



2021-2022

GRADING GUIDELINES

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PURPOSE

La Feria I.S.D. Vision Statement

The mission of the La Feria Independent School District is to develop learners for a global society.

La Feria I.S.D. Mission Statement

La Feria Independent School District is committed to excellence through a system of family, community, and educational values where learners are empowered to become leaders that will positively impact the world.

La Feria I.S.D. Motto

The district motto, "**Every Student, Every Day**" relates the belief that high expectations are essential for student and staff to be able to achieve and excel. High expectations yield high performance.

Introduction

The district believes that it is essential that we offer educational opportunities which provide excellence and equity for all students. To meet our goals, we, as professional educators, must dedicate ourselves to developing the unique gifts and talents of all of our students. Working collaboratively with teachers, administrators, board members, and community, we can assure that all students will have equal access to quality instructional programs which will enable them to develop to their full potential.

The curriculum of La Feria I.S.D. includes the Texas Essential Knowledge and Skills, adopted by the State Board of Education. In order to provide a more consistent and effective educational foundation for our students, the La Feria ISD believe we need clear expectations not only for the instructional components but the grading and reporting components as well.

These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the average grade assigned.

Texas Essential Knowledge & Skills

The District shall establish instructional objectives that relate to the essential knowledge and skills 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 course.

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 District objectives. **(EIA-LOCAL)**

Curriculum Mastery

Promotion 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. **(EIE-LOCAL)**

Standards for Mastery

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final examinations or may be administered separately. Mastery of at least 70 percent of the objectives shall be required. **(EIE-LOCAL)**

Progress Reports

A progress report will be sent home at the end of the three-week period. The progress report reflects both satisfactory and unsatisfactory student progress. All students will receive a progress report after the three-week period. Conferences may be requested by a teacher or parent as needed.

Report Cards

The district shall issue grade reports/report cards every six weeks on a form approved by the superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE. Report cards must be signed by the parent and returned to the school.

Academic Dishonesty

A student 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. **(EIA-LOCAL)**

Curriculum-Based Assessments/Benchmarks

Curriculum-based assessments and benchmarks will be administered throughout the school year to assess the attainment of TEKS, as they are taught. The assessments may be recorded in the grade book for all students at the discretion of each of the departments per campus. Assessment data will be analyzed by teacher, department, and campus, in order to guide the implementation of intensive interventions. Campus principals and Curriculum & Instruction will set guidelines for this analysis.

Credit Recovery Guidelines (High School)

The credit recovery program is designed to allow students an opportunity to recover high school credit for courses they have not successfully completed in the past. La Feria High School is offering a “Credit Recovery Program” using a system called Edgenuity/A+-The program is intended to help students recover credit through a flexible, time-efficient, educational service in order to help them succeed academically and ultimately graduate.

Credit by Examination with Prior Instruction

EHDB (LOCAL)

The principal or designee or the attendance committee, as applicable, shall have authority to offer a student the opportunity to demonstrate mastery in a subject or to earn course credit by examination when the student has had prior instruction in a subject and when:

1. The student is enrolling in the district from a non-accredited school [see FD];
2. The student has failed a subject or course; or
3. The student has earned a passing grade in a subject or course but has failed to earn credit because of excessive absences [see FEC].

Examinations shall assess the student’s mastery of the essential knowledge and skills and shall be administered according to established District procedures.

Prior to offering a student an opportunity to demonstrate mastery or earn credit by this method, an appropriate district employee shall review the student’s educational records to determine whether the student has had prior instruction in the subject or course. The student will be eligible to take the end of course assessment when necessary.

Credit by Examination without Prior Instruction

EHDC (LOCAL)

The superintendent or designee shall be responsible for the development or selection of tests a student may use to earn course credit or accelerate to the next grade level without prior instruction in a course or grade level. Each examination shall thoroughly test the essential knowledge and skills in the applicable course or grade level.

The Superintendent or designee shall establish a schedule of dates, in accordance with law, when examinations for acceleration shall be administered and shall ensure that the dates are published in appropriate District publications or on the District's Web site. A student will not be eligible to take the end of course assessment under these criteria.

There are four testing windows in which students can earn credit through acceleration:

July 16 thru October 1
 October 1 thru December 17
 January 6 thru April 1
 April 4 thru June 24

The district may deny a parent's or student's request for an alternative examination or alternative date.

The district shall not charge for an examination for acceleration administered on the published dates or alternative dates. However, the student's parent shall pay for an alternative examination approved by the district.

The superintendent or designee shall award course credit or approve acceleration on the basis of an examination for acceleration in accordance with State Board rules.

Kindergarten

The Board shall approve procedures developed by the superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten.

