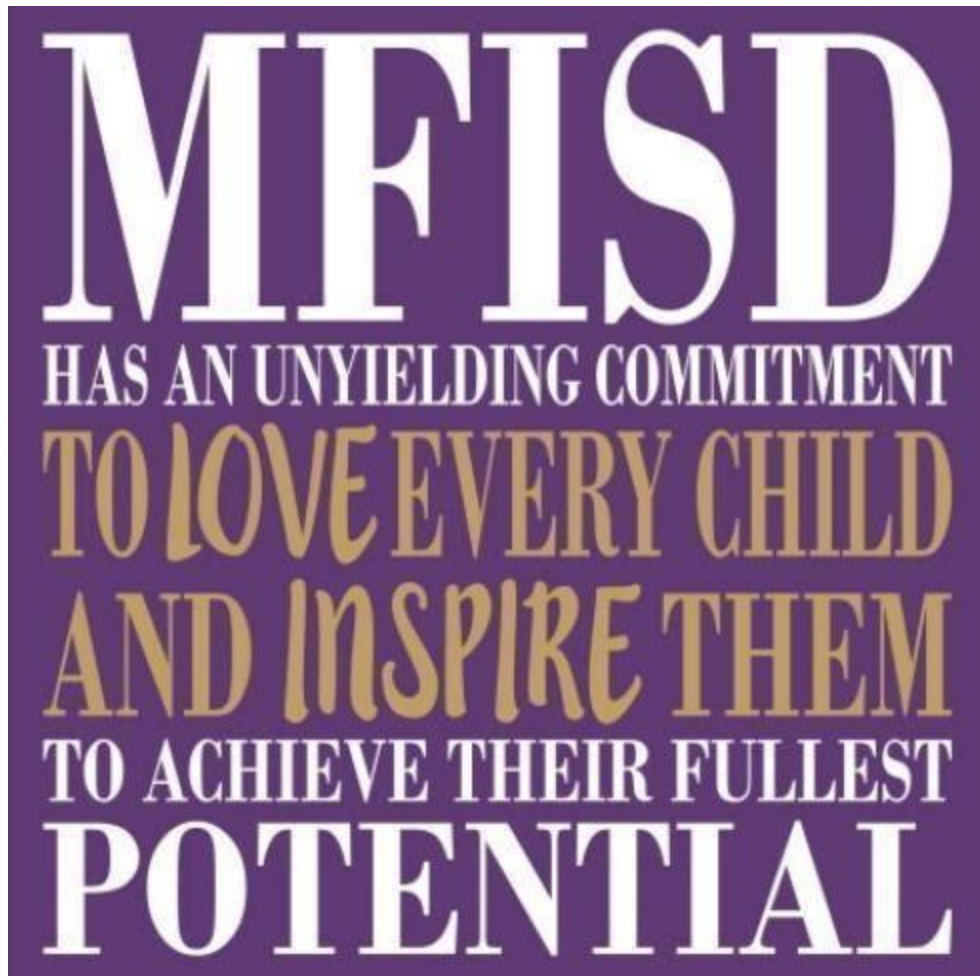


Marble Falls ISD
Grading Guidelines
2020-2021



Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.

Official Grade Reports

Progress Reports / Report Cards

The purpose of the progress reports and report cards is to inform students, parents/guardians, and campus administrators regarding student growth and achievement in a course, a subject, in behavior, or in all of those. The progress report reflects both satisfactory and unsatisfactory student progress.

Online Record / Gradebook Portal (Skyward)

Teachers are expected to update Skyward on a weekly basis.

