

High School Grading Procedures



2020-2021

Nacogdoches ISD
Instructional, Grading, and Reporting Procedures

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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 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 (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 instructional materials and technology resources), the instructional strategies designed to promote student learning, and the assessment practices used to evaluate that learning. Each secondary school maintains a balanced curriculum including Reading Language Arts (RLA), Science, Mathematics, Social Studies, Fine Arts, Health/Fitness, Technology Applications, Physical Education/Wellness, Languages Other Than English (LOTE), and Career and Technical Education (CTE).

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

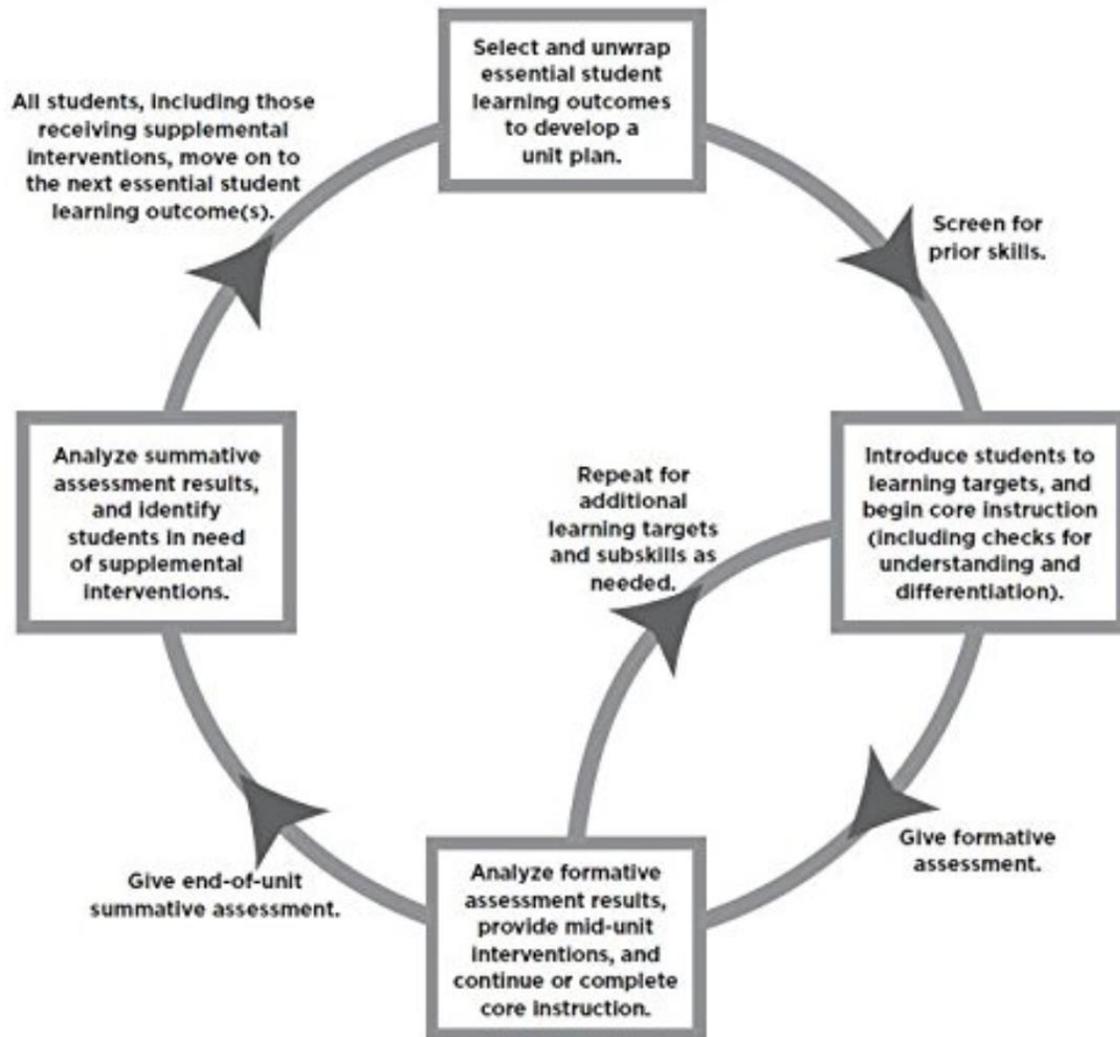
Each grade level and subject annually revise the Year-at-a-Glance (YAG) or scope and sequence. The design of the YAG includes the standards divided into units of study and are located in the TEKS

updated 10/7/2020

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 instructional objectives as outlined in the curriculum guides for each subject. The objectives reflect the Texas Education Agency TEKS and address the knowledge, 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 [See District Policy EIA Local]. Grades are 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 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 (online) 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. Also, remote students are encouraged to actively participate in teacher office hours for any additional support and receive answers to questions they may have.

