

**LA VERNIA INDEPENDENT
SCHOOL DISTRICT**



**2021-2022
Secondary (6-12)
GRADING AND REPORTING
PROCEDURES**

ADMINISTRATIVE STAFF

Dr. Hensley Cone, Superintendent
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It is the policy of the La Vernia 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 Amendment of 1972; and section 504 of the Rehabilitation Act of 1973, as amended.

FOREWARD

This document is the product of much 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 LVISD 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.

La Vernia Independent School District

We Believe:

- In making all decisions in the best interests of the students we serve
- In reflecting the core values of the community and seeking community partnerships
- We are accountable for the success of every student and for preparing them for life after high school
- Collaboration and innovation among staff are vital to becoming and developing learners for life
- Students and staff learn best in a safe, secure, and nurturing environment.
- In fostering an atmosphere that builds relationships, promotes student innovation, problem solving and meaningful, real-world connections
- In attracting, developing, and empowering quality staff at all levels of the organization
- The development of citizenship in all students is essential to their future.

DISTRICT VISION

La Vernia ISD...
Uncompromising Excellence
Unlimited Possibilities

Grading and Reporting Procedures

State and Local Curriculum

The District shall determine instructional objectives that relate to the Texas Essential Knowledge and Skills (TEKS) for grade level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade level or next course in a sequence of courses.

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 District objectives.

Each secondary school maintains a balanced curriculum in the TEKS including English Language Arts, Reading, Science, Mathematics, Social Studies, Fine Arts, Health/Fitness, Technology Applications, Physical Education/Wellness, Foreign Languages, and Career and Technology.

Curriculum content is prescribed by the Texas Education Agency. Local instructional plans are based upon State curriculum frameworks and program standards.

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 learning. The curriculum is based upon the TEKS.

Grading Roles and Responsibilities

Students

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 he/she 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 procedures as specified in the course syllabus.
5. Evaluate their own work for accuracy and seek clarification as needed from the teacher.
6. Exhibit academic honesty at all times. Academic dishonesty will result in academic and/or behavioral consequences.

Parents/Guardians

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 complete 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.
6. Will register for and access the Parent Portal to monitor student progress. Contact the campus registrar for assistance.

Campuses/Departments

1. A comprehensive assessment schedule will be established and implemented on each campus.
2. Each campus will design and designate exam schedules.
3. Campus administration shall address issues surrounding the calculation of grades for the purpose of UIL eligibility.

Grading Roles and Responsibilities

Teachers

1. Teachers are required to develop daily lesson objectives and activities for each class.
2. Only teachers will record grades for assignments.
3. When inputting assignments in Gradebook, the teacher must include the assignment due date for reference.
4. Grades will be posted weekly in Gradebook within seven (7) days of the assignment due date; exceptions include essays and long-term projects, which will be posted within two (2) weeks.
5. Peer grading is allowable.
6. All records of grades and assessments become a part of the confidential record for the assessment of student performance.
7. Teachers will inform students of content covered on all major assessments.
8. Teachers must follow the LVISD Grading Procedures and ask for clarification from campus administrators as needed.
9. On major projects, teachers will provide students with a grading rubric including checkpoints for project completion. Credit will be awarded for work completed.

Return of Assignments

Teachers should return and/or review all graded work to students within a time frame that will benefit the student. Daily work will be graded within seven (7) scheduled class days; larger projects within two (2) weeks of the due date. This will allow the student to identify any areas of weakness and arrange for tutorials or extra study sessions prior to assessment.

Tutorials

The purpose of a tutorial session is to provide additional support to assist students who have not mastered the TEKS currently being taught. Tutorials also serve as instructional reinforcement for students needing assistance. All LVISD students are welcomed and encouraged to attend tutorial sessions.

1. Day and time of scheduled tutorials will be set and posted by campus teachers on teacher web pages and course syllabus.
2. Attendance for tutorials outside of the school day may be required at teacher discretion.
3. Teachers will be available to students during scheduled tutorial time and will keep a log of students attending tutorials.

