

Elementary (Grades 1-5)
Grading
Procedures



2020-2021

Nacogdoches ISD
Instructional, Grading, and Reporting Procedures
Elementary Grades (1-5)

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Nacogdoches Independent School District Instructional, Grading, and Reporting Procedures & Curriculum and Instruction

The purpose of this document is to provide guidance regarding instructional, grading, and reporting procedures as they apply to both on campus and remote learning for students.

State and Local Curriculum

State Curriculum

Curriculum content is prescribed by the Texas Education Agency (TEA) through the Texas Essential Knowledge and Skills (TEKS). Local instructional plans are based upon this State curriculum framework 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 (EIA Local)

The district shall determine essential standards that relate to the TEKS for grade level subjects or courses. These standards 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, including Language Arts, Reading, Science, Mathematics, Social Studies, Fine Arts, and Physical Education.

NISD Curriculum (Pacing) Guides

The District has the responsibility for developing a scope and sequence and pacing guides to align curricula PK-12 district wide and a timeline of critical objectives for each six- 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 Nacogdoches Independent School District (NISD) curriculum guides are correlated to the TEKS to ensure coverage of the essential knowledge, skills, and concepts of each course. NISD Curriculum Guides have been developed using the TEKS Resource System and by involving teachers in coordination with the NISD Teaching and Learning Department. These guides have been developed for each course or subject and are updated as needed. The development, alignment, revision, and review of the District curriculum is coordinated by the Chief Academic Officer with a team of District staff including teachers. Directions for the implementation of the curricula are outlined in District curriculum documents.

