

Grading Roles and Responsibilities – Grades 5-12

Student

- Complete assigned work on time and return it to the teacher.
- Plan to schedule work on long-term assignments so assignments will be completed on time.
- Initiate communication with the teacher when the student does not understand the assignment or if he/she is experiencing difficulty.
- Complete all assignments within the time limits given by the teacher or be subject to appropriate late work guidelines.
- Evaluate their own work for accuracy and seek clarification as needed from the teacher.
- Maintain academic integrity and honesty. Academic dishonesty may result in behavioral and academic consequences (See Academic Dishonesty).
- Students in grades 7-12 participating in extracurricular activities have grade eligibility requirements for participation.

Parent/Guardian

- Establish a specific time, place and manner for homework to be completed.
- Provide the supplies and materials necessary to complete homework.
- Monitor as needed, but do not do homework for the student.
- Assist student in planning a time schedule for long-term assignments.
- Initiate direct communication with the teacher when academic or grade concerns arise.

Campus

- Each campus and/or department will adhere to the late work guidelines as established.
- A comprehensive testing schedule will be established the district. This schedule must be adhered to for curriculum-based assessments and benchmark checkpoints.
- Each campus will design and designate exam schedules as needed.
- Campus administration shall address issues surrounding the calculation of grades for the purpose of regaining UIL eligibility at the three-week grade checks. Mastery of the content and material should be a guiding factor in determining eligibility.

Department

- Teachers within a department will confer in the development of lesson plans.
- Departmental assessments will be developed if a district-developed test is not administered.
- Departmental teachers will coordinate the sharing of instructional resources.

Teacher

- Teachers are required to provide the daily learning and language objectives and activities for each class. If given verbally, they should also be written to provide visual information. Homework assignments should be written on the board to be copied by students or parents/guardians if necessary.
- Only teachers will record grades for assignments.
- Peer grading is allowable as defined in campus procedures.
- All records of grades and assessments become a part of the confidential record for the assessment of student performance.
- Teachers will inform students of content covered on all major assessments.

- Teachers must follow the DISD Grading and Reporting Procedures and ask for clarification from campus administration or department chairs as needed.
- Teachers will provide students with a rubric for long-term projects/alternative assessments.

Teacher Records/Gradebook

Grade records are an important record-keeping tool and should be accurately maintained. Teachers should be aware that many times grades will need to be verified; therefore, accurate record keeping is essential. All teachers will maintain the District electronic gradebook.

- Grades recorded in a gradebook are documentation of a student's progress and of mastery of the TEKS and curriculum objectives.
- Grades recorded in a gradebook represent a confidential record for assessment of student performance.
- The set of grades indicated in the gradebook shall be the complete set from which the student's average is determined.
- The electronic gradebook must adhere to the calculations outlined in the DISD Grading and Reporting Guidelines.
- Only the teacher of record (or principal designee) will enter grades in the gradebook.
- Teachers will update district electronic gradebooks on a weekly basis.

Parent/Guardian – Communication

- A teacher will inform parents/guardians promptly when problems appear and any time a student's grade falls below 70 in any class, is not achieving the expected level of performance, is presenting some problem to the teacher, or for any other case that the teacher considers necessary. Such notification may be handled by telephone, email, or in person. All notifications must be documented.
- The State and District requires each school to notify parents/guardians of the need for a conference at the nine-weeks grading period if the grade is below the level required for course credit or grade level advancement.
- A combination of report cards, progress reports and parent contacts will be used to inform parents of their child's progress in schools.
- Teachers will provide an overview of the grade level expectations at the beginning of the school year.

