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## 2023-2024 Secondary Grading Guidelines (6-12)

### Waxahachie Independent School District

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The purpose of the grading guidelines is to ensure that grading practices are consistent among grade levels, subjects, and campuses. These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the average grade assigned.

#### **LESSON PLANS**

Lesson plans shall be aligned with the District's Curriculum Scope and Sequence, Pacing Guide, and Timelines. The lesson plan design shall include those items deemed appropriate for that specific campus by the campus principal. Such items shall include, but not be limited to, Texas Essential Knowledge and Skills, (TEKS), English Learner Proficiency Standards (ELPS), instructional strategies/activities which considers any needed prerequisite teaching, student practice, assessment for student mastery, and any required accelerated learning and/or re-teaching. Documentation of modifications for students receiving special education services and extensions for Gifted and Talented students must be maintained.

Teachers shall adhere to the District scope and sequence. Technology objectives listed in the TEKS must be integrated into the content areas.

## GRADE REPORTING CATEGORIES

All Subjects:		
Tests (55%)	Quiz / Classwork (30%)	Independent Practice/Homework (15%)
<ul style="list-style-type: none"> <li>Science Lab</li> <li>Major Projects</li> <li>Summative Tests</li> <li>Unit Tests</li> <li>Performance Tasks (Pre-AP)</li> </ul>	<ul style="list-style-type: none"> <li>Independent Practice/Group</li> <li>Formative Assessments</li> <li>Quick Formative Checks (QFC)</li> </ul>	<ul style="list-style-type: none"> <li>Homework</li> <li>Warm-Ups/Bell Ringers</li> <li>Exit Tickets</li> </ul>
<ul style="list-style-type: none"> <li>Minimum of 2 per 6 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Minimum of 3 per 6 weeks</li> <li>Minimum of 2 at 3 weeks reporting</li> </ul>	<ul style="list-style-type: none"> <li>Minimum of 5 per 6 weeks</li> <li>Minimum of 2 at 3 weeks reporting</li> </ul>
<p><b>Pre-AP and AP courses:</b> Assessment, Quiz/Classwork, and Homework shall follow percentage breakdowns as listed above.</p> <p><b>Dual Credit Courses:</b> Course objectives published by the higher education institution must be followed. The course will follow the grading guidelines of the institution awarding credits for the course.</p>		
<p><b>Semester Grades are weighted as follows:</b></p> <ul style="list-style-type: none"> <li>First Six Weeks (30%), Second Six Weeks (30%), Third Six Weeks (30%), Semester 1 Exam (10%)</li> <li>Fourth Six Weeks (30%), Fifth Six Weeks (30%), Sixth Six Weeks (30%), Final Exam (10%)</li> <li>All teachers are required to update grades weekly and send weekly progress reports and communications via email.</li> <li>All class assignments or examinations (i.e., homework, quizzes, tests, etc.) should be graded and returned within 5 school days of the date the assignment was submitted.</li> <li>Grades are based on the following scale: A is 90-100, B is 80-89, C is 70-79, F is 69 and below.</li> </ul>		

Conduct grades may be recorded as E (Excellent), S (Satisfactory), N (Needs Improvement), or U (Unsatisfactory). Campus criteria will be established for each category. The conduct grade is given by the homeroom teacher.

## GRADE ENTRY & TIMELINE FOR POSTING GRADES IN GRADEBOOK/FAMILY ACCESS

All assignment grades must have a specific title of the assignment and have a TEKS-based Student Expectation listed in the Skyward Gradebook program.

An assignment grade may only be entered one time.

Teachers must post grades into Skyward no later than 5 school days from the day the assignment(s) was submitted, except for major projects or essays which must be posted no later than 10 school days from the date the assignment was submitted for grading.

An exception will be given to assignments that include a written component which would require additional grading time from a teacher. Such assignments may include but are not limited to research papers, written compositions, data-based inquiries, etc. In such an exception, teachers will communicate an intended timeline for grade posting. The proximity to the end of a grading period must be considered when assigning and grading student work.

### Unit Tests/PAP-AP Learning Checkpoints & Performance Tasks

- Unit Tests will be entered as a test grade. Re-tests must be offered if the student receives a failing grade.
- Completed Unit Tests may not be sent home, but must be available for review by the student and/or parent upon request.
- Pre-AP Learning Checkpoints and Performance Tasks will be assigned grades per the WISD Pre-AP Manual.

## PROGRESS REPORTS

Progress Reports will be posted in Skyward Family Access to parents/guardians on designated dates as posted on the WISD Grade Reporting Timeline. Teachers shall send a weekly grade report for all students regardless of the student's current grade in the course. A minimum of 2 Independent Practice/Homework grades and 2 Quiz/Classwork Grades shall be included on each progress report for grades 6-12.

