

WEST OSO ISD

Instructional Grading Guidelines and Reporting Procedures



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WOISD Instructional Grading and Reporting Procedures

FOREWARD

The Instructional Grading and Reporting Procedures were developed in 1995 after many years of research and discussion by educators, parents, and students. These procedures are in accordance with best practice, EIA (Legal and Local), and the Texas Education Code 28.0216. These procedures provide consistency in grading practice in order to best meet the needs of students and provide assistance to the instructional staff. These procedures provide:

- A tool that will foster consistency among teachers, disciplines, and schools as students progress through the WOISD educational program
- A reference source that will encourage a better understanding of grading, assessment, reporting, and promotion for teachers, parents and students

It is the policy of West Oso Independent School District not to discriminate on the basis of race, color, national origin, sex, or handicap in programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

WEST OSO INDEPENDENT SCHOOL DISTRICT

MISSION STATEMENT

Empowering our community with college/career readiness for global opportunities!

VISION

Embracing innovative education to ensure leadership and success!

DISTRICT GOALS

- 1. The district will implement a guaranteed and viable curriculum through effective, research-based teaching practices.**
- 2. The district will consistently assess for learning through the use of challenging goals, progress monitoring, and effective feedback.**
- 3. The district will broaden and strengthen connections with families and our community.**
- 4. The district will provide a safe, healthy, and nurturing learning environment.**

WOISD Instructional, Grading, and Reporting Procedures

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WOISD Curriculum and Instruction K-12 General Information

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 framework and state recommended program standards. Curriculum content is not prescribed in detail by the Texas Education Agency, but provides a framework to draw upon for the development of local curriculum.

Local Curriculum (Policy EG Local and Regulation)

The District uses the TEKS Resource System (TRS) as our curriculum and addresses the skills needed for successful performance in the next grade or next course in a sequence of courses. Curriculum consists of defined scope and sequence of instruction, the instructional objectives for student mastery, and additional planning tools for lesson plans and formative assessment.

Scope and Sequence of Instruction (Policy EG Local and Regulation)

The TRS documents reflect the state required standards, the Texas Essential Knowledge and Skills (TEKS), and cannot be waived, altered, or portions eliminated. Campuses or departments desiring to alter the sequence of the curriculum document must consult with and present the desired alteration in writing to the appropriate instructional coach prior to seeking approval of the Director of Curriculum and Instruction.

Instructional Materials (EFAA LOCAL and Regulation)

State-adopted textbooks and electronic media serve as one instructional resource to meet course and curriculum objectives. Beginning in 2011-12, local districts are provided an instructional material allotment in order to purchase materials, technology, and training to support instruction. Locally-purchased instructional materials are selected by the District, campus, or individual teachers to meet the needs of students.

Online Instructional Materials and Resources

Instructional materials and resources available for use in WOISD, both state-adopted and locally-purchased, may be made available to students only in an online format.

Instructional Practices

Instructional strategies and practices to ensure student success are based upon district philosophy and 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 TEKS which 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.

Achievement grades should be fairly 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.

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.

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, six week, 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 elementary students will receive a Progress Report at the mid-point of the six week period. A parent signature is required for student are a failing or in danger of failing.
2. All secondary students will receive a Progress Report at the mid-point of the six week period.
3. 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.
4. 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.

Report Cards (Policy EIA Local)

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 electronically generated.
2. Report Cards are issued once at the conclusion of each six week grading period.
3. Elementary Report Cards require a parent/guardian signature.
4. New students to the District with less than 10 days in the reporting period will not receive a Report Card until the next reporting period.

New Student Transfer Grades

When students transfer into the District during a grading period, grades received from the sending school for the same or similar course will be calculated with the current course grades to compute the Report Card grade.

Online Records –Electronic Gradebook

1. Parents/guardians may also access student progress information through the electronic gradebook through TEAMS.
2. The gradebook portal displays Progress Report averages as well as Report Card averages and individual assignment grades in the teacher gradebook (if applicable).
3. Parents/guardians should contact the school regarding access information.

Academic Grading Scales

Pre-Kindergarten & Kindergarten Scales

The Pre-Kindergarten Report Card is designed to assist teachers in evaluating the ongoing growth and development of students. Parent/teacher conferences are suggested during the first and third reporting periods. The printed Report Card is used for the second and fourth reporting periods.

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

- E – Excellent
- S – Satisfactory
- N – Needs to Improve
- U – Unsatisfactory

Grades 1-5 Scales

The District will report six week averages to parents/guardians as numerical scores and letter grades in core content areas and through development symbols in enrichment areas.

The following table relates the numerical scores and letter grades used to report Language Arts, Reading, Writing, Mathematics, Science, and Social Studies:

Numeric Average	Letter Grade	Description
90-100	A	Excellent Progress
80-89	B	Good Progress
70-79	C	Fair Progress
69 and below	F	Failing

The following symbols are used to indicate a student’s progress in all Fine Arts areas:

- E – Excellent
- S – Satisfactory
- N – Needs to Improve
- U – Unsatisfactory

Grades 6 – 12 Scales

The District will report six week averages to parents/guardians as numerical scores and letter grades.