Course Syllabus

All secondary teachers are required to prepare, post, and distribute a course syllabus for students during the first two weeks of the course and/or semester. The purpose of the course syllabus is to provide information, guidelines, and an overview of a teacher's requirements for successful completion of a course. The syllabus may be defined as the scope and sequence of a course's major projects and themes. It may be prepared by semester or full-year requirements. The syllabus is designed to give students and parents/guardians an overview of the course's major themes and approximate dates of major course projects, exams, or papers. Each teacher may develop his/her own format of a course syllabus, but the following elements must be included:

- Teacher name
- Course title
- Conference time
- School/Teacher phone number

- Outline or scope and sequence of major course units, themes, or projects
- Approximate timeline and due dates of long term projects
- General method of assessment and grade calculation in compliance with DISD Grading and Reporting Procedures
- Average amount of homework
- Assigned reading/literary works

A copy of the course syllabus must be submitted to the campus principal at the beginning of each semester.

Standards for Mastery

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 of final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

EIE(LOCAL)

Required Attendance

In accordance with state law, a student may not be given credit or receive a grade for a class unless the student is in attendance for at least 90% of the days the class is offered.

High School students may have two college visit days their junior year and two their senior year. It is recommended that students obtain prior approval from their grade level counselor/administrator. A letter from the college or university verifying the visit must be submitted to the attendance office upon return.

Homework

Homework provides opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework should be considered extended learning opportunities for students to demonstrate mastery of concepts taught. Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their student's educational progress.

In order to ensure that homework practices are efficient and effective, consideration for the amount of time per night an average student should expect to spend on homework for all subjects combined, based on the research, should include the following:

- Homework should not exceed 8 hours per week for students in fifth through eighth grade.
- Homework should not exceed 10 hours per week for high school students.
- Homework should never be a disciplinary measure, but should be used to enrich and strengthen classroom experiences.
- Exceptions may apply for special projects and advanced academics. If a student chooses to participate in AP, Pre-AP, or Dual Credit classes, additional homework time may be required.

Grading Homework

Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate. Graded assignments should be returned to the student in a timely manner. Peer grading is appropriate for revising and editing work as defined in campus procedures.

Grades 5-8 Promotion

In grades 5-8, 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 (Texas Essential Knowledge and Skills) for all subject areas, and a grade of 70 or above in language arts, mathematics, and either science or social studies.

In addition to local standards for mastery and promotion, students in fifth and eighth grade must meet the passing standard established by the State Board of Education on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade. In fifth and eighth grade, campus Grade Placement Committees (GPCs) shall make recommendations for promotion or retention of those students who do not meet minimum state standards.

SSI: Student Success Initiative for Required Accelerated Instruction (2018-2019)

- 5th and 8th grade students must pass the STAAR reading and math tests in order to be promoted to 6th grade and 9th grade.
- Students have three opportunities to pass the STAAR reading and math tests (two during the spring and one during the summer).
- If a student does not pass the STAAR reading and math test, the Grade Placement Committee (GPC) must develop an Accelerated Instruction Plan (AIP) and provide accelerated instruction at a ratio no higher than 10 students per 1 instructor following each testing opportunity. The student must complete all required accelerated instruction prescribed by the GPC through the AIP.
- Students must complete accelerated instruction if they fail, are absent from, or otherwise do not receive a score on the April administration.
- Students must complete accelerated instruction if they fail, are absent from, or otherwise do not receive a score on the May administration (the GPC prescribes accelerated instruction that the student must complete from May to June).
- Students must complete accelerated instruction if they fail, are absent from, or otherwise do not receive a score on the June administration. The GPC prescribes accelerated instruction that the student must complete during the first six weeks of school.
- All students who participate in the 3rd test administration (June) (whether they pass, fail, are absent from, or otherwise do not receive a score) must participate in required accelerated instruction throughout the 2018-2019 school year as prescribed by the GPC through the AIP.
- After the 3rd test administration (June), a student who fails, is absent from, or otherwise does not receive a score on the STAAR reading and math tests will be automatically retained in 5th and 8th grade.
- **Students receiving Special Education Services**
House Bill 657, Acts 2017, 85th Legislature, amended TEC 28.021 1(i) (relating to SSI for Reading and Math in Grades 5 and 8) to provide that if a student receiving special education services does not perform satisfactorily on the first administration of a STAAR Reading or Math assessment in Grades 5 or 8, the student's ARD committee **must** meet before the assessment is administered for the second time to determine whether the student will be retained or will be promoted in accordance with newly added Subsection 29.0122(i-1):

(i-1) At a meeting of the ARD committee of a student under Subsection (i), the committee may promote the student to the next grade level if the committee concludes that the student has made sufficient progress in the measurable academic goals contained in the student's IEP. A school district that promotes a student under this subsection is not required to provide an additional opportunity for the student to perform satisfactorily on the assessment instrument.

