

2025-2026

SECONDARY INSTRUCTIONAL GRADING & REPORTING PROCEDURES



GCCISD Secondary Instructional Grading and Reporting Procedures

FOREWORD

The Secondary Instructional Grading and Reporting Procedures have been refined for the 2025–2026 school year following continued reflection, input from educators, parents, and students, and alignment with current best practices. These procedures remain in accordance with the Texas Education Code §28.0216 and are designed to promote consistency, transparency, and equity in grading practices across Goose Creek CISD.

These procedures provide:

1. A consistent framework that supports alignment in grading practices among teachers, grade levels, and campuses as students progress through the Goose Creek CISD educational experience.
2. A clear reference guide that fosters shared understanding of grading, assessment, reporting, and promotion among teachers, students, and families.
3. A comprehensive description of the district’s grading philosophy and system, grounded in equitable and instructionally supportive practices.

VISION

Goose Creek CISD develops and enhances each learner's intellectual, social, and emotional well-being, facilitated by a highly qualified team committed to Growth, Community, Collaboration, Innovation, Success, and Determination.

MISSION

Empower every student with knowledge and skills they need to succeed in a global community.

CORE VALUES

Goose Creek CISD is committed to:

1. Preparing all students for college and career readiness with the ability to build collaborative relationships, lead dynamically, communicate skillfully, and think critically.
2. Providing a safe and secure environment for all students and staff including physical, social, and emotional development and support.
3. Building partnerships with families and the community to support our schools in a meaningful way.
4. Creating a culture of mutual respect, dignity, and transparency to build trust with each other and those we serve.
5. Providing every student with equitable access to high quality instruction, support, facilities, and other educational resources, even when this means differentiating resource allocation.

Table of Contents

Contents

GGCISD Curriculum and Instruction 6-12 General Information	5
State and Local Curriculum	5
Academic Achievement: Retention and Promotion	8
Official Grade Reports	8
Academic Dishonesty and Academic Integrity	10
Academic Dishonesty – Definition and Consequences	10
Academic Integrity – A Shared Responsibility	10
Examples of Cheating or Dishonest Academic Behavior:	10
Understanding Plagiarism	10
Secondary Honor Code	11
Consequences for Academic Dishonesty at the Secondary Level	11
Best Practices and District Expectations	12
Return of Assignments/Graded Work	12
Required Tutorials	12
Lesson Plans	12
Types of Assessments	13
Access to Student Tests	14
Performance-Based Courses and Assessments	14
Explanation of Electronic Gradebook Categories	15
Major Grades	15
Daily and Quiz Grades	16
Extra Credit (Grades 6-12)	16
Secondary (6-12) Grading and Reporting Procedures	18
Grading Roles and Responsibilities	18
Gradebook and Teacher Records	19
Parent/Guardian Communication	19
Course Syllabus Requirements (Secondary)	20
Awarding Class Credit	20
Calculation of Nine-week Averages	21

GGCISD Curriculum and Instruction 6-12 General Information

State and Local Curriculum

State Curriculum

Curriculum content in Texas is guided by the Texas Essential Knowledge and Skills (TEKS), as prescribed by the Texas Education Agency (TEA). These state standards establish a framework outlining what students should know and be able to do at each grade level and in each course. While TEA does not mandate specific day-to-day instructional content, the TEKS serve as the foundation for the development of local instructional plans and are aligned with state-recommended program standards.

Local Curriculum

Goose Creek CISD develops and implements a locally designed curriculum that aligns with the TEKS and supports students in building the skills necessary for academic success and future readiness.

Instructional objectives are designed to:

- Reflect the TEKS for each grade level and subject area.
- Support progression to the next grade level or the next course in a sequence.
- Promote mastery of rigorous content and development of critical thinking skills.

The District's curriculum includes:

- A defined scope and sequence of instruction.
- Clear instructional objectives aligned to standards.
- Use of instructional materials, including adopted textbooks, digital tools, and technology resources.
- Evidence-based instructional strategies to promote engagement and learning.
- Assessment practices to monitor progress and inform instruction.

Secondary Curriculum Offerings

Each secondary campus provides a well-rounded curriculum that includes:

- Reading and Language Arts
- Mathematics
- Science
- Social Studies
- Fine Arts
- Health and Physical Education/Wellness
- World Languages and Cultures
- Career and Technical Education (CTE)

These secondary curricular offerings support students in exploring interests, developing 21st-century skills, and preparing for college, career, and life beyond high school.

Curriculum Development and Alignment

Goose Creek CISD is responsible for developing a comprehensive 6–12 curriculum map that aligns instruction across all grade levels and subject areas. This includes establishing a timeline of critical objectives for each nine-week grading period in every subject area.

The District regularly reviews and revises the curriculum to ensure it reflects real-world applications, incorporates depth and complexity, maintains rigor and relevance, and meets the diverse needs of all students.

All Goose Creek CISD curriculum guides are fully aligned to the Texas Essential Knowledge and Skills

(TEKS) to ensure coverage of essential skills and concepts for each course. These guides are designed to support high-quality, standards-based classroom instruction.

Goose Creek curriculum guides are developed by experienced teachers in collaboration with curriculum specialists from the Department of Instruction. Each guide is created for a specific course or subject and is revised on a regular schedule to ensure ongoing relevance and effectiveness.

Scope and Sequence of Instruction

The objectives outlined in the district curriculum documents are aligned to the Texas Essential Knowledge and Skills (TEKS) and reflect all required state standards. These objectives are mandatory and may not be waived, altered, or partially omitted.

However, the sequence in which objectives are taught may be adjusted to meet the specific needs of a class or individual students. Campuses or departments seeking to modify the instructional sequence must:

1. Consult with the appropriate Associate Director of Curriculum; and
2. Submit the proposed changes in writing for review.

All proposed sequence alterations must receive approval from both the Campus Instructional Leadership Council (CIC) and the District Instructional Leadership Council (ILC) before implementation.

