



GRADING GUIDELINES FOR SECONDARY CAMPUSES

2019-2020

NORTHWEST INDEPENDENT SCHOOL DISTRICT ADMINISTRATION

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Northwest Independent School District

Profile of a Graduate

As 21st century citizens, Northwest Independent School District (NISD) students must be prepared with high levels of academic strength including literacy, digital skills, critical thinking, problem solving, collaboration, and communication. The mission of NISD is to provide a premier education, preparing all students to be successful, productive citizens. Embedded in our vision is that our students will be future ready: ready for college, ready for the global workplace, and ready for personal success. To accomplish this goal, a student who graduates from NISD will be:

Ready for College

To prepare to be future ready, a student who graduates from NISD will:

- Engage in relevant literacy through proficiency in reading, writing, listening, and speaking.
- Employ proficient and responsible use of digital media to effectively communicate, synthesize, and create new knowledge.
- Problem solve and critically analyze with determination to take risks, learn from mistakes, and adapt to new thinking.
- Determine validity and relevance of information resources in the development of research skills.

Ready for the Global Workplace

To prepare to be future ready, a student who graduates from NISD will:

- Connect and correlate knowledge and skills continuously through real-world applications in reading, writing, mathematics, science, social studies, the arts, and enrichment experiences.
- Construct new ideas through original and innovative thinking.
- Exhibit vision for personal learning and forward thinking to prepare for the future.
- Understand and adapt responsibly to a changing global community.

Ready for Personal Success

To prepare to be future ready, a student who graduates from NISD will:

- Practice ethical behaviors exhibiting integrity, respect, and commitment within a well-balanced lifestyle.
- Show initiative and responsibility through positive actions to express self-motivation, self-discipline, and perseverance.
- Communicate and collaborate by exercising a willingness to help and connect with culturally diverse individuals and groups to make necessary compromises toward accomplishing a common goal.
- Prepare for the unknown by being empowered with tools to face challenges and life-long learning.

Source: [Northwest Independent School District Profile of a Graduate](#)

OVERVIEW

As student's progress toward mastery of the skills and concepts of the Northwest Independent School District's curriculum, teachers should use various indicators to monitor and assess this progress. Indicators may include any or all of the following:

- ✓ teacher observations based on specific criteria
- ✓ class discussions
- ✓ oral interviews
- ✓ projects
- ✓ demonstrations
- ✓ journals
- ✓ cooperative learning groups
- ✓ daily practices
- ✓ compositions
- ✓ homework
- ✓ presentations
- ✓ tests
- ✓ research assignments

The above list includes strategies that may be used to monitor and assess student progress. As this document will clarify, it is not required that grades be assigned every time progress is assessed and feedback given.

NOTE: *This document reflects district and campus expectations. A Principal must propose any revisions or exceptions to these guidelines and submit the request to the Executive Director of Secondary Education prior to the beginning of the school year. Students' grades shall reflect mastery of District objectives. Teachers shall follow District-approved grading guidelines that have been designed to reflect each student's academic achievement for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board determines that the grade was arbitrary, or contains an error, or that the teacher did not follow the District's grading guidelines. Board Policies EI (LEGAL/ LOCAL), EIA (LEGAL/LOCAL), and EIE (LEGAL/LOCAL) Elementary Grading Guidelines and Secondary Grading Guidelines.*

Class Rank Calculation- Board Policy [See EIC(LOCAL)]

For students who enter grade 9 in the 2011–12 school year or thereafter, the District shall include in the calculation of class rank only grades earned for high school credit in the following subjects and for electives under these subject areas: **English, Mathematics, Science, Social Studies, Economics and Languages other than English**. Grades earned in these courses during middle school shall be included in class rank calculation.

The calculation of a student’s grade point average (GPA) for class rank shall exclude grades earned in or by a course for which a pass/fail grade is assigned; credit by examination, with or without prior instruction; local credit courses, academic courses substituted for physical education; summer school courses taken for remediation; and distance learning in the form of traditional correspondence courses.

Graduation, Class Rank, and Honor Designations (Grades 9-12)

For further information on Class Rank and Honor Designations, see [Board Policy EIC \(Local\) and EIC \(Exhibit\)](#)

Transfer Credit [See EIC(LOCAL)]

Some transcripts from outside of Texas reflect an alpha grade and not a numeric grade. When this occurs, the letter grade will be transcribed to a numeric grade as indicated below:

A+ 100	B+ 89	C+ 79	F 60
A 95	B 85	C 75	
A- 90	B- 80	C- 70	

A transfer student who received credit in a course at a non-Texas public school for a 60-69 or a letter grade of a “D” may be awarded the credit if the course is deemed transferable, and the letter grade will be transcribed and not a numeric grade. When this occurs, the student will receive a grade of a “P” [passing] for the course, and the “P” will not be included in the computation of GPA or rank.