Newly added Subsection 29.0211 (i-2), requires that not later than September 1 of each school year, a school district must notify the parents of students receiving special education services of the options of the ARD committee under Sec. 29.0211 (i) if the student does not perform satisfactorily on an SSI STAR assessment.

- **Waiver and Appeal Process** (see Appendix A)

Calculation of Nine-week Averages

Numerical Scores and Letter Grades (Grades 5-8)

The following table relates the numerical scores and letter grades in grades 5-8 that are used to report Language Arts, Reading, Writing, Mathematics, Science and Social Studies:

Numeric Average	Letter Grade	Description
90-100	A	Excellent Progress
80-89	B	Good Progress
75-79	C	Fair Progress
70-74	D	Marginal Progress
69 and below	F	Failing

Grading Categories and Grade Weights (Grades 5-8)

All nine-week averages shall be calculated on a percentage system for each category of assignment. A 100-point grading scale will be used in all courses.

Category	Description	Value (Regular)	Value (Pre-AP)
FA	Formative Assignments/Assessments	55%	50%
SA	Summative Assessments	45%	50%

Numerical Scores and Letter Grades (Grades 9-12)

Beginning in grade 9, grades are weighted and receive grade points and credits. The chart on page 30 shows the grade points earned for high school courses.

Grades 9-12 Course Credit

Grade-level advancement for students in ninth through twelfth grades shall be earned by course credits. After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
19	Grade 12 (Senior)

Grading Categories and Grade Weights (Grades 9-12)

All nine-week averages shall be calculated on a percentage system for each category of assignment. A 100-point grading scale will be used in all courses.

Category	Description	Value (Regular)	Value (Pre-AP)	Value (AP)
FA	Formative Assignments/Assessments	50%	40%	40%
SA	Summative Assessments (Major Grades)	50%	60%	60%

Grading percentages will vary for high school elective courses. Please see the course syllabus for grading categories.

Formative Assignments/Assessments

- Formative Assignments/Assessments are designed to measure a student's progress toward learning standards. Assignments in this category may include: class work, homework, science labs, journals, reading responses, minor projects, notes, quizzes, and other similar assignments. (Short quizzes do not have to be scheduled in advance.)
- Teachers are required to record a minimum of twelve (12) formative assignment/assessment grades per nine-week grading period for each course/subject.
- Junior High students taking high school credit courses will be held to the same grading standards as high school students.

Summative Assessments

- Summative Assessments are major grades and may include: common (unit) assessments, projects, research papers, curriculum based assessments, extended labs, presentations, performances, and other similar assignments. For English Language Arts only, one major grade must be a writing piece that will be included in the student's writing portfolio.
- Curriculum-based assessments (department or district-developed) will be given as checkpoints during the grading periods. These assessments will count the same as all other class tests/assessments.
- Teachers are required to record a minimum of three (3) summative assessments per nine-week grading period.
- Junior High students taking high school credit courses will be held to the same grading standards as high school students.

Semester Exams (High School Courses)

- Semester exams will comprise 10% of the final course grade.
- Comprehensive semester exams are administered in all high school courses at the end of the fall and spring semesters. They will not be administered early, and a "0" will be recorded if the student is absent. A make-up opportunity will be provided.
- Semester exams must be representative of the work of all prior instruction.
- Pre-AP "mock" exams will count as the semester exam for the spring semester.
- Advanced Placement exams will count as a semester exam exemption for AP students.
- Junior High students taking high school credit courses will be held to the same semester exam requirements as high school students.