Parent/Guardian-Teacher Conferences

1. A teacher will contact and request 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, or in any other case that the teacher considers necessary. Conferences may be conducted by telephone or in person.
2. The State and District require each teacher to notify parents/guardians of the need for a conference at each progress report/grading period if the grade is below the level required for course credit or grade level advancement. (See Effective Communication with Parents/Guardians)

Course Syllabus

All secondary teachers are required to submit to the Campus Administration a course syllabus for approval. The syllabus will then be posted and distributed 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 a scope and sequence of each 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 name
- Conference period
- School phone
- Outline or scope and sequence of major course units, themes, or projects
- Approximate timeline
- Appropriate due dates of long-term projects
- Department's grading criteria and homework expectations (in compliance with LVISD Grading Procedures)
- Late Work Procedures
- Classroom Rules
- Retesting & Correction Procedures
- Tutorial Schedules

Teachers teaching the same course will adhere to the same grading procedures.

Effective Communication with Parents/Guardians

Communicating with parents/guardians is one of the most important responsibilities of teachers. Conferences provide an opportunity to establish rapport and encourage parent/guardian involvement in their child's educational process. In addition to sending out the regular progress reports, teachers will inform parents/guardians promptly when problems occur. 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. Parents are encouraged to access grades through the parent portal located online or via the LVISD App.

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

Effective communication should:

- inform parents/guardians of the progress of their children.
- help children accept responsibility for their own progress.
- assist parents/guardians in cooperating with the school to further the children's progress.
- bring about good relations between home and school.
- be meaningful to teachers, students, and parents/guardians.
- reflect a child's strengths as well as his/her weaknesses and failures.
- focus on educational objectives.
- examine whether or not the child is doing as well as he/she can do.
- highlight how well the child is doing in terms of what the school expects for his/her chronological and mental age level and his/her grade placement.
- identify the child's strong points on which he/she can build in the future.
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Reporting Grades

Progress Reports

1. The Progress Report reflects both satisfactory and unsatisfactory student progress. Its purpose is to inform students, parents/guardians, and campus administrators regarding student progress in a subject, in conduct, or both.
2. Progress Reports are sent to parents/guardians of all students every three weeks. Parents must be contacted and a conference requested if the grade is below 70. Teachers/academic teams will maintain telephone or electronic logs of contacts and attempted contacts with parents/guardians.
3. It is the student's responsibility to deliver the progress report to the parent/guardian.

Report Cards

1. Report Cards are issued at the end of each nine-week grading period, and provide information regarding academic performance, student conduct, and attendance.
2. Report Cards are sent to parents/guardians of all students every nine weeks. Parents must be contacted and a conference scheduled if the grade is below 70.
3. It is the student's responsibility to deliver the report card to the parent/guardian.

Grading Scales

The District will report grades to parents/guardians as numerical scores and letter grades. The following table relates the numerical scores and letter grades.

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

Types of Assessments

General

Student mastery of subject matter may be assessed in a variety of ways. It is not necessary to receive a grade for every assignment. The teacher should always monitor and provide feedback to students for any activity that he/she assigns. Assessment should always follow a period of guided practice and/or independent practice. Grades reflect academic achievement only and are not based on discipline, attendance, number of times tardy, supply items brought for classroom use (facial tissue, hand sanitizer, etc.), or participation in extracurricular activities or other non-academic criteria.

For group projects, members of a group should not be penalized for an individual's non-participation. A student who does not fully participate, will receive a grade reflective of his/her effort.

Assessments measure a student's progress toward mastery of essential skills or content. Types of assessments include, but are not limited to:

Classroom participation	Teacher observation	Quizzes	Tests
Classroom discussions	Research project	Enrichment	Projects
Oral responses	Checklists of skills	Written responses	Homework
Portfolios	Experiments	Group Work	

Semester Exams (High School Only)

Semester exams are cumulative assessments of semester content and are not eligible for corrections or retakes. Semester exams will count as 20% of a student's overall average in each course.