When a student transfers grades for properly documented courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District if the same courses are offered to the same class of students in the District. Northwest ISD does not offer International Baccalaureate (IB) courses, however, some students transfer these credits to Northwest ISD. International Baccalaureate (IB) may be considered for weighted grade points if a similar level of Advanced Placement (AP) is identified.

In order for the transferred course to be accepted as an advanced course for class ranking purposes, the course must be clearly identified as such on the transcript or confirmed as the equivalent of an advanced level course by the sending school to the high school counselor.

Evaluation of grades/credits from foreign countries or non-accredited schools

For students from a foreign country or non-accredited school, validated credits earned at the previous school will apply toward graduation requirements; however, those grades will be transcribed as a “P” [passing] or “F” [failing] and shall not be included in the computation of rank.

Grade Point Average (GPA) Calculation

The District shall include in the calculation of grade point average grades earned in all courses, including grades earned in middle school courses for high school credit. The grade point average calculation shall exclude grades earned in or by a course for which a pass/fail grade is assigned; credit by examination, with or without prior instruction; local credit courses, academic courses substituted for physical education; summer school courses taken for remediation; and distance learning in the form of traditional correspondence courses (i.e. courses taken through Texas Tech or the University of Texas). The grade point average is calculated on an un-weighted 4.0 scale with grades assigned points as follows:

90-100 = 4.0 80-89 = 3.0 70-79 = 2.0 below 70=0

Grading Scale

The grading designations for NISD secondary schools are as follows:

100 – 90	A	Excellent Progress
89 – 80	B	Above Average Progress
79 – 70	C	Average Progress
69 – 0	F	Unsatisfactory Progress (Failing)
	I	Incomplete (do not use on withdrawal form)
	NG	No Grade (See “Assignment of Nine Weeks Grades”)

Grade points will be awarded according to the charts on the following pages.

Points System for Ranking- Students Entering Grade 9 Prior to Fall 2018

Students will be ranked for class standing on the following system:

Zero grade points will be given for any grade below 70.

Level 1 - Skills		Level 2 - Regular		Level 3 - Gifted and Talented/Pre-Advanced Placement (Pre-AP), and dual credit (non-AP) courses		Level 4 - AP courses, including combined AP/dual credit courses	
Grade	Grade Points	Grade	Grade Points	Grade	Grade Points	Grade	Grade Points
100	4.0	100	5.0	100	6.0	100	7.0
99	3.9	99	4.9	99	5.9	99	6.9
98	3.8	98	4.8	98	5.8	98	6.8
97	3.7	97	4.7	97	5.7	97	6.7
96	3.6	96	4.6	96	5.6	96	6.6
95	3.5	95	4.5	95	5.5	95	6.5
94	3.4	94	4.4	94	5.4	94	6.4
93	3.3	93	4.3	93	5.3	93	6.3
92	3.2	92	4.2	92	5.2	92	6.2
91	3.1	91	4.1	91	5.1	91	6.1
90	3.0	90	4.0	90	5.0	90	6.0
89	2.9	89	3.9	89	4.9	89	5.9
88	2.8	88	3.8	88	4.8	88	5.8
87	2.7	87	3.7	87	4.7	87	5.7
86	2.6	86	3.6	86	4.6	86	5.6
85	2.5	85	3.5	85	4.5	85	5.5
84	2.4	84	3.4	84	4.4	84	5.4
83	2.3	83	3.3	83	4.3	83	5.3
82	2.2	82	3.2	82	4.2	82	5.2
81	2.1	81	3.1	81	4.1	81	5.1
80	2.0	80	3.0	80	4.0	80	5.0
79	1.9	79	2.9	79	3.9	79	4.9
78	1.8	78	2.8	78	3.8	78	4.8
77	1.7	77	2.7	77	3.7	77	4.7
76	1.6	76	2.6	76	3.6	76	4.6
75	1.5	75	2.5	75	3.5	75	4.5
74	1.4	74	2.4	74	3.4	74	4.4
73	1.3	73	2.3	73	3.3	73	4.3
72	1.2	72	2.2	72	3.2	72	4.2
71	1.1	71	2.1	71	3.1	71	4.1
70	1.0	70	2.0	70	3.0	70	4.0

Points System for Ranking- Students Entering Grade 9 After Fall 2018

Students will be ranked for class standing on the following system:

Zero grade points will be given for any grade below 70.