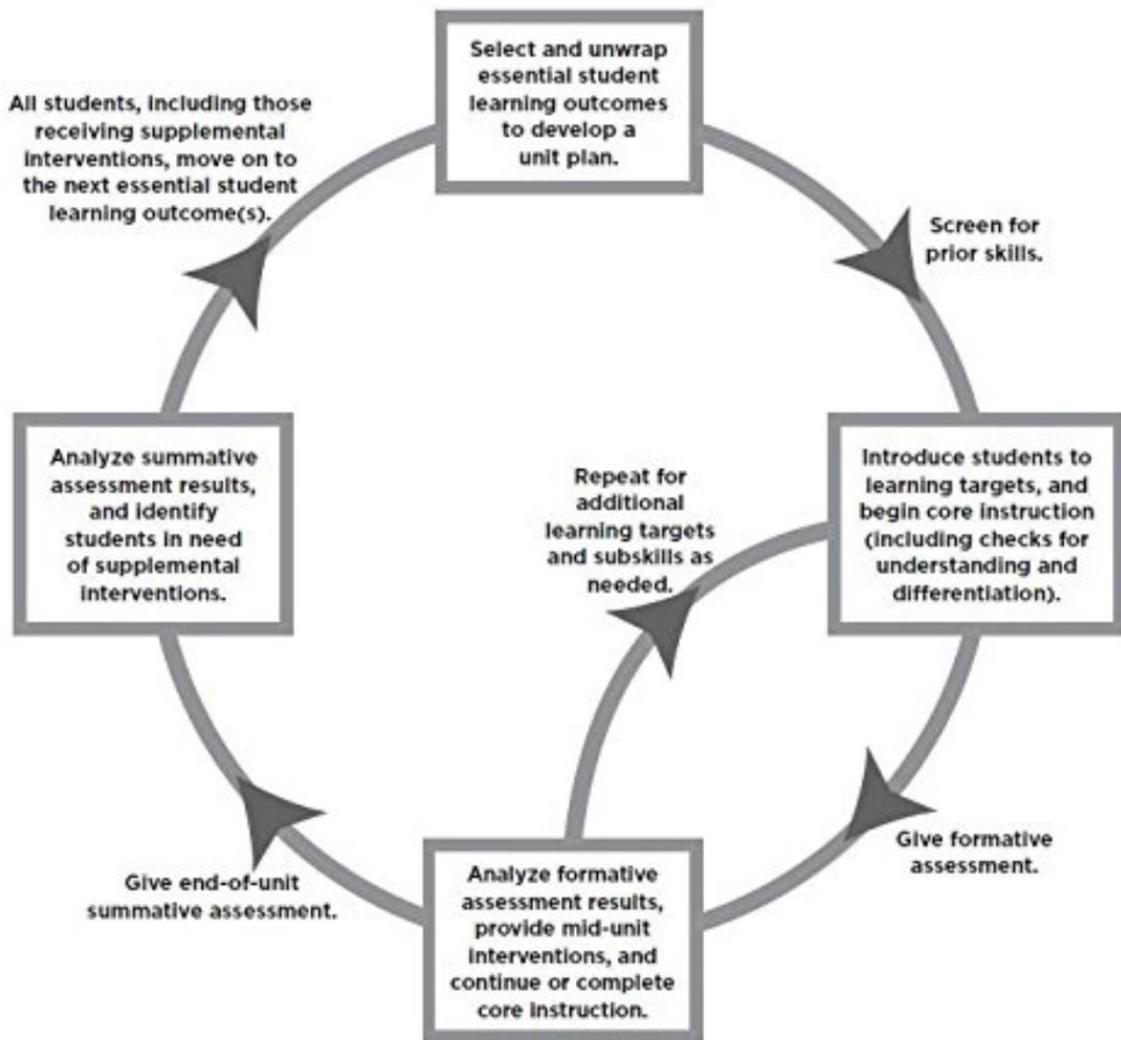
Scope and Sequence of Instruction

Each grade level and subject annually revise the Year-at-a-Glance (YAG) or scope and sequence. The design of the YAG includes the standards divided into units of study and are located in the TEKS Resource System. Teachers, with the support of the campus administrators, collaboratively plan lessons

aligned to the TEKS during the weekly collaborative meetings. The teacher teams utilize the Professional Learning Communities (PLC) process for instructional design. NISD will implement the Team Teaching Assessing Cycle, developed by Austin Buffum (2012) during the 2020-21 SY to support student learning. The cycle includes four main steps:

1. Introduce students to learning targets and begin core instruction (including checks for understanding and differentiation. This is initially completed by each team of teachers by breaking down the individual standard into learning targets.
2. Administer common formative assessments developed by teachers focused on the learning targets.
3. Collaboratively analyze the formative assessment results, provide mid-unit interventions, and continue or complete core instruction.
4. Repeat for additional learning targets and subskills as needed.

These steps are taken from the book, *Taking Action: A Handbook for RtI at Work* by Austin Buffman, Mike Mattos, and Janet Malone. See the graphic below for additional details.



Instructional Materials/Textbooks

District-adopted textbooks and electronic media serve as an instructional resource to meet course and curriculum objectives. In Texas, textbooks and electronic media are approved by the state from an adopted list. District adopted textbooks are selected through a formal committee process made up of teachers representing the subject and grade levels in the adoption. [See 19 TAC 66.104 and District Policy EFAA Local]. Locally-purchased instructional materials are selected by the District and campus to address identified needs.

Online Instructional Materials and Resources

Most instructional materials and resources are available in both an online and physical format for student accessibility and usage.

Instructional Practices

Instructional strategies and practices to ensure student success are based upon campus and teacher analysis of student needs, as evidenced by: formative and summative assessments, 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 identified Essential Standards, a smaller subset of the TEKS, as outlined in the curriculum for each subject. The objectives reflect the Texas Education Agency TEKS and address the knowledge and skills needed for successful performance in the current and subsequent grade. Assignments, tests/assessments, 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. (See District Policy EIA Local). Grades are determined from a wide variety of information, which could include student performance on daily assignments, tests/assessments, 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 including learning targets, and the teacher must be prepared to document and explain how grades are determined.

Required Attendance

All students (on campus and remote) are required to attend at least 90% of their classes to receive course credit and be promoted.

Remote attendance will count in the same manner as on-campus attendance in satisfying this requirement.

For on campus students, attendance will be taken daily at a set time.

For remote (online) students, attendance is based on daily student engagement. Student attendance will be documented through the District's attendance program as denoted by identified levels of student engagement. Students earn daily attendance through daily student engagement measure(s). The NISD approved engagement measures/methods are listed below:

- Daily progress in the LMS,
- Daily progress via teacher-student interactions, and/or
- Completion/turn-in of assignments from student to teacher (potentially via email, online, or mail).

Remote students will access assignments, including assessments, projects, and communication through the District's Learning Management Systems (LMS): SeeSaw (PreK - Grade 2) or Canvas (Grade 3- Grade 12). Remote students are expected to complete assignments on a daily basis to receive attendance.

Remote students participate daily by completing instructional tasks, answering questions, submitting assignments, completing projects, or submitting pictures of assignments and tasks. Remote students are also encouraged to actively participate in teacher office hours for any additional support.