Academic Integrity

Parental Support:

Parental support of academic achievement and ethical development is fundamental to students' long-term success. The following behaviors will assist parents in promoting true student achievement:

- Teachers are available for extra help before and after school. Encourage your child to take advantage of the extra one-to-one time.
- Assess your child's abilities realistically. Help the student to choose courses in which they will be successful and challenged without undue stress. Consult your child's counselor with additional questions.
- Don't push children beyond their limits with expectations and aspirations. Many times students make bad decisions because the pressure to excel is greater than the ability to meet the expectations.
- If you suspect your child is experiencing difficulty in a class, please contact the teacher. The sooner the problem is identified; the sooner steps can be taken to alleviate it.
- If your child is caught cheating and you are contacted, please remember that this is a learning experience; help your child to accept the consequences for any inappropriate actions.
- Use all avenues of support available to you – for help needed beyond the classroom; see your instructor, other instructors in the department, a peer tutor, or a parent or other adult who is well versed in the subject.
- Assignments should be considered individual unless the instructor states otherwise.
- Be organized. Having class notes in an orderly, easily accessible format will save time and anxiety when studying for a test or writing a paper.
- Keep current with assignments. If you need to read an entire novel the evening before a test or before a paper is due on that novel, your performance on either will suffer
- If, for whatever reason, you choose to use another's ideas or solutions, cite that person as a source on your paper or project
- Know what constitutes cheating, including all the variations of plagiarism

Elementary (PK-5) Grading and Reporting Procedures

Standards for Mastery

Mastery shall be determined as follows:

- Course assignments and unit evaluations shall be given to determine student grades in each subject. An average of 70 or above shall be considered a passing grade.
- Mastery of the skills shall be validated by the following assessments, including, but not limited to: unit exams, nine-week assessments, quizzes, common assessments, teacher-created exams, and formative assessment instruments.

Grading Guidelines for Prekindergarten and Kindergarten

The district encourages parents to communicate directly with teachers regarding any questions about the standards-based report card. To ensure consistent communication across the district, teachers shall use grading guidelines developed by an advisory team comprised of Prekindergarten and Kindergarten teachers to complete the standards-based report cards and assess student mastery.

Grades PK - K

In grades PK-K, promotion to the next grade level shall be based on successful performance as documented on the report cards, meeting the district grade-level standards for language arts and mathematics, and meeting the state minimum attendance requirements.

Grades 1 - 5

In grades 1-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 (or a letter equivalent) based on state and district-level standards for all subject areas. In addition to an overall grade of 70 or above, a student shall have a minimum grade of 70 (or letter equivalent) in four of the following areas: language arts and reading, mathematics, science, and social studies. Promotion to the next grade level shall also be based on meeting the state minimum attendance requirements. State law mandates that a student in any grade level from kindergarten through grade twelve may not be given class credit or a final course grade unless the student is in attendance for at least 90% of the time the class is offered.

In addition to local standards for mastery and promotion, students in fifth 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. **(This requirement has been exempted by TEA for the 2020-21 school year)**. In grades K-5, campus placement committees shall make recommendations for promotion or retention of those students who do not meet minimum state and district standards.

Required Attendance

State law mandates that a student in any grade level from Pre-Kindergarten through grade twelve may not be given class credit or a final course grade unless the student is in attendance for at least 90% of the time the class is offered. See the campus administration for questions regarding attendance. FEC (LOCAL)

Specials: Art, PE, and Music

All specials classes for Kinder-5th grade will enter grades in the electronic gradebook. All grades for Kindergarten students will be entered as: Meets Standard, Progressing, No Progress. All grades for students in grades 1-5 will be entered as numerical grades. Grades are determined by teacher evaluation of student mastery of the TEKS during the grading period as well as teacher evaluation of growth towards specific skills and content related to the TEKS.

Campuses are not required to enter a minimum number of grades for specials per grading period; however, 3 grades per reporting period are recommended.

Work completed outside of class instruction

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 program. It is purposeful, related to classroom experiences, and be age and grade appropriate. The purpose and directions for the assignment need to be clearly communicated and should be an activity that can be

completed independently by the student. Specials classes, including Art, PE, and Music, may assign optional homework activities; however, these activities will be designed for skills practice and enrichment and may not be assessed for a grade. Homework is not to be assigned on weekends or before holidays, with the exception of previously scheduled special reports and/or projects. Homework should not be assigned on Wednesdays.

Grades PreK-1 – Homework Guidelines

- Homework may be assigned not to exceed 10 minutes each night homework is assigned.
- Each student is expected to read, or be read to, at least 20 minutes each school night homework is assigned **in addition to any other** assigned homework.

