

ROBSTOWN INDEPENDENT SCHOOL DISTRICT

GRADING GUIDELINES

2011-2012



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MISSION STATEMENT

Robstown Independent School District, in partnership with parents and the community, is to ensure academically prepared students lead fulfilling and productive lives.

POSITION STATEMENT

Grades are a means of evaluating and reporting student progress to parents and students. Grades should have a positive influence on students. The grading process should be valid, useful, and constructive. The process should be as fair and objective as possible, understandable to students and their parents, and should honestly and realistically indicate the strengths and weaknesses of student performance.

A grade should represent a fair estimate of a student's achievement and should be based upon the growth each is making in relationship to individual performance, maturity, and ability. A grade should reflect consistent progress and convey the degree to which the student has mastered the Texas Essential Knowledge and Skills (TEKS) after introductory skills have been taught.

Grading procedures should emphasize success and should reflect the programs that are tailored to the individual needs of each student. Grades should emphasize success and should reflect the programs that are tailored to the individual needs of each student. Grades should be logical, justifiable, sufficient in number, and should ensure that the grade is an evaluation of the student's social attitudes and behavior, and shall not alter the grade in the academic areas.

Focus should be centered on learning. Grades are an outcome of the teaching-learning cycle that provides insight about student progress.

Grading should help the teacher:

- Appraise the effectiveness of teaching procedures;
- Diagnose the needs and evaluate the progress of each student; and
- Monitor the student for grade placement.

Grading should assist the student:

- Evaluate personal progress;
- Recognize how work may be improved; and
- Set personal goals for future learning.

Grading should provide information to help parents:

- Guide the student in making personal and social adjustments;
- Encourage the student to attain maximum and academic performance; and
- Give support to the student.

GRADING GUIDELINES 2011-2012

GRADES K - 6

KINDERGARTEN

Letter grades will be issued in all content areas. Kindergarten students receive a report card with *E* (Excellent), *S* (Satisfactory), *N* (*Needs Improvement*), or *U* (*Unsatisfactory*) in all areas.

GRADES 1 – 6

Students in grades 1-6 receive numerical grades in language arts, mathematics, social studies, and science. Art, music, and physical education are graded using letter grades with *E* (Excellent), *S* (Satisfactory), *N* (*Needs Improvement*), or *U* (*Unsatisfactory*).

1. Minimum of 2 grades per week for Reading and Grammar/Writing/Spelling, Math, Science, and Social Studies.
2. Minimum of 1 letter grade per week for P.E., Health, and Fine Arts.
3. Minimum of 2 test grades in each content area. End of Six Weeks Test grades will count as one test grade.
4. Add all grades and divide by total number of grades.
$$\frac{\text{Daily Grades} + \text{Test Grades}}{\text{Total Grades}}$$
5. Homework will be assigned at the discretion of the teacher. Homework will be graded and weighed as ten percent (10%) of the final average for the six weeks.

HOMEWORK POLICY

The sole purpose of homework is designed for reinforcement and acquisition of a specific basic skill or for enrichment. Under no circumstances is homework to be assigned as “busy work”. It must be assigned to students who fail to demonstrate mastery of a basic skill introduced during the initial instruction or during a daily activity designed to assess mastery. Students who demonstrate mastery of a basic skill may also be given homework for enrichment.

Homework will be assigned at the discretion of the teacher. Homework assignments will be graded and weighed as ten percent (10%) of the final average for each grading period. Homework assignments are to be short in duration, but meaningful. For example, math assignments should be

limited to ten (10) problems. Homework needs to be productive, meaningful, and focused on quality learning experiences; therefore, design written assignments which students can reasonably complete within a thirty (30) minute period. Homework assignments should be short, but at frequent intervals to facilitate effective learning.

INSTRUCTIONAL REQUIREMENTS GRADES 1 – 6

RETEACHING

Teachers are expected to reteach when necessary and are able to indicate verbally what method, instructional strategy or activity was used in the reteaching process.

ACTIVITY/TUTORIAL PERIOD

During this period, no initial teaching is to take place. Gifted and talented students and at-risk students will be served at this time. Students are not to miss initial instruction or be required to make up any work. Activity/Tutorial period will be monitored.