Assignments are to be completed daily. Therefore, remote students who do not demonstrate a student engagement measure on a given day will be marked absent. Remote students will not be allowed to complete all of their assignments on one given day. Assignments are to be submitted daily for completion and credit for enrolled courses.

Engagement expectations are defined by grade level and/or subject/courses and will be communicated by the assigned teacher.

Tracking engagement will, at a minimum, follow guidance from the TEA Average Daily Attendance (ADA) funding method 3 possible attendance markers:

1. Daily progress in the LMS (SeeSaw and Canvas)
2. Daily progress via student-teacher interaction
3. Completion/submission of assignments

These methods require engagement that is consistent to an on-campus learning environment because they mimic the ways in which students would interact with their teachers and classmates on-campus through duration, learning objectives achieved, activities completed, and coursework. Furthermore, these opportunities for engagement provide evidence that the student is making progress and engaging with their schoolwork daily.

Academic Achievement: Retention and Promotion

The following information is applicable to both on campus (face-to-face) and remote (online) learners.

Curriculum Mastery

Promotion/Grade-level advancement 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/assessments are given to determine student grades in a subject. An average of 70 or higher is considered a passing grade.
2. Mastery of the skills necessary for success at the next level is validated by assessments that may either be incorporated into unit, six-week, and final exams, or may be administered separately. Mastery of at least 70 percent of the objectives is required. [See District Policy EIE LOCAL]

Grades 1-2 Promotion

In grades 1–2, promotion to the next grade level shall be based on the following:

1. An overall average of 70 or above for language arts, reading, mathematics, science, and social studies;
2. A grade of 70 or above in language arts;
3. A grade of 70 or above in mathematics; and

4. A grade of 70 or above in reading, along with a demonstration of reading no more than two levels below the Board-adopted reading standard that is published in the elementary-level grading procedures. Please see the Board adopted Developmental Reading Assessment (DRA) Reading Levels at the end of this document.

Grades 3-5 Promotion

In grades 3–5, promotion to the next grade level shall be based on the following:

1. An overall average of 70 or above for language arts, reading, mathematics, science, and social studies;
2. A grade of 70 or above in language arts; and
3. A grade of 70 or above in mathematics.

Grade 5

A student in 5th grade 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; otherwise known as the Student Success Initiative (SSI). If a student fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction in accordance with state law.s Additionally, students in grades 5 shall be subject to all provisions of Grade Advancement Testing. During the 2020-2021 school year (SY), the State of Texas Assessment of Academic Readiness (STAAR) grade promotion requirement has been waived by the Governor.

Grade Advancement Testing

Except when a student will be assessed in reading or mathematics above his or her enrolled grade level, students in grades 5 and 8 must meet the passing standard on the applicable state-mandated assessments in reading and mathematics to be promoted to the next grade level, in addition to the District’s local standards for mastery and promotion. During the 2020-2021 school year (SY), the State of Texas Assessment of Academic Readiness (STAAR) grade promotion requirement has been waived by the Governor.

Official Grade Reports

Progress Reports

The purpose of the progress report is to inform students, parents/guardians, and campus administrators regarding student progress in academics and conduct. The progress report reflects both satisfactory and unsatisfactory student progress.

1. All students will receive a progress report at the end of the third week of a six-week grading period.
2. It is the student's responsibility to deliver the progress report to the parent/guardian.
3. It is recommended that the progress report is signed and returned by the parent/guardian, indicating he/she has seen the progress report.
4. If a student’s grade falls below 70 after the third week of a six-week grading period, the teacher will attempt to contact the parent/guardian by phone or in writing.
5. Teachers should maintain a telephone or electronic log of contacts and attempted contacts with parents/guardians.
6. For remote (online) students, progress reports will either be mailed or made available via the Home Access Center (HAC).

Report Cards

The report card is a communication tool between the parents/guardians and students. Report cards provide information regarding academic progress, student conduct, and absences.

1. Report cards are computer generated.
2. All students will receive a report card at the end of each six-week grading period.
3. It is the student's responsibility to deliver the report card to the parent/guardian.
4. It is recommended that the report card is signed and returned by the parent/guardian, indicating he/she has seen the report card.
5. For remote (online) students, progress reports will either be mailed or made available via the Home Access Center (HAC).

