

## APPENDIX IV

# UNION HILL JUNIOR HIGH AND HIGH SCHOOL GRADING POLICY *Including Homework Guidelines*

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# ***Administrative Procedures for Academic Achievement, Promotion, Retention, and Placement***

## **□ PHILOSOPHY AND RATIONALE**

Union Hill Junior High and High School will be campuses that inspire, encourage, and empower students to successfully achieve excellence and take advantage of opportunities in a changing global society. Therefore, when considering promotion, retention, or placement, attention must be given to all aspects of the student's development in order to accommodate individual needs and to promote the full development of the learner's potential.

Careful monitoring through our Response to Intervention (RTI) program shall occur at every grade level to assure mastery of the Texas Essential Knowledge and Skills (TEKS). Each student should progress to the level of scholastic achievement expected for the assigned grade. The student's achievement or lack of achievement shall be made known to parents. Whenever it becomes apparent that retention is a possibility, this concern shall also be made known to the parents.

It is recommended that procedures be established for identification and acceleration of students who are failing to make satisfactory progress. It is necessary to ensure ongoing review through the 7<sup>th</sup> and 8<sup>th</sup> grades so that students who encounter difficulty in Mathematics and ELA/Reading are identified and not permitted to continue without academic intervention and acceleration.

Promotion and grade level advancement shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level and content area. (EIE Local/EHBC Legal)

## **□ PROMOTION, RETENTION, AND PLACEMENT INDICATORS**

Standards for promotion on every grade level shall be primarily based upon mastery of the TEKS in basic subject areas. The following indicators may be used (as appropriate) to verify that the student has mastered the necessary TEKS in subject areas:

### **I. State**

- A. STAAR (State of Texas Assessments of Academic Readiness)
- B. C. Senate Bill 4 (elimination of social promotion)
- D. TEC 28.0211 Satisfactory Performance on Assessment Instruments Required (Accelerated Instruction)

### **II. LOCAL**

- A. Curriculum Collaborative/CSCOPE Lessons and Assessments
- B. Accelerated Mathematics
- C. DMAC
- D. Informal Inventories

- D. Teacher-made materials/assessments
- E. District Benchmarks
- F. Observations
- G. Textbook Assessments
- H. Odyssey Assessments
- I. Other texts

**III. ATTENDANCE** - A student shall be given credit for a class only if the student has met the academic criteria and has been in attendance 90% of the days the class is offered. The campus Attendance Review Committee (ARC) may give the student credit if there are extenuating circumstances for the absences. [FEC (Legal)]

**IV. Response to Intervention** – Students who are not successfully meeting passing standards on the TEKS will be provided assistance through our campus RTI program via tutorials or extended day/week to remediate and assist in meeting the passing standards for promotion.

□ **EXPLANATION OF MARKS**

**Grades 7 – 12 Academics / Subjects**

In grades 7-12, all grades shall define student progress as movement toward mastery of the TEKS as required by the laws of the State of Texas. Teachers in every subject area shall record a minimum of 10 individual grades on separate assignments per grading period. Grades may be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Observable skills grades will be kept in the grade book. Teachers are required to determine grading period grades from more than one source. The following grading scale applies:

<b>90-100</b>	Excellent Progress
<b>80-89</b>	Good Progress
<b>75-79</b>	Meets Expectations
<b>70-74</b>	Needs Improvement
<b>0-69</b>	Unsatisfactory

**Progress Reports**

A written progress report shall be sent at least once during each grade period, at the end of the first 3 weeks of the period, and at any other time the teacher notes a significant negative change in grade or average of less than 70 in any subject.

Grade information will be available to sponsor of extracurricular activities in which the student participates. The notice will stipulate that the student will have the remainder of the six-weeks to achieve the grade of 70 or above and that the student will be suspended from extracurricular activities if the grade is below 70 (60 for Pre- AP, AP, Honors, Dual Credit courses) at the end of the six-week reporting periods.