Instructional Materials

Goose Creek CISD utilizes state-adopted textbooks and electronic media as one of several instructional resources to support mastery of course and curriculum objectives. Since the 2011–2012 school year, school districts have received an Instructional Materials Allotment (IMA) from the state to purchase instructional materials, technology, and training aligned to the Texas Essential Knowledge and Skills (TEKS).

In addition to state-adopted materials, locally selected resources may be chosen by the district, campuses, or teachers to address specific student needs and support instructional goals. All instructional materials are selected based on quality, alignment to curriculum standards, and relevance to student learning.

Online Instructional Materials and Resources

Goose Creek CISD provides access to a wide range of digital and online instructional materials, both state-adopted and locally selected. These materials are a critical component of the instructional program and may be delivered in online formats as needed.

Access to these online resources may not be restricted through a waiver or the Parent Acknowledgment Form, as they are necessary for students to fully engage in district-approved instruction and meet course requirements.

Instructional Practices

Instructional strategies and practices used across Goose Creek CISD are guided by district philosophy and informed by:

- Campus and teacher analysis of student needs
- Research-based instructional methods
- Student learning styles
- Results from formative and summative assessments

Student academic achievement is evaluated based on mastery of the District's instructional objectives, which are aligned to the TEKS. These objectives address essential skills and concepts required for success in the current grade and future coursework.

Instructional activities—including assignments, assessments, projects, and classwork—are designed to assess student understanding of the TEKS. A student's level of mastery is a primary factor in determining their academic grade.

Grades should be based on multiple sources of evidence, such as:

- Daily assignments and homework
- Tests and quizzes
- Performance tasks and special projects

Grading practices must be developmentally appropriate, aligned to course standards, and clearly communicated to students. Teachers must ensure students are aware of course expectations from the start and be prepared to document and explain how grades are determined, typically through a course syllabus.

All Goose Creek CISD curriculum objectives and instructional resources are available online through the District website: www.gccisd.net, under the Curriculum and Instruction section.

Academic Achievement: Retention and Promotion

Curriculum Mastery

Promotion, grade-level advancement, and course credit in Goose Creek CISD are based on mastery of the curriculum. Expectations and standards for promotion are established for each grade level, content area, and course and are coordinated with compensatory and/or accelerated services to support student success.

Standards for Mastery

Mastery is determined using the following guidelines:

1. Course assignments and unit evaluations are used to determine student grades. A numerical average of 70 or higher constitutes a passing grade for courses utilizing a numerical grading system.
2. Mastery of skills needed for success at the next level is validated by assessments, which may include unit, nine-week, or semester exams.
 - For numerically graded courses, 70% mastery of objectives is required.
 - For courses using standards-based grading, students must demonstrate mastery of the majority of objectives.
3. Grades earned in dual credit courses will be scaled appropriately to align with both college and high school grading requirements and passing rates.

Official Grade Reports

Progress Reports

Progress Reports are designed to keep students, parents/guardians, and campus administrators informed about a student's academic and conduct performance.

1. Secondary students receive a Progress Report at the end of the third and sixth week of each nine-week grading period.
2. Parents should be contacted any time a student is in danger of failing or when a significant decrease in performance occurs.
 - It is strongly recommended that parents/guardians be contacted if a student's grade decreases by 10 or more percentage points or failure becomes likely.
3. In grades 6–12, if a student's grade falls below 70 after the sixth week of the grading period, the teacher is required to contact the parent/guardian by phone or in writing.

Report Cards

Report Cards provide official documentation of academic progress, student conduct, and absences.

1. Report Cards are electronically generated and issued at the end of each nine-week grading period.
2. New students with less than 10 days of attendance in a reporting period will not receive a Report Card until the next grading cycle.

Transfer Grades (New/Existing Students)

When students transfer into the District during a grading period, grades from the sending school for the same or a similar course will be combined with current grades to calculate the Report Card grade.

Online Records – Electronic Gradebook

1. Parents/guardians can access student progress through the TEAMS electronic gradebook portal.
2. The portal displays Progress Report averages, Report Card averages, and individual assignment grades (if applicable).
3. For access, parents/guardians should contact the campus for login credentials and support.

Grade-Level Reporting

Grades 6–12* (See below for Seniors Only)

Academic progress is reported as both numerical averages and letter grades, according to the following scale:

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

***Seniors Only:**

Students who withdraw from a course after the official drop date may receive a W/P (Withdrawn Passing) or W/F (Withdrawn Failing) on their transcript. These designations:

- Are included in the GPA calculation,
- Do not award course credit,
- Are assigned zero grade points (i.e., calculated as a zero).

Academic Dishonesty and Academic Integrity

Academic Dishonesty – Definition and Consequences

In Goose Creek CISD, academic dishonesty includes, but is not limited to:

- Cheating or copying the work of another student
- Plagiarism
- Unauthorized communication between students during assessments
- Use of unauthorized resources during assessments
- Use of Artificial Intelligence to generate assignments

Students found to have engaged in academic dishonesty are subject to grade penalties on the assignment or test in question and disciplinary consequences as outlined in the Goose Creek CISD Student Code of Conduct.

The determination of academic dishonesty is made at the professional discretion of the classroom teacher or supervising staff, based on written materials, direct observation, or information from students.

Academic Integrity – A Shared Responsibility

Academic integrity is a core value of Goose Creek CISD and is essential to effective teaching, learning, and scholarship. Both students and staff are responsible for maintaining an environment where academic work is challenging, relevant, and fair.

Examples of Cheating or Dishonest Academic Behavior:

- Giving or receiving unauthorized assistance during tests, quizzes, or exams
- Sharing or accessing exam contents or answer keys without permission
- Using unauthorized notes or devices during assessments
- Submitting work on behalf of another student or having someone else complete your work
- Copying assignments intended to be completed independently
- Plagiarizing any portion of work, including using AI-generated responses without proper attribution

Understanding Plagiarism

According to Plagiarism.org, plagiarism is defined as:

- Stealing and passing off another's ideas or words as your own
- Using someone else's production without giving credit
- Committing literary theft
- Presenting an existing idea or product as new and original

Examples of Plagiarism Include:

- Submitting someone else's work as your own
- Copying words or ideas without proper citation
- Failing to use quotation marks when quoting
- Providing incorrect information about a source
- Rewriting text from a source but keeping the original sentence structure without credit
- Copying large portions of content from a source—even if cited—so that it dominates your work
- Using generative AI tools to complete assignments without teacher approval

Secondary Honor Code

The Goose Creek CISD Secondary Honor Code was developed to promote and protect academic integrity, especially in an era of high stakes testing and increased reports of academic dishonesty.

