

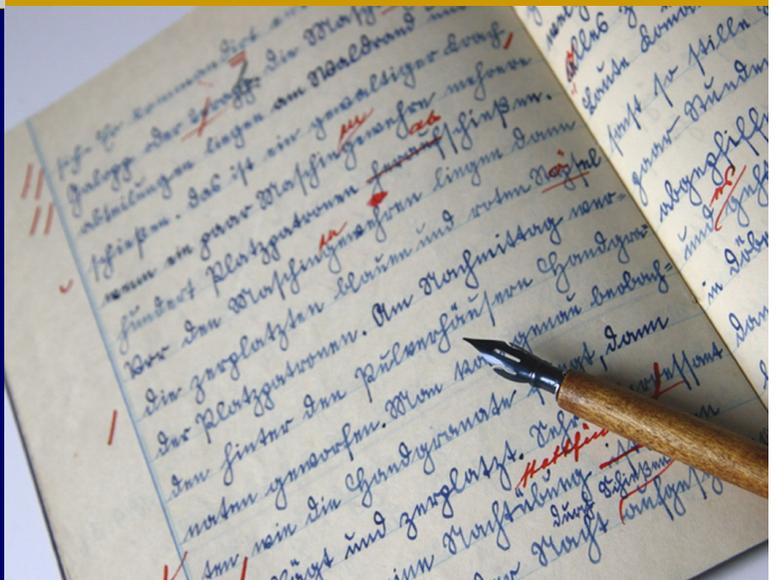
# SOMERSET

## Independent School District

### Secondary Grading and Reporting Procedures



**High School  
and  
Jr. High**





# **Administrative Staff**

## **2014 - 2015**

Mr. Saul Hinojosa  
*Superintendent of Schools*

Mr. Phillip Chavez  
*Associate Superintendent of Instructional Services*

Ms. Shirleen Zacharias  
*Associate Superintendent of Operations*

Ms. Angela Dominguez  
*Somerset High School Principal*

Mrs. Rose Chapa  
*Somerset Junior High School Principal*

*It is the policy of the Somerset Independent School District not to discriminate on the basis of race, color, national origin, sex, or handicap in programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.*

## **Foreword**

This document is the product of much research and discussion by educators, parents, and students. These guidelines are in accordance with current practices and policies, as well as the Texas Education code. An attempt has been made to provide a set of guidelines in those areas which will best meet the needs of students and provide assistance to the instructional staff. This handbook provides:

1. A tool which will foster consistency among teachers, disciplines, and schools as students progress through the SISD educational program.
2. A reference which will encourage a better understanding of grading, assessment, reporting, and promotion for teachers, parents, and students.
3. A description of the District's grading system.

# Table of Content

State and Local Curriculum .....	page 3
Grading Roles and Responsibilities.....	page 4
Effective Communication with Parent/Guardians.....	page 7
Report Grades .....	page 8
Types of Assessments .....	page 9
Re-Teach for Re-Test/Re-Assess for Mastery .....	page 12
Academic Dishonesty .....	page 13
Conduct.....	page 14
Make-Up Work .....	page 15
Weight of Grades .....	page 16
Calculation of Semester and Yearly Grades .....	page 17
Extracurricular Activities and UIL Eligibility.....	page 17
Grading Guidelines for Special Populations.....	page 18

# **Secondary Grading and Reporting Procedures**

## **State and Local Curriculum**

The District shall determine instructional objectives that relate to the TEKS for grade level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated District objectives. The student's mastery level shall be a major factor in determining the grade for a subject or course (EIA Local).

Each secondary school maintains a balanced curriculum in the TEKS including English Language Arts, Reading, Science, Mathematics, Social Studies, Fine Arts, Health/Fitness, Technology Applications, Physical Education/Wellness, Foreign Languages, and Career and Technology.

Curriculum content is prescribed by the Texas Education Agency. Local instructional plans are based upon State curriculum frameworks and program standards.