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

Numeric Average	Letter Grade	Description
90-100	A	Excellent Progress
80-89	B	Good Progress
70-79	C	Fair Progress
69 and below	F	Failing

For Seniors Only: The symbols W/P (withdrew passing) and W/F (withdrew failing) are used for students who withdraw from a class after the date for which a student may receive credit per FEC (Legal). Grades recorded as W/P and W/F are included in the calculation of the GPA; however, no credit is awarded. No grade points (0) are awarded for the W/P or W/F grade (i.e., averaged as a “0”).

Conduct Grading Scale (K-12)

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

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

Criteria for Promotion

Students shall be promoted or awarded credit based on the following:

1. Grades 1 and 2 -- A final grade of 70 or above in each of the following: language arts, reading, and mathematics.
2. Grades 3, 4, 5 -- A final grade of 70 or above in each of the following: language arts, reading, mathematics, science, and social studies.

3. Grades 6, 7, and 8 -- A final grade of 70 or above in each of the following: language arts, mathematics, science, social studies, and a composite average of 70 or above in all courses taken. High school credit is earned for certain courses taken in middle school based on a final grade average of 70 or above in the course. Failure of a student to earn credit in one of the high school credit courses shall not cause the student to be retained.
4. Grades 3-8 Texas Assessment Program -- A student who fails any state-mandated assessment must receive accelerated instruction in the applicable subject area, which may include instruction outside of normal school operating hours.
5. Grades 5 and 8 Texas Assessment Program -- A student who fails the state-mandated assessments in reading or mathematics and who is placed to the next grade level must complete the required accelerated instruction as a condition of promotion by the Grade Placement Committee (GPC) and must be assigned a teacher in the next grade level who meets state and federal qualifications to teach the subject in which the student failed.
6. Grades 9, 10, 11, and 12 -- High school credit is earned based on a final grade average of 70 or above in the course.

Academic Dishonesty

Academic Dishonesty as defined in the West Oso ISD 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.

Academic Integrity

Academic integrity is a fundamental value of teaching, learning and scholarship. WOISD 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.

Behaviors defined as cheating:

- 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

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)

Consequences for Academic Dishonesty

Each campus will administer consequences for academic dishonesty taking into account the severity, intent, and frequency of occurrence. While consequences for academic dishonesty are important and necessary, the consequences should also help the student understand the severity of academic dishonesty and how he/she can avoid such choices in the future. Administration may choose from various consequences including:

- A stern warning to the student.
- Omission of the plagiarized portion of the assignment and a grade given only for what is left over.
- Requiring the student to resubmit the assignment.
- The student may receive no grade, a "zero", for the assignment.
- Parents are notified and/or a meeting is held with school staff, parents, and the student to address the academic dishonesty concerns.

Best Practices and District Expectations

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 and quizzes should be returned within two to four scheduled class days. All tests will be reviewed in class or copy of the test shall be returned to the students. District-Developed assessments and assessments created with copyrighted material will be reviewed in class, but shall not be returned. Parents may request a review of the assessment. Major projects and assessments with written compositions 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.

Required Tutorials

The purpose of a tutorial session is to provide additional instruction to assist students who have not mastered the TEKS currently being taught. Tutorials also serve as an instructional reinforcement for students needing assistance. All WOISD students are welcome and encouraged to attend tutorial sessions; however, students who have not mastered the TEKS (or are currently failing) should be given priority during scheduled tutorial times.

1. Day and time of scheduled tutorials will be set by each campus. Some campuses may also have mandatory tutorials within the school day.
2. Parents of elementary students will be notified and records maintained by teachers that a student attended the required tutorial instruction.
3. For secondary students, attendance at tutorials is voluntary and is not limited to those students having academic difficulty.
4. Teachers must be available to students during scheduled tutorial time.
5. The teacher will keep a log of students attending tutorials.

Lesson Plans

All WOISD teachers are required to prepare weekly lesson plans to assist with planning for instruction. The purpose of a lesson plan is to provide an electronic 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.

Lesson plans shall be completed in *Forethought* on a scheduled basis as determined by each campus.

Types of Assessments

General

Student mastery of subject matter may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have written paperwork as their source. Nor is it always necessary to receive a grade for every assignment produced. Although the teacher will monitor and provide feedback to students for any activity which they assign, the feedback does not always need to be in the form of a grade. Assessments should follow a period of guided practice and/or independent practice. Students' work may be evaluated for more than one subject area as appropriate.

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.

Formative Assessments

Assessments take place during the process of learning and teaching. It involves gathering and interpreting evidence of student learning from at least one point prior to the end of the unit of study. Formative assessment is the monitoring that occurs throughout the process of learning, providing students with feedback on how they are doing and what their next learning steps are.

Summative Assessments

These assessments are culminating assignments, which give information on students' mastery of content, knowledge, or skills and are a collection of information at the conclusion of a unit, grading period, semester, or course.

Quizzes

A quiz is a formative assessment that is designed to assess student knowledge along the learning journey over small “chunks” or concepts. These short assessments are written or oral and are usually less formal than examinations. Quizzes usually consist of a few short questions and can be given without prior notification to the student.

Unit Tests

Unit tests are larger assessments designed to assess student knowledge over a unit of study in the curriculum. Units of study contain manageable numbers of relevant content standards that are addressed around a concept, issue, problem, or theme that contains the essential understandings and questions. The unit test poses essential questions that address selected content strands, promote students’ thinking, and result in active application of learning.

