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Heather Wolber, Director of Elementary Curriculum
Tammy Pinkham, Director of Advanced Academics
Leslie Durst, Director of Academic Support Services
Campus Representatives

District Strategic Priorities

In Comal ISD, student success comes first. As our priorities, we maximize student performance; prepare classrooms and facilities for learning; embrace choice; and recruit, develop, and coach talent.
# Table of Contents

## 2020-21 Grade Reporting Calendars  
- State and Local Curriculum  
- Academic Achievement: Retention and Promotion  
- Official Grade Reports  
- Credit by Exam Guidelines  
- Kindergarten Acceleration Guidelines  

### Elementary (PK-5) Grading and Reporting Procedures  
- Standards for Mastery  
- SSI: Student Success Initiative for Required Accelerated Instruction  
- Required Attendance  
- Specials: Art, PE, and Music  
- GT Student Pullouts and Make-up of Grades  
- Homework  
- Calculating Nine-Week Averages  
- Re-teaching, Re-Working Assignments, and Reassessment for Mastery for Elementary Grades  
- Mastery of Texas Essential Knowledge and Skills  
- Late Work  
- Make Up Work  
- Extra Credit  

## Secondary (6-12) Grading and Reporting Procedures  
- Standards for Mastery  
- SSI: Student Success Initiative for Required Accelerated Instruction  
- Awarding Class Credit  
- Summer Assignments Guidelines  
- Homework
# 2020-21 Grade Reporting Calendars

## Secondary (6th – 12th)  
(Grading Guidelines)

<table>
<thead>
<tr>
<th>9 Weeks Reporting Period</th>
<th>Emailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 9 Weeks</td>
<td>Progress Report</td>
</tr>
<tr>
<td></td>
<td>Progress Report</td>
</tr>
<tr>
<td>Aug 25 - Oct 16</td>
<td>Report Card</td>
</tr>
<tr>
<td></td>
<td>Fri, Sept 11</td>
</tr>
<tr>
<td></td>
<td>Fri, Oct 2</td>
</tr>
<tr>
<td></td>
<td>Thurs, Oct 22</td>
</tr>
<tr>
<td>Second 9 Weeks</td>
<td>Progress Report</td>
</tr>
<tr>
<td></td>
<td>Progress Report</td>
</tr>
<tr>
<td>Oct 19 - Dec 18</td>
<td>Report Card</td>
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<tr>
<td></td>
<td>Fri, Nov 6</td>
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<tr>
<td></td>
<td>Fri, Dec 4</td>
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<tr>
<td></td>
<td>Fri, Jan 8</td>
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<tr>
<td>Third 9 Weeks</td>
<td>Progress Report</td>
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<tr>
<td></td>
<td>Progress Report</td>
</tr>
<tr>
<td>Jan 5 - Mar 12</td>
<td>Report Card</td>
</tr>
<tr>
<td></td>
<td>Mon, Jan 25</td>
</tr>
<tr>
<td></td>
<td>Tues, Feb 16</td>
</tr>
<tr>
<td></td>
<td>Thurs, Mar 25</td>
</tr>
<tr>
<td>Fourth 9 Weeks</td>
<td>Progress Report</td>
</tr>
<tr>
<td></td>
<td>Progress Report</td>
</tr>
<tr>
<td>Mar 22 - May 27</td>
<td>Report Card</td>
</tr>
<tr>
<td></td>
<td>Fri, Apr 9</td>
</tr>
<tr>
<td></td>
<td>Fri, Apr 30</td>
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<tr>
<td></td>
<td>Wed, June 2</td>
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### Elementary (KG thru 1st)

<table>
<thead>
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<th>Period End Date</th>
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<tbody>
<tr>
<td>First 9 Weeks</td>
<td>Report Card</td>
<td>Fri, Oct 16</td>
</tr>
<tr>
<td>Aug 25 - Oct 16</td>
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<tr>
<td>Second 9 Weeks</td>
<td>Report Card</td>
<td>Fri, Dec 18</td>
</tr>
<tr>
<td>Oct 19 – Dec 18</td>
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<tr>
<td>Third 9 Weeks</td>
<td>Report Card</td>
<td>Fri, Mar 12</td>
</tr>
<tr>
<td>Jan 5 - Mar 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth 9 Weeks</td>
<td>Report Card</td>
<td>Thurs, May 27</td>
</tr>
<tr>
<td>Mar 22 - May 27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Elementary (2nd thru 5th)

<table>
<thead>
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<th>9 Weeks Reporting Period</th>
<th>Period End Date</th>
<th>Emailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 9 Weeks</td>
<td>Progress Report</td>
<td>Thurs, Sept 24</td>
</tr>
<tr>
<td>Second 9 Weeks</td>
<td>Progress Report</td>
<td>Fri, Nov 13</td>
</tr>
<tr>
<td>Oct 19 – Dec 18</td>
<td>Report Card</td>
<td>Fri, Dec 18</td>
</tr>
<tr>
<td>Third 9 Weeks</td>
<td>Progress Report</td>
<td>Fri, Feb 5</td>
</tr>
<tr>
<td>Jan 5 - Mar 12</td>
<td>Report Card</td>
<td>Fri, Mar 12</td>
</tr>
<tr>
<td>Fourth 9 Weeks</td>
<td>Progress Report</td>
<td>Thurs, Apr 22</td>
</tr>
<tr>
<td>Mar 22 - May 27</td>
<td>Report Card</td>
<td>Thurs, May 27</td>
</tr>
</tbody>
</table>
State and Local Curriculum

Purpose of Grading Guidelines
The Comal ISD Grading Guidelines Advisory meets during the course of the school year to consider feedback provided by stakeholders and provide input for enhancing communication between parents and campuses. Grades serve to monitor and assess student progress, document the level of mastery, and demonstrate what has been learned by students in a quantitative format. Providing timely feedback to students and parents via grades is essential in identifying areas of strengths and opportunities for growth.

State Curriculum
Curriculum content is prescribed by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS). Local curriculum documents are based upon the state curriculum framework and SBOE approved standards. Curriculum content is not prescribed in detail by the Texas Education Agency, but provides a framework to draw upon for the development of the district’s locally adopted curriculum.

Local Curriculum (EIA Local)
The District shall establish instructional objectives that relate to the essential knowledge and skills 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.

Each elementary school maintains a balanced curriculum. Curriculum offerings include language arts (reading, literature, oral language, composition writing, handwriting, spelling), science, mathematics, social studies, art, music, physical education/wellness, theater arts, technology applications, and if desired, languages other than English (LOTE).

Each secondary school maintains a balanced curriculum including English Language Arts, Science, Mathematics, Social Studies, Fine Arts, Health/Fitness, Technology Applications, Physical Education/Wellness, Languages Other Than English (LOTE), and Career and Technology Education (CTE).

CISD Curriculum
The Comal Independent School District’s Curriculum & Instructional Design Department is comprised of the following teams:

- Elementary Curriculum
- Secondary Curriculum
- Advanced Academics
- Academic Counseling
- Multilingual Education
- Special Education Services
- Professional Learning
- Academic Support Services

The Comal Independent School District’s Strategic Initiatives & Programs Department is comprised of the following teams:

- Athletics
- Career Readiness
- Community Education
- Military Readiness
- Fine Arts Department
- Gifted & Talented Education & Enrichment
- PE/Health & Wellness
Members of each department within CISD collaborated to develop the Comal Tiered Aligned Curriculum (C-TAC). The C-TAC is a rigorous and robust curriculum which includes Pre-K through 12 vertically aligned matrices of all TEKS from each core content area. Each core content area contains a series of unit maps, which are made up of readiness standards, supporting standards, priority standards, instructional strategies, tiered instructional strategies, language objectives, content objectives, depth and complexity (for gifted and talented), strategies for special needs students, technology integration, vocabulary, sample assessment items, and resources. The curriculum has been developed to support teachers in meeting the specific needs of individual students.

These documents have been developed for each core content, fine arts, and physical education course or subject and will continue to be updated based on teacher feedback as needed. The development, alignment, revision, and review of curriculum documents are carried out under the direction of the curriculum directors by curriculum coordinators with a team of teachers. The alignment of the objectives under these documents reflects the TEKS and ELPS and cannot be waived, altered, or portions eliminated, unless otherwise recommended by an Admission, Review, and Dismissal (ARD) Committee.