Curriculum consists of CSCOPE, the defined scope and sequence of instruction, the instructional objectives for student mastery, the materials used (including textbooks and technology resources), the instructional strategies designed to promote student learning, and the assessment practices used to evaluate that learning. The curriculum is based upon the TEKS.

# Grading Roles and Responsibilities

## Students

1. Complete assigned work on time and return it to the teacher.
2. Plan to schedule work on long term assignments so assignments will be complete on time.
3. Initiate communication with the teacher when he/she does not understand the assignment or if he/she is experiencing difficulty.
4. Complete all assignments within the time limits given by the teacher or be subject to appropriate late work guidelines.
5. Evaluate their own work for accuracy and seek clarification as needed from the teacher.
6. Exhibit academic honesty at all times. Academic dishonesty will result in behavioral and academic consequences.

## Parent/Guardians

1. Establish a specific time, place, and manner for homework to be complete.
2. Provide the supplies and materials necessary to complete homework.
3. Monitor as needed, but do not do homework for the student.
4. Assist student in planning a time schedule for long term assignments.
5. Initiate communication with the teacher when concerns arise.

## Campus/Departments

1. Each campus and/or department will adhere to the Academic Responsibility Guidelines.
2. A comprehensive assessment schedule will be established and implemented on each campus.
3. Each campus will design and designate exam schedules as needed.
4. Campus administration shall address issues surrounding the calculation of grades for the purpose of UIL eligibility.

## Teachers

1. Teachers are required to develop daily lesson objectives and activities for each class.
2. Only teachers will record grades for assignments.
3. Peer grading is allowable when appropriate.
4. All records of grades and assessments become a part of the confidential record for the assessment of student performance.
5. Teachers will inform students of content to be covered on all major assessments.
6. Teachers must follow the SISD Grading Procedures and ask for clarification from campus administrators as needed.
7. Teachers will provide students with a grading rubric and a timeline for interim assignments for long term projects/alternative assessments. Partial/Full credit will be awarded for work completed.

# Grading Roles and Responsibilities

## Return of Assignments

Teachers should return and/or review all graded work to students within a time frame that will benefit the student. Daily work will be graded within two to four scheduled class days and larger projects on a timely basis (within one week if feasible). This will allow the student to identify any areas of weakness and arrange for tutorials or extra study sessions prior to assessment.

## Tutorials

The purpose of a tutorial session is to provide one-on-one instruction to assist students who have not mastered the TEKS currently being taught. Tutorials also serve as instructional reinforcement for students needing assistance. All SISD students are welcomed and encouraged to attend tutorial sessions; however, students who have not mastered the TEKS (or are currently failing) should be given priority during scheduled tutorial times.

1. Day and time of scheduled tutorials will be set by each campus. Some campuses may have mandatory tutorials within the school day.
2. Attendance at tutorials outside of the school day may be required and is not limited to those students having academic difficulty.
3. Teachers must be available to students during scheduled tutorial time.
4. It is required that the teacher keep a log of students attending tutorials.

## Lesson Plans

The purpose of a lesson plan is to provide a written document outlining objectives and activities for instruction. The lesson plan may include state, district, and campus objectives reflecting required TEKS.

1. All secondary teachers are required to prepare weekly lesson plans to assist with planning for instruction .
2. Lesson plans shall be turned in on a regularly scheduled basis. This schedule will be established at each campus.
3. Printed copies of current and previous lesson plans should be readily available for administrators to review during walk-throughs, observations, etc.

## Parent/Guardian - Teacher Conferences

1. A teacher will schedule one or more conference(s) with the parent(s)/guardian(s) of a student if the student is not maintaining passing grades, achieving the expected level of performance, presents some problem to the teacher, or in any other case that the teacher considers necessary. These conferences may be requested by indicating so on the three week Progress Report. Such conferences may be handled by telephone or in person.
2. The State and District require each school to notify parents/guardians of the need for a conference at the end of each grading period if the grade is below the level required for course credit or grade level advancement. (See Effective Communication with Parents/Guardians).