Learning Checkpoints

Learning checkpoints are small sets of district-developed assessment items/questions that assess student on their mastery of the curriculum. Learning checkpoints may be combined with additional assessment items that are designed by the teacher, department, or campus.

District-Developed, End of Unit Assessments

The purpose of End of Unit (EOU) assessments are 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 End of Unit Assessments (EOU). The campus will develop the EOU assessments using a TEKS-aligned bank of items that have been reviewed by the curriculum department for quality.

Elementary EOUs are assessments that cover the TEKS addressed in the Scope and Sequence for a specified period of the course (semester or cumulative).

Secondary End of Unit (EOU) assessments are summative assessments that are designed to assess student performance mastery of the prescribed curriculum objectives for a grading period based on the needs of each core area. These assessments are developed through district and/or campus department collaborative efforts. They cover the TEKS addressed in the Scope and Sequence for a specified period of the course.

Benchmark Tests

A Benchmark Test is an assessment that is designed to assist students with mastery of the statewide assessment objectives. These assessments cover the TEKS addressed on specific state assessments and are generally administered up to two different times prior to those assessments. The benchmark may contain objectives the state assessment measures that have not yet been covered in the sequence of the curriculum. The benchmark data is utilized to help students develop personal STAAR/EOC plans, to adjust instruction, and to predict student success.

Access to Student Tests

All tests given shall be graded and the grades posted to the electronic gradebook within five (5) school days of the date except when extenuating circumstances occur (extensive essay and writing component assessments). All tests will be reviewed in class or copy of the test shall be returned to the students. All assessments created with copyrighted material will be reviewed in class, but shall not be returned. Parents may request a review of the assessment.

Performance-Based Courses and Assessments

Performance-based courses may have assignments that differ significantly from other academic courses.

Performance-based courses include courses within the Visual and Performing Arts, Career and Technical Education, Athletics and Physical Education departments.

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 successful participation.

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

Performance assessments are measures of a student's progress toward mastery of the TEKS and District curriculum objectives. 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
- Oral responses
- Experiments
- Checklists of skills
- Teacher observation
- Anecdotal notes
- Homework assignments
- Classroom discussions
- Written responses-including notebook/journal entries
- Research project
- Portfolios
- Collaborative group work/projects
- Chapter/unit tests
- Conferring sessions

Explanation of Electronic Gradebook Categories

Major Grades

Tests/Examinations

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

1. Test/Examinations are assessments designed to measure a student's successful attainment of the TEKS as expressed in the WOISD curricula.
2. Major examinations or tests may be unit, concept, or cumulative (weekly, three, or six weeks) assessments.
3. Major tests must be scheduled and announced at least three school days in advance.
4. Secondary major tests are intended to take more than half of the class period to complete.
5. End of Unit (EOU) tests or assessments are administered in all classes. EOUs may be developed by district staff or campus departments.

Alternative Assessments

1. Alternative 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.
4. Alternative assessments may be substituted for major tests.
5. Teachers will provide students with a rubric for long-term projects/alternative assessments.
6. A rubric must be provided to the student prior to beginning the alternative assessment.

Special Projects/Term Papers

Students may be required to complete multiple formal papers utilizing the complete writing process (planning, drafting, revising, editing, and publishing) throughout the school year.

1. Term papers and projects are lengthy class or homework assignments that may take 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.
3. A rubric must be provided to the student(s) at the beginning the project/paper.
4. Term papers or projects assigned over a lengthy period *and included on the course syllabus* are due on or before the due date noted on the syllabus. Students who are absent on the due date, including school business, must meet the deadline. After two weeks, the teacher is under no obligation to read or comment upon late papers/projects.

Daily and Quiz Grades

Class Work

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.

Homework

Homework and class work provide opportunities for students to apply knowledge, skills, and processes from previous learning to display their 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.

Homework is an extension of the concepts that were taught in class or a preview of content to be taught. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully.

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

Each secondary teacher will prepare a syllabus that states the average amount of homework given weekly. Teachers will also be aware and considerate of other courses that require homework.

Homework is an effective tool in developing responsibility, study habits, and skills. It is an extension of the learning process and involves the home in the child's curriculum. It should be purposeful, related to

classroom experiences, and be age and grade appropriate.

Homework may be assigned not to exceed:

Kindergarten	15 Minutes
Grade 1	20 Minutes
Grade 2	20 Minutes
Grade 3	30 Minutes
Grade 4	40 Minutes
Grade 5	40 Minutes

For grades 6 – 12, estimated time is determined by departments and administration.

Because students work at different paces, it may take some students more or less time to complete assignments. Teachers must use discretion about the amount of work given so that students have adequate time to complete homework for all classes.

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. Most of the time a quick check for completion and understanding is sufficient to determine comprehension of the homework material. Graded assignments should be returned to the student within two to four days.
2. Peer grading is allowable.

Grades K-2 – 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 is not counted as a class grade.

Grades 3-5 – Homework Guidelines

1. Grades reported as homework grades are constituted of work assigned to be completed at home.
2. Homework should be a review or reinforcement of skills already covered in the classroom. It should not be new information for the student.
3. Students are expected to complete all homework assignments.
4. Each student is expected to read, or be read to, at least 20 minutes each school night in addition to assigned homework.
5. If two or more teachers are working with a student, the homework should be coordinated to adhere to the one-hour time frame limit.

