



GRADING GUIDELINES FOR SECONDARY SCHOOLS

2015-2016

NORTHWEST INDEPENDENT SCHOOL DISTRICT

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Northwest Independent School District Profile of a Graduate

As 21st century citizens, Northwest Independent School District (NISD) students must be prepared with high levels of academic strength including literacy, digital skills, critical thinking, problem solving, collaboration, and communication. The mission of NISD is to provide a premier education, preparing all students to be successful, productive citizens. Embedded in our vision is that our students will be future ready: ready for college, ready for the global workplace, and ready for personal success. To accomplish this goal, a student who graduates from NISD will be:

Ready for College

To prepare to be future ready, a student who graduates from NISD will:

- Engage in relevant literacy through proficiency in reading, writing, listening, and speaking.
- Employ proficient and responsible use of digital media to effectively communicate, synthesize, and create new knowledge.
- Problem solve and critically analyze with determination to take risks, learn from mistakes, and adapt to new thinking.
- Determine validity and relevance of information resources in the development of research skills.

Ready for the Global Workplace

To prepare to be future ready, a student who graduates from NISD will:

- Connect and correlate knowledge and skills continuously through real-world applications in reading, writing, mathematics, science, social studies, the arts, and enrichment experiences.
- Construct new ideas through original and innovative thinking.
- Exhibit vision for personal learning and forward thinking to prepare for the future.
- Understand and adapt responsibly to a changing global community.

Ready for Personal Success

To prepare to be future ready, a student who graduates from NISD will:

Practice ethical behaviors exhibiting integrity, respect, and commitment within a well-balanced lifestyle.

- Show initiative and responsibility through positive actions to express self-motivation, self-discipline, and perseverance.
- Communicate and collaborate by exercising a willingness to help and connect with culturally diverse individuals and groups to make necessary compromises toward accomplishing a common goal.
- Prepare for the unknown by being empowered with tools to face challenges and life-long learning.

OVERVIEW

As student's progress toward mastery of the skills and concepts of the Northwest Independent School District's curriculum, teachers should use various indicators to monitor and assess this progress. Indicators may include any or all of the following:

- teacher observations based on specific criteria
- class discussions
- oral interviews
- projects
- demonstrations
- checklists
- cooperative learning groups
- daily practices
- compositions
- homework
- book reviews / reports
- teacher-made and textbook tests
- research products

The above lists address strategies that may be used to monitor and assess progress. As this document will clarify, it is not required that grades be assigned every time progress is assessed and feedback given.

NOTE: *This document reflects district and campus expectations. Students' grades shall reflect mastery of District objectives. Teachers shall follow District-approved grading guidelines that have been designed to reflect each student's academic achievement for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board determines that the grade was arbitrary, or contains an error, or that the teacher did not follow the District's grading guidelines. Board Policies EI (LEGAL/LOCAL), EIA (LEGAL/LOCAL), and EIE (LEGAL/LOCAL) Elementary Grading Guidelines and Secondary Grading Guidelines.*

Class Rank Calculation

For students who enter grade 9 in the 2011–12 school year or thereafter, the District shall include in the calculation of class rank only grades earned for high school credit in the following subjects and for electives under these subject areas: English, Mathematics, Science, Social Studies, Economics and Languages other than English. Grades earned in these courses during middle school shall be included in class rank calculation.

The calculation of a student’s grade point average (GPA) for class rank shall exclude grades earned in or by a course for which a pass/fail grade is assigned; credit by examination, with or without prior instruction; local credit courses, academic courses substituted for physical education; summer school courses taken for remediation; and distance learning in the form of traditional correspondence courses.

Grade Point Average (GPA) Calculation

The District shall include in the calculation of grade point average grades earned in all courses, including grades earned in middle school courses for high school credit. The grade point average calculation shall exclude grades earned in or by a course for which a pass/fail grade is assigned; credit by examination, with or without prior instruction; local credit courses, academic courses substituted for physical education; summer school courses taken for remediation; and distance learning in the form of traditional correspondence courses (i.e. courses taken through Texas Tech or the University of Texas). The grade point average is calculated on an un-weighted 4.0 scale with grades assigned points as follows:

90-100 = 4.0 80-89 = 3.0 70-79 = 2.0 below 70=0

Grading Scale

The grading designations for NISD secondary schools are as follows:

100 – 90	A	Excellent Progress
89 – 80	B	Above Average Progress
79 – 70	C	Average Progress
69 – 0	F	Unsatisfactory Progress (Failing)
	I	Incomplete (do not use on withdrawal form)
	NG	No Grade (See “Assignment of Six Weeks Grades”)

Grade points will be awarded according to the chart below.