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 (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/targets 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, 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 evaluations shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade in all subjects including dual credit.
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, and final exams, or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Grade 9

To be promoted from grade 9 to grade 12, a student shall have a final grade average of 70 or better on a scale of 100 in courses and a 70 or better in each DUAL CREDIT course at the end of each semester. In addition to local standards for mastery and promotion students in grade 8, a student 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 9-12

Grade-level advancement for students in grades 9-12 shall be earned by course credits. Changes in grade-level classification shall be made at the beginning of the fall semester [See District Policy EI LEGAL].

Official Grade Reports

Progress Reports

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

1. All secondary students will receive a progress report at the end of the third week of a 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 be signed by the parent/guardian, indicating they have seen the progress report, and returned to the teacher/school.
4. If a student's grade falls below 70 after the third week of a six-week grading period, the teacher will contact the parent/guardian by phone or in writing.
5. Teachers will 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 for 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 grading period.
3. It is the student's responsibility to deliver the report card to the parent/guardian.
4. For remote (online) students, progress reports will either be mailed or made available via the Home Access Center (HAC).

Home Access Center (HAC)

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

Academic Grading Scales

Grades 9-12

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 and includes dual credit.

90-100	A	Excellent Progress
80-89	B	Good 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 Dishonesty

Academic Integrity

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

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) students.

All Students, regardless of on campus or online, 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 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 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 academic **and/or** behavioral consequences (see **Academic Dishonesty**).
7. For remote (online) students, participate in teacher office hours when requested by the teacher.

*Students participating in extracurricular activities must meet 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 the student 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 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 Department will:

1. Confer collaboratively in the development or design of lesson plans in the LMS.
2. Establish a comprehensive assessment schedule or calendar by department. This schedule must be adhered to for Unit tests.
3. Adhere to established departmental/content area schedule regarding assessments.
4. Departmental teachers will coordinate the sharing of instructional resources.

The Teacher will:

1. Provide the daily lesson objectives and activities for each class in writing and/or in the LMS.
2. Enter the 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. Must follow the High School Grading Procedures and ask for clarification from campus administration or department chairs as needed.
6. Provide students with a rubric for long-term projects.

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 mastery of the TEKS and curriculum objectives.
2. Grades recorded in a gradebook represent a confidential record for evaluation of student progress.
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 High School 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 to the student either face-to-face or via the LMS. 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 an assessment.

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. Each teacher 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.

Lesson Plans

The purpose of a lesson plan is to provide a written document outlining daily objectives, learning targets, and activities for instruction. The lesson plan will 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 weekly basis. A campus-wide format is provided. Additional requirements will be provided by campus administration.

Parent/Guardian-Teacher Conferences

1. A teacher will schedule one or more conference(s) with the parent(s)/guardian(s) any time 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. Such conferences may be handled by telephone, in person, or written communication.

2. The State and District require each school to notify parents/guardians 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.

Course Syllabus

All secondary teachers are required to prepare, post, and distribute a course syllabus for students during the first week 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 units. 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 units. 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 contact information
- Outline or scope and sequence of major course units, themes, or projects
- General method of assessment and grade calculation in compliance with High School Grading Procedures
- Average amount of homework
- Assigned reading/literary works if applicable

Teacher Webpages

Nacogdoches High School currently hosts individual teacher webpages.

Awarding Class Credit

Mastery of Objectives

Student academic achievement or progress shall be based upon the degree of mastery of the District's objectives which reflect the Texas Essential Knowledge and Skills (TEKS).

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.

College Visits

Students may have two college visit days during their junior year and two during their senior year, with a letter from the college or university verifying the visit. These approved college visits do not affect exemption for Semester/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. Credit Recovery delivers instruction and assessments in a unique environment requiring specialized procedures.

Types of Assignments/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-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 High School Grading Procedures and the expectations and guidelines of the program area.

Major Grades

All major grades measure 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. Test/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 guides.
2. Major examinations consist of chapter, unit, concept, or cumulative assessments.

Common Assessments

Grades on common assessments will be determined by each department and will be explained to parents and students prior to the assessments being administered. Common Assessments (CAs) or Unit tests will depend on the frequency of the units within the course/subject's scope and sequence.

