



## Primary, Elementary & Intermediate Grading Guidelines

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Grading guidelines will be followed regardless of the learning environment (On-Campus Learning or School@Home) selected by the parent

### Teacher and Administrator Grading Guidelines Acknowledgment Form

Rusk ISD Board Policy EIA (Local) requires the Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teacher to follow in determining grades for students. Principals shall be responsible for ensuring that grades accurately reflect a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. In addition the policy states that guidelines for grading shall be clearly communicated by teachers to students and parents.

The grading guidelines also ensure alignment of grading and reporting practices of each RISD grade level and campus.

Board policy supersedes the information contained in this document should there be a conflict within the Grading Guidelines.

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I understand that I should consult with my campus principal should I have questions regarding the Rusk Independent School District's Grading Guidelines.

My signature indicates that I understand my professional responsibility to have read and comply with policies, procedures, and guidelines included in the Rusk Independent School District's Grading Guidelines.

Please return this form to your campus principal or his/her designee.

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Teacher or Administrator Signature

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Date

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Printed Name of Teacher or Administrator

## General Information for Teachers and Administrators

### Introduction

Rusk ISD empowers learners to embody independence, value relationships, and achieve excellence as thriving members of our dynamic school, local and global community. With the necessary cooperation of students, parents, guardians, and community members, the district will ensure that all students are given the opportunity to master requirements of a well-balanced curriculum based on the Texas Essential Knowledge and Skills (TEKS). For students with identified needs and at all levels of ability, the district will provide modifications in teaching methodologies, pacing, and materials to ensure that instruction in essential knowledge and skills is delivered at an appropriate level. This process also includes meeting the assessed needs of students with identified gaps in learning.

Teachers and administrators are responsible for clearly communicating the Grading Guidelines with parents and students.

### Lesson Plans

The teacher shall prepare Lesson Plans for each subject taught and submit these plans to the principal. The lesson plan design shall include those items deemed appropriate for that specific campus by the campus principal. Such items shall include, but not be limited to, TEKS/Power SEs, instructional strategies/activities, student practice, assessment, accelerated learning/re-teaching etc. Professional Learning Communities (PLCs) will collaboratively develop lesson plans.

Documentation of modifications for students receiving special education services and extensions for Gifted and Talented students must be maintained and may be included in lesson plans, accommodation notebooks, journals, checklists etc. as determined by the campus principal.

### Lesson Plans for Substitute Teachers

Lesson plans shall also be available for a substitute teacher for continuing the teaching and learning process during a regular teacher's absence.

### District Instructional Objectives related to the TEKS

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 courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives. EIA (Local)

### 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. EIA (Local)

The determination that a student has engaged in academic dishonesty shall be based on the judgement of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. EIA (Local)

Depending on the severity of the incident, consequences may include repeat of the assignment, grade reduction, grade of zero, and other disciplinary action as appropriate (See Student Code of Conduct).

## Assignment/Assessment Guidelines

### Major Projects or Research Papers

Carefully constructed projects or research papers will enhance the learning opportunities for students and will assess the culmination of learning for a specified student objective. Projects and research papers shall be assessed and feedback shall be provided throughout the process in order to ensure student learning. Teachers are required to limit the cost of materials and supplies to a reasonable amount and to consider student access to technology outside of school. Additional requirements include:

1. Teachers shall develop and communicate a rubric or expectations for grading in advance;
2. All projects should align with the district's scope and sequence for the subject and grade level;
3. No assignments or projects of any kind will be assigned to students over the fall, winter, and/or spring breaks;
4. Teachers may require that long-term projects be turned in on a certain day and are not required to accept these projects late. Teachers are encouraged to consider extenuating circumstances as appropriate;
5. Due dates for completion of projects or research papers should be communicated in advance. Grading and the return of assignments(s) should be within the same grading period the assignment is due;
6. Students may not be permitted to redo a project or research paper if they received a zero on a required element of the process (See Major Assignments, Major Projects, and Tests); and
7. Student may not be permitted to redo projects and/or research papers if they received a grade of zero or a reduced grade on the original assignments because they were found to have committed an act of academic dishonesty. (See Major Assignments, Major Projects, and Tests).