Points System for Ranking

Students will be ranked for class standing on the following system:

Level 2 Regular		Level 3 Gifted & Talented/Pre-Advanced Placement (Pre-AP). & Dual Credit (non-AP) Courses		Level 4 AP courses, including combined AP/dual credit courses	
Grade	Grade Points	Grade	Grade Points	Grade	Grade Points
100	5.0	100	6.0	100	7.0
99	4.9	99	5.9	99	6.9
98	4.8	98	5.8	98	6.8
97	4.7	97	5.7	97	6.7
96	4.6	96	5.6	96	6.6
95	4.5	95	5.5	95	6.5
94	4.4	94	5.4	94	6.4
93	4.3	93	5.3	93	6.3
92	4.2	92	5.2	92	6.2
91	4.1	91	5.1	91	6.1
90	4.0	90	5.0	90	6.0
89	3.9	89	4.9	89	5.9
88	3.8	88	4.8	88	5.8
87	3.7	87	4.7	87	5.7
86	3.6	86	4.6	86	5.6
85	3.5	85	4.5	85	5.5
84	3.4	84	4.4	84	5.4
83	3.3	83	4.3	83	5.3
82	3.2	82	4.2	82	5.2
81	3.1	81	4.1	81	5.1
80	3.0	80	4.0	80	5.0
79	2.9	79	3.9	79	4.9
78	2.8	78	3.8	78	4.8
77	2.7	77	3.7	77	4.7
76	2.6	76	3.6	76	4.6
75	2.5	75	3.5	75	4.5
74	2.4	74	3.4	74	4.4
73	2.3	73	3.3	73	4.3
72	2.2	72	3.2	72	4.2
71	2.1	71	3.1	71	4.1
70	2.0	70	3.0	70	4.0

Zero grade points will be given for any grade below 70.

Academic Dishonesty

Academic dishonesty includes cheating or copying the work of another student (whether the student knowingly provides or receives the work), plagiarism and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students.

Students found to have engaged in academic dishonesty shall be subject to disciplinary or academic penalties. The teacher and campus administrator shall determine such action jointly.

Assignment of Six Weeks Grades

The assigning of a grade in a particular course should reflect a student’s mastery of the skills and content of the course. Six weeks grades shall be assigned according to the following criteria:

1. Sixty percent (60%) of a grade shall be based on summative activities such as major projects and tests. Before a summative (major) grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If the project merits more than one summative grade (multiple grades), each grade should represent a different component of the project.

Example:

Grade 1	Grade 2	Grade 3
Content	Format	Organization

Recording the same grade multiple times is not acceptable. This includes one teacher recording the same grade multiple times or more than one core teacher recording the same grade. Each time a grade is recorded, it is to apply to a specific component of a project. Initial assignment and discussion of long term projects must include a written explanation of the criteria that will be used for evaluating the assignment (rubric). Major tests shall be scheduled and communicated to the students at least three class days in advance.

2. Forty percent (40%) of a grade shall be based on formative activities such as class work, daily assignments, homework, and quizzes. These grades should be a balanced representation of the types of work completed during the course of the six weeks grading period.
3. Exceptions to the percentage recommendations shall be based on a specific rationale agreed upon by the principal and the teacher.
4. During each six weeks grading period, at least eight (8) grades shall be assigned. Of the grades assigned, at least three (3) separate grades shall be summative in nature and at least five (5) separate grades shall be formative in nature. A minimum of one formative and one

summative grade must be recorded before the end of the Individual Progress Report period.

