
2025-2026

ELEMENTARY INSTRUCTIONAL GRADING & REPORTING PROCEDURES



Goose Creek CISD Instructional Grading and Reporting Procedures

FOREWORD

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

These procedures provide:

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

VISION

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

MISSION

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

CORE VALUES

Goose Creek CISD is committed to:

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

Table of Contents

State and Local Curriculum.....	5
State Curriculum.....	5
Local Curriculum.....	5
Curriculum Development and Alignment.....	6
Scope and Sequence of Instruction.....	6
Instructional Materials.....	7
Instructional Practices.....	7
Grading Practices.....	8
Official Grade Reports.....	9
Progress Reports.....	9
Report Cards.....	9
Transfer Grades (New/Existing Students).....	9
Online Records – Electronic Gradebook.....	9
Grade-Level Reporting.....	10
Conduct Grading Scale (Grades K–5).....	10
Academic Dishonesty and Academic Integrity.....	10
Academic Dishonesty – Definition and Consequences.....	10
Academic Integrity – A Shared Responsibility.....	11
Examples of Cheating or Dishonest Academic Behavior.....	11
Understanding Plagiarism.....	11
Best Practices and District Expectations.....	12
Return of Assignments/Graded Work.....	12
Required Tutorials.....	12
Lesson Plans.....	12
Assessments.....	13
General Assessment Expectations.....	13
Types of Assessments.....	13
Assessment Expectations.....	15
Explanation of Electronic Gradebook Categories.....	15
Major Grades.....	15
Daily and Quiz Grades.....	16
Elementary (K-5) Grading and Reporting Procedures.....	17
Grading Roles and Responsibilities.....	17
Teacher Records and Gradebook Guidelines.....	18
Parent/Guardian–Teacher Conferences.....	18
Grade Level Expectations Overview.....	18
Minimum Number of Progress Measures.....	18
Elementary: Pre-K through Grade 5 Grading Guidelines.....	19
Additional Clarity.....	20
Make-Up Work.....	20
Retakes and Second Chances (Grades 1-5 Only).....	21
Late Assignments.....	21

GGCISD Curriculum and Instruction PK-5 General Information

State and Local Curriculum

State Curriculum

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

Local Curriculum

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

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

The District's curriculum includes:

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

Elementary Curriculum Offerings

Elementary schools provide a balanced and comprehensive curriculum including:

- Language Arts
- Mathematics
- Science
- Social Studies
- Fine Arts (Art, Music, Theater Arts)
- Physical Education and Wellness
- Technology Applications

Curricular offerings support elementary students in exploring interests, developing 21st-century skills, and preparing for secondary readiness.

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.

Curriculum Development and Alignment

Goose Creek CISD is responsible for developing a comprehensive PK–5 curriculum map that aligns instruction across all grade levels and subject areas. This includes establishing a timeline of critical objectives for each nine-week grading period in every subject area.

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

All Goose Creek CISD curriculum guides are aligned to the Texas Essential Knowledge and Skills (TEKS) to ensure coverage of essential skills and concepts for each course. These guides are designed to support high-quality, standards-based classroom instruction.

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

Scope and Sequence of Instruction

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

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

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

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

Instructional Materials

Overview

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

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

Online Instructional Materials and Resources

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

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

Instructional Practices

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

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

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

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

Grading Practices

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

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

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

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

Academic Achievement: Retention and Promotion

Curriculum Mastery

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

Standards for Mastery

Mastery is determined using the following guidelines:

1. Course assignments and unit evaluations are used to determine student grades. A numerical average of 70 or higher constitutes a passing grade for courses utilizing a numerical grading system.
2. Mastery of skills needed for success at the next level is validated by assessments, which may include unit, nine-week, or semester exams.
 - a. For numerically graded courses, 70% mastery of objectives is required.
 - b. For courses using standards-based grading, students must demonstrate mastery of the majority of objectives.

Official Grade Reports

Progress Reports

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

1. For grades 1 and up, students receive a Progress Report at the end of the third and sixth week of each nine-week grading period.
2. Parents should be contacted any time a student is in danger of failing or when a significant decrease in performance occurs.
 - a. It is strongly recommended that parents/guardians be contacted if a student's grade decreases by 10 or more percentage points or failure becomes likely.

