

2023-2024

INSTRUCTIONAL GRADING & REPORTING PROCEDURES



PORTRAIT OF A GRADUATE



COLLABORATIVE RELATIONSHIPS

Shares Responsibility
Partners with Community and Businesses
Team-Oriented Mindset

DYNAMIC LEADER

Inspires Others
Honesty and Integrity
Commitment and Passion

COLLEGE & CAREER READY

Goal Focused
Lifelong Learner
Technology and Data Driven

SKILLED COMMUNICATOR

Expresses Ideas Effectively
Active Listener
Values Soft Skills

CRITICAL THINKER

Objective and Reflective
Values Innovation and Creativity
Asks Pertinent Questions

FOREWORD

The Instructional Grading and Reporting Procedures were developed after many years of research and discussion by educators, parents, and students. These procedures are in accordance with best practice, and the Texas Education Code 28.0216. These procedures provide consistency in grading practice in order to best meet the needs of students and aid the instructional staff. These procedures provide:

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

GOOSE CREEK CONSOLIDATED ISD

The District 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.

GCCISD Instructional, Grading, and Reporting Procedures

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GCCISD Instructional, Grading, and Reporting Procedures

GCCISD Curriculum and Instruction K-12 General Information

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 framework and state recommended program standards. Curriculum content is not prescribed in detail by the Texas Education Agency but provides a framework to draw upon for the development of local curriculum.

Local Curriculum

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

Each elementary school maintains a balanced curriculum. Curriculum offerings include Language Arts (foundational literacy, reading, the writing process, composition, handwriting, and spelling), Science, Mathematics, Social Studies, Art, Music, Physical Education/Wellness, Theater Arts, Technology Applications, and if desired, World languages and Cultures..

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

GCCISD Curriculum Guides

Scope and Sequence of Instruction

The scope of the objectives contained within the curriculum documents reflect the state required standards, the Texas Essential Knowledge and Skills (TEKS), and cannot be waived, altered, or portions eliminated. The sequence of objectives may be altered to meet the needs of an individual class or student. Campuses or departments desiring to alter the sequence of the curriculum document must consult with and present the desired alteration in writing to the appropriate instructional associate director prior to seeking approval of the Campus Instructional Leadership Council (CIC) and District instructional leaders Council (ILC).

Instructional Materials

State adopted textbooks and electronic media serve as one instructional resource to meet course and curriculum objectives. Beginning in 2011-12, local districts are provided an instructional material allotment purchase materials, technology, and training to support instruction. Locally purchased instructional materials are selected by the District, campus, or individual teachers to meet the needs of students.

Online Instructional Materials and Resources

Instructional materials and resources available for use in Goose Creek CISD, both state adopted and locally purchased, may be made available to students only in an on-line format. These materials are an integral part of the instructional programs and may not have access denied through the waiver on the Parent Acknowledgment Form..

Instructional Practices

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

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

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

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

All Goose Creek curriculum objectives are available on-line on the District website <http://www.GCCISD.net> under the Curriculum and Instruction Department.

Academic Achievement: Retention and Promotion

Curriculum Mastery

Promotion, grade level advancement, and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services.

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 for those courses with a numerical grading system.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, Nine-week, or semester exams. Mastery of at least 70 percent of the objectives shall be required for those courses with a numerical grading system. Mastery of the majority of the objectives is required for those grade levels utilizing standards-based grading.
3. Dual credit grades will be scaled to align to college and high school passing rates.

Official Grade Reports

Progress Reports

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

1. All students will receive a Progress Report at the end of the third and sixth week of a nine-week grading period.
2. It is imperative that parents be contacted at any time the student is in danger of failing or if there is a significant decrease in grades. It is strongly suggested that parents/guardians be contacted at a time it becomes apparent that failure is probable or if a student's grade decreases by 10 or more percentage points.
3. In grades 6-12, if a student's grade falls below 70 after the sixth week of a nine-week grading period, the teacher will contact the parent/guardian by phone or in writing.

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 electronically generated.
2. Report Cards are issued once at the conclusion of each nine-week grading period.
3. New students to the District with less than 10 days in the reporting period will not receive a Report Card until the next reporting period.

New/Existing Student Transfer Grades

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

Online Records –Electronic Gradebook

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

Grades K-5

The Kindergarten through Fifth Grade Report Cards are designed to assist teachers in evaluating the ongoing growth and development of students.

Grades 6-12

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

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

Numeric Average	Letter Grade	Description
0-100	A	Excellent Progress
80-89	B	Good Progress
70-79	C	Fair Progress
69 and below	F	Failing

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

Conduct Grading Scale (K-5)

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

Mark	Assessment	Description
E	Excellent	The student consistently and in all settings, exhibits the GCCISD Core values of exhibiting trustworthiness, demonstrating respect for others, demonstrating self-direction and responsibility, displaying fairness and cooperation, caring for others and demonstrating citizenship.
S	Satisfactory	The student routinely exhibits the GCCISD Core values of exhibiting trustworthiness, demonstrating respect for others, demonstrating self-direction and responsibility, displaying fairness and cooperation, caring for others and demonstrating citizenship.
N	Needs to Improve	The student rarely and inconsistently exhibits the GCCISD Core values of exhibiting trustworthiness, demonstrating respect for others, demonstrating self-direction and responsibility, displaying fairness and cooperation, caring for others, and demonstrating citizenship.
U	Unsatisfactory	The student does not exhibit the GCCISD Core values of exhibiting trustworthiness, demonstrating respect for others, demonstrating self-direction and responsibility, displaying fairness and cooperation, caring for others, and demonstrating citizenship.

Academic Dishonesty

Academic Dishonesty as defined in GOOSE CREEK CISD:

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

Academic Integrity

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

Behaviors defined as cheating:

- Giving or receiving information, looking at 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.
- Plagiarism any misrepresentation of another's work as one's own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, and other similar works or the use of Artificial Intelligence to generate assignments.