5. Grades (and all portions of grades) **shall not** be awarded or reduced for any non-academic activities such as compliance grades (or points) for returning a report card, incomplete paper headings, etc.
6. A grade of 69 should be recorded as a 70. At their discretion, teachers have the ability to raise report card grades from a 79 to 80, 89 to 90 when using established criteria. Teachers shall utilize the same criteria for all students when deciding to raise a grade.
7. No grade (NG) will be issued based on any of the following criteria: (1) non-attendance in class, (2) zero assignments turned in, (3) enrolling the last ten days of the six weeks without grades from the previous school. If a designation of NG is recorded, the NG must be converted to a grade by the end of the following grading period. NGs will not be recorded the last grading period of the year. (Note: If a student withdraws within the last two [2] weeks of a grading period, has at least five [5] grades [two of which are summative in nature], a grade shall be given.)
8. Except in extenuating circumstances, any designation of Incomplete (I) on the report card must be converted to a grade within two weeks of the end of the grading period. Exceptions to this policy may apply in cases regarding UIL eligibility. Refer to UIL rules for additional information. Administrative approval is required before recording a grade of Incomplete (I) in the final grading period of the year.
9. In determining grading period grades, a variety of assessment strategies should be used.
10. All grading and reporting practices will support the learning process and encourage student success. Grades recorded should be reflective of learning and should be based on what a student knows and is able to do in relation to Texas Essential Knowledge and Skills (TEKS). As a result, the following practice shall be used.
 - A. All students will be provided the opportunity to retest following the return of each assignment/assessment if the grade is below 80%.
 - B. The teacher shall replace the grade with the average of the two attempts. (This does not apply to semester exams or state assessments).
 - C. The student's mastery level shall be a major factor in determining the grade for a subject or course. Before any reassessment occurs, a student shall receive appropriate remediation and complete all formative assignments designed to support the summative (This does not apply to semester exams or state assessments).
 - D. Time frame for redoing work.
 1. Teachers must provide a reasonable time frame for students to retake assignments/assessments with grades scoring less than 80%.
 - a. Teachers will enter grades in the grade book within five (5) school days of assignment due date.
 - b. Once posted in the grade book, students will have two (2) school days to request the opportunity to re-do the assignment AND shall complete the new assessment/assignment within five (5) school days of the original grade posting in the grade book.
 - c. Prior to retesting on a summative task, the student must attend at least 1 tutorial session with their teacher or an appropriate designee within

the department AND complete and submit any missing formative assignments (subject to Late Work guidelines).

- d. Test corrections are not an allowable retest opportunity. Instead test corrections would be an expected task that would be a part of tutorial preparation for the retesting opportunity but would not be used to raise the student’s score on the summative assessment.
 - e. If a summative assessment/assignment was given during the last week of the grading period, retakes and make ups for absences can be done as needed during the first week of the next grading period with attention given to the UIL Eligibility Calendar (page 17).
 - f. Missing assignments that are not turned in by the deadline may have point deductions as outlined in *Late Work* section below.
- E. Determining grades after an assignment is redone or a test is given.
- 1. For any retaken task, the grade will only be used if it is higher than the original grade earned on the assignment/assessment.
 - 2. Any reassessment of a grade, whether formative or summative, will receive a replacement grade calculated by averaging of the two attempts.
- F. If a student scores higher on a summative assessment than he/she did on the formative assessment(s) designed to prepare for that summative, then the teacher may replace the lowest of the formative assessment grades associated with that summative assessment with the summative grade value. Any determination to replace a formative grade should reflect a student’s progress toward the overall mastery of skills and concepts.

Example:

<u>Assignment</u>	<u>Grade</u>
Unit 1 Formative Assignment A	45 (Replace with 84)
Unit 1 Formative Assignment B	65
Unit 1 Formative Assignment C	85
Unit 1 Summative	84

Communication Timelines and Review of Materials

- 1. Student work that receives a numerical grade shall be entered into the grade book within five (5) school days of being given to the teacher, and feedback shall be given. This would also include makeup or missing work that is submitted.
- 2. Project/research papers and/or essays shall be graded and returned within the same grading period that they are completed and submitted to the teacher. Expectations for long-term assignments are that active monitoring with feedback is given which allows for student work to be a progress toward mastery where major corrections are addressed before a final grade is earned. These may take longer than five (5) school days to return.
- 3. After the second grade of “0” or “Missing Assignment” [M] is assigned to a student in a grading period, the parents must be contacted by the teacher. If the problem persists, a student-teacher- parent conference is required.

