



Administrative Procedures

E – Instruction No. 5	E5
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Revised October 29, 2018	

GRADING GUIDELINES

Hays CISD has constructed its grading guidelines based upon key principles from the concept of mastery learning. Mastery learning, in its most simple definition, means students master the skills and concepts which they are taught in the classroom. Teachers drive this mastery by first providing high-quality instruction. Then, teachers give students frequent and specific feedback to improve understanding. If necessary, teachers re-teach material.

Hays CISD grading guidelines acknowledge the importance of mastering skills and concepts by allowing students who do not perform well on certain assignments or tests an opportunity to redo the work. Specific rules apply in these situations. (See Grading Standards below.)

Student grades must reflect the student's mastery of the Texas Essential Knowledge and Skills (TEKS) and Student Expectations and local curriculum requirements. The district seeks to provide each student with a challenging and appropriate educational program. We can best achieve this goal by recognizing that individual students, through their varied learning styles, respond to different instructional approaches and require varied periods of time in which to master concepts and essential knowledge and skills. This philosophy is applied to an integrated program of developmental skills, PreK-12, as well as to a rigorous post-graduation preparatory curriculum. In this way, every student will be provided an optimal opportunity for academic development and success.

MINIMUM INSTRUCTIONAL EXPECTATIONS

Instruction in all programs is guided by researched-based theory and lesson design that provide for individual learning differences and requirements. The following characteristics are inherent in effective classroom practice:

1. Instruction occurs in a clearly defined manner;
2. Student thinking processes and engagement are constantly monitored as a part of instruction;
3. Both formative and summative performance assessments are administered frequently in order to evaluate and monitor student progress;
4. Summative evaluation occurs only after the instructor has utilized appropriate re-teaching, extension, or enrichment activities or experiences.

Balanced lesson design forms the foundation for accelerated student learning (as opposed to remediation) and student evaluation in HCISD. In order to reinforce the idea that students need varying rates of time to master complex skills and to assimilate information, the district encourages the use of flexible grouping patterns in combination with multiple assessment opportunities. These concepts also require that teachers align the written, taught, and assessed curriculum. After completion of instruction and, if necessary, reinforcement opportunities and appropriate intervention, students will be granted a summative grade which reflects mastery of the targeted skills and concepts as demonstrated in the Texas Essential Knowledge and Skills and Student Expectations.

GRADING COMPONENTS

When determining student progress grades, assignment grades, assessment grades, or report card grades, students shall be measured against objective standards, not in comparison with other students.

OBJECTIVE STANDARDS

1. The standard for each student will be the grade level Texas Essential Knowledge and Skills and local requirements for that grade level.
2. Grades will reflect the degree of mastery of the district curriculum.

GRADING STANDARDS

Hays CISD expects students to give their best effort the first time an assignment is made or a project or test is given. To ensure this quality of work, the following rules apply:

1. Students have **five school days** from the time an assignment or test is returned to the student to receive re-teaching and to re-do assignments or take re-tests. The re-teaching, re-submitting, and re-testing within the five school days is scheduled at the discretion of the teacher.
2. Students may receive a **maximum grade of 80** on all re-submitted assignments, work, and tests. The only exception to the maximum grade of 80 is for high school Advanced Placement (AP) students. The maximum grade that Advanced Placement (AP) students may receive for re-submissions and re-tests will continue to be a 70.
3. Students may re-test and re-submit assignments **only one time** (current exclusions continue to apply: six week tests, semester exams, and major projects.)
4. Students failing to hand in assignments when they are due **may only submit the work late** (for a maximum grade of 80, or 70 in AP classes) **by fulfilling the campus-specific plans for addressing student's failure to turn in work.**
5. District assessments, which include Unit Assessments and Curriculum Based Assessments, will be taken for a grade with the opportunity to retest. They will consist of content that has been previously taught. Unit assessments will be taken for a daily grade and Curriculum Based Assessments will be taken for a major grade. Benchmark assessments will be administered once a year for each course and used for a grade that is derived from material that has been previously taught.