Grade 2– Homework Guidelines

- Homework may be assigned not to exceed 15 minutes.
- Each student is expected to read, or be read to, at least 20 minutes each night homework is assigned, **in addition to any other** assigned homework.

Grades 3-5 – Homework Guidelines

- Homework may be assigned not to exceed 30 minutes.
- Students are expected to complete all homework assignments.
- Each student is expected to read at least 20 minutes each school night homework is assigned **in addition to any other assigned** homework.
- The total homework should never exceed one hour each school night.
- If two or more teachers are working with a student, the homework should be coordinated to adhere to the one-hour time frame limit.

Calculating Nine-Week Averages

Minimum Required Number of Grades per Nine Weeks for 1st & 2nd Grades

- Language Arts (Reading and Writing combined) - 9 grades
- Math - 9 grades
- Science - 4 grades
- Social Studies - 4 grades

Minimum Required Number of Grades per Nine Weeks for 3rd - 5th Grades

- Language Arts (Reading and Writing combined) - 9 grades
- Math -9 grades
- Science - 6 Grades
- Social Studies - 6 Grades

Grades 1-2 for Core Subjects

- Daily/Class Work = 100%

Grades 3-5 for Core Subjects

- Major Grades (Assessments / Projects) = 40% At least 2 grades per grading period
- Minor Grades (Daily/Class Work/Quizzes) = 60% At least 1 grade per week

Maximum/Minimum Grade Reported

Grades for assignments will be based on mastery of content. A minimum grade of 70 is required for passing. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on progress reports or report cards may not exceed 100%.

Communication

To ensure that parents receive the most up-to-date academic progress of their child, Skyward should be updated at least on a weekly basis to reflect current progress.

Elementary Grades: Re-teaching and Reassessment

Re-teaching is using assessment data to identify weak skills and providing additional instruction time to help students master concepts.

Reassessments should use a new or different evaluation at the same level of rigor as the original test. Reassessments must occur after re-teaching, may focus on reassessing only the low performing skills, and do not have to be a lengthy evaluation tool.

Any student may earn the opportunity to retest independent assessments one time for each content test within the same grading period as the original exam. Students earn the opportunity to retest by working with the teacher to prove that new learning has taken place and that they have a better understanding of that content. Examples of this process include attending tutorial sessions, completing new work or previously assigned work, and discussing with the teacher the necessary improvements to achieve content mastery. A parent, teacher, or student can initiate the reassessment process. For an assessment given during the last week of the grading period, re-teaching and reassessment must be completed no later than one week after the end of the grading period.

Students shall receive no higher than an 85 on any reassessment over the content within a given grading period. Reassessments can occur for an end-of-grading period exam.

Frequently Asked Questions Regarding Reassessment Grades for Elementary

What is the purpose of grades?

Grades serve to communicate student progress, document the level of mastery, and demonstrate what has been learned by students in a quantitative format. Providing timely feedback via grades is essential in identifying areas of strengths and opportunities for growth and to show mastery of the learned concepts and skills.

Is offering reassessment opportunities new to Marble Falls ISD?

No, students have previously had the opportunity to retake assessments. Marble Falls ISD consistently strives to support students in gaining progress and reaching content mastery.

Who can initiate the reassessment process?

A parent, teacher, or student can initiate the reassessment process. A student must earn the opportunity to reassess by working with the teacher to prove that new learning has taken place. Examples of this include attending tutorial sessions, completing new work or previously assigned work, and discussing with the teacher the necessary improvements to achieve content mastery.

Why was a grade of 85 determined to be the maximum grade a student can earn on a reassessment?

An 85 offers students an opportunity to earn more than a minimum passing grade (70) when reassessing, encouraging students to master the content. This also remains fair to those students who earned a grade above 85 on the initial assessment.

What about written compositions and reassessment for mastery? How do I reteach that?

In the case of written compositions that have gone through the entire writing process, the grade on the final composition is not subject to the reassessment requirement. The writing process is defined as a writing product that has gone through these steps:

1. Brainstorm/Pre-Write/Generate ideas
2. Draft
3. Teacher or guided-peer feedback

- 4. Revision based on feedback
- 5. Final editing by student
- 6. Final draft

Because students have engaged in re-teaching and re-assessing via teacher feedback and revision, they have received multiple opportunities for content mastery, which is the goal of the reassessment guideline.