We believe:

- Students should strive to be self-directed learners who complete their work with honesty and pride.
- Academic honesty demonstrates respect for yourself and others, as well as accountability for your learning.
- Teachers are responsible for monitoring assessments, enforcing academic integrity, and providing engaging and fair learning environments.
- Integrity and honor are collective responsibilities. Every class is only as strong as each individual's commitment to those values.
- Our district's Core Values must guide all behavior, including academic conduct.

Consequences for Academic Dishonesty at the Secondary Level

When clear evidence of academic dishonesty is documented on a major grade, the following consequences will apply:

1. A documented record of academic dishonesty will be entered into the student's discipline file.
2. The student may be assigned an in-school suspension and/or other consequences in accordance with the Student Code of Conduct.
3. The student shall receive a zero on the affected assignment or assessment.
4. Students in Honors or Advanced Placement (AP) courses may be removed from the course and placed in an on-level course after consultation with their counselor.
5. The student will become ineligible for semester exam exemptions.
6. The student will be immediately removed from the National Honor Society, National Junior Honor Society, or any other school-sponsored honor society.
7. A student who has been disciplined for academic dishonesty within the four semesters prior to graduation will be ineligible to deliver a speech during graduation ceremonies.

Best Practices and District Expectations

Return of Assignments/Graded Work

Timely feedback on assignments and assessments is considered the best practice and a critical instructional tool.

- Students must have the opportunity to review all graded work.
- Daily work and quizzes should be returned within two to four scheduled class days.
- Tests must be either reviewed in class or returned to students for individual review.
- District-developed assessments and those created using copyrighted materials will be reviewed in class but not physically returned to students. Parents may request a review of these assessments.
- Projects and assessments that include written compositions should be reviewed and returned within one week, if feasible, to allow students time to address weaknesses and seek tutorials or extra support.

Required Tutorials

The purpose of tutorials is to provide targeted instruction for students who have not mastered the TEKS and to offer reinforcement for those needing assistance.

1. Teachers must offer at least two (2) tutorial sessions per week.
2. The day and time for tutorials will be determined by each campus. Some campuses may require mandatory tutorials.
3. Elementary teachers must notify parents when tutorials are required and keep records of student attendance.
4. Secondary students may attend tutorials voluntarily; however, priority must be given to students who are failing or have not mastered the TEKS.
5. Teachers must be available and present during scheduled tutorial times.
6. A log of student attendance must be maintained by the teacher.

Lesson Plans

All GCCISD teachers are required to prepare or review weekly electronic lesson plans to guide instruction. Lesson plans must include:

- TEKS
- Learning intentions
- Success criteria
- Teaching points
- Student outcomes
- Instructional activities
- Resources/materials
- Any other required information

Lesson plans should be submitted electronically on a schedule determined by each campus.

Types of Assessments

General Assessment Expectations

- Student mastery can be assessed through various methods beyond written work.
- Not all assignments need to be graded; however, teachers must provide timely feedback on all activities assigned.
- Assessments should occur after a period of guided and/or independent practice.
- Assignments may be evaluated for multiple subject areas, if appropriate.
- In group projects, individual grades should reflect each student's level of participation, and students should be provided with grading criteria in advance.

Formative Assessments

Formative assessments are ongoing checks for understanding during instruction. They help guide instructional decisions and inform students of their progress and the next steps.

Summative Assessments

Summative assessments are culminating evaluations of student mastery at the end of a unit, grading period, semester, or course.

Quizzes

Quizzes are short, formative assessments covering small chunks of content. They may be written or oral and can be given without prior notice.

Unit Tests

Unit tests are comprehensive assessments of a complete unit of instruction. They assess essential understandings and support application of learning.

Learning Checkpoints

Learning checkpoints are small sets of questions that measure student mastery. These may be supplemented with campus- or teacher-created items.

District Common Assessments

These assessments are aligned to the curriculum and designed to:

- Ensure alignment of written, taught, and tested curriculum
- Improve student achievement
- Provide actionable data for instruction

Examples Include:

- District Developed Common Unit Assessments
- District Developed Semester Exams (CBA – Curriculum-Based Assessments)

District Semester Finals or Benchmarks

Secondary:

- Common Unit Assessments are summative and developed collaboratively by district/campus teams.
- They measure student mastery over the prescribed curriculum for a unit of study.

Secondary Semester Exams

- Cover TEKS from the semester or year of the course.
- May be given in one or both semesters and count as the semester exam grade.

Texas Education Agency (TEA) Interim Assessments

These are TEA-developed assessments intended to:

- Address statewide assessment TEKS
- Be administered approximately six weeks prior to state testing
- Help students develop personal STAAR/End-of-Course plans
- Guide instructional adjustments
- Predict student success

Gradebook Entry Guidelines for TEA Interims:

- Elementary: Daily grade
- Secondary: Major test or semester exam grade (based on subject area)

Note: Items not yet addressed in the Scope and Sequence are removed from the recorded grade.

Access to Student Tests

- All tests must be graded and recorded in the electronic gradebook within five (5) school days, unless extenuating circumstances (e.g., extensive writing assessments) apply.
- All tests must be reviewed in class or returned to students.
- District-developed or copyrighted assessments are not returned but can be reviewed upon parent request.

Performance-Based Courses and Assessments

Courses in the following areas are considered performance-based:

- Visual and Performing Arts
- Career and Technical Education (CTE)
- Athletics
- Physical Education

Expectations:

- Grading should reflect both TEKS mastery and student performance.
- A higher portion of the grades may be based on participation and performance.
- Teachers must collaborate with program coordinators/directors to ensure compliance with GCCISD grading guidelines.