GRADE BOOKS

- A. The following codes may be utilized in GradeSpeed:

M – Missing	Inc - Incomplete
R – Reteach	N/G – No Grade
E – Exempt	A – Alternate Assignment

- B. Test grades will be identified.
- C. Label all recorded daily grades and identify by assignment title.
- D. Homework average must be recorded in the grade book.
- E. Report cards will be printed at the end of the six weeks.
- F. Actual grade earned must be entered in to the grade book.

MAKE-UP WORK

Students shall be expected to make up assignments and tests after absences. Teachers shall inform students that they have five (5) days for completing make-up work after an absence. Students shall receive a zero for any assignment or test not made up within the allotted time. Students shall also be permitted to take test administered in any class missed due to an absence. For any class missed, the teacher may assign make-up work to students based upon instructional objectives for the subject or

course, the needs of the individual student to master essential knowledge and skills, or subject or course requirements.

The grade for make-up work after an unexcused absence shall be a zero (0).

The District shall not impose a grade penalty for make-up work after an absence due to suspension.

Late Projects: Teachers may assign a late penalty to any project submitted after a due date in accordance with previously established guidelines approved by the principal and disseminated to students.

HONOR ROLL

The principal's honor roll will be named after each reporting period based on students' grades for that reporting period. An "All-A Honor Roll" and an "A-B Honor Roll" will be named in an effort to recognize academic achievement. To be eligible for the A-B Honor Roll, a student must have more grades of A than B, or an equal number of A's and B's.

RETENTION/PROMOTION

Kindergarten: Achievement or progress in Kindergarten shall be reported as *E, S, N or U*. In Kindergarten, promotion to the next grade level shall be based on a student attaining for the year an overall average of S or above. The overall average shall be derived by averaging the final letter grade for language arts, mathematics, social studies, and science. In addition, a student shall attain an average of S or above in language arts and in mathematics. When a student has earned an equal number of S's and I's, final determination will be made by the teacher and principal.

Grades 1-6: Local requirements specify that promotion to the next grade level shall be based on an average of seventy (70) on a scale of one hundred (100), based on course-level and grade-level standards (TEKS) for all subject areas, and a grade of seventy (70) or above in language arts and mathematics.

Texas Assessment Program

Grades 3-6: A student who fails any STAAR assessment in grades 3-6 must receive accelerated instruction in the applicable subject area which includes instruction outside of normal school operating hours. Parents of a student in grades 3-6 who do not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

In addition, Grade 5 students, with limited exceptions, will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.*

- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading section of the grade 5 assessments in English or Spanish.
- A student may be promoted to the next grade level only by passing these tests or unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after accelerated instruction.
- Students must also attend at least 90 percent of the days the class is offered to receive credit in a class, in accordance with compulsory attendance laws.

* *Because the 2011-2012 school year is the first year of implementation of the STAAR, students will not be required by state law to perform satisfactorily on the grade 5 STAAR for this one year only in order to be promoted to the next grade level.*

GRADES 7 – 8

GRADING PROCEDURES

The basic consideration for grading is to assess the student's ability to function and achieve mastery of the Texas Essential Knowledge and Skills (TEKS) as prescribed by the state and local district for various grade levels and/or subject areas. Teachers are precluded from reducing a student's grade based upon behavioral or non-academic activities (inappropriate conduct, tardiness, excessive absences except where permitted by Board rule and statute.) However, failure to perform required activities (class work, make-up tests, etc.) relate directly to demonstrating mastery of essential knowledge and

skills. If the student does not perform the work, his or her grade will reflect that the TEKS have not been mastered.

The school year is divided into two (2) semesters. Each semester consists of three (3) reporting periods. Grades are based on a one hundred (100) point system. A grade of seventy (70) or greater is a passing grade. A grade below seventy (70) (example: 69) is a failing grade. Recording a grade above one hundred (100), or the deduction of points as a disciplinary measure, is prohibited.