Make Up Work – Elementary Grade Levels

Students shall be permitted to make up assignments and tests following any absence. All students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension from school. For students at the elementary level, the district shall not impose a grade penalty for makeup work after an unexcused absence.

- A student will be given as many days as he/she was absent to make up tests and other missed assignments.
- Teachers are required to provide assignments prior to an absence, when requested by the student or parent.
- Students should not be required on the day of returning to school to take a quiz or test that was announced during the student's absence.

Extra Credit – Elementary Grade Levels

- 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 shall not cause an excessive financial burden on the student or be given for bringing in basic school supplies.

Late Work

More than three late assignments during any one nine-week grading period may result in additional interventions. 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 these guidelines as they deem necessary.

Late Work – Elementary School

The table below represents the **maximum** penalty that may be imposed for turning in late work:

Days* Late	Percent of Grade Received by Student
1 Day	Full Credit
2 Days	85%
3 or More Days	70%

***Days are "school days" and do not include Saturdays and Sundays, or holidays.**

Grading and Reporting Procedures 6-12

Standards for Mastery

Mastery shall be determined as follows:

- Course assignments and assessments shall be given 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 the following assessments, including, but not limited to: unit exams, nine-week assessments, quizzes, common assessments, teacher-created exams, and formative assessment instruments. They may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Grades 6 - 8

To be promoted from grade six to grade seven, from grade seven to grade eight, and from grade eight to grade nine, students must meet ALL of the following criteria: 1) earn a yearly average of 70 or above in each of the subjects of English language arts, mathematics, and science or social studies, 2) earn an overall average of 70 when all subjects (core and electives) taken are averaged together, 3) meet the 90 percent state-mandated requirement for attendance. State law mandates that a student in any grade level from kindergarten through grade 12 may not be given class credit or a final course grade unless the student is in attendance for at least 90% of the time the class is offered.

In addition to local standards for mastery and promotion, students in 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. **(This requirement has been exempted by TEA for the 2020-21 school year)**. In sixth through eighth grade, campus placement committees shall make recommendations for promotion or retention of those students who do not meet minimum state and district standards.

Grades 9 -12

Grade-level advancement for students in ninth through twelfth grades shall be earned by course credits. For more information, you may refer to the High School Course Guide, located on the MFHS website: Departments, Counseling, Course Planning.

Awarding Class Credit

Mastery of Objectives

- Student academic achievement shall be based upon the degree of mastery of the objectives which reflect the Texas Essential Knowledge and Skills (TEKS).
- In order to be awarded credit in a course or subject, the yearly average must be a 70 or higher.

Required Attendance

In accordance with state law and MFISD Board Policy FEC, a student may not be given credit for a class unless the student is in attendance for at least 90% of the days the class is offered.

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 administrator and a letter from the college or university verifying the visit.

Pre-AP and AP Summer Assignments Guidelines

The purpose of summer assignments is to review and reinforce previously taught skills and concepts. Summer assignments may be required to prepare students for the academic rigor they will experience during the school year and will connect directly to the classroom instruction including the concepts and standards of the course they are aligned with.

Summer Assignment Guidelines

- Students must have access to required resources.
- Students new to the district or who did not receive the summer assignment should be given the assignment on the first day of school and be allowed time to complete the work in a timely manner.
- Students who received but did not complete the summer assignment should follow the district late work guidelines.
- Campuses will develop a system to distribute summer assignments to all enrolled students that ensures documentation of receipt, as well as placement on the campus website.
- Each summer assignment should clearly delineate the purpose, expectations, due date, and grading of the assignment.

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 program. 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 grades sixth through eighth.
- Homework should not exceed 10 hours per week in grades ninth through twelfth.
- 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 content, procedure, and/or correct answers is appropriate. Graded assignments should be returned to the student in a timely manner, with appropriate feedback from the teacher.
- Peer grading is appropriate for revising and editing work.