Examples of Performance-Based Assessments:

- Classroom participation
- Experiments
- Checklists of skills
- Enrichment activities
- Teacher observation and anecdotal notes
- Homework
- Classroom discussions
- Written reflections (journals, notebooks)
- Research projects
- Portfolios
- Group projects
- Unit/chapter tests

- Conferring or coaching sessions

Explanation of Electronic Gradebook Categories

Major Grades

Tests/Examinations

Major tests assess student mastery of the TEKS, District curriculum, and course content.

Key Guidelines:

1. Test/Examinations are assessments designed to measure a student's successful attainment of the TEKS as expressed in the GCCISD curricula.
2. Major examinations or tests may be unit, concept, or cumulative (weekly, three, six, or nine-week) assessments. Major tests must be scheduled and announced at least three school days in advance.
3. Secondary major tests are intended to take more than half of the class period to complete.
4. Nine-week tests or assessments are administered in all classes. Nine-week tests may be developed by district associate directors or campus departments. Each core content associate director will communicate to teachers which type of assessment will be used.
5. Nine-week assessments may not be substituted with previous assignments or an average of past performance assessments.

Alternative Assessments

Alternative assessments align with real-world tasks and curricular objectives.

Key Guidelines:

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

Special Projects / Term Papers

These are extended assignments that require planning and research.

Key Guidelines:

1. Term papers and projects are lengthy class or homework assignments that may take several weeks for a student or group of students to complete.
2. Teachers may assign term papers or projects to an individual or to a group of students.
3. A rubric must be provided to the student(s) at the beginning of the project/paper.
4. Term papers or projects assigned over a lengthy period and included on the course syllabus are due on or before the due date noted on the syllabus. Students who are absent on the due date, including school business, must meet the deadline. Any exceptions for late-term projects or papers must be approved by the principal or principal's designee after meeting with the classroom teacher. 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.
5. The special due date clause for term papers and long-term projects applies only to assignments where the due date is included on the course syllabus; otherwise, the penalty for late projects and papers will be the same as for all other late work.

Daily and Quiz Grades

Class Work

Instructional activities completed during the class period. These may occasionally extend into homework.

Homework

An extension of in-class learning designed to reinforce skills and concepts.

Key Guidelines:

- Should never be used as punishment.
- Must be clearly explained and preceded by adequate instruction.
- Should be age-appropriate and considerate of the total student workload.
- Teachers will include a weekly homework estimate in their syllabus.
- Homework builds responsibility and reinforces learning.

Grading Homework

- May be graded for completion, accuracy, or understanding.
- Graded assignments should be returned within 2–4 school days.
- Peer grading is allowed.

Quizzes

Short, informal assessments measuring progress toward learning goals.

- Quizzes may be unannounced.
- They do not require prior notice.

Extra Credit (Grades 6-12)

Teachers may offer extra credit opportunities for enrichment—not to replace mastery of TEKS.

Key Guidelines:

1. Must be academic and offered to all students.
2. Cannot impose an excessive financial burden (e.g., not for bringing supplies).
3. May not exceed 5 points of the nine-week average.
4. Not allowed on final exams (grades 6-12)
5. Offered at the teacher's discretion.

Late Work

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

Late work is graded in the same manner in all classes at the secondary level.

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

Makeup Work

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

Makeup Work Guidelines

1. Makeup work is available to all students. Students are responsible for asking teachers for makeup work upon returning to class. Students shall receive credit for satisfactory makeup work after an absence but may receive a zero for any test not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work restrictions.
2. Exceptions may be granted by the Administration in extenuating circumstances.
3. The number of classes allowed for makeup work to be completed for full credit will be equal to the number of times a class was missed.
4. A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
5. Makeup work, including tests, may be an altered version. Teachers may assign alternate work to ensure 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 instructional objectives for the subject or course and may provide greater depth of subject matter than routine makeup work.
6. School related absences are given the same amount of time to complete makeup work as non-school related absences. Students absent from class due to school sponsored activities are encouraged, however, to confer with their classroom teachers prior to the planned absence.

Unexcused Absences

A note signed by the parent/guardian showing the dates and reason for the absence is to be submitted within three days after the student returns to class. If this note is not sent within the allocated three (3) days, the absence will be reported as unexcused. A student with an unexcused absence may make up all the work missed for full credit. However, a student found to be truant (a student who stays away from class or school without permission) will receive seventy percent (70%) of the grade achieved on the assignment.

Suspension

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

Secondary (6-12) Grading and Reporting Procedures

Grading Roles and Responsibilities

Student Responsibilities

- Submit all assigned work on time as directed by the teacher.
- Plan appropriately to meet deadlines for long-term assignments.
- Take the initiative to communicate with teachers when assignments are unclear or if academic difficulties arise.
- Complete all assignments within designated timeframes or follow late work guidelines as applicable.
- Reflect on personal work for accuracy and seek clarification when needed.
- Routinely monitor academic progress through the district electronic gradebook.
- Maintain academic integrity and honesty. Violations may result in both academic and behavioral consequences. (See Academic Dishonesty section.)
- Maintain eligibility for participation in extracurricular activities by meeting required academic standards. (See Appendix B: Extracurricular Activities and Eligibility.)

Parent/Guardian Responsibilities

- Provide a consistent time, place, and environment conducive to completing homework.
- Ensure students have access to the supplies and materials needed for assignments.
- Support homework completion through monitoring, not by doing the work.
- Help students develop a schedule to manage long-term assignments.
- Communicate with teachers when academic or behavioral concerns arise.
- Regularly review the district's electronic gradebook to monitor student progress.

Campus Responsibilities

- Assign Campuses and departments must follow the late work guidelines as outlined in the GCCISD Student/Parent Handbook.
- Each campus will establish a comprehensive nine-week testing schedule to be followed by all departments.
- Nine-week tests will be developed either by campus departments or provided by the District for core content areas.
- Campus administrators will designate and communicate exam schedules as needed.
- Campus administration is responsible for monitoring and addressing any issues related to grade calculations for UIL eligibility checks. (See Appendix B.)