Criteria for acceleration may include:

1. Scores on readiness tests or achievement tests that may be administered by appropriate district personnel.
2. Recommendation of the kindergarten or preschool the student has attended.

3. Chronological age and observed social and emotional development of the student.
4. Other criteria deemed appropriate by the principal and Superintendent.

Grade 1 -5

The District shall accelerate a student in grades 1-5 one grade level if the student meets the following requirements:

1. The student scores 80 percent or above on a criterion-referenced test for the grade level to be skipped in each of the following areas: language arts, mathematics, science, and social studies.
2. A district representative recommends that the student be accelerated; and
3. The student's parent or guardian gives written approval of the acceleration.

Grades 6-12

The District shall give a student in grades 6-12 credit for an academic subject in which the student has received no prior instruction if the student scores:

1. A three or higher on a College Board advanced placement examination that has been approved by the Board for the applicable course;
2. A scaled score of 6- or higher on an examination administered through the College-Level Examination Program and approved by the Board for the applicable course; or
3. Eighty percent or above on any other criterion-referenced test approved by the Board for the applicable course.

If a student is given credit in a subject on the basis of an examination on which the student scored 80 percent or higher, the District shall enter the examination score on the student's transcript and the student is not required to take an end-of-course (EOC) assessment instrument under Education Code 39.023 © for the course

Pre-AP, AP, Honors, and Dual Enrollment Grading Policy

Secondary

Grades for these classes are explained in the syllabus provided by the teacher and will be given to students within the first week of entering a course

Penalties for late work and missed tests, projects, or oral presentations with a missing group member, etc., will be stated in the syllabus. For Pre-AP and AP Courses, late work will be accepted one day after the due date with penalty except under extenuating circumstances approved by the campus principal. All Pre-AP and AP classes will follow the same guidelines with late work.

Students enrolled in AP classes will be required to take the AP exam(s) in their respective area(s) of study.

Dual enrollment will follow criteria set by the university.

Students planning to participate in any of the Dual Enrollment Program must comply with college admission requirements and need to submit all necessary documentation to the Dual enrollment counselor.

Students who fail to submit all necessary documents by the **LFHS deadline** will have to wait for the following semester to register for dual enrollment courses.

Dual enrollment grades are considered true grades for a student's university transcript. The following will be used for high school course grades:

DUAL GRADES

LFHS GRADE

A	90-100		A+	99	B-	80	D-	70
B	80-89		A	95	C+	79	F	65
C	70-79		A-	90	C	77		
D	60-69		B+	89	C-	75		
F	59 and below		B	85	D+	74		

Grades

Instructional personnel are to utilize numerical grades in marking papers, tests, and other assignments completed by students.

Pre-Kinder/Kinder Use

E= (90-100)

S= (80-89)

NI= (70-79)

U= (69-

below)

Grades 1-12 Use

Numerical Grades

All grades must be based on a 100% scale. Only dual enrollment courses can use the point system for calculating grades. The percentage used for tests, daily work, homework, etc., must be consistent by campus or department and must be approved by the campus principal.

Grade Requirements/Honor Roll

Classroom teachers will assign a grade that reflects the student's relative mastery of an assignment. There should be a minimum of ten grades per six weeks for secondary campuses and the elementary core classes. The grade that the student receives will be the grade that is recorded in the grade book for daily and test assignments, as well as in the report card. A minimum grade may not be assigned to any daily grade, test assignment, or report card.

Grades K-5 will not include physical education and fine arts grades in the calculation of the failure report or honor roll status. Grades 6-12 will include electives in calculation of failure and honor roll. PE and fine arts at the elementary level will earn a letter grade of E for Excels, U for Unsatisfactory or N for Needs Improvement.

"A" honor roll is awarded to students who make a 90 or above in all courses listed above each six weeks. "A/B" honor roll is awarded to students who make an 80 or above in all courses listed above each six weeks with a minimum of one "A" (grade of 90 or above) in a core academic class. Final averages will not be used for Honor Roll purposes, only individual six weeks grades are used to determine honor roll.

Grades will be based solely on daily class work, assignments (homework, etc.), quizzes, major tests, and teacher observation. If teacher observation is used, a rubric must be developed to base the grade for the observation. **No extra credit may be given.** Campus administrator will monitor that there is representation of a variety of sources for grades. The campus administrator has the discretion to specify minimum number of grades per category.

Administrative Policy #15

Pursuant to FM (Legal), the district considers the courses listed in Administrative Policy #15 as additional exempt Pre-AP and Honors courses under Education Code 23.081, subject to the following conditions:

- a. A student may not claim an exemption more than one time per course per year, and
- b. A student may not claim an exemption for more than two (2) courses per grading period.

