



# UNITED INDEPENDENT SCHOOL DISTRICT AGENDA ACTION ITEM

**TOPIC** First Reading of Policy EIA (LOCAL): Academic Achievement Grading Progress Reports to Parents

**SUBMITTED BY:** Gloria S. Rendon **OF:** Office of the Superintendent

**APPROVED FOR TRANSMITTAL TO SCHOOL BOARD:** \_\_\_\_\_

**DATE ASSIGNED FOR BOARD CONSIDERATION:** July 20, 2011

## **RECOMMENDATION:**

It is recommended that the Board of Trustees approve Policy EIA (LOCAL) – Academic Achievement: Grading Progress Reports to Parents. Implementation of the STAAR Program will have an impact on this policy. Two key EOC assessment concepts have significant policy implications for districts in the areas of course credit, grading and class rank.

- First, districts are required to have local board policy stating that an EOC assessment score counts as 15 percent of the final course grade.
- Second a student is permitted to retake an EOC assessment for any reason at any of the scheduled testing administrations, with the district determining whether to count the retake score as 15 percent of the final course grade.

**Attached please find the revisions submitted to TASB from which our new policy will be drafted.**

## **RATIONALE:**

## **BUDGETARY INFORMATION**

## **BOARD POLICY REFERENCE AND COMPLIANCE:**

ACADEMIC ACHIEVEMENT  
GRADING/PROGRESS REPORTS TO PARENTS

EIA  
(LOCAL)

RELATION TO  
ESSENTIAL  
KNOWLEDGE AND  
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 courses.

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. The student's mastery level shall be a major factor in determining the grade for a subject or course.

GUIDELINES FOR  
GRADING

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

In accordance with grading guidelines, a student shall be permitted a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

PROGRESS  
REPORTING

Grade reports shall be issued every six weeks for students in elementary school and middle school and every nine weeks for students in high school on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

INTERIM REPORTS

Interim progress reports shall be issued for all students after the third week of each grading period. Supplemental progress reports may be issued at the teacher's discretion.

CONFERENCES

In addition to conferences recommended on report cards, conferences may be requested by a teacher or parent as needed.

ACADEMIC  
DISHONESTY

Students 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.