Semester Exam Exemptions

Students are eligible to exempt exams if meeting the following criteria:

- Advanced Classes – earning an overall semester average of 85 or greater for the semester. (Honors & AP) Students enrolled in Dual Credit or Dual Enrollment will follow the guidance and requirements of the Institution of Higher Learning and may not be eligible for exemption.

- On Level Courses- earning an overall semester average of 92 or greater for the semester.

Students will be ineligible for exemptions if any of the following have occurred:

- The student owes attendance hours.
- The student has been suspended off-campus or sent to an alternative academic setting.
- If the student fails to turn in the Semester Exam Exemption form. (This will be provided each semester by campus administration.)

Campus administration will provide further information regarding attendance expectations related to exam exemptions.

Performance-Based Courses

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

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

Major Grades

Major Grades will comprise 50% of the nine-week average and may include tests/examinations, projects, essays, term papers, and other alternative assessments. A minimum of four (4) major grades shall be recorded during each grading period. No single grade/assignment may account for more than 15% of the total nine weeks average.

Tests/Examinations

Examinations measure performance based on the TEKS or content. They serve to evaluate mastery of the TEKS, concepts, understandings, District objectives and provide opportunities to demonstrate certain knowledge or skill. Unit tests may be District-developed, department-developed, or teacher-developed. Unit tests will be administered at the culmination of an instructional unit and may or may not occur at the end of the nine weeks grading period.

1. Examinations are assessments designed to measure a student's successful attainment of the TEKS as expressed in the LVISD curriculum guidelines.

2. Major examinations or tests are chapter, unit, concept, or cumulative (weekly, three or nine-week) 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.

Research/Major Projects

1. Research papers or projects are defined as assignments that may take up to several weeks for a student or group of students, to complete.
2. Teachers may assign research papers or projects to an individual or to a group of students.
3. A rubric describing grading criteria and interim deadlines must be provided to the student prior to beginning the project/paper.
4. Research papers or projects assigned over an extended period of time are due on or before the due date. Students who are absent on the due date, including school business, must submit work upon returning to school.
5. Penalty for late projects will be the same as for all other late work. Please refer to the course syllabus and project rubrics.

Daily Grades

Daily Grades will comprise 50% of the nine week average and may include class work, homework, notebooks, quizzes and other assignments. A minimum of ten (10) daily grades shall be recorded during each grading period; however, on average a teacher should be recording 2 grades per week, with no single grade or assignment accounting for more than 15% of the total nine weeks average.

Homework and Class Work

Homework and class work provide opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework and class work should be considered learning opportunities for students to show mastery of concepts taught. Homework and class work should never be assigned as punishment.

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.
2. Peer and self-grading are allowable.
3. Graded assignments should be returned to the student in a timely manner. Teachers should return and/or review all graded work to students within a time frame that will benefit the student. Homework will be graded within seven (7) scheduled class days.

This will provide time for the student to identify any areas of weakness and arrange for tutorials or extra study sessions prior to the summative assessment.

Class Work

1. Class work is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process.
2. There may be occasions where class work becomes homework.

Quizzes

Quizzes are designed to evaluate a student's level of understanding and progress towards instructional objectives. Quizzes do not have to be scheduled in advance.

Extra Credit

1. All extra credit is to be academic.
2. The intent of extra credit is for enrichment in a class and should support mastery of TEKS.
3. Teachers may offer extra credit at their discretion.
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 nor be given for bringing in basic school supplies or other non-academic reasons.
6. Extra credit awarded will not account for more than 5% of the nine-week average.

Late Work

Work submitted beyond the due date will result in a deduction of points from the assignment.