Instructional Materials
State-adopted textbooks and electronic media serve as instructional resources to meet course and curriculum objectives. Instructional materials (either print or online versions) that have been evaluated by the state are placed on a list identifying their percentage of TEKS alignment. These instructional resources are offered for purchase and selected by the district through a formal committee process (19 TAC 67.107). The district must certify that all selected instructional materials meet 100% of the Texas Essential Knowledge and Skills. Requests for purchasing non-state adopted materials must be based upon analysis of alternate resources, student performance data and must follow the district’s resource vetting process. In both cases, monies for purchased materials are deducted from the allotment provided from the state.

Online Instructional Materials and Resources
Some instructional materials and resources are only available to students in an on-line format. These materials are considered to be an integral part of the instructional programs. If updated textbooks are not provided by the Texas Education Agency, the district will provide supplemental on-line resources.

Instructional Practices and Grading
Instructional strategies and practices to ensure student success are based upon campus and teacher analysis of student needs, effective teaching practices, student learning styles, and demonstrated success through the assessment process.

Student academic achievement shall be based on the degree of mastery of the instructional objectives that reflect the Texas Education Agency TEKS and address the skills and concepts needed for successful performance in the current grade and subsequent grades.

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 TEKS. The student’s mastery level shall be a major factor in determining the grade for a subject or course.

Grades should be fairly determined from a wide variety of data sources, which could include student performance on daily assignments/homework, tests, and/or special projects. The information used in grading should be appropriate to the grade level and subject being considered. Prior to instruction, students should be informed of the class or course expectations, and the teacher must be prepared to document and explain how grades are determined.

All CISD curriculum documents are available on-line on the district website at https://www.comalisd.org/apps/pages/curriculum/subjects
Academic Achievement: Retention and Promotion

Curriculum Mastery
A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student’s teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. [See District Policy EHBC or EIE].

Official Grade Reports

Progress Reports
The purpose of the progress report is to inform students, parents/guardians, and campus administrators regarding progress in a subject, in conduct, or in both. The progress report reflects both satisfactory and unsatisfactory student progress.

- All elementary students will receive a progress report at the mid-point of the nine-week period. Progress reports are sent electronically.
- All secondary students will receive a progress report at the 3rd week point of the nine-week period. Progress reports are sent electronically.
- It is strongly suggested that parents be contacted if the student is in danger of failing at the progress reporting period or if there is a significant drop in grades.
- If a student’s grade falls below 70 after the midpoint of a grading period, every effort will be made to contact the parent/guardian by phone or in writing.

Report Cards
The report card is a communication tool for parents/guardians and students. Report cards provide information regarding academic progress as well as attendance information.

- Report cards are computer generated for grades PreK - 12th.
- Report cards are issued once at the end of each grading period. Both elementary and secondary campuses follow a nine-week grading period.
- Report cards for grades 2-12 are sent electronically. We highly recommend parents view student grades through the Parent Portal.
- PreK, Kindergarten, and 1st grade report cards are sent home with the students each nine weeks. Student delivered report cards require a parent/guardian signature.
- Report cards for students in the Dual Language and Spanish Immersion Programs will be the same as those for all students in CISD; however, additional reports addressing first and second language acquisition will be provided to parents periodically by teachers in these programs.
- Year-end report grading procedures for elementary campuses will be communicated by the department of PEIMS reporting with specific data entry dates. Information regarding grade entry deadlines for skills-based report cards, posting to WST0052, generating, printing, and distribution of report cards will be specified to all campus registrars.
Online Records—Skyward Gradebook

- All teachers will export updated grades **WEEKLY** to the student parent Skyward portal to keep students and parents informed of ongoing progress. An “M” can be used for missing assignments until provided by the students.

- Parents/guardians may also access student progress information through the student/parent Skyward portal.

- The student/parent Skyward portal displays progress report averages, report card averages, and individual assignment grades in the teacher gradebook (if applicable).

- Parents may access the Skyward portal by logging on to [www.comalisd.org](http://www.comalisd.org), going to the dropdown menu under “Students/Families” and selecting “Skyward”.

- Parents/guardians may contact the school for additional access information.

- For courses using the ECHO gradebook (Danville MS, Pieper Ranch MS, Davenport HS, Hill Country College Preparatory HS, and Memorial Early College HS with St. Philip’s), grades will be updated weekly in ECHO and progress report and cycle grades will be entered into Skyward.

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**Academic Integrity**

Academic integrity is a fundamental value of teaching, learning and scholarship. CISD has the primary responsibility for protecting and promoting the highest standards of academic integrity. Both students and faculty will thrive in an atmosphere where academic work is challenging, relevant and fair.

**Academic dishonesty as defined in the Comal ISD Policy (EIA)**

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 of any kind, including the use of electronic media, 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 employee, taking into consideration written materials, observation, or information from students.

Behaviors defined as cheating include, but are not limited to:

- Giving or receiving information, looking on someone else’s work, or allowing someone else to see one’s work during an exam, test or quiz.
- Unauthorized receipt or distribution of exam, test or quiz contents, materials, or answer key.
- Use of unauthorized resources such as notes, cell phones, or other electronic devices during an exam.
- Taking an exam, producing a project, paper or assignment for another student or asking someone to take an exam or produce a project, paper or assignment for an individual.
- Copying work assigned to be done independently or letting others copy one’s work.

Behaviors defined as plagiarism include, but are not limited to:

- Any misrepresentation of another’s work as one’s own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, electronic media, and other similar works.
- Paraphrasing another’s work as one’s own without proper citation.

**Academic dishonesty may result in academic and behavioral consequences**

- A student found to have engaged in academic dishonesty will be subject to loss of credit for the work in question, as well as disciplinary penalties, according to the Student Code of Conduct.
Credit by Exam Guidelines

If a Student Has Taken the Course
A student who has previously taken a course or subject – but did not receive credit for it – may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, home-schooling, or coursework by a student transferring from a non-accredited school.

The counselor or principal will determine if the student is able to take the exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject. The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing the exam. [For further information, visit your counselor and policy EHDB (LOCAL).]

If a Student Has Not Taken the Course
A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction or to accelerate to the next grade level. For locally administered exams, an application must be completed in order to request accelerated testing. No late applications will be accepted.

The dates on which acceleration exams are scheduled during school year include:

Elementary and Middle School Dates: (locally administered exams only)
- September 14-18, 2020 (Kindergarten and New Enrollees only) – see kindergarten acceleration guidelines
- November 16-20, 2020 (administered @ student’s home campus) – grades 1-8
- March 1-5, 2021 (administered @ student’s home campus) – grades 1-8
- June 8-9, 2021 (CHS) – grades 1-8
- July 27-28, 2021 (SVHS) – grades 1-8

High School Dates: (locally administered exams only)
- October 10, 2020; February 20, 2021 @ Canyon Lake High School
- October 17, 2020; February 6, 2021 @ Canyon High School
- October 24, 2020; February 27, 2021 @ Smithson Valley High School
- June 8-9, 2021 @ Canyon High School
- July 27-28, 2021 @ Smithson Valley High School

Advanced Placement (AP) administration dates for 2021 can be located at:

College-Level Examination Program (CLEP) information can be located at:
http://clep.collegeboard.org/

A student in grades 1-5 will be eligible to accelerate to the next grade level if the student:
1. Scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and social studies;
2. A district representative recommends that the student be advanced; and
3. The student’s parent or guardian gives written approval of the advancement.

A student in grades 6-12 will be given credit for a subject if the student:
1. Scores at least 80 on the examination; or
2. Scores a three (3) or higher on an advanced placement (AP) examination approved by the Board of Trustees and developed by the College Board; or
3. Receives a scaled score of 60 or higher on an examination approved by the Board of Trustees and administered through the College-Level Examination Program (CLEP).
A student may not attempt more than two times to receive credit for a particular subject.

If a student is given credit in a subject on the basis of an examination, the district shall enter the examination score on the student’s transcript.

**Kindergarten Acceleration Guidelines**

Generally, children are best placed at a grade level with students of their own age. However, some students of kindergarten age may already have mastered the Texas Essential Knowledge and Skills (TEKS) for kindergarten and, for this reason, are ready to go on to first grade. Acceleration by Examination for kindergarten is to allow students to advance to first grade who are not yet six years of age but are academically ready to do so. Typically, these are students who have been enrolled in a private kindergarten (accredited or non-accredited) or a homeschool arrangement.

Kindergarten acceleration opportunities will be offered only once per year. Comal ISD does not accept another district’s kindergarten acceleration testing. A student who enrolls in Comal ISD must meet Comal ISD standards if deadlines have not passed.