To convert letter grades to a 100 point system, the following criteria apply:

- A = 90 – 100
- B = 80 – 89
- C = 70 – 79
- F = 69 or below = Failing

Report cards indicate academic grades as:

- | | |
|--------------------|--------------|
| Excellent | 90 – 100 |
| Good | 80 – 89 |
| Fair | 70 – 79 |
| Failing | 69 and below |
| High Passing Grade | 100 |
| Passing Grade | 70 and above |

HOMEWORK POLICY

The sole purpose of homework is designed for reinforcement and acquisition of a specific basic skill or for enrichment. Under no circumstances is homework to be assigned as “busy work”. It must be assigned to all students to reinforce skills that have been previously introduced during initial instruction or during a daily activity designed to assess mastery.

All homework assignments will be recorded in a grade book and maintained by the teacher. Homework assignments will be graded and weighed as ten percent (10%) of the final average for each grading period. Homework assignments are to be short in duration, but meaningful. For example, math assignments should be limited to 10 problems. Homework needs to be productive, meaningful, and focused on quality learning experiences. Homework assignments shall be assigned once a week. Homework assignments should be short, but at frequent intervals to facilitate effective learning.

LATE WORK

Assignments not submitted when due are considered “late work”. An assignment turned in one (1) day late will receive a 10 point penalty. Assignments submitted two (2) days late will receive a twenty (20) point penalty, and assignments submitted three (3) days late will receive a thirty (30) point penalty. Work will NOT be accepted beyond the three-day grace period. Students who are absent from class will receive the same make-up work privilege as detailed in the student handbook, but penalties will apply if the work is not made up within the allowable time for make-up work.

Students are expected to turn in assignments when they are due. Students will not be permitted to turn in late assignments more than three (3) days overdue at the end of a grading period or a three week period. Work due at the end of a three week period, may be turned in late (up to 3 days), but the grade will not be reflected in the three week average if the work is turned in after grades are due to be submitted. Work due at the end of a six weeks must be turned in as assigned and cannot be accepted after the end of the six weeks.

SIX WEEKS GRADE

Daily grades are based on a student’s written, oral, or class activity performance. Test grades are based on major examinations, papers, or projects. A minimum of twelve (12) daily grades and three (3) test grades are required for each reporting period. End of six weeks tests will count as one (1) test grade.

INSTRUCTIONAL REQUIREMENTS GRADES 7 – 8

RETEACHING

Teachers are expected to reteach when necessary and are able to indicate verbally what method, instructional strategy or activity was used in the reteaching process.

When reteaching has occurred, and a student is given the opportunity to repeat the assignment or retake the test, a grade no higher than seventy (70) will be recorded. If the reteach grade is lower than the original grade, the higher grade will be recorded.

RETEACHING POLICY

As detailed in the student handbook, students do have retesting opportunities. Seale Junior High School will adhere to a standard retesting policy. Immediately following each test, teachers allow students to see their test and test score to review problems on the test with the entire class. This review may consist of an examination of all problems, or specifically, those problems commonly missed. Tests will then be returned to the teacher. Students scoring below a seventy (70) on a test will receive an additional review as preparation for retesting. Students who wish to retest should complete the additional review in order to prepare for a retest. Retesting will occur approximately one week from the date of the original test and will take place during regular class time after the day's lesson has been taught. All students retesting will retest on the same day, on the same objectives and difficulty level as the original test. As per local policy, the maximum score that a student can receive will be a seventy (70).

It is essential that students who are successful on a test receive reteaching and additional practice before they are prepared to retest. The teacher will provide review materials; however, it is ultimately the student's responsibility to prepare for the retest. Please be advised that testing that occurs during the last week of the grading period may not be subject to retesting due to time restrictions. If students fail a test during the last week of the grading period, and does not pass the class for that grading period, the student should attend intersession.

Students who test, but are absent when the teacher reviews the test, will still be responsible for retesting the same day as the rest of the class. The student will need to make test corrections with the teacher on their own time. Students absent on the day of the retest will need to make arrangements with their teacher to retest immediately upon return to class, but may be asked to retest at an alternate time and not during class.

TUTORIALS

Tutorials are scheduled for thirty (30) minutes after the instructional day.

GRADE BOOKS

The grade book is a legal, auditable document. Entries must be legible, current, and recorded in compliance with district guidelines. Failure to maintain a grade book and turn it in at the end of the year is grounds for withholding salary and/or termination.

All grade books will be maintained on the computer using GradeSpeed. Regulations and procedures concerning computerized grade book documentation will be disseminated during training sessions.

