

High School Grading Procedures



2017-2018

Nacogdoches ISD
Instructional, Grading, and Reporting Procedures

Nacogdoches High School

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Nacogdoches Independent School District Instructional, Grading, and Reporting Procedures & Curriculum and Instruction

State and Local Curriculum

State Curriculum

Curriculum content is prescribed by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS). Local instructional plans are based upon this State curriculum frameworks and state recommended program standards. Curriculum content is not prescribed in detail by the Texas Education Agency, but provide a framework to draw upon for the development of local curriculum.

Local Curriculum (EIA Local)

The District shall determine instructional objectives that relate to the TEKS for grade level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses. Curriculum consists of the defined scope and sequence of instruction, the instructional objectives for student mastery, the materials used (including textbooks and technology resources), the instructional strategies designed to promote student learning, and the assessment practices used to evaluate that learning. Each secondary school maintains a balanced curriculum including English Language Arts, Reading, Science, Mathematics, Social Studies, Fine Arts, Health/Fitness, Technology Applications, Physical Education/Wellness, Languages Other Than English (LOTE), and Career and Technology Education (CTE).

NISD Curriculum Guides

The District has the responsibility for developing a curriculum map to align curricula PK-12 district wide and a timeline of critical objectives for each six- weeks in each subject. Additionally, the District is responsible for regularly reviewing and revising curriculum to reflect real-world needs, depth and complexity, rigor and relevance, and to meet the needs of all students.

All Nacogdoches Independent School District curriculum guides are correlated to the TEKS to ensure coverage of the essential skills and concepts of each course. District curriculum guides have been written to facilitate classroom instruction. NISD Curriculum Guides have been developed using TEKS Resource by professional teachers in coordination with the NISD Department of Instruction. These guides have been developed for each course or subject and are updated as needed. The development, alignment, revision, and review of District curriculum is carried out under the direction of The Assistant Superintendent of Curriculum and Instruction with a team of Teacher-Facilitators. Directions for the implementation of the curricula are outlined in District curriculum documents.

Scope and Sequence of Instruction

The scope of the objectives under the curriculum documents using TEKS Resource to create lessons to reflect the TEKS and cannot be waived, altered, or portions eliminated.

Instructional Materials

State-adopted textbooks and electronic media serve as one instructional resource to meet course and curriculum objectives. In Texas, textbooks and electronic media are currently provided by the state from an approved list. District-adopted textbooks are selected through a formal committee process. (See 19 TAC 66.104 and District Policy EFAA Local). Requests to select alternate textbooks or systems must be based upon analysis of alternate

resources and student performance data; and must follow the applicable textbook waiver process. Locally-purchased instructional materials are selected by the District, campus or individual teachers to meet the needs of students.

On-line Instructional Materials and Resources

Instructional Materials and resources available for use in NISD, both state-adopted and locally-purchased, may be made available to students only in an on-line format. These materials are considered to be an integral part of the instructional programs and may not have access denied through the waiver on the Parent Acknowledgement Form (see Student/Parent Handbook).

Instructional Practices

Instructional strategies and practices to ensure student success are based upon campus and teacher analysis of student needs, effective teaching practices, student learning styles, and demonstrated success through the assessment process. Student academic achievement shall be based on the degree of mastery of the District's instructional objectives as outlined in the curriculum guides for each subject. The objectives reflect the Texas Education Agency TEKS and address the skills and concepts needed for successful performance in the current grade and in the next grade. Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated TEKS. The student's mastery level shall be a major factor in determining the grade for a subject or course. (See District Policy EIA Local) Achievement grades are determined from a wide variety of information, which could include student performance on daily assignments/homework, tests, and/or special projects. The information used in grading should be appropriate to the grade level and subject being considered. Prior to instruction, students should be informed of the class or course expectations, and the teacher must be prepared to document and explain how grades are determined.

All NISD curriculum objectives are available on-line on the District website www.nacisd.org under the Instruction section.

Academic Achievement: Retention and Promotion

Curriculum Mastery

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

Standards For Mastery

Mastery shall be determined as follows:

1. Course assignments and unit evaluation 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, six-week, and final exams, or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Grade 9

To be promoted from grade 8 to grade 9, a student shall have a grade average of 70 or better on a scale of 100 in the subjects of language arts composite (the average of language arts and reading) and mathematics, and an overall average of 70 or better in language arts composite, mathematics, science, and social studies. In addition to local standards for mastery and promotion students in grade 8, a student must meet the passing standard established by the State Board on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade.