### Extra Credit

Extra credit shall be awarded on the basis of an academic product that can be directly related to the Rusk ISD curriculum objectives. Extra credit assignments should apply equally to all student enrolled in the same content course.

## Homework

The District considers homework as a valued extension of learning beyond the classroom and an integral part of the instructional program. Depending on the course content, homework may be addressed in short-term and/or long-term assignments.

The primary objective of homework is to reinforce student learning and improve student performance. Teachers should systematically assign homework, evaluate student work, and provide student feedback. 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 should be reasonable in terms of student time and available resources. Assignments should be made with consideration given to a student's total schedule and should be coordinated across subject areas at each school to avoid overloading students at any particular time. Assigning more than 30 minutes of homework per academic level course on a typical night should be avoided or scheduled several days in advance.

Homework may be assessed in a variety of ways. Student completion of homework for grading should be considered. It is considered appropriate to assign the reading or outlining of a chapter prior to class coverage. Direction should be given to help student concentrate on major points (i.e., student objectives for the content presented). Effective homework includes the following:

1. Homework should be structured to ensure high completion rates;
2. Feedback of homework should be provided to students to identify their progress towards goal attainment;
3. Build upon concepts and skills previously introduced in the classroom
4. Encompass a variety of activities;
5. Encourage independent learning, responsibility, and self-discipline;
6. Require students to apply various thinking skills;
7. Be completed in a reasonable time, taking into consideration other courses and activities; and
8. Not be used as a disciplinary measure.

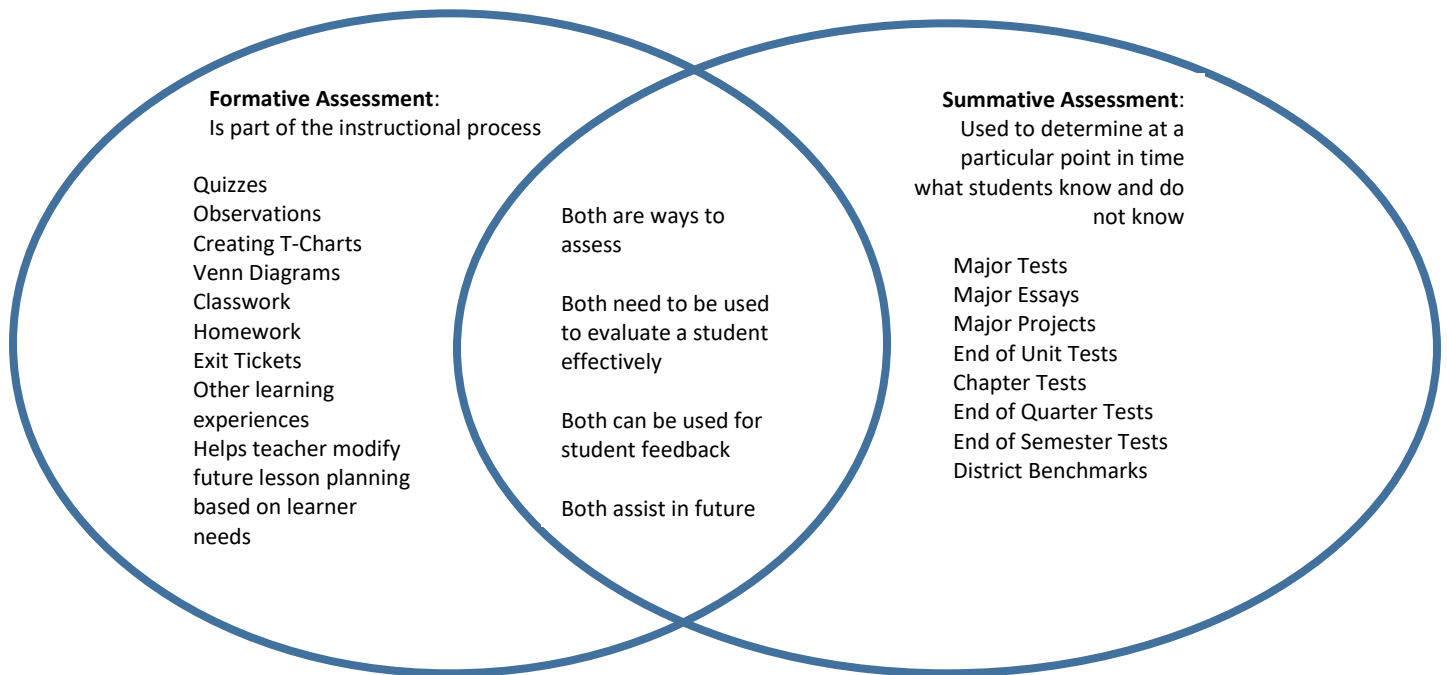
## Grading Deadlines for Assignments and Tests