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

Teachers may assign extra credit to any assignment. The instructional process in WOISD stresses

multiple opportunities for student success.

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 on the student or be given for bringing in basic school supplies.
6. Extra credit awarded will not account for more than 5% of the six week average.

Elementary (PK-5) Grading and Reporting Procedures



Grading Roles and Responsibilities

Student

1. To complete assigned work on time and return it to the teacher
2. To plan to carefully schedule work on long-term assignments so that assignments will be completed on time
3. To communicate with the teacher when he/she does not understand the assignment or is experiencing difficulty prior to due date

Parent/Guardian

1. To establish a specific time, place, and manner for homework to be completed
2. To provide the supplies and materials necessary to complete homework
3. To monitor as needed, but not do homework for the student
4. To assist the student in planning a time schedule for long-term assignments
5. To initiate communication with the teacher when concerns arise

Teacher

1. To provide meaningful tasks that enrich and supplement work introduced in class
2. To communicate homework assignments, both regular and long-range, in an appropriate framework
3. To provide effective instruction prior to assignment homework that adequately prepares the child to do the task independently and successfully
4. To provide course requirements and expectations at the beginning of each grading period to students and parents
5. To consider available resources, materials, and home situations when assigning a task
6. To review and return homework to students within a timeframe which enhances instruction and provides a benefit to the student
7. Teachers will update district electronic gradebooks on a weekly basis.

Teacher Records/Gradebook

1. The grading record should be a teacher's record and/or file of evidence to support grades reported on the Report Card. Grades should be logical, justifiable, and sufficient in number to assure that the Report Card grade is an accurate measure of the student's progress and achievement.
2. Grades should reflect a balance of objectives covered. The teacher's grade record is a part of the official documentation portraying mastery of TEKS and District objectives. If possible, a description of the learning task should be included in this documentation. These records should be accurately maintained and teachers should be aware that many times grades will need to be justified.
3. In prekindergarten through grade 5, a variety of assessment tools may be used to measure and document student progress and performance, including but not limited to teacher observations, anecdotal records, running records, samples of student products and processes, writing journals, rubrics, portfolios, and the like.
4. If a numerical grade below 50 will be recorded on the report card, the teacher must submit documentation to the principal supporting a grade below 50. The teacher's documentation will be available to the parent for review to support that action. The District encourages teachers to record a grade of 50 in all cases to allow students the opportunity to achieve future success in the class, especially in cases wherein students attend class consistently with five or fewer excused absences and have attempted all tests and in-class assignments for the grading period.

Parent/Guardian – Teacher Conferences

1. Parents shall be provided any relevant information concerning their child that will enhance their understanding of the child's ability, effort, success, or progress in the school program.
2. Communicating with parents is one of the most important responsibilities of teachers. Conferences provide an arena for collecting developmental and personal information from parents that may affect a child's learning. Developing rapport and encouraging parent involvement in the child's educational process; and

- reporting and discussing student progress with parents is an integral part of helping students be successful.
3. Parents have a right and a need to know whatever the school knows about the abilities, achievement, progress, and problems of their children in schools. The school has an obligation to communicate such information in an understandable and usable form.
 4. A combination of report cards, progress reports and parent conferences is used to inform parents of their child's progress in schools.
 5. Teachers at all grade levels shall inform parents when a student's academic progress becomes unsatisfactory.

Calculating Six Weeks Averages

Weight of Grades (Grades 1-5)

All numeric averages reported on Progress Reports and Report Cards will be determined using a percentage grading system.

ELAR, Mathematics, Science, Social Studies

The following percentages and assignment types will be used:

Daily Grades	65%
Major/Assessments	35%

Maximum Weight of a Grade

When calculating a six 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

A minimum of **six daily grades** and **two major grades** should be given in each core academic area (Reading, Writing, Mathematics, Science, and Social Studies) during each six week grading period.

Final Grade Reported

When reporting and recording any failing grade below a 50 for the final grade on the Grade 1-5 Report Card, teachers must provide to the principal of the campus, documentation of the required actions taken to provide intervention supports to the student. This documentation should be placed in the cumulative folder for the student.

Assignment Format

Teachers may deduct no more than 2 points on an assignment for an incomplete heading.

Transfer Grades

Students new to the District or who enroll in a school after the start of a grading period shall be treated fairly in awarding grades. Grades shall be computed using a combination of grades from the former school and grades earned for the time the student has been enrolled in the new school.

Reteach and Reassess for Mastery

Mastery of Texas Essential Knowledge and Skills

West Oso Independent School District 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. WOISD will utilize ongoing mastery assessment to determine which students are in need of remediation (re-teaching and acceleration). The use of benchmark 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 re-teaching.
2. Teachers will provide re-teaching, as necessary, within one week from when the skill is assessed. This re-teaching can occur in class or during tutorials.
3. Students will be reevaluated after re-teaching has occurred. Reevaluation may include, but is not limited to, oral examination, special assignments or a formal test. Reevaluation is NOT making test corrections for an improved grade.
4. Students not mastering a TEKS objective will be re-taught and reassessed. A summative assessment is an assessment on a chapter, unit, or common group of skills. The teacher may choose to use the same summative assessment or a parallel assessment to determine mastery.
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.