1. Common assessments are administered in all core content classes. These assessments may be district-developed or department-developed.
2. 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 class work 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. 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.

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, 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 or current 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 a disciplinary measure, but should be used to enrich and strengthen classroom experiences and student learning. New concepts introduced through homework should only be evaluated on effort.

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.

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 and may or may not be used as a grade.

Semester/Final Exam (High School Credit Courses)

1. Semester/Final exams are comprehensive according to what was taught and administered in all high school credit courses at the end of the fall and spring semester.
2. In order to be exempt students must meet exemption criteria (see Exam Exemption Guidelines below).
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.

Exam Exemption Guidelines

Students may earn exam exemptions by maintaining good academics and attendance. The number of eligible exemptions for the fall and spring are based on the student's grade level. Regardless of the number of exemptions, students will be required to attend school for a minimum of four hours daily on all designated, semester exam days.

Exemptions by Grade Level

- 9th graders- 1 exam in the Fall semester and 1 exam* in the Spring semester.
- 10th graders- 2 exams in the Fall semester and 2 exams* in the Spring semester.
- 11th graders- 3 exams in the Fall semester and 3 exams* in the Spring semester.
- 12th graders- 3 exams in the Fall semester and all exams in the Spring semester.

*** Must be a different subject in the Spring semester.**

Advanced Placement (AP) Course Exam Exemptions

The expectation for all students taking AP courses is to take the AP exam for that course at the end of the school year. For the Fall semester, students who are enrolled in an AP course must register to take the AP exam for that course by Friday, November 6, 2020, to be eligible to exempt the Fall semester exam for that AP course. Students that register for the AP exam and choose to exempt the Fall exam for that AP course, will still be allowed to exempt their regular number of allowable courses for their grade level if exemption criteria is met. Students that do not register for the AP exam for an AP course, will not be allowed to exempt the Fall or Spring exam for that AP course, even if exemption criteria is met.

For the Spring semester, students who have registered for the AP exam must earn a qualifying score or above on the mock AP exam to be eligible to exempt the Spring semester exam for that AP course. A qualifying score is equivalent to a "C" letter grade. Students that earn a qualifying score or above on the mock AP exam and choose to exempt the Spring exam for that AP course, will still be allowed to exempt their regular number of allowable courses for their grade level if exemption criteria is met. Students that do not earn a qualifying score or above on the mock AP exam for an AP course, will not be allowed to exempt the Spring exam for that AP course, even if exemption criteria is met.

Note: Students who are not present on the official AP exam date, will lose the exemption in the Fall and Spring exams for that AP course and will be required to take the semester exam(s) or receive a grade of zero on the semester exam.

Academic/Attendance Exemption Criteria

Students may be exempt from semester exam(s) of choice if the following requirements are met:

1. Average of 75% or higher semester average for the course;
2. Five (5) or less total absences for each semester. If extenuating circumstances exist (i.e. hospital stay); absences cannot exceed seven (7) days; and
3. No DAEP referrals/placements; no suspensions both in school and out of school; and no more than six (6) hours of detention assigned or served.

Additional information regarding exemptions:

- All seniors must be present for scheduled classes on STAAR EOC testing days.
- All fines including library, athletics, clubs, textbook, calculators, etc. must be cleared to be exempt.

- Exemption request forms must be signed by the teacher and returned by the campus designated deadline/location.

General Guidelines

Both excused and unexcused absences will count for exemption purposes. Absences that will not count against a student for exemption purposes are defined as 1) extracurricular, 2) co-curricular, and 3) religious and medical absences. (coded as EXT, COC, REL, MED by attendance; MED means the student **came to school and left to attend a doctor's appointment**, as defined by TEC 25.087) Medical absences that do not meet this criteria will be reviewed on a case by case basis by the attendance committee.

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 and/or course.
3. Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
4. Extra credit cannot raise the student's grade higher than 100.

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. There will be 2-3 Major grades, 6-9 Daily grades each grading period, which totals a minimum of eight (8) grades taken each grading period. The eight grades will consist of at least two (2) major grades and six (6) daily grades. For grading periods of five weeks, there should be at least two (2) major grades and five (5) daily grades.

Major Grades

Pre-Advanced Placement (PAP)/AP Courses: Major grades will comprise (60%) of the six week average in all high school credit courses.

On-Level Courses: Major grades will comprise (50%) of the six week average in all high school credit courses.

Major grades include: Performance assessments, examinations/tests, projects, major essays, assessments, labs, and other similar assignments

Daily Grades

PAP/AP Courses: Daily grades will comprise (40%) of the six week average in all high school credit courses.