Categories in TEAMS Grade book are in italics in the table below.

A minimum number of grades per unit or six-weeks will be based on major learning objectives representing key understandings, student expectations, and/or performance indicators.

Mathematics Courses	% Major Grades	Minimum number of independent major grades per grading period	% Daily Grades	Minimum number of independent daily grades per grading period
6th – 8th Regular & PreAP (not including 8th Algebra I) <i>MS_MATH</i>	65%	3	35%	1 daily grade per week of grading period
High School Regular <i>HS_MATH_REG</i>	60%	3	40%	
High School PreAP (including 8th Algebra I) <i>HS_MATH_PreAP</i>	70%	3	30%	
AP Statistics, AP Calculus AB AP Calculus BC <i>HS_MATH_AP</i>	75%	3	25%	
Science Courses	% Major Grades	Minimum number of independent major grades per grading period	% Daily Grades	Minimum number of independent daily grades per grading period
6th – 8th Regular & PreAP <i>MS_SCIENCE</i>	60%	3	40%	1 daily grade per week of the grading period
High School Regular <i>HS_SCIENCE_REG</i>	50%	3	30% lab 20% daily	
High School PreAP <i>HS_SCIENCE_PreAP</i>	60%	3	30% lab 10% daily	
AP Biology & AP Environmental Science <i>HS_BIOLOGY_ENVIRONMENTAL_SCIENCE_AP</i>	70%	3	30%	
AP Physics <i>HS_PHYSICS_AP</i>	60%	3	30% lab 10% daily	
AP Chemistry <i>HS_CHEMISTRY_AP</i>	60%	3	40% lab	

Social Studies Courses	% Major Grades	Minimum number of independent major grades per grading period	% Daily Grades	Minimum number of independent daily grades per grading period
6th – 12th Regular <i>SEC_SOCIAL_STUDIES_REG</i>	60%	3	40%	1 daily grade per week of the grading period
6th – 12th PreAP <i>SEC_SOCIAL_STUDIES_PreAP</i>	70%	3	30%	
AP US History, AP Government, AP Economics & AP Psychology <i>SEC_SOCIAL_STUDIES_AP</i>	70%	3	30%	
English Language Arts Courses	% Major Grades	Minimum number of independent major grades per grading period	% Daily Grades	Minimum number of independent daily grades per grading period
All Levels – Regular, PreAP, AP – including ESL, ESOL and Reading Intervention <i>SEC_ENGLISH_LANGUAGE_ARTS</i>	60%	3	40%	1 daily grade per week of the grading period
Art Courses	% Major Grades	Minimum number of independent major grades per grading period	% Daily Grades	Minimum number of independent daily grades per grading period
Art <i>SEC_ART</i>	60%	3	40%	1 daily grade per week of the grading period
AP Art History, Studio Art <i>HS_STUDIO_ART_and_ART_HISTORY_AP</i>	70%	3	30%	
Career Technology Education	% Major Grades	Minimum number of independent major grades per grading period	% Daily Grades	Minimum number of independent daily grades per grading period
All courses, including AP <i>SEC_CATE</i>	60%	3	40%	1 daily grade per week of the grading period
Electives	% Major Grades	Minimum number of independent major grades per grading period	% Daily Grades	Minimum number of independent daily grades per grading period
Electives (all courses not specific in other categories) <i>SEC_ELECTIVES</i>	60%	3	40%	1 daily grade per week of the grading period
Extracurricular Courses	% Major Grades	Minimum number of independent major grades per grading period	% Daily Grades	Minimum number of independent daily grades per grading period
AP Music Theory <i>HS_MUSIC_THEORY_AP</i>	70%	3	30%	1 daily grade per week of the grading period
Athletics, band, choir, cheerleading & drill team <i>SEC_BAND ; SEC_CHOIR; SEC_CHEERLEADING; SEC_DRILL_TEAM</i>	Performance-based classes will have different types and quantities of assignments and assessments. Minimum of one independent grade per week of the grading period.			
Foreign Language Courses	% Major Grades	Minimum number of independent major grades per grading period	% Daily Grades	Minimum number of independent daily grades per grading period
Level 1 & 2 Courses <i>SEC_FOREIGN_LANGUAGE_LEVEL 1 AND 2</i>	50%	3	50%	1 daily grade per week of the grading period
Level 2 Pre AP, Level 3 and all AP Courses <i>SEC_FOREIGN_LANGUAGE_LEVEL 2 PreAP_AND_Level 3; SEC_FOREIGN_LANGUAGE_AP</i>	60%	3	40%	