- First Day Assignment is Late- a maximum of 10 total points will be deducted
- Second Day Assignment is Late- a maximum of 20 total points will be deducted.
- Beyond Second Day: Students have the opportunity to hand in completed late work no later than 5 days after the grade has posted for a maximum of a 70.

Advanced Academic Courses (Pre-AP, AP, Dual Credit and UT OnRamps)

Advanced Academic courses will adhere to the same grading policies and category weightings as regular courses. Be advised that in college credit bearing courses, students will have course-specific grading criteria or receive a separate grade on behalf of the credit-granting institution. Students taking advanced courses may be required to complete assignments during the summer prior to taking the class.

Reteach and Reassess for Mastery

1. If 35% or more of the students in a single class period do not demonstrate mastery of the TEKS on an assessment, the teacher will provide the opportunity for reteach and retest during class. Re-evaluation may include, but is not limited to oral examinations, special assignment sheets, special homework assignments, test corrections, or a retest. In the instance of a retest, the higher of the two scores will be recorded.
2. If less than 35% of all of the students in a single class period do not demonstrate mastery, reteaching during class time is not required; however, any student who earns a grade below 70 on a unit test has the opportunity to make corrections up to a grade of 70. After receiving test scores, students have (3) three school days to accurately complete test corrections.

Conduct

The student is assessed on conduct by each teacher. The conduct grade indicates how well the student is performing in classroom citizenship and is not a part of the academic grade.

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 citizenship:

Mark	Assessment	Description
E	Excellent	The student has an excellent attitude, displays excellent work habits and overall conduct.
S	Satisfactory	The student has a good attitude, is cooperative, and generally observes school rules and regulations.
N	Needs to Improve	The student has a poor attitude, is at times uncooperative, at times disrupts class, and shows little respect for school and classroom rules and regulations.
U	Unsatisfactory	The student has a poor attitude and is uncooperative. The student disrupts class and shows little respect for school and classroom rules and regulations.

Academic Dishonesty

Academic Dishonesty is defined in the LVISD Policy (EIA).

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

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. An administrator will be notified of all incidents of academic dishonesty.
3. Other disciplinary actions may be determined by a campus administrator.

Make-Up Work

Any student missing classroom instruction should be given the opportunity to make up the assigned missing work. 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. The allotted time for makeup work completion is based upon the number of days absent + 1 additional day; For example, 1 day excused absence = 2 day extension. Makeup work submitted outside of the allotted time frame will be considered late and will be subject to late work grading procedures.

Students with extracurricular absences are responsible for completing missed work. Previously assigned work is due upon return unless the due date is extended by the teacher.

Exceptions, due to extenuating circumstances, may be granted by the administration.

Makeup work, including tests, may be of an altered version to assess what the student has learned.

Teachers may assign alternative work to assure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. This may provide greater depth of subject matter than routine makeup work.

Incomplete Grades

1. A student receiving an Incomplete for a grading period has two (2) weeks to convert the incomplete grade to an earned grade.
2. In unusual cases where the student has missed a large quantity of work, the time may be extended, per administrative approval.
3. 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).

Extracurricular Activities and UIL Eligibility

University Interscholastic League (UIL) Eligibility

(Refer to UIL website <http://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) as per local policy or a student with disabilities fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. However, an ineligible student may practice or rehearse. The student regains eligibility when the principal and teachers determine 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.
4. A student who is unsuccessful in an advanced academic course at the time of an eligibility check can seek a waiver for that class. **A student is allowed only one waiver per advanced class per school year. A course waiver for a Pre AP course is good for only 10 points towards a failing average. A course waiver for an AP , Dual Credit, or UT OnRamps course waiver is good for only 12 points towards a failing average.** The completion of a waiver request form, with signatures, is required

Grading Guidelines for Special Populations

Students who receive services through Special Education (IDEA) or Section 504 of the Americans with Disabilities Act will be held accountable to the same grading standards as students who do not receive services unless otherwise specified in their Individual Education Plan (IEP) or 504 plans.