

ACADEMIC ACHIEVEMENT  
GRADING/PROGRESS REPORTS TO PARENTS

EIA  
(REGULATION)

GRADING SYSTEM

School personnel shall maintain effective communication with the parent or guardian. This shall be accomplished by the following:

GRADE REPORTS  
REPORT CARDS

The District shall give written notice to parents or guardians of students' grades in each subject or course at the end of each grade-reporting period as specified by the District calendar. The notice shall provide for the signature of the parent or guardian and shall be returned to the District. If the notice is not returned, the District shall mail notice to the parent or guardian. This signature requirement does not apply to a student who is married, an emancipated minor or an adult living alone.

PROGRESS  
REPORTS

Progress reports shall be sent home to the parents or guardians at the end of the third and sixth week of each grading period for all students in Pre-K through 12. The notice shall include information concerning the availability of interventions relating to the subject area(s) in which the student is not meeting the grade level or subject area standards.

GRADING

Every effort should be made to assist all students to achieve mastery of the TEKS. Alternative instructional strategies must be utilized as appropriate.

Teachers shall provide a written copy of their grading procedures to students and parents to include opportunities to redo a failing assignment or test.

- It shall be the student's responsibility to seek the opportunity to redo an assignment or test for which he/she received a failing grade within five school days upon which he/she received notification of a failing grade. However, the student's parent also has the right to make the request as long as the same guidelines are followed.
- The grade earned when redoing an assignment or test shall be averaged with the grade earned on the first attempt, and the averaged grade shall replace the failing grade.
- Students shall be given one opportunity to redo a failed assignment or test.

Students will have two days for each day absent to make up work missed.

Parents are to be informed as soon as evidence exists that a student is not making sufficient progress for promotion to the next grade. They are to be given every opportunity to assist the school in a timely manner to ensure the student's successful completion of the assigned grade.

Excused and unexcused absences shall be recorded on the report card.

PREKINDERGARTEN

Students in the 3 year old prekindergarten program shall be promoted to the next grade level. Grades shall be based on a developmental scale aligned to Texas Early Learning Guidelines

- 3 On Track/Meets Grade Level Expectations
- 2 Monitor/Progressing Toward Grade Level Expectations
- 1 Needs Support/Minimal Progress Toward Grade Level Expectations
- I Incomplete/ Must be made up within ten days or as specified by grade level or department grading procedures

Students in the 4 year old prekindergarten program shall be promoted to the next grade level. Grades shall be based on a developmental scale aligned to Texas Pre-kindergarten Guidelines.

- 2-4 Passing/Met Grade Level Expectations
- 1 Failing/ Did Not Meet Grade Level Expectations
- I Incomplete/ Must be made up within ten days or as specified by grade level or department grading procedures

GRADES Kindergarten-5

The basic consideration for evaluation is determining the progress a child makes based on the Texas Essential Knowledge and Skills. Students will be graded on a scale of 0-100. Numerical grades, "I", or "LOC" shall be used on the report card, as well as on the academic achievement record for all subjects and courses. Course grades will be determined by the average of the four (two for semester courses) nine-week grades. Refer to EIE local for retention and promotion guidelines.

The numeric grade range shall be:

70-100	Passing/Met Grade Level Expectations
Below 70	Failing/ Did Not Meet Grade Level Expectations
I	Incomplete/ Must be made up within ten days as specified by grade level or department grading procedures
LOC	Loss of Credit due to excessive absences (K-12)

The following content standard will be graded:

- Language Arts – listening and speaking; reading; writing; research; spanish language arts for Dual Language Academy
- Reading; Lectura for Dual Language Academy
- Mathematics – number, operations and quantitative reasoning; patterns, relationships and algebraic thinking;  
geometry and spatial reasoning; measurement; probability and statistics
- Science
- Social Studies
- Physical Education

PE grades will be evaluated on a pass/fail basis Conduct grades shall be reported for each subject area using the following scale:

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

GRADES 6-8

Student work shall be graded on a scale of 0-100. Numerical grades, "I", or "LOC" shall be used on the report card, as well as on the academic achievement record for all subjects and courses. Course grades will be determined by the average of the four (two for semester courses) nine-week grades. Refer to EIE local for retention and promotion guidelines.