Health/Foundations of Fitness	% Major Grades	Minimum number of independent major grades per grading period	% Daily Grades	Minimum number of independent daily grades per grading period
Health/Foundations of Fitness SEC_HEALTH_FOUNDATIONS_OF_FITNESS	60%	3	40%	1 daily grade per week of the grading period
Physical Education	% Major Grades	Minimum number of independent major grades per grading period	% Daily Grades	Minimum number of independent daily grades per grading period
Athletics and Physical Education SEC_PHYSICAL_EDUCATION	40% skill evaluation	3	60% daily activity	1 daily grade per week of the grading period

ELECTRONIC GRADEBOOK

Grades for the week must be posted in the electronic grade book by the following Tuesday at midnight. Consideration for extension will be given to major projects and research papers.

INSTRUCTIONAL MODIFICATIONS AND ACCOMMODATIONS

1. Modifications/accommodations in instruction and/or materials, as documented on individual modification sheets (for 504 students) or Individual Education Plans (IEP), are to be implemented to the degree specified. The degree of modification or the appropriateness of the student's instructional challenge will be reviewed annually.
2. If a student must work significantly below level and, as a result, the level/type of classroom work must be significantly altered, he/she will be graded according to his/her IEP.
3. Implementation of IEP modifications/504 accommodations is not optional; it is required by both district policy and federal law.

STUDENT SUPPORT PROCEDURE

Teachers are expected to make efforts throughout the year to support individual students in attaining mastery of the district curriculum. Such efforts include, but are not limited to, using differentiated instruction, developing a support plan, correcting misconceptions, and providing opportunities to show mastery.

E5-A Student Support Plan and the Student Support Form are used to facilitate the implementation of board policy EIA (Local) as well as ensure that every student has additional opportunities for success. Questions on the form serve as a guide for the adoption of effective student support structures. Teachers shall submit a completed form, supported by appropriate documentation, before assigning a nine-weeks average below a 60.

GRADE AVERAGING FOR COURSE CREDIT

Beginning in the school year 2009-2010, semester grades earned for full year courses will be averaged together to determine the awarding of credit. For credit to be awarded one semester grade must be equal to or greater than 70 and the average of the final grade for Semester 1 and Semester 2 must be equal to or greater than 70.

If both semesters receive a grade lower than 70, both semesters must be retaken for course credit. One repeated/recovered semester may not be averaged with a failing semester grade for awarding of the full course credit.

REQUEST FOR A GRADE CHANGE

E5-B – Grade Change Request must be utilized to change any of the information reported on the student's report cards, progress reports, or transcripts. A separate form must be submitted for each grade, on each student, to be changed.

TRANSFER STUDENTS

In the case of a transfer student, grades accepted shall be accepted based on the intent of the sending school. If the transfer grade from an accredited school has been designated as an AP, Pre-AP, Honors, or Dual Credit course on the transcript, the grade shall be awarded weighted rank points as long as the same course is weighted at the same level of difficulty within the District. If the transfer grade from an accredited school has been designated as an IB or Pre-IB course on the transcript, the grade shall revert to weighted rank points for an AP or Pre-AP weight. Numerical grades earned from an accredited school shall be accepted. If the originating school sends a grading scale, alpha grades will be entered according to the scale. If no grading scale is available, alpha grades shall be recorded as:

A+	99
A	95
A-	92
B+	89
B	85
B-	82
C+	79
C	75
C-	73
D+	72
D	71
D-	70
F	65

When a transfer student's Academic Achievement Record indicates transfer grades of P (Pass) or F (Fail), those grades will be posted on their transcript as a P or F. The P or F will not be converted to a numerical grade for entry into the GPA or rank. If the transfer school will send a numerical grade for the P or F, then the registrar will post the numerical grade. At that time, the numerical conversion grade will be posted and calculated into GPA and rank for the transfer student.