Department Responsibilities

- Department members will collaborate on lesson planning to ensure alignment and consistency.
- Teachers within departments will share instructional materials and best practices.

Teacher Responsibilities

- Clearly communicate daily lesson objectives, learning intentions, and success criteria. These should be presented both verbally and in writing for clarity.
- Post homework assignments clearly for students (and parents, if needed).
- Only the teacher of record (or designated administrator) may enter grades in the gradebook.
- Peer grading is allowed, but final grades must be recorded by the teacher.
- Grades and assessment records must be treated as confidential records of student performance.
- Inform students of the content to be covered in all major assessments.
- Do not adjust academic grades based on student participation or non-participation in extracurricular activities.
- Adhere to all GCCISD Grading and Reporting Procedures and consult with administration when clarification is needed.
- Provide rubrics for all long-term projects and alternative assessments.

Gradebook and Teacher Records

- Teachers must maintain accurate, up-to-date grade records in the district's electronic gradebook system.
- Grades recorded in the gradebook must reflect student mastery of TEKS and district curriculum objectives.
- Gradebooks are considered confidential and must represent a complete record of the student's performance used to determine final averages.
- Gradebook calculations must align with the Grading and Reporting Procedures established by GCCISD.
- Teachers are required to update the electronic gradebook weekly with at least one new grade.

Parent/Guardian Communication

- Teachers must contact parents/guardians promptly when:
 - A student's grade falls below 70.
 - A student does not meet expected performance standards.
 - A student is exhibiting behavior that interferes with learning.
 - Other concerns arise that require parent input.
- Communication may occur by phone, email, or in person and should include two-way dialogue.
- Per State and District requirements, parents/guardians must be notified if their child is at risk of failing a course or not meeting promotion standards at each nine-week grading period. (See Appendix A: Effective Communication with Parents/Guardians.)

Course Syllabus Requirements (Secondary)

All secondary teachers must provide a course syllabus within the first two weeks of each course or semester. The syllabus must include:

- Teacher's name and contact information
- Course title
- Conference time
- School/teacher phone number or email
- Scope and sequence of major course topics or units
- Timeline and due dates for long-term assignments or projects
- General grading policies and calculation methods aligned to GCCISD procedures
- Expected amount of homework
- Assigned readings or major texts
- Student/parent acknowledgment signature page

Awarding Class Credit

Mastery of Objectives

- Students must demonstrate mastery of District curriculum objectives, aligned to the Texas Essential Knowledge and Skills (TEKS), to earn a grade of 70 or higher in any subject or course.

Required Attendance

- In accordance with State law, students must attend at least 90% of class sessions in a semester to receive credit.
- Juniors and seniors may take two approved college visits per year without penalty if they:
 - Obtain prior approval from their assistant principal, and
 - Submit a letter from the college verifying the visit.
- Approved college visits do not impact eligibility for semester exam exemptions.

Credit Recovery Grading and Credit

Students completing high school courses through Credit Recovery are subject to specialized grading protocols appropriate for the delivery model. Instruction and assessments in these programs follow separate guidelines aligned to the nature of the course structure.

Calculation of Nine-week Averages

See Appendix K: GCCISD Secondary Grading System Planning Sheet

Weight of Grades

- All nine-week averages shall be calculated on a percentage system for each type (category) of assignment.
- All grades shall be reported and recorded as a percentage score (100) and shall not be scored or reported on accumulation of points.

	Major Grades	Non-Major Grades	Exceptions
Description	Common Unit Assessments (CUA's), Projects, Presentations, Lab Reports, Book Reports, etc.	Class work, Homework, Short quizzes, Lab Reports, Project, Journal writings, Vocabulary, etc.	
Minimum Number of Grades per 9-week grading period	3	9 / 1 per week	Dual credit courses are subject to grading procedures and policies by the Lee College Syllabus
Percentage Weight of Grades per 9-week grading period	60%	40%	No single category outside of "non-major daily grades" can exceed 10% (homework, quizzes, etc.)

Grades and Extracurricular Activities

Grades shall not be increased or reduced based on participation or non-participation in any extracurricular activity. All staff involved in extracurricular programs must follow the Texas Education Code §76.1 for the official definition of extracurricular activities. Sponsors of extracurricular clubs and organizations are responsible for verifying student eligibility through the designated campus staff member who manages academic records.

Missing Assignments and Grades

1. Students will receive a zero for any missing assignment or test that is not completed.
2. In extenuating circumstances—such as extended absences or significant missed instruction—teachers may provide extended time to complete assignments.
3. Teachers are required to clearly communicate:
 - The specific outstanding work.
 - The timeframe within which the work must be completed.

Final Grade Reporting

1. Failing Grades Below 50 on Report Cards: Teachers must complete the Student Summary and Progress Supporting Final Grades Below a 50 form to document interventions and efforts made before reporting any final grade lower than a 50. This form must be submitted to campus administration and placed in the student's cumulative record.
2. Gradebook Entries:
 - All assignments and nine-week averages must reflect the actual grade earned in the teacher's gradebook.
 - Final course grades reported on the report card must follow district grading policy and documentation requirements.

Transfer Students (New to School Year)

1. Students who enroll and have not previously attended school that academic year will be assessed for mastery of course content using district- or campus-created assessments aligned to previously taught material.
2. Teachers may assign additional preparatory assignments to help students demonstrate content understanding prior to assessment.

Schedule Changes

Schedule changes may significantly affect a student's nine-week average and should be made thoughtfully and intentionally. For students with disabilities, placement in special education courses must align with their Individualized Education Plan (IEP) and be approved by the ARD Committee.

Schedule changes will only be considered during the first 5 instructional days of a course and must meet one of the following criteria:

1. The student is a senior missing a required course for graduation.
2. The student has already earned credit for a scheduled course.
3. The student lacks the prerequisite for a scheduled course.
4. The student has been removed from a program requiring prior approval.
5. The student does not have a full schedule.
6. A data entry error occurred (e.g., missing lunch period, duplicate class, incorrect course).
7. The student needs to be placed in a remedial course to meet graduation assessment requirements.