Acceleration (Intervention)

Acceleration (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 acceleration.

- 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 periods 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

Late Work

Students are given opportunities to complete and turn in their work. Any work not turned in by the end of the grading period will be recorded as a zero.

Days Late	Percent of Grade Received by Student	Examples(s)
1 Day	90%	100 records as 90 (100 x .10 = 10 points off)
2 Days	80%	100 records as 80 (100 x .20 = 20 points off)
3 Days	70%	100 records as 70 (100 x .30 = 30 points off)
4 or more Days	50%	100 records as 50 (100 x .50 = 50 points off)

Make-Up Work

Students will be expected to make up assignments and tests after an absence.

All students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension from school.

1. A student will be given as many days as he/she was absent to make up tests and other missed assignments.
2. If a student does not complete the work assigned after the allotted number of days has passed, the late work schedule comes into effect.
3. Teachers are not required to provide assignments prior to an absence, unless the absence has been approved by the building principal with two weeks advanced notice.
4. Students should not be required, on the day of returning to school, to take a quiz or test that was announced during the student's absence.
5. The District shall not impose a grade penalty for make-up work after an absence because of suspension.
6. Conduct will be reported separately from academic grades. Conduct codes reflect behavior, class or group participation, and completion of assignments.

Secondary (6-12) Grading and Reporting Procedures



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 behavioral and academic consequences (See Academic Dishonesty).
7. Students participating in extracurricular activities have grade eligibility requirements for participation. (See Appendix B: Extracurricular Activities and UIL Eligibility)

Parent/Guardian

1. Establish a specific time, place and manner for homework 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 when concerns arise.

Campus

1. Each campus and/or department will adhere to the late work guidelines as established in the West Oso ISD Student/Parent Handbook.
2. A comprehensive six week test schedule will be established on each campus. This schedule must be adhered to for six week tests.
3. Six week tests will be developed by selected campus departments for some core-area courses. District-Developed tests will be provided for other core-area courses.
4. Each campus will design and designate exam schedules as needed.
5. Campus administration shall address issues surrounding the calculation of grades for the purpose of regaining UIL eligibility at the three-week grade checks. Mastery of the content and material should be a guiding factor in determining eligibility.

Department

1. Teachers within a department will confer in the development of lesson plans.
2. Departmental EOU tests will be developed.
3. 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. If given verbally, they should also be written to provide visual information. Homework assignments should be written on the board to be copied by students or parents/guardians if necessary.
2. Only teachers will record grades for assignments.
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. Per Policy EIA (Local), teachers shall not increase or decrease a classroom grade for participation or lack of participation in any extracurricular activity.
7. Teachers must follow the WOISD Grading and Reporting 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/alternative assessments.

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 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 WOISD Grading and Reporting Procedures.
5. Only the teacher of record (or principal designee) will enter grades in the gradebook.
6. Teachers will update district electronic gradebooks on a weekly basis. At least one grade per content area should be submitted in TEAMS by Monday at 11:59pm, each week.
7. If a numerical grade below 50 will be recorded on the report card, the teacher must submit documentation to the principal supporting a grade below 50. The teacher's documentation will be available to the parent for review to support that action. The District encourages teachers to record a grade of 50 in all cases to allow students the opportunity to achieve future success in the class, especially in cases wherein students attend class consistently with five or fewer excused absences and have attempted all tests and in-class assignments for the grading period.

Parent/Guardian – Communication

1. A teacher will inform parents/guardians promptly when problems appear and any time a student's grade falls below 70 in any class, is not achieving the expected level of performance, is presenting some problem to the teacher, or for any other case that the teacher considers necessary. Such notification may be handled by telephone, email, or in person.
2. The State and District requires 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. (See Appendix A: Effective Communication with Parents/Guardians)

Course Syllabus

All secondary teachers are required to prepare, post, and distribute a course syllabus for students during the first two weeks of the course and/or semester (See Appendix A). 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 and approximate dates of major course projects, exams, or papers. 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 number
- Outline or scope and sequence of major course units, themes, or projects
- Approximate timeline and due dates of long term projects
- General method of assessment and grade calculation in compliance with WOISD Grading and Reporting Procedures
- Average amount of homework

Awarding Class Credit

Mastery of Objectives

1. 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).
2. In order to be awarded a grade of “70” in a course or subject, a student must demonstrate 70% mastery of the District’s objectives in any recording period.

Required Attendance

In accordance with State law, the student must have ninety percent (90%) attendance in the class during the semester to be eligible to earn credit for that course (See Student/Parent Handbook: Attendance Policies and Procedures).

High School students may have two college visits in their junior year and two in their senior year, with two week prior approval of their grade level assistant principal and a letter from the college or university verifying the visit. These absences for approved college visits do not affect exemption for semester 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 Manual. Credit Recovery delivers instruction and assessments in a unique environment requiring specialized procedures.

Calculation of Six Week Averages

Weight of Grades

All six week averages shall be calculated on a percentage system for each type (category) of assignment. All grades shall be reported and recorded as a percentage score (100%) and shall not be scored or reported on accumulation of points.