Teachers must post grades into Skyward and Family Access no later than 5 school days from the day the assignment(s) were completed or turned in, with the exception of major projects or essays (see exceptions examples below) which must be posted no later than 10 school days.

Exception will be given to assignments that include a written component which would require additional grading time from a teacher. Such assignments may include but are not limited to research papers, written compositions, data-based inquiries, etc. In such an exception, teachers will communicate an intended timeline for grade posting. Exceptions must be posted in Skyward and Family Access no later than 10 school days. All assignments must be graded and posted in the Skyward and Family Access by the end of the grading period.

## Common Assessments

Rusk Primary, Elementary and Intermediate requires teachers of the same grade/core subject to give at least 2 to 3 common formative assessments each grading period and at least 2 to 3 common summative assessment (end of unit or end of quarter assessment) during each quarter. These common formative and summative assessments may be created and planned during PLCs.



## Assessment Scheduling

Major tests should be coordinated so that students do not have multiple core exams on the same day. Principals will ensure that, to the extent possible, major tests are distributed over multiple days. The campus will establish its own schedule.

## Students Checking Work and Posting of Grades

Students may grade or check their own work at teacher discretion. Teachers or students are not permitted to call out grades. In addition, grades may not be posted in any manner where other students can identify individual student scores.

## Redo or Retake of Daily Work and Quizzes (Formative Assessments)

Students will have a reasonable opportunity to redo or retake daily work or quizzes (formative assessments) that meet the following criteria:

1. If the student scores less than 70 on the assignment and participates in a reteach opportunity/tutorial, the student will be given the opportunity to redo or retake the assignment.



2. If the student scores above a 70 the student may be given the opportunity to redo or retake the assignment at teacher discretion.
3. Students will be given an opportunity to redo or retake an assignment to earn a higher grade as determined by the teacher.

### Redo or Retake of Major Assignments, Major Projects, and Tests (Summative Assessments)

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade (EIA Local). The following criteria may be considered when determining the opportunity to redo a major assignment, major project or test:

1. Students may not be permitted to redo a major assignment, major project or test if they received a grade of zero or a reduced grade on the original assignment because they were found to have committed an act of academic dishonesty;
2. Students may not be permitted to redo a major assignment or major project or test if they received a zero on any part of a longer assignment with multiple elements (for example, research papers);
3. Student participation may be required in any reasonable reteach or reviewing activities assigned by the teacher in preparation for redoing a major assignment, major project or test at the agreed upon time;
4. Teachers will allow a student to retake or correct a test. Students completing a test retake or test corrections may credit and up to a maximum grade of a 70.

### Late Work

The operational definition of late work is when a student has been provided adequate time and instruction to complete student work and has not completed the assigned work by the assigned time and date. This includes all assignments included in a long-term assignment. Students turning in an assignment 1 day late will earn a maximum grade of 90. Students turning in an assignment 2 days late will earn a maximum grade of 80. Students turning in an assignment 3 days late or more will earn a maximum grade of 70. Each student is responsible for turning in all late assignments prior to the end of the current grading period.