Grades 9-12

Grade-level advancement for students in grades 9-12 shall be earned by course credits.

Promotion or placement for 9th

5 credits for 10th

10 credits for 11th

17 credits for 12th

Foundation Program 22 credits

Foundation + Endorsement 26 credits

Changes in grade-level classification shall be made at the beginning of the fall semester. (See District Policy EI)

Official Grade Reports

Progress Reports

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 secondary students will receive a progress report at the end of the third week of a six-week grading period.
2. It is the student's responsibility to deliver the progress report to the parent/guardian.
3. If a student's grade falls below 70 after the third week of a six-week grading period, the teacher will contact the parent/guardian by phone or in writing.
4. Teachers will maintain a telephone or electronic log of contacts and attempted contacts with parents/guardians.

Report Cards

The report card is a communication tool for parents/guardians and students. Report cards provide information regarding academic progress, student conduct, and absences.

1. Report cards are computer generated.
2. All students will receive a report card at the end of each six-week grading period.
3. It is the student's responsibility to deliver the report card to the parent/guardian.

Home Access Center (HAC)

1. Parents/guardians may also access student progress information through the student/parent gradebook portal.
2. The student/parent gradebook portal displays individual assignment grades in the teacher gradebook (if applicable).
3. Teachers will update grades weekly to the student parent gradebook portal to keep students and parents informed of ongoing progress.
4. Parents/guardians should contact the school regarding access information.

Academic Grading Scales

Grades 9-12

The District will report six-week averages to parents/guardians as numerical scores.

The following relates the numerical scores and letter grades used for reporting all academic progress.

90-100	A	Excellent Progress
80-89	B	Good Progress
70-79	C	Average Progress
69 and below	F	Failure

Extra credit grade cannot raise the student's grade higher than 100.

Academic Integrity & Academic Dishonesty

Academic Integrity

Academic Integrity is a fundamental value of teaching, learning and scholarship. NISD 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.

Academic Dishonesty as addressed in the Nacogdoches ISD Policy (EIA):

Students found to have engaged in academic dishonesty shall be subject to academic 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:

Cheating includes, but is not limited to, the following:

- 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.

Behaviors defined as plagiarism:

Plagiarism includes, but is not limited to, the following:

- 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.
- Consequences for academic dishonesty

Grading Roles and Responsibilities

Student

1. Complete assigned work on time and return it to the teacher.
2. Plan to schedule work on long-term assignments so assignments will be completed on time.
3. Initiate communication with the teacher when the student does not understand the assignment or if he/she is experiencing difficulty.
4. Complete all assignments within the time limits given by the teacher or be subject to appropriate late work guidelines.
5. Evaluate their own work for accuracy and seek clarification as needed from the teacher.
6. Maintain academic integrity and honesty. Academic dishonesty may result in academic **and/or** behavioral consequences (see **Academic Dishonesty**).
7. Students participating in extracurricular activities must meet grade eligibility requirements for participation.

Parent/Guardian

1. Establish a specific time, place and manner for schoolwork to be completed.
2. Provide the supplies and materials necessary to complete homework.

3. Monitor as needed, but do not do homework for the student.
4. Assist student in planning a time schedule for long-term assignments.
5. Initiate communication with the teacher as soon as concerns arise.

Campus

1. Each campus and/or department will adhere to the late work guidelines as established by Nacogdoches ISD policies, procedures, and guidelines.
2. Each campus will design and designate exam schedules as needed.
3. Campus administration shall address issues surrounding the calculation of grades for the purpose of regaining UIL eligibility at the three-week grade checks.

Department

1. Teachers within a department will confer in the development of lesson plans.
2. A comprehensive Unit test schedule will be established in each department. This schedule must be adhered to for Unit tests.
3. Unit tests will adhere to established departmental/content area schedule.
4. Departmental teachers will coordinate the sharing of instructional resources.

Teacher

1. Teachers are required to provide the daily lesson objectives and activities for each class in writing.
2. Teachers are responsible for the grades in the gradebook.
3. Peer grading is allowable.
4. All records of grades and assessments become a part of the confidential record for the assessment of student performance.
5. Teachers will inform students of content covered on all major assessments.
6. Teachers shall not increase or decrease a classroom grade for participation or lack of participation in any extracurricular activity (i.e. athletics/academic UIL/etc.). (See District Policy EIA Local)
7. Teachers must follow the NISD Secondary Grading Procedures and ask for clarification from campus administration or department chairs as needed.
8. Teachers will provide students with a rubric for long-term projects.