	All Secondary Courses	AP Courses
Major Grades	60%	65%
Daily and Quiz	40%	35%
	100% Total	100% Total

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. Teachers are required to take a minimum of one daily or quiz grade per week beginning the first full week of school.
3. Teachers are required to take a minimum of two (2) major grades per six week grading period (this includes the six week test/assessment). AP courses are required to take a minimum of three (3) major grades per six week grading period.

Maximum Weight of a Grade

When calculating a six 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 be comprised of more than one assignment. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%.

Assignment Format Weight of Grade

The header, footer, or cover sheet format for any assignment may comprise no more than 3% of the grade on the assignment unless the primary objective for the assignment is formatting.

Grades and Extracurricular Activities

Grades shall not be increased or reduced for participation or lack of participation in any extracurricular activity. Teachers, coaches, directors, and sponsors should refer to Texas Education Code §76.1 for definition of extracurricular activities. Sponsors of extracurricular clubs and groups are responsible for ensuring that participating students are eligible through confirmation of the campus individual who is designated and the keeper of the grades.

A teacher shall not impose a grade penalty for a student whose attendance drops below 90 percent of the days the class is offered. A student who does not meet the attendance requirement and is not granted extenuating circumstances by the campus attendance committee (FEC Local) shall be denied credit; however, the final grade earned by the student shall not be altered. For a student not enrolled in a credit-earning course and whose attendance drops below 90 percent, alternatives to retention may be considered by the campus attendance committee.

Major Grades

1. Major Grades will comprise 60% of the six week average in all intermediate school credit courses and high school credit courses. (Please see AP course chart for any changes to this expectation.)
2. Major Grades include: Alternative Assessments, Examinations/Tests, Projects, Term Papers, EOU Tests, and other similar assignments
3. Six week tests/assessments (department or district-developed) may be given at the end of the first and third six weeks in high school credit courses, and at the end of each six weeks in intermediate school credit courses. These tests/assessments will count the same as all other class tests/assessments.

Daily and Quiz Grades

1. Daily and Quiz Grades will comprise 40% of the six week average in all intermediate school credit courses and high school credit courses. (Please see AP course chart for any changes to this expectation.)
2. Daily grades include: class work, homework, notebooks, journals, notes, and other similar assignments.

Incomplete Grades

1. A student receiving an incomplete and/or zero for a missed semester exam has one (1) week to convert the incomplete grade to an earned grade.
2. In unusual cases, where the student has missed a large quantity of class time or work, the time may be extended.
3. 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).

Final Grade Reported

1. When reporting and recording any failing grade below a 50 for the final grade on the Grade 6-12 Report Card, teachers must provide to the principal of the campus, documentation of the required actions taken to provide intervention supports to the student.
2. The actual grade received on any assignment and for the six week average will be recorded in the teacher gradebook.
3. The actual grade earned on any assignment may exceed 100%; however, the calculated average on a Progress Report and/or Report Card may not exceed 100%.

Transfer Students Who Have Not Been Previously Enrolled in a School for the Current School Year

1. Students will be assessed for their demonstration of mastery of course content utilizing district/campus developed assessments which cover previously taught content.
2. Teachers may assign additional assignments that are relevant in preparing students for the assessment.

Schedule Changes

Schedule changes can have a significant impact on the calculation of the six week average. For students with disabilities, special education courses are determined by the Admissions, Review, and Dismissal (ARD) committee. Student's schedules must coincide with ARD recommendations.

Schedule changes will be considered during the first 10 class days for the following reasons:

1. Student is a senior not scheduled in a course needed for graduation.
2. Student has already earned credit for a course in which he/she is currently scheduled.
3. Student does not have the prerequisite(s) for a class listed on his/her schedule.
4. Student has previously failed this course with the same teacher.
5. Student has been dismissed from a program where approval must be granted for placement.
6. Student does not have a full schedule.
7. Data entry error (no lunch, class listed twice, free period, etc.) has occurred.
8. A class is listed that the student did not request.

Course Level Changes

Course level changes will be considered at the first progress report and at the end of the first six week grading period of the semester. To be considered for a transfer from an Advanced Academic, Pre-AP, or AP course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, and by conferencing with his/her teacher. The parent must also conference with the teacher before a course level change will be considered. Space availability in the receiving course will be a consideration for a course level change. If these conditions are met and the student is earning less than a grade of 75 on the first progress report or at the end of the first six week grading period, that student will be considered for a change with principal final approval.

1. Students approved for a level change at the first progress report into a non-weighted course (e.g. Pre-AP to on-level): The teacher of the new non-weighted course will insert the grade average recorded by the previous teacher, plus ten points, into all open assignments taken in the new course prior to the date of transfer.
2. Students approved for a level change at the end of the six week grading period into a non-weighted course (e.g. Pre-AP to on-level): The teacher of the new non-weighted course will submit a grade change form adding 10 points to the first six week grading period of the semester. UIL eligibility will be determined using the six week grade prior to the level change. (i.e. the six week average prior to adding the 10 points)
3. Students approved for a level change into a weighted course (e.g. AP to Pre-AP, on-level to Pre-AP): The teacher of the new weighted course will insert the grade average recorded by the previous teacher into all open assignments taken in the new course prior to the date of transfer. A level up will only be allowed until the first progress report.

Withdrawing from Dual Credit Courses

Should a student withdraw from a Dual Credit course, the campus will accept the withdrawal grade and place the student in the comparable high school course.