A student in kindergarten may be accelerated to first grade if he or she meets **ALL** of the following requirements in this order:

1. The student is five (5) years of age on September 1 of the school year in which tested;
2. The student is six years old on or before December 31 of the school year in which tested;
3. The student is enrolled in kindergarten in the District;
4. The student’s parent or guardian initiates the request in writing within the first two weeks of school;
5. The parent/guardian timely files the request with the campus principal and attends a conference to discuss the request;
6. The student scores at or above the kindergarten end-of-year expectations on the District’s early reading assessment, which is administered by the kindergarten teacher; and
7. The student scores at least 80 on each of the following kindergarten content area assessments (language arts, mathematics, science and social studies) through Credit by Exam. Comal ISD will purchase and administer the exams to the student.

The principal will make the recommendation for acceleration and the decision made will be final.
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 higher shall be considered a passing grade.
- Mastery of the skills shall be validated by the following assessments: unit exams, nine-week assessments, quizzes, common assessments, teacher-created exams, and final exams. Exams may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Grades K - 2

In grades K-2, 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 3 - 5

In grades 3-5, 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: reading, language arts, 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. 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.

SSI: Student Success Initiative for Required Accelerated Instruction

For the 2020-2021 school year only, the commissioner of education waived the grade promotion requirements for students in fifth and eighth grade.

Students enrolled in grades 5 and 8 are still required to take the appropriate State of Texas Assessments of Academic Readiness (STAAR®) tests once. Regardless of their score, retest opportunities will not be provided. Districts will have local discretion on whether these students should advance to the next grade, just like students in grades 3, 4, 6, and 7. These decisions should be based on local criteria that reflect a student’s academic achievement and mastery of subject matter, and should include STAAR assessment results, along with other relevant information. Districts are still responsible for providing accelerated instruction and supports for students that fail to perform satisfactorily on STAAR. Furthermore, although students in grades 5 and 8 will not be retained solely on the basis of STAAR results, school districts and open-enrollment charter schools will remain accountable for student performance.

As a part of this waiver, there will only be one administration of the STAAR grades 5 and 8 mathematics and reading assessments for the 2020–2021 school year. This administration will be in May to coincide with the administration of other STAAR grades 3–8 assessments. The 2020–2021 testing calendar has been updated to reflect these changes and is available at CISD Testing Calendars.

Required Attendance

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.
All specials classes for Kinder-5th grade will enter alpha grades only in the electronic gradebook. Grades are determined by teacher evaluation of student mastery of the TEKS during the grading period. The percentages listed quantify the amount of TEKS mastery demonstrated by students during the grading period. The specials teacher will determine the student’s grade based on mastery of the Texas Essential Knowledge and Skills for PE, Music, and Art, rather than conduct.

Grades are determined using the following scale:

<table>
<thead>
<tr>
<th>Alpha Grade on Report Card</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Student has met content standards.</td>
</tr>
<tr>
<td>OT</td>
<td>Student is on track to meet content standards by the end of the year.</td>
</tr>
<tr>
<td>NT</td>
<td>Student is not on track to meet content standards by the end of the year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades 2-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
</tr>
<tr>
<td>S</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>U</td>
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</tbody>
</table>

Campuses are not required to enter a minimum number of grades for specials per grading period; however, 2 grades per reporting period are recommended.

**GT Student Pullouts and Make-up of Grades**

The purpose of the Gifted and Talented program is to seek, identify, and provide gifted learners with experiences that develop the potential of each individual. Identified gifted students should be challenged in order to fully develop their abilities. Identified GT students are pulled out of regular classroom instruction in order to provide

- Differentiated instruction and curriculum options in intellectual, creative or artistic areas, leadership and specific academic fields
- Opportunities for acceleration in areas of exceptional academic strength
- Depth and complexity as an integral part of the state/district curriculum with students creating sophisticated products and/or performance assessed by experts in the field that is the focus of the product.

Since G/T pull out time is used for differentiation and acceleration, there should not be an undue burden placed on the student for missed instructional time or assignments in the general education classroom. Teachers are encouraged to schedule tests around G/T pull out time. Students are not required to make up assignments falling in the Daily/Class Work category that were assigned or completed during G/T pull out time.

- During G/T pull out time, classroom instruction will continue as planned. Students are not required to make up missed assignments, but that may mean that the student has fewer grades to average than is typically required for the grading period (one per week).
- A student or parent may request to complete a missed assignment if they would like an additional grade for averaging purposes.
- If students have missed new instruction on a skill, the teacher should pull them during small group time to determine student understanding.
Homework

Traditionally, homework is defined as work that is assigned for completion at home, beyond the instructional day. Students in the remote learning environment may also encounter similar assignments that are to be completed independently outside of the daily instructional setting. Homework (in both on-campus and remote instruction) is an effective tool in developing responsibility, study habits, and skills. It is an extension of the learning process and involves the home in the student’s curriculum. It should be 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. For Dual Language and Spanish Immersion Programs, homework instructions should be communicated in both English and Spanish. Specials classes, including Art, PE, and Music, may assign optional homework activities; however, these activities will be designed for skills practice and enrichment and will 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. Because students work at different paces, it may take some students more or less time to complete assignments. Teachers must use discretion about the amount of work given, so that homework does not consistently exceed identified time limits.

Grades PreK-1 – Homework Guidelines
- Homework may be assigned not to exceed 20 minutes.
- Each student is expected to read, or be read to, 15 minutes each school night in addition to assigned homework.
- Homework is not counted as an academic grade for Pre-K through first grade.

Grades 2-3 – Homework Guidelines
- Homework may be assigned not to exceed 30 minutes.
- Each student is expected to read, or be read to, 20 minutes each school night in addition to assigned homework.

Grades 4-5 – Homework Guidelines
- Homework may be assigned not to exceed 40 minutes.
- Students are expected to complete all homework assignments.
- Each student is expected to read at least 20 minutes each school night in addition to assigned homework.
- The total homework should never exceed one hour.
- If two or more teachers are working with a student, the homework should be coordinated to adhere to the one-hour time frame limit.

Grading Homework
Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate. Graded assignments should be returned to the student in a timely manner.

Calculating Nine-Week Averages

Weight of Grades (Grades 2-5)
- All numeric averages reported on progress reports and report cards will be determined using a percentage grading system.

Grades 2-5 / All Core Subjects
- Independent Assessments/Quizzes/CA/Projects = 45% 1 grade every 2 weeks (min of 2 independent assessments)
- Daily/Class Work = 50% 1 grade per week
- Homework = 5%

Please note:
- The above recommendations represent the minimum requirements, and teachers may provide additional assessments and assignments at their discretion.
- Independent Assessments refer to assessments that students take without the aid of the teacher.
- Published writing refers to use of the entire writing process (brainstorming, rough draft, revising, editing, and publishing) when writing a composition.
**Common Assessments**

Common assessments are developed to inform instruction by measuring students’ level of mastery and identifying concepts or skills which require re-teaching.

- The Department of Curriculum and Instruction will provide two district-created common assessments, one per semester, plus an additional writing common assessment.
- Testing windows for common assessments will be provided by the district and posted on the curriculum and instruction website on the CISD Assessment Calendar.
- For grade reporting purposes,
  - 2nd grade: The first District Common Assessment shall be used as a formative assessment and shall not be counted in any grading category whereas the second DCA shall count as a grade and be recorded in the Independent Assessments/Quizzes/CA/Projects category. For grade reporting purposes, CA conversion scales shall be used when entering grades in the gradebook.
  - 3rd–High School: Both District Common Assessments shall count as a grade and be recorded in the Quizzes/CA category. For grade reporting purposes, CA conversion scales shall be used when entering grades in the gradebook.

**Maximum Weight of a Grade**

When calculating a nine-week average, no single assignment/assessment grade may count more than 12% of the total average regardless of the grade category. 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%.

**Maximum/Minimum Grade Reported**

Grades for assignments will be based on mastery. A minimum grade of 70 is required for passing.

**Transfer Students**

Grade averages for any student transferring into Comal 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 Director of Student Information Services if there are incomplete academic records or missing withdrawal grades from a transfer student’s records.

**Re-teaching, Re-Working Assignments, and Reassessment for Mastery for Elementary Grades**

Teachers will identify and progress monitor students’ level of mastery. If 20% or more of the students in a single class period do not demonstrate mastery of the TEKS, the teacher will reteach and reassess TEKS within the instructional time.

Any student **can earn the opportunity to retest one assessment falling in the Independent Assessment/Quizzes/CA/Projects Category one time per grading period for each content.** The reassessment must occur within the same nine-week grading period except in the case of an end-of-grading period assessment (such as nine week exams), in which case the reassessment should occur no later than one week after the grading period ends.