Level 1 - Skills		Level 2 - Regular		Level 3 - Gifted and Talented/Pre-Advanced Placement (Pre-AP)		Level 4 - AP, Dual Credit, and OnRamps Courses	
Grade	Grade Points	Grade	Grade Points	Grade	Grade Points	Grade	Grade Points
100	4.0	100	5.0	100	6.0	100	7.0
99	3.9	99	4.9	99	5.9	99	6.9
98	3.8	98	4.8	98	5.8	98	6.8
97	3.7	97	4.7	97	5.7	97	6.7
96	3.6	96	4.6	96	5.6	96	6.6
95	3.5	95	4.5	95	5.5	95	6.5
94	3.4	94	4.4	94	5.4	94	6.4
93	3.3	93	4.3	93	5.3	93	6.3
92	3.2	92	4.2	92	5.2	92	6.2
91	3.1	91	4.1	91	5.1	91	6.1
90	3.0	90	4.0	90	5.0	90	6.0
89	2.9	89	3.9	89	4.9	89	5.9
88	2.8	88	3.8	88	4.8	88	5.8
87	2.7	87	3.7	87	4.7	87	5.7
86	2.6	86	3.6	86	4.6	86	5.6
85	2.5	85	3.5	85	4.5	85	5.5
84	2.4	84	3.4	84	4.4	84	5.4
83	2.3	83	3.3	83	4.3	83	5.3
82	2.2	82	3.2	82	4.2	82	5.2
81	2.1	81	3.1	81	4.1	81	5.1
80	2.0	80	3.0	80	4.0	80	5.0
79	1.9	79	2.9	79	3.9	79	4.9
78	1.8	78	2.8	78	3.8	78	4.8
77	1.7	77	2.7	77	3.7	77	4.7
76	1.6	76	2.6	76	3.6	76	4.6
75	1.5	75	2.5	75	3.5	75	4.5
74	1.4	74	2.4	74	3.4	74	4.4
73	1.3	73	2.3	73	3.3	73	4.3
72	1.2	72	2.2	72	3.2	72	4.2
71	1.1	71	2.1	71	3.1	71	4.1
70	1.0	70	2.0	70	3.0	70	4.0

Academic Dishonesty

Academic dishonesty includes cheating or copying the work of another student (whether the student knowingly provides or receives the work), 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 other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary or academic consequences determined jointly by the teacher and campus administrator.

Assignment of Nine Weeks Grades

The assigning of a grade in a particular course should reflect a student's mastery of the skills and content of the course. Nine weeks grades shall be assigned according to the following criteria:

1. Sixty percent (60%) of a grade shall be based on summative activities such as major projects, major quizzes and tests. Before a summative (major) grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If the project merits more than one summative grade (multiple grades), each grade should represent a different component of the project.

Example:

Grade 1- Content Grade 2- Format Grade 3- Organization

Recording the same grade multiple times is not acceptable. This includes one teacher recording the same grade multiple times or more than one core teacher recording the same grade. Each time a grade is recorded, it is to apply to a specific component of a project. Initial assignment and discussion of long term projects must include a written explanation of the criteria that will be used for evaluating the assignment (rubric). Major tests shall be scheduled and communicated to the students at least three class days in advance.

2. Forty percent (40%) of a grade shall be based on formative activities such as class work, daily assignments, homework, and formative quizzes. These grades should be a balanced representation of the types of work completed during the course of the six weeks grading period.
3. Exceptions to the percentage recommendations shall be based on a specific rationale agreed upon by the principal and the teacher and approved by the Deputy Superintendent for Curriculum & Instruction prior to the start of the school year.
4. Each nine weeks grade will include an adequate number of grades to best reflect a student's current levels of mastery of the content.

Grading Periods	Dates	# of Weeks in QTR	# Summative Grades	# Formative Grades
QTR 1	Aug 20-Oct 11	8	3*	6
QTR 2	Oct 15-Dec 20	9	4	8
QTR 3	Jan 8- Mar 6	9	4	8
QTR 4	Mar 18-May 22	9	4	8

*2 Summative Grades and 4 Formative grades are required within the first 6 weeks for the UIL Check on Sept 27, 2019.