Course Level Changes

Course level changes (e.g., from Honors/AP to On-Level or vice versa) will be reviewed:

- At the first progress report, and
- At the end of the first nine-week grading period of the semester.

To qualify for a level change:

- The student must have attended tutorials and consistently submitted assignments.
- The student must have communicated with the teacher.
- The parent or guardian must participate in a conference with the teacher.
- The student must be earning below 75 at the time of review.
- Final approval depends on space availability in the requested course.

Grading Process for Level Changes:

1. Change after Progress Report (Weighted to On-Level): The receiving teacher will input the current grade from the previous course, plus 10 points, into all open assignments that occurred before the transfer.
2. Change after Nine Weeks (Weighted to On-Level): A grade change form will be submitted to adjust the first nine-week grade by adding 10 points. Eligibility for extracurriculars will be based on the original grade (before the 10-point adjustment).
3. Change to a Weighted Course (e.g., On-Level to Honors/AP): The receiving teacher will enter the student's existing average from the previous course into all applicable assignments before the transfer date.

Note: Level-ups will only be allowed up to the first progress report.

Withdrawing from Dual Credit Courses

1. If a student withdraws from a Dual Credit course, they will be placed in the comparable high school course when available. Withdrawal must be approved by the campus College and Career Counselor.
2. The grade recorded in the higher education institution's Learning Management System on the day of withdrawal will be the grade transferred to the high school gradebook.

Calculation of Semester Averages

All secondary courses will calculate and report the 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.

Junior School Credit Courses

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

1 st Nine Week Average	50
2 nd Nine Week Average	50
Semester Average	100

3 rd Nine Week Average	50
4 th Nine Week Average	50
Semester Average	100

Junior Students taking High School credit courses will follow the High School calculations.

High School Credit Courses

When a student is **not** exempt from the semester exam, the semester average will be weighted as follows:

1 st Nine Week Average	42.5
2 nd Nine Week Average	42.5
Semester Exam	15
Semester Average	100

3 rd Nine Week Average	42.5
4 th Nine Week Average	42.5
Semester Exam	15
Semester Average	100

When a student is exempt from the semester exam, the semester average will be weighted as follows:

1 st Nine Week Average	50
2 nd Nine Week Average	50
Semester Exam	
Semester Average	100

3 rd Nine Week Average	50
4 th Nine Week Average	50
Semester Exam	
Semester Average	100

When a student is exempt from the semester exam, the semester average will be weighted as follows:

Secondary Semester Exams (Junior High Courses)

1. Semester exams are administered in all secondary courses at the end of the fall and spring semester.
2. Semester exams must be representative of the work of the entire semester.
3. Exams for courses in which students are required to take a STAAR or EOC exam will administer final exams.
4. Any exceptions to this policy for the administration of semester exams must be made at the department level with principal approval.

Exam Exemption Criteria

Junior High Courses are not eligible for exemption at any time.

High School Course Exemption List

Fall: Single semester courses only (government, economics, etc.)

Spring: All classes except course in the Credit Recovery Setting

Criteria/Guidelines for Exemption Qualification

Unpaid fees/fines exemption denied for **ALL** exams.

1. Course Semester Average and Attendance Requirements per course
 - a) A grade of 80 or above and no more than 3 state reported absences.

Note: If an AP student does not meet criterion 1 above, they **MUST** meet the criteria below:

2. AP Course Semester Average and Attendance Requirements per course
 - a) A grade of 80 or above and no more than 3 state reported absences.
3. All absences count against exam exemption qualifications except for school related business (such as UIL, field trips, etc.)
4. Discipline
 - a) ISS/ OSS the semester of the exam exemption denied for ALL exams.
 - b) DAEP placement or continuation of prior placement exemption denied for ALL exams for the Fall and Spring semesters.
 - c) Honor Code violation exemption denied for ALL exams for the Fall and Spring semesters.
 - d) Discipline referral in a class during the semester exemption denied for THAT class.
 - e) *For the purpose of final exam exemptions only*, 5 tardies equals one absence.

Any student eligible for exemption may elect to take semester exams to improve his/her grade. With this choice, a student's semester average may only be increased by the examination grade and may not be reduced by the examination grade.

Appeals regarding the loss of exemption eligibility must be submitted in writing to the campus administrator for consideration for a waiver to these criteria, prior to semester exams. Decisions regarding waivers and exam exemptions may not be appealed beyond the campus principal.

Exemption eligibility only excuses a student from taking a semester exam. It does NOT excuse a student from class attendance.

Average of Year-Long Courses

Intermediate School Credit Courses

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

1 st Nine Week Average	25
2 nd Nine Week Average	25
3 rd Nine Week Average	25
4 th Nine Week Average	25
Year Long Average	100

High School Credit Courses

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

1. Accredited High School Courses from the fall and spring semester of the same academic year apply.
2. Summer School and alternative options for earning high school credit will not be considered for yearlong averaging.
3. Attendance requirements for earning course credit or a waiver must be met.
4. A petition to be exempt from the yearlong average must be made within one week of the notification of a failed semester.

First Semester Average	50
Second Semester Average	50
Yearlong Average	100

Transcript Recording from Non-GCCISD Schools

A student who transfers into the District shall receive the grades that were earned in courses at other accredited schools. Higher level course credits earned shall receive grade points according to the list of higher-level courses offered in the District and the grade point scale used for credit earned in the District. Students shall not receive weighted grade points for courses not available in GCCID, except for International Baccalaureate courses. Letter grades will be converted as follows:

Letter Grade	Numeric Grade
A+	98
A	95
A-	93
B+	88
B	85
B-	83
C+	78
C	75
C-	73
D+	70
D	70
D-	70
F	60

Grade Points

Weighted 6.0 Scale (Beginning with the Class of 2026)

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

Dual Credit High School Grade Conversion Chart for Dual Credit Courses ONLY

Due to the rigor of college courses taken by a high school student for dual credit, the following chart will be used to convert college credit courses to high school credit courses for students taking a dual credit course in Goose Creek CISD. All dual credit courses must be approved by the student's counselor to be eligible for the grade conversion. Courses taken without documented counselor approval will NOT be eligible for the high school grade conversion.