## Six Weeks Averages and Reports Cards

A six-week progress report will be sent home each six weeks and will record the students's grades or performance, absences in each class or subject, and conduct grades. Students shall receive numerical scores in all subjects. Grades may be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Observable skills grades will be kept in the grade book. Teachers are required to compute grades from more than one source. At least 10 grades will be recorded and at least two grades in the major grades category when computing a student's six weeks grade.

### 7<sup>th</sup> – 8<sup>th</sup> Grade Procedures:

#### Major Grades: 60%

May Include:

- Major Tests (including 6 weeks tests)
- Special Projects
  - Research Papers
  - Lab Practicals
  - Reports

#### Minor Grades: 40%

May Include:

- Daily Work
- Homework
- Notebooks/Folders
- Oral Reports
- Class work
- Lab Practice
- Daily Tests
  - Pop Quiz
  - Check Test
  - Spelling Test

## Semester Average for 7<sup>th</sup> & 8<sup>th</sup> Grades

7<sup>th</sup> and 8<sup>th</sup> grade students WILL take a semester exam in each of the foundational courses (Mathematics, ELA/Reading, Science and Social Studies). Students MAY take a semester exam in any other course as required by the teacher. Grades for the semester will be figured as indicated below:

#### With a Semester Exam:

1 <sup>st</sup> Six Weeks	2/7
2 <sup>nd</sup> Six Weeks	2/7
3 <sup>rd</sup> Six Weeks	2/7
Semester Exam	1/7

**Without a Semester Exam:**

<b>1<sup>st</sup> Six Weeks</b>	<b>2/6</b>
<b>2<sup>nd</sup> Six Weeks</b>	<b>2/6</b>
<b>3<sup>rd</sup> Six Weeks</b>	<b>2/6</b>

**9 – 12<sup>th</sup> Grade Procedures**

The following grading scale applies. At least 10 grades will be recorded for each six weeks reporting period and at least two grades in the major grades category when computing a student's six weeks grade and will be figured as below:

- ❖ **60 % major assignments**
- ❖ **40 % minor assignments**
- ❖ **70 % major assignments for Pre-AP, AP, Honors courses**
- ❖ **30 % minor assignments for Pre-AP, AP, Honors courses**
- ❖ **At least 2 major grades per 6 weeks**
- ❖ **At least 10 total grade per 6 weeks (at least 3 grades by the time progress reports are issued)**

Grades for the semester will be figured as indicated below:

**With a Semester Exam:**

<b>1<sup>st</sup> Six Weeks</b>	<b>2/7</b>
<b>2<sup>nd</sup> Six Weeks</b>	<b>2/7</b>
<b>3<sup>rd</sup> Six Weeks</b>	<b>2/7</b>
<b>Semester Exam</b>	<b>1/7</b>

**Award of Credit for Grades 9 - 12**

Award for course credit affirms that a student has satisfactorily met state and local requirements. Credit will be awarded at the end of each course, if the student has earned a passing grade, and met TEA requirements for receiving credit. Partial credit will be awarded to a student who successfully completes only one semester of a two-semester course. Grades will be determined as follows: a half year class will earn a student .5 credits and a full year course will earn a student 1 credit. Grades will be averaged under certain conditions. The second half of a year grades can be used to raise the first half of the year grades to an overall term average of 70 or above.

Credit will NOT be awarded to a student who is NOT in attendance for at least 90 percent of the days the class is offered unless credit is awarded by the attendance committee, or regained in accordance with a principal's plan (FEC (LEGAL)), which may include attending tutorial sessions as scheduled, including Saturday School, before/after school programs; maintaining attendance standards, or taking an examination to earn credit.

A student with prior instruction in a course may earn credit by examination by scoring a 70 percent or above on a criterion-referenced test for that course, if one or more of the following conditions are met:

- The student is enrolling in the district from a nonaccredited school;
- The student failed the course; or
- The student earned a passing grade in a course but failed to earn credit due to

excessive absences.

