



CLEAR CREEK
INDEPENDENT SCHOOL DISTRICT
EDUCATE ★ EQUIP ★ EXCEL

Leading the Way

2009-2010 Instructional Grading & Reporting PROCEDURES

Clear Creek ISD
Revised July 2009

CCISD Instructional, Grading, and Reporting Procedures

FOREWORD

The Instructional, Grading, and Reporting Procedures were developed after many months of research and discussion by educators, parents, and students. These guidelines are in accordance with current practices and policies, as well as the Texas Education Code. An attempt has been made to provide a set of guidelines in those areas which will best meet the needs of students and provide assistance to the instructional staff. This handbook provides:

1. a tool which will foster consistency among teachers, disciplines and schools as students progress through the CCISD educational program
2. a reference which will encourage a better understanding of grading, assessment, reporting and promotion for teachers, parents and students
3. a description of the District's grading system

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

CLEAR CREEK INDEPENDENT SCHOOL DISTRICT

DISTRICT GOALS

1. We will provide rigorous learning opportunities and curricula that transcend state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.
2. We will enhance the character development of each student with emphasis on creating a sense of personal responsibility and a commitment to community.
3. We will recruit, develop and retain compassionate, effective, innovative and highly motivated staff.
4. We will focus our use of resources to accelerate learning for all students and eliminate the achievement gap.
5. We will provide learning environments that are physically safe and emotionally secure for all students, faculty and staff.
6. We will lead, develop, and implement a robust parent and community involvement program to successfully achieve the district mission and objectives.
7. We will nurture, support, and develop collaborative leadership at all levels throughout the learning community.

MISSION STATEMENT

The mission of the Clear Creek Independent School District, a diverse community unified by a spirit of exploration and excellence, is to develop students who will lead the way to the future by educating and equipping them with the skills necessary to excel in the 21st century through a system characterized by meaningful community relationships and a comprehensive curriculum facilitated by a highly qualified team committed to Courage, Collaboration, Innovation, and Self-Direction.

MOTTO

Educate, Equip, Excel

CCISD Instructional, Grading, and Reporting Procedures

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CCISD Instructional, Grading, and Reporting Procedures

CCISD Curriculum and Instruction K-12

State and Local Curriculum

State Curriculum

Curriculum content is prescribed by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS). Local instructional plans are based upon this State curriculum frameworks and state recommended program standards. Curriculum content is not prescribed in detail by the Texas Education Agency, but provides a framework to draw upon for the development of local curriculum.

Local Curriculum (Policy EG Local)

The District shall determine instructional objectives that relate to the TEKS for grade level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses. Curriculum consists of the defined scope and sequence of instruction, the instructional objectives for student mastery, the materials used (including textbooks and technology resources), the instructional strategies designed to promote student learning, and the assessment practices used to evaluate that learning.

Each elementary school maintains a balanced curriculum. Curriculum offerings include Language Arts (reading, literature, oral language, composition writing, handwriting, spelling), Science, Mathematics, Social Studies, Art, Music), Physical Education/Wellness, Theater Arts, Technology Applications, and if desired, Languages Other Than English (LOTE).

Each secondary school maintains a balanced curriculum including English Language Arts, Reading, Science, Mathematics, Social Studies, Fine Arts, Health/Fitness, Technology Applications, Physical Education/Wellness, Languages Other Than English (LOTE), and Career and Technology Education (CTE).

CCISD Curriculum Guides (Policy EG Local)

The District has the responsibility for developing a curriculum map to align curricula PK-12 districtwide and a timeline of critical objectives for each nine weeks in each subject. Additionally, the District is responsible for regularly reviewing and revising curriculum to reflect real-world needs, depth and complexity, rigor and relevance, and to meet the needs of all students.

All Clear Creek Independent School District curriculum guides are correlated to the TEKS to ensure coverage of the essential skills and concepts of each course. District curriculum guides have been written to facilitate classroom instruction.

CCISD Curriculum Guides have been developed by professional teachers in coordination with the CCISD Department of Instruction curriculum coordinators. These guides have been developed for each course or subject and are updated as needed. The development, alignment, revision, and review of District curriculum is carried out under the direction of curriculum coordinators with a team of teachers. Directions for the implementation of the curricula are outlined in District curriculum documents.

Scope and Sequence of Instruction (Policy EG Local)

The scope of the objectives under the curriculum documents reflects the TEKS and cannot be waived, altered, or portions eliminated. The sequence of objectives may be altered to meet the needs of an individual class or student. Campuses or

departments desiring to alter the sequence of the curriculum document must consult with and present the desired alteration in writing to the appropriate instructional coordinator prior to seeking approval of the Campus Instructional Improvement Council (CIIC) and District Educational Improvement Council (DEIC).

Instructional Materials

State-adopted textbooks and electronic media serve as one instructional resource to meet course and curriculum objectives. In Texas, textbooks and electronic media are currently provided by the state from an approved list. District-adopted textbooks are selected through a formal committee process (19 TAC 67.107). Requests to select alternate textbooks or systems must be based upon analysis of alternate resources and student performance data; and must follow the applicable textbook waiver process. Locally-purchased instructional materials are selected by the District, campus or individual teachers to meet the needs of students.

On-line Instructional Materials and Resources

Instructional Materials and resources available for use in CCISD, both state-adopted and locally-purchased, may be made available to students only in an on-line format. These materials are considered to be an integral part of the instructional programs and may not have access denied through the waiver on the Parent Acknowledgement Form (see Student/Parent Handbook).

Instructional Practices

Instructional strategies and practices to ensure student success are based upon campus and teacher analysis of student needs, effective teaching practices, student learning styles, and demonstrated success through the assessment process.

Student academic achievement shall be based on the degree of mastery of the District's instructional objectives as outlined in the curriculum guides for each subject. The objectives reflect the Texas Education Agency TEKS and address the skills and concepts needed for successful performance in the current grade and in the next grade.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated TEKS. The student's mastery level shall be a major factor in determining the grade for a subject or course. (Administration Regulation - EIA Local)

Achievement grades should be fairly determined from a wide variety of information, which could include student performance on daily assignments/homework, tests, and/or special projects. The information used in grading should be appropriate to the grade level and subject being considered. Prior to instruction, students should be informed of the class or course expectations, and the teacher must be prepared to document and explain how grades are determined.

All CCISD curriculum objectives are available on-line on the District website www.ccisd.net under the parents section.

Academic Achievement: Retention and Promotion

Curriculum Mastery

Promotion, grade-level advancement, and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. [See *District Policy* EHBC]

Standards For Mastery

Mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, six-week, nine-week, and final exams, or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Grade 2

To be promoted from grade 1 to grade 2, a student shall demonstrate proficiency in language arts and mathematics.

Grade 3

To be promoted from grade 2 to grade 3, a student shall have an overall grade average of 70 or better on a scale of 100 in the subjects of language arts composite (the average of language arts and reading) and mathematics.

Grades 4-6

To be promoted to grades 4-6, a student shall have a grade average of 70 or better on a scale of 100 in the subjects of language arts composite (the average of language arts and reading) and mathematics, and an overall average of 70 or better in language arts composite, mathematics, science, and social studies. In addition to local standards for mastery and promotion, students in grades 3 in 2003 and every year thereafter and grade 5 in 2005 and every year thereafter must meet the passing standard established by the State Board on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade.

Grade 7

To be promoted from grade 6 to grade 7, a student shall have a grade average of 70 or better on a scale of 100 in each of the subjects of language arts composite (the average of language arts and reading), mathematics, science, and social studies.

Grade 8

To be promoted from grade 7 to grade 8, a student shall have passed at least six full-year courses including language arts composite (the average of language arts and reading), mathematics, science, and social studies with an average in each course of 70 or better on a scale of 100. Two semester electives shall equal one full-year course.

Grade 9

To be promoted from grade 8 to grade 9, a student shall have passed at least six full-year courses including language arts, mathematics, science, and social studies with an average in each course of 70 or better on a scale of 100. Two semester electives shall equal one full-year course. In addition to local standards for mastery and promotion students in grade 8, beginning in 2008, must meet the passing standard established by the State Board on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade.

Grades 10-12

Mastery of at least 70 percent of the objectives on District-approved tests shall be required. Grade-level advancement for students in grades 10-12 shall be earned by course credits. Changes in grade-level classification shall be made at the beginning of the fall semester. [See *District Policy* EIE]

Official Grade Reports

Progress Reports (Policy EIA Local)

The purpose of the Progress Report is to inform students, parents/guardians, and campus administrators regarding progress in a subject, in conduct, or in both. The Progress Report reflects both satisfactory and unsatisfactory student progress.

1. All elementary students will receive a Progress Report at the mid-point of the nine-week period (4 ½ weeks).
2. All secondary students will receive a Progress Reports at the end of the third and sixth week of a nine-week grading period.
3. It is the student's responsibility to deliver the Progress Report to the parent/guardian.
4. The progress report is to be signed by the parent and returned to the teacher/school.
5. It is imperative that parents be contacted at any time the student is in danger of failing or if there is a significant drop in grades. It is strongly suggested that parents/guardians be contacted at a time it becomes apparent that failure is possible or if a student's grade drops by 10 or more percentage points.
6. If a student's grade falls below 70 after the sixth week of a nine-week grading period, every effort will be made to contact the parent/guardian by phone or in writing.
7. Telephone or electronic contact with parents/guardians should be made when a Progress Report is not returned with parent/guardian signature or when more immediate notification of possible failure is required. Teachers should maintain a telephone or electronic log of contacts and attempted contacts with parents/guardians.