According to Plagiarism.org, to plagiarize means:

- *to steal and pass off (the ideas or words of another) as one's own.*
- *to use (another's production) without crediting the source.*
- *to commit literary theft.*
- *to present as new and original an idea or product derived from an existing source.*

The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection if they are recorded in some way (such as a book or a computer file).

All the following are considered plagiarism:

- *turning in someone else's work as your own*
- *copying words or ideas from someone else without giving credit*
- *failing to put a quotation in quotation marks*
- *giving incorrect information about the source of a quotation*
- *changing words but copying the sentence structure of a source without giving credit*
- *copying so many words or ideas from a source that it makes up much of your work, whether you give credit or not (see our section on "fair use" rules)*

Secondary Honor Code

This Honor Code was developed by Goose Creek with the expressed intent to state that our Academic Integrity is being challenged in the face of high stakes testing and reports of periodic cheating. Therefore, it has become a moral imperative that our work ethic today will impact our future.

We believe the students of GCCISD subscribe to becoming self-directed learners and doing the best they can. Furthermore, we believe that academic honesty is respecting yourself and others, as well as claiming your own work.

We believe students are responsible for maintaining and supporting the academic integrity of the school by completing all assigned work, activities, and tests in an honorable process without engaging in cheating, fraud, plagiarism, or prohibitive electronic assistance. Through this effort, we will become trusted members of society and prepared for the workforce of the 21st Century.

We believe teachers are responsible for monitoring students during all assessments and holding students accountable for cheating. We believe that each class and teacher is only as strong as everyone's personal commitment to integrity, honor, and responsibility. Teachers are also encouraged to have faith in their students' success and in making sure the class is highly engaging.

We believe the measure of success of our school community is based on the success of our students and that our Core values should guide behavior. As a result of clear and compelling evidence of student's cheating on a major grade:

1. A documented finding of academic dishonesty shall be recorded in the student's discipline record.
2. A student shall be assigned to school suspension and/or any other applicable consequences listed in the Student Code of Conduct.
3. A student shall receive a 0 for the schoolwork and/or disciplinary action.
4. Students who are enrolled in advanced academic courses (Honors/AP) may be removed from the advanced academic course and placed in the next lower-level class in consultation with the counselor regarding academic concerns.
5. A student is not eligible for any semester exam exemption.
6. Students in violation of the Honor Code shall be immediately removed from the National Honor Society, National Junior Honor Society and any other Honor Society that is an official school organization.
7. A student who has been disciplined for academic dishonesty during the four semesters preceding graduation shall not be eligible to deliver a speech during graduation ceremonies.

Your signature below indicates that you have received a copy of the Secondary Honor Code.

Student Signature/Date

Student Printed Name

Parent Signature/Date

Parent Printed Name

Best Practices and District Expectations

Return of Assignments/Graded Work

Feedback on assignments and assessments is a best practice and an important teaching tool that should be utilized in every classroom.

Students shall have the opportunity to review all graded work. Daily work and quizzes should be returned within two to four scheduled class days. All tests will be reviewed in class, or a copy of the test shall be returned to the students. District Developed assessments and assessments created with copyrighted material will be reviewed in class but shall not be returned. Parents may request a review of the assessment. or projects and assessments with written compositions should be reviewed and returned on a timely basis (within one week if feasible). This will allow the student to identify any areas of weakness and arrange for tutorials or extra study sessions.

Required Tutorials

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

1. Teachers must offer at least two (2) tutorial sessions per week for the purpose of aiding students. This includes students who are not mastering the state mandated TEKS.
2. Day and time of scheduled tutorials will be set by each campus. Some campuses may also have mandatory tutorials within the school day.
3. Parents of elementary students will be notified, and records maintained by teachers that a student attended the required tutorial instruction.
4. For secondary students, attendance at tutorials is voluntary and is not limited to those students having academic difficulty.
5. Teachers must be available to students during scheduled tutorial time.
6. The teacher will keep a log of students attending tutorials.

Lesson Plans

All GCCISD teachers are required to prepare weekly lesson plans to assist with planning for instruction. The purpose of a lesson plan is to provide an electronic document outlining daily objectives and activities for instruction. Lesson plans will include the TEKS, learning intentions, success criteria, teaching points, student outcomes, instructional activities, resources/materials, and other appropriate information.

Lesson plans shall be completed electronically on a scheduled basis as determined by each campus.

Types of Assessments

General

Student mastery of subject matter may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have written paperwork as their source. or is it always necessary to receive a grade for every assignment produced. Although the teacher will monitor and provide feedback to students for any activity which they assign, the feedback does not always need to be in the form of a grade. Assessment should always follow a period of guided practice and/or independent practice. Students' work may be evaluated for more than one subject area as appropriate.

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 their participation.

Formative Assessments

Assessments take place during the process of learning and teaching. It involves gathering and interpreting evidence of student learning from at least one point prior to the end of the unit of study. Formative assessment is the monitoring that occurs throughout the process of learning, providing students with feedback on how they are doing and what their next learning steps are.

Summative Assessments

These assessments are culminating assignments, which give information on students' mastery of content, knowledge, or skills and are a collection of information at the conclusion of a unit, grading period, semester, or course.

Quizzes

A quiz is a formative assessment that is designed to assess student knowledge along the learning journey over small chunks or concepts. These short assessments are written or oral and are usually less formal than examinations. Quizzes usually consist of a few short questions and can be given without prior notification to the student.

Unit Tests

Unit tests are larger assessments designed to assess student knowledge over a unit of study in the curriculum. Units of study contain manageable numbers of relevant content standards that are addressed around a concept, issue, problem, or theme that contains the essential understandings and questions. The unit test poses essential questions that address selected content strands, promote students' thinking, and result in active application of learning.

Learning Checkpoints

Learning checkpoints are small sets of district developed assessment items/questions that assess students on their mastery of the curriculum. Learning checkpoints may be combined with additional assessment items that are designed by the teacher, department, or campus.