# Grading Roles and Responsibilities

## Course Syllabus

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

1. Teacher Name
2. Course Name
3. Conference Period
4. School Phone Number
5. School E-Mail Address
6. Outline or scope and sequence of major course units, themes, or projects
7. Approximate Timeline
8. Appropriate due dates of long term projects
9. Teacher's grading criteria (in compliance with SISD Grading Procedures)

Communicating with parents/guardians is one of the most important responsibilities of teachers. Conferences provide an opportunity for collecting developmental and personal information from parents/guardians that may affect a student's learning; developing rapport and encouraging parent/guardian involvement in their student's educational process; and reporting and discussing student progress with parents/guardians. Accurate and diagnostic reports encourage parents/guardians to participate in the education of their children, help increase mutual understanding, goodwill and cooperation in the home and aid in student guidance.

In addition to sending out the regular reports, teachers should inform parent/guardians promptly when problems appear. Any time a student's grade fall below 70 in an academic subject at the six weeks reporting time, the student and parent/guardian should be notified. Teachers are encouraged to confer with parents/guardians as well as counselors, especially in instances where the student is experiencing difficulty. Reports to parents/guardians serve as an instrument of student guidance. An effective report promotes better adult-child relationships because it helps the parents/guardians better understand the child.

# Effective Communication with Parents/Guardians

## **An effective report will:**

1. Inform parents/guardians of the progress of their children.
2. Help children accept responsibility for their own progress.
3. Assist parents/guardians in cooperating with the school to further their children's progress.
4. Bring about good relations between home and school.
5. Be meaningful to teachers, pupils, and parents/guardians.
6. Encourage good human relations and eliminate antagonism, resentment, or other negative attitudes towards school or teacher.
7. Reflect a child's strengths as well as his/her weaknesses and failures.
8. Stimulate a desire on the part of parents/guardians and pupils to overcome weaknesses and achieve greater success.
9. Focus on educational objectives.

## **Parents/Guardians want to know:**

1. Whether or not the child is doing as well as he/she can do.
2. How well the child is doing in terms of what the school expects for his/her chronological and mental age level and his/her grade placement.
3. The child's strong points on which he/she can build in the future.

It should be remembered that what the child says and does when he/she arrives home from school often makes an impression upon parents/guardians that far outweighs any report that the school might make.

Reports to parents/guardians should create cooperation between the home and the school so that children will benefit. No matter what form of reporting is used, the information conveyed is highly personalized when it reaches the child. He/she is greatly affected by it, and unless it encourages his/her growth, it may be injurious to him/her.

# Reporting Grades

## Progress Reports

The Progress Report reflects both satisfactory and unsatisfactory student progress. Its purpose is to inform students, parents/guardians, and campus administrators regarding this progress in a subject, conduct, or both.

Progress Reports are sent to parents/guardians of all students every three weeks. The report is to be returned with the parents/guardian signature if the student is receiving a grade of 74 or below. It is strongly suggested that parents/guardians be contacted at the time it becomes apparent that failure is possible or if a student's grade drops by 10 or more percentage points.

It is the student's responsibility to deliver the progress report to the parent/guardian. Telephone or electronic contact with parents/guardians should be made when a Progress Report is not returned with parent/guardian signature or when more immediate notification of possible failure is required. Teachers/Academic Teams will maintain telephone or electronic logs of contacts and attempted contacts with parents/guardians.

## Report Cards

1. The report card is a communication tool for parents/guardians and students.
2. Report Cards are computer generated.
3. Report Cards are issued once at the end of the six weeks grading period.
4. Report Cards provide information regarding academic progress, student conduct, and absences.

## Grading Scales

The District will report grades to parents/guardians as numerical scores and letter grades. The following table relates the numerical scores and letter grades.

Numeric Average	Letter Grade	Description
90 - 100	A	Excellent Achievement
80 - 89	B	Above Average Achievement
75 - 79	C	Average Achievement
70 - 74	D	Passing Achievement
69 - Below	F	Failure to Master Course Content

## Awarding Class Credit - Mastery of Objectives

Student academic achievement shall be based upon the degree of mastery of the District's objectives which reflect the Texas Essential Knowledge and Skills (TEKS). In order to be awarded a grade of "70" in a course or subject, a student must demonstrate mastery of 70% of the District's objectives in any recording period EI (Legal).