Report Cards (Policy EIA Local)

The Report Card is a communication tool for parents/guardians and students. Report Cards provide information regarding academic progress, student conduct, and absences.

1. Report Cards are computer generated.
2. Report Cards are issued once at the end of each nine-weeks grading period.
3. It is the student's responsibility to deliver the Report Card to the parent/guardian (secondary Report Cards are mailed for the fourth nine-weeks).
4. Report Cards require a parent/guardian signature indicating they have seen the Report Card.

Online Records—TEAMS Gradebook

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

Academic Grading Scales

Pre-Kindergarten

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

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

- IA** – Independently Applies Learning
- SD** – Steadily Developing
- NS** – Needs Support

Kindergarten and First Grade

The Kindergarten Report Card and First Grade Report Card are designed to assist teachers in evaluating the ongoing growth and development of students.

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

- IA** – Independently Applies Learning
- SD** – Steadily Developing
- NS** – Needs Support

Grades 2-5

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

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

Numeric Average	Letter Grade	Description
90-100	A	Excellent Progress
80-89	B	Good Progress
75-79	C	Average Progress
70-74	D	Poor Progress
69 and below	F	Not Satisfactory

The following symbols are used to indicate a student's progress in Technology Applications, Music, Art, Theater Arts, and Wellness:

- IA** – Independently Applies Learning
- SD** – Steadily Developing
- NS** – Needs Support

Grades 6-12

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

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

Numeric Average	Letter Grade	Description
90-100	A	Excellent Progress
80-89	B	Good Progress
75-79	C	Average Progress
70-74	D	Poor Progress
69 and below	F	Failure

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

Conduct Grading Scale (K-12)

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

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

CCISD District-Developed Assessments (Policy EK Local)

The purpose of District-developed Assessments is to ensure the complete alignment of the written, taught, and tested curriculum in order to drive instruction and to continuously improve the academic progress of all students. Assessments aligned to the curriculum are **Curriculum-Based Assessments (CBA)**.

The CCISD Department of Instruction will develop the District assessments using a TEKS-aligned bank of items that have been reviewed for quality. The types of District-developed assessments include:

- **District-Developed Benchmark Test**
- **District-Developed Nine-Week Test (CBA)**
- **District-Developed Semester/Final Exam (CBA)**

District-Developed Benchmark Tests

Student Performance Prediction of Statewide Assessment

1. Covers the TEKS addressed on a specific TAKS test
2. Is administered about 6 weeks before TAKS
3. Recorded as gradebook entry in the nine weeks administered
 - a. Daily grade at elementary level
 - b. Major test grade at secondary level
 - c. Assesses all TAKS objectives; items not addressed in the scope and sequence are removed for the purpose of recorded calculating student grade

District-Developed Nine-Week Tests (CBA)

Student Performance of the Mastery of the Prescribed Curriculum Objectives for the Nine Week Period

1. Covers the TEKS addressed in the Scope and Sequence for a specified nine-week period of the course
2. Began implementation in 2005-2006
3. Administered the First and Fourth Nine Weeks for identified high school credit courses (counts as a major test grade)
4. Administered First, Second, and Fourth Nine Weeks for identified intermediate school credit courses (counts as a major test grade)
5. Nine-week Tests are not administered at the elementary level

District-Developed Semester/Final Exams (CBA)

Student Performance of the Mastery of the Prescribed Curriculum Objectives

1. Covers the TEKS addressed in the Scope and Sequence for the specified semester of high school credit course
2. Began implementation in 2005-2006
3. Administered First and Second semester for identified high school credit courses (counts as the Semester/Final Exam grade)

Academic Integrity (Policy EIA Local)

Academic Integrity is a fundamental value of teaching, learning and scholarship. CCISD has the primary responsibility for protecting and promoting the highest standards of academic integrity. Both students and faculty will thrive in an atmosphere where academic work is challenging, relevant and fair.

Academic Dishonesty

Academic Dishonesty as defined in the Clear Creek ISD Policy (EIA):

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

Behaviors defined as cheating:

- Giving or receiving information, looking on someone else's work, or allowing someone else to see one's work during an exam, test or quiz.
- Unauthorized receipt or distribution of exam, test or quiz contents, materials, or answer key.
- Use of unauthorized resources such as notes during an exam.
- Taking an exam, producing a project, paper or assignment for another student or asking someone to take an exam or produce a project, paper or assignment for an individual.
- Copying work assigned to be done independently or letting others copy one's work.

Behaviors defined as plagiarism:

- Any misrepresentation of another's work as one's own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, and other similar works.

Academic Dishonesty will result in academic and/or behavioral consequences.

1. A grade of zero will be given on the work involved, and the grade of zero will be averaged with the other grades.
2. A building principal will be notified of all incidents of academic dishonesty.
3. Other actions as determined by a building principal, which may include assignment to In-School Suspension (ISS)

Elementary (K-5) Grading and Reporting Procedures

Grading Roles and Responsibilities

Student

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

Parent/Guardian

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

Teacher

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

Teacher Records/Gradebook

The grading record should be a teacher's record and/or file of evidence to support grades reported on the report card. Grades should be logical, justifiable, and sufficient in number to assure that the report card grade is an accurate measure of the student's progress and achievement.

Grades should reflect a balance of objectives covered. The teacher's grade record is a part of the official documentation portraying mastery of TEKS and District objectives. If possible, a description of the learning task should be included in this documentation. These records should be accurately maintained and teachers should be aware that many times grades will need to be justified.

Gradebooks for prekindergarten, kindergarten and first grade may consist of checklists, anecdotal records, or individual portfolios. These materials should be evaluated using the curriculum guidelines.

Return of Assignments

Teachers should review and return all graded work to students within a time frame that will benefit the student. Graded daily work should be returned on a weekly basis. Larger projects should be reviewed and returned on a timely basis. This will allow the student to identify any areas of weakness and arrange for tutorials or extra study sessions prior to assessment.

Required Tutorials

The purpose of a mandated tutorial session is to provide instruction to assist students who have not mastered the TEKS currently being taught. Tutorials also serve to provide instructional reinforcement for students needing assistance. All District students may attend tutorial sessions; however, students who have not mastered the TEKS (or are currently failing) will be given priority during scheduled tutorial times.

1. Tutorials will be offered at least twice a week before or after school for students who are not mastering the state-mandated TEKS.
2. Parents will be notified and records maintained by teachers that a student requires tutorial instruction.
3. Attendance of students will be maintained by teachers.

Lesson Plans

Elementary teachers are required to prepare weekly lesson plans to assist with planning for instruction. The purpose of lesson plans is to provide a written document, which outlines daily objectives and activities for instruction. The lesson plan should include state, district, and campus objectives, which reflect the required TEKS. Lesson plans are turned in weekly.

Parent/Guardian - Teacher Conferences

Parents shall be provided any relevant information concerning their child that will enhance their understanding of the child's ability, effort, success, or progress in the school program.

Communicating with parents is one of the most important responsibilities of teachers. Conferences provide an arena for collecting developmental and personal information from parents that may affect a child's learning. Developing rapport and encouraging parent involvement in the child's educational process; and reporting and discussing student progress with parents is an integral part of helping students be successful.

Parents have a right and a need to know whatever the school knows about the abilities, achievement, progress, and problems of their children in schools. The school has an obligation to communicate such information in an understandable and usable form.

A combination of report cards, progress reports and parent conferences is used to inform parents of their child's progress in school.

Teachers at all grade levels shall inform parents when a student's academic progress becomes unsatisfactory.

Grade Level Expectations Overview

Teachers will provide an overview of the grade level expectations at the beginning of the school year.

Types of Assessments

General

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

Students' work may be evaluated for more than one subject area as appropriate.

Performance-Based Courses

Performance-based courses may have assignments that differ significantly from other academic courses. Performance-based courses include courses within the Fine Arts and Physical Education departments.

In many performance-based courses, the grading and assignments must reflect the TEKS and a measure of the student's performance. In performance-based courses, a higher percentage of the grade may come from participation.

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

Major Assessments

Tests and Examinations

Examinations serve to evaluate mastery of TEKS, concepts, understandings and District objectives. They provide opportunities to demonstrate certain knowledge or skill. Types of examination include:

- end of unit tests
- end of chapter tests

Performance Assessments

Performance assessments are measures of a student's progress toward mastery of TEKS and District curriculum objectives. There are many forms of assessment that may or may not be utilized by individual teachers. Types of performance assessments include:

- classroom participation
- classroom discussions
- oral responses
- written responses
- experiments
- teacher observation
- research project
- checklists of skills
- portfolios
- enrichment
- group work/projects
- chapter/unit tests

Compositions

In writing, compositions are formal writing assignments. Compositions often take a longer time to complete and are graded for many components. The evaluation of the writing process is the major determinant of the average.

Daily Grades

Daily Work

Class work is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process.

Homework

Homework is work that is assigned to be completed at home and is an extension of the assignment or concepts that were covered through guided practice in class . No new concepts should be included in homework.

Homework is an effective tool in developing responsibility, study habits, and skills. It is an extension of the learning process and involves the home in the child's curriculum. It should be purposeful, related to classroom experiences, and be age and grade appropriate. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully.

1. Homework is not to be assigned on weekends or before holidays with the exception of previously scheduled special reports and/or projects.
2. Homework may be assigned not to exceed:

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

Because students work at different paces, it may take some students more or less time to complete assignments. Teachers must use discretion about the amount of work given, so that homework does not consistently exceed these time limits.