Online Records—Home Access Center (HAC)

1. Parents/guardians may also access student progress information through the HAC.
2. The HAC displays individual assignment grades in the teacher gradebook (if applicable).
3. Teachers will update grades weekly in the Home Access Center portal to keep students and parents informed of ongoing progress.
4. Parents/guardians should contact the school regarding access information.

Academic Grading Scales

Grades 1-5

The District will report six-week averages to parents/guardians as numerical scores.

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

90-100	A	Excellent Progress
80-89	B	Satisfactory Progress
70-79	C	Average Progress
69 and below	F	Failure

Extra credit grades cannot raise the student's grade higher than 100.

Academic Integrity

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

Academic Dishonesty

Academic Dishonesty as addressed in the Nacogdoches ISD Policy (EIA):

Students found to have engaged in academic dishonesty shall be subject to academic 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:

Cheating includes, but is not limited to, the following:

- 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:

Plagiarism includes, but is not limited to, the following:

- 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.

Grading Roles and Responsibilities

The following information is applicable to both on campus (face-to-face) and remote (online) learners.

Students will:

1. Complete assigned work on time and return it to the teacher. The LMS may be used to complete and submit work assignments.
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 his/her own work for accuracy and seek clarification as needed from the teacher.
6. Maintain academic integrity and honesty. Academic dishonesty may result in academic and disciplinary penalties (see **Academic Dishonesty**).
7. For remote (online) students, participate in teacher office hours when requested by the teacher.

*Students participating in extracurricular activities have met grade eligibility requirements for participation.

Parents/Guardians will:

1. Establish a specific time, place, and manner for schoolwork to be completed.
2. Provide the supplies and materials necessary to complete homework.
3. Monitor as needed; refrain from completing assignments and/or homework for the student.
4. Assist students in planning a time schedule for long-term assignments.
5. Initiate communication with the teacher as soon as concerns arise.

The Campus will:

1. Adhere to the late work guidelines as established by NISD policies, procedures, and guidelines.
2. Design and designate exam schedules as needed.
3. Address issues surrounding the calculation of grades for the purpose of regaining UIL eligibility at the three-week grade checks.

The Teacher will:

1. Post the content and language objectives for each class including in the LMS. Homework assignments will be posted in the room and in the LMS.
2. Enter grades in the gradebook weekly. All records of grades and assessments become a part of the confidential record for the evaluation of student progress.
3. Inform students of content covered on all major assessments.
4. Not increase or decrease a classroom grade for participation or lack of participation in any extracurricular activity (i.e. athletics/academic UIL/etc). (See District Policy EIA Local)
5. Provide students with a rubric for long-term projects.
6. Follow the NISD Elementary Grading Procedures and ask for clarification from campus administration or department chairs as needed.
7. Provide frequent feedback to students and parents regarding student progress.

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 NISD Elementary Grading 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.

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 teachers are required to prepare lesson plans within the District's adopted Learning Management System (LMS) to assist with planning for both on campus and remote instruction.
2. Lesson plans should be turned in on a scheduled basis. This schedule will be established on each campus. A district-wide form is provided; however, individual campuses may create their own form.

Instructional Tutorials

The purpose of a tutorial session is to serve as an instructional reinforcement for students needing assistance. All NISD students are welcomed and encouraged to attend tutorial sessions.

1. Day and time/frequency of scheduled tutorials will be set by each campus. Some campuses may have tutorials within the school day.
2. Each teacher must be available to students during scheduled tutorial times as determined by the campus.

3. Teachers must keep a log of students attending tutorials.
4. For remote students, tutorials will be established by the remote teacher(s). If required, students must participate in tutorials.

Parent/Guardian-Teacher Conferences

A teacher will schedule one or more conferences 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 problems 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 or report card. Such conferences may be handled by telephone, in person, Google Meets, or in writing. The District requires each teacher to notify parent(s)/guardian(s) of the need for a conference at the six weeks grading period if the grade is below the level required for course credit or grade level advancement or at any point that the student's grade is failing.

Types of Assignments/Assessments

General

Student mastery of course objectives may be assessed in a variety of ways. It is not necessary 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. Assessments 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 will receive a grade reflective of his/her participation.

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 Technical 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 Elementary School Grading Procedures and the expectations and guidelines of the program area.

Major Grades

All major grades measure student performance based on the TEKS or content. They serve to evaluate the mastery of the TEKS, concepts, understandings, and district objectives while providing opportunities to demonstrate certain knowledge or skills.