Pre-AP English I
Pre-AP English II
Honors English Language Arts (7th Grade)
Honors Reading (7th Grade)
Honors English Language Arts (8th Grade)
Honors Reading (8th Grade)
Pre-AP Spanish II
AP Spanish III
Pre-AP Algebra I
Pre-AP Geometry
Pre-AP Algebra II
Pre-AP Pre-calculus
Honors Math (7th Grade)
Pre-AP World Geography
Honors Social Studies (7th Grade)
Honors Social Studies (8th Grade)
Honors Science (7th Grade)
Honors Science (8th Grade)
Pre-AP Biology
Pre-AP Chemistry

**These conditions apply regardless of participation in UIL at the time of the failure.
These conditions do not apply to the courses listed under FM (Legal).**

Posting of Grades

Grades shall be inputted weekly (by the Monday of the following week) with the exception of projects and papers which may require an extended period of time. At least one grade per week shall be entered to ensure a student's relative mastery of an assignment. A minimum of 5 grades must be posted by the Progress Report deadline. A minimum of ten grades shall be posted every six weeks.

Failing Grades

Teachers are required to show the following documentation for students receiving a 69 or below on progress reports and six week grades:

- Parent contact log showing a minimum of 2 phone calls with a parent or guardian (not attempts)
- Provide evidence of content remediation support
- Provide one parent conference by zoom or in person.

Rubrics

Rubrics must be provided to the student when a project or activity **is assigned**. The evaluation of projects or such activities must adhere to the rubric that was created and provided to the students. Deadlines should be included in the rubric and only individual grades will be awarded.

Homework

Homework assignments must provide reinforcement of classroom instruction.

Homework assignments must be reasonable in view of the student's home resources.

Homework assignments must be properly evaluated; feedback must be given. The length and difficulty of an assignment shall be directed by the teacher and should depend on grade level, student needs, content, purpose, and type of assignment. Assignments should be appropriate to the developmental and ability levels of the students.

Homework is a tool used as an extension and reinforcement of classroom instruction and therefore will not be used as a grade in Pre-K through 12th grade. The purpose of homework is for students to practice the skills and content.

Re-teaching

Re-teaching is an integral part of the instructional process and must occur as needed. Re-teaching must be accompanied with a different instructional strategy from the original presentation.

When re-teaching is necessary, the teacher will indicate this in the lesson plan by writing “Re-teaching.” Re-teaching will occur in any area where a student has not demonstrated mastery.

Re-teaching is required for an entire class when the results from the assignment show that more than 40% of the students failed the assignment. The teacher must reteach a skill and utilize the **highest grade** as attained by the student.

Make-up Work

Absences

Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time as per their absences.

Students shall be permitted to take tests administered in any class missed because of absence. For any class missed, the teacher may assign the student make-up work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. Students will have an equal number of days to make up assignments missed (3 days absent = 3 days to make up assignment). Make-up work for students with excessive absences will be determined by the administration.

Late Work

Teachers may assign a late penalty to any project or assignment turned in after the due date in accordance with previously established guidelines disseminated to students. The late assignment/late work penalties apply only to students who are in attendance on the due date and have periodically received the assignment.

In elementary, all late assignments will be deducted no more than 10 points each day the assignment is late.

For the secondary campuses, all late assignments will be deducted no more than 10 points each day the assignment is late with the exception of Pre-AP, AP, and Dual Enrollment Courses.

Retesting

La Feria ISD shall allow a student a reasonable opportunity to make up an examination or quiz which the student received a failing grade. Retesting must occur within a 5-day period, except under extenuating circumstances. If the student scores higher than a 70 on the retest, a 70 will be recorded. For students who retest and score below 70, the grade recorded will be the higher of the two test grades. Six weeks tests, curriculum based assessments, and benchmarks do not qualify for retesting when the grade is not recorded. If the test is reviewed during class prior to retest, a different assessment instrument must be designed. If the retest occurs prior to reviewing the test, the same assessment may be used for retesting.

Online Records – Parent Portal

1. Parents/guardians may also access student progress information through the student/parent grade-book portal.
2. The student/parent grade-book portal displays Progress Report averages, Report Card averages, and individual assignment grades in the teacher grade book.
3. Teachers will post grades weekly so the student parent portal helps students and parents stay informed of ongoing progress
4. Parents/guardians may contact the school for access information

Schedule for Sending Report Card Home

Report cards will be sent home on Wednesday after the close of the grading period unless there are extenuating circumstances.

Breaking a Tie for Valedictorian/Salutatorian

In case of a tie, the valedictorian/salutatorian shall be chosen according to the following criteria:

1. The student with the most AP (core area) courses shall be considered first.
2. However, if a tie still remains, the student with the highest numerical grade average of all AP (core area) courses taken shall be the valedictorian/salutatorian.