Additional Grading Information

- The above represent the minimum requirements, and teachers may provide additional assessments and assignments at their discretion in order to allow multiple opportunities for students to demonstrate mastery of the TEKS.
- No one grade should be weighted more than 20% of the nine-weeks average.
- Students shall have the opportunity to review all graded work. Daily work and quizzes should be returned within two to four scheduled class days.
- District-developed assessments and assessments created with copyrighted materials will be reviewed in class but will not be returned for students to keep. Parents may request a review of the assessment at the school.
- Major projects and assessments with written compositions should be reviewed and returned on a timely basis.

- Published writing refers to the use of the entire writing process (brainstorming, rough draft, revising, editing, and publishing) when writing a composition.
- Collaborative work shall result in individual grades for individual work or group grades depending upon the assignment. Students shall be given the option to produce work individually for projects or products. Assessment rubrics must be provided for all collaborative work assignments.

Incomplete Grades

- A high school student receiving an incomplete and/or zero for a missed semester exam will have the opportunity to make-up the semester exam following the schedule established by the campus.
- In unusual cases, where the student has missed a large quantity of class time or work, the time may be extended for completing the assignments.
- In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work (UIL requirement).

Final Grade Reported

- The actual grade received on any assignment and for the nine-week average will be recorded in the teacher gradebook.
- The actual grade earned on any assignment may exceed 100%; however, the calculated average on a Progress Report and/or Report Card may not exceed 100%.
- When reporting and recording any failing grade below a 50 for the final grade on the Report Card, teachers must provide documentation of the required actions taken utilizing the “Student Summary and Progress Supporting Final Grades Below a ‘50’ Form”. This form is placed in the student’s cumulative file by the campus administrator. (see Appendix B)

Dual Credit Courses

Dual Credit Courses may require an alternate grading system due to the rigor of the course and the established requirements as noted through the Dual Credit Articulation Agreement with College of the Mainland.

Transfer Students

Grade averages for any student transferring to Dickinson ISD will be used in place of assignments, quizzes, and major grades that the student has missed during the current grading period. Students will be permitted to submit alternate assignments, quizzes, and major grades for any transferred grade. Teachers will use the grade that most benefits the student.

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+ = 98	B+ = 88	C+ = 78	D = 70
A = 95	B = 85	C = 75	F = 0
A- = 92	B- = 82	C- = 72	

Students transferring into the District with a letter grade of P (Pass) or F (Fail) shall be credited in conformity with the District course descriptions; however, no grade points shall be given for letter grades of P or F. *EIC(LOCAL)*

Transfer Students Who Have Not Been Previously Enrolled in a School for the Current School Year

- Students will be assessed for their demonstration of mastery of course content utilizing district/campus developed assessments which cover previously taught content.
- Teachers may assign additional assignments that are relevant in preparing students for the assessment.
- Students who enter DISD with content gaps may be given the opportunity to audit courses.

Extra Credit

- All extra credit is to be academic and relevant to the course.
- The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS.
- Extra credit may be offered at the discretion of the teacher.
- If extra credit is offered, it must be offered to all students in the class.
- Extra credit will not cause an excessive financial burden on the student.
- Extra credit will not be given for bringing school supplies.
- Extra credit awarded will not account for more than 5% of the grading period average, and the final average cannot exceed 100%.

Academic Dishonesty – see page 5

Calculation of Semester Average

All secondary courses will calculate and report a semester average. Calculated averages reported on progress reports or report cards may not exceed 100%. Grades recorded in a grade-book represent a confidential record for assessment of student performance.

**Barber Middle School, Dunbar Middle School, Lobit Middle School,
Kranz Junior High and McAdams Junior High**

1st Semester Grade

The semester average is determined using the nine-week averages.

1st Nine-Week Average	50%
2nd Nine-Week Average	50%

2nd Semester Grade

The semester average is determined using the nine-week averages.

3rd Nine-Week Average	50%
4th Nine-Week Average	50%

Dickinson High School

1st Semester Grade

The semester average is determined using the nine-week averages and the semester/final exam.