## Required Attendance

In accordance with State law, the student must have 90% attendance in the class during the semester. Please refer to Board Policy FEC (LOCAL) for further information.

# Types of Assessments

## General

Student mastery of subject matter may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have as their source written paperwork. Nor is it always necessary to receive a grade for every paper produced. Although the teacher should always monitor and provide feedback to students for any activity that he/she assigns, the feedback does not always need to be in the form of a grade. Assessment should always follow a period of guided (teacher-led) practice and/or independent practice.

In grading a group project, members of a group should not be penalized for an individual's non-participation. Conversely, a student who does not fully participate, or participates to a limited degree, will receive a grade reflective of his/her participation.

Performance assessments are measures of a student's progress toward mastery of essential elements or content. There are many forms of assessment that may or may not be utilized by individual teachers. Types of performance assessments include:

- Teacher observation
- Classroom discussions
- Oral responses
- Written responses
- Homework assignments
- Experiments
- Research project
- Checklists of skills
- Portfolios
- Enrichment
- Group work/projects

## Performance-Based Courses

Performance-based courses may have assignments that differ significantly from other academic courses. Performance-based courses include courses within the following department: Career and Technology Education (CTE), Fine Arts, Physical Education and Athletics. In many performance-based courses, the grading and assignments must reflect the TEKS and be a measure of the student performance. In performance-based courses, a percentage of the grade may come from participation. The grading criteria for performance-based courses must be submitted for the review and approval of the principal before its implementation.

## Major Grades

### Tests/Examinations

Examinations measure performance based on the TEKS or content. They serve to evaluate mastery of the TEKS, concepts, understandings, district objectives, and provide opportunities to demonstrate certain knowledge or skill.

1. Examinations are assessments designed to measure a student's successful attainment of the TEKS as expressed in the SISD curriculum guides.
2. Major examinations or tests are chapter, unit, concept, or cumulative (weekly, three or six weeks) assessments.
3. Major tests must be scheduled and announced in advance.
4. Major tests are intended to take more than half of the class period to complete.

# **Types of Assessments**

## **Six Week /Unit Tests/Semester Exams and/or Assessments**

CSCOPE assessments will be administered in all core area curriculum content classes. Unit tests will be administered at the culmination of an instructional unit and may or may not occur at the end of the six weeks grading period.

## **Semester and Final Exams (High School Credit Classes)**

1. Semester exams are administered in all high school credit courses at the end of each semester.
2. Semester exams must be rigorous, standard-based and document mastery of content area.
3. Copies of the Semester exams must be submitted for review and approval of the principal or the principal's designee at least one week before administration. Those exams submitted that do not meet criteria outlined in item #2 must be revised and resubmitted for approval.
4. Semester and final exams will count for 16 % of the semester and/or final average.

## **Term Papers/Special Projects**

1. Term papers or projects lengthy class work or homework assignments that may take up to several weeks for a student or group of students to complete.
2. Teachers may assign term papers or projects to an individual or to a group of students as determined by the teacher.
3. A rubric describing grading criteria and interim deadlines must be provided to the student prior to beginning of the project/paper.
4. Students who miss interim deadlines shall be referred to the counselor or campus administrator for follow up and parents/guardians will be notified.
5. Term papers or projects assigned over a lengthy period and included on the course syllabus, are due on or before the due date. Students who are absent on the due date, including school business, must meet the deadline. Any exceptions for late term projects must be approved by the principal or principal's designee after meeting with the classroom teacher.
6. The special due date clause for term papers and long term projects applies only to assignments included on the course syllabus. Long term projects may be assigned at any time by the teachers, but the special due date clause will not apply.
7. Penalty for late projects will be the same as for all other late work. The teacher will accept all late papers/projects turned in up to two weeks after the due date for feedback purposes only. After two weeks, the teacher is under no obligation to read or comment upon late papers/projects.

