

# New Caney High School

## Grade Reporting Guidelines and Procedures

Grades should represent the level of mastery of an instructional objective. The instructional objectives for grade level subjects in grades 9-12 are aligned with the Texas Essential Knowledge and Skills (TEKS). The objectives address the skills required for successful performance in the next grade or in a sequence of courses. Assignments, tests, projects, classroom activities, homework, and other activities are designed to allow a student's performance to indicate the level of mastery of the designated objective.

Student mastery of subject matter may be assessed in a variety of ways. Therefore grades may be assigned for both written and non-written work. Although the teacher should always monitor and provide feedback to students for any activity that he/she assigns, the feedback does not always need to be in the form of a grade. Assessment should always follow a period of guided and/or independent practice.

### **Course Syllabus**

All secondary teachers will prepare, post, and distribute a course syllabus for students during the first two weeks of the course and/or semester. 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. The following elements will be included:

- Teacher name
- Course name
- Conference period
- School phone
- Outline or scope and sequence of major course units, themes, or projects
- Approximate timeline including due dates of long-term projects
- Teacher's grading criteria (in compliance with NCISD Grading Procedures)
- Late work policy
- Average amount of homework

### **Reporting Grades**

#### **Grading Scale**

<b>Letter Grade</b>	<b>Numerical Grade</b>	
A	90 – 100	Excellent progress
B	80 – 89	Good progress
C	75 – 79	Satisfactory/average progress
D	70 – 74	Minimal progress
F	Below 69	Unsatisfactory progress
I	Incomplete	

## **Progress Reports**

Grades will be communicated to parents at progress report time (half way through each grading period). Documentation of parent notification will be maintained when a student's average falls below 70. If a student receives a grade of less than 70 in any class or subject on a progress report, parents are encouraged to contact the appropriate teacher. If a student's grade is below a 50 at progress report time, the actual grade will be recorded.

## **Report Cards**

Report cards are sent home at the end of each grading period. Parents or guardians who have a question about the student's grade should contact the student's teacher by telephone or e-mail. A parent conference may be arranged, if necessary.

At the end of each grading period, no grade lower than a 50 will be recorded. The District shall record a 50 in the permanent cumulative record for any average numerical grade that is lower than 50.

## **Incomplete Grades**

Incomplete grades for a grading period must be changed to a numerical grade within ten days after the end of the grading period. (Extenuating circumstances may be reviewed by the principal.) Work not made up within this time frame will receive a grade of zero and will be averaged with the other grades earned to determine the student's final grade. If a student is absent for a final exam, a zero will be placed in the grading program as a place marker. If the absence is an NCISD *excused absence*, he/she will be given an appropriate amount of time to take the exam and the exam grade will replace the zero. If the student does **not** take the final exam in the given amount of time, the zero remains.

## **Computation of Grades**

### **Daily Grades**

Daily Grades will comprise 40% to 50% of the grading period average in all courses. Daily grades should include a combination of some or all of the following: class work, homework, notebooks, quizzes, and other assignments.

Students are expected to complete and turn in work on time. If a student is absent, he/she has one (1) day for each day absent to turn in the work.

### **No late work will be accepted!**

A minimum of six (6) daily grades will be recorded each grading period.

## **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 student's curriculum. It should be purposeful, related to classroom experiences, and be age and grade appropriate. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the student to do the task independently and successfully.

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.

**Homework is part of the daily average** and should count no more than **20%** of the **total** grading period average.

## **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 when class work becomes homework.

## **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.

## **Major Grades**

Major grades will comprise **50% to 60%** of the grading period average in all courses. Major grades may include alternative assessments, examinations/tests, projects, term papers, and other assignments.

A minimum of two (2) major grades will be recorded each grading period.

### **Tests/Examinations**

Examinations measure performance based on the TEKS or content of the course. They serve to evaluate mastery of the TEKS, concepts, understandings, and/or

district objectives and provide opportunities to demonstrate certain knowledge or skills. Major tests/examinations include chapter, unit, concept, or cumulative assessments.

### **Alternative Assessments**

Alternative assessments will reflect real-world tasks and relate to instructional objectives. This type of assessment often requires analyzing a task, developing a plan of action, gathering information, selecting relevant information, and presenting appropriate information.

## **Term Papers/Special Projects (Long-Term Assignments)**

Term papers or projects are lengthy class work or homework assignments that may take up to several weeks for a student or group of students to complete. A rubric must be provided to the student prior to beginning the project/paper. Term papers or projects assigned over a lengthy period are due on or before the due date. Students who are absent on the due date for a scheduled school-related absence must meet the deadline. Any exception for long term assignments being accepted late must be approved by the principal or principal's designee after meeting with the classroom teacher.

## **TEKS-Based Assessments**

Benchmarks for state designed assessments (TAKS), developed by the district, are administered in some core-area curriculum content classes. Some benchmarks may be entire released TAKS tests.

Departments will determine how a grade for these benchmarks will be recorded. Although it is the individual department's discretion as to the weight of the grade, no grade should be taken on material not previously taught.

Students for whom an ARD requires a standard state assessment (TAKS), the only modifications allowed when benchmarking for that assessment will be those allowed by their individual Modification Sheets and also allowed by the state. e.g., – extended time

Students for whom an ARD exempts them from taking a standard state assessment (TAKS), the grade should not count for more than one daily grade.

## **Final Exams**

The weight of the semester exam is 1/7. Semester grades are determined by taking the average of the three grading periods multiplied by two (2), adding the final exam grade and dividing by seven (7).

## **Grading Guidelines for Special Populations**

### **Special Education, Section 504, ESL/ELL, and Bilingual/LEP**

Students may require different types of instruction and testing according to their learning situation. A student with special needs who is receiving instruction in a regular education class may follow the regular curriculum with adaptations in instructional strategies.

### **Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP)**

A student must earn at least an 80 in an advanced class each semester in order to remain in the class; he/she should maintain a 75 average each grading period to remain in the class. EXCEPTION: a first-year freshman who makes between 65 and 75 for the FIRST grading period will be placed on probation and the parent will be notified.

Students earning below 65 will be moved to a regular class. After the first grading period, the student must maintain at least a 75 for each grading period and an 80 for the semester in order to remain in advanced classes.

### **Cheating/Plagiarism**

Cheating shall be defined as giving or receiving information on a test or submitting duplicate work for outside assignments. Using technology (e.g., computer, Internet, cell phone, PDA, or calculator) to cheat or copy the work of another is prohibited. The penalty for a student found guilty of cheating is a grade of zero for the test or assignment. Plagiarism consists of using another person's ideas or writing as one's own. Plagiarism is a form of cheating and the penalty shall be a ZERO on the assignment. Students caught cheating will be referred to their respective assistant principal for disciplinary action.

### **Academic Achievement**

Promotion and retention procedures are based on state law and can be found in Board Policy EIE (Local).