Class Ranking (High School/Academy)

The District desires to develop a class rank policy that supports the District's goals of providing students a more challenging curriculum and increasing the number of students completing the higher-level graduation programs. The policy shall be fair to all students.

Due to the COVID-19 pandemic and school closure during the spring semester of the 2019–2020 school year, the spring semester grade used in the calculation of class rank shall only include grades earned for eligible high school courses during the fourth six-weeks grading period for students in the graduating classes of 2021, 2022, 2023, 2024, and 2025. Grades from the fifth and sixth six-weeks grading periods shall not be used in the calculation of the semester average for 2019-2020.

Class rank shall be calculated by accumulated grade points divided by the number of eligible courses for which final grades were given. The numeric semester average shall earn grade points according to the District's weighted grade point scale. Class rank shall be calculated at the end of the fifth six-week grading period of the senior class. Class rank and GPA shall include only coursework in English, mathematics, science, and social studies taken in grades 9–12 as well as any high school courses in these subjects taken at junior high or middle school campuses. In case of a tie in weighted grade averages among the top-ranking students, the weighted grade average shall be computed to a sufficient number of decimal places until the tie is broken.

The following courses shall be excluded when determining the GPA for class rank: correspondence courses, credit by examination with or without prior instruction, summer school courses, dual college credit courses (except dual enrollment courses classified as Advanced Placement (AP)/Pre-AP), courses for which only a pass/fail grade was given, credit for courses not recognized by TEA, distance learning courses, and courses with credit awarded in a non-accredited instructional setting. In addition, no credit earned in physical education, band, athletics, and as a teacher aide, office aide, counselor aide, or library aide shall be included in the GPA ranking calculation.

For purposes of class rank, courses designated as Gifted and Talented, Pre-Advanced Placement (Pre-AP), Honors, and Advanced Placement (AP) shall not earn the same number of grade points as regular courses [see WEIGHTED GRADE SCALE, below].

For Junior High class ranking, please refer to the W.B. Green Junior High Student Handbook.

Courses shall be divided into GT/Pre-AP/Honors/AP and Regular on the weighted grade scale, as follows:

Grade	GT/ Pre- AP/Hon ors/ AP	Regular
100	6.0	5.0
99	5.9	4.9
98	5.8	4.8
97	5.7	4.7
96	5.6	4.6
95	5.5	4.5
94	5.4	4.4
93	5.3	4.3
92	5.2	4.2
91	5.1	4.1
90	5.0	4.0
89	4.9	3.9
88	4.8	3.8
87	4.7	3.7
86	4.6	3.6
85	4.5	3.5
84	4.4	3.4
83	4.3	3.3
82	4.2	3.2
81	4.1	3.1
80	4.0	3.0
79	3.9	2.9
78	3.8	2.8
77	3.7	2.7
76	3.6	2.6
75	3.5	2.5
74	3.4	2.4

73	3.3	2.3
72	3.2	2.2
71	3.1	2.1
70	3.0	2.0

Students transferring into the District shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows:

A	95
B	85
C	75
D	65
F	50

State of Texas Assessment of Academic Readiness (STAAR) End-of-Course (EOC)

STAAR EOC assessments include Algebra I, biology, English I reading and writing, English II reading and writing, and United States History. Students must pass all five of these end-of-course assessments to be eligible to graduate from a Texas public high school.

All students shall be required to retake any EOC assessment for which the student did not meet the minimum standard. Accelerated instruction is required for students who did not perform satisfactorily on end-of-course exams required for graduation under HB 5 (Algebra I, English I (reading/writing), English II (reading/writing), biology, and U.S. History).

Partial Credit

Secondary

When a student earns a passing grade in only one semester of a two-semester course and the combined grade for the two semesters is lower than 70, the district shall award the student credit for the semester with the passing grade. The student shall be required to retake only the semester in which he or she earned the failing grade.

Promotion **(EIE-LOCAL)**

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. [See EHBC] In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.

Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final examinations or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

In grades 1–7, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in four of the following core subject areas of reading, language arts, mathematics, social studies, and science.

Any student failing to score 70 or above in two of the above-mentioned areas shall be recommended to attend summer school.

In grade 8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in four of the following areas: English language arts, mathematics, science, and social studies.

Any student failing to score 70 or above in two of the above-mentioned areas shall be recommended to attend summer school.

Grade-level advancement for students in grades 9-12 shall be earned by course credits. [See EI] Promotion standards and appropriate assessment and acceleration options, as established by individualized education programs (IEP) or grade-level classification of students eligible for special education, shall be determined by the ARD committee.