Note: The semester final is included as a summative for QTR 2 and QTR 4

5. Grades (and all portions of grades) **shall not** be awarded or reduced for any non-academic activities such as compliance grades (or points) for returning a report card, incomplete paper headings, etc.
6. A grade of 69 should be recorded as a 70 for the nine weeks grade. At their discretion, teachers have the ability to raise nine weeks grades from a 79 to 80, 89 to 90 when using established criteria. Teachers shall utilize the same criteria for all students when deciding to raise a grade. Semester grades and Year-End Final grades will not be rounded in addition to nine weeks grades.
7. No grade (NG) will be issued based on any of the following criteria: (1) non-attendance in class, (2) zero assignments turned in, (3) enrolling the last ten days of the nine weeks without grades from the previous school. If a designation of NG is recorded, the NG must be converted to a grade by the end of the following grading period. NGs will not be recorded the last grading period of the year. (Note: If a student withdraws within the last two [2] weeks of a grading period, has at least five [5] grades [two of which are summative in nature], a grade shall be given.)
8. Except in extenuating circumstances, any designation of Incomplete (I) on the report card must be converted to a grade within two weeks of the end of the grading period. Exceptions to this policy may apply in cases regarding UIL eligibility. Refer to UIL rules for additional information. Administrative approval is required before recording a grade of Incomplete (I) in the final grading period of the year.
9. In determining grading period grades, a variety of assessment strategies should be used.
10. All grading and reporting practices will support the learning process and encourage student success. Grades recorded should be reflective of learning and should be based on what a student knows and is able to do in relation to Texas Essential Knowledge and Skills (TEKS). As a result, the following practice shall be used.
 - A. All students in grades 9-12 or enrolled in high school credit courses in grades 6-8, will be provided the opportunity to re-submit **summative assignments** after receiving the grade/feedback of each assignment if the grade is below 80% and the assignment was turned in on time.
 - B. All students in grades 6-8, will be provided the opportunity to re-submit **formative and summative assignments** after receiving the grade/feedback of each assignment if the grade is below 80% and the assignment was turned in on time.
 - C. The higher of the two grades between the original assignment and the redo will be counted not to exceed 80. (This does not apply to semester exams or state assessments).
 - D. The student's mastery level shall be a major factor in determining the grade for a subject or course. Before any reassessment occurs, a student shall receive appropriate remediation/reteaching AND complete all formative assignments designed to support the summative (This does not apply to semester exams or state assessments).
 - E. Time frame for redoing work.
 1. Teachers must provide a reasonable time frame for students to retake assignments with grades scoring less than 80%.
 - a. Teachers will enter grades in the grade book within five (5) school days of assignment due date.
 - b. Once posted in the grade book, students will have two (2) school days to request the opportunity to re-do the assignment AND shall complete the new assignment within five (5) school days of the original grade posting in the grade

- book.
- c. Prior to retesting on a summative task, the student must attend at least 1 tutorial/reteach session with their teacher or an appropriate designee within the department AND complete and submit any missing formative assignments (subject to Late Work guidelines).
 - d. Test corrections are not an allowable retest opportunity. Instead test corrections would be an expected task that would be a part of tutorial preparation for the retesting opportunity but would not be used to raise the student's score on the summative assessment.
 - e. If a summative assignment was given during the last week of the grading period, retakes and make ups for absences can be done as needed during the first week of the next grading period with attention given to the UIL Eligibility Calendar.
- F. Determining grades after an assignment is redone or a test is given.
1. For any retaken summative assignment, the grade will only be used if it is higher than the original grade earned on the assignment.
 2. Any reassessment of a grade will receive a replacement grade that reflects the higher grade of the original or retake not to exceed 80.
- G. If a student scores higher on the original summative assessment than he/she did on the formative assessment(s) designed to prepare for that summative, then the teacher will replace the lowest of the formative assessment grades associated with that summative assessment with the summative grade value. Any determination to replace a formative grade should reflect a student's progress toward the overall mastery of skills and concepts.

Example:

<u>Assignment</u>	<u>Grade</u>
Unit 1 Formative Assignment A	45 (Replace with 84)
Unit 1 Formative Assignment B	65
Unit 1 Formative Assignment C	85
Unit 1 Summative (Original)	84

Communication Timelines and Review of Materials

1. Student work that receives a numerical grade shall be entered into the grade book within five (5) school days of being given to the teacher, and feedback shall be given. This would also include makeup or missing work that is submitted.
2. Projects/research papers and/or essays will be provided the opportunity to re-submit the assignment after receiving the grade/feedback if the grade is below 80%. Projects/research papers and/or essays shall be graded and returned within the same grading period that they are completed and submitted to the teacher. Expectations for long-term assignments include:
 - Tasks are actively monitored with timely feedback that tracks a student's work/progress toward mastery
 - major corrections are addressed before a final grade is earned.
 - These may take longer than five (5) school days to grade and return.
 - Teachers are expected to provide clear and consistent communication to students concerning deadlines and academic progress on any long-term assignment.
3. After the second grade of "0" or "Missing Assignment" [M] is assigned to a student in a grading period, the parents must be contacted by the teacher. If the problem persists, a student-teacher- parent conference is required.