*This chart does not supersede Lee College policy for prerequisite courses that students are required to master before entering the subsequent course. Students are expected to pass prerequisite courses with a C or better to enroll in the course.

Lee College Grading Scale		GCCISD Grading Scale	
A	90-100	A	90-100
B	80-89	B	80-89
C	75-79	C	75-79
C	71-74	C	74
D	60-70	D	70
F	59-BELOW	F	69-BELOW

Reteach and Retest/Reassess for Mastery

Mastery of Texas Essential Knowledge and Skill

GCCISD has provided a well-balanced curriculum on the state prescribed Texas Essential Knowledge and Skills (TEKS). Students will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

GCCISD will utilize ongoing mastery assessments to determine which students need remediation (re teaching and acceleration). The use of benchmark tests, teacher developed tests, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives.

Reteach/Retest for Mastery

1. If less than 75% (50% for AP) of the students in a single class period fail to demonstrate mastery of the TEKS or AP course standards 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. This requirement does not apply to semester exams or benchmark tests.
2. Students with three or more zeros on assignments over the assessed material may be excluded from the calculation of 75% (50% for AP). Extenuating circumstances may be taken into consideration.
3. All students will have one opportunity to retest on a major grade if mastery is not demonstrated. It is the responsibility of the student to initiate this process within 10 days of grade notification.
4. Reevaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections or a formal test, completed outside of the class period. Extenuating circumstances may be taken into consideration. This requirement does not apply to semester exams or interim tests.
5. A student must score at least 70% on the reevaluation to demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS) or AP Standards. A grade of 70 is the maximum that can be earned on the reevaluation and is recorded to designate that mastery. If a student fails to demonstrate mastery on the reevaluation of the TEKS or AP Standards, the higher of the two grades is recorded.

Appendices

Appendix A: Effective Communication with Parents/Guardians

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

In addition to sending out the regular reports, teachers should inform parents/guardians promptly when problems appear. A teacher will inform parents/guardians promptly when problems appear and any time a student's grade falls below 70 in any class, is not achieving the expected level of performance, is presenting some problem to the teacher, or for any other case that the teacher considers necessary. Such notification may be handled by telephone, email, or in person.

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

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

An effective report will:

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

Parents/Guardians want to know:

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

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

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

Appendix B: Extracurricular Activities and UIL Eligibility

Grades and Extracurricular Activities

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

GCCISD Eligibility Calendar

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

Official Eligibility Grade Check Date

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

Gain/Lose Dates

Students will gain eligibility if they are passing in academic classes or lose eligibility if they fail academic classes (excluding those identified as Honors or Advanced classes).

Gain Only Dates

Ineligible students can regain eligibility if they are passing academic classes, not just the ones they were failing (excluding those identified as Honors or Advanced classes).

Grade Period Dates

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

Honors Advanced Class Waivers

GCCISD values academic rigor and relevance in student course work in regard to grade exemptions in Honors and Advanced level course work. Students will be granted a one-time waiver for one nine-week grading period for one course if they fail an Honors/Advanced/Honors/AP course with a grade of 60 or 6 percent. Students will only be eligible for one waiver for one course per academic year, beginning with the first nine weeks. **Students in Honors/Advanced/Honors/AP courses will not lose eligibility during the first six-week grading period.**

University Interscholastic League (UIL) Eligibility

(Refer to UIL website <https://www.uiltxas.org/>)

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

Exemptions for No Pass No Play for Honors Courses

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

Appendix C: Grades for Students Assigned to Point Alternative School

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

Core Area Subjects

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

Elective Subjects

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

Opportunity for Success

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

Appendix D: Dual Credit Guidelines

GCCISD, in conjunction with their institute of higher education partners, offers Dual Credit course selections during the school day. All high school students are eligible to participate in this program. Some courses are held at a GCCISD facility, while others may meet at the college. Transportation may be available for classes held off campus. Each institution of higher education establishes its own admission guidelines and criteria. Admission is contingent upon the student meeting the specific requirements set by the institution.

GCCISD has determined the courses for which Dual Credit is awarded. These courses provide advanced academic instruction beyond or in greater depth than the Texas Essential Knowledge and Skills (TEKS). To receive the high school credit portion of Dual Credit, the course grade must be at least 60 on the college grading scale. Although a grade of 60 is considered passing on the college level, high school Dual Credit will be awarded as a 70. If a student earns a college grade of 50 or below, he/she must recover the high school credit if the course or credit is required for high school graduation.

The Dual Credit course, numeric grade, and high school credit earned are posted on the high school transcript.

Dual Credit courses taken as a graduation requirement will not count toward academic UIL No Pass/ No Play . Students must also take any corresponding STAAR EOC exams and meet State assessment graduation requirements upon completion of the corresponding course.

Prior to withdrawing from a college course, it is the **student’s responsibility** to first discuss this matter with his/her high school counselor to determine if space is available in the comparable high school course. Should the student withdraw from a one semester college level course (i.e., Government) that is a requirement for graduation, the campus will accept the withdrawal grade and place the student in the comparable high school course.

Because Dual Credit courses are college level and are taught by college-employed instructors, any disputes regarding grades, course content, schedules, calendar, attendance or other issues are to be addressed to the respective college. Students with disabilities will need to visit the Special Populations Department at the college for needed accommodation.