Students who transfer into the district may receive adjusted award of credit, based on the following:

1. Internal averaging will be conducted manually within the same school year for the same full year course to determine the final year average under the following condition: If the final grade of semester one and semester two of the same course average to a 70 or higher, the student will receive credit for the course.
2. If a student transfers into the district within the same school year and the final grade for semester one and semester two average to a 70 or higher, an adjustment will be made to reflect the passing grade average in the year long average of the course.
3. The year-long average of the course will not be calculated into the grade point average, only in the awarding of credit for the course.
4. This averaging procedure would require campus administrative approval and the completion of a grade change form to reflect the year long average and the award of credit.

ACADEMIC DISHONESTY

Students who engage in academic dishonesty, participate in cheating or copying, plagiarism, or unauthorized communication between students during an assignment or examination, shall be subject to disciplinary action and/or grade penalties, as determined by campus administration as outlined in board policy. A student shall be required to complete an alternate assignment/assessment with parallel learning objectives. Students will be required to demonstrate mastery of content and skills.

Credit shall be denied (a zero recorded in the gradebook) until an alternate assignment/assessment has been completed for a maximum grade of 80 (70 for AP courses). For grades 6-12, it is the responsibility of the student to communicate with the teacher to initiate an alternate assignment/assessment within a reasonable period of time according to the campus handbook.

ELEMENTARY GUIDELINES

RETEACHING/ REASSESSMENT FOR MASTERY

1. 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.
2. Re-teaching may occur in a variety of ways and also in different settings. These additional formative practices are required to strengthen skills prior to a second assessment.
3. Since a single skill is addressed numerous times throughout a grade level's curriculum, a student has many opportunities to demonstrate mastery of that skill. The number of formative opportunities such as ongoing homework, independent practice, activities, etc. depends upon the professional judgment of the teacher. The teacher may or may not choose to use the same summative assessment to determine mastery.

LATE/MAKE-UP WORK

Students are expected to complete all assignments that will be recorded in the grade book. If a student is unable to complete their work during allotted time, teachers will provide a reasonable amount of opportunities during normal school hours to complete their assignments with ongoing support from home. Additionally, Board Policy EIAB (LOCAL) states,

1. Students will be expected to make up assignments and tests after an absence. Teachers will communicate and provide the make-up assignments required to be completed and communicate a reasonable amount of time to complete the assignments.
2. Each Campus will provide additional and timely interventions to ensure that missed or late assignments are completed and skills are mastered
3. The District shall not impose a grade penalty for make-up work after an unexcused absence.
4. The District shall not impose a grade penalty for make-up work after an absence because of suspension.
5. Conduct will be reported separately from academic grades. Conduct codes reflect behavior, class or group participation, and completion of assignments.

REPORT CARD GRADES

1. Formal written notices (report cards) will be sent to parents at the completion of each nine-weeks grading period, except for kindergarten who will have a parent conference the first nine weeks and prekindergarten who will have three twelve-weeks grading periods with written reports and a parent conference at the end of the first grading period.
2. Kindergarten and first grade report card grades will be denoted with a performance scale using 1, 2, 3, or 4.
3. For Grades 2-5, report card grades will be denoted with numerical grades, unless an alternative report card has been approved by the Board.
4. A designation will be recorded on the report card when instruction is significantly modified in order for the student to be successful.
5. Students receiving instruction through an Individual Education Plan in Special Education will be given reports on their progress on each goal and objective on the same schedule as report cards.
6. Teachers are required to have one parent conference in the fall during the first twelve weeks of school.