On-Level Courses: Daily grades will comprise (50%) of the six week average in all high school credit courses.

Daily grades include, but are not limited to: Quizzes, in-class assignments, homework, multiple-day assignments, and labs.

The number of daily grades will vary from each six weeks with a minimum of six (6) per six weeks. The teachers, in collaboration with campus administration, will determine the exact number of daily

grades that will be recorded each six weeks. The number of daily grades will be consistent within each department for each grading period.

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 high school credit courses will administer one or more reading/writing assignments in the content area each six weeks.

Minimum 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.

In addition, teachers must take a minimum of two (2) major grades per six week grading period.

Minimum/Maximum Grade Reported

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

Incomplete Grades

A student receiving an incomplete and/or a zero for a missed semester/final exam has one (1) week to convert the incomplete grade to an earned grade with administrative approval.

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

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).

Schedule Changes

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

Schedule changes will be considered during the first seven (7) days of the course for the following reasons only:

1. The student is a senior not scheduled in a course needed for graduation.
2. The student has already earned credit for a course in which he/she is currently scheduled.
3. The student does not have the prerequisite(s) for a class listed on his/her schedule.
4. The student has previously failed this course under the same teacher.
5. The student has been dismissed from a program for which approval must be granted for placement.
6. The student does not have a full schedule.
7. There is a data entry error (no lunch, class listed twice, free period, etc.).
8. If a course does not meet the minimum number of students required.

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9. Other as approved by building principal.

Course Level Changes

Course level changes will be considered at the end of the first nine (9) weeks and during the first semester of each course. To transfer to a lower level class, the student must have made an effort to succeed by completing work and attending tutorials. If these conditions are met and the student is earning less than a grade of 75, a parent/guardian will be contacted via phone or requested to conference with the teacher, student and counselor regarding the schedule. The student will be considered for a change after filling out and submitting a Petition for PAP/AP Course Exit form and based on the outcome of the committee.

PAP and AP exit guidelines

All students taking a PAP or AP course should have as their goal to gain credit for the class. However, students often have an adjustment to any advanced course. The guideline or expectation is to keep students focused on excelling academically and encourage them to continue to enroll in challenging courses.

1. Students who earn less than a 75 at the 3 weeks progress (interim) grade check will be required to complete a grade reflection which details how the student will adjust his/her study habits. The student and parent will be required to sign a contract stating the expectation to maintain a passing grade for the remainder of the year. The teacher will contact the parent and communicate with the student's principal and counselor.
2. Students who fail a marking period with a 60-69 will be placed on academic probation. The teacher will set up a parent/teacher/student conference to discuss how to correct study deficiencies. The student will be required, at the request of the teacher, to attend mandatory tutorials either during ISP, lunch, before and/or after school, or all of the above.
3. Students who are in danger of failing the course for the semester will be recommended to move to an on-level equivalent. All grades earned in a PAP or AP course will be applied to the next class in a schedule change.
4. Any student who fails at semester will be exited from the class.
5. Any student who is not failing the course will be expected to remain in the course until the end of the semester. If a student who is not failing wishes to change courses at semester, that student needs to meet with his/her teacher and principal to get permission and complete a Petition for PAP/AP Course Exit form, signed by parent, teacher and principal.

9th grade courses:

PAP Algebra 1
PAP Geometry
PAP English 1
PAP Biology
PAP French
AP Human Geography

10th grade courses:

PAP Geometry
PAP Algebra 2
PAP English 2
PAP Chemistry
PAP Spanish
PAP French
AP World History

11th grade courses:

PAP Algebra 2
PAP Pre Cal
AP English 3
AP Physics
AP Environmental Science

12th grade courses:

PAP Pre Cal
*AP Statistics
AP English 4
*AP Biology
*AP Chemistry

Electives:

AP Art/Drawing
*AP Computer Science
*AP Music Theory
*AP Seminar

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AP US History
PAP Spanish

AP Physics
AP Environmental Science
*AP European History
AP Government
AP Economics

* Courses have no on-level equivalent. It is recommended that these courses be reserved for juniors/seniors.

Dual Credit Exit Guidelines

To drop a dual credit course, students will need to follow the Stephen F. Austin (SFA) dropping and withdrawing dates and guidelines, which will be explained in the course syllabi. More information regarding drop dates for SFA courses can be found on the SFA Registrar and Calendar websites.

Dual Credit Grading Procedures

Nacogdoches High School (NHS) students taught by a Stephen F. Austin (SFA) professor in person (no NHS teacher is assigned to the students): The final semester grades are submitted by the SFA professor to the NHS grade specific counselors and then distributed to the campus PEIMS office to be placed on student transcripts.