District-Developed, Common Unit Assessments

The purpose of District Developed Assessments is to ensure the complete alignment of the written, taught, and tested curriculum to drive instruction and to continuously improve the academic progress of all students. Assessments aligned to the curriculum are Common Unit Assessments (C UA). The GCCISD Department of Instruction will develop the District assessments using a TEKS aligned bank of items that have been reviewed for quality. The types of District Developed Assessments may include:

- District Developed Common Unit Assessment
- District Developed Semester Exam (CBA - Curriculum Based Assessment)

Elementary CAs are assessments that cover the TEKS addressed in the Scope and Sequence for a specified period.

Secondary District Developed, Common Unit Assessments are summative assessments that are designed to assess student performance mastery of the prescribed curriculum objectives for a unit of study based on the needs of each core area. These assessments are developed through district and/or campus department collaborative efforts. They cover the TEKS addressed in the Scope and Sequence for a specified period of the course.

CBA High School Semester Exams:

1. Cover the TEKS addressed in the Scope and Sequence for the specified semester or year of the high school credit course.
2. May be administered either/both semesters for identified high school credit courses and count as the semester exam grade.

Texas Education Agency Developed Interim Tests

A District Developed Interim Test is an assessment that is designed to assist students with mastery of the statewide assessment objectives. These assessments cover the TEKS addressed on specific state assessments and are administered about 6 weeks prior to those assessments. The interim may contain objectives for the state assessment measures that have not yet been covered in the sequence of the curriculum. The interim is utilized to help students develop personal STAAR/EC plans, to adjust instruction, and to predict student success. Interim scores will be recorded as a grade book entry as indicated:

- Daily grade at elementary level
- Reading/writing, major test grade or semester exam grade at secondary level, depending on the content area

While the interim may assess all state objectives, items not addressed in the scope and sequence are removed from the recorded student grade. Access to Student Tests

All tests given shall be graded and the grades posted to the electronic gradebook within five (5) school days of the date except when extenuating circumstances occur (extensive essay and writing component assessments). All tests will be reviewed in class, or a copy of the test shall be returned to the students. District Developed assessments and assessments created with copyrighted material will be reviewed in class but shall not be returned. Parents may request a review of the assessment.

Performance-Based Courses and Assessments

Performance based courses may have assignments that differ significantly from other academic courses. Performance based courses include courses within the visual and Performing Arts, Career and Technical Education, Athletics and Physical Education departments.

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

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

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

- Classroom participation
- Experiments
- Checklists of skills
- Enrichment
- Teacher observation
- Anecdotal notes
- Homework assignments
- Classroom discussions
- Written responses including notebook/ Journal entries
- Research project
- Portfolios
- Collaborative group work/projects
- Chapter/unit tests
- Conferring sessions

Explanation of Electronic Gradebook Categories

Major Grades

Tests/Examinations

Major tests and examinations are a culminating assessment which give information on students' mastery of content, knowledge, or skills. Tests serve to evaluate mastery of the TEKS, concepts, understandings, and District objectives, and provide opportunities to demonstrate identified knowledge or skills.

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-weeks) 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

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

Special Projects/Term Papers

Students may be required to complete multiple projects and formal papers utilizing the complete writing process (planning, drafting, revising, editing, and publishing) throughout the school year.

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, but a grade of zero will be assigned. 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

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

Homework

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

Homework is an extension of the concepts that were taught in class or a preview of content to be taught. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully.

Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their child's educational program. Homework should never be a disciplinary measure but should be used to enrich and strengthen classroom experiences.

Each teacher will prepare a syllabus that states the average amount of homework given weekly. Teachers will also be aware and considerate of other courses that require homework.

Homework is an effective tool in developing responsibility, study habits, and skills. It is an extension of the learning process and involves the home in the child's curriculum. It should be purposeful, related to classroom experiences, and be age and grade appropriate. Because students work at different paces, it may take some students more or less time to complete assignments. Teachers must use discretion about the amount of work given so that students have adequate time to complete homework for all classes.

Grading Homework

1. Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate. Most of the time a quick check for completion and understanding is sufficient to determine comprehension of the homework material. Graded assignments should be returned to the student within two to four days.
2. Peer grading is allowable.

Quizzes

Quizzes are short assessments designed to evaluate a student's level of understanding and progress towards instructional objectives. Quizzes do not have to be scheduled in advance and students may not be notified of a quiz prior to the class period in which it is administered.

Extra Credit

In grades 6-12, teachers may assign extra credit to any assignment. The instructional process in GCCISD stresses multiple opportunities for student success.

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

2023-2024

INSTRUCTIONAL GRADING & REPORTING PROCEDURES

Elementary (PK-5) Grading

GOOSE CREEK C.I.S.D. GRADING GUIDELINES

BELIEF STATEMENT

Grading is reporting information about a student's mastery of the curriculum to students, parents, other campuses, universities and employers.

DEFINITIONS FOR GRADING PRACTICES GRADES K-5	
ASSESSMENT	Assessment is the process of gathering information that reflects levels of student achievement.
AUTHENTIC ASSESSMENT	A demonstration of performance of skills or knowledge in a real-life context
BENCHMARK	A district-wide assessment administered to all students in an identified grade or course. These assessments are designed to simulate the STAAR or EOC test for that grade or course, and to predict student performance on the upcoming state assessment.
CUO/CUAs	Common Unit Observations/Common Unit Assessments allow teachers to gauge each student's understanding of a unit of study.
CLASSWORK	Work that is assigned and intended for completion in class
EVALUATION	
EXTRA CREDIT	Extra points given for optional academic extension activities
GROUP GRADE	One grade given to all students in a group for their overall performance/product (see p.6)
HOMEWORK	Homework is any work assigned to be done outside of class for the practice and reinforcement of learned skills.
INDIVIDUALIZED EDUCATION PLAN (IEP)	The Admission, Review and Dismissal Committee (ARD) design individual Education Plan for a student who meets special education eligibility criteria. This plan may address student grading accommodations.
INDEPENDENT GRADES	Grades given for assigned student work other than tests (completed independently in class, without assistance) which are used for calculating grading-period averages
INDEPENDENT PRACTICE	Work/assignment given to a student to provide opportunity to reinforce skills
MAJOR GRADE	Unit tests, projects, presentations, lab reports, CBAs, etc.
MASTER	(verb: <i>to become skilled or proficient in the use of, to achieve mastery or command of, to gain a thorough understanding, grasp or knowledge of</i>) In testing, to master means the student can demonstrate proficiency at a predetermined degree of success.
NON-MAJOR GRADE	Class work, short quizzes, lab reports, projects, journal writings, vocabulary tests, book reports, etc.
PARENT NOTIFICATION	Includes but is not limited to e-mails, phone calls, face-to-face conferences, letters, and progress reports
PARTICIPATION	Contribution to the learning process of self and others by presenting other points of view, additional examples or illustrations or references, questioning, answering, etc.
PERFORMANCE ASSESSMENT	An assessment based on performance of a task or product to demonstrate a skill or skills that have been learned
PORTFOLIO	A collection of student work showing development of knowledge, understanding and application of skills in a given curriculum area