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. Tests/Examinations are assessments designed to measure a student's successful attainment of the knowledge and skills outlined in the TEKS as expressed in the NISD curriculum.
2. Major examinations or tests are chapter, unit, concept, or cumulative assessments.
3. Additional tests include Curriculum Based Assessments (CBAs), Benchmark Assessments, Common Formative Assessments (CFAs), reading proficiency assessments including the Developmental Reading Assessment (DRA)*, CIRCLE (Pre-Kindergarten), TX-KEA (Kindergarten), and mClass (First and Second Grade).
4. Exams may be district or campus developed.

*For grades K-2, the DRA reading levels will be recorded on the second, fourth, and sixth six weeks report cards. Please see page 20 of this document for the NISD Developmental Reading Assessment (DRA) Reading Levels.

Common Assessments

Common assessments (CAs) or common formative assessments (CFAs) are administered to check for student mastery of recently taught state standards. These assessments are teacher developed and commonly administered on the same day and are utilized for feedback concerning student learning during a unit of study. Common assessments may not be substituted with previous assignments or an average of past performance assessments.

Performance Assessments

Performance assessments are measures of a student's progress toward mastery of course objectives or content. Performance assessments will reflect real-world tasks and relate to instructional objectives. This type of assessment often requires analyzing a task, developing a plan of action, gathering information, selecting the relevant information, and presenting appropriate information. The method of presentation/product should be designed by the teacher based on the subject area and content objectives. A rubric may be provided to the student prior to the beginning of the assignment.

There are many forms of assessments that may or may not be utilized by individual teachers. Types of performance assessments include, but are not limited to:

- 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
- lab reports

Special Projects/Major Essays

1. Major essays or projects are lengthy classwork or homework assignments that may take up to several weeks for a student or group of students to complete.

2. A rubric may be provided to the student prior to the beginning of the assignment.
3. Major essays or projects, assigned over a lengthy period of time 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 for full credit must be approved by the principal or principal's designee after meeting with the classroom teacher.
4. 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

All daily grades measure performance based on the TEKS or content for each assignment. They serve to evaluate the mastery of the TEKS, concepts, understandings, and district objectives while providing opportunities to demonstrate certain knowledge or skills. Daily grades may include, but are not limited to, common assessments, quizzes, in-class assignments (classwork), multiple day assignments and/or projects, and labs. In addition, 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 is 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 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 should never be assigned as a disciplinary measure, but should be used to enrich and strengthen classroom experiences.

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

Additional information regarding homework:

1. Sufficient explanation must be given so that students know what they are to do, understand how to do it, realize why they are doing it, and are motivated to complete the assignment.
2. Homework must be evaluated in an appropriate manner by the teacher, but it should not be recorded and placed as a grade in the gradebook.
3. A majority of K-2 students should be able to complete homework within 30 minutes and grades 3-5 within 60 minutes per night.
4. Additional homework practice should be agreed upon by both the teacher and parent.

Quizzes

Quizzes are short assessments, intended to take no more than a class period to complete and designed to evaluate a student's level of understanding and progress of instructional objectives. Quizzes do not have to be scheduled in advance and may or may not be used as a grade.

Extra Credit

1. All extra credit is to be academic.

2. If extra credit is offered, it must be offered to all students in the class.
3. Extra credit will not cause an excessive financial burden on the student or be given for bringing basic school supplies.
4. Extra credit awarded will not account for more than 5% of the six-week average.
5. Extra credit grades cannot raise the student's grade higher than 100.

Conduct Grading

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. Teachers are required to record one conduct grade per week.

Calculation of Six Week Average

Weight of Grades

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

Major Grades

Major grades will comprise (50%) of the six-week average in all elementary classes.

Major grades may include: Performance Assessments, Examinations/Tests, Projects, Major Essays, Common Assessments, and other similar assignments.

Daily Grades

Daily grades will comprise (50%) of the six-week average in all elementary classes.

Daily grades may include: classwork, quizzes, labs, and other similar assignments.

Reading/Writing Across the Curriculum

Current research indicates that integrating reading/writing assignments across the content areas improves students' 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. Therefore, all teachers of record will provide instruction on one or more reading/writing assignments in the content area each six weeks.

Minimum/Maximum Number of Grades

Teachers are encouraged to provide a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.

Teachers are required to take a minimum of one daily grade per week beginning the first full week of school, not to exceed 12 daily grades (maximum) per grading period.