A. The following codes may be utilized in GradeSpeed:

M – Missing	Inc - Incomplete
R – Reteach	N/G – No Grade
E – Exempt	A – Alternate Assignment

- B. Test grades will be identified.
- C. Label all recorded daily grades and identify by assignment title.
- D. Homework average must be recorded in the grade book.
- E. Report cards will be printed at the end of the six weeks.
- F. Actual grade earned must be entered in to the grade book

Printouts of grade books, including attendance, will be due to PDAS supervisor on the first Friday after each grading period. When the last six weeks printout is submitted, teachers are asked to review all previous printouts and make corrections as necessary.

GRADING FORMULAS

1. **Daily Grades:** Students must have a minimum of twelve (12) daily grades during a reporting period.
2. **Test Grades:** Students must have at least three (3) test grades during a reporting period. Six weeks test will count as one of the three (3) test grades.
3. **Homework Grades:** Students must have 2 homework grades per week during a reporting period.
4. **Six Weeks Grades:** Six weeks grades will be figured by the daily grade average weighing 45% , the test grade average weighing 45% and the homework average weighing 10%.
5. **Semester Average:** The following formula is to be used to derive a semester average:
$$(\text{Six Weeks Average} \times 0.8) + (\text{Semester Exam} \times 0.2) = \text{Semester Average}$$

RETEACHING

Reteaching may be done as needed; however, reteaching must happen immediately after students fail a chapter, unit or end of six weeks test. After reteaching has occurred, and a student is given the opportunity to repeat the assignment or retake the test, a passing score of 70 will be recorded. In the event of retaking the exam, if the grade is lower than the original exam, the higher of the two grades will be recorded. Reteaching is defined as another presentation of content, usually to provide an additional opportunity for students to learn. Implementation of the district procedure for reteaching does not have to be detailed or prescriptive. Reteaching may vary from subject to subject, class to class, or student to student. It may be as simple as repeating the concept. If students still do not understand the concept, teachers should use different materials or modalities to teach the concept again. For example, if initial instruction appealed primarily to visual learning style, the reteach activity might appeal to a kinesthetic learning style (for example, the use of manipulatives). If the deductive approach was used initially, the reteach activity might use an inductive approach. In this way, students will gain a new perspective on the task.

Reteaching is an integral part of the lesson cycle and may occur in many different situations. Some examples include:

- during direct teach as a teacher checks for understanding;
- during guided practice as a teacher monitors; and
- during independent practice as students work individually or in cooperative learning group.
- during computer assisted instruction.

Teachers should plan for reteaching at the same time planning occurs for initial instruction. When planning is completed, alternative instructional strategies should be selected and immediately available, if needed. Planning for reteaching may or may not be written and should not require excessive time or documentation.

If initial reteaching efforts are unsuccessful, the more complex process of remediation may be necessary. Remediation implies analysis of the learning task and further diagnosis of student needs, including identification of deficient prerequisite skills. Remediation may occur in many different situations. One example: as a teacher works with small groups during class time while other students work independently.

OCTOBER INTERSESSION

1. Grades will be given during intersession. The October intersession grade will be recorded in the grade book by “locking in” the new average and including a footnote explaining the grade change. The intersession grade and the grade earned during the six weeks are averaged together to determine the final six weeks average. In accordance with district policy, an average of 71 or higher will be recorded as a 70 on the report card.

EXAMPLE # 1: Six weeks average = 50
 Intersession average = 84
 Final grade on report card = 67

EXAMPLE: # 2: Six weeks average = 65
 Intersession average = 85
 Final grade on report card = 70

(Remember, any average of 71 or above must be recorded as 70 on the report card.)

RECORDING FAILING GRADES IN THE GRADE BOOK

A student with a failing grade must be provided with reteaching or retesting. Indications of reteaching and retesting will be documented in the grade book. The actual grade earned is entered in the grade book.

MAKE-UP WORK

For any class missed, the teacher may assign make-up work to students based upon instructional objectives for the subject or course, the needs of the individual student to master essential knowledge and skills, or subject or course requirements.

Students shall be expected to make up assignments and tests after absences. Teachers shall inform students that they have five (5) days for completing make-up work after an excused absence. Students shall receive a zero for any assignment or test not made up within the allotted time. Students shall also be permitted to take test administered in any class missed due to an excused absence.