Teacher Records/Gradebook

Grade records are an important record-keeping tool and should be accurately maintained. Teachers should be aware that many times grades will need to be verified; therefore, accurate record keeping is essential. All teachers will maintain the District-provided electronic gradebook.

1. Grades recorded in a gradebook are documentation of a student's progress and of mastery of the TEKS and curriculum objectives.
2. Grades recorded in a gradebook represent a confidential record for assessment of student performance.
3. The set of grades indicated in the gradebook shall be the complete set from which the student's average is determined.
4. The electronic gradebook must adhere to the calculations outlined in the NISD Secondary Grading Procedures.
5. Only the teacher of record (or principal designee) will enter grades in the gradebook.
6. Teachers will update electronic Gradebooks on a weekly basis.

Return of Assignments

Teachers should review and return all graded work to students within a time frame that will benefit the student. Daily work should be returned to the student. Larger projects should be reviewed and returned on a timely basis. This will allow the student to identify any areas of weakness and arrange for tutorials or extra study sessions prior to assessment.

Instructional Tutorials

The purpose of a tutorial session is to serve as an instructional reinforcement for students needing assistance. All NISD students are welcomed and encouraged to attend tutorial sessions.

1. Day and time/frequency of scheduled tutorials will be set by each campus. Some campuses may have tutorials within the school day.
2. Each teacher must be available to students during scheduled tutorial times as determined by the campus.
3. Each teacher must keep a log of students attending tutorials.

Lesson Plans

The purpose of a lesson plan is to provide a written document outlining daily objectives and activities for instruction. The lesson plan may include state, district, and campus objectives reflecting required TEKS.

1. All teachers are required to prepare lesson plans to assist with planning for instruction.
2. Lesson plans should be turned in on a weekly basis. A campus-wide form is provided.

Parent/Guardian-Teacher Conferences

1. A teacher will schedule one or more conference(s) with the parent(s)/guardian(s) any time the student is not maintaining passing grades, is not achieving the expected level of performance, is presenting some problem to the teacher, or in any other case that the teacher considers necessary. Such conferences may be handled by telephone, in person, or written communication.
2. The State and District require each school to notify parents/guardians of the need for a conference at the six weeks grading period if the grade is below the level required for course credit or grade level advancement.

Course Syllabus

All secondary teachers are required to prepare, post, and distribute a course syllabus for students during the first week of the course and/or semester. The purpose of the course syllabus is to provide information, guidelines, and an overview of a teacher's requirements for successful completion of a course. The syllabus may be defined as the scope and sequence of a course's major projects and themes. It may be prepared by semester or full-year requirements. The syllabus is designed to give students and parents/guardians an overview of the course's major themes. Each teacher may develop his/her own format of a course syllabus, but the following elements must be included:

- Teacher name
- Course title
- Conference time
- School/Teacher phone
- Outline or scope and sequence of major course units, themes, or projects
- General method of assessment and grade calculation in compliance with NHS Secondary Grading Procedures
- Average amount of homework
- Assigned reading/literary works if applicable

Teacher Webpages

Nacogdoches High School does currently host individual teacher webpages.

Awarding Class Credit

Mastery of Objectives

Student academic achievement shall be based upon the degree of mastery of the district's objectives which reflect the Texas Essential Knowledge and Skills (TEKS).

Required Attendance

In accordance with State law, the student must have ninety percent (90%) attendance in the class during the semester.

College Visits

Students may have two college visit days during their junior year and two during their senior year, with a letter from the college or university verifying the visit. These approved college visits do not affect exemption for Semester/Final Exams.

Credit Recovery Course Grading and Credit

Students enrolled in high school credit courses via the Credit Recovery program are subject to special grading procedures outlined in the Credit Recovery Procedures. Credit Recovery delivers instruction and assessments in a unique environment requiring specialized procedures.

Recovery of Credit/Mastery of Credit (R.O.C./M.O.C.)

This concept is a plan to remediate the grade of a student at the end of a six weeks period. R.O.C. consist of the teachers meeting during PLC time and identifying students who were not successful mastering all of the concepts during a six weeks period. The students identified will be offered the opportunity to attend mandatory after school tutorials. At the end of that time a content area teacher will retest the students on the concepts to check for mastery. If the students show mastery, the student's six weeks grade would be raised to a 70 which is the passing standard for a six weeks period. The students cannot earn a grade higher than a 70 and cannot regain UIL eligibility due to participation in ROC. Students participating in service organizations may earn service hours by tutoring students during ROC.