The numeric grade range shall be:

70-100	Passing/Met Grade Level Expectations
Below 70	Failing/ Did Not Meet Grade Level Expectations
I	Incomplete/ Must be made up within ten days as specified by grade level or department grading procedures
LOC	Loss of Credit due to excessive absences (K-12)

Conduct grades shall be reported for each subject area using the following scale:

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

GRADES 9-12

Student work shall be graded on a scale of 0-100. Numerical grades, "I", or "LOC" shall be used on the report card, as well as on the academic achievement record for all subjects and courses.

The numeric grade range shall be:

70-100	Passing/Met Grade Level Expectations
Below 70	Failing/ Did Not Meet Grade Level Expectations
I	Incomplete/ Must be made up within ten days as specified by grade level or department grading procedures
LOC	Loss of Credit due to excessive absences (K-12)

Conduct grades shall be reported for each subject area using the following scale:

S=Satisfactory

N=Needs Improvement

U=Unsatisfactory

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SEMESTER GRADES  
6-12

A major exam to include a campus and/or grade level benchmark/common assessment shall be administered at the end of each grading period in each core subject area.

GRADES  
KINDERGARTEN-12:  
MAKEUP WORK AND  
INCOMPLETE GRADES  
RELATED TO AN  
ABSENCE

Students will be permitted to make up assignments and tests without grade penalty after an excused absence. Giving a zero as a grade is not a best practice. A zero can be permanently recorded after reasonable notification efforts (i.e. parent call, note home, etc.) have been made and the student has been given two days for every day missed or two days after parent notification to complete the assignments or tests. An incomplete (I) grade on the nine-week report card will be recorded if the makeup time has not elapsed prior to the end of the nine-week period.

An incomplete for a nine-week grade should be made up prior to the end of the semester. An incomplete for a nine-week grade that is not made up by the end of the semester will be recorded as an "I" on the report card. Semester grades of incomplete must be reviewed by the school's attendance committee or grade placement committee. The campus committee will determine the method for students to remediate the incomplete grade.

Grades  
KINDERGARTEN-12:  
MAKE UP WORK FOR  
TRUANCY/UNEXCUSED  
ABSENCES

A student who is truant/unexcused absence shall be required to make up all missed assignments and/or tests due to the truancy/unexcused absence. Student's grades shall be based only on academic factors that include the Texas Essential knowledge and Skills (TEKS) and other curriculum elements. Non-instructional factors such as misbehavior or failure to participate in fundraising activities shall not be used to determine a student's grade. A student's grade shall not be penalized for non-instructional reasons except in the case of academic dishonesty. (EIA Local)

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Grades  
KINDERGARTEN-12:  
Make up work for  
incomplete grades  
related to late enrollment

Any student enrolling after the first day of instruction shall be given at least one opportunity to submit work for incomplete or missing transfer grades. Giving a zero as a grade for missed work is not a best practice. Efforts should be made to assist students in completing missed work due to late enrollment. Grading procedures and the amount of time allowed to complete the assignment should be determined by grade-level/department teacher teams and approved by the principal. Teachers will develop and consistently implement common grade-level or department grading procedures for missing or incomplete transfer grades in compliance with this regulation and will communicate the common grading procedures to parents and students in writing as directed by the campus principal.

GRADES  
KINDERGARTEN-12:  
HIGH CLASS/GRADE  
LEVEL/SCHOOL  
FAILURE RATES

Teachers with a nine-week and/or semester failure rate of greater than 10 percent or of concern to the campus principal in any subject area will be required to develop and submit an intervention support plan for struggling students that will be monitored by the principal and/or Campus Response to Intervention (RTI) Committee.

Teachers should be prepared to provide an update to the campus principal for students whose grade averages are on the pass/fail borderline of 68–69, including strategies for academic supports for all grade reporting periods (i.e. 3<sup>rd</sup>, 6<sup>th</sup>, and 9<sup>th</sup> weeks).

Schools with a nine-week and/or semester failure rate of greater than 10 percent in any grade/subject will be required to develop and implement an intervention support plan for struggling students. The principal will include the details of the plan in their campus improvement plan (CIP). Continued school failure rates resulting in greater than five percent retention of students in any grade level, may result in additional required interventions/ supports/ consequences as deemed appropriate by the Chief Academic Officer.