Students with extended time accommodations written into their IEPs, IAPs, and LPAC documentation will be addressed on an individual basis.

### Make-Up Work for Students

Students who are absent will be permitted to make up regular coursework and receive the actual grade earned. Students must be given at least the number of days absent plus 3 additional days to make up all work assigned in their absence. Students will be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher.

## Grade Reporting

Teachers will issue grades following these grading guidelines that have been approved by the principal and/or 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.

### Types of Grades

Grades will be divided into the gradebook based on two categories: Daily Work/Quizzes (Formative) and Major Tests and Projects (Summative).

#### Daily Work and Quizzes (Formative Assessments)

The primary purpose of daily work and quizzes is to give quick, formative assessments where only a few recently introduced objectives are measured. Typically, these formative assessments would be frequent to assist the teacher in monitoring the progress of the students. Formative assessment results inform teachers about student areas of strength and weakness. Additional instruction will be planned based on the identified areas of need.

Sample grades in this category will include, but will not be limited to: quizzes, observations, creating t-charts, Venn diagrams, classwork, homework, exit tickets, station work, journal reflections, daily practice, and other learning experiences that helps the teacher modify future lesson planning based on learner needs. These assessments generally inform instruction.

#### Major Tests, Projects and Research Papers (Summative Assessments)

Major Tests and Projects will serve as summative assessments that will evaluate student learning at the end of an instructional unit or time period.

Sample grades in this category will include, but will not be limited to: major tests, major essay, major projects, tests, end of unit tests, chapter tests, end of quarter tests, examinations, common assessments, projects, long-term assignments, performance assessments, presentations, research papers, and other assessments used to determine what a student knows and does not know at a particular point in time. These assessments usually do not inform instruction.

### Conduct Grades

In grades PK-5, students are also graded on conduct by his or her teacher(s). This grade gives the student and his/her parents an indication of responsible conduct.

90-100	Excellent	The student has an exemplary attitude, is cooperative, and observes school rules and regulations.
80-89	Satisfactory	The student has a good attitude, is cooperative, and generally observes school rules and regulations.
70-79	Needs Improvement	Infractions of school and classroom rules exist.
Below 69	Unsatisfactory*	Infractions of school and classroom rules are excessive.

\*If a student is exhibiting conduct that earns a grade of 79 or below, the teacher shall:

- Notify parents and suggest a conference;
- Request counseling by the Counselor; or
- Notify the Principal.

### Minimum Number of Grades per Grade Type

A Minimum number of grades will be required per each type of grade.

During each grading period, a minimum of 9 grades will be taken for the Daily Work/Quizzes (Formative) category and a minimum of 3 grades will be taken for the Tests/Major Projects (Summative) Category.

### Weighting of Grade Types for each Grading Period

The chart below displays by grade level the weights that will be used for each category for calculating grades each quarter.

#### PK-5th Grade

Subject	Category	Weighting	Minimum Number of Assignments per Grading Period
All courses	Daily Work/Quizzes (Formative)	70%	9
	Tests/Major Projects/Major Essays (Summative))	30%	3

### Timeline for Posting Grades in Gradebook/Family Access

Teachers must post grades into Skyward and Family Access no later than 5 school days from the day the assignment(s) were completed or turned in, with the exception of major projects or essays (see exceptions examples below) which must be posted no later than 10 school days.

Exception will be given to assignments that include a written component which would require additional grading time from a teacher. Such assignments may include but are not limited to research papers, written compositions, data-based inquiries, etc. In such an exception, teachers will communicate an intended timeline for grade posting. Exceptions must be posted in Skyward and Family Access no later than 10 school days. All assignments must be graded and posted in the Skyward and Family Access by the end of the grading period.

### Incomplete/In Progress Grades

A student may be issued an I for an Incomplete/In Progress grade with principal approval. Examples of students who may be approved are students with excessive absences due to extenuating circumstances and transfer students.

