

GRADING GUIDELINES

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

Grades 1-5 Grading Scale

Symbol	JISD Standard
A	Grades from 90% to 100%
B	Grades from 80% to 89%
C	Grades from 70% to 79%
F	Grades 69% and below
I	Incomplete
NG	No grade: If a student has not been enrolled in school for a sufficient length of time or due to other extenuating circumstances

Note: Students are not to receive an Incomplete in the sixth six weeks.

Art, Music, and Physical Education Grading Scale

Symbol	JISD Standard	Clarifying Statement
E	Excellent Achievement	Indicates mastery of grade-level content above that normally expected of a student at the same instructional level. – Advanced Development
S	Satisfactory Achievement	Indicates mastery of grade-level content normally expected for the student's instructional level. – Developing as Expected
N	Achievement Needs Improvement	Student does not yet meet expectations for mastery of grade-level content in one or more areas. (The teacher must include a comment that best describes the area of concern.) – More Development Needed
U	Unsatisfactory Achievement	Indicates failure to perform at the expected instructional level. (The teacher must include a comment that best describes the area of concern.) – More Development Needed

Citizenship (Conduct) Grading Scale

Symbol	JISD Standard	Clarifying Statement
E	Excellent Conduct	Always follows class rules, never disruptive in class, always tries their best, has a positive attitude in class,

		and always on task
S	Satisfactory Conduct	Usually follows class rules, rarely disruptive in class, usually tries their best, usually has a positive attitude in class, and usually on task
N	Conduct Needs Improvement	Rarely follows class rules, is disruptive in class, rarely tries their best, rarely has a positive attitude in class, and rarely on task
U	Unsatisfactory Conduct	Does not follow class rules, is disruptive in class, does not try their best, does not have a positive attitude in class, and not on task

Grades 6-12 Grading Scale

Symbol	JISD Standard
A	Grades from 90% to 100%
B	Grades from 80% to 89%
C	Grades from 70% to 79%
F	Grades 69% and below
I	Incomplete
NG	No grade: If a student has not been enrolled in school for a sufficient length of time or due to other extenuating circumstances

Note: Seniors are not to receive an Incomplete after the fifth six weeks. Students in grades 6-11 are not to receive an Incomplete after the sixth six weeks.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

In grades 2-8, promotion is 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 three of the following areas: Language arts, mathematics, science, and social studies.

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [Also see **Grade Level Classification** on page 44.]

In addition, at certain grade levels a student-with limited exceptions-will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.*

- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.
- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

* If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment.

If a student in grade 3-8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

[See **State Assessment** on page 69.]

Parents of a student who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 48 and **State Assessment** on page 69 for more information about EOC assessments.]

Certain students, some with disabilities and some with limited English proficiency, may be eligible for exclusions or accommodations. For more information, contact campus administration.

A Personal Graduation Plan (PGP) will be prepared for any student in middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instructional program for the student. [For additional information, see the counselor and policy EIF (LEGAL).] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

Report Cards/Progress Reports and Conferences

Grade reports shall be issued every nine weeks on the JISD Report Card. Interim progress reports shall be issued for all students after the third and sixth week of each nine-week grading period. Additional progress reports may be issued at the teacher's discretion. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 8 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA (LOCAL) and **Grading Guidelines** on page 45.]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG (LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days.

GRADUATION

Requirements for a Diploma Beginning with the 2014-2015 School Year

Beginning with students who entered grade 9 in the 2014-2015 school year, a student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

Also see **State Assessment** on page 69 for more information.

Graduation Programs

Students who entered high school before the 2014-2015 school year have the option to graduate under the new Foundation High School Program or the existing Minimum High School Program (MHSP), Recommended High School Program (RHSP), or Distinguished Achievement Program (DAP). EIF (LEGAL)

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014-2015 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A student may earn an endorsement by successfully completing

- Curriculum requirements for the endorsement
- A total of four credits in mathematics
- A total of four credits in science
- Two additional elective credits EIF(LEGAL) EIF(LOCAL)

Endorsements Offered

Art and Humanities, Business and Industry, Public Service, STEM, and Multidisciplinary Students are highly encouraged to earn a Distinguished Level of Achievement and Performance Acknowledgements. EIF (LEGAL) EIF (LOCAL)

Distinguished Level of Achievement

- A total of four credits in math, including credit in Algebra II
- A total of four credits in science

Completion of curriculum requirements for at least one endorsement EIF (LEGAL) EIF (LOCAL)

Performance Acknowledgments

- A total of four credits in math, including credit in Algebra II
- A total of four credits in science

Completion of curriculum requirements for at least one endorsement

For outstanding performance- in a dual credit course, in bilingualism and biliteracy, on a AP test or IB exam, on the PSAT, the ACT-Plan, the SAT, or the ACT, for earning a nationally or internationally recognized business or industry certification or license. EIF(LEGAL) EIF(LOCAL)

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduation with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. As student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student's desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn "performance acknowledgments" that will be acknowledged on a student's transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB exam, on certain national college preparatory and readiness or college entrance exams, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments re prescribed by state rules, and the school counselor can provide more information about these acknowledgments.