The grade for make-up work after an unexcused absence shall be a zero (0).

The District shall not impose a grade penalty for make-up work after an absence due to suspension.

Late Projects: Teachers may assign a late penalty to any project submitted after a due date in accordance with previously established guidelines approved by the principal and disseminated to students.

HONOR ROLL

The principal's honor roll will be named after each reporting period based on students' grades for that reporting period. An "All-A Honor Roll" and an "A-B Honor Roll" will be named in an effort to recognize academic achievement. To be eligible for the A-B Honor Roll, a student must have more grades of A than B, or an equal number of A's and B's.

RETENTION/PROMOTION

Local requirements specify that for grades 7 – 8 promotion to the next grade level shall be based on an average of seventy (70) on a scale of one hundred (100), based on course-level and grade-level standards (TEKS) for all subject areas, and a grade of seventy (70) or above in language arts and mathematics.

Texas Assessment Program

Grades 7-8: A student who fails any STAAR assessment in grades 7-8 must receive accelerated instruction in the applicable subject area which includes instruction outside of normal school operating hours. Parents of a student in grades 7-8 who do not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

In addition, Grade 8 students, with limited exceptions- will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.*

- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading section of the grade 8 assessments in English or Spanish.
- A student may be promoted to the next grade level only by passing these tests or by unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after accelerated instruction.

- Students must also attend at least 90 percent of the days the class is offered to receive credit in a class, in accordance with compulsory attendance laws.
- * *Because the 2011-2012 school year is the first year of implementation of the STAAR, students will not be required by state law to perform satisfactorily on the grade 8 STAAR for this one year only in order to be promoted to the next grade level.*

GRADES 9 – 12

GRADING PROCEDURES

The basic consideration for grading is to assess the student's ability to function and achieve mastery of the Texas Essential Knowledge and Skills (TEKS) as prescribed by the state and local district for various grade levels and/or subject areas. Teachers are precluded from reducing a student's grade based upon behavioral or non-academic activities (inappropriate conduct, tardiness, excessive absences except where permitted by Board rule and statute.) However, failure to perform required activities (class work, make-up tests, etc.) relates directly to demonstrating mastery of essential knowledge and skills. If the student does not perform the work, his or her grade will reflect that the TEKS have not been mastered.

The school year is divided into two (2) semesters. Each semester consists of three (3) reporting periods. Grades are based on a one hundred (100) point system. A grade of seventy (70) or greater is a passing grade. A grade below seventy (70) (example: 69) is a failing grade. Robstown Independent School District policy prohibits recording any grade above one hundred (100), or the deduction of grade points as a disciplinary measure.

DAILY GRADES AND TEST GRADES

Daily grades are based on a student's written, oral, or class activity performance. Test grades are based on major examinations, papers, or projects. A minimum of twelve (12) daily grades and three (3) test grades are required for each reporting period. End of six weeks tests will count as 1 test grade.

HOMEWORK POLICY (* Included in student's daily average)

The sole purpose of homework is designed for reinforcement and acquisition of a specific basic skill or for enrichment. Under no circumstances is homework to be assigned as "busy work". It must be

assigned to students who fail to demonstrate mastery of basic skills introduced during initial instruction or during a daily activity designed to assess mastery. Homework needs to be productive, meaningful, and focused on quality learning experiences. Homework assignments should be short, but at frequent intervals to facilitate effective learning. Homework grades will be included in the student's daily average.

GRADING FORMULAS

1. **Daily Grades** (*based on a student's written, oral, or class activity performance*): Students must have a minimum of twelve (12) daily grades during a reporting period.
2. **Test Grades** (*based on major examinations, papers, or projects*): Students must have at least three (3) test grades during a reporting period. Test grades will not be counted twice.
3. **Six Weeks Grades**: Six weeks grades will be figured by the daily grade average weighing 40% and the test grade average weighing 60%.
4. **Semester Exam**: Semester Exams will be administered at the end of both the Fall and Spring Semesters, and must comprehensively cover all material/TEKS taught during the semester. Semester exams will count 20% of the course average for the semester. All students will take a semester exam in each course at the end of the Fall semester. Students who do not meet exemption requirements during the Spring Semester will take a semester exam in each course.
5. **Semester Average**: The following formula will be used to derive a semester average:
$$(\text{Six Weeks Average} \times 0.8) + (\text{Semester Exam} \times 0.2) = \text{Semester Average}$$
6. **End-of-Course Exams**. End-of-Course exams will be administered per guidelines developed by the Texas Education Agency. End-of-Course exams will affect student grades according to TEA and local policy.