Calculation of Nine-Week Averages

Weight of Grades

All nine-week averages shall be calculated on a percentage system for each category of assignment.

6th - 12th grade

- Major Grades = 40% minimum of 2 grades per grading period (1st within 5 weeks of school)
- Minor Grades = 60% minimum of 1 per week

Please Note:

- **The above recommendations represent the *minimum requirements*, and teachers may provide additional assessments and assignments at their discretion.**
- **Teachers should ensure that progress reports reflect the minimum number of grades indicated**

- **above in relation to the timing of the progress reports.**
- **Teacher teams must be consistent in how they designate assignments. Quizzes and labs may be counted twice in the Minor Grade category.**

Communication

To ensure that parents receive the most up-to-date academic progress of their child, teachers should record in Skyward by each progress reporting period grades that match the minimum requirements listed above. Skyward should be updated at least on a weekly basis to reflect current progress. Any timelines regarding grades shall begin when Skyward is updated with the applicable information for parent and student viewing.

Re-teaching and Reassessment for Mastery

Re-teaching is using assessment data to identify weak skills so that a teacher can provide additional instruction time to help students master concepts. It provides varied scaffolding tools to accelerate achievement, such as graphic organizers or mind maps. Re-teaching examples include small group instruction within class time or tutoring sessions outside of class time. Scaffolding tools that break up material into chunks and include rich discussions or think-alouds are good examples of re-teaching. Completion of new work *after* additional instruction, whether as a class or individually, is also a best practice in re-teaching.

Teachers will identify and progress monitor students' level of mastery. Quality Tier 1 Instruction exists when 85% or more of the students in a single class demonstrate mastery of the TEKS. If 15% or more of the students in a single class do not demonstrate mastery of the TEKS, the teacher will provide the opportunity for re-teaching within the instructional time. Additional tutorials may be used for re-teaching when it is permissible to reteach outside of the instructional time.

Reassessments for grades 6-12

Reassessments of **major grades** should use a new or different evaluation at the same level of rigor as the original test. Reassessments must occur after re-teaching, may focus on reassessing only the low performing skills, and do not have to be a lengthy evaluation tool. Reassessment examples may include, but are not limited to: oral tests, short written tests, such as open-ended response questions or short-answer, and performance-based assessments. Students may earn up to an 85 on any retest of an independent assessment in the major grade category within five days of the grade being posted in Skyward. If a student takes a re-assessment, the higher of the two assessments will be recorded. If an assessment is given the last week of the grading period, a student still has the ability to reassess within five days that the grade was posted in Skyward. Reassessment opportunities must be provided for students in advanced courses. A parent, teacher, or student can initiate the reassessment process.

Reassessments for **minor grades** must occur after re-teaching and may focus on only the low performing skills. Examples include, but are not limited to: revision of original assignment or assignment corrections. Students must meet with the teacher outside of class time to be eligible to reassess a minor grade. Students who turn in the assignment on the due date may reassess for a grade up to an 85. Students who turn in the assignment after the due date, may reassess for a grade up to a 70. Reassessment opportunities must be provided for students in advanced courses. A parent, teacher, or student can initiate the reassessment process.

Major Grades

Major grades include alternative assessments, examinations/tests, projects, term papers, compositions, nine-week tests, and other similar assignments.

Minor Grades

Minor grades include class work, notebooks, labs, quizzes, homework and other similar assignments.

Teachers have discretion to count a quiz or lab two times in the Minor category as long as they are consistent within the subject and grade level. If the teacher team decides to count a quiz or lab twice, students may re-assess for up to a 70.

Missing Assignments

When students are absent, an "M" may be recorded by the teacher until the student completes their makeup assignments. The "M" will average as a zero until the new grade is entered.

Science Labs

Laboratory work varies greatly based on the student learning objectives from simple discovery activities to full inquiry projects. Accordingly, labs will be graded under the minor grade category but can be counted twice.

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 or be given for bringing in basic school supplies.

Maximum Weight of a Grade

When calculating a nine-week average, no single assessment grade may count more than 20% of the total average. Calculated averages reported on progress reports or report cards may not exceed 100%.