PROJECT/EXHIBIT	Product used to communicate understanding of a subject or area of learning
SPECIAL EDUCATION ACCOMMODATIONS	The Admission, Review and Dismissal committee (ARD) determines the instructional accommodations necessary for the classroom and testing environment. This committee will determine the specially designed instructional plan for each special education student. These accommodations may include grading, format of assignments, length of assignments, and location of instruction
TEST	An example of an assessment device
UNIT	A specific topic within a course of study
UNIT TEST	The assessment conducted at the end of a unit of study

GOOD GRADING PRACTICES

- Grading is a video rather than a snapshot.
- A final grade is a collection of data that has been gathered during a grading period.
- Grades (what is reported to parents) are to reflect a student's mastery of the skill and knowledge of what has been taught.
- Teachers may deduct up to five points on an assignment for a taught skill that a student fails to demonstrate (i.e. putting name on a paper or putting a title on a paper). Campus and grade levels should set expectations. Points may be deducted only when expectations for these skills have been taught and clearly communicated.
- Homework is a non-observable activity and not to be used to determine minimum mastery. Homework is to be evaluated and/or graded and applied to a student's grade.
- Guided practice is to precede assessments for which grades are given.
- Teachers may have students exchange work (non-major grades only) to be graded when this practice is used as an instructional tool. Students should not mark a numeric grade on another student's paper.
- Academic grades are not tied to discipline.
- Grading for students with disabilities is subject to modification by the Admission, Review and Dismissal committee(s).

ELEMENTARY (K-5) GRADING GUIDELINES

PRE-K & K	GRADES 1 & 2	GRADES 3 & 4	Grade 5
<p>The reporting system will reflect a student's performance in the classroom compared to grade level expectations. These expectations should be based on developmentally appropriate objectives that are specified within the reporting systems and conform to state guidelines.</p> <p>Pre-Kindergarten and Kindergarten will use checklists that are revised as needed.</p>	<p>Grades 1 and 2 will use numeric grades for reading, language arts, math, science and social studies. E (excellent), G (good), S (satisfactory), N (needs improvement), and U (unsatisfactory) will be used for handwriting, health, physical education, music and art.</p> <p>Major grades (CUOs, projects, presentations, lab reports, etc.) will count 40%. A minimum of 3 major grades per content area is required each grading period, with spelling being no more than 30% of the language arts grade. No major grade may be counted more than once.</p> <p>Non-major grades (class work, short quizzes, lab reports, projects, quick-writes, etc.) will count 60%. A minimum of 9 non-major grades per content area is required each grading period.</p> <p>Example 1: Self Contained Minimum of 3 major grades for math, 3 major grades for science, 3 major grades for ELA, and 3 major grades for social studies Minimum of 9 non-major grades for math, 9 non-major grades for science, 9 non-major grades for ELA, and 9 non-major grades for social studies</p> <p>Example 2: Math/Science Minimum of 3 major grades for math, 3 major grades for science Minimum of 9 non-major grades for math and 9 non-major grades for science</p>	<p>Grades 3 and 4 will use numeric grades for reading, language arts, math, science and social studies. E (excellent), G (good), S (satisfactory), N (needs improvement), and U (unsatisfactory) will be used for handwriting, health, physical education, music and art.</p> <p>Major grades (CUAs, projects, presentations, lab reports, etc.) will count 40%. A minimum of 3 major grades per content area is required each grading period, with spelling being no more than 30% of the language arts grade. No major grade may be counted more than once.</p> <p>Non-major grades (class work, short quizzes, lab reports, projects, quick-writes, etc.) will count 60%. A minimum of 9 non-major grades per content area is required each grading period.</p> <p>Example 1: Self Contained Minimum of 3 major grades for math, 3 major grades for science, 3 major grades for ELA, and 3 major grades for social studies Minimum of 9 non-major grades for math, 9 non-major grades for science, 9 non-major grades for ELA, and 9 non-major grades for social studies</p> <p>Example 2: Math/Science Minimum of 3 major grades for math, 3 major grades for science Minimum of 9 non-major grades for math and 9 non-major grades for science</p>	<p>Grade 5 will use numeric grades for reading, language arts, math, science and social studies. E (excellent), G (good), S (satisfactory), N (needs improvement), and U (unsatisfactory) will be used for handwriting, health, physical education, music and art.</p> <p>Major grades (CUAs, projects, presentations, lab reports, etc.) will count 40%. A minimum of 3 major grades per content area is required each grading period, with spelling being no more than 30% of the language arts grade. No major grade may be counted more than once.</p> <p>Non-major grades (class work, short quizzes, lab reports, projects, quick-writes, etc.) will count 60%. A minimum of 9 non-major grades per content area is required each grading period.</p> <p>Example 1: Self Contained Minimum of 3 major grades for math, 3 major grades for science, 3 major grades for ELA, and 3 major grades for social studies Minimum of 9 non-major grades for math, 9 non-major grades for science, 9 non-major grades for ELA, and 9 non-major grades for social studies</p> <p>Example 2: Math/Science Minimum of 3 major grades for math, 3 major grades for science Minimum of 9 non-major grades for math and 9 non-major grades for science</p>
<ul style="list-style-type: none"> • Teachers are required to update students' grades in TEAMS grading system at least once each week. This process will allow parents/guardians to have an accurate indication of their child's progress. • The academic grade is not tied to discipline. • Special education students' grading may be modified by ARD Committee decision. 			