- Students have the right to review their tests. All tests given shall be graded, returned, and recorded within five (5) school days of the date the test was administered. Adherence to this timeline will allow for timely and meaningful remediation.
- Upon student/parent request, students shall have all graded tests (including test questions) returned for their personal records. Exceptions will be semester exams, final exams, and district common assessments. The student and the parents may review these tests at the parent's request.

Late Work

- When an assignment is submitted after a deadline, a penalty of fifteen (15) points per class meeting may be deducted from the earned grade with a maximum of 30 points deducted. Please note that the point deductions are applied to the earned grade.

Example:

<u># Days Late</u>	<u>Earned Grade</u>	<u>Late Deductions</u>	<u>Assigned Grade</u>
1	82	15	67
2	82	30	52
3	82	30	52
After Summative	82		0

- Teachers will use professional discretion in determining when such a deduction is appropriate.
- Formative assignments and the subsequent descriptive feedback have the greatest impact on student achievement (Rick Wormeli, 2010). Formative work will be accepted for a grade (not to exceed 70% see #1 under *Late Work*) until the summative assignment for that content is completed or until the teacher documents personal contact with a student's parents regarding a late assignment. (Once contact is made with the parent, students should be provided at least one additional day to submit the formative assignment.) Teachers may accept work beyond this timeline for purposes of providing feedback to the student but any grade given will follow the procedures outlined in *Late Work #1*.

Note: If an assignment is due the last week of the grading period and extenuating circumstances prevent the assignment from being submitted on time, the teacher may assign a mark of Incomplete (I) on the report card. In such situations, the timelines described in #1 under *Communication Timelines* will be used. Exceptions to these guidelines may apply in cases regarding UIL eligibility. Refer to UIL Rules and Eligibility Calendar (Appendix A) for additional information.

Make-Up Work

All students shall be allowed to make up work when they are absent from class.

- Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
- Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to make-up assignments.
- In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
- Make-up tests or quizzes should be administered during tutorial times to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day.

Modifications of this procedure, which may require administrative approval, should be discussed with

the appropriate administrator in a timely manner.

Progress Reports and Parent Conferences

1. Northwest ISD will utilize electronic report cards and progress reports through the [Home Access Center \(HAC\)](#) in grades 1-12. Electronic report cards and interim progress reports are designed to be convenient and easy for parents to access their student’s grades, while supporting the district’s efforts to reduce printing. Parents may request a printed copy of report cards and progress reports to be sent home with the student.
2. Interim Progress Reports (IPR) will be available approximately each of the third weeks of a grading period through the Home Access Center [HAC].
3. Teachers shall initiate parent contact within two (2) days from the time interim progress reports are available for students whose average is below 70. Contact should be documented and kept by the teacher.
4. The time period after the progress report but before the report card is an important period to monitor a student’s cumulative grade. At any time during this time period, if a student’s grade falls below 75, documentation of parent contact for all content areas where the grade is below a 75 should be kept by the teacher for verification purposes. If a student’s grade average falls below a 70 during this time period, interventions should be put into place and communicated with parents. Follow-up communication with parents shall occur by the end of the third week of the nine weeks grading period for any content area where a student continues to have a 70 average or below.

Progress Report & Report Card Timelines 2019-2020

Interim Progress Reports (IPR)		Report Cards		GPA/Rank	
End Date	Go Home Date	End Date	Go Home Date	All HS Students	Seniors Only
9/6/19	9/9/19				
9/27/19	9/30/19	10/11/19	10/17/19		
11/1/19	11/4/19				
11/22/19	12/2/19	12/20/19	1/9/20	Publish transcripts 1/24/20	
1/24/20	1/27/20				
2/14/20	2/17/20	3/6/20	3/19/20		Publish transcripts 3/27/20
4/3/20	4/6/20				
4/24/20	4/27/20	5/22/20	No later than 5/28/20	ASAP with Senior Priority	

**All student will receive a Report Card each grading period.

2019-2020 TEA/ UIL Academic Eligibility Calendar

This document is intended to bring clarity to the eligibility calendar for U.I.L participants. Specifically, be aware of the following issues:

- Grace periods for academic eligibility are seven (7) calendar days after the evaluation, with the exception of holidays.
- Academic Eligibility is determined from nine-week grades, not semester grades.
- After the 1st six weeks academic eligibility check, students may only lose academic eligibility at the nine weeks grading report.
- Students can regain academic eligibility at the three weeks progress reports, and at the nine weeks grading report.
- All students are academically eligible during the Thanksgiving, Christmas, and Spring Break holidays.
- Following Thanksgiving, Christmas, and Spring Break holidays, ineligible students return to being ineligible until the next grade check and grace period.
- All students are academically eligible through the summer.
- Total credits from the previous year determine the first six weeks eligibility for 10th-12th students. The 2nd year of high school, they need 5 credits. 3rd year = 10 credits. 4th year = 15 credits. For 7th-9th students, promotion to the next grade means they are eligible the first six weeks.