INTERIM PROGRESS REPORTS

1. Interim progress reports will be sent to parents when a grade average in a subject area is lower than a 70 or is deemed borderline. Campuses are encouraged to send progress reports home with every student during the 5th week of the nine-week grading period.
2. Interim progress reports will also be given at parent request.

SECONDARY GUIDELINES

SECONDARY ASSESSMENT

Each secondary teacher will follow the Hays CISD Grading Standards for the current school year. All semester exam grades will count as 1/7 of the semester grade.

RE-TEACHING FOR MASTERY

Recognizing that learning new concepts and skills is dependent on previous learning, students need to demonstrate mastery on one topic before moving to another. Teachers must use their professional judgment when determining a reasonable amount of time for students to demonstrate mastery and for that mastery to be assessed within the following parameters:

1. Re-teaching will be offered in a variety of ways including differentiating instruction, tutorials, and individual or small group instruction, constructive written feedback that results in progress towards mastery or additional formative practice to strengthen skills prior to a second summative assessment. Corrections made to a summative assessment do not constitute a reassessment. Students must participate in re-teaching prior to any reassessment.
2. Since a single skill may be addressed numerous times throughout a specific curriculum, a student has many opportunities to demonstrate mastery of a skill. However, any time that a skill is addressed, the student will have one additional opportunity to demonstrate mastery.
3. If a teacher determines by assessing a student's formative work that the student is not prepared to demonstrate mastery on a summative assessment, the teacher may decide to give the summative assessment at a later date in order to work with the student to relearn the material.
4. The teacher may or may not use the same summative assessment to determine mastery. An opportunity must be made available for students with deficient skills to be assessed a second time. This need not be scheduled during class time, but must be pre-announced so that students may plan accordingly. Students will have the opportunity to redo a summative assessment within 5 days from the time the student is returned the test or assignment.
5. Due to grade reporting deadlines, cumulative assessments such as mid-term, final exams, nine-week exams and projects are exceptions to this practice.

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.

MAKE-UP WORK

Students are expected to complete all assignments. If a student fails to complete work or if late work becomes a concern for that student, teachers will notify the parent/guardian and the campus designee.

Additionally, Board Policy EIAB (LOCAL) states,

1. Students will be expected to make up assignments and tests after an absence. A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher.
2. The District shall not impose a grade penalty for make-up work after an unexcused absence.
3. The District shall not impose a grade penalty for make-up work after an absence because of suspension.

LATE WORK

1. 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 of 80 (70 for AP courses). Non-compliance may result in disciplinary action.
2. Any assignments not completed and submitted may be given the grade of a zero.
3. Students failing to hand in assignments when they are due **may only submit the work late** (for a maximum grade of 80, or 70 in AP classes) **by fulfilling the campus-specific plans for addressing student's failure to turn in work.**

INTERIM PROGRESS REPORTS

1. Interim progress reports will be given to students every three weeks. When a student's grade average in a subject area is lower than a 74 or is deemed borderline, the progress report will be mailed home to the parent.
2. Interim progress reports will also be given at parent request.

REPORT CARD GRADES

Formal written notices (report cards) will be given to students at the completion of each nine-week grading period. It is the responsibility of the student to deliver the report card to a parent(s). End-of-year report cards are mailed.

1. All grades shall reflect the actual grade earned. (EIA Local)
2. Students receiving instruction through an Individual Education Plan in Special Education will be given reports on their progress on each goal and objective on the same schedule as report cards.

Attachments	
Form Number: E5-A E5-B	Form Name: Student Support Plan Grade Change Request
References: Board Policies EI (LEGAL); EI (LOCAL); EIA (LEGAL); EIA (LOCAL); EIAB (LOCAL)	
See these INDEX references for related procedures: Student grade classification	
Questions regarding this procedure should be addressed to (title, department, phone number): Chief Academic Officer, 21003 IH 35, Kyle, Texas 78640, 512/268-2141 ext. 6057	
Approved: Mrs. Sandra Dowdy, Chief Academic Officer	
	Date: October 29, 2018