Types of Assessments

General

Student mastery of course objectives may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have as their source written paper work. Nor is it always necessary to receive a grade for every paper produced. Although the teacher should always monitor and provide feedback to students for any activity that he/she assigns, the feedback does not always need to be in the form of a grade.

In grading a group project, members of a group should not be penalized for an individual's non-participation. Conversely, a student who does not fully participate, but participates to a limited degree, will receive a grade reflective of his/her participation.

Common Based Assessments (CBA's)

Grades on common assessments will be assigned based on the state pass percentage plus 10 (ten) points to arrive at the minimum passing score. CBA's will depend on the frequency of the units of TEKS Resource.

Performance assessments are measures of a student's progress toward mastery of course objectives or content. There are many forms of assessment that may or may not be utilized by individual teachers. Types of performance assessments include, but are not limited to:

- classroom participation
- classroom discussions
- oral responses
- written responses
- homework assignments
- experiments
- teacher observation
- research project
- checklists of skills
- portfolios
- enrichment

- group work/projects
- independent or group reading
- lab reports

Performance-Based Courses

Performance-based courses may have assignments that differ significantly from other academic courses. Performance-based courses include courses within the following departments: Career and Technology Education (CTE), Fine Arts, Physical Education and Athletics.

In many performance-based courses, the grading and assignments must reflect the TEKS and a measure of the student's performance. In performance-based courses, a higher percentage of the grade may come from participation.

Teachers of performance-based courses should work with the program-area coordinator/director to ensure that their grading system is in compliance with NHS Secondary Grading Procedures and the expectations and guidelines of the program area.

Major Grades

All major grades measure performance based on the TEKS or content. They serve to evaluate the mastery of the TEKS, concepts, understandings, and district objectives while providing opportunities to demonstrate certain knowledge or skills.

Tests/Examinations

Tests and examinations measure performance based on the TEKS or content. They serve to evaluate mastery of the TEKS, concepts, understandings, and district objectives, and provide opportunities to demonstrate certain knowledge or skills.

1. Test/Examinations are assessments designed to measure a student's successful attainment of the TEKS as expressed in the NISD curriculum guides.
2. Major examinations consist of chapter, unit, concept, or cumulative assessments.

Common Assessments

1. Common assessments are administered in all core content classes. These assessments may be district-developed or department-developed.
2. Common assessments may not be substituted with previous assignments or an average of past performance assessments.

Performance Assessments

1. Performance assessments will reflect real-world tasks and relate to instructional objectives.
2. This type of assessment often requires analyzing a task, developing a plan of action, gathering information, selecting the relevant information, and presenting appropriate information.
3. The method of presentation/product should be designed by the teacher based on the subject area and content objectives.

Special Projects/Major Essays

1. Major essays or 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. Major essays or projects, assigned over a lengthy period and included on the course syllabus, are due on or before the due date. Any exceptions for late term projects for full credit must be approved by the principal or principal's designee after meeting with the classroom teacher.
3. Penalty for late projects will be the same as for all other late work.

Daily Grades

Daily Work

Classwork 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 classwork becomes homework.

Homework

Homework is a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their child's educational program.

Homework and classwork provide opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework and classwork should be considered extended learning opportunities for students to show mastery of concepts taught.

Homework should never be a disciplinary measure, but should be used to enrich and strengthen classroom experiences.

New concepts; introduced through homework, should only be evaluated on effort.

Grading Homework

1. Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate. Graded assignments should be returned to the student in a timely manner.

Quizzes

Quizzes are short assessments, intended to take no more than 20 minutes to complete, and designed to evaluate a student's level of understanding and progress towards instructional objectives. Quizzes do not have to be scheduled in advance.

Semester/Final Exam (High School Credit Courses)

1. Semester/Final exams are comprehensive according to what was taught and administered in all high school credit courses at the end of the fall and spring semester.
2. In order to be exempt students must meet exemption criteria. (see Exam Exemption Guidelines below)
3. Semester/Final exams must be representative of the work of the entire semester.
4. Any exceptions to this policy for the administration of semester/final exams must be made at the department level with principal approval.

Exam Exemption Guidelines

Students may earn exam exemptions by maintaining good academics and attendance. The number of eligible exemptions for the fall and spring is based on the student's grade level. Ninth graders are eligible for two exemptions, tenth graders are eligible for three exemptions, eleventh graders are eligible for three exemptions, and twelfth graders are eligible for all exemptions from all high school courses. Students will not be exempt from university dual credit courses.