Calculation of Semester Averages

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.

Intermediate School Credit Courses

The semester average will be the average of the two six week grading periods.

1 st Six Week Average	33.3%	4 th Six Week Average	33.3%
2 nd Six Week Average	33.3%	5 th Six Week Average	33.3%
3 rd Six Week Average	33.3%	6 th Six Week Average	33.3%
Semester Average	100%	Semester Average	100%

High School Credit Courses

1 st Six Week Average	30%	4 th Six Week Average	30%
2 nd Six Week Average	30%	5 th Six Week Average	30%
3 rd Six Week Average	30%	6 th Six Week Average	30%
Semester Exam	10%	Semester Exam	10%
Semester Average	100%	Semester Average	100%

Junior High Students taking High School credit courses will follow the High School calculations.

Semester Exams (High School Credit Courses)

Semester exams are administered in all high school credit courses at the end of the fall and spring semester.

1. Semester exams must be representative of the work of the entire semester.
2. Exams for courses in which students are required to take a STAAR EOC exam will cover ONLY the material taught after the STAAR EOC exam is given and will count as a major grade during that six week grading period.
3. Any exceptions to this policy for the administration of semester exams must be made at the department level with principal approval.

Grade Points

Weighted 7.0 Scale

Grade	Level III	Level II	Level I
100	7.0	6.0	5.0
99	6.9	5.9	4.9
98	6.8	5.8	4.8
97	6.7	5.7	4.7
96	6.6	5.6	4.6
95	6.5	5.5	4.5
94	6.4	5.4	4.4
93	6.3	5.3	4.3
92	6.2	5.2	4.2
91	6.1	5.1	4.1
90	6.0	5.0	4.0
89	5.9	4.9	3.9
88	5.8	4.8	3.8
87	5.7	4.7	3.7
86	5.6	4.6	3.6
85	5.5	4.5	3.5
84	5.4	4.4	3.4
83	5.3	4.3	3.3
82	5.2	4.2	3.2
81	5.1	4.1	3.1
80	5.0	4.0	3.0
79	4.9	3.9	2.9
78	4.8	3.8	2.8
77	4.7	3.7	2.7
76	4.6	3.6	2.6
75	4.5	3.5	2.5
74	4.4	3.4	2.4
73	4.3	3.3	2.3
72	4.2	3.2	2.2
71	4.1	3.1	2.1
70	4.0	3.0	2.0
69	3.9	2.9	0
68	3.8	2.8	
67	3.7	2.7	
66	3.6	2.6	
65	3.5	2.5	

64	3.4	2.4	
63	3.3	2.3	
62	3.2	2.2	
61	3.1	2.1	
60	3.0	2.0	
59	0	0	0

Reteach and Retest/Reassess for Mastery

Mastery of Texas Essential Knowledge and Skill

West Oso Independent School District has provided a well-balanced curriculum on the state prescribed Texas Essential Knowledge and Skills (TEKS). Students will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

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

Required Reteach

1. If 25% (50% for AP) or more of the students in a single preparation per teacher do not demonstrate mastery of the TEKS on a classroom test, the teacher will provide the opportunity for re-teaching and retesting. These opportunities will be provided during class time using different methods of instruction. This requirement does not apply to semester exams or “benchmark tests”.
2. Students with three or more zeroes on assignments over the assessed material may be excluded from the calculation of the 25% (50% for AP). Extenuating circumstances may be taken into consideration.

Required Retest/Reassess for Mastery

1. The students who do not demonstrate mastery are re-evaluated after they are retaught or after different activities are provided. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections or a formal test. Re-evaluation does NOT include test corrections.
2. A student must score at least 70% on the re-evaluation to demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS). 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 is recorded.

Other Opportunities for Reteach and Retest/Reassess

1. If less than 25% (50% for AP) of all the students in a single preparation per teacher do not demonstrate mastery, the teacher is not obligated to reteach and retest during class time. Tutorial time may be used for re-teaching.
2. In the event of unusual circumstances, an individual student can ask for the opportunity for re-teaching and retesting. This request can be evaluated by a committee comprised of the teacher, department head, and curriculum principal. In case of disputes, the final decision rests with the head principal. The request for a retesting should be made within one (1) week after the test has been returned.

Late Work

Students are given opportunities to complete and turn in their work. Any work not turned in by the end of the grading period will be recorded as a zero.

Days Late	Percent of Grade Received by Student	Examples(s)
1 Day	90%	100 records as 90 (100 x .10 = 10 points off)
2 Days	80%	100 records as 80 (100 x .20 = 20 points off)
3 Days	70%	100 records as 70 (100 x .30 = 30 points off)
4 or more Days	50%	100 records as 50 (100 x .50 = 50 points off)

Late work is graded in the same manner in all classes at the secondary level.

1. Chronic abuse, more than three late assignments during any one six week grading period, may result in additional consequences.

2. Extenuating circumstances may occur that are out of the control of the student 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. Teachers may grant exceptions to this regulation, as necessary.
3. Long-term projects and term papers that are included on the syllabus at the beginning of the Fall and/or Spring semester are due on the announced due date. The student who is absent for any reason on the due date, including school business, must meet the deadline.
4. Students may be required to attend a teacher or campus program to complete any missing work and/or unsatisfactory work turned in after the due date for a maximum grade allowable.