ADDITIONAL GUIDANCE

HOMEWORK GUIDELINES WITHIN INSTRUCTIONAL LEVELS	PRE-K & K	<ul style="list-style-type: none">● Homework is any work assigned to be done outside of class for the practice and reinforcement of learned skills.
	GRADES 1, 2, 3, 4, & 5	<ul style="list-style-type: none">● Homework is any work assigned to be done outside of class for the practice and reinforcement of learned skills and to provide feedback.
DETERMINING AN INDIVIDUAL STUDENT'S GRADE WITHIN A GROUP ASSIGNMENT	PRE-K & K	N/A
	GRADES 1, 2, 3, 4, & 5	<ul style="list-style-type: none">● When a group project is assigned, clearly described criteria are to be established for each student in the group.● When students are assigned a group project, each student is to know in advance the criteria to be used in assigning his/her grade.● From 95% to 100% of a student's grade will be determined by the student's performance in meeting assigned criteria.● If an overall group grade is given, it is to count no more than 5% of each student's grade on the project.● No more than 5% of a student's final grade, semester or yearly, may be based on grades that are given for the performance of a group overall.
EXTRA CREDIT	PRE-K & K	N/A
	GRADES 1, 2, 3, 4, & 5	<ul style="list-style-type: none">● All extra credit is to be academic.● If extra credit is offered, it must be offered to ALL students in the class.● Extra credit is to count no more than 5% of a student's grade in a grading period.
HIGHEST GRADE ALLOWABLE FOR A GRADING PERIOD	PRE-K & K	N/A
	GRADES 1, 2, 3, 4, & 5	<ul style="list-style-type: none">● The average of any grading period cannot be higher than 100. Report cards will not report a grade higher than 100.● Grades are calculated on a 100 point scale.

PROGRESS REPORTS	PRE-K & K	N/A
	GRADES 1, 2, 3, 4, & 5	<ul style="list-style-type: none"> Progress reports will reflect the grade through the end of the 3rd & 6th week of the grading period for all students. Progress reports will be viewed in the Parent Portal. After the progress report is issued, if a student's grade drops significantly or falls below 75, the parent/guardian will be notified by the teacher. (This applies to students whose grade was originally above 75)
DETERMINING THE SEMESTER OR YEARLY AVERAGE	PRE-K, K & GRADE 1	N/A
	GRADES 2, 3, 4, & 5	<ul style="list-style-type: none"> Average the two grading periods to determine the semester average for a one-semester course. Average all grading periods to determine the final average for year long courses.
AVERAGING SEMESTER GRADES FOR CREDIT	PRE-K & K	N/A
	GRADES 1, 2, 3, 4, & 5	<ul style="list-style-type: none"> The average of 4 nine weeks.
MAKE-UP WORK	PRE-K & K	<ul style="list-style-type: none"> Students shall be permitted to make up assignments and tests following any absence. All students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension from school.
	GRADES 1, 2, 3, 4, & 5	<ul style="list-style-type: none"> Students shall be permitted to make up assignments and tests following any absence. All students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension from school.
<ul style="list-style-type: none"> A teacher may not assign an incomplete grade, 'I' without written approval from a campus administrator. A student will be given as many days as he/she was absent to make up tests and other missed assignments. If a student does not complete the work assigned after the allotted number of days has passed, the late work schedule comes into effect. Teachers are not required to provide assignments prior to an absence, unless the absence has been approved by the building principal with two weeks advance notice. Students should not be required, on the day of returning to school, to take a quiz or test that was announced during the student's absence. 		

LATE ASSIGNMENTS	PRE-K & K	<ul style="list-style-type: none"> Late assignments will be reflected in the behavior objectives of the report card.
	GRADES 1, 2, 3, 4, & 5	<ul style="list-style-type: none"> Late assignments may result in a 10-point reduction per day for a maximum of three days, after which a zero may be given. Extenuating circumstances* will be given special consideration. <p>*The Board has established the following as “Extenuating Circumstances”:</p> <ul style="list-style-type: none"> Board-approved extracurricular activity or public performance subject to limitations in FSS (Legal) preceding. Required screening, diagnosis, and treatment for Medicaid-eligible students. Documented health care appointment, if the student begins classes or returns to school on the same day as the appointment. Temporary absence resulting from any cause acceptable to the teacher, principal, or Superintendent. Juvenile court proceedings documented by a probation officer. Absence required by state or local welfare authorities. Family emergency, unforeseen, or unavoidable instance requiring immediate attention. Days of suspension. Participation in court proceedings or child abuse/neglect investigation. A migrant student’s late enrollment or early withdrawal. Days missed as a runaway. Completion of a competency-based program for at-risk students. Late enrollment or early withdrawal of a student under Texas Youth Commission Participation in a substance abuse rehabilitation program.
<ul style="list-style-type: none"> If any assignments are late, parents/guardians will be notified in accordance with the guidance on p.2. Weekly grade updates in TEAMS are considered parent notification. The special education IEP may address late assignments as a grading accommodation. 		

