grade of 70% or above for the 1st nine week grading period is removed from probation.
 - A student who earns a grade below 70% for the 1st nine week grading period will be removed from the Honors class. Parents will be notified by the campus.

3. Two nine week grading periods or semester one below 70%

- A student who earns a grade below 70% for two nine week grading periods will be removed from the Honors class with no probationary period. Parents will be notified by the campus.
- A student who earns a grade below 70% for semester one will be removed from the Honors class with no probationary period. Parents will be notified by the campus.

Disclosures:

1. *All decisions regarding student removal from Honors courses are subject to final approval by campus principal.*
2. *Students on probation are required to attend tutorials, and are subject to other interventions as determined by teacher with parental support.*

Late Work

Students are given opportunities to complete and turn in their work. Any work not turned in by the end of the four day grading period will be recorded as a zero. The calculations in the “Example(s)” column below are figured from a hypothetical earned grade of 100. An earned grade is the actual grade a student earns on the assignment before the late work penalty is deducted.

Class Days Late	Points Lost by Student	Example(s)
1 Day	15	Student earns 87, points lost 15, grade received is a 72
2 Days	30	Student earns 87, points lost 30, grade received is a 57
3 Days	50	Student earns 87, points lost 50, grade received is a 37
4 Days	100	Teacher records a grade of zero

*Class days constitute any day school is in session.

If not on a scale of 100: 15% of max grade lost 1st day; 30% of max grade lost 2nd day; 50% of max grade lost 3rd day.

Makeup Work (due to absence from class)

In order to provide the total assessment profile of a student's academic progress for a course, any student missing classroom instruction should be given the opportunity to make up the missing work. The missing work due to absence is called make-up work. This will ensure instructional continuity and place importance upon consistent attendance and daily study.

Makeup Work Guidelines

1. Makeup work is available to all students. Students are responsible for asking teachers for makeup work upon returning to class. Students shall receive credit for satisfactory makeup work after an absence, but may receive a zero for any test not made up within the allotted time. Any assignment not turned in within the allotted time falls with the late work restrictions.
2. Exceptions may be granted by the Administration in extenuating circumstances.
3. The number of classes allowed for makeup work to be completed for full credit will be equal to the number of times a class was missed.
4. A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.

Mastery of Texas Essential Knowledge and Skills

WISD has provided a well-balanced curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district

curriculum, TEKS Resource System, and the state standards. WISD will utilize ongoing mastery assessment to determine which students are in need of remediation (reteaching and acceleration). The use of unit tests, teacher-made tests, performance assessment, formative assessment, unit tests and teacher observations will help determine which students are not mastering instructional objectives.

1. Teachers will monitor and identify students who need reteaching.
2. Teachers will provide reteaching as necessary.
3. Students will be reevaluated after reteaching has occurred. Reevaluation may include, but is not limited to, oral examination, special assignments, or a formal test.
4. Reassessment opportunities will only be provided during the school day, which includes before, during and after school.
5. **A grade of 70 shall be the highest grade recorded on reevaluation** to designate the student’s mastery of the TEKS. Example: If the reassessment grade is 95 out of 100, a grade of 70 would be recorded. If the first assessment and the reassessment are both below 70, the higher of the two grades will be recorded.
6. A student shall be permitted 5 school days to redo any major grade for which he or she received a failing grade with the exception of a benchmark test, semester test, special project/term papers. The maximum grade allowed for redoing a major grade will be 70. A daily assignment turned in late will fall under late work protocol above and will not be eligible for a redo.
7. UIL eligibility guidelines supersede local grading policy.

Secondary (9-12) Grading and Reporting Procedures

Weight of Grades 9th – 12th

All nine week averages shall be calculated on a percentage system for each type (category) of assignment. The following percentages and assignment types will be used:

Regular Courses

Daily Grades	50%
Major/Assessments	50%

Advanced Courses*

Daily Grades	40%
Major/Assessments	60%

*Advanced courses include all Honors, Pre-AP, Dual Credit and AP classes.

**Beginning with Freshmen entering 2017-2018, the following weight for grades will be used:

- All courses designated as Advanced Placement or Dual Credit will receive +15 points to the semester average for GPA calculations.
- All courses designated as Pre-AP or Honors will receive +10 points to the semester average for GPA calculations.
- Other designated courses will receive +5 points to the semester average for GPA calculations.

Minimum Number of Grades

1. Teachers are encouraged to provide a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.
2. On level courses will have a minimum of 12 daily grades and at least 3 major grades each 9 week grading period.
3. Advanced level course (Honors, AP, etc.) will have a minimum of 9 daily grades and at least 3 major grades.
4. A minimum of 3 daily grades must be recorded by the first progress report.
5. A minimum of one daily grade must be recorded during each week of instruction.
6. A minimum of 6 daily grades and 2 test grades are required to be recorded by the second progress report.

Dual Credit

Dual credit classes are subject to Tyler Junior College grading policies. If a student withdraws from a Dual Credit course, the campus will accept the withdrawal grade and place the student in the comparable high school course.

Incomplete Grades

A student receiving an incomplete on the report card has five (5) class days following the report card being issued to convert the incomplete grade to an earned grade. In unusual cases, where the student has missed a large quantity of work, the time may be extended. In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work (UIL requirement).

WHS Honors/AP Probation Guidelines

1. Nine week average below 60%

- A student who earns a grade below 60% for a nine week grading period will be removed from the Honors class with no probationary period. Parents will be notified by the campus.