Students earn the opportunity for reassessment by working with the teacher to prove that new learning has taken place and that they have a better understanding of the assessed 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 may initiate the reassessment process.

Students shall receive no higher than a 75 on any reassessment.

**Note:** District Common Assessments and District Writing Assessments are not subject to the reassessment policy. In the event of a campus change, any reassessments must be complete before the student attends the new campus.

For grades falling in the Daily/Classwork category, students may redo/rework one assignment per grading period, per subject. This guideline applies only to daily grades that received less than a 70, including quizzes, classwork, and daily work. The higher grade of the two assignments shall be recorded, not to exceed a 70. The student will have five school days from the date the grade was posted in Skyward to rework the same or an alternate assignment that covers the same standards (TEKS). The teacher will decide whether the same assignment or an alternate assignment will be given. A parent, teacher, or student may initiate the redo/rework process.

**Note:** Homework, Projects, and District Common Assessments are not subject to the re-working guideline. In the event of a
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 Comal ISD?**
No, students have previously had the opportunity to retake assessments. Comal 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 75 determined to be the maximum grade a student can earn on a reassessment and 70 the maximum grade a student can make when re-working an assignment?**
A 75 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 75 on the initial assessment. Because quizzes, classwork, and daily work occur more frequently and are often intended as formative assessments, students are allowed to raise one grade per grading period to the minimum passing standard.

**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.

**Mastery of Texas Essential Knowledge and Skills**
Comal Independent School District has provided a rigorous vertically and horizontally aligned curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this tiered curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

CISD teachers will utilize ongoing mastery assessment to determine which students are in need of intervention. The use of teacher-made tests, performance assessments, common assessments, and teacher observations will help determine which students are mastering instructional objectives and which students are in need of support.

- Teachers will identify and progress monitor students’ level of mastery.
- Teachers will reteach core content to the entire class when data indicates that more than 80% of students have not demonstrated mastery.
- Teachers will triangulate data to identify students who are in need of additional targeted intervention.
- Students will be progress monitored after re-teaching has occurred.
- When formative data indicates that a student is ready to demonstrate mastery, teachers will administer the reassessment.

**Acceleration (Intervention)**
Frequent evaluation, both formative and summative, will determine the need for acceleration. Acceleration (intervention) is an integral part of the elementary instructional program and is embedded within core instruction. Acceleration (intervention) provides:

- Frequent reinforcement and review to reduce the achievement gap between the student and his/her same age peers.
- Daily, ongoing targeted instruction based on student need as identified by progress monitoring data.
Opportunity for the student to progress systematically through content without experiencing extended, frustrating periods of non-achievement.

A variation in instructional approaches – use of new techniques, strategies, materials, practice, small group instruction, and opportunity for review.

**Late Work**

Late work is graded in the same manner in all classes at the elementary level. The table below represents the maximum penalty that may be imposed for turning in late work:

<table>
<thead>
<tr>
<th>Days Late</th>
<th>Percent of Grade Received by Student</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Day</td>
<td>80%</td>
<td>100 records as 80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80 records as 64</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60 records as 48</td>
</tr>
<tr>
<td>2 Days</td>
<td>60%</td>
<td>100 records as 60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80 records as 48</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60 records as 36</td>
</tr>
<tr>
<td>3 or more days</td>
<td>0%</td>
<td>No credit given—grade of zero (0)</td>
</tr>
</tbody>
</table>

*Calendar days do not include Saturdays or Sundays.*

- More than three late assignments during any one nine-week grading period may result in additional consequences.

**Make Up Work**

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. (See District Policy EIAB Local)

- A student will be given as many days as he/she was absent to make up tests and other missed assignments.
- If a student does not complete the work assigned after the allotted number of days has passed, the actual grade of zero will be recorded in the gradebook.
- Teachers are required to provide assignments prior to an absence, when requested by the student or parent. *Please note: scheduled absences require principal approval with two weeks advance notice.*
- 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**

- All extra credit is to be academic.
- 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.
- Extra credit awarded will not account for more than 5% of the grading period average, and the final average cannot exceed 100%.
Secondary (6-12) Grading and Reporting Procedures
Standards for Mastery

Mastery shall be determined as follows:
- Course assignments and unit evaluation 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 assessments that may either be incorporated into unit, nine-week, and final exams, or 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. 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.

SSI: Student Success Initiative for Required Accelerated Instruction

For the 2020-2021 school year only, the commissioner of education waived the grade promotion requirements for students in fifth and eighth grade.

Students enrolled in grades 5 and 8 are still required to take the appropriate State of Texas Assessments of Academic Readiness (STAAR®) tests once. Regardless of their score, retest opportunities will not be provided. Districts will have local discretion on whether these students should advance to the next grade, just like students in grades 3, 4, 6, and 7. These decisions should be based on local criteria that reflect a student’s academic achievement and mastery of subject matter, and should include STAAR assessment results, along with other relevant information. Districts are still responsible for providing accelerated instruction and supports for students that fail to perform satisfactorily on STAAR. Furthermore, although students in grades 5 and 8 will not be retained solely on the basis of STAAR results, school districts and open-enrollment charter schools will remain accountable for student performance.

As a part of this waiver, there will only be one administration of the STAAR grades 5 and 8 mathematics and reading assessments for the 2020–2021 school year. This administration will be in May to coincide with the administration of other STAAR grades 3–8 assessments. The 2020–2021 testing calendar has been updated to reflect these changes and is available at CISD Testing Calendars.

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 district’s website at www.comalisd.org.
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, 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 grade level counselor/Administrator and a letter from the college or university verifying the visit.

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.

Summer Assignments may be used for:
- English Language Arts in middle and high school, academic or pre-AP
- AP courses in high school

ELA courses and AP courses are not required to use a summer assignment, but if they elect to do so, they must assign the district-wide summer assignment for the course.

District-wide Summer Assignments
- Content coordinators and grade-level teachers will collaborate to create an assignment whose purpose is to review and reinforce previously taught skills and concepts.
- Students must have access to required resources for summer assignments.
- The summer assignment will be due on the 8th day of class; after the 8th day, the district late work policy will apply.
- 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 before the end of the fifth week of school.
- Campuses will develop a system to distribute summer assignments to all enrolled students that ensures documentation of receipt and access to resources.
- The summer assignment will count as 1 quiz grade, but ELA classes may have additional process pieces tied to the summer reading.

Process:
1. Curriculum and Instruction team and grade-level teachers collaborate to design a summer assignment that aligns to purpose and content guidelines (used for review and reinforcement; new standards are not introduced).
2. Content curriculum coordinator reviews summer assignments for content to ensure new standards are not introduced.
3. Advanced Academics coordinator reviews campus plans for compliance with guidelines regarding resources and distribution.
4. Advanced Academics coordinator places all summer assignments on the district website.

NOTE: For the summer of 2020, all Summer Assignments were suspended.
Homework

Traditionally, homework is defined as work that is assigned for completion at home, beyond the instructional day. Students in the remote learning environment may also encounter similar assignments that are to be completed independently outside of the daily instructional setting. 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, On-Ramps Dual Enrollment, or Dual Credit classes, additional homework time may be required.
- A student who transfers to a higher level class after the first nine weeks is not eligible to earn weighted points for the first semester. In order to receive weighted points at the semester for an 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.

Grading Homework

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

Weight of Grades
All nine-week averages shall be calculated on a percentage system for each type (category) of assignment.

Middle School
- Daily Work and Homework = 25% minimum of 1 grade per week
- Quizzes and CAs = 35% minimum of 3 required per grading period
- Major Grades and Projects = 40% minimum of 2 required per grading period

Please Note:
- The above recommendations represent the minimum requirements, and teachers may provide additional assessments and assignments at their discretion.

High School
- Daily Work and Homework = 20% minimum of 1 grade per week
- Quizzes and CAs = 35% minimum of 3 required per grading period
- Major Grades and Projects = 45% minimum of 2 required per grading period

Please Note:
- The above recommendations represent the minimum requirements, and teachers may provide additional assessments and assignments at their discretion.

Communication
To ensure that parents receive the most up-to-date academic progress of their child, teachers will record in Skyward by each progress reporting period at least 2 daily grades and a combination of 2 of the following: quizzes, CA grades, or major grades.