Report Cards

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

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

Transfer Grades (New/Existing Students)

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

Online Records – Electronic Gradebook

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

Grade-Level Reporting

Overview

Report Cards in grades K–5 are designed to support teachers in monitoring and communicating the ongoing growth and development of each student. Academic and conduct progress is reported using appropriate grading scales for each subject. 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.

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

Conduct Grading Scale (Grades K–5)

Each teacher assesses student conduct based on adherence to GCCISD Core Values. Conduct impacts eligibility for participation in school events and reflects a student's ability to contribute to a positive learning environment.

The following scale measures student trustworthiness, respect for others, self-direction and responsibility, fairness and cooperation, caring for others, and citizenship:

Mark	Assessment	The student exhibits GCCISD Core Values:
E	Excellent	Consistently
S	Satisfactory	Routinely
N	Needs to Improve	Inconsistently
U	Unsatisfactory	Almost Never

Academic Dishonesty and Academic Integrity

Academic Dishonesty – Definition and Consequences

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

- Cheating or copying the work of another student
- Plagiarism
- Unauthorized communication between students during assessments
- Use of unauthorized resources during assessments
- Use of Artificial Intelligence without teacher approval to generate assignments

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

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

Academic Integrity – A Shared Responsibility

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

Examples of Cheating or Dishonest Academic Behavior

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

Understanding Plagiarism

According to Plagiarism.org, plagiarism is defined as:

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

Examples of Plagiarism Include:

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

Best Practices and District Expectations

Return of Assignments/Graded Work

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

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

Required Tutorials

- The purpose of tutorials is to provide targeted instruction for students who have not mastered the TEKS and to offer reinforcement for those needing assistance.
- The day and time for tutorials will be determined by each campus. Some campuses may require mandatory tutorials during or after school hours.
- Elementary teachers must notify parents when tutorials are required and keep records of student attendance.
- Teachers must be available and present during scheduled tutorial times.
- A log of student attendance must be maintained by the teacher.

Lesson Plans

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

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

Lesson plans or artifacts of lesson internalization should be submitted electronically on a schedule determined by each campus.

Assessments

General Assessment Expectations

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

Types of Assessments

Formative Assessments

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

Summative Assessments

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

Quizzes

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

Group Work (Grades 1-5 Only)

- 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 (Grades 1-5 Only)

- 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.

Unit Tests

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

Learning Checkpoints

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

District Common Assessments

These assessments are aligned to the curriculum and designed to:

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

Examples Include:

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

Texas Education Agency (TEA) Interim Assessments and Released Benchmarks

These are TEA-developed assessments intended to:

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

Gradebook Entry Guidelines for TEA Interims or Benchmarks

- Elementary: Daily grade

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

Access to Student Tests

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

Performance-Based Courses and Assessments

Courses in the following areas are considered performance-based:

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

Assessment Expectations

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

Examples of Performance-Based Assessments:

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

Explanation of Electronic Gradebook Categories

Major Grades

Tests/Examinations - Assess student mastery of TEKS, curriculum, and course content.

Key Guidelines:

- Tests/Examinations are assessments designed to measure a student's successful attainment of the TEKS as expressed in the GCCISD curricula.
- 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.

- Unit/Module 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.
- Unit/Module assessments may not be substituted with previous assignments or an average of past performance assessments.

Alternative Assessments

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

Key Guidelines:

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

Daily and Quiz Grades

Class Work

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

Homework

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

Key Guidelines:

- Should never be used as punishment.
- Must be clearly explained and preceded by adequate instruction.
- Should be age-appropriate and considerate of the total student workload.
- Builds responsibility and reinforces learning.

Grading Homework

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

Quizzes

Short, informal assessments measuring progress toward learning goals.

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

Elementary (K-5) Grading and Reporting Procedures

Grading Roles and Responsibilities

Student Responsibilities

1. Complete and submit all assigned work on time.
2. Plan and manage time effectively to meet deadlines for long-term assignments.
3. Seek help from the teacher prior to due dates when assignments are unclear or challenging.