Grades K-1 – Homework Guidelines

- Homework should be a review or reinforcement of skills already covered in the classroom. It should not be new information for the student.
- Each student is expected to read, or be read to, 15 minutes each school night in addition to assigned homework.
- Homework is not counted as a class grade.

Grades 2-5 – Homework Guidelines

- Grades reported as homework grades are constituted of work assigned to be completed at home.
- Homework should be a review or reinforcement of skills already covered in the classroom. It should not be new information for the student.
- Students are expected to complete all homework assignments.
- Each student is expected to read, or be read to, at least 20 minutes each school night in addition to assigned homework.
- The total homework should never exceed one hour.
- If two or more teachers are working with a student, the homework should be coordinated to adhere to the one-hour time frame limit.

Grading Homework

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. Graded assignments should be returned to the student in a timely manner.

Extra Credit Points

Teachers may assign extra points to any assignment; however, no “additional” assignments are given solely as extra credit. The instructional process at the elementary level stresses multiple opportunities for student success.

Calculating Nine Weeks Averages

Weight of Grades (Grades 2-5)

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

Reading, Mathematics, Science, Social Studies

2. The following percentages and assignment types will be used:

Daily Grades	75%
Major/Assessments	20%
Homework	5%

Writing

3. The following percentages and assignment types will be used:

Conventions Embedded Within Student Writing – 2 grades per nine weeks	25%
Quality of Composition – 2 grades per nine weeks	25%
Application of Composing & Revising Strategies – 2 grades per nine weeks	25%
Participation – 2 grades per nine weeks	25%

Maximum Weight of a Grade

When calculating a nine-week average, no single assignment/assessment grade may count more than 20% of the total average regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%.

Minimum Number of Grades

A minimum of **nine** grades should be given in each core academic area (Reading, Mathematics, Science, and Social Studies) during each nine-week grading period. For Writing, a minimum of two Compositions during each grading period will be given. Teachers are encouraged to have a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.

Maximum/Minimum Grade Reported

When an elementary student receives a grade below 50, the actual grade will be recorded in the gradebook and averaged with rest of the grades. A 50 will be the lowest grade recorded on the Grade 2-5 Report Card.

Assignment Format

Teachers may deduct no more than 5 percent on a paper for an incomplete heading.

Transfer Grades

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

Reteach and Reassess for Mastery

Mastery of Texas Essential Knowledge and Skills

Clear Creek Independent School district has provided a well-balanced curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

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

1. Teachers will monitor and identify students who need reteaching.
2. Teachers will provide reteaching as necessary.
3. Students will be reevaluated after reteaching has occurred. Reevaluation may include, but is not limited to, oral examination, special assignments or a formal test.
4. A grade of 70 shall be the highest grade recorded on reevaluation to designate the student's mastery of the TEKS. Example: If the reassessment grade is 95 out of 100, a grade of 70 would be recorded. If the first assessment and the reassessment are both below 70, the higher of the two grades will be recorded.

Acceleration (Intervention)

Acceleration (Intervention) is an integral part of the elementary instructional program and is an ongoing process. Frequent evaluation, both formal and informal, will determine the need for acceleration.

- Provides frequent reinforcement and review so that a student does not “get too far behind”
- Occurs at the time the need is identified
- Allows the student to progress systematically through content without experiencing extended, frustrating periods of nonachievement
- Offers a variation in instructional approach – uses a new technique, strategies, materials, opportunity for review, and practice
- Includes, but is not limited to, targeted small-group instruction, tutorials, and summer school

Late Work

Late work penalties are ten points deducted each day for the first three days that work is late. A zero is recorded after the third day.

Days Late	Percent of Grade Received by Student	Example(s)
1 Day	90%	100 records as 90 (100 x 0.10 = 10 points off)
2 Days	80%	100 records as 80 (100 x 0.20 = 20 points off)
3 or more Days	0%	No credit given—grade of zero (0)

Make Up Work

Students shall be permitted to make up assignments and tests following any absence.

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

1. A student will be given as many days as he/she was absent to make up tests and other missed assignments.
2. If a student does not complete the work assigned after the allotted number of days has passed, the actual grade will be recorded in the grade book.
3. Teachers are not required to provide assignments prior to an absence, unless the absence has been approved by the building principal with two weeks advanced notice.
4. Students should not be required, on the day of returning to school; to take a quiz or test that was announced during the student's absence.

Secondary (6-12) Grading and Reporting Procedures

Grading Roles and Responsibilities

Student

1. Complete assigned work on time and return it to the teacher.
2. Plan to schedule work on long-term assignments so assignments will be completed on time.
3. Initiate communication with the teacher when the student does not understand the assignment or if he/she is experiencing difficulty.
4. Complete all assignments within the time limits given by the teacher or be subject to appropriate late work guidelines.
5. Evaluate their own work for accuracy and seek clarification as needed from the teacher.
6. Maintain academic integrity and honesty. Academic dishonesty may result in behavioral and academic consequences (see **Academic Dishonesty**).
7. Students participating in extracurricular activities have grade eligibility requirements for participation. (See Appendix: Extracurricular Activities and UIL Eligibility)

Parent/Guardian

1. Establish a specific time, place and manner for homework to be completed.
2. Provide the supplies and materials necessary to complete homework.
3. Monitor as needed, but do not do homework for the student.
4. Assist student in planning a time schedule for long-term assignments.
5. Initiate communication with the teacher when concerns arise.

Campus

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

Department

1. Teachers within a department will confer in the development of lesson plans.
2. Departmental nine week tests will be developed if a district-developed test is not administered.
3. Departmental teachers will coordinate the sharing of instructional resources.

Teacher

1. Teachers are required to provide the daily lesson objectives and activities for each class. If given verbally, they should also be written out so as to provide visual information. Any homework assignment should be written on the board to be copied by students or parents/guardians if necessary.
2. Only teachers will record grades for assignments.
3. Peer grading is allowable.
4. All records of grades and assessments become a part of the confidential record for the assessment of student performance.
5. Teachers will inform students of content covered on all major assessments.
6. Per Policy EIA (Local), teachers shall not increase or decrease a classroom grade for participation or lack of participation in any extracurricular activity.
7. Teachers must follow the CCISD Grading and Reporting Procedures and ask for clarification from campus administration or department chairs as needed.
8. Teachers will provide students with a rubric for long-term projects/alternative assessments.

Teacher Records/Gradebook

Grade records are an important record-keeping tool and should be accurately maintained. Teachers should be aware that many times grades will need to be verified; therefore, accurate record keeping is essential. All teachers will maintain the District-provided electronic gradebook.

1. Grades recorded in a gradebook are documentation of a student's progress and of mastery of the TEKS and curriculum objectives.
2. Grades recorded in a gradebook represent a confidential record for assessment of student performance.
3. The set of grades indicated in the gradebook shall be the complete set from which the student's average is determined.
4. The electronic gradebook must adhere to the calculations outlined in the CCISD Grading and Reporting Procedures.
5. Only the teacher of record (or principal designee) will enter grades in the gradebook.
6. Teachers will update electronic Gradebooks on a weekly basis.

Return of Assignments

Teachers should review and return all graded work to students within a time frame that will benefit the student. Daily work should be returned within two to four scheduled class days. Larger projects should be reviewed and returned on a timely basis (within one week if feasible). This will allow the student to identify any areas of weakness and arrange for tutorials or extra study sessions prior to assessment.

Required Tutorials

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

1. Each teacher must offer at least two (2) tutorial sessions per week for the purpose of providing assistance to students.
2. Day and time of scheduled tutorials will be set by each campus. Some campuses may have mandatory tutorials within the school day.
3. Attendance at tutorials is voluntary and is not limited to those students having academic difficulty.

4. Teachers must be available to students during scheduled tutorial time.
5. It is recommended that the teacher keep a log of students attending tutorials.

Lesson Plans

The purpose of a lesson plan is to provide a written document outlining daily objectives and activities for instruction. The lesson plan may include state, district, and campus objectives reflecting required TEKS.

1. All secondary teachers are required to prepare weekly lesson plans to assist with planning for instruction.
2. Lesson plans should be turned in on a scheduled basis. This schedule will be established in each building. A districtwide form is provided; however, individual campuses may create their own form.

Parent/Guardian-Teacher Conferences

1. A teacher will schedule one or more conference(s) with the parent(s)/guardian(s) of a student if the student is not maintaining passing grades, is not achieving the expected level of performance, is presenting some problem to the teacher, or in any other case that the teacher considers necessary. This conference may be requested by indicating so on the three-week Progress Report. Such conferences may be handled by telephone or in person.
2. The State and District require each school to notify parents/guardians of the need for a conference at the nine weeks grading period if the grade is below the level required for course credit or grade level advancement.

See Appendix: Effective Communication with Parents/Guardians

Course Syllabus

All secondary teachers are required to prepare, post, and distribute a course syllabus for students during the first two weeks of the course and/or semester. The purpose of the course syllabus is to provide information, guidelines, and an overview of a teacher's requirements for successful completion of a course. The syllabus may be defined as the scope and sequence of a course's major projects and themes. It may be prepared by semester or full-year requirements. The syllabus is designed to give students and parents/guardians an overview of the course's major themes and approximate dates of major course projects, exams, or papers. Each teacher may develop his/her own format of a course syllabus, but the following elements must be included:

- Teacher name
- Course title
- Conference time
- School/Teacher phone
- Outline or scope and sequence of major course units, themes, or projects
- Approximate timeline and due dates of long term projects
- General method of assessment and grade calculation in compliance with CCISD Grading and Reporting Procedures
- Average amount of homework
- Assigned reading/literary works

Awarding Class Credit

Mastery of Objectives

1. Student academic achievement shall be based upon the degree of mastery of the District's objectives which reflect the Texas Essential Knowledge and Skills (TEKS).
2. In order to be awarded a grade of "70" in a course or subject, a student must demonstrate 70% mastery of the District's objectives in any recording period.