### Report Cards

The District shall issue report cards every nine weeks. The report card must provide for the signature of the student's parent and must be returned to the district.

Report cards shall include each student's grades or performance and absences in each class or subject. The report card will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

The district may use an electronic program to communicate academic information about a student, including report cards. An electronic signature of the parent will be accepted by the district, but parents are entitled to request the option to provide a handwritten signature of acknowledgment instead.

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.

### Progress Reports

At the end of the first and second three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is below 75. Progress Reports will be mailed home and copies (paper or electronic) of mailed notices will be maintained in the campus office.

Progress Reports will be mailed home and copies of mailed notices will be maintained in the campus office.

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

Progress reports must be signed by the parent and returned to the school within 5 days.

The district may use an electronic program to communicate academic information about the child, including progress reports. An electronic signature of the parent will be accepted by the district, but the parent is entitled to request the option to provide a handwritten signature of acknowledgment instead.

### Parent/Teacher Conference

At least 1 parent conference is required each year for each student enrolled in PK- grade 5 (ESSA Requirement). The parent conference should review the parent/teacher compact, student strengths, and goals for the year.

A teacher or parent may request additional parent/teacher conferences as needed.

### Grading Scales

Achievement is reported to parents as:

A	90-100	Superior
B	80-89	Good
C	70-79	Average
F	0-69	Failure
I	Incomplete	In Progress

### Calculation of Nine Week Grade Averages

Skyward Calculates the Nine Week Average in Family Access for Family and Student Viewing. Family and Students may request access to Family Access from the campus office.

### Grades PK, - 5th

Skyward will automatically calculate the Quarter Average for posting to the report card.

Follow the steps below to manually calculate the Quarter Average:

1. Calculate the average of the Daily Work/Quizzes by adding all the grades in the category and dividing by the total number of grades.
2. Calculate the average of the Tests/Major Projects by adding all grades in the category and dividing by the total number of grades.

3. Use the formula below to calculate the Nine Week Grade Average:  
 $(.70)(\text{Daily Work/Quiz Average}) + (.30)(\text{Tests/Major Projects}) = \text{Quarter Average}$

### Calculation of Semester Averages

Skyward will automatically calculate the Semester Average for posting to the report card.

Use the formula below to manually calculate the Semester Average:

$$(\text{Quarter 1} + \text{Quarter 2}) \text{ divided by } 2 = \text{Semester Average}$$

### Calculation of Year-Long Averages

Skyward will automatically calculate the Year Long Average for posting to the report card.

Use the formula below to manually calculate the Year Long Average:

$$(\text{Semester 1} + \text{Semester 2}) \text{ divided by } 2 = \text{Year Long Average}$$

## Promotion and Retention Guidelines

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.

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.

### Elementary and Middle/Junior High Grade Levels

In grades K-8, promotion is based on an overall average of 70 or above in all subject areas, and a grade of 70 or above on language arts and math. (The Language arts grade is the English Language Arts grade that is represented on the report card. This reflects the student mastery of the English Language Arts and Reading TEKS.)

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.

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. The student will instead take the corresponding EOC assessment.

If a student in grades 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.

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. 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.]

Certain students—some with disabilities and some classified as English language learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated examinations, 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 personal graduation plan (PGP) will be prepared for any student at the middle school or junior high level 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 instruction program for the student. [For additional information, see the school counselor OR principal 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.

### Attendance and Promotion/Retention

State law requires students to be in attendance 90 percent of the days a class is offered in order to earn a Final Grade or be considered for promotion. When a student's attendance falls below 90 percent of the days the class is offered, after consideration of absences labeled as due to extraordinary circumstances, the student and parent(s) shall be notified in writing. A campus attendance review committee shall hear all cases when a student's attendance has fallen below the 90 percent threshold and an appeal has been filed in writing. In order to receive credit, the attendance review committee may assign one or more alternative learning activities to make up work missed or credit lost.