Day	Date	What	When
Friday	9-27-19	Evaluate all students	UIL 6 week grade check
Friday	10-4-19	Students gain or lose eligibility	End of the School Day (4:00 PM)
Friday	10-11-19	Evaluate all students	End of 1 st Quarter (9 Weeks)
Friday	10-18-19	Students gain or lose eligibility	End of the School Day (4:00 PM)
Friday	11-1-19	Re-evaluate failing students	1 st - 3 week progress report
Friday	11-8-19	Students may regain eligibility	End of the School Day (4:00 PM)
Friday	11-22-19	Re-evaluate failing students	1 st - 3 week progress report
THANKSGIVING BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE			
Monday	12-9-19	Students may regain eligibility	End of the School Day (4:00 PM)
Friday	12-20-19	Evaluate all students	End of 2 nd Quarter (9 Weeks)
WINTER BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE			
Wednesday	1-15-20	Students may regain eligibility	End of the School Day (4:00 PM)
Monday	1-27-20	Re-evaluate failing students	1 st - 3 week progress report
Monday	2-3-20	Students may regain eligibility	End of the School Day (4:00 PM)
Friday	2-14-20	Re-evaluate failing students	2 nd - 3 week progress report
Friday	2-21-20	Students may regain eligibility	End of the School Day (4:00 PM)
Friday	3-6-20	Evaluate all students	End of 3 rd Quarter (9 Weeks)
SPRING BREAK - ALL STUDENTS ARE ACADEMICALLY ELIGIBLE			
Wednesday	3-25-20	Students gain or lose eligibility	End of the School Day (4:00 PM)
Friday	4-3-20	Re-evaluate failing students	1 st - 3 week progress report
Friday	4-10-20	Students may regain eligibility	End of the School Day (4:00 PM)
Friday	4-24-20	Re-evaluate failing students	2 nd - 3 week progress report
Friday	5-1-20	Students may regain eligibility	End of the School Day (4:00 PM)
Friday	5-22-20	End of 4 th Quarter	

Response to Intervention (RtI)

Interventions are for students who are at risk of failing and need extra academic assistance. Any student who receives a grade of 75 or below on a three-week progress report or 70 or below on a report card is required to be provided with interventions. Parents shall be notified of the need for interventions. Documentation of such communication along with interventions implemented should be kept by the teacher.

Credit by Examination WITH Prior Instruction

Credit by examination (CBE) is available for students in grades 8 - 12 who have lost credit in courses approved by the board of trustees (Board Policy EHDBLEGAL/LOCAL).

1. Students must have had prior formal instruction to be eligible for CBE.
2. Examinations that are used for credit by examination purposes must be approved by the Assistant Superintendent for Curriculum & Instruction or the designee.
3. For a student to receive credit by examination with prior instruction, the student must correctly answer 70% of the items on the test instrument.
4. The cost for this testing is the student's responsibility.
5. CBE shall not be used to gain eligibility for participation in extracurricular activities. A campus principal, counselor, and/or attendance review committee may offer a student with excessive absences an opportunity to earn credit for a course by passing a CBE. In these instances, the passing standard of 70% (see #3) shall apply.
6. High school students should contact their counselor for additional information.
7. Preregistration and parental approval is required.
8. A student may not attempt to earn credit by examination for a specific high school course more than two times.
9. Grades earned through CBE are not included in the GPA ranking. Board Policy EIC (LEGAL/LOCAL).

Credit by Examination WITHOUT Prior Instruction

A student will be permitted to take an exam to earn credit for an academic course for which the student has no prior instruction (Board Policy EHDCLEGAL/LOCAL).

1. For a student to receive credit by examination without prior instruction, the student must correctly answer 80% of the items on the test instrument.
2. The student (or parent) must register with the campus counselor no later than 30 days prior to the scheduled testing date.
3. Examinations that are used for credit by examination purposes must be approved by the Assistant Superintendent for Curriculum & Instruction or the designee.
4. Grades earned through CBE are not included in the GPA ranking. Board Policy EIC (LEGAL/LOCAL).
5. The District shall administer Credit by Exams without Prior Instruction a minimum of four times per year.
6. A student may take Credit by Exams for Acceleration earning a maximum of 1.0 credit in each content area.