RETAKES & SECOND CHANCES	PRE-K & K	N/A
	GRADES 1, 2, 3, 4, & 5	<ul style="list-style-type: none"> • A student or parent may initiate an opportunity (one chance) to redo an assignment or retake a test for which the student received a failing grade. In the event of a failing grade, students may have from the date they received the grade three school days to redo daily assignments and five school days to retake tests. A student may not receive a grade higher than a 70 upon redoing a class assignment or retaking a test for which the student received a failing grade. The failing grade is not averaged with the redo assignment or test. The student receives the higher of the two grades. Teachers may exercise the following options: reteach & retest, retest, offer tutorials, or assign an alternative assignment over the same content. • Semester/final exams and CBAs are exempt from these retake guidelines.
PENALTIES FOR CHEATING	PRE-K & K	N/A
	GRADES 1, 2, 3, 4, & 5	<ul style="list-style-type: none"> • Where numeric grades are given, a zero WILL be given on any assignment where cheating occurs as defined in EIA (Local). • ALL OFFENSES WILL RESULT IN NOTIFICATION OF PARENT/GUARDIAN (as specified on p.2)
EIA (Local) <u>Academic Dishonesty: Academic dishonesty includes cheating, copying the work of another student, plagiarism, or 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 other supervising professional employee, taking into consideration written materials, observation, or information from students. <u>Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties as well as academic penalties.</u></u>		EIA (Local) <u>Code of Student Conduct: Cheating shall be defined as giving or receiving information or help on a test, possession of any unauthorized material during a test, copying another student's assignment or knowingly allowing another unauthorized student to copy from his/her assignment, submitting duplicate work, or having someone else complete an assignment on behalf of the student. Plagiarism, the use of another's ideas or products as one's own, can also be defined as cheating. (See Code of Student Conduct)</u>

2023-2024

INSTRUCTIONAL GRADING & REPORTING PROCEDURES

Secondary 6-12

Grading Roles and Responsibilities

Student

1. Complete assigned work on time and return it to the teacher.
2. Plan to carefully schedule work on long term assignments so that assignments will be completed on time.
3. Communicate with the teacher when the student does not understand the assignment or is experiencing difficulty prior to the due date.

Parent/Guardian

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

Teacher

1. Provide meaningful tasks that enrich, and supplement work introduced in class.
2. Communicate homework assignments, both regular and long range, in an appropriate framework.
3. Provide effective instruction prior to assignment homework that adequately prepares the child to do the task independently and successfully.
4. Provide course requirements and expectations at the beginning of each grading period to students and parents.
5. Consider available resources, materials, and home situations when assigning a task.
6. Review and return homework to students within a time frame which enhances instruction and provides a benefit to the student.
7. Teachers will update district electronic grade books on a weekly basis.

Teacher Records/Gradebook

1. The grading record should be a teacher's record and/or file of evidence to support grades reported on the Report Card. Grades should be logical, justifiable, and sufficient in number to assure that the Report Card grade is an accurate measure of the student's progress and achievement.
2. Grades should reflect a balance of objectives covered. The teacher's grade record is a part of the official documentation portraying mastery of TEKS and District objectives. If possible, a description of the learning task should be included in this documentation. These records should be accurately maintained, and teachers should be aware that many times grades will need to be justified.
3. Gradebooks for prekindergarten through fifth grade may consist of progress measures to include checklists, anecdotal records, or individual portfolios. Second through fifth grade teachers will also utilize the electronic gradebook. Progress measures should illustrate the level of student learning on each learning progression.

Parent/Guardian – Teacher Conferences

1. Parents shall be provided with any relevant information concerning their child that will enhance their understanding of the child's ability, effort, success, or progress in the school program.
2. Communicating with parents is one of the most important responsibilities of teachers. Conferences provide an arena for collecting developmental and personal information from parents that may affect a child's learning. Developing rapport and encouraging parent involvement in the child's educational process and reporting and discussing student progress with parents is an integral part of helping students be successful.
3. Parents have a right and a need to know whatever the school knows about the abilities, achievement, progress, and problems of their children in schools. The school has an obligation to communicate such information in an understandable and usable form.
4. A combination of report cards, progress reports and parent conferences is used to inform parents of their child's progress in schools.
5. Teachers at all grade levels shall inform parents when a student's academic progress becomes unsatisfactory.

Grade Level Expectation Overview

Teachers will provide an overview of the grade level expectations at the beginning of the school year. Minimum Number of Entries of Progress Measures

A minimum of nine grades should be given in Reading, Writing, Math, Science, and Social Studies during each nine week grading period.

Transfer Grades

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

Reteach and Reassess for Mastery

Mastery of Texas Essential Knowledge and Skills

Goose Creek Independent School District has provided a well-balanced curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards. GCCISD will utilize ongoing mastery assessment to determine which students are in need of remediation (re teaching and acceleration). The use of benchmark tests, teacher made tests, performance assessment, formative assessment and teacher observations will help determine which students are not mastering instructional objectives.

1. Teachers will monitor and identify students who need re teaching.
2. Teachers will provide re-teaching, as necessary.
3. Students will be reevaluated after re teaching has occurred. Reevaluation may include, but is not limited to, oral examination, special assignments, or a formal test.

Acceleration (Intervention)

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

- Provides frequent reinforcement and review so that a student does not get too far behind
- Occurs at the time the need is identified.
- Allows the student to progress systematically through content without experiencing extended, frustrating periods of non-achievement.
- Offers a variation in instructional approach uses other techniques, strategies, materials, opportunities for review and practice.
- Includes, but is not limited to, targeted small group instruction and tutorials.

Make-Up Work

- Students shall be permitted to make up assignments and tests following any absence.
 - All students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension from school.
1. A student will be given as many days as the student was absent to make up tests and other missed assignments.
 2. Teachers are not required to provide assignments prior to an absence unless the absence has been approved by the building principal with two weeks advance notice.
 3. Students should not be required, on the day of returning to school, to take a quiz or test that was announced during the student's absence.

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 electronic gradebook.