Progress reports will be in accordance with board policy and standards established in EIA (LOCAL)

- A parent conference is required for any student with a grade of 74 or below on a progress report. Parent conferences *should* be in person, by phone, or by video conference. In the event a conference is not possible, an email notification may satisfy this requirement.

## REPORT CARDS

The District shall issue report cards every six weeks as posted on the WISD Grade Reporting Timeline.

The numerical grade shall be recorded in the student's permanent cumulative record.

## ACADEMIC DISHONESTY

A student 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. Depending on the severity of the incident, consequences may include a repeat of the assignment, grade reduction, grade of zero, and other disciplinary action as appropriate. EIA (LOCAL)

## RE-DO OR RE-TAKE OF CLASS ASSIGNMENTS, PROJECTS, AND TESTS

A student who meets the criteria detailed in the grading guidelines will have a reasonable opportunity to redo a class assignment, project, or re-take a test for which the student received a failing grade (below 70%). The following criteria may be considered when determining the opportunity to redo a major assignment, major project, or test:

WISD Board Policy EIA (LEGAL) and EIA (LOCAL)

1. Students **may not be permitted** to redo a class assignment, project, or test **if** they received a grade of zero or a reduced grade on the original assignment because they were found to have committed an act of academic dishonesty. Teachers, at their discretion, may allow or require a student found to have committed an act of academic dishonesty to submit an alternative assignment.
2. Students must participate in any reasonable reteach or reviewing activities assigned by the teacher in preparation for redoing a major assignment, major project or test at the agreed upon time. The teacher will strive to complete the re-teach/re-test process before school, after school, during campus-wide intervention time, or during class.
3. Students will be allowed to demonstrate proficiency of learning objectives by means of a re-teach activity or re-test for a maximum grade of 70%.

4. Upon the completion of the re-do or re-test, the two grades will be reviewed. The higher grade of the two grades (not the average) will be recorded in Skyward Gradebook. A score of 70-100% on the re-test should be recorded as 70% in the grade book.
5. Students will have 5 school days from the date the assessment or test was graded and returned to the students to complete the re-teach/re-test process.

## **LATE WORK**

The operational definition of late work is when a student has been provided adequate time and instruction to complete student work and has not completed the assigned work by the designated time and date.

Middle schools- Late work will be accepted for a maximum grade of 70 up to five class periods from the due date of the assignment.

High school - Late work will be accepted for a maximum grade of 70 up to three scheduled block periods from the due date of the assignment. Extensions may be granted at the teacher's discretion if the extension does not extend past the completion of the current grading period.

A teacher may choose to provide a different independent practice activity to ensure that the student has adequate practice on the skill or concept.

A teacher may assign a late penalty to any project turned in after the due date in accordance with the previously established guidelines approved by the principal and disseminated to the students.

Students with extended time accommodations written into their IEPs, 504 plans, and LPAC documentation will be addressed on an individual basis.

## **MAKE-UP WORK**

Students who are absent will be permitted to make up regular classwork, including tests, and receive the actual grade earned. Students are given the number of days absent to make up all work assigned in their absence. For high school students, this is defined as the number of block periods. For example, if a student is absent on Monday and attends class on Wednesday, their work missed will be due on Friday. Students will be responsible for obtaining and satisfactorily completing the make-up work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the timeline allotted by the teacher will receive a zero for the assignment.

Students are encouraged to speak with their teachers in advance of absences related to extracurricular activities. Students who are absent due to an extracurricular activity should expect assignments due on the date of their absence to be due immediately upon their return to class.

The District will not impose a grade penalty for makeup work after an absence resulting from suspension.

### **Grading Make-Up Work**

- Make-up work is assigned the same grading guidelines as regularly assigned work.
- There is not a penalty for make-up work that is turned in within the district timelines. Students are given the number of days absent to make up all work assigned in their absence. For high school students, this is defined as the number of block periods. For example, if a student is absent on Monday and attends class on Wednesday, their work missed will be due on Friday.
- Teachers may assign different or additional work to ensure students who have been absent have sufficient opportunity to master the essential knowledge and skills 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 make-up work.
- Teachers should assign a code of “ABS” for any work missed due to absence until the allotted time expires for the work to be made up. A zero may be recorded as a place holder until the assignment is completed or the time allotted for late work has expired.
- According to EIA(LEGAL): The District grading policy must require a classroom teacher to assign a grade that reflects the student’s relative mastery of any assignment.
- Please note that make-up work for students who have missed more than five days of school (with a doctor’s note) will be based on critical concepts/objectives and may look different than their non-absent peers.
  - ★ Here are questions to consider before assigning makeup work to students who have missed more than five days of instruction:
    1. Has the student had original instruction in the concepts needed to complete the make-up work?
    2. Is the make-up work essential and centered on critical standards necessary for academic success?
    3. Does the assignment consist of only the essential skills for which the student has received original instruction?
    4. Has the flexibility of the make-up timeline been communicated to all involved?
    5. Is there a need for make-up work due to an extended illness with a doctor’s note, a widespread disease on a campus or grade level, or an individual circumstance resulting in excessive absences?