## **Daily Grades**

# Types of Assessments

## Homework and Class Work

Homework and class work provide opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework and class work should be considered extended learning opportunities for students to show mastery of concepts taught. Homework/class work should never be assigned as punishment.

## Grading Homework

1. Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedures, content, and/or correct answers is appropriate.
2. Feedback should be provided within 48 hours of the submission of the assignment or as soon as reasonably possible. Feedback is defined as written comments, peer review, conference, grades, etc.
3. Peer and self grading are allowable.

## Class Work

Class work is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There could be occasions where class work becomes homework.

## Quizzes

Quizzes are designed to evaluate a student's level of understanding and progress towards instructional objectives. Quizzes do not have to be scheduled in advance.

## Extra Credit

1. All extra credit is to be academic in nature. Students will not receive academic credit for an activity not directly related to the course curriculum and TEKS.
2. The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS.
3. Extra credit may be offered at the discretion of the teacher.
4. If extra credit is offered, it must be offered to all students in the class.
5. Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies or attending school functions.
6. Extra credit awarded will not account for more than 5% of the six week average.

## Dual Credit Courses

Dual Credit courses will adhere to the grading policies of the granting institution.

# Types of Assessments

## AP and Pre-AP Courses

AP and Pre-AP Courses will adhere to the District Grading Guidelines, except where otherwise noted.

## Re-Teach and Re-Test/Re-Assess for Mastery

### Required Re-Teach

If 25% or more of the students in a single preparation per teacher do not demonstrate mastery of the TEKS on a test, the teacher will provide the opportunity for re-teach and re-test to the students not demonstrating mastery using different methods of instruction. Tutorials may be used for this purpose.

### Required Re-Test/Re-Assess for Mastery

1. The 25% or more of the students who do not demonstrate mastery are re-evaluated after they are re-taught or after activities are provided. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections, or a formal test. Re-evaluation may occur outside of class time.
2. Students shall be permitted to retake any major test that he/she failed with the exception of semester exams, within five school days the failing grade was received.
3. A student must score at least 70% on the re-evaluation to demonstrate mastery of the essential elements. A grade of 70 is the maximum that can be earned on the re-evaluation and is recorded to designate mastery. If a student fails to demonstrate mastery on the re-evaluation of the TEKS, the higher of the two grades is recorded and the lower score removed, not averaged.

### Academic Responsibility Guidelines

In order to improve student achievement, teach for mastery, and foster a sense of responsibility, guidelines have been developed in the case of a student's failure to turn in assignments.

The student is assessed on conduct by each teacher. The conduct grade indicates how well the student is performing in classroom citizenship. Conduct marks affect eligibility for participation in school activities; poor conduct interferes with a student's ability to learn in class. The following letter system is used to report a student's citizenship.

# **Academic Dishonesty**

## **Academic Dishonesty is defined in the Student Code of Conduct:**

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

## **Academic Dishonesty will result in academic and/or behavioral consequences.**

1. A grade of zero will be given on the work involved, and the grade of zero will be averaged with the other grades.
2. An administrator will be notified of all incidents of academic dishonesty.
3. Other disciplinary actions will be determined by a campus administrator.

## **Makeup Work**

# Conduct

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

Makeup work is available to all students. Students are responsible for asking teachers for the makeup work upon returning to class. Students shall receive credit for satisfactory makeup work after an absence, but may receive a zero for any assignment or test not made up within the allotted time. The number of days allowed for makeup work to be completed for full credit will be equal to the number of times a class was missed.

A student who has an extracurricular absence must meet with each teacher to collect assignments prior to the absence. The assignment(s) will be due upon return.

Exceptions in extenuating circumstances may be granted by the administration.

Students should not, on the day of returning to school, be required to take a quiz or test that was announced during the student’s absence.

Makeup work, including tests, may be of an altered version to assess what the student has learned.

Teachers may assign work to assure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. This may provide greater depth of subject matter than routine makeup work.