Academic/Attendance Exemption Criteria

Any student may be exempt from semester exam(s) of choice if the following requirements are met:

1. 80 or better semester average for the course.
2. No more than 5 absences total for each semester.
3. All seniors must be present for scheduled classes on STAAR EOC testing days.
4. All fines - library, athletics, clubs, textbook, calculators, etc. - must be cleared to be exempt.
5. Exemption request forms must be signed by the teacher and parent and returned by the campus designated deadline/location.
6. No DAEP referrals/placements.

General Guidelines

Both excused and unexcused absences will count for exemption purposes. Absences that will not count against a student for exemption purposes are defined as 1) extracurricular, 2) co-curricular, and 3) religious and medical absences. (coded as EXT, COC, REL, MED by attendance; MED means the student **came to school and left to attend a Dr.'s appointment**, as defined by TEC 25.087) Medical absences that do not meet this criteria will be reviewed on a case by case basis by the attendance committee.

Extra Credit

1. All extra credit is to be academic.
2. If extra credit is offered, it must be offered to all students in the class and/or course.
3. Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
4. Extra credit grade cannot raise the student's grade higher than 100.

Calculation of Six Week Average

Weight of Grades

All six-week averages shall be calculated on a percentage system for each type (category) of assignment.

Major Grades

Major grades will comprise (60%) of the six week average in all high school credit courses.

Major grades include: Performance Assessments, Examinations/Tests, Projects, Major Essays, Common Assessments, Labs, and other similar assignments

Daily Grades

Daily grades will comprise (40%) of the six week average in high school credit courses.

Daily grades include: class work, homework, quizzes, labs, and other similar assignments.

Reading/Writing Across the Curriculum

Current research indicates that focusing reading assignments across the content areas improves students' skills in navigating effectively through nonfiction works (textbooks, primary sources, math problems, etc.). All teachers are responsible for helping students master the content of a particular course and for making content specific reading a more meaningful, valuable, and enduring learning experience. Therefore, all high school credit courses will administer one or more reading/writing assignments in the content area each six weeks.

Minimum Number of Grades

Teachers are encouraged to provide a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.

Teachers are required to take a minimum of one daily grade per week beginning the first full week of school.

In addition, teachers must take a minimum of three (3) major grades per six week grading period.

Minimum/Maximum Grade Reported

The actual grade received on any assignment and for the six week average will be recorded in the teacher gradebook.

Incomplete Grades

A student receiving an incomplete and/or a zero for a missed semester/final exam has one (1) week to convert the incomplete grade to an earned grade with administrative approval.

In unusual cases, where the student has missed a large quantity of work, the time may be extended with administrative approval.

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 required).

Schedule Changes

Schedule changes can have a significant impact on the calculation of the six-week average.

Schedule changes will be considered during the first seven (7) days of the course for the following reasons only:

1. The student is a senior not scheduled in a course needed for graduation.
2. The student has already earned credit for a course in which he/she is currently scheduled.
3. The student does not have the prerequisite(s) for a class listed on his/her schedule.
4. The student has previously failed this course under the same teacher.
5. The student has been dismissed from a program for which approval must be granted for placement.
6. The student does not have a full schedule.
7. There is a data entry error (no lunch, class listed twice, free period, etc.).
8. If a course does not meet the minimum number (10) of students required.
9. Other as approved by building principal.

Course Level Changes

Course level changes will be considered at the end of the first nine (9) weeks and during the first semester of each course. To transfer to a lower level class, the student must have made an effort to succeed by completing work and attending tutorials. If these conditions are met and the student is earning less than a grade of 75, a parent/guardian will be contacted via phone or conference with the teacher, student and counselor regarding the schedule. The student will be considered for a change based on the outcome of the committee.

Calculation of Semester Average

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

High School Credit Courses

The semester average is determined using the six-week averages and the semester/final exam.

1st Six-Week Average	2/7	4th Six-Week Average	2/7
2nd Six-Week Average	2/7	5th Six-Week Average	2/7
3rd Six-Week Average	2/7	6th Six-Week Average	2/7
Semester/Final Exam	1/7	Semester/Final Exam	1/7

When a student is exempt from the semester exam, the semester average will be the average of the six-week grading periods.

Calculation of Year-long Average

Semester Averaging-High School Course Work

Students in high school credit courses receive separate and independent grades for each semester for a year-long course.