7. A student may take a specific examination only once during each time.
8. A student may not attempt to earn credit by examination for a specific high school course more than two times.
9. If a student fails to earn credit by examination for a specific high school course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the District's prescribed course sequence, the student must satisfactorily complete the course to receive credit for the course.
10. See the District Web for [Acceleration by Examination](#) information.

Promotion, Retention, and Award of Credit

Grades 6-8

In grades 6-8, promotion to the next grade level shall be based on the following:

- an overall average of 70 on a scale of 100 based upon course-level, grade level standards (TEKS) for all subject areas, and
- a grade of 70 or above in three of the following required areas: language arts, mathematics, science, and social studies.

A student must pass both semesters or attain an average grade of at least 70 when averaging two semesters to be awarded credit for a high school credit course.

Grades 9-12 (Courses in which a STAAR EOC is not administered including courses taken in grade 8 for high school credit)

Mastery of at least 70 percent of the objectives on formative and summative assignments shall be required.

1. Grade level advancement for students in grades 9 - 12 shall be earned by course credits.
 - a. If a student earns a grade of 70 or above in a one-semester course, credit for the course shall be awarded.
 - b. If a student earns a grade of 70 or above both semesters of a full year course, credit for the course shall be awarded.
 - c. If a student earns a failing grade during fall or spring semester in a full year course, and the final average for the year is greater than or equal to 70, full credit for the course shall be awarded.
 - d. Credit shall be awarded for a failed semester when it is repeated and the student earns a grade of 70 or above. Both grades will be recorded on the transcript and both grades will be factored into the GPA. If a student repeats a semester in summer school, that grade is not factored in the GPA (see "Summer School" section in this document).

Grades 9-12 (Courses in which a STAAR EOC is administered including courses taken in grade 7 and 8 for high school credit)

1. EOC exams are used to certify mastery of the TEKS. EOC Tests will be administered in the following areas:

<u>Language Arts</u>	<u>Mathematics</u>	<u>Science</u>	<u>Social Studies</u>
English I	Algebra I	Biology	U.S. History
English II			

2. Scores on EOC exams will not factor into the grade that determines any award of credit.
3. Students may retake an EOC assessment for any reason at any scheduled test administration.

4. For purposes of participation in Commencement, all retakes that are to be considered in order for a student to meet graduation requirements must be completed during May STAAR state specified dates.
5. EOC assessment scores shall not be included in class rank calculations.
6. Students who take an EOC test in any of the above courses do not take the spring semester exam for that course.

Promotion and Reclassification (Grade 4-8)

In grades 4–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies. Board Policy EIE (LOCAL).

Promotion and Reclassification (Grade 9-12)

All high school students are classified as members of a particular class as of the first day of each school year. However, students who have not been promoted to a higher grade due to lack of credits may be eligible for reclassification at the end of the first semester. In order to be considered for reclassification at the end of the first semester, the student must have administrator approval and an approved graduation plan. This policy does not apply to UIL eligibility. Students will be promoted based on total credits; however, only state credits will apply toward graduation.

To be promoted:

- a. From grade 9, a student shall have acquired six (6) credits.
- b. From grade 10, a student shall have acquired thirteen (13) credits.
- c. From grade 11, a student must have acquired nineteen (19) credits.

Credentialing

Credentialing or “credit” for foreign language (LOTE) courses is applicable for a student whose native language is one other than English. Based on a student’s score on a District determined placement exam (where applicable), a native speaker may be placed in a higher level of LOTE. Credit may be acquired by a student for a lower level LOTE course, in accordance with District criteria and following the successful placement and completion of the upper level course. Upon successful completion of the upper level course, the student will receive a grade of a “P” [passing] for the lower levels of the LOTE course. A “P” is not factored into GPA or ranking.

Auditing Courses

In rare instances, a campus principal may allow a student to audit a course with the recommendation of the teacher and/or counselor. Students will receive a grade in an audited course each six weeks. The grade does not affect GPA or count toward graduation credit; however, if it is below 70, the student will be ineligible for UIL extracurricular activities. Audited courses for which credit is not earned will NOT be included on the student’s transcript.