Required Attendance

In accordance with State law, the student must have ninety percent (90%) attendance in the class during the semester.

Students may have two college visits in their Junior year and two in their Senior year, with two week prior approval of their grade level assistant principal and a letter from the college or university verifying the visit. These absences for approved college visits do not affect exemption for final exams.

Credit Recovery Course Grading and Credit

Students enrolled in high school credit courses via the Credit Recovery program are subject to special grading procedures outlined in the Credit Recovery Procedures Manual. Credit Recovery delivers instruction and assessments in a unique environment requiring specialized procedures.

Types of Assessments

General

Student mastery of course objectives may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have as their source written paper work. Nor is it always necessary to receive a grade for every paper produced. 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 practice and/or independent practice.

In grading a group project, members of a group should not be penalized for an individual's non-participation. Conversely, a student who does not fully participate, but participates to a limited degree, will receive a grade reflective of his/her participation.

Performance assessments are measures of a student's progress toward mastery of course objectives or content. There are many forms of assessment that may or may not be utilized by individual teachers. Types of performance assessments include:

- classroom participation
- classroom discussions
- oral responses
- written responses
- homework assignments
- experiments
- teacher observation
- research project
- checklists of skills
- portfolios
- enrichment
- group work/projects
- independent or group reading

Performance-Based Courses

Performance-based courses may have assignments that differ significantly from other academic courses. Performance-based courses include courses within the following departments: Career and Technology Education (CTE), Fine Arts, Physical Education and Athletics.

In many performance-based courses, the grading and assignments must reflect the TEKS and a measure of the student's performance. In performance-based courses, a higher percentage of the grade may come from participation.

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

Major Grades

Tests/Examinations

Tests and examinations measure performance based on the TEKS or content. They serve to evaluate mastery of the TEKS, concepts, understandings, and District objectives, and provide opportunities to demonstrate certain knowledge or skills.

1. Test/Examinations are assessments designed to measure a student's successful attainment of the TEKS as expressed in the CCISD curriculum guides.
2. Major examinations or tests are chapter, unit, concept, or cumulative (weekly, three, six, or nine weeks) assessments.
3. Major tests must be scheduled and announced in advance.

4. Major tests are intended to take more than half of the class period to complete.

Nine-Week Tests and/or Assessments

1. Nine-week tests are administered in all core content classes. These tests may be district-developed or department-developed. Each core content Coordinator will communicate to teachers which type of assessment will be used.
2. Nine-week assessments are administered in all non-core content classes.
3. Nine-week assessments may not be substituted with previous assignments or an average of past performance assessments.

Alternative Assessments

1. Alternative assessments will reflect real-world tasks and relate to instructional objectives.
2. This type of assessment often requires analyzing a task, developing a plan of action, gathering information, selecting the relevant information, and presenting appropriate information.
3. The method of presentation/product should be designed by the teacher based on the subject area and content objectives.
4. Alternative assessments may be substituted for major tests.
5. Teachers will provide students with a rubric for long-term projects/alternative assessments.

Special Projects/Term Papers

1. 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.
2. Teachers may assign term papers or projects to an individual or to a group of students as determined by the teacher.
3. A rubric must be provided to the student prior to beginning the project/paper.
4. Term papers or projects assigned over a lengthy period and included on the course syllabus, are due on or before the due date. Students who are absent on the due date, including school business, must meet the deadline. Any exceptions for late term projects must be approved by the principal or principal's designee after meeting with the classroom teacher.
5. The special due date clause for term papers and long-term projects applies only to assignments included on the course syllabus. Long-term projects may be assigned at any time by the teachers, but the special due date clause will not apply.
6. Penalty for late projects will be the same as for all other late work. The teacher will accept all late papers/projects turned in up to two weeks after the due date for feedback purposes only. After two weeks, the teacher is under no obligation to read or comment upon late papers/projects.

Daily Grades

Daily Work

Classwork is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process.

There could be occasions where classwork becomes homework.

Homework

Homework and classwork provide opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework and classwork should be considered extended learning opportunities for students to show mastery of concepts taught. Homework and classwork should never be assigned as punishment. Each teacher will prepare a syllabus that states the average amount of homework given weekly. Teachers will also be aware and considerate of other courses that require homework.

Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their child's educational program.

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

New concepts, which are introduced through homework, should only be evaluated on effort.

Grading Homework

1. Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate. Graded assignments should be returned to the student in a timely manner.
2. Peer grading is allowable.

Quizzes

Quizzes are short assessments, intended to take no more than 20 minutes to complete, and designed to evaluate a student's level of understanding and progress towards instructional objectives. Quizzes do not have to be scheduled in advance.

Semester/Final Exam (High School Credit Courses)

1. Semester/Final Exams are administered in all high school credit courses at the end of the fall and spring semester.
2. Juniors and seniors may be exempt from spring Semester/Final Exams (see High School Exam Exemption Criteria).
3. Semester/Final Exams must be representative of the work of the entire semester.
4. Any exceptions to this policy for the administration of Semester/Final Exams must be made at the department level with principal approval.
5. A student in grades 9-12, enrolled in an Advanced Placement course, passing that course, and taking the designated College Board Advanced Placement Exam for that course, will be exempt from taking the regularly scheduled semester/final exam for that AP course. The student may opt to take the course Semester/Final Exam in addition to taking the College Board Advanced Placement Exam.

Extra Credit

1. All extra credit is to be academic.
2. The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS.
3. Extra credit may be offered at the discretion of the teacher.
4. If extra credit is offered, it must be offered to all students in the class.
5. Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
6. Extra credit awarded will not account for more than 5% of the nine-week average.

Calculation of Nine-Week Average

See Appendix: **CCISD Secondary Grading System Planning Sheet**

Weight of Grades

1. All nine-week averages shall be calculated on a percentage system for each type (category) of assignment.

Major Grades

2. Major Grades will comprise 40% to 60% of the nine-week average in all intermediate school credit courses and high school credit courses.
3. Major Grades include: Alternative Assessments, Examinations/Tests, Projects, Term Papers, Benchmarks, Nine-Week Tests, and other similar assignments
4. Nine-week tests/assessments (department or district-developed) will be given at the end of the first and third nine weeks in high school credit courses, and at the end of each nine weeks in intermediate school credit courses. These tests/assessments will count the same as all other class tests/assessments.
5. Any Benchmark test administered in a course will be counted as a major grade and will be counted between 5-10%. The grade may be adjusted for objectives not covered in the Scope and Sequence.
6. For students in a Career and Technology Education (CTE) program requiring employment, 25% to 50% of the nine-week average may reflect employer evaluation.

Daily Grades

7. Daily Grades will comprise 35% to 55% of the nine-week average in all intermediate school credit courses and high school credit courses.
8. Daily Grades include: Class Work, Homework, Notebooks, Quizzes and other similar assignments

Reading/Writing Across the Curriculum

9. All high school credit and intermediate credit courses will administer one or more reading/writing assignments in Reading comprising 5% of the nine-week average. Informational literacy is a critical component of academic success. Current research indicates that focusing reading assignments across the content areas improves student's skills in navigating effectively through nonfiction works (textbooks, primary sources, math problems, etc.). All teachers are responsible for helping students master the content of a particular course and for making content-specific reading a more meaningful, valuable, and enduring learning experience.

Maximum Weight of a Grade

10. When calculating a nine-week average, no single assignment/assessment grade may count more than 20% of the total average regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%.

Extra Credit

Extra credit will not comprise more than 5% of the total nine-week grade. Extra credit is offered at the discretion of the teacher. (see **Types of Assignments – Extra Credit**)

Minimum Number of Grades

1. Teachers are encouraged to provide a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.
2. Teachers are required to take a minimum of one grade per week beginning the first full week of school.
3. In addition, teachers must take a minimum of three (3) Major Grades per nine-week grading period (this includes the nine-week test/assessment).

Minimum/Maximum Grade Reported

The teacher will record a 50 on the Report Card for any grade earned that is less than a 50 for the first grading period of each semester for high school credit courses, and for each nine-week grading period for intermediate school credit courses. Should a student withdraw from a Dual Credit course, the campus will accept the withdrawal grade and place the student in the comparable high school course.

The actual grade received on any assignment and for the nine-week average will be recorded in the teacher gradebook.

The actual grade earned on any assignment may exceed 100%; however, the calculated average on a Progress Report and/or Report Card may not exceed 100%.

Assignment Format

The header, footer, or cover sheet format for any assignment may comprise no more than 3% of the grade on the assignment unless the sole objective for the assignment is format. Teachers may deduct no more than 3% of the assignment point value for format.

Incomplete Grades

A student receiving an incomplete and/or a zero for a missed Semester/Final Exam has two (2) weeks to convert the incomplete grade to an earned grade.

In unusual cases, where the student has missed a large quantity of work, the time may be extended.

In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work (UIL Required).

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

Students will demonstrate mastery of course content through district/campus developed assessment over previously taught content.

Teachers may assign additional assignments that are relevant in preparing students for the assessment.

Schedule Changes

Schedule changes can have a significant impact on the calculation of the nine-week average.