Grading System for Pieper Ranch Middle School and Danville Middle School
For classes that are using learning outcomes associated with Echo system (Agency, Collaboration, Knowledge and Thinking, Oral Communication, Written Communication), the following guidelines apply:
- All graded items must assess at minimum one learning outcome.
- Each learning outcome should be assessed at least once per three-week period.
- The Knowledge and Thinking outcome and Written Communication outcome each must meet the following additional criteria:

<table>
<thead>
<tr>
<th>Knowledge &amp; Thinking Task</th>
<th>Written Communication Task</th>
<th>Point System per Task</th>
<th>Frequency of Task Levels within the Grading Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUNDATIONAL</td>
<td>Daily work and Ihomework</td>
<td>15</td>
<td>At least once per week.</td>
</tr>
<tr>
<td>MASTERY</td>
<td>Quizzes, CAs, Lab Reports, etc.</td>
<td>60</td>
<td>At least three times per grading period.</td>
</tr>
<tr>
<td>MAJOR WORK</td>
<td>Projects, Major Assignments, and Assessments</td>
<td>100</td>
<td>At least two times per grading period.</td>
</tr>
</tbody>
</table>

*District CAs should fall in the Medium category and be weighted at 60 points in the Knowledge and Thinking Outcome.
Grading System for Davenport High School, Hill Country College Preparatory High School, and Memorial Early College with St. Philips.

For classes that are using learning outcomes associated with Echo system (Agency, Collaboration, Knowledge and Thinking, Oral Communication, Written Communication), the following guidelines apply:

**Learning Outcome Averages**

Student performance is assessed through five learning outcomes: Knowledge and Thinking, Written Communication, Oral Communication, Agency, and Collaboration. The definitions are provided below along with the criteria that each department on the campus uses to determine percentages:

<table>
<thead>
<tr>
<th>LEARNING OUTCOME DEFINITION:</th>
<th>PERCENTAGE CRITERIA:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge &amp; Thinking:</strong> The ability to reason,</td>
<td><strong>MINIMUM = 50%   MAXIMUM = 60%</strong></td>
</tr>
<tr>
<td>problem-solve, develop sound arguments or decisions,</td>
<td></td>
</tr>
<tr>
<td>and create new ideas by using appropriate sources and</td>
<td></td>
</tr>
<tr>
<td>applying the knowledge and skills of a discipline.</td>
<td></td>
</tr>
<tr>
<td><strong>Written Communication:</strong> The ability to effectively</td>
<td><strong>MINIMUM = 10%   MAXIMUM = 20%</strong></td>
</tr>
<tr>
<td>communicate knowledge and thinking through writing by</td>
<td></td>
</tr>
<tr>
<td>organizing and structuring ideas and using discipline</td>
<td></td>
</tr>
<tr>
<td>appropriate language and conventions.</td>
<td></td>
</tr>
<tr>
<td><strong>Oral Communication:</strong> The ability to communicate</td>
<td><strong>MINIMUM = 10%   MAXIMUM = 20%</strong></td>
</tr>
<tr>
<td>knowledge and thinking through effective oral</td>
<td></td>
</tr>
<tr>
<td>presentations.</td>
<td></td>
</tr>
<tr>
<td><strong>Collaboration:</strong> The ability to be a productive</td>
<td><strong>MINIMUM = 5%   MAXIMUM = 10%</strong></td>
</tr>
<tr>
<td>member of diverse teams through strong</td>
<td></td>
</tr>
<tr>
<td>interpersonal communication, a commitment to shared</td>
<td></td>
</tr>
<tr>
<td>success, leadership, and initiative.</td>
<td></td>
</tr>
<tr>
<td><strong>Agency:</strong></td>
<td></td>
</tr>
<tr>
<td>● <strong>Develop Growth Mindset:</strong> I can grow my</td>
<td></td>
</tr>
<tr>
<td>intelligence and skill through effort,</td>
<td></td>
</tr>
<tr>
<td>practice and challenge. The brain grows bigger with</td>
<td></td>
</tr>
<tr>
<td>use, like a muscle.</td>
<td></td>
</tr>
<tr>
<td>● <strong>Take Ownership Over One's Learning:</strong> I can</td>
<td></td>
</tr>
<tr>
<td>learn how to learn and monitor progress to be</td>
<td></td>
</tr>
<tr>
<td>successful on tasks, school, and life.</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment of Learning Outcomes**

Any graded item assesses at minimum one learning outcome and each learning outcome should be assessed at least once per three-week period. Grading is done on a point-scale with point-ranges used to differentiate between light, medium, and heavily-weighted tasks.

For the Knowledge and Thinking outcome, the nine-week average per student must meet the following criteria:

<table>
<thead>
<tr>
<th>Knowledge &amp; Thinking Task</th>
<th>Point-Range System per Task</th>
<th>Frequency of Task Levels within the Grading Period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIGHT</strong></td>
<td>1 points to 30 points</td>
<td>At least once per week.</td>
</tr>
<tr>
<td>Short tasks (such as daily work) and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework, Short quizzes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MEDIUM</strong></td>
<td>31 points to 80 points</td>
<td>At least three times per grading period.</td>
</tr>
<tr>
<td>Longer tasks (such as Problems and tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>that stretch over a few days) and Quizzes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HEAVY</strong></td>
<td>81 points to 150 points</td>
<td>At least two times per grading period.</td>
</tr>
<tr>
<td>Projects, Major Tasks, and Assessments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All other learning outcomes will be assigned points using the light, medium, and heavy ranges at frequency of teacher discretion.
Re-teaching, Re-Working Assignments, and Reassessment for Mastery

Teachers will identify and progress monitor students’ level of mastery. If 25% or more of the students in a single preparation do not demonstrate mastery of the TEKS, the teacher will reteach and reassess TEKS within the instructional time. Re-teaching is using assessment data to identify weak skills and providing 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.

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. Reassessment examples include oral tests, short written tests, such as open-ended response questions or short answer, and performance-based assessments.

Reassessments for Assignments and Tests in the Major Grade Category

Any student, including those in a Pre-AP course, can earn the opportunity to retest independent assessments within the Major Grades Category. The reassessment must occur within the same nine-week grading period except in the case of an end-of-grading period assessment (such as nine week exams), in which case the reassessment should occur no later than one week after the grading period ends. In the case of end-of-grading period reassessments, students must notify the teacher of a reassessment request and the teacher must assign an Incomplete (I) until the reassessment is complete.

Students earn the opportunity for reassessment by working with the teacher to prove that new learning has taken place and that they have a better understanding of the assessed 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 may initiate the reassessment process.

If a student passes the retest, at least a 70 shall be recorded to designate the student’s mastery of the TEKS on independent assessments, excluding those listed below. In the event the student fails both assessments, the higher of the two tests shall be recorded.

Note: District Writing Assessments and Projects are not subject to the reassessment guideline.

Re-working Assignments in the Quiz/Daily Work/Homework Category

For grades falling in the Quizzes and Daily Work and Homework Category, students may “redo” two grades per grading period. The higher grade between the reworked and the original assignment shall be recorded, not to exceed a 75. The student will have 5 school days from the date the grade was posted in Gradebook to complete the same or an alternate assignment that covers the same standards (TEKS). A parent, teacher, or student may initiate the redo/rework process. In the case of end-of-grading period redo/rework, students must notify the teacher of a redo/rework request and the teacher must assign an Incomplete (I) until the assignment is complete.

Note: District Common Assessments, Reading Check Quizzes, Test Reviews, and Projects are not subject to the re-do guideline.

Due to the volume of skills and content that must be covered in AP classes, students must stay current in their assignments and should always come in for tutoring when they do not master the material the first time around.

In the event of a campus change, any reassessments or re-working of assignments must be complete before the student attends the new campus.
Frequently Asked Questions Regarding Reassessment Grades:  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 Comal ISD?
No, students have previously had the opportunity to retake assessments. Comal ISD consistently strives to support students in gaining progress and reaching content mastery.

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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.

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.

Mastery of Texas Essential Knowledge and Skills

Comal Independent School District has provided a rigorous vertically and horizontally aligned curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this tiered curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

CISD teachers will utilize ongoing mastery assessment to determine which students are in need of intervention. The use of teacher-made tests, performance assessments, common assessments, and teacher observations will help determine which students are mastering instructional objectives and which students are in need of support.