2. First nine week probationary period

- A student who earns a grade below 70% at 1P2 is placed on a three week probation. The teacher will make a confirmed parent contact, and send the student home with a probation letter that requires parent signature.
- At the end of the probationary period:
 - A student who earns a grade of 70% or above for the 1st nine week grading period is removed from probation.
 - A student who earns a grade below 70% for the 1st nine week grading period will be removed from the Honors class. Parents will be notified by the campus.

3. Two nine week grading periods or semester one below 70%

- A student who earns a grade below 70% for two nine week grading periods will be removed from the Honors class with no probationary period. Parents will be notified by the campus.
- A student who earns a grade below 70% for semester one will be removed from the Honors class with no probationary period. Parents will be notified by the campus.

Ultimately, the final decision regarding a student remaining or exiting Honors/AP program will be determined by the campus principal.

Calculation of Semester Average

All secondary courses will be calculated and reported in a semester average format. Calculated averages reported on progress report cards may not exceed 100%. Grades recorded in a gradebook represent confidential record for assessment of student progress.

Junior High and High School Credit Courses

Taking Semester Exam			
1 st Nine Week Average	42.5%	3 rd Nine Week Average	42.5%

2 nd Nine Week Average	42.5%	4 th Nine Week Average	42.5%
Semester Exam	15%	Semester Exam	15%
1 st Semester Average	100%	2 nd Semester Average	100%
Yearly Average = (1 st Semester Average + 2 nd Semester Average) / 2			
Not taking Semester Exam			
1 st Nine Week Average	50%	3 rd Nine Week Average	50%
2 nd Nine Week Average	50%	4 th Nine Week Average	50%
1 st Semester Average	100%	2 nd Semester Average	100%
Yearly Average = (1 st Semester Average + 2 nd Semester Average) / 2			

New Student Transfer Grades

When students transfer in to the district during a grading period, the grades received from the sending school for the same or similar course will be averaged with the current course grades to compute the report card grade. Letter grades will be converted as follows:

Letter Grade	Numeric Grade
A+	98
A	95
A-	91
B+	88
B	85
B-	81
C+	78
C	75
C-	73
Any D	70
F	60

Mastery of Texas Essential Knowledge and Skills

WISD has provided a well-balanced curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum, TEKS Resource System, and the state standards. WISD will utilize ongoing mastery

assessment to determine which students are in need of remediation (reteaching and acceleration). The use of unit tests, teacher-made tests, performance assessment, formative assessment, and teacher observations will help determine which students are not mastering instructional objectives.

1. Teachers will monitor and identify students who need reteaching.
2. Teachers will provide reteaching as necessary.
3. Students will be reevaluated after reteaching has occurred. Reevaluation may include, but is not limited to, oral examination, special assignments, or a formal test.
4. Reassessment opportunities will only be provided during the school day.
5. **A grade of 70 shall be the highest grade recorded on reevaluation** to designate the student’s mastery of the TEKS. Example: If the reassessment grade is 95 out of 100, a grade of 70 would be recorded. If the first assessment and the reassessment are both below 70, the higher of the two grades will be recorded.
6. A student shall be permitted 5 school days to redo any major grade for which he or she received a failing grade with the exception of a benchmark test, semester test, special project/term papers. The maximum grade allowed for redoing a major grade will be 70. A daily assignment turned in late will fall under late work protocol below and will not be eligible for a redo.
7. UIL eligibility guidelines supersede local grading policy.

Late Work

Students are given opportunities to complete and turn in their work. Any work not turned in by the end of the four day grading period will be recorded as a zero. The calculations in the “Example(s)” column below are figured from a hypothetical earned grade of 100. An earned grade is the actual grade a student earns on the assignment before the late work penalty is deducted.

Class Days Late	Points Lost by Student	Example(s)
1 Day	15	Student earns 87, points lost 15, grade received is a 72
2 Days	30	Student earns 87, points lost 30, grade received is a 57
3 Days	50	Student earns 87, points lost 50, grade received is a 37

4 Days	100	Teacher records a grade of zero
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*Class days constitute any day school is in session.

If not on a scale of 100: 15% of max grade lost 1st day; 30% of max grade lost 2nd day; 50% of max grade lost 3rd day.

Makeup Work

In order to provide the total assessment profile of a student’s academic progress for a course, any student missing classroom instruction should be given the opportunity to make up the missing work. This will ensure instructional continuity and place importance upon consistent attendance and daily study.

Makeup Work Guidelines

1. Makeup work is available to all students. Students are responsible for asking teachers for makeup work upon returning to class. Students shall receive credit for satisfactory makeup work after an absence, but may receive a zero for any test not made up within the allotted time. Any assignment not turned in within the allotted time falls with the late work restrictions.
2. Exceptions may be granted by the Administration in extenuating circumstances.
3. The number of classes allowed for makeup work to be completed for full credit will be equal to the number of times a class was missed.
4. A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.

High School Exam Exemption Criteria

In light of the COVID pandemic and the inability to be 100% consistent with regards to coding attendance, the exemption policy will be temporarily suspended for the 2020-2021 school year. Since all students will be required to take exams, the weightings will be changed from 15% to 10% of the overall semester grade. This change will allow the semester exam to have less of an impact on a student’s overall semester average when students will be taking these exams in different environments (i.e. face to face, remote, quarantine, etc.)

1st Nine Week Average	45%	3rd Nine Week Average	45%
2nd Nine Week Average	45%	4th Nine Week Average	45%
Semester Exam	10%	Semester Exam	10%
1st Semester Average	100%	2nd Semester Average	100%
Yearly Average = (1st Semester Average + 2nd Semester Average) / 2			