Schedule changes will be considered during the first 5 class days for the following reasons only:

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

Course Level Changes: Course level changes will be considered only at the end of the first six weeks grading period for each course. To be considered for a transfer from an Enriched, Advanced Academic, PreAP, or AP course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, and by conferencing with his/her teacher. The parent must conference with the teacher before a course level change will be considered. If these conditions are met and the student is earning less than a grade of 75, that student will be considered for a change. Space availability in the receiving course will be a consideration for a course level change.

Emergency Situations: Students who miss a significant amount of school for unavoidable emergency reasons may request consideration to drop a class with no academic repercussions through the Admission, Review, and Dismissal (ARD) process. The course will be used on the Advanced Academic Record (AAR) with a W/P or W/F as appropriate.

Calculation of Semester Average

All secondary courses will calculate and report a semester average. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%. Grades recorded in a gradebook represent a confidential record for assessment of student performance.

Intermediate School Credit Courses

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

1st Nine-Week Average	50%
2nd Nine-Week Average	50%

High School Credit Courses

The semester average is determined using the nine-week averages and the Semester/Final Exam.

1st Nine-Week Average	40%
2nd Nine-Week Average	40%
Semester/Final Exam	20%

When a student is exempt from the Semester/Final Exam, the semester average will be the average of the nine-week grading periods.

1st Nine-Week Average	50%
2nd Nine-Week Average	50%

Calculation of Year-long Average

Intermediate School Credit Course

Intermediate school credit courses that are a full year in length will calculate a year-long average. This year-long average (with required attendance) will determine credit for retention and promotion. The average will be determined using the nine-week averages (not the semester averages).

1st Nine-Week Average	25%
2nd Nine-Week Average	25%
3rd Nine-Week Average	25%
4th Nine-Week Average	25%

Semester Averaging-High School Course Work

Students in high school credit courses receive separate and independent grades for each semester for a year-long course. However, semesters will be averaged to calculate an overall yearly average for course credit under the following criteria:

- State of Texas TEKS-based high school courses from the Fall and Spring semester of the same academic year apply
- Summer School and alternative delivery (e.g. computer assisted, on-line, Credit Recovery correspondence, etc.) may not be considered for semester grade averaging
- a minimum of 60% for any semester grade recorded
- the attendance requirements or a waiver must be met

Petition to be exempt from semester averaging must be made within one week of the notification of a failed semester.

Grade Points

Clear Creek ISD Courses

Grade Points are distributed as follows for Freshmen entering high school between August of 2004 and 2006 at high schools with a 7 or 8 period class schedule:

Grade	Numerical Value & Meaning		Level 1 (Adv Acad, PreAP/AP/GT)	Level 2 (General)	Level 3 (Mod Curr Sp Ed)
A	90-100	Excellent	5 1/3	4	3
B	80-89	Good	4 1/3	3	2
C	75-79	Fair	3 1/3	2	1 (*1.5)
D	70-74	Passing	1 (*2 1/3)	1 (*1.5)	1
F	Below 70	Failing	0	0	0

**** Effective August 2007:***

A grade point adjustment for students earning 70-74 in Level 1 and Level 2 classes and 75-79 in Level 3 classes. This adjustment is a reflection of more rigorous course work.

For freshmen entering high school in August of 2007, and thereafter, at high schools with a traditional 7 or 8 period class schedule:

ACTUAL GRADE	GRADE POINTS		
	Level 1	Level 2	Level 3
100	6.0	5.0	4.0
99	5.9	4.9	3.9
98	5.8	4.8	3.8
97	5.7	4.7	3.7
96	5.6	4.6	3.6
95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6
85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3
82	4.2	3.2	2.2
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.2	2.2	1.2
71	3.1	2.1	1.1
70	3.0	2.0	1.0
Below 70	0	0	0

Transcript Recording from Non-CCISD Schools (For Administrative Office Use Only)

For semester transfer grades the following letter grade conversion table will be implemented.

A+	99
A	95
A-	92
B+	89
B	85
B-	82
C+	79
C	77
C-	75
D+	74
D	72
D-	70
F	65

Reteach and Retest/Reassess for Mastery

Mastery of Texas Essential Knowledge and Skill

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

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

Required Reteach

1. If 25% (50% for AP courses) or more of the students in a single preparation per teacher do not demonstrate mastery of the TEKS on a classroom test, the teacher will provide the opportunity for reteaching and retesting. These opportunities will be provided during class time using different methods of instruction. (Nine-week Tests, Benchmark Tests, and Semester/Final Exams are excluded).
2. Students with three or more zeros on assignments over the assessed material may be excluded from the calculation of the 25% (50% for AP). Extenuating circumstances may be taken into consideration.

Required Retest/Reassess for Mastery

3. The 25% (50% for AP) or more of the students who do not demonstrate mastery are re-evaluated after they are retaught or after activities are provided. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections or a formal test.

4. A student must score at least 70% on the re-evaluation to demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS). A grade of 70 is the maximum that can be earned on the re-evaluation and is recorded to designate that mastery. If a student fails to demonstrate mastery on the re-evaluation of the TEKS, the higher of the two grades is recorded.

Other Opportunities for Reteach and Retest/Reassess

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

Late Work

1. Late work is graded in the same manner in all classes at the intermediate and high school levels.

Hard copy Submission

Secondary students are expected to submit all assignments by the date and time established by the classroom teacher. For assignments that are received after the date and time established by the classroom teacher, the following will apply: Students will receive 75% of the original grade for assignments that are received up to two class days following the established date. Late work received on the third class day will receive no credit (zero).

Electronic Submission

Assignments that are required to be submitted electronically through e4 (Blackboard system), must be received no later than the date and class period time established by the classroom teacher. Any grade penalties for late work that was submitted electronically will be determined by the individual classroom teacher.

2. Chronic abuse, more than three late assignments during any one nine-weeks grading period, may result in additional consequences.
3. Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student is to inform the teacher of any such circumstances that prevented the completion of the homework. Teachers may grant exceptions to this policy, as necessary.
4. Long-term projects and term papers that are included on the syllabus at the beginning of the Fall and/or Spring semester are due on the announced due date. The student who is absent for any reason on the due date, including school business, must meet the deadline. The teacher will accept all late papers/projects turned in up to two weeks after the due date for the purpose of providing feedback, but a grade of zero will be assigned.

Makeup Work

In order to provide the total assessment "picture" of a student's academic progress for a course, any student missing classroom instruction should be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study.

Makeup Work Guidelines

1. Makeup work is available to all students. Students are responsible for asking teachers for the makeup work upon returning to class. Students shall receive credit for satisfactory makeup work after an absence, but may receive a zero for any test not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines.
2. Exceptions may be granted by the Administration in extenuating circumstances.
3. The number of classes allowed for makeup work to be completed for full credit will be equal to the number of times a class was missed.
4. A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
5. Makeup work, including tests, may be of an altered version to assess what the student has learned.
6. Teachers may assign alternate work to assure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine makeup work.

Unexcused Absence

A note signed by the parent/guardian showing the dates and reason for the absence is to be submitted within three (3) days after the student returns to class. If this note is not sent within the allocated three (3) days, the absence will be unexcused. A student with an unexcused absence may make up all work missed for full credit. However, a student found to be truant (a student who stays away from class or school without permission) will receive fifty percent (50%) of the grade achieved on the assignment.

Suspension

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

High School Exam Exemption Criteria

AP Exemption

A student in grades 9-12, enrolled in an AP course, passing that course with no more than 3 absences for the semester, and taking the designated College Board Advanced Placement Exam for that course, will be exempt from taking the regularly scheduled Semester/Final Exam for that AP course. The student may opt to take the course Semester/Final Exam in addition to taking the College Board Advanced Placement Exam.

On-line Course Exams

Courses taught through computer-assisted or on-line instruction are not eligible for Semester/Final Exams exemption.

Junior/Senior Exemption

Junior and senior students in the Clear Creek Independent School District are eligible for exemption from Spring Semester/Final Exams. The Board of Trustees must approve the exemption policy annually. Teachers determine exemptions using the criteria and guidelines listed below:

Criteria for Exemption

1. Spring semester course grade of ninety (90) or above, no more than three (3) absences, and no conduct grade lower than satisfactory (S).
or
2. Spring semester course grade of eighty (80) or above, no more than two (2) absences, and no conduct grade lower than satisfactory (S).

Guidelines for Implementation

3. All absences, with the exception of official school business, approved college visit days, death in family, and religious holy days, will count (excused and unexcused).
4. Three (3) tardies in a class during the spring semester counts as one (1) absence for exemption purposes.
5. Students may have two college visits in their Junior year and two in their Senior year, with two week prior approval of their grade level assistant principal and a letter from the college or university verifying the visit. These absences for approved college visits do not affect exemption for final exams.
6. To be eligible for exemption, a student may not have a discipline referral in the spring semester from the class of exemption. A discipline referral is any offense other than a tardy to class. The student must also be clear of all fines and detention halls. Students must not have served time in ISS or been suspended at home. A list of students who qualify for exemptions will be distributed to teachers.
7. Appeals of absences due to unusual cause that result in the loss of exemption must be submitted in writing to the campus principal for consideration for a waiver to these criteria. Decisions regarding waivers and exam exemptions may not be appealed beyond the campus principal.

Attendance for Juniors and Seniors

8. Any student exempted from Semester/Final Exams may choose to take the Semester/Final Exams to improve his/her grade.
9. Non-exempt seniors and juniors must attend every class for which an exemption is not earned.