NINE WEEKS GRADES -  
KINDERGARTEN-5

Grades for each reporting period shall be determined by a combination of daily grades, major exams and/or projects and/or other performance activities relating to the TEKS. The policy will adhere to the following guidelines for grades 1-5:

- Daily grades (10 minimum) – 85% of nine weeks grade

- Major grades (unit tests, common assessments, benchmark exams, projects) – 15% of nine weeks grade

NINE WEEKS GRADES  
6-8

The policy will adhere to the following guidelines for grades 6-8:

- Daily grades (10 grades minimum)– 60% of nine weeks grade
- Major Grades (unit tests, common assessments and projects)– 30% of nine weeks grade
- Nine weeks test – 10% of nine weeks grade (Comprehensive and shall include a campus and/or grade level benchmark/common assessment)
- This grading policy shall be available to parents.

NINE WEEKS GRADES  
9-12

The policy will adhere to the following guidelines for grades 9-12 and for high school courses taken at middle school:

- Daily grades (10 grades minimum) – 50% of nine weeks grade
- Major Grades (unit tests, common assessments and projects) – 30% of nine weeks grade
- Nine weeks test – 20% of nine weeks grade (Comprehensive and shall include a campus and/or grade level benchmark/common assessment)

This grading policy shall be available to parents.

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NINE WEEKS GRADES  
9-12 ONLINE  
INSTRUCTION

The policy will adhere to the following guidelines for online instruction grades 9-12:

- Daily grades and major grades as prescribed by online instruction shall be 80% of the quarter grade.
- End of quarter exams shall be comprehensive and comprise 20% of the quarter grade. This grading policy shall be available to parents.
- This grading policy shall be available to parents.

The official grade book for online learning will be kept with the student's coursework using the online learning courseware. Instructors will provide a progress report to parents of all students enrolled in an online learning course. The progress report will include the student grade as well as a percentage of the course that has been completed. The current grading system will be used for attendance purposes only. Grades as reported through progress reports will serve as the reporting mechanism for UIL purposes.

Refer to EHD Regulation for on-line instruction guidelines.

NINE WEEKS  
GRADES DUAL  
CREDIT COURSES

Dual credit classes will adhere to college grading guidelines outlined in the course's syllabus. Dual credit teachers will provide a copy of the syllabus to all students and follow all grade reporting timelines listed on page 1 of this policy (i.e. report cards and progress reports). In addition, the dual credit teachers will make the grading policy available to parents.

FINAL COURSE  
GRADES AND LOSS OF  
CREDIT

State statute mandates that a student in any grade level from kindergarten to grade 12 may not be given class credit or a final course grade unless the student is in attendance for at least 90 percent of the time the class is offered. Students who fall below 90 percent will receive an "LOC" on their semester report card, signifying the potential loss of credit. View EHD Regulation for LOC extended instructional program requirements to regain credit.

HONOR ROLL

An honor roll system will be observed to recognize above average student achievement in grades 6-12. For grades Pre-K through 5, the campus SIT shall determine criteria and procedures for recognizing academic achievement.

Students who receive only grades between 80-100 in each subject and satisfactory grades in conduct in each subject



during a grading period are eligible for the honor roll.  
Students will be assigned to the honor roll as follows:

Achievers Honor Roll:

- A numerical score of 80-100 in all subjects
- Satisfactory grades in conduct for all subjects

Scholars Honor Roll

- A numerical score of 90-100 in all subject areas
- Satisfactory grades in conduct for all subject areas

TRANSFER  
STUDENTS

Students transferring from home schools, out of district schools, out of state or other national school systems must take the EOC exams for the courses in which they are enrolled.

ALTERNATE  
ASSESSMENTS

Socorro ISD will allow for the replacement of EOC exam scores with identified scores on the Advanced Placement exams, international baccalaureate examination, SAT Subject Test, or another assessment instrument to the extent permissible by state statute and the rules established by the Commissioner of Education.

Approved:

Marta C. Carmona, M.Ed., Interim Superintendent

February 23, 2022

Board Policy Committee Review

April 11, 2022