4. Students have the right to review their tests. All tests given shall be graded, returned, and recorded within five (5) school days of the date the test was administered. Adherence to this timeline will allow for timely and meaningful remediation.
5. Upon student/parent request, students shall have all graded tests (including test questions) returned for their personal records. Exceptions will be semester exams, final exams, and district common assessments. The student and the parents may review these tests at the parent's request.

Late Work

1. When an assignment is submitted after a deadline, a penalty of fifteen (15) points per class meeting may be deducted from the grade with a maximum of 30 points deducted.
2. Teachers will use professional discretion in determining when such a deduction is inappropriate.
3. Formative assignments and the subsequent descriptive feedback have the greatest impact on student achievement (Rick Wormeli, 2010). Formative work will be accepted for a grade (not to exceed 70% see #1 under *Late Work*) until the summative assignment for that content is completed or until the teacher documents personal contact with a student's parents regarding a late assignment. (Once contact is made, students should be provided at least one additional day to submit the formative assignment.) Teachers may accept work beyond this timeline for purposes of providing feedback to the student but any grade given will follow the procedures outlined in *Late Work #1*.

Note: If an assignment is due the last week of the grading period and extenuating circumstances prevent the assignment from being submitted on time, the teacher may assign a mark of incomplete (I) on the report card. In such situations, the timelines described in #1 under *Communication Timelines* will be used. Exceptions to these guidelines may apply in cases regarding UIL eligibility. Refer to UIL Rules and Eligibility Calendar for additional information.

Make-Up Work

All students shall be allowed to make up work when they are absent from class.

1. Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
2. Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to make-up assignments.
3. In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
4. Make-up tests or quizzes should be administered during tutorial time to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day.

Modifications of this procedure, which may require administrative approval, should be discussed with the appropriate administrator in a timely manner.

Progress Reports and Parent Conferences

1. Northwest ISD will utilize electronic report cards and progress reports through the Home Access Center (HAC) <http://www.nisdtx.org/Page/1830> in grades 1-12. Electronic report cards and progress reports are designed to be convenient and easy for parents to access their student’s grades, while supporting the district’s efforts to reduce printing. Parents may request a printed copy of report cards and progress reports to be sent home with the student.
2. Progress reports will be available after the third week of each grading period through the Home Access Center [HAC].
3. Teachers shall initiate parent contact within two (2) days from the time progress reports are available for students whose average is below 70. Contact should be documented and kept by the teacher.
4. The time period after the progress report but before the report card is an important period to monitor a student’s cumulative grade. At any time during this time period, if a student’s grade falls below 75, documentation of parent contact for all content areas where the grade is below a 75 should be kept by the teacher for verification purposes. If a student’s grade average falls below a 70 during this time period, interventions should be put into place and communicated with parents. Follow-up communication with parents shall occur by the end of the fifth week of the six weeks grading period for any content area where a student continues to have a 70 average or below.

Progress Report & Report Card Timelines 2015-2016

<u>Progress Reports</u>		<u>Report Cards</u>	
<u>End Date</u>	<u>Go Home Date</u>	<u>End Date</u>	<u>Go Home Date</u>
9/11/15	9/14/15	10/2/15	10/8/15
10/23/15	10/26/15	11/13/15	11/19/15
12/11/15	12/14/15	1/15/16	1/21/16
2/5/16	2/8/16	2/26/16	3/3/16
3/24/16	3/28/16	4/21/16	4/28/16
5/13/16	5/16/16	6/3/16	6/9/16 (Secondary)

Response to Intervention (Rti)

Interventions are for students who are at risk of failing and need extra academic assistance. Any student who receives a grade of 75 or below on a three-week progress report or 70 or below on a report card is required to be provided with interventions. Parents shall be notified of the need for interventions. Documentation of such communication along with interventions implemented should be kept by the teacher.

Credit by Examination WITH Prior Instruction

Credit by examination (CBE) is available for students in grades 8 - 12 who have lost credit in courses approved by the board of trustees (Board Policy EHDB LEGAL/LOCAL).