TAKS Exemptions

Grades 9 – 10:

Freshmen and Sophomore students may be exempt from the Spring semester final examination for each core subject tested by the TAKS by meeting the standard for the corresponding TAKS test and adhering to the following grade, attendance, and discipline criteria in the Spring semester:

1. Spring semester grade of 90 or above with no more than three (3) absences, or
2. Spring semester grade of 80 or above with no more than two (2) absences, or
3. Spring semester grade of 75-79 with no more than 1 absence
4. No conduct grade lower than Satisfactory (S)
5. No discipline referrals in the Spring semester from the class of exemption (other than tardy)
6. No in-school or out-of-school suspension assignments
7. No outstanding fines or detentions

All absences with the exception of official school business, approved college visit days, death in family, and religious holy days will count (excused and unexcused).

Three (3) tardies in a specific class during the Spring semester count as one (1) absence for exemption purposes.

Students concurrently enrolled in two (2) or more courses in the same core subject area may only be exempt from the grade level course in which the TAKS test was taken.

Grade 11:

Juniors may be exempt from the Spring semester final examination for each core subject tested by the TAKS by meeting the standard for the corresponding Exit Level TAKS test and adhering to the following grade, and attendance criteria in the Spring semester:

1. Spring semester grade of 90 or above with no more than three (3) absences, or
2. Spring semester grade of 80 or above with no more than two (2) absences, or
3. Spring semester grade of 75-79 with no more than 1 absence
4. No conduct grade lower than Satisfactory (S)
5. No discipline referrals in the Spring semester from the class of exemption (other than tardy)
6. No in-school or out-of-school suspension assignments
7. No outstanding fines or detentions

All absences with the exception of official school business, approved college visit days, death in family, and religious holy days will count (excused and unexcused).

Three (3) tardies in a specific class during the Spring semester count as one (1) absence for exemption purposes.

Students concurrently enrolled in two (2) or more courses in the same core subject area may only be exempt from the grade level course in which the TAKS test was taken.

Appendix: Effective Communication with Parents/Guardians

Communicating with parents/guardians is one of the most important responsibilities of teachers. Conferences provide an arena for collecting developmental and personal information from parents/guardians that may affect a student's learning, for developing rapport and encouraging parent/guardian involvement in their student's educational process, and for reporting and discussing student progress with parents/guardians. Accurate and diagnostic reports encourage parents/guardians to participate in the education of their children, help increase mutual understanding, good will and cooperation in the home, and aid in student guidance.

In addition to sending out the regular reports, teachers should inform parents/guardians promptly when problems appear. Any time a student's grade falls below 70 in an academic subject at the nine weeks reporting time, the student and parent/guardian should be notified.

Teachers are encouraged to confer with parents/guardians as well as counselors, especially in instances where the student is experiencing difficulty.

Reports to parents/guardians serve as an instrument of student guidance. An effective report promotes better adult-child relationships because it helps the parents/guardians better understand the child.

An effective report will:

- inform parents/guardians of the progress of their student
- help students accept responsibility for their own progress
- assist parents/guardians in cooperating with the school to further the student's progress
- bring about good relations between home and school
- be meaningful to teachers, students, and parents/guardians
- encourage good human relations and eliminate antagonism, resentment, or other negative attitudes toward school or teacher
- reflect a student's strengths as well as his/her weaknesses and failures
- stimulate a desire on the part of parents/guardians and students to overcome weaknesses and to achieve greater success
- focus on an educational objective.

Parents/Guardians want to know:

- whether or not the student is doing as well as he/she can do
- how well the student is doing in terms of what the school expects for his/her chronological and mental age level and his/her grade placement
- the student's strong points on which he/she can build in the future

It should be remembered that what the student says and does when he/she arrives home from school often makes an impression upon parents/guardians that far outweighs any other report that the school might make.

Reports to parents/guardians should bring cooperation between the home and the school so that students will benefit. No matter what form of reporting is used, the information conveyed is highly personalized when it reaches the student. He/she is greatly affected by it and, unless it encourages his/her growth, it may be injurious to him/her.

2009-2010 CCISD DUAL CREDIT GUIDELINES

Students enrolled in grades 9-12 are eligible to be awarded credit toward high school graduation for completing college-level courses. This process is called Dual Credit and CCISD has agreements with College of the Mainland and San Jacinto College for Dual Credit opportunities (Policy EHDD Local). College of the Mainland and San Jacinto College have different guidelines and criteria for admission. Admission is contingent upon the student meeting these requirements.

CCISD has determined the courses for which Dual Credit is awarded. These courses provide advanced academic instruction beyond or in greater depth than the Texas Essential Knowledge and Skills (TEKS). In order to receive the high school credit portion of Dual Credit, the course grade must be at least a 70 on the college grading scale. Although a grade of 60 is considered "passing" on the college level, high school Dual Credit is not awarded. If a student earns a college grade of 69 or below, he/she must recover the high school credit if the course or credit is required for high school graduation.

The Dual Credit course, numeric grade, and high school credit earned are posted on the high school transcript. To obtain Dual Credit in year-long courses such as English IV or US History, a student must take both semesters of the equivalent college Dual Credit courses. A student may only receive full credit after completing one full year at the college level (i.e. cannot mix 0.5 high school credit and 0.5 Dual Credit). Courses taken by Dual Credit do not earn grade points and are not considered in the grade point average at the high school (Policy EIC Local). The course does have a letter grade and grade point posted on the **college** transcript.

Should the student withdraw from a one-semester college level course (i.e. Government) that is a requirement for graduation, the campus will accept the withdrawal grade and place the student in the comparable high school course. Should the student withdraw from a year-long course during the first semester (i.e. English IV or U.S. History) that is required for graduation, the campus will accept the withdrawal grade and place the student in the comparable first semester high school course. Should the student withdraw from a year-long college level course during the second semester (i.e. English IV or U.S. History), the student must recover the fall semester of the high school credit and enroll in the comparable second semester high school course.

Students must complete the process for admissions, as described in the "Steps for Dual Credit Enrollment." Once admitted, students must obtain an Endorsement Form located in the College/Counseling Center on the high school campus. Both the student and the parent/guardian must affirm this request. Endorsement forms are located in the Counseling Center on the high school campus. Both the student and the parent/guardian must affirm this request. The student must provide the college with a copy of this endorsement. The student is responsible for costs associated with taking college courses, including the purchase of the college-level text, ancillary materials, and parking (if applicable). Students enrolled in Dual Credit courses are eligible for student services, including tutoring and library access, on the respective college campus.

High school alternative schedules and college class schedules may not be compatible; therefore, juniors taking dual credit courses during the school day must enroll in six (6) college hours per semester, with the exception of online dual credit courses. U.S. History A and U.S. History B are required courses for juniors taking dual credit. Juniors and seniors participating in dual credit courses during the school day will be scheduled in appropriate periods of college courses. This allows juniors and seniors to take a three (3) hour college class on Monday and Wednesday and another three (3) hour college class on Tuesday and Thursday. Juniors and seniors involved in this program will not attend any class on Friday during scheduled college class time. **Students on a seven (7) period day must enroll in five (5) high school courses during the other five available periods in the high school schedule. No additional release periods are available for dual credit students.**

Students must be in good standing at the high school in order to be approved for dual credit courses.

Because Dual Credit courses are college level and are taught by college-employed instructors, any disputes regarding grades, course content, or other issues are to be addressed to the respective college.

I have read the guidelines for dual credit courses. My signature indicates that I agree with and will abide by the stated guidelines.

Printed Student Name

Printed Parent Name

Student Signature

Parent Signature

Date

Parent Phone

Appendix: Grades for Students Assigned to Clear Path Alternative School

Students who have been assigned to Clear Path Alternative School (CPAS) remain active in the roles and records of their home campus. The following are procedures that should be followed regarding students at CPAS.

Core-area Subjects

Students at CPAS receive direct instruction in the core curriculum areas (Language Arts, Mathematics, Science and Social Studies). Teachers within these subject areas are certified and follow the curriculum and TEKS as in any other school. These teachers record grades within *the district's electronic gradebook* and generate an average to report to the teacher at the home campus at the end of each grading period (Progress Report or Report Card). Teachers at the home campus should receive this grade and factor it in (based on percentage of time assigned to CPAS) and enter it into *their electronic gradebook*. For example, if during a nine-week grading period a student is assigned to CPAS for six weeks, the final average should be reflective of counting the work at the home campus for 33% (3 weeks) and the work at CPAS for 66% (6 weeks). If the student is assigned to CPAS the entire grading period, the grade should **not** be "adjusted" by the home campus teacher.

Elective Subjects

Students enrolled in electives are sent assignments by the home campus teacher. Students are given an opportunity to work on elective assignments **one** period each day regardless of the number of electives taken. Work is returned to the home campus teacher for evaluation and the home campus teacher is solely responsible for issuing the final grade in a fair and equitable manner.

Opportunity for Success

Texas Law and CCISD Policy ensure that a student must be provided the opportunity to be successful in school work while assigned to an alternative learning center through the end of the summer following the school year. This opportunity for success may take different forms under the law, but may include allowing the student more time to complete assignments. Just as a student has only one period a day to work on electives, students enrolled in two math or two social studies classes have only one period per day for these subjects. Teachers should remain aware of this and allow students the opportunities needed to achieve success. In some instances the issuance of an "Incomplete" may be appropriate until the student has had adequate time to complete assignments.