## **Multi-Tiered System of Supports**

WISD teachers will provide high-quality core instruction. If a student is unsuccessful with grade-level core instruction, the teacher will collaborate with their grade-level team to determine grade-level tier 2 interventions to provide in the classroom in addition to the core instruction. After a period of time, if it is determined through assessments that a student lacks prerequisite skills for grade level content, the teacher will request support from the campus Multi-Tiered System of Support team (MTSS) for Tier III interventions.

The campus level MTSS team is composed of an administrator, counselor, and content teacher. Parents may also be invited to attend campus MTSS team meetings. Other WISD staff members may be invited to attend based on the student's needs. The campus MTSS team may recommend that the teacher(s) implement specific targeted interventions based on the difficulties the student is experiencing. If a student is receiving tier III interventions, parents will be notified by a face-to-face conference or through a phone call, and documentation will be recorded. The teacher(s) will collect data to determine the student's response to the intervention (progress monitoring) and will periodically report the results to the MTSS team.

Ultimately, if the interventions do not result in improved student performance, the MTSS team may recommend that the parents provide consent for the district to conduct a full individual evaluation under the Individuals with Disabilities Education Act (IDEA) or an assessment under Section 504 of the Rehabilitation Act.

## **STUDENTS WITH DISABILITIES (SPECIAL EDUCATION/SECTION 504)**

If a student is in special education or is identified as a Section 504 student, testing methods must allow the student to demonstrate specific knowledge and skills regardless of his/her disability. If alternative methods of testing are required, it should be documented in the accommodations section of the Individual Education Plan (IEP) or Section 504 Individual Accommodation Plan (IAP). All teachers working with the student should be aware of these accommodations and shall follow the IEP or 504 accommodations as indicated.

## **PROMOTION GUIDELINES FOR GRADES 9-12**

Promotion guidelines for students in grades 9-12 can be found in the Course Catalog and WISD Policy EI (Legal)



## Semester Exam Exemptions (WHS only)

### Waxahachie High School Final Exam Exemption Policy

Waxahachie High School students have the opportunity to waive semester exams for both the fall and spring classes provided the student has met the following criteria:

- ALL WHS Students are eligible for this school initiative - to be eligible, students must meet the following grade and attendance requirements:

Grade	Maximum Number of Absences
75-79	1 Absence
80-89	2 Absences
90-100	3 Absences

- Grades and absences are calculated for ALL classes per class period 7 days prior to exams beginning.
- No Out of School Suspensions
- No more than 3 days of in-school suspensions per semester
- No AEP assignments for the semester of exemption.
- Dual Credit and Concurrent Enrollment classes are not covered by this policy - please refer to the final exam exemption policy in the corresponding course syllabus.
- AP Students may exempt the May final exam if they sit for the corresponding AP Course Exam. AP students will be required to attend study sessions as determined by the teacher.

Students must be enrolled for at least one full grading period (by the end of 2<sup>nd</sup> / 5<sup>th</sup>) prior to the end of the semester. The number of exam exemptions will be based on student grade classification.



Grade	Number of Final Exam Exemptions
Freshman	2 Exemptions
Sophomores	4 Exemptions
Juniors	6 Exemptions
Seniors	8 Exemptions

Students ARE required to attend classes in which they are exempt on examination days. An exemption is an exam exemption and not an attendance exemption. Failure to attend an exempted class will revoke the exemption and the student will receive a ZERO in the gradebook. Students receiving exemptions are encouraged to take the examination and have it scored. If the examination score will improve a student's grade average, it will be calculated as part of the semester average. (Semester exams count 10% of the class average.) Otherwise, the examination grade will not be counted. The option which best helps the student's semester grade will be used by the teacher in their calculations.

Absences start over at the semester. **Attendance** notes for unexcused absences do not negate the absence; a note simply takes care of the required documentation for attendance. 11<sup>th</sup> and 12<sup>th</sup> grade students are allowed a max of two college/career/military visits per school year ***that do not factor into the number of absences per semester.***

All exam exemptions require parent permission.