1. Students must have had prior formal instruction to be eligible for CBE.
2. Examinations that are used for credit by examination purposes must be approved by the Assistant Superintendent for Curriculum & Instruction or the designee.
3. For a student to receive credit by examination with prior instruction, the student must correctly answer 70% of the items on the test instrument.
4. There is no cost for this testing for the student.
5. CBE shall not be used to gain eligibility for participation in extracurricular activities. A campus principal, counselor, and/or attendance review committee may offer a student with excessive absences an opportunity to earn credit for a course by passing a CBE. In these instances, the passing standard of 70% (see #3) shall apply.
6. High school students should contact their counselor for additional information. Exams may be administered when needed, and may be administered outside of the school day.
7. Preregistration and parental approval is required.
8. Grades earned through CBE are not included in the GPA ranking. Board Policy EIC (LEGAL/LOCAL).

Credit by Examination WITHOUT Prior Instruction

A student will be permitted to take an exam to earn credit for an academic course for which the student has no prior instruction (Board Policy EHDC LEGAL/LOCAL).

1. For a student to receive credit by examination without prior instruction, the student must correctly answer 80% of the items on the test instrument.
2. The student (or parent) must register with the campus counselor no later than 30 days prior to the scheduled testing date.
3. Examinations that are used for credit by examination purposes must be approved by the Assistant Superintendent for Curriculum & Instruction or the designee.
4. Grades earned through CBE are not included in the GPA ranking. Board Policy EIC (LEGAL/LOCAL).
5. The District shall administer Credit by Exams without Prior Instruction a minimum of four times per year.
6. A student may take Credit by Exams for Acceleration earning a maximum of 1.0 credit in each content area.
7. A student may take a specific examination only once during each time.
8. A student may not attempt to earn credit by examination for a specific high school course more than two times.
9. If a student fails to earn credit by examination for a specific high school course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the District's prescribed course sequence, the student must satisfactorily complete the course to receive credit for the course.
10. See the District Web for Acceleration by Examination information
<http://www.nisdtx.org/site/Default.aspx?PageID=2353>

Promotion, Retention, and Award of Credit

Grades 6-8

In grades 6-8, promotion to the next grade level shall be based on the following:

- an overall average of 70 on a scale of 100 based upon course-level, grade level standards (TEKS) for all subject areas, and
- a grade of 70 or above in three of the following required areas: language arts, mathematics, science, and social studies.

A student must pass both semesters or attain an average grade of at least 70 when averaging two semesters to be awarded credit for a high school credit course.

Grades 9-12 (Courses in which a STAAR EOC is not administered including courses taken in grade 8 for high school credit)

Mastery of at least 70 percent of the objectives on formative and summative assessments shall be required.

1. Grade level advancement for students in grades 9 - 12 shall be earned by course credits.
 - a. If a student earns a grade of 70 or above in a one-semester course, credit for the course shall be awarded.
 - b. If a student earns a grade of 70 or above both semesters of a full year course, credit for the course shall be awarded.
 - c. If a student earns a failing grade during fall or spring semester in a full year course, and the final average for the year is greater than or equal to 70, full credit for the course shall be awarded.
 - d. Credit shall be awarded for a failed semester when it is repeated and the student earns a grade of 70 or above. Both grades will be recorded on the transcript and both grades will be factored into the GPA. If a student repeats a semester in summer school, that grade is not factored in the GPA (see "Summer School" section in this document).

Grades 9-12 (Courses in which a STAAR EOC is administered including courses taken in grade 7 and 8 for high school credit)

1. EOC exams are used to certify mastery of the TEKS. EOC Tests will be administered in the following areas:

Algebra I	English I	Biology	U. S. History
	English II		
2. Scores on EOC exams will not factor into the grade that determines any award of credit.
3. Students may retake an EOC assessment for any reason at any scheduled test administration.
4. For purposes of participation in Commencement, all retakes that are to be considered in order for a student to meet graduation requirements must be completed during May STAAR state specified dates.
5. EOC assessment scores shall not be included in class rank calculations.
6. Students who take an EOC test in any of the above courses do not take the spring semester exam for that course.