1st Nine-Week Average	45%
2nd Nine-Week Average	45%
Semester Exam	10%

2nd Semester Grade

The semester average is determined using the nine-week averages and the final exam.

3rd Nine-Week Average	45%
4th Nine-Week Average	45%
Semester Exam	10%

Reteach and Reassess for Mastery

Dickinson Independent School District provides a well-balanced curriculum on the state prescribed Texas Essential Knowledge and Skills (TEKS). Students will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

DISD will utilize ongoing mastery assessments to determine which students are in need of remediation (re-teaching and acceleration). The use of benchmark tests, teacher-developed tests, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives and in need of extra support.

- Teachers will identify and progress monitor students' level of mastery.
- Teachers will reteach core content (whole group, small group or individually) when data indicates that more than 80% of students have not demonstrated mastery.
- Re-teaching is responding to a learning problem right away using a new method. As a general rule, when students don't understand, teachers do one of three things:
 1. If it is a large portion of the class, the content will be explained again in a different way.
 2. If it is only a few students, individual or small group instruction will be provided.
 3. If a student still does not understand after receiving extra help, additional small group instruction and/or tutorial time will be recommended and provided.
- For re-teaching to be effective, teachers must use a different approach from the one they initially used. It should build on previous activities but focus on the omissions or errors in student thinking that resulted from these activities.
- Quick re-teaching strategies to address both misunderstanding and partial understanding include, but are not limited to: error analysis, descriptive feedback on original task/assessment, student examples of expectations, modeling, think aloud, new tasks assigned by teacher, manipulatives, presenting the information again in a different way, review sessions, graphic organizers, small-group instruction, practice activities, computer tutorials/programs, peer tutoring, breaking down concept into smaller components, games and hands-on activities, and cooperative learning.
- If 25% or more of the students in a teacher's class do not demonstrate mastery of the TEKS on a classroom test, the teacher will provide the opportunity for re-teaching and/or retesting. These opportunities will be provided during class time using different methods of instruction. This requirement does not apply to semester exams or "benchmark tests".
- Students with three or more zeroes on assignments over the assessed material may be excluded from the calculation of the 25%. Extenuating circumstances may be taken into consideration.
- Students who do not demonstrate mastery may be re-evaluated after they are retaught or after different activities are provided. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections or a formal test.
- If less than 25% of all the students in a teacher's class do not demonstrate mastery, the teacher is not obligated to reteach and retest during class time. Tutorial time may be used for re-teaching.
- In the event of unusual circumstances, an individual student can ask for the opportunity for re-teaching and retesting. This request can be evaluated by a committee comprised of the teacher, department chair, and content area assistant principal. In case of disputes, the final decision rests with the campus principal. The request for a retesting should be made within one (1) week after the test has been returned.

- Retest opportunities to improve performance up to a grade of 70 shall be extended to students. Teachers may exercise their discretion in allowing retest opportunities to a grade higher than 70; however the procedure used must be approved by the campus principal and consistent among grade levels/departments.

Late Work

Students are expected to submit all assignments by the date and time established by the classroom teacher. Any work not turned in by the end of the grading period will be recorded as a zero. The table below represents the penalty that may be imposed for turning in late work.

Days Late	Points Deducted (from earned grade)
1 day	10 points off
2 days	20 points off
3 days	30 points off
4 or more days	50 points off

- Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student is to inform the teacher of any such circumstances that prevented the completion of the homework. Teachers may grant exceptions to this policy, as necessary.
- The late work policy may not apply to major projects and term papers that are scheduled in advance and can be turned in prior to an absence.
- Secondary campuses may amend the late work guidelines provided above with campus guidelines pending administrator approval. The amended changes must be communicated to all students in the course syllabi.

Make-Up Work

In order to provide the total assessment “picture” of a student’s academic progress for a course, any student missing classroom instruction should be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study. Students shall be permitted to make up assignments and tests following any absence.