Minimum/Maximum Grade Reported

Grades for assignments will be based on relative mastery of the content. Teachers are not required to give a minimum grade on an assignment that does not reflect the quality of the student's work. The teacher will record in their gradebook (Skyward) actual grades earned by the student. 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%.

Incomplete Grades

A student receiving an incomplete and/or a zero for a missed semester/final exam has one week to convert the incomplete grade to an earned grade. In unusual cases, where the student has missed a large quantity of work, the time may be extended. The teacher must communicate to the student and parent/guardian the nature of the outstanding work and the time limitation for completing the work (UIL requirements may be considered).

Transfer Students

Grade averages for any student transferring into Marble Falls 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. Please contact the Curriculum & Instruction Department if there are incomplete academic records or missing withdrawal grades from a transfer student records.

Course Level Changes

Course level changes may be considered at the end of the first four 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 the campus personnel, by completing work and attending tutorials. If these

conditions are met and the student is earning less than a grade of 70, that student will be considered for a change. Final approval will depend upon space availability in the receiving course. A student who transfers to a lower level class after the first nine weeks is not eligible to earn weighted points for the semester. Additionally, if a student transfers to a lower level class after the 1st semester, they will not receive the rank points for that semester as per board policy EIC (local).

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 a Dual Credit, an AP or Pre-AP course, the student must be enrolled in the advanced course for the entire semester and fulfill all requirements for the course. All AP course requirements may be found in EIC (local).

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.

Calculation of Year-long Average for Middle and High School Courses

For a two-semester course in which both semesters are completed in the same school year, the semesters will be averaged together. If the final grade averages to 70% or higher, full credit will be awarded. Half credit will be awarded each semester.

1st Semester
2nd Semester

High School Credit Courses

1st Semester Grade

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

1 st Nine-Week Average	42.5%
2 nd Nine-Week Average	42.5%
Semester/Final Exam	15%

2nd Semester Grade

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

3 rd Nine-Week Average	42.5%
4 th Nine-Week Average	42.5%
Semester/Final Exam	15%

The campus has the authority to cancel final exams if deemed necessary. If this is determined, all exams for all students would be cancelled and the two semesters would have an equal weight of 50%.

Academic Achievement and Class Ranking for MFHS

Please reference EIC (local) board policy for information regarding academic achievement class ranking, valedictorian and salutatorian, weighted grade point average, and early graduation rank in class.

Late Work

More than three late assignments during any one nine-week grading period may result in additional interventions. 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 these guidelines as they deem necessary.

***Days are "school days" and do not include Saturdays and Sundays, or holidays.**

Late Work

Days Late	Points deducted from Assignment
1-2 days late	Maximum grade of 85
3 or more days late	Maximum grade of 70
All work assigned for the 9-week period is due by the date below to be eligible for a late work grade: October 9, December 11, March 5 and May 21 (one week before end of grading period)	

Makeup Work

In order to provide the total assessment "picture" of a student's academic progress for a course, any student missing classroom instruction due to absences 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.

Makeup Work Guidelines

- Makeup work is available to all students. Students are responsible for asking teachers for the makeup work upon returning to class. Students shall receive full credit for satisfactory makeup work after an absence. 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 makeup work to be completed for full credit will be equal to the number of times a class was missed. 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.
- Makeup work, including tests, may be an alternate version to assess what the student has learned.
- 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 makeup work.

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.

Semester/Final Exam (High School Courses)

- Semester/final exams are administered in all secondary courses at the end of the fall and spring semesters.
- Semester/final exams must be representative of the work of all prior instruction.
- Any exceptions to this policy for the administration/exemption of semester/final exams must be made by the campus principal.

Grading System for Dual Credit and Dual Enrollment

The instruction, grading, and assessment policies of Dual Credit, and Dual Enrollment courses will be determined by the approved syllabi and Dual Credit /Dual Enrollment articulation agreements, respectively.

Maximum Weight of a Grade

When calculating a nine-week average, no single assessment grade may count more than 25% of the total average regardless of the grade category. Calculated averages reported on progress reports or report cards may not exceed 100%.