Promotion and Reclassification

High School Classification

All high school students are classified as members of a particular class as of the first day of each school year. However, students who have not been promoted to a higher grade due to lack of credits may be eligible for reclassification at the end of the first semester. In order to be considered for reclassification at the end of the first semester, the student must have administrator approval and an approved graduation plan. This policy does not apply to UIL eligibility. Students will be promoted based on total credits; however, only state credits will apply toward graduation.

To be promoted:

- a. From grade 9, a student shall have acquired six (6) credits.
- b. From grade 10, a student shall have acquired thirteen (13) credits.
- c. From grade 11, a student must have acquired nineteen (19) credits.

Dual-Credit Courses

Students who are classified as juniors or seniors may earn credit toward high school graduation by completing an approved college-level course in any accredited college or university under the following provisions:

1. Students interested in taking a course for dual-credit must obtain a Dual Credit Agreement form from the student’s counselor. This form will be signed by a school designee (counselor or administrator), the parent/guardian, and the student.
2. In addition to the completed Dual Credit Agreement form, the student must complete the college’s Application for Admission and provide the college with an official high school transcript and SAT or ACT scores. If the SAT or ACT scores do not exempt the student from a college entrance exam, then the student must take the TSI placement test. Contact the college for dates, times, and cost of placement testing.
3. Credit for a successfully completed one-semester college course(s) is earned in one-half credit increments.
4. If a student is enrolled in a dual credit course on the high school campus, the student’s grade will be provided directly to the high school. Credit toward graduation requirements earned through college coursework approved by the Board for dual credit shall be factored into a student’s grade point average. Grades recorded numerically from University or College teachers will factor at their numeric value. Grades recorded as a letter grade from University or College teachers shall be converted to a numerical grade in the mid-range of our scale as follows:

A=95	B=85	C=75	D=65	F=60
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Dual credit students will receive credit for a numeric grade of 60-69 or a letter grade of a “D” in a dual credit course.

5. Students do NOT earn high school credit for concurrent college classes. Students are required to show proof of enrollment in the course for a release for a concurrent class. Grades for concurrent enrollment are not posted to the transcript.

Correspondence Courses

Credit toward state graduation requirements may be achieved by approved correspondence courses under the following conditions and with the prior approval of the counselor or principal only:

1. The institution offering the course is The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the Commissioner of Education.
2. The correspondence course includes the state-required essential knowledge and skills for such a course.
3. Seniors enrolled in a correspondence course must complete the course and submit a grade to the school by the end of the first semester of the year they plan to graduate.
4. Correspondence course grades are not included in the grade point average.

Grad Lab

The Grad Lab is offered at our traditional high school campuses to provide a setting for students to complete both accelerated coursework as well as to retake failed coursework.

1. Coursework completed for original credit will be assigned a numerical grade and will count in the student's overall grade point average [GPA] and appear on the student's transcript.
2. Coursework that is completed successfully for credit recovery will receive a grade of P for passing, will not be calculated in the GPA but will appear on the transcript. (See below for more explanation of the credit recovery program known as Academic Coaching Program [ACP].

Academic Coaching Program

Within the Grad Lab, the Academic Coaching Program [ACP] supports students who previously failed a core class and/or are in need of making up lost credit. Placements are based on student needs and seat availability. Fifth year seniors and upperclassmen are high priority and will be placed first.

1. Students must complete all required online and offline assignments with a grade average of 70 or better in a specified time frame.
2. Upon completion of requirements, a P for passed will appear on the student transcript indicating that credit for the specific course has been recovered. The P will then appear on the student's transcript, and the credit for the course will be restored. Grades received in the Academic Coaching Program are not used in computation of a student's grade point average (GPA).

Semester Exams

The following procedures are to be used for semester exams for grades 6-12:

1. Students should use semester exams to certify mastery of objectives. All semester exams shall be comprehensive in nature and must measure the mastery of the skills or content of the course.
2. The semester exam process should include each of the following:

Review - Review activities must be in a form that can be taken home for study. A variety of review activities may be used including, but not limited to, oral, chalkboard, and written activities.

Exam Suggestions - Exams should include objective-type questions as well as open-ended questions. Avoid objective questions over inconsequential details.

Exam Requirements - Semester examinations are comprehensive.