Parent/Guardian Responsibilities

1. Establish consistent time, space, and routine for homework completion.
2. Ensure students have the necessary supplies and materials to complete assignments.
3. Monitor homework completion and provide support as needed without doing the work for the student.
4. Help students develop a schedule for completing long-term assignments.
5. Maintain open communication with teachers when academic concerns arise.

Teacher Responsibilities

1. Assign meaningful tasks that enrich and extend classroom instruction.
2. Clearly communicate both short-term and long-term homework expectations.
3. Provide quality instruction that adequately prepares students to complete assignments independently.
4. Share course requirements and grading expectations with students and parents.
5. Consider student access to resources and individual home situations when assigning tasks.
6. Return assignments timely to support ongoing instruction and student growth.
7. Update the district's electronic gradebook on a weekly basis.

Teacher Records and Gradebook Guidelines

1. Grade records serve as evidence supporting report card grades. Grades must be fair, justifiable, and based on a sufficient number of assignments to accurately reflect student progress.

2. Grades should align with curriculum objectives and TEKS. Records should include descriptions of learning tasks when possible and be maintained accurately.
3. In grades PK–5, grading records may include checklists, anecdotal notes, and student portfolios. Grades 2–5 will also utilize the district’s electronic gradebook to reflect progress on learning standards.

Parent/Guardian–Teacher Conferences

1. Teachers will share relevant information that enhances a parent’s understanding of their child’s academic progress, effort, and needs.
2. Conferences are opportunities to build relationships, gather important background information, and engage parents in their child’s learning.
3. Parents have the right to know about their child’s abilities, achievements, and challenges. Schools must share this information in a clear and accessible manner.
4. A combination of report cards, progress reports, and conferences will be used to communicate student progress.
5. Teachers will notify parents promptly when a student’s academic progress becomes unsatisfactory.

Grade Level Expectations Overview

Teachers will provide a summary of grade-level expectations to students and parents at the start of the school year.

Minimum Number of Progress Measures

For grades 1-5, a minimum of twelve grades must be entered for each of the following content areas during each nine-week grading period:

- Language Arts
- Mathematics
- Science
- Social Studies

Elementary: Pre-K through Grade 5 Grading Guidelines

Pre-K and Kinder	Grades 1-5
<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 1-5 will use numeric grades for language arts, math, science, and social studies.</p> <p>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</p> <ul style="list-style-type: none"> • Minimum of 3 major grades for math, 3 major grades for science, 3 major grades for language arts, 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 language arts, and 9 non-major grades for social studies <p>Example 2: Math/Science</p> <ul style="list-style-type: none"> • 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
<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 Clarity

Transfer Grades

Students who transfer into the district or change schools mid-grading period will receive fair grades based on a combination of:

- Documented grades from the previous school
- Grades earned during enrollment in the new school

Reteach and Reassess for Mastery

GCCISD is committed to ensuring all students master the Texas Essential Knowledge and Skills (TEKS). Ongoing assessment will determine which students need reteaching or additional support.

- Teachers will monitor student performance to identify needs for reteaching.
- Reteaching will be provided in a timely and targeted manner.
- Students will be reassessed after reteaching. Reassessment may include oral exams, revised assignments, or formal tests.

Acceleration (Intervention)

Acceleration is a proactive, ongoing process designed to support students before they fall significantly behind.

Key features include:

- Timely support when learning gaps are identified
- Reinforcement and review that prevents extended periods of frustration
- Differentiated instruction, resources, and strategies
- Targeted small-group instruction, tutorials, or additional learning opportunities

Make-Up Work

- Students are allowed to make up missed work after any absence, whether excused, unexcused, or due to suspension.
- Students will have as many days as they were absent to complete missed work.
- Teachers are not required to provide assignments in advance unless the absence is pre-approved with at least two weeks notice.

Retakes and Second Chances (Grades 1-5 Only)

- 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.

Late Assignments

For Pre_K and Kinder

- Late assignments will be reflected in the behavior objectives of the report card

For Grades 1-5

- 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.

The Board has established the following as “Extenuating Circumstances”:

- 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 proceeding 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.

Teacher Responsibilities

Clearly communicate daily lesson objectives, learning intentions, and success criteria. These should be presented both verbally and in writing for clarity.

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

Gradebook and Teacher Records

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

Parent/Guardian Communication

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

Good Grading Guidelines

- 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).