Make-Up Work Guidelines

- Make-up work is available to all students. Students are responsible for asking teachers for the make-up work upon returning to class. Students shall receive credit for satisfactory make-up work after an absence, but may receive a zero for any test not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines.
- Exceptions may be granted by the campus administration in extenuating circumstances.
- The number of class days allowed for make-up work to be completed for full credit will be limited to three (3) days upon return to school. Extra time may be given at the teacher’s discretion.
- A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.

- Teachers may assign additional work to ensure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work.
- Teachers are required to provide assignments prior to a scheduled absence, when requested by the parent. **Please note:** *scheduled absences require principal approval with two weeks advanced notice.*
- Parents may request work for students who have been or who anticipate an absence to exceed three days. A 24-hour notice is required to gather the work from teachers.

Unexcused Absences

A note signed by the parent/guardian showing the dates and reason for the absence is to be submitted within three (3) days after the student returns to class. If this note is not sent within the allocated three (3) days, the absence will be reported as unexcused. A student with an unexcused absence may make up all work missed for full credit.

Suspension

A student suspended from his/her regular classes is to request makeup work when he/she returns to school. The student is expected to satisfactorily complete the assignments for the period of suspension within the time designated by the makeup work policy.

Schedule Changes

Schedule changes can have a significant impact on the calculation of the nine-week average. Schedule changes will be considered during the first two weeks of a new semester for the following reasons only:

- Student is a senior not scheduled in a course needed for graduation.
- Student has already earned credit for a course in which he/she is currently scheduled.
- Student does not have the prerequisite(s) for a class listed on his/her schedule.
- Student has previously failed this course with the same teacher.
- Student has been dismissed from a program where approval must be granted for placement.
- Student does not have a full schedule.
- Data entry error (no lunch, class listed twice, free period, etc.) has occurred.

For students with disabilities, courses are determined by the Admissions, Review, and Dismissal (ARD) committee. Student's schedules must coincide with ARD recommendations.

Course Level Changes

Course level changes may be considered at the end of the first nine-weeks of each course. To be eligible for a course level change, a student must be misplaced in the current course. Course level change options and grading considerations for such changes include the following:

1. To transfer to a lower level class, the student must have made a sincere effort to succeed, as determined by campus personnel, by completing work and attending tutorials. If these conditions are met and the student is earning less than a grade of 75, that student will be considered for a change. Final approval will depend upon space availability in the receiving class. A student who

transfers to a lower level class after the first nine-weeks is not eligible to earn weighted points for the semester.

2. A student who transfers to a higher level class after the first nine-weeks is not eligible to earn weighted points for the first semester. In order to receive weighted points at the semester for an Pre-AP/AP or Dual Credit course, the student must be enrolled in the advanced course **for the entire semester** and fulfill **all** requirements for the course. Students enrolled in an AP course are **required** to take the corresponding AP examination.

Emergency Situations

Students who miss a significant amount of school for unavoidable emergency reasons may request consideration to drop a class with no academic repercussions through the RtI Committee or the Admissions, Review, Dismissal (ARD) process.

Withdrawing from Dual Credit Courses

Should a student withdraw from a Dual Credit course, the campus will accept the withdrawal grade and place the student in the comparable high school course.

High School Grade Averaging to Receive Credit

Grade averaging will be utilized for year-long courses if the grade is at least a 60 for either semester. The other semester must have a grade higher than a 70 that averages with the failing semester grade to achieve a final grade of 70. Courses must be taken during same school year. **Courses taken in summer school or credit recovery are not considered for grade averaging. The failed semester is not counted for NCAA.**

Exception to the rule: (math and year one foreign language courses) These courses will only be eligible for grade averaging if the student earns a grade of 60-69 during the first semester and a grade of 71 or higher second semester. Courses must be taken during same school year. Should a student pass the first semester of the math or foreign language course but fail the second semester, grade averaging is not permitted, and .5 credits will be awarded only for the first semester.