In addition, teachers must take a minimum of three (3) major grades per six-week grading period. When a grading period contains less than six weeks, only two (2) major grades are required.

Minimum/Maximum Grade Reported

The actual grade received on any assignment and for the six 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%.

Incomplete Grades

A student receiving an incomplete and/or a zero for a missed assessment 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 missing work and the time limitation for completing the work (UIL required).

Calculation of Semester Average

All elementary 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.

Elementary Courses

The semester average will be the average of the three six-week grading periods.

- 1st Six-Week Average: 33.33%
- 2nd Six-Week Average: 33.33%
- 3rd Six-Week Average: 33.33%
- 4th Six-Week Average: 33.33%
- 5th Six-Week Average: 33.33%
- 6th Six-Week Average: 33.33%

Calculation of Year-long Average

Elementary School Courses

Elementary School courses 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 semester averages.

- 1st Semester Average: 50%
- 2nd Semester Average: 50%

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

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

A+ 99-96	B+ 89-86	C+ 79-76	F 69 and below
A 95-93	B 85-83	C 75-73	
A- 92-90	B- 82-80	C- 72-70	

Reteach and Retest/Reassess for Mastery

Mastery of Texas Essential Knowledge and Skill

NISD 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.

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

Required Reteach

If 30% 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.

Required Retest/Reassess for Mastery

The 30% 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.

A student must score at least 70% on the re-evaluation to demonstrate mastery of the Texas Essential Knowledge 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 will be recorded.

Other Opportunities for Reteach and Retest/Reassess

If less than 30% 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.

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 principal. The request for retesting should be made within one (1) week after the test has been returned.

Late Work

Late work is defined as work done in the classroom and not turned in on time. Late work is graded in the same manner in all classes at the elementary level. The table below shows the percent of the earned grade that a student will be awarded for late work:

Elementary School

Days Late	Maximum Grade	Example(s)
1 day	85	Actual Grade 85 to 100 Given Grade 85
2 days	75	Actual Grade 75 to 100 Given Grade 75
3-5 days	65	Actual Grade 65 to 100 Grade Given 65
After 5 days	No credit given	Grade of zero (0)

All in-class assignments, due at the end of class, will not be accepted as late work.

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 guideline, as necessary.

Long-term projects and major essays 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.

Make-up Work

In order to provide the total "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.

Make-up Work Guidelines

1. Make-up work is available to all students. Students are responsible for asking teachers for the make-up work upon returning to class. Students shall receive credit for satisfactory make-up work, including tests, after an absence, but may receive a zero for any make-up work, including tests, 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 days allowed for make-up work to be completed for full credit will be equal to the number of times a class was missed.
4. On the day of returning to school, a student should not be required to take a quiz or test that was announced during his/her absence.
5. Make-up 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 make-up 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.

Suspension

A student suspended from his /her regular classes is to request make-up work when he/she returns to school.

NISD Developmental Reading Assessment (DRA) Reading Levels

The table below denotes the incremental, expected reading levels for each grade level, Kindergarten through Fifth (5th) Grade. DRA levels will be reported on student report cards for grades K-2 for the 2nd, 4th, and 6th six weeks grading period.

Kindergarten			Third Grade	
1st Six Weeks	Level A		1st Six Weeks	Level 30
2nd Six Weeks	Level 1		2nd Six Weeks	Level 30
3rd Six Weeks	Level 1		3rd Six Weeks	Level 34
4th Six Weeks	Level 2		4th Six Weeks	Level 34
5th Six Weeks	Level 2		5th Six Weeks	Level 38
6th Six Weeks	Level 3		6th Six Weeks	Level 38
First Grade			Fourth Grade	
1st Six Weeks	Level 3-4		1st Six Weeks	Level 40
2nd Six Weeks	Level 5-6		2nd Six Weeks	
3rd Six Weeks	Level 8-10		3rd Six Weeks	
4th Six Weeks	Level 12		4th Six Weeks	
5th Six Weeks	Level 14		5th Six Weeks	
6th Six Weeks	Level 16		6th Six Weeks	
Second Grade			Fifth Grade	
1st Six Weeks	Level 18		1st Six Weeks	Level 50
2nd Six Weeks	Level 20		2nd Six Weeks	
3rd Six Weeks	Level 20		3rd Six Weeks	
4th Six Weeks	Level 24		4th Six Weeks	

5th Six Weeks	Level 24		5th Six Weeks	
6th Six Weeks	Level 28		6th Six Weeks	