NHS students taught by a SFA professor via the distance learning lab (a NHS teacher is assigned to the students, co-teach): The SFA professor provides major assessments and the NHS teacher administers daily grades. The final semester grades are submitted by the SFA professor to NHS grade specific counselors and then distributed to the campus PEIMS office to be placed on student transcripts.

NHS students taught by a NHS teacher who is also a dual credit teacher: The teacher submits final grades to SFA. However, if a SFA professor teaches the course, the final semester grades are submitted by SFA to NHS counselors and then distributed to the campus PEIMS office to be placed on student transcripts.

All dual credit classes will adhere to the NHS Academic Grading Scale found in this document.

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.

High School Credit Courses

The semester average is determined using the six-week averages and the semester/final exam.

1st Six-Week Average	2/7	4th Six-Week Average	2/7
2nd Six-Week Average	2/7	5th Six-Week Average	2/7
3rd Six-Week Average	2/7	6th Six-Week Average	2/7
Semester/Final Exam	1/7	Semester/Final Exam	1/7

When a student is exempt from the semester exam, the semester average will be the average of the six-week grading periods.

Calculation of Year-long Average

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
- Attendance requirements or a waiver must be met
- Dual credit courses are an exception because each course grade for the semester is a separate grade and is not averaged with other semester grades.

Course Category and Weight

The District shall categorize and weight courses as Advanced and Regular as provided in District Policy EIC Local.

The District shall record unweighted numerical grades on student transcripts. Weighted grade point averages are solely for class rank purposes.

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

For semester transfer grades the following letter grade conversion table will be implemented. The letter grade conversions include dual credit courses.

A+ 99	B+ 89	C+ 79	
A 95	B 85	C 75	F 69 and below
A- 92	B- 82	C- 72	

Retest/Reassess for Mastery

Mastery of Texas Essential Knowledge and Skills (TEKS)

NISD has provided a well-balanced curriculum based on state prescribed (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 assessments to determine which students are in need of remediation/intervention (re-teaching and acceleration). The use of common assessments, teacher-made assessments, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives.

Required Retest/Reassess for Mastery

When a student makes a 69 or below on an exam included in the major grading column, the teacher must allow the student the opportunity to take a retest. (Assignments such as research papers or projects that are assigned well in advance of the due date do not fall under the reteach/retest procedure.)

A grade of 70 is the maximum that can be earned on the retest 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.

Students must participate in tutoring or/re-teaching before retesting. This may occur during class time, ISP period, or at another time agreed upon by the teacher and student. (Teachers may require students to complete missed homework, test corrections, etc. as part of their re-teaching process.)

The test may be an alternate format to the original but will be of a similar level of difficulty and length and should not be perceived as unfair or a consequence. Any retest given will not be returned to the student.

Retesting must be completed within one week from when the major test is given back to the students or as arranged by the teacher.

If the timing of retesting overlaps into a new grading period and this grade causes the student to fail for the six weeks, then an "I" Incomplete should be submitted for the student. This student would then have the seven day grace period to receive tutorials and take the retest. This process would need to be completed with the teacher posting the new grade within the UIL seven day grace period. This timing coordinates with the No Pass No Play time lines published by the UIL. Exceptions require advance approval and will impact a student's eligibility.

When a major grade is impacted due to academic dishonesty, the student will be eligible for retesting for a maximum grade of 70 along with school-assigned discipline. If the student chooses to not accept the school discipline, the grade will be a zero and not allowed to retest.

The one week retesting window and mandatory tutorial is waived the last week of the third and sixth six weeks.

Semester exam tests are excluded from retesting.

Late Work

Late work is defined as assigned work not turned in on time.

The campus will have a unified late work policy for all subjects for both on campus and remote students. These guidelines will be submitted to the campus principal or designee and communicated to students and parents via course syllabi and the high school student handbook.

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.

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.

Makeup Work

In order to provide the total assessment "picture" of a student's academic progress for a course, any student missing classroom instruction will 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 for both On Campus and Remote Students

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, including tests, after an absence, but may receive a zero for any makeup work, including tests, not made up within the allotted time. Any assignment not turned in or submitted within the allotted time falls within the late work guidelines.
2. Exceptions may be granted by the Campus Administration in extenuating circumstances.
3. The number of days 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 Absences

A note signed by the parent/guardian showing the dates and reason(s) for the absence(s) is to be submitted within three (3) days after the student returns to class. If the note is not received 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 makeup work when he/she returns to school.