## Late Work

Students must be given the opportunity to submit late work not related to an absence. Students will have 5 calendar days to turn in the missing assignment. Teachers may assess a 10 point penalty for each day the student missed the deadline, but the total penalty can not exceed 50 points. Teachers are not obligated to accept an assignment that is turned in more than 5 calendar days after the original deadline.

## Unexcused Absence

A note signed by the parent/guardian showing the dates and reason for the absence is to be submitted three (3) days after the student returns to class. If this note is not sent within the allocated three (3) days, the absence will be unexcused. The principal or designee will make a determination as to whether the absence is excused or not. A student with an unexcused absence will receive a grade that is no higher than a 70 on make-up work.

## Suspension

A student under suspension shall receive an excused absences for days missed. The teacher shall not impose a grade penalty for make-up work after an absence because of suspension.

## Weight of Grades - Science Courses

All six week averages shall be calculated on a percentage system for each type of assignment.

# Make-Up Work

## Daily Grades

1. Daily grades will comprise 50% of the six week average for all science classes.
2. Daily grades may include class work, homework, notebooks, quizzes, and other assignments.
3. A minimum of five daily grades shall be recorded during each grading period.
4. No one grade may account for more than 15% of the total six weeks average.
5. Exceptions must be approved by the principal.

## Assessments

1. Assessment grades will comprise 30% of the six week average in all science classes.
2. Assessment grades may include alternative assessments, examinations, tests, projects, term papers, CSCOPE unit assessments and other assignments.
3. A minimum of three assessment grades shall be recorded during each grading period.
4. No one grade may account for more than 15% of the total six weeks average.
5. Exceptions must be approved by the principal.

## Labs

1. Lab grades will comprise 20% of the six week average for all science classes.
2. Lab grades may include write-ups, reports, and artifacts completed or created by students at the end of a lab experience.
3. A minimum of four lab grades shall be recorded during each grading period.
4. No one grade may account for more than 15% of the total six weeks average.
5. Exceptions must be approved by the principal.

## Weight of Grades - Courses Other Than Science

### Daily Grades

1. Daily grades will comprise 60% of the six week average in all classes.
2. Daily grades may include class work, homework, notebooks, quizzes, and other assignments.
3. A minimum of nine daily grades shall be recorded during each grading period.
4. No one grade may account for more than 15% of the total six weeks average.
5. Exceptions must be approved by the principal.

### Major Grades

1. Major grades will comprise 40% of the six week average in all classes.
2. Major grades may include alternative assessments, examinations, tests, projects, term papers CSCOPE Unit

# Weight of Grades

Assessments, and other assignments.

3. A minimum of three major grades shall be recorded during each grading period.
4. No one grade may account for more than 15% of the total six weeks average.
5. Exceptions must be approved by the principal.

## Extra Credit

Extra credit will not comprise more than 5% of the total grade. Extra credit is offered at the discretion of the teacher and must follow the guidelines established in this document.

## Assignment Format

The header, footer, or cover sheet format for any assignment may comprise no more than 5% of the grade on the assignment unless the sole objective for the assignment is format. Teachers may deduct no more than 5% of the assignment point value for format.

## Incomplete Grades

1. A student receiving an incomplete for a grading period has one week to convert the incomplete grade to an earned grade. Teachers who assign I's (incompletes) are responsible for adhering to the UIL Eligibility Calendar available from the principal, counselors, and UIL director. Teachers must advise the principal and UIL director before assigning an incomplete to a student.
2. In unusual cases where the student has missed a large quantity of work, the time may be extended, but teachers must first notify the principal and UIL director and receive clearance to proceed with an extended deadline.
3. In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work (UIL Required).

## Grades and Extracurricular Activities

As per policy, grades shall not be increased or reduced for participation or lack of participation in any extracurricular activity. Teachers, coaches, directors, and sponsors should refer to Texas Education Code §76.1 for definition of extracurricular activities.