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

Parent/Guardian – Communication

1. A teacher will contact 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 but must include two way communication.
2. The State and District requires each school to notify parents/guardians of the need for a conference at the nine-weeks grading period if the grade is below the level required for course credit or grade level advancement. (See Appendix A: Effective Communication with Parents/Guardians)

Course Syllabus

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

- Teacher name
- Course title
- Conference time
- School/Teacher phone number
- Outline or scope and sequence of major course units, themes, or projects
- Approximate timeline and due dates of long term projects
- General method of assessment and grade calculation in compliance with GCCISD Grading and Reporting Procedures
- Average amount of homework
- Assigned reading/literary works.
- Include a student/parent signature page which must be returned to the teacher

Awarding Class Credit

Mastery of Objectives

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

Required Attendance

In accordance with State law, the student must have ninety percent attendance in the class during the semester to be eligible to earn credit for that course. Students may have two college visits in their junior year and two in their senior year, with two weeks prior approval of their grade level assistant principal and a letter from the college or university verifying the visit. These absences for approved college visits do not affect exemption for semester exams.

Credit Recovery Course Grading and Credit

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

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 weeks 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 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.

Missing Assignments/ Grades

1. A student will receive a zero for any missing assignment or test not taken.
2. In unusual cases, where the student has missed a large quantity of class time or work, the time may be extended.
3. In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limit for completing the work.

Final Grade Reported

1. When reporting and recording any failing grade below a 50 for the final grade on the 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 placed in the student's cumulative file by the campus administrator.
2. The actual grade received on any assignment and for the nine-week average will be recorded in the teacher gradebook.

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

1. Students will be assessed for their demonstration of mastery of course content utilizing district/campus developed assessments which cover previously taught content.
2. Teachers may assign additional assignments that are relevant in preparing students for the assessment.

Schedule Changes

Schedule changes can have a significant impact on the calculation of the nine-week average. For students with disabilities, special education courses are determined by the Admissions, Review, and Dismissal (ARD) committee. Student's schedules must align with the Individual Education Plan.. Schedule changes will be considered during the first 5 class days for the following reasons only:

1. 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. Student does not have the prerequisite(s) for a class listed on his/her schedule.
4. A student has been dismissed from a program where approval must be granted for placement.
5. Students do not have a full schedule.
6. Data entry error (no lunch, class listed twice, free period, etc.) has occurred.
7. Students need remedial coursework for state assessment graduation requirements.

Course Level Changes

Course level changes will be considered at the first progress report and at the end of the first nine-week grading period of the semester for each course that offers a different level of the same course. To be considered for a transfer from an Advanced Academic, Honors, or AP course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, and by conferencing with his/her teacher. The parents must conference with the teacher before a course level change will be considered. If these conditions are met and the student is earning less than a grade of 75 on the first progress report or at the end of the first nine-week grading period, that student will be considered for a change. Space availability in the receiving course will be a consideration for a course level change.

1. Students approved for a level change at the first progress report into a non-weighted course (e.g., Honors to on level): The teacher of the new non weighted course will insert the grade average recorded by the previous teacher, plus ten points, into all open assignments taken in the new course prior to the date of transfer.
2. Students approved for a level change at the end of the nine-week grading period into a non-weighted course (e.g., Honors to on level): The teacher of the new non weighted course will submit a grade change form adding 10 points to the first nine-week grading period of the semester. Ineligibility will be determined using the nine-week grade prior to the level change. (i.e., the nine-week average prior to adding the 10 points)
3. Students approved for a level change into a weighted course (e.g., AP to Honors, on level to Honors): The

teacher of the new weighted course will insert the grade average recorded by the previous teacher into all open assignments taken in the new course prior to the date of transfer. A level up will only be allowed until the first progress report.

Withdrawing from Dual Credit Courses

1. Should a student withdraw from a Dual Credit course, the campus will accept the withdrawal grade and place the student in the comparable high school course when available. Approval by the College and Career counselor is required before the drop can be executed.
2. The current grade in the learning management system of the institution of higher education on the day of withdrawal will be the transfer grade.

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	3 rd Nine Week Average	50
2 nd Nine Week Average	50	4 th Nine Week Average	50
Semester Average	100	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	3 rd Nine Week Average	42.5
2 nd Nine Week Average	42.5	4 th Nine Week Average	42.5
Semester Exam	15	Semester Exam	15.0
Semester Average	100	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	3 rd Nine Week Average	50
2 nd Nine Week Average	50	4 th Nine Week Average	50
Semester Exam		Semester Exam	
Semester Average	100	Semester Average	100

Semester Exams (High School Credit Courses)

Semester exams are administered in all high school credit courses at the end of the fall and spring semester.

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

High School Exam Exemption Criteria

Course Exemption List

Grade	Fall Semester		Spring Semester
9 th – 12 th	Courses Eligible for Exemption	Courses not Eligible for Exemption	All Classes except courses in the Credit Recovery setting
	<ul style="list-style-type: none"> ● Elective Courses ● Semester long AP courses 	<ul style="list-style-type: none"> ● Core Courses ● Yearlong AP Courses ● Courses in Credit Recovery 	

- Core courses are defined as courses within the English Language Arts (not including Language Arts elective), Mathematics, Science, Social Studies, and World languages and Cultures content areas unless identified as an elective in the course description of the Educational Planning Guide (EPG).
- Electives are defined as any/all CTE, Fine Arts, Health/Physical education, innovative course/s, and other courses identified as an elective in the course description as outlined in the EPG. Any other course would be considered a *core* course (excluding AP).
 - Example: If the course is listed as both *core* and CTE in the EPG, it is considered an elective and not *core* for the purposes of exemption.

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.
2. AP Course Semester Average and Attendance Requirements per course
 - a. **Must take the AP exam aligned with the course** (Fall semester AP courses must be registered for the AP exam)
 - b. A grade of 80 or above and no more than 3 state reported absences.

Note: If an **AP student** does not meet criterion 2 above, they **MUST** meet criterion 3 below:

All absences count against exam exemption qualifications except for school related business (such as UIL, field trips, etc.)