## Grades 7 - 12 Conduct Grades

Each 7 – 12 grade student will receive a conduct grade for each course enrolled in. Letter grades used will be:

<b>E</b>	<b>= 90-100</b>	<b>Excellent Progress</b>
<b>S</b>	<b>= 80-89</b>	<b>Satisfactory Progress</b>
<b>N</b>	<b>= 70-79</b>	<b>Needs Improvement (parent conference required)</b>
<b>U</b>	<b>= below 70</b>	<b>Unsatisfactory (parent conference required)</b>

### □ REPORT CARD GUIDELINES

**Comments on report cards should be positive and supportive.** Specific concerns should be dealt with by means of conferences.

All teachers will complete, print, sign and turn in their **Attendance Summary Reports on the Day** ending each grade reporting period. Grades for all report cards must be entered in to the computer, grade proof sheets printed and signed, and turned in to the school's office prior to noon **two (2) days before report cards are sent home.** Principals and/or principal's designees must review (spot - check) the report cards and the grade sheets. The office will print the student report cards and have them available to **send home on the Thursday** after the end of each grade reporting cycle.

On the final report card, teachers will indicate **“Promoted”, “Retained”, or “Pending Summer School”** on each students' report card, place the grade sticker on the front of each cumulative folder, sign the folder and indicate promoted, retained, or pending, and place a copy of the final report card in each student's permanent cumulative folder.

Parents may access current student data, including grades, by visiting the *Union Hill TxGradebook @ Home* at <http://67.216.253.11/txgradebook/login.aspx> . Teachers are required to enter all grades from the previous week into the TxGradebook before leaving for the work day on Tuesdays of the next work week. Exclusive login/password information shall be obtained in the school office.

### □ GUIDELINES FOR GRADING

Grades should reflect the student's academic achievement. Each teacher's grade book should contain a minimum of ten (10) numerical grades per six week cycle, as described. All students shall be given an opportunity to be **retested** after **reteaching** if he/she received a grade below 70 in any assessment or major class assignments. In this case, **the highest grade a student can earn will be a 70.**

### Unexcused Absences

The District shall not impose a grade penalty for make-up work after an unexcused absence, except in the case of trancies. Truant students shall receive a maximum grade of 70 on make-up work. (EIAB Local)

## **Union Hill Junior High/High School Make-up Work Practice**

Union Hill Junior High and High School establishes a make-up work policy for late work in order to provide consistency throughout the school with regard to the acceptance and credit awarded for work that is turned in by students beyond a prescribed deadline. The expectation is that all students turn in assignments on time. When students do not turn in work on time, however, the staff encourages students to show responsibility for their learning by completing the assignments.

Students are expected to make up work expeditiously and to discuss arrangements with teachers outside of class upon their return. ***IT IS THE SOLE RESPONSIBILITY OF THE STUDENT TO COORDINATE ALL MAKE-UP AND LATE WORK.*** Union Hill secondary teachers will ensure a consistency of make-up work expectations. Conditions and time limits for this work are established as follows:

### **MAKE-UP WORK**

1. Students who are absent one day will take previously announced quizzes and tests and hand in previously assigned work the day they return to class. Assignments made and/or quizzes/tests given in their absence should be made up within one (1) school day after returning to school.
2. Students who are absent for more than one day are responsible for conferring with the teacher to arrange a make-up schedule. Students will receive additional time to complete make-up work for two or more days of consecutive absence. For each day of absence, one day will be added to the make-up period. Again, work previously assigned is due the day of the student's return.
3. In the case of pre-arranged absences, students will deliver to teachers all previously assigned work due during their absence the day they return.
4. A student who is absent from class (e.g. for a field trip, medical appointment, excused tardy or clinic visit) but who is in attendance for any part of the day, is required to hand in assigned work and make up quizzes/tests on that day.
5. Assignments become late when an absence is unexcused, or when a student turns in assignments after the equal number of days allowed for excused absences.
6. A student that fails to turn in an assignment on its due date will be penalized 10 points per day for up to 3 days after which the assignment will not be accepted and a zero (0) will be given.
7. A student that is assigned OSS (out-of-school suspension) will not be allowed to make up missed assignments or tests/quizzes and therefore not receive any credit.
8. Under extenuating circumstance an extension may be granted for make-up work at the teacher's discretion.

### **Incomplete Grades**

Incomplete grades "I" will not be an option for any six weeks or semester grade report card. Under extenuating circumstances and at the discretion of the principal, this policy may be

deviated from.