GRADE BOOKS

The grade book is a legal, auditable document. Entries must be legible, current, and recorded in compliance with district guidelines. Failure to maintain a grade book and turn it in at the end of the year is grounds for withholding salary and/or termination.

All grade books will be maintained on the computer using GradeSpeed. Regulations and procedures concerning computerized grade book documentation will be disseminated during training sessions.

Printouts of grade books, including attendance, will be due to PDAS supervisor on the first Friday after each grading period. When the last six weeks printout is submitted, teachers are asked to review all previous printouts and make corrections as necessary.

RETEACHING

Reteaching may be done as needed; however, reteaching must happen immediately after students fail a chapter, unit or end of six weeks test. After reteaching has occurred, and a student is given the opportunity to repeat the assignment or retake the test, a grade no greater than 70 will be recorded. In the event of retaking the exam, the grade is lower than the original exam, the higher of the two grades will be recorded. Reteaching is defined as another presentation of content, usually to provide an additional opportunity for students to learn. Implementation of the district procedure for reteaching does not have to be detailed or prescriptive. Reteaching may vary from subject to subject, class to class, or student to student. It may be as simple as repeating the concept. If students still do not understand the concept, teachers should use different materials or modalities to teach the concept again. For example, if initial instruction appealed primarily to visual learning style, the reteach activity might appeal to a kinesthetic learning style (for example, the use of manipulatives). If the teacher used the deductive approach initially, the reteaching activity might use an inductive approach. In this way, students will gain a new perspective on the task.

Reteaching is an integral part of the lesson cycle and may occur in many different situations. Some examples include:

- during direct teaching as a teacher checks for understanding;
- during guided practice as a teacher monitors; and
- during independent practice as students work individually or in cooperative learning group.

Teachers should plan for reteaching at the same time planning occurs for initial instruction. When planning is completed, alternative instructional strategies should be selected and immediately available, if needed. Planning for reteaching may or may not be written and should not require excessive time or documentation.

If initial reteaching efforts are unsuccessful, the more complex process of remediation may be necessary. Remediation implies analysis of the learning task and further diagnosis of student needs, including identification of deficient prerequisite skills. Remediation may occur in many different situations. One example: as a teacher works with small groups during class time while other students work independently.

RECORDING FAILING GRADES

Reteaching or retesting for students with failing grades must be provided. Indications of reteaching and retesting should be documented in the grade book. The actual grade earned is recorded in the grade book.

TUTORIALS

Tutorials are available for students from 3:46 to 4:05 p.m. every day except Wednesdays. Students can also make individual appointments to schedule tutorial time with teachers before or after school.

OCTOBER INTERSESSION PROCEDURES (FALL SEMESTER ONLY)

1. During the October intersession, all work completed by students will be graded and filed in individual student folders. Students must have a minimum of eight (8) daily grades and two test grades to obtain an intersession grade. Grades for intersession will be calculated by the daily average weighing 40% and the test grade average weighing 60%. At the end of the week, intersession teachers will compute an “Intersession Average” and record information on an “Intersession Grade Report” for each student completing intersession class. These folders will be placed in sending teachers’ mailboxes. The intersession teacher will also maintain a “traditional” grade book, which will be submitted to the administration at the conclusion of intersession.
2. On Monday after the October intersession, teachers are responsible for reviewing individual student folders from intersession. Two things can then occur:
 - a. The sending teacher agrees with the grades recorded by the intersession teacher – Go on to step 3.

- b. The sending teacher disagrees with one or more of the grades recorded by the intersession teacher. The sending teacher must re-grade and re-average the work in the folder, and come up with an intersession average.
3. The October intersession grade will be recorded in the grade book by “locking in” the new average and including a footnote explaining the grade change. The intersession grade and the grade earned during the six weeks are averaged together to determine the final six weeks average. In accordance with district policy, an average of 71 or higher will be recorded as a 70 on the report card.