Acceleration (Intervention)
Frequent evaluation, both formative and summative, will determine the need for acceleration. Acceleration (intervention) is an integral part of the instructional program and is embedded within core instruction. Acceleration (intervention) provides:
- Frequent reinforcement and review to reduce the achievement gap between the student and his/her same age peers.
- Daily, ongoing targeted instruction based on student need as identified by progress monitoring data.
- Opportunity for the student to progress systematically through content without experiencing extended, frustrating periods of non-achievement.
- A variation in instructional approaches – use of new techniques, strategies, materials, practice, small group instruction, and opportunity for review.
**Major Grades**
- Major grades include alternative assessments, examinations/tests, projects, labs, term papers, compositions, nine-week tests, and other similar assignments. For English Language Arts only, one major grade per grading period must be a writing piece that will be included in the student’s writing portfolio.
- For students in a Career and Technology Education (CTE) program requiring employment, 45% of the nine-week average may reflect employer evaluation.
- **Middle school students taking high school credit courses will be graded on those major assignments based on the weight and reassessment guideline assigned at the high school.**

**Quizzes**
Quizzes are short formative assessments assigned to measure a student’s progress toward the learning standard. Assignments that can fall under this category may include science labs, reading responses, minor projects or short assessments. Quizzes do not have to be scheduled in advance.

**Daily Grades**
Daily grades include class work, notebooks, labs, homework and other similar assignments. **Middle school students taking high school credit courses will be graded on those assignments based on the weight assigned at the high school.**

**Missing Assignments**
When students are absent, an “M” may be recorded by the teacher until the student completes their makeup assignments. An “M” is averaged by the gradebook as a 0 until the teacher updates the electronic gradebook after the student submits make-up assignments. Please note that the district late-work policy applies to make-up assignments.

**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 category (daily, quiz, major) that is most appropriate for the level of rigor required.

**Common Assessments**
Common Assessments are developed to inform instruction by measuring students’ level of mastery and identifying concepts or skills which require re-teaching.

- The Department of Curriculum and Instructional Design will provide two district-created common assessments, one per semester, plus an additional writing common assessment.
- Testing windows for common assessments will be provided by the district and posted on the Comal ISD website on the CISD Assessment Calendar.
- For grade reporting purposes,
  - 2nd grade: The first District Common Assessment shall be used as a formative assessment and shall not be counted in any grading category whereas the second DCA shall count as a grade and be recorded in the Independent Assessments/Quizzes/CA/Projects category. For grade reporting purposes, CA conversion scales shall be used when entering grades in the gradebook.
  - 3rd –High School: Both District Common Assessments shall count as a grade and be recorded in the Quizzes/CA category. For grade reporting purposes, CA conversion scales shall be used when entering grades in the gradebook.
Semester/Final Exam (Secondary 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.
- Seniors and juniors may qualify for second semester final exam exemptions.
- Any exceptions to this policy for the administration/exemption of semester/final exams must be made at the department level with principal approval.

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% for middle school and 23% for high school of the total average regardless of the grade category. 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%.

Minimum/Maximum Grade Reported

Grades for assignments will be based on relative mastery. 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 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 required).

Transfer Students

Grade averages for any student transferring into Comal 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 Director of Student Information Services if there are incomplete academic records or missing withdrawal grades from a transfer student’s records.
Secondary Alternative Grading System for AP, Dual Credit and Dual Enrollment

The instruction, grading, and assessment policies of AP, Dual Credit, and Dual Enrollment courses will follow an alternative grading system. Pre-AP classes are subject to the district’s Grading Guidelines in regard to grading categories and reassessment.

Weight of Grades
AP and Dual Enrollment courses will follow the grade weight categories below. Dual Credit grade weights should follow the guidance below unless required otherwise by St. Philip’s College. If a variance is required, the grade weight categories must be noted in the course syllabus. No single assignment in an AP, Dual Credit, or Dual Enrollment course may comprise more than 30% of the 9-weeks average.

- Daily Work and Homework = 20%
- Quizzes and CAs = 30%
- Major Grades and Projects = 50%

Reassessments
The reassessment policies of AP, Dual Credit, and Dual Enrollment courses may vary and should be clearly stated in the course syllabus.

Schedule Changes
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

High School Pre-AP Credit Courses
Pre-AP HS Credit course level changes may be considered after the 5th week of the 9 week grading period. Course level change options and grading considerations for such changes include the following:

1. In order to transfer to an academic level class, the student must have made a sincere effort to succeed, as determined by the campus personnel, by completing work and attending tutorials. The student should be encouraged to fulfill their original goal of successfully completing the Pre-AP HS credit course. Campus personnel, student, and parent should create a detailed plan that will help the student be successful in completion of the course. If these conditions are met and the student is earning less than a grade of 75, that student will be considered for a change. Final approval will depend upon space availability in the receiving class.

2. A student who transfers to an academic level class after the first nine weeks is not eligible to earn weighted points for the semester. However, if a student transfers to an academic level course after the first semester, the student will receive weighted points for the first semester only as per board policy EIC Exhibit B (Updated on 12/5/2016).

3. A student who transfers to an advanced 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 Pre-AP course, the student must be enrolled in the advanced course for the entire semester.
Advanced Placement (AP) Courses

Course level changes for students in Advanced Placement courses may be considered after the 5th week of the 9 week grading period. Course level change options and grading considerations for such changes include the following:

1. In order to drop an AP course, a campus committee will meet to determine the best academic plan for the student. This committee shall consist of the student, parent, teacher, counselor, and academic dean. The committee should encourage the student to fulfill their original goal of successfully completing the AP course and create a detailed plan that will help them be successful in completion of the course. A period of time will be determined by the committee and the members will meet again after that time frame to discuss other options available to the student if they still wish to drop the course at the end of the 9 weeks.

2. A student who transfers from an AP course to an academic level course after the first nine weeks is not eligible to earn weighted points for the semester. However, if a student transfers to a lower level course after the first semester, the student will receive weighted points for the first semester only as per board policy EIC Exhibit B.

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 an AP course, the student must be enrolled in the advanced course for the entire semester.

All AP course requirements may be found in EIC (local) exhibit C. See Grading Guidelines Appendix D for the AP Guidelines/Agreement.

*AP Government and AP Macroeconomics are exceptions to the AP Guidelines/Agreement. These are semester courses, which are graduation requirements, and students will not be able to drop these courses before the 3rd week of the 9 week grading period.

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, 504 Process, 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.

Middle School and High School Credit Courses

1st Semester Grade

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

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

2nd Semester Grade

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

4th Nine-Week Average 45%
5th Nine-Week Average 45%
Final Exam 10%
Academic Achievement and Class Ranking

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.

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 50%
2nd Semester 50%

Late Work

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

<table>
<thead>
<tr>
<th>Days Late</th>
<th>Percent of Grade Received by Student</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Day</td>
<td>80%</td>
<td>100 records as 80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80 records as 64</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60 records as 48</td>
</tr>
<tr>
<td>2 Days</td>
<td>60%</td>
<td>100 records as 60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80 records as 48</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60 records as 36</td>
</tr>
<tr>
<td>3 or more days</td>
<td>0%</td>
<td>No credit given—grade of zero (0)</td>
</tr>
</tbody>
</table>

*Calendar days do not include Saturdays and Sundays.

- More than three late assignments during any one nine-week grading period, may result in additional consequences.
- Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student is to inform the teacher of any such circumstances that prevented the completion of the homework. Teachers may grant exceptions to this policy, as necessary.
- The late work policy may not apply to projects and term papers that are scheduled in advance and can be turned in prior to an absence.
**Makeup Work**

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

**Makeup Work Guidelines**
- Makeup work is available to all students. Students are responsible for asking teachers for the makeup work upon returning to class and/or accessing the work on the online platform upon their return. Students shall receive credit for satisfactory makeup work after an absence, but may receive a zero for any test not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines.
- Exceptions may be granted by the campus administration in extenuating circumstances.
- The number of class days allowed for makeup work to be completed for full credit will be equal to the number of times a class (whether on-campus or remote) was missed. Extra time may be given at the teacher’s discretion.
- A student should not, on the day of returning to instruction, 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 may continue to access their coursework in their online learning management system or 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.

**Final Exam Exemptions for High School**
For 2020-2021 school year, second semester final exam exemptions will be available in all courses for all students who:
- have a minimum of an 85 average in each course applicable for exemption
- have no referrals that result in OSS, CDC, or JJAEP
- have no more than 3 absences total for the spring semester (per class period), excluding college visits or school sponsored activities. Any appeals must be referred to the campus principal
- have no more than 3 tardies in the course for which he/she is seeking a final exam exemption
- have been issued no more than 10 temporary IDs for the school year
- have cleared all outstanding fines or fees prior to the semester exam

** Dual Credit courses will be required to take finals as assigned by the instructor.**
University Interscholastic League (UIL) Eligibility

(Refer to UIL website [http://www.utexas.edu/admin/UIL/admin/side/acad.html](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 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.
- A student ineligible to participate in an extra-curricular activity, but enrolled in a state-approved music course that participates in UIL Concert and Sight Reading may perform with the ensemble during the UIL evaluation. Participation in Concert and Sight Reading may be limited as specified in individual program handbooks.