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

Printed Student Name

Printed Parent Name

Student Signature

Parent Signature

Date
Student/Parent—White Copy

Parent Phone
Counselor—Yellow Copy

Appendix E: Expectations and Guidelines for All Emergent Bilinguals and Recent Immigrants

All academic and performance expectations apply equally to second language learners however, it is imperative to recognize critical processes and features of second language acquisition including the affective, linguistic, and cognitive needs as described in section 8.1210(e) of 1 TAC Chapter 8, Subchapter BB:

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

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

English as a Second Language

Promotions and Retention of Emergent Bilinguals

Students will be promoted or retained as specified below:

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

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

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

Some assessment instruments are not appropriate for assessing academic knowledge of an EB . Many assessment instruments for content mastery assume native proficiency in English, in addition to knowledge of the content area. English language learners (EB's) may score low on exams for many reasons including:

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

Therefore, the teacher can design tests for EB's that have reduced demands on English by:

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

Appendix F: Students Protected Under Section 504

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

A qualified individual is any person who:

1. Has a physical or mental impairment which substantially limits one or more major life activities,
2. Has a record of such an impairment, or
3. Is regarded as having such impairment.

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

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

Students with Dyslexia

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

Appendix G: Special Education/Section 504 Accommodations – Honors/AP

The following guidelines are intended to apply to eligible students who receive special education or Section 504 services who enroll in Honors/AP courses. While Honors/AP courses are open to all students, including students who receive Special Education or Section 504 service counselors, parents, ARD Committees and Section 504 Committees should be aware that these are high level academic classes. In order to be eligible for accommodations in a Honors/AP class, the student must be eligible for the same accommodation in a general education classroom. Accommodations may not alter the content or standards of the course. The following guidelines shall be applicable to all special education and Section 504 students who enroll in Honors/AP courses:

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

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

Appendix H: Grading Policies for Students with Disabilities

Generally

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

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

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

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

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

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

3. Students participating in special education courses:

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

In addition to considering how grades will be determined for students in categories 2 and 3 with content area IEP's, the ARD committee also determines how the child's progress toward the IEP goals/objectives will be measured and how that progress will be reported to the parents. The Report Card may not be used as a substitute for reporting progress on IEP goals/objectives. Teachers are responsible for collecting data to aid ARD Committees in determining student progress on IEP goals/objectives.

Appendix I: Other Programs with Special Requirements

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

Visual and Performing Arts

Established Standards

Wellness/Physical Education/Sports

Established Standards

Career and Technology Applications

Guidelines for Assessing and Reporting

Appendix J: Goose Creek Independent School District Course Syllabus

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

Course Title: _____

Teacher Name: _____

Teacher Conference Time: _____

Contact Information: _____

Approximate Timelines & Due Dates of Long-term Projects:

General Methods of Assessment & Grade Calculation:

Average Amount of Homework:

For all state approved courses, the State of Texas has developed the Texas Essential Knowledge and Skills (TEKS) which define the guidelines under which Goose Creek CISD must develop the objectives for the course. These TEKS are cross referenced to the GCCISD curriculum objectives. In addition, GCCISD objectives are also cross referenced to the State Assessment of Academic Readiness (STAAR) objectives.

The complete TEKS document may be found on the Texas Education Agency (TEA) website at <http://www.tea.state.tx.us/index2.aspx?id 6148> and is accessible by teachers, parents, and students.

The GCCISD Year at a Glance documents for E LA, Math, Science, and Social Studies may be found on the District website at www.GCCISD.net.

Appendix L: GCCISD Student Summary and Progress Supporting Grades Below a 50

When reporting and recording any failing grade below a 50 for the final grade on Report Card, teachers must provide documentation of the required actions taken utilizing the "Student Summary and Progress Supporting Final Grades Below a '50' Form". This form is to be placed in the student's cumulative file by the campus administrator. (pg. 27 Instructional Grading and Reporting Procedures)

A teacher will inform parents/guardians promptly when problems appear at any time a student's grade falls below 70 in any class. (pg. 25 Instructional Grading and Reporting Procedures)

Part I. Student Information			
Name:	Grade Level:	Campus:	Circle One:
Teacher:	Subject:	Academic School Year:	1st 9 weeks
Grade Average:	Number of Days missed: (Attach Attendance)		2nd 9 weeks
<input type="checkbox"/> At Risk <input type="checkbox"/> Special Education <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> SST <input type="checkbox"/> G/T			3rd 9 weeks
<input type="checkbox"/> Attach Grade Report			4th 9 weeks
Part II. Contributing Factors for Academic Concern		Part III. Instructional Intervention	
What factors contributed to the student earning an average of below 50? <input type="checkbox"/> Absences <input type="checkbox"/> Discipline <input type="checkbox"/> Tardiness <input type="checkbox"/> Motivation <input type="checkbox"/> Behavior <input type="checkbox"/> Incomplete/Missing work <input type="checkbox"/> Lack of materials <input type="checkbox"/> Low daily grade <input type="checkbox"/> Low assessment/major grades <input type="checkbox"/> Other: _____		What evidence based interventions were provided to the student in addition to regular instruction practices already in place? 	
Part IV. Parent Notification Attach Documentation		Part V. Principal and/or AP Contact	Part VI. Counselor Contact
Date(s): Form of Contact: Parent/Guardian Name:		Date: Was an SST Referral Made? <input type="checkbox"/> Yes <input type="checkbox"/> No	Date:
Part VII. Curriculum Gaps – What knowledge and skills are deficient for the student this grading cycle?			
Part VII. Documentation		Circle One	
I have documented that I have contacted parents at least twice during the current grading period to notify of a failing grade(s) via face-to-face conference, email with proof of receipt, or phone call.		Yes	No
I have documented interventions.		Yes	No
I have completed a referral for a SST (if the student has failed two successive nine-week grading periods).		Yes	No
Please include pertinent documentation (e.g., copy of exams and/or tests, attendance record, parent and/or student conference notes, telephone notes, etc.)			
Teacher Signature: _____		Date: _____	

Appendix M: Teacher Acknowledgement

GOOSE CREEK Independent School District Instructional, Grading, and Reporting Procedures Teacher Acknowledgement Form

My signature acknowledges that I have read the Instructional, Grading, and Reporting Procedures and will abide by the standards, policies, and procedures defined or referenced herein. I am aware that the Instructional, Grading, and Reporting Procedures EIA(REG ATI) is available to me online at the District's website located at www.GCCISD.net.

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

Print Name

Signature

Campus/Department

Date