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 assigned 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 the 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 within 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.
5. Makeup work, including tests, may be of an altered version. 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.
6. School related absences are given the same amount of time to complete makeup work as non-school related absences. Students absent from class due to school sponsored activities are encouraged, however, to confer with their classroom teachers prior to the planned absence.

College Board Advanced Placement Courses

AP students shall be given the opportunity to re-do assignments and re-take assessments for which they receive a failing grade for a maximum grade of 70. Students enrolled in AP Courses will be required to take the appropriate AP Exam at district expense. Students may register and pay for additional AP Exams for courses in which they are not enrolled.

Unexcused Absences

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 reported as unexcused. A student with an unexcused absence may make up all work missed for full credit. However, a student found to be truant (a student who stays away from class or school without permission) will receive fifty percent (50%) of the grade achieved on the assignment.

Suspension

A student suspended from his/her regular classes is to request makeup work when he/she returns to school. The student will receive an excused absence if the student satisfactorily completes the assignments for the period of suspension within the time designated by the makeup work policy.

Appendix Forms



Appendix A: West Oso Independent School District Course Syllabus

Each secondary teacher in the West Oso Independent School District furnishes a course syllabus to students and parents during the first week of a course. This document contains general information about the course in which the student is registered and specific information from the teacher regarding the section in which the student is enrolled.

Course Title: _____

Teacher Name: _____

Teacher Conference Time: _____

Contact Information: _____

Approximate Timelines & Due Dates of Long-term Projects:

General Methods of Assessment & Grade Calculation:

Average Amount of Homework:

For all state-approved courses, the State of Texas has developed the Texas Essential Knowledge and Skills (TEKS) which define the guidelines under which West Oso ISD must develop the objectives for the course. These TEKS are cross referenced to the WOISD curriculum objectives. In addition, WOISD objectives are also cross referenced to the State Assessment of Academic Readiness (STAAR) objectives.

The complete TEKS document may be found on the Texas Education Agency (TEA) website at <http://www.tea.state.tx.us/index2.aspx?id=6148> and is accessible by teachers, parents, and students.

Appendix B: West Oso ISD Secondary Grading System Planning Sheet

Teacher Name _____ Campus _____

Course _____ Principal Approval _____

Please outline the types of assignments that will comprise your grading system and return a copy of this sheet to your campus principal. The method for calculating grades should also be clearly communicated to students and parents via your course syllabus. If all preparations are not graded with the same system, complete a sheet for each preparation.

All WOISD secondary teachers will use a percentage system and adhere to the WOISD Grading and Reporting Procedures. Assignments may be “weighted”; however, the gradebook will calculate an average for each grading category (assignment type). The final six week average will be calculated using these category sub-averages at the percent indicated for each.

Major Grade assignment types may include tests, examinations, nine week assessments, projects, term papers and other assignments. Nine week tests/assessments fall in this category and must count the same as other major grades.

Daily and Quiz Grade assignment types may include daily work, classwork, homework, notebooks, quizzes and other assignment types.

You may assign as many category types as necessary, but it is suggested that you keep a simple system and further distinguish assignments in the assignment names. **The total percentage of Major grades and the total percentage of “Daily” grades must be within the following ranges.**

	All Secondary Credit Courses
Major Grades	60%
Daily and Quiz Grades	40%
	100% Total

Indicate your assignment categories to be used in the TEAMS gradebook with the percentage each will count. Once entered into the TEAMS gradebook, there will be no distinguishing between Major Grades and Daily/Quiz Grades.

Major Grades	Percent		Daily and Quiz Grades	Percent
Total of Major Grades	40%		Total of Daily and Quiz Grades	60%

Appendix C: Student Summary and Progress Supporting Final Grade below A 50

Student Name:	Campus:	Date:
Teacher Name:		
Subject:	Grade:	Attendance:
<input checked="" type="checkbox"/> At Risk <input type="checkbox"/> Special Education <input type="checkbox"/> ELL	504	SST(Rtl) G/T
TEKS/TAKS/EOC Objectives Not Mastered:		
Reteach/Retest instruction:	Grade:	2 Weeks _____ 4 Weeks _____ 6 Weeks _____
Dates:		
Late/Make-up Work:		
Allowed late/Make Up work opportunities according to the policy on the following dates:		
Minimum Number of Grades Reported:		
<small>(List the grades for the student here.)</small>		
Instructional Interventions to support students:		
Number of days:		
Number of minutes:		
Results:		
Parent notification date:		
Principal /AP notification date:		
Counselor notification date:		
Discipline Record:		

Appendix D: Teacher Acknowledgement

West Oso Independent School District Instructional Grading Guidelines and Reporting Procedures Teacher Acknowledgement Form

My signature acknowledges that I have read the WOISD Instructional Grading Guidelines and Reporting Procedures (EIA Regulation) and will abide by the standards, policies, and procedures defined or referenced herein. I am aware that the Instructional, Grading, and Reporting Procedures EIA Regulation is available to me online at the District's website located at www.WOISD.net

I understand that changes in District policies may supersede, modify, or eliminate the information summarized in this regulation. As the District provides updated policy or procedures information, I accept responsibility for reading and abiding by the changes.

Print Name

Signature

Campus/Department

Date

Signed Forms are due to your campus principal.