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

All of the high school pre-AP, AP, Dual Credit, and Dual Enrollment Courses qualify for exemptions under the No Pass No Play rule. The list of courses that can be exempted from No Pass No Play can be found on the Grade Exemption Waiver form.

Students wishing to apply the exemption waiver may submit the Grade Exemption Waiver form in Appendix A to the campus UIL Coordinator.
Appendix A: Grade Exemption Waiver
Comal Independent School District
Grade Exemption Waiver for High School Students

Name: ___________________________________________

Student ID: ________________________

Grading Period: (Circle One)

1st Nine Weeks  2nd Nine Weeks  3rd Nine Weeks  4th Nine Weeks

Grade: (Circle One)  9th  10th  11th  12th

UIL Activities: _____________________________________________________________________________
_________________________________________________________________________________________

USE POLICY: Students enrolled in high school courses will be permitted to use this waiver form for two
courses each semester. Waiver forms can only be used for grades(s) of 60 or above in Pre-Advanced
Placement (Pre-AP), Advanced Placement (AP), UT OnRamps Dual Enrollment, or Dual Credit courses.
Students are not permitted to waive failing grades in any other courses.

Please write the class you would like to “waive” and include the grade you earned.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE</th>
<th>GRADE</th>
</tr>
</thead>
</table>

Approved ___________  Denied ___________

________________________________________________  _____________________
Student Signature/Parent Signature                  Date

________________________________________________  _____________________
Administrator Signature                              Date
<table>
<thead>
<tr>
<th>Courses Eligible for Grade Waiver</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Placement (AP)</strong></td>
</tr>
<tr>
<td>AP Art History</td>
</tr>
<tr>
<td>AP Art Studio - Drawing</td>
</tr>
<tr>
<td>AP Art Studio - Three Dimensional</td>
</tr>
<tr>
<td>AP Art Studio - Two Dimensional</td>
</tr>
<tr>
<td>AP Biology</td>
</tr>
<tr>
<td>AP Calculus AB</td>
</tr>
<tr>
<td>AP Calculus BC</td>
</tr>
<tr>
<td>AP Chemistry</td>
</tr>
<tr>
<td>AP Computer Science Principles</td>
</tr>
<tr>
<td>AP Computer Science A</td>
</tr>
<tr>
<td>AP Economics</td>
</tr>
<tr>
<td>AP English 3 (Language)</td>
</tr>
<tr>
<td>AP English 4 (Literature)</td>
</tr>
<tr>
<td>AP Environmental Science</td>
</tr>
<tr>
<td>AP European History</td>
</tr>
<tr>
<td>AP French 4</td>
</tr>
<tr>
<td>AP German 4</td>
</tr>
<tr>
<td>AP Human Geography</td>
</tr>
<tr>
<td>AP Music Theory</td>
</tr>
<tr>
<td>AP Physics 1</td>
</tr>
<tr>
<td>AP Physics 2</td>
</tr>
<tr>
<td>AP Physics C</td>
</tr>
<tr>
<td>AP Psychology</td>
</tr>
<tr>
<td>AP Research</td>
</tr>
<tr>
<td>AP Seminar</td>
</tr>
<tr>
<td>AP Spanish 4 (Language)</td>
</tr>
<tr>
<td>AP Spanish 5 (Literature)</td>
</tr>
<tr>
<td>AP Statistics</td>
</tr>
<tr>
<td>AP US Government</td>
</tr>
<tr>
<td>AP US History</td>
</tr>
<tr>
<td>AP World History</td>
</tr>
</tbody>
</table>
Appendix B: SSI
Student Success Initiative (SSI)
Grade Advancement Requirements for 5<sup>th</sup> and 8<sup>th</sup> Grade Students
Process for Parental Request for Waiver of Third Administration &
Appeal of Automatic Retention (19 TAC, §101.2015)

Not applicable for the 2020-2021 school year
Overview of Edgenuity in Comal ISD
Edgenuity is an online education network that provides course offerings for certain populations of high school and middle school students. Students using the platform work at their own pace until they reach a pre-established completion date, at which time they receive credit for completion. Though some content and assignments may be accessed at home, assessments must be completed on campus with a teacher present.

Edgenuity is predominantly used for credit recovery (i.e. for students who have failed a course), but students who are graduating early or who have certain scheduling conflicts may take a limited number of courses for original credit. Any student who wishes to take Edgenuity courses for original credit must obtain administrator approval (information below).

Credit Recovery Program for a Course With Prior Instruction
The primary purpose of Edgenuity is for credit recovery and provides students the opportunity to earn credits lost due to failure or poor attendance. Students who retake a course and demonstrate mastery with a 70 or higher will receive credit that counts toward graduation requirements and will be considered to have met attendance requirements for that course. Campuses shall maintain documentation to support the students’ successful completion and to support verification of compulsory attendance.

Coursework other than English Language Arts begins with a pretest, which is an initial comprehensive test that assesses a student’s general knowledge of the content and creates a tailored course based on the student’s results.

Students will be placed in credit recovery for at least one semester and once credit has been earned, a schedule change to an open elective can occur at semester. Students with one credit recovery period are expected to complete a semester credit within a semester. Students can utilize Edgenuity at home for lectures, quizzes, and homework to accelerate progress in the course, but all major assessments must be proctored by a teacher. Students with multiple credit recovery periods are expected to accelerate through the course work at a more rapid pace (ex: completion of a semester course in a nine week period). There will be weekly progress checks made by the facilitating teacher. Students who do not make weekly progress are subject to be removed from the credit recovery lab and would be required to retake the class again in the traditional class setting or obtain credit through credit-by-exam or course through correspondence (both fee based programs).

Students enrolled to a credit recovery Edgenuity course should be assigned the CISD TX Credit Recovery (CR) course. These customized courses align with the TEKS and have been vetted for appropriateness of content by the Department of Curriculum and Instruction. Edgenuity may be used in lieu of credit by examination with prior instruction

***Note to Student Athletes: Edgenuity courses cannot be used to reinstate UIL eligibility nor are they recognized by the NCAA Eligibility Center.

Original Credit Without Prior Instruction in a Course
There are special circumstances that will enable a student to take certain courses without prior instruction.
Early Graduation Students
Students who have applied for and received approval through their school counselor to graduate early may have additional course options for original credit. Students planning to graduate within 3 years may have the option of selecting English III, Pre-Calculus, Statistics, Government, Economics, and elective options. Students opting to graduate within 3 ½ years may have the option of selecting English IV B, Pre-Calculus B, Statistics B, Environmental Systems B, Government, Economics, and elective options. All courses for acceleration must be approved through the school counselor and/or campus administration.

Comal Academy and Off-Cohort Students
Students who are applying to Comal Academy or who are considered off-cohort with their graduating class may have the option of selecting Art I A, Art I B, PE, and elective courses. All courses for acceleration must be approved through the school counselor and/or campus administration.

A request for any courses for acceleration other than those listed above must be sent to the district Director of Academic Counseling for approval.

Students enrolled to an original credit Edgenuity course should be assigned the CISD TX Original Credit (OC) course. These courses align with the TEKS and do not use the pretest nor prescriptive options in course design. Students must be enrolled full time to be eligible for original credit Edgenuity courses.

<table>
<thead>
<tr>
<th>Who Qualifies for Edgenuity?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For Credit Recovery, students who...</strong></td>
</tr>
<tr>
<td>fail a class (semester or full year)</td>
</tr>
<tr>
<td>are failing a class and need extra instructional support</td>
</tr>
<tr>
<td>need recovery of credit due to low attendance</td>
</tr>
</tbody>
</table>

Grading Procedures (Recovery and Original Credit)
The semester grade is sent to the grade level counselor and registrar. The registrar enters the grade on the transcript and the record indicates that the credit was earned through Edgenuity. If applicable, the original failing course grade remains as a separate entry on the student’s course history and transcript. Edgenuity grades do not replace failing grades on the transcript.

For credit recovery purposes, Edgenuity semester grades may be averaged with the direct instruction grade only if the student completes the Edgenuity course within the same school year of direct instruction.

GPA (Grade Point Average)
Both the previously failed grade and the Edgenuity grade count towards GPA.