Appendix: Extracurricular Activities and UIL Eligibility

Grades and Extracurricular Activities

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

Clear Creek ISD Eligibility Calendar

CCISD publishes an official eligibility calendar annually. See www.ccisd.net or campus extracurricular sponsors. This calendar is strictly adhered to. Please maintain a copy for your reference.

Official Eligibility Grade Check Date

This is the established calendar date for the official grade check.

Gain/Lose Dates

Students will gain eligibility if they are passing in ALL classes or lose eligibility if they fail ANY class (excluding those identified as Honors or Advanced classes**)

Gain Only Dates

In-eligible students have the opportunity to regain eligibility if they are passing ALL classes, not just the ones they were failing (excluding those identified as Honors or Advanced classes**).

Grace Period Dates

This is the effective date that students regain or lose eligibility at the end of the school day. It is seven calendar days after the official eligibility check.

Honors Advanced Class Waivers

Clear Creek ISD values academic rigor and relevance in student course work and upholds higher standards than the UIL in regards to grade exemptions in Honors and Advanced level course work. Students will be granted a one time waiver for one nine-week grading period for one course if they fail an Honors/Advanced/PreAP/AP course with a grade of 60-69 percent. Students will only be eligible for one waiver for one course per academic year, beginning with the first nine weeks.

University Interscholastic League (UIL) Eligibility

(Refer to UIL website <http://www.utexas.edu/admin/uil/admin/side/acad.html>)

1. A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any academic class (other than an identified advanced class) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility when the principal and teachers determine that he/she has: (1) earned a passing grade (70 or above) in all academic classes, other than those that are advanced, and (2) completed the three school weeks of ineligibility.
2. All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of each nine-week grading period. Students who pass remain eligible until the end of the next grading period.
3. All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three school week evaluation periods for ineligible students.

Exemptions for No Pass No Play for Honors Courses

Check the district website at www.ccisd.net for the current list of courses approved for exemption.

Appendix: Students Protected Under Section 504

Section 504 of the Rehabilitation Act of 1973 states: “no qualified individual with disability shall, solely by reason of her or his disability, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

A qualified individual is any person who:

- has a physical or mental impairment which substantially limits one or more major life activities,
- has a record of such an impairment, or
- is regarded as having such an impairment.

A Section 504 Committee will determine appropriate accommodations to enable qualified students to receive a free and appropriate education. These accommodations may change the presentation of material, the method of student response, or the setting, timing or scheduling of instruction. Students under Section 504 must still master the TEKS of a course. It is the classroom teacher’s responsibility to ensure that the accommodations are being implemented.

In summary, students who fall under the protection of Section 504 should be graded in such a way that their disability does not affect their ability to demonstrate their knowledge of the subject matter.

Students With Dyslexia

A student with dyslexia may be eligible for protection under Section 504, Special Education services, or assistance through the campus Student Success Team. Accommodations will be determined by the appropriate committee for these students. Some students with dyslexia may not be eligible for any of these services, and regular grading policies and procedures should be followed.

Appendix: Expectations and Guidelines for All English Language Learners and Recent Immigrants

All academic and performance expectations apply equally to second language learners; however, it is imperative to recognize critical processes and features of second language acquisition including the affective, linguistic, and cognitive needs as described in section 89.1210(e) of 19 TAC Chapter 89, Subchapter BB:

- (1) Affective. Limited English proficient students shall be provided instruction using second language methods in English to introduce basic concepts of the school environment which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the students' home language and the United States.
- (2) Linguistic. Limited English proficient students shall be provided intensive instruction to develop proficiency in the comprehension, speaking, reading, and composition of the English language. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.
- (3) Cognitive. Limited English proficient students shall be provided instruction in English in mathematics, science, health, and social studies using second language methods. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

It is also imperative to modify the **instruction, pacing, and materials** to ensure that English language learners have a full opportunity to meet these expectations. The expectations apply to the second language learner at his/her level of proficiency in English. **Students who have waived the services of the Bilingual/ELL Program will be graded according to CCISD Grading and Reporting Procedures without consideration given to the student's English language proficiency level.**

Appendix: Expectations and Guidelines for All English Language Learners and Recent Immigrants

All academic and performance expectations apply equally to second language learners; however, it is imperative to recognize critical processes and features of second language acquisition including cognitive, affective, and linguistic. It is also imperative to provide appropriate instruction to enable students to meet these expectations. The expectations apply to the second language learner at his/her level of proficiency in English. **Students who have waived the services of the Bilingual/ELL Program will be graded according to CCISD Grading and Reporting Procedures without consideration given to the student's English language proficiency level.**

English as a Second Language (ESL) Grading

Promotion and Retention of English Language Learners

Students will be promoted or retained as specified below:

- English Language Learners making satisfactory progress in academic skills for their grade level should be promoted to the next grade level.
- The expectation of meeting the state and local curriculum as outlined by the TEKS apply to the second language learner at his or her level of proficiency in English [Texas Administrative Code Chapter 128]. An English Language Learner may not be retained due to lack of academic progress if the student is making progress in learning English. If the student has made progress as documented by required district testing instruments then the student should not be retained regardless of academic progress.
- Students who fail to make academic progress and fail to make progress in English could be retained provided that documentation of adaptations, pacing, and the use of appropriate English as a Second Language strategies and materials support the decision to retain. Retention should only be considered when extensive adaptations, instructional pacing, the use of appropriate materials and use of ESL methodologies have been unsuccessful as documented through the campus student success team.
- Teachers will report grades and conduct following CCISD Grading and Reporting Procedures in all skill areas during each grading period.
- Parent-teacher conferences are scheduled to address individual student needs.

Bilingual Program Grading (Elementary)

The following procedures and expectations will be utilized for students in Bilingual or ESL Programs.

Bilingual/Limited English Proficient (LEP) students are to be assessed for progress and achievement through Spanish instruction, as well as assessing progress in learning English. The Spanish report card will be used to report grades to parents/guardians every nine weeks.

1. Teachers will report grades following District guidelines in all skill areas during each grading period.
2. Teachers will report conduct grades in accordance with School District guidelines for all grade levels.
3. Parent/Guardian-teacher conferences are scheduled to address individual student needs.

In accordance with programmatic organization and state mandates, the Bilingual/ESL Department is currently implementing a Bilingual/ESL program for elementary (PreK-5). The Bilingual program provides academic instruction in the native language as well as instructional time to the development of academic English language acquisition. The amount of instruction in each language is commensurate with the students' level of proficiency in each language and their level of academic achievement.

1. Teachers will report grades and conduct following CCISD Grading and Reporting Procedures in all skill areas during each grading period.
2. Parent-teacher conferences are scheduled to address individual student needs.

English as a Second Language (ESL) Grading (Secondary)

It is very important for teachers of English Language Learners (ELLs) to differentiate between academic achievement and language proficiency. The students may be unfamiliar with the specialized English language that is unique to each subject area and will have little practice in using English as a medium of thought with the subject matter. The students may have more difficulty in mastering the content area because of the language demands required of the actual content material.

Some assessment instruments are not appropriate for assessing academic knowledge of an ELL. A large number of assessment instruments for content mastery assume native proficiency in English, in addition to knowledge of the content area. Limited English Proficiency (LEP) students may score low on exams for the following reasons.

1. Students may be unable to use English as a medium of thought;
2. Students may require extra response time due to conceptual processing requirements in English;
3. Students may be unable to understand the content-area vocabulary or syntax;
4. Students may not have knowledge of the content area required to obtain a correct response.

Therefore, the teacher can design tests for LEP students that have reduced demands on English by:

1. Simplifying the language used in the test by substituting less difficult words for demanding vocabulary the student may not know. (The teachers will not make substitutions for vocabulary words that are required by the content since these are taught during instruction.)
2. Ensuring that grammatical constructions are uncomplicated by lengthy sentences. (Students can concentrate more on the curriculum if they are not required to process long and complicated syntactical structures.)
3. Being aware of cultural differences that might make a difference.

Appendix: Special Education/Section 504 Accommodations - Pre-AP/AP

The following guidelines are intended to apply to eligible special education and Section 504 students who enroll in Pre-AP or AP courses. While Pre-AP/AP courses are open to any student wishing to enroll, including special education and Section 504 students; counselors, parents, ARD Committees and Section 504 Committees should be aware that these are high-level academic classes. In order to be eligible for accommodations in a Pre-AP/AP class, the student must be eligible for the same accommodation in a general education classroom. Accommodations will not be implemented if they alter the content or standards of the course. The following guidelines shall be applicable to all special education and Section 504 students who enroll in Pre-AP/AP courses:

1. Special education or Section 504 students must have equal opportunity to participate in Pre-AP or AP courses.
2. While ARD and Section 504 Committees may wish to consider Pre-AP or AP courses in connection with transition plans for students who will be attending college, ARD Committees and Section 504 Committees are not required to place students in Pre-AP or AP classes unless they can be reasonably expected to be successful there with the allowable accommodations described in the guidelines referred to below.
3. Accommodations for special education and Section 504 students may not alter the content or academic standards of the Pre-AP or AP course. Thus, certain allowable accommodations may include, but are not necessarily limited to the following:
 - Extended time for testing
 - Preferred seating
 - Opportunity to repeat and explain instructions
 - Assignment notebook
 - Minimal distractions
 - Large print, Braille/peer to read aloud
 - Behavior intervention plan
 - Assistive technology as defined by the committee
 - Altered format of exams, such as highlighted instructions or alternative spacing of questions
 - Altered assignments as needed for persons with motoric or visual impairment
4. The following are examples of accommodations which would alter the content or the standards of the course, and are not allowed.
 - Reduced assignments
 - Special projects in lieu of assignments
 - Exams of reduced length
 - Open book exams
 - Peer tutoring/paired work arrangement (is not allowed except when offered to the entire class.)
 - Any reduction of content or standards of the course
 - Reduced mastery

While the decision to enroll in a Pre-AP/AP class is ultimately to be made by the parent or student, the ARD or Section 504 Committees may meet and recommend removal of the student from the classroom if the student is not meeting the standards applicable to students in that program and, as a result, is failing or at risk of failure.