Students have the sole responsibility for discussing these extenuating circumstances with the teacher.

### **Academic Dishonesty**

Students found to have engaged in academic dishonesty shall have a zero recorded for assignments or tests with no opportunity for retesting and shall be subject to 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. (EIA Local)

### **Special Education Students / §504**

Grades for students with disabilities and who attend designated classes will be based upon the student's progress toward achieving the TEKS identified by the Individual Education Plan (IEP) or Academic Instruction Plan (AIP for 504 students) Also, as per the Special Education/ §504 policy, a student who fails two consecutive six weeks grading period in the content areas (excluding speech impaired students), an Admission, Review, Dismissal (ARD) Committee (or 504 Committee) must convene to consider reason(s) for failure and for possible IEP modifications.

Promotion standards and appropriate assessment and acceleration options, as established by IEP or grade-level classification of students eligible for special education, shall be determined by the ARD committee. (EIE Local)

### **Limited English Proficiency**

In assessing students of Limited English Proficiency (LEP) for mastery of the essential knowledge and skills, the district shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways: (EIE Local)

- assessment in the primary language;
- assessment using ESL methodologies;
- assessment with multiple varied instruments. (See EHBE)
- TELPAS (Texas English Language Proficiency Assessment System)

### **Reteaching**

Reteaching will occur in any area where a student has not demonstrated mastery. Reteaching will be required only for students not mastering concepts specifically identified in the TEKS, assessments or major class assignments. Planning for reteaching shall be documented in the teacher's lesson plans, as appropriate. Reteaching must be accomplished with a different instructional strategy from the original presentation, such as:



- worksheets
- extra assignments (reading)
- peer tutoring,
- tutoring, and/or
- structured group activities

## **Enrichment**

Enrichment activities should be designed to extend skills in logical thinking, strategic reasoning, estimation, mental arithmetic, and problem solving. Enrichment activities should not be additional work (busy work) or harder problems that expand upon the ideas presented in the traditional curriculum.

Enrichment activities can be provided through the use of learning centers, grouping within the classroom, whole class projects, and individualized programs. Other examples appropriate for enrichment activities include independent research projects, games that require the use of strategies or higher level thinking skills, and logic problems that require students to recognize patterns and apply sequencing skills.

## **□ PARENT - TEACHER COMMUNICATION**

Adequate explanations concerning the philosophy and purpose of report cards will be made.

At the end of the first three weeks of a grading period, a progress report must be sent home for every student. Progress reports are intended to inform parents about their child's academic status.

Parent-teacher conferences are strongly encouraged as a means of discussing and reviewing student's strengths and weaknesses. All teachers are required to hold at least one parent-teacher conference prior to the end of the 4<sup>th</sup> six weeks.

Report cards containing student grades in each subject must be provided to parents/guardians following each six-weeks reporting period. The report cards must provide for the signature of the parent/guardian and be returned to the school. If the report card with the parental signature is not returned to the school within five (5) school days, the district/school shall make a good faith effort to ensure that the parent/guardian is informed of the student's progress.

## **HOMEWORK GUIDELINES**

1. If the homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the student.
2. Students shall understand not only what to do, but also how to do it independently. Homework shall follow modeling and guided practice of the lesson plan.
3. The homework assignment must pertain to previously taught skills.
4. The homework assignment must extend the student's knowledge of TEKS.

5. Homework assignments must be adapted to individual needs.
6. Homework assignments must be reasonable in view of the student's home resources.
7. Every homework assignment must be properly evaluated; **feedback must be given.**
8. Documentation of homework assignment must be referenced in lesson plans and grade books.
9. Homework should be an integral part of the classroom activities; it should **never be busy work** nor construed to be punishment.
10. If appropriate, homework activities need to be creative; they may include such experiences as individual field trips, collections, educational TV programs, making models, posters, or any assignment that could supplement the regular classroom activities and experiences.

**In summary, if homework is carefully examined and constructed as a meaningful part of learning, it can be another step in the direction of bringing the school, the student, and the community closer together in a common interest for quality education.**