EXAMPLE # 1: Six weeks average = 50
 Intersession average = 84
 Final grade on report card = 67

EXAMPLE: # 2: Six weeks average = 65
 Intersession average = 85
 Final grade on report card = 70

(Remember, any average of 71 or above must be recorded as 70 on the report card.)

4. Grade will be modified to reflect changes due to intersession. The grades are due not later than noon on the first Monday following intersession.

MAKE-UP WORK

For any class missed, the teacher may assign make-up work to students based upon instructional objectives for the subject or course, the needs of the individual student to master essential knowledge and skills, or subject or course requirements.

Students shall be expected to make up assignments and tests after any absences. Teachers shall inform students that they have five (5) days for completing make-up work after an absence. Students shall receive a zero for any assignment or test not made up within the allotted time. Students shall also be permitted to take tests administered in any class missed due to an absence. Tests will immediately need to be taken upon return.

The maximum grade for make-up work after an unexcused absence shall be a seventy (70).

The District shall not impose a grade penalty for make-up work after an excused absence or absence due to suspension.

Late Projects: Teachers may assign a late penalty to any project submitted after a due date in accordance with previously established guidelines approved by the principal and disseminated to students.

HONOR ROLL

The principal's honor roll will be named after each reporting period based on students' grades for that reporting period. An "All-A Honor Roll" and an "A-B Honor Roll" will be named in an effort to recognize academic achievement. To be eligible for the A-B Honor Roll, a student must have more grades of A than B, or an equal number of A's and B's.

Robstown High School
Reporting Period and Semester Grade Calculation

Daily Average (40%) + Test Average (60%) = Six Weeks Average

$(SWA \times 0.8) + (SE \times 0.2) = \text{Semester Average}$

SWA=Six Weeks Average
SA=Semester Average
SE=Semester Exam

- Step 1. Average 3 six weeks grades
- Step 2. Multiply SWA by 80%.
- Step 3. Multiply SE by 20%.
- Step 4. Add results of Steps 2 and 3.

October Intersession Calculation

$$\frac{\text{Six Weeks Average} + * \text{Intersession Average}}{2} = \text{Final Report Card Average (No higher than 70)}$$

* 8 daily grades (40%) + 2 test grades (60%) = Intersession Average

Seale Junior High School
Reporting Period and Semester Grade Calculation

Daily Average (45%) + Test Average (45%)+ Homework Average (10%) = Six Weeks Average

$(SWA \times 0.8) + (SE \times 0.2) = \text{Semester Average}$

SWA=Six Weeks Average
SA=Semester Average
SE=Semester Exam

- Step 1. Average 3 six weeks grades
- Step 2. Multiply SWA by 80%.
- Step 3. Multiply SE by 20%.
- Step 4. Add results of Steps 2 and 3.

October Intersession Calculation

$$\frac{\text{Six Weeks Average} + * \text{Intersession Average}}{2} = \text{Final Report Card Average (No grade higher than 70)}$$

* 8 daily grades (40%) + 2 test grades (60%) = Intersession Average

**Elementary Schools
Reporting Period and Semester Grade Calculation**

$$\frac{(\text{Daily Grades}^* + \text{Test Grades}^{**}) \times .90 + (\text{Homework Average} \times .10)}{\text{Total Number of Grades}} = \text{Six Weeks Average}$$

$$\frac{\text{Reading Average} + \text{Grammar/Writing/Spelling Average}}{2} = \text{Language Arts Grade}$$

$$\frac{1^{\text{st}} \text{ SWA} + 2^{\text{nd}} \text{ SWA} + 3^{\text{rd}} \text{ SWA}}{3} = 1^{\text{st}} \text{ Semester Average} \quad \text{SWA=Six Weeks Average}$$

$$\frac{4^{\text{th}} \text{ SWA} + 5^{\text{th}} \text{ SWA} + 6^{\text{th}} \text{ SWA}}{3} = 2^{\text{nd}} \text{ Semester Average}$$

$$\frac{1^{\text{st}} \text{ Semester Average} + 2^{\text{nd}} \text{ Semester Average}}{2} = \text{Yearly Grade}$$