Appendix: Grading Policies for Students with Disabilities

Generally

Students with disabilities receive instruction in a variety of settings as determined by the Admission, Review, and Dismissal (ARD) Committee. Each student with a disability must have an individualized education plan (IEP) that is properly developed, implemented, and maintained in the least restrictive environment that is appropriate to meet the student's educational needs.

The Texas Education Code Section 28.002 states that all students shall participate actively in a balanced curriculum designed to meet individual needs. The TEKS represent the core knowledge, skill, and competencies all students should learn, in order to be effective and productive members of society. Students with disabilities shall be instructed in the TEKS in a manner appropriate to their needs. The student's IEP must include a statement of measurable annual goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general curriculum. For students taking alternate assessments aligned to alternate achievement standards, the IEP must also include a description of benchmarks or short-term objectives. The following guidelines are meant to ensure that grades convey meaningful information to parents regarding their child's progress.

1. Students participating in the general education classroom without curriculum accommodations:

The ARD Committee may determine that a student with a disability will be responsible for mastering the entire general education curriculum with accommodations only in the instructional strategies. Accommodations in instructional strategies alone, such as extra time or large-print textbooks, are not curriculum accommodations and are not coded on the report card. Documentation reflecting the implementation of accommodations is required. District grading policies will apply to students participating in the general education curriculum without curriculum accommodations unless determined otherwise by the student's ARD Committee.

2. Students participating in the general education classroom with curriculum modifications:

The ARD Committee may determine that a student with a disability is responsible for mastering only specific TEKS of a course and not the entire District curriculum. This is a modification to the curriculum and will be documented in the IEP, with a copy provided to the teacher. Although students receiving curriculum modifications in a general education course will receive instruction in the entire curriculum, the student's grade will not reflect his/her performance on curriculum objectives not included in the student's IEP. Notwithstanding, the student with a disability must be provided with the same opportunities to earn grades as non-disabled students such as extra credit points or non-content related points such as participation grades. Students receiving a modified curriculum in regular classrooms will receive their grade from the general classroom teacher or jointly with special education teachers as determined by ARD Committee.

3. Students participating in the general education classroom for reasons other than mastery of course curriculum:

Some students with disabilities may participate in general education courses for reasons other than mastery of the course content (e.g. socialization). Classes taken for no credit as part of the IEP will be graded solely based upon criteria outlined in the particular student's IEP such as progress in social skills or classroom participation.

4. Students participating in special education courses:

Students who receive instruction in special education classes shall receive the grade from the appropriate special education teacher. The student's grade is not strictly a function of the student's ability to demonstrate progress on the goals/objectives selected by the ARD Committee but may include other measures as determined by the ARD Committee. The ARD Committee must determine how progress toward the IEP goals will be measured and how that progress will be reported to the parents.

In addition to considering how grades will be determined for students in categories 2, 3, and 4 with content area IEP's, the ARD Committee also determines how the child's progress towards the IEP goals/ objectives will be measured and how that progress will be reported to the parents. The report card may not be used as substitute for reporting progress on IEP goals/

objectives. Teachers are responsible for collecting data to aid ARD Committee's in determining student progress on IEP goals/objectives.

Guidelines for ARD Committees:

For all students, including those participating in general education classes without modifications to the curriculum, there may be situations where modifications to the District's grading policies are necessary. For example, if attendance is part of the grade in a particular course, the ARD Committee must consider modifications to that policy when a student's absences are disability-related.

Where the ARD Committee has determined that a student will not be responsible for mastering the course content at the same level as non-disabled students, the ARD Committee may choose to modify the student's course grade to reflect the modified level of mastery. For example, if the ARD Committee determines that a student need only demonstrate a 60% mastery of the subject matter instead of the 70% required of non-disabled students, the ARD Committee may adjust the student's grade by 10 points to reflect the modified mastery level.

There are situations where the ARD Committee needs to consider how a student's grade will be determined when the ARD Committee has concluded that the student will have an entire year to master the objectives on a particular subject area IEP. Although the student may not master any of the objectives in a particular IEP prior to the first grading period, the student should not receive an "F" on his/her report card. In order to ensure that the grades reported to the parents are meaningful, the ARD Committee must determine what additional measures the grade will reflect.

Appendix: Other Programs with Special Requirements

Some program areas may establish District expectations for recording and reporting grades. The following program areas have established guidelines.

Visual and Performing Arts

Established Standards

Wellness/Physical Education/Sports

Established Standards

Technology Applications

Guidelines for Assessing and Reportin

Appendix: Probation/Furlough/Exit Procedures for Gifted and Talented Students

Probation/Furlough/Exit Procedure for Gifted and Talented Students

Probation is for any GT student receiving below a 70-grade average during a nine week grading period in any core class (English/Language Arts, Science, Math, and/or Social Studies). Notification will be provided to the parent so that collaboration and/or interventions may be provided and the student's progress will be monitored.

Probation Procedure:

One or more of the following may initiate the probation procedure: a classroom teacher, advanced academic specialist, campus GT liaison, counselor, principal, parent(s), or the Coordinator of Gifted and Talented Programs. A probation committee comprised of three professional staff members with GT Awareness Training will determine specific improvements the student must make within the probation period. A GT Probation Committee may be called at any time the student is at risk of academic failure.

At the end of the probationary period, the student's progress will be re-evaluated by a committee. If the student is passing all core courses, the student will be removed from probation; if not, the committee will re-evaluate.

Furlough is defined as a leave of absence from the GT program that may last for up to one year. A furlough may be initiated by a student/ parent/ teacher or for continuous low performance.

Furlough Procedure:

A student may be placed on furlough (leave of absence) from the GT program for up to one year for any of the following reasons:

- If a student fails the state mandated TAKS test, he/she will be placed on furlough for one year until passing the next year's TAKS test. The committee may consider extenuating circumstances. If the student fails the TAKS test again, he/she will be considered for exit from the GT program.
- If a student fails to meet the terms of his/her probation by failing a core class (English/Language Arts, Science, Math, and/or Social Studies) for the semester or the school year, he/she may be furloughed from the GT program.
- At the elementary or secondary level, if a student chooses not to participate in the levels of service offered to GT students—GT pullout program and/or Pre-AP/AP/GT courses—he or she will be furloughed from the GT Program.

Elementary students who are furloughed from the GT program will not attend GT pullout classes. A WAVE Magnet student who is placed on furlough from the GT program will return to his/her home intermediate campus.

At the end of the furlough period, a student will be re-evaluated by a committee. A decision will be made regarding the reinstatement of the student in the GT program or to initiate exit procedures.

Exit is defined as the removal of a GT identified student from the GT Program. This removal can be initiated by a student/ parent/ teacher or for other supporting circumstances.

Exit Procedure:

A student may be exited from the GT program when the probation or furlough requirements have not been met. A committee will evaluate and make the final recommendation for the student. In order to re-enter the program, the student must be referred, screened, and tested for re-entry into the GT program.

Committed to Educational Excellence

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**Clear Creek Independent School District
Course Syllabus 2009-2010**

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

Course Title: _____

Teacher Name: _____

Teacher Conference Time: _____

School/Teacher Phone Number: _____

Contact Information: _____

Approximate Timelines and Due Dates of Long-Term Projects:

General Methods of Assessment and Grade Calculation:

Average Amount of Homework:

Assigned Reading/Literary Works not contained in course textbook:

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

The complete TEKS document, which was approved by the Texas State Board of Education, may be found on the internet at www.tea.state.tx.us/teks and is accessible to teachers, parents, and students.

All CCISD curriculum objectives are available on-line on the District website www.ccisd.net under the parents section

Clear Creek ISD Secondary Grading System Planning Sheet

Teacher Name _____ Campus _____

Course _____ Principal Approval _____

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

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

Major Grade assignment types may include tests, examinations, nine-week assessments, Benchmark tests, projects, term papers and other assignments. Required nine-week tests/assessments are in this category and should not be listed as a separate assignment type as CCISD Grading and Reporting Procedures indicate nine-week tests are to count the same as other major tests.

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

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

	All Secondary Credit Courses
Major Assignments	40-60%
“Daily” Assignments	35-55%
Reading/Writing Assignments/Assessments	5%
	100% Total

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

Major Grades	Percent
Total of Major Assignments	40-60%

“Daily” Grades	Percent
Total of “Daily” Assignments	35-55%

Major total and “Daily” total must combine to 95%

Appendix: Teacher Acknowledgement

**Clear Creek Independent School District
Instructional, Grading, and Reporting Procedures
Teacher Acknowledgement Form**

My signature acknowledges that I have read the 2009-2010 Instructional, Grading, and Reporting Procedures and will abide by the standards, policies, and procedures defined or referenced herein. I am aware that the Instructional, Grading, and Reporting Procedures manual is available to me on-line at the District's website located at www.ccisd.net.

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

Print Name

Signature

Campus/Department

Date

Signed Forms are due to your campus principal on or before September 4, 2009.