Example

Course	1st Semester	2nd Semester	Credit Earned
English	63	78	1.0
History	78	62	1.0
Algebra 1	78	62	0.5
Spanish 1	65	78	1.0

Academic Honors

A student must have an average of 90 or more in all subjects graded numerically each nine-weeks to be placed on the all-A Honor Roll. AB Honor Roll requires students to earn no more than 2 B's in any academic subject each nine-weeks. Conduct grades do not affect a student's placement on the honor roll.

In determining the Honor Roll awards for the end of the year, grades for each nine-weeks are used—not the yearly averages. For example, a student who receives a certificate for the All A Honor Roll for the year must have all A's each nine-weeks grading period.

High School Grade Points

Class ranking for each student in the graduating class shall be determined by averaging the semester grade points through the 7th semester of high school. Honor graduates, including Valedictorian and Salutatorian, will be named after the final class rank. No distinction is made between four-year and three-year graduates. There will be an exception for early graduates from the class of 2019 due to the change in grade point scale. Students graduating early from the 2019 cohort will be recalculated using the 2014 grade point scale in order to be eligible for Valedictorian/ Salutatorian.

All courses taken within the regular school day and regular school year shall carry grade points, including those grades transferred from other accredited high schools. Grades for courses in which credit was earned in credit recovery, outside the regular school day (i.e. evening school) or outside of the regular school year (i.e. summer school) shall not be included in the computation of a student's GPA. In addition, courses for which high school credit was earned before the student entered high school shall not be included in the computation. Grade points shall be awarded for course work according to the following scales based on the year student started 9th grade:

Entered 9th grade 2014

Grade Points Earned					
Numerical Grade	Letter Grade	*Dual Credit/ Pre-AP/AP/ Honors (4 point weighted scale)	Academic (4 point scale)	Alternate Courses (3 point scale)	
95-100	A+ / A	5.0	4.0	90-100	3.0
90-94	A-	4.5	3.5		
85-89	B+ / B	4.0	3.0	80-89	2.0
80-84	B-	3.5	2.5		
75-79	C+ / C	3.0	2.0	70-79	1.0
70-74	C-	2.5	1.5		
0-69	D / F	0.0	0.0	0-69	0.0

*Dual credit courses taken at DHS and Collegiate High School will be calculated on the Pre-AP/ AP grading scale.

Entered 9th grade 2015 and beyond

Grade Points Earned						
Numerical Grade	Letter Grade	*Dual Credit/ AP (4 point weighted scale)	Pre-AP/ Honors (4 point weighted scale)	Academic (4 point scale)	Alternate Courses (3 point scale)	
95-100	A+ / A	6.0	5.0	4.0	90-100	3.0
90-94	A-	5.5	4.5	3.5		
85-89	B+ / B	5	4.0	3.0	80-89	2.0
80-84	B-	4.5	3.5	2.5		
75-79	C+ / C	4	3.0	2.0	70-79	1.0
70-74	C-	3.5	2.5	1.5		
0-69	D / F	0	0.0	0.0	0-69	0.0

*Core academic dual credit courses (i.e. English, Math, Science, Social Studies, and LOTE) taken at DHS and Collegiate High School will be calculated on the Dual Credit/ AP grading scale.

Extracurricular Activities and University Interscholastic League (UIL) Eligibility

Per Policy EIA (Local), grades shall not be increased or reduced for participation or lack of participation in any extracurricular activity. Teachers, coaches, directors, and sponsors should refer to Texas Education Code §76.1 for definition of extracurricular activities. Sponsors of extracurricular clubs and groups are responsible for ensuring that participating students are eligible through confirmation of grades.

Dickinson ISD Eligibility Calendar

DISD publishes an official eligibility calendar annually. See Appendix C of this document, the campus extracurricular sponsor, or www.dickinsonisd.org. This calendar is strictly adhered to, and it is recommended that you maintain a copy for your reference.

Official Eligibility Grade Check Date

This is the established calendar date for the official grade check.

Gain/Lose Dates

Students will gain eligibility if they are passing in ALL classes or lose eligibility if they fail ANY class (excluding those identified as Honors or Advanced classes).