Dual-Credit Courses

Students in NISD high schools may earn credit toward high school graduation by completing an approved college-level course in any accredited college or university under the following provisions:

1. Students interested in taking a course for dual-credit must obtain a Dual Credit Agreement form from the student's counselor. This form will be signed by a school designee (counselor or administrator), the parent/guardian, and the student.
2. In addition to the completed Dual Credit Agreement form, the student must complete the college's Application for Admission and provide the college with an official high school transcript and SAT or ACT scores. If the SAT or ACT scores do not exempt the student from a college entrance exam, then the student must take the TSI placement test. Contact the college for dates, times, and cost of placement testing.
3. Credit for a successfully completed one-semester college course(s) is earned in one-half credit increments. **Any grade below 70 in the college course will result in no credit being awarded for any equivalent high school course.**
4. Credit toward graduation requirements earned through college coursework approved by the Board for dual credit shall be factored into a student's grade point average. Grades recorded numerically from University or College teachers will factor at their numeric value. Grades recorded as a letter grade from University or College teachers shall be converted to a numerical grade in the mid-range of our scale as follows:

A=95	B=85	C=75	D=65	F=60
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5. Students do NOT earn high school credit for concurrent college classes. Students are required to show proof of enrollment in the course for a release for a concurrent class. Grades for concurrent enrollment are not posted to the transcript.

Correspondence Courses

Credit toward state graduation requirements may be achieved by approved correspondence courses under the following conditions and with the prior approval of the counselor or principal only:

1. The institution offering the course is The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the Commissioner of Education.
2. On-line courses available through TxVSN (Texas Virtual School Network)
3. The correspondence course includes the state-required essential knowledge and skills for such a course.
4. Seniors enrolled in a correspondence course must complete the course and submit a grade to the school by the end of the first semester of the year they plan to graduate.
5. Traditional correspondence (i.e. courses taken through The University of Texas at Austin, Texas Tech University) course grades are not included in the grade point average.

Grad Lab

The Grad Lab is offered at our traditional high school campuses to provide a setting for students to complete both accelerated coursework as well as making up lost credit.

1. Coursework completed for original credit will be assigned a numerical grade and will count in the student's overall grade point average (GPA) and appear on the student's transcript.
2. Coursework that is completed successfully for credit recovery will receive a grade of P for passing, will not be calculated in the GPA but will appear on the transcript. (See below for more explanation of the credit recovery program known as Academic Coaching Program [ACP]).

Academic Coaching Program

Within the Grad Lab, the Academic Coaching Program [ACP] supports students who previously failed a core class and/or are in need of making up lost credit. Placements are based on student needs and seat availability. Fifth year seniors and upperclassmen are high priority and will be placed first.

1. Students must complete all required online and offline assignments with a grade average of 70 or better in a specified time frame.
2. Upon completion of requirements, a P for passed will appear on the student transcript indicating that credit for the specific course has been recovered. The P will then appear on the student's transcript, and the credit for the course will be restored. Grades received in the Academic Coaching Program are not used in computation of a student's grade point average (GPA).

Semester Exams

The following procedures are to be used for semester exams for grades 6-12:

1. Students should use semester exams to certify mastery of objectives. All semester exams shall be comprehensive in nature and must measure the mastery of the skills or content of the course.
2. The semester exam process should include each of the following:
 - Review - Review activities must be in a form that can be taken home for study. A variety of review activities may be used including, but not limited to, oral, chalkboard, and written activities.
 - Exam Suggestions - Exams should include objective-type questions as well as open-ended questions. Avoid objective questions over inconsequential details.
 - Exam Requirements - Semester examinations are comprehensive.
3. At least twenty (20) percent of the semester exam grade should be based on essay questions or performance evaluations. An extensive essay test or performance evaluation may be given prior to the final exams for grading purposes.
4. Missed semester exams shall be recorded as a "0" and should be made up within a one (1) week period by appointment with the teacher or campus testing center. Makeups will take place outside of the instructional class period, and campuses will share make up procedures and timelines with shareholders. In extenuating circumstances, exceptions to this timeline may be granted by principal approval only.
5. Semester exam schedules will be published by each campus. The campus does not administer semester exams earlier than the published schedule.
6. Semester exams shall be administered in all classes in the fall semester.
7. In the spring semester, students may be exempt from final exams who meet the following criteria:
 - Students taking EOC exams may be exempt from that course semester final;
 - Students enrolled in AP courses AND participate in the AP exam may be exempt from that course semester final.

6. The semester exam for grade 6-12 shall be counted as 1/7 of the semester grade. The following formula demonstrates the method for calculating the semester grade.

$$\{(6 * A) + (E)\} / 7 = \text{Semester Grade}$$

A = Average of two (2) nine weeks grades
E = Semester Examination Grade

Summer School Grades

1. A student failing the regular semester and attending summer school for that semester shall receive a passing grade for that course if the curriculum is mastered.
2. A grade received in summer school shall be reflected on the student's transcript as Pass (P) or Fail (F) and shall not be calculated into the student's GPA.
3. Students may take summer school courses for acceleration. In those situations, the numeric grade the student receives in summer school will be factored in the GPA.