3. At least twenty (20) percent of the semester exam grade should be based on essay questions or performance evaluations. An extensive essay test or performance evaluation may be given prior to the final exams for grading purposes.
4. Missed semester exams shall be recorded as an Incomplete (I) and should be made up within a two-week period. (In extenuating circumstances, exceptions will be granted. In these situations, principal approval is required.) In those situations where a student does not make up a missed semester exam within the specified time frame, a grade of zero (0) will be recorded.
5. Semester exams shall be administered in all classes in the fall semester.
6. In the spring semester, students may be exempt from final exams who meet the following criteria:
 - Students taking EOC exams may be exempt from that course semester final;
 - Students enrolled in AP courses AND participate in the AP exam may be exempt from that course semester final.
6. The semester exam for grade 6-12 shall be counted as 1/7 of the semester grade. The following formula demonstrates the method for calculating the semester grade.

$$\{(6 * A) + (E)\} / 7 = \text{Semester Grade}$$

A = Average of three six weeks grades
E = Semester Examination Grade

Summer School Grades

1. A student failing the regular semester and attending summer school for that semester shall receive a passing grade for that course if the curriculum is mastered.
2. A grade received in summer school shall be reflected on the student’s transcript as Pass (P)/Fail(F) and shall not be calculated into the student’s GPA.

*Students may take summer school courses for acceleration. In those situations, the grade the student receives in summer school **will be** factored in the GPA.

Transfer Grades

Some transcripts from outside of Texas reflect an alpha grade and not a numeric grade. When this occurs, the letter grade will be transcribed to a numeric grade as indicated below:

A+ 100	B+ 89	C+ 79	D+ 65
A 95	B 85	C 75	D 65
A- 90	B- 80	C- 70	D- 65
			F 60

A transfer student who received credit in a course at his/her previous school (non-Texas public school) for a 60-69 or a letter grade of a “D” may be awarded the credit if the course is deemed transferrable, and the letter grade will be transcribed and not a numeric grade. When this occurs, the letter grade will be transcribed to a numeric grade as indicated above.

Students moving into the District may receive advanced ranking points for courses transferred into the District if those courses are currently receiving advanced ranking points at the District high schools.

Graduation, Class Rank, and Honor Designations (Grades 9-12)

For further information on Class Rank and Honor Designations see Board Policy EIC (Local) and EIC (Exhibit) <http://pol.tasb.org/Policy/Code/391?filter=EIC>

**Northwest ISD
U.I.L. Eligibility Calendar Dates
2015-2016**

1st Six Weeks

Six Weeks Ends – October 2nd (Friday)

Student/Athlete Becomes Ineligible – October 9th @ the end of the school day. Early release day for all students.

Check Grades – October 23rd (Friday)

Student/Athlete Regains Eligibility – October 30th @ the end of the school day.

2nd Six Weeks

Six Weeks Ends – November 13th (Friday)

Student/Athlete Becomes Ineligible – November 30th @ the start of the school day.

All Student/Athletes Academically Eligible – November 20th @ the end of the school day through November 30th @ at the start of the school day.

Check Grades – December 11th (Friday)

Student/Athlete Regains Eligibility – December 18th @ the end of the school day.

All Student/Athletes Academically Eligible – December 18th @ the end of the school day – January 5th @ the start of the school day (Tuesday).

3rd Six Weeks

Six Weeks Ends – January 15th (Friday)

Student/Athlete Becomes Ineligible – January 22nd @ the end of the school day.

Check Grades – February 5th (Friday)

Student/Athlete Regains Eligibility – February 12th @ the end of the school day.

4th Six Weeks

Six Weeks Ends – February 26th (Friday)

Student/Athlete Becomes Ineligible – March 4th @ the end of the school day.

All Student/Athletes Academically Eligible – March 11th @ at the end of the school day through March 21st – at the start of the school day.

Check Grades – March 24th or March 25th (If In School)

Student/Athlete Regains Eligibility – April 1st @ the end of the school day.

5th Six Weeks

Six Weeks Ends – April 21st (Thursday) or April 22nd (Friday)

Student/Athlete Becomes Ineligible – April 28th or April 29th @ the end of the school day.

Check Grades – May 13th (Friday)

Student/Athlete Regains Eligibility – May 20th @ at the end of the school day.