Incomplete Grades

A student receiving an incomplete and/or a zero for a missed semester/final exam has one week to convert the incomplete grade to an earned grade. In unusual cases, where the student has missed a large quantity of work, the time may be extended. The teacher must communicate to the student and parent/guardian the nature of the outstanding work and the time limitation for completing the work (UIL requirements may be considered).

Transfer Students

Grade averages for any student transferring into Marble Falls 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. Please contact the Curriculum & Instruction Department if there are incomplete academic records or missing withdrawal grades from a transfer student records.

Schedule Changes 9-12

Schedule changes can have a significant impact on the calculation of the nine-week average. Schedule changes will be considered for the following reasons:

- The student is a senior not scheduled in a course needed for graduation.
- The student has already earned credit for a course in which he/she is currently scheduled.
- The student does not have the prerequisite(s) for a class listed on his/her schedule.
- The student has previously failed this course under the same teacher.
- The student has been dismissed from a program for which approval must be granted for placement.
- The student does not have a full schedule.
- There is a data entry error (no lunch, class listed twice, free period, etc).
- There is a course level change (see below).
- Any other change must be approved by building administrator or designee.

Course Level Changes 9-12

Course level changes may be considered at the end of the first four 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 the campus personnel, by completing work and attending tutorials. If these conditions are met and the student is earning less than a grade of 70, that student will be considered for a change. Final approval will depend upon space availability in the receiving course. A student who transfers to a lower level class after the first nine weeks is not eligible to earn weighted points for the semester. Additionally, if a student transfers to a lower level class after the 1st semester, they will not receive the rank points for that semester as per board policy EIC (local).
3. 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 a Dual Credit, an AP or Pre-AP course, the student must be enrolled in the advanced course for the entire semester and fulfill all requirements for the course. All AP course requirements may be found in EIC (local).

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.

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.

Academic Achievement and Class Ranking 9-12

Please reference EIC (local) board policy for information regarding academic achievement class ranking, valedictorian and salutatorian, weighted grade point average, and early graduation rank in class.

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.

Exemptions for No Pass No Play for Pre-AP, AP, Dual Credit, and Dual Enrollment

All Pre-AP, AP, Dual Credit, and Dual Enrollment Courses may qualify for exemptions under the No Pass No Play rule. Please see the current course guide for a complete listing of our course offerings.

Students wishing to apply the exemption waiver may submit the Grade Exemption Waiver form to the campus administration.

Frequently Asked Questions Regarding Reassessment Middle School and High School

What is the purpose of grades?

Grades serve to communicate student progress, document the level of mastery, and demonstrate what has been learned by students in a quantitative format. Providing timely feedback via grades is essential in identifying areas of strengths and opportunities for growth and to show mastery of the learned concepts and skills.

Is offering reassessment opportunities new to Marble Falls ISD?

No, students have previously had the opportunity to retake assessments. Marble Falls ISD consistently strives to support students in gaining progress and reaching content mastery.

Who can initiate the reassessment process?

A parent, teacher, or student can initiate the reassessment process. A student must earn the opportunity to reassess by working with the teacher to prove that new learning has taken place. Examples of this include attending tutorial sessions, completing new work or previously assigned work, and discussing with the teacher the necessary improvements to achieve content mastery.

Why was a grade of 85 determined to be the maximum grade a student can earn on a reassessment for an independent assessment in the major grade category in middle school / high school?

An 85 offers students an opportunity to earn more than a minimum passing grade (70) when reassessing, encouraging students to achieve mastery of the content.

What about projects or written compositions and reassessment for mastery? How do I reteach that?

In the case of written compositions that have gone through the entire writing process, the grade on the final composition is not subject to the reassessment requirement, given that the teacher has been assessing throughout the process. The writing process is defined as a writing product that has gone through these steps:

1. Brainstorm/Prewrite/Generate ideas
2. Draft
3. Teacher or guided-peer feedback
4. Revision based on feedback
5. Final editing by student
6. Final draft

Because students have engaged in re-teaching and re-assessing via teacher feedback and revision in the writing process or through projects that consist of multiple assignments, they have received multiple opportunities for content mastery, which is the goal of the reassessment guideline.