3. 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 average.
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		
	On-Level	Honors	Dual Credit/AP
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

WEIGHTED GRADE POINT SCALE

For the graduating classes of 2023, 2024, and 2025, the district shall categorize and weight eligible courses as AP with Exam Score of 3+, Dual Credit / AP Score of 2 or below or without Exam, Honors, Regular / Academic, and Basic in accordance with provisions of this policy and as designated in appropriate District publications. When a student takes the applicable Advanced Placement (AP) examination for an eligible AP course and scores a 3 or above, the course shall be categorized and weighted as an AP with AP Exam course. Eligible dual credit courses shall be categorized and weighted as Dual Credit courses.

In addition, when a student does not take the applicable AP examination for an eligible AP course or scores a 2 or below, the course shall be categorized and weighted the same as an eligible dual credit course. Eligible courses locally designated as honors shall be categorized and weighted as Honors course. All other eligible courses shall be categorized and weighted as Regular / Academic courses. Courses modified by the student's admission, review, and dismissal (ARD) committee as to the required content of the Texas Essential Knowledge and Skills (TEKS) and reflected in the student's individualized education program (IEP) shall be categorized and weighted as Basic courses. Weighted Grade Point Average The District shall convert semester grades earned in eligible courses to grade points in accordance with the following chart and shall calculate a weighted grade point average (GPA):

Grade	AP with Exam Score of 3+	Dual Credit / AP Score of 2 or below or without Exam	Honors	Regular / Academic	Basic
100	6.5	6.0	5.5	5.0	4.0
99	6.4	5.9	5.4	4.9	3.9
98	6.3	5.8	5.3	4.8	3.8
97	6.2	5.7	5.2	4.7	3.7
96	6.1	5.6	5.1	4.6	3.6
95	6.0	5.5	5.0	4.5	3.5
94	5.9	5.4	4.9	4.4	3.4
93	5.8	5.3	4.8	4.3	3.3
92	5.7	5.2	4.7	4.2	3.2
91	5.6	5.1	4.6	4.1	3.1
90	5.5	5.0	4.5	4.0	3.0
89	5.4	4.9	4.4	3.9	2.9
88	5.3	4.8	4.3	3.8	2.8
87	5.2	4.7	4.2	3.7	2.7
86	5.1	4.6	4.1	3.6	2.6
85	5.0	4.5	4.0	3.5	2.5
84	4.9	4.4	3.9	3.4	2.4
83	4.8	4.3	3.8	3.3	2.3
82	4.7	4.2	3.7	3.2	2.2
81	4.6	4.1	3.6	3.1	2.1
80	4.5	4.0	3.5	3.0	2.0
79	4.4	3.9	3.4	2.9	1.9
78	4.3	3.8	3.3	2.8	1.8
77	4.2	3.7	3.2	2.7	1.7
76	4.1	3.6	3.1	2.6	1.6
75	4.0	3.5	3.0	2.5	1.5
74	3.9	3.4	2.9	2.4	1.4
73	3.8	3.3	2.8	2.3	1.3
72	3.7	3.2	2.7	2.2	1.2
71	3.6	3.1	2.6	2.1	1.1
70	3.5	3.0	2.5	2.0	1.0
Below 70	0	0	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		<i>GCCISD Grading Scale</i>	
A	90-100	<i>A</i>	<i>90-100</i>
B	80-89	<i>B</i>	<i>80-89</i>
C	75-79	<i>C</i>	<i>75-79</i>
C	70-74	<i>C</i>	<i>75</i>
D	60-69	<i>D</i>	<i>70</i>
F	59-below	<i>F</i>	<i>69-below</i>

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 are in need of 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 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 the 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. 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 .
4. 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.

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 two 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, 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 for the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study.

Makeup Work Guidelines

1. Makeup work is available to all students. Students are responsible for asking teachers for the makeup work upon returning to class. Students shall receive credit for satisfactory makeup work after an absence but may receive a zero for any test not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work 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 of an altered version. 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.
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 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.

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 60.6 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.uil-texas.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 Lee College, 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. Lee College has different guidelines and criteria for admission. Admission is contingent upon the student meeting these requirements.

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

Parent Phone

Student/Parent—White Copy

Counselor—Yellow Copy

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

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

(1) Limited English proficient students shall be provided instruction using second language methods in English to introduce basic concepts of the school environment which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the students' home language and the United States.

(2) Limited English proficient students shall be provided intensive instruction to develop proficiency in the comprehension, speaking, reading, and composition of the English language. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

(3) Limited English proficient 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 English language learners have a full opportunity to meet these expectations. The expectations apply to the second language learner at his/her level of proficiency in English. **Students who have waived the services of the Bilingual/ELL Program will be graded according to 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 English Language Learners

Students will be promoted or retained as specified below:

1. English Language learners 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 English Language learner may not be retained due to lack of academic progress if the student is making progress in learning English. If the student has made progress as documented by required district testing instruments, then the student should not be retained regardless of academic progress.
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 GCCID Grading and Reporting Procedures in all skill areas during each grading period.
5. Parent teacher conferences are scheduled to address individual student needs.

Bilingual and ESL Program Grading (Elementary)

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

EB's in the bilingual program are to be assessed for progress and achievement through native language instruction, as well as assessing progress in learning English. For Spanish speaking students in the bilingual program, the Spanish Report Card will be used to report grades to parents/guardians every nine weeks.

In accordance with programmatic organization and state mandates, the Bilingual/ES Department is implementing both a Bilingual and an ES program for elementary (Prek-5). The Bilingual program provides academic instruction in the native language as well as instructional time to the development of academic English language acquisition, with the amount of instruction in each language being commensurate with the students' level of proficiency in each language and their level of academic achievement. The ES Program provides instruction in English through sheltered instruction strategies to support comprehensible input and to accelerate language acquisition.

1. Teachers will report grades following District guidelines in all skill areas during each grading period.
2. Teachers will report conduct grades in accordance with District procedures for all grade levels.
3. Parent/Guardian 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.

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 <i>Attach Documentation</i>		Part V. Principal and/or AP Contact	Part VI. Counselor Contact
Date(s):		Date:	Date:
Form of Contact:		Was an SST Referral Made?	
Parent/Guardian Name:		<input type="checkbox"/> Yes <input type="checkbox"/> No	
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