However, semesters will be averaged to calculate an overall yearly average for course credit under the following criteria:

- State of Texas TEKS-based high school courses from the Fall and Spring semester of the same academic year apply
- Attendance requirements or a waiver must be met

Course Category and Weight

The District shall categorize and weight courses as Advanced and Regular as provided in District Policy EIC Local.

The District shall record unweighted numerical grades on student transcripts.

Transcript Recording from Non-NISD Schools (For Administrative Office Use Only)

For semester transfer grades the following letter grade conversion table will be implemented.

A+ 99	B+ 89	C+ 79	
A 95	B 85	C 75	F 69 and below
A- 92	B- 82	C- 72	

Reteach and Retest/Reassess for Mastery

Mastery of Texas Essential Knowledge and Skill

Nacogdoches ISD 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 and the state standards.

Nacogdoches ISD will utilize ongoing mastery assessment to determine which students are in need of remediation (re-teaching and acceleration). The use of common assessments, teacher-made tests, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives.

Required Reteach

If a student does not demonstrate mastery of the TEKS on a major grade assignment (including but not limited to projects, test, or common assessments), the teacher will provide an opportunity for reteaching and retesting / reassessment. Students must attend tutorials one complete session and complete retest / reassessment within one school week of the original project / test / assessment.

Required Retest/Reassess for Mastery

Re-evaluation may include, but is not limited to, special assignment sheets, special homework assignments, test corrections or a formal test.

A grade of 70 is the maximum that can be earned on the re-evaluation and is recorded to designate that mastery. If a student fails to demonstrate mastery on the re-evaluation of the TEKS, the higher of the two grades will be recorded.

Recovery of Credit/Mastery of Credit (R.O.C./M.O.C.)

This concept is a plan to remediate the grade of a student at the end of a six weeks period. R.O.C. consist of the teachers meeting during PLC time and identifying students who were not successful mastering all of the concepts during a six weeks period. The students identified will be offered the opportunity to attend mandatory after school tutorials. The students will be retaught the concepts that they failed to master during that six weeks during these days. At the end of that time a content area teacher will retest the students on the concepts to check for mastery. If the students show mastery, the student's six weeks grade would be raised to a 70 which is the passing standard for a six weeks period. The students cannot earn a grade higher than a 70.

Late Work

Late work is defined as assigned work not turned in on time.

Each department will develop guidelines and grade reduction for accepting late work. These guidelines will be submitted to the campus principal or designee and communicated to students and parents via course syllabi and the high school student handbook. Each teacher will adhere to their respective department's grading procedures for accepting late work.

All in-class assignments, due at the end of class, will not be accepted as late work.

Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student is to inform the teacher of any such circumstances that prevented the completion of the homework.

Long-term projects and major essays that are included on the syllabus at the beginning of the Fall and/or Spring semester are due on the announced due date.

Makeup / Missing / Refusal / Failure To Complete Work

In order to provide the total assessment "picture" of a student's academic progress for a course, any student who is absent, has a missing, or who fails / refuses to complete a classroom or daily grade assignment should be given the opportunity to make up the missing or assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily effort in class.

Makeup Work Guidelines

1. Makeup work is available to all students. Students are responsible for asking teachers for the makeup work upon returning to class. Students shall receive credit for satisfactory makeup work, including tests, after an absence, but may receive a zero for any makeup work, including tests, not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines.
2. Exceptions may be granted by the Administration in extenuating circumstances.
3. The number of days 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.
5. Makeup work, including tests, may be of an altered version to assess what the student has learned.
6. Teachers may assign alternate work to assure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine makeup work.

Unexcused Absence

A note signed by the parent/guardian showing the dates and reason for the absence is to be submitted within three (3) days after the student returns to class. If this note is not sent within the allocated three (3) days, the absence will be unexcused. A student with an unexcused absence may make up all work missed for full credit.

Suspension

A student suspended from his /her regular classes is to request makeup work when he/she returns to school.

Refusal / Failure To Complete Work

If a student fails / refuses to work or turn in an assignment in class teachers should:

1. Assign the student a mandatory tutorial on the day the behavior occurs and call the parent the day the behavior occurs to inform them their child failed to complete an assignment or failed to complete work during class. The teacher should inform the parent the student has been assigned a mandatory tutorial and inform them of the date of the mandatory tutorial.
2. If the student fails to attend the mandatory tutorial assigned by the teacher the teacher should document it.
3. The next time the student reports to class after the missed mandatory tutorial they are expected to turn the assignment in to the teacher. If they fail to turn the assignment in document it and send it to the appropriate grade level assistant principal.