## Special Programs

### Tutorial Requirements

The campus will provide tutorial services. The principal will ensure that a student whose grade in a subject for a reporting period is lower than 70 attends tutorials in the subject during the following reporting period as appropriate. Unless a student is specifically exempted because he or she qualifies for an exemption from compulsory attendance, a student must attend tutorial classes when required by the campus administration. All teachers will provide tutorials on a regular schedule and will communicate this schedule to students and parents in writing.

### Response to Intervention Team (RTI)

Rusk ISD teachers will implement general classroom interventions and instructional accommodations for students who are struggling academically and/or behaviorally. If classroom accommodations are not resulting in student success, the teacher may request help from the campus Response to Intervention Team (RTI). The RTI team may be composed of a counselor, administrator, teacher(s) and the parents. Other RISD staff members may be invited to attend. Please note that parent notification of the RTI meeting is required.

The RTI team may recommend that the teacher(s) implement specific targeted interventions, based on the difficulties the student is experiencing. The teacher(s) will gather data on the students' performance throughout the intervention process and will periodically report the results to the RTI Team. Ultimately, if the interventions do not result in improved student performance, the RTI Team may recommend that the parents provide consent for the district to conduct a full individual evaluation under the Individuals with Disabilities Education Act (IDEA) or an assessment under Section 504 of the Rehabilitation Act (as amended).

### Students with Disabilities (Special Education/Section 504)

If a student is in special education or is identified as a Section 504 student, testing methods must allow the student to demonstrate certain knowledge and skills regardless of his/her disability. If alternative methods of testing are required, it should be documented in the accommodations section of the Individual Education Plan (IEP) or Section 504 Individual Accommodation Plan (IAP). All teachers working with the student should be aware of these accommodations and shall follow the IEP or IAP accommodations as indicated. The teacher must receive and sign copies of the accommodation plan.

### Student Indicated as an English Learner (EL) with ESL Support

Teachers will implement the English Language Proficiency Standards (ELPS) and accommodations determined and documented by the student's Language Proficiency Assessment Committee (LPAC). These accommodations must be used in both instruction and assessment. Homework assignments should be accommodated in the same manner. Grading of ELs should not penalize the student for lack of language proficiency in English. Teachers will maintain high expectations for student learning, communicate, sequence and scaffold instruction and assessments to ensure that ELs learn and demonstrate knowledge of the TEKS in the required curriculum. The following guidelines in combination with the student's English language proficiency level should be used to assist in assigning grades for EL students with ESL support.



- ELs are not exempt from grades. Grades for ELs will take into consideration their English language proficiency and be based on the use of documented LPAC accommodations.
- Accommodations for English Learners include but are not limited to extra time for assignments and tests, shorter assignments and tests, oral quizzes, peer assistance, use of bilingual dictionaries, reading the directions to the students and use of visual aids.
- When an EL student is in jeopardy of failing a class, the teacher must have documented the parents/guardian communication and information regarding the use of determined Linguistic accommodations.

### Accelerated Instruction

If a student fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction accordance with state law. Additionally, students in grade 5 shall be subject to all provisions of grade advancement testing. Except when a student will be assessed in reading or mathematics above his or her enrolled grade level, students in grade 5 must meet the passing standards on the applicable state-mandated assessments in reading and mathematics to be promoted to the next grade level, in addition to the District's local standards for mastery and promotion.

### UIL Grade Requirement for Extracurricular Activities

The following requirements apply to all extracurricular activities:

- A student who receives a grade below 70 at the end of a grading period in any academic class—other than a class identified as an Advanced Placement or International Baccalaureate course, or honors or dual credit may not participate in extracurricular activities for at least three school weeks.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- A student is allowed in a school year up to ten absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the Board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

A student with an "Incomplete" grade is ineligible at the end of the seven-day grace period unless the "Incomplete" was replaced with a passing grade prior to the end of the seven-day grade period. Students with an "Incomplete" grade either within or beyond the end of the seven-day grade period may regain eligibility if the work is made up in accordance with district policy in regard to time allowed for make-up work and conditions under which make-up work are allowed.