Gain Only Dates

Ineligible students have the opportunity to regain eligibility if they are passing ALL classes, not just the ones they were failing (excluding those identified as Honors or Advanced classes).

Grade Period Dates

This is the effective date that students regain or lose eligibility at the end of the school day. It is seven calendar days after the official eligibility check.

Advanced Class Waivers

Dickinson ISD values academic rigor in student course work and upholds high standards in regard to grade exemptions in Advanced level course work. Students who participate in an advanced course (PreAP, AP, Dual Credit, or Honors) may apply for a waiver if they fail an advanced course with a 60 or higher for each UIL grading period. In order to apply for a waiver for UIL participation, a waiver application must be filled out completely. The waiver application is available from the coach/ sponsor or in Appendix C of this document. The form must be turned in within the 7-day grace period to the UIL administrator. The following rules must be noted:

- An application is a request. The UIL administrator will **CONSIDER** the waiver; it is not a guaranteed waiver.
- Only Pre-AP, Dual Credit, Honors, and AP classes are eligible for a waiver.
- On-level courses do not qualify for a waiver.
- The grade under consideration must be a **60** or higher.
- In order to be considered for a waiver, a student must be present 96% of the days in which school was in session during the grading period in which the waiver is requested. Consideration will be given to extenuating circumstances.
- **If a waiver is awarded for any nine weeks grading period (NW1, NW2, and NW3), the student must earn a passing grade of at least 70 by the three-week grade check immediately following the nine week grading period in ALL classes in order to maintain eligibility.**

Waiver for Advanced Courses

The information below provides the courses approved for a waiver:

- **Advanced Placement** – all AP courses in English, Mathematics, Science, Social Studies, Economics, and Language other than English
- **Dual Credit** courses in English, Mathematics, Science, Social Studies, Economics, and Language other than English
- **English** – Pre-AP English I, Pre-AP English II, 7th grade Pre-AP English, 8th grade Pre-AP English
- **Mathematics** – Pre-AP Algebra I, Pre-AP Geometry, Pre-AP Algebra II, Pre-AP Pre-Calculus, 7th grade Pre-AP Math, 8th grade Pre-AP Math, 8th grade Algebra I
- **Science** – Pre-AP Biology, Pre-AP Chemistry, Pre-AP Physics, Anatomy and Physiology (Honors), 7th grade Pre-AP Science, 8th grade Pre-AP Science
- **Social Studies** – Pre-AP World Geography, Pre-AP World History, 7th grade Pre-AP Social Studies, 8th grade Pre-AP Social Studies
- **Foreign Language** – Pre-AP French, Pre-AP Spanish

A waiver of eligibility may be granted for TEA state approved courses and local courses approved by the school board; however, all waivers are the discretion of the campus principal.

University Interscholastic League (UIL) Eligibility

(Refer to UIL website <http://www.utexas.edu/admin/uil/admin/side/acad.html>)

- A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any academic class or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility when the principal and teachers determine that he/she has: (1) earned a passing grade (70 or above) in all academic classes, other than those that are advanced, and (2) completed the three school weeks of ineligibility.
- All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of each six-week grading period. Students who pass remain eligible until the end of the next grading period.
- All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three school week evaluation periods for ineligible students.

Dickinson Continuation Center Grading Guidelines

Most courses at the Dickinson Continuation Center are completed online using Edgenuity. The following grading categories and grade weights will be used:

Quizzes	30%
Tests	40%
Assignments	10%
Exam	20%

- The average from Edgenuity will be entered in the teacher's gradebook in Skyward as an assignment. This grade will be posted directly on the student's transcript.
- If absences cause a student to fall behind Edgenuity's assignment calendar, it is the student's responsibility to do the work required to get back on target.
- If a student fails an assignment, quiz, and/or a test, he/she may be granted an additional attempt with the ability to earn the higher of the two grades.
- Core subject courses that are directly taught by classroom teachers, follow the same grading guidelines as all secondary campuses in the district.