## University Interscholastic League (UIL) Eligibility

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

1. A student who receives, at the end of any grading period (after the first three weeks of the school year) a grade below 70 in any academic class (other than an identified advanced 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.

# Extra-Curricular Activities and UIL Eligibility

2. 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.
3. All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of the 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.

## Special Education

Students with disabilities are serviced in a variety of instructional settings as determined by the Admission, Review, and Dismissal (ARD) Committee. Student progress is determined by the Individual Education Plan (IEP) which is developed at the ARD. The IEP includes the student's present level of performance, measurable annual goals including benchmarks and short term objectives, specific supports and modifications, dates of service, and evaluation procedures. Grades are determined by the student's progress in the program developed by the ARD Committee.

The Texas Education Code Section 21.101 states that all students regardless of special need or condition shall be provided a well-balanced curriculum. The TEKS represent those core knowledge, skills, and competencies all students should learn to be effective and productive member of society. Students with special needs shall be instructed in those same essential elements in a manner appropriate to their needs. Where an area of disability renders the elements inappropriate for the particular student, instruction shall be specially designed based on the student's abilities. The Individual Educational Plan (IEP) will list goals and objectives that each student needs to master.

# Grading Guidelines for Special Populations

Student may require different types of instruction and testing according to their learning situation. A student with special needs who is receiving instruction in a regular education class may follow the regular curriculum with adaptations in instructional strategies as suggested on the adaptation page. For students with disabilities, documentation is required and should be noted on the IEP. Student with identified disabilities who are mainstreamed into regular classrooms will receive their grade from the regular classroom teacher or jointly with the special education teachers as determined by Admission, Review, and Dismissal Committee (ARD). If modifications are necessary, they will be provided by the regular teacher and, where appropriate, special education teachers. Students who attend a special education class for an entire subject or course shall receive the grade from the appropriate special education teacher, with ARD modifications provided. For these students, grades must be based on student progress toward the objectives identified in the IEP. The IEP becomes the minimum standard for a special education student.

Students with special needs may be receiving instruction in a regular education class that incorporates an adaptation page for instructional strategies. Adaptations in instructional strategies are not curriculum modifications and are not coded on the report card. Some students with special needs may only be responsible for mastering the TEKS of a course and not the entire District curriculum. This will be noted in the IEP, with a copy provided to the teacher. Before assigning a failing grade, the teacher must complete a Progress Report at the third week interval. If a student with disabilities is failing two six weeks grading periods and not making acceptable progress, a staffing and/or ARD meeting is recommended to review the IEP. Students may require extra response time due to conceptual processing requirements in English. Students may be unable to understand the content area vocabulary or syntax. Students may not have knowledge of the content area required to obtain a correct response.

## Students Served Under Section 504

Section 504 protects students with identified disabilities from discrimination based upon those disabilities. The protection exists regardless of whether a formal 504 meeting has been held. If the District or teacher is aware of the possible existence of the disability, the obligation is there to make reasonable accommodations to ensure non-discrimination. The accommodations are determined by a Section 504 committee. In a grading context, this coverage might protect the 504 student from losing credit for missing or late assignments until adequate, reasonable accommodations are in place and being regularly practiced. For example, a student who has an inability to focus for long periods of time would need to be graded on shorter assignments (i.e. 10 problems instead of 50) and students with poor organizational skills should not lose credit because a heading is incorrect. In summary, students who fall under the protection of Section 504 should be graded in such a way that their disability does not affect their ability to demonstrate their knowledge of the subject matter.

# **Somerset ISD Campuses**

## **Early College Leadership Academy**

1.866.852.9861

## **Somerset High School**

1.866.852.9861

## **Somerset Jr. High School**

1.866.852.9862

## **Savannah Heights Intermediate School**

1.866.852.9863

## **SSG Michael P. Barrera Veterans Elementary**

1.866.465.8808

## **Somerset Elementary School**

Somerset ISD  
Instructional Services  
P.O. Box 279  
Somerset, TX 78069  
Phone: 1-866-852-9858  
Fax: 1-866- 9860 ext. 6020