Homebound Students
Edgenuity is available for students who qualify for the Homebound program.
Summer School
Edgenuity courses will serve as credit recovery options for middle school students who have failed a core content course and for high school students who need to recover credit in required courses. Original credit courses may be taken during summer school for early graduates or for students with extenuating circumstances.

List of Edgenuity Courses
The courses available for original credit and credit recovery are listed below.

<table>
<thead>
<tr>
<th>LANGUAGE ARTS</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>High Schools</td>
<td>CDC</td>
<td>Comal Academy</td>
<td>Middle Schools</td>
</tr>
<tr>
<td>English I A or B CR</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>English II A or B CR</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>English III A or B CR</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>English III A or B OC</td>
<td>✓</td>
<td>Early grad</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>English IV A or B CR</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>English IV A OC</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>English IV B OC</td>
<td>✓</td>
<td>Early grad</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>English 6 A or B CR</td>
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<td>✓</td>
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<td>✓</td>
</tr>
<tr>
<td>English 7 A or B CR</td>
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</tr>
<tr>
<td>English 8 A or B CR</td>
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<tr>
<td>English 6 Summer CR</td>
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<tr>
<td>English 7 Summer CR</td>
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<td>Summer</td>
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<td>✓</td>
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<tr>
<td>English 8 Summer CR</td>
<td>✓</td>
<td>Summer</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATH</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>High Schools</td>
<td>CDC</td>
<td>Comal Academy</td>
<td>Middle Schools</td>
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<td>EOC Tutor: Biology</td>
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<td>EOC Tutor: English I</td>
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<td>EOC Tutor: English II</td>
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<td>Money Matters</td>
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**Responsibilities of the Edgenuity Student**

Edgenuity lab teachers should establish expectations of students to ensure they stay on track with the coursework in Edgenuity. Expect students to:

1. Set completion timeline goals for courses.
2. Watch all videos completely.
3. Listen and take notes on all lectures.
4. Complete all assigned activities.
5. Come to class prepared with notebook, pen or pencil, and headphones if applicable.
6. Keep up with assignment calendar and ongoing grades through the Edgenuity website.
7. Communicate with the Edgenuity teacher regarding any problems with assignments or the Edgenuity program.
8. Complete all quizzes, tests, and exams without assistance from staff, other students, or any electronic devices. Cheating on assessments is subject to disciplinary action as outlined in the Student Code of Conduct.
9. Communicate with parents about course progress.

**Functions of the Edgenuity Lab Teacher**

1. Provide direct technical support and academic assistance to the students enrolled in the Edgenuity program.
2. Set Start and Target dates for each student.
3. Monitor student progress, attendance, and course activity time and implement remediation strategies when necessary.
4. Proctor tests, and exams with fidelity.
5. Monitor the start and stop time of quizzes, tests, and exams to ensure students have sufficient time to complete the assessment before the end of the class period. Once started, the student will not be able to Save and Exit the assessment.
6. Provide a summary of student progress and remediation efforts to parents, counselors, or administration upon request.
Appendix D: AP Guidelines/Agreement

Comal ISD Advanced Placement Guidelines/Agreement 2020-2021

The College Board Advanced Placement (AP) Program offers high school students the opportunity to engage in college level rigorous studies. Advanced Placement courses are taught using college level materials, strategies, and practices that prepare students to take an Advanced Placement exam at the end of the course. Students who successfully complete AP exams may receive college credit.

The mission of Advanced Academics is to work collaboratively with students, parents, community members, teachers, and administrators to design, guide, and supervise academically advanced programs that promote rigor, depth, and complexity. It is a common goal of the stakeholders to challenge advanced and gifted learners. Advanced Academics ensures that all students in the district have access to a wide selection of challenging courses to enhance and broaden opportunities for future education and career options.

Comal ISD has an open enrollment policy for ALL AP Courses and encourages all academically prepared students to enroll in available Advanced Placement (AP) courses to enhance their academic experience. AP courses offer a high degree of rigor designed to prepare students for success in higher academic pursuits. Choosing to enroll in an AP course in Comal ISD is a mutual decision made by the student, parent, and school. Each of these individuals is an important participant in this decision, but the student bears the responsibility of achieving success in the course.

The student agrees to:

- Organize their time and efforts
- Familiarize themselves with AP course requirements
- Attend class & complete assignments/readings/projects outside of class
- Attend tutorial sessions; seek guidance from teacher
- Commit themselves to work at a rigorous level
- Come to class prepared
- Plan to take the AP exam at the end of the course

The AP teacher will provide:

- Rigorous instruction and challenging content
- AP Exam Preparation
- Tutoring sessions
- An approved College Board syllabus
- Lessons aligned to College Board standards

The parent agrees to:

- Understand that AP courses REQUIRE increased rigor/challenges
- Encourage/support their student
- Help their student organize study/preparation time
- Familiarize themselves with AP course requirements and the AP drop policy
- Notify the teacher with any concerns

Comal ISD will provide:

- AP summer institute opportunities to all AP teachers
- Teachers who instruct at the level necessary for students to perform successfully on the AP exam
- Support of all AP teachers
- Communication to students and parents
Drop Policy for AP Courses
Students may not drop an AP course before the 5th week of the 9 week grading period. If a student wishes to drop an AP course, it will be necessary for a campus committee to meet to determine the best academic plan for the student. This committee shall consist of the student, parent, teacher, counselor, and academic dean. The committee should encourage the student to fulfill their original goal of successfully completing the AP course and create a detailed plan that will help them be successful in completion of the course. A period of time will be determined by the committee and the members will meet again after that time frame to discuss other options available to the student if they still wish to drop the course at the end of the 9 weeks. If the student moves from an upper level course to a lower level course during the semester, they are not eligible to earn weighted points for that semester. A student is allowed to move from an AP course to an Academic level course at the semester. In this case, the student would receive weighted points only for the semester they were enrolled in the AP course.

*AP Government and AP Macroeconomics are exceptions to this policy. These are semester courses, which are graduation requirements, and students will not be able to drop these courses before the 3rd week of the 9 week grading period.

Summer Assignments
Some AP courses will require summer assignments. These assignments must follow the summer assignment guidelines, which can be located in the district Grading Guidelines.

Grading Policies
Please refer to the Secondary Alternative Grading System for AP, Dual Credit and Dual Enrollment found in the district Grading Guidelines. However, Pre-AP teachers ARE required to follow the district Grading Guidelines.

Requirements to take an AP Exam
It is highly encouraged that students take the AP Exam that corresponds to the course in which they are enrolled. Every AP student is required to take at least one AP exam. An AP student is defined as a student enrolled in at least one AP course.
Currently, the Student and the District share the cost of the exam. There are no refunds on fees paid toward AP Exams. In addition, if a student registers for an AP Exam and then does not attend the exam, the student will be responsible for the portion of the exam that was paid by the district and any other fees the district may be assessed.

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<th>Number of Exams</th>
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<th>Cost to District</th>
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<tr>
<td>All AP Exams</td>
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*fees are reduced for students with financial need – please see your counselor

Additional Exam Fees

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<th>Description</th>
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<td>Late Fee</td>
<td>This fee will be charged to a student for any exam ordered after November 2, 2020. This fee applies to each exam.</td>
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<tr>
<td>Cancellation Fee</td>
<td>This fee will be charged to a student if they order an exam prior to the deadline and then decide to cancel the exam. This fee applies to each exam.</td>
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<tr>
<td>No – Show Fee</td>
<td>This fee will be charged to a student if they do not take the exam on the assigned AP exam day. This fee applies to each exam.</td>
<td>$40</td>
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There are no refunds after the November 2nd deadline.
All Exam fees and Late fees must be paid BEFORE a late AP exam is ordered.

______________________________________            _________________
Student Signature                           Date

______________________________________
Parent Signature                           Date

______________________________________
Teacher Signature                          Date
Appendix E: Teacher Acknowledgement

Comal Independent School District
Grading Guidelines Teacher Acknowledgement Form

My signature acknowledges receipt of my personal copy of the Grading Guidelines. I agree to read the document and abide by the standards, policies, and procedures defined or referenced herein. I am aware that the Grading Guidelines manual is available to me on-line at www.comalisd.org.

I understand that changes in district policies may supersede, modify, or eliminate the information summarized in this manual. As the District provides updated policy or procedures information, I accept responsibility for reading and abiding by the changes.

Printed Name

____________________________________________________________________________________

Signature

____________________________________________________________________________________

Campus/Department

____________________________________________________________________________________

Date

____________________________________________________________________________________

Signed forms are due to your campus principal on or before September 4, 2020.